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Teachers' Ability In Building Students' Learning Readiness In Madrasah

Zainap Hartati [1✉], Hamdanah [2], Nabila Khairunnisa Wahdarohmah [3]
IAIN Palangka Raya, Indonesia[123]

✉Corresponding Email: zainap.hartati@iain-palangkaraya.ac.id[1], hamdanah@iain-palangkaraya.ac.id[2], nabila@gmail.com[3]

ABSTRACT

As a teacher today has various challenges that are not easy, in addition to facing various administrative demands, teachers also face challenges from students who have diverse characteristics, one of which is technological advances. For this reason, the aim of this research is how teachers can develop students' learning readiness at MAN Kotawaringin Timur. This research offers that religion teachers need to have various abilities in order to build student readiness, considering the condition of students when they tend to have low motivation and interest. The purpose of the study is how the teacher's ability to build student learning readiness at MAN Kotawaringin Timur. This research uses quantitative with a descriptive approach and data collection techniques using observation, interviews, documentation and surveys, then to validate the data researchers use source triangulation techniques and techniques while data analysis uses percentages, data reduction and conclusions. The results of this research show that the ability of Al-Qur'an Hadith teachers is considered very good (86.39). This is because in opening lessons the teacher is able to create the right conditions so that students can focus on learning, the teacher also actively provides responses or reinforcement to students, besides that the teacher also explains the material systematically so that it is easily understood by students and the teacher also uses various variations in explaining the subject matter as well as the ability to manage the class, the process of guiding students well. While the ability of Fiqh teachers in building students' learning readiness is considered very good (85.83), this is because teachers are able to apply good lesson opening skills, questioning skills and reinforcement skills so as to increase student participation and interest in learning, explaining skills and organizing skills and individual learning skills as a way of building student learning readiness. This is because teachers have applied basic teaching skills as an ability to build students' learning readiness. In addition, teachers are able to apply lesson opening skills, questioning skills, reinforcement skills, explaining skills, variety skills and individual learning skills as a way to build student learning readiness. The results of this study can provide implications for schools and teachers as a reference to improve optimal student learning outcomes.

Keywords : Learning Readiness, Teachers'Ability, teaching skills

ABSTRAK

Sebagai seorang guru saat ini memiliki berbagai tantangan yang tidak mudah, selain menghadapi berbagai tuntutan administratif, guru juga menghadapi tantangan dari peserta didik yang memiliki karakteristik yang beragam, salah satunya kemajuan teknologi. Untuk itu, tujuan dari penelitian ini adalah bagaimana guru dapat mengembangkan kesiapan belajar siswa di MAN Kotawaringin Timur. Penelitian ini menawarkan bahwa guru agama perlu memiliki berbagai kemampuan dalam rangka membangun kesiapan belajar siswa, mengingat kondisi siswa saat ini yang cenderung memiliki motivasi dan minat yang rendah. Oleh karena itu, tujuan dari penelitian ini adalah bagaimana kemampuan guru dapat berkontribusi dalam membangun kesiapan belajar siswa di MAN Kotawaringin Timur. Untuk itu, tujuan dari penelitian ini adalah bagaimana kemampuan guru dapat berkontribusi dalam membangun kesiapan belajar siswa di MAN Kotawaringin Timur. Teknik pengumpulan data menggunakan observasi, wawancara dan pengamatan. Teknik keabsahan data menggunakan triangulasi sumber dan teknik analisis data menggunakan pengumpulan data, reduksi data, penyajian data dan kesimpulan. Hasil penelitian ini menunjukkan bahwa kemampuan guru Al-Qur'an Hadits dinilai sangat baik (86,39). Hal ini dikarenakan dalam membuka pelajaran guru mampu menciptakan kondisi yang tepat sehingga siswa dapat fokus dalam belajar, guru juga aktif memberikan respon atau penguatan kepada siswa, selain itu guru juga menjelaskan materi dengan sistematis sehingga mudah dipahami oleh siswa dan guru juga menggunakan berbagai variasi dalam menjelaskan materi pelajaran serta kemampuan dalam mengelola kelas, proses membimbing siswa dengan baik. Sedangkan kemampuan guru Fiqih dalam membangun kesiapan belajar siswa dinilai sangat baik (85,83), hal ini dikarenakan guru mampu menerapkan

keterampilan membuka pelajaran yang baik, keterampilan bertanya dan keterampilan memberi penguatan sehingga mampu meningkatkan partisipasi dan minat belajar siswa, keterampilan menjelaskan dan keterampilan mengorganisasi serta keterampilan pembelajaran perorangan sebagai cara membangun kesiapan belajar siswa. Hal ini dikarenakan guru telah menerapkan keterampilan dasar mengajar sebagai kemampuan untuk membangun kesiapan belajar siswa. Selain itu, guru mampu menerapkan keterampilan membuka pelajaran, keterampilan bertanya, keterampilan memberi penguatan, keterampilan menjelaskan, keterampilan mengadakan variasi dan keterampilan pembelajaran perorangan sebagai cara membangun kesiapan belajar siswa. Hasil penelitian ini dapat memberikan implikasi bagi sekolah dan guru sebagai acuan untuk meningkatkan hasil belajar siswa yang optimal.

