



The Role of Teachers in Islamic Religious Education: A Case Study of Vocational High School Students

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Abstract

This study aims to describe the role of Islamic Education teachers in attracting students' interest in learning Islamic Education subjects in vocational high schools. This study was motivated by low student participation, a lack of variety in teaching methods, and minimal use of technology by teachers, which resulted in a monotonous and less conducive classroom atmosphere. The method used is qualitative with a case study approach, data collection techniques in the form of observation, interviews, and documentation. The main informants are Islamic Education teachers, with the principal and vice principal of curriculum as secondary data sources. The results show that the role of teachers in attracting students' interest in learning is still not optimal in three main aspects: personal interest, situational interest, and psychological interest. Teachers have not fully encouraged active student involvement, created enjoyable and relevant learning, and developed critical thinking skills. In addition, creativity in delivering material, effective interaction, and the use of technology still need to be improved. The implications of this study emphasize the importance of innovation in Islamic Religious Education learning strategies in order to be able to stimulate students' interest in learning in a comprehensive and sustainable manner.

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INTRODUCTION

Education is the main foundation in shaping the character and competence of future generations (Abdullah et al., 2024; Adliyah et al., 2024; Armini, 2024; Hamzah et al., 2024; Munawir et al., 2024). In the context of national education, Islamic religious education plays a strategic role in instilling spiritual, moral, and social values in students (Dahirin & Rusmin, 2024; Iskandar et al., 2024; Nurfadila et al., 2024; Putra et al., 2024). As part of the formal curriculum, Islamic Religious Education subjects not only aim to equip students with religious knowledge but also to shape attitudes and behaviors in accordance with Islamic teachings. However, in practice, students' interest in learning these subjects is often low, especially in vocational high schools that are more oriented towards vocational skills.

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The phenomenon of low student interest in Islamic Religious Education has become an important concern in the world of Islamic education (Amma, 2018; Jamaluddin, 2019; Maesaroh, 2013; Nasution, 2020; Neliwati et al., 2023). Many students show passive attitudes, lack enthusiasm, and do not actively participate in the learning process. This can have an impact on the effectiveness of learning and the achievement of overall religious education goals. One factor that greatly influences students' interest in learning is the role of teachers as facilitators, motivators, and mentors in the learning process (Guci & Kirana, 2025; Muadzin, 2021).

The urgency of this research lies in the need to gain a deeper understanding of how Islamic Education teachers can play a strategic role in stimulating students' interest in learning. In this era of digitalization and rapid social change, teachers are required not only to master the subject matter, but also to be able to apply relevant, creative, and contextual pedagogical approaches. This study attempts to address these challenges by systematically examining the role of teachers in three dimensions of learning interest: personal, situational, and psychological.

Personal interest is related to students' internal attitudes and motivation toward subjects. Teachers who are able to build positive relationships, create enjoyable learning experiences, and recognize students' individual potential have a greater chance of increasing their personal interest (Andini et al., 2024; Arianti, 2017; Marfuah, 2024; Tadol & Neem, 2024; Ulum et al., 2024). Meanwhile, situational interest is influenced by external factors such as classroom atmosphere, teaching methods, and social interactions. Teachers' creativity in managing the classroom and delivering material is key to stimulating students' situational interest.

Psychological interest is the result of the interaction between personal and situational interests that are on going (Mulyadi, 2019; Mutawali & Ramli, 2024; Purwanto, 2021). Teachers who are able to relate the material to real life, utilize technology, and develop students' critical thinking skills can strengthen their psychological interest. These three dimensions are interrelated and require a holistic and adaptive pedagogical approach from Islamic Education teachers.

Theoretically, this study reinforces the concepts developed by education experts such as Slameto, Djamarah, and Karwati regarding the factors that influence learning interest. By integrating these theories into the empirical context of vocational high schools, this study contributes to the development of an Islamic Education learning model that is more responsive to students' needs.

The novelty of this article lies in its multidimensional approach to examining students' interest in learning Islamic Religious Education in vocational high schools, which has received little attention in Islamic education studies. By focusing the analysis on three aspects of learning interest personal, situational, and psychological this study offers a new, more comprehensive perspective on the role of teachers as motivators of learning in the context of vocational education. Furthermore, this article integrates learning interest theory with empirical findings from the field, thereby providing theoretical and practical contributions that can enrich the discourse on contemporary Islamic pedagogy and serve as a reference for the development of adaptive learning strategies in the future.

