The Influence of Teacher's Teaching Skills on Students' Learning Interest in Fiqih Courses at MAN 2 Sukabumi

**U. Abdullah Mu'min[1], Budi Munawar Khutomi[2], Herri Azhari[3],
Usman Faqih[4], Acip[5]**
STAI Pelabuhan Ratu
[1]abdullahmumin@staip.ac.id
[2]budimunawar@staip.ac.id
[3]herriazhari@staip.ac.id
[4]usmanfaqih@staip.ac.id
[5]acip@staip.ac.id

ABSTRACT

Teachers as professionals must have teacher competence, where these competencies are visually implemented in the teacher's ability to provide teaching skills during the learning process. One way that the teacher can do, the teacher's teaching skills are essential in learning so that they can foster student learning enthusiasm and facilitate the achievement of learning objectives. This study aimed to analyze teacher skills' effect on students' learning interest in Fiqih subjects. The research was conducted at MAN 2 Sukabumi in February-April 2019. This type of research is quantitative descriptive with Proportionate Stratified Random Sampling. Data collection techniques by observation, interviews, and Guttman scale questionnaires on the variables of teacher teaching skills and students' learning interests used validity, reliability, and normality tests. The data analysis technique uses linear regression analysis. The results of the study showed that the teaching skills of teachers at MAN 2 Sukabumi for the 2018/2019 school year were "High" with an average score of 13.89, and the most significant contribution came from the teacher's skill indicator of opening and closing lessons of 76.1%. Furthermore, student learning interest in Fiqih subjects is also included in the "High" category with an average value of 11.47. The most significant contribution comes from the student's attention indicator of 63.7%. The teacher's teaching significantly affected learning interest in students' Fiqih subjects at MAN 2 Sukabumi for the 2018/2019 academic year by 62.9%, while other factors influenced the remaining 37.1%.
Keywords: Teaching Skills, Teacher, Interest, Study, Students

A. INTRODUCTION

The subject of Fiqh is one of the subjects of Islamic Religious Education and is included in the core curriculum at the MI, MTs, and MA levels. Studies in fiqh subjects cover religious jurisprudence, mainly related to the introduction and understanding of the procedures for implementing the pillars of Islam, starting from the provisions and procedures for implementing taharah, prayer, fasting, zakat, to the implementation of the pilgrimage, as well as requirements regarding food and drink, circumcision, sacrifices, and how to carry out buying and selling and lending and borrowing. Learning Fiqh aims to equip students to know and understand Sharia and Islamic law in detail and comprehensively, either in the form of aqli or naqli propositions.

At the Madrasah Aliyah level, Fiqh is a compulsory subject at all levels, starting from class X and XI to class XII in all study programs, be it science, social studies, or IIK. In simple terms, the Fiqh subject at the MA level functions to equip students to become more familiar with and understand Islamic law and its implementation procedures to apply it in everyday life. Another function of the Fiqh subject at the MA level is as a basis for students to proceed to higher education linearly.

Madrasah Aliyah (MA) is a high school with Islamic characteristics, meaning that MA is an education level at the high school level with a plus in Islamic religious subjects that are not available in high school, namely the subjects of Aqedah, morals, Fiqh, Qur'an hadith, and Islamic cultural history. So ideally, the subjects of Islamic religious education, including Fiqh are students' favorite subjects, or at least become subjects that students are interested in. However, in class XI MAN 2 Sukabumi, Fiqh subjects were less attractive to students; students intended to be less enthusiastic and indifferent to Fiqh learning.

The low interest of students in studying jurisprudence at MAN 2 Sukabumi is suspected to be related to teaching skills which are also less than optimal. The results of other observations show that some teachers still do learning by just taking notes, while students need to supervise while taking notes. In giving the task of taking notes, only a few students took notes, but other students did disciplinary things, such as sleeping, not taking notes, playing with their cell phones, and some even leaving class. This action will have an impact on reducing interest in learning for students spontaneously and continuously.

The teacher is one of the main elements in achieving the above educational goals. It cannot deny that the teacher is the executor of education at the forefront. The teacher as an educator or instructor is a determining factor for the success of any educational endeavor. That is why every discussion regarding updating the curriculum and procuring learning

tools up to the criteria of human resources produced by academic endeavors always boils down to the teacher. One of the competencies that a teacher must have is skills in teaching.

The teacher's teaching skills are essential in the learning process to foster student learning enthusiasm. The abilities possessed by a teacher also affect their students. If the teacher's teaching varies, students can also easily understand the subject (Ana, 2020). It is in line with (Suparman, 2010) that skills in teaching are an absolute requirement for the effectiveness of the learning process.

A professional teacher is a teacher who can develop teaching skills well so that the impact on students' learning interest is high without orders. According to Slameto (Syarifuddin, 2011), interest in learning is a preference and a sense of interest in an activity without being told. However, based on the author's observations when studying fiqh at MAN 2 Sukabumi, students' interest in learning fiqh does not optimal. This indication shown from the reluctance of students to study Fiqh, the lack of persistence of students in studying Fiqh, and the relatively low cognitive aspects of students' learning outcomes.

Based on this description, this study aimed to analyze the effect of teacher teaching skills on students' learning interest in fiqh subjects at MAN 2 Sukabumi.

