

Motivation and implementation of Islamic concept in *madrasah ibtidaiyah* school: Urban and rural

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ABSTRACT

This study aimed to see how students' motivation and understanding of the concept of Islamic religion in students in rural and urban areas. This research uses mixed-method research. Qualitative data will be supporting data for quantitative data. The sample of this study consisted of 87 students and eight teachers in urban and 99 students and eight teacher rural Islamic elementary school students with random sampling technique. Instrument in the study used a questionnaire for motivation with a Likert scale of 4 and a test for understanding the concept of Islam. In this study, there are two types of data analysis used, namely quantitative analysis using descriptive statistics (mean, standard deviation, and category), and inferential statistics (independent sample t-test) using the SPSS 21 application, for qualitative using reducing analysis, analyzing, and interpreting findings from Miles and Huberman. The findings of this study illustrated that motivation was good ($M=2.88$, $SD=0.78$) and understanding of student concepts ($M=81$, $SD=0.77$) was good too, but in rural areas are better than in urban areas. This finding has implications that the challenges of Islamic religion in urban areas are greater for students. The novelty in this study is the implicit finding of this study that external factors (school social environment, community social environment, family environment) have a major influence on motivation and understanding of Islamic religious concepts.

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1. INTRODUCTION

Islamic religious education is a basic science consisting of concepts, practices of worship [1]. Islamic religious education is a lesson that is always applied in everyday life. Islamic religious education learning emphasizes more on the implementation of worship [2], [3]. In this case, it is demanded to understand the basic basis of religious knowledge [4]. Islamic religious education is teaching, guidance, and giving an understanding of Islam. This is intended for students to understand, live, and practice the religion of Islam, and make it a way of life, both personal and community life [5]. Islamic education is one of the foundations in developing knowledge [6], where the foundation is in the form of the Quran and the Sunnah of the prophet Muhammad [7].

From these objectives, it can be seen that Islamic religious education in educational institutions will affect the formation of student character [8]. These efforts require an understanding of the learning process [9]. This level of ability requires that someone is able to understand the meaning or concept,

situation, and facts he knows [10]–[12]. Understanding the concept is very important because the mastery of the concept will facilitate students in learning Islamic religious education.

Given the importance of understanding the material of Islamic religious education, it must be supported with a strong learning motivation. Motivation to learn from students who can arouse the desire to know better [13], [14]. Motivation is the strength of the conditions contained in a person that drives him to do certain activities in order to achieve a goal [15], [16]. From the previous explanation, it can be concluded that learning motivation is a change in behavior in a person which encourages the awakening of the power to learn happily and sincerely [17], which in turn will form a way of learning that is systematic, full of concentration and can select its activities [18].

Rural students are superior to urban students. This is because children from the village have superior factors in the learning process. Village children tend to know in advance the reality of the subject matter in class. In addition, the motivation of those who want to make their parents happy, the majority of whom work as farmers, is a factor that also affects their learning. Also, the environmental factor of the village or village which is far from noise makes them more concentrated for studying at home [19], [20]. Village children are also far from negative influences from the city such as hanging out in cafes or clubbing and the like. They also have relationships and social spirit that is superior to city children. That what makes the children from the village always dare to actively ask questions and discuss with the teacher in the classroom. Students from the village also tend to be more diligent because they live in an environment that upholds decency, so every parent tells them to study, they learn right away. Slightly different from urban students whose parents mostly work and come home late at night so they are not able to supervise their children in studying.

The motivation is divided into two. Internal motivation and external motivation. Internal motivation will have a psychological impact, while the external form of invitations or encouragement from outside the students themselves [21]. The role of this motivation will affect student performance [22] and student learning [14]. According to previous study [18] in general motivation means something that encourages action or action. Motivation can be defined as the strength (energy) of people who have perseverance and enthusiasm in carrying out activities, both from within the individual (intrinsic motivation).

Furthermore, from extrinsic motivation, they like to get prizes and find their concept, making it easier for them to deepen the material they want. Students who have negative attitudes towards learning have less motivation for involvement in class. Likewise, students who have positive attitudes towards learning will have motivation for involvement in the class [14], [23], because having high motivation can lead to a good understanding of concepts to students. Students who have the right motivation will have a good understanding of the concept. By having the right motivation, students will be severely "in finding the information in detail and making a note of their own." The characteristics of students who have the self-motivation includes these students being diligent in facing assignments, resilient in facing difficulties, more independent, able to defend their opinions, happy and able to solve problems they face [24].

