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THE ROLE OF AKHIDAH AKHLAK TEACHERS IN INCREASING STUDENTS' INTEREST IN LEARNING: CASE STUDY IN MADRASAH TSANAWIYAH SUNAN KALIJAGA BOJONG

Riska Amalia*

Abstrak:

Guru Akhlak Aqidah memiliki peran penting yang sangat erat kaitannya dengan berbagai masalah akhlak. Guru Aqidah Akhlak yang memiliki kompetensi dalam mengajar akan mampu membangkitkan minat belajar siswanya. Dalam penelitian ini peneliti memfokuskan pada peran guru Akidah Akhlak dalam meningkatkan minat belajar siswa, sehingga rumusan masalahnya adalah "Bagaimana Peran Guru Akidah Akhlak dalam Meningkatkan Minat Belajar Siswa di MTs Sunan Kalijaga Bojong?". Jenis penelitian yang digunakan adalah penelitian lapangan yang berlokasi di MTs Sunan Kalijaga Bojong dengan menggunakan pendekatan kualitatif deskriptif. Hasil penelitian: Pertama, peran guru Akidah Akhlak dalam meningkatkan minat belajar siswa di MTs Sunan Kalijaga Bojong yaitu dengan cara mendidik, memotivasi, menasihati, keteladanan bagi siswa. Guru Akidah Akhlak telah menjalankan perannya dengan baik bersama siswanya, baik saat pembelajaran berlangsung maupun di luar pembelajaran. Kedua, faktor pendukung: (a) adanya buku penunjang pembelajaran; (b) peraturan sekolah yang baik; (c) fasilitas sekolah yang memadai; dan (d) ruang belajar yang baik. Ketiga, faktor penghambat: (a) kurangnya media pembelajaran; (b) kurangnya kerjasama antara guru dan siswa; dan (c) siswa yang masih pasif dalam belajar. Keempat, solusi: (a) guru harus lebih mampu memahami siswa akan pentingnya belajar; (b) guru harus memiliki pengetahuan yang luas; (c) tidak memaksakan hak siswa; (d) keadilan dan toleransi bagi peserta didik; dan (e) guru bekerja sama dengan siswa dan orang tua untuk merangsang minat belajar siswa.

Kata Kunci: Peran guru; Penguatan moral; Minat belajar

* Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan, email: riskaamalia.ra3@gmail.com

Abstract:

Akhlak Aqidah teacher has an important role that is very closely related to various moral problems. Teachers of Aqidah Akhlak who have competency in teaching will be able to arouse their students' interest in learning. In this study, researchers focused on the role of the Akidah Akhlak teacher in increasing students' learning interest, so that the formulation of the problem was "What is the Role of the Akidah Akhlak Teacher in Increasing Student Interest in Learning at MTs Sunan Kalijaga Bojong?". The type of research used is field research located at MTs Sunan Kalijaga Bojong using a qualitative descriptive approach. The results of the study: First, the role of the Akidah Akhlak teacher in increasing students' interest in learning at MTs Sunan Kalijaga Bojong, namely by educating, motivating, advising, exemplary for their students. Akidah Akhlak teachers have done good to their students, when learning takes place and outside of learning. Second, the supporting factors: (a) there are books to support learning; (b) good school regulations; (c) adequate school facilities; and (d) a good learning space. Third, the inhibiting factors: (a) lack of learning media; (b) lack of cooperation between teachers and students; and (c) students who are still passive in learning. Fourth, solutions: (a) teachers must be better able to understand students in the importance of learning; (b) teachers must have broad knowledge; (c) does not impose the rights of students; (d) fairness and tolerance for students; and (e) the teacher cooperates with students and parents to stimulate students' interest in learning.

Keywords: The Role of the teacher; Moral beliefs; Interest in learning

INTRODUCTION

The teacher as someone who has an important component in education related to the ongoing learning process.¹One way to improve the quality of education is to improve the quality of teachers in the learning process. A teacher is expected to be able to understand how and why children learn and be able to understand the changes that occur so as to enable more effective learning.²

¹ Ahmad Sopian, "Tugas, Peran, Dan Fungsi Guru Dalam Pendidikan," *Raudhah Proud To Be Professionals : Jurnal Tarbiyah Islamiyah* 1, no. 1 (2016): 88–97, <https://doi.org/10.48094/raudhah.v1i1.10>.

