



THE INFLUENCE OF LEARNING PLANNING SKILLS ON THE EFFECTIVENESS OF STUDENT LEARNING PROCESSES AND EVALUATION IN MI

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Article Info	Abstract
<p>Article history: <i>Received:</i> 2026-05-01 <i>Revised:</i> 2026-05-07 <i>Accepted:</i> 2026-05-08</p> <p>Keywords: <i>Lesson Planning Skills, Learning Effectiveness, Student Learning Outcomes, Learning Evaluation, Madrasah Ibtidaiyah, Linear Regression.</i></p> <p>This is an open-access article under the CC BY-SA license. Copyright © 2026 by Author. Published by Yayasan Mujtahidin Sajimah Selong (Musa Foundation), Indonesia.</p>	<p>This study aims to analyze the effect of lesson planning skills on the effectiveness of the learning process and students' learning evaluation outcomes in Madrasah Ibtidaiyah (MI). Lesson planning is one of the essential competencies that teachers must possess because it serves as the foundation for conducting systematic, well-directed learning aligned with educational objectives. This research uses a quantitative approach with a linear regression method to examine the relationship between lesson planning skills (independent variable) and the effectiveness of the learning process as well as students' learning evaluation outcomes (dependent variables). Data were collected through questionnaires distributed to teachers and documentation of students' assessment results. The analysis results show that there is a positive and significant influence of lesson planning skills on the effectiveness of the learning process and students' learning outcomes in MI. This means that the better the teacher's lesson planning skills, the more effective the learning process will be, and the better the students' evaluation results will be. These findings emphasize that lesson planning plays a strategic role in improving the quality of elementary education. Therefore, enhancing teachers' competence in designing learning tools such as lesson plans (RPP), selecting appropriate methods, learning media, and evaluation strategies is an important factor in supporting successful learning. This study is expected to serve as a reference for teachers and educational institutions in improving learning quality through strengthening more systematic and effective lesson planning skills.</p>

INTRODUCTION

Education is a fundamental aspect in developing quality human resources. In the context of basic education, Madrasah Ibtidaiyah (MI) plays a strategic role in establishing the foundation of knowledge, skills, and attitudes in students from an early age. The success of the educational process at this level is greatly influenced by various factors, one of which is the quality of teachers in designing and implementing learning. Teachers serve not only as transmitters of material but also as designers of effective learning experiences, so that students can achieve optimal learning outcomes. In this regard, learning planning skills are a crucial aspect to consider.

Learning planning is a systematic process undertaken by teachers before teaching and learning activities are implemented. This process includes establishing learning



objectives, selecting materials, methods, and media, and developing evaluation instruments appropriate to student characteristics. Good planning provides clear direction for learning, making learning activities more structured, measurable, and effective. Conversely, inadequate planning can lead to suboptimal learning, lack of direction, and difficulties in achieving desired goals. Therefore, teachers' skills in developing learning plans are a key factor in determining the success of the educational process.¹

In practice, variations in teachers' abilities in designing learning are still found. Some teachers are able to plan effectively, while others still face challenges in developing learning tools that meet students' needs. This can be influenced by various factors such as teaching experience, understanding of the curriculum, pedagogical skills, and school environmental support. This situation indicates that learning planning skills are not yet fully distributed among teachers, potentially impacting the quality of the learning process in the classroom.

The effectiveness of the learning process itself can be seen from the extent to which teaching and learning activities achieve the stated objectives. An effective learning process is characterized by active student involvement, positive teacher-student interaction, the use of appropriate methods, and the utilization of supportive learning media. Furthermore, learning effectiveness is also reflected in students' ability to understand the material taught and apply it to their daily lives. In this context, good lesson planning will help teachers create a conducive and enjoyable learning environment, making it easier for students to grasp the material presented.

