



THE RELATIONSHIP BETWEEN TEACHING SKILLS AND STUDENT LEARNING OUTCOMES IN THE STUDY OF ISLAMIC RELIGION AND CHARACTERISTICS AT SMPN 2 TOMPOBULU, GOWA DISTRICT

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ABSTRACT

This study aimed to determine the relationship between the teaching skills of educators and the learning outcomes of students in Islamic Religious Education and Moral Education at SMPN 2 Tompobulu, Gowa Regency. This study uses a quantitative research method of the ex post facto type, which consists of two variables: the teaching skills variable (X) and the learning outcome variable (Y). The population in this study were all students at SMPN 2 Tompobulu, Gowa Regency, totaling 129, while the sample was from class VIII, totaling 44 students. The instruments used in collecting the data are questionnaires and documentation. Questionnaires are used to obtain data on the teaching skills of educators, and documentation is used to obtain data on learning outcomes of Islamic religious education. The data analysis technique used in this research is descriptive and inferential analysis (Product Moment Correlation Analysis). The results showed a relationship between educators' teaching skills and student learning outcomes in the field of study of Islamic religious education at SMPN 2 Tompobulu, Gowa Regency, where $r_{\text{count}} = 0.995 > r_{\text{table}} = 0.304$. Based on this description, it was concluded that teaching skills and student learning outcomes in the field of study of Islamic religious education and morals at SMPN-2 Tompobulu, Gowa Regency, have a very strong relationship.

Keywords: Teaching skills; learning outcomes; Islamic religious education; morals

1. INTRODUCTION

Education is a process of interaction between humans and their environment that takes place consciously and planned to develop all their potential, both physical (physical health) and spiritual

(thought, taste, intention, work, creativity, and conscience). Education leads to positive change and cognitive, affective, and psychomotor progress that take place continuously to achieve their life goals (Ahmadi, 2016).

A school is a place with a very appropriate role and is a central and strategic institution to improve the quality of human resources because it has advantages compared to other places of education. Therefore, improving the quality of education in our country is a necessity and a very urgent need that cannot be postponed anymore (Taniredja, 2012). Factors that have their respective roles in realizing educational goals are educators, students, educational goals, educational tools, and the educational environment, which is a system called determinant factors (Saat, 2015). While the dominant factors in education are educators and students.

Education is a job that requires special expertise. This work cannot be done by people who do not have the expertise to do it as educators (Suprihatiningrum, 2016). Teachers must be competent in educational subjects. Teacher competence can be seen in the teaching skills of educators in the learning process, namely creating interesting and comfortable learning for students. An educator can be said to be successful in teaching based on factors other than those directly related to the learning process, such as the design of the learning process and the use of appropriate media and materials. However, an educator's success is largely determined by his teaching abilities. No matter how perfect or ideal the curriculum is, without being balanced with the ability of educators to implement it, the curriculum is not said to be optimal. Precisely basic skills to become an educator are needed. According to Zainal Asriel (2013), educators are not born but are formed first. Basic skills are required to develop good educator performance (Asriel, 2013).

One of the fundamental professional skills of educators and lecturers is the ability to optimize their role as learning managers, manifested in the form of specific and fundamental basic teaching skills required to carry out learning tasks professionally (Saprin, 2014). What is meant by "basic skills" are standard skills that must be owned by every individual who works as an educator. At first glance, these skills can distinguish which educators are skilled and which are not (Noor, 2011).

According to field studies, there are still educators who are not optimal in applying basic teaching skills; this was evident from the monotonous learning methods, which were only teacher-centered and students paid little attention to the educator's explanations, particularly in the field of

Islamic religious education. Learning takes place in an uninteresting manner, so students are not good at accepting the material being taught. Not applying basic teaching skills can cause students to obtain low learning outcomes. Based on the description above, the teaching skills of educators are quite relevant to the acquisition of student learning outcomes.

2. METHODS

This was a quantitative research ex post facto type that consists of two variables, namely the learning style variable (X) and the learning outcome variable (Y). The population in this study were all students at SMPN 2 Tompobulu, Gowa Regency, totaling 129, while the sample was from class VIII, totaling 44 students. The instruments used in collecting the data were questionnaires and documentation. Questionnaires are used to obtain data on the teaching skills of educators, and documentation is used to obtain data on the learning outcomes of Islamic religious education. The data analysis technique used in this research is descriptive and inferential analysis (Product Moment Correlation Analysis).

3) RESULTS AND DISCUSSION

From 28 questions given to 44 students, a description of educators' teaching skills in SMPN 2 Tompobulu, Gowa Regency, was obtained. The indicators of the teaching skills of educators examined in this study were skills in opening and closing lessons, explaining skills, questioning skills, reinforcement skills, small group discussion guiding skills, class management skills, variation skills, and individual teaching skills. The results of correlation calculations using the formula product Moment Correlation are shown below.

