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THE EFFECT OF TEACHER'S ACCURACY IN IMPLEMENTING LEARNING IMPLEMENTATION PLANS (RPP) ON STUDENTS' LEARNING OUTCOMES IN AQIDAH AKHLAK SUBJECT AT MAN

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Abstract

One of the materials taught at MAN is material on aqidah akhlak which discusses divinity and attitudes. This material must be given to students so that they know their God and can interact well with humans. Given the importance of aqeedah morals material in MAN, it is expected that teachers can teach well and in accordance with the lesson plans that have been prepared. The purpose of this study was to determine the effect of the teacher's accuracy in carrying out the learning implementation plan on student learning outcomes in the Aqeedah Akhlak subject at MAN. The methodology used is a quantitative method with a field study approach. The total population in this study was 275 students with a sample of 159 students in class X MIPA at MAN who were determined using probability techniques with simple random sampling. The data collection technique uses a questionnaire developed in 30 statements. The results of calculating the validity test for both variables show that namely $r_{count} > 0.155$. This research instrument has a reliability of 0.900 for the X variable and 0.838 for the Y variable. Furthermore, the data normality test results are 0.200. Meanwhile, the homogeneity test obtained a result of 0.181. The results showed that the teacher's accuracy in implementing the learning implementation plan had an influence on student learning outcomes as evidenced by the results of data analysis of 0.706 with a determination value of 0.499 or 49.9%.

Keywords: *Aqidah Akhlak; Learning outcomes; Teacher's Accuracy*

Abstrak

Salah satu materi yang diajarkan di MAN adalah materi aqidah akhlak yang membahas mengenai ketuhanan dan sikap perilaku. Materi ini harus diberikan kepada peserta didik agar mereka mengenal Tuhannya dan dapat berinteraksi dengan baik terhadap manusia. Mengingat pentingnya materi aqidah akhlak di MAN, maka diharapkan guru dapat mengajar dengan baik serta sesuai dengan rencana pelaksanaan pembelajaran yang telah disusun. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh ketepatan guru dalam melaksanakan rencana pelaksanaan pembelajaran terhadap hasil belajar peserta didik pada mata pelajaran aqidah akhlak di MAN. Metodologi yang digunakan adalah metode kuantitatif dengan pendekatan studi lapangan. Jumlah populasi dalam penelitian ini adalah 275 orang peserta didik dengan sampel sebanyak 159 orang peserta didik kelas X MIPA di MAN yang ditentukan menggunakan teknik probabilitas dengan simple random sampling. Teknik pengumpulan data menggunakan angket yang dikembangkan dalam 30 pernyataan. Hasil perhitungan uji validitas untuk kedua variabel menunjukkan bahwa yaitu $r_{hitung} > 0,155$. Instrumen penelitian ini memiliki reliabilitas sebesar 0,900 untuk variabel X dan 0,838 untuk variabel Y. Selanjutnya untuk hasil uji normalitas data



sebesar 0,200. Sedangkan, uji homogenitas memperoleh hasil sebesar 0,181. Hasil penelitian menunjukkan bahwa ketepatan guru dalam melaksanakan rencana pelaksanaan pembelajaran memberikan pengaruh terhadap hasil belajar peserta didik terbukti dari hasil analisis data sebesar 0,706 dengan nilai determinasi sebesar 0,499 atau 49,9%.

Kata Kunci: *Agidah Akhlak; Hasil Belajar; Ketepatan Guru*

INTRODUCTION

Teachers are people who carry out educational tasks in formal educational institutions and non-formal education (Maya, 2017). The function of the teacher is crucial in the development of students to achieve their maximum abilities (Hamid, 2017). A good learning design is the foundation for the teacher's role to be carried out perfectly (Juhji, 2016). Learning planning and preparation is one of the efforts to improve learning. Teachers are required to be capable of meticulous planning, control, and create a conducive environment. The failure and success of learning depends on the planning that has been prepared. Whether the teacher's plan was followed or not depends on how it was implemented. (Angraini, 2021).

