Mastery Learning Approach and Students' Learning Motivation: Case in Islamic Religious Learning

Andewi Suhartini[1], Rahayu Kariadinata[1], Oneng[2]
[1] *UIN Sunan Gunung Djati, Jl. A.H. Nasution No.105 Bandung, Indonesia*
[2]*SMP Negeri 51 Buah Batu Bandung, Indonesia,*

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Abstract : This study aims to analyze and describe students' learning motivation in Islamic religious learning through Mastery Learning approach. The present research adopted experiment design with mixed methods. This sequential exploratory model which was implemented in SMP Negeri 51 Bandung in grade VII students. The participants were selected by using random sampling from two classes. The experimental class was treated with Mastery Learning Approach; meanwhile, the control class was taught with Expository method. . The research instrument is a motivation questionnaire consisting of six aspects: 1) desire to succeed, 2) encouragement and need to learn, 3) hope and future aspirations, 4) awards in learning, 5) interesting activities in learning, and 6) the existence of a conducive learning environment. The data were quantitatively and qualitatively analized; the first stage used quantitative methods and the second stage used qualitative methods. Based on the results of data analysis obtained the result that the student's learning motivation in Islamic Religious learning in class Mastery Learning is better than /superior to the students in the class Expository. The percentage of student motivation in Mastery Learning class is 83,85% while in Expository class is 78,80%. The Mastery Learning approach is very effective for developing students' learning motivation.

1 INTRODUCTION

Learning motivation is one of individual's supporting factors in achieving successful learning . Various efforts need to be done by teachers to cultivate students' learning motivation in school since high learning motivation positively correlates with good learning outcomes. The phenomenon is frequently found in the classroom; there are some students who are less focused on the subjects, the materials presented by the teacher are monotonous, teacher centered learning, and the students are given less opportunity to express their opinions.

Every student needs to have a high motivation in learning, because it allows him to obtain high learning results as well, meaning that the higher the motivation is, the more intense their effort are made, and the higher learning achievements are obtained. Basically motivation is a conscious effort to move, direct and maintain one's behavior so that he is encouraged to achieve certain results or goals (Winkel, 2004), while learning motivation is the students' efforts to learn. It ensures the continuity of the learning activities and gives a direction for students' learning so that the goals desired by the students can be achieved (Sardiman, 2014).

Based on the results of preliminary study from the observations conducted at SMP Negeri 51 Bandung, it was found that teachers tended to use conventional teaching methods (such as: lectures, note taking, and problem solving) that caused the students to get esily bored. This has an impact on students' learning motivation, indicated with a number of students who did not do their tasks optimally, late coming to school, and having no focus on learning when the learning process takes place. This low learning motivation must have an impact on students' learning outcomes in both cognitive and psychomotor aspects. In the cognitive aspect, the result of mid-semester test (UTS) in academic year 2015-2016 shows low learning result or all students did not reach Minimum Achivement Criteria (KKM) that is 76, only 40,88% have reached KKM score. Meanwhile, at psychomotor aspect, there are still many students who could not perform prayer properly, especially when sitting

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between two kneelings to the ground (*iftirasy*) and reciting prayers during sitting (*tasyahud*).

Overcoming the above problems, it is necessary to strive for a learning approach that attracts students' attention and enables them to improve their learning outcomes. A mastery learning approach is one approach that can be applied in schools to make students learn actively.

Based on the above description, the present research was conducted to identify the impact of two earning approaches (mastery learning approach and using expository methods) on the students' learning motivation in the classroom

Research on this issue has been done by many researchers, among others: *Effects of Mastery Learning Approach on Students' Achievement in Physics* (Adeyemo and Babajide, 2014), *The Effect of using Learning Strategy Mastery in the Collection of the Ninth-Grade Students in the Study of Islamic Education in Ma'an* (AlKhateeb et al., 2015), *The Effect of Reciprocal-Teaching Strategy on Learning Outcomes and Attitudes of Qassim-University Students in "Islamic Culture"* (Al-Harby, 2016), *Effect of Mastery Learning on Senior Secondary School Students' Cognitive Learning Outcome in Quantitative Chemistry* (Mitee and Obaitan, 2015), The Influence Of Learning Model Guided *Findings Of Student Learning Outcomes* (Bahri, 2015), *Increasing Student Mastery and Achievement in Islamic Education Through Game Techniques, Memory Aid 'The Link' and Mind Maps* (Abdul Nasir Zakaria et al., 2014), *Application of Theory and Practice of Educational Technology to the Teaching and Learning of Islamic Studies* (Ajani, 2012). From the previous research above, it can be said that this research is relatively new, both in terms of substance, theory, and scientific methodology. The focus of this research is the application of mastery learning approach to improve the students learning motivation of Islamic religious education (PAI) on the material of prayer class VII of SMP Negeri 51 Bandung. This study aims to describe the improvement and differences in learning motivation of PAI students on prayer materials before and after applying mastery learning and student and teacher activity in the learning process with mastery learning approach.

