



An Analysis of Islamic Religious Education Teachers' Efforts In Enhancing Students' Learning Interest in Fiqh at MTs Al-Amien

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Abstract

This article was written with the aim of describing the efforts of Islamic Education teachers in building students' interest in learning Islamic jurisprudence at Mts Al-Amien. This research is motivated by the importance of enhancing students' interest in learning Fiqh, an integral part of Islamic Religious Education (PAI). Low learning interest can hinder the achievement of educational objectives, particularly in developing a profound understanding of religious teachings. Therefore, this study aims to examine the efforts of PAI teachers in increasing students' interest in learning Fiqh and analyze the supporting and inhibiting factors in the learning process at MTs Al-Amien Kota Kediri. The research employs a descriptive qualitative method with a field study approach. Data collection techniques include participatory observation, in-depth interviews with teachers and students, and analysis of relevant documents. The results indicate that PAI teachers play strategic roles as educators, motivators, and evaluators, which have proven effective in increasing students' learning interest. Supporting factors include students' high curiosity about Fiqh materials, while inhibiting factors consist of students' initial lack of interest and peer distractions.

Keywords: PAI Teachers, Learning interest, Fiqh

Abstrak

Artikel ini ditulis dengan tujuan untuk mendeskripsikan Upaya Guru Pai Dalam Membangun Minat Belajar Siswa Pada Mata Pelajaran Fiqih di Mts Al-Amien. Latar belakang penelitian ini didasari oleh pentingnya meningkatkan minat belajar siswa pada mata pelajaran Fiqih, yang merupakan bagian integral dari Pendidikan Agama Islam (PAI). Minat belajar yang rendah dapat menghambat pencapaian tujuan pembelajaran, khususnya dalam membentuk pemahaman keagamaan yang mendalam. Oleh karena itu, penelitian ini bertujuan untuk mengkaji upaya guru PAI dalam meningkatkan minat belajar siswa serta menganalisis faktor-faktor yang memengaruhi proses pembelajaran Fiqih di MTs Al-Amien Kota Kediri. Metode penelitian yang digunakan adalah kualitatif deskriptif dengan pendekatan studi lapangan. Teknik pengumpulan data dilakukan melalui observasi partisipatif, wawancara mendalam dengan guru dan siswa, serta analisis dokumen terkait. Hasil penelitian menunjukkan bahwa guru PAI menerapkan berbagai peran strategis, seperti edukator, motivator, evaluator, dan konseling yang terbukti efektif dalam meningkatkan minat belajar siswa. Faktor pendukung meliputi tingginya rasa ingin tahu siswa terhadap materi Fiqih, sementara faktor penghambat berupa kurangnya minat awal



siswa dan gangguan dari teman sebaya.

Kata kunci: Guru PAI, Minat Belajar, Fiqih

INTRODUCTION

Interest is one of the fundamental psychological factors that plays a crucial role in determining an individual's success in carrying out various activities, including learning. In general, interest can be defined as a person's tendency to feel attracted to a particular object, accompanied by sustained attention and a sense of enjoyment. Within the educational context, learning interest refers to students' tendency to consistently pay attention to and actively engage in learning activities with a sense of pleasure. This emotional and cognitive engagement encourages students to participate continuously in the learning process.

Learning activities that are driven by interest tend to be more effective and meaningful. This is because students are not only cognitively involved but also emotionally connected to the subject matter. Students with a high level of learning interest are generally more capable of maintaining concentration, showing enthusiasm, and actively participating in classroom activities. Furthermore, they tend to retain information more effectively and develop deeper understanding of the material. This perspective aligns with The Liang Gie, as cited in Sagala, who argues that a subject can only be learned effectively if students are able to concentrate on it, and interest is one of the primary factors that enables such concentration.

Importantly, learning interest does not emerge automatically; rather, it is developed through a continuous interaction between students and their learning environment. This includes interaction with learning materials, peers, and especially teachers. In this regard, classroom instruction plays a vital role in shaping and developing students' learning interest. Teachers, as the central figures in the learning process, are responsible for creating an engaging, supportive, and stimulating learning environment. Their ability to present material in a creative and innovative manner significantly influences students' level of interest in the subject being taught.