B. LITERATURE REVIEW

According to the Khasanah, basic teaching skills (teaching skills) are special skills (most specific instructional behaviors) that must be possessed and actualized by teachers, instructors, and lecturers to carry out teaching tasks professionally. As for according to (Khasanah, 2020), Indicators of teacher teaching skills, namely: "skills to open and close lessons, skills to explain, skills to give a reinforcement, skills to use variations, skills to manage classes, skills to guide small group discussions, and skills to teach individuals and small groups."

(Hartana et al., 2016) stated that skill is an ability possessed by a person from various training and learning, while teaching skills are one of the manifestations of a teacher's ability as a professional. Essential teaching skills are needed. Forming a good teacher's appearance requires basic skills because of the standards that must own by every individual who works as a teacher (Asril, 2017). Thus it said that teaching skills are the skills or abilities a teacher possesses in teaching his students so that they can understand the subject matter.

According to (Darmadi, 2015), there are eight components of teacher teaching skills, namely: 1) Questioning skills; 2) Skills providing reinforcement; 3) Skills in carrying out

variations; 4) Explanation skills; 5) Skills in opening and closing lessons; 6) Skills in guiding small group discussions; 7) Class management skills; and 8) Small group and individual teaching skills. Furthermore, Djamarah in Feriady (Setiaji et al., 2018) said that the teacher's teaching skills divided into 1) explaining skills, 2) questioning skills, 3) advanced questioning skills, 4) giving reinforcement skills, 5) providing variety skills, 6) class management skills, and 7) opening and closing skills lessons.

Meanwhile, the word "interest in learning" based on the elaboration of the words "interest" and "learning" can be synthesized, which reads that interest in learning is a feeling of pleasure, interest, and a high desire from oneself to learn which is seen as giving benefits and satisfaction to oneself without there is an order or influence from outside. Interest in learning is a student's interest in learning without coercion. According to Djali in Feriady (Setiaji et al., 2018), Interest realized in a field of study will keep the student's mind to master his lesson. The existence of great interest from students can cause students to learn wholeheartedly without coercion.

Interest in learning is one of the critical factors determining student learning policies. According to Slameto (Syarifuddin, 2011), interest is an internal factor influencing student learning conditions. The existence of a great interest in students causes students to feel happy when participating in lessons. In addition, a person's conscious interest in a particular object will bring that person deeper into liking that object (Syarifuddin, 2011). Whereas (Permana, 2016) states four indicators of student interest in learning: feelings of pleasure, student interest, student attention, and student involvement. Therefore, teachers must optimally improve their skills in the learning process to grow in learning (Figure 1).
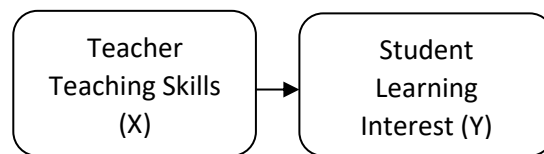
Figure 1 Thinking framework

Based on the framework above, the researcher proposes a research hypothesis. The null hypothesis (Ho) is that there is no significant influence between teacher teaching skills and students' learning interest in fiqh subjects at MAN 2 Sukabumi. On the other hand, the alternative hypothesis (Ha) is that there is a significant influence between teachers' teaching skills and students' learning interest in fiqh subjects at MAN 2 Sukabumi.

C. RESEARCH METHOD

The research was conducted at MAN 2 Sukabumi at Jalan Bhayangkara Number 11 Km I Palabuhanratu Sukabumi in February - April 2019. The research method used is a descriptive method with quantitative analysis. Operational variables include teacher teaching skills (X) and student learning interest (Y). At the same time, the population is all students of class XI, totaling 294 students consisting of 9 classes with details of 4 classes in the Science program, 3 classes in the Social Sciences program, and 2 classes in the IIK program. The sample used was 169 out of a population of 294 which carried out using a proportionate stratified random sampling technique by comparing the total sample size to the entire population multiplied by the part population. The samples were distributed to each class (Winarsunu, 2006).

Data collection methods used questionnaires, interviews, observation, and documentation. The instrument used the Guttman scale with the choices "yes" and "no"; if the respondent chose "yes," he was given a score of one, and if he decided "no," he was given a score of zero. The validity and reliability tests previously carried out on the questionnaire.

Data analysis techniques use descriptive and inferential statistics. According to Heryanto and Aqib in Sabandar (Sabandar & Santoso, 2018) the score data processing is done by determining the lowest and highest scores, looking for the median, and dividing the range into four categories, namely excellent, good, enough, and less. The median to look for is Q1, Q2, and Q3, with Q4 equal to the highest score, then tabulated with the category of each value (Table 1).

Table 1 Determination of score and category

Interval score	Category
Lowest score ≤ X ≤ Q1	Low
Q1 < X ≤ Q2	Moderate
Q2 < X ≤ Q3	High
Q3 < X ≤ Highest score	Very High

Source : (Heryanto & Hamid, 2010)

Further data analysis uses linear regression to test the hypothesis of the influence of teacher teaching skills on student learning interest with the if criteria $t_{count} > t_{table}$ then Ho

is rejected ($\alpha = 0,05$), and if t $_{count} \leq$ t $_{table}$ so Ho is accepted. Flat processing using SPSS 21.0 software with the regression equation formula $Y = a + bX$.

