

Teacher's Strategy in Improving Student Motivation

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Abstract

This study aims to determine the effectiveness of learning strategies used by teachers in increasing student learning motivation in Jurisprudence subjects at MAN 1 Serdang Bedagai. This research uses a quantitative approach with a survey method. Data were collected through distributing questionnaires to 34 students as respondents. The results of the analysis show that the strategies applied by teachers are considered effective in increasing students' learning motivation. These strategies include the habituation of prayer before learning, the implementation of ice breaking to break the atmosphere, the use of unique and easy-to-understand material delivery methods, and the provision of educational game-based assignments. This finding confirms that the application of creative, varied and responsive strategies to students' needs can be an important instrument in encouraging enthusiasm for learning and improving the quality of learning in the classroom.

Keywords: *Strategi; Guru; Motivasi Belajar; Siswa*

Abstrak: Penelitian ini bertujuan untuk mengetahui efektivitas strategi pembelajaran yang digunakan oleh guru dalam meningkatkan motivasi belajar siswa pada mata pelajaran Fiqih di MAN 1 Serdang Bedagai. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei. Data dikumpulkan melalui penyebaran angket kepada 34 siswa sebagai responden. Hasil analisis menunjukkan bahwa strategi yang diterapkan guru dinilai efektif dalam meningkatkan motivasi belajar siswa. Strategi tersebut meliputi pembiasaan berdoa sebelum pembelajaran, pelaksanaan ice breaking untuk mencairkan suasana, penggunaan metode penyampaian materi yang unik dan mudah dipahami, serta pemberian tugas berbasis permainan edukatif. Temuan ini menegaskan bahwa penerapan strategi yang kreatif, variatif, dan responsif terhadap kebutuhan siswa dapat menjadi instrumen penting dalam mendorong semangat belajar dan meningkatkan kualitas pembelajaran di kelas.

Kata Kunci: *Strategi; Guru; Motivasi Belajar; Siswa*

Introduction

Education is a vital component in shaping a nation's intellectual character, and one of its core aspects lies in the learning process within the classroom (Rahmatika et al., 2025). A successful learning process is not merely determined by the availability of facilities or curriculum content but also significantly influenced by how teachers deliver learning. Teachers play a pivotal role as facilitators, motivators, and guides for students in navigating the learning process. Therefore, the strategies they employ in teaching have a direct impact on students' engagement and motivation to learn (Ahmad Roihan Albanna, 2023).

Motivation is a central psychological factor that determines a student's enthusiasm and persistence in learning. Highly motivated students tend to show more initiative, resilience, and curiosity in academic activities. Conversely, lack of motivation can lead to low academic achievement, classroom disengagement, and even school dropout. In this context, the teacher's strategy becomes a determining factor—teachers who are able to apply appropriate, engaging, and student-centered strategies are more likely to foster a learning environment that encourages motivation (Ryan & Deci, 2023).

Numerous studies have highlighted the importance of using varied teaching strategies to cater to different learning styles and needs. Strategies such as collaborative learning, problem-based learning, the use of media and technology, and contextual approaches have been proven to stimulate student interest. However, the mere application of a strategy does not guarantee success. Its effectiveness depends on how well it is adapted to the classroom context, student characteristics, and subject matter. Thus, a reflective and responsive teaching approach is essential (Wibowo, 2019).

At Madrasah Aliyah Negeri (MAN) 1 Serdang Bedagai, educators continuously strive to improve student learning outcomes by innovating in their teaching strategies. Nevertheless, the extent to which these strategies affect student motivation remains a crucial question. Are the strategies employed by teachers successful in fostering students' internal drive to learn? Do students perceive their learning experience as stimulating and meaningful as a result of the strategies used?

Based on these considerations, this study aims to investigate the effectiveness of teacher strategies in enhancing student motivation at MAN 1 Serdang Bedagai. Through a quantitative approach involving 34 students as respondents, this research seeks to provide empirical evidence on how teacher strategies correlate with student motivation. The findings are expected to serve as a reflection for educators and contribute to the development of more effective instructional practices.

Method

This study uses a quantitative approach with a survey method, which aims to find out the extent to which teachers' strategies in teaching can increase student learning motivation. This approach was chosen because it is suitable for objectively testing the relationships between variables through statistically analyzed numerical data.

The population in this study is all students of MAN 1 Serdang Bedagai. The sample was taken purposively as many as 34 students, with the consideration that they had experienced the learning process directly from the teacher concerned and were considered able to provide an assessment of the learning strategies used and their impact on their learning motivation.

The data collection technique was carried out by distributing a closed questionnaire to students. The questionnaire was prepared based on the indicators of teachers' learning strategies and the indicators of student learning motivation, which were adapted from relevant learning theories and motivations. Students' answers are scored using a Likert scale with five choices, ranging from "Strongly Disagree" to "Strongly Agree".

The collected data were analyzed using descriptive and inferential statistical techniques. Descriptive analysis was used to describe the distribution of respondents' answers to each variable. Meanwhile, inferential analysis is carried out to test the influence of teachers' strategies in teaching on students' learning motivation, through the following steps: Validity Test and Reliability Test, Normality Test to see the distribution of data. Simple Linear Regression Test to find out how much influence teachers' strategies have on students' learning motivation. And a t-test to test the significance of the influence.

