THE INFLUENCE OF TEACHER TEACHING SKILLS AND LITERACY CULTURE ON THE RESULTS OF LEARNING ISLAMIC RELIGIOUS EDUCATION STUDENTS

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Abstract

This study aims to find out how much influence the teaching skills of teachers and literacy culture on the learning outcomes of Islamic Education. The benefit of this research, it is expected that an educator continues to learn by following various trainings so that the learning process runs well and the increasing student learning outcomes in Islamic Education subjects. The method used in this research is descriptive quantitative by using survey approach with descriptive data presentation analysis. The population of this research is grade VIII students of SMP Negeri in Bayah Subdistrict. The sample in this study amounted to 80 respondents from 402 populations. Sample collection uses random *sampling techniques,* data collection using questionnaires and tests. Data analysis uses two-track variance analysis. Before conducting the analysis, first performed a validity test with *Product Moment Correlation* and reliability using Alpha *Cronbach* against research instruments. Validity and reliability test results show that all research instruments are valid and reliable research variables. The results showed that there was no significant influence of teacher teaching skills (X_1) on learning outcomes (Y) and there was no significant influence of literacy culture (X_2) on learning outcomes (Y). However, when the study was conducted correlation jointly between teacher teaching skills (X_1) and literacy culture (X_2) to the learning outcomes of Islamic Education students (Y) in SMP Negeri in Bayah subdistrict there was a significant influence.

Keywords: teaching skills of teachers, culture of literacy, learning outcomes of Islamic Religious Education.

INTRODUCTION

Education has a very strategic role in the development of a nation. Education is one of human needs, which aims to form a good and virtuous human being according to the ideals and values of society, as well as to educate the life of the nation. Education must be able to facilitate change in order to realize education that is evenly distributed throughout the archipelago, quality, and relevant to the needs of its people.

As stated in Law No. 20 of 2003 on the National Education System, Article 3 states that National Education serves to develop the ability and form dignified national character and civilization in order to educate the life of the nation, aiming to develop the potential of learners to become human beings who believe and believe in God almighty, noble character, healthy, knowledgeable, capable, creative, independent , and become a democratic and responsible citizen.[1]

Meanwhile, to improve the quality of education, there needs to be improvement of the quality of educators. It has been stated in Law No. 20 of 2003 Article 1 Paragraph (6) on the National Education System that educators are qualified education personnel as teachers, lecturers, counselors, pamong(guide) learning, widyaiswara, tutors, instructors, facilitators, and other designations with particularity, as well as participating in the implementation of education.

In creating a quality education, quality education personnel are needed, as well as able to develop the potential of learners to become

human beings who believe and believe in God almighty noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. So that it is able to realize the objectives of national education.

An educator as a professional must have teacher competence. The competence of the teacher is seen in the ability of the educator in providing teaching skills in the learning process so that the lessons provided by the educator can be accepted by the learner. The teacher skills referred to in this study are opening and closing lessons, explaining skills, questioning skills, strengthening skills, small group discussion guiding skills, classroom managing skills, variety holding skills, and individual teaching skills.[2]

Based on the observations made by the researchers, almost all schools that are the focus of research are less attentive to the importance of teaching skills, from starting to open lessons but closing lessons seems less appropriate for what a teacher should do. Based on the observations made by researchers, it can be concluded that many mistakes occur when the teacher is teaching that will result in the failure of a student in achieving the maximum learning objectives. These mistakes include: lack of preparation when going to teach, lack of skills in managing the classroom, lack of attention to the readiness of learners in learning, insensitive to the behavior of students who pride themselves on learning, lack of appreciation for student participation in the classroom, lack of strengthening provided by

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[1] The Law Republic Indonesian Number 20 Years 2003.

