

The Use of *Ruang Siswa* on Students' Motivation to Learn Islamic Religious Education

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Received: 28 februari 2022	Learning motivation is an important requirement that students must have in learning activities, especially learning amid the Covid-19 pandemic which is carried out remotely using various supporting media. The aim of the research is to know the response of the use of 'Ruang Siswa' to the students' learning motivation on Islamic religious education subject. The method of the research is qualitative-descriptive. The data collection technique is an online response questionnaire by using google form. The research was done in SDIT Nurul Iman Purwanto, Wonogiri on the first semester in 2021/2022. The research sample is 100 students of totally 194 students (8 classes , grade 4 to 6). The sampling technique is using random sampling. Based on the research done, the result is approximately 97% for concentration indicator, 83% for curiosity indicator, 90% for spirit indicator, 86% for readiness indicator, 86% for enthusiast indicator, 95% for unyielding indicator, 85% for confidence indicator, 84% for independence indicator. Overall the learning motivation indicator is high so it can be concluded that the use of "Ruang Siswa" giving effect for motivation learning of the Islamic religious education subject is good based on the percentage result of each learning motivation indicators. Hopefully in the future "Ruang Siswa" could facilitate and improve the students' learning motivation optimally.
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INTRODUCTION

Learning is one of the obligations as well as the needs of every human being. Learning activities must be carried out anywhere and under any conditions as a form of effort to facilitate students in developing their knowledge, as is the case during the Covid-19 pandemic. The Covid-19 pandemic that has spread and expanded for

approximately two years has an impact on various fields. As a result of the Covid-19 pandemic, various policies have been set, including the implementation of the use of masks, maintaining distance, and staying away from crowds (Siahaan 2020). No exception in the field of education, the real impact of the Covid-19 pandemic on the education sector is that learning activities in schools are abolished

which are diverted by the existence of PJJ (Distance Learning). The limitation of movement space in the world of education, where students carry out learning activities fully at home certainly affects the learning motivation of students.

Learning motivation is a series of efforts made to provide certain conditions so that there is a desire to carry out learning activities (Emda 2017). Learning motivation of students needs to be studied in this case because learning motivation has an important influence and role in the learning process of students.

The existence of learning motivation helps students to be enthusiastic and active in learning based on the will and determination of themselves without any element of coercion to understand the nature of learning. This supports the Arabic proverb which states "Learn from the cradle to the grave". The meaning of the Arabic proverb is that we learn from a young age to old age. To realize lifelong learning, one of the important roles in it is learning motivation.

Islamic religious education subjects are subjects related to Islam and character. In the subject of Islamic religious education, it discusses a lot of material related to human relations with the Creator Allah SWT (*hablu minallah*) as well as human relations with humans (*hablu minannas*), attitude and

procedures as well as the history of the prophets and messengers as well as the companions. Learning Islamic religious education is full of efforts to form the character of students in order to print the souls of students who have good morals. The main purpose of learning Islamic religious education is the formation of personality in students which is reflected in the mindset and behavior in everyday life, so that it is not only the responsibility of Islamic religious education teachers but all school members (Ainiyah 2013).

Learning Islamic religious education which is full of character building which is still carried out remotely for learning activities is certainly a concern. Character formation is closely related to learning motivation, when students have high learning motivation, it will indirectly shape the character of students which has a long-term impact. The expected long-term impact is the formation of *akhlakul karimah* in students who are embedded in themselves so that a good personality is formed and of course they are able to become good role models for others, religion, nation and state.

Learning Islamic religious education which is carried out online is very necessary to support learning media. Learning media functions in providing knowledge about learning objectives, presenting information,

stimulating discussion, and motivating students (Wahid 2018). Through optimizing learning media, the objectives of learning will be achieved optimally. If the learning objectives are achieved, it is likely the learning motivation of students will increase.

Based on the background related to the need for efforts to foster learning motivation in the midst of the Covid-19 pandemic in Islamic religious education subjects, the researchers provided research ideas through the use of the *Ruang Siswa* in facilitating student learning in order to foster student learning motivation. The purpose of this study was to determine the response of the use of the Student Room to the students' motivation to learn Islamic religious education.

Previous research related to the field studied by researchers, namely research (Jediut et al. 2021) that technology as a digital media has benefits in increasing student motivation. The existence of previous research provides an overview of the results of the study as a reference for research to be carried out.

RESEARCH METHOD

The research was conducted at SDIT Nurul Iman Purwantoro, Wonogiri Regency in the 2021/2022 academic year, to be precise in the odd semester.

