Teacher Skills on Islamic Cultural History Learning Outcomes in Senior High School

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Abstract

The teaching and learning process in many classrooms remains largely teacher-centered, often leading to student passivity and boredom. This can negatively impact learning outcomes, particularly in subjects like Islamic Cultural History, which require active engagement and contextual understanding. To address this issue, teachers need to develop and apply basic teaching skills, including the ability to open and close lessons effectively, ask thought-provoking questions, provide reinforcement, deliver clear explanations, manage the classroom efficiently, and apply varied teaching strategies. This study aims to describe the basic teaching skills demonstrated by teachers in Islamic Cultural History classes, assess student learning outcomes in the subject, and explore the correlation between teachers' basic teaching skills and student learning outcomes in Class X at Madrasah Aliyah Negeri 1 Pasaman. The findings are expected to highlight the importance of teaching competence in improving student performance and creating a more engaging learning environment.

INTRODUCTION

A teacher is universally recognized as a knowledgeable individual entrusted with the responsibility of guiding, educating, and being a source of answers and inspiration for students (Voto et al., 2020). The teacher's role is not only instrumental in the transmission of knowledge but also in shaping character, values, and critical thinking. This important function of a teacher is deeply rooted in both educational theory and religious values. In Islamic tradition, the pursuit of knowledge is highly encouraged, as exemplified in the story of Prophet Moses (Musa) who humbly sought to learn from a servant of Allah believed to possess divine knowledge. This story is found in Surah Al-Kahf, verse 66, where Moses says, *"May I follow you so that you teach me from what you have been taught of sound judgment?"* (Ramadhani, 2020). This narrative underscores the significance of seeking knowledge and the honored position of a teacher as a guide. So teachers must design learning activities systematically, effectively, and efficiently, and be oriented toward learning goals by paying attention to teaching skills that suit students needs (Inganah et al., 2020). The basic teaching skills of teachers are categorized into 8 basic teaching skills which include opening and opening skills (Bedir, 2020).

In contemporary education, especially in the framework of student-centered learning, the role of the teacher has evolved from being the sole source of knowledge to that of a facilitator who supports students in constructing their own understanding (Bakkenes et al., 2020). Despite this shift, the success of any learning process remains highly dependent on the teacher's ability to create an effective, engaging, and meaningful learning experience. To do this, teachers must possess a range of professional competencies, with a particular emphasis on what is known as basic teaching skills. Basic teaching skills are foundational techniques that every educator must master in order to manage and deliver lessons effectively. These skills include the ability to open and close lessons, explain content clearly, ask and respond to questions appropriately, reinforce student participation, manage classroom dynamics, vary teaching methods, and guide both individual and group learning (Bedir, 2020). Mastery of these skills allows teachers to foster a learning environment that is both conducive to academic achievement and psychologically supportive for students. An engaging classroom atmosphere prevents boredom, promotes motivation, and increases student participation all of which are vital for effective learning outcomes.

However, in actual classroom practice, the implementation of these skills may vary greatly among teachers, influencing student performance in different ways. This is particularly evident in subjects such as Islamic Cultural History (Sejarah Kebudayaan Islam), which not only require memorization and understanding of historical facts but also critical thinking and contextual reflection. When basic teaching skills are applied effectively, students are more likely to understand complex historical narratives, connect them to present-day values, and appreciate the development of Islamic civilization through various dynasties. Conversely, poor teaching practices may lead to disinterest, disengagement, and ultimately lower academic performance.

At Madrasah Aliyah Negeri 1 Pasaman, student performance in Islamic Cultural History varies considerably. While some students have met or exceeded the minimum completeness criteria (KKM), others consistently score below the standard. This disparity raises questions about the consistency and quality of teaching methods being used. For example, student test results on the topic of the Ayyubid Dynasty have revealed significant differences in achievement levels, which may be linked to the variability in the teaching approaches adopted by different instructors (Chamberlin et al., 2020). Research shows that the way teachers present content and manage the classroom directly impacts students' emotional states, motivation, and academic performance (Dewaele & Li, 2020). Teachers who fail to utilize diverse strategies and interactive methods may unintentionally create a monotonous learning atmosphere, leading to student boredom and disengagement. On the other hand, those who implement creative, student-focused techniques and demonstrate mastery of basic teaching skills are more likely to see improvement in student engagement and outcomes. Therefore, this study is highly relevant and timely. It aims to: (1) describe the level of teachers' basic teaching skills in the subject of Islamic Cultural History, (2) examine the academic performance of students in this subject, and (3) analyze the relationship between teachers' teaching skills and student learning outcomes, specifically for Class X students at Madrasah Aliyah Negeri 1 Pasaman. The findings of this study are expected to contribute to efforts in improving teaching quality and promoting more effective learning, especially in religious and cultural education.

