THE ROLE OF PAI CURRICULUM MANAGEMENT IN INCREASING STUDENTS' LEARNING MOTIVATION AT MODERN PONDOK DARUL FALAH ENREKANG SMP, ENREKANG DISTRICT

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Abstract

This study aims to analyze the role of Islamic Religious Education (PAI) curriculum management in increasing students' learning motivation at SMP Pondok Modern Darul Falah Enrekang. In addition, this research seeks to identify the factors that influence students' learning motivation within the context of Islamic education in pesantren and provide recommendations on strategies that can be applied in PAI curriculum management to enhance learning motivation, especially in the digital era. The research method used is a qualitative approach with a case study design. Data were collected through semi-structured interviews with the school principal, PAI teachers, and students, classroom observations during PAI lessons, and document analysis related to the curriculum. The data were analyzed interactively through the processes of data collection, reduction, display, and conclusion drawing. The results show that PAI curriculum management plays a significant role in fostering students' learning motivation by integrating religious and academic aspects, thus creating a meaningful and relevant learning environment for students. Factors such as interactive teaching methods, the relevance of learning materials to everyday life, and peer support were found to be important elements influencing students' learning motivation. The study also identifies that the use of digital technology in the learning process, as well as curriculum flexibility that allows teachers to adjust materials to meet students' needs, can further enhance learning motivation. Based on these findings, the research recommends increasing the use of digital tools, providing more autonomy for teachers in designing lessons and implementing continuous evaluation to create a more dynamic and motivating learning environment.

Keywords: PAI curriculum management, learning motivation, Islamic education

Abstrak

Penelitian ini bertujuan untuk menganalisis peran manajemen kurikulum Pendidikan Agama Islam (PAI) dalam meningkatkan motivasi belajar peserta didik di SMP Pondok Modern Darul Falah Enrekang. Selain itu, penelitian ini juga bertujuan untuk mengidentifikasi faktor-faktor yang memengaruhi motivasi belajar siswa dalam konteks pendidikan Islam di pesantren, serta memberikan rekomendasi strategi yang dapat diterapkan dalam manajemen kurikulum PAI untuk meningkatkan motivasi belajar, terutama di era digital. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui wawancara semi-terstruktur

dengan kepala sekolah, guru PAI, dan siswa, observasi kelas PAI, serta analisis dokumen terkait kurikulum. Data dianalisis secara interaktif melalui proses pengumpulan, reduksi, penyajian, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa manajemen kurikulum PAI memainkan peran penting dalam membangun motivasi belajar siswa dengan mengintegrasikan aspek pendidikan agama dan akademik, sehingga menciptakan lingkungan pembelajaran yang relevan dan bermakna bagi siswa. Faktor-faktor seperti metode pengajaran yang interaktif, relevansi materi pelajaran dengan kehidupan sehari-hari, serta dukungan teman sebaya menjadi elemen penting dalam memengaruhi motivasi belajar siswa. Penelitian ini juga mengidentifikasi bahwa penggunaan teknologi digital dalam proses pembelajaran, serta fleksibilitas kurikulum yang memungkinkan guru untuk menyesuaikan materi dengan kebutuhan siswa, dapat lebih meningkatkan motivasi belajar. Berdasarkan temuan ini, penelitian merekomendasikan peningkatan penggunaan alat digital, pemberian otonomi lebih bagi guru dalam merancang pembelajaran, serta penerapan evaluasi berkelanjutan untuk menciptakan lingkungan belajar yang lebih dinamis dan memotivasi.
Kata kunci*: manajemen kurikulum PAI, motivasi belajar, pendidikan agama Islam*

INTRODUCTION

Learning motivation is one of the main factors determining the quality of educational outcomes. In education, students with high learning motivation tend to be more productive, diligent, and successful in developing their academic abilities (Cuéllar dkk., 2020). A decline in learning motivation can lead to various problems, such as lower academic performance, increased dropout rates, and the emergence of undesirable behavioral issues in the school environment (Couch, 2023). This becomes even more significant in the context of Islamic Religious Education (PAI), where the curriculum not only aims to improve cognitive knowledge but also shapes students' moral and spiritual character. Islamic boarding schools, such as SMP Pondok Modern Darul Falah in Enrekang, have a unique educational system. Traditionally, pesantren emphasize intensive learning of Islamic teachings, but in this modern era, pesantren must also adapt to the demands of formal education. One of the challenges faced is how to increase students' motivation to learn, especially in religious subjects, amidst the influx of information and the growing influence of technology. The trend of modernization and digitization can affect students' perceptions and interest in religious education, often seen as more traditional and less relevant to everyday life.

