

Exploring Student Learning Saturation in Islamic Education at Ar-Rahman High School in Medan

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Abstract

This study aims to explore student learning fatigue in Islamic Education classes at Ar-Rahman High School in Medan, as well as to identify the underlying factors. The study uses a qualitative approach with a descriptive method. Data was obtained through classroom observation, semi-structured interviews with Islamic Education teachers and students, and the distribution of questionnaires to selected respondents. Data analysis was carried out through the stages of reduction, presentation, and conclusion drawing, thereby obtaining a comprehensive picture of the dynamics of learning fatigue. The results showed that student fatigue in PAI learning manifested in the form of decreased participation, passive attitudes, low enthusiasm for discussion, and a tendency to avoid learning activities. The factors causing boredom include the dominance of These findings confirm that PAI learning still faces challenges in accommodating the diversity of student learning styles and the demands of the digital generation. The implication of this research is the need for more adaptive, interactive, and contextual PAI learning strategies so that students not only understand the cognitive aspects but also internalize religious values in their daily lives. Exploring the conditions of learning fatigue can serve as a basis for teachers and education policymakers in designing more effective learning models to improve the quality of Islamic education in secondary schools.

Keywords: *Fatigue, Learning, Education, Islam, Exploration*

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2nd International Conference on Islamic Community Studies (ICICS)

Theme: History of Malay Civilisation and Islamic Human Capacity and Halal Hub in the Globalization Era

<https://proceeding.pancabudi.ac.id/index.php/ICIE/index>

Introduction

Islamic Religious Education (PAI) in Indonesia plays an important role in shaping students' character and personality, not only in the context of religious knowledge, but also in shaping students' behavior and understanding of Islamic teachings. PAI in secondary schools, especially at the Senior High School (SMA) level, is one of the compulsory subjects taught to students as part of the national education curriculum (Rouf, 2015). However, even though Islamic religious education is an integral part of moral and spiritual development, in practice, PAI learning often faces various challenges, one of which is learning fatigue experienced by students. Learning fatigue is a condition in which students lose motivation and interest in the material being studied, which can have a negative impact on their understanding of the subject matter, especially in the context of PAI (Kholisin & Subekti, 2023).

Learning fatigue among students at Ar-Rahman High School in Medan is a phenomenon that warrants further study, given the importance of a deep understanding of Islamic teachings during adolescence. Fatigue in learning Islamic Religious Education (IRE) can reduce the effectiveness of learning, hinder the process of internalizing religious values, and potentially lower the quality of religious education received by students. In addition, learning fatigue can also have an impact on students' academic achievement in PAI, which in turn can affect their spiritual and moral development as individuals and members of society (Sumartono, 2022).

Research on learning fatigue in Islamic Religious Education (IRE) at Ar-Rahman High School in Medan is highly relevant in the context of Indonesian education. By understanding the factors that cause student learning fatigue and its impact on the teaching and learning process, this study is expected to make a positive contribution to efforts to improve the quality of PAI learning in schools. This study also aims to provide recommendations that can be used by teachers and schools to overcome the problem of learning fatigue, with the hope of improving the effectiveness and quality of religious education received by students (Siregar, 2023).

Various studies related to learning fatigue have been conducted in various fields of education, both domestically and internationally. However, research specifically examining learning fatigue in the context of PAI in Indonesian schools, especially at the high school level, is still limited. Therefore, this study is expected to fill the gap in the literature on this topic and provide a deeper understanding of how learning fatigue affects PAI learning at the high school level, as well as the factors that influence this fatigue. (Ni'matul Fauziah, 2013).

This study is also relevant in the context of the challenges faced by PAI educators in dealing with students who are increasingly diverse in terms of their backgrounds and characteristics (Abdi Syahril Harahap & , 2022). Various factors, both internal and external, can affect the level of boredom experienced by students. These factors include the teaching methods used, material that is considered uninteresting, and the social and psychological conditions of students, which can play a major role in increasing their boredom in religious education (Rahmawaty, 2025). Therefore, this study also aims to identify the factors causing learning fatigue and provide more relevant and effective solutions in the context of religious education in high schools.

