



Eight Skills of Islamic Religious Education Teachers in Improving Student Learning Outcomes in Junior High School

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Abstract

Teaching skills are an aspect that must be owned by a teacher to achieve success in learning, therefore teachers must have a high ability in learning. In fact, this study aims to describe the teaching skills of Islamic religious education teachers in improving student learning outcomes at Madrasah Tsanawiyah. In addition, to describe the actions of Islamic Religious Education teachers in improving student learning outcomes at Madrasah Tsanawiyah. This study uses a qualitative method with an approach case study, Research data were taken from thirty-six informants, consisting of school principals, teachers, and students by means of individual and group interviews. To strengthen the interview data the author also made direct observations of teachers and students. All interview and observation data were analyzed using Analysis Interactive the Milles & Hubberman model. The results of this study found eight teacher activities in teaching. The teaching skills of Islamic Religious Education teachers at Madrasah Tsanawiyah include i) opening lesson skills, ii) closing lesson skills, iii) explaining skills, iv) questioning skills, v) reinforcement skills, vi) variation skills, vii) small group discussion guiding skills, and viii) class management skills. This research has succeeded in uncovering eight teacher skills in teaching so as to improve student learning outcomes.

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INTRODUCTION

Teachers are professional educators who have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. One form of educational success is being educated in the Islamic religion with good student learning outcomes. Learning outcomes are one proof of learning success or how students' abilities in carrying out their learning activities are in accordance with the weight of their Islamic religious education (Astuti & Leonard, 2015). This can prove that the results of success through the abilities or potential that exist in him are able to know the extent of his capacity. We can see the success of a person in pursuing education from the achievements he gets (Nurrahmaniah, 2019).

In this case, the teacher plays an important role in improving student learning outcomes, for that in the implementation of learning the teacher must act professionally. In the process of implementing learning, teachers should be able to master the learning

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material (Dakhi, 2020). The teacher has the duty to encourage guide and provide learning for students to pursue Islamic religious education goals. The teacher is also responsible for seeing everything that happens in the classroom to help student development. Teachers can play an active role in motivating students to learn (Damayanti & Anando, 2021).

To be able to realize the things above, there are several factors that must be mastered by the teacher in the process of improving teaching and learning outcomes in schools, there are eight teaching teacher skills that must be present in every teacher in the teaching and learning process, which include skills to open lessons, skills to close lessons, explaining skills, questioning skills, reinforcement skills, variations skills, Small Group Discussion Guiding Skills, and class management skills (Sundari & Mulyawati, 2017). Teachers who have good teaching skills in teaching and learning activities will be able to direct and stimulate students to achieve Islamic religious education learning objectives, so that good learning outcomes are obtained and in accordance with the objectives to be taught in Islamic religious education (Hayati & Harianto, 2017). Based on the results of observations at the Madrasah Tsanawiyah, researchers are interested in knowing the extent to which teaching skills improve student learning outcomes.

Skills are skills or expertise to complete tasks that are only obtained in practice (Anwar, 2020). Teacher teaching skills are the skills or abilities of teachers in presenting subject matter. Thus a teacher must have teaching preparation, among other things, the teacher must master teaching materials to be able to choose the right method and have good mastery of the class. Teacher teaching skills are teacher pedagogic competencies. Skills that must be mastered such as the ability or skill of the teacher in guiding learning activities. Teaching skills can be instilled through effective teacher education programs. The teacher is an important component in increasing student learning motivation (Sumiati, 2018). This is because the teacher is the central point in the educational staff who deals directly with students. The success of education is largely determined by the readiness of the teacher in preparing students through the learning process (Zuryanty, 2019). The teaching and learning process will show results if students get high motivation from the teacher, therefore the teacher must be able to create a comfortable teaching and learning process so that students follow the lesson and have high motivation in participating in the learning process. This is inseparable from the teacher's skills in carrying out an active learning process (Anom, 2020).

There are eight indicators for teacher skills Sitorus & Sojanah, (2018) *first*, is opening and closing skills. Opening and closing lessons is an essential activity for the reason that each face-to-face meeting in teaching and learning activities produces positive social-psychological impressions for students. This activity is closely related to the teacher's ability to attract students' attention and motivate students, relate the material to be studied with previous material, and can draw conclusions from the learning that has taken place. *Two*, lesson explaining skills. This activity includes how clear the teacher's language is in explaining and giving examples of everyday life. Through explaining skills the teacher can guide students to understand the material during teaching and learning activities. *Three*, questioning skills. In this activity, it is hoped that the teacher will be able to increase the participation of all students, increase the interest and curiosity of students, and be able to focus students' attention on the problems being discussed in teaching and learning activities. *Four*, reinforcement skills. In this activity, the teacher gives praise or punishment (punishment) and responses that foster a sense of enthusiasm in students. *Five*, variety skills. This activity is related to how to use a variety of media, and changes in the teacher's voice and facial expressions in teaching and learning activities so as not to cause boredom, and to liven up the classroom atmosphere for the success of students in achieving goals. *Six*, skills in guiding small group discussions. This activity is related to the teacher's ability to direct the conversation in a discussion, then guide students to draw conclusions from each discussion. In this skill, the teacher must be able to focus students' attention on the discussion topic. *Seven*, individual teaching skills. This activity is related to the teacher's ability to pay more attention to students and take a personal approach to students. *Eight*, classroom management

skills. This activity is related to the teacher's ability to respond to students' learning needs, and the teacher's ability to give warnings to students in teaching and learning activities.

