The Efforts of Islamic Religious Education Teachers and Characteristics in Improving Students' Learning Interest

Muhammad Suyudi
UIN Sunan Ampel Surabaya

alkiso57@gmail.com

ABSTRACT

This research was motivated by the low interest in student learning in Islamic Religious Education and Character, especially at SDN Mundu 1. This study used a qualitative field method. Data collection techniques used are observation, interviews, and documentation. Meanwhile, the data analysis technique used an interpretive descriptive approach. The results of this study are (1) The teacher's efforts include: The teacher always pays attention to students who have less interest in learning, provides measurable homework, the Teacher must always provide motivation to students and use more varied learning methods; (2) Supporting factors include: adequate school facilities and infrastructure, applying the PAIKEM learning method, a safe and comfortable school environment; (3) Inhibiting factors include: students feeling lazy to learn, lack of teacher and lack of support from students' parents; (4) The solution is to add school facilities such as labs and libraries, provide motivation to students, increase the number of teachers, and provide homework.

Keywords: teacher effort, learning interest, Islamic religious education

A. INTRODUCTION

Educational activities are always related to two essential components: teachers and students. The relationship between the two is a relationship of involvement between humans; the relationship will be harmonious if each party is professionally positioned according to their respective functions, namely as subjects and objects of education.

In particular, Islamic Religious Education teachers and good manners are the most decisive components in the education and learning system as a whole in the education unit. This is because Islamic Religious Education teachers and good manners determine students' success, especially about forming personality and noble character and achieving educational goals. While carrying out their professional duties, Islamic Religious Education teachers and good manners are required to build personality and noble character and transform knowledge to students (Wahidin, 2018).

The role of students is no less important because students are subjects in education, especially when viewed from the aspect of student interest in learning, without interest in learning, students will have difficulty in carrying out the educational process even some students are reluctant to undergo the educational process if there is no interest. To learn. Students will be happy and enthusiastic in participating in learning activities with an interest in learning.

Interest in learning dramatically affects the success of teaching and learning activities; with interest in learning, students will understand what the educator has taught them quickly; the higher the interest in student learning, the higher the development of achievements to be achieved by students. But in reality, there are still many students who have a low interest in education; this can be seen when the teaching and learning process takes place there are students who ignore the teacher when explaining the subject matter, students joke with their classmates, students do not focus on lessons because they want to take a break so that they can take a break. Can play with their friends so that the class becomes not conducive to carrying out teaching and learning activities.[1]

---

[1] Hasil observasi di SDN Mundu 1 Kecamatan Karangampel Kabupaten Indramayu pada tanggal 7 maret 2020.

B. LITERATURE REVIEW

1. Effort

In the Indonesian Dictionary, Effort means an effort to achieve a purpose or goal, find a way out, solve problems, and so on (Rais, 2012).

Based on this understanding, we can understand that effort is a person's effort to achieve goals, solve problems, find solutions, etc.

2. Islamic Religious Education Teachers and Characters

In-Law on Teachers and Lecturers Number 14 of 2005, it is stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education primary and secondary education (Darmadi, 2015). In this case, the teacher is a figure who teaches and trains students to become valuable figures for religion, homeland, nation, and social life.

According to Dewi Safitri in her book entitled "Becoming a Professional Teacher," the definition of a teacher is a person who has devoted himself to teaching science, educating, directing, and training his students to understand the knowledge he teaches (Safitri, 2019).

According to Bukhari Umar, in Islamic education, the teacher or educator is the person who is responsible for the development of students by developing all the potential of students, both affective potential (taste), cognitive (inventive), and psychomotor (intention). Educators also mean adults who are responsible for assisting students in the physical and spiritual development of their students, for reaching a maturity level, as well as being independent in fulfilling their duties as servants of God and caliphs on earth and able to carry out their responsibilities as social beings and as individual beings who separate (Hanafi, Adu, & Zainudin, 2018).

a. Islamic Religious Education

In the Big Indonesian Dictionary, "education" comes from "educate" and men. To educate is a verb that means to maintain and give training (teaching). Education as a noun means changing the attitudes and behavior of a person or group to mature humans through teaching and training efforts (Elihami & Syahid, 2018).

