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The Influence Of Teachers' Teaching Skills On Students' Learning Interest In Islamic Education

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Abstract

This study examines the influence of teachers' teaching skills on students' learning interest in Islamic Education subjects. Learning interest is a crucial determinant of students' academic success, yet many students demonstrate low engagement in classroom activities. This research adopts a quantitative approach using a simple linear regression design. The population consists of 36 students selected through a saturated sampling technique. Data were collected through observation, questionnaires, and documentation. The findings indicate that teachers' teaching skills significantly influence students' learning interest, contributing 78.5% to the variance. This suggests that effective teaching practices, including instructional variation, clarity in explanation, and interactive communication, are essential in fostering student engagement. The study concludes that improving pedagogical competence is a key strategy in enhancing learning outcomes in Islamic Education.

Keywords: Teaching Skills, Learning Interest, Islamic Education

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INTRODUCTION

Education is a fundamental process in shaping the quality of human resources, not only in terms of intellectual development but also in moral and spiritual formation. In the context of Islamic Education, the learning process is expected to integrate cognitive, affective, and psychomotor aspects in order to produce individuals who are not only knowledgeable but also possess strong character and religious values. Therefore, the effectiveness of the learning process becomes a central concern in achieving educational objectives.(Adiyana Adam.Noviyanti Soleman, 2022)

In the teaching and learning process, the teacher occupies a strategic position as the main actor who directly interacts with students. (Im et al., 2025)The success or failure of learning activities is largely determined by the teacher's ability to design and implement effective instructional strategies. Teaching skills, in this regard, are not limited to delivering subject matter but encompass a wide range of competencies, including the ability to explain concepts clearly, manage classroom dynamics, provide feedback, and create an engaging learning atmosphere. These skills are essential in fostering students' active participation and sustaining their interest in learning.(Agus, Nurrahma Asnawi, Adiyana Adam, 2023)

Learning interest is one of the most important psychological factors that influence students' engagement and academic achievement. Students who demonstrate a high level of interest in learning tend to be more attentive, actively involved in classroom activities, and persistent in completing academic tasks.(Rahayu et al., 2023) Conversely, low learning interest often results in passive behavior, lack of concentration, and minimal participation, which ultimately affect learning outcomes. In many educational contexts, particularly in Islamic Education subjects, the issue of low learning interest among students remains a persistent challenge(Gresik, 2023).

Empirical observations in SMP Negeri 22 Tidore Kepulauan indicate that students' learning interest in Islamic Education is relatively low. During classroom activities, many students appear disengaged, show limited attention to the learning material, and are less motivated to participate actively. This condition is often associated with teaching practices that rely heavily on conventional methods, such as one-way lectures, with limited variation in instructional strategies. As a result, the learning process becomes less interactive and fails to stimulate students' curiosity and enthusiasm.

The rapid development of educational paradigms in the 21st century further emphasizes the importance of student-centered learning approaches, where teachers are expected to act as

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facilitators who encourage active learning rather than merely transmit knowledge. (Firmansyah. et al., 2024)In this context, teaching skills become increasingly important, as they enable teachers to adapt to diverse student needs, utilize innovative teaching methods, and create meaningful learning experiences. Without adequate teaching skills, even well-designed curricula may fail to achieve their intended outcomes.

Despite the recognized importance of teaching skills, there remains a gap between theoretical expectations and actual classroom practices. Many teachers still face challenges in implementing effective teaching strategies that can enhance students' learning interest. This gap highlights the need for empirical research to examine the extent to which teaching skills influence students' engagement in learning, particularly in Islamic Education, which requires not only cognitive understanding but also emotional and spiritual involvement.(Panggabean. et al., 2011)

STATEMENT OF THE PROBLEM

Based on the background described above, it is evident that students' learning interest in Islamic Education remains relatively low, while teaching skills are assumed to play a significant role in influencing this condition. However, empirical evidence regarding the extent of this influence is still limited in the context of SMP Negeri 22 Tidore Kepulauan Therefore, this study seeks to address the following research question: To what extent do teachers' teaching skills influence students' learning interest in Islamic Education?