One of the things that affects how well a learning process goes is preparing to teach (Warsah & Nuzuar, 2018). The form of teacher preparation in teaching is to make a plan. The syllabus and lesson plan, two of the lesson plan's most crucial components, are created by the teacher. A syllabus is a list of arrangements and plans for handling class management, learning activities, and learning outcomes evaluation. The syllabus can be used as a guide to further learning growth, one of which is the lesson plan (Noor & Nuryati, 2022). The lesson plan is a lesson plan made for each class meeting. The key learning resources that are necessary for the learning process are included in this learning implementation strategy. The learning implementation plan is a document that describes the teaching strategies and frameworks to help students understand the fundamental abilities outlined in the syllabus and expressed in content standards (Zendrato, 2016). One of the elements that may have an impact on students' learning results is the lesson plan. Increased student learning outcomes are seen when the teacher follows the lesson plan (Lathifah, 2018). The reason for this is that the instructor has produced a learning implementation plan, which makes it easier to carry out the learning process because the teacher is aware of every action that will be taken in the classroom.

Learning outcomes are the accumulation of what students have learned during the teaching and learning process. So that students can know, understand, and apply the knowledge given to them, learning outcomes can also be interpreted as the embodiment of educational goals in the teaching and learning



process (Ricardo & Meilani, 2017). The learning outcomes expected from the learning process are evidence of the ability of students to master the subject matter, including the subjects of aqidah morals. Aqidah Akhlak material is one of the materials taught at MAN which contains divinity and behavior. This material is very important to be taught to students so that they can know their God and be able to interact well with humans. Because of the importance of Aqedah Akhlak material at MAN, the ability to instruct effectively and in accordance with prepared lesson plans is demanded of teachers.

In terms according to Suharno (Zulhendri & Sukoco, 2021) the meaning of accuracy is the ability to direct the movement to the target according to its purpose. While the teacher might be seen as a person who is prepared to dedicate himself to teaching a subject, educating, directing, and preparing his students to comprehend the information he has shared (Safitri, 2019). A teacher is someone who gives his life with a sincere heart to the world of education solely to educate the life of the nation (Jannah, 2021). In contrast, Islamic education defines instructors as individuals who are accountable for students' growth by pursuing all of their capacities, including emotive, cognitive, and psychomotor abilities (Yani, 2021).

In the field of education, a teacher's responsibilities include those of a mentor, educator, teacher, role model, administrator, evaluator, and inspirer (Safitri, 2019). The teacher competency standards include pedagogic competence, professional competence, and academic competence. Using the recommendations made by the Ministry of National Education for the creation of instructional materials, it is stated that the scope of teacher competency standards includes three competency components, namely the learning management competency component, the potential development competency component, and the academic mastery competency component (Astawa, 2015).

According to Hasibuan in Syafie cited by (Elean et al., 2020) a plan is a number of decisions that serve as a guideline for achieving a certain goal. Planning means a process to design and prepare things to be done in the future in order to achieve the desired goals (Arifin, 2022). A carefully and thoroughly designed strategy is being executed when it is put into action. Usually done after the plan is judged ready to be implemented (Mutiyati & Yuniarti, 2020). Additionally, Santoso Sastropetro stated in (Murhanadi, 2019) that implementation refers to a specific effort or activity made to carry out a strategy or program. All of the efforts made by educators to facilitate learning in students are referred to as learning (Junaedi, 2019). According to the definition of learning given above, learning is a process that teachers and students engage in in a learning environment in order to transfer knowledge. Learning is an effort to help students to achieve changes in cognitive structure through understanding (Prilanji et al., 2019). According to Corey in Ramayulis quoted by (Hazmi, 2019) learning is a process in an environment that is intentionally



managed to enable a person to participate in behaving in certain conditions and respond to these conditions.

According to the Regulation of the Minister of Education and Culture No. 22 of 2016 concerning Process Standards, learning implementation plans are face-to-face learning activity plans for one or more meetings. The learning implementation plan is developed from the syllabus as a guide for student learning activities in an effort to achieve basic competence (Rindarti, 2018). The lesson plan is another preparation the instructor makes before to the learning activity. The lesson plan is another preparation the instructor makes before to the learning activity. The preparation of the learning implementation plan is an attempt to fulfill the objectives of the learning process as outlined in the learning implementation plan and to meet the expected competency standards, namely cognitive, affective and psychomotor competencies (Sarimaya, 2017). Additionally, the lesson plan acts as a guide for teachers to carry out the educational procedure in the classroom (Ambarawati, 2016).