The definition of Islamic Religious Education according to Zakiyah Daradjat that Islamic education is an effort to foster and nurture students so that they can always understand the teachings of Islam as a whole, then live the goals, which in turn practice and make the teachings of Islam as a way of life (Elihami & Syahid, 2018).

According to Ahmad Supardi, quoted by Ahmad Tafsir et al., Islamic religious education is education based on the guidance of Islamic spiritual teachings and forms a Muslim person who is devoted to Allah, loves his parents and others, and also to his homeland as a gift given by Allah (Elihami & Syahid, 2018).

So Islamic Religion Lessons are a conscious effort made by teachers to prepare students to believe, understand, and practice Islamic teachings through learning activities, training, or guidance that has been determined to achieve the goals set.

Islamic Religious Education referred to in this study is Islamic Religious Subjects taught in educational institutions, including in-school educational institutions.

b. The Purpose of Islamic Religious Education

In general, Islamic studies aim to improve understanding, faith, purity, and practice the teachings of Islam so that they become Muslim human beings who believe and are devoted to Allah S.W.T., have a noble character in personal, social, national, and state life (Yasyakur, 2016).

Rudi Ahmad Suryadi, in his book entitled "Islamic Education," said that Islamic Religious Education aims to foster a rounded human personality pattern through psychological training, brain intelligence, reasoning, feelings, and senses. The ultimate goal of Islamic religious education lies in realizing an attitude of complete surrender to Allah S.W.T., both individually, in society, and as a whole human being (Suryadi, 2018).

Moh. Solikodin Djaelani stated that the primary purpose of Islamic religious education is for humans to have a clear, complete, and comprehensive picture of Islamic teachings. Interactions within humans influence their appearance, attitudes, behavior, and deeds to produce noble character. This character needs to be trained through reading and studying the Qur'an, praying, fasting, staying in touch with family and society. The more good deeds he does, the easier it will be for him to do good. In addition, practice will lead him to habits that eventually become a daily lifestyle (Djaelani, 2013).

f. Characters

Erna Setyowati defines Characters Education as an effort to equip students through guidance and teaching filled with values of human behavior that can be measured through religious norms, legal norms, manners, manners, and community customs or cultural norms. Character is manifested in students' actions, words, thoughts, attitudes, feelings, and personalities (Setyowati, 2009).

Thus, the term character can be understood as human nature or temperament from the good and bad side, commonly referred to as ethics.

3. Interest in Learning

According to Muhibbin Shah, interest is a high tendency or a great desire for something (Syah, 2014).

According to Slameto, interest is a sense of preference and attachment to a thing or activity without anyone telling. Interest is the acceptance of a relationship between oneself and something from the outside—the more substantial the relationship or the closer the relationship, the greater the interest (Slameto, 2018).

So it can be understood that interest in learning in students is a strong tendency or desire in students or students in learning. Students with a high interest in education allow them to study harder and focus on the learning process, and finally, students can achieve the desired results.

a. The function of learning interest in students

According to Hidayat in Noor Komari Pratiwi (Pratiwi, 2015), interest is closely related to one's needs and has the following functions: (1) A vital source of motivation to learn. Children interested in an activity, both games and work will make them try harder to learn than children who are not or less interested. (2) Interest affects the intensity of the child's appreciation when children begin to think about their future work; the greater their interest in activities in the classroom or outside the classroom that support the achievement of these aspirations. (3) Adding excitement to every activity he engages in. Children interested in an activity or work, then the experience he feels will feel more fun and do not feel bored compared to children who have no interest in it.

b. Factors that influence student learning interest

According to Siti Fatimah (Fatimah, 2016), the factors that influence interest in learning are classified into internal and external factors.

