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# The influence of islamic religious education teachers on the learning achievement of smk 2 limboto students

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**ABSTRACT**

*This study aims to identify the influence of Islamic religious education teachers on student learning achievement at SMK 2 Limboto. The research method used is quantitative method with data collection through questionnaires distributed to students in class. Data were analyzed using descriptive statistical tests, validity, reliability, normality, linearity, simple linear regression, and hypothesis testing. The linearity test showed that there was no linear relationship due to external variable factors. The results showed that there is a significant relationship between Islamic religious education teachers and student learning achievement. The regression test produces a significance value of 0.000 below 5% or 0.05, indicating that Islamic religious education teachers make a real contribution to learning achievement. The coefficient of determination of 38% shows that the religious education teacher variable affects student learning achievement, while the rest is influenced by other factors. This research confirms the importance of Islamic religious education teachers as the main factor in improving student learning achievement, which can be supported through various internal and external factors.*

## Introduction

Islamic Religious Education plays an important role in shaping the character and morals of students. One of the factors that greatly influences the success of Islamic religious education is the quality of Islamic Religious Education (PAI) teachers (Pratiwi & Meilani, 2018). PAI teachers not only act as teachers of religious material, but also as mentors and motivators for students in implementing religious values in everyday life (Sumantri et al., 2019). Learners who have successfully implemented religious values in their daily lives will be seen from their attitudes and behaviors. The religious values that have been internalized in them will become a strong life guide, so that they are able to face various challenges in life with patience and sincerity (Hasanah et al., 2023). In this case, the relationship between Islamic Religious Education can also help with student learning achievement.

Student learning achievement is one indicator of success in the learning process, so an effective strategy is needed to ensure that each student can reach their maximum potential (Agusniar, 2015). This emphasizes the importance of collaboration between

teachers, students and parents in creating a supportive learning environment. Collaboration can be done through active communication, motivation, and consistent monitoring of students' learning development (Dwinata et al., 2024; Fitriana, 2014). Based on research Ramadhani & Afendi, (2025), PAI teachers who actively involve students in active learning activities such as discussions and questions and answers can improve students' understanding of religious material. In addition, research (Sunawir et al., 2024), It also shows that PAI teachers who have a good relationship with students can increase students' learning motivation.

Some previous studies, PAI teachers show there is an influence on student learning achievement including research from Ningrum et al, (2025) SMP Negeri 12 Magelang, research Sdn & Jogoroto, (2022) at SDN Alang-Alang 1 Caruban Jogoroto Jombang, research Megi, (2019) at State Elementary School 140 Seluma and also research Rusdi, (2024) at Madrasah Aliyah Negeri 1 Garut. Meanwhile, there are also studies that say that PAI teachers have no effect on learning achievement, such as research Herlangga, (2020) at Attawaazun Pemalang Integrated Islamic Junior High School. But in the research that has been done they only focus on the provinces of Central Java, East Java, Bengkulu, and West Java. No research has been conducted in Gorontalo, so researchers are interested in conducting research to see if there is an influence of PAI teachers on learning achievement at SMK 2 LIMBOTO.

## Method

This research includes quantitative research. The approach used is descriptive quantitative. Data was obtained by distributing questionnaires to students with a total of 55 items. The data analysis technique uses a percentage of the answers from the questionnaire to be distributed. The population in this study amounted to 146 students. The sample in the study was SMK 2 LIMBOTO students as many as 60 students.

## Results and Discussion

### Validity Test of X and Y Variables

Validity test can be used to what extent the accuracy and accuracy of a measuring instrument in performing its measuring function. A test or measurement instrument is said to have high validity if the tool performs its measuring function or provides measurement results in accordance with the purpose of the measurement. This means that the measurement results of the measurement are exactly the facts or actual circumstances of what is being measured (Budyman & Rahmah, 2025).

In this study, the level of significance used was 5%, or 0.05, with a sample size of 30 respondents. The instrument is considered validity fulfilled if the calculated r value exceeds the r table value.

