

Implementation of the Suggestopedia Method to Improve Student Learning Motivation in Islamic Cultural History Subjects at MTs. N 3 Gorontalo Regency

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Abstract: The low learning motivation of students in the subject of Islamic Cultural History (ISCH) remains a significant issue in the madrasah environment, especially when learning is monotonous, lecture-centered, and does not provide a comfortable learning atmosphere. In this context, the suggestopedia method is considered relevant because it emphasizes relaxation, positive suggestions, a pleasant classroom atmosphere, and supportive pedagogical interactions. This study aims to explain in depth the implementation of the suggestopedia method in ISCH learning at MTs. N 3 Gorontalo Regency and reveal its contribution to increasing student learning motivation. This study uses a qualitative approach with a case study design. The results show that the implementation of suggestopedia contributes to increasing student learning motivation in ISCH subjects. The implications of this study emphasize that increasing learning motivation in ISCH learning is not only determined by the variety of methods, but also by the teacher's ability to build a safe, calm, and meaningful learning atmosphere. Therefore, suggestopedia can be considered as a relevant pedagogical alternative in strengthening the quality of learning in madrasahs.

Keywords: Suggestopedia; Learning Motivation; Islamic Cultural History; Madrasah.

Abstrak: Rendahnya motivasi belajar peserta didik pada mata pelajaran *Sejarah Kebudayaan Islam* (SKI) masih menjadi persoalan penting di lingkungan madrasah, terutama ketika pembelajaran berlangsung secara monoton, berpusat pada ceramah, dan kurang menghadirkan suasana belajar yang nyaman. Dalam konteks tersebut, metode suggestopedia dipandang relevan karena menekankan relaksasi, sugesti positif, suasana kelas yang menyenangkan, dan interaksi pedagogis yang suportif. Penelitian ini bertujuan untuk menjelaskan secara mendalam implementasi metode suggestopedia dalam

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pembelajaran SKI di MTs. N 3 Kabupaten Gorontalo serta mengungkap kontribusinya terhadap peningkatan motivasi belajar peserta didik. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Hasil penelitian menunjukkan bahwa implementasi sugestopedia berkontribusi pada meningkatnya motivasi belajar peserta didik pada mata pelajaran SKI. Implikasi penelitian ini menegaskan bahwa peningkatan motivasi belajar dalam pembelajaran SKI tidak hanya ditentukan oleh variasi metode, tetapi juga oleh kemampuan guru membangun atmosfer belajar yang aman, tenang, dan bermakna, sehingga sugestopedia dapat dipertimbangkan sebagai alternatif pedagogis yang relevan dalam penguatan kualitas pembelajaran di madrasah.

Kata Kunci: Sugestopedia; Motivasi Belajar; Sejarah Kebudayaan Islam. Madrasah.

A. Introduction

Teaching Islamic Cultural History (ISH) in Islamic schools inherently carries a significant responsibility. This subject is not only intended to introduce the series of events, figures, and transformations of Islamic civilization, but also to foster students' reflective thinking about Islamic values, identity, and intellectual heritage relevant to contemporary life (Susanti & Susanti, 2025; Isnani & Isnani, 2024). However, in practice, ISH is often perceived as a subject that is heavily memorization-intensive, distanced from students' lived experiences, and less able to generate emotional engagement (Paddison & Walmsley, 2021; Dilinika, 2022).

Recent literature shows that learning motivation is closely related to the quality of the classroom climate, enjoyable learning experiences, and how teachers build supportive pedagogical relationships. A review (Ye, 2024) confirmed that a positive classroom environment contributes to increased student engagement, especially when the classroom allows for a sense of safety, comfort, and meaningful participation. This finding is supported by (Ma et al., 2024), which shows that a positive classroom climate is directly related to learning engagement and is mediated by achievement goal orientation. Furthermore, a study (Peng, 2021) confirmed that forms of positive

reinforcement from teachers, including praise and supportive interpersonal responses, influence student academic motivation and engagement.

