

## **The Impact of Professional Fiqh's Teacher on Enhancing the Student's Learning Achievement**

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### **Abstract**

Research on the impact of Fiqh educators' professionalism on students' academic achievement is significant for investigation, it offers insights into how aspects expertise, classroom management, contribute to enhancing learning quality. The results may serve as a foundation for crafting more effective educational policies and training programs for educators to enhance their professionalism. This study aims to assess the impact of Fiqh teachers' professionalism on improving student learning outcomes in class X at MAS Islamiyah Subulussalam, Sumberjo District, Torgamba District, Labuhanbatu. The research employs a quantitative approach, utilizing the product-moment correlation technique to test the validity of the questionnaire. The results indicate that teacher professionalism in the teaching and learning process is satisfactory, as reflected by the percentage range of 56%-100%. Student learning achievement, based on the calculations, scores 7.7, falling within the range of 56%-100% according to the established standards. Data analysis reveals a correlation value of 0.829, which exceeds the critical value (rt). The validity test for the research instrument yielded a result of 0.538 at a 5% significance level. The influence observed is classified as high/strong, as indicated by an "rxy" value of 0.289, which corresponds to a strong effect, leading to the acceptance of the alternative hypothesis (Ha).

**Keywords:** *Teacher's Professionalism; Fiqh; Learning Achievement.*

### **Abstrak**

Studi mengenai pengaruh profesionalisme guru Fiqh terhadap keberhasilan akademik siswa sangat penting dan relevan untuk diteliti karena dapat memberikan pemahaman yang lebih mendalam tentang bagaimana elemen seperti kompetensi, manajemen kelas, motivasi, serta interaksi antara guru dan siswa berperan dalam meningkatkan kualitas pembelajaran, memperdalam pemahaman dan penerapan materi, serta dapat mempengaruhi karakter dan akhlak siswa. Temuan penelitian ini dapat menjadi landasan untuk pengembangan kebijakan pendidikan yang lebih efektif dan pelatihan bagi guru agar mampu meningkatkan profesionalismenya. Penelitian ini bertujuan untuk mengetahui dampak profesionalisme guru Fiqh terhadap peningkatan prestasi belajar siswa di kelas X di MAS Islamiyah Subulussalam Sumberjo Kec. Torgamba Kab. Labuhanbatu. Jenis penelitian ini merupakan penelitian kuantitatif, dengan tujuan menguji validitas angket/instrumen penelitian, diterapkan teknik korelasi produk moment. Temuan penelitian mengindikasikan bahwa profesionalisme guru dalam aktivitas belajar mengajar sudah memadai, terbukti dari perhitungan presentase yang menunjukkan kisaran 56%-100%, dan prestasi belajar siswa berdasarkan perhitungan dengan nilai 7,7, sesuai dengan standar yang telah ditentukan, berada dalam kisaran 56%-100%. Hasil analisis data yang didapatkan adalah 0.829 lebih besar dari rt. Berdasarkan hasil uji validitas instrumen/angket, diperoleh angka .538 pada taraf signifikansi 5%. Pengaruh yang ditimbulkan tergolong kuat/tinggi, berdasarkan nilai "rxy" yaitu 0,289 yang menginterpretasikannya sebagai kuat/tinggi, sehingga hipotesis kerja (Ha) diterima.

**Kata Kunci:** *Profesional Guru; Fiqh; Prestasi Belajar*

## **INTRODUCTION**

The expertise of Jurisprudence instructors is crucial for enhancing student learning outcomes due to the following reasons: Professional Jurisprudence educators possess extensive and profound knowledge of the subject. This insight enables them to instruct with greater clarity, precision, and efficacy. Learners can grasp intricate ideas in Fiqh if the instructor presents them in an easily comprehensible manner; Effective Jurisprudence educators employ novel teaching techniques that engage students, enhancing their interest and comprehension of Jurisprudence; They can offer real-life examples (inspiration) in applying Fiqh principles, which not only boosts academic performance but also fosters character development in students; Skilled teachers regularly enhance their teaching capabilities via training and practical experience; Proficient educators can cultivate a secure, comfortable, and supportive learning atmosphere for their students. In a positive environment, students are more inspired to learn and demonstrate improved accomplishments; teachers of jurisprudence also contribute to embedding strong Islamic values in learners. A solid understanding of Jurisprudence enables them to assist students in comprehending and applying religious teachings accurately, which can enhance their behavior and ethics in daily life.

The professionalism of Jurisprudence instructors not only affects the quality of education but also impacts the personal and ethical growth of students, which collectively enhances overall student performance. Professional competence refers to educators' ability to thoroughly grasp learning material both broadly and in detail, allowing them to assist students in achieving the designated competencies (Sagala, 2009: p.23-24).