For each meeting, a new learning implementation plan component is created, and it is then modified in accordance with the schedule of the educational unit (Kamiludin, 2021). The elements of the learning implementation plan are learning objectives, learning materials, learning techniques, learning media, learning resources, learning steps, and assessment of learning results. Other elements include the name of the school, classes or semesters, subjects or themes and/or sub-themes, time allotment, core competencies, fundamental competencies, and competency achievement indicators.

As for the principles of the implementation of learning plans, namely (1) pay attention to differences in the character of students. (2) students should be encouraged to actively participate in their education. (3) to boost learners' motivation, curiosity, creativity, initiative, inspiration, innovation, and independence, learner-centered learning is being created. (4) establishing reading and writing practices that foster an interest in reading, as well as a knowledge of diverse types of reading and the capacity to communicate those understandings in writing. (5) offer comments and follow up. The approach for implementing learning comprises initiatives for remedial, enrichment, reinforcement, and positive feedback. (6) A focus on the connections and fusion of fundamental skills, learning resources, learning activities, competency achievement indicators, assessments, and learning materials in a single learning process. (7) Encourage the integration of thematic learning, cross-curricular learning, cross-disciplinary learning, and cultural diversity. (8) Use information and communication technologies in a coordinated, organized, and efficient manner that is appropriate for the circumstances (I Kadek Yogi Mayudana, 2020).

According to Kunandar in (Rozaq, 2019), the purpose of the lesson plan is to serve as a guide for teachers as they carry out teaching and learning activities in order to make them more directed, effective,



and efficient. The learning implementation plan has two roles, namely the planning role and the implementation role. The planning function of learning implementation plans should be able to encourage teachers to be more prepared to carry out learning activities by preparing careful planning. Therefore, before carrying out learning the teacher must have preparation, both written and unwritten preparation. The implementation function in the learning implementation plan must be arranged in a systematic, complete and comprehensive manner, with several possible adjustments to the actual learning situation. In line with what is planned, the learning implementation strategy works to streamline the learning process.

The benefits of implementing a learning plan are that it can provide clarity on the competencies to be achieved by students, a good learning implementation plan can facilitate the implementation of learning, increase the activeness of students in learning and can meet the needs of students (Gustiansyah et al., 2020). The advantages of implementing a learning plan, according to Harjanto in (Gustiansyah et al., 2020), are that it can give teachers and students a basic foundation for achieving basic competencies and indicators of the material being taught, provides an overview of short-term work guidelines, and influences students' self-development because it is put together using a system.

Learning outcomes are all skills that students have acquired as a result of their learning experience. The ability of the students in question includes all aspects of knowledge, attitudes, and skills. To determine how well students are achieving their learning objectives, learning evaluation activities can be used to observe learning outcomes (Sulfemi & Supriyadi, 2018). Learning outcomes, according to Hamalik in Sulistyowati (2019), are modifications to behavior patterns, beliefs, knowledge, attitudes, abilities, and skills.

The five categories of learning outcomes identified by Gagne are verbal knowledge, intellectual skills, cognitive strategies, physical skills, and attitudes. According to Romiszowski, learning outcomes are divided into four domains, namely cognitive, psychomotor, emotional reactions, interactions. According to Kingsley, learning outcomes are divided into three types, namely skills and habits, knowledge and understanding, attitudes and ideals (Prasetya, 2019). There are two types of elements that affect learning outcomes, according to Baharudin and Wahyuni in (Yulianti et al., 2018): internal factors and external impacts. Physiological and psychological elements (student intelligence, motivation, interests, attitudes, and abilities) make up internal factors. While non-social and social environmental elements are included under external factors.