D. RESULT AND DISCUSSION

1. Contents Results and Discussion

a. Description of teacher teaching skills

The teacher's teaching skills variable consists of eight skill indicators which distributed among 20 types of questions in the questionnaire. Based on the results of the questionnaire on 169 respondents, it showed that the average teaching skill of teachers at MAN 2 Sukabumi for the 2018/2019 school year was 13.89. The results of calculating the quartiles obtained $Q1 = 6$, $Q2 = 11$, $Q3 = 16$, and $Q4 = 20$. If the quartile values are tabulated with four categories, the teaching skills of teachers at MAN 2 Sukabumi in the 2018/2019 academic year are included in the "High" category or range score between $11 < X \leq 16$ (Table 3).

Table 3 Range of scores and categories of teacher teaching skills

Range of score	F	%	Category
$0 \leq X \leq 6$	27	15.98	Low
$6 < X \leq 11$	28	16.57	Moderate
$11 < X \leq 16$	44	26.04	High
$16 < X \leq 20$	70	41.42	Very High
Total	169		
Average		**13,89**	**HIGH**

The teacher's teaching skills category distribution at MAN 2 Sukabumi for the 2018/2019 school year was the highest at 41.42% or "Very High." Then the category "High" was 26.04%. Next is the "Moderate" category of 16.57%, and finally, the "Low" category of 15.98% (Figure 2 and Table 3).
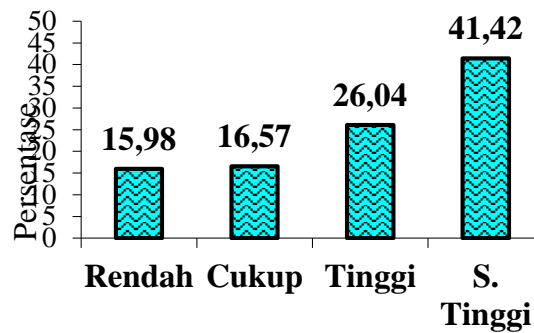
Figure 2 Diagram of the level of teaching skills of teachers of MAN 2 Sukabumi for the 2018/2019 academic year

Description of student interest in learning

The variable of student learning interest consists of four indicators distributed in 16 questions. The results showed that the average interest in learning the fiqh subject of MAN 2 Sukabumi students for the 2018/2019 academic year was 11.47.

The results of calculating the quartiles obtained Q1 = 5, Q2 = 9, Q3 = 13, and Q4 = 16, so that if the quartile scores are tabulated with the four existing categories, then the interest in learning in the fiqh subject of students at MAN 2 Sukabumi in the 2018/2019 academic year already included in the "High" category or with a range score between 9 < X ≤ 13 (Table 4).

Table 4 Rentang nilai dan kategori minat belajar siswa

Range of score	F	%	Category
0 ≤ X ≤ 5	6	3,55	Low
5 < X ≤ 9	68	40,24	Moderate
9 < X ≤ 13	20	11,83	High
13 < X ≤ 16	75	44,38	Very High
Total	169		
Average		**11,47**	**HIGH**

The category distribution of interest in learning in students' fiqh subjects at MAN 2 Sukabumi was 44.38% or "Very High," followed by the "Moderate" category of 40.24%. Then the "High" category was 11.83,% and finally, the "Low" category was 3.33% (Figure 4 and Table 4).
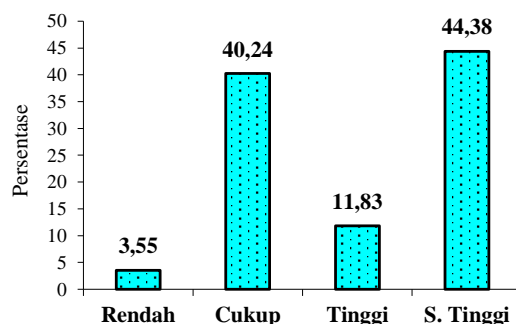
Figure 4 Diagram of interest in learning in the FIQIH subject of MAN 2 Sukabumi students for the 2018/2019 academic year

The effect of teacher teaching skills on students' learning interest

Furthermore, to determine the effect of the teacher's teaching skills variable on the learning interest variable in students' fiqh subjects, a statistical test was carried out on the regression efficiency using the t-test with a confidence interval of 95% (significant level α = 0.05). The t-test showed in the SPSS output in the Coefficients table (Table 5).

Based on the data obtained, the scores t_{count} the teacher's teaching skill is 16.822 with a probability significance value of 0.000, meaning 0.000 is smaller than the significance score of 0.05 (P-value <0.05). It proves that the null hypothesis (Ho) rejected, and the alternative hypothesis (Ha) with a significance score of 5%.

Other calculations have made by comparing score t_{count} dan t_{table}. A score of t_{table} obtained by 1.9743 from table t with df = 167 at a 95% confidence level, then t_{count} = 16,822 is more significant than t_{table} = 1,9743, so it concluded that the null hypothesis (Ho) rejected. The alternative view (Ha) is accepted, meaning that in the interval 95% confidence in the teacher's teaching skills variable (X) has a very significant effect on student learning interest in fiqh subjects (Y) at MAN 2 Sukabumi in the 2018/2019 academic year.