1. Internal factors

Internal factors are factors that exist in humans themselves. The internal factors are as follows: (1) Health is a healthy body condition; if students are unhealthy, the learning process will be disrupted. (2) Encouragement. According to Suryabrata in Siti Fatimah, encouragement can be classified as individual and social. Personal encouragement, for example, encouragement to learn,

play, want to know, etc. Social encouragement such as social encouragement, family, and so on. That encouragement can bring changes in a person both in attitude and in mastering science. (3) The motive is an effort that encourages someone to do something or as a driving force from within the subject to carry out certain activities in achieving a goal. The difference between a motive and an impulse is that a motive is a condition that gives rise to an urge to do an activity. (4) Emotional. This factor is usually closely related to individual activities regarding failure or success. A failure or success can give rise to a feeling. Neglect can cause feelings of sadness, disappointment, or even frustration so that the individual loses interest in carrying out his activities. On the other hand, success can lead to feelings of pleasure, satisfaction, or even pride in him if he successfully carries out his activities.

1. External factors

According to Rizky Meuthia Karina (Karina, Meuthia, Syafrina, & Habibah, 2017), external factors are as follows: (1) Learning materials and teacher attitudes (2) Family (3) Friends (4) Environment.

c. Indicators of increasing student interest in learning

According to Slameto, there are several indicators of student interest in learning: (1) There is a feeling of pleasure. When students have an interest in learning, students will feel happy to undergo the learning process without any coercion from anyone. (2) There is a strong desire for mastery and involvement with the desire to learn. (3) There is a feeling of high interest in learning. (4) There is awareness as an educational subject and aware of the need for learning (5) Knowing the purpose of learning.

If students have a high interest in learning, they will have an increased interest in education. He will be more diligent in studying and continue to understand all the knowledge related to the field he is interested in; he will focus and follow the learning process enthusiastically and without any burden. The higher the interest in learning that students have, the more likely they will achieve the learning achievement they want.

4. Efforts to Increase Students' Interest in Learning

Ahmad Nuri said things that need to be considered by schools and teachers to increase student interest in learning are to make maximum use of existing facilities and infrastructure in schools that can create a vibrant atmosphere for learning. Both in the form of software and the structure of hardware.

For hardware, schools must provide educational facilities and infrastructure to enable students to be passionate about learning. A neat, orderly, and comfortable school atmosphere and mechanical equipment supporting education must be given much attention. Moreover, the condition of the school environment must also be fully considered; cleanliness and safety in schools will affect the continuity of the student learning process. The professionalism of the teaching staff or teachers also needs to be fully considered by the school. Teachers are required to have behavior that can motivate students to achieve learning. Thus the principal must also be able to handle his subordinates well. In this case, the professionalism of teachers is often neglected.

C. METHOD

The research was conducted on fourth-grade students at SDN Mundu 1 Karangampel, Indramayu Regency, located at Jalan Raya Karangampel RT.12/RW.06, Mundu, Karangampel District, Indramayu Regency, West Java, Indonesia. The author conducts research at this school because most Mundu villagers send their children to this school. For this reason, the author is interested in conducting research at this school and wants to know what makes most people in Mundu village send their children to this school. The time of this research started from July to August 2020.

The research method used in this study is qualitative; in this study, the author will describe the efforts of Islamic Religious Education teachers and character in increasing the learning interest of fourth-grade students at SDN Mundu 1 Karangampel Indramayu.

D. RESEARCH AND DISCUSSION

1. Efforts of Islamic Religious Education Teachers and Characters in Increasing Students' Interest in Learning

Efforts are made to increase students' interest in learning in Islamic Religious Education subjects: first is to use more varied learning methods so that students do not get bored with the usual learning methods, including the lecture method using engaging learning media such as audio-visual and many more. Again. The second is to always pay attention to students who have less interest in learning with indicators that the student is lazy, sleeping, joking, often absent in learning, and so on by providing advice or motivation so that the student is even more active in education. Third, give measurable homework. The four teachers assess each task given to students, and the value is shown to students with the aim that students who get high scores can maintain

their learning outcomes. Students who get low scores are expected to study harder to not lose or fall behind with their friends. The others. Fifth, before starting or ending learning activities, the teacher always instructs students to pray first.[2]

2. Supporting Factors of Islamic Religious Education Teachers and Characters in Increasing Students' Interest in Learning

The first supporting factor is the learning facilities and infrastructure owned by the school. The observations show that the SDN Mundu 1 Karangampel school has adequate facilities and infrastructure for learning activities. Such as sufficient study desks, clean and comfortable classrooms, a large mosque, and facilities and infrastructure should be available in schools in general.

