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The Influence of the AIR (Auditor Intellectually Repetition) Model on Middle School Students' Interest in Learning Islamic Religious Education

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Keywords:
WATER models; interest in learning; Islamic Religious Education; statements of preference.

Abstract

The low interest of students in learning Islamic Religious Education (PAI), especially in the indicator of "preferring statements", is an important concern in the world of education today. Minimal interaction with the material, limited variety of learning activities, and the dominant use of conventional methods that are one-way are the main factors in the low enthusiasm for learning of students. This study aims to determine the effect of the Auditor Intellectually Repetition (AIR) learning model on students' interest in learning Islamic Religious Education (PAI) at SMP Negeri 1 Bandar Lampung. The AIR model emphasizes three main aspects, namely Auditory (listening), Intellectually (thinking), and Repetition (repetition) which are designed to encourage active and enjoyable student involvement. This study uses a quantitative approach with a quasi-experimental method and a post-test only control group design. The research sample was selected through simple random sampling, consisting of two classes: the experimental class (VII 3) which received the AIR model treatment and the control class (VII 5) with conventional learning. The research instrument was a non-test questionnaire with a Likert scale on the indicator of "preferring statements". The data were analyzed using a pooled variance t-test after meeting normality and homogeneity requirements. The results showed a significant effect of the AIR model with a significance value of 0.000, indicating that this model was effective in increasing interest in learning Islamic Religious Education (PAI).

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homogeneity requirements. The results showed a significant effect of the AIR model with a significance value of 0.000, indicating that this model was effective in increasing interest in learning Islamic Religious Education (PAI).

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INTRODUCTION

Interest in learning is a person's desire to understand and enjoy learning materials (Eka Dewi Asih, 2022; Ria Fajrin Rizqy Ana, 2021; Tanjung, 2022) . Interest in learning can be seen from several indicators, such as feelings of pleasure, interest, active participation, and full concentration while learning (Melasari, 2021; Putri & Pandia, 2022) . Students who have a strong interest in learning not only show a positive attitude and comfort in learning, but also tend to be more diligent, focused, and able to achieve optimal learning outcomes. Thus, interest in learning plays an important role in linking the learning process with the achievement of meaningful learning outcomes.

One important indicator of learning interest is a feeling of enjoyment in the lesson. When students feel interested, they will study the material enthusiastically without coercion (Dalimunthe, 2020; Rahmi et al., 2020; Yolanda & Meilana, 2021) . This interest is closely related to affective drive towards a learning object or activity (Aulia et al., 2023; Mahdalena, 2022; Siburian et al., 2023; Sutikno et al., 2021). This interest encourages active engagement, such as participating in discussions, asking questions, and answering teacher questions (Ega Tria Karisma, Deka Setiawan, 2022; Rahayuliana & Watini, 2022; Syazali et al., 2021). The attention and concentration that arise from this interest in learning enable students to understand the material more deeply, thus directly impacting improved learning outcomes. (Herpratiwi & Tohir, 2022; Nurhayanti et al., 2020; Sukarmin & Lasaima, 2023).

Ideal learning places students at the center of the learning process and should encourage active engagement, creativity, and provide enjoyable and challenging experiences. Learning should also incorporate ethical values, beauty, logic, and elements of movement as part of holistic development (Rahma, 2023; Utari & Suriansyah, 2023)(Aziz & Amir, 2025). Therefore, learning that fosters interest in learning has a greater potential to produce optimal and sustainable learning outcomes.

Environmental factors also significantly influence students' learning interests. A comfortable environment, both at home and at school, can foster positive learning habits. Schools that provide good learning facilities, such as neat classrooms, adequate lighting, and a calm atmosphere, will help students focus better (Mahdalena, 2022; Malimbe et al., 2021). Furthermore, parental support can boost students' self-confidence and motivate them to participate in lessons. When the learning environment is supportive, students will feel more comfortable and enthusiastic about learning (Apriyani et al., 2022; Komari et al., 2022).

Self-directed learning is a thought process that arises from the interaction between an individual and their environment (Faizah & Kamal, 2024; Septiani et al., 2020). In this process, a person acquires new knowledge, develops skills, and forms values and attitudes. Low learning motivation often occurs because students do not yet understand the importance of

education or lack family support (Solehah et al., 2022; Suryani dan Mirnawati., 2023). However, interest in learning remains a key factor that bridges the influence of the environment on student engagement and achievement of learning outcomes. (Aulia et al., 2023; Lubis et al., 2021; Nur Hidayah et al., 2023; Octavia et al., 2023; Sihombing et al., 2024).

