

37.2 TURNITIN-Improving Students' Interest in Learning Through Various Creative Methods at Madrasah Ibtida'iyah (Islamic Elementary School) PAS Baitul Qur'an Gontor Ponorogo

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Improving Students' Interest in Learning Through Various Creative Methods at Madrasah Ibtida'iyah (Islamic Elementary School) PAS Baitul Qur'an Gontor Ponorogo

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Abstract

One factor that greatly affects student learning outcomes is interest. Interest becomes a very important factor to make students pay attention, focus and be actively involved in the learning process. Teachers need to learn various ways to increase student interest in learning so that learning goals can be reached optimally. The problem formulation in this study is how students' interest, how the teacher in increasing student interest, and how the results of the teacher search in increase students' interest. The type of research conducted is research that uses qualitative methods. While the data collection techniques used are using observation, interviews, and documentation. In qualitative data analysis this analysis is carried out interactively and is carried out continuously until finished, so that the data is already saturated. Based on data analysis, the authors conclude: First, students' interest has a good enthusiasm to look at the theory of interest. Second, try the moral teacher in increasing student learning interest is Developing a learning plan to determine the method with the subject matter to be delivered. Third, the teacher's search results in increasing student interest responded well from students who moved the teacher in increasing focus or increasing students

INTRODUCTION

Education is a process for growing and developing and trying to show (actualize) the potentials possessed by each student (Muhajir Effendy, 2019). To actualize the potential of students, learning activities are needed that can encourage and grow them (Anwar et al., 2019). Knowledge of Islamic teachings is very necessary, without having knowledge of Islamic teachings, especially things that must be carried out, then a Muslim will not be able to carry out his obligations properly and correctly (Hasyim, 2018). Therefore education is very important for every Muslim person (Tohirin, 2005, p. 82).

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The role of teachers who have professionalism in teaching students greatly affects the quality of education (Law RI No. 20 of 2003, Regarding the National Education System (Sisdiknas), Article 1 Paragraph 1, 2003). A teacher is obliged to create a pleasant atmosphere for his students. A less pleasant learning atmosphere can lead to a less harmonious learning atmosphere (Syaiful Bahri Djamarah, 2009, p. 37).

In realizing this interest in learning a teacher needs a learning effort in which there are methods and material techniques that are appropriate to the abilities and circumstances of the students (Anwar et al., 2019). In the absence of support for appropriate strategies, the curriculum that is prepared does not guarantee that it will affect the number of student achievements (Zamroni, 2010, p. 7). The task of the teacher is not only to convey the subject matter, but the teacher is required to be able to condition the process of learning activities to be interesting and fun both through strategies, methods, and the use of learning tools and media.

Madrasah Ibtidaiyyah PAS Baitul Qur'an Gontor Ponorogo is a madrasa that has a lot of enthusiasm from the community so that their children can get an education. As in the previous explanation, that good education cannot be separated from the efforts of a teacher in increasing student interest in learning, so that learning objectives can be achieved optimally (Laksana, 2017). The researcher chose the place of research in the Madrasah because in general the school was oriented towards Islamic boarding school education and from the observations there were still some children who were less motivated so that their interest in learning in the material aqidah morals was not perfect. Therefore, the researcher wants to know more about the teacher's efforts, especially the moral aqidah material to increase student interest in learning.

The purpose of this study was to determine student interest in learning, teacher efforts to increase student interest in learning, the results of teacher efforts to increase student interest in learning and to find out the inhibiting and supporting factors for efforts to increase student interest in learning in the material of moral aqidah at MI PAS Baitul Qur'an Gontor Ponorogo.

METHOD

Researchers use a qualitative approach (qualitative research), determine the focus of research, select informants as data sources, collect data, provide data quality assessments, perform data analysis, understand and interpret data, and draw conclusions from the

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findings obtained (Huberman, 1987) . The approach used is approach socio-anthropological. Researchers will observe the activities carried out by teachers, social relations between students and social relations between fellow teachers. This research was conducted at MI PAS Baitul Qur'an Gontor ponorogo with a research period of 10 (ten) months.

