

Efforts to Increase Students' Learning Motivation in Al-Qur'an Hadith Lessons About the History of the Decline and Writing of the Qur'an with CBSA

Imam Tabroni^{1*}, Elda Sri Lestari², Heni Hermaningsih SM³
STAI Dr. KH. EZ. Muttaqien Purwakarta

ABSTRACT: This study aims to increase motivation to learn Al-Qur'an Hadith in class X MA YPMI Wanayasa on Derivative History and Al-Qur'an Writing. This research method uses classroom action research (action research). Actions are carried out in 2 cycles. Each cycle consists of several stages, namely: planning, action, observation and reflection. The subjects in this action were all students of class X MA YPMI Wanayasa as many as 25 students consisting of 13 female students and 12 male students. The reason is because class X students experience problems in learning outcomes of Al-Qur'an Hadith subjects, namely the number of students who do not meet the Minimum Completeness Criteria (KKM) determined by the madrasa. Collecting data using documentary techniques in the form of the results of the subjects of the Qur'an Hadith, History of Setbacks and Writing of the Qur'an as well as the results of learning the material before the action or pre-cycle. Student learning outcomes are known by test techniques, interview techniques to determine the state of the problem before the action, and observation techniques to determine student activities in learning. The results showed that learning using the CBSA approach in the History of Derivation and Writing of the Qur'an and in the subjects of Al-Qur'an Hadith could increase students' learning motivation. Students are given the opportunity to be actively involved physically, mentally, intellectually, and emotionally. Based on the results of this study, it is hoped that it can become information and input for teaching staff, especially those who teach Al-Qur'an Hadith subjects to further improve the quality of learning by using active, innovative, creative and fun learning.

Keywords: learning motivation, cbsa approach (active student learning method)

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Corresponding Author: imamtabroni70@gmail.com

INTRODUCTION

Learning outcomes achieving minimum completeness criteria (KKM) is one of the objectives of learning. To obtain maximum learning outcomes, teachers need to have the ability to choose learning models as alternative choices. The learning model should be adapted to the characteristics of the lesson to be presented. Each subject has different characteristics, for that teachers are required to be able to choose the right learning model to increase concentration and high learning motivation of students (Hill, 1990).

There is mental strength that drives students to learn. The driving force comes from various sources. Mental strength in the form of desire, attention, will and ideals. Educational psychologists state that motivation to learn can be obtained from mental strength as a motivation that moves and directs individual behavior in learning (Budiarti et al., 2021).

In learning, motivation is very important because motivation is an absolute requirement for learning. At school there are often students who are lazy to study, are not fun, like to be truant and so on. In this case, it means that a teacher has not succeeded in providing the right motivation to encourage him to work with all his energy and mind. It should be reminded, that a student's bad score in a subject does not necessarily mean that the student is stupid in that subject. It often happens that a student is lazy in one subject but is active in other subjects, for example students are often not interested in Al-Qur'an Hadith subjects but seem very interested in Akidah Akhlak subjects. Many children do not develop because they do not get the right motivation and the teacher's job is to make all students learn to succeed. The challenge of his profession lies in "transforming" students who were previously uninterested into a passion for learning (Schunk, 2015).

THEORETICAL REVIEW

Learning requires active involvement. People who study, in fact still show very different tendencies. In the teaching and learning process, teacher dominance is still visible so that students play more roles and are passively involved, not a few of them waiting for a presentation from the teacher rather than seeking and finding the knowledge, skills and attitudes they need (Tabroni, 2019), (Tabroni & Budiarti, 2021). If the teaching and learning process is centered on the teacher and the role of students is very minimal, it occurs in basic education, namely laying a foundation that can be used as a stepping stone in addition to the ability and willingness to learn continuously throughout life to achieve higher education (Supriyati, 2019).

Therefore, starting from the concept of learning and the reality that occurs in the teaching and learning process, the improvement of active student learning (CBSA) is a need that must be met immediately. Teachers should teach to teach students in the context of learning as to seek, discover and absorb knowledge, skills and attitudes (Winfred F.Hill, 2012).

