

ISLAMIC RELIGIOUS EDUCATION TEACHER LEADERSHIP IN INCREASING STUDENTS' PAI LEARNING MOTIVATION AT SMPN 1 VII KOTO SUNGAI SARIAK

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ABSTRACT

Teacher leadership is an ability and readiness that a teacher has to influence, guide, and direct students to achieve learning goals. The role of leadership is very important considering the current reality that students are lazy to learn and often use cell phones to play. So, it is hoped that PAI teachers are expected to be able to provide student learning motivation so that they can increase student learning motivation, especially PAI subjects. The purpose of this study was to analyze the application of PAI teacher leadership in increasing student learning motivation at SMPN 1 VII Sungai SariaK. This research uses a qualitative descriptive approach. Data collection techniques are observation, interview and documentation. This study found that teacher leadership can increase student learning motivation. The process of applying leadership in learning is; 1) preliminary activities begin with greetings, prayers, and motivation; 2) Core learning activities are using learning methods with interesting media; 3) In closing activities, the teacher asks about the material that has been delivered and works on questions from the teacher and reinforces the material. The process of implementing leadership outside of learning, teachers always provide good examples such as discipline and student morals. The general obstacles faced are such as students lacking discipline in participating in learning, diverse characters, new methods that do not necessarily provide satisfactory results. While the specific obstacles faced are the lack of PAI learning hours, PAI lessons that are less attractive to students, and differences in student backgrounds.

Keywords: PAI Teacher Leadership, Motivation, Students

INTRODUCTION

In principle, every religion always asks its people to learn and teach. To obtain optimal results in the learning process, of course, it takes encouragement from within a person called motivation. Motivation is the driving force that makes humans carry out activities in meeting their needs (Widiansyah et al., 2022). Likewise, students who are undergoing learning activities at school, because they are driven by motivation in each of them. Learning motivation is the driving force of various motives that exist in individuals and are directed towards certain goals (Nasution, 2016). Motivation is related to the spirit and enthusiasm of someone to do something. The success of the teaching and learning process in schools is generally influenced by teacher and student factors. Teacher competence in teaching is one of the factors that determine student motivation to carry out their learning activities (Wahidah et al., 2023).

Islamic Religious Education as one of the subjects taught in schools, both public and private, has a role in realizing the goals of national education. There needs to be serious attention so that the objectives of religious education can be realized. Islamic Religious Education aims to increase students' faith, understanding, and appreciation of Islam so that they become Muslims who believe and are devoted to Allah SWT and have noble character in personal life, society, nation and state. Given the importance of the objectives of Islamic Religious Education in schools, students who are carrying out learning activities, especially Islamic Religious Education subjects, need strong motivation. Students need external stimuli to restore and arouse their learning motivation. One of the factors that arouse student motivation is the teacher. Islamic Religious Education teachers must have competence in carrying out their teaching activities. Referring to Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning Teachers article 3 paragraph 1 which states that competence is a set of knowledge, skills, and behaviors that must be possessed, lived, mastered and realized by teachers in carrying out their duties (Rena Citra, 2020).

There are many factors to increase student learning motivation to the maximum, one of which is teacher leadership. According to Badeni, leadership is defined as a person's ability to influence a group towards achieving goals (Anwar et al., 2021).

The role of teacher leadership is second in center after the principal in directing change and achieving educational goals. Teachers have the role of informant, corrector, inspirer, motivator, facilitator, organizer, initiator, guide, demonstrator, mediator, supervisor, classroom manager, and evaluator (Burhanudin, 2020).

From the above background through researcher observations, it is evident that students' views on PAI subjects at SMPN 1 VII Sungai Sariak tend to be lazy in participating in learning, generally they prefer to play with cellphones. Supposedly, the leadership role of PAI teachers is expected to provide motivation for student learning, PAI teachers are required to be able to master digital and combine conventional learning methods and media with modern, so it will be able to improve learning achievement in PAI learning. Thus it becomes one of the reasons for researchers to examine more deeply the leadership of PAI teachers in increasing student learning motivation at SMPN 1 VII Sungai Sariak.

RESEARCH METHOD

This research is qualitative research with a descriptive approach. Qualitative descriptive research is a research method that utilizes qualitative data and is described descriptively (Sugiyono, 2017). The research site is located at SMPN 1 VII Sungai Sariak. Data obtained through observation, interviews and documentation. Interviews conducted include the deputy head of the madrasa, PAI subject teachers and students. Observation is done in two ways, pre-research observation and post-research observation. While documentation is obtained through school archives and also see the school web available on the internet which is updated regularly every year. The

determination of informants in this study was carried out using purposive sampling technique, in which the researcher determines the sampling by determining based on specific characteristics in accordance with the research objectives so that it is expected to answer the research problem.

