



Teacher's Strategies for Increasing Students' Interest in Learning Moral Lessons

Burhanuddin¹, Defri Ramadan², Filda Nursyda², Erika Marianti²,
Wulandari Safitri²

¹Faculty of Usuluddin Al-Azhar University, Egypt

²Faculty of Social Sciences Universitas Negeri Padang, Indonesia

 defriramadhan@gmail.com *

Article Information:

Received May 4, 2020

Revised June 21, 2020

Accepted July 22, 2020

Keywords: *Interests, morals, education, strategy*

Abstract

Interest in studying morals is an essential thing in the formation of the character of students. Teachers have a significant role in increasing students' interest in learning morals. This study aims to determine the teacher's strategy in increasing students' learning interest in moral lessons. This study uses a qualitative method with a case study approach. Data sources were taken from one informant through in-depth interviews. The informant is an Islamic Religious Education Teacher at senior high school 1 Pertiwi Padang. All interview results were then analyzed thematically using the Nvivo 12 qualitative analysis software. Overall the results of the analysis showed that there were two teacher strategies in increasing students' learning interest in moral lessons, namely i) Conducting direct moral coaching, ii) Motivating students. The results of this study can be used as initial data for future researchers to examine this issue in different contexts and topics

INTRODUCTION

Education is a form of long-term investment that is important for a human being. [Suharni, \(2021\)](#) Education is a container or beginning for a child to start the learning process. Thus, the importance of character education plays a very important role in spurring educators to produce the nation's children who can position themselves amid rapid change and global society. Character education is very important because humans are expected to have wise characters in using good technology ([Tarmujianto, 2020](#)).

In the Big Indonesian Dictionary (KBBI) education comes from the basic word educate (educate), namely: to maintain and provide training (teaching, leadership) regarding morals and intelligence, while education has the meaning: the process of changing the attitude and behavior of a person or group of people in an effort to mature humans through teaching and training efforts, the process of action, how to educate.

Education is a container or beginning for a child to start the learning process. Thus, the importance of character education plays a very important role in spurring educators to produce the nation's children who can position themselves amid rapid change and global society. Character education is very important because humans are expected to have wise characters in using good technology ([Tarmujianto, 2020](#)).

According to Salih bin Huwaidi Ali Husain in his book *Educating Generations in the Style of Companions of the Prophet*, some of the goals of education are: First, to instill

How to cite:

Burhanuddin, B., Defri, R., Nursyda, F., Marianti, E., Safitri, W. (2022). Teacher's Strategies for Increasing Students' Interest in Learning Moral Lessons Subject. *International Journal of Multidisciplinary of Higher Education*, 5(3), 108-114.

E-ISSN:

2622-741x

Published by:

Islamic Studies and Development Center Universitas Negeri Padang

and strengthen faith; Second, developing and spreading good morals; Third, stick to the truth and fight against evil; Fourth, expanding the rules of understanding to students; Fifth, knowledgeable personality and developing life which continues to rise in order to achieve a more flexible life (Husain, 2016).

Teachers as educators are expected to be able to create processes of high quality learning and innovation in unexpected situations so that teachers are able to create good student achievement (Khairiyah & Fernandes, 2021). Teachers are one of the determining factors for the high and low quality of education. In other words, to improve the quality of education, professional teachers are needed. As professional educators, teachers have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education (Ariyani, 2017).

There are two approaches that can be used to define morals, namely the linguistic approach (etymology, linguistics, light) and the terminological approach (terminology) The word morals if we translate it in language means manners and manners (Purnia et al, 2018). The word morals come from Arabic, namely noun infinitive (infinitive form) of the word *akhlāq-yukhlīqu-ikhlaaqaan*, according to the scales (wazan) *Tulasi majid: af'ala-yuf'ilu-if'aalan* which mean *al-sajiyah* (temperament), *al-thabi'ah* (behavior, habit, basic character), *al-'adat* (habit, prevalence), *al-mar'u'ah* (good civilization), and from (religion) (Mahmud, 2019).

The principles in the process of forming morals, namely: The first principle is the values of adab, the words adab and morals have been combined with the word "Islamic", so the meaning of both is almost the same and it is difficult to distinguish because both Islamic adab and Islamic morals contain the teachings of behavior good according to Islam or stay away from behavior that is contrary to the spirit and teachings of Islam (Hadhiri, 2015).

