



## The Teacher's Efforts in Improving Students' Interest in Learning through Interactive Learning Strategies

Umi Rohimatun Nangimah<sup>1</sup>, Mispani<sup>1</sup>, Dedi Setiawan<sup>1</sup>

<sup>1</sup> Universitas Ma'arif Lampung, Indonesia

Corresponding Author ✉ umirhimatun@umala.ac.id

### ABSTRACT

This research is focused on the efforts by teachers of Akidah Akhlak in subjects' interest in learning through interactive learning strategies in senior high school Ma'arif 06 of Seputih Raman Lampung Tengah. Which become the factor of inhibition and support in improving student's learning interest. This research is conducted by using field research approach (field researd) which is qualitative that implemented in junior high school Muhammadiyah of Kalirejo. Date collection is done by using interview, observation and documentation. Date analysis in this research by way of data reduction, data presentation, and concluding drawing / verification. Testing the validity of the data obtained in this study by triangulation of sources, member check and improve persistence / keajegan observations. The results showed that teachers have eight efforts to increase students' interest learning in senior high school Ma'arif 06 of Seputih Raman Lampung Tengah So that students become interested and enthusiastic in following the Akidah Akhalak learning. In addition there are several factors that hinder teachers in improving student learning interest such as lack of existing facilities and infrastructure, lack of supervision from parents to their children when at home, and not terancangnya learning system in accordance with learning objectives. Factors that support teachers in improving the interest of learning suiswa is the LCD that allows teachers to deliver material, the religious school environment helps pie teachers in improving student learning interest. Based on the results of the study of eight attempts made there is a dominant that gives an assessment of this is done because by providing value from the work of students will spur interest in learning. But the need to create competition and cooperation among students to spur their learning spirit.

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## INTRODUCTION

One of the main pillars of a nation's growth is education. As primary educators, teachers play an important role in creating a motivating and productive learning environment for their students. The teacher's ability to present lesson content creatively is one of the keys to success in the teaching and learning process. One of the subjects that teachers must teach their students is Islamic Religious Education in order to instill religious values in them and make them believers and devout people, which is the goal of national education. The aim of Islamic education is to gradually change people's attitudes and behavior in accordance with the principles of Islamic education. Islamic Religious Education is not just a process of transferring knowledge or religious

norms, but also seeks to realize the physical and spiritual transition of students so that they become a good generation.

Religious education has a fairly large role in shaping the values and character of students, especially in the subject of Aqidah Akhlak. Teachers are critical in helping students understand this content at the secondary education level. A key component of the learning process is the instructor's creativity. Teacher creativity is a determining factor in making learning more interesting, effective and relevant for students.

Apart from the desires of educators themselves, many other factors influence the results of teacher work. In addition, every student basically has the right to the opportunity to get a decent education. However, in reality, it is proven that students' cognitive and physical capacities, as well as their family histories, lifestyles and ways of learning vary greatly. There comes a time when the changes in these children are truly visible. Because the boundaries and meaning of learning are change and the capacity to change, learning has a significant impact on human development outcomes. The poor quality of human progress, which is often the result of learning, will determine the future of human civilization.

Apart from the desires of educators themselves, many other factors influence the results of teacher work. In addition, every student basically has the right to the opportunity to get a decent education. However, in reality, it is proven that students' cognitive and physical capacities, as well as their family histories, lifestyles and ways of learning vary greatly. There comes a time when the changes in these children are truly visible. Because the boundaries and meaning of learning are change and the capacity to change, learning has a significant impact on human development outcomes. The poor quality of human progress, which is often the result of learning, will determine the future of human civilization.

Teachers have a very important role in guiding, providing instruction, and educating students, both individually and in groups, both inside and outside the classroom, because teaching is a calling. A teacher's job is to educate children with noble principles that will enrich their lives and grow professionally in line with scientific advances.

Internal and external factors determine a teacher's success in teaching. Teacher motivation, self-confidence and creativity are internal factors, and external factors focus on relevant school facilities and environments. Every progress achieved by humans is always creative. People seek greater and better productivity, effectiveness, efficiency, and even enjoyment than they achieved before. Therefore, teachers need to maximize learning materials and media while creating a pleasant learning atmosphere to improve student performance and learning achievement

Educators teach ideas to students and then students develop these ideas. In this way, teachers help students gain broader knowledge than just the material taught by the teacher. Basically, every human being is given creative gifts by Allah SWT, which includes the ability to create or inventiveness, as well as being creative. The extent to which a person's creativity is different, its implementation is also different.

A teacher must be able to achieve the best level of creativity. Teachers must have the ability to encourage their students to be creative, produce and learn. Creative teachers have strong enthusiasm and motivation to encourage their students to be more creative and improve their abilities. This is because they have traits such as motivation, self-confidence, comedy, patience, interest and flexibility. This is especially true for educators who use creative approaches to their learning. Teachers not only

have to be teachers, they also have to be able to create a fun and comfortable learning environment for their students.

