

# Students' Perceptions of Islamic Religious Education Subject at Ulil Albab Islamic Junior High School Kebumen

Fadila Kana Haya Putri<sup>1</sup>, Masnatul Habibah<sup>2</sup>, Siti Robingatussangadah<sup>3</sup>, Hamdan Nawawi<sup>4</sup>, Dzaki M Aflah El Mahris<sup>5</sup>, Siti Fatimah<sup>6</sup>, Benny Kurniawan<sup>7</sup>, Agus Salim Chamidi<sup>8</sup>, Moh. Agus Salim<sup>9</sup>, Muna Fauziah<sup>10</sup>

Pendidikan Agama Islam, Fakultas Tarbiyah, Institut Agama Islam Nahdlatul Ulama 6 JL. Tentara Pelajar No. 55 B Kebumen 54312, Indonesia.

Corresponding author

[kanahaya2636@gmail.com](mailto:kanahaya2636@gmail.com)

**Abstract:** The purpose of this study is to analyze students' perceptions of Islamic Education (PAI) subjects at SMP Islam Ulil Albab Kebumen. This research uses a descriptive type approach, with data collection techniques in the form of questionnaires. The data analysis technique uses a quantitative descriptive model in percentage form. The results of the study show that 46% of students rated it very good and 44% rated it good, indicating that students' perceptions of PAI learning are very good with a percentage of 90%.

**Keywords:** Student Perception; PAI Subject; Ulil Albab Islamic Junior High School Kebumen; Quantitative Descriptive..

## Introduction

According to the Ministry of Religious Affairs, Islamic Religious Education aims to develop students who are faithful and devoted to Allah SWT, have noble character, and possess sufficient knowledge about Islam. This education emphasizes how students are able to practice and implement Islamic teachings in their daily lives within society. Thus, Islamic religious education not only focuses on the cognitive aspect, but more importantly, on the affective and psychomotor aspects. This was conveyed by the Head of the Merangin Ministry of Religious Affairs, represented by the Head of Islamic Guidance Section Drs. H. Ibnu Hajar, during the opening of the PAIS Performance at the Merangin Regency Level, Saturday (29/11).

Islamic Religious Education (PAI) is an effort to guide and educate students to understand, believe in, and practice Islamic teachings consciously, making them a way of life, shaping a character that is faithful, pious, and morally noble, as well as being able to maintain harmony and contribute to society based on the Qur'an and Sunnah.

Based on the interview results, most students responded with "Strongly Agree," indicating that Islamic Religious Education (PAI) learning at the school is running very well and is enjoyable. Students always participate in PAI lessons attentively, find the PAI material easy to understand, and show a high level of interest by happily reading the textbooks. Moreover, many students prepare themselves by reading the PAI material before the teacher explains it in class. This reflects that PAI learning at the school fosters enthusiasm for learning, independence, and a sense of responsibility among students towards understanding Islam, making the teaching and learning process active, positive, and effective.

Perception in the context of Islamic Religious Education (PAI) learning is the process of understanding and interpreting information related to Islamic teachings, which allows students to internalize religious values in daily life and develop attitudes and behaviors in accordance with Islamic principles. The benefits of this perception are very important, such as enhancing material comprehension, motivating students to learn, and

shaping noble character. Students' positive perception of PAI learning plays a significant role in the success of the teaching and learning process, as it can foster interest, motivation, and active participation in learning activities. When students find PAI interesting, easy to understand, and beneficial, they will be more open to accepting the material and appreciating the religious values being taught, thereby creating a conducive and interactive learning environment. Thus, students' perceptions are not merely personal views but crucial factors that influence learning outcomes and character formation, so teachers need to strive to deliver Islamic Education lessons that are relevant and engaging in order to foster more positive student perceptions, which in turn impact the improvement of faith, piety, and morality.