It is in this context that the suggestopedia method becomes relevant for reconsideration. Rooted in the ideas of Lozanov (1978), suggestopedia is built on the assumption that learning will be more effective when students are relaxed, feel safe, receptive to positive suggestions, and engaged in a pleasant learning environment. A systematic review (Koceri & Aslan, 2024) found suggestopedia to have several important advantages: creating a comfortable classroom atmosphere, reducing learning tension, and helping students be more open to learning experiences. Similar findings were seen in an experimental study (Na et al., 2024), which showed that suggestopedia produced better learning outcomes than lectures with assignments.

However, upon closer examination, the development of suggestopedia research over the past five years still shows a narrow focus. Most studies are focused on foreign language learning contexts, particularly speaking, vocabulary, reading, or writing. Even while the benefits of suggestopedia are recognized, current literature continues to highlight the need for further research in diverse learning contexts and real-life classroom experiences.

Meanwhile, in the field of ICT itself, the emerging research direction appears to be shifting. Various studies demonstrate efforts to improve motivation and learning outcomes through audio-visual media, word walls, role-playing, story-based methods, and project-based approaches (Burzio & Ferraro, 2025; Mahfudhoh & Susetiyo, 2025). Ilma et al., 2024, for example, demonstrates that the use of word walls in ICT learning can be an interactive solution to improve student motivation and learning outcomes. Other studies have also noted a similar trend: motivation in ICT tends to be pursued through media innovation, the digitization of teaching materials, or specific active learning models. This direction is certainly important and productive, but at the same time, it shows that suggestopedia has not been widely explored as a specific pedagogical strategy for ICT learning. However, if the underlying problem is boredom, the dominance of lectures, and the lack of a comfortable learning atmosphere,

suggestopedia offers a different entry point: it not only changes the media but also changes the learning atmosphere as a whole.

The limitations of previous research become increasingly apparent when viewed from a methodological perspective. Qualitative studies on learning motivation are indeed emerging in Islamic education. (Sholeh, 2024), for example, demonstrate that qualitative approaches enable researchers to gain a deeper understanding of teacher strategies, student responses, and learning experiences in the context of religious education in madrasas. On the other hand, (Agustina et al., 2025), in a qualitative study on fun learning, found that enjoyable learning activities can increase students' emotional, behavioral, and social engagement; students perceive enjoyable learning as easier, less intimidating, and more likely to foster long-term motivation. These findings are important because they remind us that motivation cannot simply be understood as a numerical variable in a questionnaire, but rather as a lived experience manifested in expressions of enthusiasm, comfort, courage to ask questions, willingness to engage, and students' perceptions of the meaning of learning itself. In the context of Islamic Education (ISK), the need for a more in-depth understanding of such experiences remains acute.

In the context of MTs.N 3, Gorontalo Regency, the urgency of this research becomes even stronger. Madrasahs, as spaces for intellectual and character formation, require learning strategies that are not only instructionally effective but also sensitive to students' psychological needs. When Islamic studies are taught monotonously, students risk viewing Islamic history as a frozen collection of information from the past, rather than as a source of moral and civilizational inspiration that can foster their historical imagination. Conversely, when learning is built through a relaxed, communicative atmosphere that respects students' emotional dimensions, the opportunity to awaken intrinsic motivation becomes greater.

Based on the description, this study aims to explain in depth how the suggestopedia method is implemented in SKI learning at MTs,N 3, Gorontalo Regency and how this method contributes to increasing students' learning motivation.

B. Research Methods

This research uses a qualitative approach with a single-case study design that focuses on the implementation of the suggestopedia method in the learning of Islamic Cultural History (SKI) at MTs.N 3, Gorontalo Regency. This design was chosen because the focus of the research is not directed at testing causal relationships or measuring effectiveness statistically, but rather to understand in depth the implementation process, the experiences of teachers and students, and how increased learning motivation is interpreted in the real context of the classroom. Qualitative case studies are considered appropriate when researchers want to examine a phenomenon that is tied to a specific context, actors, and social practices holistically. (Miller et al., 2023) emphasize that qualitative case studies are useful for explaining complex phenomena in natural contexts, especially when the boundaries between the phenomenon and its context are not completely clear.

