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الطلاب

# Rote Learning Methods on Islamic Education Subject in Relation with students' Learning Motivation

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**Abstract:** The purpose of this study was to find out students' responses to the use of Rote Learning methods in Islamic Religious Education (PAI) lessons; students' learning motivation; and the relationship of students' responses to the use of Rote Learning methods in PAI lessons with their learning motivation. his study, it used quantitative approaches with the conventional association method; the types of gained data are quantitative and qualitative. The data sources in this study used primary and secondary data sources, and the technique of collecting data used questionnaires, observations, literature studies, and interviews. Based on the study results, it was gained that students' responses to the use of the Rote Learning method got an average score of 3.23 with neutral categories. Students' learning motivation obtained a score of 3.56, with a high category. In comparison, the relationship between students' responses to the use of the Rote Learning method and their learning motivation obtained a correlation value of 0.78 with high qualifications. The results of the hypothesis test showed t-count 8.30> t-table 1.676. The conclusion of this study was obtained that the use of the Rote Learning method in the learning of Islamic religious education has a significant influence.

Keywords:
Rote Learning Method; Islamic Education Subject; Student Learning Motivation

***Abstrak:*** *Tujuan dari penelitian ini adalah untuk mengetahui tanggapan siswa terhadap penggunaan metode* Rote Learning *pada pelajaran PAI; motivasi belajar siswa; dan hubungan tanggapan siswa terhadap penggunaan metode* Rote Learning *pada pelajaran PAI dengan motivasi belajar siswa. Dalam penelitian menggunakan pendekatan Kuantitatif dengan metode* Assosiatif correlasional *maka jenis data yang dihasilkan yaitu data kuantitatif dan kualitatif. Sumber data dalam penelitian ini menggunakan sumber data primer dan sumber data sekunder, dan Teknik penggumpulan data menggunakan angket, observasi, studi kepustakaan, dan wawancara. Berdasarkan hasil penelitian diketahui bahwa tanggapan siswa terhadap penggunaan metode* Rote Learning *memperoleh nilai rata-rata 3,23 dengan kategori netral. Motivasi belajar siswa memperoleh nilai 3,56, dengan kategori tinggi. Sedangkan hubungan antara tanggapan siswa terhadap penggunaan metode* Rote Learning *dengan motivasi belajar siswa diperoleh nilai korelasi sebesar 0,78 dengan kualifikasi tinggi. Hasil pengujian hipotesis menujukan* $t_{hitung}$ *8,30>* $t_{tabel}$ *1,676. Simpulan dari penelitian ini diperoleh bahwa penggunaan metode* Rote Learning *pada pembelajaran Pendidikan agama Islam terdapat pengaruh yang signifikan.*

*Kata Kunci:*
*Metode Rote Learning; Motivasi Belajar; Pendidikan Agama Islam*

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## INTRODUCTION

Education is a system that allows a person to direct their life to the ideology which they adhere. The nature of education itself is a person's conscious effort to lead and guide their basic abilities towards the maximum point of growth and development (Sukatin et al., 2019). The presence of education must be the answer for students to develop their potential, either cognitive, affective, or psychomotor. The successful learning process is determined by the teacher's active role in building students' understanding so that the learning process can run well and effectively (Erwinsyah, 2017). The method is a crucial aspect of the successful teaching and learning process. Recognized by international organizations and most countries as a key force for sustainable development, the new education concept until 2030 sets the task of "improving the process and tools for assessing the quality of teaching, the implementation of mechanisms to determine the results achieved" (Hilola, 2022).

Nana Sudjana said the method is a solution used by teachers to establish relationships with students (Sudjana, 2013). Because in the pedagogical model, the whole responsibility of what is learned, how it is learned, when it is learned and whether it is learned falls upon the teacher (Tezcan, 2022) .The proper method causes children to contribute and makes them comfortable in the teaching and learning. Meanwhile, the teacher is expected to be able to apply the learning methods in certain subjects first because each subject has a different method. In other words, the technique has an impact on students.