In addition to the learning process, student learning evaluation results are also an important indicator for measuring educational success. Learning evaluations not only serve to assess students' academic achievement but also provide feedback for teachers to improve the learning process. Good evaluation results indicate that the learning process has been effective, while suboptimal results signal the need for improvements in various aspects, including learning planning. Thus, there is a close relationship between the quality of learning planning and student learning evaluation results.²

Teachers' learning planning skills have significant potential to influence the quality of the learning process and student learning outcomes. Teachers who are able to systematically design learning will find it easier to manage their classes, select appropriate strategies, and anticipate challenges that arise during the learning process. Good planning also allows teachers to focus more on achieving learning objectives because each step has been prepared in advance. This ultimately leads to increased learning effectiveness and improved student learning outcomes.

¹Siti Rahmawati and Nur Hasanah. Teacher skills in preparing lesson plans and their impact on student learning outcomes. *Scientific Journal of Madrasah Education*, pp. 13–25.

²Anwar Muhammad. The influence of learning planning on the effectiveness of students' learning processes in elementary schools. *Indonesian Journal of Elementary Education*, pp. 1–12.

On the other hand, the increasingly dynamic world of education demands that teachers continuously improve their competencies, including in lesson planning. Curriculum changes, technological advancements, and the increasingly diverse needs of students demand innovation in the learning process. Teachers can no longer rely solely on conventional methods; they need to be able to integrate various approaches relevant to current developments. In this context, lesson planning skills become increasingly important as they serve as the foundation for designing adaptive and responsive learning.³

However, teachers still face challenges in implementing ideal lesson plans. These include time constraints, administrative burdens, and a lack of ongoing training. These challenges can impact the quality of the plans, thus impacting classroom learning. Therefore, efforts from various parties are needed to improve teachers' abilities to design effective lessons, including through training, mentoring, and ongoing professional development.

Based on the above description, it can be understood that lesson planning skills play a crucial role in determining the effectiveness of the learning process and the results of student learning evaluations. Therefore, research on the influence of lesson planning skills on the effectiveness of the learning process and student learning evaluations in Islamic elementary schools (MI) is relevant. This research is expected to provide a clearer picture of the role of lesson planning in improving the quality of education, particularly at the elementary madrasah level, and serve as a basis for policymaking to improve teacher competency in the future.⁴

METHOD

This study uses a quantitative approach to examine the influence of lesson planning skills on the effectiveness of the learning process and student learning evaluation outcomes at an elementary school. The quantitative approach was chosen because this study emphasizes measuring research variables in numerical form and statistical analysis to determine the relationships between the variables studied. This method allows researchers to obtain an objective picture of the extent of the influence of lesson planning skills on the predetermined dependent variables.

The type of research used is causal associative research, namely research that aims to determine the cause-and-effect relationship between independent and dependent variables. In this study, learning planning skills serve as the independent variable, while the effectiveness of the learning process and student learning evaluation results serve as the dependent variables. The relationship between these variables was analyzed using linear regression techniques to determine both simultaneous and partial effects.

³Dedi Setiawan. Analysis of learning effectiveness from the perspective of teacher learning planning. *Journal of Elementary Education and Learning*, pp. 26–38.

⁴Rizky Hidayat and Putri Lestari. The relationship between learning planning and student learning evaluation results. *Journal of Islamic Education and Educational Technology*, pp. 39–52.



The population in this study was all teachers at the Madrasah Ibtidaiyah (Islamic elementary school) that served as the research object. Sampling was conducted using specific techniques tailored to the research needs, resulting in a representative sample. The selected sample is expected to be representative of the characteristics of the population as a whole, allowing the research results to be generalized to the broader context of the MI environment.⁵

Data collection techniques used questionnaires distributed to teachers to measure their lesson planning skills. The questionnaire instrument was developed based on indicators covering teachers' abilities to formulate learning objectives, develop materials, select learning methods, determine media, and design evaluations. Furthermore, student learning evaluation data was obtained through existing academic grade documentation at the school. This data was used to measure student learning outcomes as the dependent variable.⁶

Before further analysis, the research instruments were first tested for validity and reliability to ensure the data obtained was accurate and reliable. Validity testing was used to determine the extent to which the instrument was able to measure what it was supposed to, while reliability testing was used to assess the consistency of measurement results when repeated.