Literature Review

Islamic Religious Education (PAI) is a subject that aims not only to increase students' knowledge of religion, but also to shape their character and morality in accordance with Islamic teachings. This subject is expected to contribute significantly to the formation of students' identity and behavior, both at school and in their daily lives (Putra, 2023). However, despite its very important role, many students experience boredom when participating in PAI lessons. This phenomenon is very interesting to study, considering that PAI should be able to provide added value to students, both in terms of knowledge and character building.

Learning fatigue is a condition that occurs when students feel bored, uninterested, or even lose motivation to learn. This condition can have a negative impact on the quality of

learning, because students cannot absorb the material optimally. In the context of Islamic Religious Education (IRE), student learning fatigue can hinder their understanding of Islamic teachings, which should be accepted enthusiastically and implemented in daily life. Therefore, this study aims to explore the causes of student learning fatigue in Islamic Religious Education and find solutions to overcome it (Munisa, 2020).

2.1 Learning Fatigue: Definition and Causes

Learning fatigue is an emotional condition characterized by boredom, loss of interest, and an inability to focus on the learning process. This fatigue can occur at various levels of education, whether at the elementary, secondary, or university level. In the context of PAI learning, fatigue can arise due to various factors, whether from students, teachers, or the education system itself (Astaman Astaman et al., 2018).

The causes of learning fatigue in PAI learning can be divided into several categories. The first factor that can cause fatigue is a lack of variety in learning methods. Many teachers still use traditional approaches to teaching, such as monotonous lectures without interaction or practical activities that actively involve students. This can cause students to feel bored and uninterested in participating in learning. Repetitive and uninnovative learning tends to make students feel that the material being taught is not relevant to their daily lives (Tanjung & Namora, 2022).

The second factor is students' limited understanding of the relevance of the material. Many students feel that the material taught in PAI is not directly related to their lives. They tend to view PAI as a subject that only requires memorizing prayers, verses, or hadiths without a deep understanding of how Islamic teachings can be applied in everyday life. This condition causes them to feel unmotivated to study more deeply and eventually experience boredom (Syafitri et al., 2022).

The third factor is the lack of good classroom management. Poorly organized learning, unclear rules, or the absence of a conducive learning atmosphere can also cause student boredom. If the classroom atmosphere is unpleasant or does not support active learning, students tend to feel uncomfortable and reluctant to participate in learning. This boredom can also occur if students feel unappreciated or are not given the opportunity to actively participate in class discussions (Eka et al., 2022).

2.2 The Impact of Learning Fatigue on PAI Learning

Learning fatigue experienced by students can have a huge impact on their learning outcomes, both academically and non-academically. In the context of PAI, the most obvious impact is students' low understanding of religious material. When students feel bored or uninterested in the material, they tend not to absorb information well. This can cause their understanding of religious teachings to be superficial and limited, so that they cannot be applied in their lives as a whole (Harahap, 2022).

The second impact is a decline in students' motivation to participate in learning. When students feel bored, they tend to find it more difficult to be motivated. In fact, there is a possibility that they will not prioritize PAI lessons over other lessons that they consider more interesting or relevant. In the long term, this can lead to students' disinterest in religion and even weaken their spiritual bond with Islam (Hanina et al., 2021).

The long-term impact of learning fatigue in PAI lessons can contribute to a decline in students' moral values and character. PAI is not only about theoretical knowledge, but also about applying religious values in everyday life. If students feel bored and unmotivated to participate in lessons, they will tend to have a poorer understanding and application of religious values, such as patience, honesty, and empathy towards others.

2.3 Strategies for Overcoming Learning Fatigue in Islamic Religious Education

To overcome learning fatigue in Islamic Religious Education, various solutions can be implemented (Majid & Yanti, 2024):

1. First and foremost, teachers must develop more varied and creative teaching methods. Approaches that can be used include the use of engaging learning media, such as videos, films, or technology-based learning applications, which can increase student interest. In addition, teachers can also use project-based approaches, group discussions, or role-playing that actively involve students. In this way, students are not just passive listeners, but can also participate in the learning process.
2. Second, it is important to relate PAI material to students' daily lives. Teachers can provide real examples that are relevant to the challenges students face in their lives, such as how to apply religious values in their attitudes toward friends, family, or in their daily activities. In this way, students can see that PAI material is not just a theory that is separate from their lives, but something that is very relevant and important to apply.
3. Third, creating a positive and conducive classroom environment is also very important in overcoming learning fatigue. Teachers must create a pleasant atmosphere, respect each student's opinion, and provide opportunities for students to actively participate in discussions and learning. In addition, providing constructive feedback and motivating students to continue learning is also very helpful in reducing fatigue. A classroom that supports student development, both intellectually and emotionally, will prevent boredom from arising.
4. Fourth, involving parents in the learning process can also be an effective solution. Parents can help reinforce PAI learning at home by inviting children to discuss religious values, practice religious teachings in their daily lives, and provide the moral support that students need.