From ancient times to the present, there are many teaching methods of the Qur'an that can be applied by the teacher, such as the method of *ummi, talaqqi*, and others (Khudori et al., 2019). The purpose of those methods for the process of learning the Qur'an is to achieve well and correctly either *tajwid* or *makhraj* letters. The use of the method in learning the Qur'an cannot be separated from the role of an educator. Thus, to get the results maximally, an educator needs skill in applying a method and being a model in the learning (Warsah & Uyun, 2019). It plays a significant role so that the purpose of teaching the Qur'an can be achieved so that children can read and understand the Qur'an well and correctly by the guidance of *tajwid* and *makhraj* that they learn. Although the method is not the only factor that affects the success of the teaching-learning process, its existence also dramatically affects the success.

There is an often-used method in conventional education, namely the rote learning method of teaching memorization (Amalia, 2019). Rote learning is a technique of knowing or understanding something by being repeatedly read or expressed until it is memorized. The stronger a person's memory, the faster they are at remembering things (Muliawan, 2016). It is an efficient learning technique needed in some learning contexts which need memorization, for example remembering alphabet of a language (Hassan & Qureshi, 2018). In contemporary education, rote learning is rarely used because current education is now more concerned with the inquiry process, an approach often associated

with higher levels of thinking based on taxonomy Bloom. Meanwhile, remembering and memorizing methods are categorized as a low levels of thinking (Sunarti & Ristiani, 2018).

Due to psychological theory, one of the crucial efforts in memorization is memory (Masruroh & Ma'ruf, 2020). Memorization will be more vital when it is practiced. People will not move memorization before practicing what they memorized (Hilman, 2018). Each sentence can be related to the practice or experience that has been done. In cognitive psychology, the method is called mnemonic visual imagery (Rianti, 2018). So, repeating existing memorizations is the way so that they don't forget them. When the children understand a little more than their younger siblings, they can help their teacher teach the memorization they have learned. They do not forget because they repeat it by teaching their younger siblings (Isnaeni, 2018).

Related to a proper method, the Islamic Education teacher also needs an appropriate method to achieve the goal of the teaching and learning process. The learning process is said to be performed well if it is also able to motivate students to actively participate in learning. With the motivation to learn, students will be increasingly interested in being involved in the learning process (Rahardjanto et al., 2019). Many scholars have undertaken much research related to Islamic Education's teaching and learning process. Hafidz Moch Ridwan studies the student responses to teacher skills in providing reinforcement skills related to their learning motivation in Islamic religious education subjects at SMP Negeri 46 Bandung (Hafidz, 2012). Some scholars are concerned about their research, specifically about memorizing the Qur'an. Masrullo M Ma'ruf examined the teacher strategies in motivating students to memorize juz 30 at Madrasah Diniyah Hidayatul Mubtadi'in Blawi Masangan Bangil (Masruroh & Ma'ruf, 2020). Retduwan analyzed the efforts to improve the memory of the Qur'an through the peer teaching method (Retduwan, 2017). Siti Tania examined the effectiveness of the application of the *tahfidz* and *takrir* methods in improving the memorizing of the Qur'an of the woman collegian at Ma'had al-Jami'ah UIN Raden Intan Lampung (Tania, 2018). Eva Lutfyah analyzed the influence of rote learning in the Qur'an and hadith learning on the success of reading the Qur'an at MTs Negeri 2 Serang City (Lutfyah, 2018).

This study aims to determine the influence of the rote learning method on students' motivation in learning in Islamic education. This research was conducted at SMP Mekar Arum School, Cileunyi District, Bandung Regency. The school is a formal institution that organizes the educational and learning process. One of the subjects is Islamic Religious Education. In implementing the learning of Islamic Religious Education, teachers use various learning methods and techniques. One of the widely used is Rote Learning. The authors assume that the use of the Rote Learning affects students' motivation in learning, especially in learning Islamic Education subjects. The hypothesis test is as follows:

If students respond positively, they have good motivation to learn, and vice versa. These two variables have a relationship caused by other factors, such as their habit of thinking logically, resulting in a relation between the two.

The author compares t-count with t-table to test the hypothesis. The 5% significance level will guide the principle of the test. If t arithmetic is more significant than t table, then Ho (zero hypothesis) is rejected, but Ha (alternative hypothesis) is accepted in other circumstances.

## RESEARCH METHOD

The research method must be written scientifically, namely rational, empirical and systematic (Gunawan et al., 2021). In this study, researchers used a quantitative approach with correlational associative methods. The types of data generated in this study are quantitative and qualitative data. There are primary and secondary data sources.