Key words: kesiapan belajar, kemampuan guru, ketrampilan guru

INTRODUCTION

Learning readiness is a potential capacity/ability to do something physical and mental in the learning process. Learning readiness is the main factor for students in receiving knowledge, this condition has indirectly prepared the brain to give a response/answer[1]. According to Tran, the learning process will run well if supported by competent and successful teachers, because teachers are the spearhead in the implementation of children's education at school[2,3]. The teacher's job is to train and develop students' desire to learn, and enable them to react during the learning process[4]. Students' desire to learn is important. Without motivation to learn, there will be difficulties in the learning process and learning goals will not be achieved[5], because learning for students is a process of assistance carried out by teachers so that the process of acquiring knowledge can occur, as well as forming attitudes in students[6]. Therefore, teachers must have good skills so that the learning process can run in accordance with the objectives to be achieved. The teacher's ability to teach leads to the teacher's skill in facilitating student learning both directly and indirectly because there are many factors that influence a person's success in undergoing the learning process[7].

The ability to carry out complex and well-organized behavioral patterns smoothly and according to the circumstances to achieve certain results. Teacher teaching skills are the teacher's pedagogical competence, which are skills that the teacher must master, such as the teacher's ability or skills in guiding learning activities. Teaching skills can be instilled through effective teacher education programs. Readiness is the overall state of a person's readiness to respond to a situation in a certain way[8]. Willingness to respond or respond (Jamal, 2020). This urge is born within a person and is also related to maturity. Because maturity means a willingness to perform skills. This readiness must be considered in the learning process, because learning outcomes will be better if students' study and are prepared[9].

Readiness to learn is an important factor that influences how the learning process takes place. This level of readiness determines how successful students will be in the learning process[10]. If learning runs

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effectively, it will result in optimal student learning achievement[11];[12]. Teacher preparation in the teaching process is key, because it not only influences the quality of the material taught, but also impacts student behavior. Careful teaching preparation will help direct students' responses to the lesson material and learning atmosphere[13].

Readiness to learn according to Slameto is the overall condition of students' willingness to receive information from learning sources in a learning activity. Learning readiness needs to be encouraged by teachers so that students can learn very well and achieve optimal levels of results[14];[15];[16]. With optimal learning readiness, students can take part in learning actively and easily understand the material being taught. This also has an impact on good learning outcomes. Thorough preparation will make it easier for students to understand the material being taught and increase concentration in the learning process[17]. Teachers can work optimally when supported by various factors, including the leadership of the school principal. Therefore, school principals need to motivate teachers by providing adequate facilities, creating a pleasant work environment, providing opportunities for promotion or promotion, and providing appropriate rewards both material and non-material. In addition, teachers must also have internal motivation to excel in their careers as educators, teachers and trainers, so that this can become the goal of school education[18].

A teacher's incompetence in the learning process will have a big impact on students' readiness to follow the learning process. Therefore, it is important to prioritize the right teaching methods to promote learning. New technological innovations - such as analytically personalized feedback for large-scale learning, can also improve teacher-student interaction.[19] Religion teachers in madrasah tend to lack understanding of students' conditions so that the interaction process in learning is still monotonous, students are less active in discussions and the material has not been conveyed optimally.

Teachers can work optimally when supported by various factors, including the leadership of the school principal. Therefore, school principals need to motivate teachers by providing adequate facilities, creating a pleasant work environment, providing opportunities for promotion or promotion, and providing appropriate rewards both material and non-material. Apart from that, teachers must also have internal motivation to excel in their careers as educators, teachers and trainers, so that this can become the goal of school education. The success of the learning process in principle depends on various factors that influence

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it, both coming from teachers and students as well as from the environment in which students learn, each of which contributes according to the role and expectations to be achieved in a learning process. The teaching and learning process in schools occurs when there is interaction between students and the learning environment arranged by the teacher to achieve learning goals. In teaching and learning interactions, it indicates that there are students' learning activities, one of which is the readiness to learn and the teacher as shown by their performance in teaching. Teaching and learning interactions can be seen when the teaching and learning process takes place at school. Teaching and learning interactions occur between teachers and students, as well as between students themselves.