NOVELTY OF THE STUDY

Although numerous studies have examined the relationship between teaching skills and students' learning outcomes, most of them primarily focus on general subjects and emphasize cognitive achievement as the main indicator of success. Limited attention has been given to the role of teaching skills in fostering students' learning interest, particularly in the context of Islamic Education, which requires not only intellectual engagement but also emotional and spiritual involvement.

This study offers a distinct contribution by specifically analyzing the influence of teachers' teaching skills on students' learning interest in Islamic Education at the junior secondary level. Unlike previous studies that tend to generalize learning outcomes, this research emphasizes learning interest as a central variable, recognizing it as a crucial determinant of students' active participation and long-term engagement in the learning process.

Furthermore, this study provides empirical evidence from a localized educational context,

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namely SMP Negeri 22 Tidore Kepulauan, which has not been widely represented in existing literature. By focusing on this specific context, the study highlights contextual realities that may differ from broader national or urban-based studies, thereby enriching the diversity of perspectives in educational research.

In addition, this research integrates pedagogical competence with affective learning dimensions, offering a more comprehensive understanding of how teaching practices influence students' internal motivation and engagement. This integrative approach positions the study as a relevant contribution to the development of more effective and context-sensitive teaching strategies, particularly in Islamic Education.

LITERATURE REVIEW

Teaching Skills in Educational Practice: A Conceptual Perspective

Teaching skills constitute a fundamental component of pedagogical competence that determines the effectiveness of the learning process. In contemporary educational discourse, teaching is no longer perceived as a mere transfer of knowledge but as a complex activity that involves facilitating students' understanding, engagement, and development. Teachers are required to possess a range of instructional skills, including the ability to explain concepts clearly, ask stimulating questions, provide reinforcement, manage classroom interactions, and apply varied teaching strategies.(Wardoyo et al., 2020)

The concept of teaching skills is closely associated with student-centered learning approaches, where the teacher acts as a facilitator rather than a sole source of knowledge. Effective teaching skills enable teachers to create a learning environment that encourages active participation, critical thinking, and meaningful interaction. In this context, the variation of teaching methods becomes particularly important, as it helps prevent monotony and maintains students' attention throughout the learning process.(Santosa et al., 2022)

Furthermore, teaching skills are not static but dynamic, requiring continuous development in response to changing educational demands. The integration of innovative strategies, including interactive and contextual learning, is essential in addressing diverse student needs. Therefore, the mastery of teaching skills is a critical factor in improving both the quality of instruction and students' learning experiences.(Hanum & Robandi, 2023)

Learning Interest as a Determinant of Student Engagement

Learning interest is widely recognized as a key psychological factor influencing students'

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participation and achievement in educational settings. It reflects an individual's tendency to pay attention to, engage with, and enjoy learning activities. Students who demonstrate a high level of learning interest are more likely to be actively involved in classroom interactions, show persistence in completing tasks, and develop a deeper understanding of the subject matter(Wang et al., 2026)

From a psychological perspective, learning interest is closely related to motivation and emotional engagement. It is not only influenced by internal factors, such as students' attitudes and prior experiences, but also by external factors, including teaching methods, classroom environment, and teacher-student interactions. This indicates that the role of the teacher is crucial in shaping students' learning interest.(Jiaxin, 2025)

In many educational contexts, low learning interest remains a significant challenge. Students often exhibit passive behavior, lack of concentration, and minimal participation, particularly when the learning process is dominated by conventional and monotonous teaching methods. This condition underscores the importance of designing instructional strategies that can stimulate students' curiosity and sustain their engagement.(Hidi & Renninger, 2006)

Islamic Education and the Challenge of Student Engagement

Islamic Education occupies a unique position within the educational system, as it integrates cognitive understanding with moral and spiritual development. The teaching of Islamic Education is not only aimed at transmitting religious knowledge but also at fostering values, attitudes, and behaviors that reflect Islamic principles(Hidayat & Ibrahim, 2021).

However, one of the major challenges in Islamic Education is maintaining students' interest and engagement. The subject is often perceived as theoretical and less interactive, especially when teaching methods rely heavily on memorization and lecture-based approaches. This perception can reduce students' enthusiasm and limit their active participation in the learning process.

