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Strategi Komunikasi Guru dalam Meningkatkan Motivasi Belajar Siswa di MA Darul Istiqamah Timbuseng Kecamatan Pattalassang

Teacher Communication Strategies in Enhancing Students' Learning Motivation at MA Darul Istiqamah Timbuseng, Pattalassang District

Iskandar¹, M. Zakaria Al Anshori², Muslahuddin As'ad³

University of Muhammadiyah Makassar, Indonesia 1 | iskandarmasiku@gmail.com

University of Muhammadiyah Makassar, Indonesia 2 | zakaria71@unismuh.ac.id

University of Muhammadiyah Makassar, Indonesia 3 | muslahuddin@unismuh.ac.id

Abstract

Kata Kunci: Belajar; Motivasi; Siswa

Penelitian ini bertujuan untuk mengetahui strategi komunikasi yang digunakan serta faktor pendukung dan penghambat guru dalam meningkatkan motivasi belajar siswa di MA Darul Istiqamah Timbuseng, Kecamatan Pattalassang, Kabupaten Gowa. Penelitian ini merupakan penelitian kualitatif, yaitu sebuah penelitian yang mengarah pada analisis data yang lebih deskriptif dan objektif dengan sumber data yang terdiri dari data primer menggunakan teknik *purposive sampling* serta data sekunder. Pendekatan komunikasi dalam penelitian ini mengacu pada metode atau cara yang digunakan untuk memahami proses komunikasi antara individu atau kelompok. Dalam konteks pendidikan, pendekatan komunikasi sering digunakan untuk memahami bagaimana interaksi antara guru dan siswa dapat memengaruhi proses pembelajaran, termasuk motivasi siswa. Dalam penelitian ini, peneliti menggunakan metode observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa strategi komunikasi yang dilakukan oleh guru MA Darul Istiqamah Timbuseng dalam meningkatkan motivasi belajar siswa yaitu dengan melakukan pendekatan komunikasi yang efektif antara guru dan siswa sebagai salah satu faktor kunci dalam menciptakan lingkungan pembelajaran yang kondusif dan memotivasi siswa untuk belajar. Selain itu, menumbuhkan rasa peduli dan kepercayaan terhadap siswa juga menjadi hal penting. Faktor pendukung guru dalam meningkatkan motivasi belajar siswa meliputi kerja sama antara guru dan siswa, keterbukaan dan kepercayaan, serta dukungan dari manajemen sekolah. Faktor penghambatnya yaitu siswa yang kurang merespons dalam proses belajar mengajar, perbedaan bahasa dan budaya,

perbedaan karakter, kurangnya dukungan penuh, serta keterbatasan penguasaan materi.

Abstract

Keywords: Learning, Motivation, Students.

This study aims to identify the communication strategies used by teachers, as well as the supporting and inhibiting factors in increasing students' learning motivation at MA Darul Istiqamah Timbuseng, Pattalassang District, Gowa Regency. This research is a qualitative study that focuses on descriptive and objective data analysis, with data sources consisting of primary data obtained through purposive sampling techniques and secondary data. The communication approach in this study refers to the methods or ways used to understand the communication process between individuals or groups. In the context of education, communication approaches are often used to understand how interactions between teachers and students can influence the learning process, including student motivation. In this study, the researcher employed observation, interviews, and documentation methods. The results of the study show that the communication strategies implemented by teachers at MA Darul Istiqamah Timbuseng in enhancing students' learning motivation include applying effective communication between teachers and students as a key factor in creating a conducive learning environment and motivating students to learn. In addition, fostering a sense of care and trust toward students is also essential. The supporting factors for teachers in increasing students' motivation include cooperation between teachers and students, openness and trust, as well as support from the school management. The inhibiting factors include students' lack of response during the learning process, language and cultural differences, character differences, lack of full support, and limited mastery of subject matter.

