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ORIGINAL RESEARCH ARTICLE

The Effect of Teacher Competence and Discipline on Students' Academic Achievement in Aqidah Akhlak at MI GUPPI 1 Sukapura

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ABSTRACT

This study aims to determine the influence of teacher competence and teacher discipline on students' learning achievement in Aqidah Akhlak at MI GUPPI 1 Sukapura, Sragi District, South Lampung Regency. The background of this research is based on the importance of the teacher's role in the learning process, particularly teacher competence and discipline, which can influence students' learning success. This is a quantitative study with a population of all students at MI GUPPI 1 Sukapura. The sampling technique used proportional random sampling with the Slovin formula, yielding 60 respondents from a total population of 71 students. Data collection methods included questionnaires and documentation. Data analysis employed multiple linear regression using SPSS. The results indicate that teacher competence, together with teacher discipline, significantly influences students' Aqidah Akhlak learning achievement. Hypothesis testing revealed a significance value for the simultaneous influence of teacher competence and discipline on student achievement with $F_{count} (28.831) > F_{table} (4.46)$. The coefficient of determination (R^2) of 0.892 indicates that 89.2% of the variation in student learning achievement can be explained by teacher competence and discipline, while 10.8% is explained by other factors. This research confirms that enhancing teacher competence and discipline is a key factor in improving student learning achievement in Aqidah Akhlak.

Keywords: Teacher Competence, Teacher Discipline, Learning Achievement, Aqidah Akhlak



ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh kompetensi guru dan disiplin guru terhadap prestasi belajar siswa pada mata pelajaran Aqidah Akhlak di MI GUPPI 1 Sukapura, Kecamatan Sragi, Kabupaten Lampung Selatan. Latar belakang penelitian ini didasarkan pada pentingnya peran guru dalam proses pembelajaran, khususnya kompetensi dan disiplin guru, yang dapat memengaruhi keberhasilan belajar siswa. Penelitian ini merupakan penelitian kuantitatif dengan populasi seluruh siswa di MI GUPPI 1 Sukapura. Teknik pengambilan sampel yang digunakan adalah *proportional random sampling* dengan rumus Slovin, yang menghasilkan 60 responden dari total populasi 71 siswa. Metode pengumpulan data meliputi kuesioner dan dokumentasi. Analisis data menggunakan regresi linear berganda dengan bantuan perangkat lunak SPSS. Hasil penelitian menunjukkan bahwa kompetensi guru dan disiplin guru secara bersama-sama berpengaruh signifikan terhadap prestasi belajar Aqidah Akhlak siswa. Pengujian hipotesis menunjukkan nilai signifikansi untuk pengaruh simultan kompetensi dan disiplin guru terhadap prestasi siswa dengan nilai F-hitung ($28,831$) > F-tabel ($4,46$). Nilai koefisien determinasi (R^2) sebesar $0,892$ menunjukkan bahwa $89,2\%$ variasi prestasi belajar siswa dapat dijelaskan oleh kompetensi dan disiplin guru, sedangkan $10,8\%$ dijelaskan oleh faktor-faktor lain. Penelitian ini menegaskan bahwa peningkatan kompetensi dan disiplin guru merupakan faktor kunci dalam meningkatkan prestasi belajar siswa pada mata pelajaran Aqidah Akhlak.

Kata Kunci: Kompetensi Guru, Disiplin Guru, Prestasi Belajar, Aqidah Akhlak

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1. INTRODUCTION

Education serves as the primary means of shaping and creating quality human resources, both through informal and formal education. Education is a process of influencing students to adapt as well as possible to their environment, thereby creating changes within them that enable adequate functioning in society (Hamalik, 2009). In the Islamic perspective, the purpose of education is to form individuals who are healthy, intelligent, obedient, and submissive to God's commands while avoiding His prohibitions, so that they may achieve happiness both materially and spiritually, in this world and the hereafter (Ahmadi & Uhbiyati, 2007).

The national education objectives, as stated in Law No. 20 of 2003 Article 3, emphasize that national education functions to develop capabilities and shape character and civilization with dignity in order to enlighten the nation's life, aiming to develop students' potential to become individuals who are faithful and devoted to God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Redaksi Sinar Grafika, 2009). The realization of these educational objectives requires an effective learning process, where learning is closely related to learning outcomes because learning is a process, while learning outcomes are the result of that process (Syah, 2013).

In the context of Indonesian education, a professional teacher is someone whose work or activity becomes a source of livelihood, requires expertise, skill, or proficiency with academic qualifications, competencies, and inherent responsibilities (Undang-Undang Guru dan Dosen No.

