



# Teacher's Strategies in Increasing Students' Interest in Learning Moral Lessons

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## Abstract

Teachers play a key role in developing students' interest in moral education. Precisely. This research aims to find out teachers' strategies for increasing students' interest in learning moral lessons. This research uses a qualitative method with a case study approach (case study design). The data source was taken from one informant through in-depth interviews. The informant is a high school Islamic Education Teacher. All interview results were then analyzed thematically using the qualitative analysis software Nvivo 12. Overall the results of the analysis show that there are two teacher strategies for increasing students' interest in learning moral lessons, namely: i) Carrying out direct moral development, ii) Providing motivation to students. The results of this research can be used as initial data for future researchers in studying this problem in different contexts and issues.

## INTRODUCTION

Education is a place or beginning for a child to start the learning process. Education has a significant impact on individual and societal development, it is not just about acquiring knowledge but also forming character, opening doors of opportunity, and preparing individuals to become productive and ethical members of society (Greenberg et al., 2017). The importance of character education plays a significant role in encouraging educators to produce the nation's children who can position themselves during rapid change and a global society (Ismail, 2016; Ridwan et al., 2020). Character education is very important because humans are expected to have wise character in using technology well (Walker et al., 2015).

According to Shalih bin Huwaidi Ali Husain in his book *Educating the Generation in the Style of a Companion of the Prophet*, some of the goals of education are: First, instilling and strengthening faith; Second, develop and spread good morals; Third, adhere to the truth and resist evil; Fourth, expand the rules of understanding to students; Fifth, a knowledgeable personality and a developing life that continues to grow to achieve a more flexible life (Wijayanto, 2020).

Teachers as educators are expected to be able to create high quality and innovative learning processes in unexpected situations so that teachers can create good student learning achievements (Adnot et al., 2017; Febriani et al., 2023; Rahmiati et al., 2023). Teachers are also one of the determining factors for the high and low quality of education. In other words, to improve the quality of education,

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professional teachers are needed. As professional educators, teachers have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education (Darling-Hammond, 2016; Rusilowati & Wahyudi, 2020; Asril et al., 2023).

Moral education as an integral part of the educational curriculum has a crucial role in shaping the character of students (Japeri et al., 2023). In facing the era of globalization and rapid social change, the challenge of maintaining and increasing students' learning interest in moral lessons is increasingly urgent (Iskandar et al., 2023). A high interest in learning not only creates effective learning but is also the foundation for forming strong morals and ethics in students. Moral education not only includes the transfer of ethical and moral knowledge but also involves the development of a student's strong interest in learning (Nasibulina, 2015). In facing the complexity of values and moral challenges in the modern era, the role of teachers becomes very significant. Teachers not only function as transmitters of information, but also as facilitators who help students find relevance and attraction in moral lessons.

The importance of understanding and responding to students' learning interests in moral lessons is the focus of this research. Teacher strategies have a key role in creating an interesting and relevant learning environment. High interest in learning not only increases student participation but also accelerates the internalization of moral values in everyday life. In this context, this research aims to investigate various strategies used by teachers to increase students' interest in learning moral lessons. The focus is not only on effective teaching methods but also considering creative and innovative approaches that can attract students' attention.

This research details the challenges and opportunities faced by teachers in developing students' interest in learning moral lessons, as well as identifying strategies that can be applied in various educational contexts. With a deeper understanding of the role of teachers in increasing students' learning interest in moral lessons, it is hoped that they can contribute to the development of more effective and relevant moral education.

## **METHODS**

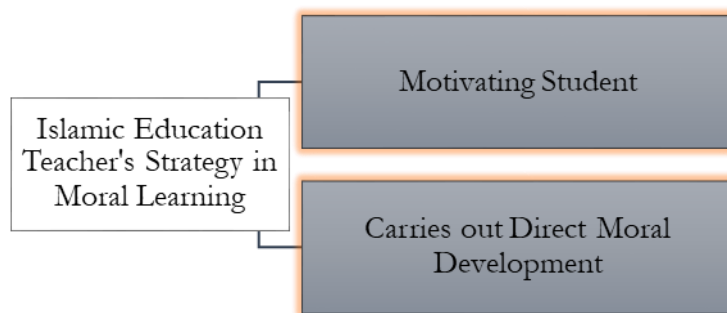
This research uses qualitative methods with a case study type, according to Engkizar et al., (2022); Mutathahirin et al., (2022); Rahayu et al., (2022) case study is a type of research if the researcher wants to observe in depth phenomena or events both individually and in groups of society. The data source was taken from one informant, namely the Islamic Education teacher at Senior High School. All informants were selected using a purposive sampling technique. According to Engkizar et al., (2018); Elkhaira et al., (2020); Syafril et al., (2020) the selection of informants must meet four criteria, namely, they are still active in the field being researched, have competence-related to the problem being researched, are willing to take the time to provide information to researchers, and honestly provide information according to the facts that occur in the field.

