Teacher Competence and Religious Character on Learning Achievement: The Mediating Role of Islamic Extracurriculars

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Abstract

This study aims to analyze the influence of teacher competence and religious character on the learning outcomes of students' moral creed in MAN 1 Trenggalek. A quantitative approach is used with the survey method, which is conducted retrospectively to examine the variable construction of learning outcomes of moral creed students. This research design uses explanatory and correlational approaches with Partial Least Squares Structural Equation Modeling (PLS-SEM) as an analytical tool. This study involved 98 MAN 1 Trenggalek students as samples, selected using purposive sampling techniques. Data were collected through questionnaires with four variables: Teacher Competence (X1), Religious Character (X2), Islamic Extracurricular as a mediator (Z), and Learning Achievement in Islamic Education (Y). Data collection is done through Google Forms. Data analysis using PLS-SEM, with testing stages of measurement and structural models. Measurement model testing aims to validate and estimate the reliability of indicators and constructs. The results show that all indicators meet the requirements of validity and reliability. Structural model evaluation aims to assess model predictions against empirical data and the predictive power of the model. The results show that teacher competence and religious character significantly impact the learning outcomes of students' moral creeds. Religious extracurriculars mediate the relationship between teacher competence and moral creed learning outcomes. This study concludes that teacher competence and religious character contribute significantly to the learning outcomes of students' moral creeds. This research contributes to the development of educational theory by highlighting the relationship between teacher competence, religious character, and student learning achievement, as well as the mediating role of Islamic extracurricular activities. This research concludes that teacher competence and student religious character have a positive influence on student learning achievement.

Keywords: Teacher Competency, Religious Character, Islamic Extracurriculars, Learning Achievement in Islamic Education, PLS-SEM

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh kompetensi guru dan karakter religius terhadap hasil belajar akidah akhlak siswa di MAN 1 Trenggalek. Pendekatan kuantitatif digunakan dengan metode survei, yang dilakukan secara retrospektif untuk menguji konstruksi variabel hasil belajar

siswa akidah akhlak. Desain penelitian ini menggunakan pendekatan eksplanatori dan korelasional dengan Partial Least Squares Structural Equation Modeling (PLS-SEM) sebagai alat analisis. Penelitian ini melibatkan 98 siswa MAN 1 Trenggalek sebagai sampel, dipilih dengan menggunakan teknik purposive sampling. Data dikumpulkan melalui kuesioner dengan empat variabel: Kompetensi Guru (X1), Karakter Religius (X2), Ekstrakurikuler Keagamaan sebagai mediator (Z), dan Hasil Belajar Akidah Akhlak (Y). Pengumpulan data dilakukan melalui Google Formulir. Analisis data menggunakan PLS-SEM, dengan tahap pengujian model pengukuran dan model struktural. Pengujian model pengukuran bertujuan untuk memvalidasi dan mengestimasi reliabilitas indikator dan konstruk. Hasilnya menunjukkan bahwa semua indikator memenuhi persyaratan validitas dan reliabilitas. Evaluasi model struktural bertujuan untuk menilai prediksi model terhadap data empiris dan kekuatan prediktif model. Hasilnya menunjukkan bahwa kompetensi guru dan karakter religius memiliki dampak signifikan terhadap hasil belajar akidah akhlak siswa. Ekstrakurikuler keagamaan memediasi hubungan antara kompetensi guru dan hasil belajar akidah akhlak. Penelitian ini menyimpulkan bahwa kompetensi guru dan karakter religius memberikan kontribusi yang signifikan terhadap hasil belajar akidah akhlak siswa. Penelitian ini berkontribusi pada pengembangan teori pendidikan dengan menyoroti hubungan antara kompetensi guru, karakter religius, dan pencapaian belajar siswa, serta peran mediasi kegiatan ekstrakurikuler Islam. Penelitian ini menyimpulkan bahwa kompetensi guru dan karakter religius siswa memiliki pengaruh positif terhadap pencapaian belajar siswa.

Kata Kunci: *Kompetensi Guru, Karakter Religi, Ekstrakurikuler Keagamaan, Hasil Belajar, PLS-SEM*

INTRODUCTION

Human life cannot be separated from education and learning. Education and learning can happen anytime, anywhere, and by anyone. Education has become a need that must be met by all people who have lived on earth. Without realizing it, all humans have experienced education in their lives. The education is related to social, political, cultural, and religious education. Religious education has a very important role in the national education system. According to Law no. 20. In 2003 concerning SISDIKNAS, education is a conscious and planned effort to realize the learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, noble moral intelligence, and skills needed for themselves, society, nation, and state (Karim et al., 2021).

