

The Influence of Teacher Characters on Students' Learning Interest at Budi Mulia Tanjung Mulia Hilir Junior High School Padang

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ABSTRACT

Teachers have to had good characters, that can embrace and encourage their students in achieving learning goals. The teacher's task is not only to convey the subject matter but also to be able to understand each student. So that students are more enthusiastic when they were taught by a teacher with good character. This study aims to determine the effect of teacher character on students' learning interest in class VII in the subject of Islamic Religious Education at Budi Mulia Tanjung Mulia Hilir Junior High School. The research was conducted in March 13 - August 28, 2023. This type of research is descriptive quantitative. The sampling technique used a non-probability sample, namely saturated sampling, by taking the entire population of class VII students at Budi Mulia Private High School as many as 56 people. Data collection techniques were carried out using questionnaires, documentation, interviews, and observations. The analysis technique used to process the data is simple regression analysis (summary test and ANOVA). The results showed that the value of the correlation/relationship (R) was 0.704. With a significance level of $0.009 < 0.05$, it can be concluded that there is an influence between the independent variable, namely teacher character and the dependent variable, namely student learning interest.

ABSTRAK

Seorang guru harus memiliki ilmu yang mumpuni dan karakter yang baik, yang dapat merangkul serta mendorong peserta didiknya dalam mencapai tujuan belajar. Tugas guru tidak hanya menyampaikan materi pelajaran namun juga harus mampu untuk memahami tiap peserta didiknya. Sehingga peserta didik lebih antusias ketika pembelajaran berlangsung jika diajarkan oleh guru dengan karakter yang baik. Penelitian ini bertujuan untuk mengetahui adanya pengaruh karakter guru terhadap minat belajar siswa kelas VII pada mata pelajaran Pendidikan Agama Islam (PAI) di SMP Swasta Budi Mulia Tanjung Mulia Hilir. Waktu penelitian dilakukan pada 13 Maret - 28 Agustus 2023. Jenis penelitian ini adalah kuantitatif deskriptif. Teknik penentuan sampel menggunakan *non-probability sample* yakni sampling jenuh, dengan

mengambil seluruh populasi siswa kelas VII di SMP Swasta Budi Mulia sebanyak 56 orang. Teknik pengumpulan data dilakukan dengan menggunakan kuesioner, dokumentasi, wawancara, dan observasi. Teknik analisis yang digunakan untuk mengolah data adalah analisis regresi sederhana (uji *summary* dan anova). Hasil penelitian menunjukkan bahwa besarnya nilai korelasi/hubungan (R) yaitu sebesar 0,704. Dengan tingkat signifikansi sebesar $0,009 < 0,05$, sehingga dapat disimpulkan bahwa terdapat pengaruh antara variabel bebas yakni karakter guru dengan variabel terikat yakni minat belajar siswa.

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INTRODUCTION

In education, there are two factors that influence students' interest in learning, namely internal factors and external factors. Internal factors relate to student psychology which includes will power, motivation and talent. Another internal factor is physiology, which consists of food, rest and exercise.¹ Meanwhile, external factors relate to family, school and society. Family has a big influence on children's interest in learning, such as parental attention, relationships between family members, home conditions and even the family economy.² Therefore, family must fully support students in all aspects of their education. Schools also have an important role in increasing students' interest in learning.

Based on the results of research conducted by Korompot, it shows that 84% of things that influence students' interest in learning come from the physical aspect, 78% from the psychological aspect, 75% from the community aspect, 72% from the family aspect, and 69% from the school aspect.³

¹ Christ Sarah, I Nyoman Karma, and Awal Nur Kholifatur Rosyidah, "Identifikasi Faktor Yang Mempengaruhi Minat Belajar Siswa Pada Mata Pelajaran Matematika Di Kelas V Gugus III Cakranegara," *Progres Pendidikan* 2, no. 1 (January 11, 2021): 13–19, <https://doi.org/10.29303/prospek.v2i1.60>.

