

Distance Instructional Strategies and Learning Motivation towards Learning Outcome of the Study Al-Qur'an in Situation a COVID-19 Pandemic

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Abstract Distance education is a set of instructional and instructional strategies for connecting people who have learning needs with the resources needed to meet those needs. The purpose of this study was to determine the effect of distance instructional strategies and learning motivation on learning outcomes of the Qur'an study of the concept of taqwa in a COVID-19 pandemic situation. Experimental research used a quantitative approach. 64 students were divided into two groups. The group was given the treatment of distance instructional through digital media online and the other group with distance instruction through e-books offline. The results of the study were obtained by Significant $0.001 < 0.05$, to shows that there are differences in learning outcomes with online digital media instructional strategies to learning outcomes of students who are treated with offline e-book instructional strategies and obtained by Significant $0.003 < 0.05$, it means that there is a difference in learning between students who have high learning motivation and student learning outcomes who have low learning motivation. The implication is that distance instructional is dependent on internet network. If students are in rural areas, it will be difficult to implement because many factors for example, infrastructure is not yet available, students from economically disadvantaged circles who didn't have smartphones, or the cost to purchase internet quota expensive.

Keywords Distance Learning, Instructional Strategies, Learning Motivation, COVID-19 Pandemic, Study Al-Quran

1. Introduction

Education is fundamentally about change-a continual change in the abilities, attitudes, values, skills, mental, and models of a person[1]. The instructional mechanism itself can be seen as a method for which an innovation in instructional is intended[2]. The goal of instruction is to make instructional content more effective, and less difficult to understand[3]. As demonstrated by improved learning outcomes[4], instructional approaches are successful in enhancing students success. Remote teaching is a collection of teaching methods to link people with learning needs with the tools required to meet those requirements[5]. Instructional distance is a condition where through the use of media and information and communication technologies, the teaching and learning process takes place, with students and lecturers creating educational experiences at various locations or times[6].

In remote instructional, lecturers and students are separated from each other, and technology is used to convey the information content needed and to be learned[7].

Instructional distance is an effective technique for identifying learning ability students[8]. Distance instructional is a viable choice to educate and disseminate education not only for urban communities but also for rural communities[9]. Instructional distance is a learning process that can reach beyond geographic boundaries and is not limited by time and space. Students can carry out a more independent learning style[10]. Remote instructional is a learning development process aimed at distance students and institutions that prepare learning tools[11]. Remote instructional is a system developed specifically for students who switch from face-to-face learning to mobile and flexible in terms of space and time[12]. In general, remote instructional can be interpreted as the exchange of interactive data on the web and sophisticated technology tools between students and lecturers who are far from each other.[13]. Utilizing technology, remote instructional is a planned teaching system where lecturers and students are brought together in a distance instructional environment through information and communication technology[14].

Advantages of Distance Instructional: a) Lecturers and students do not need to be present in class, because they use a computer or smartphone connected to the internet. Instructional strategies like this will reduce the operational costs of education, such as the cost of building and maintaining buildings, transportation, lodging, paper, stationery, and so on; b) Not limited by time, students can decide at any time to study[15], according to the availability of time so that this instructional process is very suitable to be applied to the current COVID-19 pandemic conditions; c) Students can choose topics or teaching materials according to their needs. This is very good because it can support the achievement of instructional goals; d) The duration of the study also depends on the ability of each student. If the Student has reached the instructional goal, he can stop it. On the other hand, students still need time to repeat subjects, they can repeat them immediately without depending on other students or lecturers; e) The accuracy of teaching materials because teaching materials are stored on a computer, which means that they are easily updated by developments in science and technology[16]. Students can ask questions that are not understood directly to the lecturer so that the accuracy of the answers can be guaranteed. f) This distance learning can be carried out interactively so that it attracts his attention[17]. Long-distance instructional students who have high motivation can choose topics or teaching materials according to their needs, while students who have low motivation can determine the time of study at any time.

However, the weakness of the distance instructional is as follows. a) The possibility of learning disruption is high. Because the nature of this distance education is independent learning[18], the possibility of disruption during learning is very possible, that depends on the motivation of each student. It could also be because the students do not have learning aids, be it computers,

smartphones, information and communication technology, internet quota, or internet infrastructure networks that have not been reached because of the remote geographical location in the mountains or islands; b) Students have trouble to get an explanation from a lecturer. Students have to wait for the lecturer to open the internet[19]; c) Students' understanding of teaching materials. It could be a mistake in the vision and perception of the goals being set. The student feels that he has achieved the instructional goal. Meanwhile, the lecturers/facilitators still think that this has not been fully achieved. However, this error of vision and perception can be overcome, because at the end of each instructional package evaluation and reflection is held.