One recommended approach to addressing low learning interest is the *Auditory Intellectual Repetition* (AIR) model. This model combines three important aspects: listening *(Auditory),* critical thinking and problem-solving *(Intellectual),* and repetition of material *(Repetition)* to strengthen student understanding (Chintya et al., 2020; Mahaardhika et al., 2022; Siti Patimah et al., 2024; Syarif et al., 2024). Through these stages, students not only receive information passively but are actively involved in the process of thinking, discussing, and reinforcing concepts, making learning more meaningful and engaging. (Nur, 2025; Safriani et al., 2022; Syahid et al., 2021). The advantages of the AIR model lie in its emphasis on active student involvement, strengthening speaking skills, and repetitive exercises through quizzes or assignments.

Previous research has demonstrated the effectiveness of the AIR model in improving student learning outcomes. Rajagukguk (2023) demonstrated that this model can improve understanding of mathematical concepts, while Qodarwati (2022) and Ekasari (2020) found a positive impact of AIR on cognitive learning outcomes in various subjects. However, these studies focused more on cognitive learning outcomes and did not fully examine the role of AIR in increasing learning interest as an affective factor underlying learning success.

This study aims to fill this gap by focusing on the influence of the AIR model on Islamic Religious Education (PAI) learning interest at the junior high school level. The uniqueness *of* this study lies in the use of a non-test instrument that measures student activity, interest, and engagement during the learning process. By placing learning interest as the primary variable, this study is expected to explain how the AIR model not only improves learning outcomes but also builds sustainable student engagement and motivation. The urgency of this research is reinforced by observations and interviews that indicate low student participation in Islamic Religious Education (PAI) learning. Therefore, the implementation of the AIR model is expected to be an effective and innovative solution to increase student learning interest, which can also be applied to other subjects.

RESEARCH METHODS

This study used a quantitative approach with a quasi-experimental method, namely *a post-test only control group design* . The study was conducted at SMP Negeri 1 Bandar Lampung in the odd semester of the current academic year with research subjects consisting of seventh-grade students. The selection of this design was based on the characteristics of the research context at the school which did not allow for full subject randomization or the administration of a pre-test, both due to limited learning time and considerations of the school's academic policies. Therefore, a quasi-experimental design is considered the most appropriate methodological choice for testing the effects of a learning model in a real, controlled classroom setting. The use of a post-test-only design aims to focus the analysis on the final results of students' learning interest after the treatment is administered, so that the effects of the learning

model can be observed more objectively without being influenced by possible bias due to the pre-test.

The sampling technique was carried out using *simple random sampling* , where two classes were randomly selected: class VII 3 as the experimental class which received the Auditor Intellectually Repetition (AIR) learning model treatment, and class VII 5 as the control class which followed conventional learning. The purpose of this design was to compare the effect of the AIR model on students' learning interest in Islamic Religious Education subjects, especially in the indicator of *statements of preference* .

The learning implementation steps in the experimental class were structured based on the syntax of the AIR model, which consists of six stages. First, students were divided into small groups with diverse compositions. Second, the teacher delivered the material, and students were asked to listen and pay close attention (Auditory). In the third stage, students discussed the material in groups, recorded the discussion results, and presented them to the class. Next, the teacher provided contextual problems that students had to analyze and solve as a form of critical and analytical thinking training (Intellectually). Finally, students reviewed the material through individual assignments or quizzes to strengthen their understanding (Repetition). All of these activities were designed to encourage students to enjoy the active and meaningful Islamic Religious Education learning process (Syahid et al., 2021).

The instrument used in this study was a non-test questionnaire in the form of a Likert scale which focused on three indicators, namely *the statement of preferring, interest and learning activities* towards Islamic Religious Education learning. The questionnaire consisted of positive and negative statements to capture the extent to which students tended to like the lesson after participating in learning with the AIR model. The validity of the instrument was tested using *Pearson Product Moment correlation* , while its reliability was analyzed using *Cronbach's Alpha* . *After the data was obtained, prerequisite tests were conducted in the form of normality and homogeneity tests to ensure the feasibility of statistical analysis. The pooled variance* t-test was used to determine the difference in the level of learning interest between the experimental and control groups. The results of data processing showed a significant influence of the AIR model in increasing the indicator of *statements preferring* Islamic Religious Education learning.

