

# THE EFFECT OF ISLAMIC RELIGIOUS EDUCATION TEACHERS TO LEARNING STUDENTS' SPIRIT AT ENREKANG JUNIOR HIGH SCHOOL

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**Abstract:** The objectives of this study are to describe the leadership of Islamic Religious Education teachers in class VIII of Junior High School (SMPN) 1 Enrekang. It also describe the motivation of students in class VIII SMPN 1 Enrekang. The paper also describe the learning interest of students in class VIII of SMPN 1 Enrekang as well as testing the influence of Islamic Religious Education teacher leadership on the motivation of students in class VIII of SMPN 1 Enrekang. Besides, the research also test the influence of Islamic Religious Education teacher leadership on students' learning interest in class VIII of SMPN 1 Enrekang. Furthermore, it test the influence of Islamic Religious Education teacher leadership on students' motivation and interest in learning in class VIII of SMPN 1 Enrekang. Thus, there is an influence of the leadership of Islamic Religious Education teachers on the learning interest of students in class VIII of SMPN 1 Enrekang.

**Keywords:** Religious, Education, Leadership, Islamic, Learning

## INTRODUCTION

Learning process activities, motivation and interest factors are very important for every student, so that students

always have enthusiasm, encouragement and passion in following and receiving the subject matter that will be presented by the teacher.

Looking at the reality at the time of observation, it was found that students' motivation and interest in learning were still low in class VIII of SMPN 1 Enrekang. Although this school does not have Islamic nuances, the curriculum contains Islamic Religious Education subjects. The lack of motivation and interest in learning for students is caused by a lack of student interest and involvement of students in the learning process of Islamic Religious Education. Thus, causing many students to be indifferent in the learning process, and students easily give up in doing the tasks given. Most of them do not like to study on the grounds that Islamic Religious Education lessons are too boring. This is because many students do not have the motivation and interest in learning. Thus, students need to be given stimulation to grow motivation and interest in learning in themselves.

In this case, the cultivation of the spirit of leadership in Islamic Religious Education teachers is an important thing to do. Through the leadership possessed by Islamic Religious Education teachers, it is expected to be able to generate motivation and interest in learning for students by providing enthusiasm, guidance, direction and facilitating students in the learning process. If the teacher has good leadership competence, it will foster a sense of love for students towards the teacher. So that without realizing it will emerge their own motivation and interest or interest in the subject of Islamic Religious Education.

From the above background, the researchers are interested in further research related to whether there is an influence of Islamic Religious Education teacher leadership on motivation and interest in learning. For this reason, the researchers conducted a study, with the title "The Influence of Islamic Religious Education Teacher Leadership on

Motivation and Interest in Learning in Class VIII SMPN 1 Enrekang".

## THEORETICAL FRAMEWORK

According to Didin Kurniadin in Pramudji, leadership is a translation of the word *leadership* which comes from the word *leader*. The *leader* is the person who leads, while the leader is the position. In another sense, etymologically the term *leadership* comes from the basic word *pimpin* which means guidance or guidance. From the word *leader* is born the verb to *lead* which means to guide and guide.<sup>1</sup>

Leadership has a very diverse meaning, it is even said that the definition of leadership is as much as the people who try to define it. Researchers usually define leadership according to the individual perspectives and aspects of the phenomenon that most interest them. Leadership has been defined in terms of individual characteristics, behavior, influence on others, patterns of interaction, role relationships, place in an administrative position, and perceptions by others of the legitimacy of influence. The following are some definitions of leadership:

According to Robbins, leadership is the ability to influence a group of members to work towards goals and objectives. The source of this influence can be obtained formally, namely by occupying a managerial position he occupies in an organization. Robbins states that leadership is: "*Leadership as the ability to influence a group toward the achievement of goals*". This means that leadership is the ability to influence people towards the achievement of information goals.<sup>2</sup>

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<sup>1</sup>Didin Kurniadin dan Imam Machali, *Manajemen Pendidikan: Konsep dan Prinsip Pengelolaan Pendidikan* (Cet. III; Jogjakarta: Ar-Ruzz Media, 2016), p. 288.

<sup>2</sup>P. Stephen Robbins, *Organizational Behavior* (New Jersey: Prentice-Hall, 2007), p. 365.

Fiedler argues, "*Leader as the individual in the group given the ask of directing and coordinating task relevant group activities.*"<sup>3</sup> understanding shows that a leader is a member of a group who has the ability to direct and coordinate performance in order to achieve goals. Fiedler in this case emphasizes more on *directing and coordinating*.