METHODS

This research employs a quantitative research approach, specifically using descriptive quantitative methods. Descriptive quantitative research is designed to analyze data by describing or presenting it as it is, based on facts and actual

conditions in the field without manipulation (Dawadi et al., 2020). This method allows researchers to interpret patterns, tendencies, and relationships between variables in a structured and statistical manner. The focus is to provide an objective and accurate portrayal of the existing situation, particularly regarding the relationship between teachers' teaching skills and student learning outcomes.

The population in this study consisted of all Class X students at Madrasah Aliyah Negeri 1 Pasaman, comprising a total of 9 classes with 260 students. To obtain a representative sample, the researchers employed the simple random sampling technique, which gives each member of the population an equal chance of being selected. This method was chosen to reduce bias and ensure that the sample accurately reflects the larger population. To determine the exact number of participants to be included in the study, the Slovin formula was applied with a predetermined margin of error (Maulana & Marista, 2020). This formula is widely used in social science research for calculating appropriate sample sizes based on the total population and acceptable error rates. In terms of variables, this research involved two key types: the independent variable, which is the teacher's basic teaching skills, and the dependent variable, which is the student learning outcomes in Islamic Cultural History (Sari & Zamroni, 2020). The relationship between these two variables was analyzed statistically to determine whether and to what extent teaching skills influence student academic performance. The findings are expected to provide valuable insights into how improvements in teaching practices can enhance educational outcomes in religious and historical education contexts.

RESULT AND DISCUSSION

Teachers as professionals must of course have teaching competence. Teacher competency is seen in the teacher's ability to provide teaching skills in the learning process so that the lessons given can be well received by students (Murkatik et al., 2020). Teachers teaching skills are important in the learning process so that the learning process in the classroom can run effectively and the learning outcomes obtained can be maximized, so it is necessary to have teaching skills from teachers so that enthusiasm for learning can grow among students. Basic teaching skills are an absolute requirement for achieving effective learning (Rusilowati & Wahyudi, 2020).

In the success of the learning process, teachers not only master teaching skills but are also required to master the knowledge being taught (Martinez, 2020). If a teacher masters teaching skills and masters the knowledge being taught, students will have enthusiasm for learning, which will also give rise to feelings of interest in the learning process at school and influence student learning outcomes (Husni, 2020). To improve the quality of education, apart from using learning models, this must also be accompanied by teacher skills in using media (Purnamasari et al., 2020). Learning with the aim of making students interested so as to trigger the growth of enthusiasm and satisfactory learning outcomes in learning (Syawaluddin et al., 2020). Feelings of desire to learn and the results of the learning process can occur because of an attitude of enjoyment towards something. So it is because of the feeling of joy that exists within a person that causes a person to always pay attention to remembering continuously (Harefa, 2020).

This research aims to determine the relationship between teachers' basic teaching skills and the cultural history learning outcomes of class X students at Madrasah Aliyah Negeri 1 Pasaman for the 2022/2023 academic year. Data collection was carried out using a questionnaire. To achieve this relationship, research was carried out using correlational methods, and tested using correlation techniques (Anggarista & Wahyudin, 2020). From the skills, questionnaire teaches teacher. The results obtained in the history of Islamic culture subject were scores, where the highest score was 105 and the lowest score was 68 (Ashoumi et al., 2020).

Meanwhile, the learning outcomes of class simple *random sampling*. Based on the results of unit analysis calculations, for the value of the teaching skills of teachers in Islamic cultural history subjects, the mean result was 92. This shows the average teaching skills of teachers in Islamic cultural history subjects at Madrasah Aliyah Negeri 1 Pasaman. The median calculation results obtained a value of 93. This shows the average value of the teaching skills of teachers in the history of Islamic culture at Madrasah Aliyah Negeri 1 Pasaman. The results of the mode calculation obtained a value of 95. This shows the value that often appears in the teaching skills of teachers in the history of Islamic culture at Madrasah Aliyah Negeri 1 Pasaman. The results of the standard deviation calculation obtained a value of 7.7. This shows a standard deviation regarding the teaching skills of SKI subject teachers at Madrasah Aliyah Negeri 1 Pasaman.