The problem that is often faced in the classroom is that there are students who lack focus or concentration on paying attention to the teacher in teaching, which is because the students are not yet fully prepared in the learning process. And the fact is that not many teachers are able to fully control the class, ignoring learning readiness because they think students can be independent in preparing their learning readiness. We often find that teachers pay little attention to their students' readiness to follow and receive lessons, often when a teacher enters the classroom, the teacher immediately conveys the subject matter to be taught, very few apply the skills of opening lessons with students at the beginning of the process. learn how to teach. In fact, applying lesson opening skills to students is a very important activity for teachers to carry out, because a good start will influence the course of subsequent learning activities. If you successfully carry out the opening activities, it is very possible that the core and closing activities will be successful[20]. Teachers should have a good understanding of class dynamics, because this greatly influences a conducive teaching and learning atmosphere. Student needs mapping is carried out to adjust the level of difficulty of the learning material, so as to ensure that students' learning needs are met [21].

It is hoped that teachers can interact positively with students, because poor relationships between them can cause students to feel anxious which can result in students having difficulty understanding lessons. Unsupportive classroom conditions also make it difficult for students to understand the learning material, resulting in a low level of student understanding, poor understanding can make students feel less confident in answering questions and completing the tasks given[22]. It is hoped that teachers can interact positively with students, because poor relationships between them can cause students to feel anxious which can result in students having difficulty understanding lessons. Unsupportive classroom conditions also make it difficult for students to understand the learning material, resulting in a low level of student understanding, poor understanding can make students feel less confident in answering questions and completing the tasks given[23].

Based on pre-research observations conducted by researchers at Madrasah Aliyah Central Kalimantan, especially MAN Kotawaringin Timur, there are different teaching methods for each teacher there. There are teachers who, when they enter the classroom, say hello, then immediately tell their students to open the lesson material that the teacher will teach without further ado, such as asking about their students' news or attendance, for example. There are also teachers who, when they enter the classroom, then randomly select students to become a kind of tutor for material in one of the PAI subjects taught by

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that teacher, then the selected students must explain the subject matter being studied and then the subject teacher the lesson will only add material that may not be clear to the students. Exposure to this kind of situation means that students must always be ready to receive learning material. Therefore, on this occasion, the researcher would like to reveal the abilities of a teacher to build students' learning readiness in following and receiving lesson material in class on religious subjects which include the Qur'an, Hadith and Fiqh with a focus on Teachers' Ability to Build Student Learning Readiness at MAN Kotawaringin Timur.

Therefore, a teacher, especially a religious teacher, needs to master and apply teaching skills, especially teaching variation skills.[24] This is because students' interest in learning today tends to be low because there are several factors that cause this to happen, one of which is the lack of teachers in mastering teaching skills.[25] Religion teachers must be active and responsive because it is very important in such a learning perspective: instruction is not provided or given by the teacher; rather it is negotiated between students and teachers collaboratively and develops along with the emergence and development of students' ideas. Religion teachers do not just talk about abstract religious doctrines, but must be able to present or discuss in a form that is easily understood by students, so that religion will be easily applied in everyday life in a simple way.

There is a significant relationship between students' learning readiness and learning motivation, learning environment, and parental support and students' learning readiness. Implementing appropriate intervention programs can significantly increase student learning readiness. The main objective of this research is to identify factors that influence students' learning readiness at MAN East Kotawaringin and to design effective solutions to improve it. By understanding in depth the current conditions, it is hoped that targeted intervention programs can be developed to improve the quality of learning in these madrasas.

In this study, it is different from previous studies, things that are relevant to this title are as follows: In accordance with Luh Ade Intan Suciati Wijaya's research entitled Analysis of Student Learning Readiness in Science Subjects in Class VIII. The results showed that (1) the learning readiness of Class VIII students at SMP Negeri 4 Singaraja in general was 52.87% of students classified as very good, 26.41% of students classified as good, 15.85% of students classified as sufficient, 4.35% of students classified as less, and 0.62% of students classified as very less. (2) Factors that influence the learning readiness of students in Grade VIII of SMP Negeri 4 Singaraja in participating in the learning process are interest, students' motivation to learn, family environment, and school environment. Based on the research data, the learning readiness of students in Grade VIII of SMP Negeri 4 Singaraja in the new normal era is generally in the good category. Misbachul Munir's thesis, a student at the Tulungagung State Islamic Institute, Faculty of Tarbiyah and Teacher Training, Islamic Religious Education Study Program in 2012 with a thesis entitled "Teacher Strategies in Increasing Islamic Education Learning Motivation at MtsN Kunir Blitar Wonodadi Blitar Academic Year 2011/2012" states that efforts to improve PAI's motivation for learning is by preparing the best possible learning tools, studying lesson plans before teaching, preparing the teacher's physiology and psychology and taking part in training teacher. Apart from that, you can also use individual and group strategies, look neat, deliver material in a clear voice, provide rewards and punishments, and be creative in changing learning strategies according to learning situations and conditions as well as in the use of media and learning resources. Thesis of Nur Habib Musyafa', a student at Sunan Ampel State Islamic University Surabaya, Faculty of Tarbiyah and Teacher Training, Islamic Education Study Program in 2012 with a thesis entitled "Strategy of the Principal of Madrasah Ibtidaiyyah Madinatul

