

THE INFLUENCE OF ISLAMIC CULTURAL HISTORY TEACHERS' COMPETENCE ON STUDENTS' CHARACTER FORMATION AT MTS PERGURUAN ISLAM GANRA

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ABSTRACT

This study aims to describe the competence of Islamic Cultural History teachers, describe the level of student character formation, and analyze the influence of teacher competence on student character formation at MTs Perguruan Islam Ganra Kecamatan Ganra Kabupaten Soppeng. A quantitative ex post facto approach was employed, involving 68 respondents selected through total sampling. Data were collected using teacher competence and student character formation questionnaires, then analyzed descriptively and through simple linear regression using SPSS version 25. The results show that teacher competence falls within the moderate category at 79.4 percent, while student character formation falls within the moderate category at 89.7 percent, indicating that both variables are present but have not yet reached an optimal level. Simple linear regression produced the equation $Y = 6.941 + 0.584X$, with a significance value of 0.000, confirming a positive and significant influence of teacher competence on student character formation within the context of this madrasah. The coefficient of determination (R Square) of 0.824 indicates that teacher competence contributes 82.4 percent to the variance in student character formation, while 17.6 percent is explained by other factors not examined in this study. These findings offer contextual insight into the role of teacher competence in character formation at the madrasah level and support the broader agenda of quality, character-based education.

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INTRODUCTION

In the digital era, the formation of student character has become an increasingly urgent global concern, as declining discipline, weakening honesty, and diminishing social empathy among learners are widely reported across educational settings. These challenges are not confined to any single institution but reflect a broader phenomenon affecting schools and

madrasahs alike, prompting renewed attention to the factors that can effectively strengthen character education. Within this broader context, Islamic educational institutions occupy a particularly strategic position, as subjects such as Islamic Cultural History (SKI) are explicitly designed to cultivate moral and ethical values through historical narratives of the Prophet Muhammad, his companions, and prominent Islamic figures. The effectiveness of this subject in shaping student character, however, depends heavily on the competence of the teachers who deliver it.

At MTs Perguruan Islam Ganra, field observations reveal that SKI teachers have consistently applied pedagogical, professional, personal, and social competencies in delivering instruction on these historical narratives. Teachers routinely design learning activities that connect historical content to daily moral practice, using storytelling, habituation, and personal modeling as instructional strategies. Classroom observation further shows that teachers actively demonstrate exemplary conduct, maintain open communication with students, and integrate value-based reflection into every lesson session. This local phenomenon raises an important empirical question regarding the extent to which such competence genuinely contributes to student character outcomes at this madrasah, and it is this question that provides the starting point for the present study.

Teacher competence itself is theoretically defined as the integrated mastery of pedagogical, professional, personal, and social capacities a teacher must possess to perform effectively and appropriately (Febriana, 2021). This is reinforced by the view that professional performance requires a coherent set of competencies that together allow a teacher to exercise their duties precisely and effectively (Didi Piandi, 2018), while professional competence in Islamic religious education specifically demands deep mastery of subject matter, communicative skill, and consistent commitment to the teaching profession (Budianti, Dahlan & Sipahutar, 2022). Legally, this ideal is codified in the mandate that teachers must hold pedagogical, professional, personal, and social competence as a unified professional standard (Darmawan, 2020), later elaborated further through continuing professional development regulations for teachers (Menteri Agama Republik Indonesia, 2018). Pedagogically, character internalization is expected to emerge through classroom management practices that are deliberate, structured, and responsive to student diversity (Mudasir, 2011; Erwin Widiaworo, 2018), rather than through the influence of a single subject or a single teacher's competence alone. From this theoretical standpoint, character formation should ideally be distributed across multiple pedagogical, institutional, and social mechanisms, such that no single competence variable is expected to account for a share of variance as large as that found in the field.

