

Analysis of Enjoyable Islamic Education (PAI) Learning Methods to Enhance Student Participation and Learning Motivation in Senior High Schools and Vocational High Schools

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Abstract

This study aims to analyze enjoyable and non-monotonous Islamic Religious Education (PAI) learning methods in improving students' activeness and learning motivation in senior high schools and vocational high schools. The study employed a qualitative approach with a descriptive research type and a case study design. The research was conducted at SMAN 1 Wungu Madiun, involving one Islamic Religious Education teacher and several students selected through purposive sampling. Data were collected through in-depth interviews, observations, and documentation. The data were analyzed using the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing. The findings revealed that PAI learning was still predominantly conducted through lecture methods, making the learning process less varied despite students being able to understand the material. Students expected more engaging learning methods and media, such as instructional videos, educational games, interactive discussions, and direct practice. Meanwhile, the teacher had implemented various active learning methods, including worship practices, educational film screenings, outdoor learning activities, and group assignments. The challenges encountered included limited facilities, geographical conditions, and the socio-cultural background of students. Therefore, the implementation of varied, interactive, and contextual learning methods can serve as an effective solution to enhance students' activeness, learning motivation, and engagement in Islamic Religious Education learning.

Keywords

Islamic Religious Education, Learning Methods, Learning Motivation, Student Activeness, Enjoyable Learning.



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INTRODUCTION

In addition to teaching religious information, Islamic Religious Education (PAI) at the senior high school (SMA) and vocational high school (SMK) levels seeks to mold students' moral principles, spirituality, and character. According to Abdul Majid, PAI instruction promotes a balanced development of the cognitive, affective, and psychomotor domains in order to develop students who have faith, piety, and excellent character. However, in reality, PAI education frequently encounters difficulties like a dull classroom environment, limited student engagement, and a drop in excitement for learning. This study started by conducting in-person interviews with students to learn about their perspectives, expectations, and experiences with the PAI teaching they had received in order to determine the root reasons of these problems. Maintaining interest for studying can be facilitated by developing effective study habits and creating a regular study routine.¹

According to interviews with a student in the eleventh grade, lectures or straightforward explanations of the subject matter are typically used in Islamic Religious Education (PAI) instruction. Instructors offer practice tasks, have frequent group discussions, and use real-world examples to illustrate the material. The student did, however, point out the need for better two-way communication and recommended that teachers give more succinct explanations. The variety of instructional techniques that can be used is also limited by inadequate resources, such as the lack of classroom projectors. To effectively accomplish predetermined learning objectives, teachers must provide a variety of teaching strategies, instructional techniques, and entertaining teaching aids.² Therefore, even though the students are still cognitively capable of understanding the lessons, the primary

¹ Nurry Marfu'ah1Dkk, Motivasi Belajar dalam Pembelajaran Pendidikan Agama Islam, *Journal of Education Research*, 5(4), 2024, Pages 6001-6005

² Janatul Istikhana, ungsi Media Pembelajaran Sirkuit Pintar untuk Meningkatkan Motivasi Belajar Pendidikan Agama Islam, *JURNAL KEPENDIDIKAN*, 5(2) (2017) 233-246

problem from their point of view is the lack of variety in the teaching strategies and resources used.³

Students' attitudes, faith, and comprehension of religious teachings are greatly influenced by the Islamic Religious Education (PAI) course. However, PAI training is frequently seen as boring, overly dependent on rote memory, and unrelated to students' everyday lives. Direct teaching techniques are frequently used in traditional training; these one-way tactics tend to make pupils inert, restrict their engagement, and eventually depress their passion for learning. Students' motivation to learn is directly impacted by this circumstance, which makes it more difficult for them to fully acquire PAI learning competencies. According to Hamalik, the degree of active student participation in learning activities is a major factor in determining the success of the learning process; as a result, a lack of variety in teaching approaches may potentially lower instructional efficacy. In line with this perspective, Paidi's research shows that instruction that involves little active student participation can hinder students' capacity to understand the subject matter and overcome obstacles. As a result, efforts must be made to give students a more dynamic, interesting, and meaningful learning experience.

Teachers of Islamic Religious Education (PAI) were interviewed in order to obtain a deeper understanding of the research findings. The purpose of these interviews was to learn how teachers deal with the different issues that come up, especially in the particular geographic and sociocultural context of vocational high schools (SMK), and to investigate strategies and methods—both current and potential—for making PAI instruction more dynamic and engaging. The findings show that teachers have made an effort to employ a variety of active learning strategies, including the use of instructional films; practical religious practice through the recitation of the Quran and *Dhuha* (mid-morning) prayers; lessons held outside

³ Fatkhiatul Miladiyah, Motivasi Belajar Siswa dalam Pembelajaran Pendidikan Agama Islam Masa Reopening, *JHIP (Jurnal Ilmiah Ilmu Pendidikan)* (eISSN: 2614-8854) Volume 6, Nomor 10, Oktober 2023(7811-7816)

of the classroom, such as in the mosque or the neighborhood; visits to historical sites and meetings with religious leaders; and group projects involving the creation of papers, articles, or journals.

