HEUTAGOGIA
JOURNAL OF ISLAMIC EDUCATION
P-ISSN: 2809-7769 | E-ISSN: 2798-3579
Vol. 4, No. 1, June 2024, doi: *https://doi.org/10.14421/hjie.41-10*

Optimising Lecture Methods and Learning Motivation to Improve Islamic Cultural History Outcomes: A Case Study at MTs Nurul Qur'an Pakunden Ponorogo

Ahmad Roihan Albanna
Institut Agama Islam Negeri Ponorogo, Indonesia
ahmedbaana27@gmail.com

Article Info
Received:
2023-05-26
Revised:
2024-06-20
Approved:
2024-06-28
Keywords
Lecture Method, Learning Motivation, Learning Outcomes, Islamic Cultural History

OPEN ACCESS

Abstract: *This study aims to describe the preparation and implementation. It analyses the influence of the conventional lecture method and learning motivation on Islamic Cultural History (SKI) learning outcomes among Grade IX students at MTs. Nurul Qur'an Pakunden. Utilising a quantitative approach with a random sample of 25 students, this research examines the relationship between the conventional lecture method, learning motivation, and learning outcomes through questionnaires and tests. The results show that the traditional lecture method has a 52.8% influence on learning outcomes, while learning motivation contributes 52.2%. Multiple regression analysis indicates that both variables significantly influence SKI learning outcomes by 63.7%. The study suggests that combining the lecture method with more interactive approaches can enhance learning outcomes while emphasising the importance of supporting student motivation. Limitations include the study's focus on a single school and excluding other potential influencing factors. Future research should include a broader sample and additional variables to provide a more comprehensive understanding of the factors affecting learning outcomes.*

Abstrak: Penelitian ini bertujuan untuk menganalisis pengaruh metode ceramah konvensional dan motivasi belajar terhadap hasil belajar Sejarah Kebudayaan Islam (SKI) siswa kelas IX di MTs. Nurul Qur'an Pakunden. Menggunakan pendekatan kuantitatif dengan sampel acak sebanyak 25 siswa, penelitian ini mengukur keterkaitan antara metode ceramah konvensional, motivasi belajar, dan hasil belajar melalui kuesioner dan tes. Hasil penelitian menunjukkan bahwa metode ceramah konvensional memberikan pengaruh sebesar 52,8%, sementara motivasi belajar berpengaruh sebesar 52,2%. Analisis regresi berganda menunjukkan bahwa kedua variabel ini secara bersama-sama berpengaruh signifikan terhadap hasil belajar SKI sebesar 63,7%. Implikasi dari penelitian ini menekankan pentingnya penggabungan metode ceramah dengan pendekatan interaktif untuk meningkatkan hasil belajar, serta pentingnya dukungan terhadap motivasi belajar siswa. Keterbatasan penelitian ini meliputi cakupan sampel yang terbatas pada satu sekolah dan variabel lain yang belum diteliti. Penelitian lanjutan disarankan untuk melibatkan sampel yang lebih luas dan mempertimbangkan variabel tambahan untuk memperkaya pemahaman tentang faktor-faktor yang memengaruhi hasil belajar.

Introduction

Islamic Religious Education is one of the essential components in Indonesia's educational curriculum,[1] aiming to shape a faithful generation with a noble character and a deep understanding of Islamic teachings.[2] One of the subjects related to Islamic Religious

[1] Jimi Harianto dan Putri Agung, "Peningkatan Pembelajaran PAI Melalui Discovery Inquiry Pada Sekolah Dasar Di Bandar Lampung," *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 10, no. 2 (November 2019): 203–17, doi:10.24042/ATJPI.V10I2.4793.

[2] Rayees Ahmad Dar, "Agonistic Terms of Peace in Kashmir: Kashmiriyat, Distributive Politics and Islam," *Society and Culture in South Asia* 9, no. 1 (28 Juli 2022): 128–48, doi:10.1177/23938617221105578.

Education is Islamic Cultural History (SKI),[3] which plays a vital role in enhancing students' knowledge of Islamic civilisation.[4] Success in this subject is determined by the quality of teaching and factors such as the teaching methods employed and students' learning motivation.[5] Thus, exploring how conventional lecture methods and students' learning motivation influence SKI learning outcomes is crucial.

Previous research has shown that different teaching methods have varying impacts on students' learning outcomes. Farashahi and Tajeddin (2018) revealed that simulation methods are the most effective in developing students' interpersonal skills and self-awareness, while lecture methods rank lower in enhancing learning outcomes.[6] On the other hand, Bleske et al. (2016) found that team-based learning (TBL) can improve learning outcomes and boost students' confidence in completing complex tasks, surpassing conventional lecture methods.[7] These findings suggest that methods other than traditional lectures hold more significant potential for improving learning outcomes.