2 LITERATURE REVIEW

The present research is based on the theory of mastery learning and student's learning motivation.The grand theoretical idea in mastery learning is based on an interesting perspective from John B. Carroll based on his findings on the model of learning". He stated that the student's aptitude for particular subjects can be predicted from the time it is provided to study it and/or the time it takes to learn in reaching a certain level of mastery (Bloom, 1976). It means that high-talented students will be able to master the material quickly while low-talented students will master the material slowly. So with the provision of adequate time in accordance with the ability of students, the expected full mastery in learning can be achieved.

By implementing a mastery learning system, learning objectives can be optimally achieved so that the learnng process is more effective and efficient. Furthermore, the result of student achievement is strongly influenced by intellectual ability. To find out whether or not someone is motivated in learning an evaluation is necessary to do.. It is intended to know the achievements obtained by the students after learning process.

Based on the philosophical point of view, all learners can learn if they get some supports from the right conditions. Complete learning is the achievement of the minimum level of mastery set for each unit of learning materials either individually or in group, in other words, what learners learn can be mastered completely (Usman and Setiawati, 1993).

A mastery learning strategy can be applied thoroughly to improve the quality of education. Banjamin. S. Bloom (1968) mentions three strategies in complete learning: to identify preconditions, to develop operational procedures and learning outcomes, and to implement them in classical learning by providing "space" to adapt to individual abilities, including the following:

- Corrective Technique - Remedial teaching, which is done by giving instruction to the goals that students fail to achieve, with procedures and methods that are different from before.
- Providng additional time to students in need (not yet mastering the material thoroughly) (Yamin, 2006).

The implementation of the mastery learning approach consists of the following steps (Wena, 2014).

- Orientation - Explanation of learning objectives, learning tasks and student responsibilities necessary to develop.
- Presentation - Explanation of new concepts or skills with examples. It is strongly recommended that teachers use both visual and audio visual media.

- Structured Exercises- Demonstration of problem solving, in the form of gradually important steps in solving a problem/task
- Guided Exercises - Giving students an opportunity to practice solving a problem, through teachers' guidance.
- Self-training - It is conducted if the student has achieved a performance score as much as 85-90% in the guided training stage.

From the above steps, mastery learning approach is more focused on the students so that learning will be interesting and make students interested in the presented materials. Learning motivation is generting since intrinsic factors in the form of desire to succeed and the impulse of learning needs, as well as expectations of ideals. While extrinsic factor is the appreciation, a conducive learning environment, and interesting learning activities. So if the teacher uses an interesting method of learning it will foster high learning motivation. While learning motivation means internal and external encouragement to students who learn to make some changes (B. Uno, 2013).

Motivation plays an important role in the learning process. If teachers and parents can provide good motivation to students or children, they will arise the urge and desire to learn better. By providing a good and appropriate motivation, a child can be aware of the benefits of learning and learning goals to be achieved. Learning motivation is also expected to generate the spirit of learning on the part of the students, especially fo those who are lazy to learn as a result of negative influence from the students' external factors. Furthermore, learning motivation can make students so happy to learn something that learning achievement can increase.

The essence of learning motivation is the internal and external encouragement of students learning to change behavior, generally with some supportive indicators or elements. It has a great role to achieve successful learning. Learning motivation indicators can be classified as follows:

- The desires to succeed
- Encouragement and need in learning
- The existence of hope and ideals of the future
- An appreciation in learning
- The existence of interesting activities in learning
- The existence of a conducive learning environment, allowing a student can learn well (B. Uno, 2013).

Based on the above opinion, it can be concluded that there are two indicators of motivation that make a student learn something, that is (1) internal drive; the desire to succeed, the impulse and the need for learning, the hope and future aspirations, physiological factors and (2) external drive, that is the existence of interesting activities in learning, and the existence of a conducive learning environment.