This contextual reality is reinforced by empirical findings from this study, in which teacher competence was measured at 79.4 percent, placing it within the moderate-to-strong category, while student character formation reached 89.7 percent, falling within the same favorable range. These figures indicate that the instructional efforts undertaken by SKI teachers at this madrasah have produced a considerably successful outcome in shaping students' discipline, honesty, social concern, and respectful behavior toward teachers and peers. The regression analysis conducted in this research further shows that teacher competence statistically accounts for 82.4 percent of the variance in student character formation, leaving 17.6 percent attributable to factors outside the scope of this study. This figure should be interpreted with appropriate caution: rather than indicating that teacher competence is the near-singular determinant of character formation in an absolute sense, it more plausibly reflects the specific institutional context of a small, community-rooted madrasah, where the SKI teacher's role may be more concentrated and less diluted by the multiple competing influences typically found in larger or more heterogeneous educational settings. Such a distinctive result invites careful scientific scrutiny rather than straightforward theoretical confirmation.

The contrast between what occurs in the field and what theory prescribes reveals a significant conceptual gap. Empirically, teacher competence at MTs Perguruan Islam Ganra demonstrates an unusually strong influence on student character formation, with the coefficient of determination approaching the upper range of a single-variable explanatory model. Yet, established theory maintains that teacher competence, however well-structured and legally mandated, should function as one contributor among many interacting classroom and institutional mechanisms rather than an almost singular explanatory factor. This divergence indicates that the field reality does not simply confirm existing theory in a straightforward manner, but instead presents a phenomenon that warrants closer examination to determine whether the strength of teacher competence in this context reflects a genuine pedagogical achievement, contextual factors unique to this madrasah environment, or both operating together.

This gap gives rise to the central research problem of this study: to what extent does the competence of Islamic Cultural History teachers genuinely explain the high level of student character formation observed at MTs Perguruan Islam Ganra, and does this relationship hold consistent with, or diverge from, theoretical expectations regarding the distributed nature of character development. This problem subsequently raises the guiding research question of whether teacher competence, as a singular institutional variable, can be empirically justified as a primary determinant of character formation within this specific educational setting, or whether the magnitude of influence observed calls for a more nuanced theoretical reexamination that accounts for the madrasah's particular context.

Previous research has extensively examined the relationship between teacher competence and various dimensions of student outcomes, providing a substantial foundation for the present study. Several studies have established that pedagogical competence significantly shapes the management of SKI learning specifically (Erdiyah et al., 2025; Halimah et al., 2023), while others have emphasized that professional and personal competence of religious education teachers correlate strongly with student learning achievement (Mohammad Rizqillah Masykur, 2018; Nuralam et al., 2021). Additional studies have highlighted the role of spiritual and leadership competence in shaping students' religious culture (Syaihah Fakhrunnisa Abubakar, 2025), the professionalism of teachers in strengthening student comprehension of SKI subject matter at the elementary level (Munawir et al., 2025), and the broader influence of professional competence on historical subject outcomes generally (Sumarto et al., 2024). Further work has examined madrasah leadership strategies in developing teacher competence at the senior level (Tesar Arwandi, n.d.) and strategic approaches to character formation in elementary schools (Isnanto et al., 2020).

Despite this considerable body of literature, several substantive limitations remain evident. Most prior studies have examined teacher competence and character formation as separate constructs rather than statistically modeling their direct relationship, have relied primarily on qualitative or descriptive approaches without quantifying the precise magnitude of influence, or have focused on general or elementary-level subjects rather than Islamic Cultural History at the tsanawiyah level. Furthermore, studies situated in religious education settings have rarely examined small, community-rooted private madrasahs, where institutional scale and social dynamics differ markedly from larger or urban institutions, meaning that findings from prior research cannot be assumed to generalize to such contexts. This absence of statistically grounded inquiry within comparable institutional settings ensures that the present study does not merely replicate existing findings but instead extends the literature by offering site-specific empirical evidence that addresses a genuine methodological and contextual shortfall in prior work.