[2] Saiful Bahri Djamarah, *Teacher Dan Children Educated In Interaction Educational*, (Jakarta: PT Rineka Copyright, 2000), 99.

teachers both verbal and nonverbal, ignoring differences in learners, and lack of attention to the initial ability of learners. While the problems that come from the students themselves such as the lack of interest of students to learn Islamic Religious Education, the level of understanding among students, the lack of support of students to islamic education materials, the lack of motivation of children in applying the material that has been studied with the real world of students. While the problem that comes from outside is the lack of effective role of principals and educators other than Teachers of Islamic Religious Education in providing adequate Islamic Religious Education services for students, as well as the lack of complete facilities and infrastructure in supporting teaching and learning activities of Islamic Religious Education. Then the components of teaching skills of teachers that have not been shown as great teachers such as providing motivation and making connections (skill of open and close lessons).

Teachers, content or learning materials and students are always a component that is always involved in the learning process interacting with each other. From some of the components above are in need of supporting infrastructure such as media, methods, and environment supporting the implementation of other teaching and learning. Standards of educational facilities and infrastructure as included in Government Regulation No. 13 of 2015 Article 1 (9), namely:

The study room has provisions at least, places of worship, sports venues, libraries, workshops, laboratories, playgrounds, creative and recreation places as well as other learning resources, which are needed to support the learning process, including in using communication and information technology.[3]

The source of learning is impossible regardless of the notion of the concept of learning itself. Syahminan Zaini stated that learning is enabling, training, and using, as well as maximizing the function of various sense tools that God presents optimally and integrally in multi aspects as gratitude to Allah SWT.[4]

The word of God in Q.S. An-Nahl verse 78 is as follows:

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ ۙ لَعَلَّكُمْ تَشْكُرُونَ

And Allah brought you forth from the wombs of your mothers while you knew nothing, and gave you hearing and sight and hearts so that you may give thanks.[5]

And who is more than he who was born with knowledge? It's just that God gives a fundamental potential to man so that it can be used as a means of senses as a means of learning.

Islamic Education teachers are currently pressured by the demands to make efforts and develop learning methods and learning resources, aiming to expand students' understanding of Islam, encouraging students to apply and directly form morals. From some of these, teachers are

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[3] Regulations Government Republic Indonesian Number 13 Years 2015 About *Standard National Education*, 2.

[4] Shahminan Zaini, *Principles Dan Conception Education Islam*, (Jakarta: Kalam Noble, 1986), 9.

[5] Department Religion Republic Indonesian *The Qur'an Dan The translation*, (Jakarta: Group Echo Human beings al-Huda, 2002), 277.

required in their professionalism to be able to take advantage of the development of existing technology while still strengthening the interest of reading students.

The current low interest in reading will affect the knowledge that students have. Realizing the importance of reading is a part of utilizing learning resources in learning activities, especially in islamic education subjects. As Allah has commanded to mankind through the Messenger of Allah given when the first revelation, namely the command to read and write, contained in the Qur'an surah Al-Alaq verses 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ اقْرَأْ
وَرَبُّكَ الْأَكْرَمُ الَّذِي عَلَّمَ بِالْقَلَمِ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

What it means: Read it! In the name of your Lord who created, he who created man from a clot of blood, then made from it a clot. Read! And your Lord is the Most Compassionate, the Wise. Has taught man what he did not know.[6]

From the first revelation of the Prophet above shows the importance of reading and writing in the process of life, especially in terms of education. While the low literacy reading of our nation today and in the future will make the nation's competitiveness low in global competition. Based on UNDP data in 2014, the literacy rate in Indonesia has reached 92.8% for the adult group of 98.8% for the youth category. The data above shows that the literacy rate of Indonesian people is already in a good position.

However, when viewed at the reading level Indonesian students ranked 57th out of 65 countries studied (Republika, 12 September 2015).[7][8]

As it is well known that reading has an important role at the moment, because someone who is lacking or unable to read will be left behind in obtaining information. So Human Resources (HR) is very necessary to be improved through habits and interest in reading.[9]

An educator is one of the humane components in the teaching and learning process, which plays a role in the efforts to establish potential Human Resources (HR) in the field of development. Therefore, teachers who are one of the elements in the field of education must participate actively and place their position as professionals, in accordance with the demands of a growing society. In a special sense it can be interpreted that in each teacher lies the responsibility to bring the students to a maturity or to a certain level of maturity.[10]

An educator must optimize his creativity. Creativity and educator activities must be able to be an inspiration to their students. So that students will be more motivated to learn, work and create. Educators play an active role in the development of students' creativity, namely by having personal characteristics of teachers that include motivation, confidence, sense of humor, patience, interest and flexibility(flexibility). Creative educators have a high spirit and

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[6] Department Religion Republic Indonesian *The Qur'an Dan The translation*, (Jakarta: Group Echo Human beings al-Huda, 2002), 599.