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Ulum Mojokrapak Jombang in Preparing Students for the National Examination" states that to prepare students is by holding extra hours (tutoring), holding try outs, and holding religious activities such as istighosah, guardian pilgrimage and first prayer. Equipping learning facilities, experienced and professional teachers also provide assignments at each meeting so that students get used to reading and repeating lessons so that students can easily remember the material that will be tested. 3. Zulkarnain's thesis, student at Sultan Syarif Kasim State Islamic University, Tarbiyah and Teacher Training Faculty, Economic Education Study Program in 2010 with a thesis entitled "The Influence of Learning Readiness on Student Activeness in Integrated Social Studies Learning in Class VIII Madrasah Tsanawiyah Negeri Pekanbaru" states that there is a significant influence between students' readiness to learn at home and at school on students' activeness in Integrated Social Sciences learning at MTsN Pekanbaru.

It is hoped that this research can produce concrete recommendations to improve student learning readiness at MAN East Kotawaringin, so as to improve the quality of learning and overall student achievement. The solution approach that will be offered in this research will cover various aspects, including increasing learning motivation, improving the quality of the learning environment, increasing parental support and increasing teacher competence.

RESEARCH METHODOLOGY

This research uses a quantitative descriptive approach with the data analysis technique used is content analysis. The object in this study were 1 Al-Qur'an Hadith Teacher, 1 Fiqh Teacher and 32 students of Class X, Religious Department. Researchers saw that the 2 teachers were active in training activities carried out both face-to-face and online and were actively involved in student coaching activities in madrasah. Data collection techniques use survey, interviews and documentation. Statistic descriptive while data analysis uses.

Descriptive Statistical Analysis is an important first step in quantitative research. It helps researchers to summarize, describe, and understand the data collected. Here are the main steps in conducting Descriptive Statistical Analysis: 1). Data Collection Start by collecting relevant quantitative data according to your research objectives. This data can be numbers, measures, or results from surveys, experiments, or observations. 2). Data Organization by arranging the data neatly. The data obtained is arranged in the form of tables, graphs, or diagrams. Make sure the data is clearly organized to facilitate analysis. 3). Central Measurements by calculating the central measures that reflect the centre of the data distribution, such as mean (average), median (middle value), and mode (most frequently occurring value). This provides information about the "centre value" of the data. 4). Variability measurement by calculating measures of data variability, such as range, standard deviation, and variance. The next step is 5). Data Visualization, by creating graphs or diagrams that are appropriate for the type of data you have. For example, histograms for continuous data or bar charts for categorical data. Visualization will help understand patterns in the data. 6). Interpretation of Results by presenting a descriptive data analysis that will help understand the characteristics of the data, including whether the data is skewed to the left or right, has outliers, or has certain patterns. 7). Compile a summary presented from the results of the descriptive analysis in the form of a narrative or report that is easy to understand, and finally 8). Conclusion, by drawing preliminary conclusions based on the descriptive analysis that has been done.

This conclusion can direct research to the next stage, such as hypothesis testing or more in-depth analysis. Descriptive Statistical Analysis is an important stage in quantitative research as it provides an initial overview of the data you have. It helps researchers to detail the characteristics of the data before conducting further statistical analysis.

Table 1.1 Data Analysis

RESULTS AND DISCUSSION
Result

After the researchers conducted research through observation, interviews and documentation, this discussion will explain the analysis of teachers' abilities in building students' learning readiness at MAN Kotawaringin Timur. Every teacher must have a way or ability to build their students' learning readiness. Not only in general subjects such as science or English, but also in learning Islamic Religious Education which consists of the Al-Qur'an and Fiqh, teachers must also have strategies to build students' learning readiness. Moreover, at the Aliyah education level such as MAN Kotawaringin Timur where religious education certainly dominates more than non-religious education.

