



# Analysis of Teachers' Teaching Skills in Improving Student Motivation

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## Abstract

Student interest in learning Islamic Cultural History is relatively low, with only around 33.3% of students expressing interest in learning Islamic Cultural History. This situation poses a challenge for Islamic Cultural History teachers in increasing student enthusiasm and motivation in learning Islamic Cultural History. This study aims to analyze the teaching skills of Islamic Cultural History teachers in enhancing students' learning motivation, as well as to examine how Islamic Cultural History teachers plan their lessons to improve students' learning motivation. This study employs a descriptive qualitative method. Data sources were obtained from fifteen informants through in-depth interviews selected using purposive sampling techniques. All informants were active students, Islamic Cultural History teachers, school principals, and curriculum vice principals. All interview results were then analyzed thematically using the Miles and Huberman technique. The analysis results indicate that Islamic Cultural History teachers possess good teaching skills in enhancing students' learning motivation, as evidenced by their knowledge and continuous study of teaching skills. This is further supported by interviews with school principals regarding the quality of Islamic Cultural History teachers and the excellent learning outcomes of students in Islamic Cultural History. Additionally, the lesson planning is quite good because Islamic Cultural History teachers have developed teaching materials as part of their lesson planning before teaching. This study can serve as an initial reference for future researchers in examining this issue within different contexts and contexts.

## INTRODUCTION

Islamic education is education that is carried out based on Islamic teachings. Because Islamic teachings are based on the Quran, Sunnah, opinions of scholars, and historical heritage, Islamic education is also based on the Quran, Sunnah, opinions of scholars, and historical heritage (Drajat, et al; 2020; Meliastaras Surbakti & Muhammad Bintang Chadavi, 2023; Taubah, 2016) study of important events and

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The subject of Islamic Cultural History is a historical heritage. The subject of Islamic Cultural History is a study of important events and products of Islamic civilization that enable students to recognize and appreciate the values of Islamic teachings as a blessing for all of humanity (Abdullah & Azis, 2019; Hasmar, 2020; Istiqomah et al., 2023; Lubis et al., 2021; Rusydi, 2021; Syurgawi & Yusuf, 2020). The noble values of the Islamic teachings must be nurtured and developed so that they become a way of life and attitude that consistently benefits society, the nation, the state, and the religion (Rofik, 2015). In studying the History of Islamic Culture, there is knowledge about the rise and fall of civilizations of nations in the past. However, the changing dynamics of the times undoubtedly require different strategies and nuances. Nevertheless, history will serve as a means to rebuild the future Islamic civilization if Muslims are motivated to restore its former glory as achieved in the past (K. Husna & Supriyadi, 2023). The urgency of studying history was also conveyed by Indonesia's founding father, Ir. Soekarno, with the acronym commonly known as "Jasmerah," which stands for "never forget history." This is because a great nation is one that never forgets its history.

The research conducted by Khusnul Khotimah entitled *The Influence of Teachers' Teaching Skills on Students' Learning Motivation in Aqidah Akhlak Subjects at Madrasah Tsanawiyah Ma'arif 13 Hargomulyo, East Lampung*. The results of this study indicate that the variable of teachers' teaching skills (x) falls into the moderate category (69.1%). The correlation with the variable of student learning motivation is 47.7%, while the remaining 52.3% is determined by other factors. This indicates that teachers' teaching skills suggest that if one wishes to enhance student learning motivation, teachers' teaching skills must be prioritized alongside other factors (Engkizar et al., 2018; Febriani et al., 2022; Oktavia et al., 2024; Sabrina et al., 2022).

