

THE ANALYSIS OF STUDENTS' LEARNING INTEREST IN ISLAMIC EDUCATION (PAI) COURSE AT PUBLIC UNIVERSITIES IN BONTANG

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Abstract

This study aims to describe the factors of student interest in Islamic education courses at public universities in Bontang. The method used a quantitative research approach. Data collection used observation, interviews, and questionnaires by distributing google form to respondents. The research was conducted in two universities in Bontang that are University of Trunajaya with a total of 129 students and Bontang College of Technology (STITEK) with 71 students. The results showed that five indicators of students' learning interest in PAI Bontang were: 1. attention, 2. like and pleasure, 3. pride and satisfaction, 4. interest, 5. Participation got the highest percentage on the indicator of pride, which is 22.57% or in a very good category. The lowest percentage was the indicator of interest in the Islamic education course, which is 20.02% or in the good category. Therefore, it could be concluded that the description of students' learning interest is in a very good category, with a total score of 85.64.

Keyword: *Learning interests, students, learning outcomes of Islamic Studies.*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan faktor-faktor minat belajar mahasiswa pada mata kuliah pendidikan agama Islam di perguruan tinggi umum kota Bontang. Metode dalam penelitian ini menggunakan pendekatan penelitian kuantitatif. Teknik pengumpulan data menggunakan teknik observasi, wawancara dan kuisioner dengan membagikan *google form* kepada responden. Terdapat 2 perguruan tinggi di Kota Bontang yang diteliti yaitu Universitas Trunajaya dengan jumlah 129 mahasiswa dan Sekolah Tinggi Teknologi (STITEK) Bontang sebanyak 71 mahasiswa. Hasil penelitian bahwa kelima indikator minat belajar mahasiswa pada mata kuliah PAI di Kota Bontang yaitu: 1. perhatian, 2. rasa suka dan senang, 3. kebanggaan dan kepuasan, 4. ketertarikan, 5. Partisipatif memiliki prosentase tertinggi pada indikator rasa bangga, yaitu sebesar 22,57% atau kategori sangat baik. Adapun prosentase terendah yakni indikator ketertarikan pada mata kuliah PAI, yakni sebesar 20,02% atau katagori baik. Sehingga secara umum dapat disimpulkan bahwa gambaran minat belajar mahasiswa termasuk katagori sangat baik yaitu dengan jumlah skor 85.64.

Kata kunci: *Minat belajar, mahasiswa, PAI, perguruan tinggi umum.*

A. INTRODUCTION

Students' learning interest is a particular concern in the education field. There is a lot of research discussing this matter. It was found that students themselves could affect the learning interest.¹ Learning interest has a positive direct effect on student learning outcomes.² Learning interest is also related to the media applied in learning because it needs to attract students' attention and avoid monotonous learning.³ Interest is the acceptance of a relationship between something inside and outside an individual. The stronger or closer the relationship is, the more interest is formed. Therefore, some define interest as feeling happy or unhappy about an object.⁴ Hilgard in Slameto states "interest is persisting tendency to pay attention to and enjoy some activity or content". Interest is a constant tendency to notice and reminisce about certain activities. Activities including learning will attract students' attention and pay attention continuously with pleasure. Therefore, some define interest as feeling happy or unhappy about an object.

Meanwhile, according to Gallowing's opinion quoted by Ekawarna, learning is an internal process that includes memory, retention, information processing, emotions, and other factors. The learning process includes adjusting the received stimulus and the cognitive structures formed in a person's mind based on previous experiences.⁵

¹Jeranah Jeranah, Syamsiara Nur, and Nurmiati Nurmiati, "Faktor-Faktor yang Mempengaruhi Kesulitan dan Minat Belajar Mahasiswa Jurusan Pendidikan Biologi Universitas Sulawesi Barat," *SAINTIFIK* 1, no. 2 (2015): 87–94, <https://doi.org/10.31605/saintifik.v1i2.87>.

