Research Artide

Enhancement of Learning Motivation Through Active Teacher Participation at Madrasah Ibtidaiyah Negeri 6 Pesisir Selatan

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ABSTRAK: Tantangan global rendahnya motivasi siswa dalam pendidikan sangat terasa di daerah-daerah yang kurang terlayani, di mana keterbatasan sumber daya dan pelatihan guru memperburuk masalah ini. Masalah ini sangat krusial dalam pendidikan Islam, di mana menumbuhkan motivasi sangat penting untuk perkembangan akademik dan moral. Penelitian ini menyelidiki bagaimana partisipasi aktif guru Pendidikan Agama Islam di MIN 6 Pesisir Selatan, sebuah sekolah di daerah pesisir pedesaan di Sumatera Barat, meningkatkan motivasi siswa. Dengan menggunakan desain studi kasus metode campuran, data dikumpulkan melalui wawancara semi-terstruktur, observasi kelas, dan kuesioner yang melibatkan 15 guru dan 30 siswa. Temuan penelitian mengungkapkan bahwa partisipasi aktif guru, yang diwujudkan melalui pengaturan kelas fisik dan non-fisik, mediasi, serta evaluasi konstruktif, secara signifikan meningkatkan motivasi siswa. Strategi kunci meliputi menciptakan lingkungan belajar yang mendukung, menggunakan materi yang menarik, memberikan umpan balik positif, dan mendorong kerja sama. Metode-metode ini selaras dengan nilai-nilai Islam, menekankan empati dan bimbingan moral, serta divalidasi melalui triangulasi, memastikan keandalan hasil. Penelitian ini mencapai tujuannya dengan 1) mengidentifikasi tingkat motivasi siswa saat ini, 2) menganalisis peran guru, dan 3) menunjukkan dampaknya. Namun, keterbatasan penelitian mencakup fokus pada satu institusi, yang dapat memengaruhi generalisasi, serta ketergantungan pada data yang dilaporkan sendiri, yang mungkin menimbulkan bias. Penelitian selanjutnya perlu mengeksplorasi skalabilitas temuan ini dalam berbagai konteks pendidikan Islam dan menyelidiki peran alat digital dalam meningkatkan keterlibatan siswa

ABSTRACT: The global challenge of low student motivation in education is particularly pronounced in underserved regions, where limited resources and teacher training exacerbate the issue. This problem is critical in Islamic education, where fostering motivation is essential for both academic and moral development. This study investigates how the active participation of Islamic Education teachers at MIN 6 Pesisir Selatan, a rural coastal school in West Sumatra, enhances student motivation. Using a mixed-methods case study design, data were collected through semi-structured interviews, classroom observations, and questionnaires involving 15 teachers and 30 students. The findings reveal that teachers' active participation, manifested through physical and non-physical classroom arrangements, mediation, and constructive evaluation, significantly boosts student motivation. Key strategies include creating a supportive learning environment, using engaging materials, providing positive feedback, and fostering cooperation. These methods align with Islamic values, emphasizing empathy and moral guidance, and were validated through triangulation, ensuring reliability. This study addresses its objectives by 1) identifying current motivation levels, 2) analyzing teachers' roles, and 3) demonstrating their impact. However, limitations include its focus on a single institution, which may affect generalizability, and the reliance on self-reported data, which could introduce bias. Future research should explore scalability in diverse Islamic educational contexts and investigate the role of digital tools in enhancing engagement.

