

PAI Teachers' Interpersonal Communication in Increasing Students' Learning Motivation in PAI Subjects (Case Study at SMA Jati Agung Wage Taman Sidoarjo)

Ady Ubaidillah

Universitas Sunan Giri Surabaya, Indonesia

Email: <mailto:adyubaiddillah60@gmail.com>

Corresponding Author: Ady Ubaidillah

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Abstract

This study aims to examine the role of interpersonal communication of Islamic Religious Education (PAI) teachers in improving students' learning motivation at SMA Jati Agung Wage Taman Sidoarjo. A descriptive qualitative approach was employed, with data collected through non-participatory observation, semi-structured interviews, and documentation. Informants included the principal, PAI teacher, class XI homeroom teacher, and class XI students. Findings revealed that: (1) the PAI teacher's interpersonal communication was effective and positively influenced students' learning motivation; (2) students' learning motivation was affected by internal factors such as physical and psychological conditions, as well as external factors including family environment, peers, and classroom conditions; (3) the PAI teacher implemented various motivational strategies including innovative teaching methods, empathetic approach, effective verbal and nonverbal communication, and integration of Islamic values. These findings imply that interpersonal communication competence is an essential skill for PAI teachers in creating conducive and meaningful learning environments.

Keywords: Interpersonal communication, PAI teacher, Learning motivation, Islamic religious education.

Introduction

Teachers are the most important component of education in the teaching and learning process. Universally, teachers are recognized as the most important element in education. Efforts to improve schools and reform education will most likely not happen without effective and professional teachers as the main component in the education system (Andhini, 2022).

Islamic Religious Education (PAI) teachers play a strategic role in guiding students to be able to understand and apply the values of Islamic teachings in daily life. PAI teachers are professional educators who are responsible for educating, teaching, fostering, directing, training, setting examples, as well as conducting assessments and evaluations in Islamic Religious Education subjects (Utari et al., 2020).

One of the essential competencies that teachers must possess is social competence, namely the ability to communicate and interact effectively with students, fellow educators, education staff, parents or guardians of students, and the wider community (Nuraeni, 2025). In building these social relationships, communication skills are very essential. A teacher needs to master interpersonal communication so that the interaction can take place effectively and harmoniously (Ryandi, 2020).

Teachers' interpersonal communication has an important role in creating an effective and conducive learning process. Through good interpersonal communication, teachers can build positive relationships with students so that they can increase student motivation, attention, and participation in learning activities (Irfan Ilmy, 2022). In the context of Islamic Religious Education (PAI), interpersonal communication not only functions as a means of delivering learning materials, but also as a medium for instilling moral and spiritual values to students (Zaimarni et al., 2025).

Several previous studies have shown that teachers' interpersonal communication has an effect on student motivation and learning outcomes. Research by Melinda and Munanjar (2023) found that teachers' interpersonal communication is able to increase students' enthusiasm for learning through a humanist and communicative approach. Research by Sarelong and Supartini (2020) also shows that there is a positive relationship between teachers' interpersonal communication and student learning activity. In addition, Latifah et al. (2020) emphasized that the interpersonal communication skills of PAI teachers can help create a more effective and enjoyable learning atmosphere.

However, previous research has still discussed more interpersonal communication of teachers in general and has not specifically examined the interpersonal communication of PAI teachers in increasing student learning motivation in Islamic Full Day Schools (Mirhabun Nadir et al., 2025). In addition, most of the previous research focused on the communication aspect in learning in general, so the study of PAI teachers' interpersonal communication strategies involving verbal, nonverbal, empathic approaches, and the cultivation of Islamic values is still relatively limited (Dazia & Wardatushobariah, 2024).

Therefore, this study has novelty in the focus of the study of interpersonal communication of PAI teachers in increasing student learning motivation in the Islamic Full Day School-based school environment, namely Jati Agung Wage High School Taman Sidoarjo. This study not only examines the forms of interpersonal communication used by teachers, but also analyzes the

factors that affect students' learning motivation and various efforts of PAI teachers in creating conducive, communicative, and meaningful learning.