Sources of data in this study consisted of primary and secondary data sources. Primary data sources through interviews, namely teachers and students and the results of observations of researchers at the research location. While the secondary data sources are books, journals, documents and other sources related and relevant to this research. The analysis technique of this research uses non-statistical methods, namely descriptive data analysis. Activities in data analysis consist of data reduction, display, and conclusion:(B. Mathew Milles, Michael Huberman, 1992, p. 5) To increase the validity of the data, the researcher uses data validity techniques which include the degree of trust (credibility), transferability, dependence, , and certainty. Each criterion uses its own method of examination, carried out with diligence in observing, triangulating and checking members. Dependency criteria and the certainty of the examination is carried out using techniques auditing. That is to check the dependability and certainty of the data (B. Mathew Milles, Michael Huberman, 1992, p. 177).

FINDINGS AND DISCUSSION

Students' Interest in Aqidah Akhlak

Based on the interview with the teacher in class IIID, students' interest in learning about the material, especially for these students, namely class III D, has a good interest in learning based on the responses of students who pay attention and listen. There is one student who lacks interest in learning and this affects learning in the classroom. Therefore, the teacher discussed it with other teachers, and it turned out that the cause was internal factors, namely psychological factors from the student.

Based on the results of interviews with principals and curriculum representatives, it was stated that students had a good interest in learning. Some students who do not do their work due to internal factors of these students. In addition, the teachers themselves also have demands that students' interest in learning increase. Based on the statements of several students in grade III D, the teacher's way of teaching has an effect on students' interest in learning. If the teaching and learning techniques used by the teacher are

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successful, students will feel happy and focus on learning the moral aqidah. This has a positive impact on students so that students' interest in learning becomes stable and spiritual increases because they discuss faith a lot.

According to the teacher's interview, the Aqidah Akhlaq class IV A in learning someone who focuses on paying attention to learning is very important to instill student interest in learning, achieve learning goals and learning values that can be absorbed by students which are used as guidelines for behavior in life. The results of interviews with several grade IV A students that apart from a fun way of teaching, providing motivation is a supporting factor for increasing student interest in learning. Students who become motivated because there is a strong urge in themselves to the material being studied, which in turn can affect students' interest in learning.

Analysis of Student Interests in Aqidah Akhlak Materials

Interest is the tendency of students to like something based on the underlying value (Yusi Riska Y, 2009, p. 57). The desire to learn about learning aqidah morals is good and has good enthusiasm looking at the theory of interest in learning. It can be seen in the observations in the classroom and the results of interviews with teachers and students.

The first level of student interest has an interesting dimension in the object, namely moral aqidah, which is the object of attraction by students. It is proven from the results of interviews with students who say that learning aqidah ahklak is fun learning. The second level of student interest sees that there are many people who like and are involved with objects, based on feelings of pleasure when learning moral aqidah (Aprijal et al., 2020). The third level of student interest is when they feel the benefits or happiness when they are involved in the object, that is, according to the reality of the field, students get the benefit value, which is more enthusiastic because of the provision of learning motivation for students to be responsible. The fourth level of preference is based on a value system, that is, when students learn the moral aqidah, students feel happy. The fifth level of preference is because it can be applied in living life, the atmosphere and learning environment are pleasant, learning materials are easier to understand, and moral aqidah material is needed for ethical guidelines.

Teachers' Efforts in Increasing Interest in Learning at MI PAS Baitul QUR'AN Gontor Ponorogo

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Careful learning planning will have implications for the learning process to take place, influenced by the accuracy in understanding the material to be taught, the selection of methods for delivering learning materials, so that the learning process can be conducive and systematic. Based on the two statements of the teacher, the first thing the teacher does is to prepare a Learning Implementation Plan (RPP). The preparation of the learning implementation plan aims to make the learning process take place in a systematic, conducive, and fun way.

The selection of a method in the learning process cannot be separated from the important role of a media that can be used by teachers in delivering learning materials. In this case the teacher uses the presentation method using a projector, also in the demonstration method the teacher assigns students to bring some props, besides that it cannot be separated from the generality of learning media, namely whiteboard media used in almost every learning material.

Learning must be fun and motivation can be added so that responsibilities as a student arise, so that students do not get bored easily and enjoy learning. The usual effort to make learning fun is to use storytelling techniques with a few jokes. According to him, making students feel happy with the teacher who teaches them, then students will also be happy with the lessons they teach.

The efforts of the aqidah moral teacher in increasing student interest in learning do not end there. To improve the teacher's efforts in increasing student interest in learning as a form of follow-up from what has been applied previously, in addition to planning, then using certain teaching techniques as the application of the method, the teacher also measures or evaluates the level of student interest in learning.