Table 1. Correlation analysis auxiliary table between X variable and Y variable

No	X	Y	X ²	X ²	XY
1	99	74	9801	5476	7326
2	98	71	9604	5041	6958
3	84	80	7056	6400	6720
4	94	78	8836	6084	7332
5	97	80	9409	6400	7760
6	100	76	10000	5776	7600
7	87	71	7569	5041	6177
8	86	80	7396	6400	6880
9	83	75	6889	5625	6225
10	89	86	7921	7396	7654
11	101	69	10201	4761	6969

12	102	79	10404	6241	8058
13	97	72	9409	5184	6984
14	101	74	10201	5476	7474
15	93	73	8649	5329	6789
16	102	75	10404	5625	7650
17	100	82	10000	6724	8200
18	84	75	7056	5625	6300
19	88	79	7744	6241	6952
20	92	73	8464	5329	6716
21	84	74	7056	5476	6216
22	90	69	8100	4761	6210
23	98	67	9604	4489	6566
24	99	87	9801	7569	8613
25	94	73	8836	5329	6862
26	83	77	6889	5929	6391
27	94	71	8836	5041	6674
28	80	70	6400	4900	5600
29	93	78	8649	6084	7254
30	79	78	6241	6084	6162
31	90	81	8100	6561	7290
32	88	71	7744	5041	6248
33	84	84	7056	7056	7056
34	96	84	9216	7056	8064
35	88	71	7744	5041	6248
36	82	74	6724	5476	6068
37	96	70	9216	4900	6720
38	97	77	9409	5929	7469
39	78	65	6084	4225	5070
40	95	74	9025	5476	7030
41	101	77	10201	5929	7777
42	78	84	6084	7056	6552
43	71	65	5041	4225	4615
44	106	78	11236	6084	8268
Amount	4021	3321	370305	251891	303747

Based on the table above, the values obtained are:

$$\begin{aligned} X &= 4021 \\ Y &= 3321 \\ X^2 &= 370305 \\ Y^2 &= 251891 \\ XY &= 303747 \end{aligned}$$

Based on the final results of table 1., to find out whether there is a correlation between the x and y variables, it is tested using the Product Moment Correlation formula so that the following results are obtained:

$$r_{xy} = \frac{xy}{\sqrt{(x^2)(y^2)}}$$

$$r_{xy} = \frac{303747}{\sqrt{(370305)(251891)}}$$

$$r_{xy} = \frac{303747}{\sqrt{9327649675}}$$

$$r_{xy} = \frac{303747}{305412,015}$$

$$r_{xy}=0.995$$

After being tested with the formula above, the result is 0.995, which proves that the teaching skills of educators and the learning outcomes of students in the field of Islamic religious education at SMPN 2 Tompobulu, Gowa Regency, have a positive correlation. It means that the better the educator's skills in teaching, the better the learning outcomes obtained by students in the field of Islamic religious education.

To find out the level of the correlation coefficient, one can be guided by the information listed in the following table.

Table 2. Guidelines for interpreting the correlation coefficient

The amount of "r" Product Moment	Interpretation
0.00 – 0.20	No correlation (very low)
0.20 – 0.40	The correlation is weak (low)
0.40 – 0.60	The correlation is moderate (enough)
0.60 – 0.80	The correlation is strong (high)
0.80 – 1.00	The correlation is very strong (very high)

Based on table 2, the correlation coefficient found in the results of this study can be calculated at 0.995 when viewed from the correlation coefficient interval guidelines, and the r count is in the very strong category. That means the teaching skills of educators have a very strong correlation with the learning outcomes of students in the field of study of Islamic religious education.

To test the significance by comparing the r count with the r table from the above results, the r count is greater than the r table. As shown, n = 44, the error level is r table (5%); df = n-2 = 44-2 =

42; so $r_{table} = 0.304$. Based on the analysis obtained, the r_{count} is greater than the r_{table} , or $0.995 > 0.304$, meaning that the teaching skills of educators correlate with student learning outcomes in the field of study of Islamic religious education at SMPN 2 Tompobulu, Gowa Regency.

To see the contribution of variable X to variable Y, the following determination formula is used:

$$\begin{aligned} D &= r^2 \times 100\% \\ &= (0.995)^2 \times 100\% \\ &= 0.9900 \times 100\% \\ &= 99\% \end{aligned}$$

Based on calculations using the coefficient of determination formula, the result is 99%. It indicates that the contribution of teaching skills to student learning outcomes in Islamic religious education and character studies at SMPN 2 Tompobulu, Gowa Regency, is 99%. The remaining 1% is influenced by other factors.

The results of this study indicate that there is a relationship between the teaching skills of educators and student learning outcomes in Islamic religious education at SMPN 2 Tompobulu, Gowa Regency. Based on the product-moment correlation analysis, the value of r is 0.995. After the value of r is inserted into the table of interpretation of the correlation coefficient r , it shows that the relationship between the teaching skills of educators and student learning outcomes in Islamic religious education at SMPN 2 Tompobulu, Gowa Regency, is in the very high category.

Based on the product-moment correlation analysis, the correlation value is $r = 0.995$, and the r value is interpreted in the correlation coefficient table, where the level of relationship is classified as "very high." The results of statistical analysis using inferential statistics show that the r value obtained from the calculation results (r_{count}) is greater than the r value obtained from the r distribution table (r_{table}) with a significance level of 5% ($r_{count} > r_{table}$). So $0.995 > 0.304$ means that the teaching skills of educators correlate with the learning outcomes of students in the field of study of Islamic religious education at SMPN 2 Tompobulu, Gowa Regency.

A skill should continue to be developed, trained, and honed so that the person's ability to become an expert or professional in one of these fields can be improved. So skill is a person's expertise

in a particular field. Teaching is the process of conveying information or knowledge from educators to students. This delivery process is often also seen as transferring knowledge, values, and skills to students through learning activities to assist them in responding to their life challenges effectively and efficiently.

Based on the description above, teaching skills are related to all aspects of the ability of educators to guide and direct students in learning to achieve learning goals. Of course, this is possible if educators can master and apply the components of skills in teaching and learning. According to the findings of this study, particularly in the study of Islamic religious education and morals, the better the teacher at teaching, the better the students' learning outcomes will be.

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