

Learning Strategies for Islamic Religious Education Teachers in Increasing Student Learning Interest at SMK S YWKA Medan

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Abstract: This study aims to determine students' interest in learning in Islamic Religious Education subjects and teacher strategies in the learning process to increase student interest in learning in Islamic subjects at SMK S YWKA Medan. This type of research is descriptive qualitative, namely research that reveals facts in the field with observations and interviews and uses library data. (Evinna Cinda Hendriana 1), 2016) Sources of data obtained from all residents of SMK S YWKA Medan which includes teachers and students. Research data were collected through observation and interviews. The results showed that the strategies used by teachers in increasing students' interest in learning varied greatly, such as using discussion strategies, question and answer, and others. However, in practice there are still shortcomings because teachers still use the lecture method every time they start the learning process. When it comes to interest in learning, students at SMK S YWKA MEDAN are very interested in learning more about PAI subjects even though there are still students who are slow in understanding these subjects.

Keywords: Teacher Strategy, Learning Interest, Students

Abstrak: Penelitian ini bertujuan untuk mengetahui minat belajar siswa pada mata pelajaran Pendidikan Agama Islam dan strategi guru dalam proses pembelajaran untuk peningkatan minat belajar siswa pada mata pelajaran Agama Islam di SMK S YWKA Medan. Jenis penelitian ini adalah kualitatif deskriptif yaitu penelitian yang mengungkapkan fakta yang ada di lapangan dengan observasi dan wawancara serta menggunakan data kepustakaan. (Evinna Cinda Hendriana 1), 2016) Sumber data di peroleh dari semua warga SMK S YWKA Medan yang meliputi guru dan peserta didik. Data penelitian dikumpulkan melalui observasi dan wawancara. Hasil penelitian menunjukkan bahwa Strategi yang digunakan oleh guru dalam

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meningkatkan minat belajar siswa sangat bervariasi seperti menggunakan Strategi diskusi, tanya jawab, dan lain-lain. Namun pada pelaksanaannya masih terdapat kekurangan karena guru masih selalu menggunakan metode ceramah setiap mengawali proses pembelajaran. Jika berbicara tentang minat belajar, siswa di SMK S YWKA Medan sangat tertarik mempelajari lebih dalam mata pelajaran PAI walaupun masih ada saja siswa yang lambat dalam memahami pelajaran tersebut.

Kata Kunci: Strategi Guru, Minat Belajar, Siswa

A. Introduction

Education in Indonesia is still lagging behind other countries, one of the factors is that people are not aware of the importance of education and with many students not continuing to higher education, therefore education in Indonesia is rooted in national culture based on Pancasila and the Constitution. The 1945 Constitution continues to be structured, developed, equipped with various regulatory provisions and prioritizes equity and improving the quality of education. This effort needs to be supported by educational resources in stages along with the integration and efficiency of its implementation so that it is able to meet the demands and needs of development in Indonesia.

Religious education is intended to increase spiritual potential and shape students to become human beings who believe in and fear God Almighty and have noble character. Noble character includes ethics, manners, and morals as the embodiment of religious education. Increasing spiritual potential includes the introduction, understanding, and cultivation of religious values, as well as the practice of these values in individual or collective social life.

The aim of education in Indonesia is expected to be able to prepare students to become citizens who have a strong commitment to become citizens who are intelligent, critical, participatory, and have noble character (Jaya Wibawa & Suarjana, 2019). This goal can be achieved if all parties work together in an effort to improve the quality and quality of learning in the classroom. Talking about the quality of education, cannot be separated from the learning process in the classroom. Learning in the classroom

includes two important aspects, namely teachers and students. The teacher has the task of teaching and students learning. Teaching is communicating something to someone or a group of people with the intention that they know or understand what the teacher teaches them (Depdikbud in Suka, 1982:18).

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in Amidah (2013) explains that the position of a teacher as an educator is a professional position. Thus teacher professionalism is required to continue to develop in accordance with the development of the times, developments in science and technology, as well as the needs of society. Therefore, it is imperative for teachers to continue to innovate to find the right strategies in the learning process so that these developments are more meaningful for both teachers and students. For a teacher, teaching is the main activity in teaching and learning activities. According to Noor Jamaludin, teachers are educators who are responsible for providing guidance or assistance to students in their physical and spiritual development so that they reach maturity, are able to stand alone and can carry out their duties as creatures of Allah, the caliph on earth, as social beings and individuals who are able to stand alone. Imas Kurniasih and Berlin Sani, 2017: 2).