METHODOLOGY

Classroom action research was conducted at MA YPMI which is located on Jalan Raya Barat No. 6 Wanayasa Purwakarta for two months from September to October 2021. The subjects of this research are the students of class X MA YPMI Wanayasa for the academic year 2021/2022, totaling 25 students.

Data collection was done by using test and non-test techniques. The test technique includes daily and oral tests at the end of cycle I and the end of cycle II and non-test includes observing student activities, observing learning process activities directly in class, and conducting interviews with Al-Qur'an Hadith teachers. As a benchmark for this study, if the average daily test of students in the class reaches above the KKM. Performance indicators are said to be successful if students individually achieve a score of 70 in accordance with the standards set by the madrasah.

This research procedure consists of four activities carried out in cycles. There are four activities in the cycle, namely 1). Planning, 2). Action, 3). Observation, 4). Reflection.(Creswell & Guetterman, 2020).

RESULTS

The following is the data for the pre-cycle test.

Table 1. Final Test At Pre-Cycle Stage

No	Student's name	L/P	Mark	Completeness
1.	Aditia Bagus Baskara	L	70	Complete
2.	Ana Merlina	P	70	Complete
3.	Anisa	P	60	Not yet
4.	Arga Mudaran	L	75	Complete
5.	Defend the Light	P	70	Complete
6.	Daffa Yusti Pernanda	L	60	Not yet
7.	Dika Faturrahman	L	40	Not yet
8.	Endah Anjani	P	70	Complete
9.	Faiz Firdaus	L	60	Not yet
10.	Ilyas Maulana	L	65	Not yet
11.	Intan Nurdianingsih	P	65	Not yet
12.	Melianti	P	40	Not yet
13.	Muhammad Ja'fat Yazid Al-Quro	L	50	Not yet
14.	Muhammad Rachman	L	65	Not yet
15.	Muhammad Salman Qodiri	L	60	Not yet
16.	Naila Fauziyah	P	70	Complete
17.	Rasya Nabila Firdaus	P	65	Not yet
18.	Rida Rahmawati	P	75	Complete
19.	Shofwa Hilya Nafisah	P	80	Complete
20.	Sholha Awaliyah	P	80	Complete
21.	Syahrul Permana	L	65	Not yet
22.	Wilda Awaliyah Iskandar	P	65	Not yet
23.	Zaskia Alatas	P	70	Complete
24.	Akmal Komarudin	L	50	Not yet
25.	Rashid	L	40	Not yet
26.	Ersa Ima Maulani	P	70	Complete
	Amount		1,644	
	Average		63.2	

Table 2. Student Learning Motivation In Pre-Cycle

Pre Cycle	
Amount	%
11	42.3%

The results of the pre-cycle when learning is related to learning motivation, namely the number of students who are 11 people who are motivated in learning the Al-Qur'an Hadith can be a percentage of 42.3%. The data is taken

into consideration to solve problems with efforts to improve learning so that motivation through student learning outcomes can increase.

Table 3. Final Test On Cycle 1

No	Student's name	L/P	Mark	Completeness
1.	Aditia Bagus Baskara	L	75	Complete
2.	Ana Merlina	P	72	Complete
3.	Anisa	P	70	Complete
4.	Arga Mudaran	L	77	Complete
5.	Defend the Light	L	72	Complete
6.	Daffa Yusti Pernanda	L	70	Complete
7.	Dika Faturrahman	L	69	Not yet
8.	Endah Anjani	P	73	Complete
9.	Faiz Firdaus	L	65	Not yet
10.	Ilyas Maulana	L	70	Complete
11.	Intan Nurdianingsih	P	70	Complete
12.	Melianti	P	50	Not yet
13.	Muhammad Ja'fat Yazid Al-Quro	L	60	Not yet
14.	Muhammad Rachman	L	70	Complete
15.	Muhammad Salman Qodiri	L	65	Not yet
16.	Naila Fauziyah	P	71	Complete
17.	Rasya Nabila Firdaus	P	70	Complete
18.	Rida Rahmawati	P	80	Complete
19.	Shofwa Hilya Nafisah	P	82	Complete
20.	Sholha Awaliyah	P	82	Complete
21.	Syahrul Permana	L	70	Complete
22.	Wilda Awaliyah Iskandar	P	68	Not yet
23.	Zaskia Alatas	P	72	Complete
24.	Akmal Komarudin	L	58	Not yet
25.	Rashid	L	50	Not yet
26.	Ersa Ima Maulani	P	65	Not yet
	Amount		1,796	
	Average		69.1	