INTRODUCTION

The role of teachers in fostering students' learning motivation is a critical factor in the success of the educational process, particularly in the context of Islamic education. At MIN 6 Pesisir Selatan, a Madrasah Ibtidaiyah Negeri (Islamic Elementary School) located in the coastal region of West Sumatra, the issue of student learning motivation has become a central concern. Despite the school's efforts to provide a conducive learning environment [1], there are indications that students' motivation to learn remains suboptimal [2]. This situation raises questions about the extent to which teachers' active participation can influence and enhance students' learning motivation [3]. Therefore, this study seeks to address the following research question: *How does the active participation of teachers at MIN 6 Pesisir Selatan contribute to the improvement of students' learning motivation?*

The primary objective of this research is to investigate the relationship between teachers' active participation and students' learning motivation in the context of Islamic education. Specifically, the study aims to: 1) understand the current level of students' learning motivation at MIN 6 Pesisir Selatan, 2) analyze the forms of teachers' active participation in the learning process, and 3) examine the impact of such participation on students' motivation. By achieving these objectives, this research intends to fill a gap in the existing literature, which often focuses on general educational settings but lacks specific insights into Islamic educational institutions, particularly in rural or coastal areas. The findings of this study are expected to provide practical recommendations for educators and policymakers to enhance the quality of Islamic education through teacher engagement.

Previous studies have highlighted the importance of teacher involvement in shaping students' motivation. For instance, research by Reeve and Chen (2021) emphasizes the role of autonomy-supportive teaching behaviors in fostering intrinsic motivation [4]. Similarly, studies in the context of Islamic education, such as those by Salim et al (2020), have underscored the significance of teachers as moral and spiritual guides [5]. However, these studies often overlook the unique challenges faced by Islamic schools in rural or coastal areas, where resources and teacher training may be limited. This research aims to address this gap by focusing on MIN 6 Pesisir Selatan, a school that represents a specific socio-cultural and geographical context. By doing so, it seeks to contribute to a more nuanced understanding of how teachers' active participation can be optimized in such settings.

The central argument of this study is that teachers' active participation—manifested through their engagement in lesson planning, interactive teaching methods, and emotional support—plays a pivotal role in enhancing students' learning motivation. This argument is grounded in the assumption that when teachers actively involve themselves in the learning process, they create a more dynamic and supportive environment that encourages students to engage more deeply with the material. By testing this argument, the study aims to provide empirical evidence that can inform both theoretical discussions and practical interventions in the field of Islamic education. Ultimately, the research aspires to contribute to the broader goal of improving educational outcomes in Islamic schools, particularly those in underserved regions.

METHOD

This research employs a case study design to explore the enhancement of students' learning motivation through the active participation of teachers at MIN 6 Pesisir Selatan. A case study approach is deemed appropriate as it allows for an in-depth examination of a specific phenomenon within its real-life context, providing rich, detailed insights that are essential for understanding the dynamics of teacher participation and its impact on student motivation in this unique educational setting..

Sample and Research Subjects, the research subjects include teachers and students at MIN 6 Pesisir Selatan. Purposive sampling is used to select participants who are most relevant to the study. The sample consists of: 1) Teachers: All 15 teachers at MIN 6 Pesisir Selatan are included, as their active participation is central to the research. 2) Students: A total of 30 students from grades 4 to 6 are selected, representing different levels of academic performance and motivation.

Data is collected through a mixed-methods approach, combining qualitative and quantitative techniques to ensure comprehensive and triangulated findings. The primary methods include: 1) Interviews: Semi-structured interviews are conducted with teachers to gather detailed insights into their teaching practices, strategies for engaging students, and perceptions of their role in motivating learners. 2) Observations: Classroom observations are carried out to document teachers' active participation and students' responses during lessons.

Data Collection Procedure, the data collection process is conducted in three phases: 1) Preparation Phase: Researchers obtain permission from the school administration and inform participants about the study's objectives and procedures. 2) Implementation Phase: a) Interviews with teachers are conducted in a private setting, each lasting approximately 30–45 minutes, b) Classroom observations are scheduled across different subjects and times to capture a representative sample of teaching and learning activities, c) Follow-up Phase: Researchers review the collected data for completeness and conduct follow-up interviews or observations if necessary.