The novelty of this study lies in its specific focus on quantifying the influence of Islamic Cultural History teacher competence on student character formation within a private madrasah setting that has not previously been the subject of empirical investigation, thereby generating context-specific data that contributes new insight into how localized institutional and cultural conditions shape the strength of this relationship, insight that has direct relevance to Sustainable Development Goal 4 on quality education by demonstrating a replicable model for strengthening character-based learning outcomes in under-researched madrasah environments.

This research carries significant urgency given the escalating challenges facing character education in the digital era, where declining discipline, weakening honesty, and diminishing social empathy among students demand evidence-based interventions grounded in accurate understanding of the factors driving successful character formation; by generating localized empirical evidence, this study directly supports the broader agenda of Sustainable Development Goal 4, which calls for inclusive and equitable quality education that fosters ethical, responsible, and socially conscious citizens capable of contributing meaningfully to sustainable community development.

Building on the background outlined above, this study seeks to address how Islamic Cultural History teachers at MTs Perguruan Islam Ganra Kecamatan Ganra Kabupaten Soppeng demonstrate their pedagogical, professional, personal, and social competencies within the actual teaching and learning process. It further seeks to examine how student character formation manifests through the SKI learning process at this institution, particularly in terms of discipline, honesty, social concern, and respectful conduct. Finally, this study seeks to determine whether a statistically significant influence exists between the competence of Islamic Cultural History teachers and the formation of student character at MTs Perguruan Islam

Ganra Kecamatan Ganra Kabupaten Soppeng, thereby clarifying the extent to which teacher competence serves as a determining factor within this specific educational context.

METHOD

This study employed a quantitative approach using an ex post facto design to examine the influence of Islamic Cultural History teacher competence on student character formation at MTs Perguruan Islam Ganra Kecamatan Ganra Kabupaten Soppeng. Data were collected through two instruments, namely a teacher competence questionnaire and a student character formation questionnaire. The teacher competence questionnaire was developed based on four indicators, namely pedagogical, professional, personal, and social competence, while the student character formation questionnaire was developed based on four indicators, namely discipline, honesty, social concern, and respectful conduct. Both instruments used a Likert scale of 1 to 4 to measure respondents' responses. The instruments were distributed to respondents determined through a total sampling technique, involving the entire population of 68 students given the relatively limited population size at the research site (Suharsimi Arikunto, 2013; Sugiyono, 2017). Data collection was carried out by directly distributing the questionnaires to respondents in the classroom, accompanied by a brief explanation of the purpose of the study and instructions for filling out each item, after which the completed questionnaires were collected on the same day to minimize the risk of data loss.

Prior to use, both instruments were tested for validity and reliability on the research respondents to ensure that each item accurately and consistently measured the intended construct. The validity test was conducted using product moment correlation, with items declared valid if the calculated r value exceeded the r table value at a significance level of 0.05, while the reliability test was conducted using the Cronbach's Alpha formula, with an instrument declared reliable if the resulting coefficient exceeded 0.60 (Budiastuti, 2022; Amalia & Arthur, 2023). Both instruments met these criteria and were therefore deemed suitable for use in data collection.

The collected data were analyzed using simple linear regression, selected because this study involves only one independent variable, namely teacher competence, and one dependent variable, namely student character formation, so that simple linear regression is the most appropriate technique to determine the extent to which teacher competence predicts student character formation, in contrast to multiple regression or path analysis which are intended for models involving more than one predictor variable. This analysis was supported by descriptive statistical analysis to categorize each variable and inferential statistical analysis to test the significance of the relationship between the two variables (Sudaryono, 2012; Bambang Sudaryana & Ricky Agusiady, 2022). The coefficient of determination (R Square) was further calculated to measure the proportion of variance in student character formation explained by teacher competence, while the remaining unexplained variance was attributed to factors beyond the scope of this study (Situmorang et al., 2010; Widiyana et al., 2024).

This study also observed research ethics principles by requesting informed consent from respondents prior to data collection, ensuring that participation was voluntary and that respondents' identities and responses were kept confidential and used solely for research purposes. In addition, this study was conducted with a research permit from the relevant institution, in accordance with the applicable procedures at the research site.

