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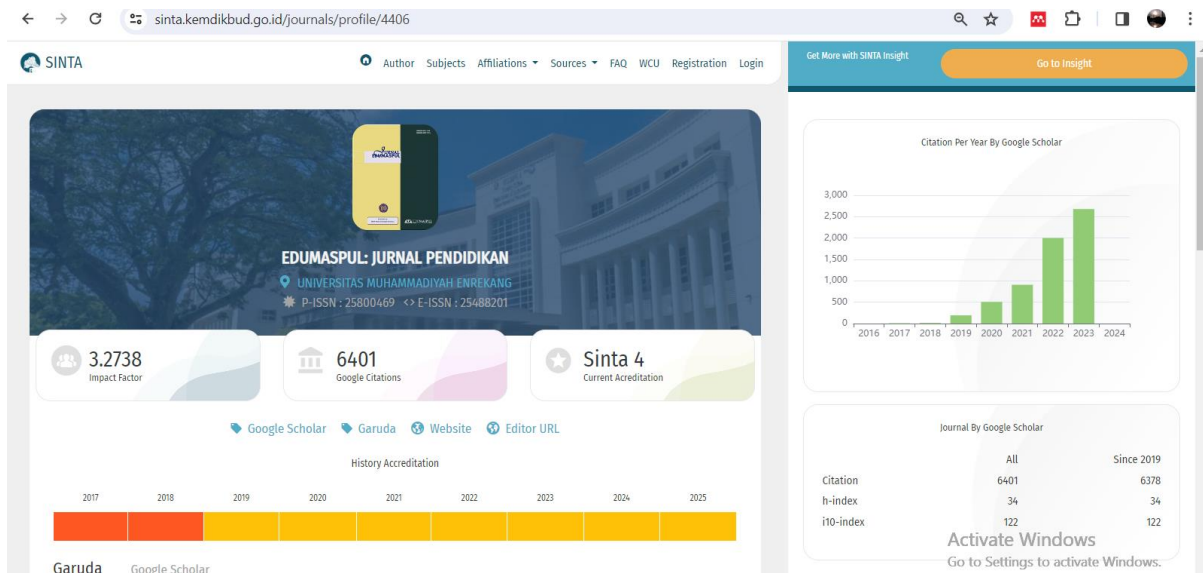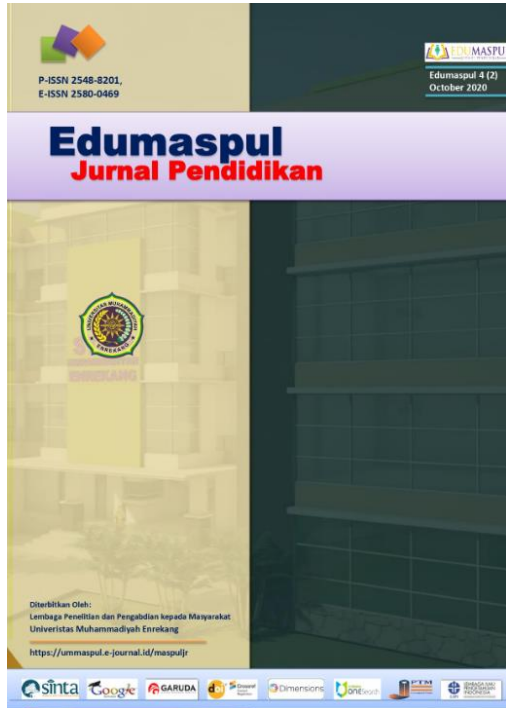
Teachers' Efforts to Increase Student Learning Motivation in PAI Learning

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ase Student Learning Motivation in PAI Learning

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Teachers' Efforts to Increase Student Learning Motivation in PAI Learning

An'nisa Raudhatul Jannah[1], Muhammad Abdullah Darraz[2], Ai Fatimah Nur Fuad[3]

