QUR'ANIC TEACHER'S PERFORMANCE IN IMPROVING THE MOTIVATION OF LEARNING THE QUR'AN IN TPQ AL-IKHLAS JOYOSUKO MALANG

THESIS

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PROGRAMME OF STUDY IN ISLAMIC EDUCATION

ISLAMIC EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

MAULANA MALIK IBRAHIM STATE ISLAMIC

UNIVERSITY MALANG

June, 2020

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Presented to Tarbiyah and Teacher Training Faculty

Maulana Malik Ibrahim State Islamic University Malang

In Partial Fulfillment of The Requirements for The Bachelor Degree

of Sarjana Pendidikan Islam (S.Pd)

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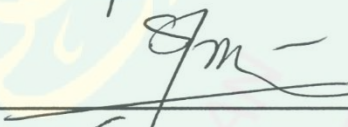as the requirement for the degree of Sarjana Pendidikan (S.Pd)

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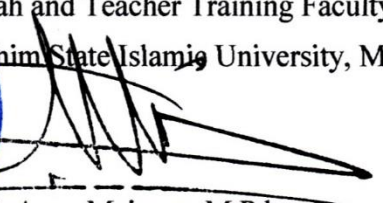NIP. 19651006 1993032003 : _____

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DEDICATION

There are no words that can be expressed except gratitude for all the blessings that God has given. Shalawat and best wishes are always abundant to the Prophet Muhammad Pbuh. In the name of Allah, the All-Merciful, I present this thesis to:

My Parents Mr. Muhammad Roudlon Khoiri and Mrs. Asifatun Nadhifah who has dedicated all their life to educate and love me. Thank you for every prayer.
My brother Muhammad Husein Al-Asy'ari who always helps and supports me.
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MOTTO

The Best Among You are Those Who Bring Greatest Benefits to Others.

Dr. Hj. Sutiah, M.Pd

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Malang, 10th June 2020

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PREFACE

Assalamu'alaikum Wr. Wb

  Alhamdulillah, all praise and thankfulness the author gave to Allah SWT for giving his grace and guidance to the author so that she could finish this thesis entitled: "Qur'anic Teacher's Performance in Improving the Motivation of Learning the Qur'an in TPQ Al-Ikhlas Joyosuko Malang".

  Shalawat and greetings are still given to the Great Prophet Muhammad Pbuh, along with his family, friends and loyal followers. In line with the completion of this thesis, the authors sincerely thank all parties who have provided moral and spiritual support.

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8. All my friends of Muhammadiyah Students Association, Maulana Malik Ibrahim State Islamic University, Malang.

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Hopefully all the help that has been given to the author will be returned by Allah with an abundance of grace and kindness and be used as good deeds that are useful in the world and the hereafter.

Finally, hopefully this thesis writing can be useful for writers and for readers so that they gain new insights.

Wassalamu'alaikum Wr. Wb

Malang, 10th June 2020

Nur Ainiyah
NIM. 16110138

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TRANSLITERATION GUIDELINES OF ARABIC-LATIN

Transliteration of Arab-Latin in this thesis utilize in transliteration guidelines based on the agreement between Religion Minister and Education and Culture Minister of Indonesia number 158 year 1987 and number 0543 b/U/1987, those are:

A. Letter

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	<u>kh</u>	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vocal

Vocal (a) Long	=	$\hat{a}$
Vocal (i) Long	=	$\hat{\imath}$
Vocal (u) Long	=	$\hat{u}$

C. Diphthong Vocal

أو	=	aw
أي	=	ay
أو	=	$\hat{u}$
اي	=	$\hat{\imath}$

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ABSTRAK

Ainiyah, Nur. 2020. *Kinerja Guru Mengaji dalam Meningkatkan Motivasi Belajar Al-Qur'an di TPQ Al-Ikhlas Joyosuko Malang*. Skripsi, Jurusan Pendidikan Agama Islam, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: Dr. Hj. Sutiah, M.Pd.

Kata Kunci: Kinerja, Guru Mengaji, Motivasi Belajar

Penelitian ini dilatarbelakangi oleh pentingnya belajar Al-Qur'an bagi umat Islam dan munculnya Taman Pendidikan Al-Qur'an sebagai lembaga pendidikan untuk mengajarkan Al-Qur'an dengan kondisi kinerja guru mengaji yang terbagi menjadi 2 macam: (1) Guru mengaji yang mengajar secara tradisional dan turun temurun (2) Guru mengaji yang memiliki kompetensi mengajar dan menguasai ilmu Al-Qur'an, keduanya dapat mempengaruhi motivasi belajar Al-Qur'an dan keberhasilan belajar Al-Qur'an.

Penelitian ini bertujuan untuk: (1) mendeskripsikan kondisi motivasi siswa dalam belajar Al-Qur'an di TPQ Al-Ikhlas Joyosuko Malang (2) mendeskripsikan kinerja guru mengaji dalam meningkatkan motivasi belajar Al-Qur'an di TPQ Al-Ikhlas Joyosuko Malang (3) mendeskripsikan faktor-faktor pendukung dan penghambat kinerja guru mengaji dalam meningkatkan motivasi belajar Al-Qur'an di TPQ Al-Ikhlas Joyosuko Malang.

Penelitian ini menggunakan pendekatan penelitian kualitatif dengan metode deskriptif. Instrumen penelitian adalah peneliti sendiri. Teknik yang digunakan dalam mengumpulkan data adalah observasi, wawancara, dan dokumentasi. Sedangkan teknik menganalisis data dengan cara mereduksi data yang tidak sesuai, menyajikan data, dan membuat kesimpulan.

Hasil penelitian menunjukkan bahwa: (1) Kondisi motivasi siswa dalam belajar Al-Qur'an: a) Tujuan motivasi belajar Al-Qur'an sudah tercapai. b) Dorongan motivasi belajar Al-Qur'an lebih dominan pada motivasi ekstrinsik. c) Bentuk motivasi yang berhasil diberikan pada siswa: Mengadakan perlombaan dan kegiatan wisata, Memberikan hadiah, cerita inspiratif, tugas, dan nilai/angka, Sedangkan bentuk motivasi yang belum berhasil: Memberikan pujian, kata-kata yang menumbuhkan semangat, dan hukuman. d) Ciri-ciri motivasi yang muncul ditinjau dari teori hierarki kebutuhan dasar Abraham Maslow: Siswa lebih mementingkan kebutuhan fisiologis dibanding kebutuhan lainnya dan tidak bisa fokus belajar jika kebutuhan fisiologisnya belum terpenuhi, Sedangkan ciri-ciri motivasi yang muncul ditinjau dari teori motivasi berprestasi McClelland: Siswa sangat memperhatikan hubungan dengan orang lain, memiliki interaksi sosial yang baik, dan kooperatif. (2) Kinerja guru mengaji dalam meningkatkan motivasi belajar Al-Qur'an: a)Fungsi guru membangkitkan motivasi belajar Al-Qur'an: Sebagai pendorong timbulnya semangat dan keinginan menjadi lebih baik serta pengarah untuk mencapai tujuan pembelajaran. b)Motivasi yang diberikan pada siswa sudah sesuai dengan jenis motivasi dan kebutuhan siswa. c)Semua guru mengaji telah memenuhi kompetensi guru TPQ. d)Keberhasilan kinerja guru

mengaji dalam meningkatkan motivasi belajar Al-Qur'an: Dalam hal perencanaan: kinerja belum berhasil, upaya meningkatkan motivasi berhasil, Dalam hal pelaksanaan: kinerja berhasil, upaya meningkatkan motivasi berhasil, Dalam hal penilaian/evaluasi: kinerja berhasil, upaya meningkatkan motivasi berhasil. e)Upaya meningkatkan kinerja guru mengaji: meningkatkan kompetensi guru mengaji dan mensejahterakan guru mengaji. (3) Faktor pendukung kinerja guru mengaji yaitu: internal (kesabaran guru mengaji) dan eksternal (subsidi dana ketakmiran). Sedangkan faktor penghambat yaitu: internal (fasilitas belum lengkap) eksternal (kurangnya dukungan orang tua siswa).

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ABSTRACT

Ainiyah, Nur. 2020. *Qur'anic Teacher's Performance in Improving the Motivation of Learning the Qur'an in TPQ Al-Ikhlas Joyosuko Malang*. Thesis, Islamic Education Department, Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Dr. Hj. Sutiah, M.Pd.

Keyword: Performance, Qur'anic Teacher, Learning Motivation

This research is motivated by the importance of learning the Qur'an for Muslims and the emergence of the Qur'anic Educational Institution or *Taman Pendidikan Al-Qur'an* (TPQ) as an educational institution to teach the Qur'an with the condition of Qur'anic teacher's performance which is divided into 2 types: (1) Qur'anic teacher who have traditional teaching and hereditary (2) Qur'anic teacher who have the competencies of teaching and mastering the science of the Qur'an, both of them can influence the motivation and the success of learning the Qur'an.

This research objective are: (1) To describe condition of student's motivation in learning the Qur'an in TPQ Al-Ikhlas Joyosuko Malang (2) To describe Qur'anic teacher's performance in improving the motivation of learning the Qur'an in TPQ Al-Ikhlas Joyosuko Malang (3) To describe the supporting and restricting factors of Qur'anic teacher's performance in improving the motivation of learning the Qur'an in TPQ Al-Ikhlas Joyosuko Malang.

This research uses a qualitative research approach with descriptive methods. The research instrument is the researcher herself. The techniques used in collecting data are observation, interviews, and documentation. While the technique of analyzing data is by reducing inappropriate data, presenting data, and making conclusions.

The result of this research are: (1) Condition of student motivation in learning the Qur'an: a) The objectives of Qur'an learning motivation have been achieved. b) Emerging motivation encouragement is more dominant in extrinsic motivation. c) Form of motivation that is successfully given to students: Holding competitions and tourist activities, giving reward, inspirational stories, assignments, and values/numbers, While the forms of motivation that is unsuccessfully given to students: Giving praise, words that foster enthusiasm, and punishment. d)The characteristics of motivation that emerge in terms of Abraham Maslow's basic needs hierarchy theory: Students are more concerned with physiological needs than other needs and cannot focus on learning if their physiological needs have not been satisfied, While the characteristics of motivation that emerge in terms of McClelland's achievement motivation theory: Students pay attention to relationships with others, have good social interactions, and cooperative. (2)Qur'anic teacher's performance in improving the motivation of learning the Qur'an: a) The function of Qur'anic teacher improves the motivation: As a booster of the emergence of enthusiasm and desire to become better and directors

to achieve learning goals. b) Motivation given to students is in accordance with the type of motivation and student needs. c) All of the Qur'anic teachers have competencies of TPQ Teacher. d) The success of the Qur'anic teacher's performance in improving the motivation of learning the Qur'an: In the form of planning: performance have not been successful, the efforts to improve the motivation have been successful, In the form of implementation: performance have been successful, the efforts to improve the motivation have been successful, In the form of evaluation: performance have been successful, the efforts to improve the motivation have been successful e) The efforts to improve the performance of Qur'anic teachers: improving the competencies of Qur'anic teachers and welfare of Qur'anic teachers. (3) The supporting factors of Qur'anic teacher performance are: internally (Qur'anic teacher's patience) and externally (subsidized funds from takmir). While the restricting factors are: internally (incomplete facilities) externally (lack of parent support).
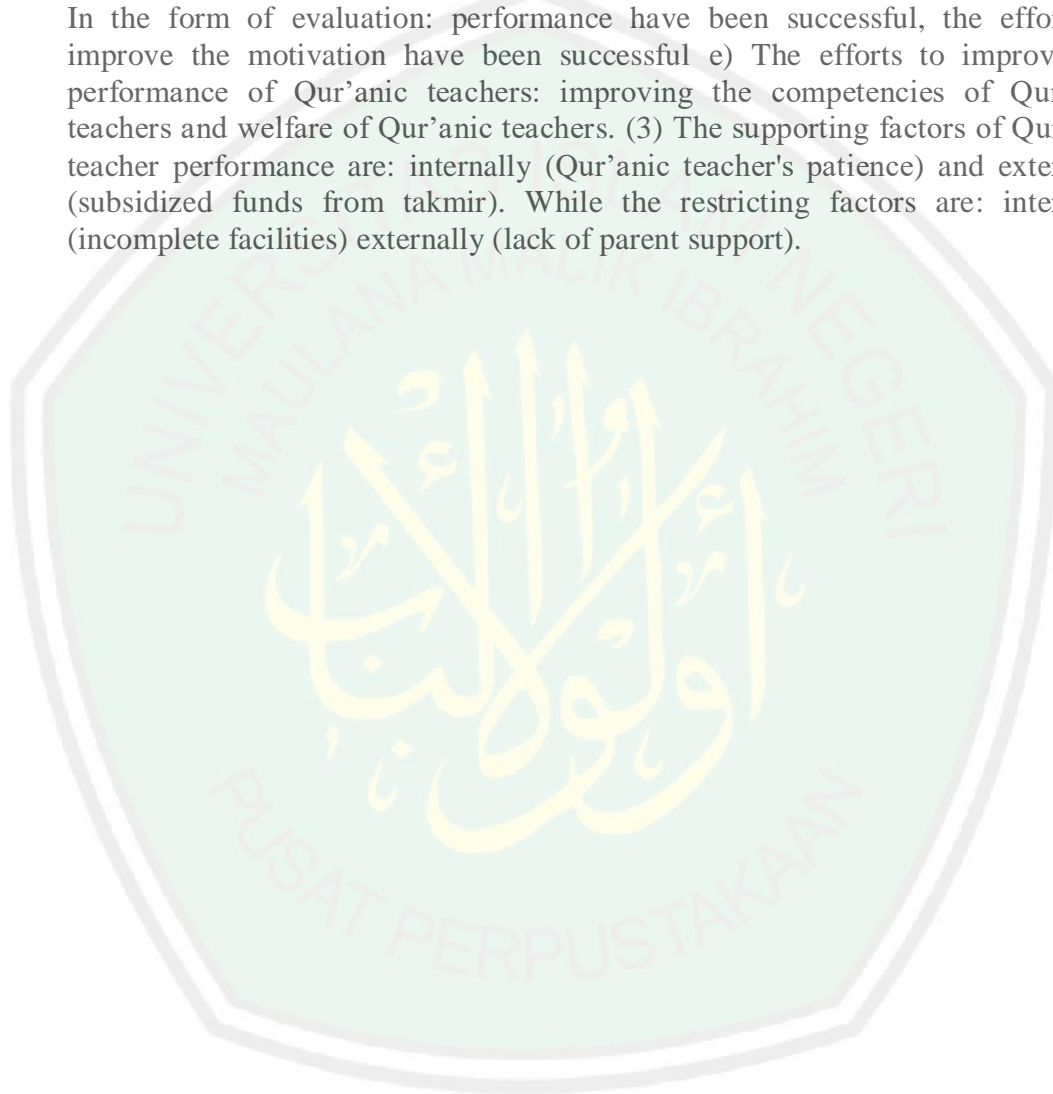
ملخص

عينية، نور. 2020. إجراء مدرّس القرآن في تنمية دوافع دراسة القرآن في روضة تربية القرآن الإخلاص جويوسوقا مالانج. البحث العلمي، قسم تربية دين الإسلام، كلية علم التربية والتدريس، جامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج، مشرف البحث : الدكتورة الحاجة سوتية الماجستير.

الكلمات المفتاحية : إجراءات، مدرّس القرآن، دوافع الدراسة

كانت خلفية هذا البحث مهمة دراسة القرآن لأمة الإسلام وإنشاء روضة تربية القرآن بصفتها مؤسسة التربية لتدريس القرآن بأحوال إجراء مدرّس القرآن التي تنقسم بنوعين : (1) يدرّس مدرّس القرآن تقليديا و وراثيّا، (2) يملك مدرّس القرآن كفاية التدريس ويجيد علم القرآن وهما يؤثران دوافع دراسة القرآن ونجاح دراسة القرآن.

يهدف هذا البحث ل (1) وصف أحوال دوافع التلاميذ في دراسة القرآن في روضة تربية القرآن الإخلاص جويوسوقا مالانج. (2) وصف إجراء مدرّس القرآن في تنمية دوافع دراسة القرآن في روضة تربية القرآن الإخلاص جويوسوقا مالانج. (3) وصف عوامل مساعدة وعراقيل إجراء مدرّس القرآن في تنمية دوافع دراسة القرآن في روضة تربية القرآن الإخلاص جويوسوقا مالانج.

استخدم هذا البحث أسلوب البحث الكيفي بطريقة وصفية. و أدوات البحث هي الباحث نفسه. والطريقة التي استخدمها الباحث في جمع البيانات هي الملاحظة والمقابلة والوثيقة. أما طريقة تحليل البيانات بوسيلة تقليل البيانات غير المناسبة، وتقديم البيانات وإقامة الاستنتاج. و تدل نتائج البيانات على أنّ : (1) أحوال دوافع التلاميذ في دراسة القرآن : أ) قد تحقّقَ هدف دوافع دراسة القرآن. ب) تشجيع دوافع دراسة القرآن أعظم في دوافع خارجية. ج) أُعطيِتْ نتائج الدوافع الناجحة للتلاميذ : إقامة المسابقة والبرنامج السياحي، إعطاء الهدايا، القصة الشهيقية، الواجبات و القيمة، أما شكل الدوافع الذي لم ينجح هو : الإثناء،

والكلمات المشجعة في الهمة، والعقاب. د) تحرّثْ سمات الدوافع الظاهرة من النظرية التدرّجية " الحاجات الأساسية عند أبراهام ماسلو : يهتمّ التلاميذ بالحاجات الوظائفية (فيسيولوجي) أكثر من الحاجات الأخرى ولا يركّز على الدراسة إذا لم تتم حاجاتهم الوظائفية. أما سمات الدوافع الظاهرة تحرّثْ من نظرية دافعية للإنجاز عند ماكليلاند : يهتم التلاميذ بالعلاقة مع الآخرين اهتماما شديدا، ويملك تعاملاً إجتماعيا جيداً وتعاونيا. (2) إجراء مدرّس القرآن في تنمية دوافع دراسة القرآن : أ) وظيفة المدرّس تشجيع دوافع دراسة القرآن : بصفته مشجع الهمة الظاهرة والإرادة لكون أحسن والمشرف لتحقق الهدف التعليمي. ب) الدافعية المقدّمة للتلاميذ تتناسب بنوع الدوافع وحاجات التلاميذ. ج) قد نال جميع مدرّس القرآن على اختصاص المدرّس " روضة تربية القرآن ". د) نجاح إجراء مدرّس القرآن في تنمية دوافع دراسة القرآن : في الإعداد : لم ينجح الإجراء، ونجحت محاولة تنمية الدوافع. وفي التطبيق : نجح الإجراء، ونجحت محاولة تنمية الدوافع. وفي التقييم : نجح الإجراء، ونجحت محاولة تنمية الدوافع. ه) محاولة تنمية إجراء مدرّس القرآن : تنمية اختصاص مدرّس القرآن وإثراء مدرّس القرآن. (3) العوامل المساعدة في إجراء مدرّس القرآن هي العوامل الداخلية (جلادة مدرّس القرآن والعوامل الخارجية (إعانة الأموال للمعمّري المسجد). أما العوامل العراقيلية هي العوامل الداخلية (لم تكمل التسهيلات) والعوامل الخارجية (نقصان التشجيعات عند والدي التلاميذ).

CHAPTER I

INTRODUCTION

A. Background

The Qur'an is the word of God revealed to the Prophet Muhammad through the angel Gabriel. As the Muslim holy book, the Qur'an has a very important position. The Qur'an is the first source of Islamic law. Therefore, the Qur'an becomes the main guideline in the daily life of Muslim.

As Muslims, we should study the content contained in the Qur'an and practice it in daily life. In one of the hadith of Imam Bukhari it is mentioned the virtue of studying the Qur'an:

خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ

Meaning: "*The best among you (Muslims) are those who learn the Quran and teach it*." (Hadith of Imam Bukhari)

The hadith explains that people who study the Qur'an as well as those who teach the Qur'an are called the best people. By studying the Qur'an, the person will know the laws or teachings contained in the Qur'an.

Along with current development, in Indonesia has established many Qur'anic educational institutions. In the Qur'anic educational institutions, students are taught knowledge related to the Qur'an and the fundamentals of the Islamic religion which will be guided directly by the Qur'anic teacher.

Various problems faced by Qur'anic educational institutions, but the problems that are generally experienced by Qur'anic educational institutions are students have low motivation to learn the Qur'an. This is also experienced

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by one of Qur'anic educational institutions in Malang, namely TPQ Al-Ikhlas Joyosuko Malang

. Based on the results of the interview conducted with the Qur'anic teacher in TPQ Al-Ikhlas Joyosuko Malang on 6th December 2019, students at TPQ Al-Ikhlas have low motivation to learn the Qur'an. Though learning motivation is very important in the process of learning. Because learning motivation can affect student's learning outcomes.[1] Motivation functions as a effort booster and achievement attainment because conceptually motivation is related to achievement and learning outcomes. A good motivation in learning will create good results. In other words, a diligent effort based on motivation will produce good achievements. The intensity of a student's motivation will greatly determine the level of his learning achievement.[2]

The reality that occurs in TPQ Al-Ikhlas is students have low learning motivation. Only some of the students are diligent in learning the Qur'an. The majority of students learn the Qur'an just to abort obligations, they like play while learning, even if asked to recite the Quran usually run away and go home. This shows that the lack of motivation in learning the Qur'an will show bad results. In other words, if students don't have diligent effort and are not based on motivation in learning the Qur'an, they will not get good learning outcomes. Therefore, efforts should be made to improve students' motivation in learning the Qur'an, so the students get good learning outcomes.

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[1] Tabrani Rusyan dkk, *Pendekatan dalam Proses Belajar Mengajar*, (Bandung: Remadja Karya Offset, 1989) pg. 103

[2] Muhaemin B, *Urgensi Motivasi dalam Meningkatkan Semangat Belajar Siswa*, (Jurnal Adabiyah Vol. XIII Nomor 1/2013 STAIN Pare-Pare) pg. 50

In effort to improve learning motivation, teachers have an important role in fostering and directing students and improving student motivation to realize the targets to be achieved. The teacher occupies the position as a central figure. In the hands of the teachers lies the possibility of success or failure to achieve these learning goals.[3] The teacher is the main key in the class. The teacher who leads and directs the learning of students. Teachers are the people who interact the most with their students.[4] Likewise in learning the Qur'an, the Qur'anic teacher has an important role in improving students' motivation of learning the Qur'an to achieve successful learning.

Due to the importance of the role of Qur'anic teacher in improving the motivation of learning the Qur'an, Qur'anic educational institutions need to pay attention to the Qur'anic teacher's performance in improving the motivation of learning the Qur'an. Teacher's performance is the ability of a teacher in carrying out learning tasks in school and responsible for students under his guidance by improving student learning achievement.[5]

Based on the description of the problems above, researchers feel interested in researching related to how the performance of Qur'anic teacher in improving the motivation of learning the Qur'an. To explore this further, the researcher intends to conduct research with the title "Qur'anic Teacher's Performance in Improving the Motivation of Learning the Qur'an in TPQ Al-Ikhlas Joyosuko Malang".

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[3] Tabrani Rusyan dkk, *Op.Cit*, pg. 3.
[4] Oemar Hamalik, *Psikologi Belajar dan Mengajar*, (Bandung: CV Sinar Baru, 1992) pg. 27
[5] M. Hasbi dan Yusman, *Kinerja Guru Aqidah Akhlak, SKI, Al-Qur'an Hadits, Fiqih di Madrasah Tsanawiyah Al-Ikhlas Keban II Kec. Sanga Desa Kab. Muba*, Jurnal of Islamic Education Management UIN Raden Fatah Desember 2016, Vol. 2 No. 2, pg. 71

B. Research Focus

Based on this background, there are several issues that have been formulated in this research:

1. How is the condition of student's motivation in learning the Qur'an in TPQ Al-Ikhlas Joyosuko Malang?

2. How is Qur'anic teacher's performance in improving the motivation of learning the Qur'an in TPQ Al-Ikhlas Joyosuko Malang?

