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Teacher Strategies in Al-Qur'an Hadith Learning to Improve Students' Learning Motivation at MTs Baitul Qur'an Sambas

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Abstract

This study aims to describe the strategies used by Al-Qur'an Hadith teachers in improving students' learning motivation at MTs Baitul Qur'an Sambas. This research employed a qualitative approach with a descriptive research design. Data collection techniques were carried out through observation, interviews, and documentation. The research informants consisted of the head of the madrasah, Al-Qur'an Hadith teachers, and students. Data analysis was conducted using the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. Meanwhile, data validity was tested through source and technique triangulation. The results of the study indicate that teachers' strategies in improving students' learning motivation are implemented through the application of varied learning methods, the use of engaging learning media, and the provision of rewards. This study concludes that appropriate, innovative, and student-centered learning strategies are able to improve students' motivation in learning Al-Qur'an Hadith. The strategies applied by Al-Qur'an Hadith teachers at MTs Baitul Qur'an Sambas in increasing students' learning motivation are carried out through creative, varied approaches that are tailored to students' needs. The success of these strategies is influenced by teachers' abilities in designing learning activities, selecting appropriate methods and media, and providing reinforcement that encourages students' enthusiasm for learning.

Keywords: Teacher Strategies, Al-Qur'an Hadith, Learning Motivation, Learning Process.

INTRODUCTION

Education is a planned effort to develop students' potential so that they become individuals who are faithful, pious, morally upright, knowledgeable, competent, creative, and

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responsible. In the context of Islamic education, the educational process is not only oriented toward mastering knowledge but also toward character development and the implementation of Islamic values in daily life. One of the subjects that plays an important role in achieving these objectives is Al-Qur'an Hadith. This subject serves as a foundation for developing students' understanding of Islamic teachings through mastery of the contents of the Qur'an and Hadith as guidance for the lives of Muslims (Fahmy et al., 2023).

Al-Qur'an Hadith learning has different characteristics from general subjects because it does not only emphasize cognitive aspects but also affective and psychomotor aspects. Students are expected not only to be able to read, memorize, and understand verses and hadiths but also to internalize and practice the values contained within them. Therefore, the learning process requires strategies that are able to create an active, enjoyable, and meaningful learning environment so that students are encouraged to learn with full awareness. Research shows that appropriate learning strategies are one of the main factors determining the achievement of Al-Qur'an Hadith learning objectives.

Teachers have a very strategic position in determining the success of the learning process. In addition to delivering learning materials, teachers also act as facilitators, motivators, mentors, mediators, and evaluators. Teachers' ability to select learning strategies influences students' involvement during the learning process. Creative and innovative learning strategies are able to build two-way interactions between teachers and students, making learning more engaging and less monotonous. Conversely, teacher-centered and repetitive strategies often cause students to lose interest and motivation to learn.

Learning motivation is one of the psychological factors that greatly influences students' success in achieving learning objectives. Motivation encourages students to participate actively, develop curiosity, persist in completing tasks, and strive to achieve optimal learning outcomes. Students with high learning motivation tend to understand learning materials more easily, have better self-confidence, and demonstrate higher academic achievement compared to students with low motivation. Therefore, teachers need to implement learning strategies that are able to stimulate both students' intrinsic and extrinsic motivation.

The reality in the field shows that students' learning motivation in Al-Qur'an Hadith subjects remains a challenge in many madrasahs. Some students perceive this subject as merely involving memorization, making it less interesting to learn. This condition causes students to be less active in learning activities, become easily bored, and show limited participation during lessons. Such situations require teachers to select learning strategies that not only deliver

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learning materials but also build students' enthusiasm through methods, media, and approaches that are appropriate to their characteristics.

Various studies have shown that teacher strategies influence the improvement of students' learning motivation. Fahmy et al. (2023) found that Al-Qur'an Hadith teachers employed strategies such as quizzes, rewards, praise, and personal approaches to increase students' learning motivation. The study also identified supporting factors, including the learning environment, facilities, and parental support, while inhibiting factors were related to students' psychological conditions and backgrounds.