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Abstrak

Motivasi merupakan faktor penting dalam menentukan keberhasilan belajar siswa. Tujuan Penelitian ini adalah untuk menganalisa serta mengetahui upaya guru dalam meningkatkan motivasi belajar Pendidikan Agama Islam bagi siswa. Latar Penelitian bertempat di SMK Dharma Karya, tepatnya pada siswa kelas XI. Fokus penelitian ini selain membahas upaya guru dalam meningkatkan motivasi belajar siswa, juga ditujukan untuk menganalisa berbagai kendala atau hambatan yang dialami siswa selama mengikuti proses Pembelajaran Pendidikan Agama Islam. Jenis penelitian yang digunakan pada penelitian ini merupakan penelitian lapangan menggunakan pendekatan kualitatif dengan metode studi deskriptif. Sumber data primer dari penelitian ini adalah Guru PAI SMK Dharma Karya. Sumber data sekunder dalam penelitian ini

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Kata Kunci: *Motivasi Belajar, Pendidikan Agama Islam, Peserta Didik*

Abstract

Motivation is an important factor in determining student learning success. The aim of this research is to analyze and determine teachers' efforts to increase students' motivation to learn Islamic Religious Education. Research setting took place at Dharma Karya Vocational School, specifically for class XI students. The focus of this research, apart from discussing teachers' efforts to increase students' learning motivation, is also aimed at analyzing various obstacles or barriers experienced by students while participating in the Islamic Religious Education Learning process. The type of research used in this research is field research using a qualitative approach with

descriptive study methods. The primary data source for this research is the PAI Teacher at Dharma Karya Vocational School. The secondary data source in this research is Dharma Karya Vocational School students, which includes class XI students. Research data collection instruments use interview, observation and documentation techniques. Then the data was analyzed through data reduction techniques, data presentation and data verification. The results of this research conclude that the efforts of Islamic religious education teachers in increasing students' learning motivation in class Then, give assignments to individual students, give praise (appreciation) to students who answer questions correctly, and give marks to each Islamic religious education learning exercise.

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Introduction

Education is very important in shaping future generations because it can improve people's abilities in real life. Learning must be carried out in an interesting atmosphere in order to encourage students to play an active role in development and improvement through a planned process.(Sintya, 2020)Education is a deliberate effort to provide students with provisions to face their future roles through teaching, guidance, courses and training. The main goal of education is to create personnel who are reliable, perceptive and knowledgeable based on moral and religious values (Ratri & Ulya, 2022).

According to Wahyuni & Bhattacharya (2021), "It is anticipated that the application of education will produce the optimum outcomes. Of course, This cannot be separated from the quality of educators as the main actors. In order to get the best outcomes, teachers are obliged to complete the process of education in the classroom."

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Every child has a certain way of processing and understanding knowledge. Therefore, learning activities must be presented in various ways, one of which is differentiation learning. This approach creates an inclusive learning atmosphere where every individual has

the opportunity to develop optimally regardless of differences. With teaching strategies, students' desire and excitement for learning can increase individually, allowing them to learn actively while growing in courage, cooperation, and responsibility (Bunyamin, 2023).

Nowadays, many students lack motivation to study. According to the traditional view, a teacher is someone who occupies the position of a student and has an obligation to carry out the educational process. When a teacher stands in front of the class and starts explaining the material to students, the hope is of course that the students will be enthusiastic about the lesson being taught. The teacher looks at the students' eyes one by one to observe and evaluate their ability to understand the lesson material being taught. This activity aims to provide motivation to students (Shamad, Darmawati Arfah Siddiq, 2021).

Therefore, teachers need to try to increase students' enthusiasm for studying Islamic religious education subjects. By studying this subject, a person can understand the teaching program in each educational institution, as well as Islamic teachings, so that teachers can guide and develop students to become humane people and good citizens (Ratri & Ulya, 2022).