3. What are the supporting and restricting factors of Qur'anic teacher's performance in improving the motivation of learning the Qur'an in TPQ Al-Ikhlas Joyosuko Malang?

C. Research Objective

Based on research focuses mentioned above, the objectives of this research are:

1. To describe the condition of student's motivation in learning the Qur'an in TPQ Al-Ikhlas Joyosuko Malang.

2. To describe the Qur'anic teacher's performance in improving the motivation of learning the Qur'an in TPQ Al-Ikhlas Joyosuko Malang.

3. To describe the supporting and restricting factors of Qur'anic teacher's performance in improving the motivation of learning the Qur'an in TPQ Al-Ikhlas Joyosuko Malang.

D. Research Significance

In this research, Some several expected benefits are:

1. Theoretical Benefit

    The results of this research are expected to be able to provide information and become one of the sources of theoretical references for the development of science, especially related to improving student motivation in learning the Qur'an.

2. Practical Benefits

    a. For Researcher

        Providing new insights and knowledge related to increasing student motivation in learning the Qur'an. This study also became a real experience for researcher in analyzing the Qur'anic teacher's perfomance in improving the motivation of learning the Qur'an.

    b. For Qur'anic Teacher

        Giving insight and understanding to the Qur'anic teacher to improve his performance in teaching the Qur'an and increase students' learning motivation in the Qur'an.

    c. For Qur'anic Educational Institutions

        Provide input and suggestions for Qur'anic educational institutions to improve the quality of Qur'anic teachers and the quality of institutions so they can achieve the expected goals.

E. Research Originality

After pre-researching a thesis or research that has been done before by others, there are several studies that are similar to this research, including:

1. Eka Yulianasari. Thesis. *"Upaya Guru dalam Meningkatkan Motivasi Belajar Santri di Madrasah Diniyah Fastabichul Khoirot Joho Kalidawir Tulungagung"*. 2015.[6] This research using descriptive qualitative method. The results of this research explained that to improve student's motivation to learn is use direct learning strategies through the concept of reward and punishment. The direct learning strategy is carried out by giving guidance to students one by one by giving examples and students imitating.

   The similarities between this research and the research that will be conducted is the same approach, that is using a qualitative research approach. In addition, another thing becomes similar is the same subject matter which is related to learning motivation. The difference between this research and the research that will be conducted is related to the research focus. This research is focused on what efforts made by the Qur'anic teacher in increasing student motivation. While the research that will be conducted is more focused on how the the Qur'anic teacher's perfomance in improving the motivation of learning the Qur'an.

2. Muhammad Asdar. Thesis. *"Peranan Guru Mengaji Dalam Meningkatkan Motivasi Belajar Santri di TPA Al-Qalam Ereng-Ereng Kec. Tompobulu*

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[6] Eka Yulianasari, Skripsi:*"Upaya Guru dalam Meningkatkan Motivasi Belajar Santri di Madrasah Diniyah Fastabichul Khoirot Joho Kalidawir Tulungagung"*, (Tulungagung: IAIN Tulungagung, 2015).

Kab. Bantaeng". 2017.[7] This research using qualitative research methods or field research that is descriptive. The results of this research explain that the learning method used in increasing student's motivation to learn in TPA Al-Qalam Ereng-Ereng Kec. Tompobulu Kab. Bantaeng are lecture method, drill method, assignment method and supporting method are habituation method, exemplary method and memorizing method. In improving student's motivation including made learning activities as fun activities, having a serious attitude, and discipline. This research also explains the role of the teacher which is very important as a motivator in the process of learning so that students have the encourage to be more active in learning the Qur'an in accordance with the purpose to be achieved.

The similarities between this research and the research that will be conducted is the approach used that is using a qualitative research approach. In addition, another thing that becomes similar is the same subject matter which is related to learning motivation. The difference between this research and the research that will be conducted is related to the research focus. This research is focused on how the role of the Qur'anic teacher in increasing student motivation. While the research that will be conducted is more focused on how the the Qur'anic teacher's perfomance in improving the motivation of learning the Qur'an.

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[7] Muhammad Asdar, Skripsi:*"Peranan Guru Mengaji Dalam Meningkatkan Motivasi Belajar Santri di TPA Al-Qalam Ereng-Ereng Kec. Tompobulu Kab. Bantaeng"*, (Makassar: UIN Alauddin Makassar, 2017).

3. Auliyaaa Nuur Ayomi. Thesis. *"Upaya Ustazah dalam Memotivasi Belajar Al-Qur'an di Taman Pendidikan Al-Qur'an Sholihin Dukuh Jetak Kidul RW 07 Karanganom Klaten Utara"*. 2018.[8] This research using descriptive qualitative research methods. The results of this research explain that the effort to motivate in the classroom is using various learning methods, using tests and giving values, giving gifts and penalties. Meanwhile motivating outside the classroom is by holding out door activities, holding santri guardian meetings and using stimulus and games. In addition, cooperation with three components, namely ustazah, guardians of students or the society and takmir of mosque.

   The similarities between this research and the research that will be conducted is the approach used that is using a qualitative research approach. In addition, another thing that becomes similar is the same subject matter which is related to learning motivation. The difference between this research and the research that will be conducted is related to the focus of the research. This research is focused on what efforts made by the Qur'anic teacher in increasing student motivation. While the research that will be conducted is more focused on how the the Qur'anic teacher's perfomance in improving the motivation of learning the Qur'an.

4. Ulfa Amra. Thesis. *"Kinerja Guru Taman Pendidikan Al-Qur'an (TPA) dalam Peningkatan Kemampuan Membaca Al-Qur'an bagi Peserta Didik*

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[8] Auliyaaa Nuur Ayomi, Skripsi:*"Upaya Ustazah dalam Memotivasi Belajar Al-Qur'an di Taman Pendidikan Al-Qur'an Sholihin Dukuh Jetak Kidul RW 07 Karanganom Klaten Utara"*, (Surakarta: IAIN Surakarta, 2018).

SD Muhammadiyah Tamantirto Bantul". 2015.[9] This research using descriptive qualitative method. The results of this research explain that the performance of TPA teachers is focused on 3 aspects, namely: the process of planning learning, the process of implementing learning, and the process of learning evaluation.

The similarities between this research and the research that will be conducted is the approach used that is using a qualitative research approach. In addition, another thing that becomes the similarities is the same subject matter which is related to the performance of Qur'anic teacher. The difference between this research and the research that will be conducted is related to the focus of the research. This research is focused on the performance of TPA teachers in improving the ability to read the Qur'an. While the research to be conducted is more focused on the performance of Qur'anic teacher in improving the motivation of learning the Qur'an.

5. M. Hasbi and Yusman. Journal. *"Kinerja Guru Aqidah Akhlak, SKI, Al-Qur'an Hadits, Fiqih di Madrasah Tsanawiyah Al-Ikhlas Keban II Kec. Sanga Desa Kab. Muba".* 2016.[10] This research used qualitative research methods. The results of this research explain that teacher performance Aqidah Akhlak, SKI, Al-Qur'an Hadits, Fiqih in MTs Al-Ikhlas Keban II

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[9] Ulfa Amra, Skripsi: "*Kinerja Guru Taman Pendidikan Al-Qur'an (TPA) dalam Peningkatan Kemampuan Membaca Al-Qur'an bagi Peserta Didik SD Muhammadiyah Tamantirto Bantul*" (Yogyakarta:Universitas Muhammadiyah Yogyakarta, 2015)

[10] M. Hasbi and Yusman, *Kinerja Guru Aqidah Akhlak, SKI, Al-Qur'an Hadits, Fiqih di Madrasah Tsanawiyah Al-Ikhlas Keban II Kec. Sanga Desa Kab. Muba*. Jurnal of Islamic Education Management UIN Raden Fatah Desember 2016, Vol. 2 No. 2

Kec. Sanga Desa Kab. MUBA categorized enough. This is evident from the three research indicators: appropriate long and short term planning, the implementation of activities with classroom management and the using media, learning resources and methods that are in accordance with teacher planning, and evaluations are carried out well.

The similarities between this research and the research that will be conducted is the approach used that is using a qualitative research approach. In addition, another thing that becomes the similarities is the same subject matter which is related to the performance of Qur'anic teacher. The difference between this research and the research that will be conducted is related to the research object and research focus. This research was conducted at a formal educational institution, Madrasah Tsanawiyah, and the focus of the research was on subjects Aqidah Akhlak, SKI, Al-Qur'an Hadits, and Fiqih. While the research to be conducted at a non-formal educational institutions namely Qur'anic Educational Institution and the focus of his research is aimed at the Qur'anic teacher's performance in improving the motivation of learning the Qur'an.

Based on the explanation above, it can be seen the difference between this research and previous research. This research takes different focus and research object with the five previous studies. The focus of this research is related to Qur'anic teacher's performance and motivation of learning the Qur'an. While the object of this research is TPQ Al-Ikhlas Joyosuko Malang.

To illustrate more clearly the similarities and differences with previous research, it is presented in the form of the table below:

No.	Researcher Name	Title	Similarities	Differences	Research Originality
1.	Eka Yulianasari, 2015	Upaya Guru dalam Meningkatkan Motivasi Belajar Santri di Madrasah Diniyah Fastabichul Khoirot Joho Kalidawir Tulungagung	Has the same subject matter which is related to learning motivation. Researchers also use the same research approach that is a qualitative approach.	Research Focus. The research to be conducted about Qur'anic teacher's performance.	In this research, researchers wanted to conduct research about how the Qur'anic teacher's perfomance in improving the motivation of learning the Qur'an in TPQ Al-Ikhlas Joyosuko Malang
2.	Muhammad Asdar, 2017	Peranan Guru Mengaji Dalam Meningkatkan Motivasi Belajar Santri Di TPA Al-Qalam Ereng-Ereng Kec. Tompobulu Kab. Bantaeng	Has the same subject matter which is related to learning motivation. Researchers also use the same research approach that is a qualitative approach.	Research Focus. The research to be conducted about Qur'anic teacher's performance.	
3.	Auliyaaa Nuur Ayomi, 2108	Upaya Ustazah dalam Memotivasi Belajar Al-Qur'an di Taman Pendidikan Al-Qur'an Sholihin Dukuh Jetak Kidul RW 07 Karanganom Klaten Utara	Has the same subject matter which is related to learning motivation. Researchers also use the same research approach that is a qualitative approach.	Research Focus. The research to be conducted about Qur'anic teacher's performance.	
4.	Ulfa Amra, 2015	Kinerja Guru Taman	Has the same subject matter	Research Focus. The	

		Pendidikan Al-Qur'an (TPA) dalam Peningkatan Kemampuan Membaca Al-Qur'an bagi Peserta Didik SD Muhammadiyah Tamantirto Bantul.	which is related to Qur'anic Teacher's Performance. Researchers also use the same research approach that is a qualitative approach.	research to be conducted about improving the motivation of learning the Qur'an
5.	M. Hasbi dan Yusman, 2016.	Kinerja Guru Aqidah Akhlak, SKI, Al-Qur'an Hadits, Fiqih di Madrasah Tsanawiyah Al-Ikhlas Keban II Kec. Sanga Desa Kab. Muba.	Has the same subject matter which is related to teacher's performance. Researchers also use the same research approach that is a qualitative approach.	Research Object and Research focus.

Table 1.1 Research Originality

F. Definition of Term

1. Motivation of Learning The Qur'an

   Learning motivation is an impulse or driving force that comes from within the student and from outside the student that raises the desire to do something especially for learning.

   While the learning motivation of the Qur'an referred to this study is encouragement both from within students or inner components (needs to be satisfied) or from outside students or external components (objectives to be achieved) that lead to the desire to learn Al-Qur'an.

   In this study, researchers wanted to find information related to the

motivation to learn the Qur'an which consisted of:

a. Objectives achievement condition of the motivation of learning the Qur'an

b. Emerging Motivation Encouragement

c. Forms of Motivation Provided by Qur'anic Teacher

d. Characteristics of Emerging Motivation Based on Abraham Maslow's Basic Needs Hierarchy Theory and McClelland's Achievement Motivation

2. Qur'anic Teacher's Performance

Performance is the result of work achieved by someone in carrying out the tasks assigned to him. Whereas the Qur'anic teacher is someone who teaches knowledge related to the Qur'an, especially the knowledge of reading and writing the Qur'an and the basics of Islam.

Qur'anic teacher's performance referred to this study is related to the work achieved by Qur'anic teacher. Qur'anic teacher's performance is equated with teacher performance in general, because Qur'anic teacher also do the same thing as teacher indicators in general. This is as explained by Litbang Badko TKA-TPA DIY Team that in TPA has goals and targets to be achieved, learning materials, education time, and how to manage classrooms. Therefore, based on Teacher Ability Assessment Tool or called Alat Penilaian Kemampuan Guru (APKG) Ministry of Education, Directorate General of Quality Improvement of Educators and Education Personnel in 2008, assessment indicators on teacher performance are

carried out on three learning activities in class namely: Planning of learning activities, Implementation of learning activities, and Evaluation of learning.

In this research, researcher wanted to find information related to the Qur'anic teacher's performance in improving the motivation of learning the Qur'an which consists of:

a. The Function of Qur'anic Teacher Improves the Motivation of Learning the Qur'an

b. Suitability of Teacher's Performance in Providing Motivation

c. Qur'anic Teacher's Competencies

d. The Success of Qur'anic Teacher's Performance in Improving The Motivation of Learning The Qur'an in Planning, Implementation, and Evaluation

e. The Efforts in Improving the Qur'anic Teacher's Performance

3. Supporting and Restricting Factors of Qur'anic Teacher's Performance

Supporting factors are all factors that are encouraging, launching, supporting, accelerating, and helping something happen.

What is meant by supporting factors in this research are all factors which are:

a. Encouraging,

b. Launching,

c. Supporting,

d. Accelerating, and

e. Helping Qur'anic teacher's performance in improving the motivation of learning the Qur'an.

Restricting factors are all factors that are slowing down, holding back, even blocking something happened.

What is meant by restricting factors in this research are all factors that are:

a. Slowing down,

b. Holding back, and

c. Blocking Qur'anic teacher's performance in improving the motivation of learning the Qur'an.

G. **Proposed Thesis Structure**

1. **CHAPTER I** is an Introduction which contains the Background, Research Focus, Research Objective, Research Significance, Research Originality, Definition of Terms, and is equipped with Proposed Thesis Structure.

2. **CHAPTER II** includes Literature Review which explains the Theory Foundation and Thinking Framework.

3. **CHAPTER III** contains Research Methods consist of Approaches and Type of Research, Researcher Presence, Research Location, Data and Source of Data, Data Collection Technique, Data Analysis, Data Validity, and Research Procedure.

4. **CHAPTER IV** is Data Exposure and Research Finding and consisting of Research Object and Research Result about How is The Qur'anic

Teacher's Performace in Improving The Motivation of Learning The Qur'an in TPQ Al-Ikhlas Joyosuko Malang.

5. **CHAPTER V** contains Discussion of Research Result about How is The Qur'anic Teacher's Performace in Improving The Motivation of Learning The Qur'an in TPQ Al-Ikhlas Joyosuko Malang.

6. **CHAPTER VI** is Closing consist of conclusion and suggestion
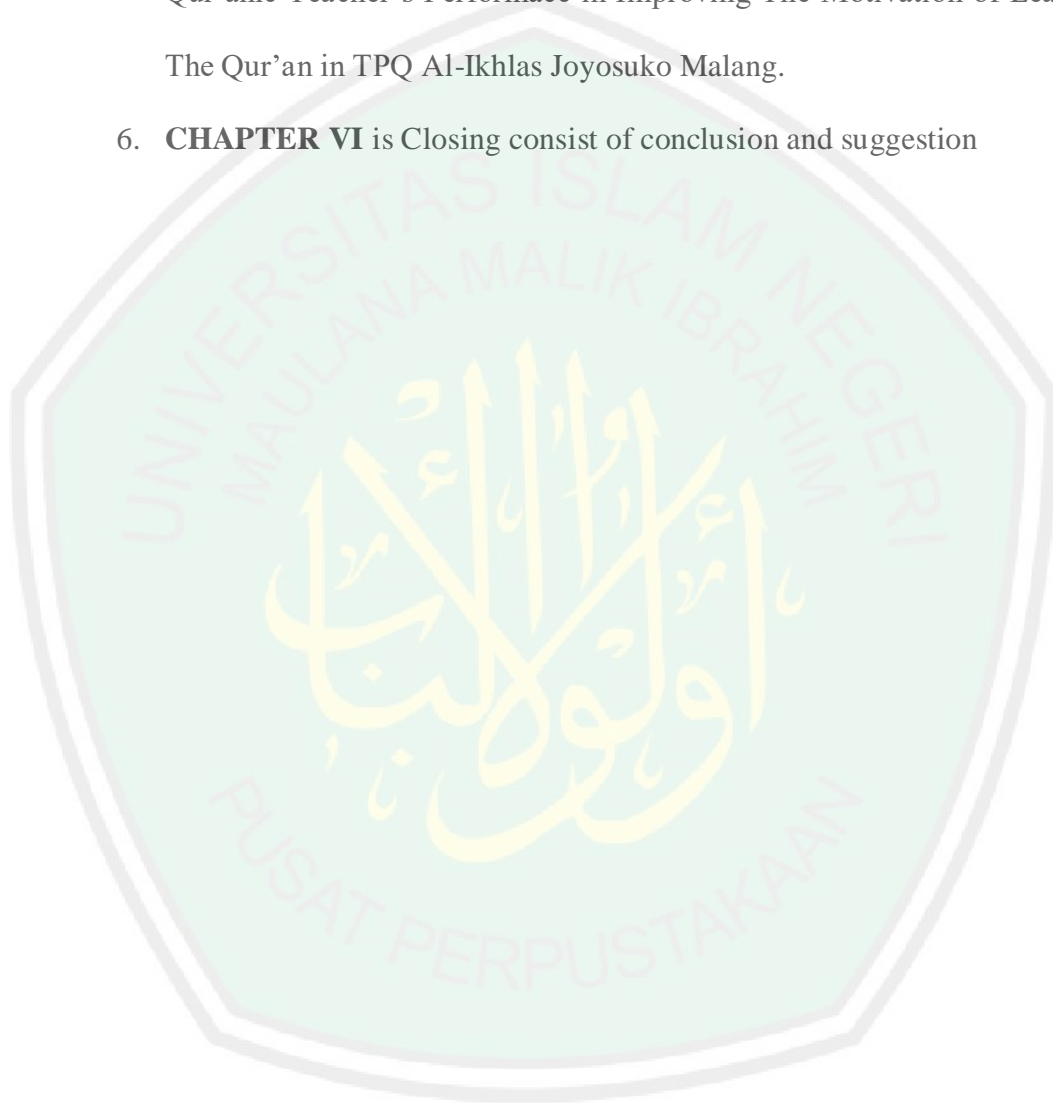
CHAPTER II

LITERATURE REVIEW

A. Theory Foundation

1. Qur'anic Educational Institution or *Taman Pendidikan Al-Qur'an* (TPQ)

a. Definition of TPQ (*Taman Pendidikan Al-Qur'an*)

TPQ (*Taman Pendidikan Al-Qur'an*) is one of the non-formal institutions that foster students to study the sciences related to the Qur'an and the sciences relating to the foundations of the Islamic religion.

The Qur'anic Educational Institutions (TPQ) play a significant role in eradicating the blind Qur'an in Indonesia. The existence of TPQ is very important when forming an Islamic society. The young generation of Islam must be understood by the Qur'an and introduced to the basic things in their religion from an early age.

The function of Qur'anic Educational Institutions based on Azyurmadi Azra are:[11]

1) Transition and transfer of Islamic science

2) Preservation of Islamic traditions

3) Reproduction of scholars

Qur'anic Educational Institutions consist of *Taman Kanak-Kanak Al-Qur'an* (TKQ), *Taman Pendidikan Al-Qur'an* (TPQ), *Ta'limul*

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[11] Sulthon dan Khusnuridlo, *Manajemen Pesantren Dalam Perspektif Global*, (Yogyakarta: Laksbang press, 2006), pg.13.

Qur'an lil Aulad (TQA), and other similar forms. The implementation of Al-Qur'an education is centered in mosques, *musholla*, or other qualified places.

The purpose of Qur'anic education based on Government Regulation of the Republic of Indonesia Number 55 Year 2007 Article 24 Regarding Religious Education is to increase the ability of students to read, write, understand, and practice the content of the Qur'an.[12]

The general purpose of the Qur'anic Educational Institutions (TPQ) is to foster citizens to become Muslim in accordance with the teachings of Islam and instill a sense of diversity in all life.

While the special purpose of the Qur'anic Educational Institutions according to Qomar are:[13]

1) Educate students to become Muslims who fear Allah SWT, have good character, have intelligence, skills, and have physically and mentally healthy.

2) Educate students to become capable personnel in various development sectors, especially mental and spiritual development.

3) Educate micro development counselors (family) and regional (community and environment).

4) Educate students to improve social welfare in the context of national development efforts.

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[12] Peraturan Pemerintah Republik Indonesia Nomor 55 Tahun 2007 Pasal 24
[13] Qomar, Mujamil, *Pesantren Dari Metodologi Menuju Demokrasi Institusi* , Jakarta: Erlangga, 2007), pg. 6.

b. Curriculum of Qur'anic Educational Institution

The Qur'an in its teaching requires a system from which to begin to introduce the Qur'an systematically, the level of difficulty and ease. Zakiah Daradjat gives an outline of the learning system of the Qur'an, which is as follows:[14]

1) Introduction of *hijaiyah* letters (Arabic letters from alif to ya')

2) How to sound each *hijaiyah* letter and the properties of the letter, this is discussed in *Makhraj* science.

3) The form and function of punctuation, such as *syakal*, *syaddah*, long sign (*mad*), *tanwin*, etc.

4) The form and function of stop reading signs (*waqaf*), such as absolute *waqaf*, *waqaf jawaz*, etc.

5) How to recite with a variety of rhythms and various *qira'at* contained in Qira'at and *Nagham* science.

6) Adabut recitations, which contain procedures and ethics of reciting the Qur'an in accordance with the function of the reciting as worship.

Based on the Republic of Indonesia Government Regulation Number 55 Year 2007 Article 24 Regarding Religious Education and Religious Education states that the Al-Qur'an education curriculum

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[14] Zakiah Daradjat, *Metodik khusus Pengajaran Agama Islam*, (Jakarta: Direktorat Jenderal Pembinaan Kelembagaan Agama Islam, 1994), pg. 69-71.

are: Reciting the Qur'an, Writing the Qur'an, Memorizing verses of Qur'an, Tajweed, Memorizing do'a.[15]

2. Qur'anic Teacher's Performance

a. Definition of Qur'anic Teacher's Performance

The term performance is intended as a translation of the term "performance". According to Kane, performance is not a characteristic of a person such as talent or ability, but an embodiment of talent or ability itself. This opinion shows that performance is an embodiment of ability in the form of real work. Performance in relation to the position is defined as the results achieved relating to the function of the position within a certain period of time.[16]

According to Supardi, performance is an activity carried out to implementing, complete tasks and responsibilities in accordance with expectations and goals.[17]

Performance according to Barnawi and Mohammad Arifin is the level of success of a person or group in carrying out tasks in accordance with their responsibilities and authorities based on performance standards that have been set during certain periods in the framework of achieving organizational goals.[18]

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[15] Peraturan Pemerintah Republik Indonesia Nomor 55 Tahun 2007 Pasal 24
[16] Abd. Madjid, *Pengembangan Kinerja Guru Melalui : Kompetensi, Komitmen dan Motivasi Kerja,* (Yogyakarta: Samudra Biru, 2016), pg. 9.
[17] Supardi, *Kinerja Guru* (Jakarta: Rajawali Pers, 2014) pg. 45
[18] Barnawi dan Mohammad Arifin, *Kinerja Guru Profesional*, (Yogyakarta: Ar-Ruzz Media, 2012) pg. 13

Based on some of the opinions above, the authors conclude that performance is the work achieved by someone in carrying out the tasks given to him based on a certain period of time to achieve certain organizational or institutional goals.