Morals in human life occupy a very important place both as members of society and the nation, because of the ups and downs, glorious destruction, prosperity, and destruction of a nation and society and depend on it (Mahsunudin, 2021). Morals are an important part that cannot be separated in human life, without morals, humans will lose their human dignity as noble beings (Sirait et al., 2017). Morals as an inner strength that combines tendencies on the good side and the bad side (Setiawan, 2017). According to Abdullah & Ward, (2016) states that "These factors are classified into internal factors and external factors.

Learning is a process that consists of a combination of two aspects, namely, learning is focused on what students must do, and teaching is oriented to what the teacher must do as the subject matter is a teaching and learning activity in which there is positive interaction between the teacher and students by using all existing potential and resources to create active and enjoyable learning conditions (Nurtika, 2021). Learning media is a tool that can convey and channel messages from the sender to the receiver (Mulyani & Haliza, 2021). Learning that is done online is a learning system that uses assistive devices (tools), where these tools can be in the form of the internet and other network-based technologies as learning process facilities and knowledge in which there is action and interaction between the instructor and the people involved teach (Arnesti & Hamid, 2015).

METHODS

This research uses a qualitative method with a case study type, according to; Taylor, (2013); Murniyetti et al., (2016); Bartlett & Vavrus, (2016); Gustafsson, (2017); Martell, (2017); Neuendorf, (2019); Bolton, (2021), case studies are a type of research if the researcher wants to observe in depth a phenomenon or incident both individually and in community groups. Referring to the opinion above, related to the issues and problems that the authors raise in this study, this type of research is very appropriate to use.

The source of data was taken from one informant, namely the Islamic Religious Education teacher at Pertivi 1 senior high school. All informants were selected using a

purposive sampling technique. According to [Engkizar et al., \(2018\)](#); [Syafri et al., \(2020\)](#), [Elkhaira et al., \(2020\)](#); [Rahawarin et al., \(2020\)](#), the selection of informants must meet four criteria, namely being active in the field being researched, having competence related to the problem being studied, being willing to take the time to provide information to researchers, and being honest in providing information in accordance with the facts that occur in the field.

After the interviews were completed, all informants were taken, a transcript of the interview data was carried out, and then the themes were taken in accordance with the objectives and needs of the research data. According to [Terry et al., \(2017\)](#); [Neuendorf, \(2019\)](#); [Clarke & Braun, \(2018\)](#); [Castleberry & Nolen, \(2018\)](#); [Herzog et al., \(2019\)](#); [Nowell et al., \(2017\)](#); [Engkizar et al., \(2018\)](#), thematic analysis is an analytical technique that researchers can use in analyzing the results of interviews so that they can be seen clearly and easily understood by readers.

The entire thematic analysis process above was carried out using NVivo 12 qualitative analysis software. The use of NVivo 12 qualitative software analysis aims to display research results (themes) with graphics or images produced by the NVivo software used. Thematic analysis can be carried out with the help of NVivo software so that researchers can easily display research results ([Dalkin et al., 2021](#); [Ashley, 2014](#); [Zamawe, 2015](#)).

RESULT AND DISCUSSION

Based on the results of interviews conducted with informants (PAI teachers). The results of the analysis actually found that there were two important themes related to the teacher's strategy in increasing students' learning interest in morals lessons, the two themes can be seen in the following figure:

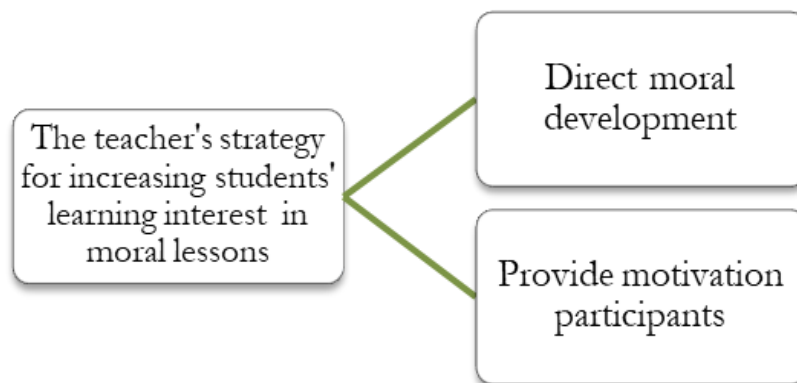


Fig: 1. Islamic religious education teacher's strategy in moral learning

First, (carries out direct moral development) according to the informant, one the strategy in moral learning interview excerpt in follows. this theme was stated by informants as excerpts from the interview below:

... For you, the moral development program is by asking students to come to school, there through direct moral development (Teacher).

Second, (Gives motivation to students) according to the informant, one the strategy in moral learning interview excerpt in follows. this theme was stated by informants as excerpts from the interview below:

... before you start the learning process, you usually give motivational advice to them, such as stories of successful figures in the present. (Teacher).