RESULTS AND DISCUSSION

A. PAI Teacher Leadership in the Learning Process

From the research conducted at SMPN 1 VII Sungai Sariaak, the application of PAI teacher leadership is with democratic leadership type. Leadership is an effort made by PAI teachers to influence students to want to learn and be enthusiastic about learning in order to achieve the educational goals that have been set. The role of teacher leadership with a democratic leadership type prioritizes collective participation, namely between teachers and students in decision making, this leadership can be used as one of the strategies to increase student learning motivation (Berlian & Masrufa, 2022). Of course there must be things that can affect student learning motivation. For example, teacher performance cannot be denied.

Indeed, the performance of the teacher concerned is one of the keys to children being interested in learning. Then the teaching model or learning model as well as the media or tools such as the use of infocus and laptop facilities in helping the learning process. The use of diverse media in the digital era as it is today must certainly be done, learning activities must be able to adapt to existing developments, the use of digital platforms, short videos or films related to PAI material can utilize the YouTube platform which in essence is often used by students in their daily activities. From the data above, it is clear that teacher performance cannot be denied because this is one of the things that can increase learning motivation. If the teacher's performance is mediocre then students will also follow it mediocre. In contrast to the teacher teaching with a good performance that is full of enthusiasm, students will be eager to follow the learning because they are motivated by the teacher's extraordinary performance. From the results of the researchers' observations that PAI teachers use interesting learning media, namely using learning media with power points, movies, teachers provide video shows related to learning material then ask students to take lessons from the video in accordance with what has been learned, teachers occasionally provide interesting games such as quizziz to make students happy and test students' understanding.

From the results of the study, researchers found indicators of increased student motivation at SMPN 1 VII Koto Sungai Sariaak in PAI learning such as diligence in doing assignments and tenacity in the learning process. As a result of the conclusion of the interview conducted with the principal, it was found that in learning the teacher also warns students to keep cellphones and prohibits students from using them during learning, with the threat if they violate then the cell phone is confiscated and the way to take it is to bring parents to school, as well as in giving assignments, sometimes the teacher gives assignments in the form of understanding the video that the teacher has sent, then when the next meeting

students are appointed randomly to explain the meaning of the video. In addition, students are also given the task of making videos related to learning, in the form of socio drama, learning resumes, and if students who do not have cellphones are told to borrow their friend's cell phones or group with students who have cell phones, this is done so that students do not get bored quickly in learning, are not lazy, and student motivation in learning remains good.

From the interview above, the researchers can conclude that the way the teacher invites students to always be active in learning, is invited to give every creativity in learning and the most important thing is to make the classroom a comfortable place with media, methods and materials is done so that high learning motivation is born from students so that what is taught can be understood and can be practiced (Simamora, 2022). With motivation, students will study harder, be resilient, persevere, and can have full concentration in the learning process (Suprihatin, 2019).

Efforts to apply PAI teacher leadership during learning to increase student learning motivation with various stages. Starting from the introduction, such as before starting learning, PAI teachers always ask how the students are doing, ask what difficulties occur during the learning process, ask other things in order to make students feel comfortable, as a form of teacher attention, then motivate before starting learning and the last teacher always checks whether students are ready to follow PAI learning. A good lesson is one that begins with an opening in which it conveys the purpose of the lesson. So that this can be seen either directly or not. The second is the core activity, namely the teacher often makes interesting learning methods such as using learning media to make the most of the learning material as has been done, namely learning with videos related to the learning theme.

From the results of interviews with PAI teachers, the methods applied must be interesting and fun so that students are more happy to learn PAI. So it is expected that students can more easily understand the explanation delivered by the teacher and can be accepted by students. From the results of interviews with MH students, the conclusion of the interview results was that students feel comfortable when learning PAI because the teacher conveys the material using interesting powerpoint media so that it does not cause boredom during learning, besides that it also uses videos in learning, so learning is fun. From the documentation obtained by researchers that interesting and unique media is one of the teacher's strategies to arouse students' interest and curiosity so that they will be happy in learning PAI. As for strategies that can easily understand the material presented to students, first use a variety of methods in learning by adjusting PAI material with methods and media so that students can easily understand the material presented. Second, students are invited to be active in the learning process. The third is creating tasks that teach students to be challenged and can lead to a realistic understanding of the material. then creating a conducive and pleasant classroom atmosphere in the classroom and giving assignments according to the material and proportionally according to the existing learning objectives, then involving active teachers directly

to guide and help students to achieve maximum results (Fashi, 2021). Then provide instructions to students to be successful in learning, prevent students from competing between individuals which results in negative behavior by providing ideas and input to students to study more diligently and like PAI lessons so that PAI lessons become favorite lessons. Finally, providing motivation and appreciation to students who get good grades in learning.