The research setting was MTs.N 3, Gorontalo Regency, a madrasah-based secondary education unit that serves as the locus for implementing SKI learning. Participants were selected purposively based on their direct involvement in the phenomenon under study. With this in mind, the primary participants included SKI teachers who implemented the suggestopedia method, students participating in the learning, and supporting informants such as the vice principal of the madrasah for curriculum or school officials familiar with learning policies.

Data were collected through three main techniques: observation, in-depth interviews, and documentation studies. Non-participant observations were conducted during the suggestopedia-based SKI learning process to record the classroom atmosphere, stages of method implementation, teacher-student interaction patterns, the use of music or positive suggestions, and student responses reflecting learning motivation. In-depth interviews were conducted semi-structured using flexible interview guidelines to allow researchers to explore participants' experiences, perceptions, and interpretations more deeply. Teachers were interviewed regarding lesson planning, pedagogical considerations, implementation strategies, and obstacles encountered. Students were interviewed to explore their learning experiences, feelings of comfort or discomfort, interest in learning, and perceived changes in motivation. Documentation

included teaching materials, modules, observation sheets, photographs of permitted activities, and relevant school records. Data collection was conducted throughout the learning period of the research semester, allowing researchers to follow the process thoroughly, rather than simply capturing fleeting impressions.

Data analysis was conducted using the reflexive thematic analysis approach developed by Braun and Clarke (2006). This approach was chosen because it provides a systematic yet flexible framework for identifying patterns of meaning from interview, observation, and documentation data. The analysis process was conducted in six stages, namely: (1) familiarizing oneself with the data through repeated reading of transcripts and field notes; (2) generating initial codes; (3) grouping codes into initial themes; (4) reviewing and refining themes; (5) defining and naming themes; and (6) constructing an analytical narrative.

Data validity was maintained through several trustworthiness strategies. First, triangulation of sources was conducted by comparing data from teachers, students, and supporting informants, and checking its consistency with observational results and documents. Second, the triangulation method was applied through a combination of interviews, observations, and documentation to ensure interpretations were not dependent on a single type of data. Third, member checking was conducted on a limited basis by asking participants to review a summary of findings or key quotes to ensure the researcher's interpretations did not deviate from their intent. Fourth, the researcher compiled an audit trail, recording the data collection process, coding decisions, and theme development to support dependability. Fifth, reflexivity was maintained through analytical memos to ensure the researcher was aware of assumptions, positions, and potential biases throughout the research. Recent literature on trustworthiness emphasizes that credibility, transferability, dependability, and confirmability need to be established through triangulation, thick description, an audit trail, and consistent reflexivity.

C. Results and Discussion

Based on the results of classroom observations, in-depth interviews with teachers and students, and a review of learning documents, six main themes were found that

represent the implementation of the suggestopedia method in learning Islamic Cultural History (SKI) at MTs.N 3, Gorontalo Regency.

First, lesson planning emphasizes a comfortable learning environment and positive suggestions. These findings indicate that the implementation of the suggestopedia method does not begin when teachers enter the material delivery phase, but rather begins during the lesson planning phase. SKI teachers structure their lessons with particular attention to conditioning the classroom atmosphere, selecting material that can be narrated lively, using calming background music, and constructing affirmative sentences to build students' mental readiness. The planning stage in the implementation of suggestopedia is not only about preparing teaching materials, but also about managing the emotional climate of the classroom, preparing communication strategies, and creating a more welcoming initial learning experience for students.

Second, the learning process was more relaxed, participatory, and emotional. The second finding showed that at the implementation level, the suggestopedia method was implemented through a series of steps that changed the rhythm of SKI learning to be more gentle, communicative, and directed. Observations showed that the teacher opened the lesson by providing a more comfortable seating position, asking students to calm down, and then playing instrumental music at a low volume. Afterward, the teacher delivered simple affirmations such as an invitation to learn without fear of making mistakes, to enjoy the process, and to focus on the historical story being studied. In classroom observations, music was not a dominant element, but served as a backdrop that supported a calm atmosphere. The teacher spoke with a slower and more expressive intonation when delivering material, especially when explaining figures and the flow of Islamic historical events. Students appeared to look at the teacher more, engaged in fewer side conversations, and maintained their attention on the material for longer.