Indonesia has upheld noble values and decency in everyday life (Astuti et al., 2021; Zuhaeriah et al., 2020). As we can see, there is a culture of kissing hands when shaking hands with people older than us, such as parents and teachers. Because

Indonesia is a country that refers to Eastern customs, civility, politeness, and noble values the Indonesian nation is also influenced by the fact that the Indonesian state is a country whose population predominantly adheres to Islam. So, Islamic teachings are very influential in all aspects of life.

According to Munadi & Khuriyah (2023), learning outcomes are abilities possessed by students after they receive their learning experience. Internal and external factors influence high or low student learning outcomes. Internal factors include physiological conditions, sensory conditions, interests, talents, intelligence, motivation, cognitive abilities, and attention. External factors include the natural environment, socio-cultural environment, curriculum, programs, facilities, and teachers.

In addition to paying attention to learning outcomes, teachers must have teacher competence. Teacher competence is one of the factors that influence the existence of learning and educational objectives in schools. However teacher competence cannot stand alone; it will be influenced by other factors such as academic background, teaching experience, and teaching duration (Acoci et al., 2022; Zuhaeriah et al., 2020). Competency development is a consolidated process of acquiring a set of skills that have been necessary to reach the domain of life. Teacher competence is considered important as a selection tool in accepting prospective teachers, and it can be used as a guideline in the context of coaching and developing teacher personnel.

Thus, teacher competence is teachers' internal capacity to carry out their professional duties. The competencies include pedagogic competence, personality competence, and social and professional competence (Selvarajan, 2022; Susanto et al., 2019). In addition to teacher competence, there is also a religious character that will affect student learning outcomes, religious character is the initial and main character that must be instilled in early childhood, perhaps is the basis of religious teachings in the lives of individuals, society, and the Indonesian nation. For the younger generation who learn, read, and practice it or give spiritual strength to a Muslim. Those who have learned will get rewards, and Allah will protect them in this world and the Hereafter (Karim et al., 2021; Kusumaningrum et al., 2019).

Based on observations/interviews conducted by researchers at MAN 1 Trenggalek with teachers and students, the religious character has not been fully embedded in students. Many factors influence this such as parents, school environment, school friends, and teacher factors. For example, some teachers only give assignments without explaining first and some still use the lecture method in the learning process, so learning seems monotonous, and students become saturated.

Another factor affects the learning outcomes of moral creeds, namely extracurricular activities. Extracurricular activities are activities that can develop students' potential, interests, talents, personalities, cooperation, abilities, and independence to the maximum and become a means of strengthening personality carried out both outside the classroom and in the classroom.

Religious extracurricular activities are beneficial in improving the ability of students in the field of Islamic religious education. With the holding of religious extracurricular activities, students have the preparation to distance themselves from all kinds of negative influences (Berglund, 2023; Fakhrurrozi et al., 2023). However, the lack of effective hours of Islamic religious instruction in schools is the initial cause of the lack of students when understanding, living, and practicing the teachings of Islam. So, due to this deficiency, students need more preparation to protect themselves from all kinds of negative influences resulting from the globalization of life. Several religious extracurricular activities include *qiro'at*, *hadrah* art, and calligraphy. One of the extracurricular activities that have implications for the morals and achievements of students is religious extracurriculars (Firdaus, Taufiq, et al., 2023; Trinova et al., 2020).

Religious extracurriculars will also have an impact on the religious character of students. This has been proven in one of the madrassahs, namely MAN 1 Trenggalek. It was proven that in the morning the students performed the dhuha prayer and then read the Qur'an in their respective classes before learning began. Therefore, it will have an impact on the learning outcomes of moral creeds where some students already have religious characteristics that have been applied in everyday life, such as having a commendable moral personality related to one's faith (Munadi & Khuriyah, 2023; A. Samad et al., 2023).

Based on observations/interviews conducted by researchers themselves with students and teachers of moral creed, subjects students in MAN 1 Trenggalek have yet to be fully embedded in religious attitudes because today, it has been influenced by foreign cultures that have begun to arrive in Indonesia. However, it does not rule out the possibility of a religious character being reduced just like that. Therefore, there is a need for habituation in madrassas as a manifestation of religious character education itself (Berglund, 2023; Hayati & Idin, 2024).

