THE ROLE OF TEACHERS IN IMPROVING LEARNING INTEREST AND BUILDING STUDENTS' SELF-CONFIDENCE IN PAI LESSONS THROUGH CREATIVE TEACHING METHODS AT SDN SUMBEREJO

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ABSTRACT:
Islamic religious education teachers or PAI have a very strategic role in shaping the character and personality of students in accordance with the goals of national education, especially in fostering interest in learning and increasing self-confidence. The purpose of this study is to (1). Describe how the role of PAI teachers in increasing student interest in learning and building student self-confidence through creative teaching methods (2). Describe the influence of creative teaching methods applied by PAI teachers on changes in students both in terms of interest in learning and self-confidence to express themselves during the learning process. The research method used is a qualitative approach, namely research that produces descriptive data in the form of words with the type of field research. While data collection is through interviews and observations. The analysis method used is descriptive reflective thinking in presenting data, namely by drawing a conclusion.

KEYWORDS: *Role Of Teachers, Increasing Interest In Learning, Creative Methods*

INTRODUCTION

Islamic Religious Education (PAI) has a very important role in the world of education, especially in countries with a Muslim majority population such as Indonesia. The mission of PAI in education is not only to present material about Islamic teachings, but also as a means to instill moral, ethical, and spiritual values and Islamic culture to students. Islamic religious education (PAI) has goals that are in line with the goals of national education, namely to form individuals or generations who are not only intellectually intelligent but also have noble morals. In the context of modern education, Islamic religious education teachers face the challenge of teaching religious knowledge theoretically and ensuring that students absorb and apply these values in everyday life (Azra, 2012). The formation of Islamic character which is the task of teachers as educators, especially Islamic religious education (PAI) teachers, is a very important thing to realize, in addition to forming a competitive mentality, they must also instill noble morals in students.

Interest in learning is one of the important factors in realizing educational ideals. Students who have a high interest in learning will find it easier to understand the material, be more active in the learning process, and have the

motivation to achieve achievements. However, the fact is that students' interest in learning often decreases or encounters obstacles that make students feel lazy in the learning process, especially in Islamic religious education subjects, such as feeling bored with monotonous learning methods or feeling that the material being studied is not appropriate or not relevant in everyday life. This is where the role of Islamic Religious Education teachers becomes very crucial, namely as facilitators who are able to present fun learning methods to motivate students through creative and innovative approaches (Mulyasa, 2013).

In addition to learning interest, student self-confidence is also an equally important aspect in education. Self-confidence is the belief of each individual in their ability to face various challenges. Students who have high self-confidence are better able to face academic problems, interact with their peers positively, and have the courage to express their opinions. Conversely, students who lack self-confidence often have difficulty developing themselves optimally. Islamic Religious Education teachers, as role models, have the responsibility to guide students to be able to find and develop their potential through Islamic values (Hakim, 2017).

Furthermore, the role of Islamic Religious Education teachers cannot be separated from their function as role models. Teachers who are able to provide good examples such as self-confidence, patience, and sincerity in facing various situations will have a big impact on students. This example can inspire students to imitate positive attitudes in their lives. Thus, the role of Islamic Religious Education teachers is not only limited to teaching in the classroom, but also as character builders of students who will be their provisions in the future (Tilaar, 2011)

RESEARCH METHOD

The approach used in this study is a qualitative approach. A qualitative approach is a research process to understand the meaning of individuals or groups associated with social or humanistic problems. research collects data in the form of words, text or images and its analysis is interpretive (Cresswell 2014). In line with this understanding, Bogdan and Biklen define a qualitative approach as an approach in which the data collected is in the form of narrative field notes, interviews, documents or other detailed descriptions. This approach emphasizes the process of meaning and understanding (Bogdan and Biklen 2007).

The qualitative approach has several characteristics, namely a natural context, meaning that qualitative research is conducted in a natural environment where the phenomena being studied occur, allowing researchers to understand a broader and more complex context, inductive, namely that qualitative research uses an inductive approach in data analysis where findings and theories are developed based on data collected rather than based on hypotheses or theoretical frameworks that have been previously established, researcher subjectivity where qualitative researchers are considered key instruments in research where researchers are actively involved in the process of collecting, analyzing and interpreting data, researcher subjectivity is recognized as a factor that influences research results.