INTRODUCTION

Communication cannot be separated from human life because human beings as social creatures need each other and always have a desire to know various things that exist in the surrounding environment, and even want to know what is happening in them, therefore communication can be said to be the most important thing in human life. Thomas M. Scheidel states that we communicate mainly to express and strengthen personal identity,

establish social relationships with those around us, and influence others to feel, think, and act according to our desires. However, according to Scheidel's view, the main purpose of our communication is to regulate the physical and

psychological environment we face.¹

Communication is a crucial element that is inseparable from all aspects of human life, both as individuals and as social beings. In the social context, communication functions as a means to interact with others, exchange information, convey hopes, emotions, thoughts, ideas, opinions, and suggestions, and share experiences with others. Everyone must be involved in communication to meet their life needs, either directly face-to-face, or indirectly by using certain media devices, both print and media. electronic. This means that communication is the lifeblood and life system of humans as social beings.² Long before the existence of human civilization on earth, Allah has taught humans to communicate through reason and language skills that He has bestowed upon mankind. He created humans and taught them to be good at speaking.³

As Allah SWT says in QS Ar-Rahman/55:1-4:

The Creators of the Qur'an 2

The Creation of Humans 3 The

Knowledge of the Qur'an 4

Translation:

"Allah is the Most Merciful. Who has taught the Qur'an. He created man. He taught him to be good at speaking."⁴

The ability to communicate is crucial in improving students' enthusiasm for learning. Ineffective communication relationships with students will affect the delivery of messages or information provided and cause a decrease in students' motivation to learn. The task of educators is to establish positive interactions with students in order to provide useful input to create a pleasant learning environment. If there is good communication between educators and students, it is expected to achieve the goal of increasing the spirit of learning. According to Dimiyati and Mudiziono, "Motivation is seen as a mental impulse that moves and directs human behavior, including learning behavior."⁵

In education and learning practice, communication not only supports the creation of a more efficient and effective learning experience and

¹ Edward Ariyanto, *Introduction to Communication Sciences*, (Yogyakarta: Diva Press, 2021), p. 11

² Ujang Mahadi, *Urgent Educational Communication Effective Communication in the Learning Process*, (Journal of Public Policy And Administration, Silampari, Vol. II, No. 2, 2021), p. 81

³ Helmayuni, Totok Haryanto, *Introduction to Communication Sciences*,

(Malang, Cv. Literasi Nusantara Abadi, Print 1:April 2022), p.2

⁴ Ministry of Religion of the Republic of Indonesia, *Al-Qur'an and Its Translation* (Cet. 4; Jl. Sekretaris Indah No. 33, Bandung, 2016), p. 531

⁵ Idarmawati Laia, *Analysis of Teacher-Student Communication in Increasing Learning Motivation*, (Scientific Journal of Teacher Training Students Vol. II, No. 1, 2023).

provides solutions to various problems that arise in the learning process. For example, many students feel lazy or bored when teachers deliver material, so it is necessary to find alternatives through a communication approach. One of the contributing factors could be that the teacher's voice is less loud and less expressive, therefore teachers must adjust their voices to be clearer, intoned, varied, and more expressive. In this way, communication in education has an important role to maximize the achievement of educational and learning goals. This includes not only goals that are cognitive, but also goals that focus on developing attitudes and skills.⁶

In an education system, the most important activity is learning. The success or failure to achieve educational goals depends on the learning and teaching process that students experience in the school. Many factors affect the success of individual learning, including the motivation that students have. Often, it can be seen that students learn because of pressure to meet parental expectations, are motivated to excel, or feel that they have to continue their education in order not to feel ashamed. In such learning conditions, motivation may not come from personal

needs, so learning activities are carried out half-heartedly or just as a mere formality. This situation has an impact on the results obtained, which ultimately become less than optimal.⁷

Teachers are motivators who can increase students' motivation in learning in various creative and effective ways. Motivation is an important factor in achieving academic success and student self-development. Thus, educators apply various methods to encourage students and help them find interest and enthusiasm in learning. Juniarti explained that one of the ways teachers increase learning motivation is by creating a positive and inclusive classroom atmosphere. They create a comfortable and fun environment, so that students feel supported and accepted⁸

Teachers gain a positive relationship with students, pay attention and know their desires, and appreciate their differences. In this friendly and comfortable atmosphere, students feel encouraged to actively participate in the learning process. In addition to creating a supportive atmosphere, teachers also apply creative and interesting teaching methods to increase students' enthusiasm for learning.⁹

According to Nainggolan,

⁶ Nofrion, *Educational Communication; Application of Theory and Concept of Communication in Learning* (cet. I Jakarta; Kencana, 2018), p. 45-46

⁷ Nisful Laily Zain, *Persuasive Communication Strategies in Increasing Student Learning Motivation*, (Nomosleca Journal, Vol. III, No. II, 2017), p. 596.

