

## THE INFLUENCE OF PROFESSIONAL COMPETENCE AND TEACHER PERSONALITY ON ISLAMIC RELIGIOUS EDUCATION LEARNING OUTCOMES AT SMAN 1 MOJOLABAN

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### Abstract

This study aims to determine the effect of professional competence and teacher personality on student learning outcomes in Islamic Religious Education (PAI) subjects at SMA Negeri 1 Mojolaban for the 2024/2025 academic year. This research uses a quantitative approach with a descriptive method. The population in this study were all 10th-grade students, totaling 353 students, with a sample of 88 students taken using a random sampling technique. Data collection was carried out using questionnaires and documentation. Data analysis used Product Moment Correlation and multiple regression. The results showed that professional competence and teacher personality had a positive and significant effect on learning outcomes with a combined determination coefficient of 0.472. Each increase in one unit of the teacher's competency score will contribute to an increase of 0.513 in student learning outcomes.

Keywords: Professional competence; Personality competence, Learning outcomes.

### INTRODUCTION

Education is a crucial factor in a nation's development, where the quality of education reflects the quality of a country's human resources. In this context, teachers play a vital role as the spearhead of education, interacting directly with students in the learning process to achieve educational goals (Sidiq, 2018). Teacher professional competence is the ability to master learning materials broadly and deeply, enabling teachers to guide students to meet established competency standards. Teacher professional competence, which includes material mastery, innovative teaching methods, and the ability to evaluate student progress, is crucial in creating meaningful learning experiences. As stated by (Rismayanti, Kania, & Trisnawati, 2021), "good competence possessed by educational personnel is aligned with good improvements in the quality of learning (Nazipah, 2024; Ruslan & Kurbani, 2020)."

Meanwhile, personality competency is one of the most important competencies that educators must possess (Husnazaen, Nashir, & Sulistyowati, 2021). This is because teachers serve not only as instructors but also as role models for their students. A positive teacher personality, such as patience, fairness, wisdom, and empathy, plays a significant role in shaping students' character and motivation to learn. The emotional closeness established between teachers and students, based on mutual respect and appreciation, will create a conducive and enjoyable learning environment. These two aspects are believed to have a significant influence on student learning outcomes (Zakiyah, 2022). According to Kurniasih and Sani, improving the quality of education requires the role of educators or teachers to be central to the education system and learning process. Therefore, teachers are expected to possess optimal abilities or competencies to organize the learning process maximally and effectively (Balulu, Masrifah, & Eki, 2021; Kurniasih, 2024). Every educator or teacher is required to have mastery of competencies that encompass cognitive, affective, and psychomotor aspects. Thus, in the learning process, aspects such as material mastery,

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teacher readiness, and availability will significantly impact student success (Abnisa & Zubairi, 2023; Noer & Sarumpaet, 2017).

Law Number 14 of 2005 concerning Teachers and Lecturers emphasizes that teachers must possess professional competencies that encompass broad and in-depth mastery of learning materials. Furthermore, teachers are also required to possess a strong, stable, mature, wise, and authoritative personality, and to serve as role models for students. These two aspects are crucial determinants of learning success (Nurizzati & Binga Juanti, 2025; Pandu, 2008).

The reality in the field based on the results of interviews shows that there is still a gap between professional competence and teacher personality towards the achievement of student learning outcomes. Although professional competence and teacher personality show good quality and are implemented optimally, ironically, student learning outcomes have not shown significant improvement (Mulyasa, 2016). Some indications that show this include: the still low enthusiasm of students during the learning process, many students who have not been able to read the hijaiyyah letters, as well as the tendency of students to be passive, reluctant to ask when experiencing difficulties in understanding the lesson material, do not want to pay attention during the learning process, often do not do the assigned tasks, in addition to not doing homework given by the teacher (Putra, 2021).