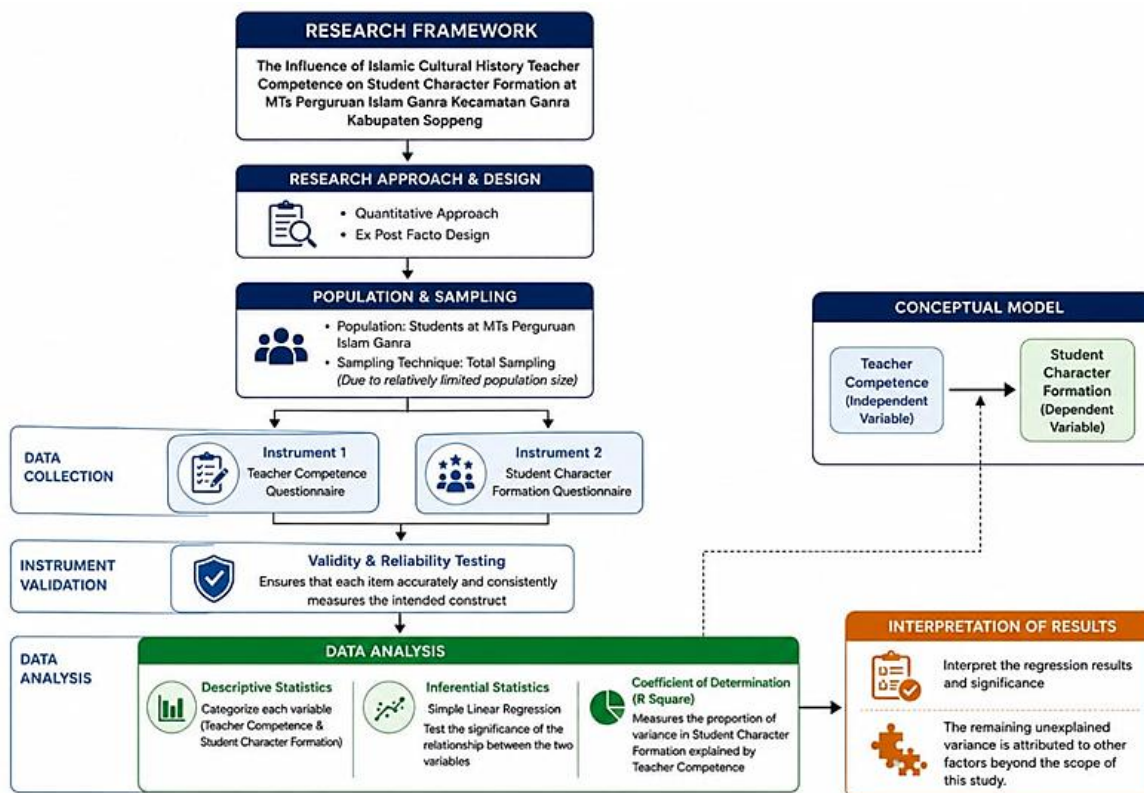


Figure 1. Research Methodology Framework
Source: Source: Researcher with AI assistance

RESULT AND DISCUSSION

Islamic Cultural History Teacher Competence at MTs Perguruan Islam Ganra Kecamatan Ganra Kabupaten Soppeng

Descriptive analysis of the 68 respondents shows that the competence of Islamic Cultural History teachers reached a maximum score of 84 and a minimum score of 40, producing a range of 44, with a mean score of 64.31 and a standard deviation of 9.79. This relatively small standard deviation indicates that respondents' assessments of teacher competence were fairly homogeneous and did not vary widely from one another. When categorized, 4 respondents (5.9%) rated teacher competence as low, 54 respondents (79.4%) rated it as moderate, and 10 respondents (14.7%) rated it as high.