1. Set Induction Skills

   Based on the results of an interview with Mrs. UL which was conducted on Monday, May 20, 2024 at 9:30 a.m. as a Qur'an Hadith subject teacher at MAN Kotawaringin Timur, she always prepares teaching materials before teaching. According to her, the preparation of teaching materials is very important to ensure that the material presented to students is well structured and in accordance with the applicable curriculum. This is reinforced by the results of the interview which states that:

   > "I always prepare teaching materials before teaching. In my opinion, the preparation of teaching materials is very important to ensure that the material delivered to students is well structured and in accordance with the applicable curriculum. I make sure that I have arranged all the material to be taught neatly, starting from learning objectives, core material, to practice questions" (Interview with Mrs. UL, Al-Qur'an Hadith Teacher MAN Kotawaringin Timur, on Monday, May 20, 2024 at 09.00 a.m.).

   After preparing the teaching materials well, Ms. UL manages her class in an interactive and collaborative way, ensuring every student has the opportunity to participate and creating a conducive learning atmosphere. The application of diverse methods is essential to build students' learning readiness in a fun and non-monotonous way. These methods not only prevent boredom but also increase students' enthusiasm, making them more prepared and eager to learn. Before conducting a lesson, usually the first thing he does is ask students about the material to be taught to find out the extent to which students understand the material to be taught. After that, he adds other knowledge about the material that the students do not know.

2. Questioning Skills

figure 1. Questioning skills

After the students in the class show their readiness to receive the lesson material, Ms. UL will conduct a question and answer session as part of the strategy to build their learning readiness as shown in figure 1. The questions aim to gauge the extent of students' knowledge of the material, which Ms. UL will then use to present the subject matter in a thorough and understandable manner for all students.:

"After the students have shown their readiness to receive the lesson, I usually hold a question and answer session. The aim is to gauge the extent of the students' knowledge of the material. With the questions, I am able to present the subject matter thoroughly and easily understood by all students. In general, the students respond positively. They feel valued and involved in the learning process. It also helps them to be more focused and enthusiastic in following the lesson." (Interview with student MT on Wednesday, May 22, 2024 at 09.00 a.m.)

In line with this statement, Mutmeinah as a class X student said that:

"Every time she starts teaching, Ms. UL always conducts a question and answer session with her students. This habit makes me always study beforehand and be ready to receive new lessons that will be taught." (Interview with student KU on Wednesday, May 22, 2024 at 09:00 a.m.)

3. Reinforcement Skills

In explaining the subject matter, Mrs. UL has her own way so that the material she delivers can be well understood by her students. Then, Mrs. UL explains the material by using the extensive knowledge she has learned, so that students can also have a deep understanding of the material. Arya Satriyo as a grade XI student said that:

figure 2. Reinforcement Skills

"Mrs. UL when teaching Qur'an Hadith, she teaches by explaining accompanied by stories that do not only refer to books. This can add insight to students like me and I can easily understand the lessons being taught." (Interview with student AS on Wednesday, May 22, 2024 at 8.45 a.m)

4. Variation Skills

In the learning process, she is very attentive to the needs and learning difficulties experienced by her students. She is always ready to help students who have difficulty in understanding the subject matter. This can be seen from the various approaches she applies, such as providing additional explanations, utilizing diverse teaching methods, and holding question and answer sessions to ensure each student understands the material well. In addition, Ms. UL often facilitates group discussions to encourage students to help each other in solving the problems they face. Mrs. UL also opens up space for students

figure 3. Variation Skills

to ask questions and consult individually outside of class hours if needed. This inclusive and responsive approach reflects Ms. UL's commitment to supporting and facilitating effective learning for every student in her class.

Based on Figure 3, the teacher presents the material by making diagrams so that students can more easily understand the material presented with key words. This is done so that students are not bored, because the average generation Z student is lazy if writing is too long and difficult for them to remember.

5. Explaining Skills

Ms. UL makes sure to observe and provide guidance where needed, and does not hesitate to discuss opinions that arise during the discussion or add supplementary material after the discussion is over. This approach not only encourages students' independence but also ensures that they are always on the right track in understanding the material. This is in line with the statement made by student AA who said that:

> "I found the discussion method guided by Ms. UL very helpful. Even though we were discussing with friends, Ms. UL always monitored and provided guidance when needed. This made me feel cared for and not confused during the discussion. In fact, if there are opinions that need to be discussed further, Ms. UL always adds them at the end of the discussion, so that we get a more complete understanding." (Interview with student AA on Tuesday, May 21, 2024 at 8 a.m.)