⁸ Fitria Hanaris, *The Role of Teachers in Increasing Students' Learning Motivation Strategies and Effective Approaches*, (Journal of Education and Psychology Studies, Vol.I, No. 1, August 2023), p. 2.

⁹ Fitria Hanaris, *The Role of Teachers in Increasing Students' Learning Motivation Strategies and Effective Approaches*, (Journal of

educators have a crucial role as teachers who shape and advance communities. They bear a great responsibility in imparting knowledge, expertise, and values to the younger generation. As a driver of social change, teachers have the ability to change a person's life and influence the development path of a nation.¹⁰

Teachers function as drivers in the learning process. Their main responsibility is to create a supportive atmosphere so that students can learn well. Teachers apply various teaching approaches and techniques that suit the needs and learning styles of each student. They develop a comprehensive teaching plan and adapt to changes in the curriculum and student development.¹¹

MA Darul Istiqamah Timbuseng is an institution that seeks to improve student achievement by fostering motivation from within them. In this context, teachers strive to improve the quality of their learning and knowledge in order to achieve the goals set in the educational process. The motivation that students have when undergoing the learning process at school is very important to assess the extent of learning success both inside and outside

the classroom. With the data obtained, it is hoped that it can contribute to anyone who is interested in developing existing educational institutions or facilities.

RESEARCH METHODS

The type of research that the researcher will use in this research is the type of qualitative research. Qualitative research is a type of research that is used to describe or explain and analyze events, phenomena, social activities, beliefs, attitudes, views, and thoughts of individuals and groups. The research is used to obtain principles and explain something that is oriented towards a conclusion.¹²

RESULTS AND DISCUSSION

Teachers' Communication Strategies in Increasing Student Learning Motivation at MA Darul Istiqamah Timbuseng, Kec.Pattalassang, Regency Gowa

Writing Students' learning motivation is one of the key factors in achieving educational success. Teachers play a central role in shaping and increasing this motivation through various effective communication strategies

Education and Psychology Studies, Vol.I, No. 1, August 2023), p. 3.

¹⁰ Fitria Hanaris, *The Role of Teachers in Increasing Students' Learning Motivation Strategies and Effective Approaches*, (Journal of Education and Psychology Studies, Vol.I, No. 1, August 2023),

¹¹ Fitria Hanaris, *The Role of Teachers in Increasing Students' Learning Motivation*

Strategies and Effective Approaches, (Journal of Education and Psychology Studies, Vol.I, No. 1, August 2023), p. 2

¹² Agus Triyono, *Qualitative Communication Research Methods*, (C.1, Yogyakarta: Bintang Pustaka Madani, 2021), p.39

Learning motivation is the main driver that encourages students to be actively involved in the learning process. This motivation can be divided into two main types: intrinsic motivation and extrinsic motivation. As the results of an interview with Ustadz Muh. Yusuf, S. Sos said regarding student learning motivation:

"The first is that there are those who have good motivation and the second is bad motivation, meaning that these students have two characters, that not all of these are interested in certain lessons, but at least I can say that the current students' motivation to learn is less likely because of inadequate facilities and infrastructure, or at least there are things that they do not find, there may be lessons that must be in nature or others, but hopefully in the future we will continue to encourage so that the motivation of these students or students in Islamic boarding schools will be better, God willing."¹³

In addition, answering regarding the learning motivation of Ustadzah Hijrah students, S. Pd also added:

"The motivation of the students to learn, thank God, as long as I started to enter here, their motivation is to learn, which means because there is around

Darul Istiqamah, only here where the background of the surrounding pesantren is many high schools, vocational schools. So here they actually want to deepen as much as possible in terms of learning about religion, especially here, the pesantren they learn has its own plus value, they learn tahfidz, so besides they are also general they learn tahfidz, there are some children who have memorized several juz."¹⁴

In general, from the results of the interview above, student motivation is dynamic, sometimes it rises, sometimes it decreases. At the beginning of entering school, students' motivation is very high or scorching. However, as the semester or class progresses, student motivation decreases, due to several factors such as the increasing difficulty of the material or the influence of the environment. Student learning motivation at the Darul Istiqamah Islamic boarding school is still very lacking, less effective methods and lack of support can affect student learning motivation.

Effective communication between teachers and students is one of the key factors in creating a conducive learning environment and motivating students to learn. Through good communication, teachers can build positive relationships with students,

¹³ Ustadz Muh. Yusuf, S.Sos Lecturer at MA Darul Istiqamah Timbuseng, Interview on May 31, 2025.