According to Afi Parnawi, learning motivation for students is very important for learning. Teachers are expected to arouse student motivation. Teachers want their classes to be filled with intrinsically motivated students, but this often doesn't happen. Therefore, teachers are required to face the task of sparking student enthusiasm and maintaining

their focus to foster students' desire to engage with the material (Ratri & Ulya, 2022).

Motivation is the driving force to act in accordance with the instructions given, which can influence students' enthusiasm in the learning process. Apart from that, the sympathetic behavior and attitudes shown by teachers, as well as the example and persistence shown in the teaching and learning process, can be a positive encouragement for students' learning progress (Syafe'i & Maryani, 2020).

Various previous studies show that the results of research conducted by Rosda (2022) discusses the initiatives carried out by educators to increase students' enthusiasm for learning, as can be seen from the various efforts made by teachers in Islamic religious education classes using lecture methods, question and answer sessions and discussions. Individual students are then given assignments, students who answer questions correctly are given praise, and evaluate each Islamic religious education learning exercise.

Then the second, researched by Julpia Agustin (2022). The results of this research discuss that motivation in schools is still low and students are not yet aware enough of the importance of learning. However, PAI teachers still try to increase students' enthusiasm for learning, mostly by providing instructions and advice.

The problems faced by students during the learning process are very diverse and complex. Internal and external factors such as: laziness in studying, most students are less enthusiastic or do not pay attention to the material taught by the teacher, students are busy sleeping, and some are out of class for a long time due to various reasons. Apart from that, students also cannot use cell phones effectively during the learning process, such as social media. Many students also have little interest in taking Islamic Religious Education subjects, and what they fear most when studying is memorizing. Because it's hard for them to remember. There are also students who cannot concentrate on studying because of problems at home.

The aim of this research is to analyze and identify the efforts made by educators to increase the enthusiasm of their students in learning PAI. Research Place at Dharma Karya Vocational School, specifically for class XI students. As well as understanding the obstacles and solutions for Islamic Religious Education teachers at Dharma Karya Vocational School in increasing the learning motivation of Class XI students.

Method

This research uses field research with a qualitative approach. A qualitative approach refers to research that aims to understand events compared to the full experience being investigated, such as descriptions of words, actions, motivations, perceptions, and behavior and language in certain natural contexts and using various natural methods.

According to Sugiono (2019) the descriptive method is the approach used in this research. The descriptive approach is a technique used to describe or analyze research findings that are occurring or being carried out, and aims to describe the situation.

This research was conducted from December 2023 to February 2024. This research was carried out at Dharma Karya Vocational SchoolJl. Melawai XII No.2, RT.2/RW.6, Melawai, Kec. Kby. Baru, South Jakarta City, Special Capital Region of Jakarta 12160.

This research uses data collection techniques, in this research the author uses methods that use interviews, documents and observations. Thendata was analyzed through data reduction techniques, data presentation and data verification. The key informants in this research were Mrs. Siti Afrida as the principal of SMK Dharma Karya, Mr. Zaenuri as the PAI subject teacher and class XI students.

Results and Discussion

After conducting research and finding some of the data expected in the research, starting from the observation, interview and documentation stages. Next, the researcher will

analyze data regarding several existing findings in order to explain the teacher's efforts to increase the learning motivation of class XI students at Dharma Karya Vocational School.

1. Teachers' efforts to increase students' learning motivation in PAI learning

Motivation to learn plays a very important role in the world of education. Teachers must be able to foster students' learning motivation, to achieve effective and quality results in implementing learning activities. Therefore, Mr. Zaenuri as an Islamic Religious Education teacher said that he always gives encouragement to students by reminding "we as PAI teachers never get bored of always asking students to pray 5 times a day", then "Never get bored of always advising students in PAI learning both in the classroom and outside the classroom."

