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The Influence Of Islamic Religious Education Teacher Professionalism On Students' Fiqh Learning Achievement

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Abstract	This study examines the influence of Islamic Religious Education (IRE) teacher professionalism on students' learning achievement in Fiqh at SMP IT Imam Nurhayat Iman Al-Falah. Teacher professionalism is an important determinant of instructional quality because professional teachers can plan, implement, and evaluate learning effectively. This study employed a quantitative correlational approach. The population comprised 180 students, and 60 students were selected through simple random sampling. Data were collected using a teacher professionalism questionnaire and documentation of students' Fiqh report-card scores. The data were analyzed using simple linear regression with SPSS. The findings indicate a positive and significant influence of IRE teacher professionalism on students' Fiqh learning achievement. The coefficient of determination (R^2) was 0.624, indicating that teacher professionalism explained 62.4% of the variation in student achievement. The calculated F value was 97.42, with a significance level of 0.000 < 0.05, demonstrating that the regression model was statistically significant. The study concludes that IRE teacher professionalism contributes substantially to students' learning achievement in Fiqh at SMP IT Imam Nurhayat Iman Al-Falah.
Keywords	Fiqh; Islamic Religious Education; Learning Achievement; Teacher Professionalism

INTRODUCTION

Education is one of the main pillars of national development and human civilization. In Islamic education, Fiqh plays a strategic role because it provides guidance for acts of worship and social transactions in the daily lives of Muslims. A sound understanding of Fiqh enables students to fulfil their religious obligations correctly and develop Islamic character and responsibility. Nevertheless, students' achievement in Fiqh does not always reach the expected level. Some students experience difficulties in understanding both theoretical and practical Fiqh concepts. These learning outcomes are shaped by various factors, one of which is teacher professionalism.

A professional teacher possesses pedagogical, personal, social, and professional competencies as stipulated in Law No. 14 of 2005 on Teachers and Lecturers. These

competencies are interrelated and influence instructional quality, which ultimately affects student achievement. Professional teachers not only master the subject matter but are also able to deliver it through appropriate, creative, and innovative methods that make learning accessible to students. SMP IT Imam Nurhayat Iman Al-Falah is an integrated Islamic school that places Islamic values at the foundation of its educational activities. Accordingly, its IRE teachers, particularly Fiqh teachers, are expected to master Islamic jurisprudence and connect it with students' everyday experiences. Preliminary observations at the school indicated variation in students' Fiqh achievement despite the school's efforts to employ qualified teachers.

Professionalism derives from the concept of a profession, understood as an occupation based on specialized education and expertise. Usman (2011) describes professionalism as a commitment by members of a profession to improve their professional abilities continuously and develop strategies relevant to their work. Teacher professionalism refers to the quality and level of professional performance demonstrated by a teacher. Mulyasa (2013) emphasizes that professional teachers understand their role in guiding students' learning and continuously seek to understand how students learn. Sagala (2009) views teacher professionalism as the condition, direction, values, goals, and quality of expertise and authority in education and teaching.

Under Law No. 14 of 2005 on Teachers and Lecturers and Government Regulation No. 19 of 2005 on National Education Standards, professional teachers are expected to possess four competencies. Pedagogical competence is the ability to manage student learning, including understanding learners, planning and implementing instruction, assessing learning outcomes, and developing students' potential. Personal competence concerns a stable, mature, wise, authoritative, exemplary, and noble personality. For IRE teachers, this competence is essential because they are expected to demonstrate Islamic values in everyday life. Social competence is the ability to communicate and interact effectively with students, fellow educators, education personnel, parents or guardians, and the surrounding community. Professional competence refers to in-depth and comprehensive mastery of the subject matter; for Fiqh teachers, this includes Fiqh, usul al-Fiqh, and Islamic law.

METHODS

This study employed a quantitative approach using a correlational research design. A simple correlation design was used to examine the relationship and influence of the independent variable, IRE teacher professionalism, on the dependent variable, students' Fiqh learning achievement. The quantitative approach was selected because the study sought measurable data that could be statistically analyzed to produce objective conclusions. The population consisted of all 180 students at SMP IT Imam Nurhayat Iman Al-Falah across six classes in Grades VII, VIII, and IX, with two classes at each grade level. Simple random sampling was used. Although the Krejcie

and Morgan table indicates a sample of 118 for a population of 180 at a 5% margin of error, the researchers selected 60 students by lottery from each class due to time and resource constraints.

The study involved two variables. The independent variable (X), IRE teacher professionalism, was operationally defined as the total score obtained from a questionnaire measuring pedagogical, personal, social, and professional competencies. The dependent variable (Y), students' Fiqh learning achievement, was defined as the students' Fiqh scores in the even-semester report card.

Data were collected through a questionnaire and documentation. The questionnaire measured IRE teacher professionalism using a five-point Likert scale: Always (5), Often (4), Sometimes (3), Rarely (2), and Never (1). It comprised 40 statements, with 10 items for each of the four teacher competencies. Before use, the questionnaire was tested for validity and reliability. Documentation was used to obtain students' even-semester Fiqh report-card scores, school profile, student numbers, and other relevant information.

Instrument validity was tested using Pearson's Product Moment correlation. An item was considered valid when the calculated r value exceeded the table value of 0.361 (n = 30, significance level 5%). Of the 40 trial items, 36 were valid and four were rejected. Reliability was assessed using Cronbach's Alpha, with an instrument considered reliable when Alpha exceeded 0.700. The reliability test produced a Cronbach's Alpha of 0.876, indicating very high reliability.

Data analysis comprised descriptive statistics, prerequisite tests, and hypothesis testing. The prerequisite tests included the Kolmogorov–Smirnov normality test and a linearity test. The hypothesis was tested using simple linear regression. All analyses were conducted with SPSS version 26.

