



The Influence of Al Quran Hadis Teacher Competence on Student Learning Outcomes at MTsS Madinatun Najah Rengat

Hawa Reskia¹, Risnawati^{2*}

^{1,2} Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia

Correspondence e-mail * : risnawati@uin-suska.ac.id

Abstract: This study examines the influence of Al Quran Hadis teacher competence on student learning outcomes at MTsS Madinatun Najah Rengat. Teacher competence is treated as a professional capacity that includes pedagogical, professional, social, and personal dimensions. The study used a quantitative correlational design with simple linear regression. The research participants were 30 students selected through purposive sampling. Data were collected through questionnaires, documentation of Al Quran Hadis scores, and classroom observation. Descriptive statistics, normality testing, linearity testing, Pearson correlation, ANOVA, t testing, and coefficient of determination were used to analyze the data. The normality test showed that the data were normally distributed, and the linearity test confirmed a linear relationship between teacher competence and student learning outcomes. The Pearson correlation value was 0.440 with a significance value of 0.015, indicating a moderate positive relationship. The regression model produced the equation $Y = 55.280 + 0.646X$. The R Square value was 0.194, meaning that teacher competence explained 19.4 percent of the variation in student learning outcomes. These findings show that Al Quran Hadis teacher competence has a positive and significant effect on learning outcomes, while other learning factors remain important for further study. This study contributes by providing school-specific quantitative evidence on Al Quran Hadis teacher competence at the madrasah level, a context that has received limited direct empirical testing. It also shows that teacher competence explains a measurable but limited proportion of learning outcomes, so student engagement and classroom support should be examined in future studies.

Keyword: Teacher competence; Al Quran Hadis; Learning outcomes; Madrasah; Islamic education

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Introduction

Teacher competence is a central issue in studies of learning quality because teachers are directly involved in lesson planning, classroom implementation, assessment, and pedagogical interaction. In Al-Qur'an Hadith learning, competence does not only refer to mastery of subject matter, but also to the ability to explain the meaning of verses and hadith, choose appropriate strategies, provide moral examples, and build an orderly and open learning environment. Contemporary teacher-competence literature views competence as a multidimensional professional capacity that includes knowledge, beliefs, motivation, self-regulation, pedagogical reasoning, and observable classroom performance (Blömeke et al., 2015; Guerriero, 2017; Kunter

et al., 2013). Empirical studies also show that teacher competence is linked to instructional quality and student academic achievement (Fauth et al., 2019; König et al., 2021; López Martín et al., 2023; Yang & Kaiser, 2022).

Research over the last five years provides relatively consistent evidence that pedagogical and professional competence contribute to students' motivation, learning outcomes, and classroom engagement across educational levels. Studies in elementary schools and madrasahs indicate that teacher competence is associated with learning motivation, mathematics achievement, and learning quality (Amir et al., 2024; Handriani et al., 2025; Krisnawati et al., 2022; Mulyalana et al., 2025; Yunanti & Amaliyah, 2025). Bayhaqi et al. (2025) further show that student learning outcomes are shaped not only by teacher competence, but also by learning environment and learning stress. This means that competence should be positioned as a significant learning factor, while still recognizing the role of other contextual and student-level variables.

In Islamic education, learning outcomes are not merely cognitive scores; they also relate to the ability to understand religious texts and to internalize values in daily behavior. Al-Qur'an Hadith learning has a specific character because it intersects with the reading of sacred texts, meaning-making, memorization, moral development, and classroom religious culture. Prior studies have discussed Al-Qur'an Hadith learning through blended learning, learning motivation, Islamic extracurricular activities, religious character, and educational technology in madrasahs (Azhari Nimadina et al., 2024; Pratiwi et al., 2024; Rajagukguk et al., 2024; Supriandi et al., 2024). Wahid et al. (2023) found that teacher professional competence contributed to student achievement in a madrasah context, whereas Linsiyah et al. (2023) showed that student learning styles also help explain achievement. Akmansyah et al. (2026) similarly emphasized that teacher competence is not always sufficient when student activity and classroom support are weak.