Based on the description of the data, research results were obtained which showed that the teaching skills of teachers in Islamic cultural history subjects were in the low category as many as 5 students with a percentage result of 12%, in the medium category there were 26 students with a percentage result of 65%, and in the high category there were 9 students with results percentage of 23%. These results indicate that the teaching skills of teachers in Islamic cultural history subjects are included in the medium category (Fahmi et al., 2020).

Based on the results of unit analysis calculations, for class X students' learning outcomes in the history of Islamic culture subject, the mean result was 77 (Choirudin et al., 2021). This shows the average learning outcomes of class The median calculation results obtained a value of 83.8 (Sunarsih et al., 2020). This shows the average value of the learning outcomes of class X students in the history of Islamic culture at Madrasah Aliyah Negeri 1 Pasaman. The results of the mode calculation obtained a value of 84. This shows the value that often appears in the learning results of class X students in the history of Islamic culture subject at Madrasah Aliyah Negeri 1 Pasaman. The results of calculating the standard deviation obtained a value of 11. This shows the standard deviation regarding the learning outcomes of class X students in the history of Islamic culture subject at Madrasah Aliyah Negeri 1 Pasaman.

Based on the description of the data, research results were obtained which showed the learning outcomes of class students with a percentage result of 20% (Barus et al., 2020). These results indicate that the learning outcomes of class X students in the history of Islamic culture subject are included in the medium category (Amin & Alimni, 2020).

Hypothesis testing uses correlation product *moment* The calculated r value = 0.51. Then the calculated r is consulted with the r table with an error level of 5% and N = 40, obtained r table = 0.312. Because r count (0.51) > r table (0.312), H0 is rejected and Ha is accepted. At a significance level of 0.05 or 5%, the value of t (table) = 2.02439, thus the value of t calculated with t table is obtained t calculated > t table, namely 4.248 > 2.02439. So it can be concluded that there is a significant relationship between teachers' basic teaching skills and the learning outcomes of the history of Islamic culture for class X students at Madrasah Aliyah Negeri 1 Pasaman for the 2022/2023 academic year.

vertical impact of this research shows that there is a relationship between teachers' basic teaching skills and student learning outcomes, which is in accordance with the theory regarding factors related to student learning outcomes. The teacher's teaching skills referred to in this research are the basic skills or abilities that a teacher must have in carrying out his duties as an educator for his students. So that the desired learning objectives can be achieved, where changes can be seen in students both in terms of affective, cognitive, and psychomotor skills. Teacher teaching skills have 8 components. Therefore, teacher teaching skills can encourage or increase

students' desire to learn so that the learning outcomes obtained by students are of course also good. Apart from that, if a teacher is able to master the components of teaching skills, he can create a pleasant learning atmosphere if these components are applied during learning.

Based on this analysis, it can be concluded that teacher-teaching skills and student-learning outcomes have a significant positive relationship. Thus, it can be interpreted that the higher the teacher's teaching skills in Islamic cultural history subjects, the higher the student learning outcomes in Islamic cultural history subjects. On the other hand, the lower the teacher's teaching skills in Islamic cultural history subjects, the lower the student learning outcomes in Islamic cultural history subjects. This is in line with previous research conducted by Hajrah which stated that teachers' teaching skills influence student learning outcomes in Islamic religious education subjects at SD Inpres Bontomanai, Tamalate District, Makassar. The lower the teacher's teaching skills, the lower the student learning outcomes. There is a significant positive relationship between teacher-teaching skills and student learning outcomes due to teacher-teaching skills. Teachers who meet appropriate teaching skill standards are considered more professional in carrying out their duties. So you will pay more attention to the teaching process in the classroom, mastering the learning material in depth to convey it to students.

CONCLUSION

This research has succeeded in revealing that teachers' teaching skills and student learning outcomes have a significant positive relationship. Thus, it can be interpreted that the higher the teacher's teaching skills in Islamic cultural history subjects, the higher the student learning outcomes in Islamic cultural history subjects. On the other hand, the lower the teacher's teaching skills in Islamic cultural history subjects, the lower the student learning outcomes in Islamic cultural history subjects. In fact, for a prospective teacher, teaching skills are very important, because this profession has a big responsibility in building civilization and educating the nation's children because teaching is a noble profession. Because there are only two jobs in this world, the first is being a teacher and the second is a job other than the teacher himself, because everything begins and begins with a teacher and there is no other job in this world without learning from a teacher. At least this research can be used as a basis and reference for future researchers to research this problem in different contexts and issues.

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