
Enhancing Students' Learning Motivation Through Social Constructivist Strategies in Al-Qur'an Hadith Instruction

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Abstract

Objective: This study is to describe the application of a social constructivist approach in increasing students' learning motivation in the subject of Al-Qur'an Hadith grade IX at IT Ar-Risalah Sukoharjo Junior High School for the 2024/2025 Academic Year. **Theoretical framework:** This research is based on social constructivist theory that emphasizes the importance of collaborative and interactive learning, where knowledge is built through social interaction between students with the support of scaffolding and tutoring techniques. **Literature review:** This study includes a study of the effectiveness of social constructivist approaches in improving motivation and learning outcomes, the importance of collaboration in the learning process, and the role of teachers as facilitators who encourage active student engagement. **Methods:** This study uses qualitative descriptive methods with data collection techniques in the form of interviews, observations, and documentation to get an in-depth picture of the application of these methods. **Results:** research shows that the application of a social constructivist approach can significantly increase students' learning motivation through the application of scaffolding, tutoring, and heterogeneous group discussions, which creates an active and enjoyable learning atmosphere. The success of the implementation of this approach is supported by the competence of the principal, the professionalism of teachers, and the availability of adequate infrastructure, although there are obstacles in the form of differences in student abilities and limited learning time. **Implications:** This study shows that a social constructivist approach can be an effective learning strategy to increase students' motivation and learning achievement, as well as provide an alternative to a more interactive teaching method in learning the Qur'an Hadith. **Novelty:** this research lies in the concrete application of a social constructivist approach in the context of learning the Qur'an Hadith, which is still rarely studied, as well as in the identification of supporting factors and obstacles faced in its implementation in the Islamic school environment at the secondary level.

Keywords: social constructivist approach, learning motivation, qur'an hadith, collaborative learning, islamic junior high school.

INTRODUCTION

In the dynamic landscape of education today, student motivation remains a cornerstone of effective learning. This is particularly relevant in the context of Islamic education, where subjects such as Al-Qur'an and Hadith demand not only cognitive understanding but also spiritual and emotional engagement. Despite its central importance in shaping students' religious identity, moral compass, and social behavior, the teaching of Al-Qur'an Hadith in

many educational settings is still rooted in traditional didactic methods. These approaches often emphasize memorization and passive reception of knowledge, limiting students' active participation, critical thinking, and genuine interest. As a result, many students experience low motivation, which in turn affects their comprehension, retention, and application of Islamic teachings [1].

The issue of low student motivation in Al-Qur'an Hadith instruction poses a significant challenge for educators, especially in a rapidly changing world where learners are exposed to diverse ideologies, information overload, and digital distractions. In such a context, students need more than just religious knowledge; they need to develop a personal and meaningful relationship with the Qur'an and the teachings of the Prophet Muhammad (peace be upon him). Therefore, it becomes imperative to explore innovative pedagogical strategies that can transform religious instruction into an engaging, reflective, and transformative learning experience [2].

One such promising approach is the application of social constructivist strategies in the classroom. Rooted in the theories of learning that emphasize the role of social interaction, collaboration, and contextual meaning-making, social constructivism positions learners as active constructors of knowledge. It suggests that understanding is developed through communication, negotiation, and shared experiences, rather than through passive listening. In the realm of Al-Qur'an Hadith education, this approach has the potential to revitalize the way Islamic values and teachings are conveyed and internalized. By involving students in group discussions, reflective inquiry, problem-solving activities, and real-life contextualization, teachers can create an environment that nurtures curiosity, responsibility, and motivation to learn [3].

The relevance of this research lies in its alignment with current educational paradigms that prioritize student-centred learning, as well as the broader goals of Islamic education to cultivate not only knowledge but also character, piety, and critical awareness. In Muslim-majority countries and Islamic schools globally, there is a growing recognition that Islamic education must adapt to meet the needs of a new generation of learners without compromising its core values. Integrating social constructivist strategies into the teaching of Al-Qur'an Hadith serves this dual purpose: it respects the sacredness of the content while enhancing the quality of the learning process. Moreover, the urgency of addressing motivation in religious education cannot be overstated. When students are not motivated, their engagement becomes superficial, and their connection with the texts and teachings weakens. Conversely, motivated students are more likely to reflect upon the meanings of Qur'anic verses, understand the wisdom behind the Prophet's hadiths, and apply them meaningfully in their lives. Motivation also correlates with discipline, perseverance, and a willingness to explore complex ethical and spiritual questions, skills that are essential for lifelong learning and spiritual growth [4], [5].