The second factor is that schools use the PAIKEM learning method (Active, Innovative, Creative, Effective, and Fun Learning). This method will make learning more enjoyable because it follows students' interests and needs.[3]

The third factor is a safe and comfortable school environment. From the observations that the authors made at SDN Mundu 1, it can be seen that a clean, comfortable and safe SDN Mundu 1 school environment is a factor that can support in increasing student interest in learning so that students can study calmly and comfortably as well as easy access to schools. To be reached either on foot or by car.

3. Inhibiting Factors of Islamic Religious Education Teachers and Characters in Increasing Students' Interest in Learning

The first inhibiting factor is the lack of teaching staff. The teaching staff is crucial for educational institutions, the lack of teaching staff can hinder the teaching and learning process. From the results of observations made by the author at SDN Mundu 1, it can be analyzed that the teaching staff at SDN Mundu 1 is limited, especially for Islamic Religious Education and Character Education subjects. SDN Mundu 1 only has one Islamic Religious Education teacher, and the teacher has to teach grades I to VI. This has an impact on the lack of supervision of 192 students.

The third inhibiting factor is the lack of parental attention to their children can affect children's interest in learning. The problem often found in today's society is that parents think that education is the business of educational institutions, especially teachers. Suppose children in education problems experience problems. In that case, parents will blame educational institutions and

---

[2] Hasil jawaban instrument penelitian dengan ibu Wahinah pada tanggal 18 Agustus 2020.
[3] Hasil jawaban instrument penelitian dengan ibu Wahinah pada tanggal 18 Agustus 2020.

teachers who educate them, even though this is not entirely true. If you look at the standard rules, education problems are the government's responsibility, society, and most importantly, our parents.

The fourth inhibiting factor is being lazy to learn in students. Laziness is the most important factor and most influences children's interest in learning. Individual children have a set of potential for learning capital. The device is physical and psychological money, which significantly affects the child's learning process. The goodness of the two possibilities guarantees the success or failure of the learning process. If one of the potentials does not meet the health requirements, learning concentration will be disrupted. A healthy body without being accompanied by a high spirit will give birth to a diligent attitude in education. Vice versa, even if children have high enthusiasm and will, without being accompanied by a healthy physical condition, it will also be challenging to concentrate on learning.

4. Solutions for Islamic Religious Education Teachers and Characters in Increasing Interest in Learning

The solutions implemented include adding learning facilities and infrastructure such as Labs and Libraries. The second solution is to add teachers. The third is to give homework so that the parents of the students also give attention and support to their child's learning process. Fourth, provide more varied learning methods and media to make it more exciting and not dull.

E. CONCLUSION

From the results of research that have been carried out in the field regarding "The Efforts of Islamic Religious Education Teachers and Good Character in Increasing the Learning Interest of Class IV Students in Islamic Religious Education and Character at SDN Mundu 1 Karangampel," it can be concluded as follows:

First, the efforts of Islamic Religious Education Teachers and Characters in Increasing the Learning Interest of Class IV Students in Islamic Religious Education and Character Education are as follows; 1) Using more varied learning methods so that students do not get bored; 2) Always paying attention to students who have less interest in learning by providing advice or motivation; 3) Give measurable homework; 4) The teacher assesses each task given to students; 5) before starting or ending learning activities the teacher always instructs students to pray first.

