



# The Impact of Islamic Education Teacher Competence on Student Achievement in Elementary Schools

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## Abstract

This study aims to determine how much impact the competence of Islamic Religious Education teachers has on student achievement in elementary schools. This study used a quantitative method with a correlation type, the data source was taken by using a questionnaire to twenty respondents, and the data were analyzed using Excel 2013. The results of the analysis showed that the teacher's competence obtained a calculated value of 0.41, while the r table was 0.44 at the level significant 5% and N = 20, the results of the analysis obtained that the calculated value < table value (0.41 < 0.44), it can be concluded that there is no relationship between the competency of Islamic Religious Education teachers and student achievement. The results of this study can be used as initial data for future researchers in examining different issues related to this problem and various other issues that are relevant to this context.

## Introduction

Education as a system has many components that interact, collaborate, and are interdependent to achieve educational goals. From this understanding, it is clear that the education in question does not only cover general education which only emphasizes the IQ (Intelligence Quotient) of students, but education must also be able to increase the EQ (Emotional Quotient) and SQ (Spiritual Quotient) of students, namely through religious education. The learning process is the core of education in schools, without good quality learning, the quality of good school education will decline. Various initiatives to improve the quality of school education will not be able to reach their maximum potential until the learning process is improved (Rahim, 2022). The learning process, both inside and outside the classroom, is closely related to high-quality education (Sinambela, 2017).

One of the most significant variables in the growth of the learning process is the teacher. The presence of a good teacher can produce high-quality learning. The concept of the teacher has been discussed by many experts, the teacher in general is a person who is authorized and responsible for the education of students, both individually and classically, both at school and outside of school. In general, Islam views teachers as seeking the development of all potential/aspects of students, both cognitive, affective, and psychomotor aspects (Nurrahmawati & Suheri, 2020).

The teacher's responsibility in the learning process is a collaborative effort between teachers and students that requires careful planning and preparation. To achieve this, a

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teacher must understand what must be prepared and mastered, such as what is needed for a teacher to teach, what must be prepared before teaching, and how to evaluate it (Hasnah & Martono, 2020). Teachers are the driving force behind the implementation of education, so teachers are human resources who have a large impact on student achievement (Napalia et al., 2019). Hionik states that competence is a set of knowledge, skills, experience, and qualities that support the achievement of goals (Blaskova et al., 2015). Teachers are a basic part of the education system and have an important and decisive role in the quality of education and how well students learn (Koc & Celik, 2015). So that in Law no. 14 of 2005 concerning Teachers and Lecturers states "Teacher competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by teachers in carrying out professional tasks".

Teachers must be able to process learning methods, read curricula, create, select, and use learning media, and evaluate both through tests and observations (Blaskova et al., 2015). Because students can directly witness the teacher's performance in class, it is hoped that the good performance shown by the teacher will have a positive impact on student learning (Zana et al., 2021). As a result, if there are students who behave inappropriately, it could be because the teacher does not set a positive example. Students will be interested in participating in the learning process because of the teacher's competence, as well as the teacher's function as inspiration (Hapsari et al., 2021).

The duties and roles of the teaching profession have evolved over time, from the transfer of knowledge (delivering knowledge) to the transfer of values and norms (delivering values and norms), with a description in schools, the current teacher's responsibilities include educating, teaching, guiding, directing, train, assess, and evaluate students (Herawati, 2017). The success of a learning process is assisted by the presence of a teacher. To produce quality students, an educator must have the necessary knowledge and skills.

A teacher's capacity to teach is directly proportional to his level of education (Nurhikmah et al., 2021). Thus, the government stipulates laws and regulations related to competency requirements, credentials, and teacher certification to produce competent teachers who can fulfill the duties and functions of a good education. Several qualities of teachers who are considered competent can be identified; (1) being able to develop responsibilities well, (2) being able to carry out their roles and functions properly, (3) being able to work to achieve education in schools, and (4) being able to carry out their roles and functions in classroom learning (Hasby et al., 2021).

Looking at the results of student learning achievement, it turns out that there are still many students who score below the KKM average. The minimum Completeness Criteria is 75. This causes students to be unenthusiastic and tends not to pay attention to the teacher's explanation.

