



The Impact of Teachers' Pedagogical and Professional Competence on Student Learning Outcomes

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Abstract

This study aimed to analyze the effect of teachers' pedagogic competence and professional competence on the quality of learning and student learning outcomes in fiqh subjects. The method used in this research was quantitative to see the causal relationship between research variables. The population and samples used in the study were 51 teachers of fiqh subjects in the South Lampung Regency. Data were collected through a questionnaire. The method of data analysis was done by path analysis. The study showed that first, pedagogic competence positively correlated to the quality of the learning process by 31%. Second, professional competence positively correlated to the quality of the learning process by 18%. Third, pedagogic competence and professional competence positively correlated to the quality of the learning process by 36%. Fourth, pedagogic competence positively correlated to learning outcomes by 37%. Fifth, professional competence positively correlated to learning outcomes by 19%. Sixth, pedagogic competence and professional competence positively correlated to learning outcomes by 30%. Seventh, the learning process positively correlated to learning outcomes by 16%. Thus, teachers' pedagogic competence and professional competence affected the quality of the fiqh learning process and student learning outcomes. Therefore, teachers were expected to improve their pedagogic and professional competencies continuously.

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh kompetensi pedagogik dan kompetensi profesional guru terhadap kualitas pembelajaran dan hasil belajar siswa pada mata pelajaran fikih. Metode yang digunakan dalam penelitian ini adalah kuantitatif untuk melihat hubungan kausal antarvariabel penelitian. Adapun populasi dan sampel yang digunakan dalam penelitian ini sebanyak 51 orang guru mata pelajaran fikih di Kabupaten Lampung Selatan. Data dikumpulkan melalui kuesioner. Metode analisis data dilakukan dengan analisis jalur (*path analysis*). Penelitian ini menunjukkan bahwa pertama, kompetensi pedagogik memiliki korelasi yang positif terhadap kualitas proses pembelajaran sebesar 31%. Kedua, kompetensi profesional memiliki korelasi yang positif terhadap kualitas proses pembelajaran sebesar 18%. Ketiga, kompetensi pedagogik dan kompetensi profesional memiliki korelasi yang positif terhadap kualitas proses pembelajaran sebesar 36%. Keempat,

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kompetensi pedagogik memiliki korelasi yang positif terhadap hasil belajar sebesar 37%. Kelima, kompetensi profesional memiliki korelasi yang positif terhadap hasil belajar sebesar 19%. Keenam, kompetensi pedagogik dan kompetensi profesional memiliki korelasi yang positif terhadap hasil belajar sebesar 30%. Ketujuh, proses pembelajaran memiliki korelasi yang positif terhadap hasil belajar sebesar 16%. Dengan demikian kompetensi pedagogik dan kompetensi profesional guru berpengaruh terhadap kualitas proses pembelajaran fikih dan hasil belajar siswa. Oleh karenanya, guru diharapkan secara kontinu meningkatkan kompetensi pedagogik dan profesionalnya.

INTRODUCTION

Education was one of the basic needs for every human being (Damopolii, 2015; Sada, 2017; Sudarsana, 2016; Sumantri & Ahmad, 2019), especially for the younger generation to equip themselves in running life. According to Abraham Maslow (1970; Ningrum, 2016), certain basic needs must be met before higher needs. Given the importance of education, the government sought to organize a national education system from early childhood education to higher education as mandated by law (Hakim, 2016; Machali, 2016; Noor, 2018; Shaleh, 2006). With education, humans can be guided and directed towards physical and spiritual development in order to form a noble person (Marimba, 1998).

The era of the industrial revolution 4.0 in the field of education and learning was related to the discovery and development of information and communication technology (Ghufron, 2018; Risdianto, 2019). This progress was influenced by the digitization of processes and services in the world of education and impacted teachers' quality in updating knowledge and competencies (Lase, 2019; Reflianto & Syamsuar, 2018). This was important to do so that the quality learning process produced students who met the expectations of society. Teachers were required to be able to interact with students and play an active role in delivering learning materials in class and be innovative in using resources such as media, methods, models, and learning strategies (Iriantara, 2014; Nur Inah, 2015). Thus, teachers must meet these demands to create communicative and fun learning for students so that students can follow and receive subject matter well.

