



The Efforts of Islamic Religious Education Teachers to Increase the Student Learning Interest

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ABSTRACT

This study aims to determine how students' interest in learning Islamic religious education and the efforts of religious teachers in increasing students' interest in learning Islamic religious education as well as obstacles and support in increasing this interest. This research was conducted at SMA Ma'arif 01 Seputih Banyak. The type of research used in this research is descriptive qualitative. And the results obtained are the results of descriptive data, namely in the form of words, images not numbers. Sources and information are from religion teachers and students as well as parties involved in this research when needed. The results of this study are 1). Students' interest in learning Islamic religious education at SMA Ma'arif 01 Seputih Banyak is very good and also has high enthusiasm. 2). The efforts made by teachers in increasing student interest in Ma'arif 01 High School are: a) motivation, b). habituation of congregational prayer, c) explaining the purpose of the lesson, d. Practice, e. The class is not empty, f. Giving students freedom, g. Giving students freedom. Giving students freedom, g. Teacher's ability. The contribution of this research is to provide insights for teachers and schools in designing more effective strategies to increase student interest in learning Islamic religious education, as well as identifying factors that can support or hinder the learning process. Thus, it is hoped that this research can be a reference in developing better curriculum and teaching methods in the future.

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INTRODUCTION

School education is an institution that the public trusts as a place to study. Someone who has been to school will have more insight and knowledge than others. Therefore, parents who send their children to school hope that in the future their children will have more value than other people around them so that they can be proud of them. (Muhammad Muthahari Ramadhani 2023)

Interest is something that can influence a person's learning, that is, someone who has an interest in a lesson will naturally feel happy in taking that lesson. An atmosphere like this will make it easier for the subject matter to enter students' minds and understanding, this can happen with interest, so that they naturally want to focus their attention intensively on something they are interested in. Finally, students who are interested in the subject have better achievements than their friends. (Zamakhsyari, Arifin, and Roina 2019)

On the other hand, a student who has no interest in a lesson will feel bored and even lazy to follow the lesson. He may be able to sit and watch and listen to his teacher teaching, but his heart may not be in line with his eyes and what he hears. In the end, the teaching and learning process that he carried out was just a passing wind.

Interest is a feeling of preference and interest in a thing or activity without anyone telling you to. Interest is basically the acceptance of a relationship between oneself and something outside oneself. (Nurul, Laeyla, and Diatun 2024)

As an educator, you must have a teaching and learning strategy that can arouse students' interest in their lesson. Because without interest in the lessons taught by the teacher, students will be lazy and the learning provided by the teacher will be less than optimal. Because one of the factors in the learning process is the existence of interest in learning. (Buchari Agustini 2018)

Teacher skills in teaching are an important thing in the learning process because one of the ways teachers use to foster students' enthusiasm for learning is by using teaching skills. Teachers need to create effective teaching, namely teaching that can make students enthusiastic about learning. (Buchari Agustini 2018)

Effort Teacher Religion

1) Understanding the Efforts of Religion Teachers

Effort can be interpreted as an activity that directs energy and thoughts to achieve a goal. Effort also means an effort of reason, effort, to achieve a goal, solve a problem, find a way out. Effort can be understood as an activity or activities carried out by someone to achieve a planned goal by directing energy and thoughts. (Nurul, Laeyla, and Diatun 2024)

The teacher is a spiritual father for students, who provides knowledge, develops noble morals, and corrects bad behavior. Therefore, teachers have a high position in Islam as stated in several texts, including: "The ink of a scientist (who becomes a teacher) is more valuable than the blood of martyrs." (Buchari Agustini 2018)

Teacher Religion Islam

1. Understanding Islamic Teachers

Etymologically (literally) Islamic education literature is a teacher usually referred to as *ustadz*, *mu'alim*, *murabby*, *mursyd*, *mudarris* and *mu addab*, which means a person who imparts knowledge with the aim of educating and developing students' morals.

So the existence of the various terms above shows that an educator in Islamic teachings has a very broad role and function according to what is desired. (Yanto, Yasin, and Supatmi 2023)

2. The position, conditions, and characteristics of Islamic Religious Teachers

In Islamic religious education, teachers have a very high position, the height of the teacher's position is not in the aspect of material or wealth, but the priority provided by God in the afterlife. Seen from the knowledge of Islamic Education, in general, to be a good teacher and expected to be able to fulfill the responsibilities assigned to him, and the teacher must fear God, be knowledgeable, be physically healthy, and have good morals.

The requirements to become a religious teacher: (1) be devoted to Allah; (2) knowledgeable; (3) physically healthy; (4) have good behavior. (Syafri Siregar 2014)

From several requirements for religious teachers that have been explained, almost anyone can become a religious teacher. These include being devout, knowledgeable, and having good behavior.