This is similar to research conducted by Mudrikah, (2021) this research is an ex post facto study that aims to determine the effect of the pedagogic skills of Islamic Religious Education teachers on improving student learning outcomes. Daily test score sheets and questionnaire sheets were used to collect data for this study. The level of influence between the two variables determined by statistical analysis is in the very strong group, 0.714 to be precise. The coefficient of determination is R square 0.509. As a result, the teacher's pedagogic ability accounts for 50.9% of students' Islamic learning outcomes, with the balance governed by other variables. The results showed that the Pedagogic competence of Islamic Religious Education Teachers had a positive and significant effect on the learning outcomes of class XI students of senior high school 3 Parepare (Mudrikah, 2021).

Islamic Religious Education teachers should be able to actualize Islamic ideals and absorb them in their own lives so that students emulate the teacher's attitude (Sariah, 2018). On the other hand, the teacher must try to realize the values and norms of education in students as students who are obedient and exemplary individuals. Teachers, in other words,

are also bound by a code of ethics. An educator becomes dominant over his students by trying to internalize educational values and norms (Nuryovi et al., 2018). Teachers have an important role to change the behavior and thinking of students toward achieving educational goals. Therefore, teachers must be reviewed for the readiness of implementing learning and competence in organizing learning (Umar, 2019). The competence of a teacher is an important factor in achieving student achievement. In other words, student achievement is a reflection of the success of a teacher in teaching.

Learning achievement is the result of student thinking so students who achieve high results when compared with the average achievement of their peers are considered achievers. Learning outcomes obtained after completing a series of learning activities are referred to as learning achievements. Learning achievement can be shown by a teacher's assessment of the number of disciplines studied by students. Of course, the goal of each learning activity is to achieve the best results (Maryance, 2020). Learning achievement is strongly influenced by various elements during the achievement process (Agusniar, 2015).

Some research conducted by Sultan & Shafi, (2014), Prasertcharoensuk et al., (2015), Najmulmunir (2009), Mudrikah, (2021), Akiri, (2013), Astuty, (2015) shows that there is a significant relationship between teacher competence and student achievement. Teacher competence makes a positive contribution to improving student achievement.

Based on the results of research entitled the effect of teacher competence on student achievement conducted it was concluded that teacher competence can contribute to increased learning achievement by being able to be an active, creative, innovative role model and have highly integrity at school. This study aimed to determine teachers' pedagogical competence, personal competence, social competence, and professional competence in improving learning achievement in junior high schools in the city of Banda Aceh. This research uses a descriptive method with a qualitative approach. Data collection techniques using observation, interviews, and documentation studies.

The research subjects were school principals, vice principals for curriculum, teachers, chairpersons of subject teacher deliberations, and students. The results showed: (1) Pedagogic competence is prioritized for managing students by understanding the potential and diversity of students, understanding the foundation and philosophy of education, being able to develop plans and learning strategies, using information from assessment and evaluation results to design remedial and enrichment programs and not all teachers are able to carry out classroom action research. (2) Personal competence, among other things, the teacher respects the diversity of ethnicities and religions adhered to by each student and is a role model who is honest, firm, wise, and able to maintain a good name. (3) Social competence, teachers can communicate verbally and in writing, are able to interact effectively with students, fellow educators, educational staff, and parents/guardians of students; and get along well with the local community. (4) Professional competence, the teacher has mastered the scientific substance related to the field of study, understands the teaching material in the school curriculum, and understands the structure, concepts, and scientific methods that cover or are coherent with the teaching material.

Based on research concluded that the professional ability of teachers is one of the determining factors for being innovative and having high integrity in schools. Teachers are said to be professional if they have the ability to carry out learning, master the foundation of education, master lesson materials, manage teaching and learning programs, carry out teaching and learning processes, assess student achievement, recognize the functions of guidance and counseling services in schools, carry out school administration, establish cooperation with colleagues, understand the principles and interpret the results of educational research for teaching purposes.