The novelty of this study lies in its focused application of social constructivist theory within the specific context of Al-Qur'an Hadith instruction, a subject that has traditionally received less attention in pedagogical innovation compared to general or secular subjects. While social constructivism has been widely studied and applied in various academic disciplines, its implementation in Islamic religious education especially with a targeted focus on motivation is still underdeveloped in scholarly discourse. This research aims to fill that gap by offering both theoretical insight and practical strategies for integrating social constructivist methods in teaching the Qur'an and Hadith [6].

Additionally, the study provides a contextualized model for improving learning motivation that aligns with Islamic epistemology and the values of religious instruction. It bridges the gap between modern educational psychology and Islamic pedagogy, showing how constructivist strategies can be adapted in a culturally and religiously appropriate manner. This approach respects the sanctity of religious texts while ensuring that students engage with them meaningfully and actively [7].

The findings of this study are expected to contribute to the body of knowledge in educational research, particularly in the fields of Islamic education, learning motivation, and pedagogy. Furthermore, the study has practical implications for teachers, curriculum developers, school administrators, and policymakers who seek to enhance the effectiveness of religious instruction in schools and madrasahs. By demonstrating the link between constructivist strategies and increased motivation, this research supports the development of more engaging, reflective, and student-centered models of Al-Qur'an Hadith instruction. In conclusion, the current educational challenges faced by religious institutions call for innovative and research-based teaching strategies that not only transfer knowledge but also inspire, motivate, and transform learners. This study responds to that call by investigating how social constructivist strategies can be employed to enhance students' motivation in learning Al-Qur'an Hadith. It presents a timely and relevant contribution to both Islamic pedagogy and the broader discourse on motivational learning in religious education [8].

Indeed, Islamic education is a learning process that aims to understand. To appreciate and practice the teachings of Islam in daily life. The teachings of Islam will be continuous with the guidance to respect and obey other religions about peace between religious communities until the unity and unity of the nation is realized. Meanwhile, those related to Islamic religious education materials are divided into five main problems, including Aqidah, worship, muamalah, akhlaq, and sharia [9].

Sunarto also added that the current conventional or conservative learning approach is the most criticized. Therefore, this learning approach is also the most preferred by teachers. It is evident from the observations that he has made in high schools in Central Java, almost 85% of teachers still use conventional learning approaches [10].

Regarding motivation, according to McDonald, as quoted by Sardiman, motivation is a change in energy in a person's personality that is characterized by the emergence of "Feeling" and preceded by a response to the existence of a goal. Then, regarding learning achievements, learning achievement is an important symbol for students to determine the next step in the future. For this reason, students try their best to obtain good achievements. However, the reality is that what happens is often not as expectations. The PAI learning method used by teachers so far has not been optimal; students still have several internal and external factors. According to Usman and Lilis the low learning achievement achieved by students is caused by several factors, namely from within the student (internal factors) such as intelligence, and factors from outside the student (external factors) such as family, school, and society. The learning achievement achieved by students is essentially the result of the interaction between these various factors [11], [12].

Several factors affect the success of students in achieving optimal learning. Students learning is said to be optimal if they experience the achievement of a higher level of understanding than their previous understanding. These factors include the age of the students (school level: elementary, junior high, or high school), the learning approach used by the teacher in teaching and learning activities, and student motivation. The purpose of this research is to find out in-depth about the social constructivist approach. According to Pearson and Dorval, in general, the social constructivist approach emphasizes the social context of learning and that knowledge is constructed and constructed together (*Mutual*) [13].

There are four tools to do this approach, namely *scaffolding*, cognitive training (*cognitive apprenticeship*), *Tutoring*, and cooperative learning. *Scaffolding* is a technique to change the level of support. During the teaching session, the more expert person (the teacher, or the more capable student) adjusts the amount of guidance to the student's level of performance that has been achieved. Cognitive training (*cognitive apprenticeship*) means a relationship in which experts expand and support a beginner's understanding and use cultural expertise. The *Tutoring* It is cognitive training between experts and beginners. *Tutoring* It can occur between adults and children, or between smarter children and less intelligent children. Cooperative learning is learning that emphasizes the involvement of all learners through

small group discussion activities. The small group consists of several students with different abilities [14], [15].