Table 5. The distribution of the regression coefficient values by t calculating the teacher's teaching skills variable on student learning interest in the fiqh subject MAN 2 Sukabumi 2018/2019

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

1	(Constant)	3.741	.490		7.639	.000
	Teacher teaching skills	.557	.033	.793	16.822	.000

a. *Dependent Variable*: Student learning interest

Based on Table 5, the regression coefficient value of the teacher's teaching skills variable (X) is 0.793, meaning that every one-unit increase in teacher teaching skills will be able to increase student learning interest by 0.793 units and vice versa if every decrease of one team of teacher teaching skills will be able to decrease student learning interest of 0.793 units.

Then the constant or intercept score in Table 5 is 3.741, meaning that the intersection point of the regression line is on the positive Y axis without considering the teacher's teaching skills, so student learning interest is already 3.741 units. The linear regression equation model obtained Y = 3,741 + 0,793 X based on the constant values and regression coefficients.

The correlation coefficient value between the teacher's teaching skills and student learning interest is 0.793, meaning there is a positive relationship between the two variables with the level of correlation strength "Very Strong." Furthermore, the coefficient of determination (R2) was obtained at 0.629, meaning that the variability in teaching skills of teachers was able to explain students' interest in learning at MAN 2 Sukabumi for the 2018/2019 school year of 62.9%, while other factors outside the variables in the regression explained students 37.1%.

2. Contents of Discussion Results

Description of the indicators on the variable teacher teaching skills

1) Questioning skills

There are two questions for this questioning skill indicator, namely 1) The teacher gives questions to students while doing the learning, and 2) The teacher gives questions or assignments after each explanation of the subject matter. The highest score on the questioning skill indicator is 293 or 12.48%.

The distribution of respondents choosing both questions with the answer "yes" was in class XI IIK followed by students in class XI IPA. The next class that chose the teacher's skills in asking questions during the learning process was class XI (eleven) in all programs. It is presumably because the teacher who teaches in that class has instilled questioning

skills during his teaching. After all, class XI (eleven) allows the teacher to use many questioning techniques with his students.

Similar results of interviews with students on behalf of Panji Aria Ramadhan, class XI IIK on Monday, March 4, 2019, concluded that most teachers conducted two-way communication while studying in class, especially in asking whether they needed answers or not. It is a coincidence that the competence of the XI IIK program still approved, so it needs direction and enthusiasm from the teacher.

It aligns with Hasibun and Moedjiono (2010), who stated that the teacher's skill in asking questions is in the form of verbal utterances addressed to students to ask for answers. It is because teaching is an activity between teachers and students to create an environmental system that allows constructive teaching and learning. If the learning process is monotonous without exploring the students, the teaching will decrease in quality and be destructive.

2) *Skills give reinforcement*

In the teacher's skill to provide reinforcement, there are three questions, namely: 1) The teacher mentions the name of the student before inviting students to answer questions; 2) The teacher gives praise or thumbs up to diligent students; and 3) The teacher announces the best results of his students' work.

The number of respondents who answered "yes" to the three questions dominated by class XI IIK and part of class XI IPA. In addition, some teachers still do not perform reinforcement skills on their students during the learning process. It showed in class XI IPS. Some respondents chose "no" on the three questions. It thought to be possible because in class XI IPS the students' character is different from the IIK and IPA programs, so there are still teachers who feel reluctant to teach with lots of questions.

It is in line with the results of interviews with students on behalf of Abdul Manan, class XI Social Studies, who stated that because our course numbered only eight students, the learning objectives did not achieve. It is also in line with (Hartana et al., 2016) that the benefit of teaching skills the teacher in learning is realizing the desired learning objectives, namely giving students the ability to master better the subject matter that is taught.

The author also conducted interviews with the dominant class choosing teachers who often reinforce their learning, namely students on behalf of Bayu Pamungkas class XI IPS before leaving for internship on Friday, February 22, 2019, that in class XI IPS, there are still several teachers who often reinforce learning, incredibly productive teachers, for

example, for example, there is one teacher who often gives awards by giving a thumbs up to his good students.

Agree with (Uno, 2021), which states that giving a teacher reinforcement is a skill whose direction is to provide encouragement, feedback, or gifts for students so that in participating in lessons, students feel respected and cared for.

3) Skills provide a variety

In the teacher's skill to provide variations, there are two questions: 1) I often tell experiences related to the material during the lesson, and 2) The teacher always uses learning media (pictures or objects) when teaching.

Class XI (eleven) IIK dominated most respondents who answered "yes" to both questions, then class XI IPA. As for the class that answered "no" to both of these questions, it means that in the learning process, the teacher did not use variation skills; for example, the dominance was in class XI IPS.

It is probably because, in class X (ten), the students are new and need to adapt quickly to the education system in schools that are different from their previous education. Another possibility is boredom and laziness, except in class XI IIK where there are still teachers doing this skill.

It is in line with the results of an interview with class XI IIK students on behalf of Surya Munggaran on Wednesday, February 27, 2019, which stated that there were still several teachers who implemented learning with variations so that students did not feel bored, especially in productive subjects that used variation skills by the teacher in teaching.

