

## ABSTRAK

Muhammad Haris, 221.371.115, “Keteladanan Guru PAI dalam Meningkatkan Motivasi Belajar Al-Qur'an Siswa di Pondok Pesantren Al-Islam”

Motivasi belajar Al-Qur'an merupakan faktor penting dalam keberhasilan pendidikan Islam di lingkungan pesantren. Namun, perkembangan teknologi, kejenuhan belajar, serta perbedaan kemampuan santri menjadi tantangan dalam menumbuhkan motivasi belajar Al-Qur'an. Penelitian ini bertujuan untuk mendeskripsikan manifestasi keteladanan guru Pendidikan Agama Islam (PAI), menganalisis transformasi motivasi belajar santri melalui keteladanan guru, serta mengidentifikasi faktor pendukung dan penghambat dalam peningkatan motivasi belajar Al-Qur'an di Pondok Pesantren Al-Islam. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data diperoleh melalui observasi partisipatif, wawancara mendalam, dan studi dokumentasi yang melibatkan guru PAI, pengasuh pesantren, dan santri sebagai informan penelitian. Analisis data dilakukan menggunakan model Miles dan Huberman melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa keteladanan guru PAI termanifestasi dalam kedisiplinan ibadah, kualitas literasi Al-Qur'an, integritas moral, kesabaran dalam membimbing, serta konsistensi mengamalkan nilai-nilai Qur'ani dalam kehidupan sehari-hari. Keteladanan tersebut berkontribusi terhadap transformasi motivasi belajar santri dari motivasi yang bersifat ekstrinsik menuju motivasi intrinsik yang ditandai dengan meningkatnya kesadaran, kecintaan, dan keterlibatan aktif dalam pembelajaran Al-Qur'an. Faktor pendukung peningkatan motivasi belajar meliputi keteladanan guru, lingkungan pesantren yang religius, budaya religius, dukungan teman sebaya, dan sistem pembelajaran yang kondusif. Adapun faktor penghambat meliputi heterogenitas kemampuan santri, kejenuhan belajar, serta distraksi teknologi digital. Penelitian ini merekomendasikan penguatan keteladanan guru, pengembangan metode pembelajaran Al-Qur'an yang inovatif, serta optimalisasi budaya religius pesantren untuk meningkatkan motivasi belajar Al-Qur'an secara berkelanjutan.

Kata Kunci: Keteladanan Guru PAI; Motivasi Belajar; Pembelajaran Al-Qur'an; Pesantren; Santri.

## ABSTRACT

Muhammad Haris, 221.371.115, “The Exemplary Role of Islamic Education (PAI) Teachers in Enhancing Students’ Motivation to Learn the Qur’an at Al-Islam Islamic Boarding School”

Motivation to learn the Qur’an is an essential factor in the success of Islamic education within the Islamic boarding school environment. However, technological developments, learning fatigue, and differences in students’ abilities present challenges in fostering motivation to study the Qur’an. This study aims to describe the manifestations of the exemplary role of Islamic Education (PAI) teachers, analyze the transformation of students’ learning motivation through teacher role modeling, and identify the supporting and inhibiting factors in improving students’ motivation to learn the Qur’an at Al-Islam Islamic Boarding School. This research employed a qualitative approach with a case study design. Data were collected through participant observation, in-depth interviews, and documentation studies involving PAI teachers, boarding school caregivers, and students as research informants. Data analysis was conducted using the Miles and Huberman model through the stages of data reduction, data display, and conclusion drawing. The findings reveal that the exemplary role of PAI teachers is manifested in the discipline of worship, quality of Qur’anic literacy, moral integrity, patience in mentoring students, and consistency in practicing Qur’anic values in daily life. Such role modeling contributes to the transformation of students’ learning motivation from extrinsic motivation to intrinsic motivation, as indicated by increased awareness, love for the Qur’an, and active engagement in Qur’anic learning. Supporting factors for enhancing learning motivation include teacher role modeling, a religious boarding school environment, a strong religious culture, peer support, and a conducive learning system. Meanwhile, inhibiting factors include differences in students’ abilities, learning fatigue, and distractions caused by digital technology. This study recommends strengthening teacher role modeling, developing innovative Qur’anic learning methods, and optimizing the religious culture of Islamic boarding schools to sustainably enhance students’ motivation to learn the Qur’an.

Keywords: Teacher Role Modeling; Learning Motivation; Qur’anic Learning; Islamic Boarding School; Students.