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## PENGARUH KOMPETENSI GURU DAN METODE UMMI TERHADAP HASIL BELAJAR PESERTA DIDIK

**Raden Afwah Dimas Manaafi<sup>1</sup>**

Islamic University of Jakarta, Indonesia (radenafwahdimasmanaafi@gmail.com)

**Marhamah**

Islamic University of Jakarta, Indonesia (marhamahsyarif2@gmail.com)

**Salman Al Farisi**

Islamic University of Jakarta, Indonesia (salmanbyzantium16@gmail.com)

**Luluk Dwi Ratandari**

Islamic University of Jakarta, Indonesia (lulukdwiiii@gmail.com)

**Achmad Sauri**

Islamic University of Jakarta, Indonesia (achsauri@gmail.com)

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### Kata Kunci:

Kompetensi guru,  
metode ummi, hasil  
belajar.

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### ABSTRACT

Penelitian ini dilatarbelakangi oleh adanya hasil belajar siswa yang tidak mencapai target dalam pembelajaran al-Qur'an. Kegiatan pembelajaran melibatkan banyak hal, seperti guru, siswa, tujuan pembelajaran, isi pelajaran, metode pembelajaran, media, dan evaluasi. Salah satu tujuan pembelajaran adalah agar siswa memperoleh hasil belajar yang baik dan positif setelah kegiatan pembelajaran. Penelitian ini bertujuan untuk memperoleh data tentang kompetensi guru dan metode ummi terhadap hasil belajar siswa di SDI Ar-Riyadh Insan Cendekia Kota Bogor. Penelitian ini menggunakan metode deskriptif kuantitatif. Jumlah populasi mencapai 104 siswa dari kelas 5 & 6. Sedangkan sampel yang digunakan sebanyak 83 siswa dari populasi terjangkau. Teknik pengambilan sampel dengan Simple Random Sampling. Hasil penelitian adalah: 1) Kompetensi guru berpengaruh positif dan signifikan terhadap hasil belajar siswa, pengaruh sebesar 43,8%, 2) Metode ummi berpengaruh positif dan signifikan terhadap hasil belajar siswa, pengaruh sebesar 5,1%, 3) Kompetensi guru dan metode ummi secara bersama-sama berpengaruh positif dan signifikan terhadap hasil belajar siswa, pengaruh sebesar 52%.

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<sup>1</sup> Correspondence author

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**Keywords:**

teacher competence,  
ummi method,  
learning outcomes.

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**ABSTRACTS**

*This study investigates the influence of teacher competence and the Ummi method on students' learning outcomes in Qur'anic education at SDI Ar-Riyadh Insan Cendekia, Bogor City. The research was prompted by the observation that student performance in this subject area has consistently fallen short of expected benchmarks. Employing a descriptive quantitative approach, the study sampled 83 students from Grades 5 and 6, drawn from a total population of 104 through simple random sampling. The findings reveal that teacher competence has a positive and statistically significant effect on student achievement, accounting for 43.8% of the variance. Similarly, the Ummi method demonstrates a positive and significant influence, contributing 5.1%. Collectively, teacher competence and the Ummi method exert a combined positive and significant impact on students' learning outcomes, explaining 52% of the variance. These results highlight the critical role of teacher qualifications and instructional methodology in enhancing student performance in Qur'anic studies.*

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## A. INTRODUCTION

The pivotal role of teachers in the learning process serves as a cornerstone of educational success. Student learning outcomes are predominantly influenced by the quality of instruction delivered by educators. Prominent education scholars assert that, regardless of the robustness of a formal curriculum, its successful implementation ultimately hinges on the efforts and effectiveness of teachers in the classroom. The capacity of educators to adopt innovative teaching methods and apply diverse instructional strategies significantly impacts the overall quality of learning. As noted by Sukmadinata (2007: 115), the teaching profession necessitates a creative disposition and the capacity for instructional improvisation.

Dede Rosyada (2017: 246), in his work *Madrasah in National Education*, underscores two fundamental components essential to professional teaching: knowledge and practical capability. These attributes ensure that educators possess both the intellectual foundation to deliver high-quality instruction and the practical competence to translate their knowledge, skills, and pedagogical expertise into effective classroom practice.

