

INCREASING THE LEARNING INTEREST OF CLASS VII-1 STUNDENTS IN THE AL-QURAN HADITH SUBJECT AT MTS BABUL ULUM PAJAK RAMBE MEDAN LABUHAN

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Keywords:

Alquran, Hadist, Minat.

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Abstract: This study aims to determine (1) the learning interest of seventh grade students in Al-Quran Hadith subjects before the application of inquiry strategies; (2) To determine the learning interest of seventh grade students in Al-Quran Hadith subjects in cycle I after the application of inquiry learning strategies; (3) To determine the learning interest of seventh grade students in Al-Quran Hadith subjects in cycle II after the application of inquiry learning strategies; (4) To find out the obstacles faced by teachers in implementing inquiry learning strategies. The method that researchers use in this study is to use the Classroom Action Research (PTK) method with data analysis techniques. Analysis is done by collecting all the results of questionnaires and interviews obtained from information. The results of data analysis showed that there was an increase in the learning interest of students in class VII Babul Ulum Pajak Rambe Medan starting from the implementation of pre-action to cycle II. (1) Pre-action results showed that the average individual score was 25%; (2) In cycle I showed an increase where individual students were 55%; (3) The results of cycle II reached an average of 80%; (4) The obstacles faced by teachers in applying inquiry strategies are; (a) Difficulty controlling student activities and success; (b) Difficulty planning learning because it collides with students' habits in learning; (c) Teachers lack application through technology.

INTRODUCTION

Students' interest in learning about the Koran Hadith subject is low. This can be seen from the results of the questionnaire in the initial research. Of the 20 students in class VII-1 Mts Babul Ulum Medan TP. 2024/2025 there will be 15 people who have low interest in learning and 5 people who have high interest in learning. So that students who have low interest in learning are 75% of the number of students and those who have high interest in learning are 25% of the number of students. This is certainly not good for the learning process, because low interest in learning can affect learning outcomes. A very crucial problem is that most students often talk to friends during the teaching and learning process which really disrupts the continuity of the learning process, because it can disturb other students who want to pay attention.

Besides that, sometimes students often ask permission from the subject teacher to leave class, are not enthusiastic in class and are lazy to ask questions. For students, this will disturb other students and also cause them to be unable to absorb the material presented by

the subject teacher. Based on Law of the Republic of Indonesia no. 20 of 2003 concerning National Education Units Article 1 paragraph 1 states that National education functions to develop abilities and shape national character in order to educate the life of the nation with the aim of developing the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and responsible citizens.

So education is seen as an important effort in shaping future generations in accordance with the ideology of the Indonesian nation. Interest is a persistent desire to pay attention to or do something. Interest can create enthusiasm in carrying out these activities to be achieved. And that enthusiasm is the main capital for every individual to carry out an activity. So, it can be concluded that interest is an abstract psychological process expressed by all states of activity, there are objects that are considered valuable so that they are known and desired. So the mental process gives rise to a tendency to feel towards something, passion or desire towards something. It can also be said that interest gives rise to a strong desire for something. This desire is caused by a feeling of encouragement to achieve it, something can be in the form of an object, activity, and so on, whether it is happy or scary or it is a person's tendency that comes from outside or within the heart that encourages him to feel attracted to something so that he directs his actions towards that thing and gives rise to feelings of joy. Interest related to learning can generate attention, concentration, and reduce learning boredom in students, thereby strengthening the cultivation of the material. For this reason, this problem must be resolved by teachers by improving and developing the learning process in the classroom. Teachers usually use various learning strategies to help students participate actively in teaching and learning activities. Therefore, the strategy that can be implemented is to use the inquiry learning model.

The inquiry learning model is a learning strategy where students are required to be more active in the discovery process, placing students more in their own learning and developing activeness in solving problems. By using this method, it is hoped that students will gain skills in studying Al-Quran Hadith material, so that students' interest in learning can be increased. The inquiry strategy must meet four criteria, namely clarity, suitability, accuracy and complexity. Students are truly placed as learning subjects. The teacher's role in learning using the inquiry learning model is as a guide and facilitator. The inquiry learning strategy will be more optimal if you use media as a support in the learning process. The inquiry learning strategy implemented must pay attention to the steps. The advantages of inquiry learning, namely; (1) emphasizes the development of cognitive, affective and psychomotor aspects in a balanced manner so that learning with this strategy is considered more meaningful, (2) can provide space for students to learn according to their learning style, (3) is a strategy that is considered in accordance with the development of modern learning psychology which considers learning to be a process of changing behavior thanks to experience, (4) can serve the needs of students who have above average abilities. Mean

while, the use of inquiry strategies is expected to increase student activity in the teaching and learning process, so that these activities are not only dominated by the teacher, but students will be involved physically, emotionally and intellectually so that ultimately the learning of the Koran Hadith implemented by the teacher can be understood by the students.

THEORITICAL STUDY

Definition of Interest

Judging from the meaning of etymology, interest means attention, a liking (tendency) of the heart for an activity. Meanwhile, according to the terminology, interest means one of the psychological aspects that can encourage humans to achieve goals.

According to Sardiman, interest is a motivation that arises because there is a need for several things, including learning. Interest is a person's desire to learn, filled with an element of intention and is better compared to an activity that has no purpose and of course the results will be good.

Interest is a mental tendency that is relatively permanent towards a person and is usually accompanied by feelings of pleasure. Interest is a persistent desire to pay attention to or do something. Interest can create enthusiasm in carrying out these activities to be achieved.

According to Morgan, as quoted by W Ngalim Purwanto, in the book Introduction to psychology, states: "Learning is a relatively permanent change in behavior that occurs as a result of practice and experience people who are given some degree of knowledge. And Allah is All-Knowing of what you do.