It agrees with (Kartika Sari et al., 2022; Uno, 2021) that the skill of making variations in learning carried out because of student boredom caused by the presentation of monotonous learning activities by the teacher while studying.

4) Explanation skills

There are two questions in the teacher's explaining skill indicators during learning: 1) The teacher conveys the material along with examples so that it is easy for students to understand, and 2) The teacher conveys the subject matter in a clear voice.

More than 50% of each class answered "yes" that explaining skills had been applied by teachers starting from class XI IIK and then by XI IPA, then by class XI IPS except for class XI IPS-1 was still below 50%. Especially for classes XI IPS-2 and XI IPS-3, most answered "no" to these two indicator questions, meaning there were still teachers who only gave assignments.

Several possible causes of domination in class XI IIK) are allegedly due to the teacher's explaining skills during the learning process, where students deliberately choose religious majors. Another possibility is boredom or lack of time because the XI IPS class generally pays little attention to academic achievement to continue to a higher level. They prefer to look for work after graduating from school.

It is in line with the results of an interview with t class XI IPA on behalf of Ruby Kalvirosi on Tuesday, March 5, 2019 which stated that there were teachers who taught by explaining so that students felt they understood and gained reasoning about the problems they faced. However, most only give assignments, especially in productive subjects, because carrying out practicals takes a long time.

It agrees with (Darmadi, 2015), which states that there are several objectives of explaining skill activities in a learning process, namely guiding students to obtain and understand laws, propositions, facts, definitions, and principles objectively and reasoning, in addition to teaching students to live and get a reasoning process and use evidence in solving problems faced by students while at school.

5) *Skills in opening and closing lessons*

The teacher's skill indicator in opening and closing lessons consists of three questions, namely: 1) The teacher makes an introduction with an interesting story before starting to explain the subject matter; 2) The teacher provides opportunities for students to ask questions regarding the material studied; and 3) The teacher invites students to conclude the material at the end of the lesson. The teacher invites students to conclude the material at the end of the lesson.

Respondents' answers were evenly distributed, especially in class XI (eleven) IIK answered "yes" to these four indicator questions. In addition to class XI (eleven) IIK, classes that answered "yes" to all of these questions were also in class XI IPA, while those who answered "no" were mainly in class XI Social Sciences.

The possible cause of domination in class XI (eleven) IIK is suspected because this teacher skill needs to be done because the students choose religious majors. Another possibility is that the activities of opening and closing lessons are already in the teacher's Learning Implementation Plan (RPP) so that the application is concrete during the learning process. It is in line with (Djamarah, 2002), which states that the teacher's skill in opening a lesson is the teacher's act of creating mental readiness so that it can cause students' attention to focus on what learned, while the skill to close a lesson is to end the core activities of the class that contained in the Learning Implementation Plan (RPP).

It is in line with the results of an interview with class XI IIK students on behalf of Irda Amaliah on Monday, March 4, 2019 which stated that almost all teachers who teach in their class carry out the learning process with openings, such as greetings and appreciation so that students understand what they want to learn at that time and what are the goals achieved in the Fiqh subject matter at that time. Afterward, the teacher concludes, explains next week's material, and closes with a prayer.

It agrees with (Sanjaya, 2006). Opening skills are the efforts made by the teacher in learning activities to create pre-conditions for students so that their mentality and attention focused on the learning experience presented so that they can quickly achieve the expected competencies. Closing the lesson is an activity carried out by the teacher to end the class to provide a comprehensive picture of what students learned related to previous experiences, knowing student success, and teacher success in implementing the learning process.

6) *Skills in guiding small group discussions*

There are three questions regarding the teacher's skills indicator in guiding small group discussions, namely: 1) The teacher gives and receives input if students face problems; 2) Teachers often make study groups work on questions; and 3) The teacher invites students who are not active to join their friends.

Respondents' answers "yes" to the three questions were almost balanced but still dominated by more than 50% from class XI (eleven) IIK. In addition, there were still respondents who answered "no" to all three, meaning that in that class, there were teachers who did not apply their skills in guiding small group discussions, namely in class XI IPS.

It suspected because of the habit of learning with the old paradigm (old paradigm) with a monotonous lecture style without any variation. So cooperative learning can increase student activity in solving complex problems to materialize optimally.

It is in line with (Darmadi, 2015). Small group discussion is an organized process involving a group of people in informal face-to-face interactions with various experiences or information, drawing conclusions, or solving problems.

The results of an interview with a class XI IIK student on behalf of Suttan Algafat Lubis on Thursday, February 28, 2019, stated that in the learning process in his class, most of the teachers taught using the lecture and monotone method, rarely using group discussion methods. Though according to (Darmadi, 2015) that the teacher's skill in explaining in learning is the presentation of information orally in a systematic manner to

show that there is a relationship with one another, for example, between cause and effect, definitions of examples, or with something that is not yet known.

7) Class management skills

This indicator of the teacher's skills in managing the class consists of two questions: 1) The teacher reprimands students who break and disturb during learning, and 2) The teacher rotates student seats in each learning activity.

