

## **Analysis of Interest In Learning Islamic Religious Education at State Senior High School 2 Sorong City**

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### **Abstract**

*This study aims to analyze the extent of interest in studying Islamic Religious Education at SMA Negeri 2 Sorong City. By using field research and using a descriptive qualitative research approach. The data collection techniques used are interviews, documentation, and observation. Based on the results obtained from interviews and observations made on students and teachers at SMAN 2 Sorong City, it is clear that there are many factors that influence students' interest in learning, namely internal and external factors. Internal factors are factors that originate from oneself, such as students' high curiosity, high learning motivation, and recognition of students' understanding of learning. Meanwhile, external factors are factors that come from outside the student, such as the teacher's approach, the learning methods used by the teacher, the attention of parents, socio-economic aspects, parental education level, the condition of parents, the atmosphere at home, the relationship between parents and children, and friendly environment.*

**Keywords:** *Islamic Religious Education, Interest in Learning, Teachers, Students*

### **Abstrak :**

Penelitian ini bermaksud guna menganalisis sejauh mana minat belajar Pendidikan Agama Islam di SMAN 2 Kota Sorong. Dengan mempergunakan jenis *field research* (penelitian lapangan) dan mempergunakan pendekatan penelitian kualitatif deskriptif. Teknik pengumpulan data yang dipergunakan ialah wawancara, dokumentasi, dan observasi. Berdasar hasil yang didapat melalui wawancara dan juga observasi yang dilaksanakan pada peserta didik, dan guru di SMAN 2 Kota Sorong, bahwasanya terdapat banyak faktor yang mempengaruhi minat belajar peserta didik, yakni faktor internal dan juga eksternal. Faktor internal yakni faktor

yang asalnya dari diri sendiri, misalnya rasa ingin tahu peserta didik yang tinggi, motivasi belajar yang tinggi, dan pengakuan pemahaman peserta didik terhadap pembelajaran. Disisi lain faktor eksternal ialah faktor yang asalnya dari luar diri peserta didik, misalnya Pendekatan guru, metode pembelajaran yang dipergunakan guru perhatian orang tua, aspek sosial ekonomi, tingkat pendidikan orang tua, kondisi orang tua, suasana di rumah, hubungan orang tua dan anak, lingkungan ramah.

**Kata Kunci: Pendidikan Agama Islam, Minat Belajar, Guru, Peserta Didik**

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## A. Introduction

Education , namely A something vital for life people human beings . Education is effort in a way awareness to improve potential participant educate with active so that get religious spiritual strength , discipline self , morals noble , good character , intelligence , and appropriate abilities with himself and the community in which he lives needed (Rahman et al., 2022) . Where is education make A generation as figure role model from learning the previous generation .

Quality education what we can be certain of is related with process quality and also quality product . Education can considered quality when the learning process is carried out effective , participants educate get a meaningful learning process , and also supported will source adequate resources ( human resources , finances , facilities , infrastructure ) ( Amiruddin Siahaan et al., 2023). So, quality education naturally Can create A quality products .

Therefore , a efforts made For increase quality education become the more Good that is with ensure that a number of educational institutions provide quality education services in accordance will standards that have been determined , with purpose of creating something competent generation , as well as Can contribute positive in the community environment (Yuda, 2023) .

Success something education naturally so influenced by motivation from teachers and participants educate That alone . Readiness participant educate Can known through interest Study participant educate For carry out activity learning (Iryanti Iryanti, 2025) . That's why interest so important For participant educate . Through existence interest in participants educate on classroom learning naturally Can help participant educate succeed in studies they . The success achieved No only tangible mark and performance only , but also through change behavior participant Didi (Hartoni & Nasution, 2022) .

Interest in learning very much important in the learning process participant educate . Because , if participant educate interested in a lessons , making they later Study with mean it . If one participant educate own interest regarding Islamic

## ANALYSIS OF INTEREST IN LEARNING ISLAMIC RELIGIOUS EDUCATION AT STATE SENIOR HIGH SCHOOL 2 SORONG CITY

Religious Education (PAI) lessons, of course He Certain persistent as well as like For study , which will also be bear fruit results satisfying learning , as well experience shaped behavior morals noble that can implemented in life daily (Aprijal et al., 2020)

As well as lack of interest participant teach in a lesson if only left alone so just make objective on learning That No Can reached as will be expected . Similarly with Islamic Religious Education Lessons, if found participant less educated interest until No interest The same once , of course objective Education is not will walk with good , too.