According to the KBBI, teachers are people whose jobs (their livelihood, profession) teach. The teacher is one of the human components in the teaching and learning process, which plays a role in efforts to form potential human resources in the development field.[19]

Teachers in the view of the community are people who carry out education in certain places, not necessarily in formal educational institutions, but also in mosques, at home, etc.[20]

Meanwhile according to the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers explained that the teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, primary education, and secondary education.[21]

Teachers can be seen as a profession that as a whole must have a good personality and a strong mentality, because they can be an example for their students and the surrounding community. Zakiyah Darajat stated about the personality of the teacher that every teacher

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[19] Sardiman, *Interaksi Dan Motivasi Belajar Mengajar Pedoman Bagi Guru Dan Calon Guru* (Jakarta: Rajawali, 2005), pg. 125.

[20] Syaiful Bahri Djamarah, *Guru dan Anak Didik dalam Interaksi Edukatif: Suatu Pendekatan Teoretis Psikologis*, (Jakarta: Rineka Cipta, 2010), pg. 31

[21] Supardi, *Op.Cit*, pg. 52

should have a personality that will be modeled and emulated by his students, either intentionally or not.[22]

The teacher is a professional position where he is required to make every effort to carry out his profession well. As a professional, the task of teachers as educators, instructors, trainers and researchers should be able to impact on their students. In this case the teacher should be able to continuously improve his performance which is the capital for successful education.

Based on some of the opinions above, the authors conclude that the teacher is a person whose profession is teaching, educating, guiding, directing, training, and evaluating students both in formal educational institutions and non-formal educational institutions.

Whereas Qur'anic teacher is a person whose profession is teaching, educating, and guiding, directing, training, and evaluating students in Qur'anic Educational Institution.

Teacher performance is the work that can be achieved by teachers in an organization (school), in accordance with the authority and responsibility given by the school in an effort to achieve the vision, mission, and goals of the school legally, not violating the law and in accordance with morals and ethics. The teacher's performance can be seen from his responsibilities in carrying out the mandate, the profession he carries, and his morals. In short, teacher performance is

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[22] Zakiyah Darajat, *Kepribadian Guru* (Jakarta: Bulan Bintang, 2005), pg. 10.

the result of teacher's work manifested in the form of knowledge, skills, values and attitudes of teachers in carrying out their duties and functions, which are shown in their appearance, deeds, and achievements.[23]

Based on some of the opinions above, it can be concluded that Qur'anic teacher's performance is the work achieved by a teacher in carrying out the tasks given to him based on a certain period of time to achieve the goals of a Qur'anic educational institution.

Teacher performance is determined by two factors:[24]

1) Internally the performance of the teacher is determined by the abilities and skills possessed by the teacher himself, that is related to the knowledge and teaching skills obtained by the teacher concerned during education.

2) Externally teacher performance is influenced by work motivation, which is related to the motivation possessed by each teacher when choosing a profession as a teacher. Motivation cannot be separated from the environmental factors in which the teacher works, both the physical environment and the social environment of the school where the teacher works, for example the structure of the school being developed, the school culture, the leadership of the school principal determine the performance of a teacher.

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[23] Abd. Madjid, *Op.Cit*, pg. 11.
[24] *Ibid*, pg. 13.

b. **Qur'anic Teacher Competencies**

Competence is generally defined as a skill or ability. Competence is a key determining factor for someone in producing excellent performance. Competence is a individual characteristic or personality that can affect people's performance

Teacher competency according to Government Regulation Number 74 of 2008 is a set of knowledge, skills and behavior that must be possessed, internalized, mastered and actualized by the teacher in carrying out his professional duties.[25]

Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, the competencies that must be possessed by a teacher are: Pedagogic Competencies, Personality Competencies, Social Competencies, Professional Competencies.[26]

1) Pedagogic Competencies

Pedagogic Competencies is the ability in the management of students, which includes:[27]

a) Teachers understand on the foundation and philosophy of education.

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[25] Peraturan Pemerintah No. 74 Tahun 2008
[26] Peraturan Manteri Pendidikan Nasional Republik Indonesia Nomot 16 tahun 2007
[27] Syaiful Sagala, *Kemampuan Profesional Guru dan Tenaga Kependidikan*, (Bandung: Alfabeta, 2009), pg. 32.

b) Teachers understand the potential and diversity of students, so learning service strategies can be designed according to the students' uniqueness.

c) Teachers are able to develop curriculum / syllabus in the form of documents and implementation in the form of learning practices.

d) Teachers are able to develop plans and learning strategies based on competency standards and basic competencies.

e) Teachers is able to carry out educational learning in a dialogic and interactive atmosphere.

f) Teachers is able to evaluate learning outcomes by meeting the required procedures and standards.

g) Teachers are able to develop students' talents and interests through intraculicular and extracurricular activities to actualize the various potentials they have.

Meanwhile, according to Martinis Yamin and Maisah, pedagogic competencies include:[28]

a) Understanding of insight or educational foundation

b) Understanding of student

c) Curriculum / syllabus development

d) Learning design

e) Implementation of learning that is educational and dialogic

[28] Martinis Yamin dan Maisah, *Standarisasi Kinerja Guru*, (Jakarta: Gaung Persada Press, 2010) pg. 10

f) Evaluation of learning outcomes

g) Development of students to actualize the various potentials they have

2) Personality Competencies

Personality competencies is related to the appearance of the teacher as an individual who has discipline, looks good, responsible, has commitment, and is a role model. Personality competencies include:[29]

a) The Ability to develop personality

b) The ability to interact and communicate.

c) The Ability to carry out guidance and counseling

Meanwhile, according to Martinis Yamin and Maisah, personality competencies include:[30]

a) Steady and stable (having consistency in acting according to norms)

b) Mature and authoritative

c) Wise

d) Have good character

e) Be a role model for students and the community

f) Able to evaluate their own performance

g) Develop yourself in a sustainable manner

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[29] Syaiful Sagala, *Op.Cit*, pg. 34.
[30] Martinis Yamin dan Maisah, *Op.Cit*, pg. 9.

3) Social Competencies

Social competencies is related to the ability of teachers as social creatures to interact with others. Social competence include:[31]

a) Understand, respect, and have the ability to manage conflict.

b) Carry out harmonious cooperation with colleagues, school principals, and other related parties.

c) Build teamwork that is compact, smart, dynamic, and agile.

d) Carry out communication (oral, written, pictured) effectively and pleasantly with all school residents, parents of students, with full awareness that each has a role and responsibility for the progress of learning.

e) Have the ability to understand and internalize changes in the environment that affect their duties.

f) Has the ability to put himself in the value system prevailing in society.

g) Implement principles of good governance (participation, law enforcement, and professionalism)

Meanwhile, according to Martinis Yamin and Maisah, social competencies include:[32]

a) Communicate verbally and in writing

b) Using information and communication technology functionally

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[31] Syaiful Sagala, *Op.Cit*, pg. 38.
[32] Martinis Yamin dan Maisah, *Op.Cit*, pg.12.

c) Associate effectively with students, fellow educators, and parents of students

d) Be polite with the surrounding community

4) Professional Competencies

Professional competencies related to the subject of study, according to Syaifudin Sagala, professional competencies consists of:[33]

a) Understand the subjects that have been prepared to teach.

b) Understand competency standards and subject content standards and teaching materials available in the curriculum.

c) Understand the structure, concepts, and scientific methods that shelter teaching material.

d) Understand the relationship of concepts between related subjects.

e) Applying scientific concepts in daily life

Meanwhile, according to Martinis Yamin and Maisah, professional competencies include:[34]

a) Mastering the concept of structure and methods of science / technology / art in accordance with teaching material

b) Mastering the teaching material in the school curriculum

c) Mastering the concept relationships between related subjects

d) Application of scientific concepts in daily life

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[33] Syaiful Sagala, *Op.Cit*, pg. 39-40.
[34] Martinis Yamin dan Maisah, *Op.Cit*, pg.11.

e) Competence professionally in a global context while preserving national values and culture

Whereas Qur'anic teacher's competencies not much different from teacher competencies in general. Competencies that must be possessed by teachers in general, namely pedagogic competencies, personality competencies, social competencies, and professional competencies must also be possessed byQur'anic teacher. However, the teacher's competencies in learning the Qur'an is more focused on the ability to read and write the Qur'an and mastery of Islamic values or religiosity.

Based on Government Regulation of the Republic of Indonesia Number 55 Year 2007 Article 24, there are some competencies that must be possessed by the Qur'anic teacher include:[35]

1) Educators in Qur'anic education should have at least graduated from high school education (*madrasah diniyah*) or equivalent.

2) Can recite the Qur'an with tartil.

3) Mastering the Qur'an teaching techniques

Here are some things that must be considered for the Qur'anic teacher:[36]

1) Sincerity

Sincerity is very important in teaching TPQ. The Qur'anic teacher often does not get paid. If given a wage it is usually only a small amount. Need sincerity in teaching.

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[35] Peraturan Pemerintah Republik Indonesia Nomor 55 Tahun 2007 Pasal 24
[36] Abu Zakariya Sutrisno, Panduan Lengkap Mengajar Taman Pendidikan Al-Qur'an, (Sukoharjo: Yayasan Hubbul Khoir, 2018) pg. 14-16

2) Struggle and Patience

The Qur'anic teacher needs high energy and patience. It also needs to spend considerable time and effort to regularly teach students at TPQ.

3) Mastering the theory

Qur'anic teacher should mastering the theory to be taught. For example, if want to teach Iqra ', Qira'aty, or UMMI then need to learn the important points first. Likewise, if want to teach *tahsin / tajweed*, basic materials of Islam (*aqidah*, worship or others)

4) Mastering the Teaching Techniques

In addition to mastering the material, the Qur'anic teacher must also mastering the teaching techniques. Teaching Iqra 'is certainly not the same as teaching about worship and *aqidah*. All require a different approach.

5) Understanding Children

Teaching children is certainly different from teaching adults. Children usually get bored quickly and are also often unfocused. Therefore, the Qur'anic teacher needs to understand the world of children.

6) Confidence and Build the Communication

Confidence is needed in teaching TPQ. In addition, communicating and interacting with students also needs to be done

frequently so that there is a closeness between the TPQ teacher and students.

7) Cooperation Between Teachers

Good coordination and cooperation between TPQ teachers is very important. Clear assignments and teaching schedules should be divided among the instructors.

8) Innovative and Keep Learning

Teaching children requires creativity and perseverance. Qur'anic teachers need to find creative ideas so that children are interested and do not feel bored in learning

c. **Indicator of Qur'anic Teacher's Performance**

According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 39 paragraph 2, a teacher can be said to have a good performance if the teacher performs his role and duties as a teacher namely planning and implementing the learning process, assessing learning outcomes, conducting mentoring and training, as well as conducting research and community service.

M. Hasbi and Yusman cite in Rusman's book also revealed that the assessment indicators on teacher performance are carried out on three learning activities in the class, namely:[37]

1) Planning of learning activities

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[37] M. Hasbi dan Yusman, *Op.Cit*, pg. 71

2) Implementation of learning activities

3) Evaluation or assessment of learning activities

In this research, author limit the discussion of teacher performance only to the pedagogic competencies of teachers, which consists of: planning of learning activities, implementation of learning activities, and evaluation or assessment of learning activities

1) Planning of learning activities

Planning of learning activities must be made as well as possible because good planning will bring good results in learning. The teacher must prepare a syllabus and lesson plan or Rencana Pelaksanaan Pembelajaran (RPP) at the beginning of the year or the beginning of the semester in accordance with the school work plan.[38]

2) Implementation of learning activities

Learning activities are activities when there is an educational interaction between students and teachers. Learning activities in the classroom are the core of the implementation of education which is marked by the presence of classroom management activities, using the media and learning resources, and using the learning methods and strategies.[39]

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[38] Barnawi dan Mohammad Arifin, *Op.Cit*, pg. 15.
[39] *Ibid*, pg. 16-17.

3) Evaluation or assessment of learning activities

Evaluation or assessment a series of activities to obtain, analyze, and interpret data about the learning process and learning outcomes of students which are carried out systematically and continuously, so it becomes meaningful information for assessing students and in other decision making.[40]

While the Qur'anic performance is equated with the teacher performance in general. Because basically the Qur'anic teacher also does the same thing as the teacher indicator in general. This is as explained by Litbang Badko TKA-TPA DIY Team that in TPQ has goals and targets to be achieved, learning materials, education time, and how to manage classrooms. In addition, in TPQ is also equipped with curriculum standards, competency standards and basic competencies and syllabus. From the explanation of the Badko Libang Team a statement can be drawn that the Qur'anic teacher's performance is the same as the teacher's performance in the explanation of the Minister of Education and Culture.[41]

3. **Motivation of Learning The Qur'an**

a. **Definition of Motivation of Learning The Qur'an**

Motivation comes from the word motive which is interpreted as an effort to encourage someone to do something. Motive can be said as a

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[40] *Ibid*, pg. 18.

[41] Ulfa Amra, Skripsi: "*Kinerja Guru Taman Pendidikan Al-Qur'an (TPA) dalam Peningkatan Kemampuan Membaca Al-Qur'an bagi Peserta Didik SD Muhammadiyah Tamantirto Bantul*" (Yogyakarta:Universitas Muhammadiyah Yogyakarta, 2015) pg. 22-23.

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driving force from within the subject to perform certain activities in order to achieve the goal.[42]

According to Sumadi Suryabrata motivation is defined as a condition contained in a person who encourages him to do certain activities in order to achieve the goal.[43]

According to Mc Donald motivation is a change of energy in a person that is characterized by the emergence of affective and reaction to achieve goals. This formulation contains three interrelated elements as follows:[44]

1) Motivation starts from a change in personal energy

Changes in motivation arise from certain changes in the neuropathic system in human organisms, for example due to changes in the digestive system, the motive for hunger arises. But there are also unknown energy changes.

2) Motivation is characterized by feelings

First it is psychological tension, then it is emotional atmosphere. This atmosphere of emotion creates patterned behavior. This change may or may not, we can only see it in action. A person is involved in a discussion. Because he feels interested in the matter to be discussed, his voice will arise and his words come out smoothly and quickly.

[42] Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: Raja Grafindo Persada,2001), pg. 71.
[43] Djaali, *Psikologi Pendidikan*, (Jakarta: Bumi Aksara, 2008), pg. 101.
[44] Oemar Hamalik, *Op.Cit*, pg. 173.

3) Motivation is characterized by reactions to achieve the goals

Motivated person holds responses directed towards a goal. These responses function to reduce the tension caused by changes in energy within him. Each response is a step towards achieving the goal, for example, if A wants to get a prize, he will study, ask questions, read books, take tests, and so on.

Motivation has several functions, namely:[45]

1) Encourage the existence of an action. Without motivation there will be no action such as learning.

2) As a director, it means directing actions towards achieving desired goals.

3) As a mobilizer. The size of motivation will determine sooner or later a job..

Based on some of the opinions above, learning motivation can be interpreted as a condition contained in a person that encourages him to do certain activities in order to achieve the goal of learning success.

While the motivation of learning the Qur'an referred to this research is encouragement both from within students or inner components (needs to be satisfied) or from outside students or external components (goals to be achieved) that lead to the desire to learn the Qur'an.

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[45] *Ibid*, pg. 175

b. Types of Motivation

Motivation is divided into two types:

1) Intrinsic Motivation

Intrinsic motivation is motivation found in learning situations and meeting the needs and goals of students. This motivation is also referred to as pure motivation.[46] This motivation arises because there is encouragement from the self without any intermediaries from outside. So that intrinsic motivation is called motivation from students inside.

Hamzah B. Uno said that intrinsic motivation is usually influenced by the desire to succeed, the encouragement for learning needs, and the hopes for the dream.[47]

According to Sardiman, intrinsic motivation is motives whose functioning is not caused by external stimuli, but because within each individual there is an encouragement to do something. For example someone who likes to read, no one needs to tell him, he is diligent in reading.[48] This motivation can also be called learning awareness, because by itself he is aware of his personal needs for learning.

2) Extrinsic Motivation

Extrinsic motivation is the motives that function because of external stimulation. For example, someone learns because they

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[46] Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta: PT Bumi Aksara, 2013) pg. 162.

[47] Hamzah B. Uno, *Teori Motivasi dan Pengukurannya*, (Jakarta: Bumi Aksara, 2011), pg. 23

[48] Sardiman A. M, *Interaksi dan Motivasi Belajar Mengajar*,(Jakarta : Rajawali Pers, 2011), pg. 89

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know tomorrow morning they will take an exam in the hope of getting a good grade, so they will be praised by their parents or friends. So, what is important is not because of learning to know something, but want to get good grades, or to get a prize. Therefore, extrinsic motivation can also be said to be a form of motivation in which learning activities begin and continue based on outside encouragement that is not absolutely related to learning activities.[49]

According to Hamzah B. Uno, extrinsic motivation is usually influenced by the appreciation, conducive learning environment and interesting learning activities.[50]

According to Dimyati and Mudjiono, extrinsic motivation is an impulse for someone's behavior that is outside the act that he does. People do something, because of outside encouragement such as a gift and avoid punishment.[51] Extrinsic motivation is more inclined to the urge from outside the self.

Which is classified as extrinsic learning motivation are:[52]

a) Learn to fulfill obligations

b) Learn to avoid the penalty that is threatened

c) Learn to get the promised material prize

d) Learn to increase social prestige

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[49] *Ibid*, pg. 91
[50] Hamzah B. Uno, *Op.Cit,* pg. 23
[51] Dimyati dan Mudjiono, *Belajar dan Pembelajaran*, (Jakarta: Rineke Cipta, 2013), pg. 91
[52] W.S Winkel, Psikologi Pengajaran, (Jakarta: Widiasarana, 1996), pg. 174

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e) Learn to get praise from others, for example teachers and parents

f) Learn for job demands that want to hold or to meet the requirements for promotion

c. **The Forms of Motivation**

There are several forms of motivation that can be used by teachers to improve learning motivation:[53]

1) Give the Numbers

The number in question is a symbol or value of the results of student learning activities. Numbers are a motivational tool that provides stimulation to students to maintain and even improve their learning achievement.

2) Give the Reward

The reward referred to items or souvenirs given to students for their achievements. Reward can also be given when students can complete assignments well, comply with school rules, get the highest grades, and so on. Reward can provide encouragement and excite students in learning.

3) Give the Praise

Praise is a positive motivational tool. People who are praised feel proud because their work is well appreciated by others. However, the effect of praise depends on who gives the praise and

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[53] Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: PT Rineka Cipta, 1997), pg. 168.

who receives the praise. In learning activities, praise can be used as a motivational tool. The teacher can use praise as a form of attention to please students' feelings. Praise can serve to direct student activities to the things that support the achievement of learning objectives.

4) Gesture

Gesture are physical movements that can provide feedback to students. Examples of body movements are: a bright face, giving a smile, giving a greeting, thumbs up, giving applause, and so forth. Gesture are reinforcement that can arouse students' enthusiasm for learning.

5) Give the Assignment

The assignment is a job that requires implementation to be completed. The teacher can give assignments in various forms to students, both group assignments and individual assignments. Assignments can be given by the teacher after delivering the material. Students who realize that they will get an assignment from the teacher after they receive the material, so they will pay attention to the teacher when delivering the material.

6) Give the Test

Test is one of the important strategies in learning. By doing the test, the teacher will know the extent of the results of teaching that he has done and to what extent the level of student mastery of the

material given in a certain period of time. Usually students will study hard when they find out that they will have test.[54]

7) Give the Punishment

Punishment is one form of negative reinforcement, but sometimes it is needed in education. The punishment referred to here is not a physical punishment that hurts students, but rather a punishment that is educational. Educating punishment is what is needed in education.

d. **Motivation Theory**

1) **Motivation Theory of Learning Needs Abraham Maslow**

According to Oemar Hamalik, motivation has two components:[55]

a) Inner components are the needs to be satisfied.

b) Outer component are the goal to be achieved

Needs are tendencies within a person that cause impulse and lead to behavior to achieve goals. A goal is something that is to be achieved by an action which in turn will satisfy individual needs. The existence of a clear and conscious goal will affect the needs, this will encourage motivation. So the goal can arouse the emergence of motivation in a person.[56]

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[54] Syaiful Bahri Djamarah dan Aswan Zain, *Op.Cit*, pg. 174
[55] *Ibid*, pg. 174.
[56] *Ibid*, pg. 174.

From this explanation it can be concluded that there is a relationship between needs and motivation, that is needs can encourage motivation in a person.

Related to motivation theory, Abraham Maslow in his book entitled Motivation and Personality divides basic human needs that affect motivation into five levels. The basic needs hierarchy referred are:

a) Physiological Needs

The need that is usually considered the starting point for motivational theory is physiological impulse. Included in physiological needs are the needs of hunger, thirst, sexual desire, and sensual pleasure. All these physiological needs are the most powerful needs. The special meaning is that in humans who really want everything in life, it is likely that the main motivation is physiological needs compared to other needs. A starving human being is not interested in anything other than food, he just wants food.[57]

In relation to education, students who are very hungry will not be able to focus on learning because they only want food. If the basic physiological needs of students in the form of hunger are not satisfied, learning will be disrupted in other words students do not have the motivation to learn the Qur'an.

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[57] Abraham H. Maslow, *Motivation and Personality,* terj. Achmad Fawaid & Maufur (Yogyakarta: Cantrik Pustaka, 2018) pg. 69-71

However, when these physiological needs are satisfied, new (higher) needs arise, and so on. Humans are controlled and their behavior is governed by insatiable needs. When hunger is fulfilled, he is no longer important in the individual, but he will want other needs.

b) Safety Needs

If physiological needs are satisfied, then new needs arise, namely safety needs (security, stability, dependency, protection; freedom from fear, anxiety, and chaos; the need for structure, order, law, and boundaries; protective forces and etc.).[58]

In relation to the world of education, students who are in a threatened or depressed condition, for example in a state of war, plague, and disaster, the safety needs is not satisfied. The impact is they will not have the motivation to study the Qur'an and tend to be more concerned with their security conditions compared to learning. Conversely, if safety needs of students is satisfied or students feel safe while learning, then he will be more focused in learning and motivation to learn will increase.

c) Love and Belonging Needs

If physiological needs and safety needs are well satisfied, there will be a need for love, affection, and a sense of

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[58] *Ibid*, pg. 73

belonging, and the whole cycle will repeat itself. The need for love involves the giving and receiving of love. When these needs are not satisfied, a person will feel very lost friends, partner, or children. Such a person will crave a relationship with people in general and will try hard to achieve this goal.[59]

In relation to the world of education, students who get enough love and affection from parents, teachers, and the surrounding environment will be more motivated in learning the Qur'an. Conversely, students who are not satisfied with their needs for love and a sense of belonging will try to satisfy these needs.

d) Esteem Needs

Everyone in our society (with a few exceptions) has a need or desire for a stable and firm evaluation of themselves, self-esteem, and recognition of others. All these needs can be classified into two groups. The first group is the desire for strength, achievement, adequacy, mastery and skill, and competence, confidence in facing the world, independence and freedom. While the second group is the desire for reputation or prestige (in the sense of respect or appreciation from others),

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[59] *Ibid*, pg. 76

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status, fame and glory, dominance, recognition, attention, interest, dignity, or appreciation.[60]

In relation to the world of education, satisfying the need for self-esteem raises feelings of confidence, values, strengths, abilities, and useful feelings in students, therefore students will have high motivation to learn the Qur'an. However, failure to satisfy these needs raises feelings of inferiority, weakness, and helplessness. As a result, these students have low motivation to learn the Qur'an.

e) Self-Actualization Needs

Even if all these needs are satisfied, humans still often feel new dissatisfaction or anxiety, unless the individual does something that is appropriate for him. For example: musicians must play music, artists must paint, and poets must write if they want to make peace with themselves.[61]

Humans should become what they can be. They must be honest with their own nature. We can call this self-actualization needs. This need refers to people's desire for self-satisfaction, namely their tendency to actualize their own potential. This tendency can be expressed as a desire to become themselves, to become what people are capable. At this level, individual differences are greatest. However, the general nature of the

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[60] *Ibid*, pg. 77
[61] *Ibid*, pg. 78

self-actualization needs is its emergence which usually relies on the first fulfillment of physical needs, safety needs, love and belonging needs, and self-esteem needs.[62]

In relation to the world of education, if students have been satisfied all their needs, then these students are likely to actualize their potential, they will become what they can. This will improve motivation of learning the Qur'an.