Respondents' answers to this indicator evenly distributed among respondents who answered both or one of the two, and there were even respondents or classes who did not answer both. Respondents who answered "yes" to all questions were class XI IIK and class XI IPA. Several types answered "no" to both questions about the teacher's skills in managing the course, including class XI IPS.

It might be suspected because the teacher was seen actively carrying out remedial activities in several classes until completion. Another possibility is that it is supposed that almost every productive teacher has applied strict discipline in the learning process as a miniature of the disciplinary habits that students will encounter later when working on ships. In addition, discipline conditions are applied to classroom management so that it is always conducive and learning becomes constructive.

The results of an interview with a class XI IIK student named Riko Rahardian on Friday, March 8, 2019, conclude that during the learning process, especially during the practice of roses, the teacher can apply classroom conditions to be conducive so that learning runs optimally. It is in line with Hasibuan and Moedjiono in Saifulloh (Saifulloh & Darwis, 2020) states that the classroom management skills of a teacher are skills to create and maintain optimal learning conditions and returning them to optimal conditions if there is a disturbance either by disciplining or carrying out remedial activities.

8) Small group and individual teaching skills

The last indicator is the small group and individual teaching skills that a teacher must possess. In this indicator, there are three questions: 1) The teacher takes a personal approach to students with learning difficulties; 2) The teacher carries out remedial tests and teaches remedial activities to students; and 3) The teacher advises students to form study groups. Respondents who answered "yes" to the three questions were class XI IIk and class XI IPA. The respondents who answered "no" were in class XI IPS.

It might be suspected because, in some classes, the teacher actively pays particular attention to students who need it regarding lessons and personality. It is in line with the results of an interview with a class XI IIK student named Muhamad Rizal Pahlevi on

Friday, March 29, 2019, the conclusion of which was that during the learning process, especially on rose material, the teacher was able to accommodate all class problems, especially students who needed priority handling.

It is in line with Hasibuan and Moedjiono in Saifulloh (Saifulloh & Darwis, 2020), which states that teaching small groups and individuals is defined as the teacher's actions in teaching and learning activities that only serve 3-8 students for small groups, and only one for individuals optimally. Then it is supported by Slameto's statement (Syarifuddin, 2011) that several teaching principles exist in teachers, including focus, socialization, and individualization.

Description of indicators on student learning interest variables
1) Feelings of pleasure during learning

The feeling of joy indicator consists of four questions, namely: 1) I feel happy when participating in class because the teacher conveys the material clearly; 2) I diligently record the material that the teacher gives during the lesson; 3) I always listen carefully when the teacher is explaining the lesson; and 4) I arrive at class early because I do not want to be late for class.

The answer "yes" to the four questions was more than 50% dominated by class XI IIK, followed by class XI IPA. Furthermore, with a percentage of less than 50%, among others, class XI IPS. In addition, the class only answered "yes" to three and two questions in priority.

It might be suspected because in that class, especially in class XI IIK, they feel motivated by their principal, which still faces approval. Hence, they need a high interest in learning to achieve it quickly. In addition, it is possible that the teacher who teaches in the class can apply skills in teaching. One example is that several teachers who use teaching skills in small groups or individually in class XI IIK already realize. The impact on the feeling of pleasure that arises from students towards the lesson indirectly, so they will have a high sense of belonging in the majors they study chosen.

It is in line with the results of an interview with a class XI IIK student named Muhamad Rami Suhada on Thursday, March 7, 2019, the conclusion of which was that during the learning process, especially in subjects C1 and C2, the teacher was very good at teaching him so we always followed him. It is also in line with Slameto (Syarifuddin, 2011) states that interested is a preference and a sense of attachment to something or activity without being told.

2) *Student interest in learning*

The indicator of student interest in learning consists of four questions, namely: 1) I often imitate and follow the learning strategies taught by the teacher; 2) I ask others if there is a subject matter that I do not understand; 3) I always try to understand the subject matter taught by the teacher; and 4) I always do the assignments given by the teacher with enthusiasm.

Respondents who answered "yes" to the four questions by more than 50% were dominated by class XI IIK and XI IPA, followed by classes with a percentage of less than 50%, including class XI IPS. In addition, the course only answered "yes" to three and two questions in priority.

It is thought to be possible. Class XI IIK and XI IPA feel interested because some of the teachers who teach in their classes have implemented some fun and optimal teaching skills. One example is that in these two classes, several teachers apply their special teaching skills in managing the course during learning so that the class is conducive and students feel comfortable. These conditions indirectly attract the students' interest in education.

It is in line with (Rahmat, 2021) states that it can relate to the power of movement that encourages us to feel attracted to people, objects, or activities. It can also be a practical experience stimulated by the action itself. Then reinforced the results of interviews with two class XI IIK students named Andreas and a class XI IPA student named Bella Noviyanti on Tuesday, March 19, 2019, the conclusion of which was that during the learning process in the two classes, especially in the subject C3, the teacher was very comfortable and familiar in teaching, especially if the subject matter is practiced in workshops and processed by students as if they were in a natural environment.

3) *Student attention during learning*

This student attention indicator consists of four questions, namely: 1) I repeat the subject matter at home that has been taught by the teacher; 2) I continue to read the subject matter even though there is no assignment from the teacher; 3) I often mark important parts in textbooks; and 4) I often read other books related to the lesson.