A study conducted by Indrawan and Nasihin (2025) showed that Al-Qur'an Hadith teachers require contextual learning strategies to motivate students who experience difficulties in reading the Qur'an. These strategies include individual approaches, motivation provision, habituation, and continuous guidance, enabling students to become more confident in participating in learning activities. The findings demonstrate that teachers' instructional strategies influence not only academic abilities but also students' learning motivation. Other research findings also explain that teachers need to apply varied learning strategies so that students' interest and motivation continue to improve. The use of discussion methods, question-and-answer activities, demonstrations, learning media, and reinforcement has been proven to create a more active learning environment, encouraging students to participate directly in the learning process. Teachers who are creative in classroom management tend to improve the overall quality of Al-Qur'an Hadith learning.

Based on these research findings, it can be understood that teacher strategies are significant factors determining the success of Al-Qur'an Hadith learning. However, each madrasah has different student characteristics, learning cultures, social environments, and institutional conditions, meaning that effective strategies in one madrasah may not necessarily produce the same results in another. Therefore, research on teacher strategies needs to be conducted in various madrasah contexts to obtain a more comprehensive understanding of the implementation of learning strategies in improving students' learning motivation.

MTs Baitul Qur'an Sambas is one of the madrasahs characterized by Qur'anic-based education. This condition makes Al-Qur'an Hadith learning a subject with a strategic position in shaping students' religious character. In its implementation, teachers are required to develop learning strategies that are appropriate to students' characteristics so that the learning process can run effectively and improve learning motivation. Therefore, it is important to conduct research that describes how Al-Qur'an Hadith teachers' strategies are implemented, how students respond to these strategies, and what factors support and hinder their implementation.

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Based on the explanation above, the research entitled "Teacher Strategies in Al-Qur'an Hadith Learning to Improve Students' Learning Motivation at MTs Baitul Qur'an Sambas" is important to conduct. This research is expected to provide theoretical contributions to the development of Islamic Religious Education learning strategies, particularly in the Al-Qur'an Hadith subject, as well as provide practical recommendations for teachers in developing learning strategies that can optimally improve students' learning motivation.

RESEARCH METHOD

This study employed a qualitative approach with a descriptive research design. The qualitative approach was chosen because this research aims to deeply understand teachers' strategies in Al-Qur'an Hadith learning to improve students' learning motivation based on phenomena occurring in the field. Qualitative research enables researchers to obtain natural data through direct interaction with research subjects, allowing them to describe reality comprehensively and contextually. According to Creswell and Poth (2018), qualitative research is an approach used to explore and understand the meanings individuals or groups assign to social or humanitarian issues. Meanwhile, Moleong (2021) states that qualitative research aims to understand phenomena experienced by research subjects holistically through descriptions in the form of words within a natural context by utilizing various scientific methods. Through this approach, researchers can describe how teachers plan, implement, and evaluate Al-Qur'an Hadith learning strategies, as well as how these strategies contribute to improving students' learning motivation.

This research was conducted at MTs Baitul Qur'an Sambas, Tumuk Village, Sambas Regency, West Kalimantan. The research location was selected because the madrasah is an Islamic-based educational institution that positions Al-Qur'an Hadith as one of the core subjects in shaping students' religious character. In addition, this location was chosen because it is relevant to the research focus concerning teachers' strategies in improving students' learning motivation.

RESULTS AND DISCUSSION

1. Using Varied Learning Methods

Teachers' strategies in improving students' learning motivation are one of the important aspects determining the success of the learning process. Teachers do not only act as transmitters of knowledge but also as learning designers who are able to create interesting, active, and meaningful learning conditions. One effort that teachers can make to improve learning

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motivation is by implementing varied learning methods. The use of various methods aims to prevent students from experiencing boredom, increase attention during the learning process, and provide learning experiences that are appropriate to students' characteristics and needs.

Learning motivation is basically an internal and external drive that encourages individuals to consciously and continuously engage in learning activities. Students with high motivation will demonstrate perseverance, attention, curiosity, and active involvement in the learning process. Conversely, low learning motivation can cause students to become less enthusiastic, passive, and experience difficulties in understanding learning materials. According to Uno (2021), learning motivation is a drive originating from within and outside students that generates enthusiasm for learning, directs learning activities, and maintains the continuity of learning activities to achieve certain goals.