According to Merriam, quantitative research has various commonly used data collection techniques such as interviews, where researchers engage in direct interaction with participants to gain an in-depth understanding of their experiences, perceptions and views related to the research topic. According to Bitland, observation is also an important technique in qualitative research where researchers actively observe and record the behavior of interactions and contexts

that occur in the situation being studied.

This study took subjects at SDN Sumberejo, Besuki Regency, where the location was deliberately chosen as a requirement and purpose of the study. The selection of the research location took place in Sumberejo village where the location studied was SDN Sumberejo which is famous for its disciplined religious habits. However, not only religious habits are famous for being disciplined, there is one thing that makes students enthusiastic about participating in extracurricular activities or learning activities, namely the presence of a PAI teacher who plays an important role in increasing student interest both when participating in extracurricular activities and learning activities. Therefore, researchers are very interested in being used as research material to explore in detail regarding this matter as a reference for further research.

Data is an urgent matter in compiling information. The type of data that researchers collect and use in research is qualitative data. Qualitative data is data that is not in the form of numbers and the way to read the data is by describing it in detail and clearly so that it can facilitate drawing conclusions. The data sources can be divided into two, namely:Primary Data Primary data sources are research objects that are directly observed by research subjects, namely informants. Data obtained from informants are in the form of words or actions of informants. Sampling techniques. Secondary DataSecondary data sources are data obtained indirectly in the field, but rather the results of library studies. Furthermore, when viewed in terms of data collection methods or techniques, data collection techniques can be carried out by interview, observation, and documentation. (Sugiyono, 2018: 137)

Observation is one of the most common data collection techniques in qualitative research methods, according to Suheri, this observation uses the five senses, including sight, smell, hearing, to obtain the information needed to answer educational problems (Suheri, 2017: 45). From the opinion above, the author concludes that observation is a method or method that is carried out systematically to obtain information about facts or data in research. Interview is a communication or interaction process to collect information by means of questions and answers between researchers and informants or research subjects, (Suheri, 2017:42) Interview is a conversation with a specific purpose. The conversation is conducted by two parties, namely the interviewer who asks questions and the interviewee who provides answers to the questions. (Moleong 2017: 186). Informants are insiders in the research setting. In this study, the researcher used directed interviews because in carrying out the interviews, the researcher brought guidelines which were an outline of the things that would be asked.

Qualitative data analysis according to Bodgan and Bikken quoted by meleong is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing, searching for and determining patterns, finding what is important and what is learned, and deciding what is learned, and deciding what can be told to others (Moleong, 2017: 24). The analysis used in writing this thesis is descriptive reflective thinking data analysis, which is analyzed by data collected in interview transcripts, field notes and documents.Data obtained from the results of interviews, observations and documentation are recorded in field notes consisting of two parts, namely descriptive and reflective. Descriptive notes are natural notes, (notes about what is seen, heard, witnessed and experienced by the researcher himself without any opinions and interpretations from the

researcher regarding the phenomena experienced. Reflective notes are notes that contain the researcher's impressions, comments, opinions and interpretations of

DISCUSSION
The role of Islamic Religious Education teachers in increasing interest in learning and building self-confidence through creative teaching methods.

Islam is a religion that regulates all human behavior from waking up to going back to sleep, the rules in Islam are all to preserve a prosperous life for humanity and to realize that, there needs to be a figure who is able to channel Islamic knowledge and characters, one of which is a teacher. A teacher in Islam has a very noble position and standing because a teacher has the task of forming a generation that is able to replace or even exceed the teacher, especially for a PAI teacher of Islamic religious education. The role of PAI teachers in education is very crucial, because the task of educators, especially PAI teachers, is not only to channel knowledge and teach aqidah and teach morals but the task of teachers, especially PAI teachers, is to form a generation that has Islamic characters.

