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Strategies of Indonesian Islamic Religious Education Teachers in Improving Student Learning Motivation in Limited Face-to-face Learning during the Pandemic

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Abstract: This article discusses the efforts of Islamic Religious Education teachers in Indonesia in increasing student learning motivation during the pandemic. This study aims to determine: (1) Policies and stages of implementation of limited face-to-face learning in Indonesian schools (2) The efforts of Islamic Religious Education teachers in Indonesia in increasing students' learning motivation during the pandemic. This study uses a type of field research with a descriptive qualitative approach. The research subjects were the principal, PAI teachers, and students. The data collection uses observation, interview, and documentation techniques. The stages of data analysis in this study consisted of data reduction, data presentation, and verification and conclusion drawing. The results of this study indicate that:1). The implementation of limited face-to-face learning in Indonesian schools is a policy of the principal based on a joint decree of four Ministers. The stages of implementing limited face-to-face learning are carried out based on aspects of planning, process, and evaluation. 2). The efforts of Islamic Religious Education teachers in increasing student learning motivation during the pandemic are: First, there are fun learning models, students feel happy, excited, and motivated in participating in learning. Second, with the use of multimedia, students can more easily understand the material being taught, because students can also listen audio-visually. Third, effective communication between teachers and students makes teaching and learning activities in the classroom no longer a boring routine for students, especially during a pandemic. Fourth, with assignments given by educators, students become more independent and responsible for the tasks given, and can foster discipline in students to be more active in learning.

1. Introduction

Online learning during the pandemic is considered not to provide student learning satisfaction in the world [1]. The Indonesian government makes the policies described in Circular No. 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Covid-19, namely learning activities are carried out online or online. From this policy, the Government of Indonesia has created a program for the continuity of teaching and learning activities, namely Distance Learning (PJJ). This program requires students to study from home with parental guidance and in direct coordination with teachers. The online learning policy has drawn criticism as reflected in the results of research by academics and education practitioners. in his research, found the fact that online learning carried out during the pandemic at all levels of education caused a lot of stress and boredom in the learning habituation process carried out.[2] During distance learning, many problems arose, and caused the quality of education in Indonesia to be considered to have decreased during this pandemic. On the basis of evaluation for the sake of continuity of education, the Indonesian government issued a new policy regarding the implementation of limited face-to-face learning which can begin in July 2021. The conditions for the implementation of limited face-to-face learning are that all education personnel have been vaccinated, limited meeting hours, and are required to apply strict health protocol. There are several things that must be considered during limited face-to-face learning. First, vaccinate all elements in the school. Second, Improving the immunity of students, educators, and education staff. Third, prepare facilities and infrastructure according to health protocols.[3]

The implementation of a policy regarding limited face-to-face learning permits on the one hand is a source of hope for improving the quality of education, but on the other hand this policy arises with the condition of students who have experienced a decrease in learning outcomes and learning motivation due to online learning that lasts long enough which is considered less effective by parents and the school. This is certainly a challenge as well as an opportunity for Islamic religious education teachers to be able to revive students' enthusiasm for learning, improve student learning outcomes, and be able to motivate students to be active in the learning process. The school has again implemented limited face-to-face learning by prioritizing health protocols for all school residents. The implementation of limited face-to-face learning is carried out with the provisions of a maximum learning duration of 2 hours, which is divided into 2 shifts (waves). The quota of students in one class is 50%.

Learning motivation is something very important in the learning process. To improve learning achievement, of course, a strategy is needed to increase students' interest and motivation to learn. Gentle actions taken by educators are a psychological touch that can arouse students' motivation to recognize and optimize their potential. This article aims to reveal the implementation of limited face-to-face learning in Indonesian schools during the pandemic, as well as describe how the strategies of Indonesian Islamic Religious Education teachers in increasing students' learning motivation in limited face-to-face learning during the pandemic. The results of this study are expected to be one of the descriptions of the implementation of the limited face-to-face learning policy during the pandemic, as well as an evaluation

