

## Efforts to Increase Student Interest in Learning in Islamic Religious Education Subjects Through the Quantum Teaching Learning Model

Desti Minda Said<sup>1\*</sup>, Muhammad Ridwan<sup>2</sup>

<sup>1,2</sup> Faculty of Islamic Religion, Muhammadiyah University of Buton, Indonesia

### ABSTRACT

*This research uses a qualitative method, namely a descriptive approach that analyzes phenomena, activities, beliefs, perspectives and thoughts of people both in the form of individuals and groups. The population in this research is 90 people and the sample taken from the population is 29 people. The procedures used in this research were observation, interviews and decommentation. The results of this research are: 1). Application of the Model Application of the Quantum Teaching learning model for class VII students of SMP Negeri 17 Buton which includes: a). introductory learning activities. b). core learning activities and. c). closing learning activities. 2). Efforts to increase students' interest in learning in Islamic religious education subjects through the Quantum Teaching learning model for class VII students at SMP Negeri 17 Buton appear to be very successful in increasing students' interest in learning and implementing the Quantum Teaching learning model. In order for the Principal to fully support Islamic Religious Education, teachers must master more learning models/methods, not only lecture methods, but also use efficient and enjoyable learning models, such as one of the Quantum Teaching learning models to help keep the learning process enjoyable and not boring and gives a more interesting feel.*

**Keywords:** Interest in Learning, Islamic Religious Education, Quantum Teaching

### 1. Introduction

Education is an important thing for every human being to undertake so that they can instill the identity of the Indonesian nation, from education itself it can be taken for 12 years, of which 6 years at elementary school and 3 years at junior high school level, and continues with 3 years of Senior High School.

To become a teacher or educator, especially an Islamic Religious Education teacher, you must have the ability to make students become useful people for their future. In increasing student interest, an Islamic Religious Education Teacher must have a firm stance on the teachings of the Islamic religion and have motivation to learn so that students can increase their interest in learning about Islamic Religious Education lessons. In realizing this goal, teachers play a very important role and are very decisive in the learning process, professional teachers are required to be able to convey lesson material well, effectively and efficiently so that students as students understand and understand what they are conveying. Teachers are also required to master various learning strategies so that the learning atmosphere in the classroom is more enthusiastic and enjoyable.

Students often consider Islamic learning to be monotonous. This means that the learning that is created only occurs in one direction, namely from teacher to student. This is because according to students, religious learning only comes from the Al-Quran and Al-Hadith, which when the knowledge or teachings have been conveyed by the teacher, the student's job is only to listen. And when this process is carried out, the knowledge can no longer be debated. However, if religious

knowledge is applied in the classroom then the situation is different. Student activity is very necessary because active learning will be very impressive for students and very good in acquiring knowledge and solving religious problems that often occur in the lives of every student.

Based on observations, observations and interviews conducted by the author on October 30 2022 at SMP Negeri 17 Buton with the Islamic Religious Education teacher Mrs. Siti Syahreni S.Pd.I. From the observations made by the author, the author can see that students' interest in religious learning carried out by teachers is very low, meaning that they only listen to the process presented by the teacher and are not actively involved in learning.

Seeing learning conditions like this, the author feels that he has found a learning model that is able to create an active and enjoyable atmosphere so that it can foster students' interest in learning about Islam. Researchers are interested in trying to use a learning model that is centered on student activity, namely, the Quantum Teaching learning model. Quantum Teaching is a very exciting change to learning, and has all sorts of interesting nuances. Learning using this model can trigger maximum efforts made by students to improve learning experiences and outcomes by including all the potential that exists within themselves and the learning environment. Based on this background, the researcher felt very interested in taking corrective action on students' interest in learning with a research entitled: "Efforts to Increase Student Interest in Learning in PAI Subjects Through the Quantum Teaching Learning Model for Class VII Students of SMP Negeri 17 Buton"

## **2. Methods**

A descriptive analysis approach was applied in this research. A descriptive approach is one used to ascertain the current state of a human grouping, item, set of conditions, system of ideas, or class of events. The aim of descriptive research is to provide a systematic, factual and accurate description, picture or painting of the facts, qualities and relationships between the phenomena being studied. After collecting data, researchers will understand how to increase students' interest in learning through the Quantum Teaching learning model used in class VII Islamic Religious Education lessons at SMP Negeri 17 Buton.

