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BUILDING AN EFFECTIVE LEARNING ENVIRONMENT IN ISLAMIC RELIGIOUS EDUCATION: INSIGHTS FROM STUDENTS' PERSPECTIVES

Elih Malihatun

Sekolah Tinggi Agama Islam Daarussalam Sukabumi (malihatunelih@gmailcom)

M. Dahlan R.

Universitas Muhammadiyah Tangerang (dahlanr74@gmail.com)

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ABSTRAK

Tujuan: Penelitian ini menyelidiki bagaimana lingkungan belajar yang efektif dalam Pendidikan Agama Islam berkontribusi pada keberhasilan siswa. **Metode:** Dengan menggunakan pendekatan kualitatif, data dikumpulkan melalui wawancara semi terstruktur dengan 7 mahasiswa di MT. Al Furqon Kadudampit Sukabumi. **Hasil:** Temuan ini mengungkapkan bahwa penilaian yang adil, tujuan belajar yang jelas, dan motivasi melalui penghargaan merupakan faktor penting dalam menciptakan lingkungan belajar yang menarik dan sukses. **Kesimpulan:** Studi ini menyoroti perlunya guru untuk memasukkan kearifan lokal dan nilai-nilai multikultural ke dalam praktik pengajaran mereka untuk menumbuhkan suasana kelas yang positif dan inklusif

Keywords:

Islamic Religious Education; Keyword Learning Environment; Pillars Of Success; Student

ABSTRACTS

Purpose: This study investigates how an effective learning environment in Islamic Religious Education contributes to student success. **Method:** Using a qualitative approach, data were collected through semi-structured interviews with 7 students at MTs. Al Furqon Kadudampit Sukabumi. **Result:** The findings reveal that fair grading, clear learning goals, and motivation through rewards are crucial factors in creating an engaging and successful learning environment. **Conclusion:** The study highlights the need for teachers to incorporate local wisdom and multicultural values into their teaching practices to foster a positive and inclusive classroom atmosphere

A. INTRODUCTION

Education, as the foundation of a nation's progress, is a conscious and planned effort to create a conducive learning atmosphere and an empowering learning process (Emor et al., 2019). Education is not just the transfer of knowledge, but also the transformation of values, character formation, and the development of students' potential holistically. Education in madrasas is the primary foundation for students to understand various concepts and develop their potential, preparing them for the next level of education (Giona et al., 2022). Students' potential consists of the basic interests, talents, and abilities they have, as well as the environment, facilities, and learning resources that exist around them (Wahyu et al., 2020). Education is the most important aspect to support the future progress of the nation (Praptaningrum et al., 2023). Education is the primary foundation in forming quality and competitive human resources, who can answer global challenges and contribute to the development of the nation (Syamsurijal, 2024). Quality education will produce superior human resources who can think critically, creatively, innovatively, and have noble and responsible character. In this context, creating an effective learning environment is an absolute prerequisite for achieving educational success (Naelofaria & Siregar, 2020). An effective learning environment is an environment that facilitates optimal learning, develops students' potential to the maximum, and makes them feel safe, comfortable, and motivated to learn (Mursalina et al., 2023). An effective educational process requires learning methods that can foster students' enthusiasm for learning (Arifin & Firmansyah, 2020). Teachers have a central role in creating an effective learning environment, not only as material presenters, but also as facilitators, motivators, and inspirers for students (Febriani et al., 2023). A teacher needs expertise in choosing and implementing the best teaching method to convey knowledge effectively.

The creation of an effective learning environment involves various aspects, ranging from relevant and contextual curriculum design, innovative and participatory learning methods, the use of information and communication technology in learning, to conducive and supportive classroom management (Fariza & Kusuma, 2024). Therefore, efforts to create an effective learning environment require collaboration and synergy from various parties, including the government, schools, teachers, parents, the community, and the students themselves (Pamuji, 2022). Professional teachers must be able to choose and apply learning models that are in accordance with the goals, materials, and characteristics of students, so that students can be actively involved to be creative in the learning process, so that cognitive, affective, and psychomotor aspects can develop properly (Andini et al., 2020).