The quality of the learning process and learning outcomes were an integral part of the educational process. Through the learning process, students can comprehensively develop their potential and survive in meeting their life needs and changes in mindset and behaviour (Sardiman, 2012). From the learning process carried out, it was expected that there would be changes (Hamalik, 1990). Teachers were required to have pedagogic competence to manage learning and professional competence to master the material. Pedagogic competence was the teacher's understanding of the participants themselves from the design, implementation, evaluation, development, and actualization. It can be called pedagogy as the art of teaching or the science of educating children (Catalano & Catalano, 2015; Sukarman, 2003). While professional competence was the ability of teachers to master knowledge in depth (Asmani, 2009), have special skills (Salim & Salim, 1991), understand the nature of their work (Tafsir, 1991), have committed to their profession, and have a desire to develop their competencies continuously (Saud, 2009).

Teachers with their competencies were essential in their existence in education. The teacher became one of the most important components in the learning process because he could understand, appreciate, implement, and achieve educational goals (Samani, 2006). This was emphasized by Utami (2013)) that teachers were professionals with several tasks ranging from planning, implementing, assessing, guiding, and training.

The importance of teachers in learning had been proven from several studies including, teachers were one of the factors that affected student achievement by 36% (Sidi, 2000), 34% in developing countries, and 36% in industrialized countries on student learning achievement (Supriadi, 1998), and teachers became important factors in improving student achievement (Sanders & Horn, 1998).

Based on the results of preliminary observations related to the competence of Fiqh teachers in South Lampung, several facts were found, including most of the teachers were able to develop learning tools, master the subject matter, understand various learning strategies, and were able to apply learning media well. However, in doing scientific works, such as making modules or textbooks, conducting scientific research, there were still many teachers who had not been able to do it well. Although the pedagogic and professional competencies of teachers were quite good, the active learning process and student learning outcomes were still not optimal.

Several studies that had been carried out previously include the influence of teacher pedagogic and professional competence on teacher commitment (Ahyanuardi et al., 2018), the effect of teacher pedagogic competence and teacher discipline on learning achievement (Prasetyo & Kusumantoro, 2015), the effect of pedagogic competence, professional, and work motivation on teacher performance (T. Kurniawan, 2013; Nurdianti, 2017; Supriyono, 2017), and the effect of pedagogic competence and professional competence of teachers on student learning motivation (A. P. Kurniawan, 2015; Wahyuningsih, 2017). What distinguished it from previous research was whether pedagogical and professional competencies together can affect the quality of Fiqh learning and student learning outcomes. Therefore, the purpose of the study was to determine how much effect the pedagogic competence and professional competence of teachers had on the quality of learning and student learning outcomes in fiqh subjects and their implications for learning.

METHOD

The method used in the research was quantitative to see the causal relationship between research variables. The research was done in Madrasah Aliyah in the South Lampung regency from November 2020 to March 2021. The study population was 51 teachers of fiqh subjects. Through the saturated sample technique, the entire population became the research sample. Data collection methods used were observation, questionnaires, and tests. The data analysis method was done by path analysis with several stages, namely 1) describing the theoretical relationship model in the form of a path diagram showing the causal relationship between research variables; 2) calculating multiple correlation coefficients that showed the strength of the relationship between research variables; 3) identifying sub-structures and equations for which path coefficients will be calculated according to the research hypothesis formulation; 4) calculating the path coefficient (path analysis) P_{yx} which can be obtained through the calculation of the regression coefficient based on a standardized score. The calculation process used the SPSS 18.5 program; 5) calculating the coefficient of determination to determine the magnitude of the influence of the independent variable on the dependent variable; 6) calculating the path coefficient of the residual P_{yx} factor to find out other factors outside of the analyzed variables; and 7) testing the hypothesis through statistical testing (t test and F test).

FINDINGS AND DISCUSSION

Variable Data Description

a. Description of pedagogic competence variable data

Table 1. Description of pedagogical competence variable data

Description	Score
Mean	99,37
Median	99,00
Modus	110
Std. Deviation	14,353
Minimum	62
Maximum	130

From table 1, it can be seen that the score of the pedagogical competence variable varied from the lowest score of 62 to the maximum score of 130. Based on basic statistical calculations, the

following figures were obtained: *mean* = 99.37, *median* = 99.00, *modus* = 110 and *standard deviation* 14,353. This calculation showed that the mean and median were not much different. This indicated that the score of the pedagogical competence variable tended to be normally distributed.

