



AL-AFKAR: Journal for Islamic Studies

Journal website: <https://al-afkar.com>


P-ISSN : 2614-4883; E-ISSN : 2614-4905
<https://doi.org/10.31943/afkarjournal.v7i4.1169>

Vol. 7 No. 4 (2024)
pp. 1725-1737

Research Article

Motivation of Students of The Faculty of Teacher Training and Education In Participating In Religious Learning and Worship Muamalah Model Baitul Arqam University of Muhammadiyah Surakarta

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Received : January 25, 2024
Accepted : September 07, 2024

Revised : June 12, 2024
Available online : December 20, 2024

How to Cite: Saifudin, Ahmad Nurrohim, Muthoifin, Yeti Dahliana, Fuadi and Andri Nirwana AN (2024) "Motivation of Students of The Faculty of Teacher Training and Education In Participating In Religious Learning and Worship Muamalah Model Baitul Arqam University of Muhammadiyah Surakarta", *al-Afkar, Journal For Islamic Studies*, 7(4), pp. 1725-1737. doi: 10.31943/afkarjournal.v7i4.1169.

Abstract. The objectives to be achieved in this study are to find out: Motivation of Students of the Faculty of Teacher Training and Education in participating in Islamic Studies Learning 1 and 2 Baitul Arqam Model of the University of Muhammadiyah Surakarta. The type of research that the author conducts is in the form of field research using a qualitative approach, namely research whose procedures produce descriptive data in the form of written or spoken words from people and actors observed. The methods used to collect data are: First, the guided interview method (Guide interview)

is an interview conducted by the interviewer with a series of complete and detailed questions. Second, the questionnaire method is a data collection technique carried out by giving a set of questions or written statements to respondents to answer". These two methods the author used to obtain data in the second year on the Motivation of Students of the Faculty of Teacher Training and Education in participating in Religious and Worship Learning and Muamalah Model Baitul Arqam University of Muhammadiyah Surakarta. Third, to analyze the collected data, researchers use data analysis, namely by qualitative descriptive analysis, that is, the data that appears in the form of written or spoken words of people or observed behavior, namely through interviews, observations and documentation processed through recording and others then compiled in expanded text.

Keywords: Student Motivation, Religious Learning and Muamalah Worship, Baitul Arqam

Abstrak. Tujuan yang ingin dicapai dalam penelitian ini adalah untuk mengetahui: Motivasi Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan dalam mengikuti Pembelajaran Studi Islam 1 dan 2 Model Baitul Arqam Universitas Muhammadiyah Surakarta. Jenis penelitian yang penulis lakukan berupa penelitian lapangan dengan menggunakan pendekatan kualitatif yakni penelitian yang prosedurnya menghasilkan data deskriptif berupa kata-kata yang tertulis atau lisan dari orang-orang dan pelaku yang diamati. Metode yang digunakan untuk mengumpulkan data adalah: Pertama, Metode interview terpimpin (Guide interview) yaitu interview yang dilakukan oleh pewawancara dengan membawa sederetan pertanyaan lengkap dan terperinci. Kedua, Metode Angket atau kuesioner merupakan tehnik pengumpulan data yang dilakukan dengan cara memberi seperangkat pertanyaan atau pernyataan tertulis kepada responden untuk dijawab". Kedua metode ini penulis gunakan untuk memperoleh data pada tahun kedua tentang Motivasi Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan dalam mengikuti Pembelajaran Agama dan Ibadah dan Muamalah Model Baitul Arqam Universitas Muhammadiyah Surakarta. Ketiga, Untuk menganalisis data yang terkumpul, peneliti menggunakan analisis data yaitu dengan analisis deskriptif kualitatif artinya, data yang muncul berupa kata-kata tertulis atau lisan dari orang-orang atau perilaku yang diamati yaitu melalui wawancara, observasi dan dokumentasi yang diproses melalui pencatatan dan lain-lain kemudian disusun dalam teks yang diperluas.