Farida Sofiana's (2017) thesis entitled "Students' Perception of the Importance of Islamic Religious Education on Interest in Learning Islamic Religious Education at SMAN 1 Tayu Pati" uses a correlational quantitative approach to analyze the relationship between students' perceptions of the importance of Islamic Religious Education (PAI) and their interest in learning PAI. The results of the study indicate that the average students' perception of the importance of PAI is 16.89, which falls into the "important" category. In addition, a positive correlation of 37.7% was found between students' perceptions of PAI and their interest in learning PAI. In conclusion, students' perception of the importance of Islamic Religious Education has an influence on the interest in learning PAI among students at SMAN 1 Tayu Pati, although this influence is not entirely dominant.

Naa'imatul Hidayah (2019) in her research at SMA Surya Buana Malang concluded that students' perceptions of the competence of Islamic Religious Education (PAI) teachers fall into the "very high" category, with 65.1% of students giving assessments within the score range of 105-130. These findings indicate a strong trust from students in the abilities of PAI teachers in various important aspects. Students not only assess that PAI teachers have good mastery of the material but are also able to deliver it effectively and relevantly to their lives. More than just teaching skills, PAI teachers are seen as mentors who can foster a deep understanding of religion and inspire students to practice Islamic

values in their daily lives. This very positive perception becomes a valuable asset for improving the quality of PAI learning, creating a conducive learning environment, and encouraging students' learning motivation. Thus, the PAI teachers at SMA Surya Buana Malang have succeeded in building a positive image in the eyes of students, becoming figures who are competent, inspiring, and relevant in guiding them towards understanding and practicing the teachings of Islam.

Research on students' perceptions of Islamic Religious Education (PAI) learning at SMP Islam Ulil Albab is still rarely conducted, so this study aims to examine how the understanding and practice of Islamic values are reflected in students' daily lives through aspects of belief, worship, morals, and learning attitudes. This research is different because it not only assesses the level of students' knowledge about PAI, but also explores how the learning shapes religious attitudes, discipline in worship, and commendable behavior in the school environment, so it is expected to provide a real picture of the role of PAI learning in shaping students' Islamic character and personality at SMP Islam Ulil Albab.

The importance of understanding students' perceptions of Islamic Religious Education (PAI) learning is to assess the extent to which students understand, respond to, and evaluate the learning process they undergo. Through these perceptions, teachers can determine whether the methods, materials, and learning environment are in line with the needs and interests of the students. Additionally, students' perceptions help identify the challenges they face, both in understanding the material and in learning motivation. With this understanding, teachers can improve their teaching strategies so that PAI learning becomes more engaging, meaningful, and capable of fostering religious attitudes and noble character in accordance with the goals of Islamic education. Research results show that the average students' perception of PAI learning is at 46%, which falls into the "important" category, and there is a positive correlation of 45% between students' perceptions and interest in learning PAI in junior high school.

Based on the explanation above, the purpose of the research is to analyze students' perceptions of the PAI subject at SMP Islam Ulil Albab Kebumen.

How do students perceive Islamic Religious Education learning at SMP ISLAM ULIL ALBAB? How do students perceive the teaching methods of Islamic Religious Education used by teachers at SMP ISLAM ULIL ALBAB? How do students perceive the material and the relevance of Islamic Religious Education learning to everyday life?

### Materials and Methods

This research uses a quantitative approach. The type of research used is quantitative descriptive. Quantitative descriptive is a method aimed at systematically and accurately describing calculations using questionnaire data and statistical analysis without testing the relationships between variables (Sugiyono, 2017:35). The research was conducted at SMP ISLAM ULIL ALBAB KEBUMEN. The respondents in this study amounted to 43 students in grades 7, 8, and 9 (Sugiyono, 2017:35)

The data collection technique used is a questionnaire. It uses a Likert scale with 4 alternative answer choices: very good, good, not good, and very not good. The data analysis technique used is quantitative descriptive in the form of percentages. The perception category indicates very good.

