ABSTRACT

Mutashoddiqin, Muhammad, Imam. 2026. *Artificial Intelligence (AI)-Based Islamic Cultural History Learning to Foster Students' Learning Motivation at MTs Wali Aminah Jombok Ngoro Jombang. Undergraduate Thesis, Bachelor Program of Islamic Religious Education*, Institut Agama Islam Al-Urwatul Wutsqo (IAI-UW) Jombang. Solikhin.,S.Pd., M.Kom.

Keywords: *Islamic Cultural History Learning, Artificial Intelligence, Learning Motivation, .*

The development of Artificial Intelligence (AI) in education has provided teachers with opportunities to create more innovative, interactive, and student-centered learning experiences. However, the teaching of Islamic Cultural History (Sejarah Kebudayaan Islam/SKI) in Islamic junior high schools is still frequently dominated by conventional teaching methods, resulting in suboptimal student learning motivation. This study 1.aims to describe the implementation of Artificial Intelligence (AI)-based Islamic Cultural History learning in fostering the learning motivation of seventh-grade students at MTs Wali Aminah and to analyze the supporting and inhibiting factors affecting its implementation. This study employed a qualitative approach using a case study design. Data were collected through observations, interviews, and documentation, and were analyzed using the Miles, Huberman, and Saldaña interactive model, which includes data condensation, data display, and conclusion drawing. The trustworthiness of the data was established through source triangulation and technique triangulation. The findings revealed that the implementation of AI-based Islamic Cultural History learning was carried out through three stages: planning, implementation, and evaluation. a. During the planning stage, the teacher utilized ChatGPT, Canva AI, and Gamma AI to develop lesson plans, teaching materials, and instructional media. b. During the implementation stage, AI was used as a learning support tool in project-based activities, including creating mind maps and posters, while the teacher continued to serve as the primary facilitator throughout the learning process. c. During the evaluation stage, the teacher assessed not only students' learning outcomes but also their participation, collaboration, and critical thinking skills. The implementation of AI-based learning successfully enhanced students' learning motivation, as reflected in increased attention, relevance, confidence, and satisfaction. 2.Supporting factors included teachers' digital competence, adequate learning facilities and infrastructure, institutional support, and students' enthusiasm, whereas inhibiting factors consisted of unstable a. internet connectivity, b.differences in students' digital literacy, and c. limited instructional time.

ABSTRAK

Mutashoddiqin, Muhammad, Imam. 2026. *Pembelajaran Sejarah Kebudayaan Islam (SKI) Berbasis Artificial Intelligence (AI) dalam Menumbuhkan Motivasi Belajar Siswa di MTs Wali Aminah Jombok Ngoro Jombang*. Skripsi, Program Studi Pendidikan Agama Islam, Institut Agama Islam Al-Urwatul Wutsqo (IAI-UW) Jombang. Solikhin.,S.Pd., M.Kom.

Kata Kunci: Pembelajaran Sejarah Kebudayaan Islam, *Artificial Intelligence*, Motivasi Belajar.

Perkembangan *Artificial Intelligence* (AI) dalam dunia pendidikan memberikan peluang bagi guru untuk menciptakan pembelajaran yang lebih inovatif, interaktif, dan sesuai dengan karakteristik peserta didik. Namun, pembelajaran Sejarah Kebudayaan Islam (SKI) di madrasah masih sering didominasi metode konvensional sehingga motivasi belajar siswa belum optimal. Penelitian ini 1.bertujuan untuk mendeskripsikan penerapan pembelajaran Sejarah Kebudayaan Islam (SKI) berbasis *Artificial Intelligence* (AI) dalam menumbuhkan motivasi belajar siswa kelas VII MTs Wali Aminah serta menganalisis faktor pendukung dan faktor penghambat pelaksanaannya. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi, sedangkan analisis data menggunakan model Miles, Huberman, dan Saldaña yang meliputi kondensasi data, penyajian data, dan penarikan kesimpulan. Keabsahan data diperoleh melalui triangulasi sumber dan triangulasi teknik. Hasil penelitian menunjukkan bahwa penerapan pembelajaran SKI berbasis AI dilaksanakan melalui tahap perencanaan, pelaksanaan, dan evaluasi. a. Pada tahap perencanaan, guru memanfaatkan ChatGPT, Canva AI, dan Gamma AI untuk menyusun perangkat pembelajaran, bahan ajar, serta media pembelajaran. b. Pada tahap pelaksanaan, AI digunakan sebagai media pendukung dalam penyelesaian proyek pembelajaran berupa mind mapping dan poster, sedangkan guru tetap berperan sebagai fasilitator yang membimbing peserta didik. c. Pada tahap evaluasi, guru menilai hasil belajar sekaligus proses, keaktifan, kerja sama, dan kemampuan berpikir kritis peserta didik. Penerapan pembelajaran berbasis AI mampu menumbuhkan motivasi belajar siswa yang ditunjukkan melalui meningkatnya perhatian, relevansi, kepercayaan diri, dan kepuasan belajar. 2. Faktor pendukung implementasi pembelajaran meliputi a. kompetensi guru dalam memanfaatkan teknologi, tersedianya sarana dan prasarana, dukungan madrasah, serta b. antusiasme peserta didik, 3. sedangkan faktor penghambat meliputi a. keterbatasan jaringan internet, b. perbedaan kemampuan literasi digital peserta didik, dan c. keterbatasan waktu pembelajaran.