The data collection techniques that researchers will use are (1) Questionnaire to collect data regarding student responses and learning interests of 8D grade students at Mekar Arum Middle School, Bandung Regency, using Rote Learning. The questions are adjusted to the existing indicators to represent each variable; (2) Observation to obtain data regarding interest in learning, including enthusiasm, participation, and student involvement in the learning process. Observations were made three times when the class was in progress. The observation here is that the author looks for data by not using statements but by relying on the sense of sight of the research object. Respondents in this research observation are Class 8D SMP Mekar Arum Bandung Regency students, totaling 45 students; (3) Literature study to support the results of the study using books and materials related to the problem under study. The author seeks and utilizes the information contained in these sources; (4) Interview to get data sources related to research problems, namely to obtain information from data sources. Because this research is a quantitative study, the collection techniques used are questionnaires, observations, literature studies, and interviews. The data analysis in this study uses partial analysis.

## RESEARCH RESULT AND DISCUSSION

1. Student Responses to the Use of Rote Learning Methods in Islamic Education at the Mekar Arum Regency Middle School
   a. Partial Analysis of Variable X

      The Relation of Student Responses to the Use of Rote Learning Methods in Islamic Education to Student Learning Motivation was obtained through the dissemination of questionnaires as many as 20 items to 45 students of class VIII D as respondents developed into four indicators, namely: 1) Accept, 2) Like, 3) Reject, 4) Avoid.

      There are five questions posed on this indicator. Based on the data from the five-question items above, it can be seen that the final average score (3.64+3.13+3.31+2.93+3.51): 5 = 3.30. This value includes a neutral qualification because it is in the range of 2.60 – 3.39. The result means

that students' responses to the Rote Learning in the Accept indicator are neutral.

The questions asked on this indicator are six questions. Based on the data from the six question items above, it can be seen that the final average score (3.16 + 3.64 + 2.93 + 2.91 + 2.91 + 3.00): 6 = 3.09. This value includes qualifications neutral because it is in the range of 2.60 – 3.39. Students' responses to the Rote Learning in the Like indicator are neutral.

The questions posed on this indicator are six questions. Based on the data from the six question items above, it can be seen that the final average score (3.18 + 3.33 + 2.96 + 3.00 + 3.62): 5 = 3.21. This value includes a neutral qualification because it ranges from 2.60 to 3.39. The result means that students' responses to the Rote Learning in the Refusing indicator are neutral.

The questions posed on this indicator are for questions. Based on the data from the four question items above, it can be seen that the final average score (3.53 + 3.31 + 3.51 + 3.27): 4 = 3.40. This value is a positive qualification because it is in the range of 3.40 – 4.19. This value means that students' responses to the Rote Learning in the Reject indicator are positive.

b. Normality Test of Variable X

The results of the statistical analysis of the central tendency on variable X about students' perceptions of the personality of teachers in schools, as contained in the attachment, it can be seen that:

There are some cases (N) = 45 respondents who answered the questionnaire with the lowest (minimum) value of 49 and the highest score (maximum) 78 with a Mean () value of 64.67, a median value (Me) of 64.96, and a mode value (Mo) of 65.17. Thus, the mean value (64.67) is smaller than the median value (64.96), the median value is smaller than the mode price (65.17). In other words, Mo > Me > results in a negative squint distribution of data (negatively skewed), as the curve can be seen in the appendix.

The normality test results of the data on the X variable can be seen that the significance level is 5% and dk = 3 the table Chi-square value (c2table ) is 7.81 while the calculated Chi-square value (c2calculated ) is 5.63. According to the procedure, because the calculated c2 is smaller than the table c2 (5.63 < 7.81), students' responses to the use of the Rote Learning are normally distributed.

c. Interpretation of Variable X

By the results of the calculation of Mean () on the central tendency, it is enough to interpret the variable X by looking at the Mean value, which is 64.67 divided by 20 question items. Thus, the value is 3.23. This value is on a rating scale between 2.60 – 3.39, including neutral qualifications. This result means that overall student responses to the use of the Rote Learning are in the neutral category.

2. Student Learning Motivation in Class VIII D at the Mekar Arum Regency Middle School
   a. Partial Analysis of Indicator Y Variable

      To find out the reality of student motivation at the Mekar Arum Regency Middle School, a questionnaire that consists of 20 questions was distributed to 45 students of class VIII D as respondents. It is divided into seven indicators, namely: 1) Perseverance in facing tasks, 2) Tenacity in facing difficulties, 3) Showing interest 4) Preferring to work independently, 5) Getting bored quickly on routine tasks or things that are mechanical, 6) able to defend their opinion, 7) not easy to let go of what they believe.