Geographical and cultural factors are the main obstacles faced. After school, many students help their parents with farm or rice field work; as a result, they become physically exhausted and develop patterns that affect their passion for studying. In order to overcome these challenges, educators take a customized approach, attempting to comprehend each student's personality, and offer continuous encouragement to keep them interested in their studies even in the face of situations that are very different from those of students in other educational institutions.

These results highlight the need for more diverse, dynamic, and learner-centered teaching strategies. It is thought that using compelling instructional media in conjunction with active learning techniques can increase students' drive to learn. Additionally, the study highlights how crucial it is for teachers to design their lessons thoroughly in order to guarantee a successful learning process that has a good influence on students' character development, choices, and decision-making. When used properly, PAI training can be a means of imparting moral and ethical principles that are vital to day-to-day living. Enjoyable teaching techniques, including as an active learning method in PAI sessions, are necessary to achieve this goal. In order to better understand students' perspectives on the PAI learning process and results, the study also includes student interviews.⁴ To achieve this goal, an engaging strategy is required; one such approach involves active learning in Islamic Religious Education (PAI) and interviewing students to uncover in-depth information about the PAI learning process, as well as interviewing them to gather data regarding PAI learning outcomes.

⁴ ZULHIJRAD Dkk, PEMBELAJARAN PAI BERBASIS ACTIVE LEARNING, LEARNING : Jurnal Inovasi Penelitian Pendidikan dan Pembelajaran Vol. 4 No. 4 November 2024

In order to improve students' active engagement and motivation to learn, this study attempts to thoroughly examine engaging and non-monotonous Islamic Religious Education (PAI) teaching strategies. Teachers, who plan and carry out instruction, and students, who actually experience the learning process, are the two complimentary data sources used in the analysis. In both general high schools (SMA) and vocational high schools (SMK), this method allows for a more comprehensive understanding of the requirements and difficulties of students as well as the tactics and issues teachers encounter while developing engaging, varied, and meaningful PAI sessions.

In actuality, the teacher helps students' growth by serving as a facilitator, motivator, and mediator in addition to being a conduit for information. It is anticipated that this research will make a theoretical contribution by acting as a guide for the development of innovations in Islamic Religious Education (PAI) instruction, as well as a practical contribution by providing teachers with insights to create lessons that are more effective, engaging, and in line with the characteristics of their students. Additionally, the idea that religious education is a dull subject must be refuted by using instructional media to make sure that religious knowledge is communicated in a more interesting and understandable way.⁵

METHODS

This study uses a descriptive qualitative methodology. The qualitative method was chosen because it produces descriptive data, which includes people's written or spoken words as well as observed activities. This allows the researcher to fully comprehend the meanings, perspectives, and experiences of the subjects in their natural environments. Sugiyono defines qualitative research as an approach to studying natural environments in which the researcher is the primary instrument;

⁵ Fitria Sartika, Pemanfaatan media pembelajaran dalam meningkatkan motivasi dan hasil belajar PAI di sekolah dan madrasah, Humanika, Kajian Ilmiah Mata Kuliah Umum, ISSN: 1412-1271 (p); 2579-4248 (e). Vol. 20. No. 2. (2020).

triangulation is used for data gathering, inductive data analysis is utilized for data processing, and the results prioritize meaning over generalization.

A case study is the kind of research that is used. A case study, according to Robert K. Yin (2018), is an empirical investigation that examines a modern phenomenon in its actual setting, especially when it is difficult to distinguish between the phenomenon and the context. The Islamic Religious Education (PAI) teaching strategies utilized by the instructor are thoroughly examined in this study using the case study technique, along with their effects on students' enthusiasm to learn and active engagement.

The study was conducted at SMAN 1 Wungu, Madiun Regency. Research subjects were selected using purposive sampling—a technique involving the selection of samples based on specific criteria aligned with the research objectives. The primary subjects consisted of one Islamic Religious Education (PAI) teacher and one Grade XI student, both of whom were interviewed during the initial phase of the study. To strengthen data validity, the study also involved two to three additional students for source triangulation.

Primary and secondary data make up the research data. Teachers and students were directly interviewed and observed in order to get primary data. Supporting documents, including educational materials, activity photos, notebooks, and other pertinent references, were used to collect secondary data. Based on the Miles, Huberman, and Saldaña approach, interactive data analysis was carried out in three stages: data reduction, data display, and conclusion drafting.