Further research by Kugler et al. (2019) concluded that the flipped classroom model is more effective in enhancing pharmacy students' learning outcomes than lecture and case study methods. However, students tended to prefer direct lectures, as they found them more comfortable and familiar.[8] Similarly, Bayona and Duran (2024) discovered that case study methods are more effective in improving cognitive learning outcomes than lectures, although their impact on affective outcomes was insignificant.[9] This research underscores the limitations of the lecture method in terms of its effectiveness on learning outcomes.

Motivation in learning is also a crucial factor in the educational process. Wei et al. (2023) revealed that autonomous motivation and cognitive and metacognitive learning strategies significantly predict better learning outcomes.[10] Moreover, Singh et al. (2017) demonstrated that motivation in quantitative subjects is heavily influenced by learning value, attitude, and the learning environment, even though it may not be directly related

[3] Eni Rifriyanti, "Variasi Metode Pembelaran Sejarah Kebudayaan Islam (SKI) di MTS Miftahul Ulum Weding Bonang Demak," *Al-Fikri: Jurnal Studi dan Penelitian Pendidikan Islam* 2, no. 2 (2019): 1, doi:10.30659/jspi.v2i2.5146.

[4] Munawir Munawir, Lu'lu'ul Mukaromah, dan Muhammad Rizky Firmansyah, "Urgensi Nilai Moderasi Beragama dalam Pembelajaran Sejarah Kebudayaan Islam (SKI) di Madrasah Ibtidaiyah (MI)," *FIKRAH: Journal of Islamic Education* 7, no. 2 (2023): 23–36, doi:doi.org/10.32507/fikrah.v7i2.2422.

[5] Joy Xu et al., "Psychological interventions of virtual gamification within academic intrinsic motivation: A systematic review," *Journal of Affective Disorders* 293 (2021): 444–65, doi:10.1016/j.jad.2021.06.070.

[6] Mehdi Farashahi dan Mahdi Tajeddin, "Effectiveness of teaching methods in business education: A comparison study on the learning outcomes of lectures, case studies and simulations," *The International Journal of Management Education* 16, no. 1 (2018): 131–42, doi:10.1016/j.ijme.2018.01.003.

[7] Barry E Bleske et al., "A Randomized Crossover Comparison of Team-based Learning and Lecture Format on Learning Outcomes," *American Journal of Pharmaceutical Education* 80, no. 7 (2016): 120, doi:10.5688/ajpe807120.

[8] Anne J Kugler, Hyma P Gogineni, dan Linda S Garavalia, "Learning Outcomes and Student Preferences with Flipped vs Lecture/Case Teaching Model in a Block Curriculum," *American Journal of Pharmaceutical Education* 83, no. 8 (2019): 7044, doi:10.5688/ajpe7044.

[9] Jaime A Bayona dan William F Durán, "A meta-analysis of the influence of case method and lecture teaching on cognitive and affective learning outcomes," *The International Journal of Management Education* 22, no. 1 (2024): 100935, doi:10.1016/j.ijme.2024.100935.

[10] Xiaomei Wei, Nadira Saab, dan Wilfried Admiraal, "Do learners share the same perceived learning outcomes in MOOCs? Identifying the role of motivation, perceived learning support, learning engagement, and self-regulated learning strategies," *The Internet and Higher Education* 56 (2023): 100880, doi:10.1016/j.iheduc.2022.100880.

to academic achievement.[11] This motivation can lead to optimal learning outcomes when combined with appropriate teaching methods.

However, the literature needs to be more comprehensive regarding the effectiveness of conventional lecture methods and the role of learning motivation in the context of Islamic Cultural History (SKI) education. Some studies have focused more on interactive and modern teaching methods, while research examining traditional lectures' influence still needs to be expanded.[12] Furthermore, the impact of learning motivation on student outcomes in SKI subjects has yet to be thoroughly explored. Therefore, there is a need for research that simultaneously examines both factors within the context of SKI education.

This study aims to fill this gap by exploring the influence of conventional lecture methods and learning motivation on the learning outcomes of ninth-grade students in SKI at MTs Nurul Qur'an Pakunden during the 2023/2024 academic year. The results of this research are expected to contribute significantly to developing more effective teaching strategies and improving student learning outcomes in SKI education.

Method

2.1. Research Design or Methodology

This study employs a quantitative research method grounded in positivism. This method was chosen as it aligns with the research objective, which is to test the hypothesis regarding the influence of conventional lecture methods and learning motivation on the learning outcomes of SKI (Islamic Cultural History) for ninth-grade students at MTs Nurul Qur'an Pakunden during the 2023/2024 academic year. Using a statistical approach, the research design relies on a randomly selected population and sample to measure the relationships between variables.