Based on the calculation results, the grouping scores for the pedagogical competence variable obtained 16.1% (9 people) in the high group, 69.6% (34 people) in the medium group, and 14.3% (8 people) in the low group. From this, it can be understood that the level of pedagogic competence was generally in the moderate group. This meant that pedagogic competence still needed to be improved.

b. Description of professional competence variable data

Table 2. Description of professional competence variable data

Description	Score
Mean	102,06
Median	103,00
Modus	95
Std. Deviation	15,624
Minimum	64
Maximum	132

From table 2, it can be seen that the professional competence variable scores varied from the lowest score of 64 to the maximum score of 132. Based on the basic statistical calculations, the following figures were obtained: *mean* = 102.06, *median* = 103.00, *modus* = 95 and *standard deviation* 15,624. This calculation showed that the mean and median were not much different. This indicated that the professional competence variable scores tended to be normally distributed.

Based on the calculation results, the grouping scores for the professional competence variable obtained 21.4% (12 people) in the high group, 64.3% (31 people) in the medium group, and 14.3% (8 people) in the low group. From this, it can be understood that teachers' level of professional competence was generally in the medium group. This meant that the professional competence of teachers still had to be improved.

c. Description of learning process variable data

Table 3. Description of the learning process variable data

Description	Score
Mean	97,61
Median	98,00
Modus	99
Std. Deviation	13,264
Minimum	61
Maximum	127

From table 3, it can be seen that the learning process variable scores varied from the lowest score of 61 to the maximum score of 127. Based on the basic statistical calculations, the following figures were obtained: *mean* = 97.61, *median* = 98.00, *modus* = 99 and *standard deviation* 13,264. This calculation showed that the mean and median were not much different. This indicated that the learning process variable scores tended to be normally distributed.

Based on the calculation results, the grouping scores for the learning process variables obtained 19.6% (10 people) in the high group, 62.5% (31 people) in the medium group, and 17.9% (10 people) in the low group. From this, it can be understood that the level of the learning process was generally in the medium group. This meant that the learning process still needed to be improved.

d. Description of learning outcomes variable data

Table 4. Description of learning outcomes variable data

Description	Score
Mean	83,90
Median	85,00
Modus	80
Std. Deviation	10,444
Minimum	70
Maximum	100

From table 4, it can be seen that the score of the learning outcomes variable varied from the lowest score of 70 to the maximum score of 100. Based on basic statistical calculations, the following figures were obtained: *mean* = 83.90, *median* = 85.00, *modus* = 80 and *standard deviation* 10.444. This calculation showed that the mean and median were not much different. This indicated that the score of the learning outcomes variable tended to be normally distributed.

Based on the calculation results, the grouping scores for the learning outcome variables obtained 21% (11 people) in the high group, 65% (33 people) in the medium group, and 14% (7 people) in the low group. From this, it can be understood that the general learning outcomes level was in the medium group. This meant that learning outcomes at Madrasah Aliyah in the South Lampung regency still needed to be improved.

Normality Test**Table 5. Normality Testing Analysis**

No	Variable	Sig. KS	$\alpha=0,05$	Description
1	Pedagogy Competence (X_1)	0,492	0,05	Normal
2	Professional Competence (X_2)	0,573	0,05	Normal
3	Learning Outcomes (Y)	0,781	0,05	Normal
4	Learning Outcomes (Z)	0,584	0,05	Normal

Based on the calculations in table 5, the normality test results of the data for the five research variables were as follows: 1) the results of the normality test of the X_1 variable score data obtained sig. KS = 0.492 > 0.05. The test results showed that teachers' pedagogical competency score data came from a normally distributed population; 2) the results of the calculation of the normality test of the X_2 variable score data obtained sig. KS = 0.573 > 0.05. The test results showed that the professional competency score data came from a normally distributed population; 3) the results of the calculation of the normality test of the Y variable score data obtained sig. KS = 0.781 > 0.05. The test results showed that the learning process score data came from a normally distributed population; and 4) the results of the calculation of the normality test of the Z variable score data obtained sig. KS = 0.584 > 0.05. The test results showed that the learning outcomes scores came from a normally distributed population.