Based on this background, this study examines the interpersonal communication of PAI teachers in increasing student learning motivation in PAI subjects at Jati Agung Wage High School Taman Sidoarjo. The research aims to: (1) describe the interpersonal communication of PAI teachers in increasing student learning motivation; (2) identify factors that affect students' motivation to learn; and (3) describe the efforts made by PAI teachers in increasing student learning motivation.

Method

This research uses a qualitative approach with a qualitative descriptive research type. This approach was chosen because this study seeks to understand and describe in depth the interpersonal communication of PAI teachers in an effort to increase students' motivation to learn, without the intention of generalizing or building new theories (Roosinda et al., 2021).

The research was carried out at SMA Jati Agung Wage Taman Sidoarjo, an Islamic Full Day School based school that was established in 2016. The subjects of the study were PAI teachers in grade XI (Mr. Harits), principals, homeroom teachers in grade XI, and students in grade XI. Data collection was carried out in June–July 2024.

The data collection techniques used include: (1) non-participant observation, in which the researcher directly observes learning activities without engaging in the subject's activities; (2) semi-structured interviews with key informants; and (3) documentation in the form of school profiles, lesson plans, and student learning outcomes.

To ensure the validity of the data, the researcher applied source triangulation (comparing data from principals, teachers, and students), technical triangulation (comparing data from interviews, observations, and documentation), and member checking (verifying data to participants). Data analysis follows the Miles and Huberman model through three stages: data reduction, data presentation, and verification/conclusion drawing (Sari et al., 2022).

Results And Discussion

1. PAI Teachers' Interpersonal Communication in Increasing Student Learning Motivation

Effective interpersonal communication between Islamic Religious Education (PAI) teachers and students is a crucial foundation in creating a conducive learning climate (Full, 2025). In educational literature, interpersonal communication is defined as the process of exchanging information, ideas, and feelings that build a personal relationship between educators and learners. When a PAI teacher applies good communication skills, it directly contributes to an increase in students' motivation to learn, which is often measured through factors such as openness, empathy, and a positive attitude (Mubarok & Aimah, 2025).

The results of observations and interviews showed that the interpersonal communication of PAI teachers at Jati Agung High School went well and had a positive effect on the learning motivation of grade XI students. The principal stated that learning activities are a unit that involves interaction between students and teachers who support each other. Teaching activities carried out by teachers will not run optimally without good interpersonal communication.

The PAI teacher (Mr. Harits) managed to build effective interpersonal communication with grade XI students who are known to have diverse characteristics and are relatively difficult to control. This is evidenced by the enthusiasm of students in participating in PAI learning. A student (Jeremiah) stated: "My friends including me really like Mr. Harits as a PAI teacher, so they are very excited during the PAI subject because Mr. Harits is good when explaining very clearly and very friendly and sometimes interspersed with jokes while teaching."

Grade XI student (Alrizky Fitriani Noviantasari) also revealed: "Mr. Harits is exciting, the delivery of the material is also very good. If he taught it, it wasn't scary, it wasn't very serious, but we understood, detailed details but accompanied by jokes so we weren't too tense when receiving the material."

This finding is in line with the opinion of Sidik and Sobandi (2023) that interpersonal communication is an important skill for teachers so it needs to be developed in order to build good relationships with students, create a conducive learning atmosphere, and increase student learning motivation. Interpersonal communication is also considered to be able to support the provision of learning motivation because it is not only used in the delivery of subject matter, but also used to provide various stimuli to students so that they can understand what is explained and exemplified by teachers faster.

Theoretically, the effectiveness of this communication is supported by the principles of educational psychology that emphasize that students will be more motivated if they feel understood and valued personally. In the context of the classroom, PAI teachers who are able to show an empathetic attitude, namely the ability to feel what students feel, can reduce learning anxiety and increase student confidence. Research shows that good interpersonal communication contributes significantly to learning motivation, with some quantitative studies showing varying influences (Mirhabun Nadir et al., 2025).

From the aspect of verbal communication skills, Mr. Harits uses language that is clear, effective, and easy for students to understand. He explained the learning material in an enthusiastic and interesting way, accompanied by the right humor to dilute the atmosphere. In the aspect of nonverbal communication, he maintains good eye contact with students, displays friendly and friendly facial expressions, and uses positive and open body language.