Respondents who answered "yes" to these questions above 50% were in class XI IIK and XI IPA. The answer "yes" is below 50% in all classes except for class XI IPS. The student's interest in the course occurred probably due to the services of several teachers who taught to captivate the hearts of their students. For example, for classes XI IIK and XI IPA, several teachers have been able to provide variations in learning.

It is according to the results of an interview with a class XI IIK student on behalf of Ferdiayansah and class XI IPA on behalf of Muhamad Agung Nugraha on Wednesday, March 13, 2019, by his teacher. It can foster student interest so that it becomes a particular concern in learning the preferred subject.

Line with (Nurjan, 2016) states that internal factors interest students, which come from within themselves. These internal factors include concentration, curiosity, motivation, and needs.

4) Student involvement during learning

The skill indicator on the variable of student learning interest is student involvement in learning. This indicator consists of four questions, namely: 1) I often participate in discussions with friends about the subject matter discussed; 2) I am often active in class during the learning process; 3) I often help with positive activities to support the learning process in class; and 4) I always support the class so that learning is conducive, aka not noisy and crowded.

Respondents who answered "yes" to all questions, they were from class XI IIK followed by students from class XI IPA. The other classes responded "yes" with percentages below 50%, except for class XI IPS which was the lowest. IIK class involvement in learning is suspected because religious practices already dominate the subject matter, so they must be involved in learning activities to transform the application in education into the community environment.

It is the same statement (Sukardi, 2015) that competency demands are in the form of skills or psychomotor, so to master and be skilled, students need continuous training and its use in an applicative manner. It also supported by the results of an interview with one of the classes XI IIK students on behalf of Ayu Siti Nurkoni on Thursday, March14, 2019, the conclusion of which is that in their department, the most priority is the practice of worship, so that student involvement is needed to achieve learning goals.

The effect of teacher teaching skills on students' learning interest

The effect of teacher teaching skills is very significant on student learning interest at MAN 2 Sukabumi in the 2018/2019 school year of 62.9%, while other factors outside these variables influence 37.1% of students. Partially each variable has indicators that can affect the variable; in the teacher teaching skills variable, there are eight indicators, and in the student learning interest variable, there are four.

The most significant contribution of the indicators to the variable of teacher teaching skills was the indicator of teacher skills in opening and closing lessons at 76.1%, followed by the hand of teacher skills in guiding small group discussions at 75.1% (Table 6).

It might be suspected because most of the experience of teachers at MAN 2 Sukabumi is, on average more than ten years, so teaching habits and skills are often carried out, especially with essential teaching skills that done in line with (Asril, 2017), which states that basic skills are traditional skills that must own by every individual who works as a teacher.

The results of an interview with a class XI IIK student named Fauzan Tri Febriansya, whose conclusion aligns with this statement, is that most of the teachers in the class concerned are almost 95% experienced, and only two teachers have only been teaching for two years. However, all of them follow the standards in teaching, starting from the introduction, then the core of learning, and ending with closing.

Table 6 List of t-test results of indicators on the variables of teacher teaching skills and student learning interest in fiqh subjects at MAN 2 Sukabumi 2018/2019

No	Variables/indicators	T_{count}	t_{table}	Ho	Decision
	Teacher teaching skills				
1	Questioning Skills	1.871	1.9743	Accepted	Not significant
2	Skills Provide Reinforcement	4.545	1.9743	Rejected	Significant
3	Skills Provide Variety	17.503	1.9743	Rejected	Significant
4	Explaining Skills	17.523	1.9743	Rejected	Significant
5	Skills for Opening and Closing Lessons	23.060	1.9743	Rejected	Significant
6	Skills for Leading Small Group Discussions	22.422	1.9743	Rejected	Significant
7	Classroom Management Skills	16.535	1.9743	Rejected	Significant
8	Small group and individual teaching skills	9.049	1.9743	Rejected	Significant
	Student learning interest				
1	Feeling happy	10.375	1.9743	Rejected	Significant
2	Student interest	15.312	1.9743	Rejected	Significant
3	Student attention	17.115	1.9743	Rejected	Significant

| 4 | Student engagement | 6.636 | 1.9743 | Rejected | Significant |

Source: 2019 research results (processed)

Furthermore, the contribution of indicators to the variable of students' learning interest in fiqh subjects is the largest from the student's attention indicator of 63.7% in the variable of student's learning interest followed by the student's interest indicator of 58.42%. It might be suspected because, in addition to the experience factor of teachers at MAN 2 Sukabumi, on average more than ten years, habits and skills in teaching are often carried out. Most productive teachers can utilize existing technology in their learning process, so students can be interested in the existing technology and will automatically seize students' attention during their studies.

It is in line with the results of an interview with a class XI IIK student named Rifqi Gumalra A and a class XI IPA student Fikri Assodiq on Monday, March 30, 2019, who stated that they felt interested and happy with the roses simulation, which could add special attention to students and increase the interest in learning. Then the results of an interview with a class XI IIK student named Maslindah on Tuesday, March 31, 2019, stated that the IIK major used a lot of religious practices. All of that supported (Widodo & Pardjono, 2012) state that MA graduates must have skills in daily worship.

