The Role of Teachers with Different Educational Backgrounds in the Development of Students’ Learning Motivation

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| ***Abstract*** |
| The learning carried out by the teacher in a classroom must develop the qualities of learning, which one of them is students’ learning motivation. Students who are not passionate about learning may find it difficult to develop their achievement. Many students are not aware of the importance of studying seriously. This research was a qualitative research and sampling technique of saturated sample was applied. 30 students were selected as primary data source and 2 teachers was as secondary data source. Data collecting techniques used were in-depth interviews, observation, documentation and questionnaires. The data were analyzed by reducing data, presenting data, drawing conclusions and verification. Research stages I and II involved students and teachers with Da'wah educational background. While, stage III and IV involved students and teachers with PAI educational background. |
| ***Keywords: the Role of Teachers, Different Educational Backgrounds, Learning Motivation***  **Abstrak** |

Pembelajaran yang dilakukan guru di kelas harus mengembangkan kualitas pembelajaran salah satunya motivasi belajar, siswa yang tidak semangat belajarnya tidak maksimal dan berkualitas, dari tujuan tersebut kenyataannya masih jauh dari harapan, banyak siswa yang tidak sadar akan pentingnya belajar dengan sungguh-sungguh, tidak ada gairah belajar, tidak ada kesenangan di ruang belajar. Teknik pengambilan sampel yang digunakan adalah sensus sampel, sedangkan pemilihan berdasarkan kriteria digunakan saat melakukan penelitian kualitatif, 30 siswa sebagai sumber data primer, dua guru sebagai sumber data sekunder. Teknik pengumpulan data menggunakan wawancara mendalam, observasi, dokumentasi dan angket, sedangkan analisis data dengan cara mereduksi data, penyajian data, penarikan kesimpulan dan verifikasi dengan cara penelitian tahap I dan II siswa dan guru berlatar belakang pendidikan Dakwah, tahap III dan informan siswa dan guru IV dengan latar belakang pendidikan PAI.

**Kata Kunci: Peran Guru, Background Pendidikan, Motivasi Belajar**

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| **A. Introduction** |
| Education is one of the most important assets for a country. Without education, the country will not develop in terms of civilization, intellectual, social and cultural. Superior seeds will emerge to continue historical civilization through education. Therefore, the state facilitates education by creating educational institutions under the auspices of the Ministry of Education and Culture (KEMENDIKBUD) and the Ministry of Religion (KEMENAG) for formal and non-formal education. Non-formal education includes TPQ, Madrasah Diniyah, and Islamic boarding schools, while formal education gradually begins with TK/RA, SD/MI, SMP/MTs, SMA/MA/SMK to universities. From universities graduates with various competencies are born. One of the goals of Islamic education is that there are efforts to organize and modernize the system and process of Islamic education so that it becomes quality, relevant, and able to respond to changes to improve the quality of Indonesian people. There has been various efforts to build quality of schools/madrasah that have high integrity, progress, excellence, competitiveness and are able to produce graduates as a generation that provide many benefits to others wherever they and these will continue to be carried out (Muljawan, 2020).  Competencies from different educational backgrounds in responding to life, places to channel their competencies are also different and force them to carry out competencies that are not their fields causing results not optimal. Teachers in an educational institution plays an important role. It is not said to be an educational institution if there is no teacher or instructor. Teaching and educating have very different meanings. In the sense of it eases to educate but teaching is not necessarily educating. Teaching is goal oriented, while educating is value oriented. They are theoretically and practically different.  The criteria for teachers are seen from the relationships outside and inside the classroom with different students. Some teachers can only teach, while some others can only educate, and some others also can do both (teaching and educating). Because educating is not only done in the classroom, the teacher must be able to do both. Oemar Hamalik argues "The job of a teacher is a profession in itself, this work cannot be done by just anyone without having the expertise as a teacher". Many are good at certain speeches, but that person cannot yet be called a teacher(Danil, 2017, hlm. 31).  Teachers with non-educating backgrounds can only transfer knowledge without thinking about students’ understanding. While student needs are not just one aspect but they involve knowledge (cognitive), attitude (affective), and skill (psychomotor) aspects. Teachers in classes whose orientation is on the knowledge (cognitive) aspect are called teaching. Although the term teaching is more popular in the world of education than educating, the teacher must be able to integrate these three aspects of students.  