

Effective Implementation of Teaching Skills and Religious Activities to Enhance the Quality of Learning In Islamic Religious Education at MTsN 2 Surabaya

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Abstract

The quality of Islamic Religious Education teaching is influenced by the understanding and application of Islamic teachings in everyday life. For this reason, this study aims to analyse the influence of teachers' basic teaching skills and students' religious practices on Islamic Religious Education learning outcomes at State Tsanawiyah Madrasah 2 Surabaya City. Islamic Religious Education plays an important role in shaping students' character and morals, so that the quality of Islamic Religious Education teaching is a crucial factor in achieving the goals of religious education. The factors studied include teachers' basic teaching skills and students' religious practices. This research used a quantitative approach with a sample of 100 class VII students. Data was collected through questionnaires and regression analysis was used to assess the influence of independent variables on Islamic Religious Education learning outcomes. Research findings show that teachers' basic teaching skills and students' religious practices partially and simultaneously have a positive effect on Islamic Religious Education learning outcomes. These results indicate that teachers' basic teaching skills which involve the ability to convey material clearly, mastery of teaching methods, and adaptability to students' needs have a positive impact on students' understanding of religious teachings. In addition, students' religious practices from religious activities, such as prayer, reading the Koran, and other religious practices, contribute positively to Islamic religious education learning outcomes

Keywords: *Teacher, teaching skills, Students, learning outcomes, education.*

Introduction

Islamic Religious Education has a very important role in shaping students' character and morals. More than just conveying theoretical aspects of religion, this subject paves the way for students to understand, appreciate and practice Islamic teachings in the context of everyday life. Islamic religious education does not only rely on conceptual knowledge, but also emphasizes the application of Islamic moral and ethical values in various life situations. Therefore, the quality of teaching in this subject has a significant impact in forming an ethical, moral and spiritual foundation for students. Through a holistic approach involving practical aspects, Islamic Religious Education acts as an important pillar in building students' character, helping them form a positive attitude, integrity and moral awareness in facing life's challenges.

A devout Muslim who is a pious Muslim is a figure who is not only limited to ritual worship. This figure reflects Islamic values in all aspects of life, including daily interactions, social behavior and collective welfare. Islamic Religious Education subjects are not just a transfer of religious knowledge, but also aim to form attitudes, values and behavior that are in accordance with Islamic teachings (Daulay & Pasa, 2012). Therefore, the quality of Islamic Religious Education teaching is very crucial to achieving this educational goal.

Teachers' basic teaching skills have direct implications for student learning outcomes (Kamar, 2015; Nur, 2018; Abubakar, 2021). Teachers as one of the main actors in the learning process have a very crucial role in shaping the quality of education, especially in the Islamic Religious Education context. Teachers' basic teaching skills, which include a number of important aspects, are a determining factor in the effectiveness of the learning process. When a teacher is able to manage the class well, convey material

clearly, and create a conducive learning environment, his contribution to students' awareness and acceptance of religious material becomes more significant. One of the main aspects of a teacher's basic teaching skills is the ability to manage the classroom (Sarıçoban, 2005). Effective teachers are able to create an orderly, safe and controlled classroom atmosphere. This includes the ability to handle student behavior wisely, manage learning time efficiently, and ensure student focus is maintained. Good classroom management is the key to creating a learning space that allows students to focus and engage in religious material without distractions.

Basic teaching skills also include the teacher's ability to convey material clearly and communicatively (Hariani et al., 2019). Effective teachers can articulate religious concepts in language that is easily understood by students. Clarity in conveying material is essential to ensure that religious messages can be received and understood well by students. Therefore, teachers need to understand students' needs and present material in a way that suits their background knowledge and awareness. A conducive learning environment is an important factor to support the learning process. Teachers who are able to create a positive and inclusive atmosphere can have a positive impact on students' acceptance of religious material (Salabi, 2022). A conducive learning environment includes politeness, care and fairness. Teachers can create positive interactions between students, motivate them to participate actively, and create a sense of security needed to explore religious concepts freely (Putro, 2015).