From the understanding of the four techniques, in conducting this research, the researcher emphasized the technique of *scaffolding* and *Tutoring* combined with *scaffolding* in learning to increase student motivation, understanding, and learning achievement. Here, the researcher (also acting as a teacher) provides an appropriate amount of support, not doing what the students can do on their own, but still monitoring their efforts and providing them with the support and assistance they need [16].

LITERATURE REVIEW

The integration of social constructivist strategies in religious education, particularly in Al-Qur'an Hadith instruction, has emerged as a compelling approach to address the declining motivation among students in Islamic schools. The nature of Al-Qur'an Hadith subjects often relies on memorization, rote learning, and teacher-centered methods, which can limit students' engagement and reduce their intrinsic motivation. Therefore, the need for more dynamic, participatory, and meaningful learning approaches has become a growing concern. Social constructivism offers a promising framework that places students at the center of learning, encouraging interaction, collaboration, and critical thinking, all of which are essential in cultivating deeper motivation and understanding [17], [18].

Social constructivist theory is rooted in the idea that knowledge is actively constructed through social interaction and shared experiences. In the context of Al-Qur'an Hadith instruction, this means students learn best when they engage with peers, participate in dialogue, and co-construct meaning related to Qur'anic verses and Hadith texts. This approach challenges the traditional transmission model of Islamic education and reimagines it as a collaborative and reflective process, where learners are not passive recipients of knowledge but active participants in their spiritual and intellectual growth [19], [20].

Learning motivation is a critical factor in determining students' academic success, especially in religious studies, which require both cognitive and affective engagement. Social constructivist strategies have been found to influence motivation by creating a sense of ownership in learning, promoting student voice, and fostering a supportive learning environment. When students are involved in constructing their understanding, they feel more responsible for their learning, which enhances both intrinsic and extrinsic motivation.

In Al-Qur'an Hadith instruction, applying social constructivist strategies can take many forms. One key approach is through collaborative learning. Group discussions, peer teaching, and small project-based tasks allow students to share interpretations, debate the ethical implications of hadiths, and relate religious texts to contemporary life. This not only deepens their comprehension but also stimulates interest and enthusiasm. When students realize that their perspectives are valued and that they can learn from others, their motivation to participate increases.

Another effective strategy is the use of real-life contextualization. Teachers can guide students to connect the teachings of the Qur'an and Hadith to real-world issues and their personal experiences. For instance, discussing themes like honesty, justice, and compassion through hadith narratives and linking them with social challenges such as poverty, bullying, or environmental care allows students to see the relevance of religious values in everyday life. This meaningful connection between faith and action enhances their emotional involvement and motivation to learn.

Dialogic teaching is also a fundamental pillar of the social constructivist approach. Rather than delivering lectures, teachers facilitate meaningful dialogue, ask open-ended questions, and encourage students to question, reflect, and interpret texts critically. This cultivates a classroom atmosphere where curiosity is rewarded, and diverse opinions are respected. In

turn, this boosts students' confidence and eagerness to participate in class, thereby increasing motivation.

Incorporating student-centered assessments is another way to apply social constructivist principles in motivating students. Allowing learners to engage in self-assessment, peer evaluation, and reflective journaling empowers them to track their progress and identify areas of improvement. It also encourages metacognition, which is essential in religious learning, as students must internalize values, not just recite facts. When assessments align with their learning experiences and offer constructive feedback, students become more invested in their educational journey.

Moreover, the role of the teacher in a social constructivist classroom shifts from knowledge transmitter to learning facilitator. In Al-Qur'an Hadith classes, this means guiding students to explore meaning, resolve religious dilemmas, and apply Islamic teachings through inquiry. Teachers must build trust, show empathy, and respect students' voices to establish a motivational climate. The teacher's ability to create a positive and interactive learning culture is crucial in sustaining student motivation and interest in religious subjects.

Additionally, the inclusion of technology and multimedia can further support social constructivist strategies. Tools such as digital Qur'an applications, interactive hadith learning games, and online discussion platforms can enhance engagement. When students are allowed to explore religious content through modern and familiar media, their motivation increases. These platforms also open up opportunities for collaborative learning beyond the classroom, creating a broader community of practice.