FINDINGS AND DISCUSSION

This study aims to examine engaging and non-monotonous teaching methods for Islamic Religious Education (PAI) in an effort to enhance students' active participation and learning motivation. Research data were obtained through interviews with an 11th-grade student and a PAI teacher at SMAN 1 Wungu. The Islamic Religious Education (PAI) learning process has mostly relied on the lecture

style, along with Q&A sessions and practice activities, according to student interviews. The professors' clear delivery of the content, according to the students, made it simpler for them to comprehend the subject. They did, however, also feel that the instruction lacked diversity, pointing out that learning media—such as instructional games, movies, or practical exercises—were used seldom. In order to create a more vibrant and interesting learning environment, the students also expressed a wish for increased teacher-student contact.

Results of Student Interviews Regarding Islamic Religious Education (PAI) Instruction

No	Assessment Criteria	Findings
1	Learning methods	Lectures, discussions, Q&A sessions, and practice exercises.
2	Understanding of the material	The material is relatively easy to understand.
3	Media usage	Utilizing learning media optimally
4	Student engagement	Not all students are active in asking questions.
5	Students' expectations	Learning is more interactive and diverse.

The findings of the interviews show that pupils had no trouble comprehending the content of Islamic Religious Education (PAI). They do, however, need a more dynamic and captivating learning environment. Students' desire and interest in learning might be lowered by monotonous instruction. These results support Hamalik's theory that active student participation is essential to the learning process' success. There are less opportunities for students to participate actively and develop critical thinking abilities if they only behave as passive recipients of knowledge through lecture-based methods.

In addition, the Islamic Religious Education (PAI) teacher was interviewed to learn more about the teaching methods used. The instructor clarified that a variety of

strategies have been employed to reduce student boredom, such as group discussions, educational film screenings, Quran recitation exercises, congregational *Duha* prayers, lessons conducted inside mosques, and trips to locations of Islamic historical significance. In order to sustain and improve students' willingness to learn, the instructor also tries to develop a personal approach with them.

Learning Strategies Implemented by Islamic Religious Education Teachers

No	Assessment Criteria	Findings
1	Learning methods	Lectures, discussions, worship practices, film screenings
2	Instructional Media	Video and the surrounding environment
3	Motivational strategies	A personal approach to students
4	Learning obstacles	Geographical and cultural factors of the community
5	The solution implemented	Adapting methods to the characteristics of the learners

According to teacher interviews, students' social situations have an impact on learning challenges in addition to the teaching strategies used. After school, several students help their parents work on farms or in rice fields, and poor physical health frequently lowers their motivation to learn. As a result, educators must take a more humanistic stance and learn about the unique qualities of every student.

According to research, using active learning strategies can make Islamic Religious Education (PAI) instruction engaging. Thru discussions, hands-on activities, group projects, and problem-solving, these approaches give students the chance to actively participate in the learning process. Students that actively participate in their education not only learn new information but also have a more fulfilling educational experience.

The study's findings support the notion that students' motivation and active engagement in learning are positively impacted by the teacher's employment of a variety of teaching strategies, interesting instructional materials, and a personal

approach. Therefore, in order to guaranty that learning objectives are properly met, Islamic Religious Education (PAI) teachers must constantly reinvent their teaching methods, adapting them to student characteristics and school situation.

CONCLUSION

The study's conclusions indicate that engaging and dynamic Islamic Religious Education (PAI) training is essential for raising students' enthusiasm to learn and their level of active involvement. Even if the topic was well comprehended, student interviews showed that the teaching strategies used in the past were primarily lecture-based, leading to a lack of variation. More interesting teaching strategies and materials, like educational games, interactive conversations, instructional videos, and practical exercises, were requested by the students. In the meantime, teacher interviews show that a variety of active learning strategies have been used, including performing acts of worship, showing instructional movies, holding outdoor classes, and giving group assignments. Nevertheless, there are still issues with insufficient facilities, geographic location, and the sociocultural backgrounds of the pupils. Teachers use a personal approach and work to adapt their teaching strategies to the traits of the pupils in order to overcome these challenges. In the meantime, teacher interviews show that a variety of active learning strategies have been used, including performing acts of worship, showing instructional movies, holding outdoor classes, and giving group assignments. Nevertheless, there are still issues with insufficient facilities, geographic location, and the sociocultural backgrounds of the pupils. Teachers use a personal approach and work to adapt their teaching strategies to the traits of the pupils in order to overcome these challenges. In order to provide more engaging Islamic Religious Education (PAI) courses and increase students' enthusiasm, active involvement, and engagement in the learning process, diverse, interactive, and contextual teaching approaches can be a useful substitute.

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