In this context, PAI curriculum management plays a crucial role in creating a relevant learning environment, engaging, and supporting the development of positive learning motivation. Effective curriculum management involves not only the development of teaching materials but also systematic planning, implementation, and evaluation (Silvia & Tirtoni, 2023). A well-designed curriculum must consider the needs of students, the relevance of the material to everyday life, and the use of innovative and interactive teaching methods. Curriculum management is a series of processes involving the planning, organizing, implementing, and evaluating the curriculum to achieve the desired educational goals. In the context of Islamic Religious Education (PAI), curriculum management aims to integrate Islamic teachings into all aspects of students' lives. This

process must consider the principles of religion internalized in the student's daily activities, not limited to classroom instruction (M. Umar dkk., 2021).

A relevant theory in curriculum management is the educational management theory proposed by George R. Terry. According to Terry, management involves four main functions: planning, organizing, actuating, and controlling (Syarnubi dkk., 2023). In the context of the PAI curriculum, planning involves the development of learning materials that align with national education standards and students' needs. Organizing includes allocating resources, including teachers, facilities, and time for the learning process. Actuating focuses on the implementation of the curriculum in teaching and learning activities and controlling involves evaluating to ensure that the curriculum's goals are achieved.

PAI curriculum management in pesantren such as SMP Pondok Modern Darul Falah faces unique challenges. Besides playing a role in enhancing students' cognitive aspects, the curriculum is also expected to instill deep Islamic values. This requires curriculum management that balances academic and spiritual demands while creating a learning climate that fosters students' motivation. Many previous studies have discussed the relationship between curriculum management and learning motivation. Research by Aghnia, (2023) shows that good curriculum management plays a crucial role in enhancing learning effectiveness. The study also found that a well-designed curriculum can increase students' interest and motivation to study harder.

In the context of Islamic Religious Education, research by Kurniati dkk., (2022) emphasizes that a relevant and contextual PAI curriculum is essential in shaping students' character and morals. The study shows that students who perceive that religious education materials are relevant to their daily lives tend to be more motivated to learn. However, the study also reveals that many schools, especially in rural areas, still face difficulties in designing and implementing an effective PAI curriculum. Factors such as lack of resources, limited teacher training, and restricted access to up-to-date learning materials often pose challenges. Another study by Ghafara dkk., (2023) examined the effectiveness of curriculum management in pesantren and its impact on students' learning motivation. The findings indicate that pesantren with good curriculum management can create a conducive learning environment and increase students' motivation. However, the study also highlights the importance of developing a more flexible and adaptive curriculum to meet students' needs in the digital era.

Previous studies generally focused more on the broader factors influencing students' learning motivation, such as the learning environment, teaching methods, and teacher roles. Some studies have also addressed the importance of curriculum management in improving the quality of learning, but few have specifically examined the role of PAI curriculum management in increasing students' learning motivation in pesantren settings. This research differs from previous studies in several significant ways. First, it focuses on pesantren as a unique educational environment, where the PAI curriculum plays a

central role in shaping students' character. Second, this study not only examines the relationship between curriculum management and learning motivation but also explores how curriculum management can be optimized to address the challenges of education in the modern era. Third, the research highlights the importance of innovation in PAI curriculum management, particularly in adopting technology and learning approaches relevant to students' current needs.

The novelty of this research lies in its holistic approach to studying the role of PAI curriculum management in pesantren. Additionally, the research aims to contribute new insights by emphasizing the importance of innovation in curriculum management in the digital age. This study will explore how PAI curriculum management can integrate new approaches, such as the use of technology in learning, to increase students' motivation. Another novelty is the in-depth analysis of specific factors influencing learning motivation in the pesantren context. The research will explore how factors such as spiritual approaches, interactions between teachers and students, and technology-based teaching methods affect learning motivation. It will also identify the challenges faced by curriculum management in pesantren in developing effective and relevant learning programs for students in the modern era.

This research is highly urgent considering the challenges faced by pesantren in the era of digitalization. Amid globalization and modernization, religious education is often perceived as less relevant by some students, especially among the younger generation who are more drawn to technology and practical matters. The PAI curriculum must be able to adapt to the changing times to remain relevant and attract students' interest. The importance of this research also relates to efforts to improve the quality of education in pesantren, particularly in rural areas like Enrekang. Pesantren has great potential in shaping a generation that is not only academically capable but also morally strong. However, without good curriculum management, this potential cannot be fully realized.