In addition, teachers' basic teaching skills also include the ability to design learning strategies that are interesting and relevant to students' needs (Boekaerts, 1997). Creative teachers can present religious material in an interesting form, for example by using fascinating religious stories or interactive learning methods. This creativity helps maintain student interest

and makes learning more enjoyable, which in turn increases acceptance of religious material.

The importance of the teacher's ability to respond well to student questions should not be overlooked. Responsive teachers can create positive dialogue, provide adequate explanations, and build personal connections with students. Students may have questions about religious values, a teacher's ability to respond wisely to questions can enrich class discussions and help students understand these concepts better.

Teachers who are able to manage the class, convey material clearly, create a conducive learning environment, and design interesting learning strategies, provide a strong foundation for students to understand and internalize religious values. Therefore, research that focuses on developing teachers' basic teaching skills in the Islamic Religious Education context is very relevant for improving the quality of religious education and making a positive contribution to the formation of students' character and morals (Djazilan & Hariani, 2022).

Religious practices carried out by students are an important aspect of Islamic Religious Education learning. Student activity in religious activities influences Islamic Religious Education learning outcomes (Setiowati, 2020). The level of student involvement in religious practices, such as prayer, fasting, and other religious activities, creates a direct link between the religious teachings learned at school and their implementation in everyday life. This provides great relevance in the learning process, considering that the main aim of Islamic Religious Education is to form character and behavior that is in accordance with Islamic teachings (Latifah, 2018).

Consistent religious practice by students creates a balance between theory and practice. Islamic Religious Education is not only about theoretical transfer of religious knowledge, but also about real implementation in

everyday life. Students who are actively involved in religious practices, such as praying five times a day, fasting mindfully, and engaging in other religious activities, have a greater opportunity to relate religious teachings to their real actions. This provides a practical dimension to religious learning, ensuring that the values and teachings studied do not only become theoretical concepts, but also become guides for everyday actions (Mukhtaruddin, 2011). Even though Islamic Religious Education has noble goals, challenges in the learning process remain. Teachers may face obstacles to implementing basic effective teaching skills, such as a lack of creativity in delivering material or difficulty creating student engagement. However, students' religious practices can be a factor that supports learning, considering that students who are active in religious practices tend to have higher intrinsic motivation to understand and absorb religious material (Jannah, 2015). Other challenges may arise in students' own religious practices. Environmental factors, social pressure, and lack of support can influence the extent to which students are able to internalize religious values in everyday life. Students may face conflicts between religious values and pressure from the surrounding environment, especially if these values conflict with the norms that apply in society. Therefore, support from the family, school and community is crucial to help students maintain and practice the religious values they learn.

The importance of students' religious practices in the Islamic Religious Education context highlights that religious learning is not only about theoretical knowledge, but also involves real action and implementation in everyday life. Religious practices create a positive cycle where students' awareness of religious teachings is deepened through the implementation of these practices, and conversely, religious practices provide better meaning for students because they have been applied in the context of everyday life. In this context the role of Islamic Religious Education teachers

becomes very vital. Teachers are not only responsible for imparting theoretical knowledge, but must also create an environment that supports and encourages students to actively engage in religious practices. According to Jackson (2014), learning strategies that involve practical experiences, interactive discussions, and involvement in religious activities can help strengthen the connection between classroom learning and religious practices outside the classroom.

By understanding the crucial role of students' religious practices in Islamic Religious Education learning, schools and teachers can develop a more complete approach to teaching. This can involve extracurricular programs, collaboration with families, and action-oriented learning. Through this approach, religious learning can become more meaningful, relevant, and have a positive impact on shaping students' character and morals in accordance with Islamic teachings.

These problems indicate that further research is needed to understand the extent to which teachers' basic teaching skills and students' religious practices influence Islamic Religious Education learning outcomes. This research can not only provide an understanding of the factors that influence religious learning, but also provide a foundation for developing more effective learning strategies and approaches. Thus, it is hoped that this research can make a significant contribution to improving the quality of Islamic learning, creating an educational environment, and producing a generation that is not only academically intelligent but also has strong moral and spiritual integrity.