2.2. Procedure

The research procedure began with sample selection through purposive sampling from 119 ninth-grade students. From this population, 24 students were selected as the research sample. The rationale for using purposive sampling is based on the uniformity of characteristics within the population, as all participants were in the ninth grade, thus fulfilling the principles of purposive sampling and ensuring the sample reflects the population. The primary instrument used in this study is a closed-ended questionnaire designed to measure the influence of conventional lecture methods and learning motivation on students' learning outcomes. The questionnaire contains a series of questions with multiple-choice answers, allowing respondents to select the option that best reflects their situation.[13]

2.3. Data Collection and Analysis

In addition to the questionnaire, data was also collected through a test designed to measure the student's proficiency in SKI subjects. The test consists of questions to assess the student's understanding of the material taught using the conventional lecture method. Supplementary data was gathered through documentation, which included

[11] Sonali Singh, Richa Misra, dan Shalini Srivastava, "An empirical investigation of student's motivation towards learning quantitative courses," *The International Journal of Management Education* 15, no. 2 (2017): 47–59, doi:10.1016/j.ijme.2017.05.001.

[12] Deepti Prit Kaur, Archana Mantri, dan Ben Horan, "Enhancing Student Motivation with use of Augmented Reality for Interactive Learning in Engineering Education," *Procedia Computer Science* 172 (2020): 881–85, doi:10.1016/j.procs.2020.05.127.

[13] Ghozali Imam, *Aplikasi Analisis Multivariate Dengan Program IBM SPSS 25*, Cetakan Ke (Semarang: Penerbit UNDIP, 2018).

administrative and academic records related to students, teachers, and the school's policies at MTs Nurul Qur'an Pakunden Ponorogo. The collected data was analysed using quantitative statistical analysis techniques. The analysis was conducted in two stages: pre-research and research data analysis. In the first stage, a Normality Test was performed to ensure the data distribution met normality assumptions. Next, a Linearity Test was conducted to determine whether a linear relationship existed between the independent variables (lecture method and learning motivation) and the dependent variable (students' learning outcomes). A Hypothesis Test was then carried out to examine the effect of the two independent variables on the dependent variable.

2.4. Validity and Reliability

Several steps were taken to ensure the research's validity and reliability. The instrument's validity was tested using construct validity methods, while its reliability was assessed through internal consistency testing using Cronbach's Alpha. These tests ensured that the instruments used in the study could measure the variables consistently and accurately, thus making the results reliable and valid. The questionnaire was based on indicators derived from theories of teaching methods and motivation. The results of the validity and reliability tests are presented in the following table:

Table 1. Instrument Validity Test Results

No.	count		r_{Table}	Details
	Test Scores on the Conventional Lecture Method	Questionnaire Student Learning Motivation		
1	0,84	0,78	0,456	Valid
2	0,78	0, 87	0,456	Valid
3	0,87	0, 81	0,456	Valid
4	0,78	0, 74	0,456	Valid
5	0,75	0, 90	0,456	Valid
6	0,88	0, 84	0,456	Valid
7	0,64	0, 76	0,456	Valid
8	0,96	0, 80	0,456	Valid
9	0,95	0, 49	0,456	Valid
10	0,96	0, 84	0,456	Valid
11	0,76	0, 97	0,456	Valid
12	0,72	0, 59	0,456	Valid
13	0,96	0, 49	0,456	Valid
14	0,64	0, 80	0,456	Valid
15	0,96	0, 49	0,456	Valid
16	0,95	0, 48	0,456	Valid
17	0,96	0, 70	0,456	Valid
18	0,64	0, 71	0,456	Valid
19	0,96	0,83	0,456	Valid
20	0,95	0,59	0,456	Valid
21	0,78	0,67	0,456	Valid
22	0,87	0,62	0,456	Valid
23	0,78	0,73	0,456	Valid
24	0,75	0,49	0,456	Valid

All the question items in the instrument for the conventional lecture method and learning motivation were valid. Therefore, all the validated questions can be used for the actual research. However, items 11 and 13 were found to be invalid and were not used.

Table 2. Reliability Test

Variable	Cronbach's Alpha	N of Items	Details
Conventional Lecture Method	0.969	24	Reliable
Student Learning Motivation	0.950	24	Reliable

Based on the table above, it can be observed that the Cronbach's alpha value for the variable "Conventional Lecture Method" is 0.969, which is greater than the r-table value of 0.456. Therefore, it can be concluded that the research instrument used to measure the conventional lecture method variable is highly reliable. Similarly, the Cronbach's alpha value for the variable "Learning Motivation" is 0.950, more significant than the r-table value of 0.456. Thus, it can be concluded that the instrument used to measure learning motivation is also highly reliable.