The matter of education is a crucial topic in life, both in family settings and within the nation and state. The state of a nation's education significantly affects its development and downturn. Indonesia has made efforts to enhance the quality of education across all types and levels. Nonetheless, this endeavor continues to face numerous challenges, particularly in attempts to enhance quality in educational institutions (Imron, 1995: p. 2). One endeavor undertaken is to enhance teacher professionalism, as teachers are crucial to achieving educational success. Bastomi, in his study, states that the effective performance of professional teachers in

executing their responsibilities and roles is crucial for enhancing student learning outcomes (Bastomi, 2024: p. 21867).

Huda also explained that the professionalism of Fiqh teachers can have an impact on increasing student learning (Huda, 2020). In his study, Suwarni detailed that the outcomes of a questionnaire administered to 90 students at MAN 3 Ngawi indicated that the professional competence of teachers affected the students' Fiqh learning success (Khoir, 2024: 3573-3584). Zainal Arifin The learning process is considered effective when students are actively and intentionally engaged in organizing and uncovering information in the form of knowledge. Educators must possess the professionalism mandated by governmental guidelines and community expectations, as there is a significant and beneficial impact of teacher professionalism on student learning outcomes. The extent of this impact is 75.5% (Arifin, 2022: p. 39-45). Professional educators have a significant role not just in Fiqh or PAI subjects but also in other disciplines; this holds true even in Christian schools. In his research, Saro Duma stated that there was a notable impact of 3,280 between teacher professionalism and student learning motivation on the learning outcomes of students at Bittuang Tana Toraja Christian Vocational High School (Duma, 2021: p. 815).

The issues mentioned above serve as a foundation for research and will be addressed through the research process that will be implemented. Consequently, the objective of this study is to assess the effect of the professionalism of Fiqh teachers on enhancing student academic performance in class X at MAS Islamiyah Subulussalam Sumberjo District. Torgamba Area. Labuhanbatu. In addition to that, a hypothesis is a provisional explanation created to clarify a phenomenon and also lead/direct additional research. Considering the above review, the hypothesis to be examined in this research comprises the Alternative Hypothesis (Ha) and Null Hypothesis (Ho), where Ha: The professionalism of Fiqh teachers affects the improvement of student learning achievement in class X at MAS Islamiyah Subulussalam Sumberjo District. Torgamba Area. Labuhanbatu, and Ho: The professionalism of Fiqh teachers does not impact the improvement of student

learning outcomes in class X at MAS Islamiyah Subulussalam Sumberjo District. Torgamba Region. Labuhanbatu. The research discussion will test and clarify the outcomes of the hypothesis.

## **METHOD**

This research will be conducted at MAS Islamiyah Subulussalam Sumberjo District. Torgamba Area. Labuhanbatu. During the odd semester of the 2024/2025 academic year, the research conducted was quantitative in nature, with a population of 52 that included class X A and class X B. The sample size comprised 52 students (representing the entire population) as the total population was under 100 individuals (Arikunto, 2020: p. 104). Instruments for data collection utilizing surveys and observations. In evaluating the research tool, a validity assessment was conducted using the product moment correlation method, while reliability testing was performed through the split half approach. Data analysis for this study was performed using SPSS 2.5 through simple linear regression, and the proposed hypothesis was tested using the t test.

## **RESULT AND DISCUSSION**

A teacher is someone who is ready to dedicate the majority of his time to instructing and mentoring students (Naim, 2009: p. 1). In teaching and learning activities, educators need to possess skills and experience that facilitate their responsibilities. Additionally, teachers should demonstrate professional competence, pedagogical knowledge, personal skills, and social abilities in a harmonious and coherent way (Z. Arifin, 2011: p. 15). Becoming a teacher necessitates specific conditions, particularly for a professional educator who must excel in education and in teaching various other disciplines that require nurturing and advancement over a defined educational timeframe (Usman, 2011: p. 5).

Professionalism derives from the term profession, which refers to a line of work that an individual is interested in or intends to follow. A profession is similarly characterized as a specific role or occupation that requires specialized knowledge and skills gained through rigorous academic training (Kunandar, 2007: p. 45). A profession is a task or occupation performed by an individual that serves as a

lifelong source of income, necessitating skills, talents, or abilities that adhere to specific quality standards or norms and demands professional training (Nasional, 2005: p. 5).

