MADRASAH TEACHER'S SWOT IN GROWING THE SPIRIT OF LEARNING FIQIH IN MILENIAL GENERATION IN TULUNGAGUNG

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Abstract:

In the learning process, passion and interest are one of the most important dynamic aspects. With the enthusiasm and interest in students, learning results will be maximized. Thus, the teacher must know the form of enthusiasm and interest that how should be used to foster student enthusiasm for learning. Given that by providing enthusiasm and interest, students can develop activities and initiatives and can maintain perseverance in conducting learning activities and so students do not feel bored with the subject of Fiqh. These conditions will affect students' understanding of the subject of jurisprudence. If students truly understand and practice what is contained in it that is fiqh, then students will be able to carry out religious commands properly according to the commands of Allah SWT. Departing from the facts and descriptions above, the researchers are interested in studying and conducting research on "Madrasah Teacher's SWOT In Fostering the Spirit of Learning Jurisprudence in Millennial Generation in Tulungagung". In teaching and learning activities, as a teacher of Islamic education, he must be able to optimize his role when in class. One of them is as a motivator, meaning that teachers should be able to provide encouragement to students to be passionate and active in learning. In an effort to provide motivation, the teacher must be able to analyze the motives behind the students who are always lazy to learn and decline in school performance. Motivation can be effective if it is done by paying attention to students' needs. Diversification of ways of learning provides reinforcement and so on, can also provide motivation for students to be more passionate in learning. Besides the lesson material delivered without regard to the use of the method will also make it difficult for teachers to achieve learning objectives.

Introduction

In line with the increasingly complex and rapid development of social life, especially in today's generation, which is called the milineal generation, both concerning science and technology and religious life, the education currently underway is increasingly gaining greater attention from all parties. This departs from the realization that education is an effort to form a whole human being and clearly requires a relatively long time and even lasts a lifetime.

Education in the life of a nation has high value, especially to develop and build the next generation of the ideals of the nation's struggle to fill independence, so as to uplift the nation's dignity. This is in line with the objectives of Indonesia's National education as stated in the Law of the Republic of Indonesia number 20 of 2003 concerning the National Education System which reads: National Education aims to develop the potential of students to become human beings who believe and fear God Almighty and noble character, have knowledge and skills, physical and spiritual health, a steady and independent personality and sense of community and national responsibility.[1]

The teacher is the most decisive component in the overall education system, which must receive central, first and foremost attention. This figure will always be a strategic spotlight when talking about education problems, because teachers are always associated with any component in the education system. Teachers play a major role in the development of education, especially those that are held formally in schools. The teacher also determines the success of students, especially in relation to the learning process.[2] The teacher is the holder of a major role in the teaching and learning process. Teaching and learning process is a process that contains a series of actions of teachers and students or the basis of reciprocal relationships that take place in educational situations to achieve certain goals.[3] So, in the process the presence of students is much influenced by the existence of the teacher. Where the teacher as a source of knowledge is also required to be able to transfer their knowledge to their students by using various sciences or methods and tools that can help the

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[1]*Undang-Undang Republik Indonesia Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional beserta Penjelasannya,* (Jakarta: Cemerlang, 2003), hal. 7

[2] E. Mulyasa, *Standar Kompetensi dan Sertifikasi Guru,* (Bandung: PT Remaja Rosdakarya, 2007), hal. 5

[3] Ahmad Sabri, *Strategi Belajar Mengajar dan Micro Teaching,* (Jakarta: Quantum Teaching, 2005), h. 68

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achievement of a learning activity, which in this case is the application of a variety of strategies and are suitable and appropriate to apply to students.