The relationship between teacher competence and achievement should therefore be interpreted through a broader learning framework. Student engagement, motivation, teacher support, feedback, and teacher-student relationships are repeatedly shown to influence how students respond to learning opportunities (Fredricks et al., 2004; Lei et al., 2018; Roorda et al., 2011; Ryan & Deci, 2020; Xu et al., 2023a; Xu et al., 2023b). Feedback and teaching quality help students recognize learning gaps and improve performance (Hattie, 2009; Praetorius et al., 2018; Wisniewski et al., 2020), while teacher socio-emotional competence and teacher self-efficacy also shape engagement and classroom effectiveness (Gebre et al., 2025; Klassen & Tze, 2014). This body of evidence suggests that teacher competence can create favorable learning conditions, but student outcomes are produced through the interaction between teacher quality and students' active participation.

The research gap appears in two areas. First, many studies on teacher competence still focus on mathematics, elementary education, general Islamic Religious Education, or broader school contexts. Second, studies on Al-Qur'an Hadith at the madrasah level often examine learning strategies, media, motivation, or blended learning, but fewer studies directly test the influence of teacher competence on students' Al-Qur'an Hadith learning outcomes using quantitative evidence in a specific madrasah setting. This gap is important because madrasahs have particular classroom

cultures, religious-learning expectations, and assessment demands that are not always identical to those of general schools.

MTsS Madinatun Najah Rengat is a relevant site for examining this issue. Although the madrasah has obtained A accreditation, the learning process still faces variations in student achievement and classroom participation. This condition requires a simple, focused, and data-based empirical test. The novelty of this study lies in the direct examination of the influence of Al-Qur'an Hadith teacher competence on student learning outcomes in one specific MTsS context, rather than discussing teacher competence only in Islamic Religious Education or other subjects. This study aims to analyze the magnitude of the relationship, the significance of the effect, and the contribution of teacher competence in explaining variations in students' Al-Qur'an Hadith learning outcomes at MTsS Madinatun Najah Rengat.

Methodology

Research Model

This study used a quantitative approach with a correlational design. The analytical model was simple linear regression, which was applied to test the influence of Al-Qur'an Hadith teacher competence as the independent variable on student learning outcomes as the dependent variable. Teacher competence was measured through four dimensions: pedagogical, professional, social, and personal competence.

Operationally, pedagogical competence included understanding student characteristics, lesson planning, method selection, classroom implementation, and learning evaluation. Professional competence included mastery of Al-Qur'an Hadith material, accuracy in explaining verses and hadith, and the ability to relate learning material to students' daily lives. Social competence included communication, cooperation, and the ability to build classroom interaction. Personal competence included discipline, role modeling, responsibility, and consistency of teacher behavior. Student learning outcomes were measured through documented Al-Qur'an Hadith scores obtained from the subject teacher.

Participant

The research was carried out at MTsS Madinatun Najah Rengat, Jalan Narasinga Number 72, Kampung Besar Kota, Rengat District, Indragiri Hulu Regency, Riau Province. This madrasah was established in 2010, accredited A, is under the auspices of the Ministry of Religion, and is currently led by Ririn Syafrina, M.Pd. The affordable population for research is students who take part in the learning of the Al Quran Hadith in a research class of 30 students. The research sample amounted to 30 students who were selected purposively based on direct involvement in the learning of the Quran Hadith and the availability of learning outcome data.

Data Collection Tools

Teacher competency data was collected through a four-choice Likert scale questionnaire. The questionnaire measures the pedagogical, professional, social, and personality competencies of teachers. The data on learning outcomes was obtained

through documentation of the value of the Al Quran Hadith subjects. Observations are used as supporting data to read the learning atmosphere, teacher-student interaction, and consistency of learning implementation in the classroom.

Validity and reliability tests are carried out before the data is analyzed. The validity of the content was carried out by matching the questionnaire items with the teacher's competency indicators. The empirical validity uses item-total correlation at a significance level of 5 percent with a table r of 0.361 for $N = 30$. The questionnaire items are declared valid if r is calculated to be greater than r of the table. Reliability is tested using Cronbach's Alpha. An alpha value of 0.876 indicates that the teacher competency questionnaire is reliable because it is greater than 0.70.

Data Collection Process

Data were analyzed using descriptive and inferential statistics. The first stage involved normality and linearity testing. After the analysis requirements were met, the test continued with Pearson correlation, simple linear regression, F test, t test, and coefficient of determination. Data processing was conducted using statistical software. The interpretation focused on the direction of the relationship, the significance of the regression model, and the percentage of variance in learning outcomes explained by teacher competence.