Based on the literature, it can be believed that the role of religious extracurriculars, the role of teacher competence, and religious character significantly affect the learning outcomes of moral creeds. In addition, it will also raise questions for

the author to research the role of religious extracurricular mediation, teacher competence, and religious character on the learning outcomes of moral creeds.

RESEARCH METHOD

This research uses a quantitative approach with survey research methods (Apriliani et al., 2023; Putra et al., 2022; Widayanto et al., 2021). The survey method was chosen because this study aims to retrospectively test the variable construction of learning outcomes of moral creed students. This research design uses an explanatory and correlational approach using Partial Least Squares Structural Equation Modeling (PLS-SEM), an approach used to explore the relationship between variables in a conceptual model. PLS-SEM is a multivariate statistical method to analyze a structural model's relationship between latent or measured variables. Using this approach, this research combines explanatory and correlational elements to better understand the complexity of the relationships between variables in a conceptual model. PLS-SEM allows researchers to test models holistically, including identifying cause-and-effect relationships and correlation relationships between variables, thereby providing a deeper understanding of the observed phenomena. This study used the non-probability method using purposive sampling techniques. The sample in this study was 98 students at MAN 1 Trenggalek.

The data collection technique uses a questionnaire with four variables. The independent variables include Teacher Competence (X_1) and Religious Character (X_2), the mediator variable is Religious Extracurriculars (Z), and the dependent variable is Moral Creed Learning Outcomes (Y). This research uses a Likert scale consisting of 4 alternative answers consisting of strongly agree, agree, disagree, and somewhat disagree (Daryono et al., 2020; Fauzan et al., 2023; Supriyanto et al., 2022). Reliability estimates use Cronbach Alpha, Rho_A, and CR values (>0.70). The goodness of fit model testing stage aims to test the predictive power of the model and the feasibility of the model. The criteria that must be met include predictive relevance to see the predictive power of the model on the blindfolding output (Daryono et al., 2023; Hariyanto et al., 2022). The inner model testing stage is to test the significance of the direct ($H\text{-}DIR_{1\text{-}5}$) and indirect effects (the mediating role of $H\text{-}IND_{1\text{-}2}$).

RESEARCH FINDINGS AND DISCUSSION
PLS-SEM Analysis: Evaluation of Structural Model (Inner Model)

Evaluation of measurement models is very important to ensure that the indicators used to measure latent constructs or variables are by the research

objectives and have good quality. Examining construct validity is the primary goal of measuring model evaluation. Analyzing the relationship between the indicator and the measured construct can ensure that the indicator truly reflects the intended aspect of the construct. By analyzing factor loadings, reliability, and discriminant validity, researchers can decide which indicators should be included in the analysis and which should be omitted.
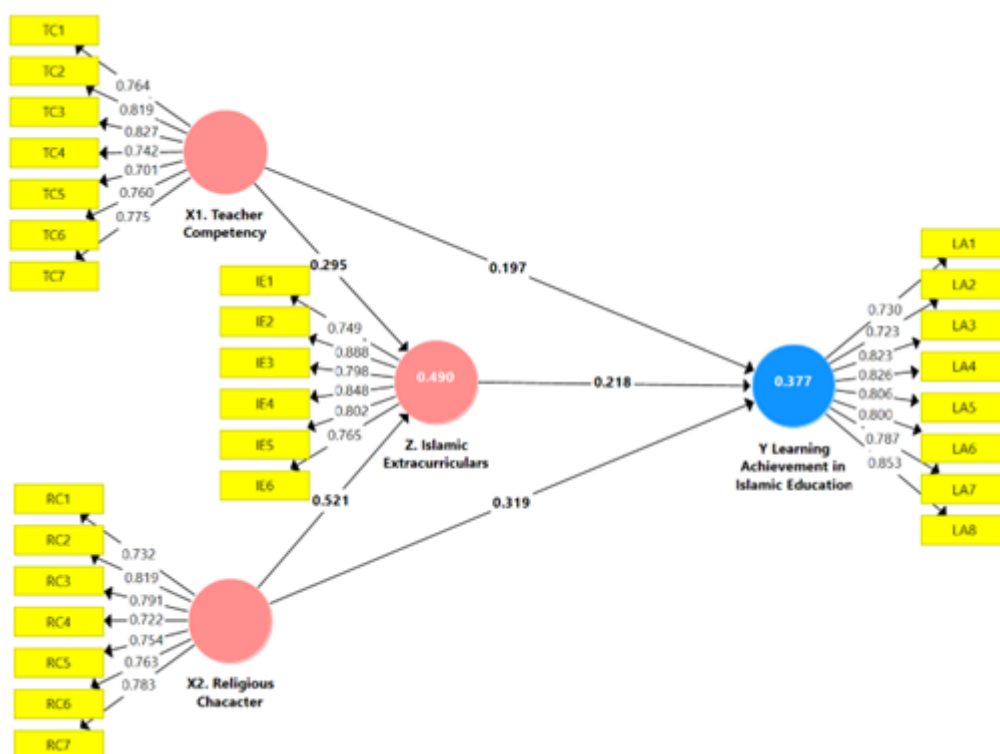