2) **Achievement Motivation Theory Mc Clelland**

This theory was put forward by David Mc. Clelland, a social psychologist and colleagues. According to him, achievement motivation (need for Achievement) is encouragement related to differences in the success or enthusiasm of a person in achieving a success. The need for achievement is a power in the human mentality, in the form of encouragement to do activities faster, better, more effective and more efficient than previous activities, and encourage to be the best.[63]

Need for achievement or achievement motivation is closely related to the success and enthusiasm of a person in achieving a goal or success. David McClelland is famous for his theory of the need to achieve achievement and states that the motivation of a person varies according to one's need for achievement.

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[62] *Ibid*, pg. 79

[63] Alex Sobur, *Psikologi Umum*, (Bandung: CV. Pustaka Setia, 2009) pg. 284-286

Basically, in every person there is a need to perform actions that aim to obtain the best results. The need to achieve the best results by David McClelland (in Suciati 1994) is referred to as need for achievement. It is realized that some people have a high level of achievement motivation and some others do not so that each human being is different in achievement motivation. Achievement motivation theory from McClelland identified three basic types of needs, there are need for achievement (n-Ach) need for affiliation (n-Aff) and need for power (n-Pow). The need for achievement (n-Ach) is intrinsic and relatively stable. This motivation is a function of three variables namely Hope to perform the task successfully, Perception about the value of the intended task, Need for success.[64]

Highly motivated people want to complete tasks and improve their appearance and are oriented to tasks and problems that provide challenges where their performance can be assessed and compared to a standard or compared to others.

People with high (n-Ach) always choose to work for challenging tasks, they don't like easy assignments and don't give challenges. Thus it appears that in carrying out their duties it is not chancy and all their work is realistic if successful they will tend to increase their aspirations so that they can increase towards more

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[64] Wahyudi, *Memahami Motivasi Berprestasi Siswa*, Jurnal Universitas Tanjungpura (Untan) Pontianak Vol 25 No. 3 2010, pg. 4-5

challenging tasks. McClelland (in Handoko 1992) explains that achievement-oriented people have the following characteristics:[65]

a) Enjoy situations that require personal responsibility for problem solving

b) Tend to take moderate risks compared with low or high risk

c) Always expect real feedback can be in the form of suggestions and criticisms of the performance that has been done.

Someone who has high achievement motivation will have characteristics include:[66]

a) Trying to do something that has become his duty: someone who has high achievement motivation will pay attention to whatever is his duty and carry out their duties properly.

b) Trying to be better than others: for someone who has high achievement motivation, life is a competition and he must come out as the best among others.

c) Looking for feedback on what he has done: feedback is needed by someone who has high achievement motivation, because with the feedback given by other parties he is able to know how to respond to what he has done.

d) Having personal responsibility: someone who is highly motivated always has responsibility for everything that is his responsibility.

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[65] *Ibid,* pg. 5.
[66] Saifuddin Azwar, *Penyusunan Skala Psikologi*, (Yogyakarta: Pustaka Pelajar, 2011), pg.150

e) Choosing a moderate risk, because with a medium risk means he has the opportunity to fix a failure and achieve far better success.

Need for affiliation (n-Aff) is basically identical to the needs of Maslow's affiliation, people reflect the desire to have harmonious, cooperative, and friendly relations with other parties. People who have high affiliation needs generally succeed in jobs that require high social interaction, especially types of work that require personal relationships that are critical for the results of work.[67] Therefore, the behavior of someone who is driven by the needs of affiliation has the following characteristics:

a) Very concerned about relationships with others

b) Having high social interaction

c) Cooperative

Need for power (n-Pow) is an expression of an individual's desire to control and influence others. The need for power is very closely related to the desire to achieve a leadership position.[68]

e. Factors That Influence Learning Motivation

Factors that influence motivation are age, physical condition, and intelligence strength must also be considered in this regard.[69]

Learning motivation can arise because of two kinds of factors that influence it, namely:[70]

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[67] Wahyudi, *Op.Cit,* pg. 5

[68] *Ibid,* pg. 5

[69]Syaiful Bahri Djamarah dan Aswan Zain, *Op.Cit*, pg. 179

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1) Intrinsic motivation, which is in the form of the desire to succeed, the encouragement for learning needs, and the hope for the dream

2) Extrinsic motivation, namely the existence of rewards, a conducive learning environment and interesting learning activities

According to Oemar Hamalik there are several factors that influence motivation, both intrinsic motivation and extrinsic motivation include:[71]

1) The level of student awareness of the needs that encourage behavior / actions and awareness of the learning objectives to be achieved.

2) The teacher's attitude towards the class, the teacher who is wise and always stimulates students to act towards a clear and meaningful purpose for the class.

3) The influence of student groups. If the influence of the group is too strong then the motivation is more likely to be extrinsic.

4) The class atmosphere also influences the emergence of certain traits on student motivation.

A teacher in carrying out learning activities, in order to motivate students should pay attention to several factors:[72]

1) The teacher as a source of behavioral experience as well as an object of attention students should:

a) Has a strong and attractive authority and personality

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[70] Hamzah B. Uno, *Op.Cit*, pg. 23

[71] Oemar Hamalik, Kurikulum dan Pembelajaran, (Jakarta: Bumi Aksara, 2003), pg.121

[72] Tabrani Rusyan dkk,*Op.Cit*, pg. 103

b) Show great interest in the content of the lessons it conveys

c) Being able to choose a learning device or create a learning situation that is able to evoke learning motives

2) Students are individuals who will experience certain behaviors and subjects that pay attention. Then the teacher needs to know the type and level of student needs for motivating efforts, such as:

a) Student learning motives

b) Interest in learning that grows in students

c) Incentives that need to be given to students

d) Other motives that exist in students such as motives for wanting security, motives for affection, wanting to be treated equally, and so on.

f. Motivation of Learning the Qur'an in Islamic Perspective

Learning motivation is very important in Islamic religion. Improving knowledge is highly recommended and ordered by the Messenger of Allah, because with the knowledge, Muslims will be strong and dignified both in the world and in the hereafter.[73]

Rasulullah said:

الْعَالِمِ عَلَى الْعَابِدِ كَفَضْلِ الْقَمَرِ لَيْلَةَ الْبَدْرِ عَلَى سَائِرِ الْكَوَاكِبِ

(رواه ابو داود والترمذى والنسائى وابن ماجة عن ابى الدرداى)

Artinya: "*The strength of a learned person from a person who worships (a fool) is like the advantages of the moon on a full moon and*

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[73] Harmalis, *Motivasi Belajar dalam Perspektif Islam,* Indonesian Journal of Counseling & Development Institut Agama Islam Negeri (IAIN) Kerinci, Vol. 01, No. 01, Juli 2019, pg. 59

all the other stars." (Narrated by Abu Dawud, At-Tirmidzi, An-Nasa'i, dan Ibnu Majah dari Abu Darda).

The teachings of Islam strongly prioritize and glorify those who carry out learning activities with the aim of increasing their knowledge, so this is reinforced in the Qur'an that people with knowledge will be elevated and glorified to some degree by Allah SWT

Allah said in the Qur'an Surah Al Mujadilah verse 11:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ ۖ وَإِذَا قِيلَ انْشُزُوا فَانْشُزُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Artinya: "*O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is acquainted with what you do.*" (QS. Al-Mujadilah: 11)

As Muslims, they should have high enthusiasm and motivation to always carry out learning activities in improving the quality of their self whether related to religious or general science.

In general, Allah and His Messenger use promises and threats to arouse human motivation to believe in Allah and His Messenger, believe in the teachings of Islam, practice worship and stay away from

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things that are forbidden by Allah SWT. The use of persuasion and threats together has a more effective effect than using one. If only using persuasion will make people expect too much from Allah SWT and too dreamy to enter heaven. If only using threats will make people pessimistic about God's Grace, so that the hope of getting to heaven will disappear. This promise and threat is also used by the Messenger of Allah in his hadith to motivate Muslims to study.[74]

Likewise in studying the Qur'an, Muslims are instructed to read, study, and practice the contents contained in the Qur'an by seriously remembering the many virtues of studying and teaching the Qur'an.

In one of the hadiths Imam Bukhari mentioned the virtue of studying the Qur'an:

<div dir="rtl">

خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ

</div>

Meaning: *"The best among you (Muslims) are those who learn the Quran and teach it."* (HR. Bukhari)

The hadith explains that people who study the Qur'an as well as those who teach the Qur'an are called the best people. By studying the Qur'an, the person will know the laws or teachings contained in the Qur'an and are expected to be able to apply them in everyday life

Among the traditions that mention the virtue of gathering to read and study the Qur'an, especially if done in a mosque that binds the

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[74] Syahril, *Motivasi Belajar dalam Perspektif Hadits*, Jurnal UIN Imam Bonjol Padang, pg. 61

hearts of those who believe is the hadith narrated from Abu Hurairah he said: Has said the Messenger of Allah:

وَمَا اجْتَمَعَ قَوْمٌ فِى بَيْتٍ مِنْ بُيُوتِ اللَّهِ يَتْلُونَ كِتَابَ اللَّهِ وَيَتَدَارَسُونَهُ بَيْنَهُمْ إِلاَّ نَزَلَتْ عَلَيْهِمُ السَّكِينَةُ وَغَشِيَتْهُمُ الرَّحْمَةُ وَحَفَّتْهُمُ الْمَلاَئِكَةُ وَذَكَرَ هُمُ اللَّهُ فِيمَنْ عِنْدَه

Meaning: *"There is no gathering of a people in a house of Allah (mosque), they read the Book of Allah and study it among themselves, except that there will be peace in them, their hearts filled with grace, covered by angels and God calls them before His creatures."* (HR. Muslim)

This hadith is among the greatest good news delivered by the Messenger of Allah to those who gathered to read and study the Qur'an. The Messenger of Allah invited and encouraged his people to study the Qur'an, because in it there was a key to their strength and glory and provision to improve the situation. Also he promises great rewards in the sight of Allah, whether they gather in mosques or in other places, such as schools or homes.[75]

Based on some of the arguments above, it can be seen related to the importance of learning motivation in Islam, especially Qur'an motivation. This is because the Qur'an is a Muslim holy book. In addition, there are virtues in studying the Qur'an.

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[75] Mahmud al-Dausary, *Keutamaankeutamaan Al-Qur'an*, terj. Muhammad Ihsan Zainuddin (e-book Islam dikutip dari www. Alukah.net), pg. 76.

4. Quality of TPQ Student Graduates

The Standards of students' competence of TPQ Graduates are:[76]

a. Having the ability to read the Qur'an properly and correctly according to the basic knowledge of recitation

b. Able to master Tajweed theory

c. Able to memorize 22 short surah properly and correctly

d. Able to memorize 5 selected verses properly and correctly

e. Have the ability to memorize 27 prayer daily properly and correctly

f. Able to practice adzan, ablution and prayer obligatory and prayer sunnah properly

g. Able to memorize recitation of obligatory prayers and Sunnah

h. Having the ability to write Arabic properly and correctly

i. Able to master the basics of Islam and simple applications in everyday life.

with the TPA graduate competency standard, students will be directed and have their respective targets and be able to master a variety of theories related to the Qur'an and the basics of Dinul Islam and its application in accordance with predetermined standards, so making it easier for teachers to guide and evaluating students.

Based on the Republic of Indonesia Government Regulation Number 55 Year 2007 Article 24 Regarding Religious Education and Religious Education states that the Al-Qur'an education curriculum are: Reciting the

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[76] Mamsudi Abdurrahman dkk, *Panduan Kurikulum dan Pengajaran TK/TP Al-Qur'an (Menyongsong Generasi Qur'ani, Menyongsong Masa Depan Gemilang)*, (Jakarta : LPPTKA BKPRMI Pusat, 2010) pg. 38-39.

Qur'an, Writing the Qur'an, Memorizing verses of Qur'an, Tajweed, and Memorizing prayer.[77]

Based on the Republic of Indonesia Government Regulation Number 55 Year 2007 Article 24, the TPQ graduate students are at least able to master a number of things, namely:

a. Able to read the Qur'an

b. Able to write the Qur'an

c. Able to memorize verses of the Qur'an, especially short verses

d. Mastering Tajweed

e. Able to memorize the main prayers

5. **Suppporting and Restricting Factors of Qur'anic Teacher's Performance**

   a. **Internal Factors**

   Internal factors are factors that originate within the TPQ itself which can affect the Qur'anic teacher's performance. There are several important factors that support the success or failure of the implementation of the TPQ comes from the TPQ itself, include:[78]

   1) Qualified Qur'anic Teacher

   The Qur'anic teacher is a major component in the implementation of TPQ. Those who educate and interact directly with TPQ students. A qualified or competent teacher will make students more active and easily accept lessons.

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[77] Peraturan Pemerintah Republik Indonesia Nomor 55 Tahun 2007 Pasal 24
[78] Abu Zakariya Sutrisno, *Op.Cit,* pg. 12-13.

2) Active students

Success in learning can also be assessed from the activeness of students during the learning process.

3) The right learning method

From the beginning it is necessary to set clear learning targets and the learning methods used.

4) There is a clear curriculum and evaluation process

The curriculum is also very important, because it will be a guide in the teaching and learning process. TPQ managers must create a study schedule and also evaluate the development of students' abilities.

5) Adequate facilities and infrastructure

Facilities and infrastructure are important components to support the success of learning.

6) Good TPQ management

TPQ managers must be selective in recruiting TPQ teachers. If possible it is necessary to hold regular training for TPQ teachers. Both related to the material and related to teaching skills.

b. **External Factors**

External factors are factors that originate from outside the TPQ which can affect the performance of Qur'anic teacher. There are

several important factors that support the success or failure of the implementation of TPQ that comes from outside TPQ, include:[79]

1) Support From the Society

    The society has an important role in supporting the successful implementation of TPQ, therefore it is needed support from the society.

2) Support From the Parents of Student

    Parents are a very important component to assist in the implementation of TPQ. Parents have a big influence on their children.

3) Support From Other Parties

    In addition support from the society and parents of students, the TPQ also needs support from other parties, such as donors to help the success of the TPQ.

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[79] *Ibid,* pg. 13

B. Thinking Framework

Background:
1. Learning the Qur'an is a necessity of every Muslim's life and is taught early at the Qur'anic Educational Institution, one of the place is Taman Pendidikan Al-Qur'an (TPQ)
2. One of problem that is often faced by Qur'anic educational institutions is that students have low motivation to learn the Qur'an
3. It needs teachers who have the competence of teaching and mastering the knowledge of the Qur'an

Qur'anic Teacher's Performance of TPQ there are 2 types:
1. Qur'anic teachers who teach traditionally and hereditary
2. Qur'anic teachers who have competence of teaching and mastering the knowledge of the Qur'an
   (Both affect the motivation of learning the Qur'an and the success of learning the Qur'an)

Qur'anic Teacher's Performance in Improving The Motivation of Learning The Qur'an in TPQ Al-Ikhlas Joyosuko Malang

Research Focus:
1. Students Motivation in Learning The Qur'an
2. Qur'anic Teacher's Performance in Improving The Motivation of Learning The Qur'an
3. Supporting and Restricting Factors of Qur'anic Teacher's Performance in Improving The Motivation of Learning The Qur'an

Theory Foundation

Data Collection Technique:
1. Observation
2. Interview
3. Documentation

1. Qur'anic Educational Institution

2. Qur'anic Teacher's Performance

3. Motivation of Learning The Qur'an

4. Quality of TPQ Student Graduates

5. Supporting and Restricting Factors of Qur'anic Teacher's Performance

Motivation Theory of Abraham Maslow and Mc Clelland

Data Analysis:
Data Reduction, Data Presentation, Verification

Conclusion

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CHAPTER III

RESEARCH METHOD

A. Approach and Type of Research

The approach used in this study is a qualitative approach. According to Donald Ary et al, qualitative research is research that seeks to understand and interpret human and social behavior experienced by people in certain social environments.[80] Meanwhile, according to Iskandar, qualitative research is conducted to understand and explain phenomena or events that have taken place and are ongoing, the importance of qualitative research is to explain data in the form of oral and written, researchers can understand more deeply about phenomena or social events related to the focus of problem researched.[81]

In this research, the researcher used descriptive research. Qualitative descriptive research is a research method that aims to describe fully and deeply about social reality and various phenomena that occur in the community so that the character, nature and model of the phenomenon are drawn.[82]

This research leads to field research where researchers conduct surveys directly in the field to find out the actual social reality that occurs in the field. In this case, the researcher will conduct a survey directly at TPQ Al-Ikhlas to find out various social realities that occur.

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[80] Donald Ary, Lucy Cheser Jacobs, dan Christine K. Sorensen, *Introduction to Research in Education Eighth Edition*, (Canada: Wadsworth Cengage Learning, 2010) pg. 420.

[81] Iskandar, Metodologi Penelitian Pendidikan dan Sosial Kuantitatif dan Kualitatif, (Jakarta: Gaung Persada Press, 2009) pg. 186.

[82] Wina Sanjaya, *Penelitian Pendidikan: Jenis, Metode, dan Prosedur*, (Jakarta: PT Fajar Interpratama Mandiri, 2014) pg. 47.

B. Researcher Presence

In qualitative research, the instrument is the human instrument or the researcher himself. To become an instrument, the researcher must have a theory and insight, so that he is able to ask questions, analyze, photograph, and construct the social situation researched to be more clear and meaningful.[83] Therefore, the presence of researchers is very important as a key instrument and also as a data collector in qualitative research.

The researcher as a human instrument, has the function of setting the focus of the study, selecting the informant as the source of the data, collecting data, assessing the quality of the data, analyzing the data, interpreting the data, and making conclusions on its findings.[84]

In qualitative research, researchers conduct observations on various activities that occur in the field to obtain information or data needed related to how the Qur'anic teacher's perfomance in improving the motivation of learning the Qur'an in TPQ Al-Ikhlas Joyosuko Malang.

C. Research Location

The research location is the location where the research was conducted to collect the required data. This research conducted in TPQ Al-Ikhlas located on Jalan Joyosuko Number 6 Merjosari Kota Malang. Researchers chose this location as a place of research based on the consideration that the TPQ Al-Ikhlas is a Qur'anic educational institution that is still in the process of development and students has low motivation to learn. Therefore, the

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[83] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: CV Alfabeta, 2015), pg. 15.
[84] *Ibid*, pg. 306.

researcher wants to analyze the Qur'anic teacher's perfomance in improving

the motivation of learning the Qur'an in TPQ Al-Ikhlas Joyosuko Malang, it is

hoped that this Qur'anic Educational Institution can improve the quality of the

institution.

D. **Data and Source of Date**

Data needed in research can be obtained from various sources. According

to Sugiyono, the data source is divided into 2:

1. Primary Sources

    Primary sources are data sources that directly provide data to

    researchers. Primary data sources in this study include:

    a. Takmir of Al-Ikhlas Mosque Joyosuko Malang

    b. Headmaster of TPQ Al-Ikhlas Joyosuko Malang

    c. Teachers of TPQ Al-Ikhlas Joyosuko Malang

    d. Students of TPQ Al-Ikhlas Joyosuko Malang

2. Secondary Sources

    Secondary sources are sources that do not directly provide data to

    researchers, for example through other people or documents. Secondary

    data sources in this study include written documents and photographs

    obtained from TPQ Al-Ikhlas Joyosuko Malang.

E. **Data Collection Technique**

The most common data collection methods used in qualitative research are

observation, interviews, and document analysis (documentation) or artifacts.

Artifacts can include audio and video recordings, photos, games, artwork, or other items that provide insights related to the context or participants.[85]

1. Observation

   Observation is the basic method for obtaining data in qualitative research. The purpose of qualitative researchers conducting observations is to make direct observations to obtain a complete description of the data. Observations in qualitative research usually occur over a longer period of time than observations in quantitative research.[86]

   Through observation, researchers learn about the behavior and meaning of the behavior. In this study, researchers used participatory observation, ie researchers involved with the daily activities of people who are being observed or used as data sources in research. While making observations, researchers participate in doing what is done by the data source and feel what is experienced by the data source. With this participatory observation, the data obtained will be more complete.[87]

   In conducting participatory observation, researchers will participate the activities at TPQ Al-Ikhlas Joyosuko Malang, so that researcher can observe various activities that occur, especially observing how the process of learning the Qur'an, students motivation to learn the Qur'an, and Qur'anic Teacher's Performance in Improving the Motivation of Learning the Qur'an at TPQ Al-Ikhlas Joyosuko Malang.

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[85] Donald Ary dkk, *Op.Cit*, pg. 431
[86] Ibid, pg. 431
[87] Sugiyono, *Op.Cit*, pg. 310

2. Interview

   Interview is a meeting between researchers and sources or data sources to find more in-depth information through questions and answers. Interviews are used as data collection techniques if the researcher wants to conduct a preliminary study to find problems that need to be investigated, or it can also be if the researcher wants to know things in more depth from the data source. By conducting interviews, the researcher will find out more in depth related to data sources in interpreting situations and phenomena that occur, where this can not be found through observation.[88]

   In this study, researchers used a type of unstructured interview. According to Esterberg, unstructured interviews are free interviews where researchers do not use interview guidelines that have been arranged systematically and completely for the collection of data. The interview guidelines used only outline the issues to be asked.[89]

   In this unstructured interview, the researcher did not know yet for certain the data that would be obtained from the data sources consist of takmir mosque, headmaster, teachers, and students of TPQ Al-Ikhlas Joyosuko Malang. After analyzing the answers put forward by the data source, the researcher can ask further depth questions during the interview to obtain more detailed information regarding the Qur'anic teacher's perfomance in improving the motivation of learning the Qur'an in TPQ Al-Ikhlas Joyosuko Malang.

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[88] *Ibid*, pg. 317-318
[89] *Ibid*, pg. 320

3. Documentation

This technique is a review of references that relate to the focus of the research problem. The documents are personal documents, official documents, references, photographs and cassette tapes.[90]

Qualitative researchers can use written documents or other artifacts to get an understanding of the phenomenon under study. The term document here refers to various written, physical and visual materials, including artifacts. Personal documents such as biographies, diaries, and letters. Official documents such as: files, reports, memoranda, etc. Popular cultural documents such as: books, films and videos. Analysis of documents can be in the form of written or text-based artifacts (text books, novels, journals, minutes of meetings, announcements, policy statements, newspapers, transcripts, birth certificates, marriage records, budgets, letters and e-mail messages) or unwritten notes (photos , audio tapes, video tapes, computer images, websites, music shows, political speeches on television, and youtube videos).[91]

By using this technique, researchers are expected to obtain data that includes: a general description of the TPQ Al-Ikhlas organizational structure, the teacher's condition, the student's condition, and other data relevant to this research.

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[90] Iskandar, Metodologi Penelitian Pendidikan dan Sosial Kuantitatif dan Kualitatif, (Jakarta: Gaung Persada Press, 2009) pg. 219.
[91] Donald Ary dkk, *Op.Cit*, pg. 442

F. Data Analysis

Conducting analysis means conducting studies to understand the structure of a phenomenon that applies in the field. The analysis is carried out by examining the phenomena or events as a whole, as well as the parts that make up the phenomena and their relationships.

According to Miles and Huberman states that the analysis of qualitative data about using words that are always arranged in a text that is expanded or described. When giving meaning to the data collected, the authors analyze and interpret the data.[92]

In this study, researchers used Miles and Huberman's model analysis. To conduct data analysis, researchers must carry out the following steps:

1. Data Reduction

    Data reduction is the process of collecting research data. At this stage, researchers must be able to record field data in the form of field notes, must be interpreted, or selected each data relevant to the focus of the problem under study. Data reduction is an analysis for organizing data, thus conclusions can be verified to be used as research findings on the problem under study.[93]

    Reducing data means summarizing, choosing the main points, focusing on the things that are important, and removing unnecessary.