Based on a Scopus data search, studies discussing student interest in Islamic Religious Education in vocational high schools using the keywords Islamic education, vocational school, teacher role, and learning interest from 2015 to 2025 found 117 documents. However, no documents were found that specifically discussed the issue that the author focused on, namely the role of teachers in Islamic religious education: a case study of vocational high school students. This is clearly shown in the following Vosviewer analysis image.

classes, while the secondary informants included the principal and vice principal in charge of curriculum, who provided institutional and policy perspectives on learning. Informants were selected purposively, based on their direct involvement in the learning process and their relevance to the focus of the study. The researcher also conducted direct observations of the teaching and learning process and collected supporting documents such as syllabi, teaching modules, and learning notes.

The research instruments used included semi-structured interview guidelines, observation sheets, and documentation. Interviews were used to explore teachers' experiences, strategies, and views on stimulating students' interest in learning. Observations were conducted to record interactions between teachers and students, the learning methods applied, and the general classroom atmosphere. Documentation served as a supplement to reinforce the data obtained from interviews and observations, as well as to provide written evidence of the learning practices that took place. Data analysis techniques were carried out through systematic stages, namely data collection, data reduction, data presentation, and conclusion drawing. Data were analyzed thematically to identify patterns of teachers' roles in stimulating students' interest in learning. Data validity is maintained through triangulation of sources and techniques, as well as checking the validity of data with informants. The results of the analysis are interpreted within the framework of learning interest theory and Islamic pedagogy, so that they can contribute to the development of more effective and contextual learning strategies in Islamic education in vocational school environments (Engkizar et al., 2022; Fadli, 2025; Febriani et al., 2023; Oktavia et al., 2023).

RESULT AND DISCUSSION

The results of the study indicate that the role of Islamic Education teachers in attracting the learning interest of tenth-grade students at Lengayang Vocational High School is still not optimal, particularly in three main aspects: personal interest, situational interest, and psychological interest. These three aspects are important indicators of the success of the learning process, and each reflects the relationship between the teacher's approach and the students' response to Islamic Religious Education material, as shown in the following figure.

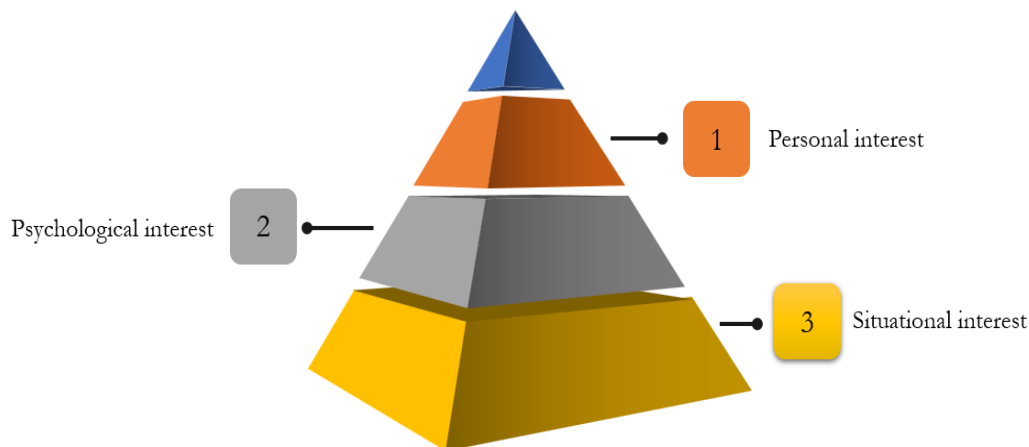


Fig 2. The role of teachers in stimulating students' interest in learning at vocational high schools

In terms of personal interest, students show low engagement in the learning process. Teachers have not been fully able to build positive relationships and encourage active student participation. Learning is still dominated by lecture methods, so students are less interested in asking questions or discussing. According to (Hidayat et al., 2018; Nisa et al., 2021), interest in learning grows from a sense of

enjoyment and curiosity about the material, which is influenced by the emotional atmosphere and social interactions. In interviews, Islamic Education teachers stated, *"I see that students lack enthusiasm when they are only listening. They are more active when invited to discuss or given group assignments, but I have not had the opportunity to implement this regularly (informant 1)."*

Personal interest is a student's internal inclination toward Islamic Religious Education subjects, which is influenced by attitudes, motivation, and emotional connections with the material and teachers (JF, 2025; Zubairi et al., 2024). The study found that teachers have not been fully able to build active student engagement in learning. Students tend to be passive, rarely ask questions, and show little enthusiasm for the material presented. This is due to teaching methods that are still one-way, such as lectures, without an approach that encourages student participation.