Third, changes in students' learning responses and motivation during the learning process. The findings in the third theme indicate changes in students' learning responses during the implementation of the suggestopedia method. These changes were evident in aspects of attention, courage to participate, emotional comfort, and persistence in following the lesson through to the end. In initial observations, some students appeared

accustomed to viewing SKI lessons as lessons that required passive listening. However, during the implementation of suggestopedia, changes in learning behavior began to be seen. Students took more notes on important points, looked at the teacher more often during the lesson, and were more active in providing verbal responses when the teacher asked questions. Furthermore, learning motivation was also evident in students' increased willingness to prepare and take the lesson more seriously. Several students said they became more interested in rereading the material before and after the lesson because they felt SKI lessons were no longer boring. Changes in response were also evident in students who previously lacked confidence. They began to show courage in expressing opinions, asking questions, or retelling the material. During observations, some students who were mostly silent during the initial meeting began to participate when the teacher asked for feedback in subsequent meetings. These data indicate that the increase in learning motivation does not occur in a single form. It comes as a combination of increased attention, emotional comfort, curiosity, courage to speak, and persistence in following the learning.

Fourth, supporting and inhibiting factors in the implementation of the suggestopedia method. The results of the study show that teachers and students interpreted this learning experience as something different from their usual SKI learning patterns. For teachers, suggestopedia was seen as a way to "soften" the distance between the historical material and the students. Teachers felt that learning became more humane because students were not merely positioned as recipients of lesson content, but as subjects whose comfort and emotional readiness had to be built. For students, the experience of learning with suggestopedia was interpreted as a lesson that was closer, more enjoyable to follow, and did not cause excessive psychological burden. They spoke not only about learning techniques but also about the relational atmosphere with the teacher. Another meaning that emerged was that SKI learning became more alive when historical events were presented as imaginable experiences, not just as the content of a book. Students stated that they more easily grasped the lessons when the teacher created the atmosphere and delivered the material narratively. This theme shows that the

implementation of suggestopedia not only impacts visible learning behavior but also how teachers and students give meaning to the learning itself.

Fifth, supporting factors in the implementation of the suggestopedia method. The following findings indicate a number of factors supporting the implementation of the suggestopedia method in SKI learning. The first factor is teacher readiness in managing the classroom atmosphere. Teachers are committed to not only delivering material but also creating a more comfortable learning experience. This readiness is evident in the way teachers regulate their voice intonation, select appropriate material for narration, and respond to students with calming language. The second factor is students' openness to diverse learning experiences. Most students responded positively because they felt a variation from the usual learning pattern. This openness makes it easier for teachers to build a more conducive classroom atmosphere. The third factor is the supportive classroom environment, which is quite conducive. During observations, the class was relatively manageable, students were willing to follow initial directions, and distractions from outside the classroom were not too dominant. This allows for relaxation and initial conditioning to work quite well. The fourth factor is the character of certain SKI materials, which lend themselves to being developed into stories or narratives. Material with characters, plots, and conflicts appears to be easier to process using the suggestopedia approach than material that is highly conceptual and terminologically dense.

Sixth, inhibiting factors in the implementation of the suggestopedia method. In addition to supporting factors, research results also revealed a number of obstacles. The first obstacle was limited learning time. Teachers stated that implementing suggestopedia requires time for initial conditioning, brief relaxation, and narrative development, while the allocation of class hours is often limited. Another obstacle was that not all students were immediately able to adapt to the calmer atmosphere. During observations, several students were initially still joking, talking to themselves, or not yet accustomed to following relaxation instructions seriously. Another obstacle was the lack of supporting facilities that were not always optimal, such as audio equipment or classroom conditions that were sometimes affected by outside noise. Although not

completely disruptive, these were cited by teachers as factors that could affect the quality of the learning atmosphere they wanted to create. Finally, the research findings indicated a high level of teacher preparedness. Teachers need to maintain consistency in expression, intonation, verbal reinforcement, and classroom management simultaneously. This requires considerable energy, patience, and creativity.

