

Building Motivation To Learn Islamic Cultural History: Teachers' Strategies In Meeting Students' Psychological Needs In Madrasah Aliyah

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ABSTRACT

Learning motivation is one of the key factors in learning success because it affects students' engagement, persistence, and academic achievement. Meanwhile, Islamic Cultural History (SKI) is still often seen as a subject focused on memorization, narrative in nature, and less relevant to students' lives, which influences their learning motivation. This study aims to analyze teachers' strategies in boosting students' motivation in SKI lessons at a public Islamic senior high school in Jakarta. Using a qualitative approach with a descriptive design, data were collected through in-depth interviews with three SKI teachers. The results show that teachers apply three main strategies aligned with Self-Determination Theory, namely: (1) fulfilling the need for autonomy by giving space for active participation, freedom to choose learning activities, and opportunities to express opinions; (2) fulfilling the need for competence through step-by-step guidance, simplifying materials, and providing positive reinforcement; and (3) fulfilling the need for relatedness by building positive interpersonal relationships and creating a collaborative classroom atmosphere. Supporting factors include the use of digital media, peer support, and emotional closeness between teachers and students, while inhibiting factors include students' negative perception of SKI, limited learning time, and the heterogeneity of students' interests and abilities. This study contributes theoretically by expanding the application of Self-Determination Theory in the context of SKI learning in madrasahs and provides practical implications for developing student-centered learning strategies based on fulfilling basic psychological needs.

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Introduction

Education is a fundamental pillar in developing quality human resources. The Indonesian Law Number 20 of 2003 on the National Education System (SISDIKNAS) emphasizes that education functions to develop students' cognitive, affective, and psychomotor aspects in a balanced way (Republic of Indonesia, 2003). UNESCO (2015) adds

that education not only transfers knowledge but also develops critical thinking skills, positive attitudes, and personalities needed to face life's challenges. In this context, the success of the education process is not only determined by the curriculum and facilities but also heavily depends on the quality of learning interactions in the classroom.

One of the key factors in successful learning is students' motivation to learn. Learning motivation acts as a psychological energy that directs, sustains, and intensifies students' involvement in the learning process (Uno, 2019). From the perspective of modern educational psychology, motivation not only determines whether students are willing to learn, but also affects the quality of their engagement, persistence, learning strategies used, and their ability to face academic challenges (Schunk et al., 2014). A meta-analysis conducted by Howard et al. (2021) on 344 students showed that intrinsic motivation has a strong positive relationship with academic achievement, student engagement, psychological well-being, and students' persistence in completing academic tasks. Similarly, motivation based on personal values and meaning in learning has been shown to boost students' perseverance and consistency in their learning behavior (Ryan & Deci, 2020). So, students who are highly motivated to learn tend to pay more attention, actively participate in learning, use more effective study strategies, and achieve better academic results.

On the other hand, low learning motivation can lead to various negative consequences both academically and psychologically. Students who experience amotivation, or a loss of drive to study, tend to show low learning engagement, use less effective study strategies, have lower academic achievement, and are more likely to experience academic stress and burnout (Howard et al., 2021). Research shows that low motivation is also linked to decreased self-regulation, increased academic procrastination, and a higher risk of mental health issues like anxiety and depression (Pascoe et al., 2020). Also, students with low learning motivation tend to give up more easily when facing learning difficulties and show less commitment to achieving their academic goals (Ryan & Deci, 2020). This situation shows that efforts to boost learning motivation are not only important for improving academic performance but also play a key role in supporting students' psychological well-being and optimal development.