This research is related to students' interest in learning, as the author has previously

mentioned that basically interest in learning does not only appear after someone enters the world of learning, but interest in learning has arisen when someone makes a choice to do and pursue a profession because of that choice. will determine how his career and future in future.

First, is Carrying out direct moral development, in this case, Ibnu Maskawih as quoted by Nasharuddin defines morals as "a thing or a person's psychological situation that encourages someone to do something with pleasure, without thinking and planning" (Nasruddin, 2015). Character or moral education is very much needed in realizing students have the principles of truth that respect each other and love one another. This is supported by the opinion of Sabar Budi Raharjo that: Character education is a holistic educational process that connects the moral dimension with the social realm in the lives of students as a foundation for the formation of a quality generation that is able to live independently and has principles of truth that can be accounted for (Raharjo, 2010).

Based on some of the results of the research above, it can be concluded that what is meant by moral development is building (reviving) one's psyche or soul with an Islamic Religion approach, which is expected later someone can practice Islamic Religion teachings so that behavior that is in accordance with Islamic values will be formed. The value of the teachings of Islam (Zen et al., 2022).

Second, to motivate students, if analyzed the first motivation is the key for someone to pursue any job or profession. Especially in the context of education, aspects of self-motivation cannot be separated from a student both when determining the chosen profession and while undergoing the chosen education (Muswara & Zalnur, 2019).

Third, Based on some of the research results above, it is increasingly clear that aspects of self-motivation such as the desire to pursue a field of work have proven to have a significant impact on an individual both while carrying out the profession and after completing it.

CONCLUSION

Based on the results of the author's analysis, it can be concluded that there are two themes of Islamic religious education teacher strategies in increasing students' learning interest in moral learning at Pertiwi 1 Senior High School including i) conducting direct moral coaching, In this case, character or moral education has an important role in forming students who have the principles of truth, mutual respect, and compassion. Moral development based on certain religious teachings can help students practice these values and form appropriate behavior. ii) providing direct motivation, In the educational context, students' self-motivation plays a significant role in determining their success in learning and achieving their goals. The desire and self-motivation in pursuing certain fields will have a positive impact on student achievement. This strategy can be adapted to the context and characteristics of students. Teachers need to understand individual students and involve them in the learning process. With the right approach and awareness of the importance of learning interest in character building, it is hoped that students will be more motivated and committed to learning moral lessons.

REFERENCES

- Abdullah, F., & Ward, R. (2016). Developing a General Extended Technology Acceptance Model for E-Learning (GETAMEL) by analysing commonly used external factors. *Computers in Human Behavior*, 56, 238–256. <https://doi.org/10.1016/j.chb.2015.11.036>
- Ariyani, R. (2017). Kepemimpinan Kepala Sekolah Dalam Pengembangan Profesionalisme Guru. *Al-Afkar : Jurnal Keislaman & Peradaban*, 5(1). <https://doi.org/10.28944/afkar.v5i1.135>
- Arnesti, N., & Hamid, A. (2015). Penggunaan Media Pembelajaran Online – Offline Dan Komunikasi Interpersonal Terhadap Hasil Belajar Bahasa Inggris. *Jurnal Teknologi Informasi & Komunikasi Dalam Pendidikan*, 2(1), 1–10.