Based on the background description above, the researcher is interested in examining the influence of professional competence and personality on student learning outcomes. Therefore, the researcher wants to examine in depth the Influence of Teacher Professional Competence and Teacher Personality on Student Learning Outcomes in Islamic Religious Education Subjects at SMA Negeri 1 Mojolaban, Sukoharjo in the 2024/2025 Academic Year.

Several previous studies have examined teacher competency variables in various contexts. Yusuf's (2018) study focused on the influence of professional competency on mathematics learning outcomes, showing that mastery of technical material is directly proportional to students' cognitive achievement. On the other hand, a study by Tjahyanti & Chairunnisa (2020) emphasized the aspects of discipline and the work environment on teacher performance in general. Although numerous studies on teacher competency have been conducted, the novelty of this study lies in the specific integration of professional competency and Islamic Religious Education (PAI) teacher personality within the context of the latest curriculum at SMA Negeri 1 Mojolaban for the 2024/2025 academic year. This study focuses not only on cognitive aspects but also on how Islamic Religious Education (PAI) teacher personality values transform into holistic learning outcomes in public schools (Tjahyanti & Chairunnisa, 2021).

## RESEARCH METHOD

This study uses a quantitative descriptive approach. Data collected quantitatively descriptively is used to provide an overview of the actual situation, also to answer questions related to the status of the research subjects. While qualitative data is used to strengthen and complement quantitative data regarding the problem being studied (Isnawati, Jalinus, & Risfendra, 2020, p. 39). The study was conducted at SMA Negeri 1 Mojolaban, Sukoharjo in the 2024/2025 Academic Year. Sampling in this study according to Suharsimi Arikunto in Hakim (2018: 34) in determining the number of samples, if the subjects are less than 100 it is better to take all of them so that the research is a population study, whereas if the subjects are more than 100, it can be taken between 10% -15% or 20% -25% or more. The sample was taken from 353 students. From the population, 25% was taken so that the number of students was  $353 \times 25\% = 88$  students. According to Sugiyono in (Diana & Tampubolon, 2023, p. 52) random sampling technique is a method of taking samples from population members randomly without considering the strata that may exist in the population.

This study has two main variables, namely the independent variable (X) in the form of teacher professional competence ( $X_1$ ), teacher personality competence ( $X_2$ ), and the dependent variable (Y) namely student learning outcomes. Data were collected using several instruments, namely: a Likert scale-based questionnaire to measure students' perceptions, and documentation to find information related to certain variables was carried out by collecting data in the form of

notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, lengger, agendas, and other types of documents (Siyoto & Sodik, 2015). Data analysis was carried out statistically through several stages, including normality and linearity tests as prerequisites, as well as hypothesis testing using Pearson Product Moment correlation, multiple linear regression, and determination test ( $R^2$ ). Through this analysis, researchers sought to determine the extent to which professional competence and teacher personality significantly influence the improvement of student learning outcomes in Islamic Religious Education subjects (Sugiyono, 2009).

## RESULT AND DISCUSSION

### Prerequisite Analysis Test

#### Normality Test

According to Santoso in Ruslan et al (2020: 101), a normality test is conducted to determine whether in a regression model, the independent variable, the dependent variable, or both follow a normal distribution or not. In this study, the researcher used the Kolmogorov-Smirnov test technique using SPSS 25 for Windows. The criteria for normality of the researcher's data are if the significance value is  $> 0.05$ , then the data is said to be normally distributed, and vice versa, if the significance value is  $< 0.05$ , then the data is said to be not normally distributed. The results obtained are as follows:

1. The Influence of Teacher Professional Competence ( $X_1$ ) on Student Learning Outcomes (Y)

Table 4.10  
Results of the Normality Test of  $X_1$  against Y  
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		88
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	5.72976208
Most Extreme Differences	Absolute	.070
	Positive	.046
	Negative	-.070
Test Statistic		.070
Asymp. Sig. (2 tailed)		.200 <sup>c,d</sup>

Judging from the results of the SPSS table data above, the normality test using the one-Sample Kolmogorov-Smirnov Test technique for teacher professional competence ( $X_1$ ) on student learning outcomes (Y) shows an Asymp. Sig (2-tailed) value = 0.200, which means  $0.200 > 0.05$ . Therefore, it can be concluded that the variable of teacher professional competence ( $X_1$ ) on student learning outcomes (Y) is normally distributed.