The data analysis technique used in this study was simple or multiple linear regression, depending on the number of independent variables analyzed simultaneously. This analysis aimed to determine the extent of the influence of lesson planning skills on the effectiveness of the learning process and student learning evaluation outcomes. Furthermore, a significance test was conducted to determine whether the resulting effect was statistically significant.

The data analysis phase begins with classical assumption tests, including normality, linearity, and homogeneity tests, to ensure the data meets the requirements for regression analysis. Hypothesis testing is then conducted to determine whether there is a significant relationship between the independent and dependent variables. The analysis results are then interpreted to answer the research problem formulation.

By using this research method, it is hoped that objective and scientifically accountable results can be obtained regarding the influence of learning planning skills on the effectiveness of the process and results of student learning evaluation in Madrasah Ibtidaiyah.⁷

⁵Ahmad Fauzi. The role of teachers in improving the quality of learning through effective planning. *Journal of Education and Teaching*, pp. 53–65.

⁶Dewi Nuraini and Budi Prasetyo. Effectiveness of learning in elementary madrasahs based on teacher skills. *Journal of Elementary Madrasah Education*, pp. 66–78.

⁷Teguh Kurniawan. The influence of teacher pedagogical competence on student learning outcomes. *Journal of Elementary and Secondary Education*, pp. 79–92.



RESEARCH RESULTS AND DISCUSSION

Overview of Teachers' Learning Planning Skills in Elementary Madrasahs in Developing Learning Tools and Strategies

The results of this study indicate that the learning planning skills of teachers in Madrasah Ibtidaiyah are in the fairly good category, although several aspects still need to be improved to achieve optimal quality. The learning planning referred to in this study encompasses teachers' ability to develop learning tools such as learning objectives, teaching materials, learning methods, learning media, and evaluation instruments. In general, most teachers have an adequate basic understanding of developing these learning tools, but the level of depth and consistency in their application varies among individuals.

In terms of formulating learning objectives, teachers are generally capable of formulating objectives that align with the applicable curriculum. Most of the learning objectives developed address the competencies students want to achieve, including knowledge, skills, and attitudes. However, some learning objectives are still found to be less operational and do not fully reflect measurable achievement indicators. This indicates that teachers' ability to formulate specific and measurable learning objectives still needs improvement to ensure a more focused learning process.⁸

When developing learning materials, teachers tend to rely on existing textbooks. While using textbooks as the primary learning resource facilitates the planning process, it can also limit the variety of materials presented to students. Some teachers have begun developing supplementary materials tailored to students' life contexts, but these remain limited. Developing materials that are more contextual and relevant to students' environments is crucial for enhancing student understanding and learning interest.

In terms of learning method selection, research results show that teachers have used various methods such as lectures, discussions, question-and-answer sessions, and assignments. The lecture method remains the most dominant method used in the learning process. This is due to its ease of implementation and time efficiency in delivering material. However, the use of more varied and student-centered methods still needs to be improved to make learning more active, interactive, and enjoyable. Teachers who are able to choose methods that are appropriate to the characteristics of the material and students tend to produce more effective learning.

The use of learning media also shows quite varied results. Some teachers have utilized learning media such as images, simple props, and digital media in the learning process. However, the use of learning technology is still not evenly distributed across all classes. Some teachers still rely on conventional media due to limited facilities and skills in operating technology. However, the appropriate use of learning media can help

⁸Ratna Sari and Agus Wibowo. Implementation of learning planning to improve student learning activities. *Journal of Educational Sciences*, pp. 93–105.



improve students' understanding of the material and make the learning process more engaging.⁹

Furthermore, in planning learning evaluations, teachers generally develop assessment instruments that cover knowledge through written tests, as well as attitudes and skills through observation and assignments. However, there is still a tendency for evaluations to focus more on cognitive aspects than affective and psychomotor aspects. This suggests that teachers' understanding of comprehensive learning evaluation still needs to be improved to ensure more comprehensive student assessments.