The profession as a teacher is not the same as other professions, there are many competencies that must be mastered by the teacher, including (1) pedagogic competence, in this competence the teacher must have the ability to manage classroom learning, plan learning, and the ability to conduct assessments. (2) personality competence which this competency is seen from the characteristics of teachers in everyday life in the school environment or outside the school environment, teachers provide good examples, in terms of words or deeds, because the first thing that students imitate is visible behavior. (3) Social competence which in this competency, the teacher must be able to communicate well with all components in educational institutions, humanistic communication will further build familiarity with the components of educational institutions, and (4) Professional competence that competent teachers must acquire learning materials, learning methods, to be able to provide motivation to students.  In learning activities, motivation is very important because motivation serves to provide a stimulus so that it creates enthusiasm in learning. Motivation has two functions, namely directing (directional function) and activating and increasing activities (activating and energizing function).(Setiawan, 2020) said the learning carried out by the teacher in the classroom must develop the quality of learning., one of which is with learning motivation, Students who are not passionate about learning are not optimal and of high quality. From this goal the reality is still far from expectations. Many students are not aware of the importance of studying seriously. There is no passion study and not enthusiastic in the classroom. If you look at the facts in the field, it is because students discriminate in the learning process even though the discriminatory attitude is unintentionally and unknowingly done by students. Hence, in terms of students’ movements it can be seen clearly. Therefore, the researcher will analyze this issue. The general goal is to inform all teachers so that in the learning process they are not only concerned with intellectual development, but also spiritual, social and individual excellence. While the specific goal is to be more creative and innovative in learning especially PAI (Islamic Education) teachers. |
| **B. Method** |
| This research was conducted in 2021 at SDIT Bintang, South Tangerang. The sampling technique used was Census Sample (Sample Saturated), while criterion-based selection was used when conducting qualitative research. Teachers with Da'wah background and PAI teachers as secondary data sources, while 30 students as primary data sources. As informants in stages I and II research students and teachers with a Da'wah educational background, stages III and IV informants of students and teachers with PAI educational backgrounds. The number of informants and respondents in this study were 2 teachers, 30 students. Data collecting techniques used were in-depth interviews, observation, documentation and questionnaires. Qualitative data analysis used was interactive analysis techniques, namely the interaction of four components; data reduction, data presentation, conclusion drawing, and verification. |
| **C. Result and Discussion**  **Teacher Education Background**  The educational background of the teacher reflects the personality, insight and experience of the teacher. One of the educational institutions is said to be of quality if the teacher's background is linear, personality dynamics, insight and experience are influential in a field. The educational background of teachers in implementing learning programs has been regulated in Government Law Number 19 of 2005 Article 28, that "Education must have academic qualifications and competencies as learning agents, be physically and mentally healthy and have the ability to realize national education goals". Meanwhile, the Law on the National Education System Number 20 of 2003 to become a teacher is seen from two conditions, namely:   1. Level of Education   Educational levels are educational stages that are determined based on the level of student development because student development must be adapted to the characteristics of the modern world without reducing the characteristics of the classical world, which is what exists in formal educational institutions (Eliyanto & Wibowo, 2013).The level of formal education consists of:   1. Basic education, namely the initial education level for the first 9 (nine) years of schooling for children which underlies the basic education level. 2. Secondary education, namely the level of further education for basic education. 3. Higher education, education level after secondary education which includes bachelor, master, doctoral and specialist education organized by tertiary institutions. 4. Science major   Educational institutions must consider the educational background of teachers so that learning outcomes are maximized and analyze teachers before registering with educational institutions and linear education majors will also provide quality to educational institutions. C. V Good is of the opinion quoted by Ahmad Barizi as saying that "novice teachers with a teacher background are easier to adjust to the school environment because they are already equipped with a set of theories to support their service, while teachers with non-teaching background will find many problems in learning. Teacher equip with theory are not enough, dedication and experience that is carried out only a few times does not change the characteristics of teachers, because teachers are not always faced with concepts, ideas, methods, methods in learning but how teachers relate to the components that exist in educational institutions.  