Hypothesis Testing

a. First hypothesis

Table 6. The relationship between pedagogic competence (X_1) with the learning process (Y)

Free Variable	N	$r_{y,1}$	$r^2_{y,1}$	T_{count}	t_{table} $\alpha=0.05$	$\alpha=0.01$	Description
Pedagogy Competence	51	0.558	0.312	4,708	2.00	2.66	Significant

In table 6, the score of t_{count} was 4.708, which was greater than $t_{(51)(0.05)}$ of 2.00 and $t_{(51)(0.01)}$ of 2.66. This showed that the relationship between pedagogic competence and learning was significant. The relationship between pedagogic competence and the learning process was 0.558. The analysis results also showed that the coefficient of determination was 0.312; this meant that the contribution of pedagogic competence to the quality of the learning process was 31.2%. This meant that H_a , which stated there was a significant contribution of pedagogic competence to the quality of the learning process, was **accepted**. Consequently, H_o was rejected.

Based on the description above, it can be concluded that there was a moderate relationship between pedagogic competence and the learning process with the strength of the relationship (0.558). This meant that the higher the level of pedagogic competence, the learning process tended to be high. The contribution given by professional competence to the quality of the learning process was 31%.

b. Second hypothesis

Table 7. Results of professional competence relationship analysis (X_2) with the learning process (Y)

Free Variable	N	$r_{y,3}$	$r^2_{y,3}$	T_{count}	t_{table}		Description
					$\alpha=0.05$	$\alpha=0.01$	
Professional Competence	51	0.428	0.183	3.480	2.00	2.66	Significant

In table 7, the score of t_{count} was 3.480 which was smaller than $t_{(49)(0.05)}$ of 2.00 and $t_{(49)(0.01)}$ of 2.66. This showed that the relationship between professional competence and the learning process was significant at the level of $\alpha=0.05$ and $\alpha=0.01$. The strength of the relationship between professional competence and the learning process was 0.428. The results of the analysis also showed that the coefficient of determination was 0.183, which meant that the contribution of professional competence to the quality of the learning process was 18.3%. This meant that H_a , which stated that there was a significant contribution of professional competence to the quality of the learning process was **accepted**, consequently H_o was rejected.

Based on the description of the analysis results above, it can be concluded that there was a relationship between professional competence and the learning process with a moderate strength of the relationship (0.428). This meant that the higher the level of professional competence, the learning process tended to be high. The contribution given by professional competence to the quality of the learning process was 18.3%.

c. Third hypothesis

Table 8. The relationship between pedagogic competence and professional competence together with the learning process

$R_{y1.2}$	$R^2_{y1.2}$	F_{count}	$F_{(2,53)}$		Description
			$\alpha=0.05$	$\alpha=0.01$	
0.601	0.361	13.557	2.76	4.13	Significant

In table 8, the F_{count} score was 13.557, which was greater than $F_{(3,49)(0.05)}$ at 2.76 and $F_{(3,49)(0.01)}$ at 4.13. This showed that the relationship between pedagogic competence and professional competence with the learning process was significant. The strength of the relationship shown was 0.601. The analysis results also showed that the coefficient of determination was 0.361; it meant that the contribution of pedagogic competence and professional competence together to the quality of the learning process was 36.1%. Therefore, the proposed H_a , namely that there was a joint contribution of pedagogical competence and professional competence to the quality of the learning process was **accepted**. Consequently, H_o was rejected.

Based on the description of the analysis results above, it can be concluded that there was a contribution between pedagogic competence and professional competence on the quality of the learning process with strong relationship strength (0.601). The contribution of pedagogic competence and professional competence together to the quality of the learning process was 36.1%, while the remaining 63.9% was the contribution of other variables not measured in this study.

d. Fourth hypothesis

Table 9. The Relationship between Pedagogic Competence (X_1) and Learning Outcomes (Z)

Free Variable	n	$R_{z.1}$	$r^2_{z.1}$	T_{count}	t_{table}		Description
					$\alpha=0.05$	$\alpha=0.01$	
Pedagogy Competence	51	0.612	0.374	5,415	2.00	2.66	Significant

In table 9, the score of t_{count} was 5.415, which was greater than $t_{(49)(0.05)}$ of 2.00 and $t_{(49)(0.01)}$ of 2.66. This showed that the relationship between pedagogic competence and learning outcomes was significant. The strength of the relationship between pedagogic competence and learning outcomes was 0.612. The analysis results also showed that the coefficient of determination was 0.374; it meant that the contribution of pedagogic competence to learning outcomes was 37.4%. This means that H_a , which stated there was a significant contribution of pedagogic competence to learning outcomes was **accepted**. Consequently, H_o was rejected.