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[1] Linh P Dinh dan Trang T Nguyen, "Pandemic , social distancing , and social work education : students ' satisfaction with online education in Vietnam," *Social Work Education* 39, no. 8 (2020): 1074–83, https://doi.org/10.1080/02615479.2020.1823365; Natalia Zapata-cuervo et al., "Students ' Psychological Perceptions Toward Online Learning Engagement and Outcomes during the COVID-19 Pandemic : A Comparative Analysis of Students in Three Different Countries Students ' Psychological Perceptions Toward Online Learning Engagement and," *Journal of Hospitality & Tourism Education* 00, no. 00 (2021): 1–15, https://doi.org/10.1080/10963758.2021.1907195.

[2] Yadi Jatira, dan Neviyarni S., "Fenomena Stress dan Pembiasaan Belajar Daring Dimasa Pandemi Covid-19," *Jurnal Ilmu Pendidikan* 3, no. 1 (2021): 35.

[3] Emik Pattanang, dkk., "Perencanaan Pelaksanaan Pembelajaran Tatap Muka Di Masa Pandemi Pada SMK Kristen Tagari," *Jurnal Manajemen Pendidikan* 10, no. 2 (2021): 112.

material for the policy. The basis for evaluating educational policies is considered more valid if it is sourced from field data on the practice of the policy.

2. Materials and Methods

2.1 Participants and Research Sites

This research was conducted at SMP Negeri 1 Welahan, which is located at Jalan Raya Gotri-Welahan K.M. 5, in Kalipucang Wetan Village, Welahan District, Jepara Regency, Central Java Province, Indonesia, accompanied by several reasons. First, learning at this school is carried out face-to-face in a limited manner while still prioritizing strict health protocols. Second, SMP Negeri 1 Welahan Jepara is a favorite school in Welahan District with adequate facilities and infrastructure and has many qualified and competent educators according to their fields of expertise. Research subjects from among teachers and students must meet the following criteria:

a). Teachers who have served for at least 2 years and are active in learning, so that the learning experience explored is more effective.

b). Teachers and students who are fully involved in the field or learning activities in the field of Islamic religious education.

c). Teachers and students who are willing and have sufficient time to be asked for information.[4]

2.2 Methods

2.2.1 Research design

This research is a qualitative research, research that emphasizes more on the quality of the data. Meso this research is classified as case study research. Case study research will help increase understanding of what is happening in the field. A phenomenological case study is used as an approach to determine the experience of teachers in using learning implementation strategies while increasing student motivation during limited face-to-face learning. This study uses several data collection techniques to obtain qualitative data, namely observation, interviews, and FGD.

2.2.2 Data collection and analysis

Observations were carried out directly at the Welahan Junior High School, Jepara, Central Java, Indonesia. Observation is carried out in several stages. Each stage is carried out for 30-45 minutes. As for some of the things that were done during the observation, including making observations in the classroom, seeing how the teacher carried out the learning and learning process in the classroom. Moser & Korstjens[5] states that this observation is carried out to obtain a close and intimate familiarity with a particular group of individuals and their practice through intensive engagement with people in their environment, usually over a long period of time.

The next data collection technique is interviews. Interview is another method of data collection in which the interviewer asks the respondent questions.[6] This interview is one of the most widely used data collection techniques besides observation and focus group discussions (FGD). Interviews were conducted on several occasions. Each interview was in the form of conversation and casual chat with 3 teachers and 20 students who were willing to be interviewed. All participants who are willing to participate in this study are willing to be interviewed directly. The direct interview process is done face-to-face. One interview session lasts between 10 – 20 minutes. This is done so that participants do not

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[4] Basrowi dan Suwandi, *Memahami Penelitian Kualitatif* (Jakarta: Rineka Cipta, 2008), 188.

[5] Albine Moser dan Irene Korstjens, "Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis," *European Journal of General Practice* 24, no. 1 (2018): 9–18, https://doi.org/10.1080/13814788.2017.1375091.