Apart from the requirements to become a teacher. Teachers must also have characteristics whose main characteristics are their personality. Among these qualities are: (1) being patient and responding to students' questions; (2) always be loving, not favoritism; (3) sit politely and not show off or show off; (4) do not be arrogant except towards people who are unjust with the intention of their actions; (5) be tawadu' in every scientific friendship; (6) attitudes and conversations should focus on the topic of the problem; (7) have a friendly nature towards all students; (8) be polite and not make people stupid; (9) guiding and educating stupid students in the best way possible; (10) dare to say he doesn't know about problems and problems and (11) display correct evidence when he is in a wrong condition, willing to refer back to the correct reference. (Ramli and Prianto 2019)

Duties of Islamic Religious Teachers

The duties of teacher educators in Islam are: (1) as a teacher in charge of planning, implementing and evaluating during the learning process; (2) as an educator who directs students to the level of personality maturity and (3) as a leader who leads and controls himself, students and the community, efforts to direct, supervise, organize and participate in the program being implemented. (Yanto, Yasin, and Supatmi 2023)

teacher as a profession. The teacher's task as an educator means passing on and developing life values to students. The teacher's task as an educator means passing on and developing science and technology to students. The teacher's job as a trainer means developing skills and applying them in life for the future of students. (Zamakhsyari, Arifin, and Roina 2019)

Understanding Interest in learning

1. Understanding Interest

Expressing interest is basically acceptance of a relationship between oneself and something outside oneself. The stronger or closer the relationship, the greater the interest. Interest can also be interpreted as a feeling of preference and interest in something or activity without anyone telling you to. (Nurul, Laeyla, and Diatun 2024)

Therefore, to overcome students who are less interested in learning, teachers should try to create certain conditions so that students always need and want students to learn. In the sense of creating students who have a great interest in learning. Maybe by explaining interesting things, one of them is developing variations in teaching styles. From this variation, students will be happy and get satisfaction in learning. (Arlina et al. 2023)

2. Understanding learning

Learning is an effort to make students learn. To teach students. In other words, learning is an effort to create conditions for learning to occur. In this case, learning is defined as a planned effort to manipulate learning resources within students.

3. Function of Student Interest in Learning

According to M. Chabib and Abdul Mukti, the function of interest is as follows: (a) interests influence the form and intensity of aspirations; (b) interest as a strong driving force; (c) interest influences a person's intensity of achievement and (d) interest brings satisfaction

Therefore, interest has a big influence on the learning process because if the material they study does not match their interests, students will not learn as well as

they can. Meanwhile, if the learning material is able to attract students' interest, it will naturally be easy for students to learn and retain because interest in adding to learning activities in the learning process. Interest is a very important factor. (Yanto, Yasin, and Supatmi 2023)

4. Factors that influence students' interest in learning

Students' interest in learning is very important and influential. In this case, it will be explained that there are two factors, namely: (1) Internal factors (which come from oneself) and (2) External factors, these factors include all environmental situations which can encourage students' learning activities or which come from outside the students themselves.

5. Indicators and Strategies of Student Interest in Learning

Indicators of student interest in learning will be explained in several parts: (1) concentration; (2) activeness; (3) feelings and (4) center of attention.

Here it is clarified that there are two types of attention, namely: (1) attention that is deliberately aroused by the teacher; and (2) spontaneous attention that arises from within the student.

The strategies for increasing interest in learning are: (a) providing information to students regarding the relationship between the teaching material that will be provided with previous teaching material and explaining its use for students in the future; (b) connecting the teaching material with sensational news that many students already know and (c) using incentives as a tool to persuade someone to do something they don't want to do or that is not done well. (Arlina et al. 2023)

Understanding and Function of Islamic Religious Education

1. Understanding Islamic Religious Education

In life, Islamic education has a very important function for fostering and perfecting the child's personality and mentality because Islamic education has two most important aspects, namely the first aspect which is aimed at the soul or personality formation of the child, the second is aimed at the soul or personality formation, meaning that through Islamic education students are given confidence in the existence of Allah SWT. (Muhammad Muthahari Ramadhani 2023)

Islamic education is a process to achieve or prepare the young generation to lead an effective and efficient life. Islam advocates to achieve a happy life in the afterlife. Because life in the hereafter is better than life in this world.

2. Functions of Islamic Religious Education

The function of Islamic education here can be to inspire and give mental strength which will become a form of morals that monitors all behavior and guides one's way of life as well as being a medicine against mental disorders. Thus it can be concluded that the function of Islamic religious education is:

(1) introducing and educating students to believe in the Oneness of Allah SWT, the creator of the universe and all its contents, usually starting by guiding them to say la ilaha illallah; (2) introduce students to what is commanded and what is prohibited (halal and haram laws); (3) train children so that from an early age they can carry out worship, both worship involving *hablumminallah* worship and *hablumminannas* worship; (4) educate students to love the Prophet Muhammad, love his verse and love reading the Koran and (5) educate students to obey and respect their parents and not damage the environment.