In modern educational paradigms, teachers are no longer seen merely as transmitters of knowledge, but as facilitators who guide students in constructing their own understanding. This shift requires teachers to adopt student-centered approaches that encourage active participation, critical thinking, and meaningful engagement. Research has shown that when teachers employ interactive teaching strategies and varied instructional methods, students' learning interest increases significantly (Sholeh et al., 2024). Therefore, the teacher's role in fostering learning interest is not only important but also indispensable.



In the context of Islamic Religious Education (Pendidikan Agama Islam/PAI), the role of the teacher becomes even more complex and significant. PAI teachers are not only responsible for delivering religious knowledge but also for shaping students' moral character and spiritual development. One of the core subjects within PAI is Fiqh, which focuses on Islamic legal rulings related to daily life, particularly in matters of worship (*ibadah*) and social interactions (*muamalah*).

Fiqh has unique characteristics compared to other subjects, as it is closely related to practical applications in everyday life. Students are expected not only to understand theoretical concepts but also to implement them in real-life situations. Therefore, Fiqh learning should ideally be designed in a way that is not only informative but also practical, contextual, and meaningful. Teachers are expected to connect the material with students' daily experiences so that learning becomes relevant and engaging.

In an ideal situation, PAI teachers function as facilitators, motivators, and innovators in the learning process. They are expected to utilize a variety of teaching methods, such as discussions, question-and-answer sessions, demonstrations, and hands-on practice. In addition, the use of instructional media, including visual aids and digital tools, can enhance students' engagement and understanding. Studies indicate that the use of varied teaching strategies and interactive media can significantly improve students' interest in learning Fiqh (Salsabila & Setiawan, 2025).

Furthermore, teachers are expected to adopt a personal approach in interacting with students. Understanding students' individual characteristics, learning styles, and needs allows teachers to create a more inclusive and supportive learning environment. When students feel valued and understood, their motivation and interest in learning tend to increase. This highlights the importance of the teacher's role not only as an instructor but also as a mentor and motivator.

However, despite these ideal expectations, the reality in many educational settings indicates that students' learning interest in Fiqh remains relatively low. Based on preliminary observations conducted at MTs Al-Amien in Kediri City, it was found that many students show limited engagement during Fiqh lessons. This is evident from the lack of active participation in classroom activities, such as asking questions, responding to the teacher's inquiries, and expressing opinions.

During classroom instruction, only a small number of students actively participate, while the majority tend to remain passive. When the teacher provides opportunities for students to ask questions, only a few take advantage of them. Similarly, during question-and-answer sessions, only a handful of students respond, while others remain silent. This indicates a lack of confidence and interest in engaging with the learning material.

In addition, students' low learning interest is also reflected in their lack of attention during lessons. Some students appear disengaged, unfocused, and less enthusiastic about the material being presented. This suggests that the learning process has not yet succeeded in capturing students' attention effectively. Such conditions can hinder the achievement of learning objectives and reduce the overall effectiveness of instruction.

Several factors contribute to this issue. One of the main factors is the teaching methods employed by teachers. In many cases, instruction is still dominated by traditional lecture-based approaches, which tend to be teacher-centered and limit students' opportunities for active participation. As a result, students become passive recipients of information rather than active participants in the learning process.

Another contributing factor is the limited use of instructional media. The absence of visual aids, interactive tools, and practical demonstrations can make learning less engaging and more monotonous. Research has shown that the use of appropriate learning media can significantly enhance students' interest and motivation (Amiruddin et al., 2021). Therefore, the lack of media utilization becomes a significant barrier to effective learning.

Moreover, the lack of variation in teaching strategies also affects students' learning interest. When the same method is used repeatedly, students may become bored and lose their enthusiasm for learning. This highlights the need for teachers to continuously innovate and adapt their teaching approaches to meet students' needs.

