

Psychoeducation To Increase Learning Of Motivation In Al- Munawwarah Al-Qur'an Educational Park Students From an Islamic

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Article history:

Received: January 2024

Revised: January 2024

Accepted: January 2024

ABSTRACT Learning motivation in children can enhance interest and enthusiasm for learning. This is observed through community engagement in the village of Paloh Gadeng, Dewantara Subdistrict. The purpose of this community engagement is to assist students in a more engaging and enjoyable learning process, thereby increasing their interest in studying the Quran and the teachings of Allah SWT. Additionally, this community engagement provides learning motivation to students and motivation for their future after graduation. Motivation and learning are inseparable. Motivation serves as a driving force. Low motivation in learning can lead to difficulties for students in achieving success in their studies. Providing motivation in learning is an application of learning theories, including 1) explaining goals to students, 2) stimulating students' interest in learning, 3) providing grades/evaluations, 4) offering rewards and praise, 5) creating an active learning environment.

Keywords: *Learning Motivation, Islamic Perspective, Activeness*

1. INTRODUCTION

Motivation plays a pivotal role in the realm of learning activities, as its presence can significantly propel the spirit of learning. Moreover, the influence of learning motivation extends to the overall success of educational endeavors. The success of the learning process hinges on the presence of robust motivation in students. Each individual harbors internal conditions, and among these internal conditions lies a crucial aspect—motivation. According to Djamarah (2002:114), motivation is the fundamental impetus that drives an individual's behavior. This drive resides within a person, propelling them to undertake actions aligned with the inner impulses. Motivation can also be understood as the distinction between the ability to execute a task and the willingness to carry it out. It closely relates to the eagerness to perform tasks in order to achieve specific goals. In essence, motivation is a force, emanating from within or external sources, that compels an individual to pursue predetermined objectives. Alternatively, motivation can be interpreted as a mental impetus for individuals or members of society to engage in certain actions. Its role in educational activities is paramount, encompassing both intrinsic and extrinsic motivations.

Motivation enables students to cultivate initiatives and maintain patience throughout the learning process. From an Islamic perspective, adherents are strongly encouraged to cultivate high learning motivation. The elevation of learning motivation facilitates the acquisition of knowledge effortlessly. In the pursuit of knowledge, Islam does not differentiate between genders, as emphasized in the Hadith of Prophet Muhammad (SAW): "Seeking knowledge is an obligation for every Muslim" (HR. Baihaqi). This Hadith underscores Islam's emphasis on the importance of fostering a strong desire for learning, emphasizing that it is a duty for every member of the Muslim community. Another Hadith reinforces the significance of knowledge in Islam, stating, "When a person dies, his deeds come to an end except for three: ongoing charity, knowledge that is beneficial, and a righteous child who prays for him" (HR. Muslim).

This Hadith elucidates that a knowledgeable Muslim who utilizes their knowledge in accordance with Islamic guidance will receive rewards in both the worldly and hereafter realms. In this world, they will experience facilitation in worldly affairs, and in the Hereafter, they will receive continuous rewards from those who benefitted from their beneficial knowledge. In light of these perspectives, this paper explores the intricate interplay between learning motivation, Islamic principles, and educational participation, shedding light on the pivotal role motivation plays in shaping the educational landscape.

2. METHOD

2.1. Reality of the Study

This research is conducted in Paloh Gadeng village, Dewantara Subdistrict, North Aceh Regency. The study focuses on male and female students (santri) at Maddinatul Al-Munawwarah Islamic Education Center. The research team commenced the study on December 16, 2023, and is expected to conclude on [end date]. The research revolves around the five key principles for success:

1. Showing gratitude and obedience to parents and teachers.
2. Pursuing knowledge.
3. Applying acquired knowledge.
4. Engaging in worship.
5. Praying.

2.2. Research Subjects

The subjects of this research are male and female students (santri) at TPA Maddinatul Al-Munawwarah, with the following criteria:

1. Willingness to voluntarily participate.
2. Aged between 17-20 years.
3. Own and use online shopping applications.
4. Previous experience in online purchasing.

There are a total of 51 subjects in this research, ranging in age from 6 to 12 years. The participants consist of 24 female students, 26 male students, and 1 female teacher.

2.3 Research Objectives

The primary objective of this research is community service at TPA Maddinatul Al-Munawwarah, focusing on enhancing the learning experience for students from an Islamic perspective. The specific goals of the research include:

1. Boosting the enthusiasm for knowledge acquisition among TPA Maddinatul Al-Munawwarah students.
2. Providing motivational psychoeducation to the students.
3. Collaborative learning sessions with male and female students.
4. Recognizing and rewarding outstanding achievements of the students.

These objectives aim to contribute positively to the learning environment of TPA Maddinatul Al-Munawwarah, fostering a sense of motivation, collaboration, and achievement among the

students.



Figure 1. A visit to the Islamic Study Center.



Figure 2. Delivery of the material during the presentation.



Figure 3. Group photo session following the material presentation.

3. RESULT AND DISCUSSION

3.1 Definition of Learning Motivation

Learning motivation is the driving force that propels individuals to take action and react (J.P. Chaplin, 2002). It is a catalyst that transforms energy within an individual into tangible activities aimed at achieving specific goals (Djamarah, 2002:114). According to MC. Donald, motivation involves a change in energy within a person, marked by the emergence of affective (emotional) responses and reactions to achieve goals (Hamalik, 1992). In essence, motivation can be understood as something that triggers a change in energy within an individual, accompanied by feelings and reactions to engage in real activities to reach specific goals. Abraham Maslow (1993) categorized motivation based on the hierarchy of needs, arranged from lower to higher levels. These needs include physiological, safety, love and belonging, esteem, and self-actualization. This implies that human needs are not only material but also psychological. While fulfilling physical needs, individuals also seek safety, recognition, companionship, and personal development. These needs serve as sources that drive or motivate individuals to engage in specific activities.