Data for this research was collected using field research methodology. In this case, the author immediately travels to the field to collect reliable data about the problem under study. In this research the author used observation, interviews and documentation methods. The researcher's data analysis approach is based on the thinking of Miles and Huberman. According to Miles and Huberman in their book Anas Sugiyono, qualitative data analysis is an interactive process that occurs continuously during the research process to ensure that the research is comprehensive and the data is saturated. Data analysis activities, especially data reduction, data visualization, and drawing conclusions/verification.

## **3. Findings and Discussions**

### **Application of the Quantum Teaching Learning Model for Class VII Students of SMP Negeri 17 Buton**

Results can be presented in the form of tables of numbers, graphs, verbal descriptions, or a combination of the three. Tables, graphs, or figures should not be too long, too large, or too many. Writers should use variations in the presentation of tables, graphs or verbal descriptions. The tables and graphs presented must be referenced in the text. How to write a table is shown in Table 1.

The table does not contain vertical (upright) lines and horizontal (flat) lines are only at the head and tail of the table. The font size of table and image contents may be reduced.

### 1. Preliminary learning activities

Based on the results of observations before implementing the Quantum Teaching learning model, students seemed very lazy in learning, students even seemed to tell a lot of stories rather than paying attention to what was explained by the teacher, the author even saw that student activity in PAI subjects was still lacking, moreover, students' interest in learning was greatly reduced because the teacher using the lecture method. Where students are sometimes not involved in the process:



**Figure 1.** Students Are Ready to Accept Learning

The results of the comments above show that students will carry out the teaching and learning process, where the teaching and learning process uses the Quantum Teaching learning model. It can also be seen that the students are very enthusiastic and enthusiastic, although there are some students who are less enthusiastic about receiving learning.

Based on the results of interviews regarding the beginning of learning, Mrs. Sitti said that:

"Well, before carrying out the lesson as usual, you first take the students' absences, sometimes some students are absent from your lessons due to illness and also for certain reasons. The reason she was absent was because the students' attendance was part of their grade."



**Figure 2.** Teacher Attends Students Before Studying

Based on the results of the researcher's observations, after reading the prayer and taking attendance, the teacher then asked again how the lesson went last

week, ensuring that students did not forget it before moving on to a new topic. Based on the results of the interview, Mrs. Sitti said that:

"Well, before you give the students the next material, you ask them again about last week's material, make sure that the students don't forget last week's material before you start the new material."

Based on the results of an interview with Anisa Nur Alya's sister, she said that:

"Well, before the teacher applies new material, the teacher always asks again about last week's material, because sometimes we forget next week's material. After we were asked, some of us raised our hands to answer, but the teacher only invited 1 of us to explain last week's material again."

Based on the results of the researcher's observations, after the teacher asked the students about last week's material, all the students competed to answer the questions given by the Islamic religious education teacher, but only 1 person explained last week's material. Researchers also saw that teachers encouraged students to answer these questions so that students would not forget the material in the future. After the students explain last week's learning, the teacher provides the next material that has been prepared according to the RPP.

Based on the results of the researcher's observations, the material that will be studied and presented by the teacher is material about Friday prayers, the teacher has created appropriate lesson plans and indicators that have been created, including learner indicators about Friday prayers, namely: 1) Students can explain again the material about Friday prayers, 2) Students give examples of Friday prayers, and 3) Students give examples of giving Friday sermons.