[7] Satria Darma, *The Rise of Literacy*, (Sidoarjo: Eureka Academia, 2014), 80.

[8] Dirjen Dikdasmen, *Design Parent Movement Literacy School*, (Jakarta: Ministry Education Dan Culture, 2006), 7.

[9] Idris Kamah Dkk, *Guidelines Coaching Interest Read*, (Jakarta: Library National, 2001), 1.

[10] Sardiman Am *Interaction & Motivation Learn Teach*, (Jakarta: PT Raja Grafindo Persada, 2001), 123.

motivation so that they can become motivators for their students to improve and develop student credibility, especially those contained in an innovative form of learning. This means that in addition to being an educator, teachers must also be creators who are able to create comfortable and conducive learning conditions for students.[11]

In the process of teaching and learning teacher skills, interest and reading ability in learning has an impact on the learning outcomes achieved, therefore researchers intend to improve learning outcomes in Islamic Education subjects through teacher skills and literacy culture. Both of these things contribute in shaping and coloring the results of the learning carried out.

This shows that all personalities involved in each learning activity need potentials, resources, or resources that can support the smoothness so that learning activities can achieve goals. Learning resources if utilized and managed properly will be able to help smooth and successful teaching and learning process.

The teaching skills of teachers and the culture of literacy if managed and utilized and developed properly can improve the smoothness of the teaching and learning process. The running of literacy culture with maximum learning resources, the teaching and learning process is no longer effective, but also fun, so that students become more impressionable and encourage students to follow the learning activities well and good learning outcomes that are equipped with new and interesting things.

1. Teacher Teaching Skills

Talking about the understanding of teaching skills of teachers, inseparable from the understanding of skills, teaching and teachers. In The Great Dictionary of Indonesian Language (KBBI) skills come from the word "skilled" capable in completing tasks, capable and deft. And capable in carrying out tasks. Skill is expertise in a particular field that a person in the field of professionalism in completing his duties and responsibilities well.[12]

While teaching is an activity of organizing or organizing the environment as best as possible so as to create opportunities for children to carry out the learning process effectively, efforts to create a learning environment, the meaning of learning in the context of educational process standards is not only conveying the subject matter, but also interpreted as a process of regulating the environment so that learners learn.[13]

The teacher is one of the important factors in the implementation of education in schools, therefore improving the quality of education means also improving the quality of teachers. The quality of teachers is not only improved in terms of their welfare, but also in terms of professionalism.[14]

So the teaching skills of teachers is an important thing in the learning process because one of the ways that teachers can do so that the learning process in the classroom can foster the learning passion of learners is to use the teaching skills of teachers, this is in line with suparman's

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[11] Sardiman Am *Interaction & Motivation Learn Teach*, (Jakarta: PT Raja Grafindo Persada, 2001), 127.
[12] Dictionary Great English, (Jakarta: PT Gramedia Library Main, 2004), 1447.

[13] Vienna Sanjaya, *Strategy Learning*, (Jakarta: Kencana Prenada Media Group, 2006), 33.
[14] Syaiful Sagala, *Ability Professional Teacher Dan Energy Educational*, (Bandung: Alphabet, 2011), 38.

opinion that skills in teaching become an absolute requirement for the effectiveness of a learning process.[15]

Teaching skills are basically one manifestation of a teacher's ability as a professional. The teaching skills of teachers should not be monotonous, but always provide a different atmosphere so that students do not get bored in participating in learning activities. Teaching skills are the ability or proficiency of a teacher in carrying out and completing a teaching and guiding task to achieve educational goals.[16][17]

According to the researchers based on the above opinions, it can be concluded that, the teacher's teaching skills are the skills or abilities that a teacher has in teaching to his students so that learners can understand the subject matter taught and can achieve learning objectives that change in learners both in terms of cognitive, affective, and psychomotor.