[6] Moser dan Korstjens.

feel burdened and do not interfere with their activities as lecturers. In addition to direct interviews, interviews with structured techniques were also conducted to obtain quality data. This structured interview session was conducted by sending questions through the Google Form application. This interview is to gain participants' experiences, perceptions, thoughts, and feelings[7].

Focus Group Discussion (FGD) was conducted to obtain actual data from participants. Referring to Moser & Korstjens FGD is an interview with a group of participants to answer questions on a particular topic face to face or by letter; participating people interact with each other. Therefore, this study conducted FGDs as an effort to answer the research topic. The FGDs were conducted involving teachers and students of SMP Negeri Welahan Jepara Indonesia. This study conducted three FGDs with different mechanisms. The first FGD presented a resource person who was competent in the field of Islamic religious learning strategies and increased students' learning motivation during the pandemic. This first FGD involved three teachers of Islamic religious education subjects. The second and third FGDs were conducted in person or offline. The second FGD involved 20 participants, followed by teachers and students. This is done to get the diversity of data and find answers to research questions. Sharing experiences is directly related to knowledge, understanding, development, and exploring the perspectives of teachers and students about increasing learning motivation during limited face-to-face learning during the pandemic. The third FGD is an exposure of the results of the research that we have done. In this FGD, research results and findings were displayed during observations, interviews, and FGD. The results of this study were reviewed by two resource persons and FGD participants.

The data analysis stage in qualitative research is an important stage. From this stage it is known whether the research questions can be answered or not. The depth of the data and the correct analysis process will produce a quality research. This research refers to several experts related to qualitative data analysis. The first reference is Widodo who recommends several steps in the qualitative data analysis process. Some of these steps include the process of listening to interview results, noting important things, writing data and codification, data interpretation, data validation through focus group discussions. The same thing was also stated by Moser & Korstjens[8] who divided the stages of data analysis into five stages, namely data transcription, reading and recording, describing, sorting data, interpreting data, and finding data. This study uses the stages of data analysis from the two experts mentioned above. Because it fits the characteristics and needs of researchers during the research process in the field. In the first stage, the researcher listened to the recorded interviews. The recordings of each participant were listened to carefully. The results of interviews from one participant were listened to at least 2-3 times, this was to find out the data in depth. During the process of listening to the recorded interviews, the researcher also made some important notes that were found during the listening process. The important points found during the listening process are important data findings, this will affect the results of the analysis in the next stage. After the listening stage, the next process is the transcription stage. The results of the interview recordings were made into a transcript to make the analysis process easier. In this stage, everything that is said by the participants is written as it is. Some words are bold, italic, or underlined. This is done to show the important points conveyed by the participants during the interview process. Meanwhile, to show the participants' expressions during the interview, writing was used using a word in brackets. For example (angry, frowning). This aims to provide reinforcement and a real sense that is presented to the reader during the interview process. So that during the data analysis process, researchers can feel the expressions and emotions of the participants. Thus, it will be obtained an overview of how the teacher's strategy increases student learning motivation.

3. Results and Discussion

3.1 Limited Face-to-face Learning Implementation Strategy during the pandemic in Indonesian Schools

Based on the regulation of the Head of the Jepara Regency Education, Youth and Sports Office No. 420/040.1 dated July 5, 2021 regarding guidelines for the preparation of the educational calendar for the academic year 2021/2022. This was followed by a circular letter from the Head of the Jepara

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[7] Moser dan Korstjens.

[8] Moser dan Korstjens.

Regency Education, Youth and Sports Office No. 420/5026 dated December 16, 2021 regarding the implementation of teaching and learning activities at the end of the odd semester and the beginning of the even semester for the 2021/2022 school year in education units in the context of preventing and overcoming Covid-19 in the Jepara Regency Education, Youth and Sports Office. The principal provides information, direction or input, insight, and motivates educators to continue carrying out their obligations to convey knowledge with limited face-to-face teaching and learning activities. From the results of the meeting held at SMP Negeri 1 Welahan Jepara, the principal explained that:[9]

