

THE INFLUENCE OF UNDERSTANDING ISLAMIC RELIGIOUS EDUCATION ON STUDENTS LEARNING MOTIVATION AT SMK PONCOL 65 CENTRAL JAKARTA

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Abstract (In English). This study aims to analyze the influence of understanding Islamic Religious Education on students' learning motivation at SMK Poncol 65 East Jakarta. It uses a quantitative descriptive method with statistical data analysis techniques to test the relationship between understanding Islamic Religious Education and students' learning motivation. The research sample consists of students who were selected randomly. Data were collected using a questionnaire that had been tested for validity and reliability. The study's results showed that understanding Islamic Religious Education had a magnitude of 0.699 on students' learning motivation. Based on statistical tests, the correlation value obtained (r_o) of 0.699 was more significant than the r_t value at a significance level of 5% (0.291) and 1% (0.376). Thus, the null hypothesis is rejected, and the alternative hypothesis is accepted, indicating a significant influence between understanding Islamic Religious Education and students' learning motivation. This study concludes that understanding Islamic Religious Education can increase students' learning motivation. For students who receive less attention from their parents, learning motivation can be increased by providing more fantastic encouragement at school. Educators are expected to motivate students in various ways, such as by offering rewards or awards that can motivate them enthusiastically.

Keywords: Understanding of Islamic Religious Education, Learning Motivation, SMK Poncol 65, Educational Rewards

A. INTRODUCTIONS

Judging from its history, Religious Education has been taught in public schools since Indonesia's independence in 1945. During the first Indonesian cabinet in 1945, the first Minister of Education, Teaching, and Culture, Ki Hajar Dewantara, sent a circular to the regions stating that moral lessons that had existed during the Japanese occupation were still permitted and were renamed religious lessons. At that time, religious education was not yet mandatory in public



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schools but voluntary/facultative and did not determine the promotion/graduation of students¹.

PAI or Islamic Religious Education is built on two essential meanings, namely "education" and "Islamic religion." According to Plato, one meaning of education is to develop students' potential so that their morals and intellect develop so that they find the true truth, and teachers occupy an important position in motivating and creating their environment². In other regulations, it is stated that PAI is a conscious and planned effort to prepare students to know, understand, internalize, believe in, be pious, and have noble morals in practicing the teachings of Islam from its primary sources, the holy book of the Koran and the Hadith³. Islamic religious education in schools is directed at increasing belief, understanding, appreciation, and practice of Islamic teachings⁴.

Islamic Religious Education (PAI) is an essential subject that aims to shape students' religious character and build their awareness of spiritual values in everyday life. In the era of globalization, marked by the development of technology and the rapid flow of information, the challenges of instilling religious understanding are increasingly complex. Students often face various cultural influences and modern lifestyles that can weaken their motivation to learn, including in religious subjects⁵.

Several causal factors can influence students' learning motivation, such as teachers' teaching methods that are less interesting or monotonous, lack of support, lack of parental attention, and excessive demands; this can have quite an impact on students' learning motivation so that students will not be able to understand the lesson well and get less than optimal results⁶.

Low learning motivation also has several consequences, including students being unenthusiastic about learning, preferring to skip school, declining learning achievement, and not being able to understand the learning material being delivered. Of course, this greatly affects students' learning, especially in terms of understanding and learning outcomes⁷.

According to Handoko, quoted by Oktafiani⁸, motivation is interpreted as a state in a person's personality that drives the individual's desire to carry out certain activities to achieve goals. Motivation in a person is a driving force that will realize a behavior to achieve the goal of self-satisfaction.

Motivation is not a product but a process. Motivation cannot be observed directly, but the achievement of visible behavior, such as task selection, effort,

¹ Sopian Sinaga, "Problematika Pendidikan Agama Islam Di Sekolah Dan Solusinya," *WARAQAT: Jurnal Ilmu-Ilmu Keislaman* 2, no. 1 (2017): 14.