Table 4. Recapitulation Of Post Test Results Cycle 1

Cycle 1	
Amount	%
18	69.2

The results of the first cycle carried out when learning related to learning motivation, namely the number of students 18 people who were motivated in learning the Al-Qur'an Hadith in the percentage of 69.2% .

Table 5. Final Test On Cycle 2

No	Student's name	L/P	Mark	Completeness
1.	Aditia Bagus Baskara	L	78	Complete
2.	Ana Merlina	P	75	Complete
3.	Anisa	P	70	Complete
4.	Arga Mudaran	L	78	Complete
5.	Defend the Light	L	75	Complete
6.	Daffa Yusti Pernanda	L	72	Complete
7.	Dika Faturrahman	L	70	Complete
8.	Endah Anjani	P	74	Complete
9.	Faiz Firdaus	L	70	Complete
10.	Ilyas Maulana	L	70	Complete
11.	Intan Nurdianingsih	P	70	Complete
12.	Melianti	P	60	Not yet
13.	Muhammad Ja'fat Yazid Al-Quro	L	65	Not yet
14.	Muhammad Rachman	L	72	Complete
15.	Muhammad Salman Qodiri	L	70	Complete
16.	Naila Fauziyah	P	71	Complete
17.	Rasya Nabila Firdaus	P	70	Complete
18.	Rida Rahmawati	P	80	Complete
19.	Shofwa Hilya Nafisah	P	83	Complete
20.	Sholha Awaliyah	P	83	Complete
21.	Syahrul Permana	L	70	Complete
22.	Wilda Awaliyah Iskandar	P	70	Complete
23.	Zaskia Alatas	P	73	Complete
24.	Akmal Komarudin	L	60	Not yet
25.	Rashid	L	55	Not yet
26.	Ersa Ima Maulani	P	67	Not yet
	Amount		1.851	
	Average		71.2	

Table 6. Recapitulation Of Post Test Results Cycle 2

Cycle 2	
Amount	%
21	80.7

The results of the second cycle carried out when learning is related to learning motivation, namely the number of students who are 21 people who are motivated in learning the Al-Qur'an Hadith in the percentage of 80.7%.

Table 7. Comparison Of Final Test Average And Percentage In Increasing Learning Motivation At Pre-Cycle Stage, Cycle 1 And Cycle 2

No.	Cycle Execution	Percentage
1.	Pre Cycle	42.3%
2.	Cycle 1	69.2%
3.	Cycle 2	80.7%

From the acquisition of student learning motivation at the pre-cycle stage and cycle 1, it was seen that there was an increase in student test scores, namely 69.2% from the pre-cycle stage which was originally 42.3%. Meanwhile, in the second cycle stage, the value increased by 80.7%. From the original that is only 42.3%. This shows that the use of the CBSA approach method which was implemented in cycle 1 and cycle 2 showed an increase in students' learning motivation in the subjects of Al-Qur'an Hadith for class X MIA students at MA YPMI Wanayasa Kab. Purwakarta.

DISCUSSION

Active student learning method (CBSA) is a learning model that leads to optimizing students' intellectual, emotional research with the learning process by involving students physically if needed.

As another term with the same meaning as Student Active Learning (SAL). Rohani (Ambarjaya, 2008) states that "CBSA means that one of the tactics of student participation is to become an optimal student subject so that students are able to renew themselves (behaviors, ways of thinking, and behaving) more effectively and efficiently". The presence of CBSA is another way of teaching strategies intended to increase or optimize the activities and involvement of students in the pedagogical process (Kusnardi C, 2020).