The third is the closing activity before the learning is finished, students are reminded of the material that has been delivered and finally students work on a collection of questions from the teacher. Teachers have ways to improve student learning achievement. The results of the interview show that in the closing part of the learning that takes place, the teacher gives questions in different ways such as games or in writing. In the observation results, the application of leadership in learning there is a measure of student success in receiving the material that has been given by the teacher. After delivering the material whether students have understood the material and provide reinforcement of the material so that students better understand the PAI material. From the results of the study, the benchmark that the teacher did was to provide an assessment of students' knowledge and skills to what extent the PAI learning material could be understood.

B. Teacher Leadership Outside the Learning Process

From the results of the researcher's observations, there are various obstacles faced by PAI teachers in learning along with the obstacles faced by PAI teachers in increasing student learning motivation such as the lack of PAI learning hours, PAI lessons that are less attractive, and differences in educational backgrounds. Professional teachers must be able to deal with existing obstacles in a wise way. Problem solving must be done by understanding the problem with its level of difficulty. The results of interviews with PAI teachers, EW solutions in solving learning problems the teacher concerned must study or discuss with other teachers with the same subject or also called comparative studies with PAI teachers in other junior high schools. The application of PAI teacher leadership in increasing student learning motivation. From the results of the research conducted, the teacher is not only a central learning that has an impact on one-way learning. So that researchers use the opinion of Burt Nanus who explains that there are four very effective leadership roles that must be applied. First, the direction giver. A leader is expected to be able to provide direction or direction to his subordinates. The goal is to influence subordinates to be conditioned in carrying out and completing all their duties. A leader must be able to mobilize all organizational resources in achieving the school's vision (Ningrum, 2023). A leader who can act as a direction-setter is a visionary leader (Fuji Awaliah, 2022). Second, change agents. Leaders must provide motivation and opportunities for their subordinates to provide innovative changes starting from the smallest. And to answer the challenges ahead and in order to set goals and success, a leader must create a vision and mission in an institution. Third, the speaker. As a leader who leads the meeting or discussion, use speech techniques with polite sentences that are easily understood by others. Avoid harsh words

because it will give negative judgment to those who listen to it. Be a leader who is authoritative and confident in what has been said. When speaking to many people, change your speaking technique by delivering the message as briefly as possible so that it becomes simpler and easier to understand by everyone who is paying attention. Fourth, coach. Leaders act as mentors who make vision into reality. The leader empowers his subordinates in his organization and directs their behavior to be in accordance with the vision that has been formulated is called a coach. Leaders must also tell others about the current reality, what the vision is or where to go, how to realize it.

From the results of the study which were then analyzed using the theory according to Burt Nanus, it can be concluded that the results of the study are the same as Burt Nanus' theory, namely that the leadership role of an effective teacher is always directing students towards goodness, both in the form of words and deeds done. The most important thing about the role of effective teacher leadership is to always direct and guide students towards goodness, both in the form of words and deeds carried out, of course this is done inside and outside the classroom (Fadila et al., 2023).

Democratic leadership according to Rivai is characterized by a structure whose development uses a cooperative decision-making approach. Democratic leadership is considered the best leadership, because this leadership is oriented and provides efficient guidance to all subordinates. Everyone who has different abilities, interests, thoughts, concerns, and opinions from one another will be highly valued and respected by their leaders. Indicators of democratic leadership style according to Pasolong in Ariani include: First, decisions are made together; Second, appreciate the potential of each subordinate; Third, hear criticism, suggestions / opinions from subordinates; Fourth, cooperate with subordinates. As for the results of the study, the indicators of teacher leadership that researchers found in the study are as follows; First, PAI teachers in making joint decisions between teachers and students; Second, PAI teachers place their position not as the subject of learning but also as the object of learning; Third, PAI teachers always receive input from students and teachers appreciate. From the analysis of theory, leadership indicators and research results, it can be concluded that teachers use democratic leadership in learning to increase student learning motivation. The theory and research results show the same results between theory and research results. So PAI teachers in learning use democratic leadership types. In the application carried out the teacher does not place his position as the subject of learning but also becomes the object of learning so that in providing learning the teacher is very democratic. For this reason, a good container is needed in the form of a standardized curriculum so that it can be carried out properly and run for a long time. In addition, achievement encouragement and learning motivation are also a reference in this study so that learning must have standards in the application of educational learning achievement (Sandi et al., 2021). The results of measuring students by looking at the average academic score in PAI learning.

