

The Role of Islamic Religious Education Teachers in Increasing Students' Interest in Learning at Dinda Hafidzah Islamic School Middle School

Rizki Asroi Pulungan^{1*}

Universitas Muhammadiyah Sumatera Utara^{*1}

^{*1}email: pulungankhan0@gmail.com

Abstract: This study aims to determine the teacher's role in increasing student interest in learning Islam at Dinda Hafidzah Junior High School. The data collection carried out in this study was by means of observation, interviews and documentation. The data analysis used in this research is using Miles and Huberman analysis techniques, the activities in the analysis include data reduction, data display and conclusion drawing and verification. While the technique of guaranteeing the validity of the data in this study uses triangulation techniques. The findings in this study: that Islamic religious education teachers have a role other than as educators and teachers, teachers also act as motivators and evaluators.	Keywords: <i>Teacher's Role, Increasing Interest, Islamic Religious Education</i>
Abstrak: Penelitian ini bertujuan untuk mengetahui peran guru dalam meningkatkan minat belajar Agama Islam Siswa di SMP Dinda Hafidzah. Pengumpulan data yang dilakukan dalam penelitian ini adalah dengan cara observasi, wawancara dan dokumentasi. Analisis data yang digunakan dalam penelitian ini adalah menggunakan teknik analisis Miles dan Huberman, aktivitas dalam analisis meliputi reduksi data (<i>data reduction</i>), penyajian data (<i>data display</i>) serta Penarikan kesimpulan dan verifikasi (<i>conclusion drawing/verification</i>). Sedangkan teknik penjaminan keabsahan data dalam penelitian ini menggunakan teknik triangulasi. Temuan dalam penelitian ini: bahwa guru pendidikan agama islam memiliki peran selain sebagai pendidik dan pengajar, guru juga berperan sebagai motivator dan evaluator.	Kata Kunci: <i>Peran Guru, Meningkatkan Minat, Pendidikan Agama Islam</i>

A. Introduction

Schools are institutions that are trusted by the community as a place to study. Someone who has been to school will have insight, knowledge and even more personality than others (Setiawan, 2021a). Therefore, parents who send their children to school hope that someday their children will have more value than other people around them so they can be proud.

Interest is a sense of preference and a sense of interest in a thing or activity without anyone telling. Interest is basically the acceptance of a relationship between oneself and something outside of oneself (Setiawan, 2021). The stronger or closer the relationship, the greater the interest. The teaching and learning process will run smoothly if it is accompanied by interest (Syafaruddin & Asrul, 2014). Interest is defined as a condition that occurs when a person sees temporary characteristics or meanings associated with his own wants or needs.

Academically, the teaching and learning process is a complex activity. The teaching and learning process involves a unique interaction, namely the interaction between teachers and students and students with students.

Teacher skills in teaching are an important thing in the learning process because one of the ways teachers do to grow students' enthusiasm for learning is to use teaching skills. Teachers need to create effective teaching, namely teaching that can make students enthusiastic about learning (Zulfatmi, 2018). A teacher must of course be able to master teaching materials and develop skills well, so that students' interest in learning is high

One factor in the lack of student interest in PAI lessons could be because the skills of teaching teachers tend to be monotonous and too fixated on delivering the material, this makes students bored and wants to take a break so they can play with their friends. In order for the implementation of the teaching and learning process for Islamic religious education to run well, the teacher's role in increasing interest in Islamic education needs to be taken seriously (Setiawan & Mayurida, 2022). Because students' interest in learning affects the activities of the teaching and learning process in schools.

In connection with this and based on the background and initial observations of the study, the researchers are interested in conducting

research with the title "The Role of Islamic Religious Education Teachers in Increasing Student Interest in Islamic Education Subjects at Dinda Hafidzah Islamic School Marendal Middle School".

B. Research Method

This research uses a qualitative approach with descriptive type. The data collection carried out in this study was by means of observation, interviews and documentation. The data analysis used in this research is using Miles and Huberman analysis techniques, the activities in the analysis include data reduction (data reduction), data display (data display) and conclusion drawing and verification (conclusion drawing/verification) (Setiawan & Abrianto, 2019). While the technique of guaranteeing the validity of the data in this study uses triangulation techniques.