Aqidah is the masdar form of the word *aqoda*, *ya'qidu*, *'aqdan*, *aqidatan* which has the meaning of conclusion, bond, attachment, agreement and sturdy. The concept of aqidah refers to things that need to



be accepted by the heart and spirit and feel comfortable with them in order to become solid convictions that are unmixed with anything. Morals etymologically according to Muhaimin Tadjab, Abd. Mujib comes from the word *khuluq* and the plural is *akhlaq*, which means manners, ethics, morals. Likewise with *khuluq* which has compatibility with *khilqun*, it's just that *khuluq* is a behavior that exists within humans (spiritually) while *khilqun* is behavior that is visible outside of humans (physically). Ibnu Maskawaih in his book *Tahdzibul Akhlak WaThat-hirul A'raq* gives an understanding of akhlak in the sense of a state of soul movement that encourages a person to do something without the need for thought. As a result, aqidah akhlak instruction is a deliberate and planned effort to get students ready to know, understand, live, and believe in Allah SWT and apply it through guidance activities, teaching, practice, and use of experience in the form of honorable behavior or morals in daily life based on the Al-Qur'an and Sunnah. Demands to respect those who practice different religions and maintain interreligious harmony in society are accompanied by calls for doing so in order to promote national cohesion and integrity (Banna, 2019). This study's goal was to find out the effect of the teacher's accuracy in implementing the learning implementation plan on student learning outcomes in the Aqidah Akhlak subject in class X MIPA at MAN.

RESEARCH METHODS

In this research the method used is a quantitative method with a field study approach. It was carried out at MAN 1 Kabupaten Bogor from September 2022 to February 2023. The total population in this research was 275 students, while the sample used was 159 students from class X MIPA which were determined using simple random sampling. Data collection was carried out by distributing a questionnaire containing 30 statement items for variable X and variable Y. The validity of the research instrument was tested with the r table used of 0.155 so that the results of the validity test for the instrument variable X obtained 15 valid statements. Meanwhile, for the Y variable, 14 valid statements were obtained and 1 invalid statement was obtained. Then, in the reliability test, the results were 0.900 for the X variable and 0.838 for the Y variable. The normality test and the homogeneity test were then performed as analysis prerequisite tests. With results of 0.200 and 0.181, which means that the data is normal and homogeneous, the data were analyzed using a linear regression test which was calculated using SPSS 22.

RESULTS AND DISCUSSION

Research on the effect of the teacher's accuracy in implementing learning implementation plans on students' learning outcomes in aqidah ahlak subject at MAN obtained results that had been

analyzed for data using regression and correlation tests to find the strength of the influence of the independent variables on the dependent variable. The outcomes of a simple linear regression test are as follows:

Tabel 1. Coefficients^a

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>T</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
(Constant)	15.005	2.436		6.160	.000
1 Teacher Accuracy	.597	.048	.706	12.508	.000

a. *Dependent Variable: Learning Outcomes*

Based on the results of the simple linear regression test above, the constant value $a = 15,005$ is obtained, and the coefficient $b = 0.597$. So, the simple linear regression equation from the influence of the teacher's accuracy in implementing the lesson plan on student learning outcomes is $y = 15,005 + 0.597x$. Before drawing conclusions, it is tested first by linearity and test the significance of the regression model.

Tabel 2. ANOVA^a

<i>Model</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1 <i>Regression</i>	2156.129	1	2156.129	156.443	.000 ^b
<i>Residual</i>	2163.808	157	13.782		
<i>Total</i>	4319.937	158			

a. *Dependent Variable: Teacher Accuracy In Implementing Learning Implementation Plans*

b. *Predictors (Constant), Students' Learning Outcomes*

According to this analysis's findings, obtained Fcount (b/a) of 156,443 and a significance value of $p = 0.000 < 0.05$. From these calculations it can be concluded that H_0 is rejected, so it can be stated that the regression equation model Y over X is very significant. Then it can be concluded that there is an influence of the teacher's accuracy in implementing the learning implementation plan on student learning outcomes based on the regression equation as evidenced by $Y = 15,005 + 0.597X$.

Tabel 3. Model Summary^b

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.706 ^a	.499	.496	3.712

a. Predictors: (Constant), Teacher Accuracy In Implementing Learning Implementation Plans

b. Dependent Variable: Students' Learning Outcomes

The hypothesis states that "there is an influence of the teacher's accuracy in implementing the learning implementation plan on student learning outcomes in the Aqeedah Akhlak class X MIPA subject at MAN", to determine the magnitude of this influence, it is calculated using SPSS 22. From the calculation results, the coefficient value obtained a correlation between variable X and variable Y (r_{xy}) of 0.706 and the value of determination (R^2) of 0.499 or 49.9%.