The dominance of the moderate category demonstrates that Islamic Cultural History teachers at this madrasah have generally carried out the learning process quite well, encompassing pedagogical, professional, personal, and social competence, although a portion of respondents still perceived certain aspects of teaching as needing improvement, while a smaller group rated it as already excellent. Overall, teacher competence at this madrasah can be concluded to be in a fairly good condition, with room remaining to move a greater proportion of teachers into the high category.

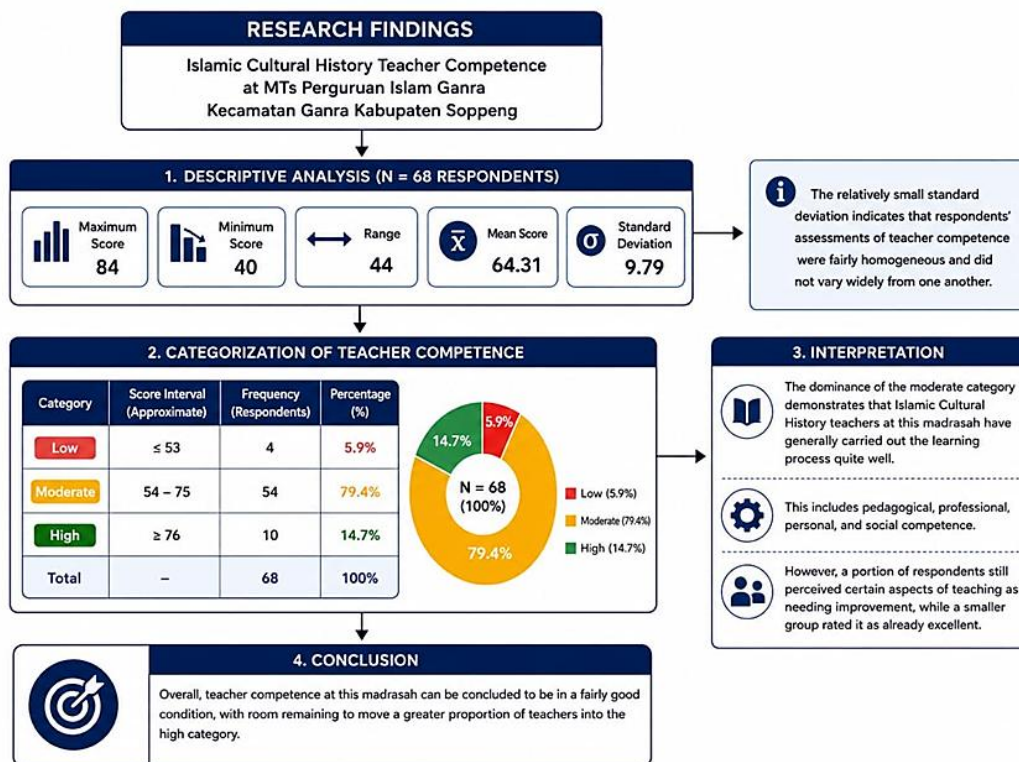


Figure 2. Islamic Cultural History Teacher Competence
Source: Researcher with AI assistance

Student Character Formation at MTs Perguruan Islam Ganra Kecamatan Ganra Kabupaten Soppeng

The descriptive analysis of student character formation shows a maximum score of 120 and a minimum score of 52, yielding a range of 68, with a mean of 80.26 and a standard deviation of 12.48. Categorization of this variable reveals that 2 respondents (2.9%) fell into the low category, 61 respondents (89.7%) fell into the moderate category, and 5 respondents (7.4%) fell into the high category.

This strong concentration in the moderate category indicates that student character, covering religiosity, honesty, discipline, responsibility, cooperation, social concern, courtesy, and self-confidence, has generally developed at a fairly good level through the Islamic Cultural History learning process, even though a small number of students have not yet reached an optimal level while a small group has already demonstrated very good character. The gap between the highest and lowest scores also suggests that variation in character development among students remains present, reflecting differences in how individual students respond to and internalize the values conveyed through classroom instruction.