Kotter argues that leadership is a set of processes primarily aimed at creating an organization or adapting it to vastly changing circumstances. Leadership determines what the future should look like, directs the vision, and provides the inspiration to make it happen.<sup>4</sup>

According to Yuki, "*Leadership is the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objectives.* Leadership is the process of influencing others to understand and agree on what needs to be done and how to do it effectively, as well as the process of facilitating individual and collective efforts to achieve common goals."<sup>5</sup>

According to Didin Kurniadin in Locke describes leadership as a process of persuading (*inducing*) others towards a common goal. This definition includes three things:

*First*, leadership is a relational concept. Leadership only exists in the process of relationships with other people (followers). If there are no followers, there are no leaders. Implicit in this definition is the premise that effective leaders must know how to inspire and relate to their followers.

*Second*, leadership is a process. In order to lead, leaders must do something. As John Gardner has observed, leadership is more than just occupying an authority. Although

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<sup>3</sup>E. Fred Fiedler, *A Theory of Leadership Effectiveness* (New York: Mc. Graw Hill, 2009), p. 8.

<sup>4</sup>J.P. Kotter, *Leading Change Menjadi Pionir Perubahan* (Jakarta: Gramedia, 2007), p. 31.

<sup>5</sup>Gary Yuki, *Leadership Organization*; Budi Supriyanto (penerj.) (London: Prentice-Hall International, 2001), p. 7.

a formalized axis of authority may drive the leadership process, simply occupying that position does not mark a person as a leader.

*Third*, leadership must persuade others to take action. Leaders persuade followers through various means, such as using legitimate authority, creating models (becoming role models), setting goals, rewarding and punishing, restructuring the organization, and communicating the vision.<sup>6</sup>

Based on this explanation, the notion of leadership (*leadership*) is the ability to move, influence, motivate, invite, direct, advise, foster, guide, train, order, command, prohibit, and even punish (if necessary) with the intention that humans are part of the community. Organizations want to work in order to achieve their own goals and the organization's goals effectively and efficiently. This understanding shows that in leadership there are three elements, namely the leader (*leader*), members (*followers*), and the situation (*situation*).

Meanwhile, according to Vaughan and Hogg, stated that leadership is defined as an effort to move others to be able to achieve a common goal (group). So the characteristics of leadership are when elements are met, such as the presence of members (others) being led, there are people who lead, there is mutual agreement about the goals to be achieved.<sup>7</sup> Thus it can be said that in every organization there must be a leadership process, so that the organization can run well in terms of achieving organizational goals.

According to Kartini Kartono, the indicators of teacher leadership are:

- 1) Communication skills
- 2) Teaching skills

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<sup>6</sup>Didin Kurniadin dan Imam Machali, *Manajemen Pendidikan: Konsep dan Prinsip Pengelolaan Pendidikan*, p. 290-291.

<sup>7</sup>Graham Vaughan dan Michael Hogg, *Introduction to Social Psychology* (Sydney: Prentice Hall, 2007), p. 168.

### 3) Performance/appearance<sup>8</sup>

#### b. Leadership Theory

Many studies have been conducted with leadership. The results are in the form of formulations, concepts, and theories of leadership. The resulting leadership studies are strongly influenced by the paradigms and approaches used so that the resulting theories can be seen to differ in terms of methodology, opinions and descriptions, as well as interpretations and conclusions. The following are some theories about leadership summarized by Kartini Kartono from GR Terry:

#### 1) Autocratic Theory and Autocratic Leaders

Leadership in this theory is based on orders, coercion, and arbitrary actions (as referees). He carries out strict supervision so that all work takes place efficiently. His leadership is oriented towards organizational structure and tasks. The leader is basically always willing to act as a single orchestra player and has ambitions to dominate the situation. Therefore, he is called a hard autocrat. In essence, the hard autocrat has the characteristics of precise, thorough, in accordance with the principle, but hard and rigid. Leaders will never delegate authority. He loudly emphasized the principles of *business is business*, "time is money". His attitude and principles are very conservative. The leader will only be kind to those who are obedient and loyal and conversely, he will act harshly and cruelly towards those who disobey.<sup>9</sup>

#### 2) Supportive Theory

According to this theory, followers should try their best and work with passion, while the leader will best guide through certain policies. This means that leaders need to create a pleasant work environment and can help strengthen the desire of each of his followers to do the best work

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<sup>8</sup>Kartini Kartono, *Pemimpin dan Kepemimpinan: Apakah Kepemimpinan Abnormal Itu?* (Jakarta: Rajawali Press, 2008), p. 37.

