

Learning Motivation in Islamic Religious Education (IRE) Viewed from Cognitive Strategies: A Study of Grade XI Students at SMAN 1 Bagan Sinembah

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Abstract

This study aims to analyze the effect of cognitive aspect strategies on student learning motivation in Islamic Religious Education (PAI) subjects at SMAN 1 Bagan Sinembah, Rokan Hilir Regency, Riau. This type of research is quantitative with data collection techniques through closed questionnaires distributed to 51 Muslim class XI students. The sampling technique used purposive sampling, while data analysis was conducted using SPSS software. The results of the analysis show that cognitive strategies have a significant effect on student learning motivation. The findings reveal that learning motivation is shaped by students' internal strengths as well as the teacher's role in creating interactive, reflective and contextualized learning. Cognitive strategies encourage students to connect teaching materials with their experiences, thus increasing learning engagement and motivation.

Keywords: *Cognitive strategy; Learning Motivation; Islamic Religious Education*

Abstrak: Penelitian ini bertujuan untuk menganalisis pengaruh strategi aspek kognitif terhadap motivasi belajar siswa dalam mata pelajaran Pendidikan Agama Islam (PAI) di SMAN 1 Bagan Sinembah, Kabupaten Rokan Hilir, Riau. Jenis penelitian ini adalah kuantitatif dengan teknik pengumpulan data melalui angket tertutup yang disebarakan kepada 51 siswa kelas XI beragama Islam. Teknik pengambilan sampel menggunakan purposive sampling, sedangkan analisis data dilakukan menggunakan perangkat lunak SPSS. Hasil analisis menunjukkan bahwa strategi kognitif berpengaruh secara signifikan terhadap motivasi belajar siswa. Temuan ini mengungkapkan bahwa motivasi belajar dibentuk oleh kekuatan internal siswa serta peran guru dalam menciptakan pembelajaran yang interaktif, reflektif, dan kontekstual. Strategi kognitif mendorong siswa untuk menghubungkan materi ajar dengan pengalaman mereka, sehingga meningkatkan keterlibatan dan dorongan belajar.

Kata Kunci: *Strategi kognitif; Motivasi Belajar; Pendidikan Agama Islam*

Introduction

Learning motivation is one of the essential components in the educational process, as it plays a central role in determining students' academic engagement and achievement. In the context of religious education, particularly Islamic Religious Education (IRE), motivation becomes a pivotal factor because the subject is not only intended to transfer knowledge but also to shape attitudes and behaviors in accordance with Islamic values. The challenge lies in ensuring that students are not merely passive recipients of religious content but are actively involved in understanding and practicing the values taught (Wahyuni & Bhattacharya, 2021).

Cognitive strategies, as part of student-centered learning, focus on enhancing learners' ability to process, retain, and apply knowledge effectively. These strategies include organizing information, making connections with prior knowledge, and engaging in metacognitive reflection (Demirel Ucan & Wright, 2019). Research in educational psychology has shown that the use of appropriate cognitive strategies can significantly improve students' motivation and learning outcomes. This is particularly relevant in the context of religious education, where comprehension and internalization of values are just as important as cognitive mastery (Huda et al., 2022).

At SMAN 1 Bagan Sinembah, a public high school where not all students are Muslim, general knowledge subjects tend to dominate students' attention. The limited time allocated for religious education, along with less-than-optimal interaction between teachers and students during instruction, poses a challenge to the learning process. The classroom environment often lacks conducive learning dynamics for subjects like IRE. Therefore, the researcher introduces cognitive strategy-based instruction as an approach to stimulate students' motivation in learning Islamic Religious Education (Nasaruddin et al., 2023). Learning motivation itself can be classified into two forms: intrinsic motivation, which arises from within the individual, and extrinsic motivation, which is influenced by external factors such as encouragement from others. Thus, it can be concluded that both personal factors and environmental influences play a critical role in shaping one's motivation (Nadirah et al., 2024).

This study aims to examine the influence of cognitive strategies on students' motivation in learning IRE among Grade XI students at SMAN 1 Bagan Sinembah. By identifying the relationship between these cognitive approaches and student motivation, the research is expected to contribute meaningful insights into how religious education can be delivered more effectively in diverse school settings. Furthermore, the findings may assist educators in adopting more responsive and engaging teaching strategies that align with students' cognitive and motivational needs.