These challenges indicate that teachers' efforts to foster students' learning interest need to be improved. Teachers play a central role in creating a learning environment that is engaging, interactive, and meaningful. Without effective strategies, it is difficult to achieve the desired learning outcomes.

Although numerous studies have examined the importance of learning interest and the role of teachers in enhancing it, research specifically focusing on PAI teachers' efforts in fostering students' interest in Fiqh remains limited. Most existing studies tend to address general aspects of learning interest without exploring the specific context of Fiqh instruction in Islamic schools.

Furthermore, previous studies often focus on a single aspect, such as teaching methods or instructional media, without examining the integration of multiple factors. In reality, students' learning interest is influenced by a combination of factors, including teaching strategies, media use, and teacher-student interactions. The lack of comprehensive research in this area indicates a significant research gap.

In addition, there is limited empirical research that specifically investigates how teachers implement strategies to foster learning interest in real classroom settings. Many studies remain theoretical and do not provide detailed insights into practical applications.



This creates a need for further research that examines teachers' efforts in a more holistic and contextual manner.

Therefore, it is necessary to conduct a study that comprehensively analyzes the efforts of PAI teachers in fostering students' learning interest in Fiqh, particularly at MTs Al-Amien in Kediri City. This study is expected to provide a deeper understanding of the strategies used by teachers and the factors influencing students' learning interest. Ultimately, the findings of this research are expected to contribute to the improvement of Fiqh instruction and enhance the quality of Islamic education.

Based on experts' views, students' interest in a particular subject is formed after they interact with the learning material or through guidance from others, such as teachers. The implementation of classroom instruction plays an important role in shaping this interest. Teachers hold a central role because they introduce the subject matter and guide students in learning it. A teacher's ability to present material in an engaging manner significantly influences students' level of interest in the subject.

Islamic Religious Education (PAI) teachers bear a dual responsibility : shaping students' character while also fostering their interest in religious studies , including Fiqh. Fiqh, as a branch of Islamic Religious Education, has distinctive characteristics because it is directly related to the practice of worship and Islamic legal rulings that require deep understanding and internalization. Therefore, PAI teachers are expected to deliver Fiqh material using approaches that are not only informative but also inspiring and contextual, so that students feel interested and actively engaged. In this context, the teacher's role becomes highly crucial, as teachers function not only as transmitters of knowledge but also as facilitators, motivators, and drivers of students' enthusiasm for learning.

However, the reality in the field shows several challenges. Based on preliminary observations conducted at MTs Al-Amien, Kediri City, the researcher found that students' interest in learning Fiqh was still relatively low. This can be seen from the level of student involvement in participating in lessons and completing assignments given by the teacher. During the learning process, not all students asked questions about the material being discussed. When the Fiqh teacher conducted question-and-answer sessions, only a few students actively responded, while the majority remained silent.

Interestingly, although many previous studies have discussed variations in teaching methods or learning motivation, very few have specifically highlighted the efforts of Islamic Religious Education (PAI) teachers in building students' interest in learning Fiqh, particularly at the MTs (Islamic junior secondary school) level. This represents a research gap that needs to be explored further. Fiqh has its own complexity compared to other branches of PAI, such as Aqidah Akhlak, Islamic Cultural History (SKI), and Qur'an-Hadith, and therefore its instructional approach requires specific strategies.



Based on this background, the researcher considers it necessary to examine this issue under the title: “The Efforts of Islamic Religious Education Teachers in Building Students’ Learning Interest in the Fiqh Subject at MTs Al-Amien, Kediri City.” This study aims to identify and analyze the various efforts made by PAI teachers to foster students’ learning interest, as well as to reveal the supporting and inhibiting factors. It is expected that the findings of this research will provide a meaningful contribution to the development of more effective PAI instructional strategies, particularly within the context of madrasah education.