<sup>9</sup>Kartini Kartono, *Pemimpin dan Kepemimpinan*, p. 71-72

possible, be able to work together with other parties, be willing to develop their talents and skills, and be aware of the desire to progress. This supportive theory is commonly known as participatory theory or democratic leadership theory.<sup>10</sup>

Supportive/participatory leadership includes:

- a) provide encouragement and appreciation for the efforts of others;
- b) demonstrate friendliness and ability to approach;
- c) trusting others by delegating responsibility;
- d) provide rewards for individual efforts;
- e) improve the morale/spirit of members;
- f) approach various issues with an open mind;
- g) willing or willing to improve the positions that have been formed;
- h) seek decisive input and advice;
- i) fostering the development of positional leadership and emerging leadership;
- j) work actively with individuals or groups;
- k) involve others appropriately in decision making.<sup>11</sup>

### 3) Psychological Theory

This theory states that the function of a dreamer is to generate and develop the best motivational system, to stimulate the willingness to work of followers and subordinates. Leaders stimulate subordinates so that they are willing to work to achieve organizational goals as well as to meet personal goals. Therefore, a leader who is able to motivate others will emphasize human psychological aspects such as recognition, dignity, social status, emotional certainty, paying attention to the wants and needs of employees, work enthusiasm, interests, moods, and others.

### 4) Sociological Theory

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<sup>10</sup>Didin Kurniadin dan Imam Machali, *Manajemen Pendidikan: Konsep dan Prinsip Pengelolaan Pendidikan*, p. 299.

<sup>11</sup>Wahyusumidjo, *Kepemimpinan Kepala Sekolah*, p. 28.

Leadership is considered as efforts to smooth out inter-relationships in the organization and as an attempt to resolve any organizational conflicts between followers in order to achieve good cooperation. The leader sets goals, including followers in the final decision. Furthermore, it also defines goals, and often provides the necessary instructions for followers to take any action related to the interests of the group.

5) Laissez Faire Theory

Laissez Faire's leadership is shown as a "chairman of the board" figure who is actually unable to manage and he delegates responsibility and work to subordinates or to all members. The leader is the "chairman" who acts as a symbol. Such leaders usually lack technical skills.

6) Personal Behavior Theory

This type of leadership will emerge based on the personal qualities or behavior patterns of the leaders. This theory states that a leader always behaves more or less the same, that is, he does not take identical actions in every situation he faces. Leaders in this category must be able to take the most appropriate steps for a problem. Meanwhile, social problems will never be identical in different time series.<sup>12</sup>

7) Personality Theory People Large (*Traits of Great Men*)

A leader can be predicted and seen by looking at the nature, character, and behavior of great people who have proven successful in carrying out their leadership. Thus, there are several superior characteristics as predispositions that are expected to be possessed by a leader, namely having high intelligence, lots of initiative, energetic, having emotional maturity, having persuasive power and communicative skills, having self-confidence, being sensitive, creative, willing to give high social participation, and so on.

8) Situation Theory

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<sup>12</sup>Kartini Kartono, *Pemimpin dan Kepemimpinan*, p. 73-77.



Situation theory holds that the emergence of a leader coincides with times of upheaval, critical such as revolutions, rebellions, and others. That's when a leader will emerge who is able to overcome problems that can hardly be solved by "ordinary" people or known as chosen people. This kind of leader appears as a savior and is suitable for certain situations.

9) Humanistic Theory

The function of leadership according to this theory is to realize human freedom and fulfill every human need, which is achieved through the interaction of the leader with the people. To do this, it is necessary to have a good organization and a good leader, who is willing to pay attention to the interests and needs of the people. The organization also acts as a means to exercise social control so that the government performs its functions with, and pays attention to, the abilities and potentials of its members.<sup>13</sup>

10) Charismatic Leadership Theory

The workings of this theory are based on the postulates and research findings from various social science disciplines. This theory helps reduce some of the mysteries surrounding charismatic leadership by identifying:

- a) how some leaders differ from others;
- b) how they behave; and
- c) what are the circumstances under charismatic leadership, which are most likely or most likely to occur.

There are several indications as characteristics of charismatic leadership, namely:

- a) subordinates/members put their trust in the truth and belief of the leader;
- b) there is a similarity between the members' beliefs and the leader's beliefs;
- c) undisputed acceptance from members of the leader;
- d) there is a feeling of affection of members to the leader
- e) willingness to obey from members towards the leader;

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<sup>13</sup>Kartini Kartono, *Pemimpin dan Kepemimpinan*, p. 77-79.