Learning strategy is a different way of learning process and different achievement under different conditions. Learning strategies are ways that will be conveyed to students by an educator who has various strategies by cultivating a classroom atmosphere to be active, an educator must understand how learning strategies will be carried out in the learning process. Strategy can also be interpreted as general patterns of teacher and student activities in the embodiment of teaching and learning activities to achieve the goals outlined. (Trianto, 2011: 85). Zamroni in Amidah (2013) explains that the role of learning strategies in optimal learning activities will streamline the process, the more effective the process, the higher the results to be achieved. The existence of a well-organized curriculum will not necessarily have much effect on student achievement, if it is not supported by an appropriate strategy.

According to Husamah there are four basic teaching and learning strategies which include the following: 1) Identifying and establishing specifications and qualifications

for changes in the behavior and personality of students as expected; 2) Choose a teaching and learning approach system based on aspirations and outlook on life; 3) Select and determine the procedures, methods and teaching and learning techniques that are considered the most appropriate and effective so that they can be used as a guide by the teacher in carrying out teaching activities; 4) Establish norms and minimum limits of success or standard criteria for success so that they can be used as guidelines by teachers in carrying out teaching and learning activities which will then be used as feedback for improving the overall instructional system concerned.

In this process there is a combination that includes human elements, materials, facilities, equipment and procedures that influence each other to achieve educational goals (Hamaik, 1995: 57). And according to Slameto "Learning is a process carried out by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction in his environment". Thus, learning is an ongoing process that must be carried out by someone to make changes to themselves (Slameto, 2003: 1).

Slameto, explained that interest is "a high inclination towards something". Interest is a relatively permanent trait in a person. Interest is a fixed interest or tendency to pay attention to or be involved in something because one realizes the importance or value of that thing (Slameto, 2003: 57). Interest can also be interpreted as a psychological aspect that cannot be separated in the learning process. The interest factor is something that needs to be considered, because interest also influences and determines one's learning achievement. Students who are highly interested in certain subjects will make them happy to learn so that they are also motivated to study seriously (Syarifuddin, Hairunisa and Laila Rahmawati, 2013,: 91).

Therefore, the interest in student learning is very important. Until now, classroom management skills are the teacher's ability to create and maintain an optimal teaching and learning atmosphere. This ability is closely related to the teacher's ability to create favorable conditions, please students and create healthy learning discipline (Mufarokah, 2009: 167). One of the functions of the teacher must also be able to motivate students so that their interest in learning increases. So as to increase students' interest in learning, effort or efforts are needed so that the objectives of learning and learning activities are

achieved optimally. Often times, students are found to be difficult to manage because it is clear that one student has different cognitive and affective abilities. Therefore the role of the teacher is very important.

The teacher is expected to have high creative power in learning, because the teacher cannot carry out his role if he does not master any of the teaching methods that have been formulated and put forward by psychologists and education experts (Jamaral, 1997: 72). If it is known that there are many kinds or types of learning methods. Of course, each learning method has its positive and negative aspects, all of which can be returned to the teaching staff concerned. Then in the application of each learning method, each teacher should pay attention to the position of his students when faced with the lecture method in the lesson.

From the above problems it can be concluded that the teacher's strategy in teaching and learning activities greatly influences students' learning interest. This made the writer interested in conducting research on this matter, through an article entitled "PAI Teacher Learning Strategies in increasing student learning interest in SMK S YWKA Medan Academic Year 2022/2023" Purpose Want to know the strategies used by teachers in increasing interest in learning students in PAI subjects and want to know how much interest students have in PAI subjects at SMK S YWKA Medan for the 2022/2023 Academic Year.

B. Method

This type of research is descriptive qualitative, namely research that reveals facts in the field by observing and interviewing and using library data. This type of research aims to describe and reveal, and explain. The data collection technique uses observation, namely the activity of observing events directly at the research location. Then interview by asking questions to some students and to the PAI teacher. The next technique is documentation so that the data obtained is not lost and causes changes in interpretation. The last is literacy by citing research data from journal articles that are relevant and can support this research, namely about learning strategies in terms of increasing student interest in learning at SMK S YWKA Medan.

C. Results and Discussion

This research is based on findings in class X at SMK S YWKA MEDAN regarding teacher strategies in increasing students' interest in learning in the subject of Islamic Religious Education in the 2022/2023 Academic Year.

1. Teacher strategy

The PAI teacher's strategy is an action or task of a teacher in mobilizing all resources or students to provide incentives in providing independent learning so that they can foster their interest in learning with the learning strategies carried out by the teacher in the classroom. And the teacher's willingness to increase interest in learning is very needed.

a. Question and answer method

The strategy of PAI teachers at SMK S YWKA MEDAN in explaining PAI lessons must use various strategies in learning. One of them is that teachers must be able to make their students active in learning activities. As written by Jamal Ma'mur Asmani (2014: 60) who says learning depends on the teacher, because if the teacher is active, the students are also active. Therefore the teacher must be able to create active learning so that students can actively ask questions, question, and express ideas.