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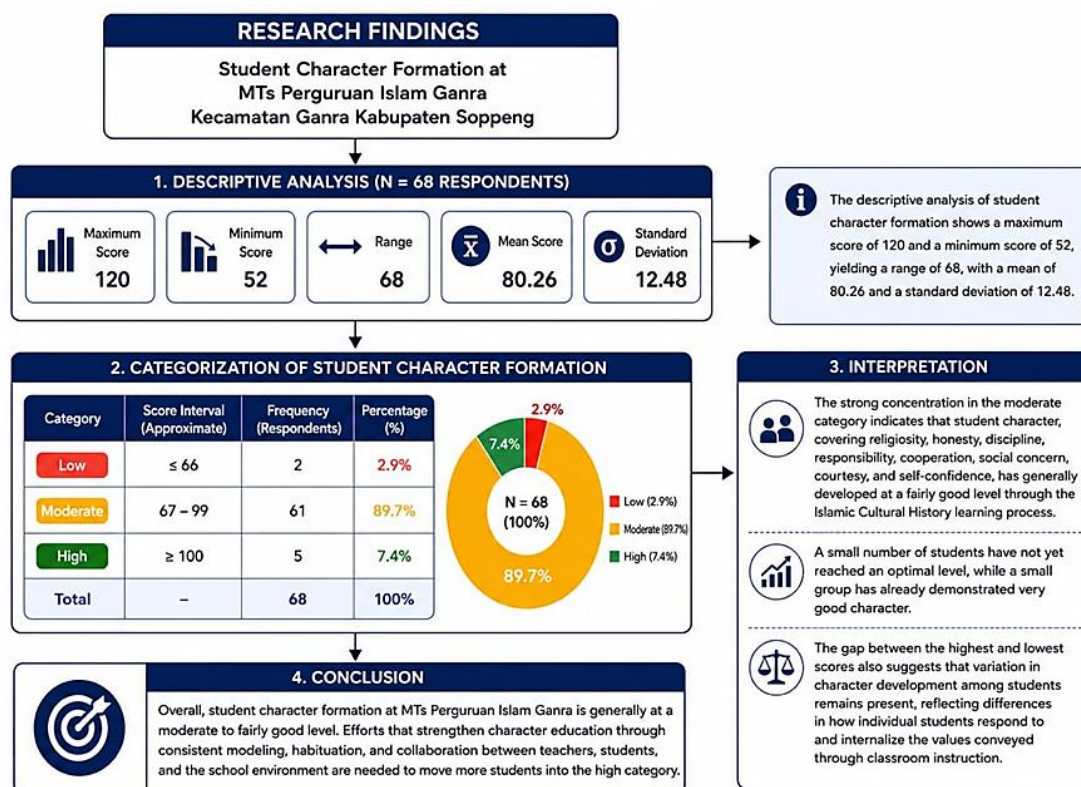


Figure 3. Student Character Formation
Source: Researcher with AI assistance

The Influence of Islamic Cultural History Teacher Competence on Student Character Formation at MTs Perguruan Islam Ganra Kecamatan Ganra Kabupaten Soppeng

Prior to hypothesis testing, prerequisite tests were conducted to ensure the data met the assumptions required for simple linear regression. The normality test using Kolmogorov-Smirnov produced a significance value of 0.200 for both variables, which exceeds the 0.05 threshold, confirming that the data are normally distributed and suitable for parametric analysis. The linearity test further produced a Deviation from Linearity significance value of 0.398, which is also above 0.05, indicating that the relationship between teacher competence and student character formation satisfies the assumption of linearity and is therefore appropriate for regression analysis.

The simple linear regression analysis produced a constant value of 6.941 and a regression coefficient of 0.584 for the teacher competence variable, yielding the regression equation $Y = 6.941 + 0.584X$. This equation indicates that every

one-unit increase in teacher competence corresponds to a 0.584-unit increase in student character formation, assuming other factors remain constant. The partial t-test produced a t-value of 29.240 with a significance level of 0.000, which is below 0.05, leading to the rejection of the null hypothesis and acceptance of the alternative hypothesis. This confirms that Islamic Cultural History teacher competence exerts a positive and statistically significant influence on student character formation. The standardized coefficient (Beta) of 0.908 further indicates that this relationship falls into the very strong category, meaning that improvements in teacher competence are closely followed by improvements in student character, and conversely.