²Arvi Riwahyudin, "Pengaruh Sikap Siswa dan Minat belajar Siswa terhadap Hasil Belajar IPA Siswa Kelas V Sekolah Dasar di Kabupaten Lamandau," *Jurnal Pendidikan Dasar* 6, no. 1 (May 30, 2015): 11–23, <https://doi.org/10.21009/JPD.061.02>.

³Agus Setiawan, "Merancang Media Pembelajaran PAI di Sekolah (Analisis Implementasi Media Pembelajaran Berbasis PAI)," *Darul Ulum: Jurnal Ilmiah Keagamaan, Pendidikan dan Kemasyarakatan*, December 1, 2019, 223–240.

⁴Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhi...*, h.180

⁵Ekawarna, *Classroom Action Research*, (Jakarta: GP Press Group, 2013), p. 71.

From that definition, it can be concluded that interest is the attitude of a person's tendency towards the object of an activity that is liked or favored with pleasure, attention, and activeness in doing it. For example, a student who has an interest in a certain subject, then he will pay attention seriously without asking. Interests are not only expressed through statements but can also be implemented through participation in teaching and learning activities in the classroom.

Sudaryono argues that there are four indicators of interest in learning, namely preference, interest, attention, and involvement to measure students' learning interest. From these aspects, indicators of learning interest can be compiled as follows:⁶ In contrast to Sapari's opinion, he has determined that there are four indicators of learning interest: 1. pleasure, 2. student interest, 3. attention 4. students' involvement.⁷ Some theories related, shows that the learning interest has a different point of view. However, among these theories, the writer tends to use the theory proposed by Slameto. Those indicators are used by the authors as a theoretical reference in compiling the research instruments.

The definitions, indicators, and factors that affect students' learning interests are clear. Therefore, the temporary conclusion shows that the students' learning interest at the university level has a high urgency about the learning outcomes achieved by them. Why is it like that? If the materials do not attract a student's interest, they will not learn it. In other words, the students do not get satisfaction from the material taught by the lecturer. Conversely, if the material can attract students' interest, it is easier for them to focus on the lesson because high learning interest will lead them to interest and changes in behavior, both knowledge (cognitive), attitude (affective), and skills (psychomotor).

Several other research findings indicate that there is an effect of learning interest and motivation on student achievement of STB Harapan Bersama⁸. Online lectures can affect student interest in learning.⁹ Another significant relationship between interest in learning evaluation of learning¹⁰ shows that the results indicate that emotional intelligence and learning interest have a positive influence on student achievement.¹¹ One of the teacher's pedagogical competences is managing the learning process. If the lecturers are less able to manage the learning process, so the lecture process becomes unattractive. The existence of religious education (including Islamic education or PAI) in public universities is not only a subject that must be taken by students. It is also very meaningful to achieve the educational goals as proposed by the National Education System as the humans who have

⁶Sudaryono, et al, *Development of Educational Research Instruments*, (Yogyakarta: Graha Ilmu, 2013), p. 90.

⁷Safari, *Learning Evaluation*, (Jakarta: PT Rineka Cipta, 2003), p. 60.

⁸ Wiliyanti Then, "Pengaruh Minat dan Motivasi Belajar terhadap Prestasi Akademik Mahasiswa Sekolah Tinggi Bahasa harapan Bersama," *Jurnal Cakrawala Mandarin* 3, no. 2 (January 5, 2020): 1–14, <https://doi.org/10.36279/apsmi.v3i2.76>.

⁹ Hermiza Mardesci and Afrina Mardesci, "Pengaruh Perkuliahan dengan Metode dalam Jaringan (Daring) terhadap Minat Belajar Mahasiswa (Studi Kasus pada Program Studi Teknologi Pangan Universitas Islam Indragiri)," *Jurnal Pendidikan: Riset dan Konseptual* 4, no. 3 (July 31, 2020): 357–365, https://doi.org/10.28926/riset_konseptual.v4i3.222.