Not all students in class XI at Dharma Karya Vocational School have good intelligence and activity. Student learning motivation actually depends on how a teacher creates interesting learning according to the learning method created.

a. Varied lesson methods

Based on the results of an interview with Mr. Zaenuri as a class:

One type of learning method that is often used is lectures/stories. As said by the Islamic Religious Education Teacher, Mr. Zaenuri, every time he teaches, he uses the lecture method, where this method is applied by lecturing or telling stories to students. This method is the most practical method. According to the PAI teacher, using this method is easy and interesting so that students can focus more on paying attention to the future and teachers and students can balance by taking full control of the class through question and answer sessions (Hanafy, 2014).

Based on the results of observations, researchers saw that it was true that PAI teachers used the lecture/story method where the learning media was adapted to the subject matter and students' conditions. In the teacher's efforts to increase learning motivation, the teacher uses a combination of several learning methods, such as when teaching in class (Observation on December 18, 2023) (Ningtias & Mahbubah, 2022).

A teacher is someone who is fully responsible for implementing learning at school. In their position, teachers play a very important role. This is very important to increase student motivation in learning PAI. Learning Activities do not always run smoothly and normally for everyone. Sometimes it goes smoothly, sometimes I quickly understand what I'm learning, and sometimes I have really hard feelings. In terms of enthusiasm, sometimes high spirits sometimes also have difficulty concentrating (Siddiq & Shamad, 2021).

b. Assignment and Grades

On January 3 2024, researchers continued classroom observations. The researcher saw that the students were busy but could be conditioned by Mr. Zaenuri by using a slightly loud tone so that the students could and wanted to be quiet. In the end, the students were well conditioned by Mr. Zaenuri and immediately started lessons on Islamic History, using the story method. Students are very enthusiastic about listening to Mr. Zaenuri's explanation because the story is very interesting, then the uniqueness and grammar can motivate students to accept the Islamic Religious Education lessons that the teacher has explained. After Mr. Zaenuri explained to the end, the students were instructed to take lessons from the story that had been explained and were instructed to repeat what had been explained by the PAI teacher. Mr. Zaenuri asked the students and pointed to several students. Most of the students who were appointed did not want to, because they did not have the courage and some were not able to understand the material that had been presented. After a long explanation and Q&A, the bell rang, before leaving Mr. Zaenuri gave additional assignments, namely that students were told to study at home so that next week's meeting could explain. And those who can explain will be given a mark by the PAI teacher (Rahman, 2021).

c. Giving Appreciation or Praise

In learning activities, appreciation is very necessary. Every effort made by students in learning can be rewarded or praised so that it can increase learning motivation, which means the teacher's trust in students increases (Sitorus, 2023).

Based on the research results, the teacher's efforts to increase the enthusiasm for learning of class XI students in PAI learning at Dharma Karya Vocational School have gone well. However, there are still many shortcomings in the use of media or methods when teaching PAI.

2. Obstacles for PAI Teachers in increasing Student Learning Motivation

Based on research that has been carried out using observations, it appears that the class However, research also shows that teachers still face several obstacles in increasing students' learning motivation, especially obstacles that come from the students themselves. The obstacle that makes students lazy about learning PAI is when they enter the rote method, because as researchers have seen, when entering PAI lessons, each chapter definitely has a deposit of memorization, which is where students are most afraid of memorizing. Because for them it feels difficult to memorize it.

Then there are some students who find it difficult to read the Al-Qur'an when they are instructed to read the verses in PAI lessons. Here, parents really influence children's habits, because they have received little guidance about religion since childhood, so parents pay less attention to children about religion.

Based on the results of interviews with class XI PAI teachers at Dharma Karya Vocational School, it was revealed that PAI teachers experienced obstacles in increasing students' enthusiasm for learning. The main obstacle faced by PAI teachers is students' unpreparedness in following PAI lesson material, where students are most lazy about memorizing. Because the PAI teacher said "every time you enter a PAI subject, students are required to memorize each chapter, but

students are most afraid of memorizing it." So this lack of student readiness can result in lack of focus during learning, there are even cases where some students fall asleep during the learning process.