² A B Musyafa'Fathoni, "Idealisme Pendidikan Plato," *Tadris STAIN Pamekasan* 5 (2010).

³ Departemen Pendidikan Nasional, "Standar Kompetensi Lulusan Untuk Satuan Pendidikan Dasar Dan Menengah," *Jakarta: Depdiknas*, 2006.

⁴ Nur Ahyat, "Metode Pembelajaran Pendidikan Agama Islam," *EDUSIANA: Jurnal Manajemen Dan Pendidikan Islam* 4, no. 1 (2017): 24–31.

⁵ Kokoadyawinata Koko, "Implementasi Konsepsi Tujuan Pembelajaran PAI Untuk Menghadapi Era Revolusi 4.0," *EduTeach: Jurnal Edukasi Dan Teknologi Pembelajaran* 1, no. 2 (2020), <https://doi.org/10.37859/eduteach.v1i2.1964>.

⁶ Zuraida Maryana, "Efektifitas Penerapan Metode Pemberian Tugas Terhadap Motivasi Belajar Siswa Pada Mata Pelajaran PAI Di MTs Al-Zahrah Kabupaten Bireuen," *Jurnal Teknologi Terapan and Sains 4.0* 2, no. 2 (2021).

⁷ Reni Hidayati et al., "Faktor Penyebab Menurunnya Motivasi Belajar Siswa Kelas IV SDN 1 Peresak," *Jurnal Educatio FKIP UNMA* 8, no. 3 (2022), <https://doi.org/10.31949/educatio.v8i3.3223>.

⁸ Ifni Oktiani, "Kreativitas Guru Dalam Meningkatkan Motivasi Belajar Peserta Didik," *Jurnal Kependidikan* 5, no. 2 (2017): 216–32.

determination, and speech, can be. The learning process has the most important role, namely motivation, which is the growth of passion and enthusiasm for learning. The motivation to learn in students today is influenced by several factors, one of which is an internal factor; this internal factor of learning motivation is family problems that disrupt students' motivation to learn⁹.

After the researcher conducted initial observations at SMK 65 Poncol Central Jakarta, the learning motivation of many students there was disturbed due to internal factors such as family problems, which caused students' learning motivation to decrease and disrupted their understanding of learning activities. Islamic religious education learning is one of the lessons the school gives because, in Islamic religious education learning, students can increase their motivation to learn. In Islamic religious education (PAI) learning, students determine the learning process by memorizing verbally and understanding the concepts being learned.

Understanding Islamic religious education (PAI) learning materials can affect students' learning motivation. If the delivery of learning materials cannot be adequately conveyed, it can affect students' understanding of the Islamic PAI learning materials. Therefore, teachers and prospective educators must be able to provide each learning material well so that students can understand each learning material that is offered and can also increase students' motivation to learn¹⁰.

One of the main obstacles is the lack of relevance of Islamic Religious Education material to students' daily lives. Many students feel that religious learning is theoretical and does not provide real solutions to the challenges they face in modern life. In addition, monotonous learning methods, such as lectures without interactive discussions, can reduce students' enthusiasm for following lessons¹¹.

Another factor that influences this is the learning environment at school and home. An unsupportive environment, such as a lack of encouragement from family or minimal learning facilities, can weaken students' motivation to study Islamic Religious Education material. On the other hand, the negative influence of social media and popular culture that contradicts religious values often distances students from their interest in studying Islamic Religious Education¹².

Other obstacles for students include low spiritual awareness, a minimal sense of responsibility for learning, or even emotional pressure that interferes with their concentration. This condition is further exacerbated by the view that religious studies do not have a direct impact on their careers or futures, so the priority of learning Islamic Religious Education tends to be ignored¹³.