² Muhtafi Muktar, "Peranan Guru Agama Islam Dalam Meningkatkan Minat Belajar Siswa Pada Bidang Studi Aqidah Akhlak Di MI Kelas V Dan VI Al Muniroh II Ujungpangkah Gresik," *Tasyri': Jurnal Tarbiyah-Syari'Ah Islamiyah* 24, no. 2 (2017): 46–53.

Djamarah stated that the teacher's role in learning includes the teacher as evaluator, motivator, inspirer, informer, and so on. However, in the learning process some teachers only understand their role as teaching staff. The importance of the teacher's role in the teaching and learning process will ultimately influence the level of interest in learning that is owned by students.³

Teachers occupy a more respectable position in the community because teachers have a role in educating the life of the nation.⁴In essence, the role and duties of the teacher are not limited to choosing an important role in determining the progress of the nation's life. Professional teachers are expected to be able to provide quality output from various fields. Because, the success of students cannot be measured by the achievements they achieve. However, in actions in everyday life both in the school environment and outside the school environment, collaboration between teachers and parents must be established.⁵

However, in reality there are still many found in the process of teaching and learning activities, the lack of responsiveness of students when receiving lessons. One of the reasons is due to the lack of competence of a teacher in presenting learning material. Ironically, the material that students are less interested in is lessons related to Islamic Religious Education, including Aqidah Akhlak lessons. Where the material is precisely oriented in the moral formation of students. Muhaimin stated that Islamic Religious Education which takes place in schools is often considered to be less successful in educating the attitudes and behavior of the diversity of students and building the morals and ethics of the nation.⁶

The role of the teacher, especially the Aqidah Akhlak teacher, is very closely related to various moral problems of students where the Aqidah Akhlak teacher can be an example for their students. In order for the role of a teacher of the Aqidah Akhlak to be more active, he therefore places himself as a preacher who always calls for good and instructs his students

³ Eko Budi Waluya, Luqman Hakim, and Norida Canda Sakti, "Pengaruh Minat Dan Motivasi Terhadap Hasil Belajar Inset Ekonomi Syariah Dengan Intervening Kecerdasan Spiritual Pada Mata Pelajaran Ekonomi Di Madrasah Aliyah Kota Malang," *Jurnal Penelitian* 13, no. 2 (2019): 325–352..

⁴ Abd. Rahman Getteng, *Menuju Guru Profesional Dan Ber-Etika* (Yogyakarta: Graha Guru, 2012).

⁵ Eni Nur'aeni, "Peran Guru Aqidah Dalam Meningkatkan Self Control Remaja (Study Kasus Di MTs Al Khairiyah Kalodran Serang)," *Jurnal Inovasi Penelitian* 3, no. 1 (2022).

⁶ Muhaimin, *Nuansa Baru Pendidikan Islam Mengurangi Benang Kusut Dunia Pendidikan* (Jakarta: PT RajaGrafindo Persada, 2006).

to be good and stay away from what is evil.⁷The essence of Islamic religious education, especially those related to moral principles, lies in the ability to develop students' potential so that they become someone who is faithful, pious and can appear as khalifatullah fi al-ardh. This is used as a reference for learning methods in order to achieve maximum goals.⁸

Learning achievement is the learning result achieved by students after attending, doing assignments and learning activities at school. Learning achievement can be influenced by several factors, one of which is interest. Interest in learning is one of the factors that influence the level of student achievement so that it determines the success or failure of students in the teaching and learning process.