The coefficient of determination test produced an R value of 0.908 and an R Square value of 0.824, indicating that teacher competence accounts for 82.4 percent of the variance in student character formation, while the remaining 17.6 percent is attributable to other factors outside the scope of this study, such as family environment, peer influence, school culture, extracurricular activities, and students' internal factors.

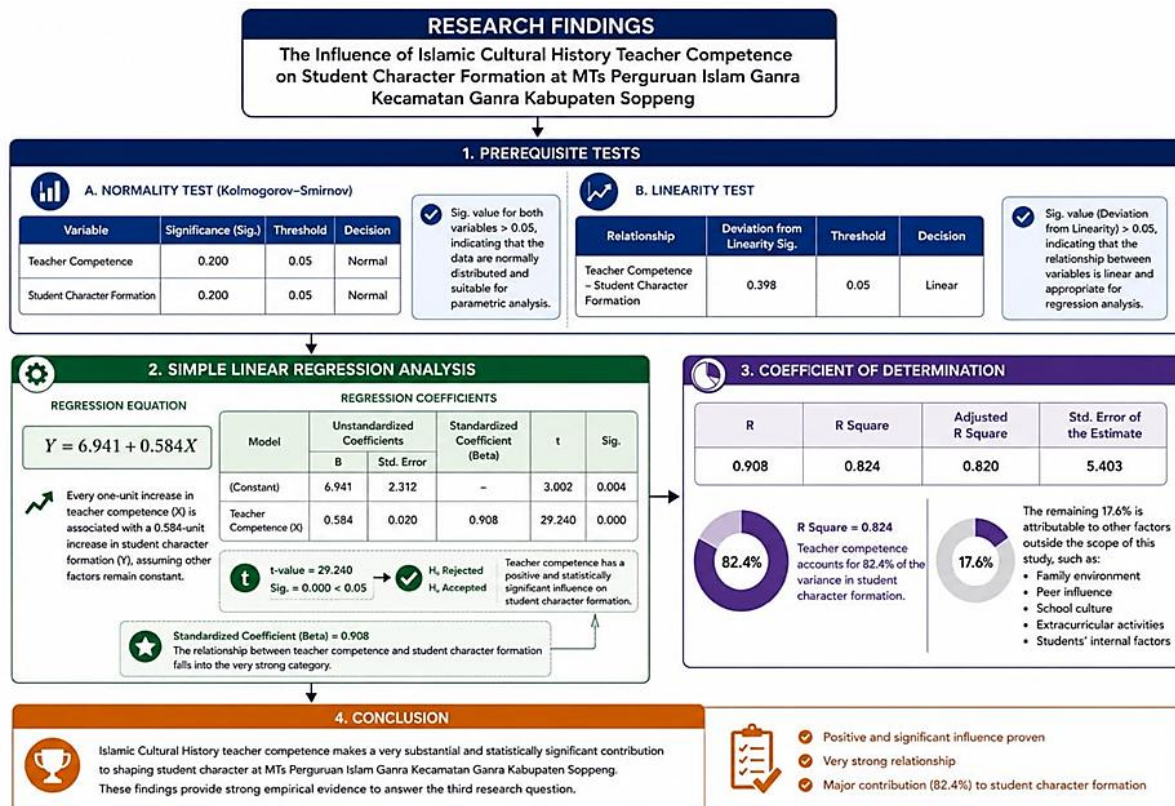


Figure 4. The Influence of Islamic Cultural History Teacher Competence on Student Character Formation
Source: Researcher with AI assistance