- f) emotional involvement of members in carrying out the mission;
- g) enhance the performance in achieving the tasks of the members, and
- h) there is a member's belief that the charismatic leader will be able to provide assistance for the success of the group's mission.<sup>14</sup>

## **RESEARCH METHOD**

The type of research used in this research is *ex-post facto*. Research *ex-post facto* is the research that the independent variables have been going treatment, or *treatment* is not performed at the time of the study, so this research are usually separated by experimental research.<sup>15</sup> The meaning of *ex-post facto*, namely "from what is done after the fact", then this research is referred to as research after the incident. Research *ex-post facto* is a study conducted to investigate the events that have occurred and then trace backwards to determine the factors that cause these events.<sup>16</sup>

In this study, the *independent variable* and the *dependent variable* have been stated explicitly, to then be linked as relational research or predicted if the independent variable has a certain influence on the dependent variable.<sup>17</sup>

## **RESULTS AND DISCUSSION**

Indicators in applying the leadership of Islamic Religious Education teachers, consist of 6, namely: 1) the ability of Islamic Religious Education teachers in making plans and Islamic culture; 2) the ability of Islamic Religious

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<sup>14</sup>Wahyusumidjo, *Kepemimpinan Kepala Sekolah*, p. 33-34.

<sup>15</sup>Syamsuddin dan Vismaia S. Damaianti, *Metode Penelitian Pendidikan Bahasa*, (Bandung: Remaja Rosdakarya, 2011), p. 164.

<sup>16</sup>Sugiyono, *Metode Penelitian Administrasi dilengkapi dengan Metode R&D* (Cet. XXIII; Bandung: Alfabeta, 2016), p. 7.

<sup>17</sup>Hamid Darmadi, *Metode Penelitian Pendidikan* (Cet. II; Bandung: Alfabeta, 2011), p. 35-36.

Education teachers in organizing the potential elements of the school; 3) the ability of Islamic Religious Education teachers as innovators, motivators, facilitators, mentors and counselors; 4) the ability of Islamic Religious Education teachers in maintaining, controlling, and directing students; 5) teacher's communication skills, and; 6) Performance / appearance of Islamic Religious Education teachers. Based on the results of research conducted at SMPN 1 Enrekang, researchers collected data using a psychological scale, namely the Islamic Religious Education teacher leadership scale . The indicators were developed and compiled in the form of a questionnaire as a research instrument from 48 respondents, so that the data obtained as research results are presented in the form of the following table. Furthermore, the description of the leadership of Islamic Religious Education teachers in class VIII of SMPN 1 Enrekang.

**Table 4.1**  
**PAI Teacher Leadership Descriptive Statistics**

<b>Number of Samples</b>	48
<b>Maximum Score</b>	46
<b>Minimum Score</b>	29
<b>Average (Mean)</b>	39.35
<b>Standard Deviation</b>	3,588
<b>variance</b>	12,872
<b>Range</b>	17
<b>Interval Class</b>	6

Based on table 4.1 above, the results of research from 3 Islamic Religious Education (PAI) teachers who teach in class VIII SMPN 1 Enrekang show that the maximum score for the leadership of Islamic Religious Education teachers is 46 and the minimum score is 29 with an average value of 39.35 and the standard deviation of 3.588 with a sample of 48 people. Table 4.1 also shows a variance value of 12.872 and a range of 17.

Teacher leadership is in the high category, due to indicator factors of the ability of PAI teachers to maintain, control, and direct students as well as the teacher's communication skills. The results obtained from the research with conditions in the field that the teacher directs students to maintain the school environment, the teacher teaches students to tolerate each other with adherents of other religions, in the learning process the teacher conveys the material sequentially to students, starting from conveying goals to providing conclusions in the process. learning, and when teaching the teacher uses Indonesian well to the students.

Teacher leadership is in the moderate category, due to indicator factors of the ability of PAI teachers in organizing all potential elements of the school, the ability of PAI teachers as innovators, motivators, facilitators, mentors and counselors as well as teacher skills. The results obtained from the research with conditions in the field that the teacher asked students to use the mosque in religious activities, but the teacher only occasionally asked students to go to the library to look for references. In addition, before starting learning the teacher motivates students, provides facilities in the form of printed books to students, and provides advice and reprimands to students who violate. At the time of teaching the teacher always dressed neatly but sometimes the teacher was not on time in starting the lesson. Thus, the categorization of the leadership of Islamic Religious Education teachers is in the medium category, which means it is neither low nor high, so it still needs to be improved.

While teacher leadership is in the low category, caused by one of the factors of the indicator of the ability of PAI teachers in planning learning and Islamic culture. The results of research with conditions in the field that teachers sometimes do not tell students about the theme of the material to be taught but always ask students to start learning by praying.

