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The Influence of Teacher Competence on Fiqh Learning Outcomes in Class VIII at MTs.S Nurul Iman

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ABSTRACT

Nowadays there are still teachers who have not graduated from the Faculty of Teacher Training and Education, even though educational background is important for a teacher. These weaknesses lead to the low quality of education. An academic educational background that does not meet the requirements can have a negative influence on the teacher's teaching style, attitudes and behavior in teaching, and educational abilities. A teacher must have competence in teaching so that the expected goals can be achieved optimally so that student learning outcomes are affected. This research uses a quantitative approach with data collection techniques using interviews, documentary observation and closed questionnaires using Likert scale measuring instruments. The research results reveal that there is a high influence of teacher professional competence on the learning outcomes of class VIII students at MTs. S. Nurul Iman Padang Reba .

ABSTRAK

Dewasa ini masih terdapat guru yang bukan tamatan Fakultas Fakultas Keguruan dan Ilmu Pendidikan padahal latar belakang pendidikan penting bagi seorang guru. Kelemahan-kelemahan tersebut bermuaralah pada rendahnya mutu pendidikan. Latar belakang pendidikan akademik yang kurang memenuhi syarat, dapat memberikan pengaruh kurang baik kepada gaya mengajar guru, sikap dan tingkah laku dalam mendidik, dan kemampuan mendidik. Seorang guru harus memiliki kompetensi dalam mengajar agar tujuan yang diharapkan dapat tercapai secara maksimal sehingga hasil belajar siswa ikut terpengaruh. Penelitian ini menggunakan pendekatan kuantitatif dengan teknik pengumpulan data menggunakan wawancara, observasi dokumentasi dan angket/ kuesioner tertutup dengan menggunakan alat ukur skala likert. Hasil penelitian mengungkapkan bahwa terdapat pengaruh kompetensi profesional guru yang tinggi terhadap hasil belajar siswa kelas VIII di MTs. S. Nurul Iman Padang Reba.

INTRODUCTION

Teachers are ideal figures, bearers of the norms and values of life in society and bearers of light for students in the life of science. Considering the large role of the teacher, the teacher's personality is revealed a lot in his daily behavior and is imitated by his students and seen by the surrounding community. A teacher needs knowledge about the what, why, and how of the process of student mental development, because he is a formal educator in schools whose role is to fill students' awareness, develop their mentality, shape their morals and build good and integral personalities, so that they will be useful for the homeland and the future. nation. As educators, teachers are one of the determining factors for the success of every educational endeavor. In order to teach effectively, teachers can improve student learning (quantity) and improve the quality (quality) of their teaching. Students' learning opportunities can be increased by actively engaging them in learning. Meanwhile, in improving the quality of teaching, teachers should be able to plan teaching programs and be able to use learning methods that are appropriate to the subject matter while also being able to do so in the form of teaching and learning interactions. Teachers must also be good role models so they can provide behavioral guidance to their students.

Competence in a way general means authority For determine And decide something (Baharun, 2017). In Article 1 paragraph 10 of Law No. 14 of 2005 concerning Teacher And Lecturer, 20 mentioned that competence is set knowledge, Skills And behavior Which must owned, lived And mastered Teacher or lecturer in carry out task professionalism (Awwaliyah, 2017).

In Dictionary Big Indonesia, definition Teacher is "person Which work, livelihood or teaching profession." The teacher is a figure who carries out the duties of teaching, educating and guiding. If These three qualities are not inherent in a teacher, so he cannot seen as a teacher. A teacher can also be interpreted as anyone who is responsible for the development of students (AhmadTafsir, 2004). Teachers also mean all people who are authorized and responsible for guiding and developing students (Djamarah, 2002). Teachers have the task of instilling true Islamic ideology in children's souls. Teachers not only provide a correct understanding of religious teachings, but are also expected to be able to build a religious spirit and character that is built through teaching the Islamic religion (Nata, 2005).

Constitution No. 14 year 2005 about Teacher and Lecturer Chapter 4 confirm that Teacher as agent learning function to increase quality education national. For can carry out function properly, teachers are obliged to have certain conditions, one of which is: among them are competence (Hamalik, 2003). Competence teachers matter too ownership knowledge teacher And ownership Skills as well as ability as Teacher in carry out task And not quite enough he answered as educator . Matter This in line with Whichstated in Government Regulation (PP) Number 74 of 2008 concerning Teacher, that "Competence is set knowledge, skills and behaviors that

must be possessed, internalized, mastered and actualized by Teacher in carry out professional duties a n " (RI, 2008).