Based on results observation to participant educated in class , there are a number of mark rehearsal daily children who are being carried out researcher at SMAN 2 Sorong City, still found a number of participant less educated have interest in learning Islamic Religious Education, can known through results learning that has value below KKM, participants less educated notice when the teacher explains , and not enough active participant educate moment learning . This is also in accordance with results interviews conducted by researchers do with one of the Islamic Religious Education teachers who said Still found participant students who get mark below the current KKM given task and exam ongoing .

Based on existing facts , researchers find that participant students at SMAN 2 Sorong City still there is something missing interest towards PAI Lessons, make it from matter That researchers interested in implementing study related to " Learning Interest Analysis" Islamic Religious Education and Character Education at State Senior High School 2, Sorong City"

### **B. Methodology Study**

Study This namely *field* research field ) which produces descriptive data shaped written or expressive , which is obtained in a way direct from field or place research . ( Back , 2013) With use approach study Qualitative . This study describes events that are felt, heard, and made in narrative or descriptive statements ( MA Zakariah, V Afriani, and KHM Zakariah, 2020) . Data sources used namely the primary data obtained through observation and interviews participant students and students class X of SMAN 2 Sorong City. Secondary data obtained from the Islamic religion teacher of SMAN 2 Sorong City.

Collection techniques in the form of observation where objective observation is researchers observe object or the subject studied in order to understand condition actually . Observation No nature participatory meaning , researcher be outside observed system ( Melinda Rudini, Moh & Melinda, (2020) . Interview is meeting between two people to exchange ideas and information through ask answer make it Can constructed meaning something topic certain (Prawiyogi et al., 2021) , and documentation researchers use technique documentation moment collect data because document make it easier obtain the necessary data from center research and enable verification information in form document through interview with more Good

# ANALYSIS OF INTEREST IN LEARNING ISLAMIC RELIGIOUS EDUCATION AT STATE SENIOR HIGH SCHOOL 2 SORONG CITY

## C. Results

So that researchers can get clear and precise objects researchers do interview with one of the PAI teachers at SMAN 2 Kota Sorong, the results interview researchers with the PAI teacher of SMAN 2 Kota Sorong as following :

Table 1: Interview Results with Islamic Religious Education Teacher at SMAN 2 Sorong City

NO	Question	Answer
1.	According to you, what is the factor the main driving force or hinder interest Study participant educate in Islamic Education?	Naturally Islamic religious learning is very important For people Islam , that's why I expect children For true, true in study religion. That's why Lots very enthusiastic child For study Islam Alone . And for those who hinder Alone Lots ongoing learning ongoing the result Lots participant students who play
2.	How how do you motivate participant students who have interest low towards PAI	For motivating children That earlier that religion is so important for worldly life and the hereafter
3.	Whether method the teachings you use influence interest Study participant educate ? What method is the most effective? according to You ?	Depends from the material , if it's normal tajweed match , or Can use picture For match picture . Sometimes also while play for learning No too tense
4.	How role environment school in support interest participant educate to Islamic Education lessons ?	The role of the environment very good at school even support until made prayer room . If before right No There is the prayer room . Now We There is prayer room activities religious walking and of course always support , head school support , the funds also support
5.	What are the challenges ? the biggest you face in increase interest Study participant educate towards PAI?	If for challenge Alone yes his name children Still Like play , like influence from Friend alone . Challenge We as a religious teacher from various type factor environment and so on , various type ethnic group there is something hard and on the contrary . That's it challenge as a teacher, how Can embrace child so that Want to learn with use method that attracts while play , given once in a

# ANALYSIS OF INTEREST IN LEARNING ISLAMIC RELIGIOUS EDUCATION AT STATE SENIOR HIGH SCHOOL 2 SORONG CITY

		while freedom , free No means free do What just But everything is there too the rules
7.	What is your suggestion for increase interest and participation participant educate in Islamic Education lessons in the future ?	For PAI's interest in the future , if it provides material to child Don't until monoton must varies so that children No bored in learning . The methods used aligned will existing materials

Next , after researchers get information from the Islamic Education teacher above so researchers do interview with 2 participants educate grade 10, and in matter This researchers has combine results interview researchers with these 2 people , because researchers submit same question to fifth participant educate the .