After the interviews were completed with all informants, the process of transcribing the interview data was carried out and themes were then extracted according to the aims and needs of the research data. According to Renz et al., (2018); Sivakumar, (2020) thematic analysis is one of the analytical techniques that researchers can use in analyzing interview results so that they can be seen clearly and are easy for readers to understand. The entire thematic analysis process above was carried out using the NVivo 12 qualitative analysis software. The aim of using the NVivo 12 qualitative analysis software is to display research results (themes) with graphs or images produced by the NVivo software used. Thematic analysis can be

carried out with the help of NVivo software so that researchers can easily display research results (Islamoglu et al., 2022; Novita et al., 2022; Rahawarin et al., 2021).

## RESULT AND DISCUSSION

Based on the results of interviews conducted with informants. The results of the analysis found that there were two important themes related to teacher strategies in increasing students' interest in learning in moral lessons. These two themes can be seen in the following picture:



**Fig 1. Islamic Education Teacher's Strategy in Moral Learning**

The first Carries out direct moral development. According to informants, this strategy is very effective for efforts to shape students' morals, develop and strengthen moral and ethical values. This theme was conveyed by informants as excerpts from the below:

*... For you, the moral development program is by asking students to come to school, there is direct moral development (I-1).*

The second theme is motivating students. According to informants, Providing the right motivation, students will be more encouraged to internalize moral values and practice them in everyday life. This theme was conveyed by informants as excerpts from the below:

*... Before you start the learning process, you usually give them advice in the form of motivation, such as stories of successful figures in the present (I-1).*

This research is related to students' interest in learning. As the author mentioned previously, basically interest in learning does not only appear after someone enters the world of learning, but interest in learning appears when someone chooses to do and pursue a profession because that choice, will determine what his career and future will be like in the future.

**First** is carrying out direct moral development. In this case, Ibnu Maskawih, as quoted by Nasharuddin, defines morals as "a thing or a person's mental situation that encourages a person to do something happily, without thinking or planning" (Davidson et al., 2017). Character or moral education is very necessary for realizing that students have the principles of truth, mutual respect, and love for each other. Character education is a holistic educational process that connects the moral dimension with the social realm in students' lives as a foundation for the formation of a quality generation that can live independently and has principles of truth that can be accounted (Kisby, 2017; Bates, 2019).

Based on some of the research results above, it can be concluded that what is meant by moral development is building (reviving) a person's psychology or soul using an Islamic religious approach, which is expected to be someone who can then practice the teachings of the Islamic religion, so that behavior will be formed that is following the values.

Second is to motivate students. If analyzed, the first motivation is the key for someone to pursue any job or profession (Kizilcec & Schneider, 2015). Especially in

the educational context, the aspect of self-motivation cannot be separated from a student both when deciding on a chosen profession and while undergoing the chosen education. Based on the research results above, it is increasingly clear that aspects of self-motivation, such as one's own desire to pursue a field of work, have proven to have a huge impact on an individual both while carrying out the profession and after completing it (Kanfer et al., 2017; Skaalvik & Skaalvik, 2017).

## CONCLUSION

In involving students in moral lessons, the strategies applied by teachers have a very important role. Teachers can utilize various approaches to increase students' learning interest in the lesson, can create a supportive classroom environment, where moral values are applied in everyday life. By creating a positive atmosphere and building good interpersonal relationships, teachers can create a sense of togetherness which will help increase students' interest in learning. Teacher strategies for increasing students' interest in learning moral lessons include creating a positive environment, using creative learning methods, and integrating technology effectively. Through this approach, it is hoped that students will not only understand moral values, but also be able to apply them in everyday life, form strong characters, and enrich their learning experience.

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