Creating an effective learning environment is essential because a good learning environment can stimulate students' interest in learning, improve material understanding, and encourage active participation (Rambe & Mirna, 2022). Shaping students' character, developing social, emotional, and critical thinking skills, producing human resources who are competent, innovative, and able to compete in the global era (Sarbaitinil et al., 2024). An effective learning environment helps achieve this goal.

On the other hand, an environment that is not conducive can reduce students' motivation to learn (Deepa, 2022) and tend to have lower academic achievement (Julia & Hayati, 2022). They may have difficulty understanding the material, lack motivation to do assignments, and end up falling behind their peers (Fitria et al., 2023). More than that, a poor learning environment can trigger behavioral problems in students

(Lisiswanti et al., 2022). They may become more aggressive, difficult to manage (Barnard & Henn, 2023), or even engage in acts of bullying, even students from underprivileged families or with special needs are more vulnerable to the negative impacts of an ineffective learning environment (Zahid et al., 2023). It can widen the educational gap between different groups.

In this context, teachers play a crucial role in the success of education and teaching (Zhafirah et al., 2022) by creating an effective learning environment. However, the ability to create such an environment is rarely evaluated, particularly from the students' perspective. Therefore, the purpose of this study is to explore how teachers create an effective learning environment from the perspective of students

This study examines the role of Islamic Religious Education in shaping student success by creating an effective learning environment. The study explores how factors such as teacher-student interaction, grading fairness, and goal clarity influence students' academic motivation and social development. The research aims to answer the following questions: (1) What are the key elements of an effective learning environment in Islamic Religious Education? (2) How do these factors contribute to student motivation and success?

B. LITERATURE REVIEW

The concept of an effective learning environment has been widely discussed in educational research (Banks, 2001).

The concept of an effective learning environment has been widely discussed in Education research (Banks & Banks, 2021) because of its crucial role in supporting the transformation of educational models towards a student-centered approach (Vijapur et al., 2021). This environment includes all conditions that affect the behavior of learning subjects, both teachers and students (Romlah et al., 2024). This definition is expanded to include diverse elements such as physical, psychological, emotional, and social aspects that collectively affect students' intellectual growth (Zamani et al., 2022). Contemporary learning spaces, from traditional classrooms to online platforms and virtual reality settings, significantly impact student engagement and motivation (Papaioannou et al., 2023). This phenomenon highlights problems in the world of education, mainly how the environment affects the character and development of students. Therefore, learning-based environmental management is a practical approach to improve the quality of education, especially in Islamic educational institutions.

Studies in Islamic Religious Education emphasize the importance of teacher-student relationships and multicultural education in fostering a positive classroom atmosphere (Yusuf et al., 2023). A supportive relationship between teachers and students has been shown to improve academic achievement, learning motivation, and students' confidence (Siburian & Indriani, 2024). In addition, a positive classroom environment, which includes a harmonious relationship between teacher and student, significantly affects the formation of students' positive character (Luo et al., 2021). Multicultural education also plays a vital role in instilling the values of tolerance and mutual respect among students of different religious backgrounds, a significant challenge in a pluralistic society (Suryani & Muslim, 2024). Phenomena in the student environment are often in the spotlight in the world of education, where a positive environment has a crucial role in shaping the character and development of students. Therefore, the educational environment must always maintain harmony and direct

students in a good direction. The integration of technology in Islamic Religious Education is also crucial to create an interactive learning environment, provide access to diverse sources of information, and facilitate effective communication between teachers and students in this digital era (Saputri et al., 2022). This approach not only optimizes the learning process but also prepares students to become adaptive and moderate citizens in the face of contemporary challenges.