In pedagogical terms, a method functions as a strategic mechanism to operationalise an educational plan, enabling its transformation into tangible, effective, and efficient instructional activities (Zulkifli, 2011: 6). The “Ummi” method, whose name is derived from the Arabic word meaning “my mother,” carries deep cultural resonance. In many societies, the mother is revered as the most influential and nurturing figure—responsible for birthing, raising, educating, and guiding individuals through life. She is typically the first to introduce language and foundational life skills. For example, by the age of five, most children are proficient in their native tongue, a testament to the informal linguistic education provided by their mothers (La Rajab & M. Sahrawi Saimima, 2019: 30).

Learning outcomes represent the culmination of an educational process, marked by significant personal transformation. These outcomes are usually quantified through symbolic metrics—such as numeric scores, letter grades, or descriptive evaluations—benchmarked against predefined academic standards. They function as key indicators of learner achievement and reflect the extent of comprehension attained in particular subject areas. Within this framework, learning outcomes may be

viewed as the measurable manifestation of knowledge acquisition, attained through a structured and deliberate instructional process (Rosyid, 2020).

Among the many determinants of academic achievement, teacher competence is widely regarded as a critical influence on both the learning experience and student performance. While the school environment, curricular frameworks, and pedagogical models all play contributory roles, the educator's capacity to guide, engage, and instruct remains a central determinant. Competent teachers are able to create dynamic and inclusive learning environments, exercise effective classroom management, and cultivate conditions conducive to optimal student development (Hamalik, 2008:36).

At SD Islam Ar-Riyadh Insan Cendekia, located in Bekasi, significant emphasis is placed on both the technical and spiritual dimensions of Qur'anic education. The institution maintains a high standard for the recruitment and continuous development of Qur'anic instructors, thereby ensuring consistently improved student outcomes. A key pillar of this initiative is the school's sustained partnership with the Ummi Foundation, which has positioned the institution as a regional model for Islamic educational excellence. This collaboration has fostered a child-friendly, engaging, and spiritually enriching approach to Qur'an instruction.

As highlighted by Zahro (2024:94), the Ummi Method is grounded in three principal instructional strategies: (1) The Direct Method, where students read fluently without prior dissection of text through spelling or phonetic parsing; (2) Repetition, used to strengthen memorisation and reading fluency through ongoing practice; and (3) Affection, which involves emotional warmth, empathy, and heartfelt guidance. Additionally, the method incorporates the *rost* tone—a melodic style of Qur'anic recitation marked by lightness, fluidity, and tonal agility. This tone facilitates expressive and accessible Qur'an reading, especially well-suited for young learners.

To become a certified instructor of the Ummi Method, educators must undergo formal training and obtain an official teaching certificate upon successful completion. Continuous professional development is required to sustain instructional quality. Enhancing teacher competence in the application of the Ummi Method not only facilitates certification but also elevates the broader quality of Qur'anic instruction. The effectiveness of the teaching-learning process is inextricably linked to the educator's ability to fulfil their professional responsibilities—most notably, in planning and delivering instruction, managing the learning environment, and achieving the defined educational objectives (Azzahra, 2023:180–181).

In light of the foregoing, this study seeks to explore the following core inquiries: To what extent is there a statistically significant and positive partial correlation between teacher competence and student learning outcomes at SD Islam Ar-Riyadh Insan Cendekia, Bekasi? Is there a statistically significant and positive partial correlation between the application of the Ummi Method and student learning outcomes at the same institution? Does a statistically significant and positive simultaneous influence exist between teacher competence and the Ummi Method in relation to student learning outcomes? Furthermore, to what degree do these two variables—teacher competence and the Ummi Method—collectively impact student academic performance?

## B. METHOD

This study adopts a quantitative descriptive research design, wherein numerical data are systematically analyzed using statistical techniques to generate empirical insights. The research framework is structured around a three-variable model, comprising two independent variables—Teacher Competence ( $X_1$ ) and the Ummi Method ( $X_2$ )—and a single dependent variable, namely Student Learning Outcomes ( $Y$ ). The study is correlational in nature, with the principal objective of examining the strength and statistical significance of relationships among these variables. Data analysis was conducted using the Statistical Package for the Social Sciences (SPSS).