METHOD

This study employs qualitative research. According to Bogdan and Taylor, as cited by Moleong, qualitative research is a type of research that collects descriptive data from observable behaviors of individuals or groups. They argue that this perspective is grounded in the context of the individuals or groups being studied. Therefore, in such situations, organizations or individuals should not be reduced to variables or hypotheses; instead, they should be viewed as part of a broader and more comprehensive whole. Qualitative research is a research and understanding process based on a methodology that investigates phenomena and social issues within individuals or groups. In this study, the researcher emphasizes the close relationship between the researcher and the research object (Miles et al. 2014).

This research is a type of field research. It uses a descriptive approach, according to Lexy J. Moleong. This approach gathers descriptive data in the form of words or expressions from individuals and observable behaviors (Moleong 2016). The research was conducted through direct observation, documentation, and interviews in the field to collect data. This qualitative study aims to describe and analyze the efforts of teachers in building students’ interest in learning Fiqh at MTs Al-Amien, Kediri City. As supporting information, the study involves participants engaged in Fiqh learning activities at MTs Al-Amien, Kediri City. In this qualitative research, the researcher conducted interviews with Fiqh teachers of grades VII-IX and students of grades VII-IX at MTs Al-Amien, Kediri City.

RESULTS AND DISCUSSION

Based on the data obtained by the researcher in the field, this discussion will elaborate on the findings as follows :



1. The Efforts of Islamic Religious Education (PAI) Teachers in Building Students' Learning Interest in the Fiqh Subject at MTs Al-Amien, Kediri City

Based on the results of interviews and field observations, the efforts of PAI teachers in fostering students' learning interest in the Fiqh subject at MTs Al-Amien, Kediri City, are carried out through various strategic roles in the learning process. These efforts are not merely technical or methodological but also address students' psychological and pedagogical aspects.

First, teachers perform their role as educators by delivering Fiqh material in a contextual manner that is relevant to students' daily lives. This approach aligns with the theory of Contextual Teaching and Learning (CTL), which emphasizes that learning becomes more meaningful when students are able to relate the material to their real-life experiences. In the context of Fiqh, linking the material to daily worship practices, social issues, and adolescents' realities makes the learning process more applicable rather than abstract. This has implications for increasing students' attention and engagement in learning.

Second, teachers act as leaders and motivators. At MTs Al-Amien, teachers are not only responsible for delivering content but also for serving as role models in religious attitudes and behavior. This exemplification is crucial because, in Islamic education, the affective dimension holds a strategic position. Learning interest does not solely develop from engaging methods but also from the presence of a respected and trusted teacher figure. When teachers succeed in building positive emotional relationships with students, students' intrinsic motivation to learn is more likely to grow.

Third, teachers function as managers and evaluators by creating an active and interactive classroom environment. The strategies implemented include intensive question-and-answer sessions, practical exercises in certain topics, and evaluations that are not limited to cognitive aspects but also include reflective elements. Such variation in teaching methods is essential, considering that Fiqh material is normative and practice-oriented, requiring non-monotonous instructional approaches. Participatory learning has been shown to enhance attention and engagement, two key components in the formation of learning interest.

Furthermore, it was found that in addressing less active students, teachers apply an approach referred to as CML/CLM (Counseling Learning Method). This pattern involves giving less active students the opportunity to express their concerns or experiences related to Fiqh, which are then discussed collectively in class discussions. This strategy indirectly encourages previously passive students to participate more actively, as they feel acknowledged and valued.



Conceptually, this approach aligns with humanistic educational theory, which emphasizes empathy, acceptance, and emotional support in the learning process. In classical literature, the term *Counseling-Learning* is associated with Charles A. Curran's humanistic psychology based approach. However, in this study, the use of the term CML/CLM is not accompanied by explicit and adequate theoretical references. This absence may weaken the academic foundation of the research, as it remains unclear whether the concept directly refers to Curran's theory or represents a contextual adaptation developed by the teacher.