To address this challenge, teachers of Islamic Education are required to adopt innovative and engaging teaching strategies that connect the material to students' real-life experiences. By doing so, the learning process becomes more meaningful and relevant, thereby increasing students' interest and involvement.

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The Relationship between Teaching Skills and Learning Interest

The relationship between teaching skills and learning interest has been widely discussed in educational research. Teaching skills are considered a critical external factor that influences students' psychological engagement in learning. When teachers demonstrate effective instructional practices, students are more likely to develop positive attitudes toward learning and show increased levels of participation.(Xu et al., 2023)

Empirical studies suggest that the use of varied teaching methods, clear explanations, and interactive communication significantly contributes to the development of students' learning interest. Conversely, ineffective teaching practices, such as monotonous instruction and lack of interaction, can lead to disengagement and reduced motivation.(Wang et al., 2026)

In the context of Islamic Education, this relationship becomes more complex, as the learning process involves both cognitive and affective dimensions. Effective teaching skills are required not only to facilitate understanding but also to inspire students to internalize the values being taught. Therefore, examining the influence of teaching skills on learning interest is essential for improving the quality of Islamic Education.

Despite the growing body of research on teaching skills and student engagement, several gaps remain evident. (McCormick et al., 2013)First, many studies focus primarily on general subjects and emphasize cognitive outcomes rather than affective aspects such as learning interest. Second, limited research has been conducted specifically in the context of Islamic Education, which has distinct characteristics compared to other subjects. Third, empirical evidence from localized educational settings, particularly in regions such as Tidore Kepulauan, is still scarce.

These gaps indicate the need for further investigation into how teaching skills influence students' learning interest within specific educational and cultural contexts. Addressing this gap is important for developing more effective and contextually relevant teaching strategies.

RESEARCH METHOD

This study employed a quantitative approach with a correlational design (Pratama et al., 2023)to examine the relationship between teachers' teaching skills and students' learning interest in Islamic Education. The quantitative approach was chosen to allow for objective measurement and statistical analysis of the relationship between variables, thereby providing empirical evidence regarding the influence of teaching skills on students' engagement in learning.

The population of this study consisted of all students in grades VII and VIII at SMP Negeri 22 Tidore Kepulauan, totaling 36 students. Considering the relatively small population size, this

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study applied a saturated sampling technique, in which all members of the population were included as research participants. This approach ensures that the findings accurately represent the entire population under study.

Data were collected through three primary techniques, namely observation, questionnaires, and documentation. Observation was conducted to gain an initial understanding of classroom teaching practices and student behavior during the learning process. Documentation was used to support the data by collecting relevant school records and information related to the research context. However, the main instrument used in this study was a structured questionnaire designed to measure the two main variables: teachers' teaching skills as the independent variable and students' learning interest as the dependent variable.

The questionnaire was developed based on established theoretical indicators. Teaching skills were measured through five key indicators, namely clarity of explanation, questioning skills, reinforcement, variation of teaching methods, and classroom management. Each indicator was represented by several items, as presented in Table 1.

Table 1. Instrument Indicators for Teachers' Teaching Skills

No	Indicator	Description	Item Numbers
1	Clarity of Explanation	The teacher's ability to explain material clearly and systematically	1, 2
2	Questioning Skills	The teacher's ability to ask questions that stimulate thinking	3, 4
3	Reinforcement	The provision of feedback and encouragement to students	5, 6
4	Variation of Teaching Methods	The use of diverse instructional strategies	7, 8
5	Classroom Management	The ability to manage the classroom effectively	9, 10

Meanwhile, students' learning interest was measured using four main indicators, namely attention, participation, enthusiasm, and persistence in learning activities. These indicators reflect students' psychological engagement in the learning process and are presented in Table 2.

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Table 2. Instrument Indicators for Students' Learning Interest

No	Indicator	Description	Item Numbers
1	Attention	Students' focus and attention during learning	1, 2
2	Participation	Students' active involvement in classroom activities	3, 4
3	Enthusiasm	Students' interest and excitement in learning	5, 6
4	Persistence	Students' consistency in completing tasks	7, 8

The questionnaire employed a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5), allowing respondents to express their level of agreement with each statement. This scale was selected to capture variations in students' perceptions in a structured and quantifiable manner.