Challenges in implementing social constructivist strategies in Al-Qur'an Hadith instruction include the need for teacher training, curriculum flexibility, and institutional support. Many educators are still accustomed to traditional pedagogies and may require professional development to shift their instructional practices. Furthermore, rigid syllabi and assessment models may limit the application of student-centered learning. However, with thoughtful planning and support, these barriers can be addressed, paving the way for a more motivational and meaningful learning experience.

In conclusion, applying social constructivist strategies in Al-Qur'an Hadith instruction provides a valuable pathway for enhancing students' learning motivation. By promoting collaboration, contextual learning, student dialogue, and reflective practices, educators can transform religious education into an inspiring and participatory experience. This approach not only improves academic performance but also strengthens students' spiritual and ethical development, fostering a deeper connection with Islamic teachings in a modern educational context.

METHODOLOGY

This study uses a qualitative descriptive approach to conduct field research, aiming to describe in depth the "Application of Social Constructivist Approaches in Increasing Student Learning Motivation in the Subject of Al-Qur'an Hadith Grade IX IT Junior High School Ar-Risalah Sukoharjo Academic Year 2023/2024." This qualitative approach, based on the philosophy of positivism, is used to investigate a specific population or sample. Data is collected through research instruments and analyzed qualitatively or statistically to test established hypotheses [21], [22].

The purpose of this approach is to study various problems in society, specific situations such as relationships, activities, attitudes, and the processes and impacts of a phenomenon. This research was carried out at SMPIT Ar-Risalah Sukoharjo which is located at Jl. Batik Keris No.23, Turi, Bumi, Kec. Laweyan, Sukoharjo Regency, Central Java 57149 in the 2023/2024 school year around March-April 2024. The researcher is interested in researching the application of the social constructivist approach in PAI grade IX subjects to find out how the application of this method is carried out by teachers, the obstacles faced, and the extent to

which students' motivation increases after the implementation is carried out. The subjects of this study were 11 grade IX students, while the research informants included Islamic Religious Education teachers, school principals, curriculum sie, and grade IX students of SMPIT Ar-Risalah Sukoharjo. The data collection techniques used include interviews, observations, and documentation. Interviews were conducted with direct and unstructured question-and-answer techniques to gain a deep understanding of the respondents [23].

Observation was carried out in a non-participant manner, where the researcher was not directly involved in learning activities, but only observed the process of applying the social constructivist approach by teachers to students. Documentation is used to obtain written data, images, and recordings relevant to the research, such as school profiles, educator data, and facilities and infrastructure. To ensure the validity of the data, the researcher uses the data triangulation method by looking for the match of results between interviews, observations, and documentation [24].

The data analysis technique refers to Patton's opinion quoted by Maleong, namely through the process of organizing patterns and categories of data, and according to Miles and Huberman includes three main steps, namely data reduction, data presentation, and conclusion/verification. Data reduction is carried out by filtering relevant information from the results of interviews, observations, and documentation for further analysis. The analysis is carried out using an inductive approach, which starts from field facts and then connects with theory to reach conclusions. The last step is to conclude by systematically comparing and connecting data to answer the formulation of the problem and the purpose of the research. The researcher goes directly into the field to experience and understand the PAI learning process and conducts an intensive analysis of the data that has been collected, then presents it in a qualitative descriptive form without the need to formulate a hypothesis [25], [26].

RESULTS AND DISCUSSION

Application of Social Constructivist Approach

The application of a social constructivist approach in learning the Qur'an Hadith at Ar-Risalah Sukoharjo IT Junior High School has a significant impact on increasing student learning motivation. One of the methods used is group discussion, where students are divided into heterogeneous groups based on individual abilities and characteristics. This group discussed material such as the meaning of selected verses and the values in the hadith, which encourage the formation of knowledge socially through active and meaningful interactions. The teacher acts as a facilitator who directs the course of the discussion and ensures that all students participate. The results of this discussion showed an increase in students' confidence in expressing opinions, a sense of responsibility towards the group, and a growth in intrinsic motivation to understand the material. In addition, students also develop social skills such as empathy and listening skills [27],[28].

The subject matter includes the basics of the Qur'an, the postulates about the Qur'an, the difference between the Qur'an and the Qudsi Hadith and the Prophet's Hadith, and the importance of making the Qur'an a guideline for life. Teachers use various media such as textbooks, workbooks, the Qur'an, and other relevant sources. The learning process also integrates the use of library facilities and IT space [29].