Based on the description of the analysis results above, it can be concluded that there was a relationship between pedagogic competence and learning outcomes with high correlation strength (0.612). This meant that the higher the level of teacher pedagogic competence, the learning outcomes tended to be high. The contribution given by the teacher's pedagogic competence to learning outcomes was 37.4%.

e. Fifth hypothesis

Table 10. The relationship between professional competence (X_2) and student learning outcomes (Z)

Free Variable	n	$r_{y.3}$	$r^2_{y.3}$	T_{count}	t_{table}		Description
					$\alpha=0.05$	$\alpha=0.01$	
Professional Competence	51	0.443	0.197	3,462	2.00	2.66	Significant

In table 10, the score of t_{count} was 3.462, which was greater than $t_{(49)(0.05)}$ of 2.00 and $t_{(49)(0.01)}$ of 2.66. This showed that the relationship between professional competence and student-fiqh learning outcomes was significant. The strength of the relationship between professional competence and student fiqh learning outcomes was 0.443. The analysis results also showed that the coefficient of determination was 0.197; this meant that the contribution of professional competence to students' fiqh learning outcomes was 19.7%. This meant that H_a which stated there was a significant contribution of professional competence to learning outcomes, was **accepted**, consequently, H_o was rejected.

Based on the description of the analysis results above, it can be concluded that there was a relationship between professional competence and student learning outcomes with low relationship strength (0.443). This meant that the higher the level of professional competence, the learning outcomes tended to be high. The contribution given by professional competence to learning outcomes was 19.7%.

f. Sixth hypothesis

Table 11. The relationship between pedagogic competence and professional competence together with student learning outcomes

$R_{y1.2.3}$	$R^2_{y1.2.3}$	F_{count}	$F_{(3.67)}$		Description
			$\alpha=0.05$	$\alpha=0.01$	
0.649	0.421	17.465	2.75	4.10	Significant

In table 11, the F_{count} score was 17,465, which was greater than $F_{(2.49)(0.05)}$ at 2.75 and $F_{(2.49)(0.01)}$ at 4.10. This showed that the relationship between pedagogic competence and professional competence together on student fiqh learning outcomes was significant. The strength of the relationship shown was 0.649. The analysis results also showed that the coefficient of determination of 0.421, which meant that the contribution of pedagogic competence and professional competence together to student learning outcomes was 42.1%. Therefore, the proposed H_a , which was that there was a contribution from pedagogic competence and professional competence together on learning outcomes, was **accepted**. Consequently, H_0 was rejected.

Based on the description of the results of the analysis above, it can be concluded that there was a contribution between pedagogic competence and professional competence on student learning outcomes. The strength of the relationship was moderate (0.649). The contribution of pedagogic competence and professional competence to learning outcomes was 42.1%, while the remaining 57.9% was a contribution from other variables not measured in this study.

g. Seventh hypothesis

Table 12. The relationship between the learning process (Y) and learning outcomes (Z)

Free Variable	n	$R_{z.1}$	$r^2_{z.1}$	t_{count}	t_{table}	Description
					$\alpha=0.05$	
Learning Process	51	0.404	0.163	3,091	2.00	Significant

In table 12, the score of t_{count} was 3.091, greater than $t_{(54)(0.05)}$ of 2.00. This indicated that the relationship between the learning process and learning outcomes was significant. The strength of the relationship between the learning process and learning outcomes was 0.404. The analysis results also showed that the coefficient of determination was 0.163; this meant that the contribution of the learning process to learning outcomes was 16.3%. This meant that H_a , which stated there was a significant contribution from the learning process to learning outcomes, was **accepted**. Consequently, H_0 was rejected.

Based on the description of the analysis results above, it can be concluded that there was a relationship between the learning process and learning outcomes with a moderate strength of the relationship (0.404). This meant that the higher the level of the learning process, the higher the level of learning outcomes. The contribution given by the learning process to learning outcomes was 16.3%.