The method used in this study is a qualitative descriptive method. The purpose of

descriptive qualitative research is to provide an overview and description in a factual and systematic manner related to the nature and facts or phenomena being investigated (Prasanti 2018). In this study, the researcher describes the results of his research related to the response of the use of the Student Room to the learning motivation of students in learning Islamic Religious Education.

The sample in this study amounted to 100 students. The population in this study amounted to 194 students consisting of 8 classes ranging from grade 4 to grade 6 with a class distribution of class 4 Abdurrahman, 4 Abu Ubaidah, 4 Khalid bin Walid, 5 Bilal bin Rabbah, 5 Hamzah bin Abdul Muttalib, 6 Ja'far bin Abdul Muttalib, 6 Abbas bin Abdul Muttalib, 6 Uwais Alqorni.

The sampling technique in this research is using simple random sampling. Simple random sampling technique is a simple sampling technique where the selection of respondents is based on random numbers so that a number of respondents are selected according to the number of samples obtained (Arieska and Herdiani 2018). In this study, sampling was carried out by the researcher distributing questionnaires to students in grades 4 to 5 with a time span of filling out the questionnaire for 3 days. During a span of 3 days, 100 students who filled out the questionnaire were obtained, so the 100

students who filled out the questionnaire were used as research samples.

The data collection technique in this study was through filling out response questionnaires distributed online using a google form. Questionnaires that have been distributed are then filled out by students and sent back.

The questionnaire used in the study used a Likert scale assessment. The Likert scale is a psychometric scale that is commonly used in questionnaires in the form of survey research (Taluke et al. 2019). On the Likert scale, a positive statement supports the value of 1 and does not support a value of 0 while a

negative statement supports a value of 0 and does not support a value of 1.

The data obtained was then processed using Microsoft Excel to determine the average percentage (%) of each indicator and then matched to determine the category of learning motivation for each indicator. Indicators of learning motivation used in this study are indicators of learning motivation according to Uno in (Fitriyani, Fauzi, and Sari 2020) which includes concentration, curiosity, enthusiasm, readiness, enthusiasm, never give up, self-confidence, and independence. The categories of learning motivation used in this study are as shown in Table 1.

Table1.

Category of learning motivation

Percentage	Description
<50%	Low
50%-80%	Middle
80%-100%	Hight

Sources: (Suyanti, Sari, and Rulviana 2021)

RESULTS and DISCUSSION

Learning motivation is very important to be instilled in students because through learning motivation will shape the personality of students who like to learn. Research that has been carried out at SDIT Nurul Iman Purwanto, Wonogiri Regency, is to determine the response of the use of the

Ruang Siswa to students' learning motivation in Islamic religious education subjects. In this discussion, the researcher will present the results and discussion related to the description of learning media using the *Ruang Siswa* and the percentage data for each indicator of learning motivation.

Ruang siswa

Ruang Siswa is one of the platforms used to support Islamic religious education

learning media during the Covid-19 pandemic. *Ruang Siswa* Display in Figure 1.