Score %	Category
75%-100%	Very Good

50%-74%	Good
25%-49%	Not Good
< 25%	Very Bad

### Results and Discussion

#### A. Results

a. Students' Perception of PAI Material or Content  
The data presented in this study are the results of a questionnaire on students' perceptions of Islamic Religious Education (PAI) subjects among 7th, 8th, and 9th-grade students at SMP Islam Ulil Albab Kebumen. This questionnaire was distributed to 43 students as research respondents. Each questionnaire consists of 45 statements that have been formulated based on indicators of students' perceptions of PAI learning. Each statement is accompanied by four answer choices that students must fill in by marking (✓) in the column that corresponds to their opinion. The purpose of this data processing is to provide a clear picture of students' perception trends regarding Islamic Religious Education subjects at SMP Islam Ulil Albab Kebumen. To enable a more focused and systematic analysis of the research results, a data tabulation was created for each statement in the questionnaire. Through this tabulation, the data obtained can be presented in the form of tables and percentages, so the results can provide a more detailed and easily understood explanation.

**Table 1.** Students' Perception of PAI Material or Content

No.	Statement	N (%)			
		VG	G	NG	VB
1	The Qur'an is the holy book of Muslims, therefore I am obliged to read it.	86%	14%		
2	I always pray to Allah when I face difficulties so that I receive His guidance.	72%	28%		
3	The five daily prayers are obligatory for every Muslim who has reached puberty/adulthood.	88%	12%		
4	Fasting during the month of Ramadan is obligatory, therefore I strive to observe it even though it is difficult to carry out.	63%	32%	5%	
5	I perform prayers out of my own awareness.	67 %	33%		
6	Performing the Hajj is an obligation for those who are able.	60%	40%		

7	Zakat al-Fitr during the month of Ramadan is obligatory for those who are able to pay.	49%	49%	2%	
8	Prayer is an obligation for Muslims, so I perform prayer without compulsion.	67%	30%	3%	
9	Responding to greetings is obligatory. Therefore, I am required to respond whenever someone gives a greeting.	67%	33%		
10	Friends should not harbor hostility towards each other.	49%	51%		
11	A cooperative attitude is a commendable attitude.	49%	49%	2%	
12	If your friend is at fault, then you will forgive him.	46%	51%	3%	
13	I must show respect to my parents and teachers.	74%	26%		
	<b>Average</b>	64%	35%	1%	

Based on the results of research conducted at SMP Islam Ulil Albab Kebumen, it is known that the level of understanding and implementation of religious values among students is categorized as good. Most students show a high awareness of the obligation to read the Qur'an as the holy book of Muslims. This reflects an understanding that the Qur'an is a guide for life that must be read, studied, and practiced. In addition, the majority of students also admit to consistently praying to Allah when facing difficulties to seek guidance and ease. This indicates that spirituality and reliance on Allah remain strongly instilled in the students.

In terms of worship practices, the research results show that students at SMP Islam Ulil Albab Kebumen have a good awareness of the obligation to perform the five daily prayers. Most students pray not out of compulsion but based on personal awareness as a form of obedience to Allah SWT. Furthermore, during the month of Ramadan, students also strive to observe fasting, even though it can sometimes feel challenging. This indicates a spirit of religiosity and commitment in carrying out religious duties. This awareness serves as a positive indicator for the development of religious character within the school environment.

Research also shows that students understand the importance of practicing social worship such as zakat fitrah and the Hajj pilgrimage for those who are able. This awareness indicates that students not only comprehend individual obligations but also social responsibilities as part of the Muslim community. Through religious activities routinely conducted at school, such as the collection of zakat fitrah and learning about the pillars of Islam, students become accustomed to internalizing the values of sharing and caring for others. This aligns

with the school's vision of shaping students who are not only academically intelligent but also possess noble character and care for their social environment.