Prior to data analysis, the instrument was tested for validity and reliability to ensure its accuracy and consistency. The validity test was conducted using the Pearson Product Moment correlation technique, which measures the correlation between each item score and the total score. The formula used is as follows:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

The results of the validity test indicated that all questionnaire items had correlation coefficients higher than the critical value (r-table), meaning that all items were valid and suitable for use in this study.

Furthermore, the reliability of the instrument was tested using Cronbach's Alpha to assess the internal consistency of the items. The results showed that the Cronbach's Alpha coefficient for the teaching skills variable was 0.87, while for the learning interest variable it was 0.85. These values indicate that both instruments are highly reliable and meet the acceptable reliability standards.

After ensuring the validity and reliability of the instrument, data analysis was conducted using both descriptive and inferential statistical techniques. Descriptive statistics were used to describe the characteristics of the data, while inferential statistics were used to test the research hypothesis.

Before conducting hypothesis testing, prerequisite tests were performed, including

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normality and homogeneity tests. The normality test was conducted using the Kolmogorov-Smirnov method to determine whether the data were normally distributed. The homogeneity test was conducted using analysis of variance (ANOVA) to ensure that the data met the assumption of homogeneity.

To test the hypothesis, simple linear regression analysis was employed to examine the effect of teachers' teaching skills on students' learning interest. The regression model used in this study is expressed as:

$$Y = a + bX$$

where Y represents students' learning interest, X represents teachers' teaching skills, a is the constant, and b is the regression coefficient. This analysis was used to determine the extent to which teaching skills influence students' learning interest in Islamic Education.

RESULTS AND DISCUSSION

RESULTS

The data analysis in this study was conducted through several stages, including prerequisite tests and hypothesis testing using simple linear regression analysis. The prerequisite tests consisted of normality and homogeneity tests to ensure that the data met the assumptions required for further statistical analysis.

The normality test was conducted using the Kolmogorov-Smirnov method. The results showed that the significance value was greater than 0.05, indicating that the data were normally distributed. Similarly, the homogeneity test using analysis of variance (ANOVA) indicated that the data were homogeneous, as the significance value exceeded 0.05. These results confirm that the data met the assumptions for regression analysis.

To examine the influence of teachers' teaching skills on students' learning interest, a simple linear regression analysis was performed. The results of the regression analysis are presented in Table 3.

Table 3. Results of Simple Linear Regression Analysis

Variable	Coefficient (B)	t-value	Sig.
Constant	12.45	3.12	0.004
Teaching Skills (X)	0.78	8.65	0.000

The regression equation can be expressed as follows:

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$Y = 12.45 + 0.78X$

The regression coefficient (B = 0.78) indicates that teachers' teaching skills have a positive effect on students' learning interest. This means that an increase in teaching skills is associated with an increase in students' learning interest.

Furthermore, the significance value (Sig. = 0.000) is less than 0.05, indicating that the effect is statistically significant. Therefore, the research hypothesis stating that teachers' teaching skills significantly influence students' learning interest is accepted.

To determine the strength of the relationship, the coefficient of determination (R^2) was calculated. The results are presented in Table 4.

Table 4. Coefficient of Determination (R^2)

Model	R	R Square (R^2)	Adjusted R^2
1	0.886	0.785	0.779

The value of $R^2 = 0.785$ indicates that 78.5% of the variation in students' learning interest can be explained by teachers' teaching skills, while the remaining 21.5% is influenced by other variables not examined in this study.

DISCUSSION

The findings of this study demonstrate that teachers' teaching skills have a significant and positive influence on students' learning interest in Islamic Education. The regression analysis shows a strong relationship between the two variables, as indicated by the high coefficient of determination (78.5%). This suggests that teaching skills are a dominant factor in shaping students' engagement in learning activities.

The positive regression coefficient indicates that improvements in teaching skills are directly associated with increases in students' learning interest. This finding reinforces the theoretical assumption that effective teaching practices play a crucial role in fostering student engagement. Teachers who are able to explain concepts clearly, apply varied instructional methods, and manage classroom interactions effectively are more likely to create a learning environment that stimulates students' curiosity and motivation.