According to Law no. 14 of 2005 concerning Teachers and Lecturers, Chapter I General Provisions Article 1 Paragraph (1) states that "teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating primary and secondary education students." According to Moh. Uzer Usman in his book "Becoming a Professional Teacher", "a professional teacher is a person who has the necessary knowledge and expertise.

To carry out their duties and responsibilities as instructors to the best of their abilities, professional teachers need to have the necessary skills and knowledge in their field. Increasing teacher creativity is one of the problems facing the education sector. To improve the level of teaching and the quality of students in terms of morals and manners/attitudes, teacher creativity in the classroom is very important. Creativity is the ability to produce completely original works of art as well as adaptations or changes to existing works of art.

Creativity is a combination of the functions of the two hemispheres of the brain. Teacher creativity arises when the left brain function receives and processes information heard by someone. A teacher needs to pay close attention, process material, create original concepts, and combine them with previous teaching knowledge. The psychological approach and the sociological approach are two different ways of studying creativity.

Innovative educators will find efficient teaching models and techniques. The more specific the learning objectives, the greater the likelihood that the models and techniques found will be more acceptable and suitable. However, determining the most effective learning models and techniques still does not have clear guidelines. Recently it has been proven that a learning approach and model is not appropriate because it changes students not only based on numerical values but also based on their daily actions in the community environment, the output or results of which can be known.

Several internal and external factors influence the creativity of moral aqidah teachers; This includes knowledge, skills, motivation, environment, facilities, and support from schools and parents. However, initial research shows that moral aqidah teachers face a number of problems, including a lack of diverse choices of learning methods and media, low student participation and student motivation in education, and a lack of resources to help students improve. So that teachers of moral beliefs are very limited in wanting to increase students' interest in learning. With decreasing interest in learning, decreasing interest in reading, and even no longer being interesting, the researcher wants to provide a solution on what and how to do so that students' interest in learning can return to being interactive and enjoyable.

## **METHOD**

This research uses a qualitative descriptive research method (Yusnan, 2022), namely research that centers on phenomena that are observed and rationalized using science, using data analysis methodology (Mahmud et al., 2022). By observing what happens in the field which is used as a research subject (Tahawali & Aimang, 2021). The head of the Madrasah and one of the Aqidah akhlak teachers participated as informants in this investigation. By conducting observations and interviews, data was collected (Leo Pratama et al., 2019). After data collection, the following qualitative

procedures were used for data analysis, including classification, reduction, description, and drawing conclusions (Reksiana et al., 2022).

## RESULTS AND DISCUSSION

Aqidah Akhlak teachers' efforts in increasing interest in learning

Based on the results of interviews and observations in the field that the author conducted with Aqidah Akhlak teachers and madrasa heads, it turned out that they received almost the same response, therefore, based on data analysis techniques, the author tried to analyze the efforts of teachers of the Aqidah Akhlak subject in increasing students' interest in learning through learning strategies. interactive at MA Ma'arif 06 Seputih Raman Central Lampung. In this case the author conducted observations and interviews regarding the teacher's efforts to increase students' interest in learning. There are eight efforts made by Akhlak aqidah teachers to increase students' interest in learning and the following is a discussion.

Based on interviews conducted by the author, the results showed that to increase interest in learning, efforts need to be made by teachers, including: clarifying the goals to be achieved, arousing student interest, creating a pleasant atmosphere in learning, using a variety of interesting methods, giving reasonable praise for every success. students, give assessments, comment on the results of student work, create competition and cooperation.

With several efforts made by the Aqidah Akhlak teacher, it is hoped that the learning objectives can be realized, especially supported by the teacher's own motivation in the learning process through eight efforts that have been implemented to make students understand and understand the Aqidah Akhlak and how to apply it in everyday life. Thus, the teacher's eight efforts to increase students' learning motivation are quite effective because they can help them understand the Aqidah Akhlak material.

Based on interviews conducted by the author, the results showed that interest in learning is an important thing in the learning process, fostering interest in learning requires awareness from within the students themselves, the teacher helps by providing interesting material, and makes the atmosphere in the class lively and makes the class comfortable in studying. Thus, interest in learning greatly influences the process of implementing learning so that it can run systematically and effectively, namely the realization of the desired goals.

With eight teacher efforts made in learning Aqidah Akhlak, data was obtained that the majority of students were able to follow the learning process interactively and critically, this can be seen from students who interactively discussed with their group members and conducted questions and answers both with the teacher and their group members. , able to exchange ideas with group members, as well as collect information related to the problem being discussed so that each group is able to solve questions or problems given by the teacher.

