



Dynamics of Motivation in PAI Learning Study of McClelland's Theory of Motivation and Its Application in Improving Student Achievement

Muhammad Gafarurrozi¹⁾, Rizal Fathurrohman²⁾, Wahyu Kholis Prihantoro³⁾, Hendri Sugianto⁴⁾

1. Universitas Alma Ata Yogyakarta, Indonesia

2. Universitas Alma Ata Yogyakarta, Indonesia

3. Universitas Alma Ata Yogyakarta, Indonesia

4. UIN Sunan Kalijaga Yogyakarta, Indonesia

Correspondence : mgafarurrozi@almaata.ac.id

Abstract

Learning motivation is a key factor in achieving student learning achievement, especially in Islamic Religious Education learning which has an important role in the formation of students' moral and spiritual values. However, student motivation during the learning process often experiences problems that make students have no passion for learning. The research method uses a qualitative approach by conducting a literature review. Data analysis was carried out by identifying student motivation patterns based on the motivations proposed by McClelland's motivation theory. The results of the study showed that achievement, power, and affiliation motivations play different roles in increasing student motivation in Islamic Religious Education learning. Achievement motivation provides encouragement to achieve high academic achievement, power motivation influences students to play an active role in group activities in class, while affiliation motivation directs students to establish good relationships with classmates and teachers. The implication of this study is that the application of McClelland's motivation theory can improve Islamic Religious Education learning strategies. Teachers can design an approach that is in accordance with student motivation, such as providing challenges for students, encouraging collaboration, and giving responsibility. However, it should be noted that other factors such as culture, environment, and characteristics of learning materials also contribute to Islamic Religious Education learning motivation. This study provides insight into Islamic Religious Education learning motivation and provides a basis for education to design more adaptive and inclusive learning strategies.

Abstrak

Motivasi belajar merupakan faktor kunci dalam mencapai prestasi belajar siswa, khususnya pada pembelajaran PAI yang memiliki peran penting dalam pembentukan nilai-nilai moral dan spiritual siswa. Akan tetapi, motivasi siswa pada saat proses pembelajaran sering mengalami masalah sehingga membuat siswa tidak mempunyai gairah untuk belajar. Metode penelitian menggunakan pendekatan kualitatif dengan melakukan kajian pustaka. Analisis data dilakukan dengan mengidentifikasi pola-pola motivasi siswa berdasarkan motivasi-motivasi yang diajukan oleh teori motivasi McClelland. Hasil penelitian menunjukkan bahwa motivasi prestasi, kekuasaan, dan afiliasi memainkan peran yang berbeda dalam meningkatkan motivasi siswa dalam pembelajaran PAI. Motivasi prestasi memberikan dorongan untuk mencapai prestasi akademik yang tinggi, motivasi kekuasaan mempengaruhi siswa untuk berperan aktif dalam kegiatan kelompok di kelas, sedangkan motivasi afiliasi mengarahkan siswa untuk menjalin hubungan

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yang baik dengan teman kelas dan guru. Implikasi dari penelitian ini adalah penerapan teori motivasi McClland dapat meningkatkan strategi pembelajaran PAI. Guru dapat merancang pendekatan yang sesuai dengan motivasi siswa, seperti memberikan tantangan bagi siswa, mendorong kolaborasi, dan memberikan tanggung jawab. Namun perlu diketahui bahwa faktor-faktor lain seperti budaya, lingkungan, karakteristik materi pembelajaran juga berkontribusi terhadap motivasi belajar PAI. Penelitian ini memberikan pandangan tentang motivasi belajar PAI dan memberikan dasar bagi pendidikan untuk merancang strategi pembelajaran yang lebih adaptif dan inklusif.

A. Introduction

Islamic religious education has an irreplaceable role in shaping a person's personality and morality. As an integral part of the curriculum, PAI not only provides knowledge about religious teachings but also aims to shape character, moral values, and ethics in students. This is in line with what was conveyed by Ratnasari & Sholihah (2020) that PAI learning in schools can form people with high character. In addition, Ani Jailani, Chaerul Rochman (2019) in his research found that the level of student honesty of 80.23% is a fairly large number. That is, Islamic religious education has a role that is quite influential on the character of students.

However, PAI learning in schools sometimes has various kinds of obstacles (Gafarurrozi, 2023). These obstacles can come from teachers and even from the students themselves, for example lack of teacher preparation, learning methods tend to be monotonous, causing student learning motivation to be low (Ruswandi & Mahyani, 2022). The problem of student learning motivation needs to be a serious concern for a teacher because with the high learning motivation possessed by students, learning will be achieved in accordance with the objectives. However, if on the contrary students have no motivation to learn PAI, most likely students will have poor character or achievement (Muhammad Gafarurrozi, 2021). Because motivation plays an important role in determining the extent to which students are involved in the learning process and how much students respond to the material taught. Therefore, a deep understanding of PAI learning motivation is a must.