1. The start of the even semester of the 2021/2022 school year begins on January 3, 2022.
2. The implementation of limited face-to-face learning is required to implement stricter health protocols (prokes) in schools with the 5M approach (Wearing masks, Washing hands with soap/hand sanitizer, Maintaining distance, Reducing mobility, and avoiding crowds) and 3T (Testing, Tracing). , and Treatment).
3. Learning is carried out in a combination between offline and online. Limited face-to-face learning is divided into 2 shifts (waves), the number of students enrolled in class is 50%, and the learning time is carried out for 2 hours, the material provided is limited, not all are taught only on the subject matter.
4. Parents/guardians are encouraged to supervise their children to stay at home, maintain health, carry out positive activities, and do not invite them to travel outside the area as long as the spread of Covid-19 is still high.

Figure 1 : Official Appeal Letter of Limited Face-to-Face Learning at SMP Negeri 1 Welahan Jepara

The technical implementation of limited face-to-face learning carried out in schools includes planning, process, and evaluation.

Table 1: The technical implementation of face-to-face learning is limited in Indonesian schools

Item	Plan	Proces	Evaluation
1	The principal and his staff analyzed various problems that occurred in	Checking body temperature using a	Using *sampling* method

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[9] Dokumentasi, Surat Keputusan Pembelajaran Tatap Muka Terbatas SMP Negeri 1 Welahan Jepara, diperoleh pada tanggal 27 Mei 2022.

	learning during the pandemic by involving various parties.	Standing Thermometer and washing hands with soap before entering class	
3	The limited face-to-face learning program does not pursue the completeness of the subject matter, given the very limited time, facilities, environment, and learning media.[10]	Before 07.00 W.I.B., teachers must be present at school to coordinate students to implement health protocols	Once a week a meeting is held with the teacher council to review the implementation of limited face-to-face learning activities
4	Preparation of Learning Implementation Plans for limited face-to-face learning and online learning [11]	Maintain a distance of 1.5 meters between study tables and chairs between students	Project-based learning is used to measure the achievement of learning targets.[12]
5	Prepare limited face-to-face learning support, such as: learning media, learning support facilities, evaluation tools to HR facilities or special teachers, which were formed to control studenst's learning during pandemic.[13]	The limitation on the number of students is only 50% who may attend, so a shifting system must be applied at 07.00 - 09.00 WIB, 09.00 - 11.00 WIB.[14]	The assessment includes aspects of attitude (spiritual, social), knowledge (test, assignment), and skills (practice, project).
6	A limited face-to-face learning schedule and online learning are arranged, which are shared in students' WhatsApp groups	Classroom learning only lasts for two hours	
7	Schools conduct technical socialization of limited face-to-face learning and online learning	Teachers deliver learning materials in a short time using learning module media. Students study independently at home and do the assignments given by the teacher.[15]	

Limited face-to-face learning strategies used by teachers in order to increase student learning motivation are summarized in table 2.

Item	Learning Strategy	Activities
1	Fun learning model	Lectures are varied with ice breaking, jokes, games, and so on, which are still related to the material being taught.
2	Multimedia use	Visualization of learning materials using microsoft office 365, google classroom, canva application, google form, projector
3	Effective communication of teachers and students	Teachers apply effective communication, students can provide responses or responses, Islamic Religious Education teachers explain

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[10] Hadi Subeno (Kepala Sekolah), wawancara oleh penulis, 7 Juni, 2022, wawancara 4, transkrip.

[11] M. Abdul Muiz (Guru PAI), wawancara oleh penulis, 27 Mei, 2022, wawancara 1, transkrip.

[12] Hadi Subeno (Kepala Sekolah), wawancara oleh penulis, 7 Juni, 2022, wawancara 4, transkrip.

[13] Hadi Subeno (Kepala Sekolah), wawancara oleh penulis, 7 Juni, 2022, wawancara 4, transkrip.

[14] M. Abdul Muiz (Guru PAI), wawancara oleh penulis, 27 Mei, 2022, wawancara 1, transkrip.