At the evaluation stage, which is an important activity in every learning activity, students have an interest in learning and have a high desire so that the results of student evaluations can be used as a benchmark for the teacher's success in providing material to students. This evaluation is given by giving questions to students or by working in groups to complete assignments given by the teacher.

Based on the explanation above, it can be seen that the teacher's efforts to increase students' interest in learning by Mr. Salim Hariyanto, S.Pd.I as the Aqidah Akhlak teacher are quite good. By using these eight efforts, students become

motivated in learning, and students can be more interactive and understand the material presented by the teacher.

However, there are several things that are less than optimal in learning, such as the lack of use of LCD aids during learning, so it takes quite a long time to explain several times until the student really understands what is being conveyed.

Motivation to learn from Islamic religious education teachers has a big influence on student continuity during lessons. Students will be happy and easily understand Islamic religious education lessons, especially Aqidah Moral lessons. The efforts made by the Moral teacher to motivate students include the teacher conveying the objectives. Before entering the core lesson, the teacher conveys the learning objectives according to the material to be delivered.

Several other efforts were also given by Mr. Salim Hariyanto, S.Pd.I as the Aqidah Akhlak teacher at MA Ma'arif 06 Seputih Raman Central Lampung, such as providing assessments, if students are interactive and can answer spontaneous questions from the teacher then the teacher gives additional marks to the students. . Teachers will give additional marks if students have noble behavior.

Giving stories: Moral teachers in delivering lesson material often give stories that contain cause and effect relationships. In accordance with the theme of the lesson. By providing a cause and effect story, it will arouse students' interest in avoiding this behavior and carrying out actions that have good consequences.

Based on the results of research observations regarding teachers' efforts to increase children's interest in learning using these eight efforts, it is quite good. This can be seen from the existence of good reciprocity between teachers and students in solving a problem. By carrying out various efforts, students become critical and interactive when learning takes place.

- a) Clarify the goals to be achieved  
Each time the Aqidah Akhlak teacher will carry out learning, he will convey to students about the learning objectives and deliver the material in accordance with the learning objectives. However, the learning objectives are not only focused on the existing material. Teachers and students are required to develop the material being discussed at that time.
- b) Arouse student interest  
Teachers must be creative when presenting material to students, such as stimulating discussions during learning, and often asking questions related to the material. However, teachers must be able to read the atmosphere in the classroom, a dirty and untidy classroom will affect students' learning.
- c) Create a pleasant atmosphere  
giving a story or a story from several scholars delivered by the Aqidah Akhlak teacher before entering the learning will create a pleasant atmosphere.  
However, you can also create a pleasant atmosphere for learning by inviting them to study outdoors so that students don't always study in the classroom.
- d) Using variations or methods  
Learning using media such as LCD makes students enthusiastic and critical in learning.  
However, teachers can also use socio-drama methods or role playing when telling a story about a character
- e) Give reasonable praise  
Praise is given to students who have achievements in learning, the praise is to

motivate them and foster enthusiasm for learning.

However, praise is not always given to students who excel, students who do not understand must also be given praise that provides encouragement to be more active in studying.

f) Provide an assessment

Assessment is considered important in the learning process, Aqidah Akhlak teachers always provide assessments on every work or assignment that students have completed.

However, the assessment must be objective, grades can also be obtained from their behavior at school.

g) Provide comments on student results

For student success, there needs to be motivation from teachers and parents at home. When at school, teachers give positive comments to students as input for carrying out assignments more thoroughly and innovatively. However, the comments given must be of a good nature to foster students' enthusiasm for learning.

h) Create competition and cooperation

The teacher gives group assignments to students and groups that perform well will get good grades and get good grades *reward* from the teacher. However, to create good competition and cooperation by involving all students and teachers always monitor each student's work.

1. Inhibiting factors for teachers in increasing students' interest in learning. The success of an educational goal depends on the process

vThe teaching and learning experience experienced by students is that a teacher is required to be careful in choosing and implementing teaching methods that are appropriate to the goals to be achieved. Problems that arise in the teaching and learning process are caused by a lack of communication between teachers and students and students and other students so that the interaction process becomes vacuum.

Based on the results of observations and interviews conducted by the author at MA Ma'arif 06 Seputih Raman, Central Lampung, there are several factors that become obstacles in increasing students' interest in learning, which can come from internal or external within the school or students.

Based on interview excerpts from Mr. Salim Hariyanto, S.Pd.I as Aqidah Akhlak teacher at MA Ma'arif 06 Seputih Raman, Central Lampung, the external factor that is an obstacle to increasing interest in learning is that teachers tend not to focus during the teaching and learning process due to problems in the family environment that is brought while at school.

Meanwhile, internal factors that hinder teachers in increasing students' learning motivation are lack of discipline among students when learning is taking place, students being late in entering class, too many school holidays making learning incomplete, incomplete learning planning, lack of adequate facilities and infrastructure. one factor inhibiting teachers in increasing students' interest in learning.