Situational interest has also not been developed to its full potential. The monotonous and non-interactive classroom atmosphere makes students easily bored. Teachers have not shown creativity in delivering material, and interaction with students is still limited. Khumasi et al., (2025); Kurniasari et al., (2021); Rahmawati et al., (2021) explain that situational interest is influenced by external stimuli such as teaching methods and classroom atmosphere. When teachers are unable to provide variety in learning, student interest will decline. Indicators such as creating a pleasant learning atmosphere, flexibility in completing learning, and high motivation have not been fully achieved (Lekahena et al., 2024; Safitri et al., 2024; Setiaji et al., 2025). In an interview with one of the informants, they said, *"Islamic Education teachers still often use the lecture method, the classroom atmosphere is not conducive, and students provide less feedback when the material is delivered (informant 2)."*

Psychological interest is the result of the interaction between personal and situational interests that are ongoing (Dewi et al., 2025; Wahyuni, 2019). This interest grows when students feel that the material being studied is relevant to their lives and provides long-term benefits. Research shows that teachers have not been successful in linking Islamic Religious Education material to students' daily lives. In addition, the use of technology in learning is still very limited, and students are not encouraged to think critically. Heri, (2019); Mohammad et al., (2025); Nursadrina et al., (2024) mention that psychological interest grows from within students when they feel that the material being studied is relevant and useful. Teachers who are able to create connections between teaching materials and students' life experiences will be more successful in arousing their psychological interest. Indicators such as the use of various learning methods, the use of technology, and the development of critical thinking skills have not been maximized.

In an interview, one student said, *"Sometimes I don't understand why religious education is important, because it is not related to our lives in the automotive department (informant 3)."* This statement shows that students need a more contextual and relevant learning approach to their vocational field in order to understand the value and function of Islamic Religious Education in their lives.

An unfavorable learning environment also weakens students' interest in learning. Classrooms that are unclean and uncomfortable make students reluctant to focus. Diniaty, (2017); Korompot et al., (2020); Nurdiana, (2023) emphasize that emotional factors such as comfort and success in learning activities greatly influence interest. Teachers need to pay attention to the physical and psychological aspects of the learning environment so that students feel safe and motivated. Limitations in the use of varied learning methods prevent students from developing critical thinking skills. Teachers have not fully played their role as facilitators who encourage exploration and reflection. In Islamic education, critical thinking is an important part of understanding religious values in depth. When students only receive information

passively, they do not have the space to analyze and relate the material to the context of their lives.

The three aspects of personal, situational, and psychological learning interests indicate that the role of teachers still needs to be improved through more innovative and contextual approaches. Teachers need to develop learning strategies that actively involve students, create a pleasant classroom atmosphere, and relate the material to students' life experiences. The use of digital media and problem-based learning methods can be effective alternatives.

This discussion reinforces Islamic education theories that emphasize the importance of a holistic approach to learning. This study provides an empirical picture of learning conditions in vocational schools and makes an important contribution to the development of Islamic pedagogy that is relevant to the challenges of the times. Teachers as agents of change need to be continuously supported through training and professional development so that they can perform their strategic roles to the fullest (Hafiz & Rahman, 2025; Syalsabillah et al., 2025). Thus, the results of this study not only answer practical problems in the field but also provide theoretical and methodological contributions to the development of adaptive and sustainable Islamic religious education. The role of teachers in stimulating students' interest in learning needs to be continuously improved so that Islamic religious education becomes more meaningful, contextual, and capable of shaping students' character holistically.

CONCLUSION

Based on the results of the study, it can be concluded that the role of Islamic Education teachers in attracting the learning interest of 10th grade students at Lengayang Vocational High School still needs to be strengthened in three main aspects, namely personal, situational, and psychological interests. These three aspects have not been optimally managed due to limitations in the variety of learning methods, a lack of relevance between the material and students' lives, and minimal use of technology and constructive interaction. These findings emphasize the importance of pedagogical innovation in Islamic Religious Education, especially in vocational schools, which tend to focus more on technical skills. Therefore, teachers need to develop learning strategies that are more contextual, participatory, and relevant to the students' world, such as the use of project-based approaches, the integration of religious values in a vocational context, and the use of digital media. The application of these strategies is expected to not only increase students' interest in learning but also strengthen the role of Islamic Religious Education in shaping the character and spirituality of the younger generation in a sustainable manner.

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