Research on the teaching skills of Islamic Religious Education teachers in improving student learning outcomes has of course been extensively studied by previous researchers as stated by Peter who explained that the process and student learning outcomes depend on the mastery of the teacher's subject and teaching skills (Ichsan et al., 2020). This is reinforced based on the results of research conducted by Deva, Jayamma, Shen, Roy, and Pandey in India concluded that teacher characteristics such as academic and professional skills, interests and attitudes, personality, and intelligence are important determinants of student learning outcomes (Sujadi et al., 2019). Teacher teaching skills are predicted to be a strong factor in influencing student learning outcomes. To achieve optimal learning goals in the teaching and learning process, it is highly expected that students will have high learning motivation (Emda, 2018).

Learning outcomes are changes that cause humans to change their attitudes and behavior. In the learning process, evaluation is needed to find out how far the learning objectives are in Islamic religious education. The evaluation carried out by the teacher aims to determine student learning outcomes. Learning outcomes reflect the objectives at a certain level that are successfully taught in Islamic religious education by students (students) which are expressed in numbers or letters (Friskilia & Winata, 2018). Learning outcomes can be said to be successful if achieving educational goals. Thus learning outcomes can be used to know, understand and be able to show what has been obtained or the successes that have been achieved. There are several factors that can affect learning outcomes including internal and external factors.

Internal factors include physical, psychological, and fatigue factors. While external factors include family, school, and community factors. Based on the factors that influence the learning outcomes, there are external factors, one of which is the school. In schools, there are teachers who can influence student learning outcomes. The process and student learning outcomes depend on the teacher's subject mastery and teaching skills (Alwiyah & Imaniyati, 2018).

METHODS

This research was conducted using a qualitative method with an approach case study which means that the unit of analysis is a phenomenon that the researcher chooses to understand in depth without considering the number of sites, participants, or documents for a study (Agnes & Wijaya, 2020; Agusti et al., 2018; Engkizar et al., 2018; Kamaluddin, 2019). Research data was taken from thirty six informants, consisting of school principals, teachers, and students by means of individual and group interviews. To strengthen the interview data the author also made direct observations of teachers and students. All interview and observation data were analyzed using Analysis Interactive the Milles & Hubberman model. According to Miles and Huberman, activities in qualitative data analysis are carried out interactively and continuously until complete Islamic religious education is described in four steps. The four steps include data collecting (data collection), data reduction (data reduction), data display (data presentation), and conclusion drawing or verification (conclusion and verification) (Irawan et al., 2021).

RESULT AND DISCUSSION

Based on the results of interviews conducted with five teachers of Madrasah Tsanawiyah with the results of the analysis it is clear that there are eight teacher skills in teaching. The eight skills can be seen in figure 1, below:

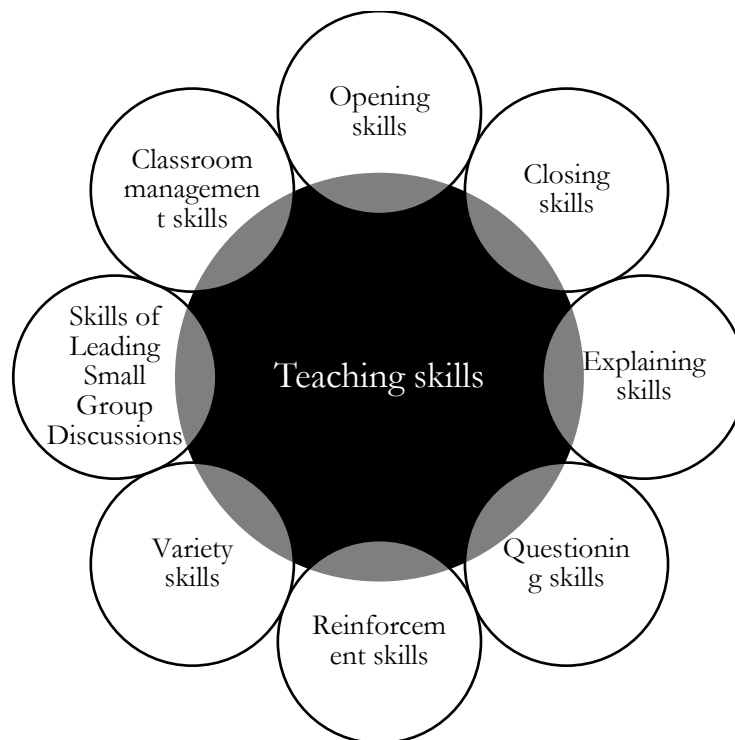


Fig 1. Description of the Teacher's Teaching Skills

First, the first activity carried out by the teacher at the beginning of learning will greatly determine the course of the learning process. If done well, the next learning process is likely to run well. The application of opening lesson skills is sufficiently mastered by teachers so that they can achieve effective, efficient, and interesting learning objectives (Safitri & Sontani, 2016). Because the success of learning is greatly influenced by the teacher's ability to open and close lessons from the beginning to the end of the lesson. The method used by the teacher in opening learning is by focusing attention and arousing student interest, the teacher varies teaching styles such as mastery of the class by changing positions when presenting learning, such as in front, in the middle, or at the back of the class (Oktaviani & Sapitra, 2020).

Second, closing activities are carried out by the teacher systematically and flexibly, so that they can support the optimization of student learning outcomes (Seknun, 2012). The method used by the teacher at Madrasah Tsanawiyah is by summarizing the core lessons that have been observed by students with the aim that students get a clear picture of the main material they have studied so that they can strengthen their mastery of the material (Wiguna, 2021). For example after the teacher explains the pillars of Islam, then the teacher asks students to make conclusions orally, if the conclusions made are not perfect, the teacher must help refine them.

Third, the teacher's teaching skills that are implemented at the Masdasah Tsanawiyah have been running effectively. In explaining skills the teacher has his own style to create student focus, and explains material using easy-to-understand language, and uses examples and illustrations of everyday events (Gunada et al., 2017). The teacher shows mastery of the material by conveying the learning material first without looking at the handbook first. As well as being able to associate the material with knowledge that is relevant to the subject matter being studied (Achdiani et al., 2017).

Fourth, what the teacher uses is repeating questions, which are like asking questions to find out how far students understand the material that the teacher has explained. The teacher monitors students' understanding by asking questions during the learning process, and to carry out a final assessment according to the learning objectives, a written test is carried out (Aulia & Sontani, 2018).

Fifth, the teacher provides motivation to students to remain active in learning. In addition, the teacher also gives rewards or additional values to students who are active and who get good grades so that students feel their abilities are valued. An example of

reinforcement is given by the teacher in carrying out fun learning activities, for example by giving smiles, touching, and giving awards. This reinforcement is usually given according to the child's developmental age (Andriani & Rasto, 2019).

Sixth, the teacher not only explains the material in front of the class but also walks around the class so that students focus on the teacher, various media and learning materials are also carried out by providing material through the use of infocus media (Purba et al., 2020). Madrasah Tsanawiyah teachers vary learning media so that they can help students generate motivation, interest, and understanding of the material they are studying. Various teaching aids used include visual, audio, and audio-visual media. For example, when the teacher explains material about Umrah, the teacher will vary teaching aids in the form of real objects, such as an example of how Umrah is carried out with video shows.

Seventh, the teacher directs the discussion so that it stays on the problem being discussed and is skilled in listening and formulating the results of the discussion so that it can motivate students to participate in all discussion activities (Rachman et al., 2020). The teacher opens discussion activities well and helps students to prepare themselves to participate in discussion activities which will ultimately achieve the desired learning outcomes (Arsana, 2020).

Eighth, in practice the teacher always tries to keep the classroom conditions conducive when learning takes place and to create a harmonious relationship between teacher and students. Management of the physical condition of the class is carried out by the teacher by arranging class facilities and infrastructure that can meet and support the smooth running of the learning process, for example, the teacher arranges seats that are not too tight and not too tenuous, the classroom environment is always neat and clean (Nurrita, 2018).

Some skills have been applied by the teacher and their application is good but not optimal so the results expected by students in learning are still lacking, as a professional teacher of course this is a task that must be carried out properly, the teacher must master several competencies related to explaining skills namely the teacher must be able to explain and provide information properly that can be well understood by students by adjusting their level of ability so that what is the goal of education (Mustiko & Trisnawati, 2021).

CONCLUSION

Based on the results and discussion of the research that has been done, the writer can put forward the conclusion of the research that in general it has been going well, because of the aspects of teaching skills such as skills to open lessons, skills to close lessons, skills to explain, skills to ask questions, skills to provide reinforcement, the skills of holding variations, the skills of guiding small group discussions, and the skills of managing classes have been carried out well by the teacher, this is very influential in improving student learning outcomes at Madrasah Tsanawiyah.

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