Teachers, as one of the components in teaching and learning activities (KBM), have a position that really determines the success of learning, because the main function of teachers is to design, manage, implement and evaluate learning. Apart from that, the teacher's position in teaching and learning activities is also very strategic and decisive. Strategic because the teacher will determine the depth and breadth of the learning material, while critical is determining because the teacher will sort and select the learning material that will be presented to students. One of the factors that influences the success of a teacher's work is his or her performance in planning, implementing and evaluating the teaching and learning process.

Teacher will increase authoritative If learning accompanied by commendable and reflective values Teacher Which worthy of being a role model (Hatta, 2018). In detail supercompetence the can explained as following: a) Good personality competence and indicators essential: behave in accordance with legal norms, act in accordance with norm social, proud as Teacher, And own consistency in act accordingly norm; b) Subcompetence personality Which mature own indicator essential:displays independence in acting as an educator and has ethos Work as Teacher; c) Subcompetence personality Which wise own indicator essential:displays actions based on the benefits of students, schools, and society and demonstrate openness in thinking And Act; d) Subcompetence of an authoritative personality has essential indicators:have behavior that has a positive influence on students and have behavior respected; e) Personality subcompetence that has noble character and can be an example has essential indicators: acting according to religious norms (faith and piety, Honest, sincere, Like help), And have behavior Which emulated (Thalib, 2013).

Learning outcomes are the results of student learning activities that describe students' skills or mastery of teaching materials. Learning outcomes are usually expressed in test scores or grades given by the teacher (Mudjiono, 1994)or learning outcomes are changes in behavior obtained by students after experiencing learning activities. Acquisition of these aspects of behavior change depends on what the learner learns. Therefore, if students learn knowledge about concepts, then the change in behavior obtained is in the form of mastery of the concept. In learning, changes in behavior that must be achieved by students after carrying out learning activities are formulated in learning objectives.

Teachers are a motor for students to continue to move to improve their learning abilities at school so that children will be successful in their studies later. Children's success in learning is the teacher's success in educating them. To express learning outcomes, at least in the teaching and learning process, each teacher has their own views in line with their philosophy. To equalize perceptions, we should be guided by the applicable curriculum (Suparta, 2005). Knowing student learning outcomes allows teachers to: a) Assess student competency, whether the

predetermined goals have been achieved; b) Determine which goals have not been realized, so that appropriate corrective action can be taken; c) Obtain information on whether the teaching strategy used is appropriate or not; d) Determine student ranking in achieving agreed goals; e) Obtain information on whether the teaching strategy used is appropriate or not; f) Planning procedures for improving lesson plans (Djamarah, 2008).

In this way, the benefits of student learning outcomes for teachers can also be used as a reference for students, parents, government and other parties involved in evaluating the efforts that have been made, what factors support student learning success and what factors inhibit the process. learning. With the statement above, the author can conclude that learning outcomes are the abilities that students have after receiving their learning experience. Learning outcomes are used by teachers to be used as a measure or criterion in achieving an educational goal. This can be achieved if students understand learning accompanied by changes in behavior for the better.

Fiqh is one of the subjects at Madrasah Tsanawiyah which has the characteristic of emphasizing the ability to carry out worship and mu'amalah correctly and well. And aim for to enable students to understand the basic principles of Islamic law to be applied in life, so that they become Muslims who always adhere to Islamic law in a kaffah (perfect) manner (2008, 2009). Fiqh subjects are a field of study that aims to produce students who are knowledgeable, capable, creative and independent which can be achieved through classroom learning. Allah SWT is the God of the entire universe, everything in nature comes from Allah SWT. Likewise, science, everything comes from Allah SWT. Allah is the one who teaches his creatures about knowledge and everything . The scope of Islamic jurisprudence learning at Madrasah Tsanawiyah includes the provisions of Islamic law in maintaining harmony, harmony and balance between human relations and each other .