This is because PAI subjects are set at the last hours, namely 12.30 and above, which causes sleepiness while studying. When study time entered the first period, their spirits were still high, half an hour later towards the final period the students started to feel sleepy. Lastly, usually when conditions are not good, students' enthusiasm for learning begins to wane, and it could be that teachers still don't understand how to teach the material and the right strategies to deal with students who are sleepy when the lesson is about to end (Prayitno et al., 2020).

3. PAI Teachers' Efforts to Overcome the Obstacles Faced in Increasing Learning Motivation for Students

Motivation is an important factor in determining student learning success. Learning motivation is also important for a teacher to know. In order to increase motivation for Islamic religious education, many efforts have been made by both madrasa heads and teachers at Dharma Karya Vocational School. Motivation is very influential on students' continuity when receiving or learning the lesson.

Based on the results of observations made by researchers, the teacher of Islamic Religious Education in class . However, in the learning process the teacher has not used a variety of media or learning methods so the teacher may experience a little difficulty in teaching PAI lessons.

Therefore, the way to overcome the obstacles faced by PAI teachers in increasing learning motivation is by selecting interesting material, making learning methods diverse and interesting too. Don't let students get bored with PAI material. For students who are sleepy, they are told to recite the Koran one by one by the PAI teacher, motivational films and stories of prophets and apostles are shown. By using multimedia media, namely the projector that PAI teachers always carry when teaching, it is

useful to anticipate students who are bored and sleepy during PAI lessons.

Teachers must be able to foster students' learning motivation, to achieve effective and quality results in implementing learning activities. Therefore, Mr. Zaenuri as an Islamic Religious Education teacher said that he always gives encouragement to students by reminding "we as PAI teachers never get bored of always asking students to pray 5 times a day", then "Never get bored of always advising students in PAI learning both in the classroom and outside the classroom."

With the problem "Here, parents really influence children's habits, because they don't get enough guidance about religion from a young age, so parents pay less attention to children about religion." Therefore, parents are reminded that as parents they should always pay attention to their children regarding religion from a young age and should familiarize themselves with these things from a young age. Because religion is very important for children.

The teacher's efforts to provide motivation are not enough just to speak in front of the class. The role of providing examples and accompanying students who have difficulty learning is also important in fostering student learning motivation. In other words, students need the teacher's role and attention in the teaching and learning process (Rahman, 2021).

Conclusion

Based on the results of research conducted at Dharma Karya Dungan Vocational School entitled "Teachers' efforts to increase the learning motivation of class XI students in PAI learning" looks quite good and effective, it can be concluded that: student learning motivation actually depends on how a teacher creates interesting learning according to the learning method created. Such as: varied learning methods, giving assignments and grades, as well as giving appreciation or praise. Then teachers must always provide encouragement to students.

The main obstacle faced by PAI teachers is students' unpreparedness in following PAI lesson material, where students are most lazy about memorizing. Because the PAI teacher said "every time you enter a PAI subject, students are required to memorize each chapter, but students are most afraid of memorizing it." So this lack of student readiness can result in lack of focus during learning, there are even cases where some students fall asleep during the learning process.

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Author Profile

An'nisa Raudhatul Jannah, born in Brebes, 24 April 2002, is currently studying for a Bachelor of Education at Universitas Muhammadiyah Prof. dr. Hamka.

Muhammad Abdullah Darraz is a lecturer in the Islamic Religious Education study program, Faculty of Islamic Religion at Universitas Muhammadiyah Prof. dr. Hamka.

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Therefore, teachers need to try to increase students' enthusiasm for studying Islamic religious education subjects. By studying this subject, a person can understand the teaching program in each educational institution, as well as Islamic teachings, so that teachers can guide and develop students to become humane people and good citizens (Ratri & Ulya, 2022).