Method

This study uses a quantitative approach with the aim of measuring the influence of cognitive aspect strategies on students' learning motivation in Islamic Religious Education (PAI) subjects. This research was carried out in January at SMAN 1 Bagan Sinembah, Rokan Hilir Regency, Riau Province. The population in this study is all students of grade XI who are Muslims. The sampling technique used is purposive sampling, which is a sampling technique based on certain criteria that are in accordance with the research objectives. The number of selected samples was 51 respondents. Data collection was carried out through the distribution of a closed questionnaire in the form of a Likert scale, which contained statements related to students' cognitive strategies and learning motivation. The data that has been collected is then analyzed using the help of the latest version of SPSS software.

The types of tests used in data analysis include:

1. Validity Test, to find out the extent to which the questionnaire instrument is able to measure the variables in question.
2. Reliability Test, to ensure the internal consistency of the research instrument.
3. Normality Test, to see whether the distribution of data is normal or not.
4. Linearity test, to test the linear relationship between independent and dependent variables.
5. Correlation test, to measure the strength of the relationship between cognitive strategies and learning motivation.
6. Simple Linear Regression Test, to determine the significant influence of cognitive strategies on student learning motivation.
7. The t-test, to test the significance of the relationship between independent variables and bound variables.

Results and Discussion

Statistics Descriptive

Tabel 1. Descriptive Statistics

Information	N	Minimum	Maximum	Mean	Hours deviation	of
Cognitive Aspects	51	27.00	42.00	33.6863	3.91147	
Learning Motivation	51	24.00	43.00	35.9412	4.03689	
Valid N	51					

Source: Output Spss 24, 2024

Table 2. Variable Interval Class (X)

Class Intervals	Category
42 – 38	Always
37 – 33	Often
32 – 30	Sometimes

29 – 27	Never
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Source: Output Spss 24, 2024

Table 3. Variable Frequency X

Cognitive Aspects	Frequency	Percent	Cumulative Percent
Always	9	17.6	17.6
Often	21	41.2	58.8
Sometimes	14	27.5	86.3
Never	7	13.7	100.0
Total	51	100.0	

Source: Output Spss 24, 2024

Table 4. Variable Interval Class (Y)

Class Intervals	Category
43 – 38	Always
37 – 32	Often
31 – 28	Sometimes
27 – 24	Never

Source: Output Spss 24, 2024

Table 5. Variable frequency and

Cognitive Aspects	Frequency	Percent	Cumulative Percent
Always	9	17.6	17.6
Often	21	41.2	58.8
Sometimes	14	27.5	86.3
Never	7	13.7	100.0
Total	51	100.0	

Source: Output Spss 24, 2024

Normality Test

Unstandardized Residual		
N		51
Normal Parameters ^{a,b}	Mean	.0000000
	Hours of	3.23134682
	deviation	
Most Extreme Differences	Absolute	.136
	Positive	.055
	Negative	-.136
Test Statistic		.136
Asymp. Sig. (2-tailed)		.020 ^c

Source : Spss Output 24, 2024

The tie from the normality test calculation can be found that the Sig value is 0.20. Based on the results of decision-making in the kolmogrov-smimov normality test, which is $0.20 > 0.05$, it can be concluded that the residual value is normally distributed.

Heterokedasticity Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Itself.
		B	Std. Error	Beta		
1	(Constant)	3.695	3.053		1.210	.232
	Aspek	-.019	.090	-.031	-.214	.831
	Cognit					

a. Dependent Variable: res2

Source : Spss Output 24, 2024

Linearity Test

ANOVA Table							
			Sum of Square	Df	Mean Square	F	Itself .
Learning Motivation * Cognitive Aspect	Between Groups	(Combined)	174.195	14	12.442	.699	.760
		Linearity	37.753	1	37.753	2.122	.154
		Deviation from Linearity	136.442	13	10.496	.590	.846
	Within Groups		640.629	36	17.795		
	Total		814.824	50			

Source: Output Spss 24, 2024

From the diatas table, it can be seen that the significance value of deviation from linearity is 0.846. This can be interpreted as the value of deviation from linearity sig > 0.05 , which is $0.846 > 0.05$. Therefore, there is a significant linear relationship between variable independent and variable dependent.