Learning motivation with learning outcomes has a significant relationship. For this reason, if a teacher expects PAI learning to be achieved for students, what needs to be improved is their learning motivation. This is as said by Andriani & Rasto (2019) in their research that student learning outcomes can be improved through student learning motivation. This opinion is reinforced by the research of Ayu Desy N. Endah Lulup T P. and Suharsono Naswan (2014) which states that learning motivation will affect student learning activities and then

will have an impact on student learning outcomes. From this research, it can be understood that motivation has a very important role in the success of PAI learning in schools.

Thus McClelland's theory of motivation became the main theoretical framework in this study. This theory identifies three dominant motivations in motivating students: achievement motivation, power motivation and affiliation motivation. The application of this theory in PAI learning will provide rich insight into how student motivation can be directed and improved to achieve better achievement in PAI learning (Ridha, 2020).

Therefore, this study aims to explore and analyze student learning motivation in PAI learning and relate it to the concept of McClelland's motivation theory. In addition, this research will also explore the potential application of learning strategies based on the theory to improve student achievement in PAI learning.

B. Research Methods

The method used in this study is literature research. Research data was obtained by collecting, analyzing sources from libraries such as journal articles, books, and previous research on McClelland's theory of motivation in PAI learning. After the data is collected, the researcher analyzes and draws conclusions and presents data related to McClelland's motivation theory in PAI teaching (Danandjaja, 2014; Zed, 2023).

C. Results and Discussion

1. Learning Motivation in PAI Learning

Learning motivation is something that can move someone to carry out teaching and learning activities. Lidia Lomu (2018) defines learning motivation as the motivation that exists in a person to take an action to achieve certain goals either consciously or not. In line with this opinion, Muhasim (2017) explained learning motivation, namely the overall internal and external driving force of students by creating a series of efforts to provide certain conditions, ensure the continuity of learning activities and show the direction of learning activities, so that the goals expected by students can be achieved. Furthermore, Mc Donal in (Hamalik, 2013) defines learning motivation as the energy contained in a person which is seen by the emergence of reactions or feelings to achieve goals. From some of these opinions, we can know that motivation is something that can move someone to do something so that the goals to be achieved can be achieved optimally.

Learning motivation in PAI learning sometimes goes up and down, because students when learning in the classroom certainly experience various challenges that cause a decrease in trust, causing student learning motivation

to be less (Salarvand et al., 2023). When students want to have a strong learning motivation, students must first have maximum will from within the students themselves. Because, when internal factors are strong to do something, it is likely that external factors will have very little influence (Fathurrohman, Arif, et al., 2023).

Motivation can stimulate and arouse students' willingness to learn whether in the classroom, outside the classroom or even at home. The role of motivation in PAI learning is huge. According to Wafiroh, Arifin, and Sholihah (2019) the success of an educator in learning depends on the ability of the educator to generate the motivation to learn his students. The size of the motivation possessed by students will affect the low high achievement obtained by students.

Therefore, from the explanation above, it can be concluded that learning motivation has a significant impact on student achievement in PAI learning. Students who have high learning motivation are more likely to participate actively in class, focus more on understanding the material, and achieve better academic achievement. Factors such as personal interests, a positive outlook on PAI learning and a good understanding of PAI material can affect student motivation.

2. McClelland's Theory of Motivation in PAI Learning

The more motivated a person is, the greater the potential energy reserves he has to achieve various achievements and supported by supporting circumstances and opportunities (Nanang Hasan Susanto, 2018). Everyone certainly wants to achieve achievements, there are several ways that someone can do to get them. The stronger the effort made, the greater the chance of obtaining achievements. In this case, McClelland identified a form of motivation, namely achievement motivation. Achievement motivation is a need that is acquired in childhood and continues to develop as a person gets older (Ridha, 2020).

McClelland has proposed a theory of motivation that is closely related to the concept of learning. The theory proposes that when a need is strong in a person, its effect is to motivate a person to use behaviors that lead to the satisfaction of the need (Ronald & Pardee, 1990). According to McClelland, to mobilize potential energy reserves is focused on three forms of needs, namely: need of achievement, need of power, and need of affiliation (Susanto, 2018).

a. Need Of Achievement

Someone who has a need for achievement will move and encourage him to face all the challenges and obstacles he faces in order to achieve goals. Therefore, students who have high achievement motivation show that these students have a need for high achievement as well. McClelland in his study explained that 64% of achievement motivation contributes to student achievement. Thus, achievement motivation

encourages students to achieve better academic achievement and overcome challenges faced during PAI learning.

b. Need Of Power

The need for power is the desire to be able to influence others, be influential and be able to control others. McClelland explains that people who have a high need for power tend to have an attitude of responsibility, seek to influence others, delight in the competitive environment, and are oriented towards social status. From this explanation, if it is associated with PAI learning in the classroom, power motivation can encourage students to play an active role in class and group activities.

c. Need Of Affiliation

While the need for affiliation is the need to establish good social relationships. So in PAI learning, affiliate motivation is how teachers with students and students with students form attractions well. This affiliate motivation can influence positive interactions between classmates and teachers.