Instructional strategies can be useful for achieving several goals. To begin with educators can develop interventions to stimulate instructional processes that are beneficial to students[20]. Then, students understand a general instructional approach that makes instructional more effective by using instructional strategies that are supported by instructional technology and media[21]. Using an online instructional strategy makes your instructional easier and more effective[22]. Instructional strategies used by students must be designed to optimize education through online instructional[23] so that the long-distance instructional can be carried out properly. The use of instructional strategies can improve students skills and encourage collaboration between lecturers and students[24], and the use of two instructional strategies can overcome students difficulties and improve learning outcomes[25]. Instructional strategy to regulate the learning process[26]. An instructional strategy is a plan that can be carried out to achieve predetermined goals[27], such as completing a study or even a learning process. Instructional strategies facilitate understanding thinking skills, learning interactions, technology support, metacognitive, and actions taken by students to make learning more effective to improve learning outcomes[28]. An instructional strategy with digital technology through web-based online[30], for a wide range of subjects including studying the Qur'an, empirical instructional strategies have been shown to play a role in the relationship with learning motivation[31]. In other words, the motivational factor is treated as a prerequisite for distance instructional[32], and students will be motivated to learn through instructional media[33]. In particular, learning motivation and the use of instructional strategies play an important role in online learning, making students active and constructive participants in the learning process.[34].

The latest information and communication technology has succeeded in penetrating transcontinental boundaries around the world[35]. In order to realize instructional creation, interactive educational software is a way to enrich education by integrating technology into traditional classrooms. Information and communication technology is a good resource for lecturers to support the instructional process during the current pandemic situation in 2020.

Information and communication technology in education is commonly referred to as online learning and distance learning[36]. The benefit of using online learning facilities is that due to the COVID-19 pandemic, it can facilitate the teaching process for students in the 2020 school year. Through remote instructional, learning is no longer limited by time and space, learning can be done anytime and anywhere[37]. This encourages students to analyze and synthesize knowledge, explore, process, and make use of information and communication, produce writing, information, and knowledge. Students are stimulated to explore knowledge. Facilities that can be used by students to learn via distance include digital media, e-books, e-libraries, interaction with experts, e-mails, mailing lists, newsgroups, online learning, and others.[38]. This means that in addition to having a positive impact on instructional, the use of instructional technology can have a positive impact on interest in learning[39]. Technology can increase quality if used wisely for education and training, has a very important meaning for well-being. The results showed that technology-based instructional greatly helped students understand instruction[40]. Instructional online has become an acceptable part and is even expected to facilitate a more effective instructional [42]. Digital media can integrate text, sound, images, animation, and hyperlinks[43]. Students are no longer limited for reading paper-based texts; now they can read digitally, with the support of the latest technology, namely smartphones, tablets, and computers[44].

Electronic books (e-books) have become a common habit in learning[45] because it is easy also efficient in providing useful information, and can improve learning outcomes[46]. E-books and digital media can have various effects on students' achievement. The interactive media function in the e-book does not guarantee a better instructional, instructional design, and the appropriate instructional strategy must be made based on a theory or model that suits learning needs[47]. E-books contain digital information, which is easier to store, access, and distribute[48]. E-books can be classified into two categories: page fidelity and reloadable[49]. The e-book with page fidelity is PDF style and lacks interactive features; these are considered 'static', and are similar to traditional paper books, with the exception that the reading is carried out on a screen[49]. In contrast, re-streamable interactive e-books allow editing, integration of multimedia information, and interactivity, which can make instruction more enjoyable.[50] Furthermore, through the extension functions provided by hyperlinks, users can interact simultaneously with real and virtual environments [51]. Thus, flexibility, accessibility (ease), interactivity, usability, ease of potential, and extensibility of interactive e-books can improve students learning outcomes through digital media. [51]. Studies on the effect of e-books on student learning outcomes have yielded positive results[53]. Innovations in technology to deliver digital media and the

development of hybrid pedagogy and remote instructional[54].