3.2 Types of Motivation

Intrinsic motivation refers to motives that are active or functional without external stimulation. Individuals with intrinsic motivation consciously engage in activities without the need for external incentives. In the context of learning, intrinsic motivation is crucial, especially in self-directed learning. Individuals with intrinsic motivation are inclined to pursue continuous learning, while those lacking it may struggle to sustain learning activities.

Extrinsic motivation involves motives that are active and functional due to external stimuli. Learning motivation is considered extrinsic when learners set goals outside the factors of the learning situation. It implies that learners engage in learning to achieve goals external to the subject matter. For instance, achieving high grades, obtaining a degree, honor, and other external factors serve as extrinsic motivators. Extrinsic motivation is dependent on external stimuli, making its strength contingent on the conditions of the stimuli.

3.3 Learning Motivation from an Islamic Perspective

In the Islamic perspective, adherents are strongly encouraged to cultivate high learning motivation. Elevated learning motivation facilitates the ease of knowledge acquisition. Islam, without gender distinctions, emphasizes the obligation for every Muslim to seek knowledge (Hadith of Prophet Muhammad SAW: "Seeking knowledge is an obligation for every Muslim" - HR. Baihaqi).

This underscores Islam's emphasis on fostering a strong desire for learning. Another Hadith

reinforces the significance of knowledge in Islam, stating that when a person dies, their deeds cease except for three: ongoing charity, beneficial knowledge, and a righteous child who prays for them (HR. Muslim). This implies that a knowledgeable Muslim who utilizes their knowledge in line with Islamic guidance will receive rewards in both the worldly and Hereafter realms. In Islam, individuals are encouraged to have high learning motivation and diligence in acquiring both quantitative and high-quality knowledge. Islamic teachings prioritize and honor those engaged in learning activities with the intention of enhancing and expanding their knowledge.

The Quranic verse in Surat Al-Mujadila: 11 highlights that those who believe and are given knowledge will be elevated and honored by Allah. Consequently, individuals who follow the Islamic faith are urged to maintain high motivation for learning. Learning motivation is highly regarded and necessary in Islam, as increasing knowledge contributes to the strength and dignity of Islam in both the worldly and Hereafter dimensions. The Prophet Muhammad SAW emphasized the importance of seeking knowledge, indicating that through knowledge, Islam becomes robust and dignified in this world and the Hereafter.

In conclusion, learning motivation is a crucial aspect of individual development, influencing both intrinsic and extrinsic dimensions. From the Islamic perspective, it takes on added significance as the pursuit of knowledge is not only a personal endeavor but also a religious obligation. Islam encourages believers to seek knowledge tirelessly, with the understanding that knowledge contributes to the elevation of the individual and the community in both temporal and spiritual domains.

4. CONCLUSION

The community service activities undertaken by the outreach team have proven to be a novel experience for both the team members and the children and residents of Paloh Gadeng village. This experience has yielded positive impacts, particularly in reigniting the motivation and enthusiasm for learning Iqra, the Quran, daily prayers, guidance for prayers, and Quranic memorization among the children. Throughout the engagement, the children not only engaged in learning but also enjoyed a blend of play and education.

The interactive nature of the activities allowed them to expand their knowledge. Importantly, the children did not experience boredom during the sessions, demonstrating an eagerness to participate in the learning and psychoeducational activities. As the motivation of the children in Paloh Gadeng increased, they exhibited a newfound readiness to engage in the upcoming learning sessions. This outcome suggests that the integration of play and interactive learning, coupled with psychoeducational elements, effectively sustains their interest and enthusiasm. The positive impact

observed in Paloh Gadeng serves as an encouraging model for future community service initiatives, emphasizing the importance of holistic and engaging educational approaches to motivate and inspire young learners.

ACKNOWLEDGMENT

The research outcomes on learning motivation among students at TPA Al-Munawwarah indicate a commendable level of motivation. This is evident in the students' ability to respond effectively to all questions posed by the practitioners. Additionally, their engagement in activities such as Quranic recitation, sending blessings upon the Prophet, and performing prayers is highly noteworthy. The students exhibit a high level of activeness and enthusiasm in these religious practices. During interactive sessions, the students displayed excellent listening skills and maintained a high level of courtesy while the practitioners spoke. Furthermore, there is a noticeable improvement in concentration during lessons, with students actively participating and displaying enthusiasm. Their understanding of the subjects is impressive, showcasing a positive impact on their overall academic engagement.

However, it is crucial to highlight that there are notable limitations within TPA Al-Munawwarah, including a shortage of teaching staff, learning resources, and other essential facilities. Despite these challenges, the students' motivation remains robust, reflecting their commitment to learning and religious practices. In conclusion, the research findings underscore the positive and active motivation levels among students at TPA Al-Munawwarah. Despite the limitations, the students' dedication to their studies and religious activities is evident, highlighting the resilience and enthusiasm within this learning community. The identified challenges also indicate potential areas for improvement to enhance the overall educational experience for the students at TPA Al-Munawwarah.

CONFLICT OF INTERESTS

Declare any conflict of interests, such as any financial, professional, or personal relationships that are relevant to the submitted work. This can include the name of a funding source and a description of their role in the design of the study, data collection and analysis, writing of the article, and/or decision to submit to IJCCH; whether they serve or have previously served on IJCCH's editorial board; and/or whether they work or have worked for an organization that may benefit from the publication of the article.

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