Our goal in studying Jurisprudence is to achieve the pleasure of Allah SWT, by implementing His Shari'ah on this earth, as a guide for individual life, family life, and community life. In order for life to be in accordance with sharia, the values of justice, benefit, grace and wisdom must be implemented in life. The purpose of studying jurisprudence is to apply attitudes and wisdom in drawing conclusions and applying the rules of jurisprudence to existing realities, so that it does not cause unnecessary access because the priority scale of application is taken into account.

By studying jurisprudence we will know detailed rules regarding human obligations and responsibilities towards Allah, their rights and obligations in marriage and their rights and obligations in social life. By studying jurisprudence we can know the procedures for purification, prayer, zakat and other legal rules. Studying jurisprudence is useful as a benchmark for behavior in living and living. By studying jurisprudence we will know which actions are obligatory, sunnat, permissible, haram, makruh, valid and invalid actions. By understanding the science

of jurisprudence, we will always try to behave and behave in a way that is pleasing to Allah SWT (Jazuly, 2010).

Various efforts to improve the quality of education have been made, among others, in the form of procuring textbooks, teacher handbooks, increasing teacher training, developing school libraries as learning resource centers and developing the curriculum as an overall learning experience program. Fiqh learning at Madrasah Tsanawiyah is often less interesting and tends to be boring for students, especially when students find fiqh students in the last hours of learning. Students will feel bored and want to go home quickly .

RESEARCH METHODS

This research uses a quantitative type of research. This research was carried out using a procedure that went through research workflow stages starting with a preliminary study to formulate problem identification, problem formulation and literature study which finally resulted in research tools in the form of teaching materials, learning approaches, research instruments, trials, selecting the research object to be researched. , conducting field research or the location to be researched, analyzing the data obtained, findings in the field and at the end of the research, namely making conclusions and recommendations.

For the purposes of testing the hypothesis of this research, in this case it is necessary to use data collection techniques, namely using non-tests. The non-test technique in this research uses a questionnaire to collect data on the Influence of Teacher Competence on Results Study Fiqh Students of Class V III MTs. Private Nurul Iman, Hinai District . The form of questionnaire used is a closed questionnaire, namely providing answer choices for each question. For every answer respondents will given score so that makes it easier researcher in manage results study Which form data quantitative. An instrument is a tool when research uses a method. The instruments used in the research are library research, observation guidelines, questionnaire guidelines, and documentation guidelines . The method is obtained from a list of questions that have been processed with numbers and discussed through statistical calculations (Arikunto, 2013).

RESULTS AND DISCUSSION

Description of Research Variable Levels

a. Distribution Frequency Competence Pedagogy

Pedagogical competence is measured by 4 indicators, namely understanding student, learning Which educate And dialogic, Evaluation results learning, and student development. Of the four indicators there is 8 statement so that score maximum 32 (8 x 4) And score minimum 8 (8x1). So intervals can is known result of $32 : 4 = 6$. From calculation in on can is known long class inner interval variable competence Teacher is 6. Can is known distributionfrequency as follows.

Table 1
Distribution Frequency Competence Pedagogy

No	Intervals Class	F	Presentation	Criteria
1	26 – 32	16	64%	Tall
2	20 – 25	9	36%	Enough
3	14 – 19	0	0%	Low
4	8 - 13	0	0%	Very low
		25	100%	

Based on table in on, can is known that level teacher's pedagogical competence have a high level of competence, namely 64% of the entire sample, a sufficient level of 36% of the entire sample and lowest level 0% from whole sample. Based on from table in on can be concluded that competence pedagogy Teacher Fiqh at Mts. S. Nurul Iman Padang Reba in the **HIGH category**.

b. Personality competency

This competency is measured through a steady, steady and ~~stead~~ attitude mature, disciplined wise And authoritative, become example for his students, And moral glorious. From to four indicator that there is 8 statement so that score maximum 32 (8 x 4) And score minimum 8 (8 x 1) can is known long class interval in a variable teacher competency is 6. The frequency distribution can be seen as follows following.