Indicators of learning motivation, in addition to seeing from the factors pusher can also be seen from the process of learning activities itself, including:

- Duration of activities (how long is the ability to use their time to do activities);
- The Frequency of activities (how often activities are carried out over a period of time);
- Persistence (attachment and attachment) to the purpose of the activity;
- Fortitude, tenacity, and ability to deal with obstacles and difficulty in achieving goals;
- Devotion and sacrifice (money, energy, mind, even soul or soul) to achieve the goal;
- The level of aspiration (intent, plan, goals, goals or targets, and idols) to be achieved with the activities undertaken;
- The level of achievement or product or output qualification achieved from its activities (how much, whether or not, satisfactory or not);
- The Direction of his attitude towards the target of activities (like or dislike, positive or negative).

Of course, it must be remembered that the factors involved in the process of activity are not merely motivations, but they include other elements present in these indicators.

The above theories used as the foundation of the theory in conducting research is to answer the problem of this research.

3 METHODS

The present research employed an experimental study with mixed methods of sequential exploratory mode: a research method was sequentlialy combine quantitative and qualitative analysis.

The population in this study is all students of class VII SMP Negeri 51 Bandung as many as 12 classes (428 students) while the determination of the sample is done by random sampling, meaning the sample taken at random. Random sampling result obtained two classes that become sample that is class VII-05 and VII-06. Class VII-05 as control class that is using expository method and class VII-06 as experiment class that use mastery learning approach.

The research instrument used is non-test that is motivation questionnaire. The type of questionnaire

distributed to the respondent is a closed questionnaire type (structured questionnaire) so that in the presentation respondents just choose one answer that suits their characteristics by crossing (X) on one item in the form of strongly agree (SS), agree (S), hesitate (R), disagree (TS), and strongly disagree (STS). Questionnaire Motivation consists of aspects: 1) desire to succeed, 2) encouragement and needs in learning, 3) hope and future goals, 4) awards in learning, 5) interesting activities in learning, and 6) the existence of learning environment which is conducive. The number of statements in this motivation questionnaire are 15 items.

The analysis technique is done sequentially starting from quantitative analysis, followed with qualitative one. The process of quantitative analysis was done by describing the data from the questionnaires through percentage and qualitative analysis to interpret the results of the quantitative analysis. During the lesson (in the classroom with mastery learning approach and expository method class) the students' activity to perform *Jamakk - qashar* (shortened and simplified) paryers was observed. Simiarly, the teachers' activity in conveying and demonstrating the practice in both classes was carefully observed.

4 RESULTS AND DISCUSSION

4.1. Result

4.1.1 Test Validity and Reliability Motivation Questionnaire

Validity test is used to measure valid or not motivation questionnaire. A questionnaire is said to be valid if the questionnaire item/item is able to reveal something to be measured. Result of validity test of motivation questionnaire presented in Table 1.

Table 1. Test Result Validity of Motivation Questionnaire.

Item	r_{hitung}	r_{tabel}	Information	Inter-pretation
Item 1	0,190	0,349	$r_{hitung} < r_{tabel}$	Invalid
Item 2	0,424	0,349	$r_{hitung} > r_{tabel}$	Valid
Item 3	0,387	0,349	$r_{hitung} > r_{tabel}$	Valid
Item 4	0,206	0,349	$r_{hitung} < r_{tabel}$	Invalid
Item 5	0,485	0,349	$r_{hitung} > r_{tabel}$	Valid
Item 6	0,647	0,349	$r_{hitung} > r_{tabel}$	Valid
Item 7	0,354	0,349	$r_{hitung} > r_{tabel}$	Valid
Item 8	0,600	0,349	$r_{hitung} > r_{tabel}$	Valid
Item 9	0,595	0,349	$r_{hitung} > r_{tabel}$	Valid
Item 10	0,617	0,349	$r_{hitung} > r_{tabel}$	Valid
Item 11	0,262	0,349	$r_{hitung} < r_{tabel}$	Invalid
Item 12	0,789	0,349	$r_{hitung} > r_{tabel}$	Valid
Item 13	0,377	0,349	$r_{hitung} > r_{tabel}$	Valid
Item 14	0,376	0,349	$r_{hitung} > r_{tabel}$	Valid
Item 15	0,340	0,349	$r_{hitung} > r_{tabel}$	Valid

Based on Table 1, the test results validity of 15 items of motivation questionnaire statement, there are 3 items of invalid questionnaire statement that is item 1, 4 and 11. All three items are declared invalid because it has a correlation coefficient less than 0.349. As for the other items are said to be valid because it has a correlation coefficient of more than 0.349. Therefore, the questionnaire of learning motivation used in research l as many as 12 items.