Figure 1. Evaluation of the Measurement Model

Based on the table below, each sub-variables overall loading factor value is >0.70 (0.701 – Ability to Assess and Provide Feedback 0.888 – Attendance). This can be interpreted as the level of correlation between sub-variables and variables, which can be explained by 70.10% to 80.88%. The value of Average Extracted Variance (AVE) in each variable has a value of >0.50 (0.588 – Religious Character (X_2) to 0.656- Islamic Extracurricular (Z). So, it can be concluded that each sub-variable and variable in the instrument in the research model has supported the requirement of convergent validity. Based on the coefficient loading factor value, the most dominant statement item in measuring Learning Outcomes is the Self-Reflection of 0.853 (LA8). This can mean that self-reflection can measure learning outcomes by 80.53%. The weakest item is the understanding of moral values which is 0.723 (LA2 or 70.23%).

Table 1. Outer Model: Convergent Validity and Reliability

Variables	Constructs	Conver Validity		Consistency Reliability		
		FL (0.70)	AVE (0.50)	CA (0.70)	rho_A (0.70)	CR (0.70)
Teacher Competency (X1)	TC1	0.764	0.594	0.886	0.890	0.911
	TC2	0.819				
	TC3	0.827				
	TC4	0.742				
	TC5	0.701				
	TC6	0.760				
	TC7	0.775				
Religious Character (X2)	RC1	0.732	0.588	0.884	0.894	0.909
	RC2	0.819				
	RC3	0.791				
	RC4	0.722				
	RC5	0.754				
	RC6	0.763				
	RC7	0.783				
Islamic Extracurriculars (Z)	IE1	0.749	0.656	0.894	0.896	0.919
	IE2	0.888				
	IE3	0.798				
	IE4	0.848				
	IE5	0.802				
	IE6	0.765				
Learning Achievement in Islamic Education (Y)	LA1	0.730	0.632	0.916	0.920	0.932
	LA2	0.723				
	LA3	0.823				
	LA4	0.826				
	LA5	0.806				
	LA6	0.800				
	LA7	0.787				
	LA8	0.853				

The Fornell-Larcker test is one of the methods used in PLS-SEM to evaluate the discriminant validity of the constructs in a model. This test aims to ensure that the different constructs in the model can be distinguished from each other. This is done by comparing the variance explained by the construct with the variance explained by other constructs in the model. If the variance explained by a construct is greater than the variance explained by another construct, then the construct has good discriminant validity. Based on the table below, the correlation value of Learning Achievement in Islamic Education (Y) → Learning Achievement in Islamic Education value of 0.795 is greater than the correlation value of Religious Character (X2) with other variables Religious Character (X2) →

0.545; Islamic Extracurriculars (Z) → 0.527; and Teacher Competency (X₁)→ 0.447. And so on for the assessment of correlation to other variables.

Table 3. Discriminant Validity: The Fornell Larcker

Variables	Y	X_2	Z	X_1
Y. Learning Achievements in Islamic Education	**0.795**			
X_2. Religious Character	0.545	**0.767**		
Z. Islamic Extracurriculars	0.527	0.647	**0.810**	
X_1. Teacher Competency	0.447	0.429	0.518	**0.771**

One of the main purposes of HTMT testing is to measure the validity of discriminants in models. HTMT is used to check the extent to which constructs measured by different indicators represent the same or other constructs in the model. HTMT is also useful for assessing multicollinearity between constructs in models. Multicholinerity can occur when constructs are strongly interrelated, leading to problems in the estimation and interpretation of results in SEM analysis. The all-dimensional HTMT test has a value of <0.90 (0.446 to 0.698). So it can be concluded that Fornell-Larcker and HTMT on the correlation of all variables in this research data instrument meet the discriminant validity test in measuring Learning Outcomes.