The focus of this study was conducted on *madrasah ibtidaiyah* students on Islamic religious education lessons. Be more specific in the motivation and understanding of students in Islamic religious education lessons. This research took place in the urban and rural areas of Bengkulu Province, Indonesia. Based on the focus of the study, the purpose of this study was to determine the effect of student motivation on the ability to understand the concept of Islamic religious learning in urban and rural areas. Based on the objectives, the research questions are: (i) What is the motivation of rural and urban students? (ii) What is the ability to understand the concepts of urban and rural students? (iii) Are the motivation and understanding of the concept of Islamic religion influenced by rural and urban areas?

2. RESEARCH METHOD

This research employed mixed method design. Qualitative data was taken after quantitative data. Quantitative data use motivational questionnaires in learning Islamic religion, as well as written tests of student understanding in Islamic religious education lessons. Qualitative data obtained from the interviews as data reinforcement findings.

The sample of this study was students and teachers of Islamic religious education subjects. They are consisted of 87 students and eight teachers in urban and 99 students and eight teacher rural Islamic elementary school students with random sampling technique. Students filled in qualitative and quantitative data, while the teacher only reinforces qualitative data. Motivation questionnaire adapted from previous study [25], totaling 25 items and has been tested with validity (0.70) with Scale Likert 4 and reliability (0.91). Total test questions (40 questions) have been made by the teacher with the appropriate level of testing. Figure 1 shows procedure data collection and process of study.

The descriptive quantitative analysis (frequency, mean, and standard deviation) as well as independent sample t-test run by SPSS 21. Furthermore, qualitative data was analysis with reducing,

analyzing, and interpreting findings. The categories of perception are expressed in Table 1. The table indicates that motivation of learning and understanding of Islamic religious concept categorized into four parts (very high, high, low, and very low).

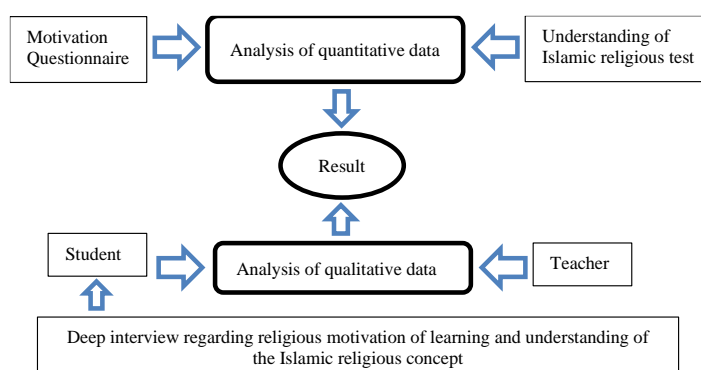


Figure 1. Procedure data collection and process of study

Table 1. Reference categories of student motivation and understanding of Islamic religious

Category	Motivation	Understanding of Islamic religious
Very good	3.0–4.0	76–100
Good	2.5–2.9	51–75
Poor	2.0–2.4	26–50
Very poor	0.0–1.9	0.0–25

3. RESULTS AND DISCUSSION

This section is a description of the research findings. The explanation starts with the quantitative results and then strengthened by the findings of qualitative results. Findings of results will be compared with literature related to the topic.

3.1. Motivation to study Islamic religious in *madrasah ibtidaiyah*

The results of student motivation in *madrasah ibtidaiyah* can be seen in Table 2. This table shows that from 87 urban students and 99 rural students the motivation did not differ much. Categories of learning motivation of rural students ($M=2.88$, $SD=0.78$) and urban ($M=2.71$, $SD=0.92$) are categorized as good.