Overall, the lesson planning skills of teachers in Islamic elementary schools indicate that they possess a fairly good foundation of competencies in developing learning materials. However, there are still gaps in implementing more innovative, creative, and student-centered planning. These suboptimal planning skills have the potential to impact the quality of classroom learning.

Research also shows that teachers with more teaching experience tend to have better planning skills than new teachers. This is due to accumulated experience in dealing with various learning situations, which makes teachers more experienced in designing learning strategies. However, experience alone is insufficient without ongoing knowledge updates and training.

Furthermore, school environmental factors also influence teachers' lesson planning skills. Schools with adequate facilities and a collaborative work culture tend to produce teachers who are better prepared to design lessons. Conversely, limited resources and a lack of professional support can hinder the development of lesson planning skills.

In this context, it is crucial for educational institutions to focus more on improving teacher competency, particularly in lesson planning. Training, workshops, and other professional development activities can be effective tools for enhancing teachers' abilities to develop higher-quality learning materials. This is expected to encourage teachers to be more creative and innovative in designing learning that meets students' needs.

Theoretically, lesson planning skills play a crucial role in determining the success of the learning process. Good planning provides clear direction for the implementation of learning, enabling teachers to manage their classes more effectively. Furthermore, thorough planning also enables teachers to anticipate various obstacles that may arise during the learning process.

Based on the results of this study, it can be concluded that teachers' lesson planning skills in Madrasah Ibtidaiyah are already at a fairly good level, but still require improvement in several key aspects. These improvements primarily relate to learning innovation, the use of technological media, and the development of more comprehensive evaluations. With these improvements, it is hoped that the quality of learning in Madrasah

⁹Eka Yuliana. Analysis of the relationship between learning planning and elementary school student learning outcomes. *Journal of Education and Learning Innovation*, pp. 106–118.



Ibtidaiyah will further improve and positively impact overall student learning outcomes.¹⁰

Analysis of the Level of Effectiveness of the Learning Process in Elementary Madrasahs Based on Student Involvement and the Quality of Class Interactions

The results of the study indicate that the level of effectiveness of the learning process in Madrasah Ibtidaiyah is generally in the fairly effective category, with variations influenced by student engagement and the quality of classroom interactions that occur during the learning process. Learning effectiveness in this study was measured through several main indicators, namely the level of student participation in learning activities, the quality of interactions between teachers and students, student responses to learning, and the teacher's ability to manage the classroom actively and conductively.

Regarding student engagement, the research results indicate that the majority of students participated in learning activities, although the level of engagement was not uniform across classes. Students tended to be more active in discussions, Q&A sessions, and group activities compared to lecture-dominated learning. This suggests that a more interactive learning approach has a positive impact on student engagement. However, some students remained passive, receiving information in a one-way format without providing a significant response. This indicates that efforts are still needed to improve learning strategies that can engage all students equally.

Student engagement is also influenced by self-confidence and motivation to learn. Students with high learning motivation tend to be more active in asking questions, answering questions, and participating in class discussions. Conversely, students who lack confidence or motivation tend to be passive. This shows that learning effectiveness is determined not only by the methods used by teachers, but also by students' psychological factors, which must be considered during the learning process.

Regarding the quality of classroom interactions, research results indicate that interactions between teachers and students are progressing quite well. Teachers are generally able to create a communicative classroom atmosphere, where students are given the opportunity to express their opinions and ask questions about material they don't yet understand. This two-way interaction is a crucial factor in improving student understanding of the learning material. However, the intensity of quality interactions remains inconsistent across learning sessions.¹¹

In some cases, classroom interaction is still dominated by the teacher, leaving students largely passive listeners. This situation occurs primarily in learning that uses the lecture method as the primary method. While this method is effective for delivering material quickly, it does not encourage active interaction between teacher and students.

¹⁰Indra Pratama. Learning evaluation as a measuring tool for the success of the teaching and learning process. *Journal of Educational Research*, pp. 119–132.