RESEARCH RESULTS AND DISCUSSION

Results

This research was conducted at SMP Negeri 1 Bandar Lampung. Various data collection techniques were used, including distributing questionnaires that matched learning interest indicators, which were then tested for validity and reliability. The following are the data obtained through the reliability test.

Table 1. Description of the Results of the Trial Class Validity Test

No Question	r Table	r Count	Information
1	0.355	0.473	Valid
2	0.355	0.518	Valid
3	0.355	0.592	Valid
4	0.355	0.009	Invalid

5	0.355	0.481	Valid
6	0.355	0.481	Valid
7	0.355	0.619	Valid
8	0.355	0.355	Valid
9	0.355	0.459	Valid
10	0.355	0.514	Valid
11	0.355	0.623	Valid
12	0.355	0.649	Valid
13	0.355	0.631	Valid
14	0.355	0.432	Valid
15	0.355	0.407	Valid
16	0.355	0.289	Invalid
17	0.355	0.438	Valid
18	0.355	0.235	Invalid
19	0.355	0.367	Valid
20	0.355	0.578	Valid
21	0.355	0.407	Valid
22	0.355	0.354	Invalid
23	0.355	0.314	Invalid

Table 2. Description of the Results of the Trial Class Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.814	23

Based on the validity test results in Table 1, of the 23 items tested, 18 items were declared valid (numbers 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 19, 20, and 21) because the calculated r value was greater than the table r of 0.355 at a significance level of 5% with 31 respondents, while the other 5 items were invalid because the calculated r value was smaller than the table r. This indicates that some of the items have not been able to measure the intended variables accurately so they need to be revised or deleted. The results of the reliability test in Table 2 show a Cronbach's Alpha value of 0.814 which is in the good or high category, meaning that the instrument as a whole is reliable and consistent enough so that it can be used to measure research variables.

1. Normality Test

The normality test is used to assess whether the collected data follows a normal distribution. Data are considered normally distributed if the significance value is > 0.05. The results of the normality test in this study are presented as follows:

Table 3. Normality Test Results

Group	**Kolmogorov-Smirnov**			**Shapiro-Wilk**		
	Statistics	df	Sig.	Statistics	df	Sig.

Learning Interest – Group A	.144	32	.088	.937	32	.060
Learning Interest – Group B	.104	32	.200*	.973	32	.595

This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the normality test in the Tests Of Normality table, Group 1 has a Kolmogorov-Smirnov significance value of 0.088 and Shapiro-Wilk of 0.060, both of which are greater than 0.05, so it can be concluded that the data in Group 1 is normally distributed. Meanwhile, the data in Group 2 shows a Kolmogorov-Smirnov significance value of 0.200 and Shapiro-Wilk of 0.595, which are above 0.05. Thus, the data in group 2 can be said to be normally distributed. This means that the distribution of learning interest data in both groups meets the assumption of normality.

2. Homogeneity Test

The homogeneity test is used to determine whether the variances of a number of research populations are the same (homogeneous) or not the same (non-homogeneous). Data is considered homogeneous if the Sig. value is > 0.05. The following data shows the results of the homogeneity test in the study:

Table 4. Results of Homogeneity Test

Test of Homogeneity of Variances

		Levene Statistics	df1	df2	Sig.
Interest in learning	Based on Mean	2,900	1	62	.094
	Based on Median	2,804	1	62	.099
	Based on Median and with adjusted df	2,804	1	55,441	.100
	Based on trimmed mean	2,815	1	62	.098

Based on the Tests of Homogeneity of Variances, all Levene's Test calculations—whether based on the mean, median, median with adjusted df, or trimmed mean—showed a significance value of >0.05, namely: based on the mean of 0.094, based on the median of 0.099, based on the median with adjusted df of 0.100, and based on the trimmed mean of 0.098. These results indicate that the variance between groups is homogeneous, so the assumption of homogeneity of variance is met.