To avoid several factors that create obstacles in increasing interest in learning, there must be cooperation between the Aqidah Akhlak teacher and the madrasa head, and there must be good cooperation between the teacher and students when learning takes place. It is one thing that cannot be denied that in every lesson there must be

something that becomes an obstacle to the success of students. Therefore, good cooperation will minimize the obstacles themselves.

## 2. Teacher supporting factors in increasing students' interest in learning

Based on the data obtained, it can be seen that arousing students' interest in learning by providing motivation with stories and giving prizes. Having adequate facilities and intense supervision from the school is one of the supporting factors for teachers in increasing students' interest in learning.

Supporting factors can also come from the stable condition of students, this is very important because the stable condition of students will make it easier for teachers to increase interest in learning. The condition of competent teachers is one of the supporting factors because competent teachers will make it easier to transfer knowledge to students and have various interesting and varied teaching methods. Apart from that, a supportive learning environment will make it easier for students to develop enthusiasm and interest in learning, a safe and harmonious environment will provide comfort to students.

The elements that influence students' interest in learning are students' goals or aspirations, students' abilities, students' conditions, students' environmental conditions and dynamic elements in learning and learning.

From the data obtained, it can be seen that students take Aqidah Akhlak lessons seriously and teachers have succeeded in increasing students' interest in learning. This is because there is good cooperation between teachers and students so that when lessons take place they are effective.

Students' interest in learning can become weak. Weak interest or no interest in learning will weaken activities, so that the quality of student learning achievement will be low. For this reason, teachers always make various efforts in every teaching and learning process so that students are always motivated to learn.

Based on the results of research at MA Ma'arif 06 Seputih Raman, Central Lampung, Aqidah Akhlak teachers have implemented various efforts to increase students' interest in learning and through various efforts they have made an impact on students. So that students have an interest in learning and have clear goals. According to him, the effort that is often made is to provide an assessment. In this way, students become motivated to take part in lessons enthusiastically.

There are several efforts that have not been fully carried out by Aqidah Akhlak teachers, including creating competition and cooperation. This is still not effective in using it. There needs to be strong motivation within students to create competition among their friends in the class.

What should be done during learning is that the teacher should use a device such as an LCD when the material being discussed is related to material that if explained manually would take a long time and explain repeatedly. The presence of an LCD makes it easier for teachers to give examples to students regarding the current material.

## CONCLUSION

Based on the results of research and analysis in the previous chapter, it can be concluded that: 1). The Aqidah Akhlak teacher's efforts to increase students' interest in learning at MA Ma'arif 06 Seputih Raman Central Lampung have been implemented by the Aqidah Akhlak teacher through several efforts. active and critical learning, this can be seen from students who actively discuss with their group members and

conduct questions and answers both with the teacher and group members, are able to exchange ideas with group members, and collect information related to the problem being discussed so that each group is able to solve questions or problems given by the teacher. However, to arouse students' interest in learning, there needs to be cooperation between the madrasa head, Aqidah Akhlak teachers and parents at home. And teachers always try to provide the best for students when learning takes place. 2). Inhibiting factors for teachers in increasing students' interest in learning. Based on interview excerpts from Mr. Salim Hariyanto, S.Pd.I as a Aqidah Akhlak teacher at MA Ma'arif 06 Seputih Raman, Central Lampung, the external factor that is an obstacle in increasing interest in learning is that teachers tend not to focus. when the teaching and learning process takes place due to problems in the family environment that are brought up while at school. Meanwhile, internal factors that hinder teachers in increasing students' interest in learning are students' lack of discipline when learning takes place, students are late in entering class, too frequent school holidays make learning difficult. complete, learning planning that is not yet mature, lack of adequate facilities and infrastructure are also factors that hinder teachers in increasing students' interest in learning. To avoid several factors that create obstacles in increasing interest in learning, there must be cooperation between the Aqidah Akhlak teacher and the head of the madrasah. , and there is good cooperation between teachers and students when learning takes place. It is one thing that cannot be denied that in every lesson there must be something that becomes an obstacle to the success of students. Therefore, good cooperation will minimize the obstacles themselves. 3). Supporting factors for teachers in increasing students' interest in learning. Supporting factors can also come from the stable condition of students, this is very important because the stable condition of students will make it easier for teachers to increase interest in learning. The condition of competent teachers is one of the supporting factors because competent teachers will make it easier to transfer knowledge to students and have various interesting and varied teaching methods. Apart from that, a supportive learning environment will make it easier for students to develop enthusiasm and interest in learning, a safe and harmonious environment will provide comfort to students. Students' interest in learning can become weak. Weak interest in learning or no interest in learning will weaken activities, so that the quality of student learning achievement will be low. For this reason, teachers always make various efforts in every teaching and learning process so that students are always motivated to learn.

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