Crow defines interest as a person's attitude in dealing with other people, activities, or an experience that is stimulated by these activities. Meanwhile, according to Ahmadi, interest is an attitude of a person's soul that is included in the three functions of his soul, namely cognition, conation, and emotion that leads to something and into that relationship has strong feelings.⁹According to Muhibbin Syah himself stated that interest does not solely arise on its own, but interest can arise with the presence of factors that can influence interest. Factors that influence students' interest in learning such as motivation, teaching materials, facilities, etc.¹⁰

Interest in learning is a feeling of pleasure that is owned by someone in getting various knowledge. When students have an interest, they will be more enthusiastic in the learning process.¹¹Conversely, students who are less interested in learning will have anxiety which causes boredom and wants the learning process to be completed quickly.¹²

MTs Sunan Kalijaga Bojong is an Islamic-based school in which a teacher of Akidah Akhlak at least memorizes juz 30, prayers and asmaul husna and reads the Koran fluently. The teacher as someone who is closest to students when they are in the school environment, is one of the factors

⁷ Muhammin, *Pengembangan Kurikulum Pendidikan Agama Islam Di Sekolah, Madrasah Dan Perguruan Tinggi* (Jakarta: PT RajaGrafindo Persada, 2009).

⁸ Ismail SM, *Strategi Pembelajaran Agama Islam Berbasis PAIKEM: Pembelajaran Aktif, Inovatif, Kreatif, Efektif Dan Menyenangkan*, ed. Mohammad Nur Ichwan (Semarang: RaSAIL Media Grup, 2011).

⁹ Julkifli, "Peran Guru Dalam Membangkitkan Motivasi Belajar Siswa Serta Membuatnya Menjadi Aktif Dan Kreatif Di Dalam Kelas," *Jurnal Serunai Administrasi Pendidikan* 9, no. 2 (2021): 63–73, <https://doi.org/10.37755/jsap.v9i2.327>.

¹⁰ Muhibbin Syah, *Psikologi Belajar* (Jakarta: Raja Grafindo Persada, 2008).

¹¹ Mukholil, "Kecemasan Dalam Proses Belajar," *Jurnal Eksponen* 8, no. 1 (2018).

¹² Wann Nurdiana Sari, Murtono, and Erik Aditia Ismaya, "Peran Guru Dalam Meningkatkan Motivasi Dan Minat Belajar Siswa Kelas V SDN Tambahmulyo 1," *Jurnal Inovasi Penelitian* 1, no. 2 (2021).

that can motivate and increase interest in learning.¹³MTs Sunan Kalijaga Bojong itself implements many religious activities accompanied by the Akidah Akhlak teacher. These activities include morning habituation by reading morning prayers, reading the asmaul husna, and congregational prayer activities.¹⁴

Based on the description above, the researcher is interested in further studying the role of the Akidah Akhlak teacher in increasing students' interest in learning at MTs Sunan Kalijaga Bojong.

This study uses descriptive qualitative research, namely research conducted by observing the surrounding environment, interactions, and efforts to understand language and interpretation of the outside world.¹⁵This research was conducted at MTs Sunan Kalijaga Bojong. The source of this data research is interviews with Akidah Akhlak teachers as well as documents that support the research results.

The method of collecting data is first, observation. Second, interviews with activities carried out before conducting research in order to get a general description of the problems that occur in the field and when conducting research. And third, documentation that researchers use documentation with several documents related to research and photos when carrying out research. The data analysis technique uses descriptive qualitative analysis. Furthermore, drawing conclusions regularly that can produce the final results of the observations and interviews.

DISCUSSION

The Role of Aqidah Akhlak Teachers in Increasing Student Learning Interests at MTs Sunan Kalijaga Bojong

In the Big Indonesian Dictionary, a role has the meaning of a set of behaviors that are expected to exist in a person where he has a position in the community or in a particular institution.¹⁶While the teacher is defined as someone who facilitates knowledge to students that he gets from learning sources.¹⁷So that the role of the teacher is the formation of a series

¹³Rina Palunga and Marzuki Marzuki, "Peran Guru Dalam Pengembangan Karakter Peserta Didik Di Sekolah Menengah Pertama Negeri 2 Depok Sleman," *Jurnal Pendidikan Karakter* 8, no. 1 (2017), <https://doi.org/10.21831/jpk.v7i1.20858>.

¹⁴Observasi, MTs Sunan Kalijaga Bojong, Tanggal 15 Juni 2022.

¹⁵Yuni Martha Nainggolan, "Pengaruh Sikap Kasih Sayang Guru Terhadap Perilaku Siswa Berbudi Pekerti Dan Hasil Belajar Siswa Di SMA Perintis 2 Bandar Lampung," *Skripsi FKIP Universitas Lampung*, 2012.