**Table 1. Validity Test of Variable X**

| No item | R table | R count | Criteria |
|---|---|---|---|
| 1. | 0, 361 | 0, 490 | Valid |
| 2. | 0, 361 | 0, 516 | Valid |

| | | | |
|---|---|---|---|
| 3. | 0, 361 | 0, 758 | Valid |
| 4. | 0, 361 | 0, 793 | Valid |
| 5. | 0, 361 | 0, 771 | Valid |
| 6. | 0, 361 | 0, 715 | Valid |
| 7. | 0, 361 | 0, 502 | Valid |
| 8. | 0, 361 | 0, 590 | Valid |
| 9. | 0, 361 | 0, 767 | Valid |
| 10. | 0, 361 | 0, 752 | Valid |
| 11. | 0, 361 | 0, 678 | Valid |
| 12. | 0, 361 | 0, 621 | Valid |
| 13. | 0, 361 | 0, 728 | Valid |
| 14. | 0, 361 | 0, 542 | Valid |
| 15. | 0, 361 | 0, 671 | Valid |

**Table 2. Y Variable Validity Test**

| No item | R table | R hitung | Kriteria | No item | R table | R hitung | Kriteria |
|---|---|---|---|---|---|---|---|
| 1. | 0, 361 | 0, 756 | Valid | 21. | 0, 361 | 0, 508 | Valid |
| 2. | 0, 361 | 0, 717 | Valid | 22. | 0, 361 | 0, 445 | Valid |
| 3. | 0, 361 | 0, 774 | Valid | 23. | 0, 361 | 0,575 | Valid |
| 4. | 0, 361 | 0, 434 | Valid | 24. | 0, 361 | 0, 524 | Valid |
| 5. | 0, 361 | 0, 625 | Valid | 25. | 0, 361 | 0, 390 | Valid |
| 6. | 0, 361 | 0, 596 | Valid | 26. | 0, 361 | 0, 310 | Valid |
| 7. | 0, 361 | 0, 751 | Valid | 27. | 0, 361 | 0, 218 | Valid |
| 8. | 0, 361 | 0, 644 | Valid | 28. | 0, 361 | 0, 449 | Valid |
| 9. | 0, 361 | 0, 762 | Valid | 29. | 0, 361 | 0, 651 | Valid |
| 10. | 0, 361 | 0, 610 | Valid | 30. | 0, 361 | 0, 436 | Valid |
| 11. | 0, 361 | 0, 816 | Valid | 31. | 0, 361 | 0, 762 | Valid |
| 12. | 0, 361 | 0, 645 | Valid | 32. | 0, 361 | 0, 544 | Valid |
| 13. | 0, 361 | 0, 684 | Valid | 33. | 0, 361 | 0, 680 | Valid |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 14. | 0, 361 | 0, 491 | Valid | 34. | 0, 361 | 0, 680 | Valid |
| 15. | 0, 361 | 0, 720 | Valid | 35. | 0, 361 | 0, 654 | Valid |
| 16. | 0, 361 | 0, 633 | Valid | 36. | 0, 361 | 0, 689 | Valid |
| 17. | 0, 361 | 0, 515 | Valid | 37. | 0, 361 | 0, 751 | Valid |
| 18. | 0, 361 | 0, 757 | Valid | 38. | 0, 361 | 0, 704 | Valid |
| 19. | 0, 361 | 0, 713 | Valid | 39. | 0, 361 | 0, 569 | Valid |
| 20. | 0, 361 | 0, 302 | Valid | 40. | 0, 361 | 0, 743 | Valid |

From the two tables above, there are 15 question items on variable X and 55 question items on variable Y, declared valid from all items, because the question items have a calculated r value greater than r table, which is 0.361. The output results of the validity test of variables X and Y using Microsoft Excel.

