

ANALYSIS OF THE CAUSES OF LOW LEARNING INTEREST IN ISLAMIC RELIGIOUS EDUCATION AMONG SEVENTH-GRADE STUDENTS AT SMP NEGERI 19 JAMBI CITY

Siti Zahra *, Idarianty

Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi

Jl. Lintas Jambi - Muara Bulian KM. 16, Simpang Sungai Duren, Kecamatan Jambi Luar Kota, Kabupaten Muaro Jambi, Jambi 36361, Indonesia

Email: sitiiizahra@gmail.com

Abstract

Learning interest is an important factor that influences the success of the learning process in schools. Students who have high learning interest tend to be more active in the learning process, pay greater attention to the subject matter, and show stronger motivation to achieve optimal learning outcomes. Conversely, low learning interest may lead to passive participation, lack of concentration, and difficulties in understanding learning materials. This study aims to analyze the factors that cause low learning interest in Islamic Religious Education among seventh-grade students at SMP Negeri 19 Kota Jambi. This research employed a qualitative approach with a descriptive research design. The research subjects consisted of the principal, Islamic Religious Education teachers, and seventh-grade students. Data were collected through observation, interviews, and documentation. The data analysis technique used included data reduction, data display, and conclusion drawing. The results indicate that the low level of students' learning interest is influenced by internal and external factors. Internal factors include low learning motivation, lack of study habits, and students' perceptions that the subject is less interesting. External factors include monotonous teaching methods, limited use of learning media, less conducive classroom atmosphere, and lack of family support. Therefore, innovation in teaching strategies, the use of engaging learning media, and continuous motivation are needed to improve students' learning interest in Islamic Religious Education.

Keywords: Interest in Learning, Islamic Religious Education, Learning Strategies

INTRODUCTION

Education is a process aimed at developing human potential optimally in intellectual, moral, spiritual, and social aspects. Through education, individuals are expected to develop their thinking abilities, possess good character, and actively participate in social life. Education does not only function as a process of transferring knowledge, but also as a process of character building and comprehensive human development. According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to possess religious spiritual strength, self-control,

intelligence, noble character, and the skills needed for themselves, society, the nation, and the state. Education plays a very important role in improving the quality of human resources. Through education, individuals can obtain knowledge, skills, and values needed to face various life challenges. Therefore, education becomes one of the main factors in the development of a nation.

In the educational process at school, the success of learning is influenced by various factors, one of which is students' learning interest. Students who have a high interest in learning will find it easier to understand the subject matter and will be more active in learning activities. Conversely, low learning interest can cause students to be less active in the learning process, resulting in learning objectives not being achieved optimally. Therefore, it is important for teachers and schools to create a learning process that can increase students' interest in learning. This can be achieved through the use of varied teaching methods, engaging learning media, and the creation of a conducive learning environment. Education also plays a crucial role in shaping the quality of human resources. Through education, individuals can develop their potential in cognitive, affective, and psychomotor aspects. In the educational process at school, the success of learning is influenced not only by curriculum and facilities, but also by students' psychological factors, one of which is learning interest.

Learning interest is one of the psychological aspects that plays a very important role in the learning process. Learning interest can be defined as a tendency within an individual to feel attracted to and enjoy a learning activity, which encourages the individual to actively participate in the activity. According to Slameto (2021), learning interest is a feeling of attraction that arises within an individual toward an activity without any coercion from others. Learning interest is closely related to learning motivation. Students who have a high learning interest usually show greater attention to the subject matter and have a strong desire to understand the material being studied. On the other hand, students who have low learning interest tend to be less active in the learning process and have lower motivation to study. Learning interest also plays an important role in determining students' academic success. Students with high learning interest will find it easier to understand the subject matter and achieve better learning outcomes compared to students with low learning interest.

Learning interest refers to a tendency within an individual to feel attracted to a learning activity. According to Slameto (2021), learning interest is a feeling of attraction that arises within an individual toward a learning activity without any external coercion. A high level of learning interest encourages students to actively participate in learning activities and strive to understand the material presented. Conversely, low learning interest may cause students to be less active during learning activities, pay less attention to the teacher's explanations, and have lower learning motivation. Such conditions can ultimately result in low learning outcomes. Learning interest does not appear suddenly but is influenced by various interconnected factors. In general, the factors influencing learning interest can be classified into internal and external factors. Internal factors include learning motivation, attitudes toward the subject, talents, and students' readiness to learn. Meanwhile, external factors include the family environment, school environment, teaching methods used by teachers, and available learning facilities. In the context of Islamic Religious Education, learning interest plays a very important role.