¹⁰ Suhartiwi Suhartiwi, "Hubungan Antara Minat Belajar Evaluasi Pembelajaran Penjas dengan Hasil Belajar Evaluasi Pembelajaran Penjas Kelas 17B Universitas Halu Oleo," *Gema Pendidikan* 27, no. 1 (January 28, 2020): 25–33, <https://doi.org/10.36709/gapend.v27i1.10697>.

¹¹ Ajang Mulyadi, "Pengaruh Kecerdasan Emosional dan Minat belajar Terhadap Prestasi Belajar," *JPAK: Jurnal Pendidikan Akuntansi dan Keuangan* 4, no. 2 (2016): 1–10, <https://doi.org/10.17509/jpak.v4i2.15418>.

faith and devotion to God Almighty and noble character.¹² The result of other research states that there is a relationship between online lectures and the students learning interest of PAI at IAIN Samarinda.¹³

Based on the results of preliminary observations, researchers have found some students who are interested in Islamic education course compared to other courses.¹⁴ This depicts that several factors can cause students' learning interest in Islamic education at Bontang. In the teaching and learning process at public universities in Bontang, especially towards Islamic education (PAI), it was seen that some students were less active in-class discussion. Unlike the case with students who have a high interest in learning, it seems that there is a tendency to be more active in discussions and even more enthusiastic involves in learning.¹⁵ This is interesting to be studied scientifically. For this reason, the researcher tries to present the data and describe the findings related to students' learning interest in Islamic education courses at public universities in Bontang.

B. METODE PENELITIAN

The method used a quantitative research approach. Data collection techniques using observation techniques, interviews, and questionnaires by distributing google form to respondents. There were 2 universities in Bontang that were studied, namely University of Trunajaya with a total of 129 students and the Bontang College of Technology (STITEK) with 71 students. The following is a complete table of PTU data for Bontang City:

Table 1
Bontang Student PTU data in two PTUs (academic year 2019/2020)

No	Name of Public College	Department / Prodi	Population (Student)	Number of samples
1	Universitas Trunajaya (UNIJAYA) Bontang	Economy	64	30
		Law	48	20
		Mechanical Engineering	17	8
	Total		129	58
2	Sekolah Tinggi Teknologi Bontang (STITEK)	Electro	13	6
		Informatics	58	28
	Total		71	34
	Total number =		200	92

¹² Robiatul Adawiyah, "Peningkatan Hasil Belajar Pendidikan Agama Islam Mahasiswa Melalui Kompetensi Profesional Dosen dan Minat Belajar Mahasiswa," *Andragogi: Jurnal Pendidikan Islam dan Manajemen Pendidikan Islam* 1, no. 1 (October 29, 2019): 131–148, <https://doi.org/10.36671/andragogi.v1i1.51>.

¹³ Hirdha Nurfarini dan Wildan Saugi, "Pengaruh Kuliah Online terhadap Minat Belajar Mahasiswa Pendidikan Agama Islam (PAI) Di IAIN Samarinda," *El-Buhuth: Borneo Journal of Islamic Studies* 2, no. 2 (June 12, 2020): 121–131, <https://doi.org/10.21093/el-buhuth.v2i2.2330>.

¹⁴ Observations (preliminary observations) at UNIJAYA and STITEK, Bontang, 25 November 2019.

¹⁵ Results of observations (preliminary observations) at University of Trunajaya, Bontang, 18 December 2019.

The data analysis used the percentage and mean formula. Furthermore, the existing data will be calculated with descriptive statistics through the SPSS application.