T Test

Coefficients ^a				
Model	Unstandardized Coefficients	Standardized Coefficients	t	Itself.

				Coefficients		
		B	Std. Error	Beta		
1	(Constant)	48.959	1.218		40.191	.000
	X1	-.386	.036	-.839	-10.787	.000

a. Dependent Variable: Y1

Source : Spss Output 24, 2024

Based on this calculation, it can be seen that the value of the regression coefficient of the Cognitive Aspect (X) variable of -0.839 marked at sig 0.000 is smaller than 0.05, which is $0.000 < 0.05$. So it can be interpreted that the Cognitive Aspect Strategy affects students' learning motivation.

Test F

ANOVA					
Model	Sum of Squares	Df	Mean Square	F	Itself.
Regression	163.266	1	163.266	116.356	.000b
Residual	68.755	49	1.403		
Total	232.020	50			

a. Dependent Variable: Y1
b. Predictors: (Constant), X1

Source: Output Spss 24, 2024

Based on the table above, it is obtained that the Fcal value is greater than the Ftable value, which is $116,356 > 4.03$ (F table is obtained from $F(k; n-k) = F(1; 50) = 4.03$) and with a significant level below 0.05, which is 0.000. Based on the method of simultaneous test decision-making, the cognitive aspect variable (X) has a significant effect on Learning Motivation (Y).

Coherence of Determination (R2)

Model Summary				
Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.839a	.704	.698	1.18455

a. Predictors: (Constant), X1

Source: Output Spss 24, 2024

Based on the table above, it can be seen that the value of the determination coefficient (R square) of 0.704 means that it can be concluded that 70.4% of students' learning motivation is determined by the influence of cognitive aspect strategies while the remaining 29.6% is influenced by other variables that are not explained in this study.

Discussion

The Influence of Cognitive Aspect Strategies on the Learning Motivation of Students in Islamic Religious Education Subjects

In the case of F_{calcul} , the value of F_{cal} is greater than the value of F_{table} which is $116,356 > 4.03$ (F_{table} is obtained from $F(k; n-k) = F(1; 50) = 4.03$) and with a significant level below 0.05, which is 0.000. Based on the method of simultaneous test decision-making, the cognitive aspect variable (X) has a significant effect on Learning Motivation (Y). From these results, it can be concluded that the significant influence of cognitive aspects on learning motivation. It can therefore be concluded that: H_a : There is an influence of cognitive aspect strategies on the learning motivation of grade XI students of PAI subjects of SMAN 1 Bagan Sinembah, Riau Thitung on the cognitive aspect variable of -10,787. Then, T_{table} uses $df\ n - 2$ with n being the number of populations, so the result is $51 - 2 = 49$ and can be obtained T_{table} 1.67655. So, if the $T_{\text{count}} < T_{\text{table}}$ or $-10,787 < 1.67655$ is obtained, it can be interpreted that H_0 is accepted. This means that there is an influence of the cognitive aspect (X) on learning motivation (Y).

Building student motivation in Islamic Religious Education subjects

Building student motivation in the subject of Islamic Religious Education at SMAN 1 Bagan Sinembah was obtained through the main source, namely through an interview conducted together with the Islamic Religious Education teacher, Mr. Lilik Sumantri, he explained that to build the motivation to learn is in the student, about how the student strengthens himself to continue learning. Where teachers can also participate in building motivation can be in the form of learning methods, providing knowledge and group-based learning that is not only carried out at school but also outside the school environment, so that students can always motivate themselves (Rahmatika et al., 2025).

Conclusions

This study shows that the strategy of the cognitive aspect has a significant influence on the learning motivation of students in the subject of Islamic Religious Education at SMAN 1 Bagan Sinembah. The results of the statistical test showed a F_{cal} value of 116,356, exceeding F_{table} 4.03, with a significance level of 0.000. This indicates that the overall cognitive variables contribute to increasing student motivation. Although the t-test yielded a T_{count} value of -10.787 which was smaller than T_{table} 1.67655, the H_0 acceptance in the partial test did not negate the results of simultaneous tests that had shown a strong link between cognitive strategies and learning motivation in the models used. This approach encourages students to not only memorize, but also understand, process, and relate the material to previous experience and knowledge. Thus, the learning process becomes more reflective and directed, which indirectly triggers internal motivation.

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