In the context of religious learning, learning motivation becomes increasingly important considering that the material is not only cognitive but also affective and spiritual. The SKI subject aims to provide knowledge about the development of Islamic civilization, the exemplary values of Islamic figures, and Islam's contributions to human life (Ministry of Religious Affairs, 2019). However, in practice, students often perceive SKI learning as a subject that is memorization-based, narrative, and boring (Zuhairini, 2015; Sa'adiah & Farhurohman, 2025). Other studies also show that Madrasah Aliyah students' perceptions of SKI learning are still quite varied, but are mostly influenced by teaching methods, the media used, classroom atmosphere, and the relevance of the material to students' lives. Research by Lestari et al. (2025) at MAN 2 Kota Bengkulu found that some students still have a negative perception of SKI subjects. Around 21.8% of students said they didn't like SKI class because the teaching methods were not varied enough, the material was too extensive, and it tended to be memorization-based. In addition, 40.6% of students felt uncomfortable during SKI lessons due to the hot classroom, not-so-conducive class conditions, and lessons being held in the afternoon. These findings show that students' perceptions of SKI are influenced not only by the content of the material but also by the learning environment and the teacher's strategy in delivering the material. Perceptions like this can potentially lower students' learning motivation and hinder the achievement of learning goals.

Teachers, as the main agents in the learning process, have a strategic role in boosting

students' motivation to learn. Abuddin Nata (2014) emphasizes that teachers don't just act as knowledge providers, but also as moral guides and motivators for students. From an Islamic perspective, teachers have a normative basis to motivate students through the concepts of *amar ma'ruf* (QS. Ali 'Imran: 104) and *al-ihsan* (QS. An-Nahl: 90), which call on Muslims to always encourage goodness in all aspects of life, including education (Shihab, 2002).

Various previous studies have examined teachers' strategies in boosting students' motivation to learn SKI, but most of them focused on applying certain teaching methods or models aimed at students, such as Quizizz-based gamification (Tedi, 2025), team quizzes and interactive discussions (Attin, 2023), as well as the Index Card Match model (Elfiana, 2025). Other studies were conducted at different school levels, such as MTS or SMP (Khoerunnisa, 2021; Wahyudi, 2024), so there are still few studies that specifically highlight the context of Madrasah Aliyah with SKI teachers as the main focus.

Self-Determination Theory (SDT) proposed by Deci and Ryan (2000) offers a comprehensive theoretical framework for understanding learning motivation. This theory explains that intrinsic motivation develops optimally when three basic psychological needs are met: autonomy, competence, and relatedness. Based on this theoretical framework, this study becomes relevant to fill the existing research gap by examining SKI teachers' strategies in enhancing students' learning motivation at one of the MAN schools in Jakarta.

Based on that background, the research questions in this study are: (1) How do teachers strategize to increase students' learning motivation in SKI subjects at MAN? (2) What are the supporting and inhibiting factors for teachers in boosting students' learning motivation in SKI subjects at MAN?

Method

This study uses a qualitative approach with a descriptive method. A qualitative approach was chosen because it can understand complex phenomena in natural contexts through in-depth experiences and observations (Moleong, 2014). The descriptive method is used to depict and explain the findings from observations as they are, without manipulating variables (Sugiyono, 2019). The research was carried out at a public Islamic senior high school in Jakarta. This school was chosen because it has an A (Excellent) accreditation status and a supportive academic environment.

The research informants consisted of three SKI subject teachers at State Madrasah Aliyah in Jakarta, who were selected using purposive sampling based on the criteria: (1) permanent SKI teachers with more than three years of teaching experience, having a reputation for applying various learning strategies; and willing to be research informants.

Data collection techniques included in-depth interviews conducted in a semi-structured manner with an interview guide formulated based on the dimensions of Self-Determination Theory (autonomy, competence, relatedness) as well as teachers' general strategies. The interviews were recorded and transcribed for further analysis. In addition, participatory observation was carried out, where the researcher directly observed the SKI learning process in the classroom to obtain non-verbal and contextual data.

Technique Triangulation is done to compare interview data with the results of observation and documentation. Source Triangulation compares data from the two teacher informants to test the consistency of findings, and Member Check involves returning the transcription results and data interpretation to the informants for confirmation. Data analysis adopts the interactive model of Miles and Huberman (2014), which includes: data reduction selecting and simplifying relevant data; data display organizing data in the form of matrices and narrative descriptions; conclusion drawing formulating thematic findings; and verification checking the validity of the findings through field re-confirmation.