C. RESULTS AND DISCUSSION

Based on the findings, there are several things to describe, namely:

1. Students' Learning Interests

The data about students' learning interest in Islamic religious education courses in public university Bontang were obtained. It was found that the researchers have done something similar by taking data on the personality competence of lecturers, namely researchers using online questionnaires through Google Drive application, then distributed to all respondents in each department of two public universities in Bontang, with a total of 92 students in five departments/faculties. The results of filling out the questionnaire are automatically inputted through the system or application, then the data is analyzed again through the SPSS application. There are five indicators for student learning interest variables, namely: 1. attention, 2. like and pleasure, 3. pride and satisfaction, 4. interest, 5. participation. The researcher presents this indicator in 25 question items. The data referred to as follows:

Table 2
Student Attention Pay Attention to Lecturer Explanation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Sometimes	11	12.0	12.0	12.0
Often	5	5.4	5.4	17.4
Always	76	82.6	82.6	100.0
Total	92	100.0	100.0	

In the table above, it shows the instrument variable on the indicators of attention. It had 76 respondents who answered always (82.6%), 5 respondents the answered always often (5.4%), and 11 respondents who answered sometimes were (12.0%).

Table 3
Student Attention to Record Lecturer Explanations

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Ever	4	4.3	4.3	4.3
Sometimes	7	7.6	7.6	12.0
Often	64	69.6	69.6	81.5
Always	17	18.5	18.5	100.0
Total	92	100.0	100.0	

In the table above, it shows the instrument variable on the indicators of attention. The result found that 17 respondents answered always (18.5%), 64

respondents with answered often (69.6%), 64 respondents answered sometimes (69.6%), 7 respondents answered sometimes (7.6%), and 4 respondents answered ever (4.3%).

Table 4
Student attention is easy to remember the lecturer's explanation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Sometimes	2	2.2	2.2	2.2
Often	7	7.6	7.6	9.8
Always	83	90.2	90.2	100.0
Total	92	100.0	100.0	

In the table above, it shows the instrument variable on the indicators of attention. The result found that 83 respondents answered always (90.2%), 7 respondents with answered often (7.6%), 2 respondents answered sometimes (2.2%).

Table 5
Student attention easily understands lecturer explanation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	5	5.4	5.4	5.4
Ever	1	1.1	1.1	6.5
Often	4	4.3	4.3	10.9
Always	82	89.1	89.1	100.0
Total	92	100.0	100.0	

In the table above, it shows the instrument variable on the indicators of attention. The result found that 82 answered always (89.1%), 4 respondents answered often (4.3%), 1 respondent answered ever (1.1%), and 5 respondents answered never (5.4%).

Table 6
Attention students to collect assignments on time

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	7	7.6	7.6	7.6
Sometimes	15	16.3	16.3	23.9
Often	26	28.3	28.3	52.2
Always	44	47.8	47.8	100.0
Total	92	100.0	100.0	

In the table above, it shows the instrument variable on the indicators of attention. The result found that 44 answered always (47.8%), 26 respondents answered often (28.3%), 15 respondents answered sometimes (16.3%), and 7 respondents answered never (7.6%).

Table 7
Students like and enjoy interacting with lecturers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	2	2.2	2.2	2.2
Sometimes	5	5.4	5.4	7.6
Often	11	12.0	12.0	19.6
Always	46	50.0	50.0	69.6
Never	28	30.4	30.4	100.0
Total	92	100.0	100.0	

In the table above, it shows that the variable instrument on the indicator of like and pleasure. It shows that 28 respondents answered always (30.4%), 46 respondents answered often (50.0%), 11 respondents answered sometimes (12.0%), and 5 respondents answered ever (5.4%), 2 respondents answered never (2.2%).

Table 8
Students love and feel at home in the lectures from the lecturer

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	1	1.1	1.1	1.1
Sometimes	4	4.3	4.3	5.4
Often	14	15.2	15.2	20.7
Always	43	46.7	46.7	67.4
Never	30	32.6	32.6	100.0
Total	92	100.0	100.0	

In the table above, it shows the instrument variable on the indicators of like and pleasure. The result found that 30 respondents answered always (32.6%), 43 respondents with answered often (46.7%), 14 respondents answered sometimes (15.2%), and 4 respondents answered ever (4.3%), and 1 respondent answered never (1.1%).