## Reliability Test

Reliability is explained to what extent the measuring results used are still reliable and limited from measurement error. While the instrument reliability test is to determine whether the data generated is reliable or resilient (Sharifi et al., 2022). Basically, the reliability test measures the variables used through the questions / statements used. The reliability test is used by comparing the Cronbach's alpha value with the significant level / level used. The level/significant level used can be 0.5 0.6 to 0.7 depending on the needs in the study (Ono, 2020).

As a tool to assess questionnaires that show indicators of change or constructs. A questionnaire can be considered reliable if an individual's reaction to the statement remains unchanged or stable over time (Tamiran & Rakhamadi, 2024). Test reliability includes the extent to which this level of consistency is maintained. The degree of precision, persistence, and predictive power are factors that determine the reliability of a measurement. If a measurement shows high reliability, this means that the data it produces is reliable. A moderate minimum standard of reliability is greater than 0.7 (Aldiansyah et al., 2024).

**Table 3. Reability test of X and Y variables**

| No | Variable | r alpha | r critical | criteria |
|---|---|---|---|---|
| 1. | Influence of PAI Teacher | 0, 904 | 0, 70 | reliable |
| 2. | Learning Achievement | 0, 952 | 0, 70 | reliable |

Based on table 3 above, the Cronbach's Alpha value for variable X is 0.904 and variable Y is 0.952, which is greater than the minimum limit of 0.7. So it can be concluded

that the instruments of the two variables are reliable to be used in research repeatedly and the data obtained will always produce consistent results.

## Normality Test

To perform the normality test, namely by comparing the probability or significance value (Sig) with alpha 0.05. If the significance value (Sig) is greater than 0.05 then the data distribution is normal. However, if the significance value (Sig) is smaller than 0.05, the distribution is not normal (Hasanah et al., 2021).

**Table 4. Normality Test of Variable X and Variable Y**

**One-Sample Kolmogorov-Smirnov Test**

| | | Unstandardized Residual |
|---|---|---|
| N | | 60 |
| Normal Parameters[a,b] | Mean | .0000000 |
| | Std. Deviation | 10.85581348 |
| Most Extreme Differencesn | Absolute | .100 |
| | Positive | .075 |
| | Negative | -.100 |
| Kolmogorov-Smirnov Z | | .775 |
| Asymp. Sig. (2-tailed) | | .585 |

a. Test distribution is Normal.

b. Calculated from data.

Based on table 4 above, the Asymp. Sig. (2-tailed) value of 0.585. The value is greater than the significance of 0.05, so it can be concluded that the data of both variables are normally distributed. The data of variable (X) PAI Teacher and variable (Y) Student learning achievement are normally distributed, thus fulfilling one of the prerequisites for further analysis.

## Linearity Test

Consideration of the steps for making decisions in the Linearity Test is as follows: If the significance value of Deviation from Linearity is above 0.05, it can be concluded that there is a significant linear relationship. Conversely, if the significance value of the Deviation from Linearity is below 0.05, it can be concluded that there is no significant linear relationship (Rahman & Khorunnisa, 2016).

**Table 5. Linearity Test**

**ANOVA Table**

| | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Prestasi Belajar * Pengaruh Guru PAI | Between Groups | (Combined) | 7596.017 | 18 | 422.001 | 4.818 | .000 |
| | | Linearity | 4234.261 | 1 | 4234.261 | 48.340 | .000 |
| | | Deviation from Linearity | 3361.756 | 17 | 197.750 | 2.258 | .017 |
| | Within Groups | | 3591.317 | 41 | 87.593 | | |
| | Total | | 11187.333 | 59 | | | |

Based on table 5 above, the value in the deviation from linearity shows a significance of 0.031 which is below 0.05. Therefore, it can be concluded that there is no significant linear relationship between the PAI teacher variable (X) and the student learning achievement variable (Y). The reasons why there is no linear relationship can be various, such as the use of variables that actually have a natural non-linear relationship, the influence of uncontrolled external variables, or errors in data measurement.