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[92] Iskandar, *Op.Cit*, pg. 220-221
[93] *Ibid*, pg. 223

2. Data Presentation

After the data has been reduced, the next step is to display the data. In qualitative research, the presentation of data can be done in the form of brief descriptions, charts, relationships between categories, etc. The most frequently used to present data in qualitative research is narrative text. By displaying the data, it will be easier to understand what is happening, to plan further work based on what has been understood.[94]

3. Conclusion/Verification

According to Miles and Huberman, the third step in qualitative data analysis is drawing conclusions and verification. In qualitative research, the conclusions that are suggested are new findings that have never before existed. Findings can be in the form of a description or description of an object that was previously still unclear so that after being examined it becomes clear.[95]

G. **Data Validity**

In this study, the data validity test uses triangulation techniques. Where triangulation in testing this credibility is interpreted as checking data from various sources in various ways and times. Thus there is triangulation of sources, triangulation of data collection techniques, and triangulation of time. However, in this study researchers used triangulation of sources to test the validity of the data.

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[94] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: CV Alfabeta, 2015), pg. 341.
[95] *Ibid*, pg. 345.

Source triangulation is done by checking the data that has been obtained through various sources. Data from various sources are described, categorized, which are the same views or different views. Data that has been analyzed by researchers and produce a conclusion then carried out member check is the process of checking the data obtained by researchers to the data giver. This aims to find out how far the data obtained in accordance with that provided by the data provider. In addition, it is intended that the information obtained and will be used in writing research reports in accordance with what is meant by data sources or informants.

H. Research Procedure

The procedure of this study consisted of three stages, namely: the pre-research stage, the research stage, and the post-research stage.

1. The Pre-Research Stage

The first stage is carried out before conducting research is to visit the research location to find a general description related to the research to be conducted. Researchers also look for information related to research, and consult with supervisors. After that the researcher compiles the main idea of the research, makes a research proposal, and makes a research permit.

2. The Research Stage

At this stage, researchers prepare everything needed for research. Researchers enter the field to conduct direct observations of activities that occur in the field, conduct interviews, and documentation to collect data

needed in research. After that, researchers conducted an analysis of the data that had been obtained.

3. The Post-Research Stage

In the post-research stage, the researcher undertook the drafting of the research report, consulted with the supervisor, improved the results of the consultation and make revisions to complete the research report.

CHAPTER IV

DATA EXPOSURE AND RESEARCH FINDING

A. **Research Object**

1. **History of TPQ Al-Ikhlas Joyosuko Malang**

Picture 4.1 Al-Ikhlas Mosque

The history of TPQ Al-Ikhlas cannot be separated from the existence of the Al-Ikhlas Mosque. Even TPQ and this mosque also have the same name because TPQ Al-Ikhlas is held inside the Al-Ikhlas Mosque, Joyosuko. Also the organization of TPQ Al-Ikhlas is under the auspices of the Mosque Takmir and Mosque Council.

The history of the establishment of the Al-Ikhlas TPQ began around the 1980s in Joyosuko area, especially the Metro Stream (now known as Joyosuko Metro). The socio-religious conditions of the community were very lacking, while the metro was used as a place for gambling and pitting chickens. It continues. At that time, learning the Qur'an only took place in one of the houses of the society.

Over time, in the Joyosuko area many migrants were dominated by students, especially UIN Malang students who lived in the area. The students bring a very positive influence on the surrounding society and often hold religious social activities such as diba', istighosah, tahlil, and so forth in a small musholla. The mosque was built on empty plot of land

belonging to Mrs. Lastari, which was previously a soccer field. The mosque had actually been built since 1978, but was only used for prayer. Since the presence of migrants who had a positive influence on the surrounding society, the mushollah was also used for other religious activities. This can slowly change the social and religious conditions of the Joyosuko community for the better, of course this is inseparable from the role of elders and immigrant students. The musholla continues to be improved and expanded 3 times.

In 1990, at the initiative of students and elders of Joyosuko, the musholla was also used as a place for learning the Qur'an. Then the first Qur'anic Educational Institution or TPQ was formed and who lead as the headmaster of TPQ was Mr. Hasan Bisri, Mr. Hasan was assisted by Mrs. Wulaida Zuhriyana to administer and develop the TPQ in 1990 to 1997. In 1997 to 2000 the leadership was not well coordinated because Mr. Hasan was not very active. In 2000 to 2005, TPQ's condition became worse because many teachers and students moved. TPQ's condition has improved again and has been well coordinated since the headmaster of TPQ was held by Mrs. Lutfi in 2005 to 2010. Furthermore, the position as head of TPQ was held by Mrs. Ulfa in 2010 to 2017. In 2017, the position as headmaster of TPQ was replaced by Ms. Muslifah until now.[96]

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[96] Interview with Mr. Hasan, The First Headmaster of TPQ Al-Ikhlas and also Takmir of Al-Ikhlas Mosque on 18th April 2020

2. Vision and Mission of TPQ Al-Ikhlas Joyosuko Malang

a. Vision of TPQ Al-Ikhlas

Realizing children who behave well and be a Qur'anic generation.

b. Mission of TPQ Al-Ikhlas

1) Educate students to love the Qur'an

2) Instilling the foundations of faith and devotion in Allah

3) Teaching the Qur'an properly and correctly

4) Instill enthusiasm in learning the Qur'an

3. Organizational Structure of TPQ Al-Ikhlas Joyosuko Malang

Council of Al-Ikhlas Mosque Joyosuko Malang

Takmir
Al-Ikhlas Mosque Joyosuko Malang

Headmaster of TPQ Al-Ikhlas Joyosuko Malang
Muslifah

Teachers of TPQ Al-Ikhlas Joyosuko Malang

Herlina Ramadhantika Anwar

Anti Chuzaimah

Maulidiyah Alviana Lama Hering
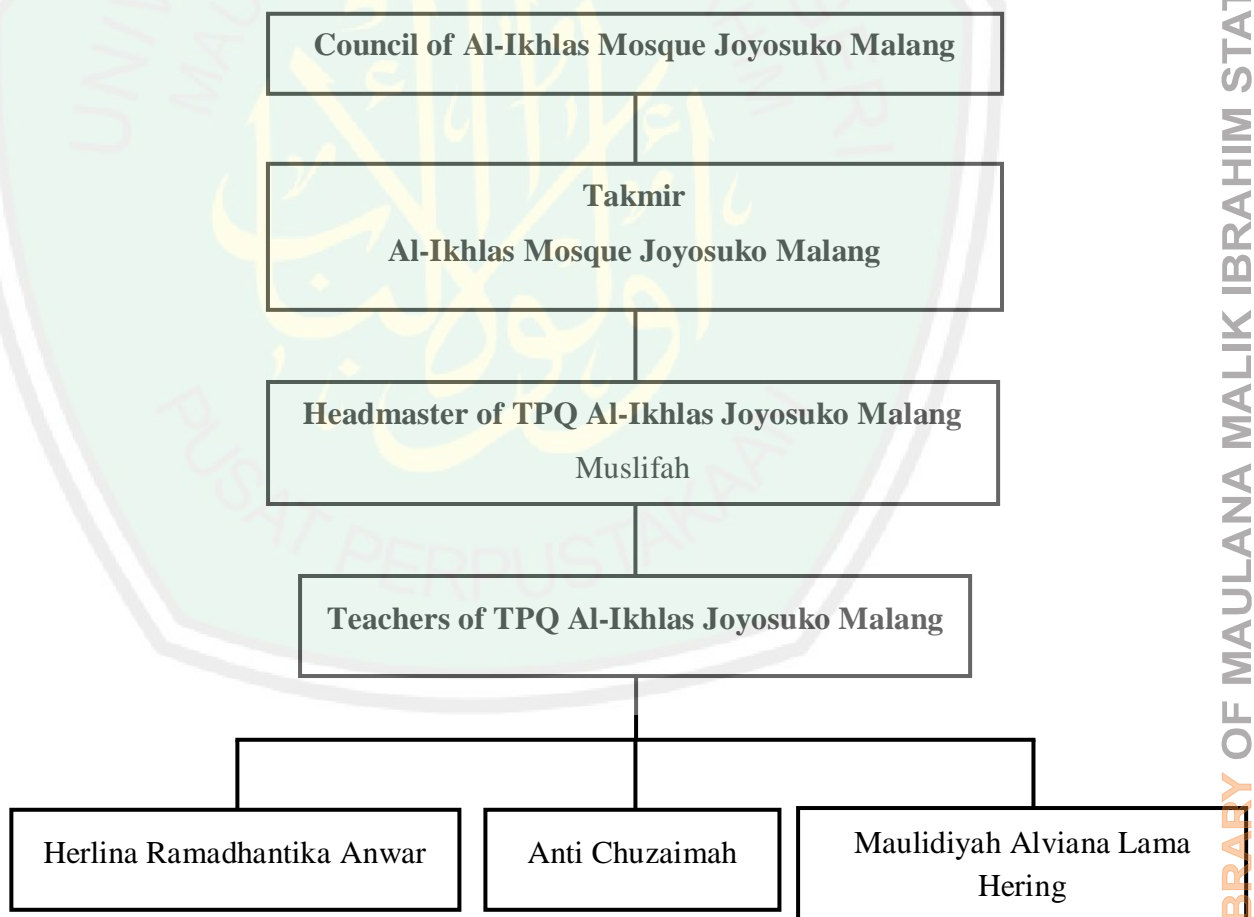
Chart 4.1 Organizational Structure of TPQ Al-Ikhlas Joyosuko Malang

4. **Condition of Teachers and Students of TPQ Al-Ikhlas Joyosuko Malang**

   a. Teachers of TPQ Al-Ikhlas

      There are 4 teachers in TPQ Al-Ikhlas. The teacher at TPQ Al-Ikhlas is a person who lives in Joyosuko.

   b. Students of TPQ Al-Ikhlas

      Students in the TPQ Al-Ikhlas consist of 40 people. Students at TPQ Al-Ikhlas are dominated by residents of the Merjosari village.

5. **Source of Funds in TPQ Al-Ikhlas**

   TPQ Al-Ikhlas obtained funding from three sources:

   a. Subsidies from Takmir

      This fund is obtained from the takmir of Al-Ikhlas Mosque Joyosuko, because TPQ Al-Ikhlas is managed under the auspices of takmir Al-Ikhlas Mosque Joyosuko. The funds that come from this subsidies are used to buy facilities and conduct activities require a lot of costs.

   b. Tuition

      TPQ Al-Ikhlas also received funding from student tuition fees. However, this tuition is as sincere as possible, parents of students can choose the amount of tuition that they want to be paid starting from 5,000, 10,000, to 15,000. This tuition is used to buy student's own needs such as buying books, snacks, and also used to buy necessity of extracurricular activities.

c. Infaq on Friday

TPQ Al-Ikhlas also holds an infaq program every Friday, but this program is less than optimal due to lack of awareness of children and parents.

6. **Qur'an Learning Activities and Extracurricular in TPQ Al-Ikhlas Joyosuko Malang**

a. Qur'an Learning Activities:

Qur'an learning activities at TPQ Al-Ikhlas are held on Monday-Thursday at 16.00-17.00. Qur'an learning activities carried out using the UMMI method.

b. Extracurricular Activities:

Extracurricular activities held by TPQ Al-Ikhlas are Drawing, Coloring, Origami, Praying, Diba', Crafts, Prayer Practices. For students who do not take part in extracurricular activities, they can take Qur'anic lessons as they do on Monday to Thursday.

B. **Research Result**

1. **Condition of Student Motivation in Learning The Qur'an in TPQ Al-Ikhlas Joyosuko Malang**

Motivation is very important for students in learning the Qur'an at TPQ Al-Ikhlas Joyosuko Malang because motivation will affect the learning outcomes of students.

There are several things that encourage students to learn the Qur'an. Based on the result of interview with Rizka, obtained the following information:

"The Qur'an is our guide to life, so I want to study the Qur'an more deeply."[97]

While Nona as a student of TPQ Al-Ikhlas conveyed the following information:

"My parents taught me to always learn the Qur'an, because it is very important. I want to study hard because I want to make my parents happy."[98]

On another occasion, researchers also conducted interviews with Arya, students of TPQ Al-Ikhlas:

"Studying the Qur'an is very important because it is the duty of every Muslim. Therefore I want to study the Qur' an."[99]

While Gilang who is also a student of TPQ Al-Ikhlas conveyed the following information:

"I want to study the Qur'an so I can read the Qur'an."[100]

Motivation possessed by students at TPQ Al-Ikhlas varies, this depends on the parenting, the environment, and their friends. This is as the result of an interview with Mrs. Muslifah as the Headmaster of TPQ Al-Ikhlas:

"Something affects student's motivation to learn the Qur'an because of parenting, the environment, and their friends. In addition, children also have aspirations and desires to become a generation of the Qur'an, reading the Qur'an well in accordance with the guidance of Rasulullah."[101]

The same thing was said by Ms. Mody:

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[97] Interview with Rizka, student of TPQ Al-Ikhlas on 29th April 2020.
[98] Interview with Nona, Student of TPQ Al-Ikhlas on 29th April 2020.
[99] Interview with Arya, Student of TPQ Al-Ikhlas on 3rd May 2020.
[100] Interview with Gilang, student of TPQ Al-Ikhlas on 3rd May 2020.
[101] Interview with Mrs. Muslifah, Headmaster of TPQ Al-Ikhlas on 29th April 2020.

"Student's motivation to learn is influenced by parenting, the environment, and their peers who also have a high desire in learning the Qur'an"[102]

Whereas Mrs. Imah argues as follows:

"The most influential motivation for learning the Qur'an is parenting and family background"[103]

In addition, Ms. Linda believes that the conditions for students'

learning motivation of the Qur'an also depend on their family background,

gender, and children's curiosity. This is based on the results of the

interview:

"Conditions for student motivation depend on family background, gender, and curiosity of students."[104]

No.	Affecting Factors	Informant
1.	Parenting	• Mrs. Muslifah • Ms. Mody • Mrs. Ima
2.	Environment	• Mrs. Muslifah • Ms. Mody
3.	Peers	• Mrs. Muslifah • Bu Mody
4.	Family Background	• Mrs. Ima • Ms. Linda
5.	Gender	• Ms. Linda
6.	curiosity of students	• Ms. Linda

Table 4.1 Factors that Influence Motivation of Learning the Qur'an in TPQ Al-Ikhlas Joyosuko Malang

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[102] Interview with Ms. Mody, Teacher of TPQ Al-Ikhlas on 2nd May 2020.
[103] Interview with Mrs. Imah, Teacher of TPQ Al-Ikhlas on 2nd May 2020.
[104] Interview with Ms. Linda, Teacher of TPQ Al-Ikhlas on 4th April 2020.

Based on the results of interviews with Ms. Linda it can also be seen that female students have higher motivation to learn compared to male students in TPQ Al-Ikhlas. As the results of the following interview:

> "If a male usually has his main thoughts, recite just to abort obligations, sometimes after reciting they play directly, but some of them are also actively asking. There are many female students who have high motivation, even once directly read a few pages, but also actively ask questions, especially about the science of tajweed."[105]

Almost all female students are serious in learning the Qur'an, but for male students they are very difficult to manage when learning the Qur'an takes place due to lack of concentration so it tends to be less serious when learning the Qur'an. This is as said by Mrs. Muslifah during the interview:

> "The average female is all serious, but for male they are very difficult to control, this is due to lack of concentration, because the concentration is less for the male they learn less seriously."[106]

Mrs. Ima as a teacher of TPQ Al-Ikhlas also revealed that:

> "The male motivation to learn the Qur'an is low, sometimes in the mosque they don't want to recite and just play, if the teacher told to recite Qur'an, they run away immediately and go home. But for female they are more diligent when studying"[107]

The same thing was expressed by Ms. Mody during the interview related to female motivation to learn is higher than males:

> "The majority of female are still diligent in learning, but there are still some of male who like to play alone or run around with their friends."[108]

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[105] Interview with Ms. Linda, Teacher of TPQ Al-Ikhlas on 4th April 2020.
[106] Interview with Mrs. Muslifah, Headmaster of TPQ Al-Ikhlas on 29th April 2020
[107] Interview with Mrs. Imah, Teacher of TPQ Al-Ikhlas on 4th April 2020.
[108] Interview with Ms. Mody, Teacher of TPQ Al-Ikhlas on 30th April 2020

However, this motivational condition will change if TPQ Al-Ikhlas distributes gifts in the form of food and drinks to students. Students who are initially lazy to study the Qur'an will be very enthusiastic to come to the mosque and follow the Qur'an's learning from the beginning to the end. Another thing that will make students enthusiastic in learning the Qur'an is when tourism activities, competitions and giving reward. This is based on the results of an interview with Mrs. Muslifah:

> "But if the teacher give the students such as cakes, the student feels happy and enthusiastic in reciting the Qur'an. Usually there is also the distribution of milk, so many of them come to TPQ, besides that if there are tourist activities, competition activities, and rewards they are also enthusiastic."[109]

The same thing was stated by Mrs. Imah as follows:

> "If given information tomorrow there is a distribution of food, all students come. Every month at TPQ we get free milk from Kanindo Batu for 40 servings. If there is a distribution of food and milk, the student will recite the Qur'an until the end and there will be no runaway. Sometimes when there are birthdays and celebrations at TPQ many student come, and they will be enthusiastic about reciting the Qur'an. Everyone wants to recite the Qur'an, including the male, even though they are usually lazy."[110]

To improve student's motivation of learning the Qur'an, Qur'anic teacher at the TPQ Al-Ikhlas hold a competition about the Qur'an and Islamic knowledge in order to improve student motivation to learn. Ms. Linda during an interview revealed that:

> "Usually TPQ Al-Ikhlas will hold competitions related to the Qur'an and Islamic knowledge. This competition is held so that children have a competitive spirit and desires to be better."[111]

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[109] Interview with Mrs. Muslifah, Headmaster of TPQ Al-Ikhlas on 4th April 2020.
[110] Interview with Mrs. Imah, Teacher of TPQ Al-Ikhlas on 4th April 2020.
[111] Interview with Ms. Linda, Teacher of TPQ Al-Ikhlas on 1st May 2020.

Mrs. Muslifah also said the same thing:

"We often give rewards to student and holding competitions to increase student's motivation."[112]

While Mrs. Imah said that TPQ Al-Ikhlas also has a tourism program or what is commonly called tadabur alam, this is the result of the interview:

"Usually we also hold tourism activities or tadabur alam, but this program is rarely held."[113]

Another effort made by Qur'anic teacher in improving student motivation is by giving words that inspire students to always learn the Qur'an. In addition, the Qur'anic teacher at Al-Ikhlas TPQ also applies a reward and punishment system. This is as the result of the interview with Ms. Linda as follows:

"In the implementation of learning, we often give praise and words to be more enthusiastic to learn the Qur'an and inspirational stories to students. In addition, we also provide rewards, such as giving stars or snacks if the students completes his tasks such as writing hijaiyah letters, helping ustadzah. In addition to reward, here also applies punishment which is memorizing short letters. But the obstacle is that if we apply punishment to students sometimes there is a rebellion between tomorrow will not come to TPQ at all or they come to TPQ but doesn't want to study."[114]

In addition, the teacher will also give reward to students who get a lot of stars to improve their motivation to learn the Qur'an. This is as explained by Mrs. Muslifah:

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[112] Interview with Mrs. Muslifah, Headmaster of TPQ Al-Ikhlas on 4th April 2020.
[113] Interview with Mrs. Imah, Teacher of TPQ Al-Ikhlas on 4th April 2020.
[114] Interview with Ms. Linda, Teacher of TPQ Al-Ikhlas on 4th April 2020.

"Efforts made by Qur'anic teacher in improving the motivation of learning the Qur'an are by giving rewards in the form of stars and prize money of 3,000 when the stars have reached 30"[115]

Students at TPQ Al-Ikhlas also have good social interaction and like activities that require them to cooperate with their friends, both in terms of completing assignments and in competitions. This is based on the results of interview with Rizka, students of TPQ Al-Ikhlas and obtained the following information:

"I like to work with friends to complete the tasks."[116]

Nona as a student of TPQ Al-Ikhlas added the following information:

"I like working with friends because by working together tasks will be completed more quickly"[117]

Based on the results of the interview with Gilang and Arya as students of TPQ Al-Ikhlas, the following information was obtained:

"Complete the task by working together better because working with friends can ease the task"[118]

2. **Qur'anic Teacher's Performance in Improving The Motivation of Learning The Qur'an in TPQ Al-Ikhlas Joyosuko Malang**

TPQ Al-Ikhlas is a Qur'anic educational institution whose management is under the takmir of Al-Ikhlas Mosque and Council of Al-Ikhlas Mosque, therefore the teacher recruitment system for Qur'anic teacher is inseparable from the role of the takmir of Al-Ikhlas Mosque and Council of Al-Ikhlas Mosque This is as revealed by one of the Al-Ikhlas Mosque's

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[115] Interview wih Mrs. Muslifah, Headmaster of TPQ Al-Ikhlas on 29th April 2020.

[116] Interview with Rizka, Student of TPQ Al-Ikhlas on 29th April 2020.

[117] Interview with Nona, Student of TPQ Al-Ikhlas on 29th April 2020.

[118] Interview with Arya and Gilang, Student of TPQ Al-Ikhlas on 3rd May 2020.

takmir namely Mr. Hasan who is also the First Headmaster of TPQ Al-Ikhlas as follows:

> "Takmir of Al-Ikhlas Mosque played a role in the recruitment of the Qur'anic teacher because the Qur'anic teacher recruitment system under the takmir of Al-Ikhlas Mosque and Council of Al-Ikhlas Mosque."[119]

For competencies should be possessed by the Qur'anic teacher in TPQ Al-Ikhlas was explained by Mrs. Muslifah as the headmaster of Al-Ikhlas TPQ during the interview:

> "The competencies that should possessed by the Qur'anic teacher in TPQ Al-Ikhlas are being able to read the Qur'an well and clearly (in accordance with the tajweed), Understanding the character ofstudents, being patient, and willing to struggle, as well as being sincere in serving".[120]

To improve the competence of the Qur'anic teachers in TPQ Al-Ikhlas, Mrs. Muslifah said that TPQ made several efforts including:

> "There are three efforts made by the Headmaster of TPQ to improve the competence of Qur'anic teachers in TPQ Al-Ikhlas: Involving Qur'anic teacher in UMMI method training, Hold coaching internally to the Qur'anic teacher to equalize the mission in teaching, and Hold direction if necessary in terms of how to handle children who are difficult to control."[121]

Besides that, Mr. Hasan, as takmir, also explained that takmir made an effort to improve the competence of Qur'anic teacher, include:

> "To improve the competence of the Qur'anic teacher, the takmir of Al-Ikhlas mosque is involving and provide funds to Quranic teacher TPQ Al-Ikhlas to attend trainings."[122]

Related to the Qur'anic teacher's performance in improving the

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[119] Interview with Mr. Hasan, Takmir of Al-Ikhlas Mosque on 29th April 2020.

[120] Interview wih Mrs. Muslifah, Headmaster of TPQ Al-Ikhlas on 4th April 2020.

[121] Interview wih Mrs. Muslifah, Headmaster of TPQ Al-Ikhlas on 29th April 2020.

[122] Interview with Mr. Hasan, Takmir of Al-Ikhlas Mosque on 29th April 2020.

motivation of learning the Qur'an at TPQ Al-Ikhlas Joyosuko Malang, researchers divide the Qur'anic teacher's performance into three learning activities:

a. Planning of learning activities

In terms of learning activities planning, Qur'anic teachers in TPQ Al-Ikhlas do not make a syllabus or Lesson Plan (RPP) as is done by teachers in general. Qur'anic teachers at TPQ Al-Ikhlas only teach according to the material contained in the UMMI guidebook. This is as conveyed by Mrs. Muslifah during an interview:

> "Teachers in our TPQ do not make lesson plans like in general schools, but teachers only teach according to the material in the UMMI book."[123]

To improve motivation of learning the Qur'an, the Qur'anic teachers at TPQ Al-Ikhlas make a learning plan in the form of a competition about the Qur'an and Islamic knowledge in order to improve motivation of student. Ms. Linda during an interview said that:

> "Usually TPQ Al-Ikhlas will hold competitions related to the Qur'an and Islamic knowledge. This competition is held so that children have a competitive spirit and desires to be better, so that there is a memorization competition, for the small one to compose hijaiyah letters, and quiz about Islamic knowledge."[124]

Mrs. Muslifah also said the same thing:

> "We often give rewards to children and hold competition to improvee children's motivation."[125]

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[123] Interview wih Mrs. Muslifah, Headmaster of TPQ Al-Ikhlas on 4th April 2020.
[124] Interview wih Ms. Linda, Teacher of TPQ Al-Ikhlas on 1st May 2020.
[125] Interview wih Mrs. Muslifah, Headmaster of TPQ Al-Ikhlas on 29th April 2020.