- Sardiman [55] said that learning motivation is the overall driving force within the student that causes learning activities, which ensures the continuity of learning activities and gives direction to learning activities so that the goals desired by the learning subject are achieved. According to Dafrizal[56], learning motivation is an internal ability that is naturally formed which can be improved or maintained through activities that can provide support for student, provide them with opportunities to choose activities and give responsibility for controlling the learning process, and useful learning tasks according to personal needs. Meanwhile, according to McClelland[57], learning motivation is an impulse or need that can be developed or released depending on the strength or encouragement of the individual himself and the situations and opportunities available. Based on some of the descriptions above, it can be concluded that motivation learning is the overall driving force *and also* a driving force that affects the perceptions and behavior of students in learning and creates a desire to carry out activities or activities in learning that are carried out systematically and continuously to achieve learning goals. This research only involves second-level students in the fourth semester of 2019/2020 at the Tarbiyah Faculty who will be provided with an online digital media instructional strategy and an offline e-book instructional strategy. This study aims to determine the effect of distance instructional strategies and learning motivation on learning outcomes in the Qur'anic subject with the concept of taqwa in a COVID-19 pandemic situation.

2. Materials and Methods

The research was conducted at the College of Al-Qur'an Sciences (PTIQ), Tarbiyah Faculty, second-level students of the fourth semester of the 2019/2020 school year. Experimental research with a quantitative approach involved 64 students who were divided into 2 groups, namely a group of students who were given treatment and a group that served as a control. This study used a 2x2 level treatment design consisting of an instructional strategy (A) and learning motivation (B). The instructional strategy (A) consists of a group treated with the online digital media strategy (A1) as an experimental class, and the offline e-book strategy (A2) as a control class. Meanwhile, learning motivation (B) consists of two groups, namely the high learning motivation group (B1) and the low learning motivation group (B2). The treatment design in this research is an instructional strategy that will be given to students in a long-distance instructional process. The

results of the learning motivation instrument that have been filled in by students are used as the basis for determining groups that have high learning motivation and groups that have low learning motivation. The target population in this study were all students of the PTIQ Tarbiyah Faculty regular class, totaling 1645 students, and the affordable population was all regular 4th-semester students of the 2019/2020 academic year consisting of 8 parallel classes with 240 students. The results of the learning motivation instrument that have been filled in by students are used as the basis for determining groups that have high learning motivation and groups that have low learning motivation.

- The sampling technique that applied in this study was random sampling technique. This technique is used because the sampling of members of the population is done randomly without paying attention to the strata in the population. Determination of the experimental class and the control class was carried out by randomly selecting the two classes used in the study from the existing class, namely by lottery number 1 to number 8, then two numbers were drawn. The first number that comes out is used as the experimental class (the class that is treated with digital media strategy) and the second number that comes out is used as the control class (the class that uses the e-book strategy). Before being given treatment in the experimental class and the control class, they are given a learning motivation test. The scores obtained by students on the learning motivation test are sorted from the lowest score to the highest score. Determination of student learning motivation in this study is carried out in the following ways:

The total number of research subjects are 64, which naturally exist in two classes, namely respectively 32 and 32 students. The Learning motivation of every student in the class was measured their using a questionnaire instrument with a Likert scale.

In each class, based on the results of the questionnaire, data were obtained from students who have high learning motivation and students who have low learning motivation.

- Instructional strategies that will be tested in this study are online digital media instructional strategies and offline e-book instructional strategies. This means that the experimental group used the online digital media instructional strategy and the control group used the offline e-book strategy. The procedure for implementing the treatment is divided into three stages, namely:

a). Preparation phase

- At this stage, the activity *was* carried out to compile a learning implementation plan consisting of two groups, namely a learning implementation plan for the experimental group, namely learning using an

online digital media strategy, and a learning implementation plan for the control group, namely learning with an offline e-book strategy. Lecturers who will be in charge of carrying out learning in the experimental group and the control group prepare the topics to be discussed learning media that support the implementation of the learning process. That media used by the lecturers are digital media and e-books. In addition to compiling the Learning Implementation Plan, Tagwa learning outcomes instruments were also prepared.