## Regression Test

Simple Linear regression test can refer to the comparison of the significant value with the probability value of 0.05. If the significant value is below 0.05, it means that variable X has an effect on variable Y. Conversely, if the significance value is above 0.05, it means that variable X has no effect on variable Y.

**Tabel 6. Uji Regresi Linier Sederhana**

**ANOVA[a]**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 4234.261 | 1 | 4234.261 | 35.321 | .000[b] |
| | Residual | 6953.072 | 58 | 119.881 | | |
| | Total | 11187.333 | 59 | | | |

a. Dependent Variable: Learning Achievement

b. Predictors: (Constant), Influence of PAI Teacher

Based on table 6 above, it is known that the calculated F value is 35, 321 and the significance is 0.000. Because the calculated F value of 35, 321 is greater than the F table of 4.01 and a significance level of 0.000 which is above 0.05. So it can be concluded that there is an influence of PAI Teacher (X) on student learning achievement (Y). Meanwhile, to find out the value of the regression coefficient, we can see the following table

## Correlation Value

**Table 7. Correlation Test**

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .615[a] | .378 | .368 | 10.949 |

a. Predictors: (Constant), Influence of PAI Teacher

Based on the results of the table above, the coefficient of determination (R square) of 0.378 is obtained, which means that the influence of the variable (X) PAI Teacher on the variable (Y) student learning achievement is 38%. The rest is influenced by other variables.

## Hypothesis Test

In the coefficients table obtained through hypothesis testing through the SPSS program there is a column for the t value and there is a Sig column. If we use the t value, it means that we also have to look for the t table value first, so that this analysis will be easier to use the t value. The criteria used in this test are if the calculated t value is more than or equal to the predetermined t table, then H0 is rejected, which means that there is an influence on the variable and if the calculated t value is less than the t table, then H0 is accepted, which means that there is no influence on the variable.

**Table 8. Hypothesis Test**

**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 41.180 | 14.119 | | 2.917 | .005 |
| | Pengaruh Guru PAI | 1.712 | .288 | .615 | 5.943 | .000 |

a. Dependent Variable: Learning Achievement

Based on table 6 above, it is known that the t value of 5.943 is greater than the t table of 2.001. Because the t value of 5.943 is greater than 2.001, it can be concluded that Ha is accepted and Ho is rejected, which means that there is an influence of PAI Teachers (X) on student achievement (Y).

## Conclusion

The normality test result is 0.585 which is greater than alpha 0.05. This shows that the data of PAI Teacher variables (X) and Student Learning Achievement (Y) are normally distributed, thus fulfilling one of the prerequisites of statistical analysis. The linearity test results showed a significance value of deviation from linearity of 0.031, which is below 0.05. This indicates that the relationship between the PAI Teacher variable (X) and Student Learning Achievement (Y) is not significantly linear. This can be caused by factors such as non-linear relationships or the influence of outside variables.

The regression analysis showed a calculated F value of 35.321 with a significance level of 0.000, which is smaller than 0.05. Thus, there is a significant influence between the PAI Teacher variable (X) on Student Learning Achievement (Y). This effect is further explained by the coefficient of determination ($R^2$) of 0.378, which means that the PAI

Teacher variable contributes 38% to Student Learning Achievement, while the rest is influenced by other variables. Hypothesis testing shows that the t value of 5.943 is greater than the t table of 2.001. Thus, the alternative hypothesis (Ha) is accepted, which means that there is a significant influence of the PAI Teacher variable (X) on Student Learning Achievement (Y).

Based on the analysis, the data met the assumption of normality but did not show a linear relationship between the PAI Teacher variable (X) and Student Learning Achievement (Y). However, the regression results and hypothesis testing showed that PAI Teachers had a significant influence on Student Learning Achievement by 38%.

Conclusion should be written concisely as an answer to the research questions or as evidence supporting the research hypothesis. Ideally, the conclusion reflects the relationship between the research questions, objectives, results, and discussion.

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