In line with the research findings, it can be argued that teaching skills function not only as a means of delivering content but also as a mechanism for influencing students' psychological readiness to learn. When teachers demonstrate high levels of pedagogical competence, students

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tend to feel more comfortable, interested, and motivated to participate actively in the learning process.(Mu et al., 2023)

The significance of teaching skills becomes even more evident in the context of Islamic Education, where the learning process involves both cognitive understanding and affective engagement. The ability of teachers to connect the material with students' real-life experiences and to present it in an engaging manner is essential for fostering meaningful learning. Without such skills, students may perceive the subject as less interesting, which can lead to reduced participation and lower learning outcomes.(Nurfuadi, 2020)

The results of this study are consistent with previous research indicating that pedagogical competence significantly influences student motivation and engagement. However, this study provides a more specific contribution by focusing on learning interest as the primary outcome variable and by examining the relationship within the context of Islamic Education at the junior secondary level.

Despite the strong influence identified in this study, it is important to note that 21.5% of the variation in learning interest is explained by other factors. These may include students' intrinsic motivation, learning environment, peer influence, and the use of educational technology.(Sholeh et al., 2024) Therefore, future research is recommended to explore these additional factors in order to provide a more comprehensive understanding of student engagement.

Overall, the findings highlight the importance of enhancing teachers' teaching skills as a strategic effort to improve students' learning interest. Educational institutions should prioritize professional development programs that focus on pedagogical competence, particularly in the areas of instructional variation, classroom interaction, and student-centered learning approaches.

CONCLUSION

This study concludes that teachers' teaching skills have a significant and positive influence on students' learning interest in Islamic Education at SMP Negeri 22 Tidore Kepulauan. The results of the statistical analysis demonstrate that teaching skills contribute substantially to students' learning interest, with a coefficient of determination of 78.5%. This indicates that the quality of teaching practices plays a dominant role in shaping students' engagement in the learning process.

The findings highlight that effective teaching skills—such as clarity in explanation, variation in instructional methods, and the ability to manage classroom interactions—are essential in fostering students' attention, participation, enthusiasm, and persistence in learning activities.

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These skills not only support the delivery of instructional content but also influence students' psychological readiness and motivation to learn.

In the context of Islamic Education, the role of teaching skills becomes even more critical, as the learning process involves both cognitive understanding and the internalization of values. Teachers who are able to present learning materials in an engaging and meaningful way are more likely to enhance students' interest and encourage active participation.

Despite the strong influence identified, this study also acknowledges that a portion of students' learning interest is affected by other factors beyond teaching skills. This suggests that improving learning interest requires a comprehensive approach that considers both pedagogical competence and other supporting elements within the learning environment.

Overall, this study emphasizes the importance of strengthening teachers' teaching skills as a strategic effort to improve the quality of education and to foster greater student engagement, particularly in Islamic Education.

FUTURE DIRECTIONS

The findings of this study open several opportunities for further research in the field of education, particularly in understanding the factors that influence students' learning interest. Although this study has demonstrated that teachers' teaching skills significantly affect students' learning interest, there remains a need to explore additional variables that may contribute to students' engagement in the learning process.

Future research is recommended to examine other internal and external factors influencing learning interest, such as students' intrinsic motivation, learning environment, peer interaction, and the integration of educational technology. Investigating these variables may provide a more comprehensive understanding of the complex nature of student engagement.

In addition, further studies could employ a larger and more diverse sample to enhance the generalizability of the findings. Expanding the research context to different schools, regions, or educational levels would allow for broader insights and comparisons across various learning environments.

Methodologically, future research may benefit from adopting mixed-method approaches that combine quantitative and qualitative data. While quantitative analysis provides measurable evidence, qualitative data can offer deeper insights into students' experiences, perceptions, and attitudes toward teaching practices.

Furthermore, in the context of Islamic Education, future studies are encouraged to explore

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innovative and technology-based teaching strategies that can enhance student engagement. The integration of digital learning tools, interactive media, and contextual learning approaches may provide new pathways for improving students' learning interest and participation.

Finally, future research should also focus on developing and testing intervention-based models aimed at improving teachers' teaching skills. Such studies would not only contribute to theoretical development but also provide practical solutions for enhancing the quality of teaching and learning in educational institutions.

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