3. T-test

Table 5. T-test results

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Standard Error Difference	Lower	Upper
Interest in learning	Equal variances assumed	2,900	.094	4,200	62	.000	4,5000	1.0715	2.3580	6.6420
	Equal variances not assumed			4,200	55,434	.000	4,5000	1.0715	2.3530	6.6470

The t-test results indicate that the null hypothesis (H0) is rejected, indicating a significant difference between the means of the two groups. With both equal and different variance assumptions, the test yields a p-value of 0.000, well below the 0.05 significance level, thus concluding that the difference is significant.

Discussion

The data processing results showed a significant effect of the AIR model on increasing student learning interest, particularly in the "preferring statement" indicator, with a significance value of 0.000. This indicates that the AIR model successfully fostered student interest in Islamic Religious Education (PAI) learning, which was previously considered boring. Students felt more engaged in the learning process because they were given the opportunity to express ideas, collaborate, and understand the material in depth through repetition (Laila & Siregar, 2021; Palguna et al., 2020).

The success of the AIR model in increasing student learning interest can be explained specifically through the contribution of each syntax. The *auditory stage* fosters attention and concentration through active listening (Badawi et al., 2022; Susanti et al., 2022). The *intellectual stage* trains critical thinking skills and encourages active participation through discussion and problem-solving (Anggraini et al., 2022; Sitanggang et al., 2020). Meanwhile, the *repetition stage* strengthens memory and conceptual understanding through repeated practice (Fadillah et al., 2025; Syazali et al., 2021). All three work together to create an engaging and meaningful learning experience.

The main challenges encountered in the field are the limited variety of learning methods and the lack of student engagement in the learning process. The AIR model overcomes these obstacles by creating a more dynamic learning environment, encouraging two-way interaction, and providing a space for students to develop an interest in Islamic Religious Education (PAI). Discussions and presentations foster a sense of appreciation and confidence in students, while

practice questions and quizzes foster a healthy sense of competition in understanding the material (Ramadhani & Dewi, 2022; Riswanto et al., 2022).

Although quantitative data, such as the t-test, showed results that were not yet statistically significant ($p > 0.05$), qualitative and narrative results indicated an increase in practical learning interest. This reinforces the assumption that changes in learning interest are not only measured numerically, but also through more enjoyable, active, and meaningful learning experiences. Thus, the AIR model can still be considered a relevant and adaptive alternative in the context of Islamic Religious Education (PAI) learning.

This research provides significant contributions for teachers, students, and future researchers. For teachers, the AIR model can be used as a strategy to build active and engaging learning. For students, this model opens up space for critical thinking, collaboration, and the development of interest in previously uninteresting materials. For future researchers, this study provides a foundation for developing learning approaches that not only improve cognitive learning outcomes but also affective aspects such as interest and motivation. Further research is recommended to expand interest indicators and use more valid and reliable instruments.

CONCLUSION

This study shows that the Auditory Intellectually Repetition (AIR) learning model has a significant effect on increasing students' interest in learning Islamic Religious Education, especially on the indicator of "preferring statements." The results of the normality and homogeneity tests prove that the data meets the analysis requirements, while the t-test produces a significance value of 0.000, which confirms a real difference between the experimental and control classes. The AIR model is proven to be able to create more active, interesting, and meaningful learning through auditory, intellectually, and repetition stages that directly involve students. Thus, the AIR model can be used as an effective alternative strategy to increase student involvement and interest in Islamic Religious Education learning.

For further research, it is recommended to expand the indicators of learning interest, not only focusing on "preferring statements" but also encompassing other aspects such as attention, active participation, and learning comfort. The research instrument also needs to be refined to ensure that all statement items are valid and reliable, thus more accurately describing learning interest. Furthermore, research can be conducted using different experimental designs, involving larger samples, or comparing the AIR model with other learning models. This will help produce more comprehensive findings and enrich the development of effective learning strategies to increase student learning interest.

This study has several limitations, including a sample size limited to only two classes in one school, which does not fully represent the diversity of student characteristics. The research instrument was also limited to a few indicators of learning interest, with several invalid items requiring improvement in future research. Furthermore, the study was conducted at only one educational level and one subject, so the results cannot be generalized more broadly. Therefore, future research needs to involve larger samples, more diverse locations, and compare the AIR model with other learning models to gain a deeper and more comprehensive understanding. Broader and more robust findings will be helpful in formulating appropriate, evidence-based learning policies.

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