Islamic Religious Education (PAI) is one of the subjects that plays an important role in shaping students' character, morality, and spirituality. Through Islamic Religious Education

learning, students are expected not only to understand Islamic teachings theoretically but also to practice Islamic values in their daily lives. Therefore, Islamic Religious Education has a very strategic function in forming a generation with noble character and good personality. According to Islamic education experts, Islamic Religious Education is a conscious effort carried out to guide, direct, and nurture students so that they can understand, appreciate, and practice Islamic teachings in their daily lives. Islamic Religious Education learning does not only emphasize cognitive aspects or knowledge but also includes affective and psychomotor aspects related to religious attitudes and behavior. In the national education system in Indonesia, Islamic Religious Education is a compulsory subject taught at every level of education, from elementary school to higher education. This shows that Islamic Religious Education plays an important role in shaping students' character and personality. With a high level of learning interest, students are expected to participate more actively in the learning process and better understand Islamic values. This will ultimately have a positive impact on the formation of students' character and personality.

Therefore, the learning process of Islamic Religious Education must be able to attract students' attention so that they develop an interest in learning Islamic values. However, in practice, Islamic Religious Education learning often faces various challenges. One common problem is the low learning interest of students in this subject. This can be caused by several factors such as less varied teaching methods, limited use of learning media, and low learning motivation among students. Based on preliminary observations conducted at SMP Negeri 19 Jambi City, it was found that some seventh-grade students showed low interest in learning Islamic Religious Education. This can be seen from the lack of student participation in learning activities and the low level of attention given to the teacher's explanations. Based on these problems, this study was conducted to analyze the factors that cause low learning interest in Islamic Religious Education among seventh-grade students at SMP Negeri 19 Jambi City.

RESEARCH METHOD

This study employed a qualitative approach with a descriptive research design. The qualitative approach was used to gain an in-depth understanding of the phenomena occurring in the learning process related to students' learning interest. This research was conducted at SMP Negeri 19 Jambi City, which is located in Telanaipura District. The research subjects consisted of the school principal, Islamic Religious Education teachers, and seventh-grade students. The type of data used in this study was qualitative data in the form of information, statements, and descriptions regarding the factors causing the low learning interest of students in the subject of Islamic Religious Education.

The data sources in this study consisted of primary and secondary data. Primary data were obtained through interviews with the school principal, Islamic Religious Education teachers, and seventh-grade students. Meanwhile, secondary data were obtained from school documents, data on the number of teachers and students, as well as scientific literature relevant to the research topic.

The data collection techniques used in this study included observation, interviews, and documentation. Observation was conducted to directly observe the learning process in the classroom. Interviews were conducted to obtain more in-depth information regarding the

experiences and perspectives of the informants related to students' learning interest. Documentation was used to complement the research data related to the school's conditions. Data analysis was carried out through three stages, namely data reduction, data display, and conclusion drawing, as proposed by Miles and Huberman (2014).

RESEARCH FINDINGS

Based on the results of observations and interviews conducted during the research process, it was found that students' interest in learning Islamic Religious Education at SMP Negeri 19 Jambi City is still relatively low. Some students appeared to pay little attention to the teacher's explanations and were less active in classroom discussions. In addition, only a small number of students actively participated when the teacher asked questions.

Internal factors are one of the main causes of the low level of students' learning interest. Based on the interview results, several students stated that they were less interested in the subject of Islamic Religious Education because it was considered difficult or less interesting. In addition, students' study habits at home are still relatively low. Many students admitted that they rarely study or read learning materials outside of school hours.

External factors also have a considerable influence on students' learning interest. One of the most dominant factors is the teaching method, which is still largely dominated by the lecture method. Although the lecture method is effective for delivering material in a short period of time, its continuous use without variation can make students feel bored. Furthermore, the limited use of learning media also affects students' interest in learning. Engaging learning media can help students understand the material more easily and increase their attention during the learning process. The family environment is also one of the factors influencing students' learning interest. Lack of support from parents may cause students to have lower motivation to study at home.

DISCUSSION

The results of this study indicate that students' learning interest is influenced by two main factors, namely internal factors and external factors. These two factors interact with each other in influencing students' involvement in the learning process. This finding is in line with the views of educational experts who state that learning interest does not appear suddenly, but develops through the interaction between students' psychological conditions and a supportive learning environment.

Internal factors are factors that originate from within the students themselves, such as learning motivation, attention, learning readiness, and students' psychological conditions. In this study, it was found that learning motivation plays a very important role in increasing students' learning interest. Students who have high learning motivation tend to be more active in participating in the learning process, more enthusiastic in completing assignments, and have a strong desire to understand the subject matter. On the other hand, students who have low learning motivation tend to participate less in learning activities and show less interest in the material being taught.