Second, the Supporting Factors of Islamic Religious Education Teachers and Good Character in Increasing Fourth Grade Students' Interest in Islamic Religious Education and Character

Education at SDN Mundu 1 Karangampel, Indramayu Regency are as follows; 1) Applying the PAIKEM learning method (Active, Innovative, Creative, Effective and Fun Learning); 2) The facilities owned by the school support the process of teaching and learning activities and increase student interest in learning; 3) The school environment of SDN Mundu 1 is clean, comfortable and safe.

Third, the inhibiting factors of Islamic Religious Education Teachers and Good Character in Increasing the Learning Interest of Grade-IV Students in Islamic Religious Education and Character Education Subjects at SDN Mundu 1 Karangampel, Indramayu Regency are as follows: 1) lack of teaching staff; 2) Lack of parental attention to the student learning process; 3) Laziness to learn in students.

Fourth, the solution for Islamic Religious Education Teachers and Good Character in Increasing Fourth Grade Students' Interest in Islamic Religious Education and Character Education at SDN Mundu 1 Karangampel, Indramayu Regency, is as follows; 1) adding teaching staff; 2) Giving homework so that parents pay attention to their child's learning process; 3) Provide more varied and exciting learning methods and media.

F. REFERENCES

Darmadi, H. (2015). Tugas, Peran, Kompetensi dan Tanggung Jawab Menjadi Guru Profesional. *Jurnal Edukasi*, 162-172.

Djaelani, M. S. (2013). Peran Pendidikan Agama Islam dalam Keluarga dan Masyarakat. *Jurnal Ilmiah WIDYA, I*(1), 102-112.

Elihami, E., & Syahid, A. (2018). Penerapan Pendidikan Agama Islam dalam Membentuk Karakter Pribadi yang Islami. *Edumaspul: Jurnal Pendidikan, II*(1), 83-93.

Fatimah, S. (2016). *Minat dan Motivasi Belajar Matematika Siswa Kelas V SD Negeri 03 Banda Aceh*. Banda Aceh: Pendidikan Guru Sekolah Dasar (PGSD) Fakultas Keguruan dan Ilmu Pendidikan Universitas Syiah Kuala.

Hanafi, H., Adu, L., & Zainudin, Z. (2018). *Ilmu Pendidikan Islam*. Yogyakarta: CV Budi Utama.

Karina, K., Meuthia, R., Syafrina, A., & Habibah, S. (2017). Hubungan Minat Belajar dengan Hasil Belajar Siswa dalam Mata Pelajaran. *Unsyiah: Jurnal Pendidikan Guru Sekolah Dasar*, 50-62.

Pratiwi, N. K. (2015). Pengaruh Tingkat Pendidikan, Perhatian Orang Tua, dan Minat Belajar SIswa Terhadap Prestasi Belajar Bahasa Indonesia Siswa SMK Kesehatan di Kota Tangerang. *Pujangga: Jurnal Sastra dan Bahasa*, 10-21.

Rais, H. E. (2012). *Kamus Ilmiah Populer*. Yogyakarta: Pustaka Pelajar.

Safitri, D. (2019). *Menjadi Guru Profesional*. Riau: PT. Indra Giri Dot Com.

Setyowati, E. (2009). Pendidikan Budi Pekerti Menjadi Mata Pelajaran di Sekolah. *Lembaran Ilmu Kependidikan: Journal of Education Research, III*(2), 151-162.

Slameto, S. (2018). *Belajar dan Faktor-faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.

Suryadi, R. A. (2018). *Ilmu Pendidikan Islam*. Yogyakarta: CV Budi Utama.

Syah, M. (2014). *Psikologi Pendidikan dengan Pendekatan Baru*. Bandung: PT Remaja Rosdakarya.

Wahidin, U. (2018). Implementasi Literasi Media dalam Proses Pembelajaran Pendidikan Agama Islam dan Budi Pekerti. *Edukasi Islami: Jurnal Pendidikan Islam*, 230-245.

Yasyakur, M. (2016). Strategi Guru Pendidikan Agama Islam dalam Menanamkan Kedisiplinan Sholat Lima Waktu. *Edukasi Islami: Jurnal Pendidikan Islam, V*(09), 1193-1213.

228