Picture 4.2 The Winner of Competition

While Mrs. Imah said that TPQ Al-Ikhlas also has a tourism program or what is commonly called tadabur alam, this is the result of the interview:

> "Usually we also hold tourism activities or tadabur alam, but this program is rarely held."[126]

b. Implementation of learning activities

The implementation of learning activities is the core of education. Based on observations, researcher know that the implementation of Qur'an learning at TPQ Al-Ikhlas using the UMMI method.[127]

Mrs. Muslifah explained about the application of the UMMI method at TPQ Al-Ikhlas during interview as follows:

> "Learning the Qur'an at TPQ Al-Ikhlas using the UMMI method. The way they do the classical drill together and alternately with the teacher, in the sense that the teacher reads after that the children imitate. After classical and drill together, the children take turns reading one by one."[128]

In applying the UMMI method, the TPQ Al-Ikhlas teacher has implemented the UMMI method well, but there are still obstacles, the

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[126] Interview with Mrs. Imah, Teacher of TPQ Al-Ikhlas on 4th April 2020.
[127] Observation on 4th April 2020.
[128] Interview wih Mrs. Muslifah, Headmaster of TPQ Al-Ikhlas on 29th April 2020.

students who like to move teachers. This is as expressed by Ms. Linda during an interview:

> "So far, for the application of the UMMI method, it has been quite good in applying it, only sometimes children who are bored with their teacher ask to move teachers, which makes us less knowledgeable about the child's development significantly."[129]

The same thing was also expressed by Mrs. Ima during an interview related to the following obstacles for students who like to move the teacher:

> "The obstacle is the children like to move teachers because they feel bored quickly when studying at one teacher, in fact the teacher has been divided according to the level of teaching UMMI."[130]

Mrs. Muslifah also said that a Qur'anic teacher holds a maximum of 10 children, this is based on the results of the interview as follows:

> "In TPQ we use the UMMI method, a maximum of one teacher holds 10 children, but there are usually two obstacles, the first obstacle is sometimes the teacher is incomplete, so another teacher replaces his assignment. The second obstacle is that if children are divided into groups according to the UMMI level they do not want and tend to be picky about teachers."[131]

Regarding the media used in UMMI learning, teachers at TPQ Al-Ikhlas only use media in the form of UMMI books, this is because TPQ Al-Ikhlas does not yet have media in the form of big visual of UMMI, so it is only limited to UMMI books

During an interview, Mrs. Muslifah explained the related steps of UMMI learning activities at TPQ Al-Ikhlas as follows:

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[129] Interview with Ms. Linda, Teavher of TPQ Al-Ikhlas on 1st May 2020.
[130] Interview with Mrs. Imah, Teacher of TPQAl-Ikhlas on 4th April 2020.
[131] Interview wih Mrs. Muslifah, Headmaster of TPQ Al-Ikhlas on 4th April 2020.

"Usually before starting the learning process, students are asked to make a circle, then the teacher conducts a briefing for the readiness of the children after which students return to the group."[132]

Mrs. Imah also provided information related to the implementation of learning as follows:

"Before studying, students are also accustomed to reading short letters and daily prayers."[133]

While the efforts made by the Qur'anic teacher in improving students' learning motivation during the implementation of learning is by giving words that inspire students to always learning the Qur'an. In addition, the Qur'anic teacher at TPQ Al-Ikhlas also applies a reward and punishment system. This is as the result of the interview with Ms. Linda as follows:

"In the implementation of learning, we often give praise and words to be more enthusiastic to learn the Qur'an and inspirational stories to students. In addition, we also provide rewards, such as giving stars or snacks if the students completes his assignment. In addition to reward, here also applies punishment which is memorizing short letters. But the obstacle is that if we apply punishment to students sometimes there is a rebellion between tomorrow they will not come to TPQ or they comes to TPQ but don't want to study."[134]

Picture 4.3 Students are doing assignment

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[132] Interview wih Mrs. Muslifah, Headmaster of TPQ Al-Ikhlas on 4th April 2020.

[133] Interview with Mrs. Imah, Teacher of TPQAl-Ikhlas on 4th April 2020.

[134] Interview with Ms. Linda, Teacher of TPQAl-Ikhlas on 4th April 2020.

c. Evaluation of learning

Based on the results of interviews with Mrs. Muslifah related to the evaluation of learning in TPQ Al-Iklas obtained information as follows:

"For the learning assessment system here all are listed in the Book of MPS (Media Prestasi Siswa)"[135]

Researcher obtained additional information related to the evaluation or assessment of learning at TPQ Al-Ikhlas based on observations. Assessment in TPQ Al-Ikhlas is done by written test and oral test. The results of the assessment of student achievement are listed in a book called the MPS (Student Achievement Media) book.[136]

Picture 4.4 MPS Book

[135] Interview wih Mrs. Muslifah, Headmaster of TPQ Al-Ikhlas on 4th April 2020.
[136] Observation on 17th April 2020.

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Picture 4.5 Qur'an Achievements of UMMI Method

Picture 4.6 Memorization Achievements

This book contains assessments in two aspects, include:

1) Memorization Achievements. In this section contains: Memorization of Thayyibah Sentences, Worship Practices (ablution, tayamum, sholat, adzan, iqamah, dzikir, zakat, and shodaqoh), Memorization of daily prayers, as well as memorization of short letters

2) Al-Qur'an Achievement of UMMI Method. This section contains an assessment of the ability to read the Qur'an using the UMMI

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method. Assessment is done by giving students a star with the following conditions:

a) Incorrect 0 gets 4 stars

b) Incorrect 1 gets 3+ stars

c) Incorrect 2 gets 3 stars

d) Incorrect 3 gets 2 stars, if students only get 2 stars then students must repeat the material the next day.

In addition, in terms of learning assessment, the teacher will also give prizes to students who get a lot of stars to increase their motivation to learn the Qur'an. This is as expressed by Mrs. Muslifah during the interview:

"Efforts made by the Qur'anic teacher to improve the motivation to learn the Qur'an are by giving rewards in the form of stars and preward money of 3,000 when the stars have reached 30"[137]

No.	Learning Activities	Forms of Motivation Given	Function	Informant
1.	Planning	Hold the competition about the Qur'an and Islamic knowledge	Students have a competitive spirit and desires to be better	• Mrs. Muslifah • Ms. Linda
		Give the reward		• Mrs. Muslifah
		Hold tourism activities or tadabur alam	Give refreshing to students and as class outdoor activities	• Mrs. Imah
2.	Pelaksanaan	Give praise and words that foster enthusiasm	Students are more enthusiastic in learning the Qur'an	• Ms. Linda
		Give the inspiring stories		

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[137] Interview wih Mrs. Muslifah, Headmaster of TPQ Al-Ikhlas on 29th April 2020

		Give assignments		
		Give rewards in the form of stars or snacks		
		Give the punishment		
3.	Evaluasi atau Penilaian	Give rewards in the form of money of 3,000 if the star has reached 30	Students have a competitive spirit and desires to be better	• Mrs. Muslifah
		Provide the values or numbers listed in the book of MPS (Media Prestasi Siswa)		• Based on the results of observations by researchers

Table 4.2 The Effort of Qur'anic Teacher in Improving The Motivation of Learning the Qur'an inTPQ Al-Ikhlas Joyosuko Malang

To support the performance of the Qur'anic teacher in TPQ Al-Ikhlas, takmir of Al-Ikhlas Mosque makes efforts by the welfare of the Qur'anic teacher. It is expected that the Qur'anic teacher at TPQ Al-Ikhlas has enthusiasm in teaching, as the results of an interview with Mr. Hasan:

> "Efforts made by the takmir of Al-Ikhlas Mosque in improving the performance of Qur'anic teachers are by proposing incentives to the Government of Malang City. It is hoped that teachers will be motivated and have a greater sense of responsibility in their performance."[138]

3. **Supporting and Restricting Factors of Qur'anic Teacher's Performance in Improving The Motivation of Learning The Qur'an in TPQ Al-Ikhlas Joyosuko Malang**

The performance of Qur'anic teacher in improving the motivation of learning the Qur'an at TPQ Al-Ikhlas Joyosuko Malang will not be carried out properly without the support of various parties. Therefore, there are

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[138] Interview with Mr. Hasan, Takmir of Al-Ikhlas Mosque on 29th April 2020.

supporting factors that support the success of the Qur'anic teacher's performance in improving the motivation of learning the Qur'an. Based on an interview with Mrs. Imah:

> "We were greatly helped by the efforts of the Al-Ikhlas mosque's takmir to improve our performance. Takmir is trying to fulfill all the needs of TPQ."[139]

Mrs. Muslifah also said that:

> "Takmir of Al-Ikhlas Mosque always supports the performance of Qur'anic teachers in TPQ Al-Ikhlas, especially in providing funds for various activities that can improve students' motivation to learn the Qur'an."[140]

Unlike the case with Mrs. Muslifah and Mrs. Ima, Ms. Linda argues that the factor that supports the performance of the Qur'anic teacher in improving the motivation of learning the Qur'an is the patience of teacher when teach the students. This is as conveyed during the interview as follows:

> "The important thing is patience, if teachers don't have patience, student will not survive in TPQ because of the many choices of TPQ here, it's like culture if it does not like into one TPQ then the student will move into another TPQ and it is allowed by his parents."[141]

On the other hand, the performance of Qur'anic teacher in improving the motivation of learning the Qur'an cannot be carried out properly due to several factors. The interview results explained that there were some things that restricting Qur'anic teacher performance in improving the motivation of learning the Qur'an, including the facilities in the TPQ Al-Ikhlas which were incomplete, especially the unavailability of UMMI

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[139] Interview wih Mrs. Imah, Teacher of TPQ Al-Ikhlas on 30th April 2020.
[140] Interview wih Mrs. Muslifah, Headmaster of TPQ Al-Ikhlas on 30th April 2020.
[141] Interview with Ms. Linda, Teacher of TPQ Al-Ikhlas on 1st May 2020.

learning media, namely the big visual and the lack of support from parents

of students, the results of the interview are as follows:

When interview, Mrs. Muslifah explained:

"The facilities at our TPQ are not yet complete, especially our big visual of UMMI teaching do not have yet, so it is only limited to use of UMMI books"[142]

While Ms. Linda added the following information:

"Educational background of parents in TPQ Al-Ikhlas mostly only graduates of primary and secondary school rarely graduates S1, this also affects children's motivation. Most students here lack the support of parents even though parental support is very important, if children go home, not all parents invite children to read."[143]

Mrs. Ima gave a statement at the interview that:

"Children who lack the support of parents usually go to the mosque they are not really serious even they usually run away from the mosque and go home."[144]

In fact, the teacher at Al-Ikhlas TPQ has made every effort to improve

the students motivation of learning the Qur'an. However, this is hampered

due to lack of support from parents of students. This is as conveyed by

Mrs. Muslifah at the interview:

"The desires of students to succeed in learning the Qur'an are different. There are those who really want to be able to read the Qur'an quickly, but there are also those whose desires are lame. The teacher has provided as much motivation as possible, but however the role of parents at home is very influential. So many children's motivations are lacking because of the lack of motivation from parents, parents at home do not provide motivation so children lack motivation from parents."[145]

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[142] Interview wih Mrs. Muslifah, Headmaster of TPQ Al-Ikhlas on 4th April 2020.

[143] Interview wih Ms.Linda, Teacher of TPQ Al-Ikhlas on 4th April 2020.

[144] Interview wih Mrs. Imah, Teacher of TPQ Al-Ikhlas on 4th April 2020.

[145] Interview wih Mrs. Muslifah, Headmaster of TPQ Al-Ikhlas on 4th April 2020.

To solve these restrict, the TPQ Al-Ikhlas tried to do a variety of ways, one of which was to hold a meeting between students of parents and the TPQ Al-Ikhlas teacher specifically want to discuss about student development in learning the Qur'an. However, this also has not been done well. This is as the result of an interview with Ms. Linda:

> "Our effort to overcome these obstacles is to invite a meeting between parents of students and Qur'anic teachers, but still has not been realized because parents are quite difficult to be invited to a meeting if there are no frills such as the distribution of uniforms or tourist events."[146]

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[146] Interview wih Ms.Linda, Teacher of TPQ Al-Ikhlas on 1st April 2020

<center>CHAPTER V</center>

<center>DISCUSSION OF RESEARCH RESULT</center>

A. Condition of Student Motivation in Learning The Qur'an in TPQ Al-Ikhlas Joyosuko Malang

    1. Objectives Achievement Condition of Qur'an Learning Motivation

        In general, condition of Student Motivation in Learning the Qur'an in TPQ Al-Ikhlas Joyosuko are:

    a. Students learn the Qur'an just to abort obligations

    b. Students usually like to play while learning

    c. Male students are very difficult to control

    d. Sometimes students are told to study the Qur'an, some of them run away and go home

    e. There are only a few active students in learning

        Some of the conditions above indicate low motivation to learn the Qur'an in TPQ Al-Ikhlas Joyosuko. Therefore, the Qur'anic teacher needs to make an effort to improve students' motivation of teach he Qur'an in TPQ Al-Ikhlas Joyosuko.

        After the Qur'anic teacher makes some efforts to improve the motivation of learning the Qur'an, the students have the conditions of learning the Qur'an as follows:

    a. Students are more enthusiastic when learning the Qur'an

    b. Students are more diligent when learning the Qur'an

    c. Students feel encouraged to become better

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Motivation is necessary in learning to achieve learning objectives. The purpose of motivation is to move or inspire someone to consciously and deliberately arise the desire to do something so that they can get results and achieve the desired goals. For a teacher, the purpose of motivation is to move and direct the interests of the students so that a desire and willingness to improve achievement in learning will be achieved, so that educational goals will be achieved as expected and determined in the school curriculum.[147]

The purpose of the motivation of learning the Qur'an is to move and direct student interest for arising a desire and willingness to improve achievement in learning the Qur'an will be achieved, so the educational objectives of the Qur'an are as expected and are specified in the curriculum of Qur'anic educational Institution.

Sedangkan tujuan motivasi belajar Al-Qur'an di TPQ Al-Ikhlas Joyosuko adalah:

a. Encourage students to have the desire to be better.

b. Encourage the emergence of enthusiasm in learning the Qur'an in students.

c. Directing students to achieve the goal of learning the Qur'an

Based on the explanation above, it can be concluded that objectives condition of Qur'an learning motivation at Al-Ikhlas TPQ have been achieved, as evidenced by the motivation given to students there is a

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[147] Ngalim Purwanto, *Psikologi Pendidikan*, (Bandung: Remaja Rosdakarya, 2007), pg. 73

positive change related to the conditions of Qur'an learning motivation of students

2. Emerging Motivation Encouragement

Learning motivation is very important in efforts to achieve successful learning. Students who have high motivation of learning the Qur'an will be more diligent and have high learning outcomes compared to students who have low motivation of learning the Qur'an. Because learning motivation can affect student's learning outcomes.[148]

Functions of motivation as a effort booster and achievement attainment because conceptually motivation is related to achievement and learning outcomes. A good motivation in learning will create good results. In other words, a diligent effort based on motivation will produce good achievements. The intensity of a student's motivation will greatly determine the level of his learning achievement.[149]

There are several things that encourage students in TPQ Al-Ikhlas to learn the Qur'an, include:

a. Students realize that the Qur'an is a way of life of Muslims, and therefore students want to learn the Qur'an more deeply.

b. Students learn the Qur'an because parents provide understanding related to the importance of learning the Qur'an and want to make their parents happy.

c. Students feel that learning the Qur'an is an obligation of every Muslim.

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[148] Tabrani Rusyan dkk, *Op.Cit,* pg. 103.
[149] Muhaemin B, *Op.Cit,* pg. 50

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d. Students learn the Qur'an so they can read the Qur'an.

e. Students are enthusiastic in learning the Qur'an when get the reward.

f. Students are enthusiastic in learning the Qur'an when natural tadabur or tourist activities are held

Based on the information above, encouragement of motivations that arise in students are included in the types of intrinsic motivation and extrinsic motivation.

Encouragement motivations included in the types of intrinsic motivation are:

a. Students realize that the Qur'an is a way of life of Muslims, and therefore students want to learn the Qur'an more deeply.

b. Students learn the Qur'an so they can read the Qur'an.

According to Sardiman, intrinsic motivation is motives whose functioning is not caused by external stimuli, but because within each individual there is an encouragement to do something. For example someone who likes to read, no one needs to tell him, he is diligent in reading.[150] This motivation can also be called learning awareness, because by itself he is aware of his personal needs for learning.

While encouragement of motivation which is included in the type of extrinsic motivation are:

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[150]Sardiman A. M, *Op.Cit,* pg. 89

a. Students learn the Qur'an because parents provide understanding related to the importance of learning the Qur'an and want to make their parents happy.

b. Students feel that learning the Qur'an is an obligation of every Muslim.

c. Students are enthusiastic in learning the Qur'an when get the reward.

d. Students are enthusiastic in learning the Qur'an when natural tadabur or tourist activities are held

Extrinsic motivation is the motives that function because of external stimulation. For example, someone learns because they know tomorrow morning they will take an exam in the hope of getting a good grade, so they will be praised by their parents or friends. So, what is important is not because of learning to know something, but want to get good grades, or to get a prize. Therefore, extrinsic motivation can also be said to be a form of motivation in which learning activities begin and continue based on outside encouragement that is not absolutely related to learning activities.[151]

Which is classified as extrinsic learning motivation are: Learn to fulfill obligations, Learn to avoid the penalty that is threatened, Learn to get the promised material prize, Learn to increase social prestige, Learn to get praise from others, for example teachers and parents, and Learn for job demands that want to hold or to meet the requirements for promotion.[152]

For more details, it will be explained in the following Chart:

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[151] *Ibid*, pg. 91
[152] W.S Winkel, Psikologi Pengajaran, (Jakarta: Widiasarana, 1996), pg. 174

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                                          ┌─────────────────────┐
                          ┌──────────┐    │ 1. Need to Study the│
                          │          │    │ Qur'an              │
                          │ Intrinsic│────│ 2. Learning the Qur'an
                          │          │    │ in order to read it │
                          └──────────┘    └─────────────────────┘
┌──────────────────┐
│ Emerging Motivation                     ┌─────────────────────┐
│ Encouragement of │                      │ 1. Learning the Qur'an
│ Students         │                      │ to make parents happy
└──────────────────┘     ┌──────────┐     │ 2. Learning the Qur'an
                         │          │     │ to fulfill obligations
                         │ Extrinsic│─────│ 3. Learning the Qur'an
                         │          │     │ to get a reward
                         └──────────┘     │ 4. Learning the Qur'an
                                          │ to get entertainment in
                                          │ the form tour       │
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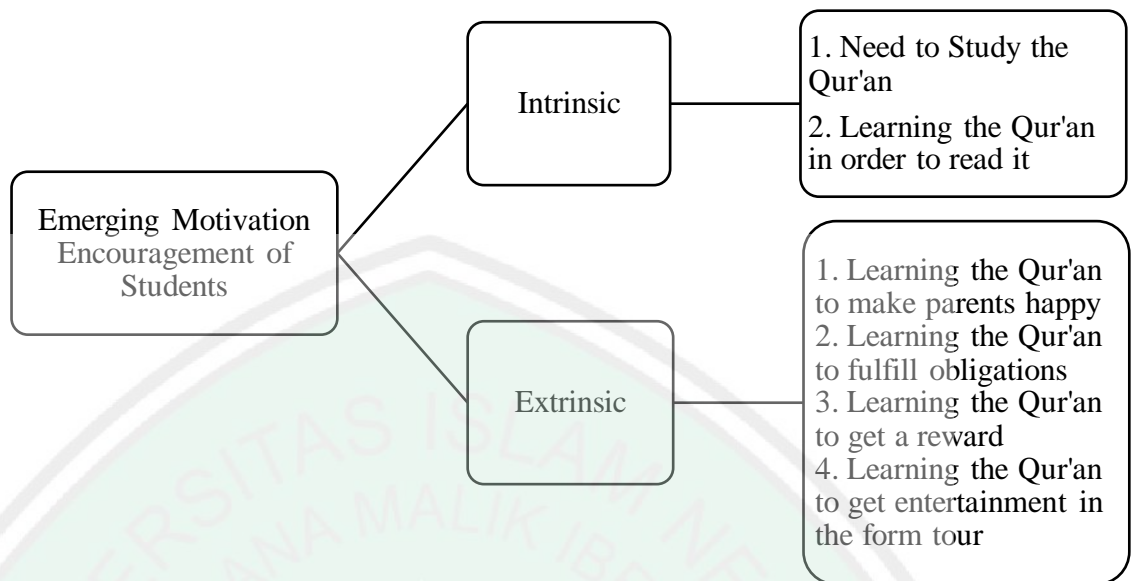
Chart 5.1 Emerging Motivation Encouragement of Students

Based on the explanation above, the motivation to learn Al-Qur'an that arises in students is more dominant on extrinsic motivation, namely students learn Al-Qur'an because of external stimuli.

There are several factors that influence motivation to learn the Qur'an at TPQ Al-Ikhlas:

a. Parenting

If students go home, not all parents invite students to review and conduct readings.

b. Background of Family

The educational background of parents in TPQ Al-Ikhlas mostly only graduated from primary and secondary school, rarely graduates S1, this also affects student motivation.

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c. Environment

Learning environment and family environment that is less supportive can influence the learning motivation of the Qur'anic students. Students who do not have the support of parents cause they go to TPQ less seriously, even these students often run out of the mosque and go home not following the Qur'an learning.

d. Peers

Friends can also influence students' motivation to learn the Qur'an. If students have friends with other students who are diligent in learning the Qur'an, the student will be more motivated and want to be diligent in learning the Qur'an too. Conversely, if students have friends with other students who are lazy in learning the Qur'an, then the student will be lazy in learning the Qur'an.

e. Gender

The condition of Qur'an motivation in TPQ Al-Ikhlas if elaborated then female students have higher motivation compared to male students.

f. Student Curiosity

Students who have high curiosity will be more motivated in learning the Qur'an because they have the encouragement e to always learn compared to students who have low curiosity.

3. Forms of Motivation Provided by Qur'anic Teacher

To improve the motivation of learning the Qur'an, the Qur'anic teacher at TPQ Al-Ikhlas Joyosuko made some efforts:

a. Hold the competition about the Qur'an and Islamic knowledge

TPQ Al-Ikhlas teachers hold various competitions around the Qur'an and Islamic knowledge with the aim that students have a competitive spirit and desire to become better.

Competition can be used as a motivational tool to encourage student learning. Competition, both individual and group competition can improve student learning achievement.[153]

b. Give the reward

Students who win the competition will get a reward from the teacher. This is done so that children feel valued for their efforts. The teacher will also give a reward the form of a star or snack if the child completes a task such as writing hijaiyah or helping the teacher. TPQ Al-Ikhlas teacher will give rewards in the form of money of 3,000 to students when the star has reached 30.

The reward referred to items or souvenirs given to students for their achievements. Reward can also be given when students can complete assignments well, comply with school rules, get the highest

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[153] Sardiman, *Interaksi Dan Motivasi Belajar Mengajar*, (Jakarta: PT Raja Grafindo Persada, 2012) pg. 93

grades, and so on. Reward can provide encouragement and excite students in learning.[154]

c. Hold tourist activities or tadabur alam

Teacher of TPQ Al-Ikhlas organizes tourist activities or tadabur alam for refreshing and outdor class activities. Tourist activities or tadabur alam are a way to eliminate student boredom. Students will be more enthusiastic to learn the Qur'an if the activity is held.

d. Give praise and words that foster enthusiasm

Teacher of TPQ Al-Ikhlas will give words that foster enthusiasm to students who look lazy in learning the Qur'an.