Related to teaching and learning strategies, Anissatul Mufarokah stated that: By having a strategy a teacher will have guidelines in acting regarding various alternatives that might be and should be taken. So that teaching and learning activities can take place systematically, smoothly and effectively. Thus the strategy is expected to more or less help facilitate teachers in carrying out the task.[4]

One of the principles in implementing education is that students actively take part in the activities carried out. To be able to carry out an activity there must first be an incentive to realize that activity. Nana Syaodih Sukmadinata stated that: "The power that drives individual activities is called motivation."[5]

Meanwhile Mc. Donald, as quoted by Sardiman, explained that:
1. Motivation starts an energy change in every individual human.
2. Motivation is characterized by the emergence, taste or "feeling", one's affection.
3. Motivation will be stimulated because of goals.[6]

Actually the activities or behavior of individuals is not an activity that just happens, but there are factors that encourage it and there are always goals to be achieved as goals. The driving factor is the motive that aims to meet or maintain certain situations and conditions. Thus, each individual activity always drives (motive) and has an attainable goal (goal). Sardiman defines the motive as "The effort that drives someone to do something."[7]

From the description above, the researcher can conclude that the motive is an impulse that exists in humans that causes him to act or behave, while motivation is the overall driving force (impulse) in humans that gives rise to activities or activities. In relation to learning, the activity in question is learning.

A professional educator must proactively arouse student learning motivation. So educators should understand about psychology and psychological symptoms that arise in children. If an educator does not understand psychology, the consequences will be fatal. Students will not

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[4]Anissatul Mufarokah, *Strategi Belajar Mengajar,* (Yogyakarta: Teras, 2009), hal. 2

[5]Nana Syaodih Sukmadinata,*Landasan Psikologi Proses Pendidikan*, (Bandung: PT. Remaja Rosdakarya, 2009), Cet. V, hal. 61

[6]Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: PT. Raja Grafindo Persada, 2007) hal. 74

[7]*Ibid.*, hal. 73

develop properly, and educators will always allow students to develop without clear direction.

A teacher must be able to make good teaching and learning interactions, moreover the teacher of jurisprudence who in addition has the task of transferring knowledge also transfers the values of Islamic religion to students. If the teacher of jurisprudence is able to make a good and significant interaction then achievement or in terms of student learning outcomes in fiqh subjects will increase. Because as stated above, the success of education at 30% is determined by learning interaction factors. So it can be said according to Zahroh, "a satisfying learning achievement can be achieved by every student if they can learn naturally,"[8] and obtain effective learning. So satisfying learning achievement can be obtained if the learning and learning activities carried out by educators succeed well, quickly and precisely. But good learning will not be achieved without adequate supporting factors.

In line with the statement above, students who are currently educated at the madrasah level, both the Tsnawiyah or Madrasah Aliyah madrassas, are the generation that is often referred to as the milineal generation. This milineal generation is a generation that is intimately connected with technological advances, so that in teaching Fiqh, challenges and opportunities are found as well as strengths and weaknesses in the teaching and learning process. Moreover, in this millennial era, there are quite a number of fiqh problems that need to be solved so that students are able to absorb understanding of the solutions to those problems well.

Departing from the facts and descriptions above, the researcher is interested in studying and conducting research on **"Madrasah Teacher's SWOT in Fostering the Spirit of Learning of Fiqh in Millennials in Tulungagung".**

Research Methods

Seeing the implicit meaning of the title and the problem being studied, this research is a type of field research with a qualitative approach, ie research that does not carry out quantitative data calculations,[9] with naturalistic or interpretive paradigms. Data is collected from natural settings as a direct data source. Naturalistic paradigm is used because it allows researchers to find

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[8] Luluk Atirotu Zahroh, "Diagnosis Kesulitan Belajar: Diagnosis Sebagai Usaha Mengatasi Kesulitan Belajar" dalam *Ta'allum Jurnal Pendidikan Islam,* Vol.18.No.1. Juni, 2008, hal.75.

[9] Lexy J. Moleong, *Metode Penelitian Kualitatif,* (Bandung: Remaja Rosda Karya, 2010), hal. 2

meaning (meaning) of each phenomenon so that it is expected to find local wisdom (local wisdom), traditional wisdom (traditional wisdom), moral values (emic, ethical, and noetic)[1] as well as theories of the subject under study. The meaning of data in depth and being able to develop theories can only be done if facts are obtained that are sufficiently detailed and can be synchronized with existing theories.