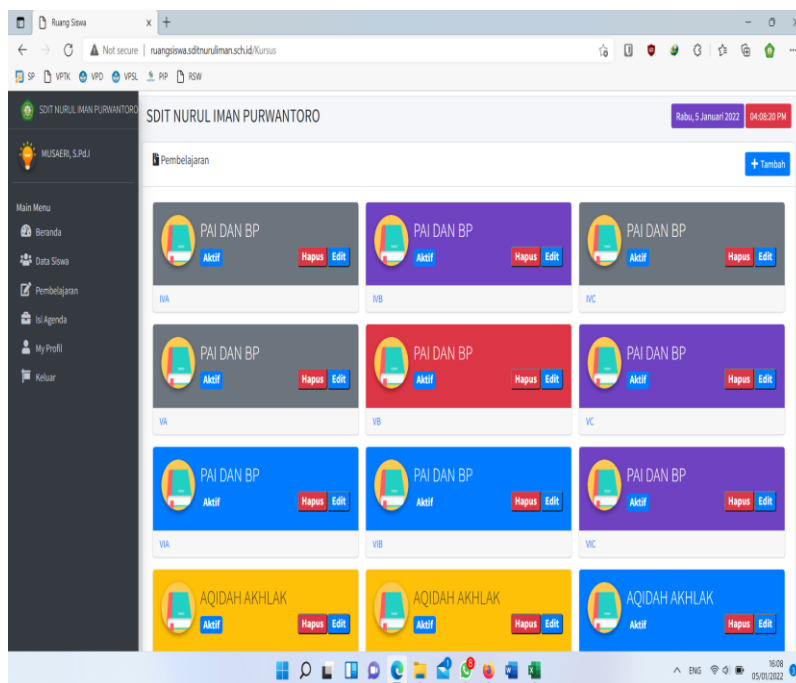


Figure 1. Display of *Ruang Siswa*

Based on Figure 1 regarding the display of the *Ruang Siswa*, that in the Student Room there are several menus including the homepage menu, student data, learning, contents of the agenda, my profile, and exit. Each menu has its own function. The home menu displays the division of each class from grade 4 to grade 6, the student data menu displays the data of students who are members of the *Ruang Siswa*, the learning menu displays material related to Islamic religious education learning, the agenda content menu displays future plans such as the agenda for during quizzes and

assignments, my profile menu displays the profile and data of educators, while the exit menu displays approval to leave the Student Room.

The *Ruang Siswa* facilitates the learning process carried out remotely during the Covid-19 pandemic. Through the use of platform-based learning media, it provides many benefits for students because students can access material anywhere and anytime. As delivered (Sulastri, Maula, and Uswatun 2020) that online learning using a digital platform provides advantages such as learning that is more flexible and learning resources can be

accessed from various sources, digital literacy skills from students, teachers to parents increase, learning time is not bound by space and time, students are more familiar with and can use technology, learning has shifted from conventional to digital.

The *Ruang Siswa* is not only used to provide learning materials, but also trains students in instilling character, one of which is responsibility. Responsibilities can be trained by giving time in collecting assignments, so that it is seen that students who collect assignments on time and students who collect assignments are not on time and even those who do not collect assignments at all. With the cultivation of the character of responsibility, it will indirectly raise students' learning motivation to do assignments, which were initially carried out only to abort obligations but will continuously shape the character and learning motivation of students.

Researchers chose to use the *Ruang Siswa* platform because it has several advantages including being self-owned, easy to access, open source license, flexible in use, easy monitoring, and parents being able to monitor student learning progress. Parents are also involved in the learning process in monitoring students, so there is extra monitoring not only monitoring from educators. With extra monitoring, it is hoped that students will grow more responsibility to fulfill their obligations

Response of learning motivation

The response to learning motivation aims to determine the results of the response to the use of the *Ruang Siswa* on the learning motivation of students in Islamic religious education learning. The recap of the students' responses is represented in Figure 2.

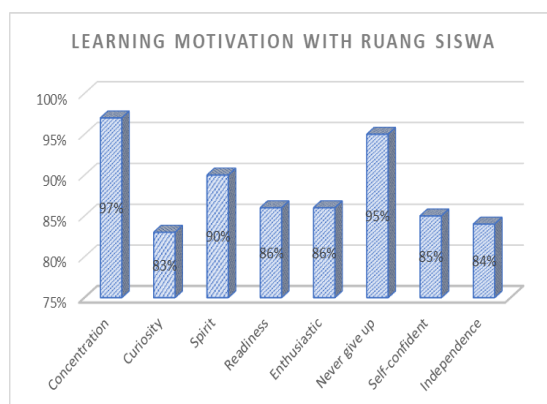


Figure 2. Percentage of learning motivation

Based on Figure 1 about the percentage of each indicator of student learning

motivation, namely the concentration indicator by 97%, the curiosity indicator by

83%, the enthusiasm indicator by 90%, the readiness indicator by 86%, the enthusiasm indicator by 86%, the never giving up indicator by 95%, the confidence indicator is 85%, and the independence indicator is 84%.

The eight indicators of learning motivation proposed in the study were all in the 80%-100% range, namely in the high category. Judging from the research data

obtained, it is known that the highest indicator is concentration and the lowest indicator is curiosity. Next, the researchers sorted the percentages from the largest to the smallest of each learning motivation indicator obtained shown in Table 2.

Table 2.
Percentage of each indicator of learning motivation

No.	Indicator	Percentage (%)
1	Concentration	97
2	Never give up	95
3	Spirit	90
4	Readiness	86
5	Enthusiastic	86
6	Self-confident	85
7	Independence	84
8	Curiosity	83

The concentration indicator occupies the highest position, this indicates that although learning is carried out remotely, the concentration of students' learning is still high. The aspect used in the concentration indicator is understanding and carrying out the instructions given by the educator. The concentration indicator aims to determine the extent to which students' concentration power is in understanding and carrying out any instructions given by the educator, the instructions given can be in the form of

instructions for studying the material, doing assignments or doing quizzes according to the time allocation that has been determined by the educator. Concentration is a very important element because learning motivation without being supported by concentration will not be able to be absorbed optimally.