[15] Hadi Subeno (Kepala Sekolah), wawancara oleh penulis, 7 Juni, 2022, wawancara 4, transkrip.

		certain materials, then students are asked to classify or group and so on.
4.	Project based Learning	The teacher gives assignments to students to improve their development and learning experience and can be more independent, disciplined in completing the assigned tasks, and demand responsibility for the answers given..

3.2 Discussions: Motivation of Students Subjected to Teaching Strategies

3.2.1 Student Participation in Class Increases with Fun Learning Model Strategies

A learning process that takes place in a pleasant and impressive atmosphere is called fun learning. To achieve maximum learning objectives, a fun and memorable learning atmosphere is needed to attract students to be actively involved. Fun and memorable learning can be a gift or reward for students who encourage their motivation to be more active and achieve in teaching and learning activities.[16] Learning at SMP Negeri 1 Welahan Jepara, students are expected to have high motivation in learning with learning that does not burden students and is fun, especially during the pandemic.

A fun and memorable learning atmosphere can attract students' motivation at SMP Negeri 1 Welahan Jepara to study actively. The existence of learning models that attract attention, students at SMP Negeri 1 Welahan feel happy, excited, and motivated in participating in learning during the pandemic. For example, ice breaking, jokes, games, and so on. The existence of an environment that is not tense, safe, interesting, does not make children doubt, uses all senses, and looks enthusiastic in activities are characteristics of fun learning.[17] The existence of fun learning can make students at SMP Negeri 1 Welahan Jepara dare to ask questions, try/act, express opinions/ideas, and dare to question the ideas of others. In addition, with fun learning, the teacher does not make students afraid of being wrong and being punished, afraid of being laughed at by their friends, afraid of being considered trivial by the teacher or their friends.

This is in accordance with the research of Diana Wulandari in her research entitled "A Fun Learning Model Based on Interests". This study explains that students have different interests in certain subject matter at school. From a fun learning model, students will have an interest in continuing to study the material at the next level of education. Student motivation for a school lesson is not limited to learning materials, but also pays attention to the way the teacher teaches. With a pleasant teacher delivery, difficult subject matter can be fun. On the other hand, if the teacher's delivery is not pleasant, the material that is actually easy can become boring. Therefore, a teacher must be able to make students happy to follow his class by using special methods and strategies in learning.[18]

To increase success in the learning process, teachers can use a fun learning model. Some of the ways that teachers at SMP Negeri 1 Welahan Jepara can use to create fun learning during the pandemic include: greeting students warmly, using various methods, creating a relaxed atmosphere, and motivating students. In a fun learning context, the teacher does not only act as a teacher or educator, but also as a facilitator and motivator for students.

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[16] Ismail, *Strategi Pembelajaran Agama Islam Berbasis PAIKEM* (Semarang: Rasial, 2008), 47.

[17] Mohammad Jauhar, *Implementasi PAIKEM dari Behavioristik sampai Konstruktivistik* (Jakarta: Prestasi Pustaka Raya, 2011), 164.

[18] Lubis Grafura dan Ari Wijayanti, *Metode dan Strategi Pembelajaran yang Unik* (Yogyakarta: Ar-Ruzz Media, 2012), 8.

3.2.2 Use of Multimedia Increases Students' Learning Spirit in Class

The tool or form of stimulus that aims to convey learning messages is called learning media.[19] Learning media is an external factor that can affect students' motivation in learning and as a tool used by teachers in the learning process. A professional teacher who can design learning using media that is varied, efficient, relevant to the learning material will certainly have a positive effect on students' learning motivation. Good media is media that is able to stimulate the five senses of students, the more senses that students use in learning, the more active the students are, with active learning will make learning outcomes achieved. Useful media are media that are able to attract students' interest and motivation in learning materials, able to focus students' attention on the ongoing learning process. Multimedia is a combination of various media so that the information is presented more attractively. Multimedia is a combination of various media (file formats) in the form of text, images, graphics, sound, animation, video, interaction, and others that have been packaged into digital files (computerized), used to convey or deliver messages to the public.[20]