High learning motivation can encourage students to strive to achieve optimal learning

outcomes. Motivated students tend to show positive attitudes toward learning activities, such as diligently reading, actively asking questions to teachers, and trying to complete assignments properly. This indicates that learning motivation is one of the important components in fostering students' learning interest. Therefore, teachers need to provide encouragement and motivation to students so that they have high enthusiasm in participating in the learning process.

In addition to internal factors, external factors also have a significant influence on students' learning interest. One of the most influential external factors is the teaching method used by the teacher. Teaching methods that are less varied and too teacher-centered can make students feel bored and less interested in the learning process. Conversely, the use of innovative and interactive teaching methods can increase students' involvement in learning activities.

Teachers play an important role in creating an engaging and enjoyable learning atmosphere. Therefore, teachers need to use various teaching methods such as group discussions, project-based learning, cooperative learning, and the utilization of interesting learning media. Varied teaching methods can help students understand the subject matter more easily and increase their participation in the learning process. In the context of Islamic Religious Education (PAI), the use of innovative teaching methods is very important to increase students' learning interest. The material in Islamic Religious Education is not only related to knowledge but also to the formation of students' attitudes and behavior. Therefore, the learning process of Islamic Religious Education needs to be designed in such a way that students not only understand religious concepts but are also able to practice them in their daily lives.

In addition to teaching methods, the use of learning media can also increase students' learning interest. Engaging learning media such as educational videos, images, interactive presentations, and the use of digital technology can help students understand the subject matter more effectively. Learning media can also make the learning process more interesting and less monotonous, allowing students to understand the material delivered by the teacher more easily.

Another external factor that also influences students' learning interest is the family environment. The family environment is the first educational environment for children. Support from parents plays an important role in shaping students' learning habits. Parents who pay attention to their children's learning activities, such as helping with assignments, providing motivation, and creating a comfortable learning atmosphere at home, can increase students' learning interest. Conversely, lack of attention and support from parents can result in low learning interest among students. Therefore, cooperation between schools and parents is essential in creating a conducive learning environment for students.

With support from the family, students will feel more motivated to learn and develop a greater interest in learning activities. In addition to the family environment, the school environment also influences students' learning interest. A conducive school environment, adequate learning facilities, and good relationships between teachers and students can create an enjoyable learning atmosphere. This can increase students' comfort in participating in the learning process, which in turn enhances their learning interest.

Based on the results of this study, it can be concluded that students' learning interest is influenced by various interrelated factors, both internal and external. Therefore, efforts to increase students' learning interest need to be carried out comprehensively by considering these various factors. Teachers, parents, and schools need to work together to create a supportive learning environment so that students develop a high interest in learning and are able to achieve

optimal learning outcomes.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the learning interest of seventh-grade students in the subject of Islamic Religious Education at SMP Negeri 19 Jambi City is still relatively low. This can be seen from the lack of student activeness in participating in the learning process, the low level of participation in classroom discussions, and the limited enthusiasm of students in understanding the material delivered by the teacher. These conditions indicate that students' learning interest in Islamic Religious Education still needs to be improved so that the learning process can run optimally.

The low level of students' learning interest is influenced by two main factors, namely internal and external factors. Internal factors originate from within the students themselves, such as low learning motivation, lack of attention to the subject matter, and the absence of well-developed study habits. Students who have low learning motivation tend to be less active in participating in learning activities, less enthusiastic in completing assignments, and have little desire to explore the subject matter in greater depth.

Meanwhile, external factors also have a considerable influence on students' learning interest. These external factors include the teaching methods used by teachers, which are still monotonous and less varied, causing students to feel bored during the learning process. In addition, the limited use of learning media is also one of the factors that makes learning less engaging for students. Learning media that are not varied can hinder students' understanding of the subject matter and reduce their involvement in learning activities.

Besides teaching methods and learning media, support from the family environment also plays an important role in shaping students' learning interest. Lack of attention and support from parents toward their children's learning activities can cause students to be less motivated to study. Therefore, parental involvement in supporting students' learning activities is very important so that students have greater enthusiasm for learning.

Based on the findings of this study, various efforts are needed from teachers and schools to increase students' learning interest in the subject of Islamic Religious Education. Teachers are expected to apply more varied and innovative teaching methods, such as group discussions, project-based learning, and the use of various engaging and interactive learning media. In addition, teachers also need to provide motivation and encouragement to students so that they have greater enthusiasm in participating in the learning process.

Through these efforts, it is expected that students' learning interest in Islamic Religious Education will increase, making the learning process more effective and enabling educational goals to be achieved optimally. Increasing students' learning interest is also expected to help them better understand and practice Islamic values in their daily lives.

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