The concentration of learning in the development of students is influenced by various factors, where these factors can have a positive impact and even a negative impact

on the growth and development of student concentration. Learning concentration is influenced by the ability of each student's brain to focus on what is being studied, where concentration aims to increase the possibility of students being able to absorb and understand all the information obtained (Setyani and Ismah 2018). Based on the results of the study the percentage of the highest concentration indicator, so that in the future it needs to be maintained so that the absorption of learning material can be maximized. This is of course a duty and responsibility for educators in particular to keep the concentration of students always high or at least stable.

The indicator of never giving up occupies the second position, this indicates that students have a high unyielding attitude even though learning activities are carried out remotely. The aspect used in the never-give-up indicator is being serious in following the learning and being serious about doing the task. Never give up has an important role in the learning process, because students will continue to try to complete their assignments and be serious in learning so they are not easily discouraged if they encounter difficulties or obstacles during learning, according to (Suhartono 2016) The unyielding attitude of students when studying is influenced by the adversity quotient,

students who have a high adversity quotient will try to overcome difficulties to the end, while students who have a low adversity quotient will easily give up in the face of difficulties. By knowing the unyielding factor, this is a step for educators to find out the adversity quotient early so that they can provide follow-up both for students who have a high adversity quotient to stay high and for students with a low adversity quotient to be able to be high and stable.

The spirit indicator occupies the third position, this indicates that although learning activities are carried out remotely, the enthusiasm for learning is still high. Aspects used in the spirit indicator are enthusiasm in participating in learning and enthusiasm in doing assignments. The existence of a learning spirit embedded in students will foster a sense of love for the learning that is followed so that they will not feel bored or bored to learn. To grow the spirit of learning in students, basically the most influential factor is the internal factor of the students themselves, because without the enthusiasm that arises from within the students, it will be difficult to grow motivation to learn. Therefore, it is important for educators to always encourage the spirit of learning through words and advice that can arouse students' enthusiasm for learning.

The indicators of readiness and enthusiasm occupy the fourth and fifth positions with the same percentage, this indicates that although learning activities are carried out remotely, the readiness and enthusiasm of students are high, although not as high as other indicators of learning motivation. Readiness includes the mental readiness of students as well as the readiness of supporting devices. The aspects used in the readiness indicators are readiness in participating in learning and readiness in completing assignments. While the aspects used in the enthusiastic indicator are enthusiasm in participating in learning and enthusiasm to get the best value. Enthusiasm in learning activities needs to be instilled in students so that students consciously and without coercion want to learn, while enthusiasm to get good grades aims to train students to compete in goodness.

Readiness to learn is needed in the learning process because in a ready condition students will tend to be easier to follow learning (Idamayanti 2020). Mental readiness is important in the learning process because if students are mentally ready, there will be no feeling of being burdened to learn. The readiness of supporting devices is no less important in learning activities carried out remotely during the Covid-19 pandemic like this, without supporting devices such as

smartphones, stable networks, and quotas, students will not be able to participate in learning activities to the fullest. In cultivating mental readiness, it can be grown through the role of educators and parents, while for the readiness of supporting devices, of course involving parents in facilitating.

The self-confidence indicator occupies the sixth position, this shows that although learning activities are carried out remotely, the students' self-confidence is still high, although not as high as other indicators of learning motivation. Aspects used in the indicator of confidence are confidence in the ability to do the task and confident in the results obtained. Self-confidence can be built by developing a positive and objective sense in students from an early age (Perdana 2019). With self-confidence in students, there will be a sense of optimism about their abilities, and will eliminate feelings of inferiority towards other students who are felt to have more abilities. In an effort to develop self-confidence in students, it is necessary to pay attention to influencing factors, one of which is environmental factors, a good environment will support the confidence of students to grow well and vice versa. Therefore, it is important for educators to pay attention to the learning environment of students in order to foster student confidence.

The independence indicator occupies the seventh position, this shows that although learning activities are carried out remotely, the independence of students is still high, although not as high as other indicators of learning motivation. Aspects used in the indicators of independence are being able to do tasks well and be able to learn independently. Independence is important to be trained on students, with independence, students will feel that learning is an obligation and a need so that without being accompanied consciously and of their own volition they will rise to fulfill their obligations, namely learning by using various sources and completing the tasks given. by educators. Independence is a basic ability that must be possessed by students to carry out daily activities and tasks on their own, either alone or with a little guidance according to the stage of development and abilities of students (Sa'diyah 2017). It should be emphasized that the independence in question does not mean that students do everything themselves, but sometimes they must be accompanied by educators.