¹⁶Departemen Pendidikan dan Kebudayaan, *Kamus Besar Bahasa Indonesia*, IV (Jakarta: Balai Pustaka, 2016).

¹⁷Asmani and Jamal Ma'mur, *Tips Menjadi Guru Inspiratif, Kreatif Dan Inovatif* (Yogyakarta: Diva Press, 2015).

of behaviors related to the progress and development of students carried out in certain situations.

A teacher must master education and teaching from various other sciences. The need for coaching and development through a certain educational period. Likewise in the learning process activities, whose role is seen as very central.¹⁸The majority of MTs Sunan Kalijaga Bojong Aqidah Akhlak teachers graduate from Islamic tertiary institutions. Apart from coming from teacher education, some have also studied at Islamic boarding schools. It is undeniable that MTs Sunan Kalijaga Bojong Akidah Akhlak teachers are at least able to master the teaching materials that will be delivered to students when learning. From this background it is hoped that it can support the achievement of competence as an educator of Akhlak Aqidah.

However, in the learning activities of students at MTs Sunan Kalijaga Bojong, there was still a lack of interest in students' learning. Interest itself in language means a high tendency of the heart for something.¹⁹Ahmadi, interest is the attitude of a person's soul which is included in the three functions of his soul, namely cognition, conation, and emotion which leads to something and in that relationship has strong feelings.²⁰Meanwhile, learning in language means effort or all efforts to gain intelligence. Meanwhile, Nana Sudjana defines learning as an active process, reacting to every situation that is experienced around the individual.²¹So that interest in learning is a will or desire within oneself which is followed by attention and an active attitude which then creates feelings of pleasure accompanied by changes in behavior, skills and knowledge.

The role of the teacher is often misunderstood because some teachers use their role because they are selfish either acting in teaching or otherwise.²²This will have an unpleasant impact and cause the learning experience to be less successful. Thus, the learning outcomes to be achieved will be difficult to achieve for both teachers and students.²³Therefore, the

¹⁸ Hasil wawancara dengan Ibu Iffah selaku Guru Akidah Akhlak MTs Sunan Kalijaga Bojong, Pada Hari Kamis, Tanggal 16 Juni 2022, Jam 09.00 WIB, tempat Ruang Guru MTs Sunan Kalijaga Bojong.

¹⁹ Tim Penyusun Kamus Pusat Pengembangan dan Pembinaan Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 1990).

²⁰ Julkifli, "Peran Guru Dalam Membangkitkan Motivasi Belajar Siswa Serta Membuatnya Menjadi Aktif Dan Kreatif Di Dalam Kelas."

²¹ Nana Sudjana, *Dasar-Dasar Proses Belajar Mengajar* (Bandung: Balai Pustaka, 1987).

²² Munirah, "Peranan Guru Dalam Mengatasi Kesulitan Belajar Siswa," *Tarbawi: Jurnal Pendidikan Agama Islam* 3, no. 2 (2018).

²³ Maulana Akbar Sanjani, "Tugas Dan Peranan Guru Dalam Proses Peningkatan Belajar Mengajar," *Jurnal Serunai Ilmu Pendidikan* 6, no. 1 (2020).

teacher is not only an educator, but also a reformer, adviser, and role model. Because, increasing the progress of the times in terms of information and knowledge, the role of the teacher will definitely be needed.

Related to how the role of the Akidah Akhlak teacher in increasing students' interest in learning at MTs Sunan Kalijaga Bojong is carried out in several ways, namely:

1. Using learning variations

The learning process carried out by the Akidah Akhlak teacher at MTs Sunan Kalijaga Bojong uses a variation method. Teaching methods are used as achievements in work so as to facilitate educational goals. In its application that is appropriate and appropriate according to the material, it will certainly get the right results for students. The variation method used is lectures, discussions, presentations, assignments, questions and answers, and others that are adjusted to increase students' learning interest.²⁴

As an effort to improve the quality of education in Indonesia, it really needs the right curriculum to be implemented in every educational level institution.²⁵ Variation in learning is changing a learning process with the aim of increasing the motivation and interest of students in learning while reducing boredom and boredom.²⁶ When the learning process varies, it shows changes in teaching styles, different media, and patterns of interaction between teachers and students.