6. Management class skills

figure 4. Management class Skills

Based on Figure 4, it explains that the teacher's ability to condition the class is in the good category, because students are actively involved in the ongoing learning process. This is because as a teacher, the ability to manage the class becomes the spirit in the learning process. Therefore, if it is not well conceptualized, the learning process will not run optimally and the learning objectives will not be achieved. This is reinforced by one of the students who said that:

> "Ms. UL is a creative teacher in the learning process, because she usually brings various objects such as puzzles, mading publications or films about the material. Then we are invited to think about things related to the material." (Interview with student RS on Tuesday, May 21, 2024 at 8.45 a.m.)

7. Skills for Guiding Small Group and Individual Discussions

figure 5. Guiding small group and individual discussion

Based on Figure 5, Mrs. UL carefully and patiently guided the small group to do the demonstration in front of the class and helped direct the other students, while guiding the large group means the class. The skill of guiding group discussion is one of the ways that can be done to facilitate the learning system needed by students in groups. For this reason, a teacher must train and always develop himself, so that the teacher has the ability to serve students in conducting group learning activities, considering that a group consists of various different characters. This sensitivity and understanding is what is needed as a teacher, so that all students can be served or facilitated properly. In the activity of spreading opportunities to participate in guiding small group discussions, including providing stimuli, preventing monopoly or talk outside the small group discussion, encouraging students to respond and avoiding simultaneous student responses.

8. Closure Skills

figure 6. Closure skills

Based on Figure 6, it shows that before ending the learning process, Mrs. UL reflects through a video shown on smart TV. Furthermore, Mrs. UL gave opportunities to several students to convey ideas or ideas related to the video. Thus, Ms. UL effectively ends the learning by ensuring that students understand the material, see the

relevance of the material to real life, and feel motivated to learn further. This is in accordance with HL's statement as an XI grade student who stated that:

> "I find it very helpful the way Ms. UL closes the lesson. When she summarizes the material that has been taught, I can check my understanding. Then, the practical examples given by Ms. UL made the material more relevant to my daily life, so I could remember it more easily. In addition, the opportunity to ask questions was also very helpful. I felt more confident to ask if there was something I didn't understand, because Ms. UL always gave clear and supportive explanations. Finally, the motivation given by Ms. UL makes me feel appreciated and motivated to continue learning seriously." (Interview with student HL on Tuesday, May 21, 2024 at 8.45 a.m.)

Based on the data, it shows that the basic abilities of teachers are in the good and very good categories. Based on the table above, we can clearly understand the basic teaching skills applied by Al-Qur'an and Fiqh teachers as strategies to build students' learning readiness. Based on the average ability of Al-Qur'an Hadith teachers, it is 86.39, which is in the very good category, while Fiqh teachers are 85.83, which is also in the very good category. This is reinforced by a statement from the Al-Qur'an Hadith teacher who said that:

No	Indicator	Al-Qur'an Hadith	Fiqh
1	Lesson Opening Skills	90	87,5
2	Questioning Skills	85	85
3	Strengthening Skills	85	85
4	Skills in Procuring Variations	82,5	85
5	Explaining Skills	87,5	87,5
6	Class Management Skills	87,5	85
7	Skills for Guiding Small Group Discussions	85	85
8	Individualized Learning Skills	87,5	85
9	Lesson Closing Skills	87,5	87,5
	Avarage	86,39	85,83

Table 1. Teacher's Ability in Teaching

A teacher has many important tasks, one of which is to convey and distribute messages in the form of knowledge transfer and value transfer to students. Therefore, teaching preparation must be done well so that the learning process runs smoothly and purposefully. Some preparatory steps taken before teaching include studying the syllabus, making learning scenarios, preparing materials, and choosing the right methods and media. The use of media in learning must be adjusted to the material to be delivered. Based on observations at MAN Kotawaringin Timur, the majority of teachers often use learning media such as LCD projectors, tape recorders, laptops, and so on. Teacher's today is required to be creative (Interview with Mrs. UL on Tuesday, 21 Mei 2024, 7.30 am). Meanwhile, Mr. ES as a Fiqh teacher at MAN Kotawaringin Timur explained that usually to find out students' learning readiness, the teacher starts by saying greetings first, then praying together, after that taking attendance, then providing apperception or reviewing the previous material and conveying the objectives of the lesson to be carried out at that time. Mr. ES added that as a teacher, knowing students' readiness to learn is something that teachers need to do, so that a teacher knows when the lesson will begin. Because if when explaining the material, the students are not yet or not ready to learn, then the teacher's explanation will be in vain. Here's the narrative:

> "Knowing students' learning readiness is very important. If we explain the material but are not listened to, it is of no benefit. Especially if students are not paying attention, because to understand the material, students have to look and listen well. Therefore, we must ensure that focus, vision and hearing go together (Interview with Mr. ES on Wednesday, 22 Mei 2024, 9.00 am)

> So, it can be concluded that the MAN Kotawaringin Timur teachers have very good teaching skills, so the teachers will be able to prepare a very good learning process too. This is in line with the understanding that teacher ability is a teacher's activity to achieve learning objectives. In addition, teachers are professional educators who must have a commitment to improving the quality of education.