Based on research on the influence of teacher competence on student achievement in accounting subjects at Vocational High Schools throughout the city of Bandung. The purpose of this research was to determine the effect of accounting teacher competency consisting of pedagogical, professional, social, and vocational personality on learning

achievement in vocational schools at Bandung. The method used in this research is descriptive verification. The technique used in the sampling is simple random sampling. The sample is 93 students in 17 Vocational High Schools consisting of 14 private vocational schools and 3 vocational high schools. To obtain data on teacher competence was obtained by distributing questionnaires to 93 students while achievement data was obtained from value UAS productive competency class XII in 1st half of school. Overview of pedagogical and social accounting teachers belong to the category of high, while professional and personality competence is in the category of being. Preview vocational achievement in Bandung, which is accounting majors were classified in the moderate category. To test this hypothesis in this research using multiple regression with the help of SPSS V 16.0 for Windows. The results showed the four competencies of teachers contributed influence on the achievement of 25,5% while the remaining 74,5% is influenced by other variables not included in this research. The results of hypothesis testing, F test known pedagogical, professional, social, and personality simultaneously influential and significant against learning achievement. The results of the t-test known pedagogical have an influence on academic achievement, professional competence has an impact on academic achievement, social competence has an influence on academic achievement and personal competencies have an impact on academic achievement.

Teacher is responsible for encouraging student independence in learning, and cultivating positive attitudes and perceptions of learning so as to be able to increase student achievement from learning outcomes. Furthermore, Research in South Africa found that subject knowledge, teaching skills, lecturer attendance, and lecturer attitudes had a significant positive effect on student academic achievement. Research by (Akiri, 2013) in Nigeria, with 300 teachers as respondents, shows that effective teachers produce better-performing students. Similar results were obtained by (Wamala & Seruwagi, 2012) who conducted research in Uganda. High teacher competence affects high student academic achievement in reading and arithmetic. (Astuty, 2015) in Indonesia shows the same thing that the competence of lecturers (teachers) has a significant impact on student academic achievement.

Although most of the previous studies stated that there was a significant and positive relationship between teacher competence and student achievement, conducted research in Ghana showed the opposite results. The high quality of teachers in terms of academic and professional qualifications did not affect student learning outcomes. Similar results were also obtained by (Sanda, 2016). This Kenyan study showed no significant relationship between teacher qualifications and student achievement.

## Method

This study uses a quantitative method with a correlational approach. Quantitative research is used to show the truth of the relationship between variables or events. Data analysis techniques in quantitative (statistical) research objectively (Sukmawati et al., 2021). In this study, a questionnaire was used as an instrument (Utami & Gafur, 2015). The data source was taken from twenty selected respondents using a simple random sampling technique. Questionnaire data were analyzed using Excel 2013.

In this research, the researcher connects a variable with other variables to understand a phenomenon by determining the level of relationship between these variables. There are two kinds of variables used in this study, namely variable X which represents the competence of Islamic Religious Education teachers, and variable Y which represents student achievement.

## Findings and Discussions

### Description of the Competence of Islamic Religious Education Teachers (Variable X)

The teaching and learning process is not the only factor that influences the success of a teacher, but also setting clear goals, mastering the material, choosing the right technique, using the right instrument, and evaluating. Another factor to consider is the teacher's

success in preventing student behavior from interfering with the teaching and learning process, as well as the physical state of learning and the ability to manage it. After the Islamic Religious Education Teacher Competency, the researcher held a final test to determine the success of the Islamic Religious Education Teacher Competence. Several factors must be considered as prerequisites for the formation of an effective and efficient learning model in the Competence of Islamic Religious Education Teachers. The table below shows the frequency and percentage of Islamic Religious Education Teacher Competency.

**Table 1. Percentage of Competency Impact**

Category	Interval Shoe	Frequency
Very high	$\geq 89\%$	7
Height	71%-88%	13
Currently	53%-70%	0
Low	27%-52%	0
Very low	$\leq 27$	0
Total		20

Based on the Competency Needs of Islamic Religious Education Teachers in the learning process what must be done is to find or build an effective teaching and learning environment. It is hoped that with good learning arrangements, the teaching and learning process will run smoothly.

**Description of Student Achievement (Variable Y)**

Based on student achievement, the researcher conducted a targeted learning process. After the learning activities, the researcher conducted a final test to measure student achievement. The presentation of the percentage of students, namely:

**Table 2. Percentage of Student Achievement (Variable Y)**

No	Category	Interval Shoes	Frequency
	Very high	$\geq 17\%$	20
	Height	13%-16%	-
	Currently	11%-13%	-
	Low	7%-10%	-
	Very low	$\leq 7$	-
	Total		20

Research Instruments were used to collect evidence of success, expressed as learning achievements. In this scenario, one of the methods that can reveal the level of student achievement is evaluating student achievement because it is in the high category. It can be seen that the level of ability or achievement of student learning achievement determines the student's predicate based on the value of the assessment findings that have been carried out.