Kata Kunci: Motivasi Mahasiswa, Pembelajaran Agama Dan Ibadah Muamalah, Baitul Arqam

INTRODUCTION

The high competition to find a job requires college graduates to have more value than other graduates. Based on data from the Ministry of National Education, the number of undergraduate unemployed in Indonesia reached 961,000, divided from 598,000 undergraduate unemployed and 362,000 diploma unemployed (Jalal, 2009) (Abdoulaye et al., 2023). This certainly needs to be a concern for students who are still actively sitting in Higher Education so that later after graduating they can easily and quickly get a job according to their field of expertise.

Learning achievement is still a benchmark for student competence in their fields of knowledge. Therefore, many work institutions use the student achievement index for employee admission (Abulmajd, 2023). But in reality, many students have low learning achievement (Sumargi, 2008) (Ridha et al., 2023). The importance of the role of motivation in the learning process needs to be understood by educators in order to be able to take various forms of action or assistance to students (Romadhona et al., 2023). Behaviorism theory explains motivation as a function of stimuli (stimulus) and response, while when studied using cognitive theory, motivation is a function of more complicated psychological dynamics, involving students' thinking

frameworks towards various aspects of behavior (Sofa, 2008) (Rozy, Matsuyama, et al., 2023).

According to Syafi'i (2008), the teaching and learning process cannot be separated from various factors that can affect and support its sustainability. One of the main supports is the existence of learning motivation for students that is structured and well constructed (Sule, 2023). Effective learning, not making students dizzy, but how learning goals can be achieved easily and enjoyably (Sutikno, 2007) (Fadli, 2023).

Success in studies can be supported by several factors, both factors that come from inside and from outside (Saprudin et al., 2023). External factors can be in the form of support for facilities, funds, or encouragement from parents and other closest people, while factors from within can be self-motivation to learn and individual learning arrangements (self-regulated learning) (Rochmah & Munir, 2023).

Individual learning arrangements are an important aspect of achieving good performance in studies (Corno & Rohrkemper, 1985) (Munandar & Amin, 2023). Self-regulation here is intended as an effort to make strategies to manage knowledge or thinking, which includes planning, monitoring and modifying: knowledge, effort in lectures, and understanding of learning, memory, and understanding of material that has been obtained from lectures (Pintrich & Groot, 1990).

Individual learning arrangements are not enough to achieve well in studies, students must also be motivated to implement established strategies (Printich, Cross, Kozma & McKenzie (1986) in Pintrich and Groot (1990) (Adiansyah et al., 2023). Motivation is the drive to do something (Robbins, 2007) (Nugroho et al., 2023), so without a motivation it is certain that someone will not do something.

The lecture process in class sometimes tends to stop at theories as described by textbooks. Attempts to elaborate theories to examine relevant everyday phenomena only invite lethargic faces in the classroom (Anis et al., 2022). This conception is known as "text book thinking". Another factor concerns the level of "establishment" which makes students lazy to think complicatedly which is suspected by the tendency to focus on the substance of lectures that are only oriented to one thing, namely college graduation (Armita & Saad, 2022) (Arifin et al., 2022).

Urgency rather than motivation is as a driver, a mobilizer, and as a direction towards the goal. Educational institutions, as a forum for gathering agents of social change and all its tools, must have the principle of togetherness or good cooperation between institutions and members and people interested in them, without good cooperation, all ideals that are the purpose of the establishment of educational institutions are like smoke that looks thick but easily disappears by it self (Rohman et al., 2023).

Such conditions, a review of the position of Islamic education is needed. According to Azyumardi Azra (2000: 31)(Saiin & Karuok, 2022), since the decade of the 90s, the awareness of the ummah to improve the quality of Islamic educational institutions began to rise everywhere and some of them have been able to become superior schools or effective schools(Nurmansyah et al., 2023). The problem is what management model is appropriate for Islamic education that has these

characteristics?

Education is intended so that students still have an understanding of right and wrong, good bad or polite or not something (Alhaj, 2023). In addition, students must also have determination and independence in life. And most importantly, students are able to realize the nature of His life as religious beings (Robiansyah et al., 2022). How he should behave according to religious decrees and how to equip himself with faith and Taqwa (Adiansyah & Yahya, 2022) (Sutrisno et al., 2023) (Parwanto & Engku Alwi, 2023).