- <https://doi.org/10.24114/jtikp.v2i1.3284>
- Ashley, C. (2014). NVivo 10 [software program]. Version 10. QSR International; 2012. In *American Journal of Pharmaceutical Education* (Vol. 78, Issue 1). QSR International.
- Bartlett, L., & Vavrus, F. (2016). Rethinking case study research: A comparative approach. In *Rethinking Case Study Research: A Comparative Approach*. Routledge. <https://doi.org/10.4324/9781315674889>
- Bolton, W. (2021). *Measurement Case Studies, Instrumentation and Control Systems* (Third). Newnes.
- Castleberry, A., & Nolen, A. (2018). Thematic analysis of qualitative research data: Is it as easy as it sounds? *Currents in Pharmacy Teaching and Learning*, 10(6), 807–815. <https://doi.org/10.1016/j.cptl.2018.03.019>
- Clarke, V., & Braun, V. (2018). Using thematic analysis in counselling and psychotherapy research: A critical reflection. *Counselling and Psychotherapy Research*, 18(2), 107–110. <https://doi.org/10.1002/capr.12165>
- Dalkin, S., Forster, N., Hodgson, P., Lhussier, M., & Carr, S. M. (2021). Using computer assisted qualitative data analysis software (CAQDAS; NVivo) to assist in the complex process of realist theory generation, refinement and testing. *International Journal of Social Research Methodology*, 24(1), 123–134. <https://doi.org/10.1080/13645579.2020.1803528>
- Dr. H. Nasruddin, M. A. . (2015). Akhlak, Ciri Manusia Paripurna. In *Akhlak (Ciri Manusia Paripurna)*. PT Raja Grafindo Persada.
- Elkhaira, I., Audina B.P., N., Engkizar, E., K., M., Arifin, Z., Asril, Z., Syafril, S., & Brita Deborah Mathew, I. (2020). Seven Student Motivations for Choosing the Department of Early Childhood Teacher Education in Higher Education. *Al-Athfal : Jurnal Pendidikan Anak*, 6(2), 95–108. <https://doi.org/10.14421/al-athfal.2020.62-01>
- Engkizar, E., Alfurqan, A., Murniyetti, M., & Muliati, I. (2018). Behavior and Factors Causing Plagiarism Among Undergraduate Students in Accomplishing The Coursework on Religion Education Subject. *Khalifa: Journal of Islamic Education*, 1(1), 98. <https://doi.org/10.24036/kjie.v1i1.8>
- Gustafsson, J. (2017). Single case studies vs. multiple case studies: A comparative study. In *Academy of Business, Engineering and Science Halmstad University, Sweden* (pp. 1–15). <http://www.diva-portal.org/smash/record.jsf?pid=diva2:1064378%0Ahttp://www.diva-portal.org/smash/get/diva2:1064378/FULLTEXT01.pdf>
- Herzog, C., Handke, C., & Hitters, E. (2019). Analyzing Talk and Text II: Thematic Analysis. In *The Palgrave Handbook of Methods for Media Policy Research* (pp. 385–401). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-16065-4_22
- Husain, S. I. (n.d.). *Asalib Tarbiyat an-Nasyi'ab Inda Ash-Shababah*. <https://doi.org/https://doi.org/10.36667/jppi.v6i1.152>
- Khairiyah, E., & Fernandes, R. (2021). Pengembangan Blog Modul Sosiologi untuk Meningkatkan Minat Belajar Siswa Kelas X IPS di SMA N 2 Bilah Hulu. *Jurnal Sikola: Jurnal Kajian Pendidikan Dan Pembelajaran*, 2(4), 267–276. <https://doi.org/10.24036/sikola.v2i4.127>
- Mahmud, A. (2019). Ciri Dan Keistimewaan Akhlak Dalam Islam. *Sulesana*, 13(mor 1), 30–40. <https://doi.org/https://doi.org/10.24252/sulesana.v13i1.9949>
- Mahsunudin, M. (2021a). Pendidikan Akhlak Dalam Perspektif Al-Qur'an. In *AL-IFKAR: Jurnal Pengembangan Ilmu ...* (Vol. 2, Issue 4). Qibla. <https://doi.org/http://dx.doi.org/10.30868/ei.v6i12.178>
- Mahsunudin, M. (2021b). Pendidikan Akhlak Dalam Perspektif Al-Qur'an. *AL-IFKAR: Jurnal Pengembangan Ilmu ...*, 6(02), 19. <https://doi.org/http://ejournal.kopertais4.or.id/mataraman/index.php/ifkar/article/view/4670>
- Martell, C. C. (2017). Approaches to teaching race in elementary social studies: A case study of preservice teachers. *Journal of Social Studies Research*, 41(1), 75–87.