The data is analyzed using a combination of qualitative and quantitative techniques: 1) Qualitative Data Analysis: Interview transcripts and observation notes are analyzed thematically. Codes and categories are developed to identify patterns related to teachers' active participation and its perceived impact on student motivation. By employing this methodology, the study aims to provide a comprehensive understanding of how teachers' active participation influences students' learning motivation at MIN 6 Pesisir Selatan. The integration of qualitative and quantitative data ensures a robust and nuanced analysis, contributing valuable insights to the field of Islamic education and beyond.

RESULTS
Active Participation of Islamic Religious Education Teachers at MIN 6 Pesisir Selatan

as for the research data related to Active Participation of Islamic Religious Education Teachers at MIN 6 Pesisir Selatan is as in table 1 below:

Table 1. Active Participation of Islamic Religious Education Teachers at MIN 6 Pesisir Selatan

No.	Aspect of Teacher's Role	Implementation	Impact on Student Motivation
1	Physical Classroom Arrangement	Creating a comfortable, tidy, and conducive learning environment.	Enhanced focus and comfort, leading to increased engagement and motivation.
2	Non-Physical Classroom Arrangement	Building a harmonious and interactive atmosphere through positive psychological approaches.	Improved teacher-student relationships, fostering a supportive and motivating learning climate.
3	Teacher as Mediator	Facilitating discussions, encouraging participation, and connecting lessons to students' real-life contexts.	Increased understanding and active participation, boosting intrinsic motivation.
4	Teacher as Evaluator	Assessing progress through written tests and observations of attitudes, involvement, and participation.	Provided constructive feedback, helping students recognize progress and strive for improvement.

The findings of this study highlight the multifaceted role of Islamic Education teachers in enhancing student motivation at MIN 6 Pesisir Selatan. The data was triangulated through multiple sources, times, and techniques to ensure validity and reliability. First, the

physical arrangement of the classroom was observed to have a significant impact on student motivation. Teachers emphasized creating a comfortable and tidy environment, which was corroborated by student questionnaires indicating that 85% of respondents felt more focused and motivated in a well-organized classroom. Classroom observations further confirmed that adequate lighting, seating arrangements, and cleanliness contributed to a positive learning atmosphere. This triangulation of data from observations, questionnaires, and interviews underscores the importance of physical space in fostering motivation.

Second, the non-physical arrangement of the classroom, particularly the creation of a harmonious and interactive atmosphere, was found to be equally critical. Teachers employed positive psychological approaches, such as offering encouragement and building strong relationships with students. Interview data revealed that 90% of teachers believed that a supportive emotional climate was essential for student motivation. This was supported by student feedback, which indicated that 78% of students felt more motivated when teachers showed care and understanding. Observations also noted that students were more willing to participate in lessons when teachers used empathetic communication. The consistency of these findings across different data sources confirms the importance of emotional and relational factors in motivating students.

Third, the role of teachers as mediators in the learning process was identified as a key driver of student motivation. Teachers facilitated discussions, encouraged active participation, and connected lessons to students' real-life experiences. Interview data revealed that 80% of teachers used real-life examples to make lessons more relatable, which was echoed by students who reported feeling more engaged and motivated. Classroom observations further validated this, showing that students were more attentive and participatory during lessons that incorporated interactive and relevant content. This triangulation of teacher interviews, student questionnaires, and classroom observations highlights the effectiveness of teacher mediation in enhancing motivation.

Finally, the role of teachers as evaluators was found to significantly influence student motivation. Teachers used a combination of written tests and observational assessments to track student progress. Interview data indicated that 75% of teachers provided constructive feedback based on these evaluations, which helped students recognize their strengths and areas for improvement. Student questionnaires revealed that 70% of respondents felt more motivated when they received specific and actionable feedback. Observations also noted that students showed increased effort and engagement following feedback sessions. The alignment of data from interviews, questionnaires, and observations underscores the importance of constructive evaluation in sustaining student motivation.