Results and Discussion

Results

1. Teacher Strategies to Boost Student Motivation

The data analysis results show that the three SKI teachers use relatively similar strategies to boost students' learning motivation. Although there are variations in how they implement them in class, all informants share the same goal: creating a learning environment that encourages active student engagement, enhances confidence in their learning abilities, and builds positive interpersonal relationships between teachers and students. Based on the process of data reduction and categorization, these strategies are then grouped into three main themes: fulfilling the needs for autonomy, competence, and relatedness.

a. Fulfilling the Need for Autonomy

The research results show that all three informants gave students quite a lot of space to actively engage in the learning process and make decisions in their learning activities. This form of providing autonomy is evident through giving students opportunities to seek information independently, choose tasks according to their learning preferences, and share opinions and personal experiences that are relevant to the learning material. First, all the informants encouraged students to get information from various learning sources outside of the teacher's explanations in class. One of the teachers said:

"I encourage students to look for additional information from various sources, both books and digital media. After that, they share their findings in class. This trains them not to depend solely on the teacher, but also to be active seekers of knowledge." (PA Teacher)

This statement shows the teacher's effort to shift the students' role from passive receivers of information to active participants in the learning process. The teacher is no longer positioned as the only source of knowledge, but as a facilitator who opens space for exploration and student-driven learning.

Secondly, the three teachers provide flexibility in the form of assignments and learning activities that students can choose based on their characteristics and preferences. Teacher BN explained:

"If students are given space to talk, they usually get more interested and don't get bored quickly. Sometimes I give several options, like individual or group assignments, so students can adjust to their learning style."

These findings show that giving choices in learning activities is seen as a strategy to boost student engagement while also reducing boredom during the learning process. Third, all informants give students the chance to express their opinions and connect the learning material with their own experiences. PA teacher said:

"Not only is it allowed, I even often prompt them with open-ended questions so they're willing to share."

Meanwhile, BN teacher added:

"Yes, students are allowed to express their opinions, but I still guide them so they don't go off the topic of the lesson."

These findings show that the freedom given to students still stays within a structured learning framework. The teacher provides a fairly wide space for dialogue, but still ensures that the discussion process supports achieving the learning objectives that have been set.

b. Meeting Competence Needs

The research results show that all three teachers see students' sense of capability and self-confidence as important aspects in building learning motivation. Therefore, teachers try to boost students' perception of their abilities by providing gradual guidance, adjusting the difficulty level of the material, and giving positive reinforcement for students' efforts and achievements. Teacher PA explained:

"Students who don't understand need to be guided slowly so they don't feel left behind. For students who feel incapable, I remind them that learning is part of worship. I motivate them with religious values so they believe that their learning efforts are really valuable."

The statement shows that teachers not only provide academic help, but also moral and spiritual support to students who are struggling with learning. This approach is done to prevent feelings of being left behind or incapable, which could lower students' motivation to learn. Similar findings were shared by Teacher BN:

"I always give appreciation so that students feel confident. I try to understand the difficulties they face, then explain the material again in a simpler way so they don't feel left behind."

Teacher BN also added:

"When students feel capable, they usually get more motivated to learn. I always give appreciation, whether in the form of verbal praise or simple rewards."

Based on all the data, it looks like the three teachers see successful learning experiences as an important element in keeping students motivated. Providing help tailored to students' needs and reinforcing every progress they make is seen as able to boost students' confidence and courage to get more actively involved in learning.

c. Fulfilling the Need for Relatedness

The research results show that all the informants view a positive interpersonal relationship between teachers and students as one of the important prerequisites for enhancing learning motivation. However, there are variations in the approaches used by each teacher in building those relationships. Some teachers emphasize the importance of emotional closeness and setting an example in daily interactions with students. Teacher BN explained: "I try to get close to the students so they're not afraid to ask questions. As a teacher, I try to set an example by being patient, fair, and consistent." This statement shows that the teacher is trying to create a safe and open relationship atmosphere so that students feel comfortable interacting and expressing the difficulties they face during learning.