b). Implementation Stage

- At this stage, what the researcher does is that at first, the researcher discusses with the lecturer who teaches the Tagwa subject in the experimental class and the control class about the lecturer's understanding of the online digital media instructional strategy and the offline e-book instructional strategy. Before the implementation of the treatment, the two groups were given a learning motivation test to differentiate between groups of students who had high learning motivation and groups of students who had low learning motivation. The timing of the treatment was for the experimental group students who used the online digital media instructional strategy and the control group students who used the e-book offline instructional strategy follow the schedule in their respective groups. The number of treatments in this study was carried out in 8 meetings. In order to conduct experiment to fulfill the expectations of the researcher, during the experiment, efforts were made to improve the implementation of the experimental activities including; (a) equating perceptions with the lecturer regarding the instructional strategy being carried out, (b) holding discussions with lecturers outside of learning hours about the implementation of learning that has been carried out, to find out obstacles that occur during the learning process to find solutions, (c) periodically conducting group observation to see the implementation of learning activities through google meet, and (d) provide learning support facilities so that it can take place effectively and efficiently.

c). The Final Stage of Treatment

In the final stage, the researcher conducted a Tagwa learning outcome test in the experimental class and control class who were the research subjects, which was done to see how the effect of online digital media instructional strategies and offline e-book instructional strategies on students who have high learning motivation.

Motivation instruments and Tagwa learning outcomes tests before use to are first tested to test the validity and reliability of each item of the instrument used. Instrument

testing is intended to obtain appropriate and reliable measuring instruments to obtain the data needed to answer the problems under study. The items of the motivation instrument and the Taqwa learning outcome test before being tested, are first assessed for their validity. A valid instrument means the measuring instrument used to obtain the data is valid.

The learning motivation instrument contains indicators or aspects that are used as the basis for making the items whose purpose is to determine the student's learning motivation, whether the student has high or low motivation. Learning motivation in this study was collected through non-test techniques, namely questionnaire. The questionnaire consisted of 40 question items. The questionnaire used in this study is closed because the respondent only needs to choose one of the answers disposed of by the researcher. The alternative answers in the questionnaire were determined by the score of each choice using a Likert scale. There are 4 alternative answers, namely strongly agree with score 4, agree with score 3, disagree with score 2, and strongly disagree with score 1.

The Taqwa learning outcome test instrument is prepared based on the learning objectives with the abilities that will be achieved by students and outlined in the learning scenario. The Taqwa subject matter test material consists of 40 multiple-choice questions. Each multiple-choice question is equipped with 4 answer choices; one of the four answers is the correct answer, while the other answer choices are distractors. Each multiple-choice item has a score of 1 if the student answers correctly and a value of 0 if the student answers incorrectly. The validation and reliability test uses the product-moment formula because it only has 2 alternative answers, based on the results of the validation and reliability test that 40 questions are declared valid and reliable,

Analysis of research data is an activity to interpret research data. Interpreting is an activity of explaining also looking for the meaning of the data obtained in a study. The data analysis technique in this study consisted of two parts, namely descriptive analysis and inferential analysis. Descriptive analysis is concerned with how the condition of the data obtained from what is obtained without intending to make conclusions for a generalization. Descriptive analysis was performed by presenting the data through frequency distribution tables, histograms, means, and standard deviations. Meanwhile, inferential analysis for hypothesis testing uses a two-way analysis of variance (ANOVA).

3. Results

3.1. Paper Title

The results of the study are based on data descriptions, prerequisite analysis testing, hypothesis testing, discussion of research results, and research boundaries. Next, the results of the data calculation will be displayed, as shown in Table 1 below.

Table 1. The Results of Calculating Taqwa Learning Outcomes

Group	Average score	Median	Std. Deviation
A1	26.88	26.00	4.45
A2	23.94	24.33	2.95
B1	27.19	26.67	4.20
B2	23.63	23.83	2.96
A1B1	30.75	30.00	2.37
A2B1	23.63	24.00	1.77
A1B2	23.00	23.50	1.60
A2B2	24.25	25.00	3.92

Group 1: Student learning outcomes treated with online digital media instructional strategies.

In this group, the number of students was 16, the score obtained by students are 20 to 34. The average score was 26 and the standard deviation was 4.45. Next the frequency distribution shown consisting of absolute frequency and relative frequency. Absolute frequency is a statistical term that describes the number of times a certain piece of data or value occurs during an experiment or series of experiments. Absolute frequency is a simple count of the number of times a value is observed. Meanwhile, the relative frequency shows the proportion of the total number of observations associated with each value probability distribution, which is widely used in statistics. The frequency distribution of student learning outcomes treated with digital media of instructional strategies online can be seen in Table 2 below.