² Ibid.

³ Salim Korompot, Maryam Rahim, and Rahmat Pakaya, "Persepsi Siswa Tentang Faktor Yang Mempengaruhi Minat Belajar," *Jambura Guidance and Counseling Journal* 1, no. 1 (2020): 40–48.

Drawn from school aspect, one thing that can influence students' interest in learning is the teacher. Teachers are directly responsible for delivering learning material in class. Whether students understand or not, it depends on the way of teaching, the knowledge possessed and mastered and the teacher's attitude when the teaching and learning process takes place. The teacher is the central point that will always be paid attention to, observed, heard, and even assessed by students during the learning process in class. Whether a learning process is alive or not is influenced by the teacher's attitude.

Teacher and student relationships that are a little less good can occur because the teacher's characteristics and attitudes are not liked by the students. Teacher and student relationships that are a little less good can occur because the teacher's characteristics and attitudes are not liked by the students. Therefore, it can hinder children's growth and development in learning and can even cause the relationship between them to become bad. If the relationship between teachers and students is already bad, there is a risk that the teaching and learning process will be less than optimal.⁴ Based on research conducted by Amelia, students are engaged by teachers who are patient, smiley and kind in greeting them. By that way, that students become motivated in learning, and even make their teachers good role models for their students.⁵ Based on this, it turns out that teacher character not only influences students' learning motivation but can also be a role model and role model for their students.

Apart from that, journal research conducted by Prisca Claudia (2018) was entitled "The Influence of Teacher Character on the Learning Creativity of Class XI Office Administration Students at SMK Negeri 2 Tondano". The method used in this research is survey research. The findings from this journal are that there is an influence of teacher character on student learning creativity of 18.92%. The similarity between previous research conducted by Prisca and this research is the similarity of variable x, namely teacher character. Meanwhile, the differences between these two studies are: 1) The location of this research was at Budi Mulia Private Middle School, Medan, whereas in the previous study it was at SMK Negeri 2 Tondano. 2) The focus of this research is the influence of teacher character on student interest in learning in PAI subjects, whereas previous research was the influence of teacher character on

⁴ Afi Parnawi, *Buku Psikologi Belajar*, ed. Titis Yuliyanti, 2nd ed. (Yogyakarta: Deepublish, 2020), https://www.researchgate.net/publication/349493231_Psikologi_Belajar, p. 100

⁵ Putri Amelia, "Faktor-Faktor Yang Mempengaruhi Minat Belajar Siswa Pada Mata Pelajaran PAI Di SMP Citra Bangsa", *Skripsi*, (Jakarta: UIN Syarif Hidayatullah, 2018), <http://repository.uinjkt.ac.id/dspace/handle/123456789/41844>, p. 85

student learning creativity. 3) Respondents in this study came from class VII students, whereas in the previous study they came from class XI students. 4) The sampling technique in this research is a saturated sample, whereas previous research used a proportional random sampling technique.

Islamic Religious Education (PAI) is one of the subjects at junior high school level which aims to prepare students to be able to understand, recognize and also appreciate things related to the teachings of the Islamic religion. PAI subjects are not very popular because they are boring and teachers only use the lecture method. Religious teachers also have various characters, so the author is interested in researching whether there is an influence of teacher character on student interest in learning in class VII students at Budi Mulia private junior high school on Islamic religious education subjects.

Methods

The approach used in this research is quantitative with descriptive methods. Descriptive quantitative research aims to explain a situation that wants to be researched with the support of a literature study so that it can strengthen the researcher's analysis in making conclusions, where the results obtained by the researcher from the results of calculating research variable indicators will be explained in writing by the author.⁶

This research was conducted at Budi Mulia Private Middle School, Tanjung Mulia Hilir Village, Medan Deli District, Medan City, North Sumatra 20241. The population of this research was all students of class VII of Budi Mulia Private Middle School who were Muslim, totaling 56 respondents. The time of the research was carried out on March 13 - August 28 2023. The sampling technique used non-probability sampling, namely a saturated sample or census, where this technique is used if the population is less than 100 so that the entire population can be taken as a sample. The data collection techniques used were questionnaires, interviews and observations. The data analysis techniques used in this research are normality test, linearity test and simple regression test (summary test and anova).