Meanwhile, other informants put more emphasis on creating a collaborative and participatory classroom atmosphere. The PA teacher said: "The important thing is to make the classroom relaxed and fun. I often involve students in classroom activities, like asking them to help write on the board, lead a prayer, or be a moderator in discussions." Students' involvement in various classroom activities shows that positive relationships are built not only through interpersonal communication but also through giving students roles and responsibilities in the learning process.

Even though there are variations in approaches, all the informants show the same orientation, which is creating a learning environment that makes students feel accepted, valued, and part of the learning community in the classroom. These strategy variations indicate that efforts to build learning motivation are not singular, but are influenced by the teacher's personal characteristics, teaching experience, and the pedagogical preferences of each informant.

2. Supporting and Inhibiting Factors of Teacher Strategies in Increasing SKI Learning Motivation

Supporting Factors

a. The Use of Digital Media

One of the most frequently mentioned supporting factors in the interviews is the use of digital media in learning. The PA teacher stated: 'Using videos and historical stories helps capture students' attention.' This statement shows that digital media plays a role in increasing students' focus and interest in learning materials. Using historical videos, pictures, or visual stories helps students understand material that was previously considered difficult or less interesting, making it more concrete and easier to grasp. In addition, digital media also creates a more varied learning atmosphere, so students don't feel bored while participating in SKI lessons.

Observations showed that students seemed more focused and active when the teacher used visual media compared to when learning happened conventionally through just verbal explanations.

b. Peer Support

The next supporting factor is the presence of peer support during the learning process. The PA teacher explained:

"In group discussions, I encourage students who understand the material better to help explain it to classmates who are still struggling. That way, the learning process becomes more effective."

Based on this statement, group learning provides students with the chance to help each other and share their understanding of the material being studied. Students who have difficulties learning tend to feel more comfortable asking their peers questions rather than asking the teacher directly. Besides helping with understanding the material, interactions between students also create a more active and collaborative learning environment. This situation encourages students to be more involved in the learning process and reduces the tendency to be passive during class activities.

c. Teacher-Student Emotional Closeness

Another supporting factor found in this study is the presence of a good emotional connection between teachers and students. Teacher BN said:

"If there is a good emotional connection, students will feel valued and cared for. That makes them more confident, motivated, and enthusiastic about participating in lessons."

The interview results showed that the emotional closeness between teachers and students creates a more comfortable and open learning environment. Students find it easier to express their opinions, ask questions, and share the difficulties they experience during lessons. Teachers who show care, provide support, and build good communication with students are seen as able to boost students' confidence in learning. This situation ultimately encourages higher enthusiasm and motivation for studying SKI subjects.

Obstructing Factors

a. Negative Perception of the SKI Subject

One of the most common obstacles that often arises is students having a negative perception of the SKI subject. Teacher BN said: "There are still students who think SKI is boring.

" This statement shows that some students already have a somewhat negative initial view of the SKI subject even before the learning process begins. SKI is still often perceived as a subject dominated by historical stories, memorization of names, years, and past events, making it seem less interesting compared to other subjects.

That perception affects students' enthusiasm for learning, their participation in class activities, and their initiative to study the material on their own. Because of this, teachers need to put in more effort to grab students' attention and build their interest in learning from the very beginning.

b. Limited Learning Time

The next hindering factor is the limited learning time available. The PA teacher said:

"Learning time is limited, so not all strategies can be applied."

Interview results show that the limited time allocation makes it difficult for teachers to implement various learning strategies that require longer processes, such as group discussions, video screenings, educational games, or learning reflection activities.