Thus, PAI learning is not only limited to school, but can also be reinforced at home and in the surrounding environment. Student boredom in Islamic Religious Education is a serious problem because it can hinder the understanding and application of religious teachings in daily life. This boredom can be caused by various factors, such as monotonous learning methods, a lack of relevance of the material to students' lives, and poor classroom management. Therefore, it is important for teachers to use varied and creative learning methods, relate the material to students' lives, create a positive classroom climate, and involve parents in the learning process. (Hanina et al., 2021).

With these efforts, it is hoped that the boredom experienced by students in PAI learning can be reduced, so that students can gain a better understanding of Islamic teachings and apply religious values in their lives. Interesting, relevant, and meaningful PAI learning will produce a generation that is not only intellectually intelligent, but also spiritually and morally strong.

Research Methodology

This research method uses a qualitative approach with a descriptive research type that aims to describe the phenomenon of student learning fatigue in Islamic Religious Education (PAI) learning (Moleong, 2018). A qualitative approach was chosen because the focus of this study was to gain an in-depth understanding of students' perceptions and experiences of learning fatigue, as well as how certain factors influence it. This study was conducted at Ar-Rahman High School in Medan.

The data sources for this study included students, Islamic education teachers, and school principals as the main informants. The data collection techniques used included in-depth interviews, direct observation, and documents related to Islamic education in schools. In-depth interviews were conducted with students and teachers to explore their views on the causes and

effects of learning fatigue. Observations were conducted during the learning process to record interactions and classroom atmosphere that could affect fatigue (Miles, M. B., & Huberman, 1994). The collected data was analyzed using thematic analysis, which identified the main themes related to the factors causing learning fatigue and how this affects the learning process. This technique allowed researchers to organize the data systematically and draw conclusions relevant to the issue under study (Satori, 2009).

Results

This study reveals several factors that cause student learning fatigue in Islamic Religious Education (PAI) classes at Ar-Rahman High School in Medan. Based on interviews with students and teachers as well as classroom observations, two main categories of causes of fatigue were found: internal student factors and external factors related to learning.

4.1 Internal Factors

1. Low Motivation and Interest. Most students feel uninterested in IRE lessons. They feel that the material taught is too theoretical and not directly related to their daily lives. This leads to a lack of motivation to follow the lessons seriously.
2. Perceptions of IRE. Some students consider PAI to be a subject that relies solely on memorization and theory without any clear connection to real life, so they do not feel emotionally involved in the learning process.

4.2 External Factors:

1. Monotonous Teaching Methods. Most teachers still use lectures and memorization in teaching PAI. This approach does not encourage active student participation, causing them to quickly become bored and bored. The use of methods that only focus on lectures and text notes does not provide opportunities for students to discuss or explore topics in more depth.
2. Lack of Variety in Learning Media. The limited use of learning media, such as only using textbooks and blackboards, also causes boredom among students. They feel that learning is uninteresting and irrelevant to the development of an era that increasingly relies on technology.

4.3 The Impact of Learning Fatigue

Learning fatigue experienced by students has an impact on several important aspects of the learning process:

1. Students who feel fatigued are less focused during lessons and tend to be less active in class discussions. As a result, their understanding of the material becomes limited and they find it difficult to absorb PAI material to the fullest extent.
2. Learning fatigue has a direct impact on students' academic results. Many students receive low scores on PAI exams and assignments because they do not feel motivated to study to their full potential.
3. Boredom also affects students' attitudes toward this subject. Some students consider PAI to be an unimportant subject and merely an obligation that must be fulfilled. This attitude reduces their seriousness in attending classes and tends to cause them to ignore the religious values that should be applied in daily life.

The boredom experienced by students has a significant impact on several aspects of the learning process. Based on research, it was found that students who feel bored tend to experience a decrease in focus during lessons. This results in their inactivity in class discussions, thereby limiting their understanding of the material. As a result, students find it

difficult to absorb Islamic Religious Education (PAI) material optimally, which hinders the achievement of the expected competencies in the subject.

