

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh kompetensi pedagogik guru, kompetensi kepribadian guru, kompetensi profesional guru terhadap prestasi belajar siswa pada mata pelajaran Al-Qur'an di Sekolah Islam Terpadu Nurul 'Ilmi Kota Jambi. Jenis Penelitian deskriptif kuantitatif. Subjek penelitian adalah Guru Al-Qur'an dan Guru Kelas di Sekolah Islam Terpadu Nurul 'ilmi Kota Jambi, sebanyak 150 responden yang dipilih secara proporsional. Data dikumpulkan dengan menggunakan teknik kuisioner. Data dianalisis secara deskriptif dan kuantitatif menggunakan metode *Partial Least Square* (PLS). Hasil analisis menunjukkan bahwa responden memiliki persepsi yang tinggi terhadap kompetensi pedagogik guru, kompetensi kepribadian guru, kompetensi profesional guru, dan prestasi belajar siswa di Sekolah Islam Terpadu Nurul 'Ilmi.

Hasil uji statistik menunjukkan bahwa terdapat pengaruh kompetensi pedagogik guru, kompetensi kepribadian guru, kompetensi profesional guru terhadap prestasi belajar siswa. Kompetensi Pedagogik Guru berpengaruh positif dan signifikan terhadap Prestasi belajar Siswa dengan nilai *t-statistik* $3,129 > 1,96$. Kompetensi Kepribadian Guru berpengaruh positif dan signifikan terhadap Prestasi Belajar Siswa dengan nilai *t-statistik* $2,188 > 1,96$. Kompetensi Profesional Guru berpengaruh positif dan signifikan terhadap Prestasi Belajar Siswa dengan nilai *t-statistik* $2,246 > 1,96$. Hasil analisis R^2 (*R Square*) menunjukkan bahwa pengaruh Kompetensi Pedagogik Guru, Kompetensi Kepribadian Guru, Kompetensi Profesional Guru terhadap Prestasi Belajar Siswa sebesar 57,3% sedangkan sisanya dipengaruhi oleh variable lain diluar model.

Kata Kunci: Kompetensi Pedagogik Guru, Kompetensi Kepribadian Guru, Kompetensi Profesional Guru, Prestasi Belajar Siswa.

ABSTRACT

This study aims to determine the influence of teacher pedagogic competence, teacher personality competence, teacher professional competence on student learning achievement in Qur'an subjects at the Nurul 'Ilmi Integrated Islamic School, Jambi City. Types of Quantitative Descriptive Research. The subjects of the study were Qur'an Teachers and Class Teachers at the Nurul 'ilmi Integrated Islamic School in Jambi City, as many as 150 respondents were selected proportionally. Data was collected using questionnaire techniques. The data were analyzed descriptively and quantitatively using the Partial Least Square (PLS) method. The results of the analysis showed that respondents had a high perception of teacher pedagogical competence, teacher personality competence, teacher professional competence, and student learning achievement at the Nurul 'Ilmi Integrated Islamic School.

The results of the statistical test show that there is an influence of teacher pedagogic competence, teacher personality competence, teacher professional competence on student learning achievement. Teacher Pedagogic Competence has a positive and significant effect on Student Learning Achievement with a t-statistical score of $3,129 > 1.96$. Teacher Personality Competence has a positive and significant effect on Student Learning Achievement with a t-statistical score of $2,188 > 1.96$. Teacher Professional Competence has a positive and significant effect on Student Learning Achievement with a t-statistical score of $2,246 > 1.96$. The results of the R^2 (R Square) analysis showed that the influence of Teacher Pedagogic Competence, Teacher Personality Competence, Teacher Professional Competence on Student Learning Achievement was 57.3% while the rest was influenced by other variables outside the model.

Keywords: Teacher Pedagogic Competence, Teacher Personality Competence, Teacher Professional Competence, Student Learning Achievement.