In this study, researchers took the location in Tulungagung with the location as a place of research in Madrasah Tsanawiyah Al Ghozali Tulungagung. The reason researchers chose the location because the location of Madrasah Tsanawiyah Al-Ghozali is very strategic, rural areas that become suitable for researching millennial generation.

The data in the study of SWOT Madrasa Teachers in Fostering the Spirit of Learning Jurisprudence in Millennials in Tulungagung was obtained from:

a. Primary data

Primary data is any data obtained directly from the source using the appropriate data collection method. Primary data can be in the form of individual or group subject (person) opinions or interviews, observations of objects, events or activities and primary data test results can be obtained through surveys and observation methods.

b. Secondary Data

Secondary data is data that has been compiled or data in the form of documents. Such as regional geographical data, population statistics, library data, and so on.[1] The secondary data for this research is data obtained directly from the relevant parties in the form of school data and various literatures that are relevant to the discussion. All of these data are expected to be able to provide a description of the Madrasah Teacher SWOT in Fostering the Spirit of Learning Fiqh in Millennials in Tulungagung.

The data analysis technique used is a descriptive technique by taking three steps that occur simultaneously according to Miles and Huberman, namely: l) data reduction, namely classifying, directing, removing unnecessary and organizing data; 2) data displays, namely: finding meaningful patterns of

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[1] Emics can be interpreted as individual moral values or personal values, ethics are extrensic and universal values, noetics are collective moral values

[1] Asrop Syafi'i, *Metode Penelitian Pendidikan*, (Surabaya: Lembaga Kajian Agama dan Filsafat (eLKAF), 2005), hal. 141

relationships and providing the possibility of drawing conclusions; and 3) conclusion drawing / verification (conclusion drawing / veriffication).[1]

Checking the validity of the data (trustworthiness) in this study uses the opinion of Lincoln and Guba that the implementation of checking the validity of the data is based on four criteria, namely the degree of credibility, transferability, dependability and confirmability..[1]   3

Research Results and Discussion
Strengths and Weaknesses in Growing Enthusiasm and Interest in Studying Fiqh

From previous data exposure it can be stated that the strengths and weaknesses in increasing student motivation are:

a. Strengths

1) Madrasa diniyah program

The aims of the madrasa diniyah program are: (a) Broadcasting the religion of Islam, (b) familiarizing students with the Koran, (c) equipping students with reading and writing of the Qur'an now and in the future, (d) Equipping children to jumping into the community, it is hoped that they can become the imam of the yasin and tahlil, (e) as a support for religious subjects. With the existence of the madrasa diniyah program, students become enthusiastic in learning Islamic religious education especially the subject of Fiqh. Students who had not yet understood hijaiyah letters, did not yet understand about tajwid, became gradually able to follow it.

2) Discipline

Discipline is important in growing or increasing student learning motivation. With the implementation of discipline it will affect attitudes in learning and students become responsible for school work.

3) There is an interest in learning from students

Students who can be motivated are caused by a strong need and drive, and move forward in themselves. With the needs in students who will encourage him to do or try to meet those needs, for example he needs to learn because he wants to overcome the difficulties he faces on subject matter that is not mastered, wants to get good grades, and so forth.

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[1] Miles M.B & Huberman A.Mikel, *Qualitative Data Analisis,* (Beverly Hills: SAGE Publication, Inc, 1992), hal. 22

[1] YS. Lincoln and Egon G.3 Guba, *Naturalistic Inquiry,* (Beverly Hill, Caifornia: Sage Publications, 1985), hal. 289-331

Interest can be developed through sources of interest. Sources of interest according to Bathia, as quoted by Hidayah, are: 1). personality. 2). gender. 3). identification, some interests are the result of the process of identification and imitation of others, 4). potential, 5). environment, 6). economic status, 7). attitude, and 8). age.[1][4]

Educators need to get to know students' interest in learning so that the effectiveness of teaching and learning is carried out. According to Sauper and Criste, as quoted by Hidayah, there are four ways to recognize interests, namely; 1). write or ask about the activities most favored both those that are assignments and non-assignments (expressed interest). 2). observing directly or by knowing the hobbies and other activities that are mostly carried out by the subject (manifest Interest), 3). use tools that have been standardized, for example by using Kuder or RMIB (Rothwell Miller Interest Blank) and others.[1][5]