A professional occupation necessitates specific criteria, including: adherence to a code of ethics as guidance in performing duties, maintaining a consistent service object, like a physician with patients or an educator with students, and being acknowledged by the community for the essential services provided (Usman, 2000: p. 15). A teacher deemed professionally competent is one who: manages responsibilities effectively, successfully fulfills their roles, strives to attain educational objectives of the school, and performs their part in the classroom's teaching and learning process (Hamalik, 2003: p. 38).

At the same time, the interpretation of fiqh topics in the Madrasah Tsanawiyah Curriculum involves Islamic Religious Education classes aimed at equipping students to identify, comprehend, value, and apply Islamic law, which then serves as the foundation of their lifestyle through mentoring, instruction, practical training, application, and instilling habits. In general, fiqh subject matter at MA can be grouped into 4 categories of Fiqh, namely; Fiqh of Worship, Fiqh Muamalah, Fiqh Jinayah and Fiqh shiyasah Based on the main material, the material of fiqh worship is covered approximately 60%, Fiqh Muamalah 20%, Fiqh Jinayah 10%, and Fiqh shiyasah 10% (Perumus, 2006: p. 21).

An effective educator signifies a democratic educator. Teachers who are democratic typically opt for dialogic learning approaches. To attain these learning conditions necessitates a shift from traditional-static/monotonous education to active-creative and enjoyable learning. Paulo Freire asserts that conventional and static education resembles "banking" style learning (Muslich, 2007: p. 188). In the realm of education in our nation, the "banking model" of education described by Paulo Freire is evident through 5 (five) primary sins frequently perpetrated by educators. The teacher's five sins are:

1. Opting for easy methods in education;
2. Anticipating negative behavior from students before addressing it; Implementing harmful disciplinary practices while nurturing students.
3. Disregarding the individuality of students during instruction (both disadvantaged and capable students receive the same treatment in teaching and learning)
4. Complacent in acquiring knowledge and enhancing abilities as they believe they are the most intelligent and knowledgeable.
5. Inequitable (biased); and uphold the rights of students.

Four elements serve as fundamental concepts of learning strategies that should be used as guidelines when carrying out activities. Initially, criteria and requirements for the expected behavioral modifications resulting from the conducted learning. Secondly, select a learning method that is regarded as significant, effective, and efficient for reaching goals. Third, select and define learning procedures, methods, and techniques that are regarded as the most suitable and efficient. Fourth, establish benchmarks or standards for learning success to provide teachers with a guide that serves as a tool for implementation. Another crucial aspect of establishing effective fiqh education is the necessity of employing appropriate methods. An approach is characterized as a perspective or method of viewing something. The potential methods in learning strategies for Fiqh subjects include: the expository method or information model, the inquiry/discovery method, the social interaction method, and the behavioral model method. Essentially, to establish optimal fiqh education, it is essential to have skilled educators, specifically those who are adept at employing diverse strategies and methods in fiqh teaching activities (Darsono, Max, 2002: p. 208).

Information regarding teacher professionalism was gathered by distributing questionnaires, while student learning outcomes were derived from report scores on student achievements in class X at MAS Islamiyah Subulussalam, Sumberjo District. Torgamba Region. Labuhanbatu. The subsequent table displays data regarding student achievement:

Table 1 Academic Performance of Class X Students

No.	Name	Mark	No.	Name	Mark
1	Aisyah	8	27	Amrijal	8
2	Alfiansyah	8	28	Aminah	8
3	Annisa	8	29	Andi	6
4	Anggi	7	30	Ari Iskandar	7
5	Ayla	8	31	Aliza Zahra	8
6	Fazar	7	32	Azura Fatmay	8
7	Fahri	7	33	Candra	8
8	Halimah	8	34	Febrianti	8
9	Khairul Azmi	8	35	Alham	8
10	M. Saipul	9	36	Julfan	7
11	M Rahmad	7	37	Mardiah	9
12	Putri Syakila	8	38	Merry Agustin	9
13	Ratih	7	39	M. Arya	7
14	Reyhan	8	40	Nur Aini	8
15	Riski Ramadani	8	41	Rani	8
16	Sarah	8	42	Restiana	7
17	Sinta	7	43	Regina	8
18	Siti Aisyah	9	44	Rina	8
19	Sri Devi	7	45	Rindi	8
20	Sri Hartati	7	46	Rizky Aldo	6
21	Teguh	8	47	Risky Sahputra	7
22	Ummi Kalsum	8	48	Safriani	9
23	Windi	8	49	Saiful	8
24	Yani Amelia	9	50	Sarah	8
25	Zaskia	7	51	Tanti Atika	8
26	Zira Aulia	8	52	Yusnaida	8