The research was carried out at SD Islam Ar-Riyadh Insan Cendekia Bekasi, beginning on 27 July 2024, and employed a survey methodology for data collection. The total population comprised 297 students, representing the entire student body. However, the accessible population was limited to students in Grades 5 and 6, totaling 104 students. Given that the accessible population exceeds 100, the Slovin formula was employed to determine the optimal sample size. This calculation yielded a final sample of 83 students, which is considered adequately representative of the broader target population.

Primary data were obtained through the administration of structured questionnaires, specifically designed to measure the impact of teacher professional competence and the implementation of the Ummi Method on student learning outcomes. Two distinct research instruments were developed for this purpose:

- a) the Teacher Professional Competence Questionnaire, and
- b) the Ummi Method Questionnaire.

The following table presents the specific indicators employed in the development and distribution of the questionnaires for both independent variables ( $X_1$  and  $X_2$ ).

Table 1 Research Instrument Grid

Variable	Indicator	Item Number		Rating Scale
		Positive	Negative	
Teacher Competence (X <sup>1</sup> )	Understanding and mastery of the material	1,2	-	Likert scale 1 to 5
	Teaching skills	5,7,8	-	
	Good manners	3,6,19	4,11	
	Skills in classroom management	10,12,14,15,16,18	9	
	Evaluation of learning outcomes	13,17,20	-	
	Participation in Learning	1	-	
Ummi Method (X <sup>2</sup> )	Use of learning media	2,4,5,6,7	3	Likert scale 1 to 5
	Mastery of context	11,12,14,16	15	
	Reading with tartil	13,17,18,20	19	
	Ability to master the rost tone	8,9,10	-	
Learning outcomes (Y)	ASAS 1 Al-Quran Report Card Values 2024-2025.			

Note: Yellow blocks represent invalid statements.

The research instruments described above were subjected to both validity and reliability testing to ensure the integrity and robustness of the data collection tools. Results from the validity test revealed that all items in the questionnaires were deemed valid, with the exception of Item 17 under the Teacher Competence variable (X<sub>1</sub>). This particular item yielded an r-calculated value of 0.085, which falls below the critical r-table value of 0.334, thereby rendering it invalid. As a result, this item was excluded from subsequent analysis. In contrast, all items associated with the Ummi Method variable (X<sub>2</sub>) were validated successfully and retained for analysis.

For the Learning Outcomes variable (Y), empirical data were derived from students' Qur'anic report card scores, providing an authentic, performance-based measure of learning achievement. In accordance with the validation criteria, a questionnaire item is considered valid if the r-calculated value exceeds the r-table value (r-calculated > r-table).

Following the validation process, reliability testing was conducted using the Cronbach's Alpha coefficient, with a minimum acceptance threshold of  $\alpha > 0.6$ . The findings confirmed a high degree of internal consistency for the Teacher Competence variable (X<sub>1</sub>), which registered a Cronbach's Alpha of 0.804. The Ummi Method variable (X<sub>2</sub>) demonstrated an even greater level of reliability, with a Cronbach's Alpha of 0.919, indicating very high reliability. Based on these results, the final questionnaires administered to the research sample consisted of 19 validated items for X<sub>1</sub> and 20 validated items for X<sub>2</sub>.

With both validity and reliability requirements satisfactorily met, the study proceeded to the data analysis phase, beginning with normality testing to assess the distribution of the data.

The researcher formulated the following hypotheses:

- $H_0$  (Null Hypothesis): The data are normally distributed.
- $H_1$  (Alternative Hypothesis): The data are not normally distributed.

The criteria for hypothesis testing were defined as follows:

- Accept  $H_0$  and reject  $H_1$  if Sig > 0.05
- Reject  $H_0$  and accept  $H_1$  if Sig < 0.05

## C. RESULT AND DISCUSSION

### Result

Table 2 descriptive statistics

Indicator	N	Min	Max	Mean	Std. Deviation
Teacher Competence ( $X^1$ )	83	66	95	80.31	8.786
Ummi Method ( $X^2$ )	83	65	98	81.27	7.722
Learning Outcomes (Y)	83	80	97	90.33	4.472
Valid N (listwise)	83				