Table 9
Students love and enjoy when the lecturer is humorous

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Sometimes	10	10.9	10.9	10.9
Often	65	70.7	70.7	81.5
Always	17	18.5	18.5	100.0
Total	92	100.0	100.0	

In the table above shows the variable instrument on the indicator of like and pleasure. It shows that 17 respondents answered always (18.5%), 65 respondents answered often (70.7%), 01 respondents answered sometimes (10.9%).

Table 10
Students like and delight with the material presented by the lecturer

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	2	2.2	2.2	2.2
Ever	5	5.4	5.4	7.6
Sometimes	14	15.2	15.2	22.8
Often	43	46.7	46.7	69.6
Always	28	30.4	30.4	100.0
Total	92	100.0	100.0	

In the table above, it shows the variable instrument on the indicator of like and pleasure. It shows that 28 respondents answered always (30.4%), 46 respondents answered often (50.0%), 11 respondents answered sometimes (12.0%), and 5 respondents answered ever (5.4%), 2 respondents answered never (2.2%).

Table 11
The love and pleasure of students are tolerated

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	4	4.3	4.3	4.3
Sometimes	7	7.6	7.6	12.0
Often	54	58.7	58.7	70.7
Always	27	29.3	29.3	100.0
Total	92	100.0	100.0	

In the table above, it shows that the variable instrument on the indicator of like and pleasure. It shows that 27 respondents answered always (29.3%), 54 respondents answered often (58.7%), 7 respondents answered sometimes (7.6%), and 4 respondents answered ever (4.3%)

Table 12
Pride and satisfaction get high marks from the lecturers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	6	6.5	6.5	6.5
Sometimes	3	3.3	3.3	9.8
Often	5	5.4	5.4	15.2
Always	78	84.8	84.8	100.0
Total	92	100.0	100.0	

In the table above, it shows the instrument variable on the indicators of like and pleasure. The result found that 78 respondents answered always (84.8%), 5 respondents answered often (5.4%), 3 respondents answered sometimes (3.3%), and 6 respondents answered ever (6.5%)

Table 13
Student pride and satisfaction with lecturers' explanation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Sometimes	5	5.4	5.4	5.4
Often	8	8.7	8.7	14.1
Always	79	85.9	85.9	100.0
Total	92	100.0	100.0	

In the table above, it shows that the variable instrument on the indicator of like and pleasure. It shows that 79 respondents answered always (85.9%), 8 respondents answered often (8.7%), 5 respondents answered sometimes (5.4%).

Table 14
Student pride and satisfaction get praise from lecturers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	8	8.7	8.7	8.7
Ever	1	1.1	1.1	9.8
Often	3	3.3	3.3	13.0
Always	80	87.0	87.0	100.0
Total	92	100.0	100.0	

In the table above, it shows the instrument variable on the indicators of like and satisfaction. The result found that 80 respondents answered always (87.0%), 3 respondents answered often (3.3%), 1 respondent answered ever (1.1%), and 8 respondents answered never (8.7%).

Table 15
Student pride and satisfaction boast about the attitude of the lecturers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	8	8.7	8.7	8.7
Often	7	7.6	7.6	16.3
Always	77	83.7	83.7	100.0
Total	92	100.0	100.0	

In the table above, it shows the instrument variable on Y1.14, on the indicator pride and satisfaction, 77 respondents with the answered always (83.7%), 7 respondents with the answered often (7.6%), 8 respondents with the answered ever (8.7%).

Table 16
Student pride and satisfaction are satisfied with the scores that have been obtained

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	2	2.2	2.2	2.2
Sometimes	7	7.6	7.6	9.8
Often	78	84.8	84.8	94.6
Always	5	5.4	5.4	100.0
Total	92	100.0	100.0	

In the table above, it shows the instrument variable on the indicators of like pride and satisfaction. The result found that 5 respondents answered always (5.4%), 76 respondents answered often (82.6%), 7 respondents answered sometimes (7.6%), and 2 respondents answered ever (2.2%), and 2 respondents answered never (2.2%).