⁹ Reza Fathuddin Yusuf, Sumarwiyah Sumarwiyah, and Erni Haryanti, "Analisis Faktor Penyebab Rendahnya Motivasi Belajar Siswa Dalam Pembelajaran Online," *JIIP - Jurnal Ilmiah Ilmu Pendidikan* 5, no. 2 (2022), <https://doi.org/10.54371/jiip.v5i2.433>.

¹⁰ Zahrul Ricky Fauzan, Muhammad Tohirin, and Akhmad Baihaqi, "Pengaruh Media Pembelajaran Google Classroom Terhadap Motivasi Belajar PAI Siswa SMK Muhammadiyah 2 Borobudur," *Borobudur Islamic Education Review* 1, no. 1 (2021), <https://doi.org/10.31603/bier.5524>.

¹¹ Almaydza Pratama Abnisa, "Peranan Motivasi Belajar PAI Siswa Melalui Metode Tanya Jawab Di SMAN 6 Tangerang," *Jurnal Ilmiah Profesi Pendidikan* 9, no. 1 (2024), <https://doi.org/10.29303/jipp.v9i1.2066>.

¹² Ahmad Avandri, Arie Wardhono, and Ratna Suhartini, "Pengaruh Lingkungan Keluarga Dan Tipe Kepribadian Hippocrates Terhadap Motivasi Belajar," *Journal of Education Research* 4, no. 3 (2023).

¹³ Nur Fakhrunnisaa and Mardawati Mardawati, "Pengaruh Game Edukasi Berbasis Educandy Terhadap Motivasi Belajar Pendidikan Agama Islam (PAI) Kelas V Pada SD 103 Bontompore," *Jurnal MediaTIK* 6, no. 1 (2023), <https://doi.org/10.26858/jmtik.v6i1.45510>.

Individual differences in students are also one of the causes of learning difficulties and the teaching and learning process in schools. Psychological factors such as feelings of stress caused by family circumstances can cause someone to get poor results in a subject test. In addition, the cause of poor grades obtained by students from a subject can be due to the student's dislike of their teacher or the way the teacher teaches. If the student's grades are generally or all bad, this is most likely due to the low ability of the student¹⁴.

Understanding the obstacles students face in increasing their motivation to learn Islamic Religious Education is significant for designing effective and relevant learning strategies. Research on this is expected to provide practical solutions for educators to create a more supportive learning environment, innovative teaching methods, and approaches that can link religious values with the needs and challenges of students in the modern era. Thus, Islamic Religious Education can again become a subject that equips students with knowledge and builds strong character and high learning motivation.

Learning motivation is one of the key factors in determining the success of the education process. However, based on initial observations at SMK Poncol 65 Central Jakarta, it was found that some students showed low learning motivation, especially in Islamic Religious Education subjects. This can be seen from students' lack of enthusiasm in participating in learning, low active participation, and the tendency to only memorize without understanding the meaning of the material being taught. This condition raises concerns about the success of Islamic Religious Education learning in forming a religious and high-achieving generation.¹⁵

Previous studies have shown that a good understanding of religious values can motivate students to be more enthusiastic about learning. A deep understanding of religion can build a strong moral and ethical awareness so that students are encouraged to learn for academic grades and improve themselves as faithful individuals. Therefore, it is essential to examine how much understanding Islamic Religious Education influences students' learning motivation at SMK Poncol 65 Central Jakarta¹⁶.

This study is expected to provide a clear picture of the relationship between understanding Islamic Religious Education and learning motivation. It will also be the basis for developing more effective learning strategies to improve the quality of religious education in schools. Thus, the results of this study are expected to contribute to creating a religious and productive learning environment for students.

B. METHOD

The type of research used in this study is descriptive research with a

¹⁴ Siti Nusroh and Eva Luthfi, "Analisis Kesulitan Belajar Pendidikan Agama Islam (PAI) Serta Cara Mengatasinya," *BELAJEA: Jurnal Pendidikan Islam* 5, no. 1 (2020): 71–92.