Collaborative achievement is a result or achievement obtained through cooperation between two or more people in completing a task, project, or learning activity. In the context of education, collaborative achievement reflects the ability of students to work together effectively in a group to achieve predetermined learning goals. This approach fosters students' critical thinking abilities and analytical skills. There are various student opinions regarding the meaning of the Qur'an, ranging from the Qur'an as a source of teaching, history, to the legal basis of Muslims. This difference of opinion is appreciated in the learning process because it is considered part of the development of ijthad and independent

thinking. The development honed from this learning includes the ability to analyze the material, understand the verses, apply values in daily life, and cooperate in groups [30], [31].

Table 1. Application of the Social Constructivist Approach

Application	Result
Group Discussions	Discuss material such as the meaning of selected verses and values in hadith, which encourage the formation of knowledge socially through active and meaningful interactions.
Collaborative Presentations	Students not only passively receive the material, but also actively build knowledge through search and analysis.

At the end of the learning process, the teacher invites students to reflect on the material by making conclusions together and providing motivation. The closing was carried out with a joint prayer. Supporting facilities and infrastructure, such as classrooms, libraries, and IT rooms, also support the successful implementation of this approach.

Supporting and Inhibiting Factors of the Application of the Social Constructivist Approach

Principal's Competence

The principal at SMP IT Ar–Risalah Sukoharjo has an educational background and experience that supports the application of social constructivist learning. He encouraged teachers to be inspirational and shape students' understanding contextually, not just memorize. This visionary leadership is aligned with a constructivist approach that emphasizes the active role of students in building knowledge.

The Role of the Principal as a Motivator

The principal also plays an important role as a driving force and encouragement for teachers. Through regular meetings, discussions, and awards for outstanding teachers, a collaborative and innovative work culture is created. This is a strong foundation for developing active learning that engages students directly.

Teacher Skills and Expertise

Teachers at SMP IT Ar-Risalah Sukoharjo showed professionalism and readiness in carrying out constructivist learning. They act as facilitators and provide space for students to explore the material on their own. The existence of training and mutual sharing between teachers also strengthens teachers' capacity to implement student participation-based learning strategies.

Facilities and Infrastructure

The school's calm and religious physical environment, coupled with supporting facilities such as digital media, libraries, and internet access, supports the success of the constructivist approach. Students can experience hands-on learning through worship practices and material exploration using the available facilities.

Strategic School Location

The location of the school away from the crowds and close to the mosque creates a conducive and spiritual learning atmosphere. This allows for the direct integration of Islamic values in learning activities, such as the practice of ablution and congregational prayers, which reinforces contextual learning typical of constructivist approaches [32]–[34].

Table 2. Supporting Facts

Application	Result
Principal's Competence	School principals have competencies that support the application of a social constructivist approach. With a relevant educational background and experience, he can direct teachers to create active, contextual, and student-centered learning.
The role of the principal as a motivator	School principals play an active role as motivators by providing support, direction, and rewards to teachers on a regular basis. Through periodic meetings and discussions.
Teacher coverage and expertise	Teachers have good professional competence and can act as facilitators in learning. They encourage students to think critically, discuss, and explore the material independently.
Facilities and infrastructure	Facilities and infrastructure in schools strongly support social constructivist learning.
Strategic location	The school environment is quiet and religious, and the availability of facilities such as digital media, libraries, and internet access allows students to learn actively, independently, and contextually according to the needs of the times.

Inhibiting factors

1. Internal Factor

- a) Teacher creativity. Some teachers at SMPIT Ar – Risalah Sukoharjo cannot be said to be 100% professional because there are still shortcomings, for example, teachers are less creative in conveying learning and making media, which results in students being bored in the learning process.
- b) Time management. The lack of a learning process, especially learning using a constructivity approach takes quite a lot of time but only has a limited one.

2. External factors

- a) Student's educational background. The background at Pertsma IT Ar Risalah Sukoharjo High School is very diverse. Some students come from Islamic Elementary Schools who have more knowledge about PAI when compared to students who do not have an Islamic Elementary School background.
- b) Student Activities Outside of School. There are some students who are busy with activities at school so sometimes students' concentration is diverted to their activities outside of school [35], [36].