Table 2
Distribution Frequency Competence Personality

No	Interval s Class	F	Presentati on	Criteria
1	26 - 32	22	88%	Tall
2	20 - 25	3	12%	Enough
3	14 - 19	0	0%	Low
4	8 - 13	0	0%	Very low
		25	100%	

Based on table in on, can is known that level personality competence of Fiqh teachers at Mts. S. Nurul Iman Padang Reba yang has a high level of competence, namely 88% of the entire sample and a sufficient level of 12% of the entire sample. Based on from table in on can concluded that competence pedagogy Teacher Fiqh at Mts. S. Nurul Iman Padang Reba is located in HIGH category .

c. Description Frequency Competence Social

Social competence is measured by 3 indicators, namely communication well with students and the school environment, communicating effectively be empathetic and polite with the wider community, and be inclusive and objective. Of the three indicators, there are 6 statements so that score maximum 24 (6 x 4) And

score minimum 6 (6 x 1). So intervals can be known as follows: $24 : 6 = 4.5$ rounded to 5. From the calculation above it can be seen that the length of the class interval in the variable teacher competency is 5. The frequency distribution can be seen as follows following.

Table 3
Distribution Frequency Competence Social

No	Intervals Class	F	Presentation	Criteria
1	21 – 24	14	56 %	Tall
2	16 – 20	11	44%	Enough
3	11 – 15	0	0%	Low
4	6 – 10	0	0%	Very low
		25	100%	

Based on table in on, can is known that level competence social Teacher Fiqh at Mts. S. Nurul Iman Padang Reba Which has a high level of competency, namely 56% of the total sample, and a sufficient rate of 44% of the entire sample. Concluded that competence social Teacher Fiqh at Mts. S. Nurul Iman Padang Reba is located in the **HIGH category**.

d. Description Frequency Competence Professional

Professional competence is measured by 3 indicators, namely mastery material, structure, draft And pattern think science Which in accordance, capable use technology (ICT) with functional, And Evaluate results program learning. From third indicator the there is 6 statement so that score maximum 24 (6 x 4) And score minimum 6 (6 x1) So intervals can is known as following. $(24 : 4) - 6 = 4.5$ rounded to 5. From the above calculation it can be seen that the length of the class interval in variable competence Teacher is 5. Can is known distribution frequency as follows.

Table 4
Distribution Frequency Competence Professional

No	Intervals Class	F	Presentation	Criteria
1	21 - 24	11	44%	Tall
2	16 – 20	14	56%	Enough
3	11 - 15	0	0%	Low
4	6 - 10	0	0%	Very low
		25	100%	

Based on table in on, can is known that level Professional competence of Fiqh teachers at Mts. S. Nurul Iman Padang Reba yang have a high level of competence, namely 44% of the total sample, and a sufficient level of 56% of the entire sample Based on from table in on can it was concluded that the social competence of Fiqh teachers at Mts. S. Nurul Iman Padang Reba is located in the **ENOUGH category**.

Table 5
Interpretation “r” value *Products Moments*

The size (r_{xy})	Interpretation
0.00-0.25	Between variable X and variable Y indeed there is a correlation, but the correlation is veryweak or low so that the correlation is in ignore (assumed there is no correlation between variable X And variable Y),
0.25-0.50	Between variable X and Y be found correlation whichmom _ or low
0.50-0.75	Between variable X and Y be found correlation whichs edang or enough
075-1,00	Between variable X and Y be found correlation which s lifted strong and very tall.

So in matter This there is correlation which is very strong betweenTeacher Professionalism Competencies with Fiqh Learning Outcomes for Class VIII Students at MTs. S. Nurul Iman Padang Reba.

CONCLUSION

Based on the research problem that has been formulated and the results of the research that the researcher has conducted, the author can conclude that the level of teacher competence regarding the Fiqh learning outcomes for class VIII students at MTs. S. Nurul Iman Padang Reba can be said to be very good. This can be seen from the percentage table obtained from the frequency distribution which all places teacher competence (pedagogical competence, personality competence, social competence and professional competence) at a high level. This means that teacher competency is very necessary, especially in the learning process, not only one competency must be mastered, but efforts must be made to have all four competencies.

There is a positive influence between teacher competence on Fiqh learning outcomes for class VIII students at MTs. S. Nurul Iman Padang Reba This means that the higher the teacher's competence, namely pedagogical, personal, social and professional competence, the higher the learning outcomes obtained and vice versa. There is an overall positive and significant influence between teacher competence on student learning outcomes at Mts S. Nurul Iman Padang Reba. This shows the underlying competence.

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