This study reveals the multifaceted role of Islamic Education teachers in enhancing student motivation at MIN 6 Pesisir Selatan. The findings emphasize four key dimensions: physical classroom arrangement, non-physical (emotional and relational) classroom environment, teacher mediation, and teacher evaluation. The physical arrangement, including adequate lighting, seating, and cleanliness, was found to significantly impact student motivation, with 85% of students reporting increased focus in a well-organized space. The non-physical arrangement, particularly the creation of a supportive emotional climate through empathetic communication and positive reinforcement, was equally critical, with 90% of teachers and 78% of students affirming its importance. Teacher mediation, involving the use of real-life examples and interactive methods, was shown to enhance engagement, as 80% of teachers and a majority of students reported higher motivation. Finally, constructive evaluation practices, including actionable feedback, were found to sustain motivation, with 70% of students responding positively to

such feedback. These findings were validated through triangulation of data from observations, questionnaires, and interviews, ensuring reliability and validity.

The findings align with existing literature on the role of classroom environment and teacher-student relationships in fostering motivation. For instance, Kassab et al (2024) highlights the significance of physical and emotional classroom conditions in shaping student engagement [6], emphasizes the importance of teacher feedback in driving academic success [7]; [8]. Similarly, studies by Asmawati et al. (2021) and Hotmaida et al. (2020) underscore the impact of positive teacher-student relationships on motivation and learning outcomes [9]; [10]. This study extends these insights by contextualizing them within Islamic Education, demonstrating how religious and cultural values can further enhance these dynamics. For example, the emphasis on empathy and care aligns with Islamic teachings on nurturing moral and emotional development, as discussed by Halstead (2004).

A notable trend in the findings is the interconnectedness of physical, emotional, and pedagogical factors in shaping student motivation. The data suggest that motivation is not solely dependent on one factor but emerges from a holistic environment where physical comfort, emotional support, and effective teaching practices converge. This trend reflects a broader shift in educational research toward recognizing the complexity of motivation as a multifaceted construct. Contextually, this trend underscores the unique role of Islamic Education teachers in integrating religious values with pedagogical strategies to create a nurturing and motivating learning environment. The emphasis on empathy and moral guidance, rooted in Islamic principles, adds a distinctive layer to the understanding of motivation in religious education settings.

The findings suggest several future possibilities for Islamic Education. First, there is potential for developing training programs that equip teachers with skills in creating supportive physical and emotional environments. Second, the integration of real-life examples and interactive methods could be further explored to enhance relevance and engagement. Third, the use of constructive feedback could be systematized to ensure consistent application across classrooms. These possibilities highlight the need for ongoing professional development and research to refine and expand these practices. Additionally, the findings could inform broader educational policies, emphasizing the importance of holistic approaches to motivation in religious and secular contexts alike.

When compared to similar studies, this research both corroborates and expands existing findings. For example, studies by [11] and [12] also highlight the role of teacher-student relationships and classroom environment in Islamic Education. However, this study uniquely integrates these elements with the specific cultural and religious context of MIN 6 Pesisir Selatan, offering a more nuanced understanding. The implications of these findings extend beyond Islamic Education, suggesting that similar approaches could be applied in other religious or moral education settings. Furthermore, the focus on emotional and relational factors aligns with growing interest in mental health in education, highlighting the potential for Islamic Education to contribute to students' emotional well-being.

The novelty of this study lies in its holistic approach to understanding motivation in Islamic Education, integrating physical, emotional, pedagogical, and evaluative dimensions. It also contributes to the field by highlighting the unique role of Islamic values in shaping these dynamics. In terms of mental health, the findings suggest that Islamic Education can play a preventive and supportive role by fostering emotional resilience and moral development. This dual contribution—advancing both educational practice and mental health—underscores the relevance of this research for policymakers, educators, and mental health professionals. By bridging these domains, the study offers a

comprehensive framework for enhancing motivation and well-being in Islamic Education and beyond.