Definition of Learning

Based on various opinions that have been expressed regarding the meaning of interest and understanding of learning, it can be concluded that interest in learning is an aspect of a person's psychology which manifests itself in several symptoms, such as: passion, desire, feelings of liking to carry out the process of changing behavior through various activities which include seeking knowledge and experience.

Therefore, to overcome students who are less interested in learning, teachers should try to create certain conditions so that students always need and want to continue learning. Interest in learning really supports and influences the implementation of the teaching and learning process in schools which ultimately leads to achieving learning objectives.

In short, what is meant by interest in learning is the tendency and attention in learning. to achieve complete human development which involves creativity, feeling, intention, cognitive, affective and psychomotor, physical and spiritual. The success of a teacher in educating a student has a huge influence in the world of education. The educators required in Islam are educators who have authority, authority and good morals. This perspective makes the attitude that teachers carry out in front of their students become role models for each of their students. It is the forms of the teacher's personality that can influence the emergence of student interest. Therefore, in the teaching and learning process teachers must be sensitive to the classroom situation. He must know and pay attention to teaching methods that are

suitable and appropriate to the level of intelligence of his students, meaning that the teacher must understand the needs and mental development of his students.

Parents are the closest people in the family, therefore the family is very influential in determining a student's interest in learning. What the family provides has a great influence on the child's mental development. In the process of developing interests, support and attention from the family, especially parents, is needed.

Parents as educators in the family environment are due to the fact that naturally, children in the early stages of their lives are in the midst of their father and mother. *It is from them that children begin to learn about their education. Many basic Islamic views, attitudes and life skills are ingrained since the child grows up among his parents.*

The environment is one of the factors that supports educational success, the environment in question includes place (physical environment), culture (cultural environment) and groups living together (community environment). This is because each environment has different conditions so students must be able to sort out which things help them in supporting their learning. The environment plays a very important role in the growth and development of children. The environment is a family that cares for and raises children, a school where they educate, a community where they socialize, and also a place to play everyday with its natural conditions and climate, flora and fauna. The size of growth and development depends on the child's environmental conditions as well as his physical and spiritual abilities.

RESEARCH AND METHOD

This research uses the Classroom Action Research (PTK) method according to Hopkins, namely, "research that combines research procedures with substantive action, an action carried out in the discipline of inquiry or the teacher's efforts to understand what is happening while being involved in a process of improvement and change". Apart from that, PTK is a. Observation of learning activities in the form of actions that are deliberately created and occur in a class together. By using this research method, the researcher is directly and actively involved in every research process to increase the learning interest of class VII-1 students in the Al-Quran Hadith subject at Mts Babul Ulum Medan TP. 2024/2025.

Data Collections Method

1. Distribution of questionnaires

In this research, the method of distributing questionnaires was given to students in the form of an interest questionnaire to measure student interest in the learning that will be provided. Distribution of the questionnaire was carried out using Google Forms. This learning interest questionnaire will be given before learning using the inquiry method and after learning using the inquiry method

2. Interview

In the research, the interview method was carried out with the aim of confirming students' interest in learning directly from several students who were selected based on the categories

of each student's interests obtained from the results of the questionnaire that had been filled in by the students.

DISCUSSION AND RESEARCH RESULTS

Based on the table below, it can be seen that the achievement of student interest in learning in cycle I obtained an average percentage of 55% and in cycle II obtained an average percentage of 80%. So from these two achievements an average difference can be obtained, namely 25%.

Table 17.
Comparison of Achievements in Increasing Student Interest in Learning in Cycle I and Cycle II.

No	Pertemuan	Persentase Minat Belajar	Kriteria
1	Siklus I	55%	Cukup berminat
2	Siklus II	80%	Berminat
Selisih rata-rata		25%	

The reflection carried out in cycle II is based on the results of cycle II research which shows the achievement of indicators of success in increasing students' interest in learning. The evaluation results show that the learning process using inquiry strategies can provide stimulation to increase students' interest in learning. Overall, the achievement of interest in learning in cycle II has reached 80% which is included in the interest criteria (75-100%). Thus, this research was stopped in cycle II because it had achieved success indicators.

CONCLUSION

1. Pre-action student interest in learning is still said to be low, this is because it still shows an average result of only 25%, including the less interested category, namely (25-49%), so there is a need for further action, namely through cycle I.
2. Student interest in learning in cycle I showed an increase, although not significant, namely as much as 20% from pre-action results of only 25% to 55% and was included in the moderately interested category, namely (50-74%), and had not achieved the expected increase, so the researchers took action again through cycle II.
3. After the implementation of cycle II, students' interest in learning increased more than before, namely from pre-action results which only reached an average of 25%, cycle I averaged 55%, while cycle II test results obtained an average of 80% which was within the interest criteria, namely (75-100%). So there is no need to carry out further actions or the next cycle.

4. Obstacles faced by teachers in implementing inquiry strategies at MTS BABUL ULUM Medan TP. 2024/2025; (a) Difficulty controlling student activities and success; (b) It is difficult to plan learning because it clashes with students' learning habits; (c) Teachers do not apply technology enough.

SUGGESTION

In connection with the results of this research, there are several suggestions that can be made, namely:

1. There needs to be more serious efforts made by the school to increase teachers' understanding and ability to apply learning strategies to increase students' interest in learning.
2. The inquiry strategy can be used as an alternative to solve the problem of student boredom and boredom in participating in the learning process.
3. Teachers are expected to be more creative in applying inquiry learning strategies to students so that they are more motivated to participate in Al-Quran Hadith learning.

It is hoped that other researchers can follow up on this research in a better direction, especially on the subject of Al-Quran Hadith so that the objectives and learning materials can be achieved well.

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