Figure 1. Histogram of Teacher Competency Variables

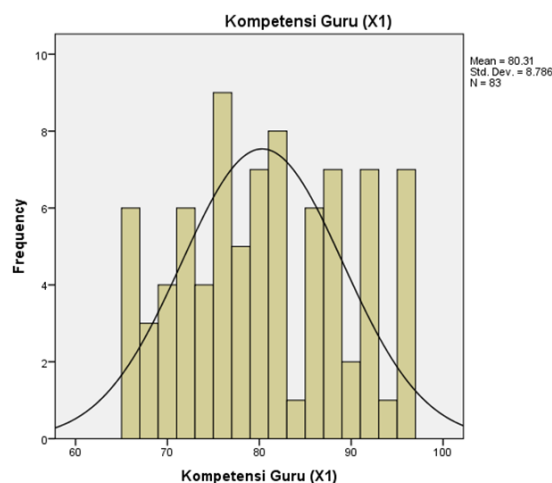


Figure 2. Histogram of Ummi Method Variables

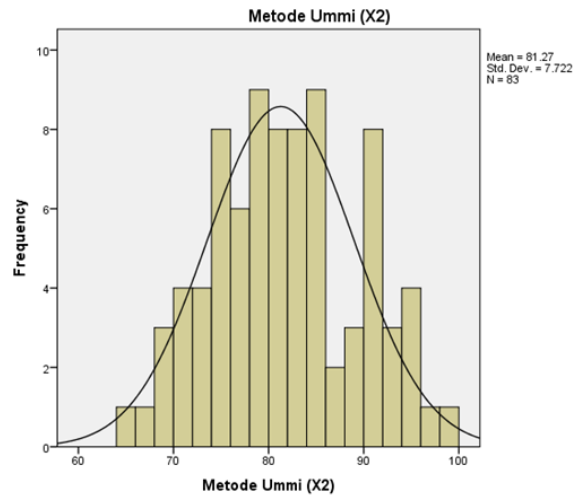
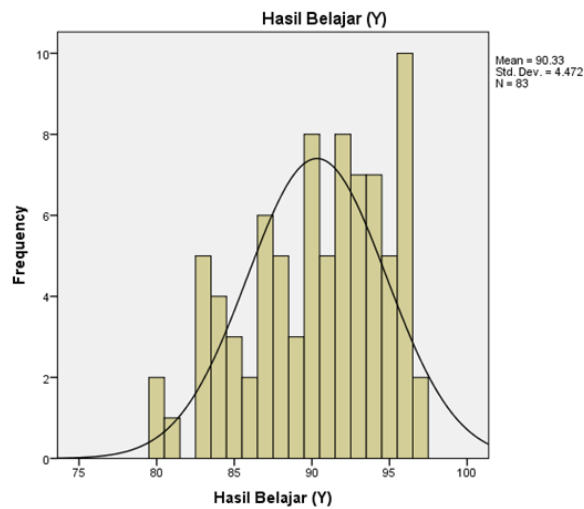


Figure 3. Histogram of Learning Outcome Variables



Based on the analysis of the variables under investigation, the following descriptive statistics were obtained: The Teacher Competence variable ( $X_1$ ) recorded a minimum score of 66, a maximum score of 95, and a mean score of 80.31, with a standard deviation of 8.786, indicating a moderate level of variability in teacher competence among respondents. The Ummi Method variable ( $X_2$ ) yielded a minimum score of 65, a maximum score of 98, and a mean score of 81.27, accompanied by a standard deviation of 7.722, suggesting relatively consistent perceptions of the method's implementation. In contrast, the Learning Outcomes variable ( $Y$ ) exhibited a minimum score of 80 and a maximum score of 97, with a mean score of 90.33 and a standard deviation of 4.472, reflecting a high level of academic performance with limited dispersion among student scores.

## Prerequisite Testing

### a. Normality Test

Table 3 Normality Test Results for Variables X<sub>1</sub>, X<sub>2</sub> and Y

One-Sample Kolmogorov-Smirnov Test			
		Standardized Residual	
	N		83
Normal	Mean		.0000000
Parameters <sup>a,b</sup>	Std. Deviation		.98772960
Most Extreme	Absolute		.081
Differences	Positive		.037
	Negative		-.081
Test Statistic			.081
Asymp. Sig. (2-tailed)			.200 <sup>c,d</sup>

Referring to the table presented above, and based on the results of the Kolmogorov–Smirnov test conducted using standardized residual values, it was found that the significance values for all three variables—X<sub>1</sub> (Teacher Competence), X<sub>2</sub> (Ummei Method), and Y (Learning Outcomes)—exceeded the established alpha threshold ( $0.200 > 0.05$ ), as processed through SPSS. As a result, the null hypothesis ( $H_0$ ) is accepted, indicating that the data for all three variables are normally distributed, thereby satisfying a key assumption for subsequent parametric statistical analyses.