      The questions posed on this indicator are three questions. Based on the data from the three question items above, it can be seen that the final average score (3.84+3.47+3.47): 3 = 3.59. This value includes a high qualification because it is in the range of 3.40 – 4.19. This result means that students' learning motivation in the indicators of perseverance in facing tasks is included in the high category.

      The questions posed on this indicator consist of three questions. Based on the data from the three question items above, it can be seen that the final average score (3.42 + 3.58 + 3.53): 3 = 3.51. This value includes a high qualification because it is in the range of 3.40 – 4.19. This result means that students' learning motivation in the Tenacious indicator faces difficulties, including the high category.

      The questions asked on this indicator consist of three questions. Based on the data from the three question items above, it can be seen that the final average score (3.73 + 3.42 + 3.53): 3 = 3.56. This value includes a high qualification because it is in the range of 3.40 – 4.19. This result means that students' learning motivation in the indicator of shows interest is included in the high category.

      The questions posed on this indicator consist of three questions. Based on the data from the three question items above, it can be seen that the final average score (3.18 + 3.64 + 3.38): 3 = 3.40. This value includes a high qualification because it is in the range of 3.40 – 4.19. It means that students' learning motivation in the indicators of preferring to work independently, including the high category.

      The questions asked on this indicator consist of three questions. ,47 + 3,13): 3 = 3,39. This value includes a high qualification because it is in the range of 2.60 – 3.39. It means that students' learning motivation in indicators of getting bored quickly on routine tasks or things that are mechanical is included in the sufficient category.

      The questions asked on this indicator consist of two questions. Based on the data from the two question items above, it can be seen that the final average score (4.0 + 3.73): 2 = 3.86. This value includes a high qualification because it is in the range of 3.40 – 4.19. It means that

students' learning motivation of being able to maintain their opinions indicator, including the high category.

The questions asked in this indicator consist of three questions. Based on the data from the two question items above, it can be seen that the final average score (3.71 + 3.67 + 3.67): 3 = 3.68. This value includes a high qualification because it is in the range of 3.40 – 4.19. It means that students' learning motivation in not easy to let go of what they believe indicator is in the high category.

b. Variable Y Normality Test

The results of the statistical analysis of the central tendency on the Y variable regarding student learning motivation as contained in the attachment, it can be seen that:

There are some cases (N) = 45 respondents who answered the questionnaire with the lowest (minimum) value of 59 and the highest (maximum) 82 with a Mean () value of 71.16, a median value (Me) of 67.33, and a modus value (Mo) of 67.3. Thus, the mean value (71.16) is greater than the median value (67.33), the median price is greater than the mode price (67.3). In other words, Mo < Me <, resulting in a positive squint distribution of data (*positively skewed*), as the curve can be seen in the appendix.

The results of the calculation of the normality test of the data on the Y variable as attached; it can be seen that the significance level is 5% and dk = 3 the Chi-square value of the table (c2$^{is}$ table) is 7.81, while the calculated Chi-squared value (c2count)· 7.814.66. According to the procedure, because the calculated c2 value $^{is}$ smaller than the table c2 value (4.66 < 7.81), this indicates the learning motivation of class VIII students of Mekar Arum Regency Middle School is normally distributed.

c. Interpretation of Variable Y

By the results of the calculation of Mean ( $\overline{X}$ ) on the central tendency, it is enough to interpret the variable Y by looking at the Mean value, which is 71.16 divided by 20 questions. So that a value is 3.56, this value is on a rating scale between 3.40 – 4.19, including high qualifications. It means that overall student motivation is included in the high category.