In terms of social relationships and morals, the research results indicate that students have a positive attitude towards others. The majority of students acknowledge the importance of responding to greetings, avoiding hostility, and prioritizing a cooperative spirit in daily life. Additionally, students also demonstrate a forgiving attitude towards friends who make mistakes and uphold respect for parents and teachers. This shows that the moral and social values taught at SMP Islam Ulil Albab Kebumen have been well instilled in students' behavior. Overall, the research results depict that students have a good level of religiosity, both in aspects of worship, spirituality, and social ethics.

#### b. Students' Perceptions of PAI Learning

The data presented in this study are the results of a questionnaire on students' perceptions of Islamic Religious Education (PAI) among 7th, 8th, and 9th-grade students at SMP Islam Ulil Albab Kebumen. This questionnaire was distributed to 43 students as research respondents. Each questionnaire consists of 45 statements, which were prepared based on indicators of students' perceptions of PAI learning. Each statement is accompanied by four answer choices that students must fill out by marking (✓) in the column that corresponds to their opinion. The data processing aims to provide a clear picture of students' tendencies in perceiving Islamic Religious Education at SMP Islam Ulil Albab Kebumen. To allow the research results to be analyzed more focusedly and systematically, each statement in the

questionnaire was tabulated. Through this tabulation, the data obtained can be presented in the form of tables and percentages, so the results can

provide a more detailed and easily understood explanation.

**Table 2.** Students' Perceptions of PAI Learning

No.	Statement	N (%)			
		VG	G	NG	VB
1	I always attend Islamic Education lessons diligently.	37%	63%		
2	PAI lessons are easy for me to understand.	19%	81%		
3	I enjoy reading Islamic Education textbooks.	19%	60%	21%	
4	I like to read religious studies material before the teacher explains it.	14%	40%	44%	2%
5	If I don't understand, I ask the PAI teacher.	33%	60%	7%	
6	I am happy to hear the advice from the Islamic Education teacher.	37%	56%	7%	
7	I observe, listen to, and understand the explanation of the Islamic Education teacher.	39%	56%	5%	
8	I paid attention to the explanation from the PAI teacher.	35%	60%	5%	
9	In studying Islamic Religious Education, not understanding it is a problem for me.	14%	42%	32%	12%
10	If I have religious problems, I confide in my Islamic education teacher.	5%	42%	46%	7%
11	I do not find it difficult to do PAI assignments.	21%	65%	14%	
12	PAI lessons are not boring.	35%	56%	9%	
13	I always study Islamic Education at home even though there are no quizzes or exams.	12%	39%	44%	5%
14	Studying Islamic Education is an enjoyable activity for me.	16%	70%	14%	
15	Arrive on time when attending PAI lessons.	30%	63%	7%	
16	Able to master the material in Islamic Education lessons.	16%	65%	19%	
17	I have a strong desire to achieve high academic performance in Islamic Education for the sake of my own future.	40%	51%	9%	
18	Actively asks questions during Islamic Religious Education lessons.	12%	60%	28%	
	<b>Average</b>	24%	57%	17%	2%

The respondents demonstrated a high level of participation in Islamic Religious Education (PAI) learning, consistently attending lessons diligently and finding the material relatively easy to understand. Moreover, the respondents' interest in learning is reflected in their habit of enjoying reading PAI textbooks and studying the material independently before it is explained by the teacher. When facing difficulties in understanding, the

respondents tend to actively ask questions to the teacher in order to obtain adequate clarification.

A positive attitude towards learning is also evident from respondents who enjoy listening to the teacher's advice and pay close attention to every explanation given. They reported no difficulty in completing PAI assignments and considered the learning materials not boring. PAI learning is even regarded as an enjoyable activity, which continues to be explored outside of school hours even without formal evaluations such as tests or exams.

Discipline in learning is evident from the respondents' habit of always being punctual during lessons. They demonstrate a strong motivation to master the learning material with the aim of achieving high academic performance. The hope for a better future becomes the main driving factor in enhancing their commitment and quality of learning.