Analysis of Teacher's Efforts in Increasing Students' Interest in Learning at MI PAS Baitul Qur'an Gontor Ponorogo

In relation to students' interest in learning, there are several ways that teachers do, as follows: First, the teaching teacher prepares a lesson plan (RPP) as a reference in carry out learning. This is the first step taken by the teacher before teaching, carried out as an effort in the hope that it will facilitate the learning process in the classroom and run effectively. The teacher determines the teaching method that is adapted to the material to be delivered. The materials to be delivered have been determined in the syllabus in the form of basic competencies (KD) that must be mastered by students.

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Second, the application of the learning method as determined when preparing the lesson plan (RPP). Fun learning techniques can increase the attractiveness of students and increase their liking for learning, so students will not feel bored and bored with the lessons delivered by the teacher.

People who have a sense of pleasure in certain things will easily know the relationship between feelings and interests (Syarif Hidayat and Asroi, 2013, p. 89). Feelings of pleasure are manifested in the form of paying attention to the learning brought by the teacher indirectly making students easier to understand the subject matter. According to Lathifa Aini, educators use creative, varied and innovative teaching techniques. So that students can take part in activities that are not boring and boring (Aprijal et al., 2020).

Third, the technique of delivering learning materials as the application of each teacher's method is different. The way that must be done so that the lecture method runs effectively and efficiently. Thus, before someone conducts a lecture process, it is better to pay attention to the conditions and situations (Wahyudi et al., 2021; Yusi Riska Y, 2009, p. 6). In this case, the teacher teaching the moral creed sees that students generally like humor, so that once in a while in the learning process the teacher slips an ice breaker that is funny in nature to restore students' enthusiasm for learning. Students who initially feel bored with learning or do not pay attention, will indirectly return their enthusiasm and attention to the learning delivered by the teacher.

Aqidah morality teachers convey learning materials in a relaxed but serious manner, namely a little humor and intimacy between teachers and students. The intimacy that exists between teachers and students helps in increasing students' interest in learning. Good and varied communication with students, teachers can be closer to students, easier to understand, and more attentive (Monaziroh & Choirudin, 2021).

Fourth, educators measure or evaluate the level of student interest in learning by paying attention to student behavior both showing signs of interest in learning and signs that students are not interested in learning.

Analysis of the Results of Teacher's Efforts in Increasing Students' Interest in Learning

In this regard, of course, it can be seen the form of change, namely student interest. This can be seen from the quality of student learning which is shown from the behavior of students paying attention when learning, being interested and not feeling bored, students

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are happy and familiar with the teacher. This is in accordance with Hidayat's opinion which categorizes indicators of interest in learning including:

Feelings of pleasure

Someone who has a liking for certain things he will know the relationship between feelings and interests. This means that students have no sense of compulsion in studying the material, namely in the matter of moral aqidah.

Participation

Students have fun in activities to grow feelings of interest and pleasure during learning. If students have a preference for activities, students automatically participate in those activities. Students during lessons participate in learning activities by providing responses related to the material provided by the teacher.

Attention

Attention is the activity of the soul at the moment of observation, understanding by ignoring other things. The results of the researchers' observations of students' attention to the subjects of good moral aqidah. In teaching and learning activities, students pay attention and focus on what is being taught.

Feelings of interest

Someone who has a preference tends to be interested in the teacher and subject matter during teaching and learning. In learning the moral aqidah students understand more quickly because they feel interested in the lesson.

Desire

Self-motivation arises the desire and interest to do something. Students have a good enough spirit to follow the moral aqidah lessons.

Active Learning

Activities outside the school environment are indicators that show students' preferences in terms of learning. At home, students are active in studying moral aqidah.

Doing Tasks

This habit is one indicator that shows students' interest. Students are always eager to do the assignments given by the teacher.

Obeying the Rules

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People who are interested in learning in themselves will have strong tendencies to obey and obey the rules that are set because they know the consequences. There is an agreement on rules when learning takes place, namely that it is forbidden to be crowded or make noise in the classroom, which is obeyed by all students.

Inhibiting and Supporting Factors Teacher's Efforts in Increasing Students' Interest in Learning

Lack of support from parents to study, or lack of control from parents because some students at MI PAS Baitul Qur'an Gontor Ponorogo have their parents working abroad as TKI, then the influence of association at home that is not good, and the effect of using gadgets, especially cellphones, which makes students forget their study time and are used to play cellphones. The personality of the students themselves who lack interest in learning such as stubborn, busy themselves, do not understand the importance of the science of moral aqidah and prioritize lessons for the National Examination or general lessons.