This finding is consistent with prior research establishing that pedagogical competence significantly shapes the management of SKI learning (Erdiyah et al., 2025; Halimah et al., 2023) and that professional and personal competence of religious education teachers correlate strongly with student learning achievement (Mohammad Rizqillah Masykur, 2018; Nuralam et al., 2021), thereby reinforcing the general direction of the relationship observed in the present study. However, the magnitude of influence found here is considerably higher than that typically reported in prior studies, which more commonly identify teacher competence as a moderate rather than near-dominant predictor of student outcomes. This discrepancy is plausibly explained by the distinctive institutional context of MTs Perguruan Islam Ganra as a small,

community-rooted private madrasah, where the relatively limited number of teachers, close teacher-student interaction, and the integration of religious values across daily school activities may concentrate the SKI teacher's influence in a way that is less diluted by the multiple competing sources of character formation typically present in larger or more heterogeneous schools, such as extensive extracurricular structures, diverse peer groups, or varied family backgrounds. In such a setting, the SKI teacher may function not only as a subject instructor but also as a consistent moral reference figure, which could account for the unusually high proportion of variance explained by a single competence variable.

Nevertheless, this interpretation should be regarded as a plausible contextual explanation rather than a definitive causal account, given the cross-sectional design and limited scope of this study. Several limitations warrant explicit acknowledgment. First, the study relies on self-report questionnaires, which are susceptible to social desirability bias, particularly given the moral and religious nature of the constructs measured. Second, the total sampling technique, while appropriate for the limited population size, restricts the generalizability of findings beyond the specific institutional setting studied. Third, the ex post facto design does not permit causal inference, so the strong statistical relationship identified should be interpreted as an association observed within this context rather than definitive proof that teacher competence alone determines student character. Accordingly, the very high R Square value should be read as a context-specific finding reflecting the particular dynamics of this madrasah, rather than as evidence that teacher competence functions as a near-singular determinant of character formation in general. Future research employing longitudinal designs, multiple-informant data, or comparative analysis across madrasah of varying size and setting would help clarify whether the strength of this relationship holds beyond the present context.

CONCLUSION

This study provides empirical evidence that Islamic Cultural History teacher competence exerts a positive and statistically significant influence on student character formation at MTs Perguruan Islam Ganra Kecamatan Ganra Kabupaten Soppeng, with teacher competence explaining 82.4 percent of the variance in student character formation. Beyond confirming this relationship, the study contributes context-specific insight into how pedagogical, professional, personal, and social competence function within a small, community-rooted madrasah setting, a context that has received limited attention in prior research on Islamic Cultural History instruction. In doing so, this study extends the existing literature by offering site-specific statistical evidence on the magnitude of this relationship, rather than merely reaffirming the general association between teacher competence and student outcomes already established in broader educational settings.

These findings carry practical implications for madrasah stakeholders and policymakers. For school leaders, the results suggest that investing in structured, continuous professional development for Islamic Cultural History teachers, particularly in strengthening pedagogical delivery and personal modeling, represents a strategic and evidence-based pathway to improving student character outcomes. For policymakers, particularly within the Ministry of Religious Affairs and related educational authorities, the findings underscore the importance of extending competence development programs to teachers in small, community-rooted madrasah, where institutional resources are often more limited than in larger or urban schools, yet where teacher influence on student character may be comparatively concentrated. These findings also carry relevance for Sustainable Development Goal 4 on quality education, offering a replicable model for strengthening character-based learning outcomes in under-researched madrasah environments.

Given that the present study focused solely on teacher competence as a single predictor, future research is recommended to develop a more comprehensive model by incorporating additional variables that may jointly influence student character formation, such as school culture, family environment, peer influence, and madrasah head leadership. Employing multiple regression or path analysis with these additional variables would help clarify the relative contribution of teacher competence alongside other institutional and social factors. Furthermore, longitudinal or comparative studies across madrasah of varying size and setting are recommended to examine whether the strength of the relationship identified in this study holds consistently across different institutional contexts, thereby providing a more generalizable understanding of the factors driving character formation in Islamic education.

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