Furthermore, when faced with religious issues, the respondents chose to discuss and seek advice from the Islamic Education teacher as a source of solutions. Active involvement during the learning process, such as frequently asking questions, reinforces the evidence that the respondents have a high commitment to optimizing their understanding and appreciation of Islamic Education.

#### c. Students' Perception of Usefulness

The data presented in this study are the results of a questionnaire survey regarding students' perceptions of Islamic Religious Education (PAI)

among 7th, 8th, and 9th-grade students at SMP Islam Ulil Albab Kebumen. This questionnaire was distributed to 43 students as research respondents. Each questionnaire consists of 45 statements that have been prepared based on indicators of students' perceptions of PAI learning. Each statement is accompanied by four answer choices that students must fill out by marking (✓) in the column that corresponds to their opinion. The data processing aims to provide a clear picture of the trends in students' perceptions of the Islamic Religious Education subject at SMP Islam Ulil Albab Kebumen. To ensure that the research results can be analyzed more focusedly and systematically, each statement in the questionnaire was tabulated. Through this tabulation, the data obtained can be presented in the form of tables and percentages, so the results can provide a more detailed and easily understood explanation.

**Table 3.** Students' perception of usefulness

No.	Statement	N (%)			
		VG	G	NG	VB
1	Achieving good performance in PAI lessons is an aspiration for me.	25%	42%	28%	5%
2	After studying Islamic Religious Education, I feel that my religious knowledge has increased.	44%	53%	3%	
3	I am confident that I can complete the PAI assignment, even though my friends consider it difficult.	23%	46%	28%	3%
4	PAI is very beneficial for me.	42%	58%		
5	PAI lessons need to be practiced in daily life.	51%	49%		
6	Practicing Islamic Religious Education lessons in daily life can achieve happiness in this world and the hereafter.	58%	37%	5%	
7	Allah is All-Seeing of all the deeds I do.	70%	30%		
8	As a Muslim, I believe in the Day of Judgment, and therefore I always worship earnestly.	79%	21%		
9	I believe that every disaster is a test; therefore, I remain patient in facing it and strive to overcome the problems and calamities.	53%	42%	5%	
10	I am confident that Allah will change my fate if I make an effort.	84%	16%		
11	As a Muslim, I believe that Allah hears all my prayers.	79%	21%		
12	As a Muslim, I believe in the existence of the angel Rakib; therefore, I always do good deeds.	72%	28%		
13	I always greet when visiting someone else's house.	49%	51%		

14	I try to help friends who are in trouble, because helping each other is a duty among humans.	56%	44%		
	<b>Average</b>	56%	38%	5%	1%

Achieving good performance in Islamic Religious Education (PAI) is one of the goals that students aim to accomplish. Through PAI learning, students feel that their knowledge and understanding of Islamic teachings are increasingly improving. The confidence to complete PAI assignments, even though considered difficult by some peers, demonstrates a high level of learning motivation.

Students also believe that Islamic Religious Education (PAI) lessons have great benefits in daily life, because the teachings contained in them need to be practiced in order to achieve happiness in this world and the hereafter. Furthermore, students realize that Allah sees every action of humans, which fosters awareness to always do good. The belief in the existence of the hereafter motivates students to worship sincerely and avoid actions prohibited by religion.

They also view every calamity as a test from Allah that must be faced with patience and efforts to improve oneself. The belief that Allah will change a person's fate if they strive to cultivate the spirit of working hard and praying. Students also believe that Allah hears every prayer and that the angel Raqib constantly records all deeds, so they strive to maintain their behavior to always be good.

In social life, this is reflected in the habit of greeting when visiting and helping friends who are in trouble as an implementation of the Islamic teaching of mutual assistance among humans. This paragraph illustrates the level of perception and religious attitude of students, which becomes one of the important indicators in descriptive quantitative research on the influence of Islamic religious education on the practice of values in daily life.