Normal distribution indicates that the sample data taken from class X students of SMA Negeri 1 Mojolaban has a balanced representation, where extreme values do not dominate the research results. Methodologically, the fulfillment of this normality test provides a strong foundation for researchers to continue the analysis to the hypothesis testing stage using multiple linear regression. This ensures that the resulting prediction model will have a high level of accuracy in describing the influence of professional competence on student academic achievement in Islamic Religious Education subjects.

2. The Influence of Teacher Personality Competence (X<sub>2</sub>) on Student Learning Outcomes (Y)

Table 4.11  
Results of the Normality Test of X<sub>2</sub> against Y  
One-Sample Kolmogorov-Smirnov Test

		Unstandarized Residual
N		88
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	5.92362073
Most Extreme Differences	Absolute	.070
	Positive	.037
	Negative	-.070
Test Statistic		.070
Asymp, Sig. (2 tailed)		.200 <sup>c,d</sup>

Judging from the results of the SPSS table data above, the normality test using the one-Sample Kolmogorov-Smirnov Test technique for teacher personality competency (X<sub>2</sub>) on student learning outcomes (Y) shows an Asymp. Sig (2-tailed) value = 0.200, which means  $0.200 > 0.05$ . Therefore, it can be concluded that the variable of teacher personality competency (X<sub>2</sub>) on student learning outcomes (Y) is normally distributed.

The fulfillment of this normality assumption indicates that the sample taken from class X students of SMA Negeri 1 Mojolaban has an even distribution and there is no extreme data bias. Theoretically, this indicates that students' perceptions of Islamic Religious Education teacher personality such as exemplary behavior, authority, and moral maturity are spread consistently among respondents. Methodologically, these results provide legitimacy for using parametric statistics, especially multiple linear regression analysis, to test how much contribution teacher character and personality have in shaping optimal student learning outcomes.

3. The Influence of Professional Competence (X<sub>1</sub>) and Teacher Personality (X<sub>2</sub>) on Student Learning Outcomes (Y)

Table 4.12  
Results of the Normality Test of X<sub>1</sub> and X<sub>2</sub> against Y

		Unstandarized Residual
N		88
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	5.61809542
Most Extreme Differences	Absolute	.064
	Positive	.054
	Negative	-.064
Test Statistic		.064
Asymp, Sig. (2 tailed)		.200 <sup>c,d</sup>

Judging from the results of the SPSS table data above, the normality test using the one-Sample Kolmogrov-Smirnov Test technique for teacher professional competence (X<sub>1</sub>) and teacher personality (X<sub>2</sub>) on student learning outcomes (Y) shows an Asymp. Sig (2-tailed) value = 0.200, which means 0.200 > 0.05. Therefore, it can be concluded that the variables of professional competence (X<sub>1</sub>) and teacher personality (X<sub>2</sub>) on student learning outcomes (Y) are normally distributed.

This finding has important implications for research data analysis. First, the normal distribution shows that the sample taken from class X students of SMA Negeri 1 Mojolaban has represented the population well, where students' perceptions of the quality of professionalism and personality of Islamic Religious Education teachers are evenly distributed without any extreme data bias. Second, methodologically, the fulfillment of this normality assumption is an absolute requirement for the research to be continued using parametric statistics, namely multiple linear regression analysis.