## **Leadership of Islamic Religious Education Teachers**

Based on the results of research that has been carried out on Islamic Religious Education teachers regarding leadership with 48 respondents using the Islamic Religious Education teacher leadership scale instrument consisting of 12 statements, the maximum score from the descriptive analysis is 46 and the minimum score is 29.

The results of the descriptive analysis illustrate that of the 48 respondents, 7 respondents rated low with a percentage of 14.58%, there were 34 respondents who rated it moderate with a percentage of 70.84%, and there were 7 respondents who rated it high with a percentage of 14.58%. Based on the average value, the leadership of Islamic Religious Education teachers who teach in class VIII of SMPN 1 Enrekang is 39.35 in the medium category with a percentage of 70.84%.

Teacher leadership is in the medium category, due to the indicator factors of the ability of PAI teachers in organizing all potential elements of the school, and the ability of PAI teachers as innovators, motivators, facilitators, mentors and counselors. The results obtained from the research with conditions in the field that the teacher asked students to use the mosque in religious activities, but the teacher only occasionally asked students to go to the library to look for references. In addition, before starting learning the teacher motivates students, provides facilities in the form of printed books to students, and provides advice and reprimands to students who violate. At the time of teaching the teacher always dressed neatly but sometimes the teacher was not on time in starting the lesson. Thus, the categorization of the leadership of Islamic Religious Education teachers is in the medium category, which means it is neither low nor high, so it still needs to be improved.

Similar to the research conducted by Nur Rima Kholifah, Fauziyah Putri, et al with research in the form of scientific studies covering the role of PAI teachers in

providing learning in the classroom. This refers to a leadership pattern that will be used as a concrete example for students. A successful educational institution can be seen from how the teacher's role in the educational process takes place. So that the form of learning outcomes produces characteristics that are brought from the teacher as an educator.

The leadership principle of PAI teachers is the same as other teachers but they are more inclined to Islam, for example in relation to their wisdom and honesty if the PAI teacher is not able to apply honesty in every activity, let alone the teacher is a role model. being led, especially in relation to providing knowledge related to the Islamic religion, the responsibility is definitely doubled because if you take a wrong step or miss a word, you will be accounted for in the hereafter, an example that can reflect to students who deserve to be followed in leading.<sup>18</sup>

PAI teacher leadership can be measured by measuring the extent to which he can implement leadership indicators, namely:

- a. The ability to design planning and cultivating the experience of Islamic teachings and noble character behavior in students which is a process of learning Islam
- b. The organizational capability in which it has been systematically integrated in order to support the civilizing experience of Islamic teachings in the school environment.
- c. The ability to be a mentor in every activity, a facilitator in every problem, an innovator for students. In this case, PAI teachers seem to play an active role in every situation and condition which is an effort to improve and improve the moral quality of students.

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<sup>18</sup>Nur Rima Kholifah, Fauziyah Putri, dkk, "Kepemimpinan Guru PAI dalam Pembelajaran di Kelas", *Al-Muaddib: Jurnal Ilmu-Ilmu Sosial dan Keislaman* 5, no.1 (September, 2020): h. 110.

- d. The ability to control, direct in everything, maintain spiritual values and maintain harmony between followers of religions other than Islam

### **Student Motivation**

Results of research that has been carried out on students in class VIII of SMPN 1 Enrekang regarding motivation, with 48 respondents using a motivational scale instrument consisting of 10 statements compiled according to Sardiman's theory, the maximum value obtained from descriptive analysis is 39 and the score is 39. minimum 25.

The results of the descriptive analysis illustrate that of the 48 respondents, 5 respondents are in the low category with a percentage of 10.42%, and 34 respondents are in the medium category with a percentage of 70.84%, while 9 respondents are in the high category with a percentage of 18.74%. . Based on the average value obtained is 31.50. So it can be concluded that the motivation of students in class VIII SMPN 1 Enrekang is in the medium category with a percentage of 70.84%.

According to Iskandar, learning motivation is the driving force from within the individual to carry out learning activities to increase knowledge and skills as well as experience. This motivation grows because of the desire to know and understand something, encourage, and direct students' interest in learning, so that they are more serious in learning.

According to Sardiman, indicators of learning motivation that come from within students (intrinsic) are as follows:

- a. Diligent in learning

This means that students can work continuously for a long time (never stop before finishing). As students start doing assignments on time, look for other sources, don't give up easily and check for completeness.