There is a positive influence experienced by students with the use of multimedia teaching materials in learning. It was proven during the implementation of teaching and learning activities at SMP Negeri 1 Welahan Jepara, including: First, students became more enthusiastic and more enthusiastic in participating in learning activities at SMP Negeri 1 Welahan Jepara during the pandemic, especially using internet media. Second, students find it easier to understand the material, because in addition to getting verbal explanations, students can also listen visually to learning materials through videos displayed by PAI teachers. Multimedia is one of the educational technologies that can provide visualization of the subject matter. With the use of media will enhance the quality of the process and learning outcomes. There are several reasons regarding the selection of educational technology as a learning medium, including: lessons will attract more students' attention, lesson materials will be more easily understood by students, learning methods will be more varied, and students will do more learning activities.[21]

The use of multimedia in learning has many advantages compared to using a blackboard and chalk. Almost all sensory elements are involved in the use of multimedia in learning. The use of multimedia can have a positive impact on increasing students' cognitive abilities and increasing technological mastery for students at SMP Negeri 1 Welahan Jepra. In addition, multimedia-based learning can also increase students' learning motivation. In line with research conducted by Agus Supardi entitled "Use of Interactive Multimedia as Supplementary Teaching Materials in Increasing Interest in Learning". The study found that one of the innovations that can be used in meeting the needs of supplementary teaching materials is the use of interactive multimedia. The use of interactive multimedia can generate motivation and stimulation of learning activities, increase new desires and interests, and can bring psychological effects on students.[22]

A learning process must use a combination of multimedia such as audio and visual, so that the stimuli needed for learning are complete. If the learning process is carried out using only one medium, then the stimulation needed for learning is very limited. Multimedia in the teaching and learning process aims to help educators in explaining difficult material. This shows that the use of multimedia can provide advantages in the achievement of the learning process of students. The use of multimedia technology can generate motivation to learn and make learning more interesting. Multimedia technology is very

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[19] Ruswan, *Belajar dan Pembelajaran Berbasis Komputer* (Bandung: Alfabeta, 2012), 143.

[20] Munir, *Kurikulum Berbasis Teknologi Informasi dan Komunikasi* (Bandung: Alfabeta, 2010), cetakan ke-2, 2.

[21] Nana Sudjana dan Ahmad Rivai, *Media Pengajaran* (Bandung: Sinar Baru Algensindo, 2002), 2.

[22] Agus Supardi, "Penggunaan Multimedia Interaktif Sebagai Bahan Ajar Suplemen dalam Peningkatan Minata Belajar," *Jurnal Ilmiah Pendidikan Dasar* 1, no. 2 (2014): 161.

very efficient in terms of time for educators because without having to ask students to take notes, simply copy the material files that have been explained.[23]

The results of the focused use of multimedia can be felt by educators and students at SMP Negeri 1 Welahan Jepara. For educators, the use of multimedia can facilitate the delivery of subject matter during the pandemic so that it supports the achievement of the expected competencies. For students, the ability of internet-connected multimedia technology will provide convenience in obtaining the expected information. Sources of information are no longer focused on texts and from books alone but are broader than that. In addition, multimedia in learning can also increase students' attention, making it easier to understand the subject matter.

3.2.3 Effective Communication between Teachers and Students Creates a Sense of Comfort and Positive Emotions

To influence a person's opinions, behavior, and actions by using psychological manipulations that have an impact on changing a person's behavior of his own free will is called persuasive communication.[24] In order for messages in learning to be well received and have an effect on understanding and changes in student behavior, a communication process between educators and students is needed. Teaching and learning activities at SMP Negeri 1 Welahan Jepara during the pandemic depend on the effectiveness of communication that is maintained in learning. Effective communication becomes a message, meaning that the subject matter can be accepted and understood, and generates positive feedback for students at SMP Negeri 1 Welahan Jepara. So that someone wants to behave in accordance with what is expected by the communicator, persuasive communication can be used as an invitation or persuasion.[25] The party most responsible for the ongoing effective communication in learning is a teacher. Teachers as teachers must have good communication skills in order to produce an effective learning process. Communication that occurs between educators and students at SMP Negeri 1 Welahan Jepara runs effectively during the pandemic, teaching and learning activities in the classroom are no longer a boring routine for students. The learning process at SMP Negeri 1 Welahan Jepara becomes an activity that can motivate students in learning, provide interesting and interesting experiences for students, and can achieve the ultimate goal of learning.