In the teaching and learning process the teacher plays an active role to encourage interest in the direction of interest that is of cultural and social interest. To develop interest in learning, educators are required to provide a pleasant learning experience for students. Because pleasure or high interest someone is influenced by learning experiences. The way to do this is to teach fun through giving freedom to students, treatment and understanding of students so that good communication is established, praise-prizes, and learning methods are fun, where teaching methods must be precise, efficient and effective so that students can understand and mastering, and developing learning material. The teacher's personality is also in the spotlight for students to gain pleasant learning experiences.

One of the important things for an educator is personality. In conducting teaching and learning activities, some of the teacher's personalities who play a role are: 1) living values, 2). work motivation, 3). nature and attitude. With a positive teacher personality, students will feel happy, satisfied, and happy, the joy they feel will be able to lead to positive experiences that can increase interest in learning.

So an increase in student interest in learning requires an active role of educators with a good personality. Not only that, when students are outside the school environment or at home, the condition of the place must also be

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[1] Hidayah, *Psikologi Pendidikan...,* hal. 113. [4]

[1] *Ibid.* [5]

able to increase student interest in conducting learning activities. In addition, parents must also try to increase their child's interest in learning by accompanying them when studying. Because if not accompanied, students will quickly feel bored. Equally important is that parents must pay full attention to children's learning activities by getting children used to routine learning and little by little. Thus, student interest in learning will increase by itself slowly.

b. Weakness

1) Lack of awareness from students

They do not realize the importance of learning to read the Qur'an, school discipline, so that in this child there is no desire at all that can cause him to be motivated to learn.

2) Diverse backgrounds of students

That is the level of ability of different children and some students of Madrasah Tsanawiyah Al-Ghozali come from Elementary Schools (SD) not Madrasah Ibtidaiyah (MI), so there are some children who cannot read Al-Qur'an verses.

3) From a time

For the madrasa diniyah program which only takes 30 minutes to make the learning process too narrow. This causes the ineffectiveness of the madrasa diniyah learning process.

4) Inadequate and inadequate infrastructure

Inadequate and inadequate infrastructure means that teaching and learning activities cannot run effectively and efficiently.

5) Effect of television shows.

Television shows that are not educating are bad influences for children, because they indirectly provide poor examples so that children will be imitated.

Watching television broadcasts is a culture of society especially children, because the visual effects and variations of the broadcast are able to hypnotize viewers to become D5 (sitting, silent, listening, listening and snoring / sleeping) in front of the television screen. The community believes that whatever is broadcast on television becomes "friends and educators" for school-age children. The impact of television broadcasts nuanced advertisements make adults consumpivism and hedonism. Moreover, elementary school age children with a variety of goods, toys, food and promises, will form a stimulus to children by assuming that the source of

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happiness is to have the products offered, advertising also offers values, attitudes, feelings and lifestyle. This is an affirmation that consuming whatever television offers can overcome problems, treat loneliness and be a source of happiness for the viewer. Television broadcasts contain free elements of the pros or cons of education, culture, and even emotional intelligence for all viewers.

Opportunities and Challenges in Fostering the Spirit and Interest in Studying Fiqh Opportunities
Extracurricular activities

The existence of extra activities outside of class time is one form of supporting factors for learning for students to increase motivation to learn to read and write the Qur'an and to foster student enthusiasm in learning Fiqh.

Religious activities are urgent and must be created in educational institutions, because educational institutions are one of the institutions that transform values or conduct value education. While religious culture is one vehicle for transferring values to students. Without a religious culture, educators will find it difficult to transfer values to students and the transfer of values is not enough just to rely on learning in the classroom. Because learning in the classroom on average only galvanizes cognitive aspects only.

According to Muhaimin's research, in his book, religious activities such as khatmil al-Qur'an and istighasah can create an atmosphere of calm and peace among the academic community of educational institutions.[1] Therefore, an educational institution must and must develop a religious culture to create tranquility and peace for the people in it.