As for the results interview researchers with 2 participants educate Grade 10 of State Senior High School 2, Sorong City:

Table 2: Interview Results with Student 1 (Grade XI SMAN 2 Sorong City)

NO	Question	Answer
1.	Whether There is something things that make You not enough enthusiastic in study Islamic Education and not pay attention to the teacher when the teacher is explaining material ?	Yes, the learning boring , too serious , less jokes , too monoton read
2.	What makes You often No do assignments given by the teacher school ?	Most of all to lazy, same not enough interest The same learning the
3.	Whether You Want to answer teacher's questions when appointed ?	Want to, even though difficult But still answered
4.	How feeling You When the Islamic Education teacher starts learning ?	More or less to normal just
5.	When learning ongoing whether You take notes matter important things that the teacher explained when learning going on ?	Take notes

ANALYSIS OF INTEREST IN LEARNING ISLAMIC RELIGIOUS EDUCATION AT STATE  
SENIOR HIGH SCHOOL 2 SORONG CITY

Table 3: Interview Results with Student 2 (Grade XF SMAN 2 Sorong City)

<b>NO</b>	<b>Question</b>	<b>Answer</b>
<b>1.</b>	Whether There is something things that make You not enough enthusiastic in study Islamic Education and not pay attention to the teacher when the teacher is explaining material ?	If for I PAI learning is lacking interesting Because indeed his learning not enough interesting , monotonous , many memorization too, maybe many people don't Like memorization
<b>2.</b>	What makes You often No do assignments given by the teacher school ?	Possible if That There is Lots factor yeah , especially Lots assignment , so There is task tucked away there is something wrong done someone forgot
<b>3.</b>	Whether You Want to answer teacher's questions when appointed ?	Answer although No Correct try answer
<b>4.</b>	How feeling You When the Islamic Education teacher starts learning ?	Like Just
<b>5.</b>	When learning ongoing whether You take notes matter important things that the teacher explained when learning going on ?	If for I No noted but remember just .

#### **D. Discussion**

Based on the results obtained through interviews and observations carried out with students and teachers at SMAN 2 Sorong City, it was found that there are a number of factors that influence students' interest in learning, namely internal and external factors, namely as follows:

a) Internal Factors

Internal factors here refer to factors originating from the students themselves, such as poor study habits, poor student memory, students' ability to concentrate when viewing, listening, and understanding Islamic Religious Education (PAI) subject matter. Students often talk to themselves while studying or are busy during class ( Rina Sawani, (2022) .This factor has a very important role because it originates purely from within a student , making it long-term. For example, if a student has a good perception of learning, of course they will have a high sense of curiosity and can influence their interest in learning about the material.

b) External factors

External factors are factors that influence students' interest in learning from outside ( Triya Manika Putra, Alif Mudiono, and Candra Utama, (2022). including:

- 1) Parents. Parents are the closest people in the family, and therefore have a significant influence in determining a student's interest in learning. Most parents don't pay attention or encourage their students. or support for children who want to learn. Economic conditions, social, child's relationship with parents, parents' education level, and the atmosphere at home can also influence a student's interest in learning ( Dhiya Juliana Putri et al., (2017).
- 2) Teachers. Wherever the learning process takes place, teachers are a crucial component in the world of education. The role of teachers in the learning process has been found to significantly influence students' learning interests (Agustin et al., 2020) . Furthermore, teachers often focus too much on one method, namely the lecture method, which only focuses on the teacher, making students lazy and bored while learning. Therefore , teachers should use various teaching methods and strategies so that students themselves are enthusiastic and not lazy, weak, and naughty when studying Islamic Religious Education (PAI).
- 3) Environment. The environment of friends has a very strong influence on students' learning interest. Likewise, the learning environment can be a factor that inhibits learning interest (Ndraha & Harefa, 2023) . A quiet school environment during the teaching and learning process makes students feel more comfortable while learning, especially Islamic religious studies which require a high level of learning interest so that the teaching and learning process is easy to understand. (Hartoni & Nasution, 2022) If other students in the class are noisy and talk loudly while the teacher is explaining the lesson, other students may not be able to listen well and may not be able to pay attention properly, causing students to lose interest in learning. Students who are lazy, talkative, and easily bored can also cause a lack of interest and participation in learning.
- 4) Learning materials. Learning content will engage students if there's a clear connection between the learning and real life. This will successfully

spark student interest if the learning material directly relates to topics in their current lives.

### E. Conclusion

Based on the research results and discussion we have outlined, we can conclude that interest in learning is a feeling of joy that arises within oneself during a learning process, leading to successful learning. Participant education found significant influence on success learning. Interest in learning participant education can be influenced by 2 factors, including internal factors and external factors. Internal factors, namely the origin factor from self alone, for example the feeling of wanting to know, high education, high motivation, and recognition of learning. On the other hand, the external factors, namely the origin factor from outside self-participant education, for example approach teachers, how teachers use tools for example learning media, methods learning used by teachers, people's attention, social aspect, people's condition, atmosphere at home, people's relationships and child, level parental education, environment friendly.

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ANALYSIS OF INTEREST IN LEARNING ISLAMIC RELIGIOUS EDUCATION AT STATE  
SENIOR HIGH SCHOOL 2 SORONG CITY

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