RESULTS AND DISCUSSION

Results

Description of IRE Teacher Professionalism (Variable X)

Data on IRE teacher professionalism were collected through questionnaires completed by 60 respondents. The descriptive statistics are presented in Table 1.

Statistic	Value
Number of respondents (N)	60
Minimum	102
Maximum	172
Mean	142.35
Standard deviation	16.48
Median	143.00
Mode	145

Table 1. Descriptive Statistics of IRE Teacher Professionalism

The mean professionalism score was 142.35, with a minimum of 102 and a

maximum of 172. Given an ideal score range of 36–180 (36 items scored from 1 to 5), the mean indicates that IRE teacher professionalism at SMP IT Imam Nurhayat Iman Al-Falah was in the high category.

Score interval	Category	Frequency	Percentage (%)
144–180	Very high	28	46.7
108–143	High	26	43.3
72–107	Moderate	6	10.0
36–71	Low	0	0.0
Total		60	100

Table 2. Frequency Distribution of IRE Teacher Professionalism

Most respondents (46.7%) rated IRE teacher professionalism as very high, while 43.3% rated it as high. Only 10% placed it in the moderate category, and no respondent rated it as low.

Description of Students' Fiqh Learning Achievement (Variable Y)

Students' achievement data were obtained from their even-semester Fiqh report-card scores. The descriptive statistics are presented in Table 3.

Statistic	Value
Number of respondents (N)	60
Minimum	65
Maximum	98
Mean	82.47
Standard deviation	7.63
Median	83.00
Mode	85

Table 3. Descriptive Statistics of Students' Fiqh Learning Achievement

The mean Fiqh achievement score was 82.47, with a minimum of 65 and a maximum of 98. The mean was above the school's minimum mastery criterion of 75, indicating that students generally achieved mastery in Fiqh.

Prerequisite Tests

The Kolmogorov–Smirnov normality test yielded significance values of 0.128 for teacher professionalism and 0.093 for learning achievement. Since both values exceeded 0.05, the data for both variables were considered normally distributed. The linearity test produced an F deviation from linearity of 1.247 with a significance value of 0.274 > 0.05, indicating a linear relationship between IRE teacher professionalism and Fiqh achievement.

Hypothesis Testing: Simple Linear Regression

Simple linear regression was conducted to examine the influence of IRE teacher professionalism (X) on students' Fiqh achievement (Y). The regression results are shown in Table 4.

Model	B	Std. Error	t	Sig.
Constant (a)	42.18	4.73	8.92	0.000
Teacher	0.285	0.033	8.70	0.000

professionalism (b)				

Table 4. Simple Linear Regression Results

The resulting regression equation was Y = 42.18 + 0.285X. This indicates that each one-unit increase in the teacher professionalism score was associated with a 0.285-point increase in student achievement. The calculated t value was 8.70, with a significance value of 0.000 < 0.05, indicating a statistically significant influence.

The correlation coefficient (R) was 0.790, indicating a strong relationship between IRE teacher professionalism and student achievement. The coefficient of determination (R^2) was 0.624, meaning that 62.4% of the variation in Fiqh achievement could be explained by teacher professionalism, while the remaining 37.6% was attributable to other variables not examined in this study.

The calculated F value was 97.42, exceeding the F table value of 4.01, with a significance value of 0.000 < 0.05. This indicates that the regression model was significant. Therefore, the hypothesis that IRE teacher professionalism has a positive and significant influence on students' Fiqh achievement at SMP IT Imam Nurhayat Iman Al-Falah was accepted.

Discussion

The findings support the proposed hypothesis that IRE teacher professionalism has a positive and significant influence on students' Fiqh achievement at SMP IT Imam Nurhayat Iman Al-Falah. This finding is consistent with Bloom's (1979) view that the quality of instruction is an important variable affecting student learning outcomes. Strong pedagogical competence enables teachers to design structured instruction, use varied methods and learning media, and conduct comprehensive assessments. In Fiqh learning, which involves understanding Arabic texts and complex Islamic legal concepts, pedagogical ability is crucial to helping students understand the material.

The professional competence of Fiqh teachers also contributes to student achievement. Teachers with in-depth knowledge of Fiqh can explain topics comprehensively, provide relevant examples, and answer students' questions accurately. These practices can strengthen students' understanding and confidence. Teachers' personal competence also plays an important role in motivating students. IRE teachers who model the practice of Islamic teachings can inspire students to study Fiqh seriously and apply it in everyday life. This is consistent with the educational importance of exemplary conduct (uswah hasanah) in Islamic teaching.

The results are also in line with Rahmawati (2019), who found that IRE teacher competence significantly affected students' learning outcomes in IRE at public junior high schools in Bandung, with an R^2 value of 0.542. Similarly, Hidayat (2020) concluded that teacher professionalism positively affected the academic achievement of madrasah students. The present study adds evidence from the Fiqh subject at an integrated Islamic junior high school.

CONCLUSION

The study leads to three conclusions. First, the professionalism of IRE teachers in Fiqh at SMP IT Imam Nurhayat Iman Al-Falah was generally high: 46.7% of respondents rated it very high and 43.3% rated it high. The mean professionalism score was 142.35 out of an ideal maximum of 180. Second, students' Fiqh learning achievement was good, with a mean score of 82.47, above the school's minimum mastery criterion of 75. Third, IRE teacher professionalism had a positive and significant influence on students' Fiqh achievement. This was supported by the calculated t value of 8.70, the calculated F value of 97.42, and a significance value of $0.000 < 0.05$. The R^2 value of 0.624 indicates that teacher professionalism explained 62.4% of the variation in student achievement. Future studies may examine other factors accounting for the remaining 37.6% of variation, including student, family, and school-related variables.

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