According to Mager, Grounlund, and Bloom formulated that each cognitive domain intelligence has a different domain. According to Sardiman, learning motivation is a driving force within individual students and outside individual students to cause, give direction and ensure the continuity of learning activities, so that the goals desired by students can be achieved (Azizah, 2020). According to Hamzah, learning motivation can arise due to intrinsic and extrinsic factors. Intrinsic factors that affect learning motivation such as desire, drive for learning needs, and hope for ideals. Meanwhile, extrinsic factors that affect learning motivation include rewards, learning environment, and interesting learning activities (., 2017). As for the characteristics of motivated students according to Sardiman A.M, the motivation that exists in everyone has the following characteristics; persevering in facing tasks, resilient in facing difficulties, showing interest in various problems, preferring to work independently, getting bored quickly on repeated tasks, being able to defend his opinion, not easily releasing things that are believed, and enjoying finding and solving problems. When referring to the results of research which explains that in PAI learning has provided good learning motivation to students but has not been maximized perfectly. However, from the results of the study, researchers found indicators of increased student motivation at SMPN 1 VII Sungai Sariak in PAI learning such as; First, perseverance in doing assignments. Students have been diligent in doing assignments seen from the results of the average PAI scores of students who have been good at understanding the material that has been given. Second, not quickly get bored in learning because PAI teachers, when learning using interesting media, will make students will not feel bored quickly in learning; Third, tenacious in the learning process. As a measure and provide motivation to students, teachers invite students to always be active in learning, invited to give every creativity in learning and the most important thing is to make the class a comfortable place with media, methods and materials so that high learning motivation is born from students so that what is taught can be understood and can be practiced.

C. Obstacles to the application of PAI Teacher leadership in Increasing Student Learning Motivation

Obstacles to the application of PAI teacher leadership in increasing student learning motivation must have obstacles. Kowalski et al outline the factors that influence leadership are individual, organizational and social. Decisions made by individuals are not purely due to the will of students, but can be influenced by organizational and social factors. A learning process that occurs in schools must have obstacles both large and small. As happened in the application of PAI teacher leadership in increasing learning motivation. The constraints of PAI teacher leadership in learning are based on the Hersey and Blanchard formula and the explanation put forward by Kowalski et al that there are influencing factors, namely internal and external factors. The internal factor is that the teacher does not have a unique character or good performance. External factors are due to the innate character of students, different student characters, and factors from the aspect of

situations related to time, place, and purpose (et al., 2020). This is where the role of the teacher is not only conveying knowledge but more than that, such as shaping children's character for the better (Rima Kholifah et al., 2020). Lack of student motivation will make them not enthusiastic about paying attention to the teacher when explaining the material. The success of the learning process depends on the teacher to what extent can arouse student learning motivation (Annisa Laras Sandi, Amirudin, 2021). Motivation is very important in the teaching and learning process, because motivation encourages students' enthusiasm for learning. Researchers divided the obstacles into two categories, namely general and specific obstacles.

As for the results of the research conducted, there are general obstacles such as students who lack discipline when participating in classroom learning, diverse characters so that better character deepening is needed, and new learning methods do not necessarily provide satisfactory results. From the results of researcher observations, there are various specific obstacles faced by PAI teachers in learning. The following are the specific obstacles faced by PAI teachers in improving student achievement and motivation to learn; lack of PAI learning hours; less desirable PAI lessons; and differences in educational backgrounds. From the results of the research conducted, it was found that the constraints in general such as the character and interests of students' talents, so that good skills and management are needed in order to direct all students.

CONCLUSIONS AND SUGGESTIONS

The application of PAI teacher leadership in increasing student learning motivation at SMPN 1 VII Sungai Sariak in learning, namely during the introduction the teacher always begins with greetings, praying, asking about difficulties in learning, asking about the condition of the students' news, during core activities the teacher uses media such as power points, movies, etc., and before the learning is finished students are reminded of the material that has been delivered and finally students work on a collection of questions from the teacher.

The process of applying PAI teacher leadership outside of learning is always giving examples to good students such as discipline, good akhlak and diligent worship. The obstacles experienced by PAI teachers in increasing student learning motivation are divided into two categories, namely general obstacles such as lack of discipline of students in participating in learning, diverse characters, new methods that do not necessarily provide satisfactory results and special obstacles faced are the lack of PAI learning hours, PAI lessons that are less attractive to students, and differences in students' educational backgrounds.

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