Furthermore, this research is urgently needed because there is a lack of studies that specifically address the relationship between PAI curriculum management and learning motivation in pesantren. This opens up opportunities for this study to make theoretical and practical contributions to the field of education, particularly Islamic education. The objectives of this research are formulated to provide a comprehensive understanding of how the management of the Islamic Religious Education (PAI) curriculum influences students' learning motivation at SMP Pondok Modern Darul Falah Enrekang. The first objective is to analyze the role that PAI curriculum management plays in enhancing the motivation of students to learn. This involves examining how well the curriculum is designed, implemented, and evaluated to create an engaging and motivating learning environment that resonates with the students' needs and interests, particularly in the context of Islamic education. Understanding this relationship is crucial for developing more effective educational strategies that can foster a deeper interest in religious studies.

The second objective seeks to identify the various factors that influence students' learning motivation within the context of Islamic education in a permanent environment. These factors may include internal elements such as students' personal interest, spirituality, and self-discipline, as well as external influences like teaching methods, the role of teachers, the availability of learning resources, and the integration of modern technology. By identifying these factors, the research aims to provide insights into the specific challenges and opportunities that pesantren face in motivating students to engage deeply with the PAI curriculum. The third and final objective is to offer recommendations for strategies that can be applied in PAI curriculum management to enhance students' motivation to learn, particularly in the digital era. With the rapid development of technology, educational approaches must evolve to remain relevant to students' needs and learning styles. This research aims to propose innovative solutions, such as the use of digital learning tools, interactive teaching methods, and more contextualized curriculum content, to create a more dynamic and motivating learning environment for students. Through these recommendations, the study hopes to contribute to the ongoing efforts to improve the quality and effectiveness of Islamic education in pesantren.

METHOD

The research method applied in this study is a qualitative approach with a case study design (Iswadi dkk., 2023). This approach is chosen to provide an in-depth analysis of the role of curriculum management in enhancing students' learning motivation, specifically in the context of Islamic Religious Education (PAI) at SMP Pondok Modern Darul Falah Enrekang. The qualitative method allows for a comprehensive exploration of the perspectives and experiences of the school management, teachers, and students regarding the implementation of the PAI curriculum. Through this method, the research aims to uncover how curriculum management strategies influence student motivation and to identify the factors that either support or hinder the learning process in a pesantren environment.

The data collection techniques in this study include interviews, observations, and document analysis. Interviews will be conducted with key informants such as the school principal, PAI teachers, and selected students to gain insights into their views on the effectiveness of curriculum management. The interviews will follow a semi-structured format, allowing for flexibility in exploring relevant issues while maintaining a focus on the research objectives. Observations will be made during PAI classes to understand how the curriculum is implemented in practice and how students respond to the teaching methods and materials used. Document analysis will focus on curriculum documents, lesson plans, and evaluation reports to assess the structure and content of the curriculum about students' learning motivation. Data analysis will follow an interactive model, involving data collection, data reduction, data display, and conclusion drawing. The analysis will be conducted continuously throughout the research process, allowing for the identification of patterns, themes, and relationships between curriculum management and student motivation. The findings will then be interpreted in light of existing theories on

curriculum management and motivation in education, particularly in the context of Islamic religious studies. This methodological approach ensures that the research provides a nuanced and context-specific understanding of how PAI curriculum management can enhance learning motivation in pesantren settings.

RESULT AND DISCUSSION

Role of PAI Curriculum Management in Increasing Students' Learningotivation

Based on the interviews conducted with the school principal and teachers, it was found that curriculum management at SMP Pondok Modern Darul Falah plays a pivotal role in shaping the learning motivation of the students. The structured design of the curriculum, which integrates both religious and formal education, provides students with a well-rounded educational experience. The principal mentioned that the curriculum is tailored to meet the spiritual needs of the students while also aligning with national education standards. This dual focus creates a strong foundation for students to perceive learning as both an academic and spiritual pursuit, which in turn motivates them to engage more deeply with their studies.

Observations during PAI classes revealed that students show higher engagement levels when the content is made relevant to their daily lives. For instance, teachers who incorporate real-life examples of moral and ethical dilemmas into their lessons tend to spark more active participation from students. This finding aligns with the self-determination theory, which suggests that relevance and autonomy in learning enhance intrinsic motivation. However, it was also observed that traditional teaching methods, such as lectures without interactive components, tend to reduce student enthusiasm. This indicates that curriculum management must not only focus on content but also on the delivery methods to maintain high motivation levels (U. Umar & Hendra, 2020).