Overall, the results of the study indicate that the implementation of the suggestopedia method in SKI learning at MTs. 3 Gorontalo Regency takes place through the arrangement of the learning atmosphere from the planning stage, implementation which emphasizes relaxation, music, narration, and supportive interactions, and results in changes in student responses towards more focus, comfort, courage, and enthusiasm. At the same time, the process is influenced by teacher readiness, student openness, classroom environmental support, as well as a number of obstacles such as limited time, facilities, and the need to adapt to different learning patterns.

The findings of the implementation of the suggestopedia method in the teaching of Islamic Cultural History (SKI) at MTs.N 3, Gorontalo Regency, work primarily through the reconstruction of the learning atmosphere. The most prominent change is not merely in the variation of teaching techniques, but in the shift in the classroom climate from one that previously tended to be tense, monotonous, and lecture-centered to one that is calmer, more supportive, and more participatory. The contextual meaning of this finding is quite important: in SKI learning, the issue of learning motivation does not appear to stand alone as a matter of the students' "will," but is closely related to how the learning experience is perceived from the beginning—whether the learning creates a safe space for involvement, or instead reinforces the impression that SKI is a difficult and stressful lesson. This interpretation is in line with studies that position motivation as the result of the interaction between psychological factors, learning experiences, and the pedagogical environment, not simply an individual attribute of the students.

The findings regarding the importance of lesson planning that emphasizes relaxation, positive suggestions, and narrative structuring of material demonstrate that suggestopedia, in this study, functions as a front-end pedagogical strategy: it operates

even before the core material is taught (Altun, 2023; Indriyani, 2024). Teachers not only prepare lesson content but also build affective conditions that prepare students for the lesson. This supports the argument that a positive classroom environment plays a role in supporting learning engagement, especially when students feel psychological safety and relational support from the teacher. A study (Ye, 2024) confirmed that a conducive classroom environment correlates with learning engagement, while (Ma et al., 2024) showed that a positive classroom climate is intertwined with achievement goal orientation and student engagement. Thus, the findings of this study enrich the literature by demonstrating how a positive classroom climate can be created through concrete steps in SKI learning, such as pre-conditioning, calming intonation, and verbal affirmations that reduce learning anxiety.

In relation to the theory of suggestopedia, the results of this study also confirm that the method's main strength lies in its affective dimension. A relaxed atmosphere, soft background music, and non-judgmental teacher communication appear to help students enter the lesson with less resistance. This finding is consistent with a systematic review (Koceri & Aslan, 2024), which showed that suggestopedia in language teaching has the advantages of creating a comfortable classroom atmosphere, reducing learning tension, and opening up a more enjoyable learning space for students (Meza et al., 2024). In other words, this study broadens the scope of findings by placing suggestopedia in SKI subjects, which are epistemically and pedagogically relevant as historical-religious learning that demands appreciation, historical imagination, and emotional closeness to the material.

One of the most significant findings in this study was the increased courage of students to participate. In this study, students not only reported feeling comfortable but also demonstrated behavioral changes: they were more confident in answering questions, more ready to express their opinions, and better able to maintain focus throughout the lesson. This finding can be interpreted as an indication that increased learning motivation in the context of suggestopedia is not only motivation in the sense of "wanting to learn," but also motivation manifested in behavioral and emotional engagement. This reading aligns with reviews (Bernstein, 2023; Liu, 2022), which show

that enjoyable learning experiences are positively related to academic motivation and student engagement, and with a study (X. Wang, 2022), which found that enjoyment and academic motivation jointly predict learning engagement. In the context of this study, "comfort" and "calmness" appear to be prerequisites for the emergence of learning enjoyment, from which student engagement begins to develop.