According to Afi Parnawi, learning motivation for students is very important for learning. Teachers are expected to arouse student motivation. Teachers want their classes to be filled with intrinsically motivated students, but this often doesn't happen. Therefore, teachers are required to face the task of sparking student enthusiasm and maintaining

their focus to foster students' desire to engage with the material (Ratri & Ulya, 2022).

Motivation is the driving force to act in accordance with the instructions given, which can influence students' enthusiasm in the learning process. Apart from that, the sympathetic behavior and attitudes shown by teachers, as well as the example and persistence shown in the teaching and learning process, can be a positive encouragement for students' learning progress (Syafe'i & Maryani, 2020).

Various previous studies show that the results of research conducted by Rosda (2022) discusses the initiatives carried out by educators to increase students' enthusiasm for learning, as can be seen from the various efforts made by teachers in Islamic religious education classes using lecture methods, question and answer sessions and discussions. Individual students are then given assignments, students who answer questions correctly are given praise, and evaluate each Islamic religious education learning exercise.

Then the second, researched by Julpia Agustin (2022). The results of this research discuss that motivation in schools is still low and students are not yet aware enough of the importance of learning. However, PAI teachers still try to increase students' enthusiasm for learning, mostly by providing instructions and advice.

The problems faced by students during the learning process are very diverse and complex. Internal and external factors such as: laziness in studying, most students are less enthusiastic or do not pay attention to the material taught by the teacher, students are busy sleeping, and some are out of class for a long time due to various reasons. Apart from that, students also cannot use cell phones effectively during the learning process, such as social media. Many students also have little interest in taking Islamic Religious Education subjects, and what they fear most when studying is memorizing. Because it's hard for them to remember. There are also students who cannot concentrate on studying because of problems at home.

The aim of this research is to analyze and identify the efforts made by educators to increase the enthusiasm of their students in learning PAI. Research Place at Dharma Karya Vocational School, specifically for class XI students. As well as understanding the obstacles and solutions for Islamic Religious Education teachers at Dharma Karya Vocational School in increasing the learning motivation of Class XI students.

Method

This research uses field research with a qualitative approach. A qualitative approach refers to research that aims to understand events compared to the full experience being investigated, such as descriptions of words, actions, motivations, perceptions, and behavior and language in certain natural contexts and using various natural methods.

According to Sugiono (2019) the descriptive method is the approach used in this research. The descriptive approach is a technique used to describe or analyze research findings that are occurring or being carried out, and aims to describe the situation.

This research was conducted from December 2023 to February 2024. This research was carried out at Dharma Karya Vocational SchoolJl. Melawai XII No.2, RT.2/RW.6, Melawai, Kec. Kby. Baru, South Jakarta City, Special Capital Region of Jakarta 12160.

This research uses data collection techniques, in this research the author uses methods that use interviews, documents and observations. Thendata was analyzed through data reduction techniques, data presentation and data verification. The key informants in this research were Mrs. Siti Afrida as the principal of SMK Dharma Karya, Mr. Zaenuri as the PAI subject teacher and class XI students.

Results and Discussion

After conducting research and finding some of the data expected in the research, starting from the observation, interview and documentation stages. Next, the researcher will

analyze data regarding several existing findings in order to explain the teacher's efforts to increase the learning motivation of class XI students at Dharma Karya Vocational School.

1. Teachers' efforts to increase students' learning motivation in PAI learning

Motivation to learn plays a very important role in the world of education. Teachers must be able to foster students' learning motivation, to achieve effective and quality results in implementing learning activities. Therefore, Mr. Zaenuri as an Islamic Religious Education teacher said that he always gives encouragement to students by reminding "we as PAI teachers never get bored of always asking students to pray 5 times a day", then "Never get bored of always advising students in PAI learning both in the classroom and outside the classroom."