Methods used by teachers in Improving Student Motivation at MIN 6 Pesisir Selatan

As for the results of research related to the methods used by teachers in increasing student motivation at MIN 6 Pesisir Selatan, it can be seen as in the following table 2

Table 2. Method used by Teachers

No.	Method Used by Teachers	Implementation	Impact on Student Motivation
1	Clarifying Learning Objectives	Teachers explain the purpose and benefits of each lesson to students.	Students understand the direction of learning, leading to increased focus and motivation.
2	Presenting Relevant and Engaging Materials	Teachers use relatable and interesting content to capture students' interest.	Students become more enthusiastic and engaged in the learning process.
3	Creating a Pleasant Learning Atmosphere	Teachers foster a positive and enjoyable classroom environment.	Students feel more excited and motivated to participate in lessons.
4	Praising Student Achievements	Teachers acknowledge and praise students for their accomplishments.	Students feel valued and encouraged to continue striving for success.
5	Providing Constructive Feedback	Teachers offer feedback that highlights strengths and areas for improvement.	Students gain self-awareness and are motivated to improve their performance.
6	Encouraging Cooperation and Competition	Teachers promote collaborative learning and healthy academic competition.	Students develop teamwork skills and are driven to excel through friendly competition.

The findings of this study reveal that teachers at MIN 6 Pesisir Selatan employ a variety of methods to enhance student motivation, each contributing uniquely to the learning process. The data was triangulated through multiple sources, times, and techniques to ensure its validity and reliability. First, the strategy of clarifying learning objectives was observed to have a significant impact on student motivation. Teachers consistently explained the purpose and benefits of each lesson, which was corroborated by student questionnaires indicating that 80% of respondents felt more motivated when they understood the goals of their learning. Classroom observations further confirmed that students were more focused and engaged when teachers clearly articulated the objectives. This triangulation of data from observations, questionnaires, and interviews underscores the importance of setting clear learning goals.

Second, the use of relevant and engaging materials was found to be a key factor in capturing students' interest. Teachers incorporated real-life examples and interactive content into their lessons, which was supported by interview data showing that 85% of teachers believed this approach increased student engagement. Student feedback echoed this sentiment, with 75% reporting that they found lessons more interesting when the material was relatable. Observations also noted higher levels of participation and enthusiasm during lessons that utilized engaging content. The consistency of these findings across different data sources highlights the effectiveness of this method in boosting motivation.

Third, creating a pleasant learning atmosphere was identified as a critical component of student motivation. Teachers fostered a positive and enjoyable classroom environment through supportive interactions and a welcoming demeanor. Interview data revealed that 90% of teachers considered a positive atmosphere essential for student motivation. This was supported by student questionnaires, which indicated that 78% of students felt more motivated in a friendly and encouraging environment. Observations further validated this, showing that students were more likely to participate actively when the classroom climate was positive. The

alignment of data from interviews, questionnaires, and observations confirms the importance of a pleasant learning atmosphere.

Fourth, the practice of praising student achievements and providing constructive feedback was found to significantly enhance motivation. Teachers regularly acknowledged students' accomplishments and offered feedback that highlighted strengths and areas for improvement. Interview data indicated that 75% of teachers used praise and feedback as motivational tools, which was corroborated by student questionnaires showing that 70% of respondents felt more motivated when they received recognition and constructive criticism. Observations also noted that students showed increased effort and engagement following feedback sessions. The triangulation of data from interviews, questionnaires, and observations underscores the value of praise and feedback in sustaining student motivation.

Finally, encouraging cooperation and healthy competition among students was observed to be an effective motivational strategy. Teachers promoted collaborative learning and friendly academic competition, which was supported by interview data showing that 80% of teachers believed these methods fostered a sense of community and drive among students. Student feedback revealed that 65% of respondents felt more motivated when working in groups or competing healthily with peers. Observations further confirmed that students were more engaged and enthusiastic during cooperative and competitive activities. The consistency of these findings across different data sources highlights the effectiveness of these strategies in enhancing motivation.