In the context of Al-Qur'an Hadith learning, learning motivation has a very important position because the materials studied require not only conceptual understanding but also appreciation and practice of the values contained in the Qur'an and Hadith. Therefore, teachers need to implement learning strategies that can stimulate students' interest so that they do not perceive learning merely as an academic obligation but also as a necessity in religious life. The strategy of using varied learning methods is one alternative that teachers can apply to create more interesting and meaningful learning.

Varied learning methods refer to the use of different learning approaches or techniques flexibly according to learning objectives, material characteristics, and students' conditions. Variations in learning methods may include interactive lectures, group discussions, question-and-answer activities, demonstrations, practices, problem-based learning, and the use of digital learning media. According to Mulyasa (2021), professional teachers must have the ability to develop learning variations so that students do not experience boredom and remain motivated to participate in the learning process.

The implementation of lecture methods combined with other methods can become an effective strategy for increasing learning motivation. Lectures are still needed to deliver basic concepts or explain materials systematically; however, their use should be developed into interactive lectures by involving students through questions, discussions, and examples related to daily life. Thus, students are not merely passive listeners but actively participate in the learning process. Sanjaya (2020) explains that learning involving students' direct activities can increase their attention and understanding of the material being studied.

In addition to interactive lectures, group discussion methods can also be used by teachers as a strategy to improve learning motivation. Through discussions, students are given

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opportunities to express opinions, exchange information, collaborate, and solve problems together. This method can develop students' self-confidence and improve their social skills. In Al-Qur'an Hadith learning, discussions can be applied to understand the content of verses, analyze the meaning of hadiths, or relate Islamic values to phenomena in everyday life. According to Rusman (2019), learning that provides opportunities for interaction and collaboration can increase students' involvement, which positively affects learning motivation. The question-and-answer method is also an effective form of learning variation to increase students' attention. Through question-and-answer activities, teachers can identify students' level of understanding while encouraging them to think critically. Questions provided by teachers can stimulate students to actively seek information and attempt to understand the material more deeply. According to Sardiman (2020), interaction between teachers and students through questioning and answering is a form of motivational reinforcement because students feel appreciated and involved in learning activities.

In addition to conventional method variations, the use of technology-based learning methods is also a relevant strategy for improving students' learning motivation. Technological developments provide opportunities for teachers to use various media such as learning videos, digital presentations, educational applications, and online learning resources. These media can help present materials in a more attractive way, making it easier for students to understand abstract concepts. According to Arsyad (2019), the appropriate use of learning media can increase students' attention, interest, and motivation because it provides more concrete learning experiences.

Teachers' strategies in using varied learning methods must also consider students' characteristics. Each student has different abilities, interests, learning styles, and backgrounds; therefore, teachers need to select methods that are appropriate to classroom conditions. Teachers who understand students' needs will find it easier to determine effective learning methods. This is consistent with the opinion of Djamarah and Zain (2020), who state that the success of a learning method is greatly influenced by the suitability between the method used and learning objectives, materials, students' conditions, and teachers' ability to implement it.

In practice, the use of varied learning methods aims not only to create an enjoyable learning atmosphere but also serves as a motivational strategy implemented by teachers. Teachers can provide rewards, praise, opportunities to express opinions, and create healthy competition through various learning activities. These actions can increase students' confidence and encourage them to participate more actively in learning. According to Hamalik (2019),

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learning motivation can be improved through providing stimuli that generate students' interest, attention, and need for the learning process.

Based on the explanation above, it can be understood that the use of varied learning methods is one of the important strategies for teachers in improving students' learning motivation. Method variations enable the creation of more active, creative, and enjoyable learning, resulting in higher student involvement in the learning process. In Al-Qur'an Hadith learning, this strategy becomes increasingly important because teachers are not only responsible for delivering religious knowledge but also for instilling Islamic values through engaging and meaningful learning experiences.