Praise is a positive motivational tool. People who are praised feel proud because their work is well appreciated by others. However, the effect of praise depends on who gives the praise and who receives the praise.[155] In learning activities, praise can be used as a motivational tool. The teacher can use praise as a form of attention to please students' feelings. Praise can serve to direct student activities to the things that support the achievement of learning objectives.

e. Give The Inspiring Stories

Inspiring stories are also one alternative to foster student enthusiasm in learning the Qur'an. Teachers can tell the stories of people who inspire life. For example the story of a blind person who can memorize the Qur'an, with the limitations that he has can still learn

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[154] Syaiful Bahri Djamarah dan Aswan Zain, *Op.Cit,* pg. 168
[155] Oemar Hamalik*, Op.Cit*, pg. 185

the Qur'an and even memorize it. From these inspiring stories students are expected to be able to emulate the characters in the story.

f. Give The Assignment

Teachers at TPQ Al-Ikhlas give assignments to students so students are more active in learning. The task is a job that requires implementation to be completed.

The teacher can give assignments in various forms to students, both group assignments and individual assignments. Assignments can be given by the teacher after delivering the material. Students who realize that they will get an assignment from the teacher after they receive the material, so they will pay attention to the teacher when delivering the material.[156]

g. Give The punishment

The punishments applied were memorizing short letters. Punishment is a form of negative reinforcement, but sometimes it is needed in education.

The punishment referred to here is not a physical punishment that hurts students, but rather a punishment that is educational. Educating punishment is needed in education.[157]

The application of punishment to students unsuccessful because sometimes there were students who rebelled and did not want to come to TPQ at all or he came to TPQ but did not want to study.

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[156] Syaiful Bahri Djamarah dan Aswan Zain, *Op.Cit,* pg. 174
[157] *Ibid,* pg. 174

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h. Give the values or numbers listed in the book of MPS (Media Prestasi Siswa)

This book contains assessments in two aspects, including: memorization achievements and Qur'anic achievements of the UMMI method.

No.	Level of Success	Form of Motivation	Cause Successful / Unsuccessful
1.	Successful	1. Hold the competition about the Qur'an and Islamic knowledge 2. Give the reward 3. Hold tourist activities or tadabur alam 4. Give The Inspiring Stories 5. Give The Assignment 6. Give the values or numbers listed in the book of MPS (Media Prestasi Siswa)	The motivation of learning Al-Qur'an that arises in students is more dominant on extrinsic motivation, namely students learning Al-Qur'an because of external stimuli. Students will feel happy and enthusiastic if given a challenge and given reward if they can complete or win the challenge. Students are also enthusiastic about tourism activities because it can be a fun activity.
2.	Unsuccessful	1. Give praise and words that foster enthusiasm 2. Give The punishment	Students lack motivational encouragement even though given praise and words that foster enthusiasm. Whereas the application of punishment to students was unsuccessful because sometimes there were students who rebelled and did not want to come to TPQ at all or he came to TPQ but did not want to study.

Table 5.1 Forms of Motivation Provided by Qur'anic Teacher

4. **Characteristics of Emerging Motivation Based on Abraham Maslow's Basic Needs Hierarchy Theory and McClelland's Achievement Motivation**

In general students at TPQ Al-Ikhlas have low motivation in learning the Qur'an. However, the condition of students' motivation in learning the Qur'an at TPQ Al-Ikhlas will turn into enthusiasm in learning the Qur'an in several conditions:

a. If the Qur'anic teacher giving gifts in the form of food and drinks to students.

b. When hold tourist activities or tadabur alam.

c. If there are students who have birthdays and hold thanks giving at TPQ Al-Ikhlas.

In some of the conditions above, students who are initially lazy to study the Qur'an will be very enthusiastic and eager to come to the mosque and follow the Qur'an's learning from the beginning to the end. Students at TPQ Al-Ikhlas will be more enthusiastic and motivated in learning the Qur'an if they receive additional intake in the form of free food or drinks and when tourist activities or tadabur alam.

Based on this information, the condition of Qur'an motivation in TPQ Al-Ikhlas based on Abraham Maslow's basic needs hierarchy theory can be categorized as Qur'an motivation to be influenced by physiological needs. Included in physiological needs are the need for hunger, thirst,

sexual desire, and sensual pleasure.[158]

Therefore, a person's behavior that is driven by physiological needs has the following characteristics: Prioritizes physiological needs than other needs and cannot focus on learning if their physiological needs have not been satisfied.

All these physiological needs are the most powerful needs. The special meaning is that in humans who really want everything in life, it is likely that the main motivation is physiological needs compared to other needs. For example, a starving human being is not interested in anything other than food, he just wants food.[159] Therefore, hungry students cannot focus on learning because they only want food. If the basic physiological needs of students in the form of hunger are not satisfied, learning will be disrupted in other words students do not have the motivation to learn the Qur'an. In addition, students will also be more enthusiastic in learning the Qur'an if they get sensual pleasure.

While the condition of Al-Qur'an motivation in TPQ Al-Ikhlas Joyosuko based on McClelland's achievement motivation theory is included in the need for affiliation (n-Aff). Students at TPQ Al-Ikhlas have good social interaction and like activities that require them to cooperate with their friends, both in terms of completing assignments and in competitions. It can be said that students at TPQ Al-Ikhlas are cooperative.

Need for affiliation (n-Aff) is basically identical to the needs of

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[158] Abraham H. Maslow, *Op.Cit*, pg. 70
[159] *Ibid*, pg. 71

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Maslow's affiliation, people reflect the desire to have harmonious, cooperative, and friendly relations with other parties. People who have high affiliation needs generally succeed in jobs that require high social interaction, especially types of work that require personal relationships that are critical for the results of work.[160] Therefore, the behavior of someone who is driven by the needs of affiliation has the following characteristics: Very concerned about relationships with others, Having a good social interaction, and Cooperative.

B. **Qur'anic Teacher's Performance in Improving The Motivation of Learning The Qur'an in TPQ Al-Ikhlas Joyosuko Malang**

1. **The Function of Qur'anic Teacher Improves the Motivation of Learning the Qur'an**

   Remembering the importance of motivation in learning the Qur'an, so the Qur'anic teacher makes various efforts to improve the motivation of learning the Qur'an. There are several functions of the Qur'anic teacher in improving the motivation of learning the Qur'an at TPQ Al-Ikhlas Joyosuko, include:

   a. As an encouragement that students have the desire to be better.

   b. As an encouragement of the emergence of enthusiasm in learning the Qur'an.

   c. As a student guide to achieve the goal of learning the Qur'an.

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[160] Wahyudi, *Op.Cit,* pg. 5

According to Oemar Hamalik, motivation has several functions, include:[161]

a. As a booster of behavior or an action. Without motivation there will be no action such as learning.

b. As a director, it means directing actions towards achieving desired goals.

c. As a mover. The size of motivation will determine sooner or later a job.

2. **Suitability of Teacher's Performance in Providing Motivation**

In providing motivation to students, the Qur'anic teacher should understand the characteristics of students and what kind of motivation is needed by students. In other words, the motivation given to students must match the type of motivation needed by students.

Suitability of teacher's performance in providing motivation illustrated in the following table:

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[161] Oemar Hamalik, *Op.Cit*, pg. 175

Types of Student Motivation	Characteristic	Motivation
Extrinsic Motivation	1. Learning the Qur'an to make parents happy 2. Learning the Qur'an to fulfill obligations 3. Learning the Qur'an to get a reward 4. Learning the Qur'an to get entertainment in the form tour	1. Hold the competition about the Qur'an and Islamic knowledge 2. Give the reward 3. Hold tourist activities or tadabur alam 4. Give The Assignment 5. Give the values or numbers listed in the book of MPS (Media Prestasi Siswa)

Table 5.2 Suitability of Teacher's Performance in Providing Motivation

Based on the table, it can be concluded that the motivation given to students is in accordance with the type of motivation and student needs. The Qur'anic teacher tries to improve the motivation of learning the Qur'an to students by providing forms of motivation that are relevant to the type of extrinsic motivation possessed by students at TPQ Al-Ikhlas Joyosuko Malang.

3. **Qur'anic Teacher's Competencies**

To support the success of the Qur'anic teacher's performance in improving the motivation of learning the Qur'an, the competencies of Qur'anic teacher is needed.

Teacher competency according to Government Regulation Number 74 of 2008 is a set of knowledge, skills and behavior that must be possessed, internalized, mastered and actualized by the teacher in carrying out his professional duties.[162]

Qur'anic teacher in TPQ Al-Ikhlas are 4 people and all of them have Qur'anic teacher competencies. Because to become a Qur'anic teacher at TPQ Al-Ikhlas should have several competencies requirements that must be possessed by Qur'anic teachers at TPQ Al-Ikhlas Joyosuko, include:

a. Able to read the Qur'an well and clearly (in accordance with the science of Tajweed)

This is in accordance with Government Regulation of the Republic of Indonesia Number 55 Year 2007 Article 24 that the competencies that must be possessed by the Qur'anic teacher is to be able to read the Qur'an with tartil and master the techniques of teaching the Qur'an.[163]

b. Sincerity

One of the things that must be considered of Qur;anic teacher is sincerity, sincerity is very important in teaching TPQ. Often the Koran teacher does not get paid. If given a wage it is usually only a small amount. Need sincerity in teaching.[164]

d. Understand the character of children, patient, and willing to fight

Qur'anic teachers must be able to understand the world of children because teaching children is certainly different from teaching adults.

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[162] Peraturan Pemerintah No. 74 Tahun 2008
[163] Peraturan Pemerintah Republik Indonesia Nomor 55 Tahun 2007 Pasal 24
[164] Abu Zakariya Sutrisno, *Op.Cit*, pg. 14

Children usually get bored quickly and are also often unfocused. Therefore, the Qur'anic teacher needs to understand the world of children.[165] Another thing that must be understood by Qur'anic teachers is that being a Qur'anic teacher requires a lot of energy and patience. It also needs to spend considerable time and effort to regularly teach students at TPQ.[166]

4. **The Success of Qur'anic Teacher's Performance in Improving The Motivation of Learning The Qur'an in Planning, Implementation, and Evaluation**

The performance of Qur'anic teacher in improving the motivation of learning Qur'an in TPQ Al-Ikhlas Joyosuko will be elaborated in three learning activities in the classroom as well as the efforts made by the Qur'anic teacher and the forms of motivation provided in the three learning activities in the class, namely:

a. **Planning of learning activities**

The first task performed by the teacher is plan the learning. Learning plan should be made as well as possible because good planning will bring good results. According to the Directorate General of PMPTK 2008, teachers are required to make a Lesson Plan or Rencana Pelaksanaan Pembelajaran (RPP) at the beginning of the year

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[165] *Ibid*, pg. 15
[166] *Ibid*, pg. 14

or the beginning of the semester, in accordance with the school work plan.[167]

In terms of planning the learning activity program, the Qur'anic teacher at TPQ Al-Ikhlas does not make a syllabus or Lesson Plan (as is done by teachers in schools in general. Teachers at TPQ Al-Ikhlas only teach according to the material contained in the UMMI guidebook.

Based on this information, the performance of Qur'anic teacher in terms of learning plan can be said have not been carried out properly or unsuccesful because the Qur'anic teacher should make a Lesson Plan so that learning can be carried out well due to careful planning.

To improve the motivation of learning the Qur'an, Qur'anic teacher at TPQ Al-Ikhlas tries to make learning plan in the form:

1) Hold the competition about the Qur'an and Islamic knowledge

    Teachers of TPQ Al-Ikhlas hold various competitions around the Qur'an and Islamic knowledge with the aim that students have a competitive spirit and desire to become better.

2) Give the reward

    Students who win the competition will get a reward from the teacher. This is done so that children feel valued for their efforts

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[167] Barnawi dan Mohammad Arifin, *Op.Cit,* pg.15

3) Hold tourist activities or tadabur alam

Teachers of TPQ Al-Ikhlas hold tourist activities or tadabur alam for refreshing and as an outdor class activity. Tourist activities or tadabur alam is a way to eliminate student boredom. Students will be more eager to learn the Qur'an if the activity is held.

b. Implementation of learning activities

The second task of the teacher is to carry out learning. According to the Directorate General of PMPTK in 2008, the implementation of learning activities is an activity when there is an educational interaction between students and teachers.[168]

The implementation of learning activities is the core of education which is marked by the presence of classroom management activities, the use of media and learning resources, and the use of learning methods and strategies.[169]

The implementation of Qur'an learning at TPQ Al-Ikhlas was carried out by using the UMMI method. With regard to the media used in UMMI learning, teachers at TPQ Al-Ikhlas only use media in the form of UMMI books, this is because TPQ Al-Ikhlas does not have media yet in the form of big visual UMMI, so it is only limited to UMMI books.

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[168] Barnawi dan Mohammad Arifin, *Op.Cit,* pg.16
[169] *Ibid,* pg. 17

The steps of UMMI learning activities carried out at TPQ Al-Ikhlas are:

1) Before starting the learning process, students are asked to make a circle. Then the teacher conducts a briefing for student readiness, students are also accustomed to reading short letters and daily prayers after that students return to the group.

2) The next thing to do is do a classical drill together and alternately with the teacher, in the sense that the teacher reads afterwards the student imitate.

3) After classical and drill together, the student take turns reading one by one with the Qur'anic teacher

In applying the UMMI method, the TPQ Al-Ikhlas teacher has implemented the UMMI method well, but there are still obstacles, namely students who like to move teachers. Students who are bored with one teacher recites asking to move with other teachers, in fact the teacher has been divided according to the teaching level of UMMI. This makes the Qur'anic teachers do not know the development of the students significantly. Another obstacle experienced by the Qur'anic teacher at TPQ Al-Ikhlas is that sometimes the teacher is incomplete, so other teachers are replacing their duties, whereas ideally a Qur'anic teacher holds a maximum of 10 children.

Based on the information above, it can be seen that the Qur'anic teacher performance in terms of the implementation of learning

activities has been well implemented marked by the presence of classroom management activities, the use of media and learning resources, and the use of learning methods and strategies.

While the efforts made by the Qur'anic teacher in improving the motivation of learning the Qur'an when implementing learning are:

1) Give praise and words that foster enthusiasm

Teacher of TPQ Al-Ikhlas will give words that foster enthusiasm to students who look lazy in learning the Qur'an.

2) Give the Inspiring Stories

Inspiring stories are also one alternative to foster student enthusiasm in learning the Qur'an. Teachers can tell the stories of people who inspire life. For example the story of a blind person who can memorize the Qur'an, with the limitations that he has can still learn the Qur'an and even memorize it. From these inspiring stories students are expected to be able to emulate the characters in the story.

3) Give the Assignment

Teachers at TPQ Al-Ikhlas give assignments to students so students are more active in learning. The task is a job that requires implementation to be completed. The teacher can give assignments in various forms to students, both group assignments and individual assignments.

4) Give the Reward

The teacher will give rewards in the form of stars or snacks if students complete their assignments such as writing hijaiyah letters or helping the teacher.

5) Give the Punishment

The punishments applied were memorizing short letters.

c. **Evaluation of learning activities**

The third task of the teacher is to assess the learning outcomes. According to the Directorate General of PMPTK in 2008, assessing learning outcomes is a series of activities to obtain, analyze, and interpret data about the processes and learning outcomes of students that are carried out systematically and continuously so that it becomes meaningful information to assess students and in other decision making.[170]

In evaluating students, the Directorate General of PMPTK in 2008 explained that assessment could be carried out using two methods, namely tests and non-tests.[171]

Evaluation or assessment at TPQ Al-Ikhlas is carried out by means of written tests and oral tests. The results of the assessment of student achievement are listed in a book named MPS (Media Prestasi Siswa).

The performance of the Qur'anic teacher in terms of evaluation or assessment of learning in TPQ Al-Ikhlas has been carried out well

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[170] Barnawi dan Mohammad Arifin, *Op.Cit,* pg.18
[171] *Ibid,* pg. 19

because the Qur'anic teacher has conducted an assessment by means of written tests and oral tests.

Efforts made by the Qur'anic teacher in improving the motivation of learing the Qur'an in terms of learning evaluation or assessment are:

1) Give the Reward

   Teacher of TPQ Al-Ikhlas will give rewards in the form of money of 3,000 to students when the star has reached 30. This is expected to increase student motivation in learning the Qur'an.

2) Give the values or numbers listed in the book of MPS (Media Prestasi Siswa)

   This book contains assessments in two aspects, include:

   a) Memorization Achievements.

      This section contains: Memorization of Thayyibah Sentences, Worship Practices (ablution, tayamum, sholat, adzan, iqamah, dzikir, zakat, and shodaqoh), Memorization of daily prayers, as well as memorization of short letters

   b) Qur'an Achievement of UMMI Method

      This section contains an assessment of the ability to read the Qur'an using the UMMI method. Assessment is done by giving students a star with the following conditions:

      - Incorrect 0 gets 4 stars

      - Incorrect 1 gets 3+ stars

      - Incorrect 2 gets 3 stars

- Incorrect 3 gets 2 stars, if students only get 2 stars then students must repeat the material the next day.

One effort to improve student motivation is to give numbers to students. The number are a symbol or value of the results of student learning activities. Numbers are a motivational tool that provides stimulation to students to maintain and even improve their learning achievement.[172]

The success of the Qur'anic teacher's performance in improving the motivation of learning the Qur'an will be illustrated in the following table:

No.	Learning Activity	Ability	Qur'anic Teacher's Efforts	Conditions of success
1.	Planning	Performance	The Qur'anic teacher does not make syllabus and lesson plans, the teacher only teaches in accordance with the material contained in the UMMI book	Unsuccessful
		Improving The Motivation of Learning The Qur'an	Hold a competition about the Qur'an and Islamic knowledge	Successful
			Give the reward	Successful
			Hold tourism activities or tadabur alam	Successful
2.	Implementation	Performance	Class management activities, using media and learning resources, and using learning methods and strategies	Successful
		Improving The	Give praise and words that foster	Unsuccessful

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[172] Syaiful Bahri Djamarah dan Aswan Zain, *Op.Cit*, pg. 168.

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		Motivation of Learning Thr Qur'an	enthusiasm	
			Give the inspiring stories	Successful
			Give the assignment	Successful
			Give the reward	Successful
			Give the punishment	Unsuccessful
3.	Evaluation	Performance	The Qur'anic teacher has conducted an assessment using written tests and oral tests	Successful
		Improving The Motivation of Learning Thr Qur'an	Give the reward	Successful
			Provide the values or numbers listed in the MPS book	Successful

Table 5.3 The Success of the Qur'anic Teacher's Performance in Improving The Motivation of Learning The Qur'an

5. **The Efforts in Improving the Qur'anic Teacher's Performance**

   To improve Qur'anic eacher's performance, one of the things that should to do is increasing the competencies of Qur'anic teachers in TPQ Al-Ikhlas. TPQ Al-Ikhlas has made several efforts include:

   a. Involving Qur'anic teacher in UMMI method training

   b. Hold coaching internally to the Qur'anic teacher to equalize the mission in teaching

   c. Hold direction if necessary in terms of how to handle children who are difficult to control.

   While efforts to improve the competence of Qur'anic teachers carried out by takmir of Al-Ikhlas mosque are:

   a. Involving Qur'anic teacher of TPQ Al-Ikhlas in training.

b. Giving funds to the Qur'anic teacher to attend training.

To support the performance of Qur'anic teacher in TPQ Al-Ikhlas, the Al-Ikhlas mosque's takmir making efforts by the welfare of the Qur'anic teacher by proposing an incentive allowance for the City of Malang. It is hoped that teachers will be motivated and have a greater sense of responsibility in their performance.

C. Supporting and Restricting Factors of Qur'anic Teacher's Performance in Improving The Motivation of Learning The Qur'an in TPQ Al-Ikhlas Joyosuko Malang

The author uses SWOT analysis to identify supporting and restricting factors of Qur'anic teacher's performance in improving the motivation of learning the Qur'an in TPQ Al-Ikhlas Joyosuko Malang. SWOT analysis can be interpreted as an act of identifying conditions from four points of view, namely Strength and Weakness that originate from the internal environment, and Opportunity and Threat from the external environment.[173]

1. Internal

a) Strength

The patience possessed by Qur'anic teacher at TPQ Al-Ikhlas when faced students who the majority have low learning motivation is needed. If the Qur'anic teacher does not have patience, students will not survive in TPQ because there are many TPQ choices available in the Joyosuko area and it is like culture if it does not fit into one TPQ

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[173] Sondang P. Siagian, *Manajemen Stratejik*, (Jakarta: Bumi Aksara, 2012),pg. 172

then students will move into another TPQ and that is allowed by their parents. Therefore, the patience possessed by the Qur'anic teacher is included in the strength because it comes from the internal environment of TPQ Al-Ikhlas.

b) **Weakness**

The facilities at TPQ Al-Ikhlas which are incomplete, especially the unavailability of UMMI learning media, which is the big visual, is one of the obstacles experienced by the Qur'anic teachers. These inadequate facilities can be categorized into weaknesses because they come from the internal environment of TPQ Al-Ikhlas

2. **External**

a. **Opportunity**

The role of Al-Ikhlas Mosque's Takmir to improve the performance of Qur'anic teacher by Fulfill the TPQ needs and providing funds for various activities that can improve students' motivation to learn the Qur'an. The role of Al-Ikhlas Mosque's Takmir in fulfill the needs and providing funds for TPQ Al-Ikhlas is an opportunity because it comes from the external environment of TPQ Al-Ikhlas.

b. **Threat**

Most students in TPQ Al-Ikhlas lack support from parents even though parental support is very important to improve the motivation of

learning the Qur'an. Lack of support from parents is a threat because it comes from the external environment of TPQ Al-Ikhlas.

Qur'anic teacher's performance in improving the motivation of learning the Qur'an in TPQ Al-Ikhlas Joyosuko Malang will not be carried out properly without the support of various parties. Therefore, there are supporting factors that support the success of the Qur'anic teacher's performance in improving the motivation of learning the Qur'an. On the other hand, Qur'anic teacher's performance in improving the motivation of learning the Qur'an cannot be carried out properly due to several restricting factors. Among them:

1. **Supporting Factors**

    Supporting factors are all factors that are encouraging, launching, supporting, accelerating, and helping Qur'anic teacher's performance in improving the motivation of learning the Qur'an. Based on the SWOT analysis, which is included in the supporting factors are:

    a. **Internal**

    Strength which is manifested in the patience possessed by the Qur'anic teacher in TPQ Al-Ikhlas when facing students who majority have low learning motivation is needed.

    b. **External**

    Opportunity is manifested in the role of the Al-Ikhlas Mosque's Takmir in fulfill the needs of TPQ and providing funds for various activities that can improve students motivation to learn the Qur'an.

2. Restricting Factors

Restricting factors are all factors that are slowing down, holding back, and even blocking Qur'anic teacher's performance in improving the motivation of learning the Qur'an.

Based on the SWOT analysis, which is included in the restricting factos are:

a. Internal

Weakness which is manifested in the facilities at TPQ Al-Ikhlas that is incomplete, especially the unavailability of UMMI learning media, it's the big visual.

b. External

Threat manifested in the lack of support from parents of students. Most students in TPQ Al-Ikhlas lack support from parents even though parental support is very important to improve the motivation of learning the Qur'an. If students go home, not all parents invite students to review and conduct readings. In addition, students who lack support from parents usually go to TPQ less seriously even usually these students often run out of the mosque and go home so they do not attend Qur'anic learning. The role of parents at home is very influential. So, student's motivations are lacking because there is no motivation from parents. Qur'anic teachers have tried the best and provide the best motivation, but parents at home do not provide motivation so students are less motivated from parents.