Pedagogic competence on the learning process

The higher the teacher's pedagogic competence, the higher the quality of the learning process will be. Pedagogic competence was the ability of a teacher to manage to learn, starting from planning, implementing, assessing, and guiding. This competency was very important because it related to managing effective and quality learning. The results found were in line with Andini's research (2018), which stated that teacher pedagogic competence positively affected learning effectiveness. Riandhana (2016), Aryanta (2012), dan Haryono (2012), in their research, also stated that teacher pedagogic competence had a positive effect on learning.

Professional competence towards the learning process

The higher the teacher's professional competence, the higher the quality of the learning process will be. The results of the study were in line with research by Riandhana (2016), Dewi (2014), and Aryanta (2012) that the professional competence of teachers had a positive effect on learning. Professional competence was the ability of teachers to master subjects in-depth, have a special profession, and understand the nature of their work. A professional teacher had a teaching task. In teaching, a teacher conveys material and sincerely teaches knowledge to his students. This competency was very important for a teacher to have quality learning.

Pedagogic and professional competence towards the learning process

The higher the teacher's pedagogic competence and professional competence, the higher the quality of the learning process will be. The results of the study were in line with research by Riandhana (2016), Aryanta (2012), Ahyanuardi (2018), and Mufidah (2019) that pedagogic competence and professional competence of teachers had a positive effect on learning. The quality of learning was determined by the ability of a teacher, especially professional and pedagogic competencies. If a teacher simultaneously owned both, it would positively impact the learning process.

Pedagogic competence on learning outcomes

The higher the pedagogic competence, the higher the learning outcomes will be. The results of the study were in line with research by Febrina (2013), Asro (2019), Umam (2010), Mardiyana (2017), and Isnaeni (2020) that pedagogic competence affected student learning outcomes. With their competencies, teachers managed to learn starting from understanding student characteristics, planning to learn, implementing learning, evaluating learning outcomes, and developing student potential. This was emphasized by Andriwati (2013) that in order to obtain satisfactory student learning outcomes, qualified or competent teachers were needed in managing to learn well. Therefore it was important for a teacher to master the pedagogic competence of teachers, which absolutely must be possessed by professional teachers. Therefore, teachers needed to continuously improve their competence.

Professional competence on learning outcomes

The higher the teacher's professional competence, the higher the learning outcomes will be. The results of this study were in line with research by Rahayu (2017), Warman (2016), and Asfiah (2019) that teacher competence can affect student learning outcomes. Uno (2011) stated that teacher professional competence was the ability that teachers must have in order to be able to carry out their teaching duties successfully. In addition to professional competence, teachers must also have personal, social, and pedagogic competencies. The teacher's success in carrying out his duties was strongly affected by his teaching ability.

Pedagogic and professional competence on learning outcomes

The higher the teacher's pedagogic competence and professional competence, the higher the learning outcomes will be. The results of the study were in line with the research of Indra (2016), Suharini (2016), and Yurizki (2018) that teachers' professional and pedagogic competencies affect student learning outcomes. Learning outcomes were the main factors that determine the process of learning. There was an interaction between teachers and students in producing output in the teaching and learning process, namely learning outcomes. The success rate of students to carry out their learning activities and study subject matter was obtained according to the weight they wanted to achieve; the influencing factor in determining learning outcomes was teacher competence.

The learning process on learning outcomes

The higher the level of the learning process, the higher the learning outcomes will be. The study results were in line with Saputra's research (2015) that the learning process significantly affected student learning outcomes.

The learning process was no less important in determining learning outcomes (Saputra et al., 2015). The learning process was a joint effort between teachers and students to share and process information. Students' knowledge formed was internalized and became the basis for independent and sustainable learning. So the criterion for the success of a learning process was the emergence of independent continuous learning abilities. A good learning process must involve at least three psychomotor, cognitive, and affective aspects. In addition, the achievement of one's learning outcomes in taking education can be seen from the student's learning process. These factors will then be able to challenge students to be fully involved in the learning process. In a learning interaction, students' participation varied from one to another in their activities. This was due to the different learning processes of students. Students' attitudes were actively involved in an educational interaction; students were also less active. Students who were active in the learning process if the teacher's ability was good and vice versa. A good student learning process will create student success in learning.

CONCLUSION

The study concluded a positive effect of pedagogic competence and professional competence on the Fiqh learning process and student learning outcomes, both separately and together. Therefore, teachers needed to continuously improve their competence and ability to design learning to achieve learning objectives.

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