## B. Discussion

a. Students' Perception of PAI Material or Content Based on research conducted at SMP Islam Ulil Albab Kebumen, it appears that the level of students' understanding and implementation of religious values is already quite good. Their awareness in reading the Qur'an, performing

prayers, praying, and engaging in social worship demonstrates the formation of a strong religious character. These spiritual, social, and moral values become an important foundation in shaping the personality of students who are faithful, pious, and possess noble character.

If the research results are linked to the findings at SMP Islam Al Islah Trowulan Mojokerto, it appears that the role of Islamic Religious Education (PAI) teachers becomes a key factor in the success of fostering students' religious values. PAI teachers at the school are known for their high discipline, especially in punctuality and firmness regarding students' tasks. This discipline serves as a form of role modeling for students, as religious teachers are indeed expected to be examples in behavior, speech, and responsibility.

Nevertheless, the discipline of Islamic Education teachers also creates its own dynamics among students. Some students feel motivated by the teacher's consistent firmness with the rules, but others feel burdened because there is no time allowance for completing assignments. This shows that in instilling the value of discipline, teachers need to balance firmness and empathy so that the learning process does not feel oppressive, but rather educational and enjoyable.

In addition to being disciplined, the Islamic Education teachers at Al Islah Trowulan Mojokerto Middle School are also known for their ability to adapt to the emotional conditions of their students. In teaching, the teachers can be firm while still maintaining a humanistic side, able to joke at the right time, be forgiving, and understand their students' feelings. Such an attitude is very important in creating a conducive learning atmosphere, where students are obedient not out of fear, but out of respect and emotional closeness with their teachers.

In addition to aspects of discipline and attitude, the competence of Islamic Education (PAI) teachers is also a key factor in the success of religious learning. PAI teachers at SMP Islam Al Islah Trowulan Mojokerto have a good mastery of the

material and are even able to explain it without always relying on textbooks. This shows that teachers act not only as educators but also as sources of inspiration and moral guidance for students. Thus, both at SMP Islam Ulil Albab Kebumen and at SMP Islam Al Islah Trowulan Mojokerto, it can be concluded that the success of fostering students' religious character largely depends on the quality, exemplary behavior, and balanced attitude of teachers in educating. (Sholihah dan Samsukadi, 2017:139-140)

#### b. Students' Perception of Islamic Religious Education Learning

Based on the results of research on students' perceptions of Islamic Religious Education (PAI) learning, it was found that most students show a high level of participation in the learning process. They consistently attend on time, actively pay attention to the teacher's explanations, and are enthusiastic about learning the material both at school and independently at home. This learning interest is reflected in students' habit of reading PAI textbooks before the teacher's explanation begins, as well as their tendency to ask questions when they encounter difficulties in understanding the material. This positive attitude indicates that students have strong intrinsic motivation to understand the Islamic values taught at school.

However, more in-depth research at SMPN 3 Tanjung Medan shows that students' perceptions of the PAI teacher's teaching methods are still varied. The majority of students noted that the teacher uses direct instruction, which is teacher-centered learning. This method is considered effective in conveying material in a structured and efficient manner; however, in practice, some students feel bored because the learning is less interactive. Teachers tend to provide only brief explanations without in-depth elaboration, resulting in uneven student understanding of the material. Some students also complain about the lack of variety in teaching methods and minimal opportunities for discussion or active participation.

Differences in perception among students are also influenced by gender and age. Based on data, female students tend to be able to explain their complaints in more detail compared to male students, who only highlight the teacher's personality. This finding is in line with the opinion

of Utami and Yonanda (2020) that the brain function structures of males and females differ in processing information, although both are equally capable of understanding the material well. In addition, the majority of 13-year-old students are still in early adolescence, a period during which emotional and cognitive development is not yet fully stable. This affects the instability of their perception toward teachers' teaching methods, whether strict or authoritative.