E. CONCLUSION

The teaching skills of teachers at MAN 2 Sukabumi for the 2018/2019 school year are in the "High" category, with an average score of 13.89, with the most significant contribution from the indicator of teacher skills opening and closing lessons of 76.1%. Furthermore, students' learning interest in fiqh subjects is also included in the "High" category with an average value of 11.47, with the most significant contribution from the indicator of students' attention to their learning of 63.7%. Teachers' teaching skills substantially affected student learning interest in fiqh subjects at MAN 2 Sukabumi in the 2018/2019 academic year by 62.9%, while other factors influenced 37.1% of students.

REFERENCES

Ana, R. F. R. (2020). PERSEPSI SISWA TERHADAP KETERAMPILAN MENGAJAR GURU MENGGUNAKAN MEDIA VISUAL. *Autentik : Jurnal Pengembangan Pendidikan Dasar*, *4*(2), 50–65. https://doi.org/10.36379/autentik.v4i2.65

Asril, Z. (2017). PROFESI DAN MICROTEACHING BERBASIS NILAI-NILAI ISLAMI. *FITRAH:Jurnal Kajian Ilmu-Ilmu Keislaman*, *3*(1), 139. https://doi.org/10.24952/fitrah.v3i1.634

Darmadi, H. (2015). Tugas, peran, kompetensi, dan tanggung jawab menjadi guru profesional. *Edukasi: Jurnal Pendidikan*, *13*(2), 161–174. https://doi.org/https://doi.org/10.31571/edukasi.v13i2.113

Djamarah, S. B. (2002). *Psikologi Belajar*. Rineka Cipta.

Hartana, A., Setyosari, P., & Kuswandi, D. (2016). Penerapan strategi pembelajaran paradigma pedagogi ignatian (reflektif) terhadap peningkatan hasil belajar dan motivasi berprestasi belajar ilmu pengetahuan alam (IPA) siswa kelas V sekolah dasar. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, *1*(4), 765–779. https://doi.org/http://dx.doi.org/10.17977/jp.v1i4.6555

Heryanto, & Hamid, A. (2010). *Statistika Dasar*. Universitas Terbuka.

Kartika Sari, T., Fathurrohman, A., & Helmawati. (2022). PENGARUH KECAKAPAN KOMUNIKASI DAN MEMOTIVASI GURU FIQIH TERHADAP MOTIVASI BELAJAR PESERTA DIDIK ERA PANDEMI COVID-19. *Al-Hasanah : Jurnal Pendidikan Agama Islam*, *7*(1), 54–68. https://doi.org/10.51729/7158

Khasanah, U. (2020). *Pengantar Microteaching*. Deepublish.

Nurjan, S. (2016). *Psikologi belajar*. WADE GROUP.

Permana, A. (2016). Pengaruh Gaya Belajar dan Motivasi Belajar Mahasiswa Terhadap Kemampuan Belajar Ilmu Alamiah Dasar. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, *6*(3). https://doi.org/10.30998/formatif.v6i3.999

Rahmat, P. S. (2021). *Psikologi Pendidikan*. Bumi Aksara.

Sabandar, V. P., & Santoso, H. B. (2018). Evaluasi Aplikasi Media Pembelajaran Statistika Dasar Menggunakan Metode Usability Testing. *Teknika*, *7*(1), 50–59. https://doi.org/10.34148/teknika.v7i1.81

Saifulloh, A. M., & Darwis, M. (2020). Manajemen Pembelajaran dalam Meningkatkan Efektivitas Proses Belajar Mengajar di Masa Pandemi Covid-19. *Bidayatuna: Jurnal Pendidikan Guru Mandrasah Ibtidaiyah*, *3*(2), 285. https://doi.org/10.36835/bidayatuna.v3i2.638

Sanjaya, W. (2006). *Pembelajaran dalam implementasi kurikulum berbasis kompetensi*. Kencana.

Setiaji, K., Mulyono, K. B., & Feriady, M. (2018). Pengembangan Kualitas Pembelajaran Prakarya Dan Kewirausahaan Bagi Guru Smk Dan Sma Jawa Tengah. *SNKPPM*, *1*(1), 270–273.

Sukardi. (2015). *Metodologi Penelitian Pendidikan Kompetensi dan Praktinya*. Bumi Aksara.

Suparman, S. (2010). *Gaya mengajar yang menyenangkan siswa*. Pinus Book Publisher.

Syarifuddin, A. (2011). Penerapan model pembelajaran cooperative belajar dan faktor-faktor yang mempengaruhinya. *Ta'dib: Jurnal Pendidikan Islam*, *16*(01), 113–136.

Undang-Undang Republik Indonesia tentang Guru dan Dosen, Pub. L. No. 14 (2005).

Uno, H. B. (2021). *Teori Motivasi dan Pengukurannya Analisis di Bidang Pendidikan*. Bumi Aksara.

Widodo, W. N., & Pardjono. (2012). Pengembangan model pembelajaran soft skills dan hard skills untuk siswa SMK. *Jurnal Cakrawala Pendidikan*, *3*. https://doi.org/https://doi.org/10.21831/cp.v0i3.1139

Winarsunu, T. (2006). *Statistika dalam Penelitian Psikologi dan Pendidikan*. UMM Press.