Table 1. Instrument Grid

Variable	Indicator	Question number
Teacher's Characters	Caring	1,2,3
	Understanding	4,5,6
	Empathy	7,8,9
	Gentle	10,11,12
	Patient	13,14,15
	Helping students	16,17,18

⁶ Ratna Wijayanti Daniar Paramita, Noviansyah Rizal, and Riza Bahtiar Sulistyan, *Metode Penelitian Kuantitatif*, ed. Moh. Mursyid, 3rd ed. (Jawa Timur: Widya Gama Press, 2021), p. 13

Student's interests	Spirit	19,20,21
	Discipline	22,23,24
	Professional	25,26
	Mastering learning	27,28
	Having a sense of humor	29,30
	Feeling happy	2,4,16,17,24,25,28
	Feeling engaged	3,5,9,11,12,13,14,26
	Giving attention	1,6,10,15,21,22,23
Student involvement	7,8,18,19,20,27,29,30	

Result And Discussion

The data normality test is used to test whether the data on the independent and dependent variables used are normally distributed or not with the help of SPSS. The normality test model used is the One-Sample Kolmogorov-Smirnov test. The basis for decision making in the One-Sample Kolmogorov-Smirnov normality test is:

If Asymp. Sig (2-tailed) > 0, 05 then the research data is normally distributed.
 If Asymp. Sig (2-tailed) < 0, 05 then the research data is not normally distributed.

Table 2. One-Sample Kolmogorov-Smirnov Normality Test

		Teacher's characters	Student's interests
N		56	56
Normal Parameters ^{a,b}	Mean	129.66	122.95
	Std. Deviation	6.476	6.890
Most Differences	Absolute	.135	.079
	Positive	.095	.079
	Negative	-.135	-.075
Test Statistic		.135	.079
Asymp. Sig. (2-tailed)		.120 ^c	.200 ^{c,d}

Based on the results of the One-Sample Kolmogorov-Smirnov normality test, it is known that the value of Asymp. The sig (2-tailed) of the x variable (PAI teacher character) has a value of 0.120>0.05 and the y variable (interest in learning) has a value of 0.200>0.05. Which means that variable x and variable y can be concluded to be normally distributed.

Linearity Test

The linearity test is used to determine whether the relationship between the independent variable and the dependent variable has a significant linear relationship or not. The basis for decision making in the linearity test is: If the Deviation from Linearity is significant > 0.05, it can be said that there is no linear relationship between the independent variable (X) and the dependent variable (Y).

If it is significant at Deviation from Linearity <0.05 then it can be said that between the independent variable (X) and the dependent variable (Y) there is no linear relationship.

Tabel 3. Linearity Test

Table ANOVA			Sum of Squares	Df	Mean Squares	F	Sig.
Student's interests *	Between Groups	(Combined)	952.356	20	47.618	1.005	.481
		Linearity	1.127	1	1.127	.024	.878
		Deviation from Linearity	951.229	19	50.065	1.057	.430
Teacher's characters	Within Groups		1658.483	35	47.385		
	Total		2610.839	55			

Based on the results of the linearity test, it can be seen that the Sig. Deviation from Linearity is 0.430. The value is $0.430 > 0.05$ so it can be concluded that between the independent variable (X) and the dependent variable (Y) there is a linear relationship.

Simple regression analysis

Based on the normality test and linearity test, it can be said that the data is distributed normally and linearly, so simple regression analysis can be used in this research. Simple regression analysis is used to test the influence of one independent variable on the dependent variable. The basis for decision making in a simple regression test is to compare the significant value with a probability value of 0.05, namely:

If the significant value is <0.05 then the independent variable (X) has an effect on the dependent variable (Y).