- b. Tenacious in the face of adversity

This means that students are not easily discouraged in the face of difficulties, both in terms of students' attitudes towards learning difficulties and students' efforts to face learning difficulties. Thus, students are responsible for success in learning and carrying out learning activities.

c. Show Interest

Students show their desire to participate in learning and enthusiasm in participating in the learning process. Students also show interest in various problems which consist of daring to face problems, looking for solutions to problems being faced and not easily discouraged in dealing with problems.

d. Independent in learning

Students prefer to work independently, meaning, without having to be asked to do what is their duty. In addition, learning independence is seen from students using learning opportunities outside of class hours.

e. Desire and desire to succeed, namely the enthusiasm of students in learning

Meanwhile, according to Muliani, students' learning motivation can be influenced by five factors, namely: 1) The ideals or aspirations of students are accompanied by the development and growth of individual personalities which will lead to great motivation to achieve the desired goals or aspirations, 2) the ability of students and the skills of each individual will strengthen the motivation, 3) the condition of students and a stable and healthy environment, the motivation of students will increase and their achievements will increase. Likewise, the environmental conditions of students (family and community) support, then motivation must exist and will not disappear, 4) dynamic elements in learning where an individual can adapt to the surrounding environment, a place where an individual will gain experience, 5) The teacher's efforts to teach students who are required to be professional and have skills in an activity or work carried out cannot be separated from their functions and uses.



Based on the explanation above, it can be concluded that intrinsic motivation and extrinsic motivation are very important for someone, especially for a student, because both will provide encouragement or a stimulus to move towards achieving goals.

### **Learning Interest of Students**

Based on the results of research that has been carried out on students in class VIII of SMPN 1 Enrekang regarding interest in learning, with 48 respondents using a learning interest scale instrument consisting of 8 statements compiled according to Slameto's theory, the maximum value obtained from descriptive analysis is 100 and a minimum value of 56.

The results of the descriptive analysis illustrate that of the 48 respondents, 4 respondents are in the low category with a percentage of 8.33%, and 34 respondents are in the medium category with a percentage of 70.84%, while 10 respondents are in the high category with a percentage of 20.83%. . Based on the average value obtained is 24.83. So it can be concluded that the learning interest of students in class VIII SMPN 1 Enrekang is in the medium category with a percentage of 70.84%.

Students' learning interest is in the moderate category, caused by indicator factors, namely interest and attention. The results obtained from research with conditions in the field that students pay attention to the teacher while explaining the material, and doing the tasks given by the teacher. It was also found that students took notes when the teacher explained, and there were still students who did not take notes. As well as some students who asked if they had difficulty in understanding the material, and there were still some who did not ask. Thus, it was obtained that interest in learning was in the medium category, which means neither low nor high, so that the learning interest of students in class VIII of SMPN 1 Enrekang still needed to be improved.

Alisuf Sabri explained that the interest (*interest*) is the tendency to always pay attention and remember things continuously. This interest is closely related to feelings, especially feelings of pleasure, because it can be said that interest occurs because of a happy attitude towards something. People who are interested in something means that their attitude is happy about that thing.

According to Slameto, several indicators of interest in learning are: feelings of pleasure, interest, attention, and student involvement. The following is an explanation of the indicators of student interest in learning:

a. Feeling happy

If a student has a feeling of pleasure towards a particular lesson, there will be no sense of being forced to learn. Like happy to follow lessons, there is no feeling of boredom, and being present during lessons.

b. Interest

Related to the driving force of students to be interested in an object, person, activity or ordinary in the form of an affective experience stimulated by the activity itself. Such as enthusiastic in following the lesson, not delaying assignments from the teacher.

c. Attention Students

Interest and attention are considered the same thing in everyday use. The attention of students is the concentration or activity of the soul towards observation and understanding, to the exclusion of others.

d. Involvement

A person's interest in the object that causes the person to be happy and interested in doing or working on the activities of the object. Such as being active in discussions, actively asking questions, and actively answering questions from the teacher.

One's interest arises through the learning process, it seems that the growth of interest in a person also depends not only on internal factors (physical and mental) but also on the

influence of the environment. This can be seen how the role of family, friends, teachers, society and culture affect the emergence of a person's interest in something.