¹¹Nurul Hidayati and Agus Salim. The relationship between learning strategies and student learning evaluation results. *Journal of Modern Elementary Education*, pp. 159–171.



Therefore, a variety of learning methods are needed that emphasize active student participation to optimize classroom interaction.

Furthermore, the quality of classroom interactions is also influenced by the teacher's ability to manage the classroom. Teachers with good communication skills tend to create a more lively and enjoyable learning environment. Teachers also play a crucial role in building positive relationships with students, ensuring they feel comfortable participating in learning. A good relationship between teachers and students has been shown to increase student engagement in the learning process.

Research also shows that the use of instructional media plays a role in increasing the effectiveness of the learning process. Engaging instructional media can help foster more active interactions between teachers and students. Students become more engaged in learning when material is presented through visual, audio, or technology-based media. However, limited media use in some classrooms remains a barrier to creating interactive learning.

The effectiveness of the learning process is also reflected in students' ability to comprehend the material presented by the teacher. Students who are actively involved in the learning process tend to have better comprehension than those who are passive. This indicates that student engagement is closely related to learning outcomes. The greater the student's involvement in learning, the greater their level of understanding of the material being taught.¹²

Furthermore, a conducive classroom atmosphere is also a crucial factor in supporting effective learning. A conducive classroom is characterized by student discipline, orderliness in the learning process, and an atmosphere that fosters positive interactions between teachers and students. Teachers play a crucial role in creating these conditions through effective classroom management and appropriate approaches to students.

However, this study also identified several obstacles to achieving optimal learning effectiveness. One major obstacle is the significant diversity of student characteristics within a single class. Differences in academic ability, motivation, and student background present challenges for teachers in managing effective learning. Furthermore, limited learning time is also a factor affecting the intensity of classroom interaction.

Overall, the effectiveness of the learning process at Madrasah Ibtidaiyah can be said to be quite good, but still requires improvement, especially in terms of equitable student engagement and improving the quality of classroom interactions. Effective learning is determined not only by good material delivery, but also by the extent to which students actively participate in the learning process and how the interactions between teachers and students support the achievement of learning objectives.

¹²Muhammad Ridwan and Siti Aisyah. The influence of learning planning on the quality of student learning outcomes in elementary schools. *Journal of Education and Learning*, pp. 133-145.



Thus, improving learning effectiveness needs to focus on developing more participatory learning strategies, utilizing a wider variety of learning media, and improving teachers' ability to manage classroom interactions. These efforts are expected to create a more active, interactive, and meaningful learning process for students in Islamic elementary schools.¹³

Description of Student Learning Evaluation Results as a Reflection of the Success of the Learning Process in Elementary Madrasahs

The results of student learning evaluations at Madrasah Ibtidaiyah (Islamic elementary schools) show a fairly diverse picture, but are generally in the good category and reflect that the learning process has been running at a relatively effective level. The learning evaluations in this study include cognitive assessments obtained through written tests, as well as affective and psychomotor assessments obtained through teacher observations of student attitudes and skills during the learning process. These three aspects are used to provide a more comprehensive picture of the success of the learning that has been implemented.

In terms of cognitive aspects, the research results show that the majority of students achieved scores above the minimum completion criteria set by the school. This indicates that students were generally able to understand the learning material presented by the teacher. The material presented in the lessons was well received by students, especially in basic subjects such as Indonesian, Mathematics, and Religious Education. However, a small number of students still did not achieve learning completion, indicating differences in academic ability among students in the same class.

These differences in learning outcomes are influenced by several factors, one of which is the level of student engagement in the learning process. Students who are active during learning tend to achieve better results than those who are less active. This indicates that student participation in the learning process plays a significant role in determining learning evaluation results. Furthermore, student motivation is also a factor influencing learning outcomes. Students with high motivation tend to be more engaged in learning and understand the material more easily.

In terms of affective aspects, the evaluation results showed that the majority of students exhibited positive attitudes during the learning process. This attitude was demonstrated through discipline, a sense of responsibility, and the ability to collaborate with classmates. Teachers also assessed that students had a relatively positive attitude toward teaching and learning activities, although some students still displayed a lack of focus or discipline during the lesson. This is an important concern for teachers in developing students' character more intensively.