According to Marimba, "children are forgetful, quickly forgetting the prohibitions or orders that have just been given to him. Therefore, before the mistake goes further, there are always efforts to correct and supervise".[1] So parents are expected to be able to oversee the discipline of their children in performing prayers.

The consequences that are taken if the child is disciplined in performing prayers is to give rewards to him. If the child fails to perform the first prayer is warned. But if the age has reached ten years as mentioned in the hadith above, then the parent needs to act by hitting him with a punch that is not too hard,

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[1] Muhaimin, dkk, *Paradigma Pendidikan Islam: Upaya Mengefektifkan Pendidikan Agama Islam di Sekolah,* (Bandung: Remaja Rosdakarya, 2008), hal. 299-300

[1] Ahmad D Marimba, *Pengantar Filsafat Pendidikan Islam,* (Bandung: Al Maarif, 1963), 82.

whose function is as a punishment to the child for having neglected in praying. Punishment is the last resort taken by educators. If the hadith is mentioned with physical punishment that is with a blow, it can be interpreted in general, in the form of physical, psychological and social punishment.[1]

This punishment is done to children so that children do not do things that cause the existence of these penalties. Punishment also makes children disciplined in performing prayers. At a higher level, will make the child become aware. Doing or not doing not because of fear of punishment, but because of his own conviction.

As long as they are within the limits allowed, the sentence imposed by educators on students can be justified. But if the punishment is applied to the mistreatment of students, then it can not be justified anymore. In connection with how to educate children in the implementation of worship in the form of prayer can be stated, that in the beginning children are educated and instructed to perform prayers with affection and gentle, but if the child still does not want to pray, then may switch to other ways and beating is the last alternative in that regard.

Because the awareness that is formed from the method of advice and compassion will be different from the awareness that is formed from the method of punishment and violence. Whatever the reason, punishment and violence must not be used to educate children, especially in religious education, as long as it is possible to use other methods.

Teaching children to establish prayer, means training them to remember Allah, in successive times in the morning, afternoon, and evening, also at night. Training children to get used to establishing prayer times 5 in an orderly and disciplined manner means training children to communicate and relate more closely with Allah, while at the same time applying discipline to them. This clearly fosters awareness and trustworthiness which plays a huge role when children reach adulthood, both for individuals, communities, nations and countries, in all fields[1]

In accordance with the level of age and cognitive development of children, the child's faith in Allah needs to be improved by performing prayers in the form of five daily prayers. Coaching children to establish prayers 5 times with continuous means also to train them to learn to be grateful for the blessings given by God to him.

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[1] Ali Rohmad, "*Orang Tua...*, 97.

[1] *Ibid,* hal. 100.

After the child is able to continue to pray 5 times a day, the next step is to train and invite the child to perform the sunnah prayer, which starts by telling the child about the sunnah prayer, then gives the child an understanding of the wisdom of the sunnah prayer, so that the child is interested in carrying out the sunnah prayer and perform the sunnah prayer, even if only once a day. But if it becomes a habit, then over time the child will feel the pleasure of performing prayers. So the child considers that prayer is no longer a burden or obligation, but prayer is a necessity.

Challenge
Environmental factors and family economic conditions.

The environment will have a positive or negative effect on the soul, attitude, and actions. In the case of family environment, there are some of the parents of students who become migrant workers abroad and there is a broken home family, so they receive less attention from their parents who should be able to control their children's daily activities. In addition, the majority of students come from the lower middle class, so that when students cannot pay their dependents, they do not want to go to school.

The family is the place where the child first feels education, because it is in the family that the child grows and develops well, so directly or indirectly the presence of the family will affect the child's learning success.