Table 4. Discriminant Validity: The HTMT

Variables	Y	X^2	Z	X^1
Y. Learning Achievement in Islamic Education				
X^2. Religious Character	0.588			
Z. Islamic Extracurriculars	0.568	0.698		
X^1. Teacher Competency	0.483	0.446	0.575	

PLS-SEM Analysis: Evaluation of Structural Model (Inner Model)

Structural evaluation in testing on PLS-SEM has the main objective of assessing the accuracy of the predictions of the proposed model. This is done by evaluating the extent to which the model can explain variations in empirical data and predict endogenous variables well. Overall, structural evaluation aims to improve understanding of the phenomena studied in the context of research. By analyzing the relationships between variables, researchers can identify the factors that contribute to the phenomenon and develop deeper insights into the dynamics involved.

Table 5. Measurement of Structural Model: R^2, f^2, Q^2

Variable	Coefficient Determination		Effect Size (f^2)		Construct Cross-Validated(Q^2)		
	R^2	Decision	Value	Decision	Redundancy	Communality	Predictive

Variable	Coefficient Determination		Effect Size (f^2)		Construct Cross-Validated(Q^2)		
	R²	Decision	Value	Decision	Redundancy	Communality	Predictive
Y	0.377	Moderate			0.227	0.523	Strong
X2			0.093	Small		0.44	Strong
Z	0.49	Moderate	0.039	Small	0.296	0.506	Strong
X1	-	-	0.045	Small		0.451	Strong

Based on the table 5 above the R² coefficient on the Religious Extracurriculars variable, a value of 0.490 is obtained, this can be interpreted as Learning Achievement, Religious Character, and Teacher Competency affect the Religious Extracurriculars variable by 49.00% and the remaining 51.00% is influenced by other variables outside the research model. f^2 (effect size) is one of the measures in PLS-SEM to evaluate the strength of the effect of latent variables on the observed construct. The results provide an idea of how much the latent variable contributes to explaining variation in the observed construct. f^2 helps in determining how significant the contribution of latent variables is to the observed construct. *f*So that the output effect size shows that the most dominant variable in influencing learning outcomes is Religious Character (f^2 = 0.093 in the small category and the weakest variable is Religious Extracurriculars (f^2 = 0.039) in the small category.

The next test by looking at the value of predictive relevance (Q^2) aims to validate the predictive capabilities of the model by reality in the field. Based on the table above, all Q^2 values exceed the intersection point (greater than zero). The results of the calculation of predictive relevance Q^2 obtained values of 0.227 to 0.296 in the Redundancy Construct Crossvalidated and 0.440 to 0.523 in the Communality Construct Crossvalidated. So the model in measuring overall learning outcomes can explain the model analysis by 22.70% to 52.30% of the phenomena studied. The results of both procedures show that learning outcomes have strong predictive power.