Meanwhile, in terms of psychomotor skills, students demonstrated quite good abilities in carrying out practical tasks assigned by the teacher. Activities such as

¹³Ahmad Zulkarnain. Teacher skills in designing effective learning in Islamic elementary schools. *Journal of Islamic Education*, pp. 146–158.



presentations, simple exercises, and group assignments were successfully carried out by the majority of students. This indicates that students not only understand the material theoretically but are also able to apply it in the form of skills. However, students' psychomotor skills still need to be further developed through more practice-based learning and hands-on activities.¹⁴

The overall results of this learning evaluation reflect that the learning process at the Madrasah Ibtidaiyah (Islamic elementary school) has been running quite well, although there are still several aspects that need improvement. The achievement of these satisfactory learning outcomes is inseparable from the role of teachers in designing and implementing learning. Teachers with strong learning planning skills tend to be able to create a more focused learning process, thus positively impacting student learning outcomes.

Furthermore, the evaluation results also show a relationship between the effectiveness of the learning process and student learning outcomes. Classes with good levels of interaction between teachers and students tend to produce higher evaluation scores. This indicates that active and interactive learning processes can improve students' understanding of the material being taught. Conversely, classes with less interaction tend to produce greater variation in scores, including some students who have not achieved learning mastery.

Another factor influencing learning evaluation results is the use of learning methods and media. Teachers who employ a variety of learning methods supported by engaging media tend to produce more effective learning. Students find it easier to grasp the material because the learning process is not solely verbal but also supported by visualizations and activities that directly involve students. This impacts overall student learning outcomes.

However, research results also indicate that challenges remain in improving student learning outcomes equitably. One major challenge is the significant differences in students' initial abilities. This difference creates gaps in learning outcomes, requiring teachers to pay special attention to students with lower abilities. Furthermore, limited learning time is also a factor affecting the optimization of the learning process and learning evaluation.

In general, the results of student learning evaluations at Madrasah Ibtidaiyah (Islamic elementary schools) can be said to reflect that the learning process has been quite effective, although not yet fully optimal. These results indicate that the teacher's role in planning and implementing learning significantly influences student learning outcomes. Therefore, improving the quality of lesson planning, using more varied methods, and strengthening interaction in the learning process are crucial and must be continuously developed.

¹⁴Fajar Ramadhan. Analysis of the effectiveness of teacher-planned learning. *Journal of Education and Innovation*, pp. 172-184.

Thus, learning evaluation results serve not only as a measure of student academic achievement but also as an indicator of the success of the overall learning process. This evaluation demonstrates that the better the learning process designed and implemented by teachers, the better the learning outcomes achieved by students in Madrasah Ibtidaiyah.¹⁵

The Influence of Teachers' Learning Planning Skills on the Effectiveness of the Learning Process in Elementary Madrasahs Based on the Results of Linear Regression Analysis

The results of a linear regression analysis indicate that teachers' lesson planning skills have a positive and significant influence on the effectiveness of the learning process in Islamic elementary schools. This finding indicates that the better a teacher's lesson planning skills, the higher the effectiveness of the classroom learning process. This influence is evident in increased student engagement, the quality of classroom interactions, and the smooth implementation of more structured and directed teaching and learning activities.

Based on the data processing results, lesson planning skills significantly contribute to variations in the effectiveness of the learning process. This demonstrates that lesson planning is not merely an administrative activity, but a strategic factor that determines the success of the overall learning process. Teachers who are able to develop effective lesson plans tend to be better prepared to manage their classes, select appropriate methods, and anticipate various situations that may arise during the learning process.

In the context of effective learning processes, good planning plays a role in creating systematic and directed learning. Teachers with good planning skills are able to organize learning steps sequentially, from the initial activities, through the main activities, to the closing activities. This makes the learning process more efficient because each stage has been carefully prepared. Furthermore, good planning also helps teachers allocate time appropriately so that all material can be delivered according to learning objectives.