Therefore, the success of teachers in improving learning motivation through varied learning methods depends greatly on their ability to plan, select, and implement methods according to learning objectives and students' characteristics. Teachers who are able to develop learning variations will find it easier to create a conducive learning environment and encourage students to have high enthusiasm for learning.

2. Using Learning Media

The use of learning media is one of the strategies that can be implemented by teachers to improve students' learning motivation in Al-Qur'an Hadith subjects. Learning media functions as a tool used by teachers to deliver learning messages or information so that they can be more easily understood by students. In Al-Qur'an Hadith learning, the use of media plays an important role because the materials presented are not only related to understanding the texts of the Qur'an and Hadith but also require students' ability to understand the meanings, contents, and application of the values contained within them. Therefore, teachers need to select and utilize appropriate learning media so that the learning process becomes more interesting and is able to increase students' learning motivation.

Teachers' strategies in utilizing learning media are not only related to the use of technological tools but also include teachers' abilities to design, select, and integrate media according to learning objectives. As learning managers, teachers must understand that media is not merely a complement to learning activities but an essential part of a strategy for creating effective learning experiences. According to Arsyad (2019), learning media refers to anything that can be used to deliver learning messages so that it can stimulate students' thoughts, attention, feelings, and willingness to participate in the learning process. Therefore, the appropriate use of media can help create a more active and engaging learning atmosphere.

In the context of Al-Qur'an Hadith learning at MTs Baitul Qur'an Sambas, the strategy of using learning media is one of the teachers' efforts to overcome students' low interest and

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boredom during learning activities. Al-Qur'an Hadith materials are often considered difficult because they involve memorizing verses, understanding Arabic language, and studying meanings that require a high level of concentration. If learning is conducted only through lecture methods and textbook reading, students tend to become less active and easily lose attention. Therefore, teachers need to provide various media such as learning videos, images, audio murottal, digital presentations, and Qur'anic learning applications to increase students' interest.

The use of audio media, such as Qur'an murottal recordings, is one relevant strategy in Al-Qur'an Hadith learning. Audio media helps students listen to the correct recitation of verses, pay attention to letter pronunciation (makhraj), length and shortness of recitation, and the rhythm of Qur'anic reading. Through this media, students gain a more realistic learning experience compared to only reading texts independently. According to Munir (2020), audio media provides learning experiences through the sense of hearing, which can assist students in understanding materials related to listening and pronunciation skills.

In addition to audio media, the use of visual media can also improve students' learning motivation. Visual media such as pictures, diagrams, concept maps, and illustrations can help explain materials that are difficult to understand abstractly. In Al-Qur'an Hadith learning, teachers can use visual media to explain the relationship between the content of verses or hadiths and phenomena in everyday life. Presenting materials in visual form makes it easier for students to understand concepts and remember the information provided. According to Sadiman et al. (2019), visual media can clarify the presentation of messages, thereby increasing students' attention and understanding of learning materials.

The development of educational technology also provides opportunities for Al-Qur'an Hadith teachers to develop digital-based learning strategies. The use of media such as learning videos, PowerPoint presentations, online learning platforms, and digital Qur'an applications can create a more interactive learning atmosphere. Students who are currently familiar with technology will be more interested when learning is presented through media that aligns with current developments. According to Daryanto (2020), the use of technology in learning can improve communication effectiveness between teachers and students because materials can be presented in a more attractive, dynamic, and accessible manner.

Teachers' strategies in using learning media must also consider the suitability between media, learning materials, and students' characteristics. Not all media can be applied to every learning material. Teachers must consider learning objectives, students' abilities, available facilities, and the effectiveness of the media in supporting competency achievement. The appropriate selection of media will make the learning process more directed and help students

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achieve better understanding. This is consistent with Sanjaya's (2020) opinion that the use of learning media should be based on the principles of suitability with objectives, materials, methods, and students' conditions.

In improving students' learning motivation, learning media functions as a stimulus that attracts attention and develops curiosity. When teachers use engaging media, students tend to participate more actively in learning because they gain different learning experiences compared to conventional learning. Learning media can also create an enjoyable learning atmosphere so that students become more motivated to understand the materials. Uno (2021) explains that learning motivation can be improved through providing stimuli that generate students' attention, interest, and encouragement to engage in learning activities.