Factors Influencing Students' Learning Motivation in the Context of Islamic Education

Interviews with students revealed several factors influencing their motivation to engage in PAI subjects. Many students expressed that their motivation is highly dependent on the teacher's ability to make the subject interesting and applicable to real-life situations. One student mentioned, "When the teacher talks about how Islamic teachings relate to our daily struggles, it makes me more eager to learn because I can apply it immediately." This response highlights the importance of contextual learning in boosting motivation.

Furthermore, peer influence emerged as a significant factor. Several students noted that studying with friends or in groups makes learning more enjoyable and less stressful. This finding suggests that social support systems within the classroom environment play a critical role in fostering a positive learning atmosphere, which in turn enhances motivation (Wafa, 2023). On the other hand, some students indicated that the lack of access to modern learning tools, such as digital platforms or online resources, diminishes their motivation, especially in comparison to other subjects where such resources are

available. Observational data also supported the role of physical classroom environments in influencing motivation. Classes held in well-equipped rooms with modern teaching aids saw higher levels of student participation, while those in more traditional, less equipped settings showed reduced enthusiasm.

Strategies to Enhance Motivation through PAI Curriculum Management in the Digital Era

In light of the data collected, several strategies can be recommended to enhance student motivation through improved PAI curriculum management. First, the integration of digital tools in the learning process was a common theme that emerged from both teachers' and students' feedback. The use of multimedia presentations, online quizzes, and virtual discussions can make learning more interactive and engaging, particularly for tech-savvy students. Teachers also expressed the need for training in utilizing digital tools effectively, as many felt that their current skill set was insufficient for fully integrating these technologies into the classroom. Document analysis revealed that while the curriculum is robust in its content, it lacks flexibility in allowing teachers to adapt to student's individual learning needs. Providing teachers with more autonomy in customizing lesson plans based on the student's interests and learning styles could lead to increased motivation. This would align with constructivist theories of education, which emphasize the importance of adapting teaching methods to suit the learner's context and experience.

Additionally, the interviews with teachers highlighted the importance of continuous evaluation and feedback mechanisms. Teachers who regularly assess the effectiveness of their teaching methods and adjust accordingly reported higher levels of student engagement. One teacher noted, "When I ask students for feedback after a lesson, it helps me understand what works and what doesn't. I can see a big difference in their motivation when I incorporate their suggestions." This suggests that a more participatory approach to curriculum management, where students' voices are considered, could further enhance learning motivation.

Data Presentation:

1. Interviews: Quotes and insights from teachers, students, and administrators should be directly linked to the themes of the discussion. Use direct quotes as evidence for each point made in the findings.

2. Observations: Data from classroom observations, such as student engagement levels, teaching methods used, and the physical environment of the classroom, can be summarized and correlated with the theoretical framework used in the study.

3. Document Analysis: A detailed discussion of how the curriculum is structured, what documents indicate about the planning and execution of lessons, and how these are linked to student motivation should be included.

If there are gaps in the documents, such as a lack of flexibility or insufficient evaluation methods, this should be discussed.

4. Recommendations: Based on the data, recommendations should be practical and based on the actual needs and capabilities of the school. If digital tools are recommended, specific examples of how they could be implemented should be provided, along with the expected outcomes on student motivation.

CONCLUSION

Based on the research conducted on the role of PAI curriculum management in increasing students' learning motivation at SMP Pondok Modern Darul Falah Enrekang, several key conclusions can be drawn. First, effective curriculum management plays a significant role in shaping students' motivation to learn. The integration of religious and formal education within the PAI curriculum not only fosters a holistic learning experience but also strengthens students' intrinsic motivation by connecting their academic pursuits with spiritual growth. This comprehensive approach ensures that students see the relevance of their studies, which in turn enhances their engagement and willingness to learn. Second, the factors influencing students' motivation in the context of Islamic education are multifaceted. Teacher-student interactions, the relevance of the learning material to real-life experiences, peer influence, and the use of appropriate learning tools all contribute to the overall learning environment. The study highlights the importance of interactive and contextually relevant teaching methods that resonate with students' daily lives, as well as the critical role of peer support in fostering a positive learning atmosphere. Additionally, the research underscores the need for incorporating modern educational tools, such as digital platforms, to maintain engagement, particularly in the digital age.

Finally, the study identifies several strategies for improving PAI curriculum management to further enhance student motivation. These include providing teachers with more flexibility to adapt lesson plans, increasing the use of digital tools to make learning more interactive and implementing continuous evaluation processes that incorporate student feedback. By addressing these areas, schools can create a more dynamic and motivating learning environment that not only supports academic success but also nurtures students' spiritual and personal development. These findings offer valuable insights for Islamic educational institutions looking to optimize their curriculum management in the digital era.

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