Teacher professionalism along with results from the validity testing of the questionnaire. If  $r_{xy}$  is greater than or equal to  $r_{table}$ , the instrument item is considered valid; however, if  $r_{xy}$  is less than  $r_{table}$ , the instrument item is deemed invalid. According to the findings from the validity assessment of the research questionnaire, the subsequent results were achieved:

Table 2 Instrument Validity Test Result

	Correlations	x1	x2	x3	x4	Total
<b>x1</b>	Pearson Correlation	1	.120	.985**	.214	.309*
	Sig. (2-tailed)		.396	.000	.128	.026

	N	52	52	52	52	52
<b>x2</b>	Pearson Correlation	.120	1	.106	.928**	.022
	Sig. (2-tailed)	.396		.453	.000	.879
	N	52	52	52	52	52
<b>x3</b>	Pearson Correlation	.985**	.106	1	.217	.325*
	Sig. (2-tailed)	.000	.453		.122	.019
	N	52	52	52	52	52
<b>x4</b>	Pearson Correlation	.214	.928**	.217	1	.087
	Sig. (2-tailed)	.128	.000	.122		.538
	N	52	52	52	52	52
<b>Tota</b>	Pearson Correlation	.309*	.022	.325*	.087	1
<b>l</b>	Sig. (2-tailed)	.026	.879	.019	.538	
	N	52	52	52	52	52

Evaluate the instrument's reliability using the Cronbach's Alpha method measured on a scale from 1 to 5. When categorized into 5 levels with equal intervals, Therefore, the stability of Alpha is understood in this way:

Table 3 Interpreted of Cronbach's Alpha Values

Alpha	Reliability Level
0,00 – 0,19	Less Reliable
0,20 – 0,39	Somewhat Reliable
0,40 – 0,59	Quite Reliable
0,60 – 0,79	Reliable
0,80 – 1,00	Very Reliable

Through the examination conducted utilizing the SPSS version 25 software, the ensuing results were achieved:

Table 4 Reliability Test Result

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.143	7

To determine the impact of the professionalism of Fiqh teachers on enhancing student learning outcomes in class X at MAS Islamiyah Subulussalam, Sumberjo District. Torgamba Region. In Labuhanbatu, a number of assessments were conducted, including:



**Basic Linear Regression Examination**

		<b>Coefficients<sup>a</sup></b>				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	6.772	1.170		5.788	.000
	Reigiusitas	.051	.059	.120	.856	.396

a. Dependent Variable: Agresivitas

According to the findings from the Multiple Linear Regression analysis using the SPSS for Windows 25 software mentioned earlier, the multiple linear regression formula in this research is as follows:  $Y = 6.772 + X = 0.51$

**t Test Outcomes (Partial)**

		<b>Coefficients<sup>a</sup></b>				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	6.772	1.170		5.788	.000
	Reigiusitas	.051	.059	.120	.856	.396

It is recognized that the t count is 5,788 with a t table of 120, therefore t table is less than t count. With a significance level of  $396 < 0.05$ , this indicates that the first hypothesis is accepted, specifically teacher professionalism (X) affecting the enhancement of Fiqh learning for class X students (y) at MAS Islamiyah Subulussalam Sumberjo District. Torgamba Area. Labuhanbatu

**Results of the Determination Test**

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.120 <sup>a</sup>	.014	-.005	.70522

a. Predictors: (Constant), Reigiusitas

That table illustrates: The relationship value (R) of 0.120 leads to a coefficient of determination (R-squared) of 0.014. This indicates that the influence

of the independent variable (Reiguity) on the dependent variable (Aggressiveness) is 0.014%.

## **CONCLUTION**

According to the findings of this study, the following conclusions can be drawn: the research findings indicate that student achievement in fiqh studies is fairly strong, as evidenced by data gathered from report cards with an average score of 7.7. If rounded to 8, it can be concluded that student performance in this area is commendable. The teaching professionalism of educators in class X at MAS Islamiyah Subulussalam, District Sumberjo Torgamba Region. The teaching in Labuhanbatu is reported to be effective and aligns with theoretical standards, as evidenced by the research questionnaire results that achieved 80%. When combined with Suharsimi Arikunto's criteria range of 65% - 100%, this indicates a good evaluation. And according to the outcomes of the Multiple Linear Regression analysis, the multiple linear regression equation in this research is represented as follows:  $Y = 6,772 + X = 0.51$ , It is established that the computed t value is 5.788 with a t table at 120, then  $t_{table} < t_{value}$  with a significance level of  $396 < 0.05$ , this demonstrates that the initial hypothesis is validated, specifically regarding teacher professionalism (X) in enhancing Jurisprudence learning for class X students (Y) at MAS Islamiyah Subulussalam in Sumberjo District Torgamba Area Labuhanbatu.

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