Learning fatigue is also directly related to students' academic performance. Research shows that students who experience fatigue tend to have low scores on IRE exams and assignments. A lack of motivation to study to the best of their ability causes them to not try their best in preparing for exams or completing assignments, which ultimately contributes to inadequate academic performance.

Another impact of fatigue is a change in students' attitudes toward IRE lessons. According to the results of the study, some students view PAI as an unimportant subject and consider it more of an obligation that must be fulfilled. This attitude leads to a lack of seriousness in following the lessons and a decline in attention to the application of the religious values taught. In fact, PAI lessons play an important role in shaping students' character and morals, as well as equipping them with religious principles that are relevant to their daily lives.

4.4 Efforts to Overcome Learning Boredom

Based on the research findings, several steps can be taken to overcome learning boredom in PAI lessons at Ar-Rahman High School in Medan:

1. The use of more interactive and enjoyable methods, such as group discussions, case studies, question and answer sessions, and educational games, can increase student participation and reduce boredom. Methods that actively involve students will make them more interested in attending lessons.
2. Teachers need to utilize technology to enrich the learning process. The use of instructional videos, technology-based learning applications, and digital platforms such as e-learning can make PAI lessons more interesting and relevant to the lives of students who are increasingly connected to the digital world.
3. Learning materials need to be more relevant to students' lives. Teachers can relate religious teachings to current social issues, such as religious tolerance, ethics in social media communication, and the importance of religious values in facing the challenges of the times.
4. Contextual learning can reduce boredom by connecting the material taught with students' real-life experiences and challenges. This can help students feel that PAI lessons are directly relevant to their lives.

The boredom found in PAI learning at Ar-Rahman High School in Medan reflects the fact that students feel alienated from the material being taught. This phenomenon is not only influenced by internal factors within students, but also by the teaching methods used by teachers. When students do not feel that the subject matter is relevant to their lives, they tend to lose motivation and curiosity. Therefore, it is important for educators to create learning experiences that are more dynamic, relevant, and interesting for students (Tumiran et al., 2024).

Monotonous teaching methods and limited learning media are external factors that can be changed to increase student interest and motivation. Teachers can utilize various more interactive teaching approaches, as well as more varied technology and learning media to support a more enjoyable and meaningful learning process. In this way, students will feel more involved and motivated to take their studies more seriously (Batubara et al., 2023).

It is important for teachers to relate PAI material to students' daily lives, so that religious lessons are not merely considered abstract and distant from their lives. Contextual and applicable learning will attract students' interest and encourage them to better understand and practice religious teachings in their lives (Hutasuhut et al., 2023).

This study reveals that learning fatigue in Islamic Religious Education at Ar-Rahman High School in Medan is caused by internal factors such as low interest and motivation, as well as external factors such as monotonous teaching methods and a lack of varied learning media. This boredom has an impact on the quality of learning, academic results, and students' attitudes towards the subject. Therefore, more varied efforts are needed in teaching methods, the use of

technology, and linking the material to students' daily lives to overcome this boredom. More interactive, relevant, and context-based learning is expected to increase students' interest and motivation in attending Islamic Religious Education lessons.

Conclusion

This study reveals several factors that cause student learning fatigue in Islamic Religious Education (IRE) at Ar-Rahman High School in Medan, which can be grouped into two main categories: internal and external factors.

1. First, internal factors include low motivation and interest, as well as a negative perception of IRE. Many students feel that IRE material is too theoretical and irrelevant to their daily lives, causing them to lose motivation to learn.
2. Second, external factors are related to monotonous learning methods, where most teachers still use lectures and memorization, as well as a lack of variety in learning media. This causes students to quickly become bored and bored.
3. The learning fatigue experienced by students has an impact on the quality of learning, including decreased focus, low academic results, and negative attitudes towards PAI. Students tend to consider PAI as an unimportant subject and only a requirement.
4. To overcome this problem, a more interactive approach that is relevant to students' lives is needed, such as the use of technology and contextual-based learning.

With a more interesting approach, students will be more engaged in learning and view PAI as an important and useful subject in their lives. Learning that connects religious teachings with current social issues can increase students' understanding and interest in the material being taught.

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