Seeing this phenomenon, since 2005 the University of Muhammadiyah through the Institute for the Development of Basic Sciences has held religious learning and muamalah worship with the Baitul Arqam model (Rozy, Benichou, et al., 2023) (Makarim et al., 2023). The purpose of this learning is to motivate students in learning by using active learning strategies. The Al-Islam and Kemuhammadiyah Development Institute (LPIK) as a unit mandated to carry out Religious Learning and Muamalah Worship Model Baitul Arqam, must apply fun learning so as to make students motivated to take part in Baitul Arqam activities.

RESEARCH METHODS

The type of research that the author conducts is in the form of field research using a qualitative approach, namely research whose procedures produce descriptive data in the form of written or spoken words from people and actors observed (Lexy Meleong, 1995: 3)(Huda, 2024). This research was conducted at Pondok Hajjah Nuriyah Shabran UMS in Sukoharjo Regency to find out: Motivation of Students of the Faculty of Teacher Training and Education in participating in Religious Learning and Muamalah Worship Baitul Arqam Model University of Muhammadiyah Surakarta(Zahra et al., 2024). Populasi is the entire research subject (Arikunto, 1992: 102)(Hartafan & An, 2024) population is universal which can be in the form of people, objects or areas that researchers want to know, population can be divided into two categories, namely target population (target population) and survey population (survey population). The target population is the entire population unit, while the survey population is a sub-unit of the research population (Sudarman, 2000: 87)(Abdurrahman et al., 2024) in this study using a survey population, the subject of research is FKIP students.

The techniques used to collect data are as follows (1) Interview technique, This study uses a guided interview method (Guide interview), which is an interview conducted by the interviewer with a series of complete and detailed questions (Arikunto, 1992: 127)(Yahya et al., 2022). This interview method the author uses to obtain data on the Motivation of Students of the Faculty of Teacher Training and Education in participating in Religious Learning and Muamalah Worship Baitul Arqam Model of the University of Muhammadiyah Surakarta(Wahid et al., 2023). (2) Questionnaire Technique, This method is to obtain data on the Motivation of Students of the Faculty of Teacher Training and Education in participating in Religious Learning and Muamalah Worship Baitul Arqam Model of Muhammadiyah University of Surakarta. (3) Observation Technique(Marthoenis et al., 2019). The observation method is systematic observation and recording of the symptoms that

appear in the research subject (Nawawi, 1990: 100)(AN et al., 2023). This method is used to observe geographical location, environment, facilities and infrastructure, learning situations and others.

Data analysis according to Lexy Moleong is the process of arranging the order of data, organizing it into categories and basic descriptions, so that themes can be found and suggested working hypotheses can be formulated to analyze data (Lexy, 1995: 112)(Rizal Munir et al., 2023). To analyze the collected data, researchers use data analysis, namely by qualitative descriptive analysis, that is, the data that appears in the form of written or spoken words from people or observed behavior, namely through interviews, observations and documentation processed through recording and others then compiled in expanded text (Miles, MB and AM Huberman, 1992: 26)(Anurogo, 2023).

The data obtained will be analyzed in a continuous and interactionist manner consisting of three stages, namely: 1) Data reduction, 2) Data presentation, 3) Drawing conclusions or verification (Miles, MB and AM Huberman, 1992: 16)(Wiranto et al., 2023). First, after data collection is complete, the next step is data reduction, namely classifying, directing, discarding unnecessary and organizing so that the data is disaggregated (Anurogo, Sasmita, et al., 2023). Second, the reduced data will be presented in the form of a narrative. Third, draw conclusions from the data that has been presented in the second stage by taking conclusions (Arif Wicagsono et al., 2023)(Anurogo, Hardin La Ramba, et al., 2023). The thinking method used is the inductive and deductive thinking method. The deductive method is a drawing of conclusions starting from specific statements to general statements. (Arikunto, 1998: 159)(Tobroni et al., 2023). The method of drawing conclusions starts from general statements to specific statements (Hadi, 1993: 97)(Setiawan & Dahliana, 2022).