Table 2. Frequency distribution of taqwa learning outcomes with an online digital media instructional strategy

Interval Score	Absolute Frequency	Relative frequency (%)
20-22	3	18.75
23-25	5	31.25
26-28	2	12.5
29-31	4	25
32-34	2	12.5
Total	16	100

Table 2 can be illustrated with a graph, as shown in Figure 1 below.

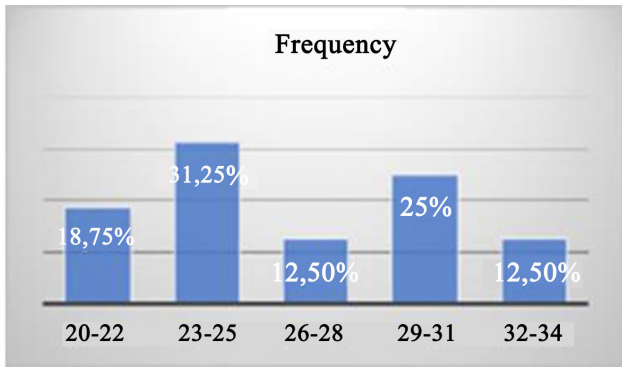


Figure 1. Graph of Taqwa Learning Outcomes with an online Digital Media Instructional Strategy

Group 2: Student learning outcomes treated with an off-line e-book strategy instructional

In this group, the number of students was 16 the scores obtained by students were 16 to 28. The average score was 23.94 and the standard deviation was 2.95. The frequency distribution of student learning outcomes treated with an off-line e-book strategy instructional can be seen in Table 3 below.

Table 3. Frequency distribution of taqwa learning outcomes with an off-line e-book strategy instructional

Interval Score	Absolute Frequency	Relative frequency (%)
16-20	1	6.25
21-23	4	25.00
24-25	6	37.50
26-27	3	18.75
28-30	2	12.5
Total	16	100

Based on table 3 above, it can be illustrated with a graph as in Figure 2 below.

Figure 2. Taqwa Learning Outcomes Graph with the off-line e-book Instructional Strategy

Group 3: Student learning outcomes who have high learning motivation

In this group, the number of students is 16, and the scores obtained range from 21 to 34. The average score was 27.19 and the standard deviation was 4.20. The frequency distribution of learning outcomes of students with higher learning motivation can be seen in Table 4 below.

Table 4. The frequency distribution of taqwa learning outcomes that have high learning motivation

Interval Score	Absolute Frequency	Relative frequency (%)
21-23	3	18.75
24-26	5	31.25
27-29	2	12.50
30-32	4	25.00
33-35	2	12.50
Total	16	100

Table 4 above can be illustrated by a histogram, as shown in Figure 3 below.

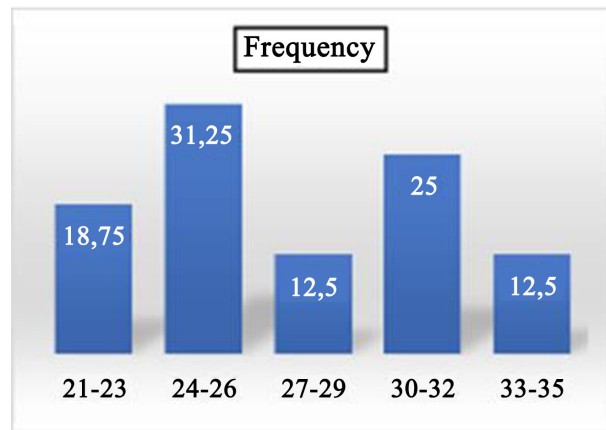


Figure 3. Graph of Taqwa Learning Outcomes with High Learning Motivation

Group 4: Learning outcomes of students who have low learning motivation

In this group, the number of students was 16; the score of students obtained are between from 16 to 28. The average score was 23.63 and the standard deviation was 2.96. The frequency distribution of student learning outcomes with low learning motivation can be seen in Table 5 below.

Table 5. The frequency distribution of taqwa learning outcomes that have low learning motivation

Interval Score	Absolute Frequency	Relative frequency (%)
16-20	2	12.50
21-23	4	25.00
24-25	6	37.50
26-27	2	12.50
28-30	2	12.50
Total	16	100

Table 5 above can be illustrated by a histogram, such as Figure 4 below.