3. The Relationship Between Student Responses to the Rote Learning and Student Motivation

The last study aimed to determine the relationship between student responses to the Rote Learning (variable X) and student motivation (variable Y). The author used correlation level analysis to calculate the data from each variable studied. The primary analytical tool used in this technique is the Pearson Product Moment correlation formula because the

two variables are normally distributed and require proof of the regression equation and the linearity of the regression.

a. Determining the Linear Regression Equation
   This regression equation is used to ensure whether the regression obtained based on research is meaningful when used to make conclusions about the relationship between the variables studied.
   Determination of the linear regression equation in this study using the formula = a + bX . As contained in the appendix, the calculation results obtained that the value of constant a was 31.12, and the value of constant b was 0.62, so the regression equation got was = 31.12 + 0.62X. It provides information on the values of constants a and b from the linear regression equation that every unit change in the X variable will also result in a change in the Y variable of 0.62 at the constant 31.12.
   The provisions that apply to regression linearity are if $F_{TC}$ (F count) < $F_{table}$, then the regression is linear, and if $F_{TC}$ (F count) > $F_{table}$, then the regression is not linear. The regression linearity test shows that the value of F mismatch ($F_{TC}$) or$_{calculated}$ is 1.326, smaller than $F_{table}$ of 2.045 (with dk = 22/21 because there is none, it is taken closer to between 20/24). So the form of the linear regression equation for this research data pair is significant at the 5% significance level. This result proves a relationship between student responses to the use of the Rote Learning in Islamic Education subject and student motivation to form a linear regression equation. The same is confirmed by the results of the calculations as contained in the appendix.
b. Testing the Correlation Coefficient
   As it is known that the two variables are normally distributed and have linear regression, then to test the correlation coefficient, Pearson's Product Moment formula is used. The value of the strength of the relationship level reaches a correlation coefficient of 0.78. It means that there is a significant relationship between student responses to the use of the Rote Learning in Islamic Education subject and the variable of student learning motivation.
c. Hypothesis Testing
   To prove whether the proposed hypothesis can be accepted or rejected, it must be under a predetermined procedure, namely if t count is more significant than t table (t count > t table), the proposed hypothesis (Ha) is accepted and vice versa. The t-count value is 8.30, and the t-table is 1.676, so the null hypothesis (H0) is rejected. The alternative hypothesis (Ha) is accepted. It means that there is a significant relationship between the two variables studied.
d. Correlation Coefficient Price Interpretation
   By obtaining the correlation coefficient value with the Product Moment formula, the value is 0.78. Furthermore, suppose the correlation coefficient number refers to the Guilford classification (chapter 3 page 77). In that case, the high and low level of the correlation coefficient is

included in the high relationship category because the number is in the interval area between 0.71 - 0.90. So, the degree of correlation between student responses to the Rote Learning in Islamic Education subject (variable X) and student motivation (variable Y) is in the high category, and there is a significant relationship.

e. Calculating the Level of Effect of Variable X on Variable Y
The magnitude of the influence of the variable student responses to the Rote Learning in Islamic Education subject (X) on the variable of student learning motivation (Y) can be known through the Coefficient of Determination (KD) of 61.59%. Thus, it can be identified that the level of influence of student responses to the Rote Learning in Islamic Education subject on students' learning motivation variables is 61.59%. It means that there are still other factors, which are around 38.41% determined by other variables.

This study contains three research objectives that have been described above. The following will be analyzed and discussed regarding students' responses to the Rote Learning in Islamic Education subject, students' learning motivation, and the relationship between students' responses to the Rote Learning in Islamic Education subject and students' motivation in learning.

The researcher determined four indicators to measure student responses to the subject of Rote Learning in Islamic Education. They are accept, like, refuse an avoid

Based on the indicators above, the first analysis of student responses to the Rote Learning in Islamic Education subject, the partial analysis can be described, namely: 1) Accepting is categorized as neutral 3.30; 2) Like indicator is included in the neutral category with a number of 3.09; 3) Reject the neutral category with the number 3.21; 4) Avoiding is included in the positive category with the number 3.40.

In the normality test of the results of the questionnaire distribution of 20 question items, it is known that the student response variable to the use of the Rote Learning in Islamic Education subject is normally distributed by proving the chi-square value ($c^2$) count is 5.63. The chi-square value ($c^2$) table is 7 .81 at degrees of freedom (db) of 3 with a significance level of 95%. According to the procedure, because the calculated Chi-Square value ($c^2$ count) = 5.63 is smaller than the table Chi-square value ($c^2$ table) = 7.81 (5.63 < 7.81). Thus, students' responses to the use of the Rote Learning in PAI subjects were normally distributed.

Based on the interpretation of the independent variables seen from the Mean value of 64.67 divided by 20 items, the value is 3.23. Based on the interpretation table on Sambas Ali Muhibin, et al. (Ali & Maman, 2009), the number is included in the neutral category because it is in the range of values between 2.60 - 3.39. It means that students' responses to the use of the Rote Learning in Islamic Education subject are neutral.