Table 17
Student interest in the attitude of a lecturer

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	6	6.5	6.5	6.5
Ever	2	2.2	2.2	8.7
Sometimes	53	57.6	57.6	66.3
Often	20	21.7	21.7	88.0
Always	11	12.0	12.0	100.0
Total	92	100.0	100.0	

In the table above, it shows the instrument variable on the indicators of interest. The result found that 11 respondents answered always (12.0%), 20 respondents answered often (21.7%), 53 respondents answered sometimes (57.6%), and 2 respondents answered ever (2.2%), and 6 respondents answered never (6.5%).

Table 18
Student interest in the appearance of a lecturer

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Sometimes	10	10.9	10.9	10.9
Often	71	77.2	77.2	88.0
Always	11	12.0	12.0	100.0
Total	92	100.0	100.0	

In the table above, it shows the instrument variable on the indicators of interest. The result found that 11 respondents answered always (12.0%), 71 respondents answered often (77.2%), 10 respondents answered sometimes (10.9%), and 2 respondents answered ever (2.2%).

Table 19

Student interest in the delivery of lecturer material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	8	8.7	8.7	8.7
Often	5	5.4	5.4	14.1
Always	79	85.9	85.9	100.0
Total	92	100.0	100.0	

In the table above, it shows the instrument variable Y1.18, on the indicators of interest. The result found that 79 respondents answered always (85.9%), 5 respondents answered often (5.4%), 8 respondents answered never (8.7%).

Table 20
Student interest in re-learning the material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Ever	4	4.3	4.3	4.3
Sometimes	7	7.6	7.6	12.0
Often	54	58.7	58.7	70.7
Always	27	29.3	29.3	100.0
Total	92	100.0	100.0	

In the table above, it shows the instrument variable on the indicators of interest. The result found that 27 respondents answered always (29.3%), 54 respondents answered often (58.7%), 7 respondents answered sometimes (7.6%), and 4 respondents answered ever (4.3%).

Table 21
Student interest is eager to take part in lectures

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Ever	2	2.2	2.2	2.2
Sometimes	5	5.4	5.4	7.6
Often	12	13.0	13.0	20.7
Always	47	51.1	51.1	71.7
Ever	26	28.3	28.3	100.0
Total	92	100.0	100.0	

In the table above, it shows the instrument variable on the indicators of interest. The result found that 26 respondents answered always (28.3%), 47 respondents answered often (51.1%), 12 respondents answered sometimes (13.0%), and 5 respondents answered ever (5.4%), and 2 respondents answered never (2.2%).

Table 22
Student participative actively asks the lecturer

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	8	8.7	8.7	8.7
Often	5	5.4	5.4	14.1
Always	79	85.9	85.9	100.0
Total	92	100.0	100.0	

In the table above, it shows the instrument variable on the indicators of participation. It was found that 79 respondents answered always (85.9 %), 5 respondents answered often (5.4%), and 8 respondents answered never (8.7%).

Table 23

Student participation is able to provide the right answer

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Sometimes	10	10.9	10.9	10.9
Often	71	77.2	77.2	88.0
Always	11	12.0	12.0	100.0
Total	92	100.0	100.0	

In the table above, it shows the instrument variable on the indicators of participation. The result found that 11 respondents answered always (12.0%), 71 respondents answered often (77.2%), 10 respondents answered sometimes (10.9%).

Table 24

Participatory students are given the opportunity to ask questions

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	8	8.7	8.7	8.7
Often	5	5.4	5.4	14.1
Always	79	85.9	85.9	100.0
Total	92	100.0	100.0	

In the table above, it shows the instrument variable on the indicators of participation. The result found that 79 respondents answered always (85.9%), 5 respondents answered often (5.4%), and 8 respondents answered never (8.7%).

Table 25

Student participation is motivated by PAI lecturers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Sometimes	10	10.9	10.9	10.9
Often	71	77.2	77.2	88.0
Always	11	12.0	12.0	100.0
Total	92	100.0	100.0	

In the table above, it shows the instrument variable on the indicators of participation. The result found that 11 respondents answered always (12.0%), 71 respondents answered often (77.2%), and 10 respondents answered sometimes (10.9%).