The curiosity indicator occupies the eighth position, which is the last position of the number of indicators of learning motivation determined. Although it is still in the high category, it needs to be studied because it occupies the last position. The

aspect used in the curiosity indicator is having an attraction to the learning material provided by the educator and having the attraction to actively ask. The attraction can arise, of course, with the stimulus provided by the educator, one of which is presenting learning media as a means of supporting the learning process to achieve the goals of learning. according to (Fadilah and Kartini 2019) The attitude of curiosity that arises in students will have a positive impact on the learning process, including increasing students' ability to think critically, creating a conducive learning atmosphere, increasing students' creativity, and making it easy for educators to apply the 2013 curriculum that is guided by student centered learning. Judging from the results of the study that the curiosity indicator is still in the lowest order even though it is in the high category, efforts need to be made to increase students' curiosity about the learning that is followed, given the many benefits when students' curiosity is high. Specifically, that is on the activeness of students, because one of the indicators of students having high curiosity is actively asking what they don't know. But in fact the activity can't be achieved optimally. So that the role of educators is needed to grow the activeness of students by using various methods, one of which is the implementation of rewards.

In addition to knowing the response of the use of the Student Room to the learning motivation of students in Islamic religious education lessons, the researchers also explored the obstacles in the use of the *Ruang Siswa* as well as future expectations for learning Islamic religious education by using the *Ruang Siswa*. Constraints encountered in the field include unstable internet networks, less supportive cellphones, lack of direct supporting explanations from educators, incomplete material, less timely learning, if you return to the previous page you have to repeat to log in, difficult to understand material and questions. Unlike the book, the time limit given is too short. With the excavation of information related to the obstacles found in the field, it can provide positive input for a better future. The obstacles presented can be grouped into technical constraints and problems in understanding the material. For technical problems, such as the network being less stable, the cellphone not supporting it, repeating logging in can be anticipated by preparing the device before learning begins. As for problems in understanding the material, such as the lack of supporting explanations, it can be anticipated that participants will add more references from various sources, this can be conveyed at the beginning of learning, because actually for the

learning process itself students are given the freedom to learn by using various learning sources to broaden their knowledge.

While the expectations of future students for the development of the *Ruang Siswa* include supporting explanations through videos, adding material to make it more complete, adding educational games, discussing if students are wrong in answering questions, making quizzes more interesting, UES (Updated, Enhanced, Simplified), there are solutions to make it easier to open the application, there are task reminders so that they are right in collection. Suggestions and expectations that have been given by students are used in a series of improvements so that the Student Room can be used optimally and the learning activities carried out can really be accepted by students.

Given the importance of learning motivation in students, judging from the results of research that has been carried out as well as studies as well as obstacles and future expectations, educators must strive to foster student motivation. This is in line with the function of educators including as a facilitator and communicator. Educators as facilitators will provide services in order to provide convenience for students in the learning process, while educators as communicators play a role in maintaining good relations with students in a partnership

so that learning activities are more enjoyable (Arfandi and Samsudin 2021).

The use of the Student Room in Islamic religious education learning based on the research conducted, it is known that the learning motivation of students is in the high category. This indicates that the presence of digital media can develop students' learning motivation. This is in line with research conducted by (Jediut et al. 2021) Regarding the use of learning media in increasing the learning motivation of elementary school students during the Covid-19 pandemic, it can increase students' learning motivation by using various variations of media that are carried out online. Supported by the results of research conducted by (Baser and Rizal 2021) about the positive impact of using google classroom on learning motivation and student learning outcomes during the Covid-19 pandemic, namely it can increase students' learning motivation because it is able to create a pleasant learning atmosphere.

CONCLUSION

Based on the research and discussion that has been carried out, it can be concluded that the average concentration indicator is 97%, the curiosity indicator is 83%, the enthusiasm indicator is 90%, the readiness indicator is 86%, the average enthusiasm is 86%, the indicator of never giving up is on

average 95%, the confidence indicator is on average 85%, the independence indicator is 84% on average. Overall indicators of learning motivation are in the high category, so that the use of student space has an impact on students' learning motivation in Islamic religious education lessons, which is high as seen from the percentage of each indicator of learning motivation.

Several obstacles and expectations regarding the use of the *Ruang Siswa* were explored as materials used to evaluate the current use of the *Ruang Siswa*, so that in the future it will be better and able to facilitate students to continue learning.

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