#### **4. The Influence of Islamic Religious Education Teacher Leadership (X) on Student Motivation (Y<sub>1</sub>) in Class VIII SMPN 1 Enrekang**

Based on the results of hypothesis testing using a simple linear regression test between the leadership (X) of Islamic Religious Education teachers on the motivation (Y<sub>1</sub>) of students in class VIII SMPN 1 Enrekang, the results of the  $t_{\text{count}}$  analysis = 4.233 while the  $t_{\text{table}}$  value = 1.677 means the  $t_{\text{value count}}$  is greater than the value of  $t_{\text{table}}$  ( $t_{\text{count}} > t_{\text{table}} = 4.233 > 1.677$ ). Thus, the leadership of Islamic Religious Education teachers has a positive effect on the motivation of students in class VIII of SMPN 1 Enrekang. Then the coefficient of determination (R Square) is 0.280. To find out the magnitude of the correlation value and the percentage of the influence of Islamic Religious Education teacher leadership on student motivation, it can be seen in the *R Square* value in the *summary model* table = 0.280, which means the percentage influence of Islamic Religious Education teacher leadership on student motivation in class VIII SMPN1 Enrekang is 28% in the medium category while the remaining 72% is influenced by other factors outside of the variables.

The results also obtained from the *Regression* row, namely  $F_{\text{hit}}(b/a) = 17.915$  and  $p\text{-value/Sig.} = 0.000 < 0.05$  or  $H_0$  is rejected and  $H_a$  accepted or smaller significance than the level specified error. Thus, the regression model can be used to predict the variables X, in other words there is the influence of Islamic Education teacher leadership (X) on the motivation (Y<sub>1</sub>) learners in class VIII SMPN 1 Enrekang.

### **The Influence of Islamic Religious Education Teacher**

Based on the results of hypothesis testing using simple linear regression test between leadership (X) teacher of Islamic education to interest in learning (Y<sub>2</sub>) learners in class VIII SMPN 1 Enrekang, the result of analysis of  $t_{\text{count}} = 4.805$  while  $t_{\text{table}} = 1.677$  means that the value of  $t_{\text{count}}$  is greater than the value of  $t_{\text{table}}$  ( $t_{\text{count}} > t_{\text{table}} = 4.753 > 1.677$ ). Thus, the leadership of Islamic Religious Education teachers has a positive effect on the learning interest of students in class VIII of SMPN 1 Enrekang. Then the coefficient of determination (R Square) is 0.329. To find out the magnitude of the correlation value and the percentage of the influence of Islamic Religious Education teacher leadership on students' learning interest, it can be seen in the *R Square* value in the table *model summary* of = 0.329, which means that the percentage of the influence of Islamic Religious Education teacher leadership on students' learning interest in class VIII SMPN1 Enrekang is 32.9% in the medium category while the remaining 67.1% is influenced by other factors outside of the variables.

The results also obtained from the *Regression* row, namely  $F_{\text{hit}}(b/a) = 22.588$  and  $p\text{-value/Sig.} = 0.000 < 0.05$  or  $H_0$  is rejected and  $H_a$  accepted or smaller significance than the level specified error. Thus, the regression model can be used to predict the variables X, in other words there is the influence of Islamic Education teacher leadership (X) to interest in learning (Y<sub>2</sub>) learners in class VIII SMPN 1 Enrekang.

### **The Effect of Islamic Religious Education Teacher**

Based on the results of inferential analysis with a simple regression analysis test and the Manova test (*Multivariate Analysis of Variance*) explains:

1. There is an influence of Islamic Religious Education teacher leadership (X) on the motivation (Y<sub>1</sub>) of students in class VIII SMPN 1 Enrekang. The percentage of the

influence of Islamic Religious Education teacher leadership on the motivation of students in class VIII SMPN1 Enrekang is 28% in the medium category while the remaining 72% is influenced by other factors outside of the variables. The results showed that the  $F_{hit} (b/a) = 17.915$  and  $p\text{-value/Sig.} = 0.000 < 0.05$  or  $H_0$  is rejected and  $H_a$  accepted or smaller significance than the level specified error. Thus, the regression model can be used to predict the variables X, in other words there is the influence of Islamic Education teacher leadership (X) on the motivation ( $Y_1$ ) learners in class VIII SMPN 1 Enrekang. Then the results of the analysis of  $t_{count} = 4.233$  while the value of  $t_{table} = 1.677$  means that the value of  $t_{count}$  is greater than the value of  $t_{table}$  ( $t_{count} > t_{table} = 4.233 > 1.677$ ). Thus, the leadership of Islamic Religious Education teachers has a positive effect on the motivation of students in class VIII of SMPN 1 Enrekang. In this study also obtained the results of the relationship between the variables X to  $Y_1$ , which is equal to 0.529. Then it is known that the *person correlation* value is in the range of 0.41 to 0.60 or a moderate correlation. So that the relationship between the leadership of Islamic Religious Education teachers and the learning motivation of students in class VIII SMPN 1 Enrekang has a correlation with the degree of relationship, namely the correlation is moderate, and the form of the relationship is positive.