Path Analysis and Hypothesis Testing

One of the main purposes of hypothesis testing is to examine the relationships between variables in the proposed model. This is done by analyzing the strength and significance of the relationships between the variables identified in the model. Direct effect evaluation allows researchers to test the consistency between empirical findings and theories that support the model. In addition, this test analyzes the significance of the mediating effect in the research model. This is important for understanding the mechanisms underlying relationships between variables and how certain variables can mediate or change relationships between other variables.
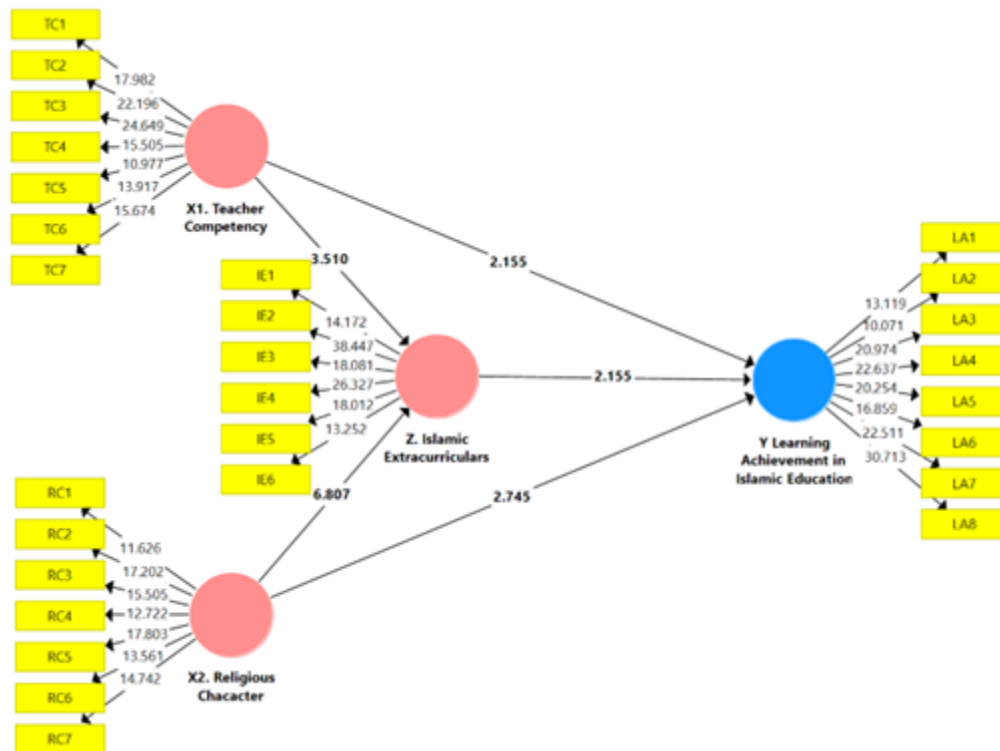
Figure 2. Evaluation of Path Analysis

Based on Figure 2, the hypothesis can be accepted with significant criteria if it has a T-statistic value above 1.96. The hypothesis can be accepted with a positive or negative influence if the acquisition of the value of the β-values coefficient indicates the direction of positive or negative influence. Based on Table 6, the hypothesis H-DIR₁ (Religious Character (X_2) → Learning Achievements in Islamic Education (Y) obtained a value of β-values = 0.319 and ϱ-values = 0.005 (<0.05). This shows that the variable Religious Character (X_2) has a positive, significant effect on learning outcomes (Y). This can be interpreted that when the Religious Character variable (X_2) increases, the learning outcome variable will also increase significantly.

Table 6. Results of Path Coefficient: Direct Effects

Hyp.	Path Analysis	β-Values (+/-)	SDV	T-Statistics (>1,96)	ϱ-Values (<0,05)	Decision
H-DIR₁	RC → LA	0.319	0.112	2.841	0.005	Accepted
H-DIR₂	RC → IE	0.521	0.078	6.680	0.000	Accepted
H-DIR₃	IE → LA	0.218	0.103	2.118	0.035	Accepted
H-DIR₄	TC → LA	0.197	0.091	2.160	0.031	Accepted
H-DIR₅	TC → IE	0.295	0.081	3.639	0.000	Accepted

Based on Table 6, in the H-DIR₂ (Teacher Competency) hypothesis (X_1) → Islamic Extracurriculars (Z) obtained a value of β-values = 0.521 and ϱ-values = 0.000

(<0.05). This shows that the Teacher Competency variable (X_1) has a positive, significant effect on Islamic Extracurriculars (Z). This can be interpreted that when the Teacher Competency (X_1) variable increases, the Religious Extracurriculars variable will also increase significantly. In the H-DIR$_3$ hypothesis → Learning Achievements in Islamic Education (Y) obtained a value of β-values = 0.218 and ϱ-values = 0.035 (<0.05). This shows that Teacher Competency (X_1) has a positive and significant effect on Learning achievements in Islamic Education (Y). This can be interpreted that when the Teacher Competency variable (X_1) increases, the learning outcome variable will also increase and vice versa.