Result and Discussion

This study aims to reveal the influence of the conventional lecture method and learning motivation on the learning outcomes of Islamic Cultural History (SKI) among ninth-grade students at MTs Nurul Qur'an Pakunden in the 2023/2024 academic year. By understanding the relationship between teaching methods and students' internal factors, such as learning motivation, this research is expected to provide insights into the effectiveness of the lecture method and the importance of motivation in enhancing students' academic performance. The presentation of the research data is as follows:

3.1. Description of Research Data and Classical Assumption Tests

The purpose of this section is to describe the data on the conventional lecture method, learning motivation, and the learning outcomes of MTs Nurul Qur'an students in the SKI subject. This data was obtained from school documents, namely exam scores from the odd semester of the 2023/2024 academic year. The SKI learning outcomes data can be seen in the table below:

Table 3. Test Scores on the Conventional Lecture Method

No	Test Scores on the Conventional Lecture Method	F	%
1	60	3	13%
2	68	3	13%
3	70	3	13%
4	71	7	29%
5	72	4	17%
6	74	4	17%
	Amount	**24**	**100%**

Based on the table above, it can be concluded that the highest student questionnaire score for the conventional lecture method variable was 74, with 4 students achieving this score, and the lowest score was 60, with 3 students.

Table 4. Questionnaire Scores on Learning Motivation

No	Scorers Questionnaire Student Learning Motivation	F	%
1	70	1	4.2%
2	71	1	4.2%
3	72	1	4.2%
4	75	1	4.2%
5	76	2	8.3%
6	77	2	8.3%
7	78	2	8.3%

8	80	2	8.3%
9	81	2	8.3%
10	82	3	12.5%
11	83	1	4.2%
12	84	1	4.2%
13	86	3	12.5%
14	88	2	8.3%
	Amount	**24**	**100%**

The table above shows that 2 students achieved the highest score for the learning motivation variable, 88, and 1 student achieved the lowest score, 70.

Table 5. Student Learning Outcomes Scores

No	**Scorers Student Learning Outcomes**	**F**	**%**
1	74	1	4.2%
2	77	1	4.2%
3	78	1	4.2%
4	82	1	4.2%
5	85	1	4.2%
6	87	3	12.5%
7	90	2	8.3%
8	91	2	8.3%
9	93	3	12.5%
10	94	2	8.3%
11	96	2	8.3%
12	97	5	20.8%
	Amount	**24**	**100%**

The table above shows that 5 students achieved the highest score for the learning outcomes variable, 97, and 1 student achieved the lowest score, 74.

The classical assumption tests, prerequisites for hypothesis testing and regression analysis were conducted using the normality and linearity tests. The results, using SPSS, are presented in the following tables:

Table 6. Normality Test

		Unstandardised Residual
N		24
Normal Parameters	Mean	.0000000
	Std. Deviation	4.09644058
Most Extreme Differences	Absolute	.090
	Positive	.090
	Negative	-.089
Kolmogrov-Smirnov Z		.440
Asymp. Sig. (2-tailde)		.990

If the Sig. (2-tailed) value is more significant than α (0.05), the data is usually distributed. Based on the normality test results, the Sig. (2-tailed) value is 0.990. Therefore, it can be concluded that the data is normally distributed, as the Sig. A value of 0.990 is more significant than 0.05. After confirming the data's standard distribution, the next test conducted was the linearity test.

The linearity test aims to determine whether there is a linear relationship between two variables. If there is no linearity, regression analysis cannot proceed. The linearity test in this study was conducted using SPSS 16.0 for Windows. A linear relationship is indicated if the significance value for deviation from linearity is more significant than 0.05. The results are shown in the table below:

Table 7. Linearity Test of Learning Outcomes with Conventional Lecture Method

			Sum of Squares	Df	Mean Square	F	Sig.
Hasil Belajar*Metode Ceramah Konvensional	Between Groups	(Combined)	634.780	5	126.956	5.341	.003
		Linearity	561.301	1	561.301	23.615	.000
		Deviation from Linearity	73.479	4	18.370	.773	.557
	Within Groups		427.845	18	23.769		
	Total		1062.625	23			

Based on the linearity test above, the significance value was more significant than α (0.557 > 0.05), indicating a significant linear relationship between the conventional lecture method and the SKI learning outcomes of ninth-grade students. The linearity test results for learning motivation and student learning outcomes are as follows:

Table 8. Linearity Test of Learning Outcomes with Learning Motivation

			Sum of Squares	Df	Mean Square	F	Sig.
Hasil Belajar*Motivasi Belajar	Between Groups	(Combined)	839.958	13	64.612	2.902	.049
		Linearity	554.314	1	554.314	24.894	.001
		Deviation from Linearity	285.644	12	23.804	1.069	.465
	Within Groups		222.667	10	22.267		
	Total		1062.625	23			

Based on the linearity test above, the significance value was more significant than α (0.456 > 0.05), indicating a significant linear relationship between learning motivation and the SKI learning outcomes of ninth-grade students.