*Linearity Test*

Linearity Test is a test of the linearity of the regression line, which aims to assess whether the relationship between the two variables is significantly linear or not. According to Sutja, et al. in Sari UP (2020: 65) what must be considered in the linearity test with the SPSS program is the ANOVA table, especially the asymptotic significance value on linearity and deviation from linearity. Where the linearity criteria are considered to meet the requirements if the probability of sig deviation  $lim_{linearity} > 0.05$ , then the data has a linear relationship, conversely if the probability value of sig deviation  $linearity < 0.05$  then the data does not have a linear relationship between the variables. The results of the data linearity test are as follows:

1. The Influence of Teacher Professional Competence (X<sub>1</sub>) on Student Learning Outcomes (Y)

Table 4.13  
Anova (Y on X<sub>1</sub>)

			Sum of Squares	Df	Mean Square	F	Sig.
Hasil	Between	(Combined)	1675.594	27	62.059	2.007	.013
Belajar	groups	Linearity	674.854	1	674.854	21.822	.000
Siswa*		Deviation	1000.739	26	38.490	1.245	.240
Kompetensi		From Linearity	1855.486	60	30.925		
Profesional							
	Total		3531.080	87			

From the table above, the regression equation Y on X<sub>1</sub> shows a P value of Sig = 0.240 > 0.05 (5%) or F count = 1.245 and F table with a confidence level (significance)  $\alpha = 0.05$  is 3.10 (F count  $1.245 < F$  table 3.10), which means H<sub>0</sub> is accepted and H<sub>1</sub> is rejected. Thus, it can be interpreted or interpreted that the linearity requirements are met or the regression equation model Y on X<sub>1</sub> is linear.

These results have important significance both statistically and theoretically. Statistically, the fulfillment of the linearity assumption indicates that the relationship between the two variables can be predicted consistently through a straight line. This means that any increase in the quality of teacher professional competence will be followed proportionally by an increase in student learning outcomes without any significant data deviations. Theoretically, these findings confirm that material mastery, the use of appropriate teaching methods, and the ability to manage the classroom (aspects of professionalism) are factors that are directly proportional to student academic

achievement in Islamic Religious Education (PAI). This linearity proves that investing in improving the professional quality of teachers at SMA Negeri 1 Mojolaban is directly an effective solution for improving student report card grades. This strengthens the theory that teachers with professional maturity are able to create a logical and structured learning flow that makes it easier for students to absorb the subject matter.

2. The Influence of Teacher Personality Competence (X<sub>2</sub>) on Student Learning Outcomes (Y)

Table 4.14  
Anova (Y on X<sub>2</sub>)

			Sum of Squares	Df	Mean Square	F	Sig.
Hasil Belajar	Between groups	(Combined) Linearity	1350.218	19	71.064	2.216	.009
Siswa*		Deviation	478.312	1	478.312	14.914	.000
Kompetensi Profesional		From Linearity	871.906	18	48.439	1.510	.114
Total			2180.862	68	32.071		
			3531.080	87			

From the table above, the regression equation for Y on X<sub>2</sub> shows a P value of Sig = 0.114 > 0.05 (5%) or F count = 1.510 and F table with a confidence level (significance) α = 0.05 is 3.10 (F count 1.510 < F table 3.10), which means H<sub>0</sub> is accepted and H<sub>1</sub> is rejected. Thus, it can be interpreted that the linearity requirements are met or the regression equation model for Y on X<sub>2</sub> is linear.

**Research Hypothesis Testing**

*The Influence of Teacher Professional Competence (X<sub>1</sub>) on Student Learning Outcomes (Y)*

H<sub>0</sub> ≤ 0: there is no positive and significant influence of teacher professional competence on student learning outcomes in the subject of Islamic Religious Education for class X at SMA Negeri 1 Mojolaban, Sukoharjo in the 2024/2025 Academic Year. H<sub>1</sub> > 0: means there is a positive and significant influence of teacher professional competence on student learning outcomes in the subject of Islamic Religious Education for class X at SMA Negeri 1 Mojolaban, Sukoharjo in the 2024/2025 Academic Year.