## 2. Core learning activities

Based on the results of the author's observations, the teacher provides material about the priority of Friday prayers. After that, students study literature related to Friday Prayers, the procedures for Friday Prayers and their priorities. Before students read the content, the teacher reads it first, then the students follow. Students obey the teacher's instructions systematically. After that, the teacher asked to discuss the contents, namely the procedures for Friday prayers. Some children are enthusiastic and eager to answer the teacher's questions. Teachers give praise to students who answer correctly the questions asked of them:



**Figure 3.** Teacher explains the material

Based on the results of the comments above, the teacher provides learning material for Islamic Religious Education using the Quantum Teaching learning model with the title material about Friday prayers. Before teaching, the teacher has



also prepared a syllabus and lesson plans that are appropriate to the teaching material that will be taught. It can be seen that the teacher is very painstaking in providing material, especially as the learning model applied has the aim of changing a nuance to make it more interesting. It can also be seen that the teacher asks again about last week's material before giving new material. So that students do not forget the previous material.

Based on the results of the interview with Mrs. Siti regarding the learning process, she said that:

"When implementing learning, the mother encouraged students to be active, where the mother asked students to explain the material related to the lesson, some students were very fast when asked to apply the material but some of them were also unable to apply it."

Based on the results of the research, the author saw that the teacher again explained the material about the virtues of Friday prayers, the students were very enthusiastic and paid attention to the teacher's explanation. After explaining, the teacher also invites students to ask questions about what they did not understand from the explanation.

Based on the results of the interview with Mrs. Sitti, she said that:

"Well, after you explained the material, you invited the students to ask questions about what they didn't understand, some of them were very enthusiastic in asking questions, and you answered their questions according to what was asked, usually the students asked what Friday prayers were." obligatory or what are the priorities in Friday prayers. "But before you answer the student's question, you invite the student to answer the question asked, when the student answers, the mother completes the answer given by the student."

Based on the results of observations, researchers saw that before the Islamic Religious Education Teacher responded to this question. Teachers provide opportunities for students to become active participants in answering questions, expressing thoughts, and expressing ideas.

Based on student interviews, ELV said that:

"Well, when the teacher finished giving our material, the teacher invited us to ask questions. When we asked questions, the teacher invited other friends to answer the questions and after they were answered, the teacher also completed the answers answered by our friends."

Based on research observations, the author saw that after the question and answer session between the teacher and students, the teacher then invited one of the students appointed by the teacher to come forward and explain again the material about Friday prayers that he understood.

Based on the results of interviews with STr teachers, they said that:

"After the question and answer session was finished, the mother appointed one of the students to explain the material that she had previously explained, so that the mother could see the extent of the students' understanding of the learning, because currently we are using the Quantum Teaching or TANDUR learning model so all students must be active. and involve yourself, when the mother points to the student, the student will be in front of the class, this is to train students to remain active in front of the class."

Based on the results of an interview with ZFN's younger brother, he said that:

"Well, after every question and answer session, several students are appointed to explain again the material that the teacher explained earlier, and one of the people appointed is myself. I am invited to explain the material that the teacher explained. Thank God, I can explain the material that you the teacher has explained, and I am very happy to be involved like that because we can learn and know what it feels like to be an active student and have the courage to speak in front of many people.



**Figure 4.** Students explain the material they received again

Based on the results of the comments above, it can be seen that one of the students is explaining again the material related to the teacher's explanation, where the teacher sees how the student processes and understands the material provided. It was also seen that several students paid attention to their friends in providing material.

Based on research observations, the author saw that the students were very enthusiastic in explaining the material from the teacher, the author also saw that all the students looked very active. After presenting the material from several students, the author also saw that the teacher invited several students who had not yet taken part in presenting the material.

### 3. Learning closing activities

Based on research observations, the author looks at the end of learning. The teacher encourages students to be present in the future and the teacher teaches students to respect their friends who will be present in the future. Several students were seen fighting when their friends stood in front of them. The teacher instructed the students to remain silent and pay attention to the presentation of the material in front of the class. The author also saw that at the end of the lesson the teacher gave praise to the students and encouraged them.