Meanwhile, the finding of positive reinforcement from teachers is also worth examining. Data show that teachers who respond supportively to students' answers, avoid shaming mistakes, and provide space for collaborative correction, successfully reduce barriers to participation in class. This supports studies (Amani & Fedai, 2024; Peng, 2021), which confirm that teacher praise contributes to motivation and learning engagement, and aligns with research (Sun, 2021), which emphasizes that teacher caring behavior and teacher praise are related to student engagement. Thus, this study adds evidence that in SKI learning, the teacher's voice, how they respond, and the relational tone established in the classroom can be pedagogical instruments as important as the teaching materials themselves.

Furthermore, the findings of this study also align with qualitative studies in Islamic education that place teachers as central actors in shaping learning motivation (Hadi et al., 2024); Sholeh, 2024), for example, found that learning motivation in Islamic Religious Education (IS) learning in madrasas is strongly influenced by teacher strategies, school support, and the quality of interactions established during learning. This means that this research's contribution goes beyond simply affirming that "teachers matter," but also explains how teachers can create more motivating learning experiences through affectively oriented learning designs.

Compared with previous studies on Islamic Education (IS) learning, this study also presents a different perspective (Zahra' & Sofa, 2024). Research on Islamic Education innovations in recent years has tended to focus on interactive media, such as wordwalls or animated videos, and generally shows that media innovations can increase student interest, motivation, and understanding. Studies on wordwalls in Islamic Education (IS) learning, for example, emphasize the importance of digital interactivity in enhancing learning motivation, while research on animated videos shows that

engaging visualizations can make Islamic history material more understandable and engaging for students. The results of this study do not contradict these findings, but rather point to another equally important pathway: learning motivation can be enhanced not only through media changes but also through the design of the learning environment. Thus, while interactive media works primarily through visual stimulation and activity, suggestopedia appears to work through emotional regulation, comfort, and affective readiness for learning.

This research suggests that pedagogical reform can also be atmospheric, changing how students perceive the classroom. Within this framework, Islamic studies lessons, which are rich in characters, chronology, values, and historical conflicts, are quite compatible with narrative and suggestive approaches. When historical material is shifted from a rote format to a calm, lively, and meaningful narrative format, students no longer simply receive information but experience learning as a process more closely connected with imagination and reflection. This finding provides a conceptual contribution to the study of Islamic education, particularly the effectiveness of religious-historical learning lies not only in the accuracy of the content but also in the form of learning experiences that accompany its delivery.

However, the findings of this study also reveal a more complex side. The implementation of suggestopedia has not been without obstacles. Limited learning time, the need for student adaptation, high teacher preparedness, and inadequate supporting facilities indicate that this method is not a technical solution that can be implemented instantly. These findings are consistent with a study (Fitri et al., 2024) which showed that many suggestopedia practices in Indonesia are actually modified forms, not complete implementations of Lozanov's model. From this perspective, the current research confirms that the success of suggestopedia is highly dependent on contextual negotiation. This means that what is relevant for madrasah education is not a rigid copying of suggestopedia, but rather a reasonable adaptation of its principles to suit classroom conditions, the nature of the material, and the learning habits of students.

Similarly, other findings regarding the role of music also deserve more careful discussion. In this study, music does not emerge as the sole determining factor, but

rather as a supporting element that helps create a calm classroom atmosphere. This aligns with research (Kim et al., 2024), which shows that music in a learning context can help reduce stress and anxiety and support learning well-being (Kusuma, 2025). However, these research findings also suggest that music is not automatically effective; it only works when integrated with other elements such as teacher intonation, narration, and supportive classroom relationships. Thus, music's contribution is better understood as part of a pedagogical orchestration, rather than as a stand-alone tool.

Practically, this research offers several contributions to SKI learning and madrasah education in general. First, it demonstrates that teachers can enhance learning motivation without relying solely on complex technology or digital media; effective classroom climate management, narrative use, verbal reinforcement, and emotional conditioning can be meaningful pedagogical interventions. Second, it provides a foundation for developing madrasah teacher training that emphasizes not only competency in learning materials and administration, but also skills in building a classroom climate that supports motivation. Third, the results of this research can serve as a reference for schools to recognize that learning innovation should not be limited to devices but also involve designing more humane learning experiences. These implications align with the literature on motivation-oriented learning strategies, which suggests that instructional support and approaches that foster student engagement can positively impact student participation and learning outcomes.