Method

The quantitative approach used in this research is an appropriate methodological step to statistically measure the influence of certain variables, namely teachers' basic teaching skills, students' religious practices, and Islamic

Religious Education learning outcomes. By using this approach, research can produce data that is measurable and can be processed statistically, allowing a more objective analysis of the relationship between these variables. Quantitative approaches also provide advantages in generalizing results to a wider population, so that research findings can have broader relevance in educational contexts. Through this approach, research can use statistical analysis methods such as regression to identify the extent to which teachers' basic teaching skills variables and students' religious practices can predict Islamic Religious Education learning outcomes. In addition, a quantitative approach also allows the use of reliable and valid measurement instruments, such as questionnaires, to systematically collect data from respondents.

The population of this research was class VII students at State Tsanawiyah Madrasah 2 Surabaya City, totaling 338 students. The sample was taken purposively with half of the total respondents, namely 169 respondents so that the research results could be more representative. Respondents who come from students will fill out a questionnaire structured based on research variables. The variables involved in this research are:

Basic Teacher Teaching Skills (X1) is the teacher's ability to manage the class, convey material clearly, create a conducive learning environment, design interesting learning strategies, and respond to student questions (Lembong et al., 2015). Student Religious Practices (X2) refers to actions or activities carried out by students in a religious context, including the implementation of worship, involvement in religious activities at school or in the community, as well as the practice of religious values in daily life. The indicators are participation in routine worship, involvement in school religious activities, application of religious values, religious influence in decision making (Darajat, 1995). Islamic Religious Education Learning Outcomes (Y) are students' academic achievements in Islamic Religious Education skills subjects which are viewed from three aspects, namely affective, cognitive and conative (Wahyudi et al., 2018).

Data collection was carried out by distributing questionnaires to Islamic

Religious Education teachers to obtain information regarding their basic teaching skills. Students will also be asked to complete a questionnaire regarding their religious practices. Data on Islamic Religious Education learning outcomes will be obtained from school academic records. Data analysis will involve statistical techniques, such as regression analysis, to assess the extent to which teachers' basic teaching skills and students' religious practices influence Islamic Religious Education learning outcomes. The results of this analysis will provide insight into the significance of the relationships between variables.

Result And Discussion

The data collection process involved the participation of 160 students from State Tsanawiyah Madrasah 2 Surabaya City who responded to the questionnaire correctly. Even though the initial target was 169 respondents, nine respondents did not fill out the questionnaire correctly. Even though they did not reach the desired target, the number of respondents who managed to reach 94.6% of the initial target still provides a strong dataset for analysis. These results indicate a fairly good response rate in this research, which can provide representative and reliable results regarding the factors studied in the State Tsanawiyah Madrasah 2 Surabaya City environment. In line with the research methodology, this information strengthens the validity of the data collected to support further research findings and conclusions.

The results of the validity test carried out on two independent variables, namely basic teacher teaching skills and religious practices, as well as one dependent variable, namely Islamic Religious Education learning outcomes, show a corrected item total correlation value that is greater than 0.3 in Table 1 SPSS output. This indicates that each statement item on the questionnaire has a significant correlation with the total score of the variable being measured, and there are no statement items that require discontinuation because of their low correlation. The success of achieving adequate corrected item total correlation values shows that the measurement instruments used in this research have good validity for measuring the variables studied. These results confirm the reliability and accuracy of the research instrument in collecting accurate and representative data related to teachers' basic teaching skills, religious practices, and Islamic Religious Education learning

outcomes.

The Cronbach's Alpha value obtained for each variable shows a good level of reliability for the measurement tool used in this research. The teacher's basic teaching skills variable reached a value of 0.873, the religious practice variable was 0.853, and the Islamic Religious Education learning outcomes variable had a very high value, namely 0.933. High reliability for all variables indicates that the questionnaire instrument used is reliable and consistent in measuring aspects of teachers' basic teaching skills, religious practices, and Islamic Religious Education learning outcomes.