¹⁴ Ustadzah Hijrah, Lecturer at MA Darul Istiqamah Timbuseng, Interview on May 26, 2025.

convey material clearly, and provide the necessary support to increase students' learning motivation. From the results of the interview with Ustadzah Hijrah, S. Pd regarding the importance of communication between teachers and students:

"Communication problems are very important because sometimes there are children who are actively learning, there are also those who study whether there is a problem or how from home they bring it to school so that when they arrive at the school, they seem to lack enthusiasm. Here, communication is very important between students and teachers, meaning that we approach them in a way that after learning is over or during the break period, we approach the child, then we ask why and what it means, so approaching in the sense that it is not our job as a teacher, just teaching, but so that they consider us as friends, the main thing is to be friends, to be friends, to be brothers, to be brothers, maybe they don't want to tell stories at home, yes, but maybe at the teacher. So communication is very important, sometimes there are children who are silent, they never get affection from their

home, when at school, oh, approached by the teacher, there is an approach in the sense of the word to motivate children to keep coming to school and study, there are some students like that here."¹⁵

From the results of the interview above, it is explained that Communication is very important in increasing learning motivation. By using good communication, students will also feel heard and understood and this can be one of the factors that make them more enthusiastic about learning.

As the researcher interviewed with Ustadz Nurkholis, S. Pd he also added:

"The role of communication is very important, why do I say it is important because only by communicating the problems of the student, whether it concerns his personal problems, problems with his friends or problems that cover his studies, must always be considered, especially the problems when he is enthusiastic and when he really wants to learn well it must be communicated better."¹⁶

From the results of the interview above, it is explained that communication is a tool to increase the learning motivation of students or students at the boarding school because to get and strengthen and encourage the

¹⁵ Ustadzah Hijrah, Lecturer at MA Darul Istiqamah Timbuseng, Interview on May 26, 2025.

¹⁶ Ustadz Nurkholis, S.Pd, Lecturer at MA Darul Istiqamah Timbuseng, Interview on May 31, 2025.

children must be communicated because not all students are equally motivated, there may be those who must be motivated like this, such motivation or what kind of motivation they are asked so that in the future they will be more interested and more motivated to learn.

Strategy is essentially planning and management to achieve a goal. However, to achieve this goal, strategy does not function as a roadmap that only shows direction, but must be able to show tactics and operations.

From the results of the interview with Ustadz M. Yasir, S. Pd, he explained what communication strategies are used in motivating students to study at MA Darul Istiqamah Timbuseng:

"My strategy is to first make learning more interesting, that is, we give them some kind of project or discussion to solve such problems, then the second uses technology, then the third is to connect the material with their daily lives. Providing material to them that is related to their daily activities."¹⁷

Then Ustadzah Kiki Reski Handayani, S. Pd also added:

"The communication strategy that I use for the subjects I hold at this school is to use simple language to make it easier for students to understand. In

addition, I also explain the material briefly and provide examples of easy-to-understand questions so that students are not confused. And repeat the explanation if students do not understand my previous explanation. By applying this strategy, students will gradually be motivated to learn because it is easier for them to digest the explanation."¹⁸

Motivation is the main key in achieving academic success in developing students' personalities. Therefore, teachers use diverse approaches to motivate students and help them find interest and enthusiasm in the learning process. Juniarti, in her explanation, one of the ways teachers increase student learning motivation is by creating a positive and inclusive classroom environment.

From the results of the researcher's interview regarding the special approach used by teachers in communicating with students in order to increase student learning motivation with several teachers at MA Darul Istiqamah Timbuseng, Ustadz Muh. Yusuf, S. Sos said:

"A special approach, as I said earlier, sometimes we motivate children in large numbers, such as first grade, we immediately motivate so that we are enthusiastic, what remains, what

¹⁷ Ustadz M. Yasir, S.Pd, Lecturer at MA Darul Istiqamah Timbuseng, Interview on May 31, 2025.