Table 2. Student motivation in Islamic education based on urban and rural areas

Motivation of student based on area	Category (f)				Mean	SD
	Very poor	Poor	Good	Very good		
Urban	0	3	45	39	2.71	0.92
Rural	1	2	51	45	2.88	0.78

Students of *madrasah ibtidaiyah* in rural area have higher level of motivation in learning compared to urban areas. This is indicated that the spirit of religious study of students in rural areas is better. Students' motivation has a difference between urban and rural areas [26], [27]. Some influences that can influence this are students' internal and external factors. Village children are also far from negative influences from the city, such as hanging out or clubbing. They also have relationships and social spirit that is superior to city children. That situation makes the children from the village always dare to actively ask questions and discuss with the teacher in the classroom. Students from the village also tend to be more diligent because they live in an environment that upholds decency, so every parent tells them to study, they learn right away. Slightly different from urban students whose parents mostly work and come home late at night so they are not able to supervise their children in studying [28], [29]. Based on the results of interviews obtained that:

Urban student: "I study religion at home with the cleric invited by parents Quite enthusiastic because the cleric is kind and polite ..."

Teacher: "... during the school the students prayed and they were no longer told by us. ... right, they are active and invite each other when the prayer time comes."

The results of student and teacher interviews obtain that student have good motivation in carrying out religious orders. Students are very enthusiastic to carry out congregational prayers. This motivation also influences students' learning motivation in school [23], [30]. Motivation is the most important part to improve the quality of learning [31]. That can be seen in the following interview excerpt:

Urban student: *"I have always been earnest in studying religion at school because we will use this for the rest of our lives."*

The interview shows that students were well aware that religious knowledge would be useful for life. The essence of Islamic religious knowledge is guidance on living life [32]–[35]. Furthermore, from the interviews of students and teachers in rural schools can be seen as:

Rural student: *"I studied religion at the mosque, with friends. ... I am very happy to be able to study with friends, it is very cool."*

Teacher: *"They study well and are polite, they are very enthusiastic in learning. I just direct it, they are active in learning from books and religious teachers."*

The results of the interview revealed that students were very enthusiastic about studying religion at school. They are independent in learning [36], [37]. This independence in learning indicates that students have high motivation to understand the science of religion [38], [39]. The high willingness to study religion is influenced by personal factors and encouragement from others. Motivation is encouragement and effort to satisfy a need or an objective [40], [41]. The impulse is a force that results from a person's desire to satisfy his needs [42]. In the interview results students in urban and rural areas realize that religion is a very important way of life.

Based on the aforementioned formulations, it can be analyzed that there are three elements in motivation: i) The first motivation starts with a change in energy in a person [43]; ii) The second motivation is marked by the growth of feelings; and iii) The third motivation is characterized by the reactions to achieve the goal [44]. Thus, motivation is the energy from within individuals who encourage and direct individuals to carry out activities in order to achieve the desired goal.

3.2. Understanding the conceptual of Islamic education in *madrasah ibtidaiyah*

The results of understanding concept of student in *madrasah ibtidaiyah* can be seen in Table 3. This table shows that students who have written tests with an understanding of the concept of Islamic religion at the *madrasah ibtidaiyah* level have a very good category. It appears that the average rural student ($M=81$, $SD=0.77$) better understand the concept when compared with urban students ($M=79$, $SD=94$).

Table 3. Student understanding the conceptual of Islamic education based on urban and rural areas

Understanding the concept of Islamic religious	Category (f)				Mean	SD
	Very poor	Poor	Good	Very good		
Urban	0	0	20	67	79	0.94
Rural	0	1	13	85	81	0.77

Understanding the concept of teaching Islam in *madrasah ibtidaiyah* in this study is cognitive. Based on test results, urban and rural students are not very good categories. This category is influenced by the minimum completeness of learning in schools. The minimum student mastery learning is 75 [45]. This means rural and urban students have good completeness and have a very good understanding of the concept of the Islamic religion. If traced based on the results of the interview, rural students have a very high enthusiasm for learning. In addition, the concept of learning religion is more when compared with students in urban areas. The following is a sample of the results of student and teacher interviews in urban areas:

Student: *"I understand well studying at school, especially at home. I also study religion with the cleric."*

Teacher: *"Students here after studying at school they might be busy with a gadget, yes, I hope students are monitored by their masters to limit playing."*

It is very apparent that students in urban areas have external weaknesses. Students tend to have big challenges to focus on learning. A major challenge for students in urban areas is environmental influences and uncontrolled technological advances [46], [47]. While students in rural areas stated in the interview as:

Student: *"Interesting, sometimes we are taken by the teacher to the mosque to practice how to read the Quran and prayer."*

Teacher: *"We are very aware that in terms of learning support, students here are very supported by their parents. They are after sunset and dawn they study religion in the mosques (surau)."*

Here is a very visible difference between urban and rural. Students in rural areas with all the limitations of facilities, understand how they have to learn. This is supported by the environment and good parents. Support from parents, the environment, and the community is the key to success in educating students [48], [49]. This is an education that must involve all levels of society. Islamic religious education will guide the how can behave in accordance the example of the prophet Muhammad. Islamic religious education should be considered by the environment and society [50].

3.3. Differences in motivation and understanding of Islamic religious concepts based on urban and rural areas

The results of the independent sample t-test conducted for student motivation in urban and rural areas as well as understanding the concept of Islamic religious are presented in Tables 4 and 5. Table 4 shows that there was no significant difference between learning motivation in urban and rural areas ($t(85)=1.764$, $p>0.05$). Motivation to learn Islam in rural areas ($M=2.88$, $SD=0.7806$) is only slightly higher than the average in urban areas ($M=2.71$, $SD=0.9213$). Table 5 shows that the students' conceptual ability had a significant difference ($t(85)=1.452$, $p<0.05$). Understanding the concept of students in rural areas ($M=81$, $SD=0.7709$) is better when compared with urban areas ($M=79$, $SD=0.9411$). This is indicated by external factors that influence it.

Table 4. Independent sample t-test result of motivation for *madrasah ibtidaiyah* students

	School area	Mean	Std. Deviation	T	df	Sig.	95% confidence interval	
							Lower	Upper
Motivation of learning	Urban	2.71	.9213	1.764	85	0.0612	-1.42	.562
	Rural	2.88	.7806	1.350	97		-1.32	.720

Table 5. Independent sample t-test result of understanding Islamic religious concept for *madrasah ibtidaiyah* students

	School area	Mean	Std. Deviation	T	df	Sig.	95% confidence interval	
							Lower	Upper
Religious behavior	Urban	79	0.9411	1.452	85	0.004	-.552	.620
	Rural	81	0.7709	1.713	97		-.342	.710

To master it earlier, understanding the conceptual of the Islamic education is very important for students [51]. It aims to strengthen their life goals. As expressed by the teacher as:

Rural teachers: *"Students are required to study Islamic religious education for those who are Muslim. It aims to strengthen their faith."*

Islamic religious education is a planned program in preparing students to recognize, understand, appreciate, to believe in the teachings of Islam and to follow the guidance to respect adherents of other religions in relation to the harmony between religious communities to realize national unity and unity [52]. This is a systematic and pragmatic effort in guiding students who are Muslim [53]. This has become an integral part of him, namely, the teachings of Islam are truly understood, believed to be true, practiced as a guide to his life, being a controller of actions, thoughts, and mental attitudes [54].

The supporting part of understanding the concept of the Islamic religion is a possible motivation for studying religion [55], [56]. Researchers speculate this because based on the results of student interviews reinforces the findings that students in rural areas have high motivation and result in a higher understanding of concepts when compared to urban areas. This finding illustrates that the influence of external factors is very useful for increasing the quantity of student religious learning.

Motivation from outside is an encouragement to students' religious behavior that is influenced by others [57]. In this case, parents, friends, and the community are the main factors in the formation of good learning motivation. The nature of learning motivation is internal and external encouragement to students who are learning to make changes in behavior, in general with several indicators or elements that support students. The results of this study have implications for decisions of the government. It is perhaps by paying

attention to the urban environment by implementing character education that must be implemented. It needs support from principals and vice principals by implementing schools that care about the surrounding environment and carry out education character that has been planned by the government.

4. CONCLUSION

The researchers concluded that the motivation and understanding of the concepts of students in rural area are better than urban area. The indications obtained from this study are that students in urban areas have more challenges in learning externally. Students in rural areas lack of facilities, but regarding for that, they can focus on studying religion in the mosque, as well as family encouragement and friends can give big influence on learning motivation.





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


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