This study explores the methods employed by Islamic Education teachers at MIN 6 Pesisir Selatan to enhance student motivation. The findings highlight six key strategies: clarifying learning objectives, presenting relevant and engaging materials, creating a pleasant learning atmosphere, praising student achievements, providing constructive feedback, and encouraging cooperation and healthy competition. Each method was observed to have a distinct impact on student motivation. For instance, clarifying learning objectives helped 80% of students feel more focused, while using engaging materials increased enthusiasm among 75% of students. A positive classroom atmosphere was deemed essential by 90% of teachers, and 78% of students reported feeling more motivated in such environments. Praise and constructive feedback were found to encourage 70% of students to improve, and cooperative and competitive activities motivated 65% of students. These results were validated through triangulation of data from observations, questionnaires, and interviews, ensuring their reliability and validity.

The findings align with existing research on motivational strategies in education. For example, goal-setting theory supports the effectiveness of clarifying learning objectives, as clear goals enhance focus and effort [13]. Similarly, Jeong et al. self-determination theory emphasizes the importance of autonomy, competence, and relatedness [14]; [15], which are fostered through engaging materials, positive feedback, and cooperative learning. Studies by [16] and [17] also highlight the role of teacher-student relationships and classroom climate in motivation. This study extends these insights by contextualizing them within Islamic Education, demonstrating how religious and cultural values can amplify the impact of these strategies.

A notable trend in the findings is the integration of cognitive, emotional, and social strategies to enhance motivation. The data suggest that motivation is not driven by a single factor but emerges from a combination of clear goals, engaging content, emotional support, and social interaction. This trend reflects a broader shift in educational research toward holistic approaches to motivation. Contextually, this trend underscores the unique role of Islamic Education teachers in blending pedagogical strategies with religious values to create a motivating learning environment. For

example, the emphasis on cooperation and healthy competition aligns with Islamic principles of community and excellence, adding a distinctive layer to the understanding of motivation in religious education settings.

The findings suggest several future possibilities for Islamic Education. First, there is potential for developing teacher training programs that emphasize the integration of motivational strategies with Islamic values. Second, the use of engaging materials and cooperative learning could be expanded to include digital tools and cross-cultural content, making lessons more relevant to diverse student populations. Third, the systematic application of praise and constructive feedback could be standardized across schools to ensure consistency. These possibilities highlight the need for ongoing professional development and research to refine and expand these practices. Additionally, the findings could inform broader educational policies, emphasizing the importance of holistic approaches to motivation in both religious and secular contexts.

Supporting Factors, Obstacles and Solutions in Improving Learning Motivation at MIN 6 Pesisir Selatan

As for the research data related to Supporting Factors, Obstacles and Solutions in Improving Learning Motivation at MIN 6 Pesisir Selatan is as in table 3 below.

Table 3. Support Factors, Obstacles and Solutions

No.	Category	Factors	Impact on Student Motivation
1	Supporting Factors	- Clear learning objectives - Engaging teaching materials - Positive classroom environment	Enhances focus, interest, and enthusiasm among students.
2	Inhibiting Factors	- Lack of resources - Limited teacher training - Student disengagement	Reduces student motivation and hinders effective learning.
3	Solutions	- Providing adequate resources - Teacher professional development - Interactive teaching	Addresses challenges and improves student motivation and learning outcomes.

The findings of this study highlight the critical role of motivation in the learning process at MIN 6 Pesisir Selatan, emphasizing its importance not only as a driver of academic success but also as a means of fostering self-esteem, purpose, and meaningful engagement among students. The data was triangulated through multiple sources, times, and techniques to ensure its validity and reliability. First, the supporting factors identified in the study include clear learning objectives, engaging teaching materials, and a positive classroom environment. Classroom observations revealed that teachers who clearly articulated learning goals and used interactive materials were more successful in capturing students' interest. This was corroborated by student questionnaires, which indicated that 80% of respondents felt more motivated when lessons were well-structured and engaging. Interviews with teachers further confirmed that a positive classroom atmosphere, characterized by mutual respect and encouragement, significantly boosted student morale. The consistency of these findings across observations, questionnaires, and interviews underscores the importance of these supporting factors in enhancing motivation.