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┌──────────────┐                              ┌──────────┐      ┌──────────┐      ┌──────────────┐
│ Supporting   │         ┌────────────┐       │ Internal │─────▶│ Strenght │─────▶│ Qur'anic     │
│ and          │    ┌───▶│ Supporting │──┬───▶└──────────┘      └──────────┘      │ Teacher's    │
│ Restricting  │    │    │ Factors    │  │                                        │ Patience     │
│ Factors of   │────┤    └────────────┘  │    ┌──────────┐      ┌────────────┐    └──────────────┘
│ Qur'anic     │    │                    └───▶│ External │─────▶│ Opportunity│───▶┌──────────────┐
│ Teacher's    │    │                         └──────────┘      └────────────┘    │ Takmir       │
│ Performance  │    │    ┌────────────┐       ┌──────────┐      ┌──────────┐      │ Fund         │
└──────────────┘    └───▶│ Restricting│──┬───▶│ Internal │─────▶│ Weakness │─────▶│ Subsidies    │
                         │ Factors    │  │    └──────────┘      └──────────┘      └──────────────┘
                         └────────────┘  │                                        ┌──────────────┐
                                         │    ┌──────────┐      ┌──────────┐      │ Incomplete   │
                                         └───▶│ External │─────▶│ Threat   │─────▶│ Facilities   │
                                              └──────────┘      └──────────┘      └──────────────┘
                                                                                  ┌──────────────┐
                                                                                  │ Lack of      │
                                                                                  │ Support      │
                                                                                  │ from         │
                                                                                  │ parents of   │
                                                                                  │ student      │
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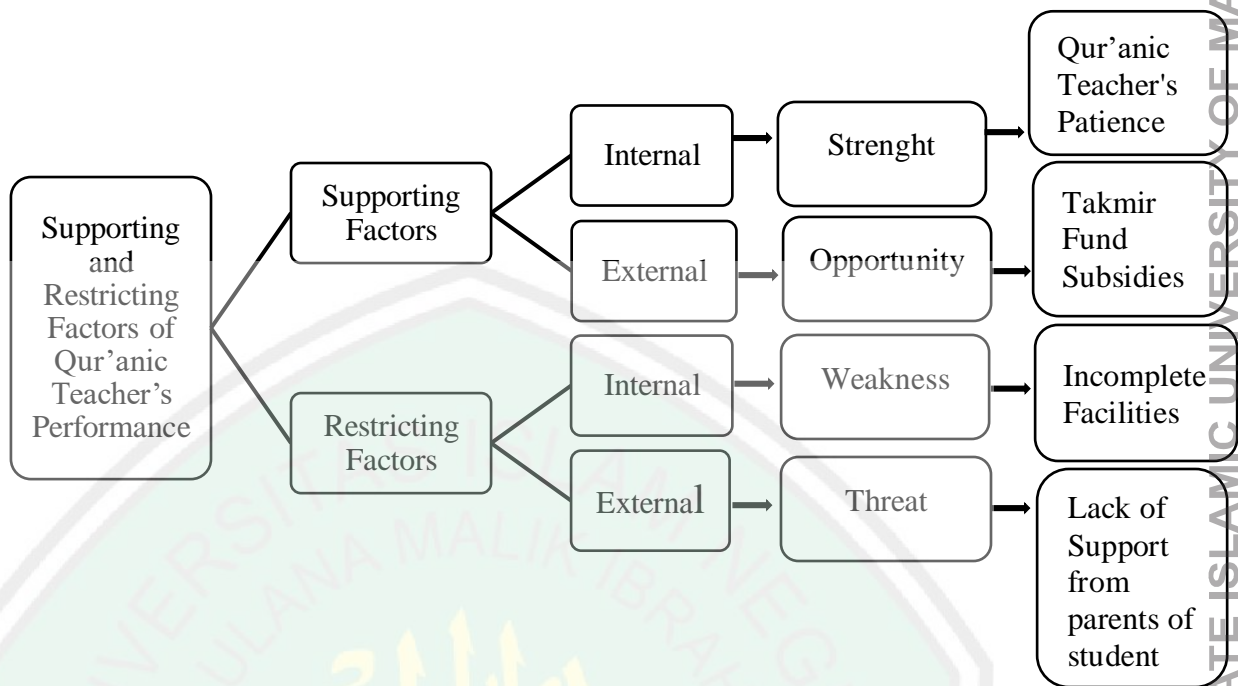
Chart 5.2 Supporting and Restricting Factors of Qur'anic Teacher's Performance in Improving The Motivation of Learning The Qur'an Based on SWOT Analysis

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CHAPTER VI

CLOSING

A. Conclusion

Some conclusions that can be drawn from the results of the study are:

1. Condition of Student Motivation in Learning the Qur'an in TPQ Al-Ikhlas Joyosuko Malang:

   a. Objectives achievement condition of Qur'an learning motivation has been achieved, as evidenced by the motivation given to students there is a positive change associated with the conditions of students motivation in learning the Qur'an.

   b. Emerging motivation encouragement is more dominant on extrinsic motivation, namely students learn the Qur'an because of external stimulation.

   c. The forms of motivation that successful given by teacher are: 1) Hold competitions related to the Qur'an and Islamic knowledge, 2)Give the reward to student, 3) Hold tourist activities or tadabur alam, 4) Give the inspiring stories, 5) Give the assignments, dan 6) Give the values or numbers listed in the MPS book. While the forms of motivation that unsuccessful are: 1) Give praise and words that foster the spirit and 2)Give the punishment.

   d. Emerging motivation in terms of Abraham Maslow's basic needs hierarchy theory is influenced by physiological needs with the following characteristics: Students are more concerned with

physiological needs than other needs and cannot focus on learning if their physiological needs have not been fulfilled. While the emerging motivation in terms of McClelland's achievement motivation theory is included in the need for affiliation (n-Aff) with the following characteristics: Very concerned about relationships with others, Having a good social interaction, and Cooperative.

2. Qur'anic Teacher's Performance in Improving The Motivation of Learning The Qur'an in TPQ Al-Ikhlas Joyosuko Malang:

    a. The Function of Qur'anic Teacher Improves the Motivation of Learning the Qur'an: 1) As an encouragement that students have the desire to be better, 2) As an encouragement of the emergence of enthusiasm in learning the Qur'an, and 3) As a director to achieve the objectives of learning the Qur'an.

    b. Motivation given to students is in accordance with the type of motivation and student needs. The Qur'anic teacher gives forms of motivation that are relevant to the type of extrinsic motivation possessed by students in TPQ Al-Ikhlas Joyosuko Malang.

    c. Qur'anic teacher in TPQ Al-Ikhlas there are 4 people and all of them have fulfilled the Qur'anic teacher's competencies. Because to become a Qur'anic teacher in TPQ Al-Ikhlas should have several competencies requirements that must be possessed by the Qur'anic teacher in TPQ Al-Ikhlas Joyosuko.

d. The success of the Qur'anic teacher's performance in improving the motivation of learning the Qur'an: 1) Planning: the performance have not been successful, the efforts to improve motivation have been successful, 2) Implementation: the performance have been successful, the efforts to improve motivation have been successful, 3) Evaluation: the performance have been successful, the efforts to improve motivation have been successful.

e. The efforts in improving the Qur'anic teacher's performance: 1)Improving qur'anic teacher's competencies in TPQ Al-Ikhlas (involving Qur'anic teacher in UMMI method training, hold coaching internally to the Qur'anic teacher to equalize the mission in teaching, hold directing if necessary in terms of how to handle children who are difficult to control, and giving funds to the Qur'anic teacher to attend training), 2) Welfare of the Qur'anic teacher by proposing an incentive allowance to Malang City Government.

3. Supporting and Restricting Factors of Qur'anic Teacher's Performance in Improving The Motivation of Learning The Qur'an in TPQ Al-Ikhlas Joyosuko Malang:

a. Supporting Factors: internally form of strength which is manifested in the patience of the Qur'anic teacher in TPQ Al-Ikhlas and externally in the form of opportunity which is manifested in funds subsidy from takmir of Al-Ikhlas Mosque.

b. Restricting Factors: internally form of weakness which is manifested

in incomplete facilities and externally form of threat which is manifested in the lack of support from parents of students

B. **Suggestion**

Based on the results of the research, the author have some suggestions related to the Qur'anic teacher's performance in improving the motivation of learning the Qur'an:

1. Takmir of Al-Ikhlas Mosque Joyosuko Malang

   Takmir of Al-Ikhlas Mosque should provide additional funds to complete the facilities at TPQ Al-Ikhlas Joyosuko Malang. If TPQ Al-Ikhlas has complete facilities, it will make learning activities easier

2. Headmaster of TPQ Al-Ikhlas Joyosuko Malang

   Headmaster of TPQ Al-Ikhlas Joyosuko Malang should control and evaluate the performance of Qur'anic teacher. By evaluating the Qur'anic teacher's performance, it can be seen the development of the Qur'anic teacher's performance.

3. Teachers of TPQ Al-Ikhlas Joyosuko Malang

   Teachers of TPQ Al-Ikhlas Joyosuko Malang should apply attractive learning strategies so that students are more motivated in learning the Qur'an.

4. Parents

   Parents should pay more attention to their children and provide support and motivation to their children to always learn the Qur'an.

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Appendix 1

Guidelines of Observation

1. Vision and Mission of TPQ Al-Ikhlas Joyosuko Malang
2. Organizational Structure of TPQ Al-Ikhlas Joyosuko Malang
3. Condition of Teacher and Student in TPQ Al-Ikhlas Joyosuko Malang
4. Qur'an Learning Activities and Extracurricular in TPQ Al-Ikhlas Joyosuko Malang
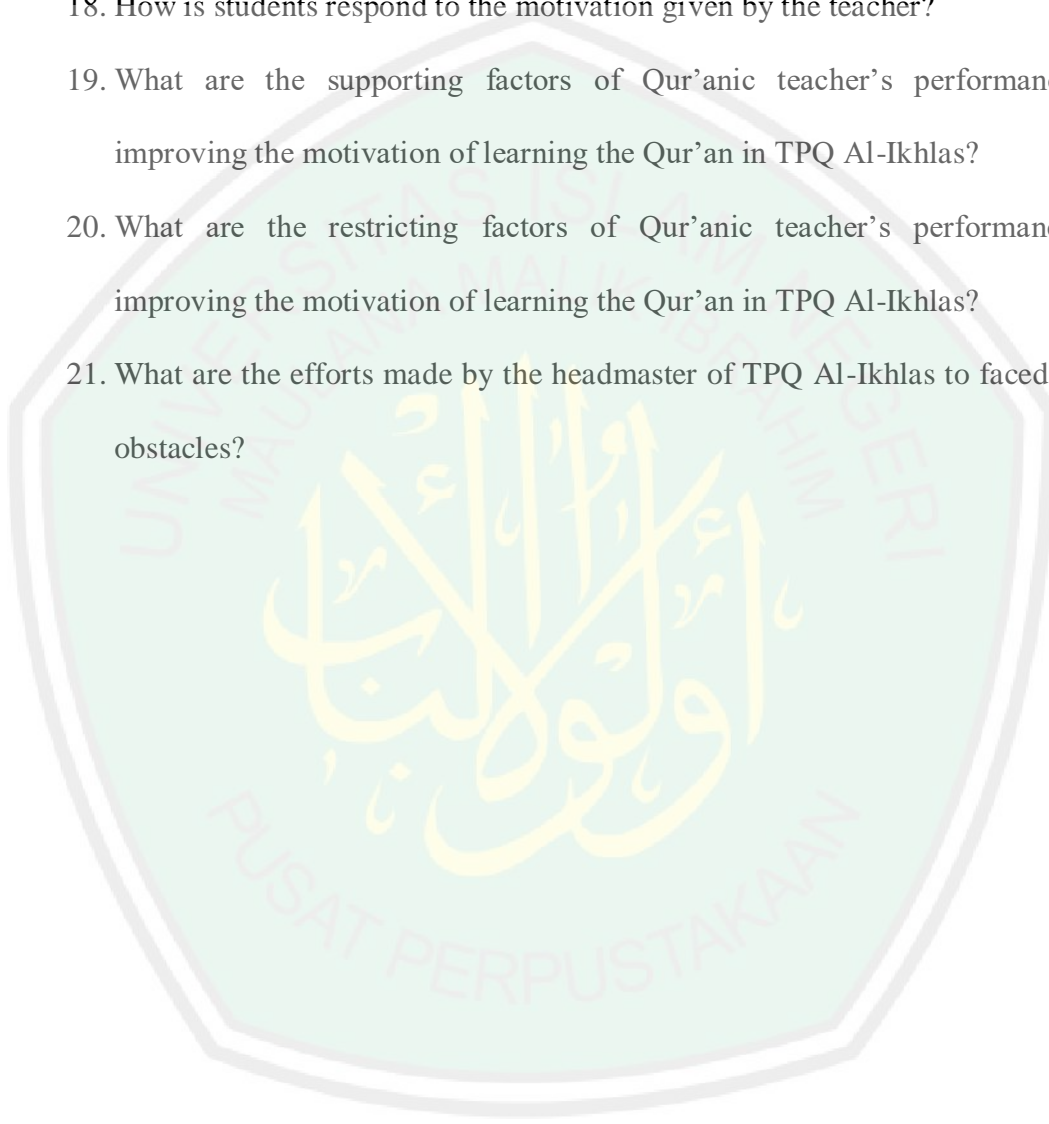
Appendix 2

Instrument of Interview

(Headmaster of TPQ Al-Ikhlas)

1. How is the history of TPQ Al-Ikhlas Joyosuko Malang?

2. Where is the TPQ Al-Ikhlas funds come from?

3. What are the things that encourage students to learn the Qur'an?

4. Do students learn the Qur'an seriously?

5. Do students feel enthusiastic in learning the Qur'an?

6. Do students pay attention when the teacher teaches the Qur'an?

7. Do students feel bored while learning the Qur'an?

8. Do students like to play in the class when learning the Qur'an?

9. How is the desires of students succeed in learning the Qur'an?

10. How is the recruitment system of Qur'anic teacher at the Al-Ikhlas TPQ?

11. What are the competencies that must be mastered by Qur'anic teacher at TPQ Al-Ikhlas?

12. What is the effort made by the Headmaster of TPQ in improving the competence of Qur'anic Teacher at TPQ Al-Ikhlas?

13. What is the method used by TPQ Al-Ikhlas in learning the Qur'an?

14. Does the Qur'anic teacher apply the method properly?

15. What are the efforts made by the Qur'anic teacher in improving the motivation of learning the Qur'an at the TPQ Al-Ikhlas in terms of learning planning?

16. What are the efforts made by the Qur'anic teacher in improving the motivation of learning the Qur'an at the TPQ Al-Ikhlas in terms of learning implementation?

17. What are the efforts made by the Qur'anic teacher in improving the motivation of learning the Qur'an at the TPQ Al-Ikhlas in terms of learning evaluation or assessment?

18. How is students respond to the motivation given by the teacher?

19. What are the supporting factors of Qur'anic teacher's performance in improving the motivation of learning the Qur'an in TPQ Al-Ikhlas?

20. What are the restricting factors of Qur'anic teacher's performance in improving the motivation of learning the Qur'an in TPQ Al-Ikhlas?

21. What are the efforts made by the headmaster of TPQ Al-Ikhlas to faced these obstacles?

Appendix 3

Instrument of Interview

(Teachers of TPQ Al-Ikhlas)

1. What are the things that encourage students to learn the Qur'an?

2. Do students learn the Qur'an seriously?

3. Do students feel enthusiastic in learning the Qur'an?

4. Do students pay attention when the teacher teaches the Qur'an?

5. Do students feel bored while learning the Qur'an?

6. Do students like to play in the class when learning the Qur'an?

7. How is the desires of students succeed in learning the Qur'an?

8. What are the competencies that must be mastered by Qur'anic teacher at TPQ Al-Ikhlas?

9. What is the method used by TPQ Al-Ikhlas in learning the Qur'an?

10. Does the Qur'anic teacher apply the method properly?

11. What are the efforts made by the Qur'anic teacher in improving the motivation of learning the Qur'an at the TPQ Al-Ikhlas in terms of learning planning?

12. What are the efforts made by the Qur'anic teacher in improving the motivation of learning the Qur'an at the TPQ Al-Ikhlas in terms of learning implementation?

13. What are the efforts made by the Qur'anic teacher in improving the motivation of learning the Qur'an at the TPQ Al-Ikhlas in terms of learning evaluation or assessment?

14. How students is respond to the motivation given by the teacher?

15. What are the supporting factors of Qur'anic teacher's performance in improving the motivation of learning the Qur'an in TPQ Al-Ikhlas?

16. What are the restricting factors of Qur'anic teacher's performance in improving the motivation of learning the Qur'an in TPQ Al-Ikhlas?

17. What are the efforts made by the teacher of TPQ Al-Ikhlas to faced these obstacles?
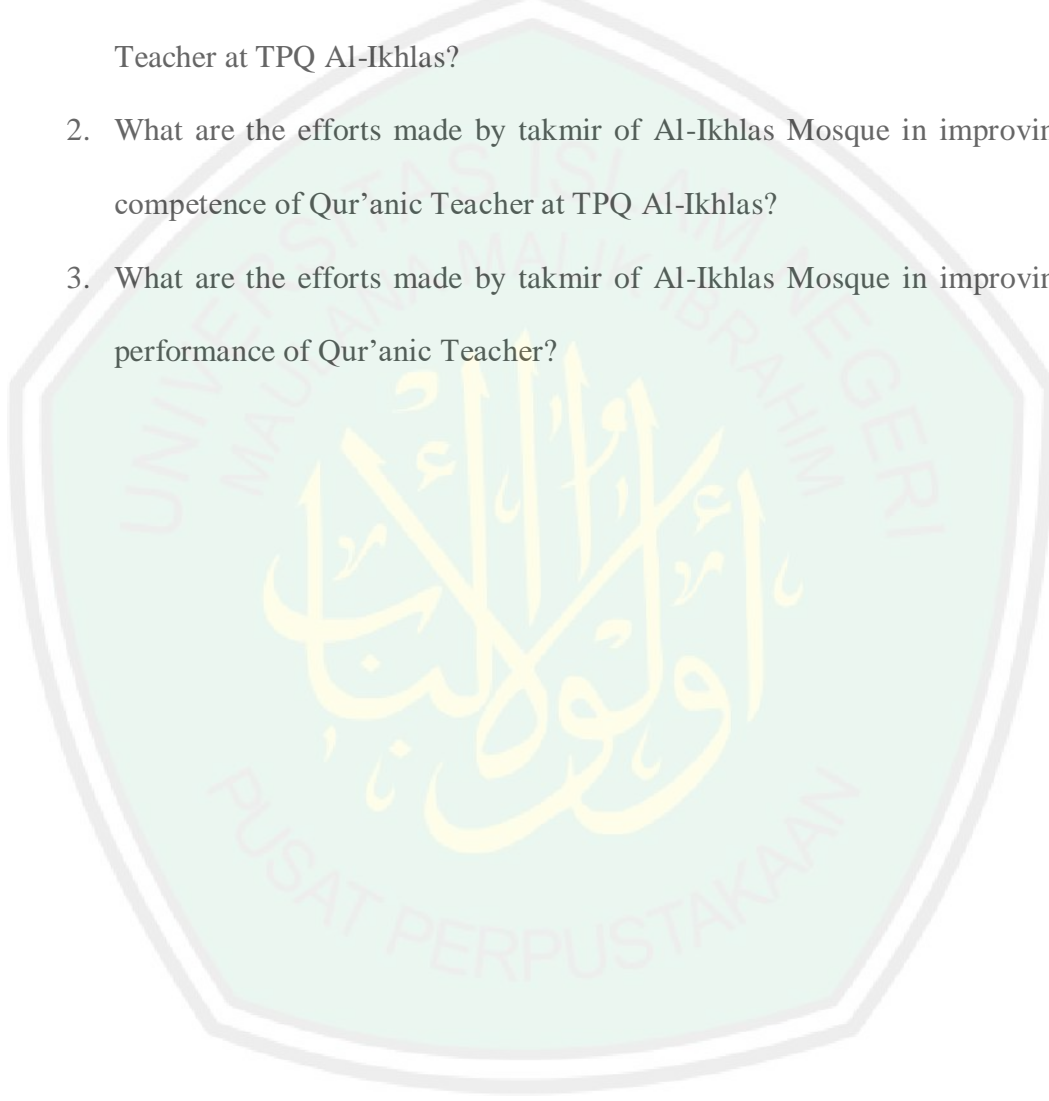
Appendix 4

Instrument of Interview

(Takmir of Al-Ikhlas Mosque)

1. Does takmir of Al-Ikhlas Mosque has a role in the recruitment of Qur'anic Teacher at TPQ Al-Ikhlas?

2. What are the efforts made by takmir of Al-Ikhlas Mosque in improving the competence of Qur'anic Teacher at TPQ Al-Ikhlas?

3. What are the efforts made by takmir of Al-Ikhlas Mosque in improving the performance of Qur'anic Teacher?

Appendix 5

Instrument of Interview

(Students of TPQ Al-Ikhlas)

1. What are the things that encourage you to learn the Qur'an?

2. Do you feel enthusiastic about learning the Qur'an?

3. What is the expected effort of the teacher to motivate you in learning the Qur'an?

4. Do you like tasks that require you to cooperate with others?

Pictures Documentation of TPQ Al-Ikhlas Joyosuko Malang

The Winner of Competition

The Winner of Competition

Manasik Haji

Class circumstance inside the Al-Ikhlas Mosque

Extracurricular Skills for Making Malangan

TPQ Al-Ikhlas Student's Performance in the Isro' Mi'roj Program of PHBI

Visit to the Orphanage

Appendix 7

Research Permit

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: 1008/Un.03.1/TL.00.1/04/2020	09 April 2020
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Penelitian**	

Kepada
Yth. Kepala TPQ Al-Ikhlas Joyosuko Malang
di
     Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Nur Ainiyah
NIM	:	16110138
Jurusan	:	Pendidikan Agama Islam (PAI)
Semester - Tahun Akademik	:	Genap - 2019/2020
Judul Skripsi	:	**Qur'anic Teacher's Performance in Improving The Motivation of Learning The Qur'an in TPQ Al-Ikhlas Joyosuko Malang**
Lama Penelitian	:	**April 2020** sampai dengan **Mei 2020** (2 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

ekan,

Dr. H. Agus Maimun, M.Pd
NIP. 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan PAI
2. Arsip

Certificate of Conducting Research

Taman Pendidikan Qur'an (TPQ) Al- IKHLAS

Jl. Joyo suko No. 7 MerjosariLowokwaru Kota Malang

SURAT KETERANGAN
Nomor : 001/S.Ket/AIS-TPQ/VI/2020

Yang bertandatangan di bawah ini:

Nama	:Muslifah, S.Ag
Jabatan	:Kepala TPQ
Unit Kerja	: Taman Pendidikan Qur'an Al-Ikhlas Malang

Menerangkan bahwa mahasiswa berikut ini:

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Semester-TahunAkademik	:Genap - 2019/2020
Universitas	: UIN Maulana Malik Ibrahim Malang
JudulSkripsi	: Qur'anic Teacher's Performance in Improving The Motivation of Learning The Qur'an in TPQ Al-Ikhlas Joyosuko Malang

Yang bersangkutan telah melakukan penelitian di TPQ Al-IKHLAS Joyosuko Malang pada bulan April-Mei 2020

Demikian keterangan ini dibuat dengan sesungguhnya dan dapat di pergunakan sebagaimana mestinya.

Malang, 1 Juni 2020

Kepala TPQ Al-Ikhlas

Muslifah, S.Ag

Appendix 8

Evidence of Consultation

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Dosen Pembimbing : Dr. Hj. Sutiah, M.Pd

No.	Tanggal	Materi Konsultasi	Tanda Tangan
1.	24 April 2020	Revisi BAB I, II, III	
2.	7 Mei 2020	Konsultasi BAB IV	
3.	11 Mei 2020	Revisi BAB IV	
4.	23 Mei 2020	Konsultasi BAB V, VI, dan Abstrak	
5.	1 Juni 2020	Revisi BAB V, VI, dan Abstrak	
6.	10 Juni 2020	ACC Skripsi	

Malang, 11 Juni 2020
Mengetahui,
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