If the significant value is >0.05 then the independent variable (X) has no effect on the dependent variable (Y).

Tabel 4. Anova Test

Model		Sum of Squares	Df	Mean Squares	F	Sig.
1	Regression	1.127	1	15.678	.742	.009
	Residual	2609.712	54	48.112		
	Total	2610.839	55			

Based on this output, it can be seen that the calculated F value is 0.742 with a significance level of 0.009. The significant value is less than 0.05 so that the regression model can be used to predict the reward variable or in other words that there is an influence between the independent variable (X) and the dependent variable (Y). Therefore, the PAI teacher's character is the independent variable and students' interest in learning is the dependent variable on the influence between the two. So it can be concluded that the teacher's character in the learning process can influence the level of interest in learning from students. Therefore, it is important for every teacher to have

good character so that students have an interest in learning during the learning process.

To find out how big the percentage of influence is between the PAI teacher character variable and the student interest variable, it can be seen in the following table:

Tabel 5. Summary Model

Model	R	R Squares	Adjusted R Squares	Std. Error of the Estimate
1	.704 ^a	.496	.488	4.96

a. Predictors: (Constant), Reward

The output explains the model summary, namely R shows a simple correlation between the independent variable and the dependent variable whose value is 0.704. Also obtained was a coefficient of determination (R *Square*) of 0.496 from which it could be concluded that the influence of the independent variable (PAI teacher character) on the dependent variable (students' interest in learning) was 49.6%.

Discussion

After conducting research regarding the influence of PAI teacher character and student interest in learning with Budi Mulia Middle School students with a sample size of 56 respondents. From the results of data testing, it can be seen that there is an influence between the PAI teacher character variables and students' interest in learning at Budi Mulia Middle School with a presentation of 49.6%, of which the remaining 50.4% is influenced by other factors. These results are supported by opinions from previous research that the character of a teacher has a big influence on the learning process, especially in achieving educational success. The character factors inherent in teachers can have a big impact on the learning process, direction and guidance of their students.⁷

A teacher's responsibility does not only apply in this world but is also at stake in the afterlife. Teachers are a core part of education, whether or not there is an education system, curriculum, learning space and so on, learning activities will still be able to run with the presence of a teacher.⁸ In Islam, teachers are often referred to as murabbi, mu'allim or muaddib. These three words have the same meaning, namely to educate or teach.⁹ Ahmad Tafsir

⁷ Chaerul Rahman and Heri Gunawan, *Pengembangan Kompetensi Kepribadian Guru: Menjadi Guru Yang Dicintai Dan Diteladani Oleh Siswa*, ed. Irwan Kurniawan, 1st ed. (Bandung: Nuansa Cendekia Remaja Rosdakarya, 2011), p. 15

⁸ Abdul Haris and Mokh Fakhruddin, "Hakikat Pendidik Dalam Pendidikan Islam," *Jurnal Studi Pendidikan Agama Islam* 14, no. 1 (March 2022): 88–98, <https://doi.org/10.54437/ilmuna>.

⁹ Heri Gunawan and Kuswandi Engkus, *Pendidikan Islam Kajian Teoritis Dan Pemikiran Tokoh*, ed. Engkus Kuswandi, 1st ed. (Bandung: PT. Remaja Rosdakarya, 2014). 25

believes that a teacher in Islam is anyone who is responsible for the development of students.¹⁰ Therefore, every human being has the potential to be a teacher, not only for students in the class or their own children but also for other people. And responsibility for students does not only belong to a teacher but also to other humans as a whole.¹¹

An action can be said to be of character if it has the following conditions: it is carried out repeatedly, arises spontaneously without any planning so that actions that arise due to pressure or are carried out with full consideration cannot be said to be character.¹² Character is the core component of humans. Character is not something that is innate at birth, but rather the gradual development of each individual. Character can be formed from the influence of parental upbringing, beliefs, social environment, and past events that have been passed.¹³

The teacher's character is one part that determines the close relationship between the teacher and students and determines whether a teacher is good or bad in the eyes of students and society. The teacher's character also influences the quality of the teacher, whether they become a good teacher or become a destroyer for students in the future.¹⁴ Each teacher has a different character. A good teacher's character will also have a good influence on the development of their students, both mentally and spiritually.¹⁵ This is proven from the research results above that teacher character can influence students' interest in learning. When students' interest in learning increases, students' learning development will also increase.