Table 7. Results of Path Coefficient: Indirect Effects

Hyp.	Path Analysis	β-Values (+/-)	T-Statistics (>1,96)	ϱ-values	Decision	Mediating Role
H-IND$_1$	RC →IE →LA	0.114	1.899	0.058	Rejected	No Mediation
H-IND$_2$	TC →IE →LA	0.064	1.829	0.068	Rejected	No Mediation

Based on Table 7, in the H-IND$_1$ hypothesis, the results of testing the mediating effect of Religious Character (X_2) can be concluded that there is a positive influence (β-values = 0.114) and no significant (T-statistic 1.899 >1.96 and ϱ-value 0.058 <0.05) between Religious Character factors on Islamic Extracurriculars (Z). So H-IND$_1$ states "There is a positive but not significant influence on the role of Religious Extracurriculars on Learning Achievement in Islamic Education". In the H-IND$_2$ hypothesis, the results of testing the mediating effect of the Islamic Extracurriculars (Z) variable can be concluded that there is a positive (β-values = 0.064) and insignificant (T-statistic 1.829 >1.96 and ϱ-value 0.068 <0.05) between Teacher Competency on Learning Achievement in Islamic Education (Y). So H-IND$_2$ states "There is a positive and insignificant influence on the role of Islamic Extracurriculars in mediating Teacher Competency on Learning Achievement in Islamic Education".

The results of this study provide a positive impetus to improve the role and quality of religious extracurriculars in mediating the influence of teacher competence and religious character on student moral creed learning outcomes. Measuring teacher competence on student moral creed learning outcomes can involve several indicators that can provide an idea of how effective teachers are in teaching and students in understanding the material. The results of the study

revealed that an important indicator in measuring teacher competence in learning moral creed is mastery of the material. So that this indicator measures the extent to which teachers have a deep understanding of the material of creed and morals taught. So this can be assessed through teacher knowledge tests or evaluations organized by the school. The results of this study highlight the importance of teaching ability indicators in measuring teacher competence. So teachers need to understand how to deliver material effectively to students. This can be seen from teaching techniques, interaction with students, and the ability to explain complex concepts in an easy-to-understand way (Selvarajan, 2022).

This study is in line with the research Rachmah et al., (2022) that indicators of response to students are important in measuring teacher competence. How well the teacher responds to the individual needs of students in understanding the material of creed and morals. Teachers can provide additional assistance to students who have difficulty understanding certain concepts. Use of Relevant Learning Methods: Whether the teacher uses appropriate learning methods to teach creeds and morals to students. For example, do they utilize stories, group discussions, or case studies to illustrate moral concepts?

Religious character plays an important role in the learning outcomes of moral creeds, several indicators will influence it, such as how we obey God. The results revealed that an important indicator in measuring religious character is adherence to religious teachings, for example how we carry out religious rules that have been taught and do not violate these rules. We will also know what is good and what is bad or we can stay away from His prohibitions. However, the teacher will also be able to judge character religion through morals and ethics for what is done every day while at school and outside school.

This study is in line with Ginanjar et al., (2023) that ethics and morals are important in measuring students' religious character. How many assessments do teachers take from these indicators: Whether teachers use those assessments effectively. For example, does the teacher always exclude students from these indicators? Not necessarily all teachers use such assessment methods. However, it does not rule out the possibility that ethics and morals become a persistent benchmark. But the teacher will also assess through the learning process what his knowledge is, and what his skills in learning are like.

The role of Islamic extracurricular mediation on learning outcomes can hurt students. Several indicators will significantly improve learning outcomes. In particular, it will increase the understanding of knowledge about Islamic

religious teachings (Rahman et al., 2021). So that it can explain the basic concepts in Islamic religious teachings, as well as required worship practices such as prayer, and fasting, and can explain Islamic teachings regarding what is good and what is bad. so that students can also identify and understand the moral values taught in the teachings of Islam, such as honesty, and justice, and can explain the importance of applying them in everyday life.

This research is in line with the research Widyastuti et al., (2023); Zuhaeriah et al., (2020) which states that understanding knowledge about Islamic religious teachings on student learning outcomes plays an important role in the development of religious extracurriculars. Moral understanding will also form a better person than before because extracurricular it certainly teach positive things to know our true identity (Indawati et al., 2022). However, religious extracurriculars will also hurt student learning outcomes. If the student cannot control the study time with extracurricular time properly. However, when participating in extracurricular activities, you will get a more meaningful experience than those who do not participate in extracurriculars. Learning is not only in the classroom but also outside the classroom such as participating in other extracurricular and other positive activities (Rizqi et al., 2023).