As a result, teachers sometimes have to adjust their teaching strategies to the time available, so not all planned activities can be carried out optimally. This situation also forces teachers to choose between achieving the material targets and carrying out more interactive, student centered learning activities.

c. Students' Diverse Interests and Abilities

This study also found that the diversity of interests, academic abilities, and student characteristics is one of the challenges in boosting motivation to learn SKI. Teacher BN explained: 'Many students are actually capable, but they are held back by fear or insecurity.' This statement shows that low student participation in learning is not always due to limited academic ability, but is also influenced by psychological factors such as lack of self-confidence, fear of making mistakes, or feeling less capable compared to their peers.

Besides that, differences in academic ability levels cause students to respond differently to the teaching strategies provided by the teacher. A strategy that works well for some students may not have the same effect on others. Therefore, teachers need to adjust their teaching strategies according to the diverse needs and characteristics of their students so that all students can be optimally engaged in the learning process.

Discussion

1. Teacher's Strategy

The findings of this study provide empirical confirmation of Self-Determination Theory in the context of SKI learning in madrasahs. The three basic psychological needs autonomy, competence, and relatedness prove to be the foundation of effective teacher strategies for boosting learning motivation.

a. Fulfilling the Need for Autonomy by Giving Space for Activeness and Freedom to Learn

Research findings show that teachers give students the chance to look for information from various sources, choose the type of assignments, and share opinions and experiences that are relevant to the learning material. This strategy indicates a shift from teacher-centered learning to more student-centered learning. From the perspective of Self-Determination Theory, the need for autonomy refers to an individual's experience of feeling in control and having choices in the learning activities they engage in (Ryan & Deci, 2020). When students are given opportunities to decide how to learn or participate in learning decisions, the learning activities are more likely to be seen as personal choices rather than external demands, which tends to boost students' intrinsic motivation (Howard et al., 2021).

This finding aligns with Soliha's (2021) research, which found that SKI teachers in madrasah aliyah boost students' learning motivation by giving them chances to discuss, present, and explore the material independently. The study showed that students' active involvement in SKI learning contributes to increased enthusiasm and participation. This research finding also supports the results of Reeve and Cheon (2021), which show that autonomy-supportive teaching practices, like giving choices, opportunities to voice opinions, and appreciating students' perspectives, are important predictors of students' intrinsic motivation and learning engagement.

b. Fulfilling Competence Needs through Guidance and Positive Reinforcement

This study found that teachers try to boost students' learning motivation by providing step-by-step guidance, simplifying the material, giving appreciation, and reinforcing students' learning efforts. These strategies aim to help students gain experiences of success so they can feel confident in their learning abilities. In Self-Determination Theory, the need for competence relates to feeling capable and effective in facing academic challenges (Ryan & Deci, 2020). When students feel able to complete tasks and receive recognition for their efforts, they tend to show more persistence and higher engagement in learning (Howard et al., 2021).

These findings are in line with Nirwana's (2021) research, which shows that SKI teachers need to understand each student's characteristics and needs individually in order to provide appropriate learning support. That study emphasized that a teacher's pedagogical competence in giving guidance and reinforcement is an important factor in boosting students' motivation to learn SKI subjects. This research also supports Bureau et al.'s (2022) findings that successful learning experiences and positive feedback are key pathways for developing autonomous motivation in students.

Additionally, the use of religious values as a form of reinforcement, as found in this study, highlights a distinctive feature of learning in madrasahs, where learning motivation is built not only through academic aspects but also through the spiritual meaning of the learning activities themselves.

c. Fulfilling the Need for Relatedness through Positive Teacher-Student Relationships

This study shows that teachers try to build learning motivation through emotional closeness, role modeling, and creating a comfortable and collaborative classroom atmosphere. All the informants believe that students are more likely to engage in learning if they feel accepted, valued, and not afraid of making mistakes. In Self-Determination Theory, relatedness refers to an individual's need to feel connected and accepted in their social environment (Ryan & Deci, 2020). Meeting this need contributes

to the emergence of intrinsic motivation, learning engagement, and students' psychological well-being (Howard et al., 2021).