Table 26
Student participatory asking back about material that has not been understood

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	8	8.7	8.7	8.7
Often	5	5.4	5.4	14.1
Always	79	85.9	85.9	100.0
Total	92	100.0	100.0	

In the table above, it shows the instrument variable on the indicators of participation. The result found that 79 respondents answered always (85.9%), 5 respondents answered often (5.4%), 8 respondents answered never (8.7%).

2. The description of students' learning interest towards Islamic religious education courses in public universities at Bontang.

a. Students' Learning Interest at University of Trunajaya Bontang

Learning interests include 1. attention, 2. like and pleasure, 3. pride and satisfaction, 4. interest, 5. participation. Thus, the students' learning interest at University of Trunajaya Bontang can be described as follows:

"Students' learning interests are diverse. It can be seen from the students' learning outcomes, but at least we can see from the attitudes of students, that are: 1) students pay attention to the material presented by the lecturer, 2) active in asking questions".¹⁶

b. Students' Interest in STITEK Bontang Students

Based on the interview excerpt between the researcher and lecturer of Islamic education, it was stated that:

"Students' interests are varied. However, it cannot be classified in detail, because the PAI course is a compulsory subject, not an optional subject, so Muslim students must take the course. Then, the learning interest of STITEK students is high, I can see it from students enthusiasm in taking lessons in class, including 1) active discussion, 2) attendance in class, 3) sometimes students still want to ask but the class is over".¹⁷

From the data above, the general description of students' learning interest in Islamic Education subjects are seen, yet it needs descriptive statistics analysis through the results of a questionnaire from 92 respondents (students) so that the researcher can get a quantitative picture and percentage result, as follows:

Table 27
Student Learning Interests Process Data in PAI Courses

¹⁶Sultani, Lecturer of PAI, Trunajaya Bontang University, *Interview*, Bontang, 27 February 2020.

¹⁷Kuba Siga, Dosen PAI Sekolah Tinggi Teknologi Bontang, *Wawancara*, Bontang, 28 Februari 2020.

No	Indikator	Rata-rata	%	Skor	Katagori
1	Attention	2061	22.40	89.61	Very good
2	Love and pleasure	1863	20.25	81.00	Very good
3	Pride	2076	22.57	90.26	Very good
4	Interest	1842	20.02	80.09	Good
5	Participative	2007	21.82	87.26	Very good
	Total	1969.80	21.41	85.64	Very good

Sumber: Hasil pengolahan angket

If you look at the table above, the five indicators of student interest in the Islamic Education at Bontang have the highest percentage in the indicators of pride, which is 22.57% or in a very good category. The lowest percentage is, which is 20.02% or in the good category. Therefore, it can be concluded that the description of students' learning interest is in a very good category with a total score of 85.64.

Table 28
Data on Percentage of Student Interest in Variable X

No	Indikator variabel Y	Jlh	Rata-rata	Skor	Katagori
1	Attention	2061	22	90	Very good
2	Love and pleasure	1863	20	81	Very good
3	Pride	2076	23	90	Very good
4	Interest	1842	20	80	Good
5	Participative	2007	22	87	Very good
	Jumlah	9849	107	428	Good

Source: Results of questionnaire analysis

If we observe the table above, it illustrates that the indicators of student pride have a higher score than other indicators, including 1) an optimistic attitude, 2) students are satisfied with the explanation from the lecturer, 3) students are happy to get a compliment from the lecturer, 4) students proud the lecturers' attitude, 5) students are satisfied with the scores.

Then the researchers did descriptive statistics through the SPSS application, as follows:

Table 29
Analysis of data on student interest in learning variables in Islamic Education courses

Descriptive Statistics

	N	Min	Max	Sum	Mean	Std. Dev
Interest to learn College student	92	54	124	9849	107,0	16.037
Valid N (listwise)	92					

The table above shows that there are 92 respondents with a minimum score of 54, a maximum score of 124, a total score of 9849, an average score of 107.0 so that it has a standard deviation of 16.037.