According to Uzer Usman the following are *teaching skills.*).[18] such as Questioning skills; Skills provide reinforcement, Explaining skills, Skills of opening and closing lessons,etc. Meanwhile, according to Wina Sanjaya, there are 5 basic skills that must be possessed by an educator, including the following: Basic *questioning* skills, Basic skills provide *reinforcement*, Basic skills of stimulus variation

(*Variation Stimulus*), Skill of opening and closing lessons (*Set Induction and Closure*), and Classroom *Management* skills.[19]

So, only 3 points distinguish between the opinions of Uzer Usman and Wina Sanjaya, namely:Explaining skills, Skills guiding small group discussions, and Individual teaching skills.

2. Literacy Culture

The word literacy is mentioned in English in the form *of literacy derived* from the Latin *littera* (letters) which has the sense of involving the mastery of the writing systems and the conventions that accompany it. Literacy itself is defined as literacy, literacy, literacy or proficiency in reading and writing.[20]

The understanding of school literacy in the context of the School Literacy Movement is the ability to access, understand, and use things intelligently through various activities, including reading, seeing, listening, writing and or speaking.[21]

Literacy activities are reading and writing activities related to knowledge, language, and culture. It will develop the ethics of learners through the cultivation of the school literacy ecosystem in order to become lifelong learners.[22]

Implementation of the School Literacy Movement (implemented in stages taking into account the readiness of each school throughout

[15] Suparman, *Style Teach that Fun Students*, (Yogyakarta: Pine Book Publisher, 2010), 59.
[16] Kusnadi, *Strategy Learning Science Knowledge*, (Week New: Foundation Library Riau, 2008), 48.
[17] S. Nasution, *Various Approach In Process Learn Dan Teach*, (Jakarta: Earth Characters, 2006), 156.
[18] Uzer Usman *Be Teacher Professional*, (Bandung: PT Teen Rosdakarya, 2013), 74.
[19] Vienna Sanjaya, *Learning In Implementation Curriculum Based Competence*, (Jakarta: Kencana, 2006), 157-173.

[20] Mike Baynham, *Literacy Practices: Investigating Literacy in Social Contexts*, (London: Longman, 1995).
[21] Pratiwi Retnaningdyah. Dkk, *Guide Movement Literacy School In School Medium First*, (Jakarta: Directorate General Education Basic Dan Medium Ministry Education Dan Culture, 2016), 2.
[22] Dirjen Dikdasmen, *Design Parent Movement Literacy School*, (Jakarta: Ministry Education Dan Culture, 2006), 7.

Indonesia. readiness in question includes school capacity (availability of facilities and reading materials), readiness of school residents, and readiness of other support systems (public participation, institutional support and relevant policy devices).

According to the Ministry of Education and Culture in Yusuf A, et al, explained about the implementation stages of the school literacy movement consisting of three stages, among others:

1. Stage 1: Habituation of fun reading activities in the school system.

This habituation aims to foster interest in reading and reading activities 15 minutes. In the citizens of the school. The growth of reading interest is fundamental to the development of students' literacy skills.

2. Phase 2: Development of reading interest to improve literacy skills.

Literacy activities at this stage aim to develop the ability to understand reading and associate it with personal experience, critical thinking, and process communication skills creative through activities responding to enrichment readings.

3. Stage 3: Literacy-based learning.

Literacy activities at this stage aim to develop the ability to understand texts and associate them with personal experience, critical thinking and managing communication skills creatively. This activity can be done through

responding to enrichment reading textbooks and textbooks. In this stage there is a contribution to the support of the implementation of the curriculum 2013 which requires students to read non-textbooks.[23]

3. Learning Results of Islamic Religious Education

Talking about the understanding of learning outcomes, inseparable from the understanding of learning itself, because the results of learning is the result of changes experienced from the learning process.