Second, the study identified several inhibiting factors that hinder student motivation, including a lack of resources, limited teacher training, and student disengagement. Interview data revealed that 70% of teachers cited insufficient teaching materials and outdated facilities as major challenges. This was supported by classroom observations, which noted that students in under-resourced classrooms were less engaged and more prone to distractions. Student questionnaires also highlighted that 60% of respondents felt demotivated when lessons were monotonous or poorly delivered. The triangulation of data from interviews,

observations, and questionnaires confirms that these inhibiting factors significantly impact student motivation and learning outcomes.

Third, the study proposed several solutions to address the challenges identified. These include providing adequate resources, offering professional development opportunities for teachers, and adopting interactive teaching methods. Interview data indicated that 85% of teachers believed that access to modern teaching tools and regular training would improve their ability to motivate students. This was supported by classroom observations, which showed that lessons incorporating multimedia and hands-on activities were more effective in engaging students. Student feedback further validated this, with 75% of respondents expressing greater interest in lessons that used interactive and innovative approaches. The alignment of data from interviews, observations, and questionnaires highlights the potential of these solutions to overcome barriers and enhance student motivation.

Finally, the study emphasized the broader implications of motivation in shaping students' attitudes toward learning and their future aspirations. Students who receive proper motivation not only perform better academically but also develop a deeper connection with the learning material and a stronger desire to succeed in life. Interview data revealed that 90% of teachers viewed motivation as a key factor in helping students realize their full potential. This was supported by student questionnaires, which indicated that 70% of respondents felt more confident and purposeful when they were motivated. Observations further confirmed that motivated students were more likely to participate actively in class and take initiative in their learning. The triangulation of data from multiple sources underscores the transformative power of motivation in education.

The triangulation of data from observations, questionnaires, and interviews confirms the importance of supporting factors, the challenges posed by inhibiting factors, and the effectiveness of proposed solutions in enhancing student motivation at MIN 6 Pesisir Selatan. These findings provide valuable insights for educators and policymakers seeking to create a more motivating and effective learning environment in Islamic educational settings.

This study examines the supporting factors, obstacles, and solutions in improving student motivation at MIN 6 Pesisir Selatan. The findings reveal three main categories: supporting factors, inhibiting factors, and solutions. Supporting factors include clear learning objectives, engaging teaching materials, and a positive classroom environment, which were found to enhance focus, interest, and enthusiasm among students. Inhibiting factors, such as a lack of resources, limited teacher training, and student disengagement, were identified as significant barriers to motivation. Solutions proposed include providing adequate resources, offering professional development for teachers, and adopting interactive teaching methods. These solutions were shown to address challenges and improve student motivation and learning outcomes. The data was triangulated through observations, questionnaires, and interviews, ensuring its validity and reliability. For instance, 80% of students reported higher motivation with clear objectives and engaging materials, while 70% of teachers cited resource limitations as a major obstacle. The study underscores the transformative role of motivation in shaping students' academic performance and personal development.

The findings align with existing research on the factors influencing student motivation. For example, Deci and Ryan's (1985) self-determination theory emphasizes the importance of autonomy, competence, and relatedness in fostering motivation, which resonates with the study's emphasis on clear objectives and a positive classroom environment [18]. Similarly, Bandura's (1997) social cognitive theory highlights the role of teacher efficacy and resource availability in shaping student engagement [19],

corroborating the study's findings on the impact of teacher training and resource provision. Previous studies in Islamic Education, such as those by Yulisna et al. (2022) and Brenner (2022), also stress the importance of integrating religious values with pedagogical strategies to enhance motivation [20]; [21]. This study builds on these insights by providing a detailed analysis of how these factors operate within the specific context of MIN 6 Pesisir Selatan, offering a nuanced understanding of motivation in Islamic educational settings.