Table 4.15  
Correlations

		Y	X <sub>1</sub>
hasil belajar	Pearson Correlation	1	.437**
r	Sig. (2-tailed)		.000
siswa	N	88	88
komp etensi	Pearson Correlation	.437**	1
profes ional	Sig. (2-tailed)	.000	
	N	88	88

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The results of the correlation analysis between the variables of Teacher Professional Competence ( $X_1$ ) and Student Learning Outcomes (Y) show a correlation value of 0.437. This value is in the moderate relationship category, which indicates a relationship between Teacher Professional Competence ( $X_1$ ) and Student Learning Outcomes (Y). Based on table 4.15, the results of the hypothesis test obtained a significance value (Sig. 2-tailed) of 0.000. This value is smaller than the significance level of 0.01 ( $0.000 < 0.01$ ). Thus, it can be concluded that  $H_0$  is rejected and  $H_1$  is accepted. This indicates that there is a significant positive influence between Teacher Professional Competence ( $X_1$ ) and Student Learning Outcomes (Y).

Multiple Linear Regression Equation

Table 4.16  
Direction of Influence (Coefficient of Determination)  
Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	67.723	3.630		18.654	.000
	kompetensi profesional	.373	.083	.437	4.508	.000

Based on the SPSS output results, the constant value and simple linear regression coefficient are obtained in column B, so the regression equation can be written as  $\hat{Y} = 67.723 + 0.373 X_1$ . The analysis results show a t value of 4.508 with a significance value of p-value of 0.000 ( $< 0.05$ ), which means  $H_0$  is rejected. Thus, it can be concluded that teacher professional competence has a positive effect on student learning outcomes. The results of the regression analysis also show that the regression coefficient (unstandardized coefficients B) of 0.373 indicates that every one unit increase in teacher professional competence will increase student learning outcomes by 0.373. Conversely, if teacher professional competence decreases by one unit, student learning outcomes will also decrease by 0.373.

Table 4.17  
Magnitude of Influence (Coefficient of Determination)  
Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.437 <sup>a</sup>	.191	.182	5.76298

a. Predictors: (Constant), kompetensi profesional

b. Dependent Variable: hasil belajar siswa

Table 4.18  
Magnitude of Influence (Coefficient of Determination)  
Anova<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	674.854	1	674.854	20.320	.000 <sup>b</sup>
	Residual	2856.225	86	33.212		
	Total	3531.080	87			

a. Dependent Variable: hasil belajar siswa

b. Predictors: (Constant), kompetensi profesional

The significance test of the correlation coefficient was obtained from the Model Summary table. Based on the table, the correlation coefficient value ( $r_{xy}$ ) is 0.437 and the calculated F value is 20.320 with a significance level (p-value) of 0.000 < 0.05, so that  $H_0$  is rejected. Thus, it can be concluded that the coefficients of  $X_1$  and Y are significantly related. Furthermore, the value of the coefficient of determination  $R^2$  (R square) is 0.191 obtained from the results of squaring the correlation coefficient ( $0.437 \times 0.437 = 0.191$ ). This shows that teacher professional competence ( $X_1$ ) contributes 19.1% to student learning outcomes (Y), while the remaining 80.9% (100% - 19.1%) is influenced by other factors outside the variables studied.

#### *The Influence of Teacher Personality Competence ( $X_2$ ) on Student Learning Outcomes (Y)*

$H_0 \leq 0$ : There is no positive and significant influence of teacher personality competence on student learning outcomes in the subject of Islamic Religious Education for class X at SMA Negeri 1 Mojolaban, Sukoharjo in the 2024/2025 Academic Year.  $H_1 > 0$ : There is a positive and significant influence of teacher personality competence on student learning outcomes in the subject of Islamic Religious Education for class X at SMA Negeri 1 Mojolaban, Sukoharjo in the 2024/2025 academic year.