3.2. The Effect of the Conventional Lecture Method on the SKI Learning Outcomes of Ninth-Grade Students at MTs Nurul Qur'an

To determine whether there is an effect between the conventional lecture method and the SKI learning outcomes of ninth-grade students at MTs Nurul Qur'an Ponorogo, the researcher used a simple linear regression technique with the assistance of SPSS 16.0 for Windows. Before calculating the simple regression, the researcher calculated the correlation between the two variables. The correlation calculation results can be seen in the following table:

Table 9. Correlation between the Conventional Lecture Method and Student Learning Outcomes

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.727[a]	.528	.507	4.774

The table above explains the correlation value (R) of 0.727 and the percentage of the influence of the independent variable on the dependent variable, referred to as the coefficient of determination calculated by squaring R. The result shows a R Square coefficient of 0.528. This means that the conventional lecture method has a significant relationship with the learning outcomes of Islamic Cultural History (SKI) for ninth-grade students at MTs Nurul Qur'an Ponorogo, contributing 52.8% of the variance, while other variables influence the remaining 47.2%. After identifying a significant relationship between variable X1 and Y, the next step to answer research question 1 is to determine whether there is an effect of X1 on Y. The researcher performs the following calculation:

Table 10. Hypothesis Testing with T-test

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.329	16.729		.433	.669
	Metode Ceramah Konvensional	1.188	.239	.727	4.963	.000

Based on the coefficients table, the value of t-statistic > t-table (4.963 > 2.07) and the significance value < α (0.000 < 0.05), meaning Ho is rejected. This indicates that the conventional lecture method affects the learning outcomes of ninth-grade SKI students. The positive t-statistic implies a positive effect: the better the application of the conventional lecture method, the higher the learning outcomes of ninth-grade SKI students. The simple regression equation can be derived from the coefficients table, with the value for the Constant (a) being 7.239 and the value for the conventional lecture method (b) being 1.188, resulting in the regression equation:
Y = a + bX or 7.239 + 1.188X, where Y is the dependent variable, X1 is the independent variable, a is the constant, and b is the regression coefficient. This equation can be interpreted as follows:

1. The constant of 7.239 means that if the value of the conventional lecture method is 0, the learning outcome will be 7.239.
2. The conventional lecture method's regression coefficient of 1.188 means that for every one-unit increase in its use, the learning outcome will increase by 1.188 units. A positive coefficient indicates that the relationship between the conventional lecture method and the learning outcomes is positive, meaning the higher the use of the method, the better the student's learning outcomes.

3.3. The Effect of Learning Motivation on the Learning Outcomes of Ninth-Grade SKI Students at MTs Nurul Qur'an

To determine whether learning motivation affects the SKI learning outcomes of ninth-grade students at MTs Nurul Qur'an Ponorogo, the researcher employed simple linear regression analysis using SPSS 16.0 for Windows. Before calculating the simple regression, the correlation between the two variables was analysed. The result of this correlation analysis is presented in the following table:

Table 11. Correlation Between Learning Motivation and Learning Outcomes

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.727[a]	.522	.500	4.807

The table above shows a correlation value (R) of 0.722, with a percentage of influence of the independent variable on the dependent variable, expressed by the coefficient of determination (R Square) of 0.522. This implies that learning motivation has a significant relationship with the learning outcomes of ninth-grade SKI students at MTs Nurul Qur'an Ponorogo, accounting for 52.2% of the variance. In comparison, other variables influence the remaining 47.8%. After identifying a significant relationship between variable X2 and Y, the next step to answer research question 2 is to determine whether there is an effect of X2 on Y. The researcher performs the following calculation:

Table 12. Hypothesis Testing with T-test

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.460	15.683		.858	.400
	Motivasi Belajar	1.959	.196	.722	4.898	.000