The analysis also shows that lesson planning skills significantly increase student engagement in the learning process. Teachers who plan lessons well tend to use more varied and student-centered methods. This encourages students to participate more actively in learning activities, such as discussions, Q&A sessions, and group work. High student engagement directly contributes to the effectiveness of classroom learning.

Furthermore, good lesson planning also impacts the quality of interactions between teachers and students. Teachers who have carefully designed learning strategies are better able to create a communicative and interactive classroom atmosphere. The interactions that occur are not only one-way but also two-way, with students having the opportunity to express their opinions, ask questions, and respond to the material

¹⁵Lina Marlina and Muhammad Iqbal. The role of learning planning in increasing student learning motivation. *Journal of Madrasah Education*, pp. 185–197.



presented. The quality of these interactions is one of the main indicators of the effectiveness of the learning process.

The linear regression results also demonstrate that variations in the effectiveness of the learning process can be largely explained by teachers' lesson planning skills, although other factors beyond the research variables also contribute. These factors include student motivation, the learning environment, facilities and infrastructure, and school management support. Nevertheless, the contribution of lesson planning skills remains a dominant factor that cannot be ignored.¹⁶

These findings also indicate that teachers with strong lesson planning skills tend to be more effective in managing their classes. Good classroom management encompasses the ability to maintain student discipline, create a conducive learning environment, and direct learning activities toward established objectives. Therefore, lesson planning impacts not only the technical aspects of learning but also the managerial aspects of the classroom.

Furthermore, good lesson planning allows teachers to be more flexible in addressing the dynamics of classroom learning. Teachers can adjust learning strategies as needed without losing track of the planned learning objectives. This flexibility is crucial for creating learning that adapts to the diverse needs of students.

Overall, the results of this linear regression analysis confirm that teachers' lesson planning skills play a crucial role in enhancing the effectiveness of the learning process in Islamic elementary schools. The better the quality of teacher planning, the more effective the classroom learning process. Therefore, improving teachers' competency in developing lesson plans is a strategic step that needs to be continuously developed to improve the overall quality of education.¹⁷

The Relationship between Learning Planning Skills and Student Learning Evaluation Results and Their Implications for Improving the Quality of Learning in Elementary Madrasahs

The research results show a positive and significant relationship between teachers' lesson planning skills and student learning evaluation results in Madrasah Ibtidaiyah (Islamic elementary schools). This relationship indicates that the better teachers' lesson planning skills, the better the learning outcomes achieved by students. Lesson planning skills are a crucial factor that indirectly influences the quality of students' academic achievement through a more focused, systematic, and effective learning process.

This relationship can be seen in how good lesson planning can create a more optimal learning process. Teachers with strong planning skills are able to formulate clear learning

¹⁶Andi Saputra. The influence of teacher competence on the effectiveness of the learning process in elementary schools. *Journal of Teacher Education*, pp. 198–210.

¹⁷Bambang Setyawan. Learning planning as a determining factor in student learning success. *Scientific Journal of Education*, pp. 224–236.



objectives, select appropriate methods, and determine appropriate media and evaluation. The alignment between these learning components makes it easier for students to understand the material presented. A good understanding of the learning material then impacts improved student learning evaluation results, across cognitive, affective, and psychomotor aspects.

Furthermore, lesson planning skills also play a role in fostering more active student engagement during the learning process. Students who are actively engaged in learning tend to have a deeper understanding of the material, thus achieving better evaluation results. Conversely, a lack of proper planning can lead to less engaging learning, resulting in lower student engagement and decreased learning outcomes.¹⁸

Research also shows that teachers with good lesson plans tend to be better able to anticipate student learning difficulties. Through careful planning, teachers consider various learning strategies that can be used to help students understand the material more easily. This includes the use of varied methods, engaging learning media, and assessments tailored to student abilities. This ensures the learning process is more adaptive to the diverse needs of students.