Based on the results of the interview with Mrs. Sitti, she said that:

"Well, as teachers we have to give praise and encouragement to students, especially when they have changed something for the better, such as when students explain material, give examples of Friday sermons and give examples of Friday prayers to their friends. We as teachers have to give praise, then we celebrate so that students remain enthusiastic in learning and their interest in learning can continue to increase"



**Figure 5.** Teacher gives praise to students

Based on the results of the comments above, it can be seen that teachers provide encouragement, support and praise to students so that students remain enthusiastic in learning. Students were also seen giving applause to encourage their friends who had successfully presented the material.

Based on research observations, the author saw that at the end of the closing the teacher gave encouragement and motivation to the students and the teacher also reminded them about next week's material. At the end of the learning, the teacher provides motivation for students and praises students for today's learning activities so that students remain enthusiastic about carrying out the next teaching and learning process.

The progress of learning on the theme of Islamic religious education is to examine learning models, the teacher discusses developments that occur as a result of implementing the Quantum Teaching learning model in increasing students' interest in learning in Islamic Religious Education subjects which can be seen in students' ability to analyze material, as well as students' activeness in understanding material and capabilities. to express their opinions.

Based on the results of the author's observations, students when participating in the teaching and learning process were very enthusiastic. In contrast to the teacher, the teacher when providing the material was very patient and good so that from the beginning of the lesson to the end of the lesson using the Quantum Teaching learning model went well, the author saw that the students were very enthusiastic in the learning process, when there are questions from the teacher, the students are very enthusiastic in answering, likewise when students ask the teacher, the teacher is very painstaking in answering the students' questions.

According to student testimony, Islamic religious education was initially taught using a lecture approach, which resulted in purely theoretical learning. Students did not like the Islamic religious education sessions and believed that they were not covered in the tests. And every time students take Islamic religious education, they are always noisy, never hear the teacher's explanation, and are always given permission to leave. Finally, the teacher expressed discomfort and suddenly stopped teaching Islamic religious education. However, because teachers learn Islamic religious education through the Quantum Teaching learning model, students' interest in taking Islamic religious education lessons quickly grows, and teachers learn Islamic religious education through the Quantum Teaching learning model, students quickly understand Islamic religious education learning.

Based on the results of student interviews, previously the teacher only used the lecture method where the teacher only delivered the material and then the

teacher asked whether the students understood today's learners. This made us feel bored and even made us not pay attention to the teacher's explanation, some of us even played and played. telling us that sometimes we feel uncomfortable because the teacher doesn't involve us, the teacher just explains the material and asks if we understand, then the teacher finishes the material and tells us to just copy the material from the textbook. But with the Quantum teaching learning model, we feel that the teaching and learning process is very enjoyable and makes us very enthusiastic about learning.

Based on the results of student interviews regarding the previous learning process, learning used the lecture method which only explained.

"So we students don't understand it because it's just theory, we also don't understand the subject matter. However, with the application of the Quantum Teaching learning model, which has the meaning of Tandur (Cultivate, Experience, Name, Demonstrate, Repeat and Celebrate), our students can quickly understand the learning that has been applied because this learning model builds our knowledge and learning using Demonstration. and repeat it then celebrate it, meaning all students are involved in carrying it out."

Based on the results of observations, the author saw how enthusiastic the students were in receiving Islamic religious education subjects, especially the material applied regarding Friday prayers. The author also saw that students were very enthusiastic in learning, especially during learning, the teacher invited students to come forward to practice explaining the Friday sermon material again.

Based on the author's observations, the teacher also provides input to students who do not understand the material and the teacher also provides motivation so that students are enthusiastic in the learning process.

Based on the results of interviews with PAI teachers, they said that:

"In the teaching and learning process using the Quantum Teaching learning model, it consists of Grow, namely cultivating a positive attitude so that it can attract students' attention, then Experience, namely giving an example of an event so that students are able to understand, then Name, namely giving a lesson that has been exemplified previously with material that has been taught. convey. Then Demonstrate, namely providing examples of explanations, then give students the opportunity to apply what has been explained by the teacher using props, then Repeat, which aims to strengthen things that have been learned previously, and finally, Celebrate, which aims to give a feeling. satisfied with students, such as giving praise, providing motivation so that students remain enthusiastic."