2. There is an influence of Islamic Religious Education teacher leadership (X) on the motivation ( $Y_1$ ) of students in class VIII SMPN 1 Enrekang. The percentage of the influence of Islamic Religious Education teacher leadership on the learning interest of students in class VIII SMPN1 Enrekang is 32.9% in the medium category while the remaining 67.1% is influenced by other factors outside of the variables. The results showed that the  $F_{hit} (b/a) = 22.588$  and  $p\text{-value/Sig.} = 0.000 < 0.05$  or  $H_0$  is

rejected and  $H_a$  accepted or smaller significance than the level specified error. Thus, the regression model can be used to predict the variables  $X$ , in other words there is the influence of Islamic Education teacher leadership ( $X$ ) to interest in learning ( $Y_2$ ) learners in class VIII SMPN 1 Enrekang. Then the results of the analysis of  $t_{count} = 4.805$  while the value of  $t_{table} = 1.677$  means that the value of  $t_{count}$  is greater than the value of  $t_{table}$  ( $t_{count} > t_{table} = 4.753 > 1.677$ ). Thus, the leadership of Islamic Religious Education teachers has a positive effect on the learning interest of students in class VIII of SMPN 1 Enrekang. In this study, the results obtained also the relationship of variable  $X$  to  $Y_2$  is equal to 0.574. Then it is known that the person correlation value is also in the range of 0.41 to 0.60 or a moderate correlation. So that the relationship between the leadership of Islamic Religious Education teachers and the learning interest of students in class VIII of SMPN 1 Enrekang has a correlation with the degree of relationship, namely the correlation is moderate, and the form of the relationship is positive.

3. There is a significant influence of the Islamic Religious Education Teacher Leadership variable on the Motivation and Learning Interest of Students in class VIII SMP 1 Enrekang, the results obtained on the multivariate test are different for the four  $p$ -values in the teacher leadership section, namely the sig  $p$ -value indicates the value different significance and all less than 0.05 (sig. < 0.05) then the significance at the 95% confidence level. Of the two dependent variables ( $Y_1$ ,  $Y_2$ ), the most dominant with the independent variable ( $X$ ) is the dependent variable  $Y_2$  (interest in learning) where the result of the  $t$ -value of the teacher's leadership variable is  $4.753 > 1.677$ . Then the calculated  $F$  value is  $22.588 > 3.20$ . The value of the coefficient of determination or *R Square* of 0.329 means that the PAI teacher leadership variable affects the learning interest

variable by 32.9%. Then the values obtained from the *Test of Between Subject effects* table test the effect of the inoariate ANOVA for each factor on the dependent variable. Significant value of F test is used to test this. The value of the F test for the relationship between PAI Teacher Leadership (X) and learning motivation ( $Y_1$ ) is 3.397 and a significance value of  $0.002 < 0.05$ . While the relationship between Teacher Leadership PAI (X) to interest in learning ( $Y_2$ ) of 2.2334 and 0.030 significance value  $< 0.05$ . This means that there is a difference between the leadership style on the variables of motivation and learning interest of students in class VIII of SMPN 1 Enrekang.

## CONCLUSION

Based on the results of data analysis and discussion that have been described in previous chapters, this research concludes as follows:

1. The leadership of Islamic Religious Education teachers at SMPN 1 Enrekang based on the results of the assessment of 48 respondents, was in the medium category with a percentage of 70.84% with an average value of 39.35. This indicates that the leadership of Islamic Religious Education teachers at SMPN 1 Enrekang is in the medium category, which means it is neither low nor high, so it still needs to be improved.
2. The motivation of students in class VIII of SMPN 1 Enrekang based on the results of the assessment as many as 48 respondents were in the medium category, namely 70.84% with an average value of 31.50. This indicates that the motivation of students in class VIII SMPN 1 Enrekang is in the medium category, which means it is neither low nor high, so it still needs to be improved.
3. The learning interest of students in class VIII of SMPN 1 Enrekang based on the results of the

assessment as many as 48 respondents were in the medium category, namely 70.84% with an average value of 24.83. This indicates that the learning interest of students in class VIII SMPN 1 Enrekang is in the medium category, which means it is neither low nor high, so it still needs to be improved. There is a significant influence of the Islamic Religious Education Teacher Leadership variable on the Motivation and Learning Interest of Students in class VIII SMP 1 Enrekang, the results obtained on the multivariate test are different for the four p-values in the teacher leadership section, namely the sig p-value indicates the value different significance and all less than 0.05 (sig. < 0.05) then the significance at the 95% confidence level.

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