Based on the coefficients table, the value of t-statistic > t-table (4.898 > 2.07) and the significance value < α (0.000 < 0.05), meaning Ho is rejected. This indicates that learning motivation affects the learning outcomes of ninth-grade SKI students. The positive t-statistic implies a positive effect: the better the students' motivation, the higher their learning outcomes in SKI. The simple regression equation can be derived from the coefficients table, with the value for the Constant (a) being 13.460 and the value for learning motivation (b) being 1.959, resulting in the regression equation:
Y = a + bX or 13.460 + 1.959X, where Y is the dependent variable, X2 is the independent variable, a is the constant, and b is the regression coefficient. This equation can be interpreted as follows:

1) The constant of 13.460 means that if the value of learning motivation is 0, the learning outcome will be 13.460.
2) The regression coefficient of 1.959 for learning motivation means that for every one-unit increase in learning motivation, the learning outcome of ninth-grade SKI students will increase by 1.959 units. A positive coefficient indicates that the relationship between learning motivation and SKI learning outcomes is positive, meaning the higher the students' motivation, the better their learning outcomes.

3.4. The Influence of Conventional Methods and Learning Motivation on the Learning Outcomes of Islamic Cultural History (SKI) for Ninth-Grade Students at MTs Nurul Qur'an Ponorogo

This study aims to identify the influence and effectiveness of the conventional lecture method and learning motivation on the learning outcomes of ninth-grade Islamic Cultural History (SKI) students at MTs Nurul Qur'an Ponorogo during the 2023/2024 academic year. In education, the lecture method is often used as a traditional approach to teaching, emphasising the transfer of knowledge from teacher to student.[14] As a psychological factor supporting student engagement, learning motivation is also considered crucial in influencing learning outcomes.[15] This study follows similar steps to previous research that evaluated the effectiveness of various teaching methods, such as team-based learning and flipped classrooms, emphasising student engagement and its impact on learning outcomes.

The research findings indicate that the conventional lecture method significantly influences ninth-grade SKI students' learning outcomes, with an impact of 52.8%. This finding supports the notion that, although the lecture method is considered traditional, it can substantially enhance students' understanding of the material when delivered effectively. Additionally, student learning motivation was found to significantly influence learning outcomes, with an impact of 52.2%. This highlights the importance of internal student motivation in improving academic achievement. The combination of both

[14] Dafid Fajar Hidayat, "Desain Metode Ceramah Dalam Pembelajaran Pendidikan Agama Islam," *Inovatif: Jurnal Penelitian Pendidikan, Agama & Kebudayaan* 8, no. 2 (2022): 356–71, doi:10.55148/inovatif.v8i2.300.

[15] Yiannis Georgiou dan Eleni A Kyza, "Relations between student motivation, immersion and learning outcomes in location-based augmented reality settings," *Computers in Human Behavior* 89 (2018): 173–81, doi:10.1016/j.chb.2018.08.011.

variables—lecture method and learning motivation—contributed 63.7% to student learning outcomes, while the remaining 36.3% was influenced by other factors not examined in this study.

Comparison with previous studies shows that these findings align with earlier research, such as that by Singh et al. (2017), who emphasised the crucial role of learning motivation in enhancing academic performance.[16] However, the conventional lecture method has limitations compared to more interactive learning methods, such as project-based learning or flipped classrooms, which have been shown in other studies to be more effective in improving students' comprehension and cognitive skills.[17] Nonetheless, the lecture method remains relevant where resources for more interactive methods may be limited, such as in schools with modest facilities.[18]

The finding that the lecture method still significantly influences learning outcomes could be attributed to adaptations made by teachers to make lectures more engaging and interactive. Teachers may employ strategies such as providing concrete examples, using visual aids, or incorporating question-and-answer sessions to enhance student engagement.[19] Additionally, external factors such as family support or a conducive learning environment may reinforce students' learning motivation, which can also contribute to better learning outcomes.[20] This underscores the importance of social and emotional support in fostering students' learning motivation.

However, it is crucial to note that while the lecture method may be effective, there are better choices for all subjects or for all students. Learning outcomes may vary if this method is applied to groups of students with different characteristics, such as socioeconomic backgrounds or learning style preferences. Therefore, teachers should consider employing a varied and flexible approach to teaching, mainly to ensure that individual students' needs are met. Furthermore, the significant role of internal motivation, as found in this study, should be considered in a broader context.

The implications of this study suggest that although the conventional lecture method remains relevant and plays a role in education, combining it with more interactive approaches could enhance learning outcomes more effectively. Student learning motivation should be supported through student-centred teaching strategies and a supportive learning environment. These findings provide valuable insights for teachers and education policymakers to consider various teaching methods to maximise student potential in different educational contexts.