In carrying out PAI learning using the Question and Answer method, students have the skills and dexterity to think deeply to solve problems in learning problems that are faced in real terms both inside the classroom and outside the school environment, especially those related to PAI learning.

The question and answer method is a teaching method that allows for direct communication that is two-way traffic because at the same time there is dialogue between the teacher and students. The teacher asks the students answer or the students ask the teacher answers. In this communication, it can be seen that there is a direct reciprocal relationship between teachers and students (Abdul Majid 2013: 210)

b. Demonstration Method

Demonstration is a very effective method, because it helps students to find answers with their own efforts based on facts or correct data. The demonstration method is a method of presenting lessons by demonstrating and demonstrating to students about a certain process, situation or object, either real or just an imitation. As a presentation method, demonstrations cannot be separated from verbal explanations by the teacher. (Abdu Majid, 2013:197)

b. Simulation Method

Simulation comes from the word simulate which means to pretend or act as if. Abdul Majid, 2013: 205 says the simulation method aims to: 1) train certain skills both professionally and in everyday life, 2) gain an understanding of a concept or principle, 3), train students to solve problems, 4) increase activity in learning, 5) providing motivation to learn to students, 6) training students to work together in work situations in groups, 7) growing students' creative power, and 8) training students to develop an attitude of tolerance.

The teaching and learning process at SMK S YWKA MEDAN when the teacher explains that there are some students who are not paying attention, as a result students do not understand the lesson, because these students are daydreaming or joking with their peers or really don't understand the ongoing lesson, then these students do not focus on the lesson. And when students don't understand, students are afraid to ask the teacher, because students are embarrassed to ask or are reluctant to the teacher.

This is as written by Cholil, Sugeng Kurniawan (2011: 205) says the obstacles faced by students come from psychological factors, namely psychological factors of intelligence, these factors have a very big influence on the progress of students' thinking or students' activeness in learning. Therefore, students should not be ashamed or embarrassed to ask questions about their lack of understanding and lack of enthusiasm for the lesson.

In PAI learning the teacher uses the discussion method to make students active in the teaching and learning process. All students were very enthusiastic in receiving the material presented by their friends in front of them.

In its implementation, of course there are several problems faced by both teachers and schools. One of the obstacles faced is the lack of courage of students to convey the content of the subject matter that has been studied in the previous meeting, in overcoming this problem, the solution is for the teacher to increase student motivation to better control the class and better understand the learning that has been delivered.

Cholil, Sugeng Kurniawan (2011: 205) suggests that psychological factors are psychological barriers. As for those included in the category of psychological factors, among others, as follows: Interest or motivation is an impulse that moves someone to do something. In the learning that I observed, students lack the courage to ask questions about the previous lesson. And teacher motivation is very important for students.

Learning that took place at SMK S YWKA MEDAN ran smoothly, but students did not dare to ask questions about previous lessons. The solution is that the teacher motivates students to dare to question something they don't understand, based on the theory written by Cholil and Sugeng Kurniawan above, as a teacher must provide motivation to each student, because motivation is very important for student activity. Because teachers carry out learning by providing motivation every day to students, so that students are increasingly motivated to learn every day.

Student Learning Interest

PAI lessons are lessons that function to direct understanding of the principles of Islamic religious teachings and also about behavior, so that students can know, understand, live and believe in Allah SWT and can realize human beings who have good morals and avoid despicable morals in everyday life. PAI lessons are very important lessons, because PAI lessons explain matters related to human behavior with others and with their creator, Allah SWT.

Interest is a condition where a person has attention to an object in accordance with the desire to know and learn and prove it further about a particular object with the

understanding that there is a tendency to relate more actively to certain objects. (Bimo Walgito, 1997: 38)

Basically the human brain always needs stimulation and challenge. The low interest in learning is often complained of by students at every opportunity, be it boredom, boredom and laziness. Humanly feeling bored, bored and lazy can happen to everyone, including students who are studying. If students are attacked by feelings of boredom, they must be addressed quickly, don't just let them go. students need to hold introspection of the conditions that are being experienced. Saturation does not come without a background. By understanding the background of student boredom, the teacher can take appropriate actions to expel or overcome the saturation experienced by students. that way students can study well and increase their interest in learning, so they can achieve satisfactory achievements.