14 Tahun 2005). An ideal professional teacher demonstrates commitment and competence, responsibility, openness to new ideas, orientation toward reward and punishment, and possesses creativity or innovative abilities (Zahroh, 2015). Teachers play a significant role in achieving students' potential and performance, and must be able to detect early on the potential and interests of students to be developed maximally (Mustofa et al., 2024).

Teacher competence encompasses pedagogical, professional, personality, and social competencies, all of which are essential for effective teaching (Undang-Undang Guru dan Dosen No. 14 Tahun 2005). Research by Handriani et al. (2025) demonstrated that both pedagogical and professional competencies significantly predict student achievement, jointly explaining 54.1% of the variance in scores, with pedagogical competence ($\beta = 0.59$, $p = 0.001$) emerging as a stronger unique predictor than professional competence ($\beta = 0.38$, $p = 0.010$). Similarly, Gustisari et al. (2020) concluded that pedagogical competence is expected to improve student learning achievement so that students' learning is at an optimal level.

Teacher discipline is equally critical in determining learning effectiveness. Discipline encompasses punctuality, consistency in teaching, adherence to school rules, and the ability to manage the classroom in an orderly manner (Mulyasa, 2013). Research by Soelistya and Wahyuni (2023) examined the role of organizational commitment as a mediating factor in the influence of teacher competence and work discipline on learning outcomes, confirming that work discipline significantly contributes to student achievement. Furthermore, studies on classroom management have revealed a significant positive correlation between effective classroom management and teaching-learning effectiveness, with structured disciplinary measures shaping student behavior and enhancing responsibility (Senda et al., 2025).

Previous relevant research includes studies by La Samu et al. (2022), who found that competence and discipline variables significantly influence learning effectiveness, with discipline showing a correlation coefficient of 76% ($t\text{-count} > t\text{-table}$ with significance level 0.000). Rahmayani and Hamdana (2022) demonstrated that teacher discipline influences mathematics learning activities, with 57.14% of students showing very good perceptions. Astuti (2019) found that teacher competence positively and significantly affects learning effectiveness. Sah and Sunardi (2019) concluded that discipline contributes to learning effectiveness with an average score of 28.

Despite extensive research on teacher competence and discipline, a significant gap remains in understanding their combined influence on Aqidah Akhlak learning achievement in madrasah ibtidaiyah settings, particularly in rural areas of Lampung Selatan. Most existing studies focus on general subjects or secondary education levels, leaving a gap in the context of Islamic primary education where character formation is paramount (Ulfa, 2025). The novelty of this research lies in its examination of both competence and discipline as simultaneous predictors of Aqidah Akhlak achievement, a subject that emphasizes not only cognitive understanding but also the internalization of moral and spiritual values (Rahmayani & Hamdana, 2022; Sah & Sunardi, 2019).

Based on a pre-survey conducted at MI GUPPI 1 Sukapura involving 32 students in grades V and VI, 78% of students stated that the Aqidah Akhlak teacher possesses good ability in explaining material; however, 62% of students mentioned that the teacher is still inconsistent in implementing classroom discipline, such as time management, firmness toward rules, and habituation of polite and orderly behavior during learning (Ulfa, 2025). The average Aqidah Akhlak test score reached

only 73, still below the minimum mastery target of 75. Students with highly disciplined teachers achieved an average score of 78 compared to 69 for those with less disciplined teachers (Ulfa, 2025). These findings underscore that improved competence, firmness, and consistency in teacher discipline must be continuously strengthened to encourage more optimal student learning outcomes.

Based on these considerations, this study aims to: (1) examine the effect of teacher competence on Aqidah Akhlak learning achievement; (2) examine the effect of teacher discipline on Aqidah Akhlak learning achievement; and (3) examine the simultaneous effect of teacher competence and discipline on Aqidah Akhlak learning achievement at MI GUPPI 1 Sukapura.

2. RESEARCH METHODS

This study employs a quantitative approach with an ex post facto research design, which aims to investigate events that have occurred and then trace back to identify the factors that caused those events (Sugiyono, 2016). The ex post facto design is appropriate for this study because the phenomena of teacher competence, teacher discipline, and student achievement already exist naturally in the school setting, and the researcher seeks to examine the relationships among these variables without manipulating them. This design allows for the identification of causal relationships through statistical analysis of existing data (Arikunto, 2006).

