

STUDENTS' LEARNING INTEREST WITH THE ZONING SYSTEM IN ISLAMIC RELIGIOUS EDUCATION SUBJECTS IN STATE HIGH SCHOOL 1 RENGAT

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ABSTRACT

The aim of this research is to determine students' interest in learning with a zoning system in Islamic Religious Education subjects at Rengat 1 State High School and the factors that influence students' interest in learning with a zoning system. This research is a type of quantitative descriptive research. Data collection techniques were carried out using interviews, questionnaires and documentation. Data analysis techniques use quantitative descriptive techniques with percentages. The population in this study were 152 students who entered SMAN 1 Rengat via the zoning route. The sample in this study was 38 people. The sampling technique uses random sampling. The results of the research concluded that students' interest in learning with the zoning system in PAI subjects at SMAN 1 Rengat, their interest in learning was in the Very Good category, with a percentage of 81.68%. The factors that influence it consist of internal factors (feelings or emotions, motivation, talent, intelligence) and external factors (environment, infrastructure). These two factors equally influence students' interest in learning. Therefore, to achieve optimal learning interest, the participation of both is needed.

Keywords: Learning Interests, Zoning System, Islamic Religious Education

A. INTRODUCTION

Interest is a person's desire to carry out a certain behavior. It can be said that someone will do a certain thing if they have the inner will to do it. One of the influential supporters in achieving achievement in learning is interest in learning. Interest in learning is one of the students' internal factors that determines students' learning success. Student interest in learning is a force that will encourage students to learn. Interest is one of the determining factors in educational success. The impact of an interest in learning can foster new methods in student learning. Learning is said to be successful if it can develop attitudes, behavior and ways of thinking in solving the problems faced.

In 2017, the Minister of Education and Culture (Mendikbud) made a policy, namely implementing a Zoning System in Admission of New Students (PPDB) for the 2017/2018 academic year. This policy is stipulated in the Minister of Education and Culture Regulation (Permendikbud) Number 17 of 2017 concerning Acceptance of New Students. Muhadjir Effendy said that this zoning system is the government's effort to equalize the quality of education in various regions in Indonesia.

The Zoning System requires that schools run by regional governments must accept prospective students who live in the closest zone radius of the school as much as 50% of the total number of student admissions. The current implementation of the zoning system is still in the adaptation stage, so there are often pros and cons in its implementation. One of the problems that can occur is the problem of student interest in learning. Students' interest in

learning may decrease or increase as a result of this zoning system, which is still used to the existence of superior schools, so with this zoning system this is more or less starting to be eliminated, so that it can affect students' interest in learning. Adolescents still tend to have high egocentrism. If a child wants to go to school A but with this zoning he has to go to school B, then this will affect the child's interest in learning, especially in suburban schools which provide educational facilities that are not as complete as those in superior schools. Plus the credibility of the school itself is not well known by the community. Can reduce students' interest in attending that school. This interest can influence students' interest in learning.

The new student admission system from 2017 until now is based on the distance between the student's residence and the school (zoning). Students who are in the zone closest to the school based on the Regional Education Office must be accepted. SMA Negeri 1 Rengat is one of the educational institutions in Rengat District that approves and implements the latest policy from the Minister of Education and Culture, namely the Zoning System in the process of Admission of New Students starting in 2018 until now. However, it does not rule out the possibility that students from outside the zone can register.

Some children who are affected by the zoning system end up having to choose that school even though they don't want to go to SMAN 1 Rengat or don't make that school their choice, but because of the zoning system they go to that school, but in reality after the learning process has been going on for a while this child shows interest. high level of learning in PAI subjects and also other subjects. On the other hand, there are children who have the opportunity to study at SMAN 1 Rengat and this school is the target school and it is supported by a zoning system. It turns out that after the teaching and learning process takes place these children show low interest in learning, especially in PAI subjects and other subjects.

Based on a preliminary study conducted by the author on the Islamic Religious Education subject teacher at SMA Negeri 1 Rengat named Mr. Diansyah, there are symptoms that occur in students at SMA Negeri 1 Rengat related to their interest in studying Islamic Religious Education who enter this school using the system pathway. zoning. The author is interested in conducting research with the title "**Students' Learning Interests with the Zoning System in Islamic Religious Education Subjects at Rengat 1 State High School**".

A. Formulation of the problem

Based on the background above, several problems in this research can be identified, namely:

1. How is the zoning system implemented at Rengat 1 State High School?
2. What are the factors that influence students' interest in learning in Islamic Religious Education subjects at Rengat 1 State High School?