This is in accordance with the research conducted by Suryaningsih entitled "Increasing Student Learning Motivation Online in 2D Animation Lessons Through Persuasive Communication Strategies". The study found that there was an increase in students' learning motivation when educators used persuasive communication strategies to students, both individually and in groups. By using persuasive communication, student responses have experienced a significant increase in WhatsApp or Telegram groups when studying and submitting assignments directly or via uploads.[26]

Effective communication is a must so that there is a harmonious relationship between educators and students in the learning process at SMP Negeri 1 Welahan Jepara during the pandemic. The responsibility for healthy and effective communication in the classroom is the task of an educator, because the educator is someone who is in control in the classroom. Educators in carrying out these responsibilities are influenced by their communication skills to achieve student learning motivation.

Educators at SMP Negeri 1 Welahan Jepara must pay attention to the following points when approaching personal communication: First, giving students a feeling of security and understanding or providing alternative problem solving that is easier for students to understand. Second, listening to the complaints of students sympathetically and giving positive responses to the ideas or complaints of

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[23] Munir, *Pembelajaran Jarak Jauh Berbasis Teknologi Informasi dan Komunikasi* (Bandung: Alfabeta, 2009), 233.

[24] Jalaluddin Rakhmat, *Psikologi Komunikasi* (Bandung: Remaja Rosdakarya, 2011), 14.

[25] Atep Adya Barata, *Dasar-Dasar Pelayanan Prima* (Jakarta: Elex Media, 2003), 70.

[26] Suryaningsih, "Peningkatan Motivasi Belajar Siswa secara *Online* pada Pelajaran Animasi 2D Melalui Strategi Komunikasi Persuasif," *Jurnal Karya Ilmiah Guru* 5, no. 1 (2020): 14.

students. Third, providing assistance to students through a verbal approach or a nonverbal approach. Fourth, providing assistance to students without having to take over the task. Fifth, accept the feelings of students as they are or accept their differences attentively.[27]

3.2.4 Project Based Learning Provides Valuable Student' Experience

The learning method carried out by educators by giving assignments, activities, or work that must be done by students, so that students live a process and can develop thinking and creativity and can be independent is the definition of the assignment method.[28] The assignment method is one of the methods used by PAI teachers at SMP Negeri 1 Welahan Jepara during the pandemic. Educators give assignments to students to study the subject matter provided, but there are times when educators ask students to work on questions as a follow-up to teaching and learning activities. The given task aims to increase students' learning motivation during the pandemic.

Giving assignments is one of the provision of learning experiences so that students gain better mastery of the material. Through giving assignments, students will get a stabilization of the material that has been taught. Giving assignments that are given regularly, periodically, and steadily will instill positive learning habits and attitudes which in turn can motivate students to study on their own. So giving the task can lead to student initiatives to develop their own learning activities.[29]

The assignment method can direct students to be more independent in completing the given task, and demand responsibility for the answers given. The tasks given by educators can foster discipline in students at SMP Negeri 1 Welahan Jepara to be even more active in learning, especially PAI subjects. In line with the research conducted by Yuhelmeini entitled "Use of Assignment Method in Improving Civics Learning Motivation for Class VI Students of SDN 024 Tarai Bangun, Kampar Regency". The study found that the application of the assignment method could increase the motivation to learn Civics for grade VI students at SDN 024 Tarai Bangun, Kampar Regency. This success is because students have the opportunity to foster development and the courage to take the initiative, be responsible, and be independent. The increase in students' learning motivation is seen in the first cycle which is classified as high, reaching a score of 78, with an average learning motivation of 54.2%, while in the second cycle it reaches a score of 111, with an average student motivation of 77.1% and is classified as very high.[30]

