

ABSTRAK

Penelitian ini dilatar belakangi oleh pentingnya peran guru Pendidikan Agama Islam (PAI) dalam membangkitkan minat belajar peserta didik melalui pemberian stimulus yang tepat. Minat belajar merupakan faktor penting yang memengaruhi keberhasilan pembelajaran karena berkaitan dengan perhatian, ketertarikan, keterlibatan, dan semangat peserta didik. Penelitian ini bertujuan untuk mendeskripsikan bentuk-bentuk stimulus yang diterapkan guru PAI, respons peserta didik terhadap stimulus, serta kendala yang dihadapi guru dalam memberikan stimulus pada pembelajaran PAIBP di SD Negeri 2 Banda Sakti. Penelitian ini menggunakan metode kualitatif dengan pendekatan fenomenologi. Data diperoleh melalui observasi partisipan, wawancara mendalam, dan dokumentasi terhadap kepala sekolah, wakil kepala sekolah bidang kurikulum, guru PAI, dan peserta didik. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan keabsahan data diuji melalui triangulasi sumber, teknik, dan waktu. Hasil penelitian menunjukkan bahwa guru PAI menerapkan berbagai bentuk stimulus, yaitu pertanyaan pemantik, pemberian nasihat, kisah-kisah Islami, pujian dan penghargaan, penggunaan metode pembelajaran yang bervariasi, pemanfaatan media dan teknologi pembelajaran, pembelajaran kontekstual, praktik ibadah, pembiasaan perilaku Islami, serta kegiatan *ice breaking*. Stimulus tersebut memperoleh respons positif dari peserta didik yang ditandai dengan meningkatnya perhatian, antusiasme, keaktifan, keterlibatan, pemahaman materi, perasaan senang, ketertarikan, serta perubahan sikap positif. Kendala yang dihadapi guru meliputi perbedaan karakteristik peserta didik, keterbatasan media, sarana dan prasarana, waktu pembelajaran, sulit fokus, pengaruh lingkungan keluarga, keterbatasan teknologi, serta kesulitan menentukan stimulus yang sesuai. Penelitian ini menyimpulkan bahwa penerapan stimulus yang bervariasi, terencana, dan sesuai dengan karakteristik peserta didik berkontribusi dalam meningkatkan minat belajar serta mendukung terciptanya pembelajaran PAIBP yang efektif, interaktif, dan berorientasi pada pembentukan karakter religius.

Kata Kunci: *Stimulus Guru PAI, Minat Belajar, Respons Peserta Didik*

ABSTRACT

This study was motivated by the significant role of Islamic Religious Education (IRE) teachers in fostering students' learning interest through the provision of appropriate instructional stimuli. Learning interest is a crucial factor influencing the success of the learning process, as it is closely associated with students' attention, curiosity, engagement, and enthusiasm. This study aimed to describe the types of instructional stimuli implemented by IRE teachers, students' responses to these stimuli, and the challenges encountered by teachers in providing instructional stimuli during Islamic Religious Education and Character Education (IRECE) learning at SD Negeri 2 Banda Sakti. This study employed a qualitative research method with a phenomenological approach. Data were collected through participant observation, in-depth interviews, and documentation involving the principal, the vice principal for curriculum affairs, IRE teachers, and students. The data were analyzed through data reduction, data display, and conclusion drawing, while the trustworthiness of the findings was established through source, technique, and time triangulation. The findings revealed that IRE teachers implemented a variety of instructional stimuli, including triggering questions, giving advice, telling Islamic stories, providing praise and rewards, applying diverse teaching methods, utilizing instructional media and educational technology, implementing contextual learning, conducting worship practices, fostering habitual Islamic behavior, and organizing *ice-breaking* activities. These instructional stimuli generated positive responses from students, reflected in increased attention, enthusiasm, active participation, engagement, understanding of learning materials, enjoyment, learning interest, and positive behavioral changes. The challenges encountered by teachers included differences in students' characteristics, limited learning media, inadequate educational facilities and infrastructure, limited instructional time, the influence of the family environment, limited educational technology, and difficulties in selecting appropriate instructional stimuli. The study concludes that the implementation of varied, well-planned, and student-centered instructional stimuli contributes significantly to enhancing students' learning interest and supports the creation of effective, interactive, and character-oriented Islamic Religious Education and Character Education learning.

Keywords: *Teacher Instructional Stimuli Islamic Religious Education, Learning Interest, Students' Responses..*