- <https://doi.org/10.1016/j.jssr.2016.05.001>
- Mulyani, F., & Haliza, N. (2021). Analisis Perkembangan Ilmu Pengetahuan dan Teknologi (Iptek) Dalam Pendidikan. *Jurnal Pendidikan Dan Konseling (JPDK)*, 3(1), 101–109. <https://doi.org/10.31004/jpdk.v3i1.1432>
- Murniyetti, M., Engkizar, E., & Anwar, F. (2016). Pola Pelaksanaan Pendidikan Karakter Terhadap Siswa Sekolah Dasar. *Jurnal Pendidikan Karakter*, 7(2). <https://doi.org/10.21831/jpk.v6i2.12045>
- Muswara, A., & Zalnur, M. (n.d.). Design of Character Building for Learners in Boarding Schools in West Sumatera. *Khalifa Journal of Islamic Education*, 3(1), 1–16. <https://doi.org/10.24036/kjie.v3i1.17>
- Neuendorf, K. A. (2019). Content analysis and thematic analysis. In *Advanced Research Methods for Applied Psychology* (pp. 211–223). Routledge. <https://doi.org/10.4324/9781315517971-21>
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*, 16(1), 57–62. <https://doi.org/10.1177/1609406917733847>
- Nurtika, L. (2021). Strategi Meningkatkan Minat Baca Pada Masa Pandemi - Google Books. In *Lutfi Gilang* (p. 152). https://www.google.co.id/books/edition/Strategi_Meningkatkan_Minat_Baca_Pada_Ma/n801EAAAQBAJ?hl=id&gbpv=1&dq=strategi+meningkatkan+minat+ Baca+si swa&pg=PA142&printsec=frontcover
- Purnia, Ni Made Purnia., Biringan, Julien., Keintjem, M. V. (2018). Dampak Profesionalisme Guru dalam Pembelajaran PKn di Sekolah SMA Negeri 2 Dumoga. *Jurnal PPKn*, 3(2), 1–6. <https://doi.org/https://doi.org/10.53682/jpk.v1i1.818>
- Raharjo, S. B. (2010). Pendidikan Karakter Sebagai Upaya Menciptakan Akhlak Mulia. *Jurnal Pendidikan Dan Kebudayaan*, 16(3), 229–238. <https://doi.org/10.24832/jpnk.v16i3.456>
- Rahawarin, Y., Engkizar, Hakim, R., Sari, W. W., Ramdani, N. S., Kasmar, I. F., Wulandari, S., Restari, Y. A., Mutathahirin, Amnda, V., & Arifin, Z. (2020). Seven Motivations of Students Selecting Department of Islamic Teaching Education in Public University. *Asian Social Science and Humanities Research Journal (ASHREJ)*, 2(1), 45–55. <https://doi.org/10.37698/ashrej.v2i1.25>
- Setiawan, E. (2017). Konsep Pendidikan Akhlak Anak Perspektif Imam Al Ghazali. *Jurnal Kependidikan*, 5(1), 55–70. <https://doi.org/10.24090/jk.v5i1.1252>
- Sirait, I., Siddik, D., & Zubaidah, S. (2017). “Implementasi Pendidikan Akhlak dalam Pengembangan Pendidikan Karakter di Madrasah Aliyah Negeri (MAN) 1 Medan.” *Edu Religia*, 1(4), 550. <https://doi.org/http://dx.doi.org/10.47006/er.v1i4.1080>
- Suharni, S. (2021). Upaya Guru Dalam Meningkatkan Motivasi Belajar Siswa. *G-Couns: Jurnal Bimbingan Dan Konseling*, 6(1), 172–184. <https://doi.org/10.31316/g.couns.v6i1.2198>
- Syafril, S., Aini, N. R., Netriwati, Pahrudin, A., Yaumas, N. E., & Engkizar. (2020). Spirit of Mathematics Critical Thinking Skills (CTS). *Journal of Physics: Conference Series*, 1467(1). <https://doi.org/10.1088/1742-6596/1467/1/012069>
- Tarmujianto, T. (2020). Peranan pendidikan akhlak dalam menciptakan keluarga bahagia. In *Jurnal Pendidikan Luar Sekolah* (Vol. 14, Issue 2, p. 55). <https://doi.org/10.32832/jpls.v14i2.3435>
- Taylor, L. (2013). The Case as Space: Implications of Relational Thinking for Methodology and Method. *Qualitative Inquiry*, 19(10), 807–817. <https://doi.org/10.1177/1077800413503799>
- Terry, G., Hayfield, N., Clarke, V., & Braun, V. (2017). Thematic Analysis. *The SAGE Handbook of Qualitative Research in Psychology*, 2, 17–36. <https://doi.org/10.4135/9781526405555.n2>
- Zamawe, F. C. (2015). The implication of using NVivo software in qualitative data analysis:

Evidence-based reflections. *Malawi Medical Journal*, 27(1), 13–15.
<https://doi.org/10.4314/mmj.v27i1.4>

Zen, A. R., Zalnur, M., K, M., Pratiwi, Y., & Rambe, A. A. (2022). Parenting Model and the Effects Toward Children's Akhlaq: An Ethnographic Study of Coastal Community in Padang West Sumatera. *International Journal of Islamic Studies Higher Education*, 1(1), 30–41. <https://doi.org/10.24036/insight.v1i1.112>

Copyright holder :

© Burhanuddin, B., Defri, R., Nursyda, F., Marianti, E., Safitri, W.

First publication right:

International Journal of Multidisciplinary of Higher Education

This article is licensed under:

CC-BY-SA