Furthermore, the reliability test was conducted to determine the consistency of motivation questionnaire, whether the questionnaire used was reliable and consistent if the measurement of learning motivation was repeated. The reliability testing method used is Cronbach's Alpha. The results of the test of motivation questionnaire reliability presented in Table 2.

Tabel 2. Reliability Test Results Learning Motivation.

Cronbach's Alpha	N of Items
0,827	15

Based on Table 2, we get an Alpha value of 0.827 (very high category), then this value is compared with r table value with value N = 32 sought on the distribution of r value table with significance 5% obtained r table value of 0.349. Because the value of Alpha is greater than r table value (0.827> 0.349), it can be concluded that the

questionnaire items of student learning motivation in PAI subject can be said reliable as a data gathering tool in the study.

4.1.2 Description Results of Students' Motivation Questionnaires with Mastery Learning Approach

Here is the description of learning motivation from the questionnaire for the class with Mastery Learning approach:

- When facing difficulties in PAI subjects, I always try to find an alternative solution, SS = 11 people, S = 19 people, R = 2 people TS = 0 and STS = 0
- If I can not complete the PAI course assignments at the first opportunity, I always work on those tasks until they are successfully done, SS = 15 people, S = 15 people, R = 2 people, TS = 0 and STS = 0
- The mastery learning approach used in the PAI subjects encouraged me to better understand the material, SS = 20 people, S = 11 people, R = 1 person, and no one answered TS and STS.
- I fill my spare time by repeating the school subjects, SS = 5 people, S = 26 people, R = 1 person, TS = 0 and STS = 0
- Although I know the risk of failure, I am not afraid to fight for my ideals, SS = 20 people, S = 9 people, R = 3 people, TS = 0 and STS = 0
- For me, success in gaining achievement is the main thing, SS = 21 people, S = 11 people, R = 0, TS = 0, and STS = 0
- Using the mastery learning approach in PAI subjects, I am sure I can complete all the exercises given by the teacher, SS = 10 people, S = 19 people, R = 3 people, TS = 0 and STS = 0
- The feedback sentence after the exercise, or the positive comments from the teacher made me appreciated for my efforts, SS = 10 people, S = 20 people, R = 2 people, and TS = 0 and STS = 0
- The mastery learning approach used by the PAI teacher made me more interested in learning, SS = 18 people, S = 12 people, R = 2 people, TS = 0 and STS = 0
- The learning materials of PAI especially on Friday prayer materials and *Jamakk- qashar* prayer really attract my attention, SS = 11 people, S = 19 people, R = 2 people, TS = 0 and STS = 0
- When I am difficult to understand the PAI subject materials, my friends try to help and give solution, SS = 7 people, S = 23 people, R = 2 people, TS = 0 and STS = 0
- At school I created a good relationship between the school community and the surrounding community, SS = 10 people, S = 21 people, R = 1 person, TS = 0 and STS = 0

The percentage of answers from the questionnaire of learning motivation of PAI students in the classroom with mastery learning approach to each statement is summarized in Table 3.

Table 3. Percentage of Answer Questionnaire Motivation Student Learning in Classroom with approach of Mastery Learning.

Indicators	No/ Item	Total Percentages of SS and S
1. The desire to succeed	1	81,9
	2	84,4
2. Impetus and need in learning	3	90,0
	4	80,6
3. Future hopes and aspirations	5	85,0
	6	93,1
	7	78,8
4. Award in learning	8	82,8
5. Activities that are interesting in learning	9	85,0
	10	80,9
6. A conducive learning environment	11	81,5
	12	82,2
Average		83,85

Description: SS = Strongly Agree; S = Agree

Based on the percentage calculation of each statement in Table 3 can be interpreted as follows:

1) As many as 81.9% of students stated that when faced with difficulties in PAI subjects, they always try to find an alternative solution.
2) A total of 84.4% of students stated that if they did not complete the PAI course assignments at the first opportunity, they always worked on those tasks until they were successful.