Discussion

The teacher abilities used in this discussion are basic teaching skills. Basic teaching skills are general characteristics of a person related to knowledge and skills that are implemented through learning activities.[26] By applying basic teaching skills strategies, religious teachers can help students direct and prepare themselves in following and receiving Al-Qur'an Hadith and Fiqh subject matter. Because basic teaching skills are in principle a form of basic and specific behavior that must be possessed by a teacher as a starting capital to carry out his learning tasks in a planned and professional manner, basic teaching skills are considered very appropriate if applied to build student learning readiness in learning Al-Qur'an Hadith and Fiqh.

The indicators of basic teaching skills can be described effectively through nine teaching skills, namely opening lesson skills, asking questions, strengthening skills, variation skills, explaining skills, class management skills, guiding small group discussion skills, learning skills, individual, and skills to close the lesson. From the results of observations and interviews, the following researcher explains the basic teaching skills applied by Al-Qur'an and Fiqh teachers as teacher abilities in building students' learning readiness at MAN Kotawaringin Timur.

a. Ability of Al-Qur'an Hadith Teachers

According to research conducted, Al-Qur'an Hadith Subject Teachers have a variety of skills, including the skill of opening lessons. This skill involves the teacher's efforts in creating the right conditions for students to focus on learning. The teacher explores the previous material and measures students' knowledge of the material to be taught. Questioning skills are also important because good questions can increase student activity and creativity. The implementation of questioning skills by teachers shows effective pedagogical practices in building students' learning readiness, so that students become active in the learning process.[27] As stated by Awaliah et al.,[28] that questioning skills are important for a teacher to have in order to help students to be active in learning. In line with this opinion, Madjid[29], argues that with the mastering of questioning skills by teachers, students can become more active, teaching and learning activities become more varied and students can function as a source of information.

Teachers provide reinforcement to students psychologically by giving rewards for their efforts. A positive response from the teacher in each student's answer will encourage students to feel ready to learn. Apart from that, the teacher also explains the material systematically so that it is easy for students to understand. This is relevant to the results of Candini's[30] research, which states that the teacher's skills in giving reinforcement have a significant effect on student learning motivation. Furthermore, the results of Pakpahan et al,[31] research, state that the better the teacher's skills in providing reinforcement, the better the active participation in the student learning process.

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The teacher also uses a variety of variations in explaining the subject matter and the ability to manage the class, the guidance process for students who do not understand the material is done well and ends the lesson by providing good stimulants. This is as stated by Rahman, that closing the lesson can be interpreted as an activity carried out by the teacher to end the lesson with the intention of providing a comprehensive overview of what students have learned and its relationship to previous experiences, knowing the level of student success, and the success of the teacher in implementing the learning process.[32] In line with this statement, Novalia et al.,[33] also stated that closing the lesson is an activity carried out at the end of learning. Teachers provide conclusions, evaluate and carry out follow-up to the learning that has been carried out.

b. Fiqh Teacher Ability

According to research conducted, Fiqh subject teachers apply various skills as strategies to prepare students for learning. One of these skills is the skill of starting a lesson, which is the teacher's effort to create initial conditions for students to focus on the material to be studied. This is as stated by Hafidz that student readiness in the learning process is a very important aspect to pay attention to.[34] This is because, when students already have self-readiness in learning, learning achievement tends to follow. In line with this opinion Mulyani, states that there is a significant relationship between student learning readiness and learning achievement.[35] Furthermore, Fauziah stated that learning readiness is the initial condition of a learning activity that makes students ready to interact and respond to achieve certain learning goals,[36] so that the overall condition of the student tries with all his ability to prepare himself as well as possible so that his learning activities can run smoothly such as preparing his physical, psychological and learning equipment conditions to be ready to receive new lessons[37].