Based on the results of the research above, it can be concluded that teacher competence has a significant impact on student learning outcomes, especially on student learning outcomes that can be achieved by Learning Implementation Plans or Teaching Modules. With a focus on learning moral creeds, it supports the formation of the character of the younger generation who are integrity, responsible, and ready to play an active role in society. In addition, religious characters will also play an important role in the personal development of students. Religious extracurriculars on student learning outcomes are also very important in developing students' abilities and characters, helping them to explore their talents and potentials, and optimizing self-development according to interests.

CONCLUSION

The implications of research on religious extracurricular in mediating the influence of teacher competence and religious character on the learning outcomes of moral creed show that the learning outcomes of moral creed have great potential to increase extracurricular effectiveness in mediating the influence of

teacher competence and religious character on the learning outcomes of moral creed. In addition, this study emphasizes the importance of more effective extracurricular program planning, teacher training, and development, collaboration with parties outside the school, development of follow-up plans, program evaluation and monitoring, and increasing student awareness. Thus, in considering these implications, schools can optimize the role of extracurriculars in mediating the influence of teacher competence and religious character on the learning outcomes of moral creeds, thus encouraging the formation of a generation that has a strong moral and spiritual foundation. And can take more targeted and effective steps in improving the formation of students' religious character through religious extracurricular programs, while utilizing the potential of teacher competence and religious character.

To improve the learning outcomes of moral creed through teacher competence and religious character, the approach of using interactive learning methods and the provision of quality learning materials and resources will be the key to success. An approach using interactive and participatory learning methods can help students improve learning outcomes when participating in religious extracurricular activities, such as group discussions, role plays, and simulations. This approach can strengthen students' understanding and appreciation of religious values that have been taught by teachers. In addition, collaboration with religious and community institutions, promotion of active student participation, periodic evaluation, and monitoring can enable students to provide very important support in student learning outcomes. By implementing these suggestions and recommendations, teacher competence and religious character can make a positive contribution to the surrounding environment, while improving both academic and non-academic learning outcomes.

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Appendix 1. Instrument Variables

Table 1. The Construct of the Research Variables

Variable	Indicator	Constructs	References
Teacher Competency (X_1)	Subject Knowledge	TC1	(Karim et al., 2021; Kusumaningrum et al., 2019; Murkatik et al., 2020; Selvarajan, 2022; Zuhaeriah et al., 2020)
	Understanding of Learning	TC2	
	Teaching Skills	TC3	
	Educational Technology	TC4	
	Ability to Assess and Provide Feedback	TC5	
	Classroom Management	TC6	
	Development of Student-Teacher Relationships	TC7	
Religious Character (X_2)	Adherence to Religious Teachings	RC1	(Arjusi & Alfiana, 2023; Azhar et al., 2022; Huri & Marwanto, 2019; Syaifudin, 2022; Taja et al., 2021; Taufik, 2020)
	Tolerance	RC2	
	Morality and Ethics	RC3	
	Pity and piety	RC4	
	Spiritual Balance	RC5	
	Character Development	RC6	
	Remission	RC7	
Islamic Extracurricular (Z)	Registration Form	RE1	(Firdaus, Taufiq, et al., 2023; Ginanjar et al., 2023; Hayati & Idin, 2024; Kartikasari et al., 2023)
	Presence	RE2	
	Rules and Ethics	RE3	
	Feedback	RE4	
	Awards and Recognition	RE5	
	Action Plan	RE6	
Learning Achievement in Islamic Education(Y)	Knowledge of Religious Teachings	LA1	(Ayuningsih et al., 2020; Department of Biology Education, Faculty of Teacher Training and Education, University of Nusa Cendana, Kupang, Indonesia et al., 2019; Fasya et al., 2022; Purwati et al., 2018; Wahyuni & Bhattacharya, 2021; Zuhaeriah et al., 2020)
	Understanding of Moral Values	LA2	
	Contribution to Community Welfare	LA3	
	Personal Development	LA4	
	Development of Attitudes and Behaviors	LA5	
	Participation in Religious Activities	LA6	
	Communication skills	LA7	
	Self-reflection	LA8	

Based on Table 1 above, the construct in this research has four variables, in each variable X_1 there are 7 indicators, in each variable X_2 there are 7 indicators, in each variable Z there are 6 indicators, in each variable Y there are 8 indicators. So in this study, there were 28 research instruments.