According to Minot, there are several indicators of teacher character that can increase students' enthusiasm for learning, namely: Caring, Understanding, Empathy, Gentle, Patient, Likes to help students, Enthusiasm, Discipline, Professional, Mastering learning, and Having a sense

¹⁰ Ahmad Tafsir, *Ilmu Pendidikan Dalam Perspektif Islam*, ed. Tjun Sujarman, 10th ed. (Bandung: Remaja Rosdakarya, 2011), p. 74

¹¹ Abdul Haris, *Loc.Cit.*

¹² Supaini, *Guru Berkarakter*, ed. Muslimah, 1st ed. (Palangka Raya: CV. Narasi Nara, 2019), p. 16

¹³ Kumar Pradhan, "Character, Personality and Professionalism," *Social Science International* 25, no. 2 (July 2009): 1–23, <https://psycnet.apa.org/record/2009-19041-001>.

¹⁴ Syaiful Bahri Djamarah, *Guru Dan Anak Didik Dalam Interaksi Edukatif*, 4th ed. (Jakarta: Rineka Cipta, 2014), <https://idr.uin-antasari.ac.id/8868/1/1.pdf>, p. 35

¹⁵ Mukarromah, "Kompetensi Kepribadian Guru dalam Perspektif Al-Qur'an (Kajian Tafsir Q.S At-Takwir Ayat 19-21)", *Skripsi*, (UIN Walisongo Semarang, 2020), http://eprints.walisongo.ac.id/id/eprint/12976/1/1503016091_Mukarromah_Full%20Skripsi%20-%20Mukarromah%20_.pdf, p. 37

of humor.¹⁶ This is also in accordance with the results of the research above, where these characters increase a student's interest in learning. Teachers not only have to be kind, but also have a sense of humor so they don't appear stiff in front of students. From the data obtained, 92% of students agreed that teachers with a humorous character make the class atmosphere more enjoyable and students relax during the learning process.

Based on these indicators, the character that a teacher must have is not only caring, gentle and patient, but also must have a professional character. One of the teachers who can be said to be professional is a teacher who is able to master the material and can execute it well. As Afi Parnawi believes, teachers can cause students to experience learning difficulties due to a teacher's lack of quality, such as using inappropriate methods when explaining the lesson being taught. And this can also happen due to the teacher's lack of preparation in preparing the learning plan, lack of mastery of the learning assigned to him so that when learning takes place, the explanations given are unclear and difficult for the students to understand.¹⁷ With a total of questionnaire presentations, 84% of students agreed that professional teachers can make students understand the material being taught better.

According to Ahmad Tafsir, the characters that an educator must have are: having a loving nature towards students, not being arrogant, being fair, gentle towards students, being responsible for actions and words, liking *ijtihad*, being simple, and respecting knowledge. which is not his field.¹⁸ Meanwhile, according to Al-Abrasyi, the character that must be present in a teacher is the character of asceticism, namely abandoning worldly matters, teaching solely to seek Allah's approval, cleanliness of the teacher, clean soul, avoidance of dishonor, sincerity, forgiveness, must love their students, must know the character of their students, and must master the lessons being taught.¹⁹

A teacher should also act as a parent towards students like their own child. As found in the Hadith narrated by Abu Dawud, the following means:

¹⁶ Mark Minott, "Teacher characteristics they value': London upper secondary students' perspectives," *Educational Studies* 48, no. 1 (2022): 33–43, <https://doi.org/10.1080/03055698.2020.1740879>.