Result and Discussion

Finding

Table 1. Categorization of Teacher Competence Scores

Category	Frequency	Percentage
High	8	26.7%
Medium	17	56.7%
Low	5	16.6%
Total	30	100%

The category of teacher competency was compiled to clarify the distribution of respondent scores. The results of the categorization showed that most of the students' assessments of teacher competence were in the medium category, followed by the high and low categories.

Table 2. Descriptive Statistics of Research Variables

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Teacher competence (X)	30	28	52	40.33	6.22
Learning outcomes (Y)	30	65	96	81.33	9.12

Before the prerequisite test, the research data were described to see the initial tendency of the variable. The teacher's competency score has a minimum score of 28, a maximum of 52, a mean of 40.33, and a standard deviation of 6.22. The learning outcomes had a minimum score of 65, a maximum of 96, a mean of 81.33, and a standard deviation of 9.12. This summary shows that the data has enough variation to be analyzed with simple linear regression.

Prerequisite tests are carried out after the description of the data. The normality test used Kolmogorov Smirnov and Shapiro Wilk. Since the sample count is 30, the primary reading is directed at Shapiro Wilk values. The significance value of teacher competence was 0.122 and learning outcomes were 0.483. Both values are above 0.05, so the data can be analyzed with parametric statistics.

Table 3. Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Kompetensi	.109	30	.200 [*]	.945	30	.122
HasilBelajar	.111	30	.200 [*]	.968	30	.483

The linearity test showed a Deviation from Linearity value of 1,000. This value is above 0.05, so the relationship between teacher competence and learning outcomes can be read as a linear relationship. This condition supports the use of simple linear regression.

Table 4. Linearity Test

			Sum of Squares	df	Mean Square	F	Sig.
HasilBelajar* Kompetensi	Between Groups	(Combined)	853.500	18	47.417	.334	.981
		Linearity	467.633	1	467.633	3.297	.097
		Deviation from Linearity	385.867	17	22.698	.160	1.000
	Within Groups		1560.000	11	141.818		
	Total		2413.500	29			

An R value of 0.440 indicates a moderate positive relationship between the competence of Al Quran Hadith teachers and student learning outcomes. The R Square value of 0.194 shows that teacher competence explains 19.4 percent of the variation in learning outcomes. The remaining variation of 80.6 percent was in other factors such as motivation, study habits, family support, interests, media, and classroom climate.

Table 5. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.440 ^a	.194	.165	8.33638

The ANOVA test yielded an F value of 6.729 with a significance of 0.015. This value is smaller than 0.05, so the regression model is suitable for reading the influence of teacher competence on learning outcomes.

Table 6. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	467.633	1	467.633	6.729	.015 ^b
	Residual	1945.867	28	69.495		
	Total	2413.500	29			

The t-test is used to test the influence of teacher competence on learning outcomes in simple linear regression. With $df = 28$ and $\alpha = 0.05$, t table is about 2.05. The results of the analysis showed a t count of 2.594 with a significance of 0.015. Because t is larger than t table and the significance value is smaller than 0.05, the competence of Al Quran Hadith teachers has a positive and significant effect on students' learning outcomes.

The regression equation formed is $Y = 55.280 + 0.646X$. The constant of 55.280 indicates the basic value of learning outcomes when the teacher's competence has not changed. The regression coefficient of 0.646 indicates a positive direction. Each increase in one unit of teacher competency score is followed by an increase in learning outcomes of 0.646 units.

Table 7. Coefficients and T Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	55.280	10.222		5.408	.000
	Kompetensi	.646	.249	.440	2.594	.015

Pearson's correlation shows an r-value of 0.440 with a significance of 0.015. These values are in the medium and positive categories. These results show that there is a meaningful relationship between the competence of Al Quran Hadith teachers and the learning outcomes of students, but the strength is not in the strong category.