Departments with a teacher background over time will become professional teachers with the fields they are engaged in, continuously perfecting and developing the teaching profession, because teacher professionalism can be seen from the teacher's educational background, as said by Sudarawan Danim "a teacher is said to be professional or not, it can be seen from two perspectives. The first is educational background and second, the teacher's mastery of teaching materials, managing learning, managing students, carrying out guidance tasks and others.Professionalism can often be called expertise in a particular field, performance, discipline, responsibility in solving student problems in class without any further problems and making peace for one of the parties.   1. Teacher Education Process   Someone who has become a teacher does not immediately become a teacher, but requires a maximum process, starting from the economic, social, spiritual, mental and pre-teaching process that also requires a long time and maximum conditions (Suardipa & Primayana, 2020). The success of a school can be determined by the goals of education to be achieved in a certain period.The Government Regulation Number 19 of 2005 which was amended by Government Regulation of the Republic of Indonesia Number 32 of 2013 concerning National Education Standards emphasized that educators must have academic qualifications and competencies as learning agents, be physically and mentally healthy, and have the ability to realize national education goals. The process of teacher education through formal education, from basic education to higher education, is as follows:   1. Kindergarten/TK/RA   This is the most basic education. The students are aged 4-6 years. (Asiah, 2018). The learning is basic and the learning system is shown, directed, and guided. TK or RA is a form of early childhood education that is in the formal education path, as stated in the Law on the National Education System Number 20 of 2003 Article 28 "Early childhood education in the formal education pathway is in the form of Kindergarten (TK), Raudhatul Athfal (RA), or other equivalent form. The terms TK and RA are essentially the same, which differ only in terms of language.   1. Elementary School   Elementary School or Primary School in English is the most basic education in Indonesia. This basic education is usually students aged 7-12 years(Supangat dkk., 2018, po. 73) of learning starting to enter the realm of teaching, giving understanding, and memorizing materials. Students of this level generally take 6 years with 1 to 6 classes. There are 2 types of basic education in Indonesia, State Elementary Schools/Private Elementary Schools and Public Madrasah Ibtidaiyah/Private Madrasah Ibtidaiyah, each managed by a different Department and each must have good quality and large quantity. The curriculum of Madrasah Ibtidaiyah is the same as elementary school curriculum, it is just that at MI has large portion of Islamic religious education which is more comprehensive., There are Al-Quran and Hadith, Aqidah and Akhlaq, Fiqh, History of Islamic Culture and Arabic Language.   1. Junior High School   Junior High Schools (SMP) and Madrasah Tsanawiyah (MTs) are usually taken after 3 years of basic education for grades VII, VIII and IX, secondary education generally students aged 13-15 years(Nuryadin, 2010, hlm. 62) of learning begin to enter the realm of teaching, providing understanding, and analyzing materials. There are 2 types of secondary education in Indonesia, State Junior High Schools/Private Junior High Schools and State Madrasah Tsanawiyah/Private Madrasah Tsanawiyah Madrasah. Each managed by a different Department and each must have good quality and large quantity. Madrasah Tsanawiyah (MTs) is the same as the Junior High School (SMP) curriculum, it is just that at MI there is a larger portion of Islamic religious education, more specifically the Al-Quran and Hadith, Aqidah and Akhlaq, Fiqh, History of Islamic Culture and Arabic.   1. Senior high school   Senior High School or High School is another name for SMA/MA/SMK/MAK which is the final level in elementary school and as a gateway to continue to college, it is taken for 3 years with 3 classes, namely class X, XI and XII. This upper secondary education Usually students aged 16-18 years(Manumpil dkk., 2015) of learning begin to enter the realm of teaching, giving understanding, analyzing and being able to explain materials. Each of these equivalent institutions has the same goal, it's just that the outputs of these institutions are different. Vocational High Schools/MAK are oriented directly to a profession after receiving education, while SMA/MA are more oriented to increase knowledge, insight and experience in the environment or outside the educational/college environment. formal.   1. Bachelor (S1)/Diploma IV (D IV)   This education/college usually has students not limited by age, the education level is taken for 4 years with 8 semesters with SKS (Semester Credit Units) of 144 to 166 SKS. The name that was originally only a student will change to a student, the title that is carried as a Bachelor in the form of a letter starting with "S" after making and completing a scientific work called Thesis. Learning has entered the realm of vocational learning focus, providing understanding, being able to analyze, being able to explain, able to ask questions and be critical.   