Based on the statement above, we can formulate a solution to the obstacles to the teacher's efforts in increasing student interest in learning, namely by giving consequences to students who are stubborn, or do not do assignments at home, always motivate students to study seriously, remind them to be careful in doing their homework. especially in choosing friends, and a teacher must always pray for his students.

Based on the student's point of view, it can be understood that the aqidah moral teacher has consequences for students who are busy, do not pay attention to the teacher, do not do assignments by giving additional assignments to create a deterrent but constructive effect. In addition, a gentle reprimand from the teacher can be done so that the busy students themselves return to pay attention to the learning that is taking place. Some of the supporting factors in increasing interest in learning are the school environment, friendly teachers, familiar with students so that students feel happy and are not pressured by learning.

Analysis of Inhibiting and Supporting Factors for Teacher's Efforts in Increasing Students' Interest in Learning in Aqidah Akhlak Materials

In relation to increasing student interest in learning, it was found that influencing factors were inhibiting and supporting the efforts made by teachers. According to Ni Nyoman, learning difficulties can be broadly divided into two parts, namely factors that

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come from within the learner himself and the second comes from outside the learner (Ni Yoman Yulianti, 2019).

The inhibiting factors encountered by the teacher are as follows:

Factors from outside the student's personality such as the lack of support from parents at home to encourage their children to study, this is because some of the guardians of students work as migrant workers. Students whose daily lives are not with their parents will be more free and unguided, no one directs them or advises them to study at home. In addition, the unsupportive association of students at home also affects students' interest in learning. Students who associate with a disciplined environment and enjoy learning such as the environment in a boarding school dormitory will also mingle and follow a good culture there, on the other hand students whose association is in a bad environment will be affected by that environment. Another obstacle in the efforts of teachers to increase student interest in learning is the use of gadgets or cellphones. In fact, when at school the teacher had advised students to use their free time at home to study, but due to technological developments it had a bad impact if it was misused, including excessive use of cellphones as online game tools.

The inhibiting factor is the student's own personality, namely there are some students who have a stubborn nature and are not infrequently busy themselves. The stubborn nature is included in the innate category or almost similar to character, this is something that is difficult for teachers to change, including in increasing student interest in learning. In addition, they are not too interested in moral aqidah lessons because they do not understand the importance of moral aqidah lessons. Some students who still don't really understand the importance of the science of moral aqidah, have very little interest in learning. They consider that moral aqidah lessons are not tested in the National Examination (UN) as well as a reason for their preference for moral aqidah material to lose to lessons during the national exam (UN).

CONCLUSION

Based on the results of the above research regarding Teacher Efforts in Increasing Student Interest in Aqidah Akhlak Subjects (Case Study at MI PAS Baitul Qur'an Gontor Ponorogo), conclusions can be drawn:

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1. Students' learning interest when the aqidah moral material has good interests because of the sense of pleasure, attention, active and responsiveness, and participating in teaching and learning activities because learning is fun.
2. Efforts by teachers of moral aqidah in increasing student interest in learning at MI PAS Baitul Qur'an Gontor Ponorogo
 - a. Develop a learning implementation plan to determine the method with the learning being taught.
 - b. Determining the learning method according to what will be delivered, varied and according to the material, as well as the situation of each class, so as to make learning fun.
 - c. The teacher uses a relaxed but serious method of delivering learning material, namely a little humor and intimacy between the teacher and the students.
 - d. Measuring or evaluating the level of student interest in learning by paying attention to indicators of student behavior both showing signs of interest in learning and signs that students are not interested in learning.
3. Results of Teachers' Efforts in Increasing Students' Interest in Aqidah Akhlak Materials at MI PAS Baitul Qur'an Gontor Ponorogo
 - a. Students pay more attention to learning because the discussion of moral aqidah material teaches students to understand the discussion of the material being studied.
 - b. Students pay more attention, the class atmosphere tends to be fun resulting in students happily following the learning process well.
 - c. Students are more responsible for their obligations in studying, have moral values in words and actions and provide a stimulus so that the spirit in the learning process of moral aqidah runs.
 - d. The results of the majority of students' scores are above the KKM value limit.

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