### b. Linearity Test

Table 4. Significance and Linearity of Teacher Competence (X<sub>1</sub>) with Learning Outcomes (Y)

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Learning Outcomes (Y) * Teacher Competence (X <sup>1</sup> )	Between	(Combined)	946.386	25	37.855	3.110	.000
	Groups	Linearity	719.075	1	719.075	59.074	.000
		Deviation from linearity	227.311	24	9.471	.778	.747
	Within	Groups	693.831	57	12.172		
		Total	1640.217	82			

Based on the significance value reported in the table above, the analysis yielded a significance level of 0.747, which exceeds the predetermined alpha threshold of 0.05 ( $0.747 > 0.05$ ). Accordingly, the null hypothesis ( $H_0$ ) is accepted, indicating that there is a statistically linear relationship between the Teacher Competence variable (X<sub>1</sub>) and the Learning Outcomes variable (Y). This finding confirms the appropriateness of applying parametric techniques in subsequent analyses involving these variables.



Table 5. Significance and Linearity of Ummi Method ( $X^2$ ) with Learning Outcomes (Y)

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Learning Outcomes (Y) * Ummi Method (X <sup>2</sup> )	Between Groups	(Combined )	581.584	29	20.055	1.004	.482
		Linearity	83.801	1	83.801	4.195	.046
		Deviation from linearity	497.783	28	17.778	.890	.623
	Within Groups		1058.633	53	19.974		
	Total		1640.217	82			

According to the significance value presented in the table above, the analysis yielded a significance level of 0.623, which exceeds the accepted alpha level of 0.05 ( $0.623 > 0.05$ ). Consequently, the null hypothesis ( $H_0$ ) is retained, indicating the presence of a linear relationship between the Ummi Method variable ( $X_2$ ) and the Learning Outcomes variable (Y). This result affirms the linearity assumption necessary for conducting further parametric statistical analyses involving these variables.

#### c. Multicorrelation Test

Table 6. Multicollinearity Test Results

Coefficients <sup>a</sup>			
		Collinearity Statistics	
Model		Tolerance	VIF
1	Teacher Competence ( $X^1$ )	.559	1.789
	Ummi Method ( $X^2$ )	.559	1.789

a. Dependent Variable: Learning Outcomes (Y)

Based on the data presented in the table above, the tolerance values for both the Teacher Competence variable ( $X_1$ ) and the Ummi Method variable ( $X_2$ ) are reported at 0.559, each surpassing the critical threshold of 0.100. Furthermore, the Variance Inflation Factor (VIF) values for both independent variables fall well below the accepted cutoff of 10.00, with  $X_1$  and  $X_2$  each registering a VIF of 1.789. According to established criteria for assessing multicollinearity, these results confirm that the dataset is free from multicollinearity concerns, thereby supporting the validity of subsequent regression analyses.

d. Heteroscedasticity Test

Table 7. Multicollinearity Test Results

		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	.689	2.096		.329	.743
	Teacher Competence (X <sup>1</sup> )	.031	.029	.158	1.068	.289
	Ummi Method (X <sup>2</sup> )	-.008	.033	-.035	-.234	.815

a. Dependent Variable: Learning Outcomes (Y)

Referring to the table above, the significance values for the Teacher Competence variable (X<sub>1</sub>) and the Ummi Method variable (X<sub>2</sub>) are 0.289 and 0.815, respectively, both of which exceed the conventional alpha level of 0.05. Given that these significance values surpass the threshold, it can be confidently concluded that neither variable exhibits evidence of heteroscedasticity, thus fulfilling a key assumption for the validity of the regression analysis.