RESULTS AND DISCUSSION

Baitul Arqam Insight

Motivation comes from the word *move* which means to drive or move. Many terms are used to describe motivations or motives, including needs, urges, desires, and drives. Motivation is a psychological process that reflects the interaction between the psyche, attitudes, needs, perceptions and decisions in a person (Yul Fanani, 2022) (Pajarianto et al., 2023). Motivation is the state of the soul and mental attitude that energizes and drives humans to do something.

The words *motive* and *motivation* are actually related to each other even though they have different meanings. The following is presented expert opinion on the difference in motives and motivations. Sardiman (2010: 73) (Supala et al., 2023), explained "Motive can be interpreted as the driving force within and within the subject to carry out certain activities in order to achieve a goal (Helfianti et al., 2022). Starting from the word *motive*, *motivation* can be interpreted as a driving force that has become active (Bando et al., 2021). The *motive* becomes active at certain moments, especially when the need to achieve a goal is very urgent".

Meanwhile, Abin Syamsudin (2003: 37) (L. et al., 2022) who quoted opinions from experts revealed that "Motivation is a state (power) or forces (forces) or power (energy) or a complex state (a complexstate) and readiness (preparatory set) in

individuals (organisms) to move towards certain goals, both consciously and unconsciously (Saddam et al., 2022). Based on the description above, motivation can be formulated as a force or energy to move one's behavior or oneself to move (Rahim et al., 2022). Every action that a person does always has a certain motive as an impetus to do each action (Junaidi et al., 2020). So, every activity or action carried out by a person always has a motivation (Amirudin & Basri, 2020). Motivation can be stimulated by external factors, but it grows inside a person (Santoso et al., 2021). In teaching and learning activities, motivation can be said to be the overall driving force within students that gives rise to learning activities, which ensures the continuity of learning activities and which provides direction to learning activities, so that the desired goals of the learning subject can be achieved (Suardin, Muhammad Yusnan, Kadar Risman, 2022).

Motivation exists that comes from within oneself or intrinsic motivation and motivation that comes from outside oneself or extrinsic motivation. Syaiful Bahri Djamarah (2002: 115-118)(Hadi et al., 2022) classifies motivation into two: "1) Intrinsic motivation is internal motivation arising from within one's own person, such as the value system adhered to, expectations, interests, ideals, and other aspects that are internally attached to a person; 2) Extrinsic motivation, namely external motivation that arises from outside one's personal self, such as the conditions of the school classroom environment, the existence of rewards in the form of rewards (rewards) even because they feel afraid of punishment (punishment) is one of the factors that affect motivation"(El Ashfahany et al., 2024).

The management of Islamic education becomes more complex because it is not only an internal institutional and leadership problem and the dichotomy of education in relation to the national education system and at the same time facing the wave of globalization change (Tilaar, 2000: 154). In accordance with the problem, the management of Islamic education includes four priority areas, namely: 1) Quality improvement, 2) Development of innovation and creativity, 3) Building cooperation networks (Net working) and 4) Implementation of regional autonomy. (Tilaar, 2000: 155). In order to improve the quality of Islamic education, various efforts and preparation of qualified personnel are needed to the provision of other educational facilities. The utilization of educational resources requires good management so that with limited resources it can utilize facilities optimally.

The mission developed by Islamic education has dimensions of the world and the hereafter. So that Islamic education has the responsibility to help every Muslim person to realize his life mission as outlined by Allah SWT, as follows: 1) Servants of Allah who only serve him (QS. Adz Dzariat: 56), 2) Breaking free from hellfire (QS. At. Tahrim: 6), 3) Have harmony and balance of life in the world and the hereafter (QS. Al Qashash: 27), 4) The only being who holds Allah's trust to manage and utilize the universe for prosperity (QS. Al Baqarah: 50) form a person who has a strong foundation of faith and broad scientific insight (QS. Al Fath: 11). Islamic education in one national education system. Law No. 2 of 1989 is a formal forum for the integration of Islamic education in the national education system. The existence of opportunities and opportunities for the development of Islamic education in an integrated manner in the national education system in article 1 paragraph 2 states that national education

is education rooted in Indonesian culture based on Pancasila and the 1945 Constitution (Hasbullah, 1999: 30).