3. Implications of the Application of McClelland's Motivation Theory in PAI Learning

The application of McClelland's motivation theory in PAI learning has the potential to improve student achievement. Educators can design strategies that fit student motivation. For example, students with achievement motivation may be given challenges or projects that reference better achievement. Students who have high achievement motivation indicate that their need for high achievement. Therefore, students who have high achievement motivation will prepare everything to face all challenges and obstacles to achieve a goal (Akhsan et al., 2022). According to McClelland, there are three common characteristics that they have high achievement motivation: First, they have a preference for completing tasks with high difficulty. Second, like situations where their performance arises because of their own efforts. Third, like feedback on their successes and failures, compared to low-achievers (Mirdanda, 2018). Thus, students who have high achievement motivation can provide energy, passion, and high enthusiasm to carry out PAI learning activities which will eventually be able to obtain better achievements (Samal et al., 2021).

Then for students with power motivation, the opportunity to lead in a project or class activity can increase student participation. In PAI learning, this power motivation should be aimed at forming a sense of responsibility and trust for group tasks given by the teacher. In addition, power motivation in PAI learning is expected to be able to shape students into leaders for

themselves and lead their study groups (Ridha, 2020). Meisya Aziti (2019) in her research stated that someone who has high power motivation will affect their performance. In terms of PAI learning, students who have power motivation will be able to lead every task given by the teacher in groups. Students with power motivation will become more responsible and trustworthy for their tasks so that all tasks can be completed properly and on time.

For students with affiliation-motivated, group work and enhanced social interaction can increase their engagement in learning. Because humans are social creatures who need others in social life. In PAI learning, affiliate motivation is expected to be inherent in students. Because there is a lot of PAI learning that requires cooperation between students and students and teachers (Fathurrohman, Tri Astuti Rahmah, et al., 2023). For example, the teacher gives group assignments to students that must be done together, then students will discuss with each other to complete the task. It is this kind of interaction that drives students to affiliate (Ridha, 2020).

4. Limitations and Challenges

But keep in mind that McClelland's theory of motivation may not accommodate aspects of complexity and individuality of student motivation. In addition, other factors such as family environment, culture, and the role of teachers also have a significant influence on learning motivation in PAI learning. As revealed by Ichi (2021) in his research that the family environment will affect student learning motivation. The family environment is the first and foremost place where children get education. If someone does not get attention from his family, in this case, namely parents, it will certainly have an impact on the child's motivation to learn. For example, parents do not meet student learning needs such as school uniforms, stationery, package books and so on certainly weaken student motivation to excel. The same thing was also found by Priani & Ismiyati (2020) in their research that the family environment and learning facilities can affect student learning motivation. That is, students who have the motivation to excel will be realized if external factors can be met, if they have not been fulfilled then it will be a challenge for these students.

Furthermore, school culture factors can also affect student learning motivation. Stronger school culture such as improving social culture, and academic culture is expected to increase student learning motivation which then has implications for student learning outcomes (Patonah, 2018). Unlike if the school culture is not good, for example when doing group assignments,

no one wants to cooperate, not disciplined and so on will also be a challenge to increase student learning motivation.

While the teacher factor has the greatest influence among other factors. Teachers are able to generate student learning motivation by providing interesting and fun learning so that student learning outcomes increase. Various studies have proven that teachers hold the key to success in learning in schools. Sutardi & Sugiharsono (2016) in their research stated that 7.8% of student learning outcomes are influenced by teacher competence, while 4.1% of student learning outcomes are influenced by the family environment, while learning motivation contributes 36.8% to student learning outcomes. The same thing was found by Biatun (2020), that 51.4% of PAI students' learning achievement was influenced by learning motivation. While 48.6% are influenced by internal factors such as IQ, perseverance, and external factors such as teachers, parents, and peers. Thus, it can be said that students' learning motivation can be a driving force as well as a direction giver in the teaching and learning process.

Thus it can be known that competent teachers will affect student learning motivation which will ultimately have an impact on student learning outcomes (Zul Andi Kurniadi, irina popoi, 2020). Therefore, teachers must be able to create innovative strategies, methods, and media to generate student learning motivation. With high motivation in students, the enthusiasm for achievement will be higher as well. And highly motivated students are most likely to achieve satisfactory achievements. The learning motivation that students have will encourage students to study even harder and learning outcomes will increase. Biggs & Tefler said that students' motivation to learn can be weak, weak motivation or lack of motivation to learn will weaken the teaching and learning process, resulting in low learning outcomes. Therefore, students' motivation to learn needs to be strengthened continuously. With the aim that students have a strong motivation to learn, so that the learning results they achieve are optimal (Julyanti, 2021). Therefore, this study strengthens previous research that learning motivation has a very important position in improving student learning outcomes, because the existence of learning motivation will increase student learning achievement.

D. Conclusion

This study concludes that student motivation and achievement in Islamic religious education can be significantly improved by applying McClelland's motivation theory. Student motivation can be increased by using the right tactics so as to optimize their learning capacity. The three main motivating factors are achievement, power, and affiliation. However, when

creating a successful learning strategy, it is also important to consider the impact of cultural and environmental context. This research contributes to developing an understanding of the learning motivations of Islamic religious education and provides a basis for education to design more inclusive and adaptive learning strategies, with the aim of improving academic achievement and the application of students' religious values.

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