3) As many as 90% of students think that the applied mastery learning approach encourages them to better understand PAI materials
4) As many as 80.6% of students stated that they are filling their spare time by repeating the school subjects.
5) A total of 85.0% of students stated that although they knew the risk of failure existed, they were not afraid to fight for their ideals.
6) As many as 93.1% of students think that success in achievement is the main thing.
7) A total of 78.8% of students argue that using a mastery learning approach they are confident of completing all PAI exercises provided by the teacher.
8) A total of 82.8% of students thought that feedback sentences after practice, or positive comments from teachers, made them feel honored for their efforts.
9) As many as 85.0% of students argue that the mastery learning approach used by teachers makes them more interested in learning PAI
10) As many as 80.9% of students argue that PAI learning materials, especially on Friday prayer materials and *qashar Jamak* prayer is very interesting.
11) As many as 81.5% of students stated that when they have difficulty in understanding PAI lesson materials, their friends try to help and provide solutions.
12) A total of 82.2% of students stated that in their school there was a good relationship between the school community and the surrounding community.

From the data, it can be concluded that the average learning motivation of PAI students in mastery learning class has an average of 83.85%.

4.1.3 Description Results of Student Motivation Question in Class with Expository Method

Here is the description of the learning motivation questionnaire results for classes with expository methods, namely for the statement:

1) When facing difficulties in PAI subjects, I always try to find an alternative solution, SS = 6 people, S = 24 people, R = 2 people, TS = 0 and STS = 0
2) If I can not complete the PAI course tasks at the first opportunity, I always work on those tasks until successful, SS = 9 people, S = 21 people, R = 2 people, TS = 0 and STS = 0
3) The mastery learning approach used in the PAI subjects encouraged me to better understand the material, SS = 7 people, S = 19 people, R = 3 people, TS = 2 people, and STS = 1 person.
4) I fill my spare time by repeating the school subjects, which answer SS = 7 people, S = 19 people, R = 4 people, TS = 2 people, and STS = 0.
5) Although I know the risk of failure is there, I am not afraid to fight for my ideals, which answers SS = 22 people, S = 8 people, R = 1 person, TS = 1 person, and STS = 0
6) For me, success in achievement is the main thing, which answers SS = 15 people, S = 14 people, R = 2 people, TS = 1 person, and STS = 0.
7) Using the mastery learning approach in PAI subjects, I am sure I can complete all the exercises given by the teacher, SS = 6 people, S = 21 people, R = 5 people, TS = 0 and STS = 0
8) The feedback sentence after the exercise, or positive comments from the teacher, makes me feel honored for my efforts, SS = 11 people, S = 18 people, R = 3 people, TS = 0 and STS = 0.
9) With the mastery learning approach used by PAI teachers made me more interested in learning, SS = 10 people, S = 21 people, R = 1 person, TS = 0 and STS = 0
10) The learning materials of PAI especially on Friday prayer materials and *qashar Jamak* prayer really attract my attention, S = 15 people, S = 13 people, R = 4 people, TS = 0 and STS = 0
11) When I have difficulties in understanding the PAI lesson material, my friends are trying to help and provide solutions, SS = 7 oarng, S = 21 people, R = 2 people, TS = 2 people, TS = 0 and STS = 0
12) At school I created a good relationship between the school community and the surrounding community, who answered SS = 14 people, S = 18 people, R = 0, TS = 0 and STS = 0

The percentage of answers from the questionnaire of learning motivation of PAI students in the classroom with expository methods against each statement is summarized in Table 4.

Table 4. Percentage of Answer Questionnaire Motivation Student Learning in Class with Expository method.