Not all students in class XI at Dharma Karya Vocational School have good intelligence and activity. Student learning motivation actually depends on how a teacher creates interesting learning according to the learning method created.

a. Varied lesson methods

Based on the results of an interview with Mr. Zaenuri as a class:

One type of learning method that is often used is lectures/stories. As said by the Islamic Religious Education Teacher, Mr. Zaenuri, every time he teaches, he uses the lecture method, where this method is applied by lecturing or telling stories to students. This method is the most practical method. According to the PAI teacher, using this method is easy and interesting so that students can focus more on paying attention to the future and teachers and students can balance by taking full control of the class through question and answer sessions (Hanafy, 2014).

Based on the results of observations, researchers saw that it was true that PAI teachers used the lecture/story method where the learning media was adapted to the subject matter and students' conditions. In the teacher's efforts to increase learning motivation, the teacher uses a combination of several learning methods, such as when

teaching in class (Observation on December 18, 2023) (Ningtias & Mahbubah, 2022).

A teacher is someone who is fully responsible for implementing learning at school. In their position, teachers play a very important role. This is very important to increase student motivation in learning PAI. Learning Activities do not always run smoothly and normally for everyone. Sometimes it goes smoothly, sometimes I quickly understand what I'm learning, and sometimes I have really hard feelings. In terms of enthusiasm, sometimes high spirits sometimes also have difficulty concentrating (Siddiq & Shamad, 2021).

b. Assignment and Grades

On January 3 2024, researchers continued classroom observations. The researcher saw that the students were busy but could be conditioned by Mr. Zaenuri by using a slightly loud tone so that the students could and wanted to be quiet. In the end, the students were well conditioned by Mr. Zaenuri and immediately started lessons on Islamic History, using the story method. Students are very enthusiastic about listening to Mr. Zaenuri's explanation because the story is very interesting, then the uniqueness and grammar can motivate students to accept the Islamic Religious Education lessons that the teacher has explained. After Mr. Zaenuri explained to the end, the students were instructed to take lessons from the story that had been explained and were instructed to repeat what had been explained by the PAI teacher. Mr. Zaenuri asked the students and pointed to several students. Most of the students who were appointed did not want to, because they did not have the courage and some were not able to understand the material that had been presented. After a long explanation and Q&A, the bell rang, before leaving Mr. Zaenuri gave additional assignments, namely that students were told to study at home so that next week's meeting could explain. And those who can explain will be given a mark by the PAI teacher (Rahman, 2021).

c. Giving Appreciation or Praise

In learning activities, appreciation is very necessary. Every effort made by students in learning can be rewarded or praised so that it can increase learning motivation, which means the teacher's trust in students increases (Sitorus, 2023).

Based on the research results, the teacher's efforts to increase the enthusiasm for learning of class XI students in PAI learning at Dharma Karya Vocational School have gone well. However, there are still many shortcomings in the use of media or methods when teaching PAI.

2. Obstacles for PAI Teachers in increasing Student Learning Motivation

Based on research that has been carried out using observations, it appears that the class However, research also shows that teachers still face several obstacles in increasing students' learning motivation, especially obstacles that come from the students themselves. The obstacle that makes students lazy about learning PAI is when they enter the rote method, because as researchers have seen, when entering PAI lessons, each chapter definitely has a deposit of memorization, which is where students are most afraid of memorizing. Because for them it feels difficult to memorize it.

Then there are some students who find it difficult to read the Al-Qur'an when they are instructed to read the verses in PAI lessons. Here, parents really influence children's habits, because they have received little guidance about religion since childhood, so parents pay less attention to children about religion.

Based on the results of interviews with class XI PAI teachers at Dharma Karya Vocational School, it was revealed that PAI teachers experienced obstacles in increasing students' enthusiasm for learning. The main obstacle faced by PAI teachers is students' unpreparedness in following PAI lesson material, where students are most lazy about memorizing. Because the PAI teacher said "every time you enter a PAI subject, students are required to memorize each chapter, but

students are most afraid of memorizing it." So this lack of student readiness can result in lack of focus during learning, there are even cases where some students fall asleep during the learning process.