Table 8. Pearson Product Moment Correlation

	Kompetensi	Hasil Belajar	
Kompetensi	Pearson Correlation	1	.440 [*]
	Sig.(2-tailed)		.015
	N	30	30
Hasil Belajar	Pearson Correlation	.440 [*]	1
	Sig.(2-tailed)	.015	
	N	30	30

Discussion

The findings support the theoretical assumption that teacher competence functions as an important pathway to learning outcomes through instructional quality. Teachers who understand student characteristics, master the subject matter, select appropriate methods, and maintain constructive classroom interactions are more likely to build learning that is clear and purposeful. This pattern is consistent with studies that connect pedagogical competence, professional knowledge, teaching quality, and academic achievement (Fauth et al., 2019; Febriyanti, 2026; König et al., 2021; Kunter et al., 2013; López Martín et al., 2023; Yang & Kaiser, 2022).

The R Square value of 19.4 percent provides an important message. Teacher competence had a significant effect, but its contribution was not dominant. This result is close to Wahid et al. (2023), who reported that teacher professional competence explained around 20 percent of student achievement in a madrasah context. It is also consistent with Akmansyah et al. (2026), who argued that professional competence does not always produce high learning outcomes if student learning activity, classroom interaction, and contextual support do not move together.

The remaining 80.6 percent of variance indicates that Al-Qur'an Hadith learning outcomes were influenced by other factors beyond teacher competence. These factors may include intrinsic motivation, Qur'an reading habits, student engagement, family support, learning facilities, learning media, and classroom climate. From the perspective of engagement theory, teacher support works through students' learning responses. Teacher competence does not automatically produce high achievement when students are not actively reading, understanding, memorizing, interpreting, and completing learning tasks (Fredricks et al., 2004; Roorda et al., 2011; Xu et al., 2023a; Xu et al., 2023b).

In Al-Qur'an Hadith learning, pedagogical competence helps teachers explain texts, provide examples, manage memorization, guide discussions about meaning, and evaluate understanding. Professional competence supports accuracy and depth in explaining the material. Personal competence strengthens role modeling, while social competence supports comfortable communication. This direction is consistent with studies in Islamic education showing the importance of evaluation skills, religious character, teacher competence, and the use of educational technology in madrasah learning (Azhari Nimadina et al., 2024; Pratiwi et al., 2024; Rajagukguk et al., 2024; Supriandi et al., 2024).

The moderate correlation can also be understood through motivation and support theories. Students' achievement depends not only on the teacher's competence, but also on the degree to which students feel supported, motivated, emotionally secure, and cognitively engaged. Teacher support is related to students' academic emotions and learning engagement (Lei et al., 2018; Xu et al., 2023b), while self-determination theory explains that learning motivation becomes stronger when students experience autonomy, competence, and relatedness (Ryan & Deci, 2020). Feedback and teaching clarity also help students improve learning performance when they are used consistently in the classroom (Hattie, 2009; Praetorius et al., 2018; Wisniewski et al., 2020).

This study has not analyzed teacher competence scores separately for each dimension. Therefore, the discussion of pedagogical, professional, social, and personal competence remains conceptual and does not yet identify which dimension has the highest or lowest average score. Future studies should test each dimension separately so that the contribution of each aspect of teacher competence to Al-Qur'an Hadith learning outcomes can be understood more deeply.

The practical implication is that madrasahs should improve teacher competence while simultaneously strengthening student engagement, learning motivation, Qur'an literacy culture, classroom feedback, and parental communication. Training can be directed toward subject-specific pedagogy, reflective supervision, the development of simple learning media, and evaluation practices that suit students' characteristics. In this way, improving teacher competence will not stand alone, but will be connected to the broader learning ecosystem that shapes student achievement.

Conclusion

Al-Qur'an Hadith teacher competence had a positive and significant influence on student learning outcomes at MTsS Madinatun Najah Rengat. The correlation value of 0.440 indicated a moderate relationship, while the coefficient of determination of 19.4 percent showed that teacher competence was one factor explaining student learning outcomes. The regression equation $Y = 55.280 + 0.646X$ showed a positive direction of influence. The improvement of teacher competence should focus on classroom management, subject mastery, method selection, instructional communication, assessment, feedback, and role modeling so that Al-Qur'an Hadith learning becomes easier to understand and closer to students' learning experiences.

This study has limitations in the small sample size, the use of one research location, and the analysis that has not separated the contribution of each teacher-competence dimension. Future research is recommended to involve a larger sample, compare several madrasahs, test each dimension of teacher competence separately, and include other variables such as learning motivation, student engagement, family support, learning media, Qur'an reading habits, and classroom climate.

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