According to the analysis of several education experts and practitioners, in Indonesia there are currently at least 5 (five) main issues that must be considered contextually in the relevant regions, namely the quality of education, management efficiency, equity, community participation and education accountability. (Hasbullah, 2007: 3). The cottage model education process named "Baitul Arqam" organized by the University of Muhammadiyah Surakarta will manage social inputs, so the parenting system (family experiences) is the key to success that God willing, will bring change. The desired change in Baitul Arqam is a change in aspects of religious knowledge, attitudes and behavior. Changes in religious knowledge in form; (1) integrative and totality insight into Islamic teachings derived from the Qur'an and al-Hadith; and (2) the disappearance of the dichotomy of science. As for the change in attitude in form; (1) tawadhu'; (2) ta'dzim to the teacher; (3) Birrul Walidain; and (4) respect for the more senior. While behavior changes in the form of; (1) the establishment of aqidah Islamiyah; (2) discipline in special and general worship; (3) respect and respect for others; (4) social sensitivity and concern; (5) comply and comply with Islamic law and applicable laws in Indonesia; and (6) have the personality of the nation.

To lead to these changes, a religious society must be created. The meaning of religious society (religious community) is that members of society have Islamic appearance, polite communication, perform prayers in congregation, and obey and study the Qur'an. This will be formed conducive if in a dormitory or Islamic boarding school environment in the form of Baitul Arqam. In this place it is also very appropriate to cultivate reading (iqra culture) qauliyah and kauniyah in an effort to integrate knowledge towards tawhidallah, and in order to become a taqwa person (Baitul Arqam Student Guidebook, 2011: 3).

Research Results

Student Understanding of Baitul Arqam Model

The survey results show that the majority of students of the Faculty of Teacher Training and Education (FKIP) at the University of Muhammadiyah Surakarta have a good understanding of the Baitul Arqam Model. As many as 80% of respondents stated that they understand the concept and purpose of the model. This shows that the implementation of the Baitul Arqam model in FKIP has provided adequate understanding to students.

Student Motivation Factors

In exploring student motivation factors, the results of the study identified several aspects that influence student participation in religious learning and muamalah worship. Internal factors such as the desire to improve spirituality, awareness of moral values, and a sense of responsibility towards one's own religion, became the main motivating factors. In addition, external factors such as support from lecturers and peers also contribute significantly to student motivation.

Student Participation Rate

In the context of student participation, the results showed that around 75% of students were actively involved in religious activities under the Baitul Arqam model. This indicates a relatively high level of participation, which can be attributed to strong internal and external motivation.

Discussion

The Success of Baitul Arqam Model in Increasing Student Motivation

With a good understanding of the Baitul Arqam model, students tend to feel the added value of their participation in religious activities. This model not only provides religious insight, but also creates an environment that supports the spiritual and social growth of students. The support of lecturers and peers in encouraging participation is also an important factor in increasing student motivation.

Challenges and Opportunities for Improvement

Despite the relatively high participation rate, the study also identified several challenges students face, such as high academic activity and time constraints. Therefore, further efforts are needed to identify solutions or strategies that can increase student engagement that are still limited.

Practical Implications

The results of this study provide practical implications for the University of Muhammadiyah Surakarta, especially FKIP, in improving the effectiveness of the Baitul Arqam model. Efforts are needed to strengthen faculty support, integrate religious activities into the curriculum, and provide incentives for students who actively participate. These steps are expected to increase student motivation and participation in religious learning and muamalah worship.

CONCLUSION

In this study, it is clearly illustrated that students of the Faculty of Teacher Training and Education at the University of Muhammadiyah Surakarta have a good understanding of the Baitul Arqam Model. Their motivation to participate in religious learning and muamalah worship is strongly influenced by internal factors, such as the desire to increase spirituality and awareness of moral values, as well as external support from lecturers and friends. The high level of student participation shows that the Baitul Arqam Model has succeeded in creating an environment that supports student involvement in religious activities. Despite challenges, such as academic busyness and time constraints, this article concludes that the model can be considered successful in increasing student motivation and participation in religious learning and muamalah worship within the Faculty of Teacher Training and Education, University of Muhammadiyah Surakarta. The practical implications of this research include the need to maintain and strengthen faculty support and consider strategies to overcome challenges that may arise, in order to improve the quality of religious learning in the future.

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