Therefore, to strengthen the academic quality of this article, conceptual clarification regarding the CML/CLM approach is necessary. If the approach represents a local adaptation, its theoretical construction, psychological basis, and relevance to theories of learning interest or motivation (such as Self-Determination Theory or Rogers' humanistic theory) should be clearly explained. The inclusion of scholarly references would reinforce the argumentation and prevent terminological ambiguity.

Overall, the efforts of PAI teachers at MTs Al-Amien in fostering students' learning interest demonstrate an integration of multiple professional roles: educator, leader, motivator, manager, evaluator, and facilitator. The approaches employed are oriented not only toward knowledge transmission but also toward building interpersonal relationships and providing psychological support to students. Nevertheless, continuous evaluation and stronger theoretical grounding in every instructional innovation are necessary to ensure that these practices are not only practically effective but also academically robust. In this way, the vision of MTs Al-Amien to cultivate active, religious, and well-characterized students can be optimally realized

2. Supporting and Inhibiting Factors of Students' Learning Interest in the Fiqh Subject at MTs Al-Amien, Kediri City

Regarding the supporting and inhibiting factors of students' learning interest in the Fiqh subject at MTs Al-Amien, Kediri City, several elements influence its development. Learning interest does not grow naturally on its own; rather, it requires the support of environmental factors, teachers, parents, and the students themselves, all of which play essential roles in fostering interest. Conversely, if these factors are not adequately fulfilled, the development of learning interest may be hindered.

Learning interest can be understood as the willingness to engage in an activity without coercion. It reflects a sense of liking and attraction toward a particular subject without external pressure or compulsion. From this definition, it can be inferred that internal factors within the student are central to the development of learning interest. At



MTs Al-Amien, based on the data obtained, there are two main categories of factors influencing students' learning interest in Fiqh: internal and external factors.

From the internal perspective, students' curiosity and, conversely, their sense of laziness significantly affect their level of interest in learning. Curiosity acts as a driving force that encourages students to explore, ask questions, and actively participate in the learning process. On the other hand, a lack of intrinsic motivation or a tendency toward passivity can inhibit the growth of learning interest. Psychological aspects such as self-confidence, learning readiness, and prior knowledge also contribute to shaping students' engagement with Fiqh material.

From the external perspective, the teacher plays a crucial role in stimulating students' interest. Providing motivation, delivering material that is relevant to students' real-life contexts, and creating a conducive classroom atmosphere are key strategies that can enhance students' curiosity and engagement. In addition to teachers, the school environment and parental support also influence students' learning attitudes. A positive academic climate, adequate learning facilities, and encouragement from parents can strengthen students' enthusiasm for learning Fiqh. Conversely, a less supportive environment, monotonous teaching methods, or limited parental attention may become inhibiting factors.

In the context of Fiqh learning at MTs Al-Amien, these findings indicate that the growth of students' learning interest is shaped by the interaction between internal and external factors. Internal readiness and willingness must be supported by effective instructional strategies and a supportive learning environment. Therefore, efforts to enhance students' interest in Fiqh should not focus solely on improving teaching methods but must also consider students' psychological conditions and the broader educational environment. A holistic approach that integrates personal, pedagogical, and environmental dimensions is essential to sustainably foster students' learning interest.

CONCLUSION

The efforts of Islamic Religious Education (PAI) teachers to enhance students' interest in learning Fiqh at MTs Al-Amien are implemented through the enactment of multiple professional roles, namely as educators, leaders, motivators, managers, evaluators, and counselors. These roles are essential to ensure that instructional materials are delivered effectively and reach all students comprehensively. Such efforts are aligned with the madrasah's vision of nurturing learners who embody noble character and moral integrity.

The improvement of students' learning interest in Fiqh is influenced by both internal and external factors. Although students themselves serve as the primary agents of learning, the teacher's mentoring role is crucial in fostering motivation and creating a conducive learning environment that enables the positive development of students' internal dispositions. On the other hand, several obstacles may arise, including internal



factors such as laziness and external factors such as peer distractions. These challenges require teachers to provide both direct and indirect guidance and motivation to sustain students' engagement and academic commitment.

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