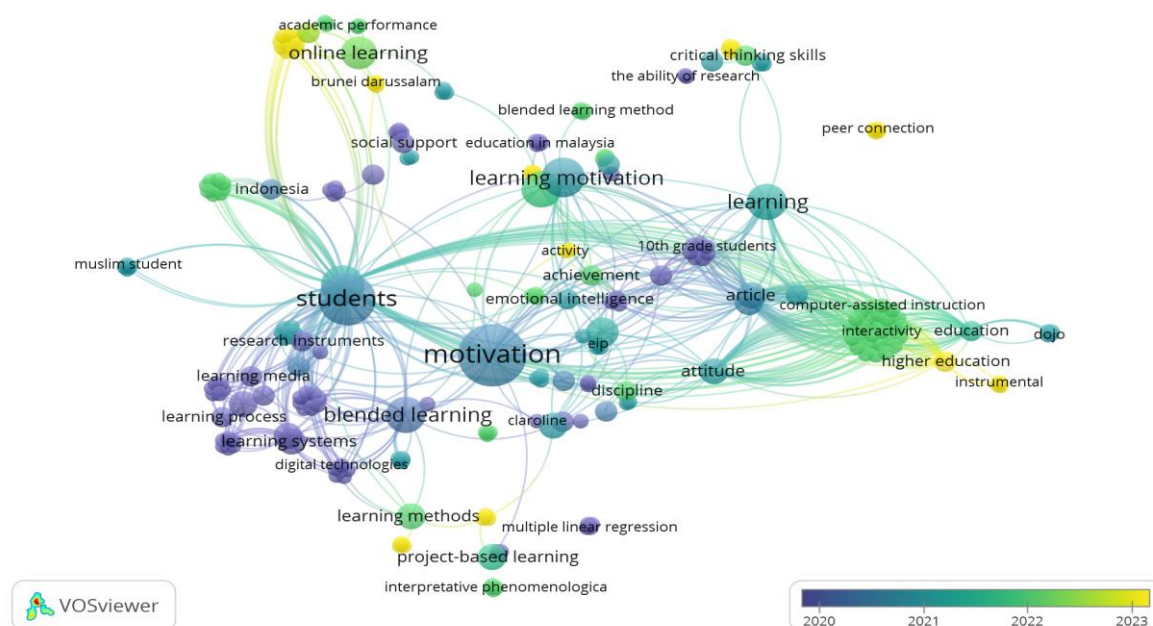
The similarity between previous studies and the study conducted by the author lies in the similarity of the research subjects, which both examine the role of teachers' teaching skills in improving student learning motivation (Abraham Masuwd & Baroud, 2025; Engkizar et al., 2022; Htay et al., 2025; Okenova et al., 2025). However, there is a difference in the research object, where previous research examined the influence of teachers' skills on improving the moral character of Madrasah Tsanawiyah students, while in this study, I examined teachers' skills in improving motivation in Islamic Cultural History learning.

The research conducted by Umami Kalsum, titled "The Influence of Teacher Competence on Student Learning Outcomes," identified issues related to student learning outcomes in the classroom. This was marked by insufficient achievement scores that did not meet the minimum competency standards (KKM), which was attributed to the lack of teacher competence in conducting the learning process. Meanwhile, the research the author intends to conduct focuses on analyzing teachers' teaching skills in relation to students' learning motivation.

Based on the above statements, the author concludes that each discussion is closely related. However, there are fundamental differences in the issues addressed by the author. The difference in this study is that previous studies discussed teachers' professional competencies comprehensively, including their teaching skills, whereas in the study I am conducting, I focus more specifically on teachers' competencies, namely their skills in teaching to motivate students to learn. In this study, the author focuses more on a more specific issue of teacher competence, namely teachers' skills in teaching to motivate students to learn.

Relevant research was conducted by Zahira Yaqut Assyifa entitled *Implementation of Rewards and Punishments in Increasing Student Motivation in Learning Islamic Cultural History*. The results of this study show that the application of the reward and punishment method can increase student motivation, as seen from the students' enthusiasm in learning and their improved learning outcomes. Meanwhile, the research conducted by the author is related to teachers' teaching skills that can improve student learning motivation in Islamic Cultural History lessons. Based on the above statements, the author concludes that each discussion is closely related because they both discuss student learning motivation in Islamic Cultural History lessons (Engkizar, Guspita, et al., 2025; Zulmuqim, 2017). However, there is a fundamental difference in the underlying factors that increase student learning motivation in Islamic Cultural History lessons. The difference between these studies is that the previous study examined how student motivation in learning Islamic Cultural History increased due to the use of rewards and punishments. Meanwhile, this study examined how student learning motivation in Islamic Cultural History increased due to good teaching skills of teachers (Arifin et al., 2024; Engkizar, Jaafar, et al., 2025).