This study builds on these frameworks by exploring the student perspective, focusing on how Islamic values and cultural relevance contribute to the learning process.

C. METHOD

This research used a qualitative case study approach. Purposive sampling was employed to select 7 students from MTs. Al Furqon Kadudampit Sukabumi. Data were collected through semi-structured interviews focusing on students' experiences in the Islamic Religious Education classroom. Thematic analysis was used to identify key factors that contribute to an effective learning environment, such as fair grading, clear learning goals, and teacher-student interaction. Ethical guidelines were followed, ensuring informed consent, confidentiality, and voluntary participation

1. Participant Recruitment

To ensure that our informants are familiar with the learning environment and how it is formed, we developed the following inclusion criteria: 1) participants are active students studying at MTs. Al Furqon Kadudampit Sukabumi; 2) sitting in the twelfth grade; 3) able to articulate the learning atmosphere. We set up two classes with 10 students who meet our criteria. And we ask them to participate. During the process of determining the informant, we explained the purpose of our study, and seven participants agreed to participate. Participant demographic information is not collected to maintain their neutrality and address concerns regarding data analysis and other uses.

2. Semi-Structured Interviews

Given the limitations of how our informants perceive the learning environment and make it happen, we chose to conduct semi-structured interviews (Murjani, 2022) to capture the description and understanding of our study informants. We developed semi-structured questions to preserve our informant's descriptions and understandings and provide relevant context. We discussed getting our informant's response. The development of questions arises from our experience as academics, we ask guiding questions such as: "How do you view the learning environment?". We embrace every fluidity and direction of the question in every individual interview we conduct.

We conducted interviews in 2024 in the Madrasah area, which we had agreed with the participants after the completion of study hours. The interview lasts between 30 and 60 minutes, depending on the depth of the experience our informant has. To capture their responses, all interviews were electronically recorded. After the interview ended, the researcher copied the recording word for word.

Once we received approval, we asked informants to explain how they learned to help them understand our research topic. Next, we asked the informants to demonstrate their understanding of the learning environment.

We ask follow-up questions during the interview to ensure clarity and consistency of responses. Including how socially, emotionally, and psychologically they are learning. We asked the informant to explain how teachers shape the learning environment.

3. Analysis

We jointly review our interview recordings and transcripts to ensure accuracy. Specifically, we discussed how the learning atmosphere appears in the transcript and developed a preset code to highlight it. Many of us met to discuss our interpretations and agreed on the scope of transcript encoding. Next, we categorize the existing codes based on similar content and meanings. For instance, each participant shares their opinion on the learning atmosphere, using different phrases to express it. We categorized the individual descriptions into the category of "learning environments" and grouped them for further discussion. Then we analyzed the data that had been categorized using a thematic approach (Braun & Clarke, 2023), ini melibatkan kami mendiskusikan setiap kategori yang kami buat ketika kami mengelompokan data tersebut sesuai kode kami.

From here, we identified three potential categories that we compared to the data to ensure relevance to our topic. We believe that these three categories reflect common ideas among our informants and hold significance in answering our questions.

C. RESULT AND DISCUSSION

Through thematic analysis of the descriptions and understanding of the students we interviewed, we found that the informant we gave a pseudonym, explaining the formation of the learning environment. Our theme includes the factors that make the learning environment possible.

1. Students emphasized the importance of fair grading practices in fostering a sense of respect and motivation

Each of our informants shares similar views, albeit in different narratives, about creating an educational environment. Yati, a student, explained that;

A learning environment will be created if teachers can provide grades according to students' answers without exaggeration. If the teacher does not give a grade according to the answer, it is called unfair.

For Yati, providing appropriate grades will encourage the formation of a learning environment that respects each other. Similarly, Siti mentioned that;

The assignments should be tailored to the students' abilities, not too numerous to overwhelm them, and allow time for other activities.

The learning environment will be comfortable if the assignments are adjusted to the student's ability, rather than solely the teacher's desire to be demanding in the learning process.