B. RESEARCH METHODS

This research conducted in Rengat 1 State High School is located on Jalan Sultan KM 4 Rengat, the object of this research is the learning interest of class X students with a zoning system in Education Subjects. Interviews, Documentation, The author distributed questionnaires to respondents, namely students at SMA Negeri 1 Rengat class 10 who entered through the zoning route. The author used this questionnaire to obtain data about students' interest in learning using the zoning system in PAI subjects at SMA Negeri 1 Rengat. This research is descriptive research using a qualitative approach. with percentages, namely describing, researching and explaining what is being studied as it is, and drawing conclusions from phenomena that can be observed using numbers.

C. RESULTS AND DISCUSSION

1. **Implementation of the Zoning System** On Islamic Religious Education Subjects at SMA Negeri 1 Rengat

SMA Negeri 1 Rengat is an educational institution under the auspices of the Inhu Regency Government. So that in implementing educational activities it also refers to the decisions of the Central Government and the Inhu Regency Government. For example, the zoning system policy which was recently published to all government institutions under the auspices of the central government. At SMA Negeri 1 Rengat, this is also one of the institutions that has implemented a zoning system policy on PPDB activities.

Based on presentations from the principal and several teachers of SMA Negeri 1 Rengat, this zoning system policy has been implemented since 2019 based on a central government decision. And it was legally inaugurated by the Inhu Regency Government in February 2020 in PERBUB Number 8.2 of 2020 concerning Admission of New Students to Kindergartens, Elementary Schools and Junior High Schools and upper secondary schools, however, before the implementation of this zoning system in 2017 the Government Inhu Regency has made a policy that still limits school areas. Contained in PERBUB Number 8.2 of 2020 concerning Admission of New Students to Kindergartens, Elementary Schools and Junior High Schools and Senior High Schools in Article 14.

In implementing the zoning system at SMA Negeri 1 Rengat, it has referred to decisions from the Central Government and regional government. However, since the implementation of this zoning system, it has resulted in a decrease in the number of students enrolling in SMA Negeri 1 Rengat. So in order to meet the student capacity quota. SMA Negeri 1 Rengat continues to accept students outside the zoning radius. Apart from that, the local community's lack of understanding regarding the zoning system means that many people still experience confusion regarding its implementation. To overcome this, the school applies student registration using an offline system which is then registered collectively online by the school

The forerunner of SMAN 1 Rengat was officially established in 1959 in accordance with the Decree no: 27/SK/B III dated 11 June 1959 signed by the Head of High School Inspection and High School Supervisor Djawatan General Education Ministry of Education, Teaching and Culture of the Republic of Indonesia Mr. Idris MTHutapea who was originally is a legacy from a foundation that manages Indragiri High School. At the beginning of the establishment of SMA N 1 Rengat, it was commanded by Drs. H. Munasir Jufri.

2. **Supporting and Inhibiting Factors for Implementing Zoning System Policies.**

Factors that influence students' interest in learning using the zoning system in Islamic Religious Education subjects at SMAN 1 Rengat. The author used interviews to find out the factors that influence students' interest in learning using the zoning system in Islamic Religious Education subjects at SMAN 1 Rengat. Below the author will present the results of an interview the author conducted with an Islamic Religious Education teacher at SMAN 1 Rengat.

Results of interviews conducted with Mrs. Adek Riani S.Ag as teacher of Islamic Religious Education subjects at SMAN 1 Rengat:

a. What is students' interest in learning about PAI Ummi subjects?

Answer: If students are interested in learning about PAI subjects, for those who are teaching, namely class 10 for the 2022-2023 academic year, thank God, it's good, although there are a few percent who are interested, but sometimes adapting to it is still not quite right.

b. What are UMI's methods and efforts to increase students' interest in learning?

Answer: Umi's way of increasing students' interest in learning is to work around it with various strategies, including: First, make them friends, there is no distance in a

positive sense, so if the atmosphere is good they are open to each other, we are also good. Second, learning is still fun and relevant, so we use learning models and methods that are appropriate to the era, namely the generation that cannot be separated from Android, that's why we must teach using IT, and it must be packaged as attractively as possible.