Teachers and students will be involved in interactions in teaching and learning activities. Student should more active in the interaction, not the teacher. The teacher is only a motivator and facilitator (Tabroni & Purnamasari, 2022), (Tabroni & Juliani, 2022). Where such a teaching system is desired in teaching with the CBSA (Active Student Learning Way) approach in modern education. According to Djamarah (Dimiyati, 2002) states that "teaching and learning activities using the CBSA approach require student activities to be as optimal as possible". student activities in social groups will result in group interactions (Arsyad, 2019).

According to the theory above, that teaching method using the CBSA approach means a learning strategy that requires optimal student participation so that students can change themselves more effectively and efficiently (Wena Made, 2011).

Active learning is actively working, trying and doing something to find knowledge through:

- a. Learning by doing will get experience
- b. Many senses are involved, the building of meaning is getting stronger
- c. Interaction will occur, group study and discussion
- d. Meaning building occurs, wrong meaning will be corrected immediately

- e. Communication carried out, presentations and reports
- f. Meaning communicated, get feedback
- g. Reflection, feedback from the teacher
- h. More or less will know, the meaning of waking up

The components of active learning are, experience/experience interaction, learning communication, reflection, creative learning, effective learning. Mc. Keachie (Fathurrohman & Sobry, 2007) suggests that there are six dimensions of the learning process that result in levels of CBSA, namely:

- a. Student participation in setting learning activity goals
- b. Emphasis on affective aspects of learning
- c. Student participation in learning activities, especially those formed by interactions between students
- d. Class cohesiveness as a group
- e. Freedom/opportunities provided by students
- f. Amount of time used to repeat student problems

The signs for the implementation of CBSA are (Suparta & Aly, 2008):

- a. The quantity and quality of a learning experience.
- b. The initiative and courage of students in realizing the interests, desires and drives that exist in them.
- c. Courage and willingness of students to participate in the teaching and learning process.
- d. Effort and creativity of students in the teaching and learning process.
- e. Student curiosity.
- f. The sense of space and freedom that exists in students.
- g. The quantity and quality of the efforts made by the teacher in fostering and encouraging student activity

Motivation is a hidden force within a person that drives him to do and act in a distinctive way, according to experts motivation:

- a. According to T Hani Handoko (Purwanto, 1990) "a person's personal circumstances that encourage individual desires to carry out certain activities in order to achieve goals"
- b. According to H. Hadari Naawai (Purwanto, 1990) "a condition that encourages or becomes the cause of someone doing an act or activity that takes place consciously"

There are 3 main components to motivation, namely:

- a. Needs
Needs occur when the individual feels there is an imbalance between what he has and what he expects
- b. Encouragement
It is the mental strength to carry out activities in order to meet expectations or goals
- c. Purpose
Goals are things that an individual wants to achieve.

The important learning motivation for students is as follows (Yusuf & Nurihsan, 2009):

- a. Being aware of the position at the beginning of learning, the process and the final result
 - b. Informing about the power of effort in learning
 - c. Directing activities in learning
 - d. Encouraging learning
 - e. Awareness of the existence of a continuous learning journey
- Some efforts in generating or strengthening motivation, namely:
- a. Creating a healthy competition situation
 - b. There is an effort to break down long-term goals into several short-term goals.
 - c. Inform clear goals
 - d. Rewarding by giving gifts
 - e. Provide opportunities for success

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of classroom action research that researchers have done, it can be concluded that in order to achieve learning objectives, teachers are expected to use the right method in the implementation of their learning, because of course by paying attention to the suitability of the learning method with the material to be taught the successful application of the CBSA approach method used in the lessons of Al-Qur'an Hadith, especially in the History of Derivation and Writing of the Qur'an in class X MIA students proved to be able to increase student learning motivation. The increase in student motivation in learning Al-Qur'an Hadith is shown in the class value which in the pre-cycle action only reaches a value of 42.3% and many children whose learning outcomes have not increased because the KKM set in the madrasa is 70, then cycle 1 is carried out using the CBSA approach the class value rose to 69.2% and 8 students whose learning outcomes had not improved. After the second cycle of action, it turns out that student learning outcomes increase classically to 80.7% This shows that the CBSA approach method applied to Al-Qur'an Hadith subjects, especially the History of Derivation and Writing of the Qur'an can increase students' learning motivation.

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