Table 1
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.742 ^a	.550	.545	5.47525

Use of the coefficient of determination in the next analysis step. This finding is that there is a close relationship between all the variables observed, namely the basic teaching skills of teachers and religious practices on Islamic religious education learning outcomes. The R value obtained is 0.742. The recorded R Square value is 0.550 and the Adjusted R Squared value is 0.545. This analysis shows that around 55% of the variation in Islamic religious education learning outcomes can be explained by variables such as teachers' basic teaching skills and practices and other contributions coming from other factors outside the scope of this research amounting to 45%.

The calculated F value shown in the F test results as in Table 2 reached 96.050, with a significance level of 0.000. Because the probability value shown is smaller than 0.05, it is concluded that there is strong significance in the regression equation. Elaborating in more detail, this analysis indicates that the learning outcomes of Islamic religious education are jointly and significantly influenced by the variables of teachers' basic teaching skills and the religious practices of State Tsanawiyah Madrasah 2 Surabaya City. Thus, it is proven that the learning outcomes of Islamic religious education at State Tsanawiyah Madrasah 2 Surabaya

City are simultaneously influenced by factors such as teachers' basic teaching skills and religious practices.

Table 2
ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	5758.842	2	2879.421	96.050	.000 ^b
Residual	4706.601	157	29.978		
Total	10465.444	159			

The results of this research as in Table 3 show a regression model which can be formulated as follows: $Y = 10.831 + 3.027X_1 + 3.398X_2$. This model provides an understanding that if all variables have a value of zero, namely the teacher's basic teaching skills and religious practices, then an estimate of around 10.831 is the value of the learning outcomes of Islamic religious education. Apart from that, the teacher's basic teaching skills variable obtained a significant value of 0.000. The State Tsanawiyah Madrasah 2 Surabaya City religious practice variable also obtained a significant value of 0.000.

Table 3
t test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	10.831	2.608		4.153	.000
X1	3.027	.451	.422	6.711	.000
X2	3.398	.501	.427	6.786	.000

Achieving this level of significance, which has a value of less than 0.05, explains that the learning outcomes of Islamic religious education at State Tsanawiyah Madrasah 2 Surabaya City are realized because there is a significant role of teachers' basic teaching skills and religious practices. Based on the coefficient value for each independent variable, it shows that between teachers' basic teaching skills and religious practices, it turns out that teachers' basic teaching skills have a lower value, namely 3.027 compared to religious practices with a coefficient value of 3.398. Thus, this gives the result that the formation of Islamic religious

education learning outcomes is more dominantly influenced by religious practices than the teacher's basic teaching skills.

The research findings stated that teachers' basic teaching skills were proven to have a significant influence on student Islamic Religious Education learning outcomes at State Tsanawiyah Madrasah 2 Surabaya City. This is in accordance with studies from Alwiyah and Imaniyati (2018); Nur (2018); Abubakar (2021) also shows that teachers' basic teaching skills make a real contribution to learning effectiveness. Learning outcomes are a benchmark for the achievement of the learning process (Ummat & Retnowati, 2022). Teachers must have basic effective teaching abilities, such as pedagogical skills. Pedagogic's ability to convey lesson material clearly and create relevant learning strategies (Mardikaningsih & Darmawan, 2021). This will form awareness of teacher teaching skill factors, such as the ability to manage the class, convey material clearly, create a conducive learning environment and respond to student questions which have been proven to be important factors for increasing learning effectiveness and achieving positive learning outcomes in the field of learning. Islamic Religious Education at secondary education level. Teachers who have high competence act as learning facilitators and also as drivers of achieving maximum learning outcomes. This competent teacher can create an inspiring learning environment, motivate students, and present learning material in an interesting way (Arifin et al., 2017). Teacher skills, knowledge and attitudes that reflect competence can influence learning effectiveness (Kumar, 2013; Djaelani & Darmawan, 2016). Teacher competency that is recognized and appreciated by the school or work environment can increase work morale (Rosenholtz & Simpson, 1990; Darmawan, 2014). Rewarding teachers' efforts and contributions can be a positive incentive to remain committed to their work (Firestone & Pannell, 1993; Darmawan, 2019). Teachers who are committed to continuing to develop themselves and improve their competence demonstrate a high level of professionalism (Kunter et al., 2013; Putra et al., 2017; Darmawan, 2018; Mardikaningsih et al., 2022). Thus, teachers who have good competence play a key role in shaping student learning outcomes and creating the development of student