The research was conducted at MI GUPPI 1 Sukapura, Sragi District, South Lampung Regency, during the odd semester of the 2025/2025 academic year. The population consisted of 71 students across grades I through VI. The sampling technique employed proportional random sampling, combining random sampling with proportional sampling techniques. The sample size was determined using the Slovin formula: $n = N / (1 + N \times e^2)$, where $N = 71$ and $e = 0.05$ (5% margin of error), yielding $n = 71 / (1 + 71 \times 0.05^2) = 71 / 1.1775 = 60.17$, rounded to 60 respondents (Santoso, 2023). This technique ensures that each student has an equal probability of selection while maintaining proportional representation from each class.

The variables in this study consist of two independent variables and one dependent variable. Teacher competence (X_1) is defined as the set of abilities that teachers must possess to carry out their professional duties effectively, measured through four indicators: pedagogical competence, professional competence, personality competence, and social competence (Kunandar, 2011). Teacher discipline (X_2) is defined as attitudes and behaviors demonstrating teacher obedience to applicable rules or norms, measured through indicators: time discipline, teaching discipline, rule enforcement discipline, and worship discipline (Mulyasa, 2013). Student learning achievement (Y) is defined as the results achieved by students after participating in the learning process, measured through test scores in Aqidah Akhlak.

Data collection techniques included questionnaires and documentation. The questionnaire employed a closed-ended multiple-choice format using a Likert scale with four response options: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The instrument consisted of 20 items for each variable. Documentation was used to obtain data on educators, school organizational structure, site plans, and the history of MI GUPPI 1 Sukapura (Sugiyono, 2016).

Instrument validity was tested using Pearson product-moment correlation, with items considered valid if $r_{\text{count}} > r_{\text{table}}$ at a 5% significance level ($r_{\text{table}} = 0.576$ for $n = 30$). Reliability was tested using Cronbach's Alpha coefficient, with instruments considered reliable if $\alpha > 0.60$ (Priyatno, 2011). The following table presents the reliability results:

Table 1. Instrument Reliability Test Results

Variable	Cronbach's Alpha	N of Items	Status
Teacher Competence (X_1)	0.764	10	Reliable
Teacher Discipline (X_2)	0.746	10	Reliable
Student Achievement (Y)	0.793	20	Reliable

Data analysis included prerequisite tests (normality, linearity, heteroscedasticity, and autocorrelation) and hypothesis testing using multiple linear regression analysis. The regression equation is: $Y = a + b_1X_1 + b_2X_2 + e$, where Y = student achievement, a = constant, X_1 = teacher competence, X_2 = teacher discipline, b_1 and b_2 = regression coefficients, and e = error term (Ghozali, 2008). Hypothesis testing employed the F-test for simultaneous effects and t-test for partial effects, with a significance level of $\alpha = 0.05$. The coefficient of determination (R^2) was calculated to measure the proportion of variance in the dependent variable explained by the independent variables.

3. RESULTS AND FINDINGS

3.1 Descriptive Statistics

The study involved 60 student respondents from MI GUPPI 1 Sukapura. Descriptive statistical analysis revealed the following characteristics:

Table 2. Descriptive Statistics of Research Variables

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Teacher Competence (X_1)	60	66	88	76.60	7.545
Teacher Discipline (X_2)	60	62	90	76.30	8.460
Student Achievement (Y)	60	67	98	77.80	9.114

The mean scores indicate that students perceive teacher competence (76.60) and teacher discipline (76.30) at relatively high levels, while student achievement (77.80) shows considerable variation ($SD = 9.114$), suggesting room for improvement.

3.2 Instrument Validity and Reliability

Validity testing using Pearson product-moment correlation with $r_{table} = 0.576$ ($n = 30$, $\alpha = 0.05$) showed that all questionnaire items were valid. The correlation coefficients for teacher competence items ranged from 0.627 to 0.803, for teacher discipline items from 0.578 to 0.932, and for student achievement items from 0.563 to 0.923, all exceeding the critical value. Reliability testing using Cronbach's Alpha yielded coefficients of 0.764 for teacher competence, 0.746 for teacher discipline, and 0.793 for student achievement, all exceeding the 0.60 threshold, confirming instrument reliability.

3.3 Prerequisite-Test Results

Normality Test: The Kolmogorov-Smirnov test showed significance values of 0.200 for teacher competence, 0.604 for teacher discipline, and 0.175 for student achievement, all greater than 0.05, indicating normal distribution.

Linearity Test: The ANOVA table for teacher competence on student achievement showed $F_{count} = 4.971 < F_{table} = 19.37$ with significance $0.333 > 0.05$, indicating a linear relationship. For teacher discipline on student achievement, $F_{count} = 15.696 < F_{table} = 19.37$ with significance $0.151 > 0.05$, also indicating linearity.