The family is a central institution that continues the values of culture and religion (value transmider). This means that the family is the first and foremost place for a child to learn to recognize the values that apply in his environment, from things that are very trivial, such as receiving something with the right hand, to complicated things, such as complex interpretations of religious teachings / about various human interactions. The family is the father, mother, and children and families who become residents of the house. The parent factor is very big influence on children's success in learning. High or low parental education, the size of the income, enough or less attention and guidance of parents, harmony or whether the parents, close or not the relationship of parents with their children, calm or not the situation in the house, all of which influence the achievement of results study. In addition, the state of home factors also influence learning success. The size of the house where you live, whether there is equipment or learning media such as

blackboards, drawings or others all also determine the success of one's learning.[20]

The family has an important role in the success of their children. If the relationship between family members, especially parents and their children is stimulating and guiding the child, will enable the child to achieve good performance. Conversely, if parents are indifferent to children's learning activities, children usually tend to be lazy to learn, consequently the child is unlikely to achieve good performance.

Parents should realize that education starts from the family, while school is further education. The transition from informal education to formal institutions requires good collaboration between parents and teachers as educators in an effort to improve children's learning outcomes. The path of cooperation needs to be improved, where parents must pay serious attention to how children learn at home. The attention of parents can provide encouragement and motivation so that children can study diligently, because children need time, place and good conditions for learning.

Teacher Strategies in Responding to SWOT To Foster Enthusiasm and Interest in Learning

From previous data exposure it can be stated that in teaching and learning activities, as a teacher of jurisprudence, he must be able to optimize his role when in class. One of them is as a motivator, meaning that teachers should be able to provide encouragement to students to be passionate and active in learning.

In an effort to provide motivation, teachers must be able to analyze the motives behind the students who are always lazy to learn and decline in school performance. Motivation can be effective if it is done by paying attention to students' needs. Diversification of ways of learning provides reinforcement and so on, can also provide motivation for students to be more passionate in learning. Besides the lesson material delivered without regard to the use of the method will also make it difficult for teachers to achieve learning objectives.

Experience shows that teaching failure is one of them caused by the selection of inappropriate methods. Less enthusiastic classrooms and conditions of students who are less active due to the determination of methods that are less appropriate to the nature of the material and not in accordance

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[2] M. Dalyono, *Psikologi Pendidikan,* (Jakarta: PT Rineka Cipta, 2005), hal. 59

with the objectives of teaching and the value of the strategy is the method can affect the course of teaching and learning activities.

In accordance with the results of research in Madrasah Tsanawiyah Al Ghozali, in teaching and learning activities teachers have a strategy so that students can learn effectively and efficiently, so that learning objectives can be realized. Sometimes FIQIH teachers use the lecture method, questions and answers, discussions, assignments, there are rewards given to students who can complete assignments well, delivery of material in class accompanied by examples and the warmth of the teacher towards their students as well as with the teacher's neat and attractive appearance . this will increase student motivation and enthusiasm for learning.

Besides the Fiqh teacher in growing motivation of students who have not been able to read the Qur'an is using its own strategy that is by writing verses of the Qur'an or prayer on the board, then he reads it and immediately imitated by students by repeating it . By reading over and over again the students' memories can be sharp, and help students memorize. This he did so that students could read, memorize, and understand and so they would not miss the lessons. With this strategy, students begin to develop a desire for enthusiasm in learning Fiqh.

The learning process needs to be carried out calmly and pleasantly, this naturally demands the activity and creativity of the teacher in creating a conducive environment. According to Mulyasa "the learning process is said to be effective if all students are actively involved, both mentally, physically, and socially".[2]

Teaching and learning process is a process that contains a series of actions of teachers and students on the basis of reciprocal relationships that take place in educational situations to achieve certain goals. Interaction or reciprocal relationship between teacher and student is a major requirement for the ongoing teaching and learning process. Interactions in teaching and learning events have a broader meaning, not just the relationship between teachers and students, but in the form of educational interactions. In this case, as stated by Uzer Usman, that teaching and learning "is not only the delivery of messages in the form of subject matter but the inculcation of attitudes and values in students who are learning."[2]

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[2] E. Mulyasa, *Kurikulum Berbasis Kompetensi :Konsep, Karakteristik, dan Implementasi,* (Bandung: Remaja Rosdakarya, 2005), hal. 101

[2] Moh. Uzer Usman, *Menjadi Guru Profesional,* (Bandung: Remaja Rosdakarya, 2005), hal. 4