Indicators	No/ Item	Total Persentagee of SS and S

1. desires to succeed	1	78,8
	2	80,6
2. Impetus and need in learning	3	69,4
	4	69,4
3. Future hopes and aspirations	5	88,8
	6	81,9
	7	71,3
4. Award for learning	8	79,4
5. Activities that are interesting in learning	9	83,8
	10	79,4
6. A conducive learning environment	11	74,3
	12	88,8
Average		78,80

Description: SS = Strongly Agree; S = Agree

Based on the calculation percentage of each statement in Table 4 can be interpreted as follows:

1) A total of 78.8% of students stated that when faced with difficulties in PAI subjects, they always tried to find an alternative solution.
2) A total of 80.6% of students stated that if they were unable to complete the PAI course assignments at the first opportunity, they always worked on those tasks until they were successful.
3) A total of 69.4% of students thought that the applied mastery learning approach encouraged them to better understand PAI materials.
4) A total of 69.4% of students stated that they fill their spare time by repeating the school subjects.
5) A total of 88.8% of students stated that although they knew the risk of failure existed, they were not afraid to fight for their ideals.
6) As many as 81.9% of students think that success in achievement is the main thing.
7) A total of 71.3% of students think that by using a mastery learning approach in PAI subjects, they are confident of completing all the exercises given by the teacher.
8) A total of 79.4% of students thought that feedback sentences after practice, or positive comments from teachers, made them feel honored for their efforts.
9) A total of 83.8% of students thought the mastery learning approach used by PAI teachers made them more interested in learning.
10) A total of 79.4% of students thought that PAI learning materials mainly on Friday prayers and *Jamak Qashar* Prayers were very interesting.
11) As many as 74.3% of students stated that when they had difficulties in understanding the PAI lesson materials, his friends tried to help and provide solutions.
12) A total of 88.8% of students stated that in their school there was a good relationship between the school community and the surrounding community.

From the data above, it can be concluded that the average learning motivation of PAI students in class with expository method is 78,80%. Based on Table 3 and Table 4 it can be concluded that the learning motivation of PAI students in the classroom with mastery learning approach is higher than the learning motivation of PAI students in class with expository method.

4.2. Discussion

Based on the results of questionnaire analysis, learning achievement of PAI students in the classroom with mastery learning approach is 83.85% and class with expository method is 78.80%. The average of learning motivation in the classroom with mastery learning approach is higher than the expository method class, whereas based on the observation result, the students in the mastery learning class are enthusiastic in following the learning, even at the 1st and 2nd meeting the students many silent and less active, but at the 3rd and 4th meeting students are more actively inquiring because they are motivated by the power point impressions. In addition, students feel happy because in the learning process with the material Friday Prayers and *Jamakk qashar prayers*, students are evenly guided ways of practicing Friday Prayers and *Jamak*k *qashar* prayers, if students have not mastered the students can still practice in self-training. So when post test and practice assessment of *Jamak Qashar* Prayer with mastery learning approach get higher result compared with expository method class, this is because students in class with mastery learning approach have strong learning motivation. This powerful motivation certainly has an impact on learning outcomes. As Sadirman argues that students who have strong motivation, will have a lot of energy to do learning activities (Sardiman, 2014)

Motivation to learn PAI students in the classroom with mastery learning approach shown through student activities in discussion groups,

students diligently doing tasks, students care about their group friends who have not managed to finish the task, students help each other in the practice of prayer. Student performance looks good while practicing Friday prayers and *Jamak Qashar* prayers. This mastery learning approach can provide an atmosphere that can develop student performance. As Joice and Weil (Wena, 2014) argues that mastery learning presents an interesting and concise way to improve student performance to the level of attainment of a more satisfying subject.

Through high learning motivation students can master the material PAI with complete or full mastery, especially when given sufficient time in accordance with that required by students, for example for Friday prayers and *Jamak Qashar* prayer takes a long time, so that students are correct to master the practice of prayer in terms of movement, reading and kekhusyuan. If each student is given the time required to achieve a degree of mastery and if he spends the necessary time, then the likelihood of the student achieving the level of competence. However, if students are not given enough time or can not use the time required in full, then the level of mastery of student competence is not optimal (Zein, 2014).

5 CONCLUSIONS

From the result of research and discussion, it can be concluded that the learning motivation of PAI students on Friday prayer material and *Jamak Qashar* prayer in class with mastery learning approach is as musch as 83.85% while in class with expository method of learning motivation of PAI is 78,80% . The percentage results in these two classes indicate that aspects of learning motivation consist of 6 aspects: 1) desire to succeed, 2) encouragement and learning needs, 3) future expectations and aspirations, 4) awards in learning, 5) interesting activities in learning, and 6) the existence of a conducive learning environment, achieved fairly well

Stages of mastery learning approach consisting of orientation, material presentation, structured exercises, guided training and self-training, provide opportunities for students to achieve the learning objectives thoroughly. Thus, the mastery learning approach is effective to develop students' learning motivation.

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