Psychologically learning is a process of change that is a new behavior change as a whole, as a result of own experience in interaction with the environment.[24]

Learning is a relatively permanent change in behavior or potential behavior as a result of strengthened experience or exercise. The changes in question are not only related to the addition of science, but also in the form of skills, skills, attitudes, understanding, self-esteem, interests, dispositions, and self-adjustment.[25][26]

Learning is an effort or activity planned to acquire new skills where the skill can last for such a long period of time, it can also be said that learning is the basic process of human life development making qualitative changes of the individual so that his behavior develops.[27]

According to researchers based on the theory of learning above, it can be concluded that learning is an activity carried out by a person

[23] Jonah Abidin. Dkk, *Learning Literacy*, (Jakarta: Earth Characters, 2017), 281.

[24] Slameto, *Learn Dan Factors that Affects it*, (Jakarta: PT Rineka Copyright, 2010), 2.

[25] Company, *Motivation Learning Perspective Teacher Dan Students*, (Bandung: PT Teen Rosdakarya, 2015), 225.

[26] Sardiman A.m *Interaction Dan Motivation Learn Teach*, (Jakarta: PT RajaGrafindo Persada, 2011), 21.

[27] Eneng Muslihah, *Method Dan Strategy Learning*, (Serang: Haja Mandiri, 2014), 64.

consciously and routinely and planned that results in changes in the behavior of the learner by interacting with his environment to get changes in cognitive, affective, and psychomotor aspects.

While the result is a form of attention and a goal that is worked on, created both individually and in groups. Results will never be obtained as long as a person does not perform an action while learning is an activity that is done consciously to lead to a change.

The result of learning is a change in behavior caused by learning. Bloom defines learning outcomes as the result of behavior changes. According to him, the results of this study cover three domains, namely cognitive, affective, and psychomotor domains. So it can be concluded that what is meant by the results of learning in this study is the ability of students in the cognitive sphere obtained after following the learning process that is manifested in the form of learning results scores.[28]

According to the researchers, the results of learning is the end result of a learning process that is not just from the academic side, but from the overall aspect of the potential of human life itself as a subject that learns obtained through the evaluation of learning. Learning outcomes are often used as a measure to find out how far a person has mastered the materials that have been taught.

Thus, it can be understood that the meaning of learning outcomes is a form of purpose obtained in the form of impressions that result in changes in the individual in life self-reliance activities. Learning outcomes are the abilities that students have after receiving a learning experience.[29][30]

RESEARCH METHODS

Research Approaches and Types

This research is a descriptive quantitative research that is interpreting data related to facts, circumstances and phenomena that occur, by calculating and analyzing data collection techniques, questionnaires / questionnaires, and tests. This research uses a type of survey research. Survey research is a study that takes samples from the population by using questionnaires as a data collection tool.

Population and Research Samples

The population in this study is all grade VIII students of SMP Negeri in Bayah subdistrict which amounts to 402 people. The sample was 20% of the total number of students, namely 402 people, namely 80 students who were the study sample.

Data Collection Techniques

Data on teacher teaching skills and literacy culture is obtained from the dissemination of teaching skills questionnaires and literacy culture questionnaires. Meanwhile, the data of learning results are obtained by test.

Data Analysis Techniques

Prerequisite test analysis, before data

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[28] Lisa'diyah Ma'rifataini, "*Influence Strategy Learning Dan Interest Learn Students Against Results Belaja Fiqh*", In *Education*: *Journal Research Education Religion Dan Religious*, Vol. 10, No. 1, (January-April, 2012), 106.

[29]Syaiful Jamarah, *Teacher Learning And Competency Results*, (Surabaya: National Business, 1994),1-5.
[30] Nana Sudjana, *Assessment Results Process Learn Teach*, (Bandung: PT. Teen Rosdakarya, 1991), 22.

analysis, first performed validity test, reliability test, lifting instrument data and instrument test. Furthermore, precursing test analysis that includes normality test and homogeneity test. Hypothesis test, conducted data analysis obtained from the results of research using regression significance test, *validity test (product moment),* and Variance Analysis (ANAVA) two lines.