The teacher does this by greeting students, linking previous material with new material, and asking students questions to increase their participation and interest in learning. This questioning skill also plays an important role in learning because it can arouse students' interest and curiosity. As the results of Setiana's research, which states that there is an effect of the question and answer method on students' critical thinking skills in learning Islamic Religious Education.[38] Furthermore, in the research of Immanuella et al., stated that the application of the question and answer method is able to produce two-way interaction between teachers and students so that the class becomes more active.[39]

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[38] Desti Setiana, Pengaruh Metode Tanya Jawab Terhadap Kemampuan Berpikir Kritis Siswa Pada Bidang Studi Pendidikan Agama Islam Kelas XI di SMA Negeri 3 Kecamatan Singingi Hilir Kabupaten Kuantan Singingi. (2022). *Thesis*. Universitas Islam Riau.

[39] Vania Immanuella, Year Rezeki Patricia Tantu and Yubali Ani, 'Penerapan Metode Tanya Jawab dalam Mengakomodasi Keaktifan Belajar Siswa'. *Edukatif : Jurnal Ilmu Pendidikan*, *5*.4 (2023): 1784–1789.

Apart from that, the Fiqh subject teacher also uses explanation skills well. Teachers who are good at explaining material and using learning media will make students more ready to learn, especially because their delivery method is easy to understand and sometimes interspersed with fresh humor to attract students' attention. This is also stated by Sundari et al. that there are several significant influences on the teacher's ability to make changes in classroom management including increasing student interest in learning, increasing student learning outcomes, increasing student achievement, increasing student learning activeness, increasing student learning motivation.[40] Furthermore, M. Fikri et al., also suggested that teaching variation has a considerable influence on student learning outcomes.[41] This explanation skill is also included in classroom management skills, where the teacher creates and maintains optimal learning conditions, and restores them if disturbances occur.[42]

Then, the skill of closing the lesson is also important, where the teacher provides an overview of what students have learned and evaluates their level of achievement. This evaluation can take the form of oral questions or written questions to measure learning success. This is as stated by Sutisnawati, that closing lessons (closure) is an activity carried out by the teacher to end lessons or teaching and learning activities.[43] The components of closing skills include: reviewing mastery of the lesson core by summarizing the lesson core, making a summary, and evaluating.[44] In line with this view, Sundari & Muliyawati also stated that closing the lesson is an activity that the teacher does to complete the core activities of the lesson.[45] The effort at the end of the lesson is intended to provide a comprehensive overview of what students have learned, to determine the level of student achievement, and to determine the level of teacher success in the teaching and learning process.[46] The components of Closing Skills include verifying mastery of the core of the lesson by summarizing and synthesizing the core of the lesson, and conducting an evaluation. This opinion is also reinforced by Hasma, which states that in closing the lesson the teacher provides conclusions, solidifies students' understanding of the learning activities that have taken place, knows the success of students and teachers in learning activities that have been undertaken, and the teacher provides follow-up to develop the skills that have just been mastered.[47]

CONCLUSION

Active student involvement can create effective learning and mutual cooperation in learning so as to create a pleasant atmosphere. These learning activities will affect learning outcomes and improve students' thinking skills. Based on the results of the study, it can be concluded that (1) the teacher's ability

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[47] Hasma, Keterampilan dasar guru untuk menciptakan suasana belajar yang menyenangkan. *Didaktis: Jurnal Pendidikan Dan Ilmu Pengetahuan*, *17*.1.

in the Al-Qur'an Hadith subject is in the very good category, because the teacher in opening the lesson the teacher is able to create the right conditions so that students can focus on learning, questioning skills can increase student activeness and creativity, able to provide responses or reinforcement well, besides that the teacher also explains the material systematically so that it is easily understood by students and the teacher also uses various variations in explaining the subject matter and the ability to manage the class, the process of guidance for students who do not understand the material is done well and ends the lesson by providing good stimulants. (b) While the ability of Fiqh teachers is in the very good category at MAN Kotawaringin Timur. This is because teachers have applied basic teaching skills as the ability to build student learning readiness. In addition, teachers are able to apply good lesson opening skills, questioning skills and reinforcement skills so that students can increase student participation and interest in learning, explaining skills and skills to make variations and individual learning skills as a way to build student learning readiness.

Meanwhile, in closing the lesson the teacher provides an overview of what students have learned and evaluates the level of achievement. This research strengthens learning theories that emphasize the importance of learning readiness as a crucial factor in the educational process, but needs to be further developed in other subjects, so that it will be able to assist schools in solving problems related to student learning outcomes. In addition, the results of this study can be used by teachers at MAN Kotawaringin Timur to adopt and implement learning strategies that have been proven effective in building students' learning readiness. These could include more interactive teaching methods, the use of engaging learning media, as well as a more personalized approach in understanding students' needs. The research findings can also inform teacher training and professional development programs. Training focused on developing skills in building students' readiness to learn could be provided, so that teachers can be more effective in their roles.

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