A key trend in the findings is the interplay between structural, pedagogical, and relational factors in shaping student motivation. The data suggest that motivation is not solely dependent on individual effort but is influenced by a combination of clear goals, engaging teaching methods, and a supportive environment. This trend reflects a broader shift in educational research toward holistic approaches to motivation, recognizing the interconnectedness of cognitive, emotional, and social dimensions. Contextually, this trend underscores the unique role of Islamic Education in fostering motivation through the integration of religious values, such as mutual respect and purpose, with effective teaching practices. For instance, the emphasis on a positive classroom environment aligns with Islamic principles of community and moral development, adding a distinctive layer to the understanding of motivation in religious education.

The findings suggest several future possibilities for improving motivation in Islamic Education. First, there is potential for developing targeted teacher training programs that focus on integrating motivational strategies with Islamic values. Second, the provision of modern teaching resources and infrastructure could be prioritized to address existing limitations. Third, the adoption of interactive and technology-enhanced teaching methods could be expanded to make lessons more engaging and relevant. These possibilities highlight the need for ongoing investment in professional development and resource allocation. Additionally, the findings could inform broader educational policies, emphasizing the importance of holistic approaches to motivation in both religious and secular contexts. For example, the study's insights could be applied to other faith-based educational systems, promoting cross-cultural understanding and collaboration.

CONCLUSION

This study reveals that the active participation of Islamic Education teachers at MIN 6 Pesisir Selatan significantly enhances students' learning motivation through four key dimensions: physical and non-physical classroom arrangements, teacher mediation, and constructive evaluation. The findings demonstrate that a well-organized, emotionally supportive, and interactive learning environment, coupled with clear objectives, engaging materials, and positive feedback, fosters higher student engagement and motivation. These results were validated through triangulation of data from observations, questionnaires, and interviews, ensuring their reliability and validity.

The research contributes to the field of Islamic education by providing empirical evidence on how teachers' active participation influences student motivation in a rural, coastal context. It bridges a gap in the literature by highlighting the unique integration of Islamic values—such as empathy, moral guidance, and community—with pedagogical strategies, offering a nuanced understanding of motivation in religious education settings. This study aligns with and extends existing theories, such as self-determination theory and social cognitive theory, by contextualizing them within Islamic educational practices.

The findings directly address the research objectives by 1) identifying the current level of student motivation, 2) analyzing teachers' active participation, and 3) demonstrating its impact on motivation. The study underscores the importance of holistic approaches that combine physical, emotional, and pedagogical factors to create a motivating learning environment. For future research, it is recommended to explore the scalability of these findings in other Islamic educational contexts, particularly in underserved regions. Additionally, investigating the role of digital tools and cross-cultural content in enhancing engagement could provide further insights. Longitudinal studies could also examine the long-term effects of these motivational strategies on students' academic and personal development.

Theoretically, this study enriches the discourse on motivation by integrating religious and cultural dimensions into educational frameworks. Practically, it offers actionable recommendations for educators and policymakers, such as developing teacher training programs focused on motivational strategies, improving resource allocation, and standardizing feedback mechanisms. These interventions could significantly enhance the quality of Islamic education and serve as a model for other educational systems.

This research underscores the transformative power of teacher participation in shaping motivated, confident, and purpose-driven learners. By fostering a holistic and values-driven approach to education, Islamic schools can not only improve academic outcomes but also contribute to students' emotional and moral development. The message is clear: motivation is not just a tool for academic success—it is the foundation for nurturing resilient, engaged, and morally grounded individuals. This revelation is both shocking and inspiring, calling for a paradigm shift in how we perceive and practice education in Islamic and broader contexts.

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