Scientifically, this research contributes to two areas simultaneously. In the theoretical realm, this research expands the use of the concept of suggestopedia from the domain of language learning to SKI learning, while also confirming that the affective, relational, and atmospheric dimensions are important components in religious-historical learning. In the methodological realm, this research adds qualitative evidence to a theme that has previously been more often explained through quantitative or quasi-experimental approaches. Therefore, this research helps shift the focus of the discussion from the question of "is suggestopedia effective" to "how suggestopedia is implemented and interpreted in the madrasah context." This shift is important because real-life

educational practices often cannot be fully understood through learning outcome figures alone.

However, this study has several limitations that need to be explicitly stated. First, the research was conducted in a single madrasah with a specific subject context and classroom dynamics, so the transferability of the findings needs to be carefully assessed. Second, because its qualitative, case-study design meant that this study was not designed to measure the extent of suggestopedia's influence on learning motivation comparatively. Third, the data relied heavily on participant-reported experiences and observations over a specific period, so longer-term changes in motivation cannot be ascertained. Fourth, because the implementation of suggestopedia here was a form of contextual adaptation, the results of this study cannot be simply considered representative of all forms of suggestopedia. These limitations further clarify the study's position: strong in contextual depth, but limited in generalizability.

Based on these limitations, further research can be directed along several more specific paths. A first feasible approach is a multi-site study across several madrasahs (Islamic schools) with varying characteristics to determine whether patterns of motivational enhancement through suggestopedia are consistent across broader contexts. Second, further research could combine qualitative and quantitative approaches to allow for a richer understanding of students' learning experiences alongside more measurable changes in motivation or engagement. Third, it would be valuable for future studies to explore the integration of suggestopedia with digital media, visual narratives, or project-based learning within SKI, allowing for simultaneous examination of the atmospheric and interactive dimensions. Fourth, future research could also utilize more specific theoretical lenses, such as self-determination theory, control-value theory, or the academic engagement framework, to clarify the psychopedagogical mechanisms linking classroom atmosphere, learning emotions, and student motivation. This direction of development aligns with recent literature emphasizing the importance of teacher emotional support, classroom climate, and instructional strategies that sustainably nurture motivation.

D. Conclusion

This study shows that the implementation of the suggestopedia method in teaching Islamic Cultural History at MTs.N 3, Gorontalo Regency, contributed to a more comfortable, participatory, and motivating learning experience. The increase in students' learning motivation did not arise solely from changes in material delivery techniques, but primarily due to changes in the classroom atmosphere, positive verbal reinforcement, narrative presentation of materials, and more supportive pedagogical relationships. In this context, suggestopedia works as an approach that organizes the affective dimension of learning while opening up space for more active and reflective student involvement.

The findings of this study address the research objectives by providing an in-depth look at how suggestopedia-based learning plans are structured, how they are implemented in the classroom, how students respond to these learning experiences, and the factors that support and hinder their implementation. At the same time, this study addresses a gap still apparent in previous studies, namely the limited qualitative studies of suggestopedia in the context of SKI subjects. While previous research has focused more on language learning or quantitative measures of effectiveness, this study broadens understanding by presenting suggestopedia as a pedagogical practice that is interpreted, negotiated, and experienced in the madrasah context.

Scientifically, this study emphasizes the importance of the atmospheric and relational dimensions in religious-historical learning. Effective learning depends not only on the appropriateness of the material and methods, but also on the teacher's ability to create a safe, calm, and meaningful learning environment. Contextually and practically, the results of this study imply that strengthening learning motivation in SKI subjects can be achieved through strategies that do not always rely on complex technology or media, but rather through classroom management that is sensitive to students' emotional states.

Further research could be directed to the madrasah context or other subjects to examine possible variations in suggestopedia implementation, while also expanding the study through designs that allow for cross-context comparisons. Further research is also

important to examine the integration of suggestopedia with other learning approaches to gain a more comprehensive understanding of strategies for increasing learning motivation that are relevant to the needs of contemporary Islamic education.

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