In an implementation of PAI learning so that it goes well and students are interested in learning, students must know, understand and believe in Islamic religious education. Students are very happy with learning PAI, because they can recognize, understand and believe in Islamic religious education and can learn how to maintain human morals. In increasing students' understanding of the content of the lesson, there are many ways that can be used by a teacher. One of them is in PAI subjects, a teacher must know and be skilled in implementing PAI learning by providing motivation to students so that students are even more enthusiastic about receiving PAI material.

Attention and motivation are very important in the teaching and learning process. And the motivation that the teacher gives to students can make students active and interested in receiving the material presented by the teacher. In an PAI learning there are several results that have been achieved by students including being more appreciative of the lesson. Students must be able to live and understand the lesson, because if they do not live and understand then students will not be able to accept the lesson. Therefore a teacher must use appreciation and understanding when the lesson takes place.

One of the factors that influence students' interest in learning is psychological factors. There are many factors in psychology, which are included in these factors are

intelligence factors. The intelligence factor is an endogenous factor that has a very large influence on children's learning progress. (Cholil and Sugeng Kurniawan, 2011: 205)

In every effort made to be better, of course, several factors cannot be separated. The factors are as follows:

- 1) Supporting Factors. There are several factors that support efforts to increase student interest in learning through:
 - a) There is good coordination with school principals, class teachers and PAI teachers to attend training, training, workshops and educational workshops held both at school and outside school;
 - b) The trust and support of parents is high so that collaboration is established between teachers and parents in order to increase students' interest in learning, especially in PAI subjects;
 - c) Teachers are able to guide students by providing education and approaching students so as to increase student interest in learning.
- 2) Inhibiting Factors. There are several factors that become obstacles to efforts to increase student learning interest through:
 - a) One of the factors that can hinder increasing student learning interest is from themselves, considering the level of absorption of a student's lesson varies, sometimes there are those who immediately understand and also slow in understanding what is the purpose of getting used to motivating themselves in increasing interest in learning;
 - b) Environmental factors are the most dominant factor in inhibiting students' interest in learning where the level of association at school and at home is far different, so they mingle with their friends who differ both in behavior and attitude. Like now, there are many students who still don't care about themselves and because online games have become popular activities. Based on the statement above, environmental factors are one of the obstacles to increasing student interest in learning, considering that when students return from the madrasa they are free or released from the responsibilities of their teachers.

Based on the results of research conducted at SMK S YWKA MEDAN in the results of the learning strategies carried out by PAI teachers in increasing student learning interest. Various strategies have been carried out by PAI teachers but there are still obstacles to students, especially because students do not have the courage or self-

confidence to carry out active learning in the classroom. Where the teacher has also tried to change strategy after strategy to find which strategy is suitable for use for students. In terms of increasing interest in learning in these students, there are still many obstacles starting from obstacles that come from within students (intrinsic) and from outside within themselves. their (extrinsic) for example parents, surroundings, etc. Even though there has been a little progress when teachers use various methods we teach, most of them still don't understand what the PAI teacher teaches.

D. Conclusion

Based on all the data obtained from observations, interviews and documentation at SMK S YWKA Medan, I can conclude the following: Teachers have an important meaning in education. A teacher has quite heavy duties and responsibilities to educate their students. So the teacher must equip himself with various skills that are expected to help in carrying out his duties in educational interactions. The teacher must be able to optimize his role in the classroom. One of them is as a motivator, teachers should be able to encourage students to be passionate and active in learning.

The strategies used by PAI subject teachers in increasing student learning interest are: 1) Providing incentives or reinforcement. 2) Competition. Teachers try to hold competition among their students to improve their learning achievements and try to improve the results of achievements that have been achieved before. 3) Using various teaching methods in learning. If the lesson material is presented in an interesting way with the appropriate method, it can excite students' learning enthusiasm so that learning objectives can be achieved effectively because students are active in class. Students whose motivation is stronger is due to intrinsic motivation from within themselves, due to students' curiosity about new things are very strong, the desire to try and the independent attitude of students. There are four methods used, namely Question and Answer, Demonstration, and Simulation.

PAI subject teachers must be able to act as mentors, mediators, inspirers, evaluators, informators, facilitators, correctors and act as motivators. As a motivator the teacher must be able to encourage students to be passionate and active in learning.

And PAI subject teachers at YWKA Medan Vocational School are able to do it all. Because in the observations that the researchers made and the results of the interviews it was proven that in PAI subjects the enthusiasm for learning of students was increasing because after adding methods and giving incentives or reinforcement to students, supported by the condition of adequate facilities and infrastructure, the enthusiasm for learning students and the enthusiasm of students in taking lessons there addition although not too much and the majority of students who are motivated are students who excel in their class.

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