- c. What inhibiting factors influence increasing student interest in learning?
Answer: Firstly, from the facilities and infrastructure factor, sometimes our focus is damaged, sometimes the lights go out, the electricity reverses, etc. Second, from the lack of synergy factor between parents and children, for example children are already interested in learning about this religion, apparently the concept is with people parents who may have different educational backgrounds, for example at school they have been taught about dressing according to Islamic law, and children have started to apply that, but the clothes made by parents are tight, you are more beautiful wearing clothes like this so children feel like they are learning it couldn't be implemented so in a way it reduced his interest. The third factor is the condition of students who do not prepare themselves, as we know, Generation Z is now engrossed in playing on cellphones and ends up feeling sleepy at school, thus disrupting the concentration of other friends. Fourth, namely the lesson hour factor, in fact the 3 hours of PAI lessons are still very inadequate to the conditions and needs of the students.
- d. According to Umi, what causes students' interest in learning to decrease?
Answer: Firstly, perhaps because the technology used is wrong and the teachers are not close to technology, if today's PAI teachers only use old methods such as lectures, they will be overwhelmed by today's times and make the lessons unpleasant.
- e. According to UMI, does the zoning system affect students' interest in learning?
Answer: This zoning system can be said to have an influence, or not to influence students' interest in learning, there are positive and negative influences. An example of one of the advantages of the zoning system is that it prioritizes local people who enjoy state facilities and another plus is that there are children who previously weren't eligible to come here, but because of zoning they come here and thank God if there are children who, even though they used to be ordinary, have different thoughts. If he wants to process better he will process better, and that is also a fact. Meanwhile, the negative impact of zoning on interest in learning is that habits will be affected because extraordinary friends who are used to being with simple children will be affected. Results of additional interviews conducted with Mrs. Agnes Yuli Anggellia S.Psi, M.Pd as a BK teacher and Deputy Head of Student Affairs at SMAN 1 Rengat.
- f. What are the provisions for accepting students using the zoning system at SMAN 1 Rengat?
Answer: First, ma'am, explain that there are 3 admission pathways at this school, namely 50% zoning (students who live around the school environment), 15% affirmation (underprivileged students) and 35% achievement (academic and non-academic). For pathway requirements This zoning is in the sub-districts of Sekip Hulu, Trading Village, Kambesko, Island Village, Cuba, Lower Guntung River, Middle Guntung River and Pasar Kota. So those outside these sub-districts can register using another route while the quota is still available. Route Zoning has been implemented in schools since 2018.
- g. What is the school's anticipation for increasing students' interest in learning?
Answer: First, namely improving teacher performance, because the spearhead is the teacher. Teachers are given training so that their competence increases. Moreover, now we have an independent learning curriculum, right, and thank God, in our school we already have 2 driving teachers who will coordinate the other teachers.

h. Do you think this zoning system is effective and in accordance with existing procedures?

Answer: If it is technically effective, it is in accordance with the head office, that the zoning determination is 50% of the quota, and the distance, what sub-districts are included, that is in accordance with existing procedures...

In this case, the author can conclude from the results of interviews conducted by PAI teachers and Bk teachers as Deputy Head of Student Affairs, with the zoning system students have good interest even though there are a few percent of students who are interested but are still in the process of adapting. So teachers have to work extra hard and have to make students their close friends. Then teachers must use technology as a method and strategy in teaching. Teachers must conduct training or webinars to improve their competence.

From the results of research that the author has conducted, students' interest in learning using the zoning system in PAI subjects at SMAN 1 Rengat, their interest in learning is in the Very Good category, with a percentage of 81.68%. Interest has an important role and function, especially in the learning process of Islamic Religious Education. If a student does not have an interest in learning a subject, then he or she will likely have difficulty following the learning process that will take place. In this case, the achievement results that will be obtained for these students are very clear.

In this research, researchers will focus on interest in learning Islamic Religious Education, namely students' feelings of liking and interest in Islamic Religious Education lessons by paying attention, accepting and involving themselves in Islamic Religious Education learning activities without any coercion from other people. Interest in learning is strongly influenced by several factors, both internal and external. One factor of interest that comes from outside students is the learning environment factor. The learning environment greatly influences students' interest in learning because in it there are various kinds of students who interact and influence each other'

In 2017, a policy regarding the acceptance of new students was implemented based on a zoning system. The zoning system is a system for accepting new students based on the distance from residence to school. The existence of this system can cause the loss of schools that are nicknamed favorite schools. Because students with various backgrounds can enter the school, this can influence the students' learning process, as well as their level of achievement and interest in learning.

In learning, they consider that the learning process is just a series of lessons as a mere formality. Obtaining knowledge, grades and achievements is not the main goal in pursuing this education. Because with the zoning system, many students think that with the grades they have, they will still go to their favorite school closest to where they live without difficult selection. With this, students' perceptions regarding the zoning system in accepting new students are one of the causes of low interest in studying Islamic Religious Education.

The influencing factors consist of internal factors including physiological factors (healthy physical condition) and psychological factors (feelings or emotions, motivation, talent, intelligence and basic abilities in a field to be studied). External factors consist of the social environment (including the family environment, school environment and community environment) and non-social (school buildings, facilities, etc.). Internal factors and external factors both influence students' interest in learning. Therefore, to achieve optimal learning interest, the participation of both is needed.

D. CONCLUSION

Based on his research above, it can be concluded that:

1. Students' learning interest using the zoning system in PAI subjects at SMAN 1 Rengat, their learning interest is in the Very Good category, with a percentage of 81.68%.
2. The factors that influence students' interest in learning consist of internal factors including students are always happy when PAI lessons start, the teacher is professional in teaching. External factors consist of the non-social environment, namely the school has adequate facilities to support the teaching and learning process.