¹⁵ Renvilika Lutfitania, Beni Azwar, and Bariyanto Bariyanto, "Pengaruh Pemanfaatan Internet (Web Keagamaan) Terhadap Motivasi Belajar Mahasiswa Pai Angkatan 2014/2015," *Nuansa* 13, no. 2 (2020), <https://doi.org/10.29300/njsik.v13i2.3941>.

¹⁶ Hikmah Hikmah, Abdul Qodir, and Nurul Wahdah, "Aktivitas Belajar Dan Motivasi Belajar: Apakah Efektif Dalam Mengembangkan Hasil Belajar Pendidikan Agama Islam Peserta Didik," *Jurnal Pendidikan Agama Islam Al-Thariqah* 7, no. 2 (2022), [https://doi.org/10.25299/al-thariqah.2022.vol7\(2\).10555](https://doi.org/10.25299/al-thariqah.2022.vol7(2).10555).

quantitative approach¹⁷. Descriptive research with a quantitative approach aims to describe the characteristics of a phenomenon or problem using statistically analyzed numerical data. This study describes facts and tries to find relationships between variables that may exist in the observed phenomenon¹⁸. The type of descriptive research with a quantitative approach will provide a detailed explanation of the influence of the method of understanding the material on students' motivation at SMK Poncol 65 Central Jakarta. In this study, the research object is the population of students in grades X, XI, and XII at Poncol 65 Vocational High School, Central Jakarta. The population was taken in the 2024/2025 academic year, with 626 students in grades X, XI, and XII¹⁹.

In this study, the researcher used a random sampling method, namely taking sample members from the population, which was done randomly without considering the strata in the population, namely SMK Poncol 65 Central Jakarta. Therefore, the researcher took a sample of 47 students from the XI Accounting and XI DKV classes. This data collection technique is carried out by making a question and written statement to each respondent to be answered by the respondent. The data collection technique that the researcher used was the statement technique of distributing questionnaires to respondents²⁰.

C. RESULTS AND DISCUSSION

In analyzing the data on understanding Islamic religious education in students' learning motivation, the researcher submitted statements on a questionnaire distributed to 47 student respondents, consisting of 20 items of statements for variable X (Understanding Islamic religious education) and 20 items of statements for variable Y (Learning motivation).

Data regarding understanding of learning materials in learning motivation were taken from the results of questionnaire answers given to class XI Accounting and class XI DKV students as samples at SMK Poncol 65 Jakarta, totaling 47 students, each of whom had been given a score. Based on the assessment weight listed above, they added up each weight in one questionnaire the researcher distributed on Wednesday, November 13, 2024.

a. Find the largest score and the smallest score of variables X and Y.

The highest score of Variable X: 100

The lowest score of Variable X: 61

The highest score of Variable Y: 82

The lowest score of Variable Y: 64

The formula for finding the range value is the highest score minus the lowest score for both variable X and variable Y, which can be formulated as follows:

$$R = H - L$$

LVariable X

¹⁷ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, 19th ed. (Bandung: Alfabeta, 2013).

¹⁸ John W. Creswell and J. David Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, 5th ed. (California: SAGE Publications, 2018).

¹⁹ Reza Akbar, U. Sulia Sukmawati, and Khairul Katsirin, "Analisis Data Penelitian Kuantitatif," *Jurnal Pelita Nusantara* 1, no. 3 (2024), <https://doi.org/10.59996/jurnalpelitanusantara.v1i3.350>.