Based on previous research found by the author in the Scopus database, to answer the question of the most frequently used keywords in research related to teachers' teaching skills in improving student learning motivation in Islamic cultural history education (Aam Kurnia et al., 2023; Andriani & Rasto, 2019; Emda, 2018; Jainiyah et al., 2023; Mahasiswa, 2015; Natasya Nurul Lathifa et al., 2024). The author conducted the analysis using the VOSviewer application, which is an analysis tool frequently used by previous researchers As shown in Figure 1 below:



**Fig 1. Visualization of motivation to study Islamic Religious Education (from 2019-2024).**

The improvement of learning motivation developed from various countries is still very limited, especially for Islamic cultural history subjects. This research is proven by the author's analysis in the figure above by looking at research data from researchers in various countries on Islamic Religious Education (Budianto & Dewi, 2023). The research findings only address motivation toward education in general, but no studies have been found that examine teachers' strategies for enhancing student motivation in Islamic religious education. Therefore, this research is worthwhile to enrich the body of knowledge in the field of education, serve as a benchmark for teachers to improve student learning motivation, and become the first

reference for future researchers (Engkizar, Muslim, et al., 2025; Rahman et al., 2020).

## METHODS

This study uses a descriptive qualitative method. Data sources were obtained from fifteen informants through in-depth interviews selected using purposive sampling techniques (Engkizar et al., 2023; Fitriani et al., 2023; Guspita et al., 2025; Ikhlas et al., 2025; Khairunisa et al., 2025; Wati et al., 2025; Wulandari et al., 2024). The informants selected met four criteria, namely: they had a good understanding of the issues being studied; they were still active in the field being studied; they had time to provide information to the researcher; and they provided information in accordance with the facts on the ground. To meet the criteria as informants, all informants were active students, teachers of Islamic cultural history, Madrasah principals, and curriculum deputies. After the interviews were completed with all informants, the transcripts were transcribed, and the author identified themes relevant to the research objectives (Akmal et al., 2024; Engkizar et al., 2024; Febriani et al., 2023; Istiqamah et al., 2024; Mustafa et al., 2025). The analysis process was conducted using the qualitative analysis software Milles and Hubberman.

## RESULT AND DISCUSSION

The first theme is teachers' teaching skills (Alwiyah & Imaniyati, 2018; Arsana, 2020; Sitorus & Sojanah, 2018). According to informants, the teaching skills of Islamic cultural history teachers are already good, as evidenced by the fact that Islamic cultural history teachers are knowledgeable and constantly learning about teaching skills. This is also reinforced by the results of interviews with school principals and parents of students regarding the quality of Islamic cultural history teachers and the good learning outcomes of students in Islamic cultural history (Husna et al., 2023). This was conveyed by the informants as follows:

*Before teaching, the teacher will study teaching skills (Informant 1).*

*I understand when learning with the Islamic cultural history teacher (Informant 2).*

As previously discussed, educators should always strive to improve their basic teaching skills and be more active in implementing learning (Fakhrurrazi, 2018). This is so that students can learn more diligently and improve their enthusiasm and learning atmosphere, especially in the subject of Islamic Cultural History.

The second theme is the planning of Islamic Cultural History lessons. According to the informants, good lesson planning occurs because Islamic Cultural History teachers have prepared teaching materials as a form of lesson planning before teaching. This was conveyed by the informants as follows:

*We teachers are required to prepare teaching materials (Informant 1)*

*At this madrasah, every teacher is required to create a Lesson Plan and Teaching Module (Informant 2).*

Basically, a teacher's preparation for teaching can be marked by the existence of teaching tools prepared by the teacher as a form of lesson planning before teaching (Shalikhah, 2016). The form of learning planning includes a lesson plan, graduate competency standards, core competencies, and basic competencies, minimum completion criteria and calculations, annual programs, and semester programs (Rasno Ahmad, 2018; Salim & Mujtahidah, 2020).

## CONCLUSION

The skill of explaining Islamic cultural history teachers in improving student motivation to learn well by knowing and constantly learning about the skill of explaining material, This is further reinforced by several indicators, such as the teacher explaining the lesson material clearly and systematically, the teacher not using convoluted sentences in their explanations, the teacher presenting the material at a pace that students can follow, and the teacher being willing to re-explain concepts that students have not yet understood. Regarding the lesson planning of Islamic

cultural history teachers in enhancing students' learning motivation, which has been implemented in the form of lesson plans, these include lesson implementation plans, graduate competency standards, core competencies, and basic competencies, minimum completion criteria and their calculations, annual programs, and semester programs.

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