1. Magister   This education/college is usually not limited by age, the level of education is taken for 2 to 5 years, the degree that is carried as a Master is in the form of letters starting with "M" after making and completing a scientific work called a Thesis. Learning has entered the realm of analyzing, being responsible for answers and must be critical theoretically and scientifically. In general, this education produce scientists who can influence the people around them.   1. Doctor/PHd   This education/college is usually not limited by age, the level of education is taken for 2 or more, the degree that is carried as a Doctor is in the form of two letters "Dr" in front after making and completing a scientific work called a Dissertation. Learning has entered the realm of analyzing, being responsible for answers and must be critical in scientific theory, give birth to new discoveries, and be wise in taking answers and conclusions. In general, this education create organic intellectuals who can influence people around them.   1. Teacher's Discourse with PAI and Non-PAI Background   The term PAI teacher or Islamic religious education essentially has different meanings. The teacher is a person who is able to provide knowledge, stimulus and motivation as well as to build the potential and competence of individuals or groups,(Intarti, 2016). In line with this Sardiman AM said that "teachers are one of the human components in teaching and learning process, which plays a role in the process of forming human resources (HR) in the development of this nation. Education is a learning process that is able to provide knowledge, stimulus, motivation as well as role models to individuals or groups in a forum (formal and non-formal), while according to Heidjrachman and Husnan education is an activity to increase one's general knowledge including in increasing mastery of theory and skills, decide and find solutions to problems involving activities in achieving their goals, both in the world of education or everyday life.  Religion is a path through which a person goes to live the rules ordered by his God, so that it reflects everyday life with the pattern of rules he goes through,(Arif, 2012, pp. 13) in line with this understanding Glock and Stark define religion as a symbol system, belief system, value system, and behavior system. which are institutionalized, all of which are centered on issues that are internalized as the most meaningful (Ultimate Mean Ipotetikin)  Islam is the teachings brought by the Prophet Muhammad including the teachings of shari'ah, worship, aqidah, morals which are implemented in daily life which are sourced from the Sunnah of the Prophet (Al-Hadith) and God's revelation (Al-Quran). While according to M. Yatimin, Islam is surrendering or converting to Islam, which is a religion that teaches submission to Allah SWT, submission and obedience to His laws without bargaining.  Islamic Religious Education teacher is someone who provides learning in terms of Worship, Shari'ah, Aqidah, Morals by combining education and ethics to others, providing examples wherever they are, so that they can be implemented in everyday life.  While non-PAI teachers are general in nature but in this case they will be more specific, namely discussing more about teachers with a Da'wah background in the end in the learning process often using the lecture method which makes students get bored quickly in monologue, Roestiyah NK explains "the lecture method has Another advantage, as we can see, is that it is easier for teachers to supervise students' order in listening to lessons, because they are doing the same activities. For teachers it is also light, because their attention is not divided or fragmented  This teacher with a non-PAI background in communication in the classroom uses one-way communication, meaning that there is no reciprocity from students in learning. Actually, reciprocity to students the learning atmosphere is more interesting, from here the teacher will look for gaps to continue the learning material, time will be used more optimally, "the obstacles that interfere with the communication process include: (Paramarsi, 2016)(1) Lack of use of appropriate communication sources, (2) Appearance, (3) Attitude, (4) Inappropriate skills during communication, (5) Lack of knowledge (competence), (6) Differences in perception, (7) Educational background, (8) Culture, (9) Socio-economic, (10) messages that are not clear and accompanied by bad prejudice, (11) and so on.  **Learning Motivation Discourse**  In general, in the world of education, learning motivation must also be considered in the teaching and learning process. The teaching and learning process is said to be maximal if students are active and enthusiastic in the learning process, talking about motivation in learning is closely related to the impact of the learning process. Learning motivation can be seen from students who are enthusiastic in learning. Following the lesson, the teacher's mindset must be able to read the students' condition, the teacher's creative and innovative nature must be developed in learning, in terms of learning or communication methods in explaining a material. Regarding learning motivation, many educational experts explain the notion of learning motivation, the role of learning motivation, characteristics of students who have learning motivation, the function of learning motivation, various kinds of learning motivation and so on. All experience development and refinement along with the development of an increasingly complex world, in education or learning theory, one of which is learning motivation, below will be explained about several domains in learning motivation theory. Motivation plays a very important role and function in the learning process, including:(Mulyana et al., 2015, pp. 165)   1. The role of learning motivation in determining learning reinforcement. Motivation in the learning process requires the readiness of the child, the teacher in this case is able to keep the child enthusiastic in the learning process, because it is impossible in a few minutes without any change in the situation or condition, the child always focuses on following the teacher's material. 