¹⁷ Afi Parnawi, Op.Cit, p. 100

¹⁸ Ahmad Tafsir, Op.Cit, p. 15.

¹⁹ Muhammad 'Athijah Al-Abrasyi, *Dasar-Dasar Pokok Pendidikan Islam Diterjemahkan Oleh H.Bustami A. Gani, Djohar Bahry L.T.S.*, ed. H Bustami and Djohar Bahry, 10th ed. (Jakarta: Bulan Bintang, 1993), p. 64

Abu Hurairah narrated that the Messenger of Allah ﷺ said, "Indeed, I occupy the position of your parent."²⁰

The hadith explains that the Prophet ﷺ declared himself a parent when talking in front of his friends. The meaning of this statement is that he as a parent has the obligation to teach, guide and educate and also pay attention, give the love and affection that the Prophet ﷺ gave to his friends. Therefore, a teacher's love must be the same as a parent's love for their own child. The difference between parents and teachers is that parents have a responsibility to students in life while teachers have a responsibility to educate in education.²¹

Interest is a high level of curiosity about something that arises from an inner impulse without anyone giving orders. This great curiosity aims to seek certain skills, activities, objects, satisfaction, understanding, attention, or mastery. Individuals who have an interest in an activity will observe and carry out the activity consistently with feelings of pleasure and willingness. So interest in learning is high interest and curiosity about science. Students who have an interest in a subject will have higher focus and this sense of interest will be a strong trigger to be actively involved in teaching and learning activities. Students' learning interests can influence their learning outcomes. There are several indicators of students who have an interest in learning, namely:²² Feelings of joy, student interest, student attention and student involvement.

There are two factors that influence interest in learning, namely internal and external factors. Internal factors are factors that arise from within students such as motivation, needs, curiosity and attention. Meanwhile, external factors are factors that come from outside such as family (how to educate, home atmosphere, and economic conditions), school (learning methods, relationship between teachers and students, school discipline, facilities and infrastructure), and society (living environment and friends get along). These factors greatly influence students' interest in learning, the achievement of students' learning goals depends on these factors.²³

To determine whether a student's interest in learning is high or low, it can be seen from: his/her learning achievements at school, low learning outcomes, being slow when carrying out assigned tasks and showing an

²⁰ Bukhari Umar, Hadis Tarbawi: *Pendidikan Dalam Perspektif Hadis*, ed. Achmad Zirzis, 1st ed. (Jakarta: Amzah, 2012), p. 70

²¹ Muhammad Anwar, Arifuddin Ahmad, and Rahmi Dewanti Palangkey, "KARAKTER PENDIDIK MENURUT HADIS," *Al Urvatul Wutsqa: Kajian Pendidikan Islam* 3, no. 1 (June 2023): 14–23, <https://journal.unismuh.ac.id/index.php/alurwatul>.

²² Slameto, *Belajar dan Faktor-faktor yang Mempengaruhinya*, Revisi Cetakan 6 (Jakarta: Rineka Cipta, 2015), p. 53

²³ *Ibid*, p. 53

attitude such as not paying attention and not wanting to know in the learning process. Students who have a high interest in learning will be more active in discussing, asking and answering in the learning process. In the data obtained, 87% of students were active in class discussions on PAI subjects. And as many as 86% of students feel that PAI learning is an interesting lesson so that students' interest in learning in the teaching and learning process is quite high.

The characters described above are the characters that an educator should have. Especially PAI (Islamic Religious Education) teachers because the material in these lessons seems boring if not executed well. Teachers not only have to use a variety of learning methods but also have a pleasant attitude so that the learning process becomes more lively and can increase students' interest in learning. Based on the data that has been generated, students feel that the classroom atmosphere becomes more relaxed and enjoyable when the teacher has a humorous attitude.