The relationship between lesson planning skills and student learning outcomes also demonstrates that good planning impacts not only the learning process but also the final outcomes achieved. Learning outcomes evaluations have shown that students in well-planned learning tend to achieve higher grades than those in less structured learning. This underscores the importance of lesson planning in improving the quality of learning outcomes.

The implications of these findings for improving the quality of learning in Islamic elementary schools are significant. First, teachers' competencies in developing high-quality lesson plans are needed. Teachers need to be equipped with the skills to design lessons that focus not only on delivering material but also on developing students' overall potential. This can be achieved through ongoing training, workshops, and professional development activities.¹⁹

Second, the results of this study imply the importance of educational institutions' support in providing facilities and environments that support effective learning planning. The availability of adequate facilities and infrastructure will assist teachers in implementing their lesson plans. Furthermore, school management support is also needed to provide teachers with sufficient space to develop innovations in learning.

Third, improving the quality of learning can also be achieved by strengthening a culture of collaboration among teachers in designing lessons. Through collaboration,

¹⁸Maya Lestari and Dimas Pratama. Analysis of teacher skills in developing learning materials. *Journal of Elementary Education and Teaching*, pp. 237–249.

¹⁹Sinta Dewi and Rudi Hartono. Learning evaluation and its relationship to student learning outcomes. *Journal of Elementary Education Research*, pp. 211–223.



teachers can share experiences, strategies, and innovations in lesson planning. This will improve the overall quality of planning and impact student learning outcomes.

Fourth, these findings also imply the importance of ongoing evaluation of teacher learning plans. Evaluation should not only focus on student learning outcomes but also on the teacher's planning process. This way, weaknesses in planning can be promptly addressed to improve the quality of future learning.

Overall, the relationship between lesson planning skills and student learning outcomes indicates that lesson planning is a key factor in improving the quality of education in Islamic elementary schools. The better the quality of teacher planning, the higher the learning outcomes achieved by students. Therefore, improving lesson planning skills should be a priority in efforts to continuously improve the quality of learning.²⁰

CONCLUSION

Based on the research and discussion regarding the influence of lesson planning skills on the effectiveness of the learning process and student evaluation outcomes in Islamic elementary schools, it can be concluded that teachers' lesson planning skills play a crucial role in determining the quality of learning. Good lesson planning has been shown to create a more focused, systematic, and effective learning process, thus increasing student engagement and the quality of classroom interactions.

The research results show that teachers' lesson planning skills are considered quite good, although several aspects still need improvement, particularly in terms of learning innovation, the use of technology-based learning media, and the development of more comprehensive evaluations. Teachers with better planning skills tend to be able to manage learning more effectively and create a more conducive learning environment.

Furthermore, the effectiveness of the learning process at the Madrasah Ibtidaiyah (Islamic elementary school) is also considered quite effective. This is evident in the relatively active level of student engagement and the relatively good quality of teacher-student interaction, although it is still not evenly distributed across all classes. More interactive learning has been shown to increase student participation in teaching and learning activities.

The results of the student learning evaluation indicate that, in general, students have achieved good learning outcomes, particularly in cognitive aspects. However, some students have not yet achieved learning completion, requiring more attention to the learning process to ensure more equitable learning outcomes. These evaluation results reflect that the ongoing learning process has been quite successful, but still needs improvement.

Linear regression analysis shows that lesson planning skills have a positive and significant influence on the effectiveness of the learning process. The better a teacher's

²⁰Hendra Gunawan. Learning effectiveness as viewed from the quality of teacher planning. Indonesian Journal of Education, pp. 250–262.



lesson planning skills, the more effective the classroom learning process. Furthermore, there is a positive and significant relationship between lesson planning skills and student learning evaluation results, indicating that good lesson planning contributes to improved student learning outcomes.

Overall, it can be concluded that lesson planning skills are a crucial factor in the success of the educational process in Islamic elementary schools. Improving teachers' lesson planning skills will have a direct impact on the effectiveness of the learning process and student learning outcomes. Therefore, efforts to improve teachers' competency in lesson planning need to be continuously implemented to improve the overall quality of education.

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