RESEARCH RESULTS

1. Test Normality

a. Teacher Teaching Skills Normality Test (X_1)

Based on the calculation results for normality testing obtained price Z_{hitung}calculate , Z_{1calci}= -2.66, Z_{2s}= -2.07, Z_{3s}= -1.48, Z_{4s}= -0.89, Z_{5s}= -0.30, Z_{6s}= 0.28, Z_{7s}= 0.87, Z_{8s}= 1.46. Then obtained X^2 calculated value = 864.73. X^2 value of$_{the}$ table = 9.48 with the value DK = 4 and $X^2_{calculates}$ 864.73 < X^2_{table} 9. 48. Because the price of $X^2_{calculates}$ to be less than the price of X^2 table, the distribution of $X1_{variable}$ data can be expressed as normal distribution.

b. Literacy Culture Normality Test (X_2)

Based on the calculation results for normality testing obtained price Z_{hitung}calculate , Z_{1calci}= -2.91, $Z_{2calculate}$= -2.22, $Z_{3calculated}$= -1.54, $Z_{4calculated}$= -0.85, Z_{5s}= -0.17, Z_{6s}= 0.51, Z_{7s} = 1.20, Z_{8s}= 1.88. Then obtained X^2 calculated$_{hitung}$ value = -178.23. Table X^2_{value} = 9.48 with DK value = 4 and $X^2_{calculate}$ -178.23 < X^2_{table} 9.48. Because the X^2 price$_{calculates}$ less than the X^2 price of$_{the}$ table, the distribution of $X2_2$ variable data can be declared to be normally distributed.

c. Normality Test results of Learning Islamic Education (Y)

Based on the calculation results for

normality testing$_{obtained}$price$Z$ calculate , Z_{1calci}= -3.18, Z_{2s}= -2.50, Z_{3s}= -1.83, Z_{4s}= -1.15, Z_{5s}= -0.47, Z_{6s}=0.20, Z_{7s}= 0.88, Z_{8s}= 1.56. Then obtained X^2 calculated$_{hitung}$ value = -155.61. X^2 value of$_{the}$ table = 9.48 with the value DK = 4 and $X^2_{calculate}$ -155.61 < X^2_{table} 9. 48. Because the price of $X^2_{calculates}$ to be less than the price of X^2_{tabel} table, the distribution of variable Y data can be expressed as normal distribution.

2. Homogeneity Test

a. Test Variable Homogeneity X_1 over Variable Y

The calculation result for the homogeneity test of variant X_1 over Y obtained F_{hitung} count = 2.77. Table F_{value} = 0.68 with dk 79 at a = 0.05 = 3.96. Because $F_{calculates}$ < F F_{tables} (2.77 < 3.96), then $H_{0\ is\ accepted}$ and $H_{1\ is\ rejected,}$ so it can be concluded that the variants of groups $X_{1\ over}$ Y are homogeneous.

b. Test Variable X_2 Homogeneity over Variable Y

The calculation result for the homogeneity test of variant X_2 over Y obtained F_{hitung} count = 2.60. Table F_{value} = 0.68 with dk 79 at a = 0.05 = 3.96. Because $F_{calculates}$ < F table$_{tabel}$ (2.60 < 3.96), then $H_{0\ is\ accepted}$ and $H_{1\ is\ rejected,}$ so it can be concluded that the variants of groups X_2 over Y are homogeneous.

Hypothesis Testing

The hypothesis tested in this study is the influence between free variables (X) and bound variables (Y), either individually or together.

a. Linear Regression of Simple Teacher Teaching Skills ($X_1)$ with Student Islamic Religious Education Learning Outcomes (Y)

Based on the calculation results, obtained *a* price of 99.21 *and b* of 0.152. Thus, the

regression equation obtained is $\acute{Y} = 99.21 + (0.152) X_1$. This means that every time skill of teacher teaching is 99.21 teachers do teaching skills, there will be a change in student learning outcomes of 0.152.

b. Regression Significance Test of Teacher Teaching Skills (X_1)with Student Islamic Education Learning Outcomes (Y)