Using variations of learning that have been carried out by the teacher is not just one variation. However, replace it with the suitability of the material to be delivered. So, students will not experience boredom when paying attention to the teacher's explanation. Also, the material presented will be easier for students to understand.²⁷ This means using various variations such as discussions, questions and answers, demonstrations and others that are adjusted to increase students' learning interest.

From these results, it can be understood that the teacher conveys the material using a variation method. With several methods, namely lectures,

²⁴ Hasil wawancara dengan Ibu Iffah selaku Guru Akidah Akhlak MTs Sunan Kalijaga Bojong, Pada Hari Kamis, Tanggal 16 Juni 2022, Jam 09.00 WIB, tempat Ruang Guru MTs Sunan Kalijaga Bojong.

²⁵ Syamsul Bahri, "Pengembangan Kurikulum Dasar Dan Tujuannya," *Jurnal Ilmiah Islam Futura* 11, no. 1 (2017): 15, <https://doi.org/10.22373/jiif.v11i1.61>.

²⁶ Yuli Arizka Lubis, "Kemampuan Guru Dalam Mengadakan Variasi Belajar Pada Pembelajaran Tematik Di MIN Medan Barat," *Skripsi UIN Sumatra Utara Medan*, 2017.

²⁷ Faridatul Mahwiyah, "Meningkatkan Hasil Belajar Siswa Mata Pelajaran Aqidah Akhlak Melalui Metode Diskusi Siswa SMP Miftahul Arifin Bantaran Kabupaten Probolinggo," *Development* 1, no. 2 (2022).

discussions, presentations, assignments, questions and answers, and others that are appropriate in increasing students' interest in learning.

2. Create competition

In addition to using variations in learning, the Akidah Akhlak teacher at MTs Sunan Kalijaga Bojong in the teaching and learning process also tries to create competition to increase students' interest in learning.²⁸ Competition can be used as a tool in the teacher's role to increase students' interest in learning.²⁹ The existence of competition individually or in groups, in this way will increase students' interest in learning. By giving competition to these students, they will be able to produce better results when compared to other students. When learning the teacher does a game by asking questions according to related material. If students are able to answer these questions, they will get additional value from the teacher.

From this description, it can be understood that the efforts made in increasing students' interest in learning by creating competition between students. With individuals and groups this is carried out so that students get motivated to be more diligent in learning.

3. Give a value compliment

Another thing that the Akidah Akhlak teacher did in increasing students' interest in learning at MTs Sunan Kalijaga Bojong was by giving value praise. It is hoped that students will be motivated and their interest in learning will increase. This is because students already know their abilities through these values.³⁰

Praise is a form of appreciation to students given by teachers who have a strong influence on students' enthusiasm for learning. Psychologically praise is able to give a touch to students.³¹ Give praise value on each student learning outcomes as a form of appreciation. And there will be an interest in learning students to pursue high scores.³² For example, when students are

²⁸ Hasil wawancara dengan Ibu Iffah selaku Guru Akidah Akhlak MTs Sunan Kalijaga Bojong, Pada Hari Kamis, Tanggal 16 Juni 2022, Jam 09.00 WIB, tempat Ruang Guru MTs Sunan Kalijaga Bojong.

²⁹ Veronika Dua Hejon, "Peran Guru Pendidikan Kewarganegaraan Sebagai Motivator Dalam Meningkatkan Minat Belajar Siswa Dikelas VII SMPN 1 Talibura," *Jurnal Andi Djemma : Jurnal Pendidikan* 4, no. 2 (2021).

³⁰ Hasil wawancara dengan Ibu Iffah selaku Guru Akidah Akhlak MTs Sunan Kalijaga Bojong, Pada Hari Kamis, Tanggal 16 Juni 2022, Jam 09.00 WIB, tempat Ruang Guru MTs Sunan Kalijaga Bojong.

³¹ Kekek T Aritonang, "Minat Dan Motivasi Dalam Meningkatkan Hasil Belajar Siswa," *Jurnal Pendidikan Penabung* 7, no. 1 (2008).