Table 4.19  
Correlations

		Y	$X_2$
Hasil belaja r siswa	Pearson Correlation	1	.368**
	Sig. (2-tailed)		.000
	N	88	88
Komp etensi keprib adian	Pearson Correlation	.368**	1
	Sig. (2-tailed)	.000	
	N	88	88

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The results of the correlation analysis between the variables of Teacher Personality Competence ( $X_2$ ) and Student Learning Outcomes (Y) show a correlation value of 0.368. This value is in the moderate relationship category, which indicates a relationship between Teacher Personality Competence ( $X_2$ ) and Student Learning Outcomes (Y). Based on table 4.19, the results

of the hypothesis test obtained a significance value (Sig. 2-tailed) of 0.000. This value is smaller than the significance level of 0.01 ( $0.000 < 0.01$ ).

Thus, it can be concluded that  $H_0$  is rejected and  $H_1$  is accepted. This indicates that there is a significant positive influence between Teacher Personality Competence ( $X_2$ ) and Student Learning Outcomes ( $Y$ ).

Multiple Linear Regression Equation.

Table 4.20  
Direction of Influence (Coefficient of Determination)  
Coefficients<sup>a</sup>

		Coefficients <sup>a</sup>				
		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	66.419	4.792		13.862	.000
	Kompetensi kepribadian	.409	.111	.368	3.671	.000

a. Dependent Variable: hasil belajar siswa

Based on the SPSS output results, the constant value and simple linear regression coefficient are obtained in column B, so the regression equation can be written as  $\hat{Y} = 66.419 + 0.409 X_2$ . The results of the analysis show a t value of 3.671 with a significance value of p-value of 0.000 ( $< 0.05$ ), which means  $H_0$  is rejected. Thus, it can be concluded that teacher personality competence has a positive effect on student learning outcomes. The results of the regression analysis also show that the regression coefficient (unstandardized coefficients B) of  $\hat{Y} = 66.419 + 0.409 X_2$  indicates that every one unit increase in teacher personality competence will increase student learning outcomes by 0.409. Conversely, if teacher personality competence decreases by one unit, student learning outcomes will also decrease by 0.409.

Table 4.21  
Magnitude of Influence (Coefficient of Determination)  
Model Summary<sup>b</sup>

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.368 <sup>a</sup>	.135	.125	5.95796

a. Predictors: (Constant), kompetensi kepribadian

b. Dependent Variable: hasil belajar siswa

Table 4.22  
Magnitude of Influence (Coefficient of Determination)  
Anova<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	478.312	1	478.312	13.475	.000 <sup>b</sup>
	Residual	3052.768	86	35.497		

Total	3531.080	87
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- a. Dependent Variable: hasil belajar siswa  
b. Predictors: (Constant), kompetensi kepribadian

The significance test of the correlation coefficient is obtained from the Model Summary table. Based on the table, the correlation coefficient value ( $r_{xy}$ ) is 0.368 and the calculated F value is 13.475 with a significance level (p-value) of  $0.000 < 0.05$ , so that  $H_0$  is rejected. Thus, it can be concluded that the coefficients of  $X_2$  and  $Y$  are significantly related. Furthermore, the value of the coefficient of determination  $R^2$  (R square) is 0.135 obtained from the results of squaring the correlation coefficient ( $0.368 \times 0.368 = 0.135$ ). This shows that teacher personality competence ( $X_2$ ) contributes 13.5% to student learning outcomes ( $Y$ ), while the remaining 86.5% ( $100\% - 13.5\%$ ) is influenced by other factors outside the variables studied.

#### *The Influence of Professional Competence ( $X_1$ ) and Teacher Personality ( $X_2$ ) on Student Learning Outcomes ( $Y$ )*

$H_0 \leq 0$ : There is no positive and significant influence of professional competence and teacher personality on student learning outcomes in the subject of Islamic Religious Education for class X at SMA Negeri 1 Mojolaban, Sukoharjo in the 2024/2025 Academic Year.

$H_1 > 0$ : There is a positive and significant influence of professional competence and teacher personality on student learning outcomes in the subject of Islamic Religious Education for class X at SMA Negeri 1 Mojolaban, Sukoharjo in the 2024/2025 Academic Year.