Conclusion

This study aimed to identify the impact of the conventional lecture method and learning motivation on the learning outcomes of ninth-grade SKI students at MTs Nurul Qur'an Ponorogo during the 2023/2024 academic year. The results showed that the conventional lecture method and learning motivation significantly improved SKI

[16] Singh, Misra, dan Srivastava, "An empirical investigation of student's motivation towards learning quantitative courses."

[17] Rahmat Fadillah et al., "Meta Analysis: Efektivitas Penggunaan Metode Proyect Based Learning Dalam Pendidikan Vokasi," *Jurnal Pedagogi dan Pembelajaran* 4, no. 1 (2021): 138, doi:10.23887/jp2.v4i1.32408.

[18] Lisa Virdinarti Putra, Anni Malihatul Hawa, dan Ika Silfiana Arifatul Khoiriyah, "Pengembangan Nilai Karakter Taat Melalui Aktivitas Belajar Siswa SMAN 1 Ampel Boyolali," *Jurnal Surya Masyarakat* 1, no. 1 (2018): 21, doi:10.26714/jsm.1.1.2018.21-25.

[19] Kosasih, *Strategi Belajar dan Pembelajaran Impelementasi Kurikulum 2013* (Bandung: Yrama Widya, 2014).

[20] Dwi Asih Nur Lestari, Haedar Akib, dan M. Nasrullah, "Peran Wali Kelas dalam Memotivasi Belajar Siswa urusan Otomatisasi dan Tata Kelola Perkantoran SMKN 5 Soppeng" (UNIVERSITAS NEGERI MAKASSAR, 2018).

learning outcomes, with a combined impact of 63.7%. This confirms that although the conventional lecture method is considered a traditional approach, its effectiveness can be enhanced through proper implementation, and student motivation also plays a crucial role in driving better learning outcomes. The implications of these findings suggest that combining the lecture method with more interactive teaching approaches and supporting student motivation can more effectively maximise students' academic potential in various educational contexts. However, this study has several limitations. One of them is using a quantitative method that only involves a single school, which may limit the generalizability of the results. Additionally, other factors that might influence learning outcomes, such as support from the learning environment or other teaching strategies, were not explored further in this study. Therefore, future research should involve a larger sample and consider additional variables that could provide more comprehensive insights into the effectiveness of teaching methods and the factors that influence learning outcomes.

Reference

Bayona, Jaime A, dan William F Durán. "A meta-analysis of the influence of case method and lecture teaching on cognitive and affective learning outcomes." *The International Journal of Management Education* 22, no. 1 (2024): 100935. doi:10.1016/j.ijme.2024.100935.

Bleske, Barry E, Tami L Remington, Trisha D Wells, Kristin C Klein, Sally K Guthrie, Jeffrey M Tingen, Vincent D Marshall, dan Michael P Dorsch. "A Randomized Crossover Comparison of Team-based Learning and Lecture Format on Learning Outcomes." *American Journal of Pharmaceutical Education* 80, no. 7 (2016): 120. doi:10.5688/ajpe807120.

Brandmiller, Cornelius, Hanna Dumont, dan Michael Becker. "Teacher Perceptions of Learning Motivation and Classroom Behavior: The Role of Student Characteristics." *Contemporary Educational Psychology* 63 (2020): 101893. doi:10.1016/j.cedpsych.2020.101893.

Dar, Rayees Ahmad. "Agonistic Terms of Peace in Kashmir: Kashmiriyat, Distributive Politics and Islam." *Society and Culture in South Asia* 9, no. 1 (28 Juli 2022): 128–48. doi:10.1177/23938617221105578.

Fadillah, Rahmat, Ambiyar Ambiyar, Muhammad Giatman, Fadhilah Fadhilah, Mukhlidi Muskhir, dan Hansi Effendi. "Meta Analysis: Efektivitas Penggunaan Metode Proyect Based Learning Dalam Pendidikan Vokasi." *Jurnal Pedagogi dan Pembelajaran* 4, no. 1 (2021): 138. doi:10.23887/jp2.v4i1.32408.

Farashahi, Mehdi, dan Mahdi Tajeddin. "Effectiveness of teaching methods in business education: A comparison study on the learning outcomes of lectures, case studies and simulations." *The International Journal of Management Education* 16, no. 1 (2018): 131–42. doi:10.1016/j.ijme.2018.01.003.

Georgiou, Yiannis, dan Eleni A Kyza. "Relations between student motivation, immersion and learning outcomes in location-based augmented reality settings." *Computers in Human Behavior* 89 (2018): 173–81. doi:10.1016/j.chb.2018.08.011.

Harianto, Jimi, dan Putri Agung. "Peningkatan Pembelajaran PAI Melalui Discovery Inquiry Pada Sekolah Dasar Di Bandar Lampung." *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 10, no. 2 (November 2019): 203–17. doi:10.24042/ATJPI.V10I2.4793.