³² Ahmad Lahmi, "Analisis Upaya, Faktor Pendukung Dan Penghambat Pembelajaran Alquran Dan Hadis Di Madrasah Tsanawiyah Kota Padang, Sumatra Barat, Indonesia,"

able to complete questions and appear in front of the class. So, the teacher will always give praise grades.

Supporting Factors in Increasing Student Interest in Learning at MTs Sunan Kalijaga Bojong

In the implementation of learning there are supporting factors in increasing students' interest in learning which is important to know. Because, from the existence of supporting factors in increasing students' interest in learning, it will make it easier for teachers to apply them in schools. These factors will certainly determine the success or failure in increasing students' learning interest.

Judging from the results of interviews by researchers with Akidah Akhlak teachers regarding supporting factors in increasing students' interest in learning at MTs Sunan Kalijaga Bojong, the results obtained are:

Provision of supporting books for teachers and students, learning media.³³If the teacher is too guided by the textbook, only requiring the teacher to provide teaching makes the teacher lack creativity. Therefore, the need for a teacher's understanding of unlimited obligations in educating students. Teachers must also continue to provide skills, motivate, and inspire students. All of these things must be fulfilled so that learning is carried out optimally. In addition, paying attention to the health conditions of students is also necessary. When students are in good health both physically and spiritually it makes it easier to learn and high spirits. Conversely, when students are not in good health they will have difficulty participating in learning. There are good school rules, adequate school facilities,³⁴

Good supporting factors to increase students' learning interest are able to achieve progress in students' learning interest. Conversely, if the supporting factors are not good enough to cause obstacles in the process of increasing students' learning interest.

Inhibiting Factors in Increasing Student Interest in Learning at MTs Sunan Kalijaga Bojong

It is not an easy thing to become a teacher where he must be able to have the readiness to teach. As well as lesson plans, learning materials that have

DAYAH: *Journal of Islamic Education* 3, no. 2 (2020): 213–29,
<https://doi.org/10.22373/jie.v3i2.7086>.

³³ Ana Ianah, "Kesejahteraan Siswa: Faktor Pendukung Dan Penghambatnya," *Jurnal Becoss* 3, no. 1 (2021), <https://doi.org/10.21512/becossjournal.v3i1.7028>.

³⁴ Hasil wawancara dengan Ibu Iffah selaku Guru Akidah Akhlak MTs Sunan Kalijaga Bojong, Pada Hari Kamis, Tanggal 16 Juni 2022, Jam 09.00 WIB, tempat Ruang Guru MTs Sunan Kalijaga Bojong.

been prepared, media and supporting tools in learning that will be carried out properly. There is conditioning in the classroom carried out by the teacher so that the learning atmosphere becomes conducive.

From the results of interviews conducted by the author with the Aqidah Akhlak teacher related to the inhibiting factors encountered in increasing students' learning interest, for example:

Lack of learning media such as facilities and infrastructure, lack of self-awareness from students that collaboration between teachers and students is very important, low student interest is a problem that will later affect student achievement. Seeing when students do not have an interest in learning, tend to be passive in responding to learning activities. With the association of students will affect their interests. This is because it is in these associations that they plant themselves and carry out activities together naturally. There is a lack of discipline from students when learning takes place. Students have a sense of indifference and lazy with the material presented. He prefers to do things that have nothing to do with the lesson. For example, joking and chatting with friends, drawing, daydreaming, etc. This is what will cause the learning process to be ineffective and not have good quality learning when the interest in learning from students is low.³⁵

A teacher is required to carry out learning creativity in stimulating student creativity. Both when developing skills in thinking and in carrying out an action. In creative thinking with the start of critical thinking that is finding, which will then give birth to something that did not exist before or improve something. One of the things the teacher does in increasing students' interest in learning is by holding interesting learning activities.³⁶Success in learning in the form of learning media.³⁷Because, learning media will clarify and understand more about students, although later there will be a few obstacles.

³⁵ Hasil wawancara dengan Ibu Iffah selaku Guru Akidah Akhlak MTs Sunan Kalijaga Bojong, Pada Hari Kamis, Tanggal 16 Juni 2022, Jam 09.00 WIB, tempat Ruang Guru MTs Sunan Kalijaga Bojong.