## Analysis/Discussion

### a. Partial Hypothesis Test (t-Test)

Table 8. Partial Variable Test Results (t-Test)

		T	Sig.	Magnitude of Influence (%)
1	(Constant)	28.930	.000	
	Teacher Competence (X <sup>1</sup> )	-8.843	.000	43.8
	Ummi Method (X <sup>2</sup> )	3.691	.000	5.1

Dependent Variable: Learning Outcomes (Y)

Based on the t-statistic test results presented in the table above, the following conclusions can be drawn:

The first hypothesis (H<sub>1</sub>) posits that the significance value for the Teacher Competence variable (X<sub>1</sub>) is 0.00, which is below the alpha threshold of 0.05. This finding supports the hypothesis, confirming that Teacher Competence (X<sub>1</sub>) exerts a statistically significant effect on Student Learning Outcomes (Y) at SDI Ar-Riyadh Insan Cendekia Bekasi. The Teacher Competence variable accounts for 43.8% of the variance in student learning outcomes at this institution.

The second hypothesis (H<sub>2</sub>) asserts that the significance value for the Ummi Method variable (X<sub>2</sub>) is likewise 0.00, also below the 0.05 threshold. This outcome substantiates the acceptance of the hypothesis, indicating that the Ummi Method (X<sub>2</sub>) has a statistically significant impact on Student Learning Outcomes (Y) at SDI Ar-Riyadh Insan Cendekia Bekasi. The contribution of the Ummi Method to student learning outcomes is calculated at 5.1%.

b. Simultaneous Hypothesis Testing (F Test)

Table 9. Simultaneous Hypothesis Test Results

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	853.116	2	426.558	43.355	.000 <sup>b</sup>
	Residual	787.101	80	9.839		
	Total	1640.217	82			

a. Dependent Variable: Learning Outcomes (Y)

b. Predictors: (Constant), Ummi Method (X<sup>2</sup>), Teacher Competence (X<sup>1</sup>)

The table above reveals a significance value of **0.000**, which falls below the critical alpha level of 0.05. This outcome mandates the rejection of the null hypothesis (H<sub>0</sub>), thereby affirming that there is a statistically significant simultaneous effect of both the Teacher Competence variable (X<sub>1</sub>) and the Ummi Method variable (X<sub>2</sub>) on Student Learning Outcomes (Y) at SDI Ar-Riyadh Insan Cendekia Bekasi. Accordingly, the alternative hypothesis (H<sub>a</sub>) is accepted.

c. Koefisien Determinasi

Table 10. Results of Determination Coefficient Analysis

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.721 <sup>a</sup>	.520	.000	3.137
a. Predictors: (Constant), Ummi Method (X <sub>2</sub> ), Teacher Competence (X <sub>1</sub> )				
b. Dependent Variable: Learning Outcomes (Y)				

Based on the table above, the R-squared value is 0.513, indicating that the combined effect of the Teacher Competence variable (X<sub>1</sub>) and the Ummi Method variable (X<sub>2</sub>) accounts for 51.3% of the variance in Student Learning Outcomes (Y) at SD Islam Ar-Riyadh Insan Cendekia, Bekasi. The remaining 48.7% of the variance is attributed to other factors or variables not encompassed within the current model.

### The Influence of Teacher Competence on Student Learning Outcomes

Teachers occupy a central role in the educational process, bearing the responsibility to motivate, guide, and facilitate students in attaining predetermined learning objectives (Slameto, 2010:97). At SDI Ar-Riyadh Insan Cendekia Bekasi, teacher competence accounts for 43.8% of the variance in student learning outcomes. This substantial influence can be attributed to the presence of professionally skilled educators operating within a supportive learning environment conducive to effective teaching. These findings corroborate earlier research by Maria Anita Titu et al., which demonstrated that teacher competence exerts a significant partial influence of 37.4% on the academic achievement of eleventh-grade students at SMA Negeri I Adonara Barat (Titu, 2023:213). Similarly, Meliani's (2022) study at SDN Gugus 2, Kajang District, Bulukumba Regency, affirmed a positive correlation between teacher competence and student academic performance.