From the results of the quantitative analysis, it was found that 39.5% of students were satisfied with the teaching methods of the PAI teacher, while 16% of students were very dissatisfied. Student satisfaction mainly arose because the PAI teacher was considered to frequently provide additional exercises, assist students who had difficulties, and give praise to high-achieving students. Meanwhile, student dissatisfaction was caused by factors such as the teacher discussing topics outside the material too often, providing insufficient feedback on assignments, and being unable to create an enjoyable classroom atmosphere. This reinforces the findings of Naim and Djazari (2019) that positive perceptions of teachers' teaching methods directly affect students' motivation and academic achievement.

Thus, it can be concluded that students' perceptions of learning and the teaching methods of PAI teachers have a significant impact on students' motivation and learning outcomes. Enjoyable, participatory, and student-centered learning will foster higher interest and commitment to learning. Therefore, PAI teachers need to innovate in their teaching methods, such as combining direct instruction with cooperative learning or inquiry learning to make the classroom atmosphere more lively and interactive. With these efforts, PAI learning will not only be an academic activity but also a means of deeply shaping students' religious character. Students' perceptions of usefulness

#### c. Students' perceptions of usefulness

Based on the results of research on students' perceptions of Islamic Religious Education (PAI) learning, it appears that students have high motivation in attending the lessons. They realize the importance of Islamic values in daily life, such as doing good, worshiping sincerely, and being patient in facing life's trials. This indicates that PAI learning

plays an important role in shaping students' religious character. This positive perception shows that students not only understand the material theoretically but also strive to practice it in real actions such as helping others, greeting, and behaving well toward others.

However, research results on students' perceptions of the teaching methods of Islamic Education (PAI) teachers at SMPN 3 Tanjung Medan show quite significant variations in the level of student satisfaction. Most students feel satisfied with the teacher's teaching methods, primarily because the teacher often gives additional assignments, helps students who are struggling, and provides opportunities to ask questions. This aligns with the findings of research by Naim and Djazari (2019), which states that positive perceptions of the teacher's teaching methods can increase students' learning motivation and outcomes. Therefore, it can be concluded that the teacher's approach to teaching plays a significant role in shaping students' positive perceptions of PAI learning.

On the other hand, there are also some students who express dissatisfaction with the teaching methods of the Islamic Education teacher. Students complain that the teacher often explains the material briefly, is too teacher-centered, and rarely provides feedback on student assignments. This aligns with the findings of Yudaningsih (2021), which explain that the drawback of the direct instruction method lies in its heavy reliance on the teacher's ability to deliver the material. If the teacher is unable to create an engaging and interactive learning environment, students will easily become bored and lose interest in learning. This condition can impact the low internalization of Islamic Education values because students are less emotionally involved in the learning process.

If we relate the two studies, it can be seen that a positive perception of Islamic religious education (PAI) and the teacher's teaching methods are closely related to the formation of students' religious attitudes and learning motivation. PAI learning accompanied by effective, communicative, and student-centered teaching methods will strengthen the understanding and practice of Islamic values. Conversely, if the teaching methods are less

engaging, students become passive, quickly bored, and less motivated to explore and apply religious teachings in daily life. Therefore, the teacher's role is very important in selecting and implementing learning strategies that align with the students' characteristics.

Thus, the two research findings complement each other. Positive perceptions of Islamic Religious Education (PAI) learning indicate that students have a strong religious spirit, while research on teachers' teaching methods shows that the quality of teaching greatly affects students' perceptions and learning motivation. To achieve PAI learning objectives optimally, teachers need to develop a variety of teaching methods such as cooperative learning or inquiry learning to create a more active and enjoyable classroom atmosphere. Through this approach, students not only understand Islamic teachings cognitively, but are also able to internalize these values in their daily lives. (Pratama dan Kasduri, 2023:7-12)

## Conclusions

The research results show that 46% are very good and 44% are good, indicating that students' perceptions of PAI learning are very good with a percentage of 90%.

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