³⁶ Arin Prajawinanti, "Pemanfaatan Buku Oleh Mahasiswa Sebagai Penunjang Aktivitas Akademik Di Era Generasi Milenial," *Pustaka Karya: Jurnal Ilmiah Ilmu Perpustakaan Dan Informasi* 8, no. 1 (2020), <https://dx.doi.org/10.18592/pk.v7i15.3710>.

³⁷ Silviana Nur Faizah, "Hakikat Belajar Dan Pembelajaran," *At-Thullab : Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 1, no. 2 (2020): 175, <https://doi.org/10.30736/atl.v1i2.85>.

Solutions for Overcoming Inhibiting Factors in Increasing Student Learning Interest at MTs Sunan Kalijaga Bojong

Solution is a method used to solve a problem.³⁸Likewise in overcoming obstacles in increasing students' interest in learning at MTs Sunan Kalijaga Bojong. the results obtained through the author's interview with the Akidah Akhlak teacher regarding solutions to increase students' learning interest at MTs Sunan Kalijaga Bojong include:

The teacher provides an understanding of the importance of learning to students so that it is possible to have more seriousness in learning. Conversely, when students lack interest in learning, learning will also lack seriousness. Then, complete school facilities so that the learning process can be achieved properly, teachers must have extensive knowledge with information media that will make it easier to convey learning material and know the level of development of their students. Also, the need for cooperation with parents regarding problems encountered in children.³⁹

The success of the learning process is a good hope for teachers and students. One of the benchmarks for success in the learning process is the change in the actions of students in their interest in learning. The teacher also needs to pay attention not to consider himself capable of teaching well, not to pay too much attention to his students when the learning process takes place, the teacher also does not ignore the differences that exist in individual students, the teacher does not feel he is the smartest which one, if you look at the current condition of ordinary students learning through the internet or other media, the teacher also does not push the rights of students too much, for example demands to buy books, the need for tolerance for underprivileged students, and teachers must also be fair in learning to students. So that all of this does not have its own losses to students.

In the description above, it can be concluded that, in terms of students' interest in school, it is relative in the sense that it can change at any time. This happens because the interest in learning from students is related to several influential factors. The weakness of one of the factors can affect the success of students when learning. This is the high or low level of interest in student learning at school with the existence of supporting internal and external factors.

³⁸Nur Rokhmad et al., "SOLUSI TERHADAP PERMASALAHAN INTERNAL DAN AGAMA KABUPATEN MOJOKERTO," *Jurnal API: Administrasi Pendidikan Islam* 2, no. 2 (2020): 157–70, <https://doi.org/10.15642/japi.2020.2.2.157-170>.

³⁹Hasil wawancara dengan Ibu Iffah selaku Guru Akidah Akhlak MTs Sunan Kalijaga Bojong, Pada Hari Kamis, Tanggal 16 Juni 2022, Jam 09.00 WIB, tempat Ruang Guru MTs Sunan Kalijaga Bojong.

CONCLUSION

Based on the results and discussion through the presentation of researchers with research entitled “The Role of Akhlak Aqidah Teachers in Increasing Student Learning Interests at MTs Sunan Kalijaga Bojong”, concluded:

First, the role of the Akidah Akhlak teacher in increasing students' interest in learning at MTs Sunan Kalijaga Bojong, namely by educating, motivating, advising, exemplary for their students. The Akidah Akhlak teacher has carried out his role well with his students, when learning takes place and outside of learning. That is, its role is to guide students in ongoing learning so that students are encouraged to take part in learning actively, for example students get rewarded grades, carry out learning variations or others.

Second, Supporting factors in increasing students' interest in learning are the existence of learning support books, good school regulations, adequate school facilities, and good learning spaces.

Third, the inhibiting factors faced by Akidah Akhlak teachers in increasing students' learning interest are the lack of learning media such as facilities and infrastructure, lack of awareness from students that collaboration between teachers and students is very important, lack of discipline and students who are still passive in the learning process.

Fourth, The solution in increasing students' interest in learning is that school facilities must be equipped, teachers must be able to provide an understanding of the importance of learning to students, teachers must have more broad knowledge with various information from any media, teachers do not impose too much on students' rights, fairness and tolerance for underprivileged students. Also, the teacher also collaborates with students and parents of students to stimulate their students' learning interest.

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