²⁰ Oliver C. Robinson, "Sampling in Interview-Based Qualitative Research: A Theoretical and Practical Guide," *Qualitative Research in Psychology* 11, no. 1 (2014), <https://doi.org/10.1080/14780887.2013.801543>.

$$R = 100 - 61 = 39$$

Variablel Y

$$R = 82 - 64 = 18$$

So based on this formula, the obtained value for variable X is 39 and the range value for variable Y is 18.

b. Finding the Number of Interval Classes (K) for Variables X and Y

Next is to find the number of interval classes (K) on variable X (Understanding of Islamic religious education) and variable Y (Learning motivation) to get the results; it can be formulated as follows:

$$\begin{aligned} BK &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 47 \\ &= 1 + (3.3) (1.672098) \\ &= 6.72098 \text{ rounded to } 6. \end{aligned}$$

After being formulated based on the data, the number of interval classes (K) results on variables X and Y are 6.

After getting the number of interval classes, the next step is to find the length of the interval class (P), which is obtained based on the following formula:

Interval Class Table

Length of class interval of variable X=

$\frac{R}{BK}$	$\frac{39}{6}$	6.50	7
$\frac{R}{BK}$	$\frac{18}{6}$	3.00	3

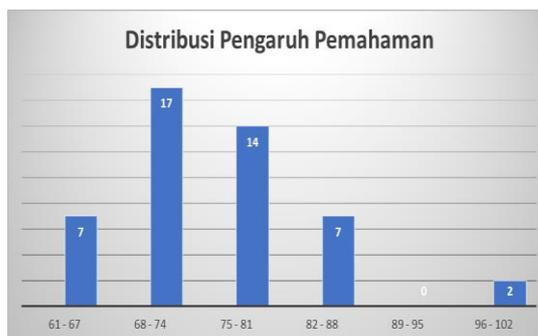
Length of class interval of variable Y =

Table 2 Frequency Distribution of Variable X

No	Kelas Interval	F	Nilai Tengah	Nilai Nyata
1	61 - 67	7	64	60.5 - 66.5
2	68 - 74	17	71	67.5 - 73.5
3	75 - 81	14	78	74.5 - 80.5
4	82 - 88	7	85	81.5 - 87.5
5	89 - 95	0	92	88.5 - 94.5
6	96 - 102	2	99	95.5 - 101.5
Jumlah		47		

Based on the score table, the highest frequency is in the interval 68-74 with a middle value of 71 with 17 respondents. The lowest frequency is in the interval 89-95 and as many as 0 respondents with a middle value of 92. The interval frequency of each interval class above is as follows:

Figure 1 Histogram of Variable Frequency (X) Understanding of Islamic Religious Education



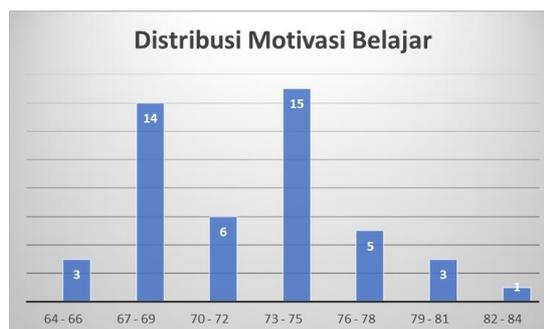
Based on the graph above, it shows that filling out the questionnaire on variable X (Understanding of learning materials) shows that the score with the highest frequency is in the interval 68-74 with a middle value of 71 for as many as 15 respondents. The lowest frequency is in the interval 89-95 as many as 0 respondents with a middle value of 92.

Table 3 Frequency Distribution of Variable (Y) Learning Motivation

No	Kelas Interval	F	Nilai Tengah	Nilai Nyata
1	64 - 66	3	65	63.5 - 65.5
2	67 - 69	14	68	66.5 - 68.5
3	70 - 72	6	71	69.5 - 71.5
4	73 - 75	15	74	72.5 - 74.5
5	76 - 78	5	77	75.5 - 77.5
6	79 - 81	3	80	78.5 - 80.5
7	82 - 84	1	83	81.5 - 83.5
Jumlah		47		

Based on the score table, the highest frequency is in the interval 73-75 with a middle value of 74 as many as 15 respondents. The lowest frequency is in the interval 82-84 and as many as 1 respondent with a middle value of 83. The interval frequency of each interval class above is as follows.