METHOD

This research is included in the qualitative research category. This research involves field research and uses descriptive methods. In essence, research methods are a scientific approach to concluding data with specific purposes and applications. The location of this research was carried out at SMA Ma'rif 01 Seputih, which is located at Jl. KH. Hasyim Ashari No.8.

In collecting or obtaining data and information, researchers use several techniques. The data collection method is an important step in conducting research, because the data collected will be used as material for analysis in the research. The data collection techniques used by researchers here are: (1) Interviews; (2) documentation and (3) observation. (Anto et al. 2024)

RESULTS AND DISCUSSION

Research is carried out in the field by conducting observations and interviews by checking the data that has been obtained from data sources. Before carrying out the interview, the researcher first observed the learning process carried out by the teacher in the classroom. The following are the results of observations that have been made:

The first observation, at the beginning of the learning process, the teacher entered the class by saying hello, then asked how the students were and then took attendance. Next, the teacher provides a short review of the material that was studied last week to remind students not to easily forget the material that was previously studied.

After providing a review of the material that has been studied last week, start new material. When the teacher gave an explanation, the students listened calmly and intently. After the teacher explained the material at length, he immediately opened questions and the students asked. After the question and answer process between the teacher and students, the teacher also asks about lessons that are not yet understood, then after the teacher and students conclude the material that has been studied, and then provides direction and motivation to the students to always study diligently both at school and at home. After that the teacher said a greeting which indicated that the teaching and learning process was complete.

The second observation can be described as follows: In this observation the researcher saw that the learning process was not much different from last week where the teacher entered the class by saying hello, then asked how the students were doing and then took attendance. Next, the teacher provides a short review of the material that was studied last week to remind students not to easily forget the material that was previously studied. After providing a review of the material that had been studied last week, the teacher began to explain new material regarding objectives and learning. Then, as usual, he gave direction and motivation to the students to always study diligently both at school and at home. After that the teacher said greetings which indicated that the teaching and learning process was complete and then we shook hands with him.

From the results of observations made by researchers, it can be seen that teachers teach using varied learning methods. With these variations in methods, teachers hope that students' interest in learning will increase so that learning outcomes and learning objectives can be achieved. Therefore, researchers see that teachers continually instruct and motivate them to always study diligently both at school and at home.

Islamic Religious Education Teachers' Efforts to Increase Interest in Learning in Class XII Students at SMA Ma'arif 01 are as white as many

The efforts of Religion teachers to increase student interest at SMA Ma'arif 01 Seputih are: (1) providing teacher motivation to students by telling stories of prophets related to Islam and providing input; (2) invite students to pray; (3) explain to students what the objectives are being studied; (4) provide training; (5) classes are not left empty; (6) giving students freedom to ask questions and opinions and (7) the teacher has the ability to explain well

Factor -Supporting and Inhibiting Factors in Increasing Students' Interest in Learning Islamic Religious Education at SMA Dharmawangsa Medan

Factors supporting the increasing interest of students in learning Islamic religious education at SMA Ma'arif 01 Seputih Many include: (1) the completeness of school facilities; (2) internal factors (from within the student) Students' curiosity about learning Islamic religious education; (3) a Muslim-majority environment; and (4) the existence of Religious Extracurricular activities which are held outside of class hours as an additional insight into Islamic religious education learning.

Meanwhile, inhibiting factors in increasing students' interest in learning Islamic religious education include: (1) noise during learning, usually during group work; and (2) disruption to facilities such as power outages will disrupt comfort in learning

CONCLUSION

Based on the research results described above, it can be concluded that: Interest in learning Islamic Religious Education at SMA Ma'arif 01 Seputih is very good, where students have high enthusiasm for studying Islamic Religious Education, especially since the majority of students at this school are Muslim. Ma'arif 01 High School students also have quite good manners and morals. Efforts made by religious teachers to increase students' interest in learning Islamic religion at SMA Ma'arif 01 Seputih are numerous, including:

- a) There is motivation for students by telling stories related to Islam, providing input
 - b) Invite students to pray.
 - c) Explain to students what the purpose of learning is
 - d) Give training and assignments
 - e) Classes are not left empty
 - f) Give students freedom to ask questions and express opinions
 - g) The teacher has the ability to explain the material well
2. Supporting factors for increasing student interest in learning Islamic religious education at SMA Dharmawangsa Medan include:
- a) Noise during learning is usually during group work
 - b) Disturbances to facilities such as power outages will disrupt comfort in learning

SUGGESTION

Based on the research results above, suggestions are proposed which are expected to be useful for all parties who will use this research information, namely:

1. It is hoped that this research can provide an overview to teachers regarding increasing students' interest in learning Islamic religious education and the efforts

- that teachers must make which are very important in increasing students' interest.
2. It is hoped that this research can provide students with an idea of the importance of increasing interest in learning and avoiding inhibiting factors.

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