Based on the findings above, the strategy of Al-Qur'an Hadith teachers in using learning media at MTs Baitul Qur'an Sambas can be understood as a systematic effort to create more effective and engaging learning. Teachers do not merely use media as a tool for delivering materials but make it part of the learning strategy to build students' motivation. The use of audio, visual, and digital media provides various learning experiences that can reduce boredom and increase students' involvement during the learning process.

However, the success of using learning media still depends on teachers' ability to manage it. Sophisticated media does not always guarantee successful learning if it is not supported by teachers' pedagogical abilities in utilizing it. Teachers need to have creativity, technological skills, and an understanding of students' needs so that the media used can provide a positive impact on learning motivation. Therefore, teacher strategies become the main factor in determining the effectiveness of learning media utilization in improving students' learning motivation.

Thus, the use of learning media is one of the important strategies that can be applied by Al-Qur'an Hadith teachers at MTs Baitul Qur'an Sambas to improve students' learning motivation. Through the selection of appropriate, creative, and student-oriented media, Al-Qur'an Hadith learning can become more engaging, interactive, and meaningful, allowing learning objectives to be achieved optimally.

3. Providing Rewards

Teachers' strategies in improving students' learning motivation are an important part of the success of the learning process, including in the Al-Qur'an Hadith subject at MTs Baitul Qur'an Sambas. One strategy that can be implemented by teachers is providing rewards or appreciation to students who demonstrate positive learning behaviors, such as actively participating in learning activities, completing assignments well, expressing opinions confidently, achieving good learning outcomes, or showing progress in understanding Al-Qur'an Hadith

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materials. The provision of rewards is not merely intended to give gifts but serves as a form of positive reinforcement so that students feel appreciated and encouraged to improve their learning efforts.

Learning motivation is a psychological factor that greatly influences students' success in achieving learning objectives. Students with high motivation will demonstrate perseverance, attention, and active involvement during the learning process. Conversely, students with low motivation tend to be less enthusiastic and lack strong encouragement to participate in learning activities. According to Uno (2021), learning motivation is an internal and external drive that causes individuals to engage in learning activities in order to achieve certain goals. Therefore, teachers need to create various stimuli that can build students' enthusiasm for learning, one of which is through providing rewards.

In Al-Qur'an Hadith learning, providing rewards can be an effective strategy because this subject requires not only the ability to understand learning materials but also seriousness in reading, memorizing, understanding the content of verses and hadiths, and practicing the values contained within them. Students who experience difficulties in understanding the materials often need additional encouragement to maintain their enthusiasm for learning. Through appropriately given rewards, teachers can foster students' self-confidence and increase their desire to continue improving their abilities.

Rewards in learning can be provided in various forms, either verbal or nonverbal appreciation. Verbal rewards may include praise, expressions of appreciation, or positive reinforcement when students are able to answer questions, recite verses correctly, or demonstrate positive learning attitudes. Meanwhile, nonverbal rewards may include additional grades, certificates, simple gifts, opportunities to become group leaders, or other forms of appreciation that are appropriate to students' conditions. According to Sardiman (2020), rewards are a form of reinforcement that can increase motivation because students feel that their efforts and achievements receive attention from teachers.

The reward strategy implemented by Al-Qur'an Hadith teachers at MTs Baitul Qur'an Sambas can be understood as a motivational approach in creating a more positive learning environment. When teachers appreciate students' achievements, students feel that their learning processes and outcomes are valued. This feeling of appreciation can strengthen the emotional relationship between teachers and students, creating a comfortable learning environment. A positive learning atmosphere encourages students to become more active in participating in learning activities.

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Providing rewards can also increase healthy competition among students. In Al-Qur'an Hadith learning, teachers can provide appreciation to students who show the best progress in Qur'an recitation, hadith memorization, active participation in discussions, or discipline in following learning activities. This competition does not aim to make students defeat one another but encourages them to strive for their best abilities. According to Mulyasa (2021), positive reinforcement through rewards can increase students' motivation because they gain experiences of success that encourage the repetition of positive behaviors.