Figure 2 Frequency Histogram of Variable Y (Learning Motivation)



Based on the graph above, filling out the questionnaire on variable Y (Learning motivation) shows that the score with the highest frequency is 73 - 75, with a middle value of 74 for as many as 15 respondents. The lowest frequency is 82 - 84, and as many as one respondent has a middle value of 83.

Based on the calculation above, the correlation results between variable X (Understanding of Islamic religious education) and Variable Y (Learning motivation) can be obtained as much as 0.699. This means that Variable X (Understanding of Islamic religious education) and Y (Learning motivation) correlate.

This means that the relationship between understanding Islamic religious education and student learning motivation, when viewed from the r_{xy} obtained, namely 0.699, is between 0.40 and 0.70 based on the guidelines in the table. So, it can be stated that the correlation between Variable X and Variable Y is classified as moderate/sufficient.

Based on the output results above, the resulting correlation value is 0.699. This shows the influence of understanding Islamic religious education on the learning motivation of SMK Poncol 65 Jakarta students in Islamic religious education lessons. This is reinforced by the adjusted correlation coefficient value (adjusted), which is 70%.

This study discusses understanding learning materials' influence on students' motivation. It consists of several theories as references, but these theories are limited to several indicators and research instruments. This study has two instruments: understanding Islamic religious education (X) and learning motivation (Y).

In understanding Islamic religious education (X), there are three indicators: the first is reviewing material, the second is memory, and the third is presenting material in the form of representation. In the variable of learning motivation (Y), there are 5: the first is Desire in the Desire to learn, the second is encouragement and needs in learning, the third is hopes and ideals for the future, the fourth is appreciation in learning, and the fifth is a conducive learning environment.

Based on the interpretation of the data above, it shows that understanding learning materials affects students' learning motivation at SMK Poncol 65 Jakarta, which is 0.699. These results indicate that understanding Islamic religious education has a moderate or sufficient correlation, namely 0.40 - 0.70. So, understanding Islamic religious education has a 70% effect on students' learning motivation. With this, it is proven that the understanding of Islamic religious education on the learning motivation of students at SMK Poncol 65 Jakarta has quite an influence.

The results of this study prove that the more routinely the understanding of Islamic religious education is implemented in schools, the better the motivation of students to learn is produced and has a positive influence, namely increasing the awareness of Islamic religious education studied by students. Thus, it can be conveyed to teachers and students that this understanding of Islamic religious education must be carried out as well as possible so that students' understanding of it continues to increase.

By carrying out the understanding of Islamic religious education, students can foster a spirit of learning and a strong memory. Students can also demonstrate their ability to understand Islamic religious education learning materials. In addition, this understanding of Islamic religious education helps educators, especially Islamic Religious Education teachers, to determine how capable students are in mastering the material, building meaning and thoughts, and presenting what they have learned.

D. CONCLUSION

The researcher can briefly conclude from the study entitled The Influence of Understanding Islamic Religious Education on Student Learning Outcomes at SMK Poncol 65 East Jakarta. From the results of the data analysis, the magnitude

of the impact of understanding Islamic religious education on student learning motivation is 0.699. This can be seen from the magnitude of "ro" and "rt" as it is known that the ro obtained by the researcher is 0.699, while it is 0.291% and 0.376%, respectively. Thus, the null hypothesis is rejected by $ro > rt$ both at a significant level of 5% or 1%. In contrast, the alternative hypothesis is accepted, meaning that understanding Islamic religious education influences student learning motivation at SMK Poncol 65 East Jakarta. The way to increase students' learning motivation for those who do not get enough attention from their parents is by providing more motivational encouragement at school. As educators, we must encourage students so that they are always motivated in their learning, and this can also be done in ways such as providing rewards/prizes that can make students more motivated and happier in learning.

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