### **The Influence of the Ummi Method on Student Learning Outcomes**

The Ummi Method contributes 5.1% to the variance in student learning outcomes at SDI Ar-Riyadh Insan Cendekia Bekasi. This comparatively modest contribution may reflect the intricate interplay between the instructional method and the teacher's enthusiasm and dedication. This perspective aligns with the teaching philosophy articulated by K.H. Syukri Zarkasyi: "The method is more important than the material (*ath-tharīqah ahammu min al-māddah*). However, the effectiveness of the method is contingent upon its implementation by the teacher, as the teacher is more important than the method itself (*al-mudarris ahammu min ath-tharīqah*). Yet, the spirit of the teacher transcends even the teacher himself (*rūḥ al-mudarris ahammu min al-mudarris nafsuhu*)" (Pondok Pesantren Gontor, 1996:828). These results are consistent with prior research by Farihatul Jannah and Mutiara Sofa, who reported that the Ummi Method accounted for 44.4% of the enhancement in Tahfidz Qur'an learning quality, with the remainder attributed to other instructional methods not examined in their study (Jannah, 2024:1). Additionally, Risydah Fuadiah's findings demonstrated that the Ummi Method significantly influenced student learning outcomes through increased engagement—manifested as an 11.76% increase in physical activity, 26.67% in mental engagement, and 20% in emotional involvement—all contributing substantially to students' success in learning and memorizing the Qur'an (Fuadiah, 2024:917).

### **The Combined Influence of Teacher Competence and the Ummi Method on Student Learning Outcomes**

The joint contribution of teacher competence and the Ummi Method to student learning outcomes at SDI Ar-Riyadh Insan Cendekia Bekasi is 52%. This considerable impact is likely attributable to ongoing efforts to enhance teachers' professional competencies in the application of the Ummi Method, which subsequently elevates students' academic performance to satisfactory levels. This finding concurs with the study by Mochammad Shofwan Hidayatulloh, which documented a progressive improvement in student achievement attributable to the Ummi Method—from 29% of students meeting the minimum mastery criterion (KKM) in the pre-cycle phase to 43% in Cycle I, and a substantial increase to 93% in Cycle II (Hidayatulloh, 2022:21). Correspondingly, research by Adam Sugiarto et al. concluded that teacher competence and the Ummi Method collectively exert a strong and statistically significant influence—accounting for 68.8%—on students' Qur'anic reading ability, with the residual 31.2% explained by other factors (Sugiarto, 2020:150). The consonance between the current study and previous investigations reinforces the conclusion that teacher competence and the strategic application of the Ummi Method are pivotal determinants of student learning outcomes at SDI Ar-Riyadh Insan Cendekia Bekasi.

### **Implications**

This study highlights that teacher competence ( $X_1$ ) has a strong and statistically significant effect on student learning outcomes ( $Y$ ), contributing 43.8% to overall academic performance. This reinforces the essential role of teachers—not only in delivering content, but in guiding, motivating, and engaging students effectively. In

Qur'anic education especially, a teacher's mastery of subject matter, use of appropriate strategies, and communication skills are vital for student success.

The Ummi Method (X<sub>2</sub>), a structured and interactive approach to teaching Qur'anic reading, also shows a positive and significant impact on learning outcomes, though its contribution is more modest at 5.1%. This suggests that while instructional methods are important, their success depends largely on how they are implemented by competent educators.

When combined, teacher competence and the Ummi Method account for 52% of the variance in learning outcomes. This indicates that improving student achievement requires a balance between enhancing teacher professionalism and applying effective teaching methods. Neither factor alone is sufficient—rather, it is their integration that leads to optimal learning.

Therefore, efforts to improve educational quality should focus not only on developing effective pedagogical tools, but also on strengthening the capacity and professionalism of teachers who bring those methods to life in the classroom.

#### **D. CONCLUSION**

Based on the empirical investigation conducted at SD Islam Ar-Riyadh Insan Cendekia Bekasi concerning the impact of Teacher Competence and the Ummi Method, the following conclusions are drawn:

Teacher Competence (X<sub>1</sub>) exerts a positive and statistically significant effect on student learning outcomes (Y) at SD Islam Ar-Riyadh Insan Cendekia Bekasi. Although the reported significance value for Teacher Competence is 0.747, which exceeds the conventional alpha level of 0.05, the data indicate a substantive relationship warranting further consideration.

The Ummi Method (X<sub>2</sub>) similarly demonstrates a positive and statistically significant influence on student learning outcomes (Y), with a significance value of 0.623, also surpassing the standard alpha threshold of 0.05, thereby suggesting its constructive contribution to enhancing the learning process.

When considered jointly, Teacher Competence (X<sub>1</sub>) and the Ummi Method (X<sub>2</sub>) exert a positive and statistically significant combined effect on student learning outcomes (Y). This is supported by a significance value of 0.000, which is well below the alpha criterion of 0.05, and an explanatory power accounting for 52% of the variance in learning outcomes, underscoring the critical role these variables play in shaping academic achievement.

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