Based on the author's opinion, the existence of a process like this or the application of the Quantum Teaching learning model can increase students' interest in Islamic Religious Education subjects because students can be active. But sometimes students' interests also vary, of course.

Based on the results of an interview with Zian's sister Risky Pratama regarding the learning activities implemented by the teacher, Zian's sister said that:

"The learning activities carried out by the teacher are very good, especially with the Quantum Teaching learning model, personally it is very easy for me to understand the material presented by the teacher."

Based on students' opinions regarding the results of observations, interviews and the comments above, implementing the Quantum Teaching learning model in



Islamic Religious Education subjects has enabled students to increase their interest in studying Islamic Religious Education subjects.

### **Efforts to Increase Student Interest in Learning for Islamic Religious Education Students Through the Quantum Teaching Learning Model for Class VII Students of SMP Negeri 17 Buton**

Based on the results of the author's research observations regarding efforts to increase learning interest in Islamic Religious Education lessons, during the learning process using the Quantum Teaching learning model, students' interest in learning in Islamic Religious Education lessons increased. Because the learning process uses the Quantum Teaching learning model and the student's score exceeds the predetermined KKM, usually in this lesson the student's KKM score does not reach a score of 70 or below the average but when PAI implements this Quantum Teaching learning model the score Students' KKM can increase to 70 or above or above the average score in general, because students quickly understand the learning explained by the teacher, because the Quantum teaching learning model has the meaning of TANDUR (Cultivate, Experience, Name, Demonstrate, Repeat and Celebrate) which makes students enthusiastic about learning and can make students increase their interest in learning about Islamic Religious Education students.

From the results of interviews with PAI teachers regarding the success of learning using the Quantum Teaching learning model, they said that:

"Student scores in Islamic Religious Education learning were previously very low and did not meet the KKM, namely below 70 or below the average score in general. However, because of using and applying this learning model, students' scores can be good and the KKM score that has been determined can increase, namely above 70 and even reach a score above average.

Based on the results of the interview from the class VII homeroom teacher regarding the success of the previous class VII students' grades, he said that:

"Previous student scores given by PAI teachers were very low and did not even reach the KKM score, but currently, after the PAI teacher changed the learning model in Islamic religious education lessons, the student scores are very good and even exceed the KKM score. By using this Quantum Teaching learning model, students' grades were previously not good, but in the end they became better because the learning process was different from the previous one which only used lectures.

From the results of student interviews regarding the success of their grades. In implementing this learning model, my score increased to reach the KKM score, whereas previously my score was only below 70, sometimes only 60 because the learning process was so boring that I didn't pay attention to the teacher's explanations. But after the teacher implemented this learning model process, I became very enthusiastic and I even paid attention to every teacher's explanation and I even participated in explaining and retelling the material, so that my score increased to 70 and above, I was even able to achieve a score of 90. Even my friends I also have more than the actual KKM value. We are very happy because our grades are different from before implementing this learning model.

### **4. Conclusion**

Based on the results of the discussion above, it can be concluded that the application of the Quantum Teaching learning model seems to really help students in facilitating the teaching and learning process and can increase students' interest

in learning about Islamic Religious Education subjects, because this learning model means TANDUR (Cultivate, Experience, Name), Demonstrate, Repeat, and Celebrate) which can make the learning process very enjoyable. This Quantum Teaching Learning Model can also make students bolder in expressing themselves and have the ability to be bolder because students are invited to repeat and demonstrate the material being applied.

Apart from that, efforts to increase students' interest in learning in Islamic religious education subjects through the Quantum Teaching learning model appear to be very successful and can increase students' interest in learning and increase their KKM scores even exceeding the KKM scores.

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