¹⁸ Ustadzah Kiki Reski Handayani, S.Pd, Lecturer at MA Darul Istiqamah Timbuseng, Interview on June 2, 2025.

remains. The spirit of learning, reading and others. But the approach individually, for example, there are first-grade students, for example, their thinking is slow, their ability to respond is slow, so we approach why, how and what they want to be like. So that children feel cared for, feel treated well."¹⁹

Then continued with Ustadz Surya Sutriana, S.Pd.I he said:

"The particular approach I use is not to command or coerce, but to try to convince students of the importance and benefits of learning. For example, students often daydream or lack enthusiasm for learning. I call the student or approach him and ask him what makes him less focused in the learning process."²⁰

From some of the interviews above, the researcher can understand that in education and learning practice, communication not only supports the creation of more effective and efficient learning but also contributes to solving various problems that occur in learning. For example, many students are lazy or bored as long as the educator explains a learning material, then and with a communication approach, a solution can be found. One of them can be caused by the teacher's voice that is less loud and expressive, so the teacher must change

his voice to be louder, intoned, varied, and expressive.

Supporting and Inhibiting Factors for Teachers in Increasing Student Learning Motivation at MA Darul Istiqamah Timbuseng, Pattalassang District, Gowa Regency

The supporting and inhibiting factors faced by teachers in increasing student learning motivation at MA Darul Istiqamah Timbuseng can be analyzed through two main perspectives: internal (coming from within teachers and students) and external (coming from the school and family environment).

1) Supporting Factors

a) Cooperation between teachers and students

Cooperation between teachers and students is one of the important pillars in creating an effective and meaningful learning process. Through a harmonious and respectful relationship, teachers can understand students' learning needs, while students feel valued and motivated to be more active in the learning process. This collaboration encourages the creation of a communicative, open, and conducive classroom environment, where both parties support each other to achieve educational goals. As the results of an interview with Ustadz M. Yasir, S.Pd, he said:

"If the supporter is openness and trust. A more effective

¹⁹ Ustadz Muh. Yusuf, S.Sos, Lecturer at MA Darul Istiqamah Timbuseng, Interview on May 31, 2025.

²⁰ Ustadzah Surya Sutriana, S.Pd.I, Lecturer at MA Darul Istiqamah Timbuseng, Interview on June 3, 2025.

communication style anyway. Then the active involvement of students is involved in everything related to the school."²¹

From the results of the interview above, it is explained that with good cooperation, students not only gain knowledge, but also character values such as responsibility, discipline, and confidence.

b) Openness and trust

Openness and trust are the main foundations in building a positive relationship between teachers and students. When teachers are open to students' opinions, questions, and needs, it creates an inclusive learning atmosphere and respects differences. This open attitude encourages students not to hesitate in expressing their learning difficulties and ideas.

On the other hand, trust is a bridge that strengthens the relationship. A teacher who believes in the potential of his students will provide room for them to grow and learn from mistakes. Similarly, students who trust their teachers will be more motivated to learn and follow the directions given.

Through openness and trust that is built consistently, the learning process is not only an activity to transfer knowledge, but also a process of character formation and maturity of students. Such a learning environment will give birth to a generation that is not

only academically intelligent, but also emotionally and socially strong.

c) Support from the Management of the Islamic Boarding School
Support from pesantren management plays an important role in creating a conducive and sustainable learning environment. As the party that manages the education system as a whole, pesantren management is responsible not only for the administrative aspect, but also for the quality of the learning process, the welfare of teachers, and the development of student character.

When pesantren management provides optimal support in the form of providing adequate learning facilities, training for teachers, and policies that support learning innovation, teacher enthusiasm and motivation will increase. This directly has an impact on increasing students' learning motivation.

2) Inhibiting Factors

a) Underresponsive students

Students' lack of interest in lessons can be an inhibiting factor in learning motivation. If students are not interested in the material being taught, they will be less motivated to learn. Based on the results of an interview with one of the teachers at MA Darul Istiqamah Timbuseng, he explained that:

"Sometimes students lack a response, some we ask something but others they answer. But I think that in any

²¹ Ustadz M. Yasir, S.Pd, Lecturer at MA Darul Istiqamah Timbuseng, Interview on May 31, 2025.

school there must be supporters and obstacles. I think that these supporters are good supporters from teachers' friends to communicate with students."²²

A lack of response from students can be caused by various factors, such as low self-confidence, lack of understanding of the material, family background, or even discomfort with the teaching methods used. In some cases, this can also be a sign that students are experiencing emotional barriers or decreased motivation to learn.

b) Character Differences

Each student has a unique character, formed from different family backgrounds, life experiences, social environments, and parenting styles. In one class, teachers will encounter a variety of characters: some students are active and confident, some are quiet and considerate, and some are critical but sensitive.