Table 4.23  
Direction of Influence (Coefficient of Determination)  
Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	61.784	4.812		12.839	.000
	Kompetensi profesional	.288	.094	.338	3.082	.003
	Kompetensi kepribadian	.225	.122	.203	1.847	.068

- a. Dependent Variable: hasil belajar siswa

Based on the SPSS output results, the constant value and simple linear regression coefficient are obtained in column B, so the regression equation can be written as  $\hat{Y} = 61.784 + 0.288 X_1 + 0.225 X_2$ . Which means that the professional competence and personality of teachers every one unit increase in professional competence and personality of teachers will increase student learning outcomes by 0.513. From the results of the analysis in the table above shows the statistical price for the coefficient of variable  $X_1$ , namely t count = 0.203 and p-value =  $0.000 < 0.05$ ,  $H_0$  is rejected which means that the professional competence of teachers has a positive effect on student learning outcomes. Furthermore, the statistical price for the coefficient of variable  $X_2$  is t count = 0.338 and p-value =  $0.068 / 2 = 0.34 < 0.05$   $H_0$  is rejected which means that the personality competence of teachers has a positive effect on student learning outcomes.

Table 4.24  
Magnitude of Influence (Coefficient of Determination)  
Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.472 <sup>a</sup>	.222	.204	5.68381

a. Predictors: (Constant), kompetensi profesional, kompetensi kepribadian

b. Dependent Variable: hasil belajar siswa

Table 4.25  
Magnitude of Influence (Coefficient of Determination)  
Anova<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	785.099	2	392.549	12.151	.000 <sup>b</sup>
	Residual	2745.981	85	32.306		
	Total	3531.080	87			

a. Dependent Variable: hasil belajar siswa

b. Predictors: (Constant), kompetensi profesional kompetensi kepribadian

The significance test of the correlation coefficient was obtained from the Model Summary table. Based on the table, the correlation coefficient ( $r_{xy}$ ) value was 0.472 and the calculated F value was 12.151 with a significance level (p-value) of 0.000 < 0.05, so that  $H_0$  was rejected. Thus, it can be concluded that the coefficients of  $X_1$  and  $X_2$  with  $Y$  are significantly related. Furthermore, the value of the coefficient of determination  $R^2$  (R square) was 0.222 obtained from the results of squaring the correlation coefficient ( $0.472 \times 0.472 = 0.222$ ). This shows that teacher professional competence ( $X_1$ ) and teacher personality competence ( $X_2$ ) contributed 22.2% to student learning outcomes ( $Y$ ), while the remaining 77.8% (100% - 22.2%) was influenced by other factors outside the variables studied.

## CONCLUSION

The results of the study indicate that professional competence, teacher personality competence, and student learning outcomes in Islamic Religious Education (PAI) subjects at SMA Negeri 1 Mojolaban are in the moderate category. In detail, teacher professional competence is dominated by the moderate category (39.8%), as are personality competence (43.2%) and student learning outcomes (41%). Although the data distribution shows quite good achievements, there is still a percentage of respondents in the low and very low categories, which indicates the need for efforts to improve pedagogical quality and strengthen the character of educators. Simultaneously, professional competence and teacher personality have a positive and significant influence on Islamic Religious Education (PAI) student learning outcomes with a coefficient of determination of 0.472. The multiple regression equation  $\{Y\} = 61.784 + 0.288 X_1 + 0.225 X_2$  shows that every one unit increase in the aspects of teacher professionalism and personality together will contribute to an increase in learning outcomes of 0.513. This finding confirms that the synergy between mastery of technical material and noble character is an important determinant in the success of Islamic religious education. A teacher's authoritative personality has been proven to have a positive psychological influence that motivates students to study harder (Zakiah, 2022), so that the integration between technical expertise and teacher character is the main key to improving school quality holistically.

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