2. Clear Learning Goals: "Many students reported feeling more engaged when learning goals were clearly outlined by teachers

Apart from the fairness of teachers in providing grades and assignments, Jojo highlighted the importance of competition between students, which must be fostered with openness.

Competition in learning is essential, in my opinion. It can take the form of thoughtful and careful approaches or speed competitions to complete assignments, among other methods. With open assessment, it triggers the spirit of learning among students. Currently, competitions like this are sporadic.

The lack of competition makes learning monotonous, and without competition, the classroom atmosphere will only repeat every day. The existence of competitions will make learning new and exciting for students. The same thing was expressed by Rijal, according to him.

Competitions can be given in the form of transparent and open repetitions, to spark the spirit of learning and make the learning atmosphere exciting.

Yati hopes that the scores of each exam or competition can be announced openly and used as evaluation material for each student, so that they know their abilities and improve them.

The competition should be based on multiple-choice questions to prevent fabricated answers. It will help us assess whether we genuinely understand the material. If it's an essay problem, the answer is everywhere.

Meanwhile, other participants focused on giving prizes and reprimands. According to Pegi;

If students achieve the best grades or answer well, they should receive praise, even if it's just a simple acknowledgment, as it will encourage their learning spirit.

Wulandari realizes that giving gifts is not enough; he must also reprimand students who do not obey the rules, according to him.

A balance between rewards and punishments is necessary. Students should be reprimanded not only for incorrect answers or rule violations, but also praised for correct answers and adherence to the rules.

Jojo focuses more on giving gifts in material terms because it enhances the impression and motivates other students to learn.

I believe that receiving a gift in the form of an object would make the class more engaging and encourage students to compete more enthusiastically.

Sukma explained that the learning environment must be made fun, he said.

In my opinion, this class should be made fun and free of favoritism. Students are encouraged to answer every question, and if they're wrong, they shouldn't be blamed. The class should be a carefree environment where learning is enjoyable and not intimidating.

3. Teacher-Student Relationships: "Positive teacher-student relationships were seen as crucial in maintaining student discipline and academic focus

In addition, Wulandari emphasized the importance of a clear goal for each individual in learning.

In my opinion, the goals to be achieved in learning are also important; students with clear goals are more likely to be encouraged to learn and create a comfortable environment to achieve their objectives.

The motivation to learn also arises from the interest of students, as expressed by Sukma.

Students who want to succeed in learning will be diligent and able to adjust to various situations and conditions, or even create opportunities for themselves to learn. Hence, learning goals are also crucial in the formation of a learning environment.

The purpose of the study is indeed fundamental and is a motivation for students, as expressed by Siti.

Learning must have a clear goal; without one, there will be no effective learning atmosphere. For instance, we aim to graduate, but we lack the motivation to make learning enjoyable. Meanwhile, Susana is content with achieving high standards.

Other informants agreed that learning goals are essential in creating a comfortable learning atmosphere, which will lead students to take learning seriously in the classroom.

Discussion

The findings of this study align with Banks' (2021) theory of multicultural education, where fair grading and goal clarity are essential for student motivation. However, while the integration of Islamic values was reported as effective, there is still a gap in promoting interfaith dialogue and religious diversity. Teachers must be equipped with skills to foster inclusive learning environments that respect both Islamic teachings and cultural diversity

1. Fairness in Value Assignment and Assignment

Building an effective learning environment is the primary foundation for educational success, especially from the perspective of students who feel the impact firsthand (Rochayati et al., 2018). Nintendo's Findings (2021) mention that the ideal learning environment is not just a physical space, but a complex and dynamic ecosystem, where psychological, social, and pedagogical aspects interact synergistically. In this context, creating an effective learning environment requires a deep understanding of learners' needs and expectations, as well as the implementation of relevant and adaptive strategies to meet the demands of the times (Hanjowo et al., 2023). In line with Simamora's research (2024), students expect transparent grades that are in accordance with their abilities, non-discriminatory, and based on actual skills. Fairness in assigning grades and assignments is crucial because it has a direct impact on students' motivation and confidence. Fair and transparent assessments not only measure academic ability but also provide constructive feedback for continuous improvement. Students also need to be assured that the evaluation system implemented is relevant to the learning objectives and reflects their actual competencies (Shiddiqi & Safitri, 2023).