This is because PAI subjects are set at the last hours, namely 12.30 and above, which causes sleepiness while studying. When study time entered the first period, their spirits were still high, half an hour later towards the final period the students started to feel sleepy. Lastly, usually when conditions are not good, students' enthusiasm for learning begins to wane, and it could be that teachers still don't understand how to teach the material and the right strategies to deal with students who are sleepy when the lesson is about to end (Prayitno et al., 2020).

3. PAI Teachers' Efforts to Overcome the Obstacles Faced in Increasing Learning Motivation for Students

Motivation is an important factor in determining student learning success. Learning motivation is also important for a teacher to know. In order to increase motivation for Islamic religious education, many efforts have been made by both madrasa heads and teachers at Dharma Karya Vocational School. Motivation is very influential on students' continuity when receiving or learning the lesson.

Based on the results of observations made by researchers, the teacher of Islamic Religious Education in class . However, in the learning process the teacher has not used a variety of media or learning methods so the teacher may experience a little difficulty in teaching PAI lessons.

Therefore, the way to overcome the obstacles faced by PAI teachers in increasing learning motivation is by selecting interesting material, making learning methods diverse and interesting too. Don't let students get bored with PAI material. For students who are sleepy, they are told to recite the Koran one by one by the PAI teacher, motivational films and stories of prophets and apostles are shown. By using multimedia media, namely the projector that PAI teachers always carry when teaching, it is

useful to anticipate students who are bored and sleepy during PAI lessons.

Teachers must be able to foster students' learning motivation, to achieve effective and quality results in implementing learning activities. Therefore, Mr. Zaenuri as an Islamic Religious Education teacher said that he always gives encouragement to students by reminding "we as PAI teachers never get bored of always asking students to pray 5 times a day", then "Never get bored of always advising students in PAI learning both in the classroom and outside the classroom."

With the problem "Here, parents really influence children's habits, because they don't get enough guidance about religion from a young age, so parents pay less attention to children about religion." Therefore, parents are reminded that as parents they should always pay attention to their children regarding religion from a young age and should familiarize themselves with these things from a young age. Because religion is very important for children.

The teacher's efforts to provide motivation are not enough just to speak in front of the class. The role of providing examples and accompanying students who have difficulty learning is also important in fostering student learning motivation. In other words, students need the teacher's role and attention in the teaching and learning process (Rahman, 2021).

Conclusion

Based on the results of research conducted at Dharma Karya Dungan Vocational School entitled "Teachers' efforts to increase the learning motivation of class XI students in PAI learning" looks quite good and effective, it can be concluded that: student learning motivation actually depends on how a teacher creates interesting learning according to the learning method created. Such as: varied learning methods, giving assignments and grades, as well as giving appreciation or praise. Then teachers must always provide encouragement to students.

The main obstacle faced by PAI teachers is students' unpreparedness in following PAI lesson material, where students are most lazy about memorizing. Because the PAI teacher said "every time you enter a PAI subject, students are required to memorize each chapter, but students are most afraid of memorizing it." So this lack of student readiness can result in lack of focus during learning, there are even cases where some students fall asleep during the learning process.

The way to overcome the obstacles faced by PAI teachers in increasing learning motivation is by selecting interesting material, making learning methods diverse and interesting too. Don't let students get bored with PAI material. For students who are sleepy, they are told to recite the Koran one by one by the PAI teacher, motivational films and stories of prophets and apostles are shown. By using multimedia media, namely the projector that PAI teachers always carry when teaching, it is useful to anticipate students who are bored and sleepy during PAI lessons. Teachers must be able to foster students' learning motivation, to achieve effective and quality results in implementing learning activities. Therefore, Mr. Zaenuri as an Islamic Religious Education teacher said that he always gives encouragement to students by reminding "we as PAI teachers never get bored of always asking students to pray 5 times a day", then "Never get bored of always advising students in PAI learning both in the classroom and outside the classroom."

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