Based on the observation, the human response has a significant role in life. The presence of a response is due to the stimulus given, either positive or negative, in liking, approaching, and real action or carrying out. Soemanto argues that responses that arise in the realm of consciousness receive support or may also be obstacles from other responses. Support for the response will cause a sense of pleasure, while the challenges to the response will induce feelings of displeasure. The tendency to maintain a sense of pleasure and eliminate displeasure provokes the work of the will power or will. It will serve as a mobilizer of behavior or attitude. (Soemanto, 2012).

The second analysis of student learning motivation refers to the opinion of Sardiman, as follows that: first, diligent in facing assignments means that students can work continuously for a long time (never stop before finishing). As students start working on tasks on time, look for other sources, don't give up quickly, and check the completeness of assignments. Second, tenacious in facing difficulties means that students do not give up quickly in the face of problems. In this case, students are responsible for success in learning and carrying out learning activities. Third, showing interest in various problems consisting of daring to face problems, looking for solutions to problems being faced, and not easily discouraged in dealing with problems. Forth, preferring to work independently, meaning that he does not have to be asked to do what is his duty. Fiveth, getting bored quickly on routine tasks or mechanical things, just repeating themselves, or less creative. Sixth, able to defend their opinion (if you are sure of something) and seventh, It is not easy to let go of what they believe means that they believe in what they are doing or are firm in their stance. (Sardiman, 2014).

Based on the indicators above, the student's learning motivation, the partial analysis can be described as follows: 1) Perseverance in facing tasks is included in the high category with a score of 3.47; 2) Tenacity in facing difficulties is included in the high category with a score of 3.51; 3) Showing interest in the high category with the number 3; 4) Preferring to work independently, including the high category with a score of 3.40; 5) Getting bored quickly on routine tasks or mechanical things, including the sufficient category with a value of 3.39; 6) able to defend their opinion including the high category with a score of 3.86; And 7) It is not easy to let go of what they believe is in the high category with a value of 3.67.

In the normality test of the results of the questionnaire distribution as many as 20 question items, it is known that the student's learning motivation variable is normally distributed with evidence that the chi-squared value ($c^2$) is calculated at 4.66. The chi-square value ($c^2$) is 7.81 in the table of degrees of freedom (db) of 3 with a significance level of 95%. According to the procedure, because the calculated Chi-Square value ($c^2$ count) = 4.66 is smaller than the table Chi-square value ($c^2$ table) = 7.81 (5.63 < 7.81). Thus the learning motivation of 8D grade students of SMP Mekar Arum is normally distributed.

Regarding the interpretation of the dependent variable, seen from the Mean value of 71.16 divided by 20 items, the value is 3.563. Based on the

interpretation table on Sambas Ali Muhibin, et.al, this number is included in the high category because it is in the range of values between 3.40 - 4.19. (Ali & Maman, 2009). It means that the learning motivation of 8D grade students at SMP Mekar Arum is high. These results are in line with the research conducted by Eva Lutfiyah entitled "The Effect of the Rote Learning Method in Learning the Qur'an and Hadith on the Success of Reading the Qur'an." Based on the analysis results of the correlation coefficient of 0.90 after being interpreted from 0.71 to 0.90. Her research shows a very significant or high influence between the application of the rote learning method in Islamic Education learning, namely the Al-Qur'an and Al-Hadith, with success in reading at Madrasah Tsanawiyah Negeri 2 in Serang city. It is known that = 0.90, then (Ha is accepted), meaning that there is an influence between the application of the Rote Learning method in Islamic Education Learning, namely the Qur'an and Al-Hadith (Lutfyah, 2018).

## CONCLUSION

Based on the analysis above, the relation of student responses to the use of the Rote Learning in Islamic Education subject to student learning motivation that between the variables of student responses to the use of the Rote Learning in Islamic Education subject and student learning motivation is linear regression and a significant relationship between student responses to the use of the Rote Learning in Islamic Education subject and student motivation. Thus, teachers need to develop several models or varied learning methods to increase students' learning motivation. Especially today, the challenge of learning motivation in the 4.0 era is very concerning. The learning method developed by the teacher must be in accordance with the demands of 21st century learning, like critical thinking, communication, collaboration and creativity.

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