C. Results and Discussion

1. The Role of Teachers in Increasing Interest in Learning Islamic Religious Education with Teaching Materials at Dinda Hafidzah Middle School

Islamic religious education teachers based on research findings have a role other than as educators and teachers. The teacher also acts as a motivator, facilitator and evaluator. More specifically, there are several roles of teachers in increasing student interest in learning, including designing teaching materials as attractive as possible.

Teachers in increasing student interest in learning also by giving tests. Tests or evaluations are needed to measure the extent to which lessons are absorbed by students. With a test / evaluation, students will be active in learning if they know there will be a test / evaluation.

Based on the results of the analysis, it can be seen that student learning outcomes at home are in the low category. Most students are

more likely to play and play games at night. However, when there will be a test, students will be more active in learning.

Therefore, in order to continuously improve student learning motivation at Dinda Hafidzah Junior High School, the Islamic Religious Education subject teacher must always give tests to students.

Mr. Rizal's statement as a subject teacher that: To find out the level of student mastery of the material that we bring as a teacher, of course we will carry out an evaluation. during other lesson hours other than the student's interest in learning tests is very low or mediocre but if it is said they are going to the exam their interest in learning will increase.

According to Sardiman (2014) giving a test is a form of effort in growing and increasing students' learning motivation for Islamic Religious Education subjects because students will be active in learning if they know there will be a test .

Thus, the teacher must give tests to students in order to increase their learning motivation, but it must be considered with the situation because if the teacher gives tests every day or too often it will have a boring impact on students.

Giving value from each student activity result is a form of appreciation and will generate student interest in learning to get the highest score. By giving a value in the form of numbers, it is hoped that students will be motivated and their interest in learning will increase. Because students can know their abilities from the scores they get.

Based on the results of the analysis, it can be seen that the provision of numbers in increasing student motivation at SMP Dinda Hafidzah is in the high category (80.33). This means that students in these schools compete with each other to get good scores.

Therefore, one thing that can be done to increase students' learning motivation is through the provision of numbers. Because with good numbers will provide its own motivation for students to always study in order to get good numbers.

The researcher interviewed Naufal stating: That every task given by the teacher always gives a value. Where the value is in the form of a number. From there we were able to find out to what extent we understood the material that the teacher had delivered. Sometimes we are satisfied with the value that has been given but vice versa.

According to Martinis Yamin (2003) good numbers for students is a very strong motivation. If the number is given by the teacher, then the impact will increase the way students learn who are active and will always do the tasks given by the teacher.

In addition, every assignment given to students in the form of daily test results, semester tests, and for the results of homework and assignments at school, will have a high motivation value if given in the right way. Especially in announcing the results of daily school assignments, it greatly affects students' learning motivation.

According to the author based on this, that if students know the results of their work, it will grow their motivation to do more, this is because students feel successful with what they have been doing.

Success will foster confidence in doing a task while failure will cause students to set unrealistic goals.

The researcher interviewed a teacher of Islamic subjects, Mr. Rizal stated: The value or results obtained by students after taking the test or the results of daily assignments the teacher gave back the assignment so that students could find out the value they got from the results of the test or the results of the tasks they did. . Knowing the results obtained by students, they will definitely be more active in learning and trying to get better results than before.

According to Rusmono (2017) learning outcomes are changes in cognitive, affective, and psychomotor behavior. After students complete learning through interaction with various learning resources and learning environments.

- 2. The Role of Teachers in Increasing Students' Interest in Learning with Learning Strategies at Dinda Hafidzah Middle School**
 - a. Various learning methods**

The learning method is an important tool in the learning process. If the teacher does not vary the learning method, it will feel boring and make students have no desire to learn.

Based on the results of interviews conducted by the teacher, he said that the use of learning methods was adjusted to the material presented. Variations in learning methods include lectures, questions and answers, assignments, discussions and so on.

According to Rinaldi as the principal at SMP Dinda Hafidzah said: After being given this varied method, students feel enthusiasm and motivation, so that after this method is used students can share with other students, be active to ask questions, respond, explain and exchange ideas. So that these students are enthusiastic and highly motivated to continue learning.

This is intended so that students are actively involved in learning and foster student interest in learning.

According to Ahmadi (2005), the method is a presentation technique that is mastered by the teacher to teach or present lesson materials to students either individually or in groups, so that the lesson can be absorbed, understood and utilized by students properly.

b. Competition or Competition

Competition or competition is intended so that students compete to get good results compared to other friends, so that with this competition or competition it can increase students' interest in learning Islam.