Table 3. Inhibitory Factors

Application	Result
Teacher creativity	Some teachers are not fully professional, because there is still a lack in terms of creativity. This lack has an impact on the delivery of less interesting material and the lack of use of varied learning media so students feel bored during the learning process.
Time management	The learning process with a constructivist approach is still less than optimal due to limited time in learning.
Student's Educational	It shows that the background of students in schools is very diverse, especially in terms of religious education. Students from Islamic Elementary Schools

Background	generally have a deeper knowledge of Islamic Religious Education (PAI),
Student Activities Outside of School	Some students have many activities outside of class hours, such as extracurricular or organizational activities. This sometimes causes their concentration in learning to decrease, as the focus is diverted to activities outside of the main learning.

Application of Social Constructivist Approach in Increasing Student Learning Motivation in the Subject of Al-Qur'an Hadith

In the learning process of Al-Qur'an Hadith at SMP IT Ar-Risalah Sukoharjo, a social constructivist approach is applied consistently to increase students' motivation to learn. This approach can be seen from how teachers form study groups in a heterogeneous manner, where each group is given a specific theme or topic related to the verses or hadith studied. In the discussion, students actively dialogue and share opinions to understand the meaning of the verse or content of the hadith that is the focus of learning. The teacher, in this case, does not play the role of the main source of information, but rather a facilitator who guides the direction of the discussion so that it remains in accordance with the learning objectives [37], [38].

This approach is very effective in fostering a sense of passion and responsibility for learning in students because they are given space to think, explore, and express their opinions. The school environment based on Islamic values further strengthens this process because the habituation of morals and worship practices are also applied directly, such as the implementation of congregational prayers. This shows that students' understanding does not stop at the theoretical level, but continues into real practices that form Islamic personality. For example, after studying the material on prayer, students are not only required to understand the movements and readings of prayers but are also directed to explore the spiritual and social meaning behind the worship. The teacher invites students to reflect on the importance of congregational prayer so that they not only do it out of obligation but also realize the benefits and noble values contained in it [39], [40].

In the application of this constructivist approach, learning begins with introductory activities such as reading prayers and Asmaul Husna, which aims to build a religious atmosphere and get students used to saying the names of Allah. Then it was followed by group discussion activities, questions and answers, and individual assignments. For example, students are asked to search and analyze the meaning of the Qur'an from various sources such as tafsir books, scholars' opinions, and articles from the internet. They were also tasked with writing down the results of the analysis and presenting it in class. This process allows students to demonstrate the results of their thinking, while also learning from the thoughts of their peers who may be different. In the discussion, there is a variety of understanding and opinions, which further enriches the learning process. Students become more active and critical in digging up information and connecting subject matter with daily life [41].

From the results of the observations made, it was found that of the 11 main aspects of the constructivist approach, most of them have been applied by Qur'anic Hadith teachers. However, there are still five important aspects that have not been optimally implemented. However, the learning process has provided enough space for students to develop critical thinking skills, teamwork skills, and confidence in expressing opinions [42].

Another important form of activity is collaborative presentations. After conducting a group discussion, students were asked to compile the results of the discussion in the form of a presentation presented in front of the class. These presentations not only train students' communication skills, both verbally and nonverbally but also strengthen teamwork and shared responsibility. Each group member shares tasks in preparing materials, determining narratives, and using supporting media such as the Qur'an, package books, or worksheets. This activity is also a means to foster students' confidence when they have to convey their opinions and analysis results to others [43], [44].

Thus, the social constructivist approach to learning the Qur'an Hadith at SMP IT Ar-Risalah Sukoharjo has been proven to be able to have a positive influence on students' learning motivation. Not only does it improve their understanding of the material, but it also helps them form religious attitudes, social skills, and a sense of responsibility in learning and worship. Learning is no longer one-way but becomes an interactive process that is meaningful and touches the cognitive, affective, and psychomotor aspects of students as a whole [45], [46].

Supporting and Inhibiting Factors of the Social Constructivity Approach in Islamic Religious Learning

The application of a social constructivist approach in the learning of Islamic Religious Education at SMPIT Ar-Risalah Sukoharjo is inseparable from various factors that affect its success. Based on the results of observations conducted by the researcher, it was found that there are a number of supporting factors and several obstacles that are obstacles in the implementation of this approach in class IX. One of the main factors that support the successful implementation of the social constructivist approach is the competence of school principals. The principal at SMPIT Ar-Risalah Sukoharjo is considered to have skills, innovation, and sincerity in leading so that they are able to create a quality educational environment characterized by Islamic values. He is not only an administrative leader, but also plays a role as a motivator who actively encourages teachers to continue to improve the quality of learning, including in the application of a constructivist approach. This form of support is shown through joint discussion activities, appreciation for teacher performance, and the building of a work atmosphere that respects each other and is open.