In addition, fair assignments are also part of students' expectations (Nursaadah et al., 2025). Assignments that are well-structured and tailored to the ability level of learners will encourage them to think critically, solve problems, and develop creativity. Fairness in assignment also means giving all students equal opportunities to demonstrate their potential, regardless of social, economic, or cultural background. (Wahidah & Barokah, 2024). Assigning relevant assignments that support students' mental development will motivate them to continue learning. Thus, fairness in grading and assignment is not just an ethical principle, but also an effective pedagogical strategy to create an inclusive and empowering learning environment.

2. Giving Prizes and Reprimands

Giving rewards and reprimands is an essential instrument in shaping students' behavior and motivation in the learning environment. Refer to findings, Usman (2024).

Gifts in the form of praise, awards, or recognition can motivate students to continue to excel and develop their potential. However, the effectiveness of a gift depends mainly on how it is given and what is actually rewarded. In line with Farezi's findings (2025), Rewards should be given in recognition of the efforts and progress that have been made, not just the final result. Thus, learners will be more motivated to learn and grow, not just to get rewards. Giving gifts should not make students arrogant (Awaliah et al., 2024), but it is an incentive for other students to follow in their footsteps. Therefore, the giving of gifts needs to be adjusted to the situation and conditions of giving gifts in the form of objects. The gift objects given are adjusted to the learning needs of students; learning tools are the most needed gifts compared to others.

A reprimand, on the other hand, serves as a correction to inappropriate or detrimental behavior. Reprimands should be given constructively and empathically, with a focus on behavior improvement, not punishment. Referring to Aziz's findings (2024), Effective reprimands help learners understand the negative impact of their actions and encourage them to take responsibility for their actions. Alhussein's Findings (2024) emphasize the importance of consistently and fairly administering gifts and reprimands without discrimination or favoritism. It will create a positive and supportive learning climate, where learners feel safe to take risks, make mistakes, and learn from their experiences. Teachers also need to evaluate consistently, assign regular assignments, and give praise for the successes achieved (Rosidin, 2022).

3. Uniting Common Goals in Learning

Uniting common goals in learning is the essence of collaboration and cohesion in the educational environment. Barak's research (2024) suggests that when learners feel part of a community sharing the same vision and mission, they are more motivated to contribute and participate actively in the learning process. Clear and relevant learning objectives will provide direction and focus for learners, as well as help them understand why they are learning and what they want to achieve. According to Wati (2024), Goals that are mutually agreed upon between teachers and students will create a sense of belonging and shared responsibility for learning success.

To bring together common goals, teachers need to facilitate open dialogue and discussion in the classroom, where learners can share their ideas, views, and aspirations. Teachers also need to create an inclusive and supportive atmosphere, where all learners feel valued and heard, regardless of differences in background or ability. Through collaboration and effective communication, learners can learn to appreciate differences, work together in teams, and achieve common goals. Teachers as facilitators must be able to educate well and in line with the National Education Program (Sari & Isnaini, 2024). The purpose of education is to motivate or encourage students to love the lessons in the classroom (Harahap et al., 2023). By creating a supportive learning environment, teachers and students can collaborate to achieve the learning goals that have been set.

CONCLUSION

This study highlights the critical factors that contribute to an effective learning environment in Islamic Religious Education. It is recommended that teacher training programs focus on integrating fair grading practices, clear learning goals, and multicultural values into the curriculum. Future research should explore the long-term impact of these practices on student success and interfaith relations in Islamic schools

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