Based on the results of interviews of researchers with Islamic religion teachers that educators create competition or competition by giving assignments to both individuals and groups of 3-4 people in one group.

The researcher interviewed Mr. Rizal, a teacher of Islam. He stated: That the teacher's role is as a motivator, especially I am a teacher of Islamic studies. This competition can be done individually or in groups. Individually students work on the practice questions on their own and answer them themselves. Meanwhile, the competition is in groups by completing assignments or answering practice questions

together with about 3-4 students in one group by holding material discussions. Learned Islam.

This can motivate students to be more active in learning Islam. According to Bernstein, Rjkoy, Srull, & Wickens (2014) said that competition occurs when individuals try to achieve goals for themselves by beating others.

c. Giving Gifts

Giving a gift to the student who gets the highest score is one way to increase student interest in learning. The awarding of this prize can be based on the acquisition of the highest score or also based on the ranking of report cards. Thus the gift can be said as a motivation.

The results of interviews conducted by researchers showed that the gifts were in the form of notebooks, picture books, pens, and others. Of course this will increase students' interest in learning Islam.

Researchers interviewed student Nadra stated: That gifts from teachers such as notebooks, picture books, and pens made me more active and diligent in taking part in Islamic learning.

According to Jasa Unggah Muliawan, the reward method (2016) (gift) is an interactive learning method between teachers and students that implements a reward system for students who are active and correct in answering practice questions.

d. Giving praise

Giving praise is related to students' self-esteem needs. In general, giving praise to students is very effective in increasing their motivation in learning. Praise as a reward is an initiative that cannot be ignored for its role in increasing students' learning motivation so that they repeat their praised actions.

Compliments don't have to be verbal. A nod of the head, a smile, and even genuine concern for the student's work is worth direct praise and increases the student's self-esteem because he or she can feel the satisfaction of being successful and being recognized.

The researcher interviewed the principal, Mr. Rinaldi, who said: Giving gifts and praise given by teachers to students is a reward or appreciation for good behavior by children.

According to Herzberg in Siagian (2013) who argues that recognition of the success achieved is a driving factor to further improve the results of his work. Therefore as a teacher should give praise to students appropriately.

3. Supporting and Inhibiting Factors of the Teacher's Role in Increasing Student Interest in Islamic Education Subjects at Dinda Hafidzah Middle School

Every implementation of the efforts of Islamic Religious Education teachers in increasing student learning motivation cannot be separated from the supporting and inhibiting factors. But all of that should not be used as a barrier, let alone can dampen our desire to be able to continue to improve the quality of education.

In relation to the role of Islamic Religious Education teachers in increasing students' learning motivation, from the data obtained in the field, it is stated that the supporting factors are:

Adequate facilities and infrastructure to support the success of the learning process, full support from the principal, support from parents and the student environment. These supporting factors support the role of Islamic Religious Education teachers in increasing students' learning motivation.

While the inhibiting factors of Islamic Religious Education teachers in increasing student learning motivation are: The quality of teachers who are less creative as PAI teachers, the spirit of learning from students, the student environment is not conducive. Even with the existence of these inhibiting factors, schools can also use them as material for evaluation.

D. Conclusion

Based on the results of research and discussion, it can be concluded as follows:

1. The role of Islamic Religious Education teachers in increasing student interest in learning at Dinda Hafidzah Junior High School by using teaching materials can be concluded, namely: teachers provide evaluations/tests, teachers provide grades/numbers, teachers provide student learning outcomes.
2. The role of Islamic Religious Education teachers in increasing student interest in learning at Dinda Hafidzah Junior High School by using a strategy can be concluded: teachers use varied learning methods, teachers create healthy competition/competition between students, teachers give rewards/gifts to students and teachers praise students.
3. Factors supporting the role of Islamic Religious Education Teachers in increasing student interest in learning at Dinda Hafidzah Junior High School, namely: The support and encouragement from the family, The existence of religious education institutions, Student Health, Students' Seriousness in Learning, Competence and Academic Qualifications of Teachers. While the inhibiting factors are: Lack of appreciation for student achievement, technical factors, non-technical factors, lack of availability of adequate facilities and infrastructure, lack of supervision from parents.

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