These findings align with Soliha's (2021) research, which shows that PAI teachers' strategies for boosting motivation in learning SKI are not only related to teaching methods but also to the teachers' ability to build effective communication and positive interpersonal relationships with students. Other research in Indonesia on SKI learning in madrasahs also found that teachers' role modeling, emotional closeness, and good communication are important factors in increasing students' interest in learning. These findings also support the meta-analysis by Debora L. Roorda and colleagues, which shows that positive teacher-student relationships are significantly related to learning motivation, academic engagement, and student achievement (Roorda et al., 2011).

2. Supporting and Hindering Factors for Teachers in Motivating Students

This study found three supporting factors for teachers in helping to motivate students to learn SKI, namely:

a. The Use of Digital Media as Support for Learning Motivation in SKI

This study found that using digital media like history videos and visual stories is an important factor that helps teachers boost students' motivation in learning social studies. Using these media helps grab students' attention and makes abstract history material more concrete and easier to understand. The findings suggest that the visual and interactive features of digital media can increase student engagement in the learning process.

The results of this study are in line with research showing that digital learning media positively contribute to increasing students' motivation, engagement, and perseverance because it can create a more interesting learning experience that fits the characteristics of today's digital generation (Faris, 2025). Other studies also found that using learning videos significantly boosts students' attention and motivation compared to conventional learning dominated by teachers' verbal explanations (Hita et al., 2025). In the context of SKI learning, using digital media has become even more relevant because history materials often include events, figures, and social contexts that are hard for students to imagine without visualization.

This finding also supports Tedi's (2025) research, which shows that using Quizizz-based gamification in SKI learning can boost students' enthusiasm, participation, and motivation to learn. So, using digital media doesn't just serve as a tool for delivering material, but also as a way to create a more meaningful and enjoyable learning experience for students.

b. Peer Support in Boosting Study Motivation

This study also found that peer support is an important factor that supports the implementation of teachers' strategies in boosting students' learning motivation. Through group discussions, students who have a better understanding help explain the material to friends who are struggling, making the learning process more effective and participatory.

These findings are in line with various studies showing that peer support positively contributes to learning motivation, academic engagement, and student achievement. This support is not only academic assistance but also emotional support that helps students feel more confident in participating in learning (Marley & Wilcox, 2022). Recent research also shows that peer support can increase

learning motivation by boosting students' confidence and their ability to set their own academic goals (Zhu et al., 2025).

Additionally, systematic studies on peer social support show that interactions between students play an important role in boosting motivation, cognitive development, and emotional well-being during the learning process (Yuliawati et al., 2025). In the context of SKI learning, having peers who can serve as alternative learning resources allows students to feel more comfortable asking questions and discussing material they don't understand, which helps minimize learning obstacles.

c. Teacher-Student Emotional Closeness as the Foundation of Learning Motivation

Research findings show that emotional closeness between teachers and students is one of the most important factors in supporting students' motivation to learn Social Studies. Students who feel valued, cared for, and accepted by their teachers tend to show higher confidence and enthusiasm in their learning. These findings support the results of a meta-analysis conducted by Joshua L. Howard and colleagues, which showed that the quality of interpersonal relationships in the learning environment has a significant impact on the emergence of autonomous and sustained learning motivation (Howard et al., 2021). Other studies also found that teacher support is a stronger predictor of learning motivation compared to support from other social environments, because teachers play a direct role in shaping students' daily learning experiences (Bureau et al., 2022). Other research also shows that a participative teaching style and positive teacher-student relationships are correlated with increased learning engagement and students' positive perceptions of the learning process (Cardenal et al., 2024).

Therefore, a teacher's ability to build warm and supportive interpersonal relationships is inseparable from the success of strategies to boost students' learning motivation, especially in SKI subjects that are full of values, role models, and character building.