The assignment method is one of the methods implemented by educators when giving work to students in order to achieve a certain development goal. By doing the given task, it is hoped that there will be changes in the behavior of students that are more positive in accordance with the development goals. The method of assigning assignments to students at SMP Negeri 1 Welahan Jepara during the pandemic is intended to: First, develop the courage to take the initiative. Second, strengthen learning motivation. Third, provide opportunities for students to learn more. Fourth, foster a sense of responsibility in students. Fifth, build a close relationship with the student's guardian.[31]

Nana Sudjana stated that assignments are not the same as homework but are broader than that. Assignments can stimulate students to be more active in learning, either individually or in groups.[32] The assignment method is used with the aim that students have better learning outcomes because students have done exercises while doing assignments, so that the experience of students in learning

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[27] Syaiful Bahri Djamarah, *Guru dan Anak Didik dalam Interaksi Edukatif: Suatu Pendekatan Teoritis Psikologis* (Jakarta: Rineka Cipta, 2005), 165.

[28] Siti Partini Saudiman, *Metode Pengembangan Daya Pikir dan Daya Cipta untuk Anak Usia Dini* (Yogyakarta: FIP Universitas Negeri Yogyakarta, 2003), 86.

[29] Moeslichatoen R., *Metode Pengajaran di Taman Kanak-Kanak* (Jakarta: PT. Rineka Cipta, 2004), 185.

[30] Yuhelmeini, "Penggunaan Metode Pemberian Tugas dalam Meningkatkan Motivasi Belajar PKn Siswa Kelas VI SDN 024 Tarai Bangun Kabupaten Kampar," *Jurnal Pendidikan dan Pengajaran* 1, no. 1 (2017): 141.

[31] Yuliani Nurani Sujiono, *Konsep Dasar Pendidikan Anak Usia Dini* (Jakarta: PT. Macanan Jaya Cemerlang, 2009), 74.

[32] Nana Sudjana, *Dasar-Dasar Proses Belajar Mengajar* (Bandung: Sinar Baru Algensindo, 2011), 81.

something can be more integrated. This is because students have explored different situations or experiences when facing new problems.

In providing project based learning, to improve the correct way of learning, an appropriate and proportional design is needed. In carrying out the task, students are guided to complete assignments, to correct learning errors, and to obtain learning reinforcement. Through giving assignments, students are more skilled at working, more smoothly, and more focused in achieving learning goals.[33] In the project based learning method, students must pay attention to the abilities of each individual. Educators at SMP Negeri 1 Welahan Jepara must first think about the tasks given to students according to the abilities of each individual. Adjustment of tasks to the ability of students is to adjust the time in completing the task. Students who have individual abilities above average will be faster in completing the tasks given by educators compared to students who have individual abilities below average.

4. Conclusion

The implementation of face-to-face learning is limited at SMP Negeri 1 Welahan Jepara in accordance with the policy of the principal on the basis of following up on a joint decree of 4 Ministers. The learning planning stage: making lesson plans, providing infrastructure, providing learning schedules, conducting socialization. Stages of the learning process: checking body temperature, washing hands with soap, keeping a distance of 1.5 meters, 50% student attendance, shifting system, 2 hours of learning, modules as learning materials. Learning evaluation stage: sampling method to measure student learning participation, once a week there is a teacher meeting, project evaluation to measure student learning targets, PAI teacher assessment covers aspects of attitudes, knowledge, and skills. The efforts of PAI teachers in increasing students' learning motivation at SMP Negeri 1 Welahan Jepara during the pandemic are: First, there are fun learning models, students feel happy, excited, and motivated in participating in learning. Second, with the use of multimedia, students find it easier to understand the material being taught because students can also listen visually. Third, effective communication between teachers and students can make the teaching and learning process in the classroom no longer a boring routine for students, especially during a pandemic. Fourth, with the tasks given by educators, it makes students more independent and responsible for the tasks given by the teacher and can foster a disciplined attitude in students to be even more active in learning..

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