Based on the above findings, the students' interest in learning Islamic education courses at public universities is categorized as high. Therefore, student interest in Islamic education courses at University of Trunajaya and Bontang College of Technology (STITEK) is high. In line with this, the students' optimistic attitude developed their interests as the results of previous research.¹⁸ Besides, other findings found that lecturers' involvement was good. They make learning creative and meet the students' expectations.

In several studies, it was stated that the lecturers' involvement in developing courses affected student participation. Lecturer professional competence affects student interest in learning.¹⁹ The role of lecturers is also very important in developing interest and shaping student character.²⁰ There is also a relationship between intrinsic motivation and student perceptions of lecturer competence on the achievement of course grades.²¹ Another research stated that there was a significant influence between the basic competencies of lecturers and student motivation/interest²². Facilities and lecturers' competencies have a positive and significant effect on learning motivation²³

Finally, research findings and empirical data of previous studies deployed that students' learning interest can be a determinant factor of success in learning, including in Islamic education courses taught in public universities.

D. CONCLUSION

Islamic education learning in public universities is very important to build students' character on the religious side. The lecturer should provide interesting material to attract students' attention. So far, students' interest in learning Islamic education courses is often underestimated so that research on it is needed.

It is proven that students' learning interest in Islamic religious education at public universities Bontang is at a high level and this research provides important information for society. Public universities should pay attention to Islamic education

¹⁸ Sabila Okta Syarafina, Duta Nurdibyanandaru, and Wiwin Hendriani, "Pengaruh Optimisme dan Kesadaran Diri Terhadap Adversity Quotient Mahasiswa Skripsi Sambil Bekerja," *Cognicia* 7, no. 3 (September 2, 2019): 295–307, <https://doi.org/10.22219/COGNICIA.Vol7.No3.295-307>.

¹⁹ Yunita Endra Megiati, "Minat Belajar ISBD Ditinjau dari Kompetensi Pedagogik, Kompetensi Personal dan kompetensi Profesional Dosen," *TEKINFO* 1, no. 1 (June 7, 2019): 109–118.

²⁰ Koko Adya Winata et al., "Peran Dosen dalam Pembelajaran Pendidikan Pancasila dan Kewarganegaraan untuk Mendukung Program Moderasi Beragama," *Jurnal Pendidikan* 8, no. 2 (July 3, 2020): 98–110, <https://doi.org/10.36232/pendidikan.v8i2.449o>

²¹ Cucu Nurmala, "Hubungan Motivasi Intrinsik dan Persepsi Mahasiswa tentang Kompetensi Dosen terhadap Pencapaian Nilai Mata Kuliah Asuhan Kebidanan Nifas Prodi DIII Kebidanan Tahun Akademik 2018/2019 STIKes INDRAMAYU," *Jurnal Kesehatan Indra Husada* 8, no. 1 (June 30, 2020): 69–80, <https://doi.org/10.36973/jkih.v8i1.200..>

²² Reni Febriani, Sudaryono Sudaryono, and Siti Rohmah, "Pengaruh Persepsi Kompetensi Dosen terhadap Motivasi Belajar Mahasiswa," *Progress: Jurnal Pendidikan, Akuntansi Dan Keuangan* 2, no. 1 (March 11, 2019): 31–46, <https://doi.org/10.47080/progress.v2i1.486>.

²³ Bahrudi Efendi Damanik, "Pengaruh Fasilitas dan Kompetensi Dosen terhadap Motivasi Belajar," *Jurnal Ekonomi Dan Bisnis (EK&BI)* 2, no. 2 (December 28, 2019): 231–40, <https://doi.org/10.37600/ekbi.v2i2.102>.

courses specifically for Muslim students. The thing is, even though they study at public universities, they still have good knowledge about religion.

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