potential (Mardikaningsih & Hariani, 2016; Yanti & Darmawan, 2016). For this reason, schools must implement an objective and measurable performance evaluation system to identify teacher development. With a good understanding of their performance, the school can provide appropriate support and guidance according to a teacher's needs.

The research findings stated that religious practices were proven to have a significant influence on student Islamic Religious Education learning outcomes at State Tsanawiyah Madrasah 2 Surabaya City. This finding is in accordance with studies from Latifah (2018); Arjusi and Alfiana (2023). Religious practices often carry values such as dedication, discipline, and perseverance. Student involvement in religious activities, such as prayer, reading the Koran, and other religious practices, contributes positively to Islamic religious education learning outcomes. The belief that education is a form of worship or moral responsibility can be a driving force for achieving success in learning. Religious practices usually carry with them moral and ethical rules that include values such as honesty, integrity, and hard work. By following these principles in education, individuals can create a strong moral foundation for learning and achievement. Students who have a religious foundation have strong internal motivation to achieve academic success (Logan, 2013). Religious beliefs can be a source of inspiration and goals in achieving educational achievement (Kunzman, 2003; Valk, 2007; Banerjee et al., 2010). Religious values, such as discipline, responsibility and perseverance, can be reflected in student learning ethics. Students who have a religious basis tend to be more focused, diligent, and responsible for their academic assignments. Students who relate lesson material to their religious values are more motivated to understand and relate these concepts to everyday life. This can deepen their understanding of the subject matter. Religious students tend to be more active in learning activities and participate more enthusiastically. This active involvement can improve their understanding and skills in lessons. Thus, students' religious practices are identified as a factor that significantly influences Islamic Religious Education learning outcomes at the secondary education level.

Conclusion

The results of the research conducted show that teachers' basic teaching skills and religious practices have a significant influence, both partially and simultaneously, on Islamic Religious Education learning outcomes at State Tsanawiyah Madrasah 2 Surabaya City. Teachers' basic teaching skills, including the ability to convey material clearly, mastery of teaching methods, and adaptability to student needs, have proven to be factors that have a positive influence on student academic achievement. Not only that, religious practices also play an important role, showing that students' involvement in religious activities, such as prayer, reading the Koran, and other religious practices, contributes positively to Islamic religious education learning outcomes.

Based on research results showing the influence of teachers' basic teaching skills and religious practices on Islamic Religious Education learning outcomes, the following are several suggestions that can be given: 1) Improving teachers' basic teaching skills by providing regular training and workshops to develop teachers' basic teaching skills in the context of Islamic Religious Education. Focus on aspects such as lesson planning, use of innovative teaching methods, and effective communication skills. 2) Improving the quality of religious practice by providing time and resources to increase teacher religious awareness and practice. Facilitate joint religious practice activities, such as book study, group prayer, or other religious activities to deepen appreciation. 3) An interactive learning approach by encouraging the use of interactive learning approaches, such as group discussions, simulations, or role plays in the context of Islamic Religious Education. In addition, provide teachers with guidance and strategies to activate students in learning so that they not only receive information but are also actively involved.

By implementing these suggestions, it is hoped that these changes and improvements in Islamic Religious Education teaching will create a learning environment that is more motivating, relevant and appropriate to student needs. As a result, students can better internalize religious teachings, develop a deep understanding, and are able to apply religious values in their daily lives. This increase in turn is expected to be reflected in student learning outcomes, creating a generation that is more qualified, ethical, and has sensitivity to religious values in shaping their character.

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