Next Quality of teachers is also one of the main determinants of the success of learning with a constructivist approach. Teachers at SMPIT Ar-Risalah are generally professional, highly educated, and have good pedagogical skills. They not only look attractive and polite by Islamic norms but also have a passion for developing innovative and contextual learning methods and media. Support from foundations and principals who actively encourage teachers to excel also creates a healthy competitive climate in the school environment [47], [48].

Analysis

The research conducted at SMP IT Ar-Risalah Sukoharjo offers valuable insights into the practical application of social constructivist strategies in Islamic religious education, specifically on the subject of Al-Qur'an Hadith. The study adopts a qualitative descriptive approach, focusing on how social interaction and collaborative learning contribute to increased student motivation. Key teaching techniques applied include scaffolding and tutoring, implemented through group discussions and collaborative presentations [49].

The findings demonstrate a significant positive impact on students' intrinsic motivation, learning confidence, and sense of responsibility. Students showed higher engagement levels when allowed to share opinions, analyze religious texts, and draw personal and social meaning from Qur'anic verses and Hadiths. Moreover, the shift from teacher-centered to student-centered learning, where teachers act as facilitators, encouraged more active participation and critical thinking [50].

Importantly, the research highlights various supporting factors for the successful implementation of social constructivist strategies. These include strong leadership from the school principal, professional and cooperative teaching staff, and adequate infrastructure such as library access, digital tools, and a peaceful learning environment. The school's Islamic culture, supported by routine religious practices like congregational prayers, further reinforces the internalization of religious values during the learning process. However, the study also identifies several obstacles. Internally, some teachers lack creativity in lesson delivery, and time constraints pose a challenge for fully implementing constructivist

activities. Externally, the diverse educational backgrounds of students and their extracurricular commitments sometimes hinder consistent learning focus and depth [51].

Overall, this research contributes a practical pedagogical model for Al-Qur'an Hadith instruction that aligns well with Islamic educational philosophy while integrating contemporary educational psychology. It showcases how socially grounded learning experiences can enhance motivation, promote collaboration, and foster spiritual, cognitive, and affective development among students. The study emphasizes the need for continued teacher training, curriculum flexibility, and institutional support to sustain these gains. In an era where Islamic education must remain relevant and engaging, this research provides a timely and context-sensitive approach to achieving meaningful learning outcomes rooted in faith and collaboration.

CONCLUSION

This study concludes that the application of a social constructivist approach in learning the subject of Al-Qur'an Hadith in grade IX of SMP IT Ar-Risalah Sukoharjo can significantly increase students' learning motivation. This approach is applied through two main methods, namely group discussions and collaborative presentations. Through group discussions, students are invited to actively build their understanding in a collaborative atmosphere. Teachers play the role of facilitators, not just conveyors of information. This activity fosters critical thinking skills, cooperation, and the courage to express opinions. In addition to the cognitive aspect, learning also touches the spiritual realm and character, such as through joint worship activities and reflection on Islamic values. Meanwhile, in collaborative presentations, students compile and present the results of their discussions in front of the class. This activity trains communication skills, responsibility, and teamwork, and fosters confidence. Through the use of various sources such as books, workbooks, and the Qur'an, students build a deep and contextual understanding, while also developing relevant 21st-century skills. The application of this constructivist approach is supported by several important supporting factors, such as the visionary and supportive leadership of school principals, the quality of teachers who continue to improve, and infrastructure facilities and school environments that are conducive to collaborative learning. However, there are also inhibiting factors, both internally and externally. Internally, the limitations of teachers' creativity and time management are a challenge in themselves, considering that this approach requires more time. Externally, students' diverse backgrounds and their involvement in extracurricular activities can also affect their focus and understanding of the material. Therefore, teachers need to adjust learning strategies and media to remain efficient, adaptive, and able to reach all students optimally. Overall, despite the challenges, the social constructivist approach has proven to be effective in increasing students' motivation to learn and shaping an active, collaborative, and meaningful learning experience.

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Author Contribution

All authors are proportionately involved in the preparation of this article. Each author has read, reviewed, and approved the final manuscript of the article and ensured that there were no conflicts of interest related to this research.

Conflicts of Interest

All authors declare no conflict of interest.

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