An interaction is said to have educative nature not merely determined by its form but by the purpose of the interaction itself. Thus, according to Rohani "every form of joint relations between teachers and students does not always take place educatively. Certainly the purpose of interaction must be educational as well, while its achievements are carried out in the teaching and learning process (teaching)."[2]

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The learning process must grow and develop from the children themselves, in other words children who must actively learn while the teacher acts as a guide. Based on the orientation of the teaching and learning process students must be placed as learning subjects that are active and involve many factors that influence, then the whole teaching and learning process that students must experience within the framework of education in schools can be viewed as a system, where the system is a unity of various components (input) that interact with each other (the process of producing something with a set goal (output).

Soetomo said that "teaching and learning interaction is an activity that processes between teacher and student, where the teacher conducts teaching and students in a state of learning."[2] In teaching and learning[4] interactions if the teacher is always active in giving information to students, while students only passively listen to the teacher's information, which there is no reaction to the teacher's information, then this actually does not occur in the teaching and learning process interaction. The teacher just wants to continuously convey knowledge, but does not see the extent to which students' understanding, understanding, and attention to the material is given.

The whole process of education and teaching in schools takes place between the interaction of students and teachers in the teaching and learning process which is the most basic activity. So, the process of teaching and learning is a process of interaction between two human elements, namely students as the learning party and the teacher as the teaching party.

It is expected that there is mutual trust between teachers and students in teaching and learning interactions, so that between teachers and students there is uniformity in acting and there is no longer lying to each other. The teacher must believe that his students are individuals who can be educated and have the potential to develop. Therefore, according to Soetomo "teachers must be able to understand their students, both as individuals who have some differences, as

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[2] Ahmad Rohani, *Pengelolaan Pengajaran,* (Jakarta: Rineka Cipta, 2004), hal. 93

[2] Soetomo, *Dasar-Dasar Interaksi Belajar Mengajar,* (Surabaya: Usaha Nasional, 1993), hal. 32

well as students as social beings."[2] In teaching and learning[5] interactions there needs to be motivation, because motivation is an encouragement that causes someone to carry out a learning activity.[2] Without motivation, a child[6] will not be able to follow the teaching and learning process properly. With motivation, students will follow the learning process diligently and eventually will be able to carve out achievements.

While the strategy to increase interest and motivation to learn other students is to create a religious atmosphere. The findings about the creation of a religious atmosphere include several things as below: (a) praying together before learning, this activity is carried out at the beginning and end of learning. With this joint prayer it is hoped that students will always remember God and be able to obtain useful knowledge and peace of mind and soul; (b) Istighasah and pray together together, is a joint prayer activity by reading sentences of praise and asking for guidance and help from God. According to Muhaimin[2] prayer is used to create a religious atmosphere. This shows that school leaders have an understanding that being smart, smart, useful for religion, homeland and nation is not only due to sharpness of reason, accuracy, learning methodology and sincerity, but also depends on purity of heart. Parents-teacher's blessing, and other ritual efforts.

Speaking of creating a religious atmosphere, quoting Muhaimin's opinion is a part of visible religious life and to approach our understanding of it. The creation of a religious atmosphere is an attempt to condition the school atmosphere with religious values and behavior. This can be done by: (a) leadership, (b) the scenario of creating a religious atmosphere, (c) a vehicle for worship or a place of worship, (d) community support.

In the level of daily practice, the agreed religious values are realized in the form of daily attitudes and behavior by all school members. The development process can be carried out through three stages, namely: first, the socialization of religious values that is agreed upon as the ideal attitude and behavior to be achieved in the future in educational institutions. Second, the determination of weekly or monthly action plans as stages and systematic steps that will be carried out by all parties in educational institutions that realize the agreed religious values. Third, giving awards to the achievements of the citizens of educational institutions, such as teachers, education personnel, and students as

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[2] *Ibid.,* hal. 33   5
[2] *Ibid.,* hal. 34   6
[2] Muhaimin, *Paradigma Pendidikan Islam…,* hal. 303.