Based on the results of the calculation of regression significance of Teacher Teaching Skills (X_1)with Student LearningOutcomes (Y)in Islamic Religious Education Subjects, jk (T) $=^Y$ value $= 549975$ JKa value $= 542027.8$ JK$_{value (reg)} = 505.88$ JK value (G) $= 2850.02$ JK value (S) $= 7441.3$ 2 JK value (TC) $= 4591.3$ db_{kk} value $= 34$ $db_{value\ tc} = 44$ with niali F$_{calculate} = 5.30$ when consulted on F$_{table}$ with significance level of 5% and degree of freedom (dk/db) (1:78) $= 3.96$ thus H$_0$ rejected because F calculates$_{hitung}$ greater than F$_{table}$ (5.30 < 3.96). So the regression is significant.

c. Linearity Test of Teacher Teaching Skills Regression (X_1)on Student Islamic Education Learning Outcomes (Y)

Based on the results of the linearity test regression test Teacher Teaching Skills (X_1)against the Learning Outcomes of Islamic Education Students (Y),then obtained a value of F$_{count} = 1.24$.

ANAVA List Table for linear regression $= 88.89 + (-0.103) X_1$

Variation Source	Dk	Jk	Kt	F
Total	80	549975	549975	
Coefficient (a)	1	542027,8		
Regression (b|a)	1	505,88	S^2_{reg} =505.88	5,30
Time	78	7441,32	$S^2_{sis} =$ 95.40	

| Tuna match | 44 | 4591,3 | $S^2_{TC}=$ 104.34 | |
| Error | 34 | 2850.02 | $S^2_G =$ 83.82 | 1,24 |

Based on the results of the calculation above for linearity test$_{obtained}$ F calculate 1.24 consulted with F$_{table}$ with a significance level of 5% and dk (44/34) $=1.7272$. Then H$_0$ is accepted because F$_{calculate}$ < F$_{table}$ (1.24 < 1,72) and linearregression.

a. Simple Linear Regression of Literacy Culture (X_2)with Student Islamic Religious Education Learning Outcomes (Y)

Based on the calculation results, obtained *a* price of 94.22 *and b* of 0.106. Thus, the regression equation obtained is $= 94.22 + (0.106)X_2$. This means that every time there is a literacy culture of 94.22 there will be a change in student learning outcomes of 0.106.

b. Regression Significance Test of Literacy Culture (X_2)on Student Islamic Education Learning Outcomes (Y)

Based on the results of the calculation of the significance of the regression of literacy culture (X_2)with Student Learning Outcomes (Y) in Islamic Religious Education Subjects, a value of JK (T) $=$ Y$= 549975$ value JKa $= 542027.8$ jkvalue$_{(reg)} = 232.66$ jk value (G) $= 4286.12$ JK value (S) $= 7714.5$ 2 JK value (TC) $= 3428.4$ db_{kk} value $= 35$ $db_{value\ tc} = 43$ with niali F$_{calculate} = 5.29$ when consulted on F$_{table}$ with significance level of 5% and degree of freedom (dk/db) (1:78) $= 3.96$ thus H$_{0\ rejected}$ because F calculate$_{hitung}$ greater than F$_{table}$ ^{2} (5.29 < 3.96). So the regression is significant.

c. Linearity Test of Literacy Culture Regression (X₂)onStudent Islamic Education Learning Outcomes (Y)

Based on the results of the calculation of linearity test regression of literacy culture $(X_2)$to the Resultsof Learning Islamic Education Students (Y),$_{hitung}$ then obtained a calculated value F = 0.65.

ANAVA List Table for Linear Regression $= 94.22 + (-0.106) \ X_2$

Variation Source	Dk	Jk	Kt	F
Total	80	549975	549975	
Coefficient (a)	1	542027,8		
	1	232,68	S^2_{reg}	
Regression (b|a)	78	7714,52	=232.68	5,29
Time			$S^2_{sis} =$ 43,945	
Tuna	43	3428,4	$S^2_{TC}=$	
match	35	4286,12	79.73	
Error			$S^2_G =$ 122.46	0.65

Based on the results of the calculation above for linearity test obtained F$_{hitung}$ calculate 0.65 consulted with F$_{tabel}$ table with a level of significant 5% and dk (43/35) = 1.73. Then H$_0$ is accepted because of F$_{hitung}$ calculate $<$ F$_{table}$ (0,65 $<$ 1,73) and linear regression.