The importance of attracting students' attention by trying various things, such as being a teacher who is friendly for discussions, using varied, interesting and unique methods, listening to students' difficulties, being a teacher who doesn't look down on students, and being a teacher who can give advice so that students are interested. student learning increases.

Therefore, cooperation between students, parents and teachers is very necessary in increasing students' interest in learning. For internal factors that can only be felt by the students themselves, students should be open about the problems they are experiencing with their parents and teachers. And for external factors that are influenced by parents, the surrounding environment and teachers, they should be able to pay more attention to the growth and changes of students and provide motivation so that students have enthusiasm for studying at school.

Islamic Religious Education is education that aims to prepare students to understand, appreciate, believe, be devout, and have noble character in practicing the teachings of the Islamic religion through the main sources, namely the Al-Quran and Hadith. There are three words that are the basis of the concept of education in Islam, namely *tarbiyah*, *ta'dib*, and *ta'lim*. The aim of PAI subjects is to convey the teachings of the Islamic religion to students, then provide an understanding of the values, ethics, morals, teachings and principles contained in Islamic teachings.²⁴ The materials taught in PAI are: Aqidah, Jurisprudence, Islamic History and the Al-Quran and Hadith.

The teacher who teaches PAI lessons must be someone who not only delivers lessons to students but can also set an example by having good

²⁴ Mokh. Iman Firmansyah, "Pendidikan Agama Islam: Pengertian, Tujuan, Dasar, dan Fungsi," *Jurnal Pendidikan Agama Islam-Ta'lim* 17, no. 2 (September 1, 2019): 79–90, <https://ejournal.upi.edu/index.php/taklim/article/view/43562>.

character, in accordance with the teachings of the Islamic religion. In Islam, teachers have a high position, not only in this world but also in the afterlife.

Religious studies often feel boring. This can happen because the teacher is not optimal in delivering the material and only uses the same method over and over again, namely lectures. When continuously using this method for a long time, students become bored and lose concentration, causing drowsiness. Teachers who teach religious lessons often only ask to take notes and explain a little. So only a few students understand and remember the lessons taught. The other problems of PAI teachers are: lack of management of the learning process, PAI teachers are more concerned with theory than practice, methods do not change from time to time in other words monotonous, learning media are less creative and varied, learning activities are not accompanied by linking learning with events in the students' environment.²⁵ This is reinforced by data that students like teachers who are creative by using various learning methods with presentations by 92%. By using varied methods, students become more enthusiastic during the learning process.

CONCLUSION

A teacher is someone who not only educates but can also embrace students like parents. In delivering learning, good mastery is not only required, but also how it is delivered, in terms of language and behavior. Therefore, it is important for a teacher to have good character, so that students can feel comfortable and safe during the learning process. The teacher's character can influence the relationship between his students. The distance and closeness of a relationship is influenced by how we behave. Therefore, we as teachers or even prospective teachers should shape our character to be better, refine the language we use, lower our tone of voice, behave gently, be open to students, be empathetic, understand students, and not insult students who are slow. In understanding lessons, not being rude to students, and the like. The teacher's character is one of the things that can influence students' interest in learning. Students' interest in the learning process depends on the attitude shown by the teacher to them. Harsh teachers are often feared by students. And conversely, gentle teachers are liked by their students. Apart from that, teachers, especially PAI teachers, must be more creative in presenting material so that learning becomes more interesting and enjoyable. Based on the results of a questionnaire that has been distributed to students and has been tested

²⁵ Sukarno L Hasyim, "Problematika Guru PAI Realita dan Idealita sebagai Akuntabilitas Sosial," *Jurnal Lentera: Kajian Keagamaan, Keilmuan dan Teknologi* 13, no. 1 (June 17, 2015): 85–92, <http://ejournal.kopertais4.or.id/mataraman/index.php/lentera/article/view/936/678>.

using simple regression analysis, 49.6% of teacher character influences students' interest in learning and 50.4% is influenced by other factors such as family, community, students' physical and spiritual conditions, and school curriculum.

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