However, rewards must be provided wisely so that students do not become dependent on receiving gifts. The main purpose of rewards is not to make gifts the only reason students learn but to develop awareness that learning is a necessity and responsibility. Excessive use of rewards may cause students to focus only on receiving appreciation rather than the process of gaining knowledge. Therefore, teachers need to balance extrinsic motivation through rewards with efforts to develop students' intrinsic motivation.

According to Djamarah and Zain (2020), rewards in learning should be given by considering the principles of accuracy, fairness, and relevance to the behavior being strengthened. This means that teachers should provide rewards based on students' actual achievements or efforts, not merely because of personal closeness or subjective factors. In Al-Qur'an Hadith learning, appreciation should not only be given to students with high scores but also to students who show improvement, demonstrate sincere efforts, and display positive attitudes during learning. Furthermore, providing rewards can serve as an evaluation tool for teachers in observing the development of students' learning motivation. Through students' responses to the rewards given, teachers can determine whether the strategy is able to increase their participation and interest in learning. If students become more active in asking questions, more diligent in memorizing, and show greater enthusiasm during learning, then reward provision can be considered to have a positive influence on learning motivation.

Based on the explanation above, the strategy of Al-Qur'an Hadith teachers at MTs Baitul Qur'an Sambas through providing rewards is one form of effort to improve students' learning motivation. This strategy functions not only as appreciation for students' achievements but also as a stimulus to develop self-confidence, learning enthusiasm, and active involvement in the learning process. The appropriate, fair, and student-oriented implementation of rewards will help create Al-Qur'an Hadith learning that is more enjoyable and meaningful.

Thus, the success of the reward strategy greatly depends on teachers' ability to manage the form of appreciation, determine the appropriate time for giving rewards, and connect them with learning objectives. Al-Qur'an Hadith teachers are not only required to deliver learning

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materials but also need to have the ability to motivate students through various strategies that support their academic development and religious character formation.

Conclusion

Based on the research findings and discussion regarding "Teacher Strategies in Al-Qur'an Hadith Learning to Improve Students' Learning Motivation at MTs Baitul Qur'an Sambas", it can be concluded that teacher strategies play a very important role in improving students' learning motivation. Teachers do not only act as transmitters of knowledge but also as facilitators and motivators who are able to create active, engaging, and meaningful learning processes.

The strategies implemented by Al-Qur'an Hadith teachers in improving students' learning motivation at MTs Baitul Qur'an Sambas include the use of varied learning methods, learning media, and reward provision. The application of varied learning methods, such as interactive lectures, discussions, question-and-answer activities, and student-centered learning activities, can reduce boredom and increase students' involvement in the learning process. These strategies make Al-Qur'an Hadith learning more enjoyable so that students become more enthusiastic in participating in learning activities.

Furthermore, the use of learning media is an important strategy in attracting students' attention and improving their understanding of Al-Qur'an Hadith materials. The utilization of media such as murottal audio, visual media, and technology-based media helps students gain more concrete and engaging learning experiences. Learning media functions not only as a tool for delivering materials but also as a stimulus that can build students' interest and learning motivation.

The reward strategy has also been proven to be a form of positive reinforcement that can improve students' learning motivation. Providing appreciation in the form of praise, recognition, or simple rewards can foster self-confidence, increase learning enthusiasm, and encourage students to participate more actively in learning. However, the implementation of rewards must be carried out wisely so that students do not become dependent solely on external appreciation but are also able to develop internal learning motivation.

Overall, the strategies of Al-Qur'an Hadith teachers at MTs Baitul Qur'an Sambas in improving students' learning motivation are implemented through creative, varied, and student-oriented approaches. The success of these strategies is influenced by teachers' abilities to design learning activities, select appropriate methods and media, and provide reinforcement that builds students' enthusiasm for learning. With appropriate strategies, Al-Qur'an Hadith learning not

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only improves students' academic understanding but also supports the formation of religious character and the practice of Islamic values in daily life.

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