Discussion

The effect of the teacher's accuracy in implementing the learning implementation plan on student learning outcomes in the Aqidah Akhlak class X MIPA subject at MAN can be seen from the correlation coefficient value between the X variable and Y variable (r_{xy}) of 0.706 and the determination value (R^2) of 0.499 or 49.9%. The test results indicate that there is a directly proportional effect between the two variables, meaning that the better the teacher's accuracy in implementing the lesson plan, the better the student learning outcomes. From the value of the coefficient of determination (R^2) 0.499 or 49.9%, the variance that occurs in the tendency to increase or decrease student learning outcomes can be caused by the teacher's accuracy in carrying out the lesson plan. While 50.1% the tendency of increasing or decreasing student learning outcomes can be caused by other factors not examined.

The findings of this study support the opinion (Lathifah, 2018) in his research entitled "The Relationship Between Learning Implementation Plans and Student Learning Outcomes in Class V Indonesian MI Al-Adli Palembang Subject" which suggests that if the better the teacher is in implementing and guided by the learning implementation plan, the process of teaching and learning activities will be more optimal and students will look more enthusiastic. The application of the learning implementation plan has a positive impact or influence on the students' learning outcomes, and the learning implementation plan is obviously related to or related to the students' learning outcomes. In order to correctly implement the learning process, the teacher must first develop a learning implementation



strategy. Teacher readiness is one form of learning implementation because the teacher has created a learning implementation plan that will later be implemented in the implementation of learning. It is therefore obvious that the learning implementation plan has a significant impact on student learning outcomes.

Additionally, this study is consistent with earlier research done by (Pangemanan et al., 2022) regarding "The Influence of the Implementation of the Teacher's Learning Implementation Plan on Learning Outcomes of Agricultural Mechanization at SMK Tombatu" which found that the teacher's learning implementation plan had an impact on learning outcomes, as evidenced by the coefficient of determination ($r^2 = 0.86$, or 86% of the variance), which shows that the teacher's learning implementation plan has an impact on learning outcomes while other factors or variables not included in the study account for the remaining variance.

The accuracy with which the teacher implements the lesson plan in class, as demonstrated above, can significantly affect the students' learning outcomes. Regarding the accuracy or suitability of the teacher in carrying out this learning implementation plan has also been studied by several previous researchers. First, research conducted by (Rozaq, 2019) regarding "Conformity of the Learning Implementation Plan with the Implementation of Japanese Language Learning in Class X SMA". The findings of this study show that three classes X at one of the public high schools in Jombang have learning processes and implementation plans that are suitable, with a proportion of 77% placing them in the high category.

Second, research conducted by (Syamrabusta, 2020) regarding "Performance of Islamic Religious Education Teachers in Implementing Learning Implementation Plans in the Learning Process of Islamic Religious Education at Muhammadiyah Tembilahan Junior High School". According to the study's findings, Muhammadiyah Tembilahan Junior High School's Islamic religious education teachers performed well in implementing learning implementation plans because their performance had a percentage value of 74% and fell within the range of 61% - 80%.

Third, research conducted by (Yusniar, 2021) regarding "Compatibility of the Learning Implementation Plan with the Implementation of Learning in Islamic Religious Education Subjects in Class XI MIPA 1 SMA Negeri 1 North Sinjai". The findings of this study suggest that when the learning process succeeds, educators' preparation, compilation, and implementation of learning implementation plans will have been worthwhile. This is demonstrated by the completion of a questionnaire with an accuracy rate of 84.20%.

Therefore, the magnitude of the influence of the teacher's accuracy in implementing the learning implementation plan on student learning outcomes in the Aqidah Akhlak class X MIPA subject at MAN seen from the Pearson Correlation, the result is the correlation coefficient value of the two variables of 0.706. The determination value obtained is 0.499, which means that 49.9% of student learning outcomes are influenced by the teacher's accuracy in implementing the learning implementation plan. If this value is seen in the correlation interpretation table, then it is at the level of strong influence.

CONCLUSION

The study's findings lead to the conclusion that the teacher's accuracy in implementing the learning implementation plan on student learning outcomes as evidenced by the results of data analysis of 0.706 with a determination value of 0.499 or 49.9%.

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