an effort to habituation (habit formation) that upholds attitudes and behaviors that are committed and loyal to the agreed religious teachings and values. Appreciation does not always mean material (economic), but also in the social, cultural, psychological or other meaning[28]

In the level of cultural symbols, the development that needs to be done is to replace cultural symbols that are less in line with religious teachings and values with religious cultural symbols. Changes in symbols can be done by changing the model of dress with the principle of closing genitalia, installation of students' work, photographs and mottos that contain messages of religious values.[29]

Strategies to cultivate religious values in educational institutions can be done through: (1) power strategy, namely the strategy of religious culture in educational institutions by using power or through people's power, in this case the role of the head of an educational institution with all its power is very dominant in conducting change; (2) persuasive strategy, which is carried out through the formation of opinions and views of the community or citizens of educational institutions[30]

The first strategy was developed through a command and ban or reward and punishment approach.[31] Whereas the second and third strategies are developed through habituation, example, and persuasive approaches or inviting citizens in subtle ways, by giving reasons and good prospects that can convince them. The nature of the activity can be in the form of positive actions and positive reactions. It can also be in the form of proaction, which is to make actions on their own initiative, type and direction determined themselves, but read the emergence of actions so they can contribute to give color and direction to development. It can also be in the form of antipasti, which is an active act of creating ideal situations and conditions in order to achieve its ideal goals.[32]

According to the observations of researchers, the model of formation of religious culture used is the organic model. The organic model, namely the creation of a religious culture that is encouraged by the view that religious education is a unit or as a system (consisting of complex components) that

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[28] Muhaimin, *Rekonstruksi Pendidikan Islam: Dari Paradigma Pengembangan, Manajemen Kelembagaan, Kurikulum hingga Strategi Pembelajaran,* (Jakarta: Raja Grafindo Persada, 2009), hal. 326

[29] Sahlan, *Mewujudkan Budaya…,* hal. 86

[30] Muhaimin, *Rekonstruksi Pendidikan…,* hal. 328

[31] Sahlan, *Mewujudkan Budaya…,* hal. 86

[32] Muhaimin, *Rekonstruksi Pendidikan…,* hal. 328-329

seeks to develop a view / spirit of religious life, which is manifested in the attitude of life and religious life skills. This model of creating a religious culture has implications for the development of religious education that is built from fundamental doctrins and fundamental values contained in the Qur'an and al-Sunnah Shaheeah as the main source. Then willing and willing to accept the contribution of ideas from experts and consider the historical context. Therefore, Divine / religious / revelation values are placed as wise sources of consultation, while other aspects of life are placed as human values that have horizontal-lateral or lateral-sequential relations, but must be vertically-linearly related to Divine values /religion.[3] This is done so that religious values are not only transcendental but are more socially applied which also emphasizes social awareness.

Conclusion

From the discussion above, it can be concluded as follows:

1. Strengths and Weaknesses in Growing Enthusiasm and Interest in Fiqh Learning

    Strengths: Madrasa diniyah programs, Discipline, Interest in learning from students. Weaknesses: Lack of awareness from students, Diverse backgrounds of students, In terms of time, Infrastructure, Effects of television shows.

2. Opportunities and Challenges in Fostering the Spirit and Interest in Learning Fiqh

    In this case only one opportunity is extracurricular while the challenge is environmental factors and the economic situation of the family

3. Teacher Strategies in Responding to SWOT To Foster Enthusiasm and Interest in Learning

    In teaching and learning activities, as a teacher of Islamic education, he must be able to optimize his role when in class. One of them is as a motivator, meaning that teachers should be able to provide encouragement

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[3] Muhaimin.et.all, *Paradigma Pendidikan…,* hal. 306-307

to students to be passionate and active in learning. In an effort to provide motivation, teachers must be able to analyze the motives behind the students who are always lazy to learn and decline in school performance. Motivation can be effective if it is done by paying attention to students' needs. Diversification of ways of learning provides reinforcement and so on, can also provide motivation for students to be more passionate in learning. Besides the lesson material delivered without regard to the use of the method will also make it difficult for teachers to achieve learning objectives.

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