**The Effect of Variable X and Variable Y**

The researcher applies the product moment formula by entering the collected data into the table, especially the influence between the variables X (Islamic Religious Education Teacher Competence) and Y (student achievement).

**Table 3. Variable X and Variable Y**

Student Code	X	AND	X <sup>2</sup>	AND <sup>2</sup>	XY
1	14	60	196	3600	840
2	14	56	196	3136	784
3	16	60	256	3600	960
4	16	61	256	3721	976
5	16	57	256	3249	912
6	20	54	400	2916	1080

7	18	75	324	5625	1350
8	16	59	256	3481	944
9	17	60	289	3600	1020
10	16	60	256	3600	960
11	16	60	256	3600	960
12	20	75	400	5625	1500
13	20	75	400	5625	1500
14	20	57	400	3249	1140
15	15	58	225	3364	870
16	15	58	225	3364	870
17	16	58	256	3364	928
18	15	67	225	4489	1005
19	17	58	289	3364	986
20	16	60	256	3600	960
21	333	1228	5617	76172	20545

The results of data calculations influence the competence of Islamic Religious Education teachers on student achievement in processing with assistance *EXCEL 2013*. Then the basic statistical results are obtained in the following table:

**Table 4. Description of the Impact of the Competence of Islamic Religious Education Teachers on Student Achievement**

No	Descriptive	Teacher Competency	Student Achievement
	N	20	20
	Mean	61	17
	Std	6.37	1.95
	Minimum	54	14
	Maximum	75	20

In the table, it can be seen that in the descriptive statistics on teacher competence and student achievement, there is an average difference between the two, where the average value of teacher competence is higher than student achievement with a difference of 44 (61-17), at the standard deviation value level the teacher's competency score is higher with a difference of 4.42 (6.37-1.95), at the minimum level the teacher's competency value is higher than student achievement with a difference of 40 (54-14), and at the maximum level the teacher's competency value is higher than the achievement score students with a difference of 50 (77-20).

To find out whether there is an impact of the competence of Islamic education teachers on student achievement, the work step that must be done is to formulate a hypothesis

Ha: "There is an impact of the competence of Islamic Religious Education teachers on student achievement."

Ho: "There is no impact of the competence of Islamic Religious Education teachers on student achievement."

The calculated "r" number obtained is 0.41. When consulted on the value of "r" product moment, with N of 20 with a significant rate of 5%, namely 0.44. So that  $r < r_{table}$ , namely  $0.41 < 0.44$ . Thus, based on the calculation results it is known that there is no positive correlation between the competence of Islamic Religious Education teachers (X) and student achievement (Y).

This study aims to determine the impact of teacher competence on student achievement. Data collection is done by questionnaire. Questionnaires are used to determine teacher competence and student achievement. Teacher competence is the ability that must be owned by teachers from the preschool level, elementary level, and secondary level according to the level and type of education occupied. The teacher is someone who works as a teacher who is obtained through the level of teacher education. Learning

achievement is the level of success of students in learning a subject matter at school which is expressed in the form of scores obtained from test results regarding a certain subject matter. Whereas in the Big Indonesian Dictionary, what is meant by learning achievement is the mastery of knowledge or skills developed by subjects, usually indicated by test scores or scores obtained by the teacher.

There are many factors that influence student achievement as explained in the literature review. In connection with this problem, the author deliberately cites the opinion of Gunarsa (1990: 48) about the factors that affect the learning process of children at school, namely: "(1) a person (personal); (2) material studied; (3) ways of learning".

In-depth knowledge and understanding of learning achievement indicators are needed when someone is going to use evaluation tools and tips. Muhibbin (2008: 150) suggests that the urgency of in-depth knowledge and understanding of the types of learning achievements and their indicators is that the selection and use of evaluation tools will become more appropriate, reliable, and valid.

Based on the results of the product-moment correlation analysis, the relationship between teacher competency and student achievement obtained a calculated value of 0.41. While the table is 0.44 at a significant level of 5% and  $N = 20$ . From the results of this analysis, it can be seen that the value of  $r_{count} < r_{table}$  ( $0.41 < 0.44$ ).

## Conclusion

Based on the results of the research and the results of data processing, the conclusion in this study is that there is no positive correlation between the competence of Islamic Religious Education Teachers (X) and student achievement (Y) with a count value senior high school than a table of  $0.41 > 0.44$ .

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