Hidayat, Dafid Fajar. "Desain Metode Ceramah Dalam Pembelajaran Pendidikan Agama Islam." *Inovatif: Jurnal Penelitian Pendidikan, Agama & Kebudayaan* 8, no. 2 (2022): 356–71. doi:10.55148/inovatif.v8i2.300.

Imam, Ghozali. *Aplikasi Analisis Multivariate Dengan Program IBM SPSS 25*. Cetakan Ke.

Semarang: Penerbit UNDIP, 2018.

Kaur, Deepti Prit, Archana Mantri, dan Ben Horan. "Enhancing Student Motivation with use of Augmented Reality for Interactive Learning in Engineering Education." *Procedia Computer Science* 172 (2020): 881–85. doi:10.1016/j.procs.2020.05.127.

Kosasih. *Strategi Belajar dan Pembelajaran Impelementasi Kurikulum 2013*. Bandung: Yrama Widya, 2014.

Kugler, Anne J, Hyma P Gogineni, dan Linda S Garavalia. "Learning Outcomes and Student Preferences with Flipped vs Lecture/Case Teaching Model in a Block Curriculum." *American Journal of Pharmaceutical Education* 83, no. 8 (2019): 7044. doi:10.5688/ajpe7044.

Lessy, Zulkipli, Anisa Widiawati, Daffa Alif Umar Himawan, Fikri Alfiyaturrahmah, dan Khairiah Salsabila. "Implementasi Moderasi Beragama Di Lingkungan Sekolah Dasar." *Paedagogie: Jurnal Pendidikan dan studi Islam* 3, no. 02 (2022): 137–48. doi:10.52593/pdg.03.2.03.

Lestari, Dwi Asih Nur, Haedar Akib, dan M. Nasrullah. "Peran Wali Kelas dalam Memotivasi Belajar Siswa urusan Otomatisasi dan Tata Kelola Perkantoran SMKN 5 Soppeng." UNIVERSITAS NEGERI MAKASSAR, 2018.

Munawir, Munawir, Lu'lu'ul Mukaromah, dan Muhammad Rizky Firmansyah. "Urgensi Nilai Moderasi Beragama dalam Pembelajaran Sejarah Kebudayaan Islam (SKI) di Madrasah Ibtidaiyah (MI)." *FIKRAH: Journal of Islamic Education* 7, no. 2 (2023): 23–36. doi:doi.org/10.32507/fikrah.v7i2.2422.

Putra, Lisa Virdinarti, Anni Malihatul Hawa, dan Ika Silfiana Arifatul Khoiriyah. "Pengembangan Nilai Karakter Taat Melalui Aktivitas Belajar Siswa SMAN 1 Ampel Boyolali." *Jurnal Surya Masyarakat* 1, no. 1 (2018): 21. doi:10.26714/jsm.1.1.2018.21-25.

Rifriyanti, Eni. "Variasi Metode Pembelaran Sejarah Kebudayaan Islam (SKI) di MTS Miftahul Ulum Weding Bonang Demak." *Al-Fikri: Jurnal Studi dan Penelitian Pendidikan Islam* 2, no. 2 (2019): 1. doi:10.30659/jspi.v2i2.5146.

Rohman, Miftahur. "Urgensi Pembelajaran Sejarah Kebudayaan Islam dalam Pengembangan Karakter Siswa." *Hikmah: Journal of Islamic Studies* 18, no. 2 (2022): 130–44. doi:10.47466/hikmah.v18i2.211.

Singh, Sonali, Richa Misra, dan Shalini Srivastava. "An empirical investigation of student's motivation towards learning quantitative courses." *The International Journal of Management Education* 15, no. 2 (2017): 47–59. doi:10.1016/j.ijme.2017.05.001.

Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D*. Bandung: Alfabeta, 2015.

Wei, Xiaomei, Nadira Saab, dan Wilfried Admiraal. "Do learners share the same perceived learning outcomes in MOOCs? Identifying the role of motivation, perceived learning support, learning engagement, and self-regulated learning strategies." *The Internet and Higher Education* 56 (2023): 100880. doi:10.1016/j.iheduc.2022.100880.

Xu, Joy, Aaron Lio, Harshdeep Dhaliwal, Sorina Andrei, Shakthika Balakrishnan, Uzhma Nagani, dan Sudipta Samadder. "Psychological interventions of virtual gamification within academic intrinsic motivation: A systematic review." *Journal of Affective Disorders* 293 (2021): 444–65. doi:10.1016/j.jad.2021.06.070.