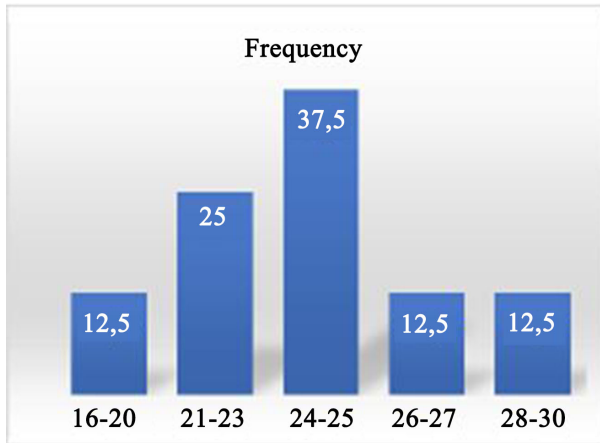


Figure 4. Graph of Learning Outcomes with Low Motivation

3.2. Result Hypothesis Testing

Based on the results of the analysis prerequisite test, testing the hypothesis of this study can be done using a two-way Analysis of Variance (ANOVA). The Scheffe test used addition testing. The results of the two-way ANOVA test calculations can be seen in Table 7 below.

Table 6. Two Way ANOVA Hypothesis Test Results

Resource Variants	df	Average	Urgent
Relationship Model	3	103,615	0,000
Strategy (A)	1	101,531	0,001
Motivation (B)	1	69,031	0,003
Interaction (AxB)	1	140,281	0,000

Based on the results of the calculation of the two-way ANOVA test in table 7 above, the following conclusions can be drawn:

Hypothesis 1: The results of the two-way ANOVA calculation are significant at $0.001 < 0.05$, this indicates that there are differences in the learning outcomes of students who have been treated with on-line digital media instructional strategies with student learning outcomes treated as offline e-book instructional strategies. The average score showed that the learning outcomes of students who were treated with online digital media instructional strategies (mean score of $A1 = 26.875$) were higher than the learning outcomes of students who were treated with offline e-book instructional strategies (average score $A2 = 23.938$).

Hypothesis 2: The results of the two-way ANOVA calculation are significant $0.003 < 0.05$, this indicates that there are differences in learning outcomes of students who have high learning motivation and learning outcomes of students who have low learning motivation. The results of the average score indicate the learning outcomes of

students who have higher learning motivation (average score $B1 = 27.186$) than the learning outcomes of students who have low learning motivation (average score $B2 = 23.625$).

Hypothesis 3: Two-way ANOVA test results obtained Significantly $0.000 < 0.05$, the suggests indicates that there is an influence of interaction between instructional strategies and learning motivation on student learning outcomes in the instructional Al-Qur'an about the concept of Taqwa.

Hypothesis 4: The results of the calculation of the Scheffe test are obtained at a significant level of 0.05 or it can be seen that the results of the calculation are significant $0.000 < 0.05$, the suggests means that H_0 is rejected. This can be concluded that the learning outcomes of students who have high learning motivation and who are treated with online media are higher compared to those treated with an off-line e-book strategy instructional. This can be seen from the average score of learning outcomes The average score of students with high learning motivation and online digital media instructional strategy treatment was 30.75. while the average score of student learning outcomes who have high motivation is given treatment - off-line e-book instructional strategies at 23.625.

Hypothesis 5: The results of the Scheffe test calculation are obtained at a significant level of 0.05 or it can be seen that the significant calculation results are $0.418 > 0.05$, which means that H_0 fails to be rejected so that it can be concluded that the learning outcomes of students who have low learning motivation and who are treated with instructional strategies of online digital media are lower than those who treated my off-line e-book instructional strategy. It can be seen from the average score of learning outcomes that students who have low learning motivation who are treated with on-line digital media instructional strategies get an average score of 23, while the average score of learning outcomes of students who have low motivation is treated with off-line e-book instructional strategies at 24.25.

Hypothesis 6 The results of the calculation of the Scheffe test are obtained at a significant level of 0.05 or it can be seen that the results of the calculation are significant $0.000 < 0.05$, which means that H_0 is rejected so that it can be concluded that the student learning outcomes are treated with an online digital media instructional strategy that has a higher learning motivation than the learning. Students who are treated with online digital media instructional strategies have low learning motivation. This can be seen from the average score of student learning outcomes given the treatment of online digital media instructional strategies that have high learning motivation gets an average score of 30.75, while the average score of student learning outcomes with low motivation gets an average score of 30.75. 23.