From the aspect of listening skills, PAI teachers provide opportunities for students to ask questions, express opinions, and share experiences. Meanwhile, in the aspect of empathy, he is able to understand the feelings and needs of students so that students feel appreciated and understood. The aspect of building relationships is shown through a friendly, open, and approachable attitude, as well as the creation of a conducive learning atmosphere where students feel safe and comfortable.

Concrete strategies that are often applied by PAI teachers to increase motivation include self-openness (such as providing access to communication through social media), being an active listener, and providing spontaneous positive feedback (Yuberti et al., 2024). By equalizing as good interlocutors, teachers are able to create an environment where students feel safe to ask questions and discuss, which ultimately encourages active involvement in the teaching and learning process (Wulandari, 2024). Therefore,

communication is not just about delivering curriculum materials, but a psychological instrument to organize students' desires in achieving their educational goals.

2. Factors Affecting Students' Learning Motivation

The study of student motivation is the cornerstone of educational psychology, which identifies complex interactions between internal psychological states and the influence of the external environment. According to the well-established pedagogical literature, motivation is generally categorized into intrinsic (internal) and extrinsic (external) drivers (Saiman et al., 2025). Internal factors are factors that come from within the student, such as personal interests, cognitive expectations, and the setting of certain learning goals. In contrast, external factors include a broader environment, including the quality of teaching, the family atmosphere, and the social dynamics within the school (Wulandari, 2024).

Based on the results of the study, it was found that the learning motivation of grade XI students at Jati Agung High School was influenced by two main factors, namely internal factors and external factors.

Internal factors that affect learning motivation include students' physical conditions, such as physical health, as well as psychological conditions, such as poor mood due to personal problems. The PAI teacher (Mr. Harits) stated that in class XI there are one or two students who have special privileges so that it can affect their motivation to learn. In addition, students who have more intrinsic interest in PAI subjects tend to show higher learning motivation (Alrizky Fitriani Noviantasari, interview, July 30, 2024). This is in line with the opinion of Rahman (2022) that intrinsic motivation is the desire to act caused by driving factors from within the individual.

External factors that affect students' learning motivation include: (1) classroom conditions, such as hot temperatures or crowds from friends; (2) peer influence; (3) family factors, such as problems in the family that have an impact on students' mood; (4) teacher factors, such as excessive assignments from other teachers so that students feel burdened; and (5) interesting learning methods and facilities can be external factors that increase motivation. These findings are consistent with the theory of Ratri and Ulya (2022) regarding the factors that affect learning motivation.

In authoritative psychology texts, motivation is often defined as the process by which goal-oriented activities are triggered and maintained. Internal factors are often cited as the most sustainable drivers of academic success. These include "learning expectation," the belief that a person can succeed, which has been identified in empirical studies as the dominant predictor of academic engagement. In addition, students' personal interest in the subject matter and their clarity regarding long-term learning objectives serve as psychological anchors that maintain focus during challenging academic tasks.

External factors, although often secondary factors compared to intrinsic drives, play an important role in shaping the learning environment. Research shows that the diverse teaching styles used by educators significantly affect student engagement. When teachers use a diverse range of teaching methods, they accommodate different learning preferences, which can reduce boredom and increase student participation. In addition, student discipline, which is often fostered by the school environment, functions as a structural support system that translates motivation into consistent learning habits. The family environment also plays

a role as a fundamental external factor; Parental support and a home atmosphere that values education are consistently associated with higher levels of student motivation.

The relationship between these factors can be modeled to understand their cumulative effects on academic achievement. If we state M as the primary motivation, as an internal factor, and as an external factor, the relationship can be conceptualized as a function: $SAYAE$

$$M = F(SAYA_1, SAYA_2, \dots, SAYA_N) + G(E_1, E_2, \dots, E_N)$$

Where includes variables such as interests and goal setting, and Includes variables such as teacher competence and family support. Empirical analysis shows that although external factors provide the necessary conditions for learning, internal expectations are often the cause of the greatest variance in student learning outcomes. $SAYAE$

3. PAI Teachers' Efforts in Increasing Student Learning Motivation

The efforts of Islamic Religious Education (PAI) teachers in increasing students' learning motivation is a crucial aspect in Islamic pedagogy, which views teachers not just as conveyors of information, but as *Murabbi* (educators) who are responsible for the formation of students' character and spiritual spirit (Darmawan et al., 2025). In classical and modern Islamic educational literature, learning motivation is seen as an internal and external drive that must be nurtured through thoughtful approaches, exemplary, and the creation of a conducive learning environment (Maulidin, 2024).