2. The role of motivation in clarifying learning objectives. Students who are enthusiastic in learning cause the learning process to be stable, the stimulus by the teacher causes students to want to always learn in the end the learning objectives are achieved. 3. Motivation determines perseverance in learning. One of the causes of students being diligent in learning, because students are interested in learning there are new variations given by good teachers, either in the form of words or actions of teachers.   The function of learning motivation is:(Harahap et al., 2021, pp. 200)   1. Encouraging the emergence of behavior / an action. 2. Motivation serves as a directive, meaning that it leads to actions to achieve the desired goals. 3. Motivation functions as a driving force, meaning as a driving force in learning activities. 4. From the three concepts offered by Oemar Hamalik above, it can be concluded in three categories, because the motivation that exists in students comes from all intrinsic and extrinsic domains seen from the factors, but if the motivation is seen from the implementation there are 3, namely, (1) from outside, inside, and then out, (2) inside, and then out, and (3) just inside.   Student success in learning is strongly supported by the existence of learning motivation, but learning motivation does not appear by itself, there is a background rather than the emergence of learning motivation. the development of a very advanced and increasingly complex era and must continue to be developed and perfected. Below are several factors that influence learning motivation and are not far from the discussion of intrinsic and extrinsic.   1. Intrinsic motivation   Intrinsic motivation is things and circumstances that come from within the students themselves that can encourage learning actions. This instrictive motivation will appear naturally because it comes from within the individual. In other books intrinsic motivation is motivation that arises from within a person or motivation that is closely related to learning goals, for example: wanting to understand a concept, wanting to gain knowledge and so on. Factors that can give rise to intrinsic motivation are the existence of a need, the existence of knowledge of one's own progress, and the existence of ideals or aspirations.   1. extrinsic motivation   Extrinsic motivation is a thing or situation that comes from outside the individual student, which encourages him to carry out learning activities. This form of extrinsic motivation is an encouragement that is not absolutely related to learning activities, for example students are diligent in learning to get prizes, school rules or regulations. role models of parents, teachers and others are concrete examples of extrinsic motivation that can encourage students to learn.  In a cognitive perspective, intrinsic motivation is more significant for students because it is more pure and lasting and does not depend on encouragement or influence from others. It needs to be emphasized. It does not mean that extrinsic motivation is bad and unimportant. In teaching and learning activities, it is still important because it is likely that the student's situation is dynamic and may also change other components in the teaching and learning process that are less attractive to students so that students are not enthusiastic in carrying out the teaching and learning process both at school and at home.  That every student has different levels of learning motivation, extrinsic motivation is needed and can be given appropriately. In teaching and learning activities the role of both intrinsic and extrinsic motivation is needed. With motivation students can develop activities and initiatives so that they can direct and maintain harmony in carrying out learning activities.  Keller describes students’ learning motivation through 4 main components, according to the name of the model presented by ARCS (Attention, Relenvace, Confidence, Satisfaction), or in Indonesian: Attention (attention), Relevance (suitability), Confidence, and Satisfaction. The explanation of the four indicators includes: (1) Attention (attention) is a form of direction to be able to consult / focus thoughts in dealing with students in the learning process in class. During learning, students' interest and attention must be generated and maintained. (2) Relevance (linking learning with student needs). Students will be motivated to learn something if what is learned is relevant to their lives, and has clear goals, (3) Self-confidence (fostering a sense of confidence in students). A confident attitude needs to be instilled in students to encourage them to try their best to achieve optimal results, (4) Satisfaction (arouse students' satisfaction with learning). Students who have succeeded in doing or achieving something feel proud / satisfied with that success. The success and pride become the reinforcement for these students to achieve the next success.  **The role of teachers with different educational backgrounds in the development of student learning motivation**  Education under the auspices of SDIT Bintang has teachers with a bachelor's degree (S-1) educational background who have different competencies, have six classes, each class of children is limited to a maximum of 30 children, From 30 students below are the conclusions then reduced to two to three times the students' answers to the two teachers with different backgrounds:  Table 1. Competence Different based Educational Background   |  | | **PAI Teacher** | | **Non PAI Teacher** | | **Teachers Role/Duty** | | | --- | --- | --- | --- | --- | --- | --- | --- | | Student | | 1. Thinking systematically about what he does and learning from his experiences. 2. Reflecting and correcting what has been done. To be able to learn from experience. 3. Avoiding making fun of students who come late or answer questions and/or think that they are not appropriate/relevant. 4. Giving an assessment of the positive aspects. | | 1. Leaving class without giving clear instructions. 2. Providing rebuttal by blaming the question. 3. Assessment is given only to people with high IQ by saying the sentence "good". | | Profesional | | | 1. Having a strong commitment to students in the learning process. 2. Mastering in depth the materials/subjects being taught. 3. Being responsible for monitoring the learning process. 4. Observing student behavior in the learning process. 5. value oriented or value of knowledge | | 1. Dramatization of students 2. Lessons or teaching materials that are brought are less systematic. 3. Goal oriented or transfer of knowledge | | Pedagogical | | | As a model, you must have an Islamic character | | Being gentle in speaking, in the end you will also be surpassed. | | Personality | | | 1. Contributing to society. 2. Providing rewards and punishments | | 1. Monotony in actions and work. 2. Giving assignments without any prior explanation. | | Social | |   Then summary are drawn by the researcher from interviews, observations and periodic analysis then reduced from the situation in the classroom as follows:  Table 2. Summary of Research Material   |  | **PAI Teacher** | **Non PAI Teacher** | **Teachers Role/Duty** | | --- | --- | --- | --- | | Student Characteristics  Motivated | 1. Diligently carrying out tasks 2. Working continuously until the job is done | 1. Having Lack of enthusiasm in doing the given task. 2. Getting bored quickly if there is nothing funny | Profesional | |  | 1. Focus more on learning. 2. Pay more attention to the teacher. 3. Reducing playing around in the classroom with the theme. 4. Reducing playing alone in class. 5. Waiting for the next variety of situations with great pleasure | 1. There is concentration in learning only for a few moments. 2. Nosy to a friend next door 3. Ignoring the learning process | Pedaegogic | |  | 1. Not easily discouraged in the face of learning difficulties. 2. Believe in his opinion. 3. 3. Prefers to work independently | 1. Less serious about doing the assignments from the teacher 2. Enjoy cheating on friends. 3. Don't believe in your own answer | Personality | |  | Criticizing a friend's opinion without hurting. | 1. It is hard when a friend asks. 2. Lack of seriousness in asking. | Social |   **E. Conclusion**  Different educational backgrounds affect learning motivation that is not optimal. Educational background can be seen from formal education or academic qualifications of Bachelor's Degree (S1) which accredited universities, public or private, provided many majors. Teachers with non-PAI backgrounds are only goal oriented or transfer of knowledge only focuses on the material presented, so that learning motivation in terms of creative motion (creativity) is stiff. Students tend to ask what to accomplish. Teachers must be implement pre-school education systematically, during the learning and post-learning. Meanwhile, teachers with PAI backgrounds are oriented to value oriented or value of knowledge, they will systematically organize pre-learning, learning and post-learning processes technically and non-technically, so that students' abilities are really honed and have new breakthroughs in the classroom. In terms of material or student activities, this indicates the role or pedagogical task of PAI teachers and non-PAI teachers.  Among the aspects of learning outcome are (1) Cognitive domain (cognitive domain) related to knowledge, comprehension, application, analysis, synthesis. (2) The affective domain is related to receiving, participating (responding), evaluating or determining attitudes (valuing), organization, and forming a pattern of life (characterization by avalue). (3) Psychomotor domain deals with perception, readiness (set), guided movement (guided response), accustomed movement (mechanical response), complex movement (complex response), adjustment of movement patterns (adjustment), and creativity (creativity) .  **Refferences**  Arif, M. (2012). Pendidikan Agama Islam Inklusifmultikultural. *Jurnal Pendidikan Islam*, *1*(1), 1–18.  Asiah, N. (2018). Pembelajaran calistung Pendidikan anak usia dini dan ujian masuk calistung sekolah dasar di Bandar Lampung. *Terampil: Jurnal Pendidikan Dan Pembelajaran Dasar*, *5*(1), 19–42.  Danil, D. (2017). Upaya Profesionalisme Guru dalam Meningkatkan Prestasi Siswa di Sekolah (Study Deskriptif Lapangan di Sekolah Madrasah Aliyah Cilawu Garut). *Jurnal Pendidikan UNIGA*, *3*(1), 30–40.  Eliyanto, E., & Wibowo, U. B. (2013). 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