Results and Discussion

Uji Validitas

To determine the validity of an instrument is not a cohesion that is used by the researcher, it is necessary to test the instrument's cohesion. This researcher used the SPSS IBM 25 software obtained the instrument's cohesion for X and Y variables as follows:

Miscellaneous	Item	Calculation	R _{taibel} 5%	Keteraingan
	X1	0.581	0.349	Valid
	X2	0.401	0.349	Valid
	X3	0.437	0.349	Valid
	X4	0.480	0.349	Valid
	X5	0.407	0.349	Valid

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Fiqh Teacher Strategy (X)	X6	0.566	0.349	Vailid
	X7	0.767	0.349	Vailid
	X8	0.681	0.349	Vailid
	X9	0.583	0.349	Vailid
	X10	0.378	0.349	Vailid

Miscellaneous	Item	Calculation	Rtaibel 5%	Keteraingain
	X1	0.643	0.349	Vailid
	X2	0.622	0.349	Vailid
	X3	0.428	0.349	Vailid
	X4	0.639	0.349	Vailid
Duncan Duncan Duncan Explains Motivation for Student Affairs.	X5	0.380	0.349	Vailid
	X6	0.382	0.349	Vailid
	X7	0.723	0.349	Vailid
	X8	0.694	0.349	Vailid
	X9	0.635	0.349	Vailid
	X10	0.470	0.349	Vailid

Instrument Reliability Test

Cronbaich's Allphai	N of Items
.719	10

Model	Unstaindairdized Coefficients	Staindairdized Coefficients	Itself.
	B	Std. Error	Beta
(Constaint)	28.202	7.899	3.570 .001
	.361	.178	2.027 .052
1			.347
Straitegi Guru Fiqh			

Reliability Test

Model	R	R Squaire	Aldjusted R Squaire	Std. Error of the Estimaite
	.347a	.120	.091	2.66839
1				

Uji Regresli Linier

Model	Unstairdized Coefficients	Stairdized Coefficients	Itself.
	B	Beta	
(Constant)	28.202		3.570 .001
1	.361		2.027 .052
Fiqh Teacher's Strategy		.347	

Determination Test

N		Unstairdized Residual
		32
Normal Parametersa	Mean	.0000000
	Std. Deviation	2.62499568
	Absolute	.143
Most Extreme Differences	Positive	.082
	Negative	-.143
Kolmogorov-Smirnov Z		.811
Asymp. Sig. (2-tailed)		.526

T Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.347a	.120	.091	2.66839	1.861

Based on the results of observations that have been carried out by researchers, it was found that the learning strategies applied by Fiqh teachers at MAN 1 Serdang Bedagai show a fairly effective approach in increasing students' learning motivation. Teachers consciously build a learning atmosphere that is not only informative, but also communicative and fun. This can be seen from various forms of strategies that are applied consistently and contextually during the learning process (Tremblay-Wragg et al., 2021).

The first strategy that teachers do is to start learning by praying together. This practice is not just a formal routine, but rather a moment to build spiritual awareness and mental readiness of students to receive lessons. Prayer activities also create a calmer, solemn, and conducive classroom atmosphere, which indirectly strengthens the emotional connection between teachers and students within the framework of the

religious values that are the foundation of Fiqh learning (Rani Darmasari & Wahab, 2023).

Furthermore, the teacher does ice breaking at the beginning of the lesson. This activity is in the form of light interactions, simple games, or educational jokes that aim to dilute the classroom atmosphere and reduce student tension. Ice breaking has been proven to be able to make students more relaxed, comfortable, and ready to take part in learning. In fact, in some sessions, teachers also repeat ice breaking activities in the middle of learning, especially when symptoms of boredom are seen on students' faces. This approach shows the teacher's sensitivity in reading the dynamics of the classroom and the emotional needs of the students (Fadilah Putri et al., 2024).

In delivering the material, Fiqh teachers also use unique and easy-to-understand methods. Instead of using a one-way lecture method, teachers try to package the material with a contextual and creative approach, such as using analogies that are close to students' lives, inserting inspirational stories, and explaining the laws of fiqh with visual illustrations or simple demonstrations. This strategy makes material that is considered heavy or abstract more concrete and meaningful for students.

Not only that, teachers also routinely give assignments in the form of educational games. This kind of assignment encourages students to actively learn through fun activities. For example, teachers divide students into groups and give quiz challenges, fiqh puzzles, or competitions to explain certain laws in their own style. This activity stimulates healthy competition as well as collaboration between students, so that the spirit of learning grows from curiosity and direct involvement in the learning process (Leenknecht et al., 2021).

Overall, the strategies applied by the Fiqh teachers show that the increase in students' learning motivation does not only depend on the material taught, but also on the way the material is delivered and the learning atmosphere created. This humanistic, creative, and participatory approach is very important to be applied more widely to create a fun and meaningful learning process for students (Huang et al., 2020).

Conclusions

Based on the results of the research conducted through the distribution of questionnaires to 34 students at MAN 1 Serdang Bedagai, as well as quantitative data analysis, it can be concluded that the learning strategies applied by Fiqh teachers are considered effective in increasing student learning motivation. This effectiveness can be seen from the results of statistical testing that show a positive and significant influence between teacher strategies and students' learning motivation levels.

The success of this strategy is inseparable from various approaches carried out by teachers, such as starting learning with prayer, ice breaking at the beginning and when students start to get bored, delivering material

with unique and easy-to-understand methods, and giving assignments in the form of educational games. These approaches are able to create a conducive, fun, and participatory learning atmosphere, so that students feel more emotionally and cognitively involved in the learning process.

In addition, these results were also reinforced by positive responses from students in the questionnaire who showed that they felt more motivated to learn when teachers used varied, contextual, and interactive strategies. Therefore, teachers' strategies are not only technical-instructional, but also touch on the psychological and affective aspects of students which are important factors in building learning motivation.

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