An educator is a role model for students because students will behave according to the behavior of an educator they see, therefore an educator needs to show a life with spiritual values and fight in religion, especially religious education teachers (Mulyadi, 2020). One of the behaviors that shows spiritual values is to exemplify to students about noble morals in everyday life, show sincerity in teaching, and teach moral values. An educator must provide sincere teaching to create a positive emotional relationship between teachers and students, so that students are more motivated to learn (Rahman, 2021)

Researchers when in the field asked directly to the Pai teacher, the teacher said that many students often feel bored and sleepy when the teacher's teaching method is not interesting to them. This causes many students to lose interest in studying religious knowledge and emulating the characters of a cleric that they can apply in everyday life, because here they no longer use the lecture or teacher center method but student center. The teacher also explained that the teaching methods applied in schools are not always in the classroom, sometimes students study in the park, in the field and do not always use books in learning sometimes using applications as a source of learning because there have been uploaded various materials needed by students according to the textbook, and learning methods are also diverse such as playing games that are appropriate to the material to making religious education videos.

Sumberejo State Elementary School is an elementary school located in Sumberejo Village, Besuki District, Situbondo Regency. The institution does not have many students, but the learning process is considered very good and many students are active in the learning process and have a passion for learning. Many of the graduates of the institution are expected to be able to continue the habits and characteristics that have been taught and accustomed to in school, such as Dhuha prayer, reading Yasin, solawatan and so on.

The influence of creative teaching methods applied by Islamic Religious Education teachers on changes in students' interest in learning and self-confidence

Creativity is the ability to generate new, innovative, and useful ideas in facing challenges or solving problems (Munandar, 2014). In the world of education, creativity is a fairly important factor due to the diversity of students

both in terms of nature and intelligence, so that an educator will experience various problems in adjusting learning materials to student characteristics. In this case, creativity is very important for a teacher or educator to create a conducive learning atmosphere. According to Amabile, creativity refers to the ability of teachers or educators to create an interesting learning atmosphere and provide unique learning experiences to students.

Creative teaching methods are learning methods designed to stimulate students' interest, enthusiasm, imagination, and active involvement in the learning process (Sanjaya, 2020). A creative teacher in teaching is able to create an atmosphere where students are interested in participating in learning because learning is fun and attracts students' interest in participating. Creative teaching methods are very diverse because they involve various visual, audio, and fiction aids to accommodate students' learning styles (Hidayati, 2021). From this explanation, it can be concluded that creative teaching methods are ways or stages with various techniques and strategies used by teachers or educators in the learning process (Sri Sunarti, 2020)

When the researcher was at the research location, he asked about the creative methods used by teachers, especially PAI teachers, in learning. The teacher answered by explaining that the creative teaching methods that had been applied to students were: Application-based learning is learning where the material is uploaded by the teacher to the school application. In the application, there are already practice questions made by the teacher and games related to the learning minister. Group-based learning is also applied in the school where students are formed into groups to search for materials on Google which are then told to their friends in the park. For example, searching for the asbabun Nuzul from a certain surah and then telling it in front of their friends. This is a learning process where students are invited to make educational videos about teaching materials such as prayer and so on. Game-based learning is a learning process where students are invited to play or compete using only the material as a basis. Such as connecting verses, puzzles and so on.

The development of students starting from their mastery of the material, to their participation in the learning process is greatly influenced by the methods applied by the teacher. Therefore, the researcher had time to ask about the influence of the teacher's teaching method on students, the teacher answered that since the teaching method that had been mentioned was applied, children who initially liked to play around, liked to go out of class without permission, and often pecked in class, were able to follow the learning well, and became more proactive than before, many of them were very enthusiastic to follow the learning.

CONCLUSION

An educator has a very important role in producing a better generation than the era of the educator. Even in Islam, teachers have a high position that is even higher than biological parents if the teacher not only teaches knowledge but also forms good character and personality. If we look at the leader of Muslims, namely the Prophet Muhammad SAW. Where he not only conveyed knowledge to his friends, not only conveyed morals to his friends but also exemplified with real actions so that his friends could imitate him, so the task of a teacher is not only to teach knowledge and convey morals but also to practice the knowledge and morals so that the teacher can be a good role model for his students. In addition to having qualified knowledge and morals, a teacher is also required to be creative in teaching. The creative method is an investment by a teacher in

producing a generation that is not only academically intelligent, also has noble morals, thinks critically, and is able to adapt to changing times, as Sanjaya (2020) explains that creative teachers are agents of change who shape students into empowered and innovative individuals for a better life.

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