In addition, there are factors that hinder teachers' strategies in increasing motivation to learn SKI, namely:

a. Students' Negative Perception of SKI Subject

This study found that one of the main obstacles in boosting students' motivation to learn is the negative perception of the SKI subject. Some students still see SKI as a boring subject, too much memorization, and dominated by stories and events from the past that are considered less relevant to their current lives. This initial negative perception makes students enter learning with low levels of interest and engagement, so teachers have to put in extra effort to grab attention and maintain students' motivation during the learning process.

These findings align with various studies showing that history subjects, including Islamic History (SKI), are often perceived as courses that focus on memorizing facts, names, dates, and event chronologies, making them less engaging for students (Ariyanti & Anggerawati, 2024). Students' perception of the relevance and meaningfulness of the material is one of the key factors influencing their motivation to learn. When students feel that the learning material has no connection to their lives, their level of engagement and effort tends to drop (Ryan & Deci, 2020). Therefore, the main challenge for SKI teachers is not just delivering the material but also being able

to contextualize Islamic history so that it resonates more closely with students' experiences and needs today.

b. Limited Learning Time

The next hindering factor is the limited allocation of learning time available. Teachers mentioned that the limited learning time makes it difficult to apply all teaching strategies optimally. Strategies that require deeper interaction, like group discussions, using audiovisual media, educational games, or reflection activities, often have to be simplified or even skipped due to the need to cover the curriculum. This finding aligns with research conducted by Wulandari (2023), which found that limited learning time is one of the main obstacles to implementing active learning in SKI subjects. Other studies also show that the pressure to meet curriculum targets often pushes teachers to revert to lecture methods, which are more time-efficient but less effective in increasing student engagement and motivation (Burhanuddin et al., 2024). This situation highlights the dilemma teachers face between meeting curriculum demands and providing a more meaningful learning experience for students.

c. Students' Diverse Interests and Abilities

This study also found that the diversity of students' interests, academic abilities, and psychological characteristics poses a unique challenge in boosting learning motivation. Teachers mentioned that there are students who actually have good academic abilities but participate less in learning because they feel scared, shy, or lack confidence to express their opinions in front of the class.

These findings show that learning motivation is not solely determined by students' intellectual abilities, but is also influenced by psychological factors like their perception of their own abilities and the courage to engage in learning activities. Research conducted by Albert Bandura shows that an individual's belief in their own abilities (self-efficacy) affects the level of effort, perseverance, and courage in facing academic challenges (Bandura, 1997). Students with low self-confidence tend to avoid active participation even if they have adequate abilities.

Besides that, the diversity in academic abilities means that effective learning strategies for some students may not necessarily have the same impact on others. Howard et al. (2021), in a meta-analysis on learning motivation, found that experiences of success and perceptions of competence are important predictors of the emergence of sustainable learning motivation. Therefore, teachers need to develop flexible and adaptive learning strategies to accommodate the different needs and characteristics of their students.

Conclusion

This study concludes that the three SKI teachers at MAN in Jakarta have applied strategies that cater to the needs for autonomy, competence, and relatedness by giving students space for active participation, reinforcing their abilities and learning efforts, and building positive interpersonal relationships between teachers and students. Research findings show that giving students the opportunity to choose their type of learning activities, search for information independently, and express their opinions can boost their involvement in learning. In addition, providing gradual guidance, appreciating students' learning efforts, and adjusting teaching to meet students' needs contribute to increased confidence and courage for students to participate in learning. On the other hand, a positive emotional relationship between teachers and students forms an important foundation for creating a safe, comfortable learning environment that supports the emergence of sustainable learning motivation. This study also found that the success of teachers' motivational strategies is

influenced by contextual factors that either support or hinder their implementation. The use of digital media, peer support, and emotional closeness between teachers and students are factors that strengthen the effectiveness of learning strategies. On the other hand, students' negative perceptions of the SKI subject, limited learning time, and the diversity of students' interests and abilities remain challenges that need to be addressed in teaching practices at madrasahs.

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