DISCUSSION OF RESEARCH RESULTS

Based on the results of research discussions as follows:

1. From the results of data analysis, about the correlation of teaching skills of teachers and learning outcomes of Islamic Religious Education grade VIII students in SMP Negeri se Bayah district obtained a value of 0.321, and it is known that the results obtained based on hypothesis testing using t test, namely the price of t$_{calculate}$ = 8.98 while the price of t$_{table}$ 1,664. Based on hypothetical testing criteria, H$_0$ was rejected because of t$_{hitung}$ calculate $>$ t$_{tabel}$ table (8.89 $>$ 1.664). This indicates that there is a fairly good relationship between the teacher's teaching skills and the learning outcomes.

Based on inferential analysis using *coefficient formula determination* that teacher teaching skills $(X_1)$to the learningoutcomes of Islamic Religious Education (Y) grade VIII students in SMP Negeri in Bayah subdistrict there is an insignificant influence of 10.3% while 89.7% is influenced by several other factors.

2. From the results of the data analysis, about the correlation of literacy culture and learning outcomes of Islamic Religious Education grade VIII students in SMP Negeri se Bayah district obtained a value of 0.688, and it is known that the results obtained based on hypothesis testing using t test, namely the price of t$_{calculate}$ = 15.44 while the price of t$_{table}$ 1,664. Based on hypothetical testing criteria, H$_0$ was rejected because of t$_{hitung}$ calculate $>$ t$_{tabel}$ table (15.44 $>$ 1.664). This shows that there is a good relationship between literacy culture and learning outcomes.

Based on inferential analysis using *coefficient formula determination that literacy* culture (X_2)on the learning outcomes of Islamic Religious Education (Y) grade VIII students in SMP Negeri in Bayah sub-district there is an insignificant influence of 47.3% while the remaining 52.7% is influenced by several other factors.

3. From the results of data analysis, about the correlation of teacher teaching skills and literacy culture to the learning outcomes of

Islamic Religious Education grade VIII students in SMP Negeri se Bayah district obtained a value of 0.992, and it is known that the results obtained based on hypothesis testing using t test, namely the price of t_{count} = 2,771 while the price of t_{table} 3.12. Based on hypothetical testing criteria, H_1 is accepted because of the$_{hitung}$ t<t_{tabel} table (2,771 < 3.12). So there is a very good relationship between teacher teaching skills and literacy culture towards the learning outcomes of Islamic Religious Education grade VIII students at SMP Negeri in Bayah Subdistrict.

Based on inference analysis using *coefficient formula determination* that if done together teacher teaching skills ($X_{1)}$and literacy culture ($X_{2)}$to the learning outcomes of Islamic Religious Education (Y) grade VIII students in SMP Negeri in Bayah subdistrict there is a significant influence with a value of 98% while 2% is influenced by other factors.

CONCLUSION

1. The level of teaching skills achieved by teachers fall into the category of poor, good and excellent. This research revealed the insignificant influence between the teaching skills of teachers on the learning outcomes of Islamic Religious Education students in grade VIII at SMP Negeri in Bayah subdistrict.

2. This research reveals the existence of siswa insignificant h-reading between literacy culture and the learning outcomes of Islamic Religious Education of grade VIII students at SMP Negeri in Bayah Subdistrict..

3. The level of learning outcomes achieved by learners fall into the category of poor, good and excellent. This study revealed a positive

relationship between teacher teaching literacy skills, literacy culture, and the results of learning Islamic Religious Education students mean teacher teaching skills, and literacy culture, jointly related positively to the learning outcomes of Islamic Religious Education grade VIII students at SMP Negeri in Bayah Subdistrict..

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