Based on the results of observations, interviews, and documentation, a number of efforts were identified by PAI teachers in increasing the learning motivation of grade XI students. These efforts include:

"First, determining appropriate learning strategies and methods, including paying attention to appearance and attitude when carrying out teaching and learning activities. Mr. Harits explained that he seeks to increase students' motivation to learn through two forms of communication, namely verbal and nonverbal communication. He did not give material excessively because in certain conditions students tend to lose their enthusiasm for learning if they feel burdened".

"Second, the clear delivery of learning objectives to students and the association of learning materials with students' interests or interests. Third, encourage active student involvement through group work activities. Fourth, providing learning evaluations and delivering results to students so that they know the level of success and shortcomings in the learning process".

"Fifth, innovation and variety in learning to foster students' sense of joy, for example by interrupting learning through singing together activities or giving a lively applause. Sixth, the cultivation of values and a positive view of the importance of learning. From an Islamic perspective, learning activities are seen as a form of jihad that is worth worship in the sight of Allah".

"Seventh, telling the success stories of world figures that started from their dreams, so that students are encouraged to have dreams and achieve success. Eighth, giving positive feedback to students when they succeed in reaching a stage in learning activities, in the form of praise, gifts, and other positive expressions. The student (Jeremiah) confirmed: "When during PAI learning, Mr. Harits always tried to make the students enthusiastic, the trick was to give more interesting stories while a little joke but sometimes the story was in accordance with the material being studied while inserting messages".

These efforts are in line with the strategy to increase learning motivation formulated by Idris (2019), namely creating a conducive learning environment, improving the quality of learning, providing motivation and support, and building student character. PAI teachers' efforts to increase students' learning motivation involve a combination of psychological and pedagogical methods. Based on empirical research, PAI teachers often apply strategies that include giving appreciation, managing learning variations, and giving verbal encouragement. Theoretically, students' motivation to learn is often influenced by internal factors (interest and self-readiness) as well as external factors (family environment, teachers' teaching methods, and school infrastructure). To overcome their low motivation, PAI teachers can take concrete steps such as giving awards (grades or praise), creating an interactive classroom atmosphere so that students are not bored, and providing spiritual motivation that emphasizes the importance of studying in a religious perspective.

In the perspective of Islamic education, teachers are encouraged to use *the methods of tarhib* (giving motivation or good news) and *tarhib* (warning or educational consequences) proportionately. Effective teachers are those who are able to integrate the subject matter with the realities of a student's life, so that students feel that what they are learning has direct relevance to their life goals. In addition, the use of a variety of methods such as group discussions, the use of innovative learning media, and a personalized approach (individual guidance) has been proven to significantly increase student involvement in PAI subjects.

Conclusion

Based on the results of the research and discussion, it can be concluded that: First, the interpersonal communication carried out by PAI teachers at SMA Jati Agung Wage Taman Sidoarjo went well and had a positive effect on increasing students' learning motivation. This is characterized by a reduction in various problems in the learning process, students who previously did not pay attention to the teacher's explanations become more focused on listening, and students who previously did not understand the material become more understanding. The message conveyed in interpersonal communication is persuasive so that it can facilitate interaction and help students understand the learning material.

Second, the factors that affect students' motivation to learn consist of internal factors (physical and psychological conditions, including the presence of students with special needs and bad mood) and external factors (peer influence, less conducive classroom conditions, family problems, and excessive assignments from other teachers).

Third, the efforts made by PAI teachers in increasing students' learning motivation include determining the right learning strategy, clearly conveying learning objectives, associating the material with student interests, encouraging active participation, periodic evaluation, learning innovation, instilling Islamic values, inspiring stories, and providing positive responses to student achievements.

The implications of this study confirm that interpersonal communication competence is an essential skill that must be developed by every PAI teacher. Schools need to provide space and support for the development of this competency through regular training and supervision, so that the quality of PAI learning can continue to improve.

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