For a teacher, understanding and respecting the differences in students' character is the first step in creating an inclusive and effective learning process. The same approach is not necessarily suitable for all students. Therefore, teachers are required to be flexible, patient, and wise in delivering material, as well as in fostering interaction in the classroom.

c) Language and Culture

Language and culture are two important aspects that directly or

indirectly affect students' motivation to learn. In the context of education, language is not only a means of communication, but also a means of thinking, understanding the material, and expressing themselves. When students learn in a language that they do not master well, the learning process will feel heavy and challenging, which can reduce their interest and motivation.

Similarly, different cultural backgrounds affect how students view education, teachers, and the learning process itself. Students who come from cultures that uphold the value of togetherness, for example, may be more comfortable learning in groups. Meanwhile, students from more individualistic cultures may show higher motivation in independent tasks. If the learning approach is not aligned with the student's cultural background, they may feel isolated and lose the spirit of learning. Ustadz Yasir, S.Pd also said:

"Language or cultural differences are like the Flores people or others. Maybe that's what hinders the closeness of language and culture like the way they speak, maybe we think it's very rude the way you speak, even though for them it's not rude."²³

Therefore, it is important for teachers to understand the linguistic and cultural diversity that students have. Teachers need to create an inclusive

²² Ustadz Muh. Yusuf, S.Sos, Lecturer at MA Darul Istiqamah Timbuseng, Interview on May 31, 2025.

²³ Ustadz M. Yasir, S.Pd, Lecturer at MA Darul Istiqamah Timbuseng, Interview on May 31, 2025.

classroom atmosphere, respect differences, and provide space for students to learn in a way that suits their backgrounds. When students feel valued and understood, their motivation to learn will grow naturally. This is the important role of humanitarian-oriented education—respecting diversity as a force in achieving shared learning goals.

d) No full support

Learning motivation is the main key for students to achieve optimal achievement. However, in reality, not all students get adequate support to maintain their enthusiasm for learning. The lack of support from the surrounding environment is one of the most significant inhibiting factors for students' motivation to learn.

To overcome these obstacles, there needs to be synergy between teachers, parents, and the school in creating a learning atmosphere that is full of attention and care. Consistent support, even if simple, can have a big impact on student motivation and achievement. Thus, every child feels seen, appreciated, and accompanied in their learning process.

e) Material mastery

One of the main factors that hinder students' motivation to learn is low mastery of the subject matter. When students find it difficult to understand what is taught, they tend to lose confidence and are reluctant to continue learning. The inability to follow the

learning flow makes students feel left behind, even feeling that their efforts will not yield satisfactory results. Based on the results of an interview with Ustadz Nurkholis, S.Pd:

"Starting from mastery of the material, especially mastery of the material, especially English lessons, namely how to master the conversation material, how to master the reading material."²⁴

Therefore, the importance of using varied learning methods, giving extra time to students who are struggling, as well as creating an atmosphere that encourages students to ask questions and try, can help improve mastery of the material. With a good understanding, students will feel more confident and motivated to continue learning and growing.

f) Less supportive facilities and infrastructure

Currently in MA The absence of adequate learning facilities, such as textbooks, teaching aids, and learning media, can help students in the learning process and increase their motivation

By understanding and addressing these supporting and inhibiting factors, it is hoped that students' learning motivation at MA Darul Istiqamah Timbuseng can increase, which in turn will contribute to the improvement of their academic achievement.

²⁴ Ustadz Nurkholis, S.Pd, Lecturer at MA Darul Istiqamah Timbuseng, Interview on May 31, 2025.

CONCLUSION

Based on the results of observations, interviews, and research conducted in the Research, the author can draw conclusions that meet the following 2 problem formulations:

The communication strategy carried out by MA Darul Istiqamah Timbuseng teachers in increasing student learning motivation, namely by taking an effective communication approach between teachers and students, is one of the key factors in creating a conducive learning environment and motivating students to learn. In addition, fostering a sense of care and trust in students

The supporting factors for a teacher in increasing student learning motivation are cooperation between teachers and students, openness and trust, and support from school management. Then the factors that inhibit teachers in increasing student learning motivation at MA Darul Istiqamah Timbuseng are students who do not respond less in the teaching and learning process, differences in language and culture, differences in character, lack of full support, lack of mastery of the material.

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