Hypothesis 7 The results of the Scheffe test calculation are obtained at a significant level of 0.05 or it can be seen

that the calculation results are significant $0.687 > 0.05$, suggests means that H_0 fails to be rejected so that it can be concluded that student learning outcomes are treated with an off-line e-book instructional strategy which has high learning motivation lower than the learning outcomes of students treated with an off-line instructional e-book strategy that has low learning motivation. This can be seen from the average score of student learning outcomes treated with an off-line e-book strategy instructional with high learning motivation getting an average score of 23.625, while the average score of student learning outcomes who have low motivation gets an average value was 24,250.

4. Discussion

The results of testing the first hypothesis indicate that there are differences in the learning outcomes of students who are treated with online digital media instructional strategies and learning outcomes of students who are treated with off-line e-book strategies instructional. This is the hypothesis that students who are given an online digital media instructional strategy will quickly understand and understand the subjects presented with an online digital media strategy, whereas the e-book strategy is off-line only for active students. Will those who understand while passive students will be slow to accept the subject matter presented?

The results showed that there was a greater increase in digital literacy and research skills in students using digital media [58]. Research is carried out face-to-face in class, whereas researchers are instructional at a distance. Also, students who are exposed to digital media are increasingly confident in scientific abilities. Students in the experimental class spent more time reading science reports, designing their experiments, and evaluating the experimental results in writing than students in the traditional class[59]. Students in the digital media group achieved better results than students in the e-book group[60]. The online digital media group's perception of motivation in the classroom learning environment during the treatment was higher than that of the e-book group[61], [62]. This opinion is also supported by the fact that digital media strategies make students think critically[63].

The results of testing the second hypothesis indicate that there are differences in the learning outcomes of students who have high learning motivation and learning outcomes of students have low learning motivation. Motivation and instructional are inseparable things. In learning, one of the things that help to succeed in is high motivation. Motivation to learn is something that encourages, moves, and directs students in learning; besides learning motivation can be interpreted as an attitude that awakens and directs students to learn something new. If students have high motivation, students will find it easier to learn

new things. Crede & Phillips[21]states that motivation to learn is to arouse and give direction to encourage individuals to take learning actions. Learning motivation encourages understanding and makes it easier for students to digest and understand what the lecturer has conveyed in remote instructional.

Perini[64]said that learning motivation is the overall driving force in students that gives rise to learning activities, which ensures the continuity of learning activities and provides directions for learning activities so that the desired objectives of these subjects are achieved. This finding is also supported by Asvio et al.[65], reveal that there is a significant positive effect of learning motivation and learning environment on student achievement. Perini[64] strengthened learning motivation can improve students learning outcomes. This is consistent with Fandino[12], who believes that learning motivation can affect student learning outcomes. This finding is supported by researchers Lin et al.[66], so that learning strategies and motivation occur in improving learning outcomes. In line with Lin et al., those instructional strategies and learning motivation improve learning outcomes independently[67]. The opinion was strengthened by Teng & Zhang[68] The opinion that instructional strategies enhance independent learning efforts.

5. Conclusions

Based on the results of research and discussion of the influence of Instructional Strategies and Learning Motivation on Learning Outcomes of the Instructional Al-Quran about the Concept of Taqwa (Experimental Research) at the College of Al-Qur'an Science Jakarta Students in Level 2 semester four of 2019/2020, so the achievement of learning outcomes as a whole can be affected by the results of study and discussion of the effect of Instructional Methods and Learning Motivation on Learning Outcomes of the Instructional Al-Quran on the Principle of Taqwa (Experimental Study) at the College of Al-Qur'an Science Jakarta. The outcomes of this study have an effect on the overall learning process and can lead to the choice of teaching methods used by lecturers and become a novelty for students who engage in the learning process according to student characteristics in order to make the learning process meaningful and not daunting.

As has been stated above, there are differences in student learning outcomes in Tagwa subjects who are learning instructional strategies, and students who have learning motivation. But in testing the fifth hypothesis and the aim of the test results are not by the theory that students with low learning motivation who are given the instructional strategy e-book treatment are higher than the learning outcomes of students who have low learning motivation and are treated with digital media instructional strategies.

Because students who have low motivation are more suited to the e-book learning strategy, students are active in learning so that students understand and understand the material presented. This implies that the learning process is a whole-need to use the right instructional strategy because each student has different characteristics. Success in learning is not only obtained by students who are actively involved in learning but also by lecturers in preparing instructional.

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