Heteroscedasticity Test: The scatterplot showed no clear pattern, with points spreading randomly above and below zero on the Y-axis, indicating no heteroscedasticity.

Autocorrelation Test: The Durbin-Watson value of 1.892 fell between du and $4-du$, indicating no autocorrelation.

3.4 Hypothesis Testing

Multiple Linear Regression Analysis:

The regression equation obtained was: $Y = 4.059 + 0.298X_1 + 0.773X_2$

Table 3. Multiple Linear Regression Results

Variable	B	Std. Error	Beta	t	Sig.
(Constant)	4.059	11.556		0.351	0.736
Teacher Competence (X_1)	0.298	0.329	0.247	2.907	0.035
Teacher Discipline (X_2)	0.773	0.294	0.718	2.633	0.034

The equation indicates that: (1) when competence and discipline are zero, student achievement is 4.059; (2) each one-unit increase in teacher competence increases student achievement by 0.298 units; and (3) each one-unit increase in teacher discipline increases student achievement by 0.773 units.

Partial Test (t-test): For teacher competence, $t_{\text{count}} = 2.907 > t_{\text{table}} = 2.262$ with significance $0.035 < 0.05$, indicating a significant positive effect. For teacher discipline, $t_{\text{count}} = 2.633 > t_{\text{table}} = 2.262$ with significance $0.034 < 0.05$, also indicating a significant positive effect.

Simultaneous Test (F-test): $F_{\text{count}} = 28.831 > F_{\text{table}} = 4.46$ with significance $0.000 < 0.05$, indicating that teacher competence and discipline simultaneously have a significant effect on student achievement.

Coefficient of Determination (R^2): $R^2 = 0.892$, meaning 89.2% of the variance in student achievement is explained by teacher competence and discipline, while 10.8% is explained by other factors.

4. DISCUSSION

The findings of this study demonstrate that teacher competence has a positive and significant effect on students' Aqidah Akhlak learning achievement at MI GUPPI 1 Sukapura. This result aligns with previous research by Handriani et al. (2025), which found that pedagogical competence ($\beta = 0.59$, $p = 0.001$) emerged as a stronger predictor of student achievement than professional competence. The significant influence of teacher competence can be explained through multiple mechanisms: competent teachers design effective learning experiences, employ appropriate teaching methods, and create engaging classroom environments that facilitate student understanding (Gustisari et al., 2020).

The pedagogical competence of teachers, which includes understanding student characteristics, systematic lesson planning, effective instructional implementation, and continuous evaluation, consistently serves as a key factor in enhancing learning quality (Senda et al., 2025). In the context of Aqidah Akhlak learning, pedagogical competence enables teachers to connect abstract moral and spiritual concepts with students' daily experiences, making the material more accessible and meaningful. Teachers who demonstrate strong pedagogical skills can adapt their teaching strategies to accommodate diverse learning needs, ensuring that all students have opportunities to succeed (Handriani et al., 2025).

Professional competence, encompassing deep mastery of subject matter, also contributes significantly to student achievement. Teachers who possess thorough knowledge of Aqidah Akhlak content can explain concepts clearly, answer student questions accurately, and provide relevant examples from Islamic tradition and contemporary life (Ulfa, 2025). This finding supports the research by Podungge et al. (2020), which investigated the relationship between teacher competence and student academic achievement mediated by both intrinsic and extrinsic motivations. The study emphasized that competent teachers are the most critical piece in improving students' achievement and closing the achievement gap.

Personality competence, including traits such as honesty, patience, firmness, and role modeling, influences student achievement by creating a positive learning environment. Teachers with strong personality competence serve as moral exemplars, demonstrating the values they teach in Aqidah Akhlak (Mulyasa, 2013). Students are more likely to respect and emulate teachers who exhibit integrity, fairness, and genuine care for their well-being. Research by effective teachers' personality studies found 12 personality characteristics that strengthen character education, including the ability to serve as role models, discipline, respect for students, and patience (IJERE, 2021).

Social competence, encompassing effective communication and positive interaction with students, colleagues, and parents, also plays a crucial role. Teachers who communicate effectively create a supportive learning atmosphere where students feel comfortable asking questions and expressing difficulties (Kunandar, 2011). This finding is consistent with research on the influence of teacher communication patterns in Aqidah Akhlak education on students' academic achievement, which found that positive teacher-student communication significantly enhances learning outcomes (Semantic Scholar, 2025).

The study also found that teacher discipline has a positive and significant effect on student achievement. This result corroborates research by Soelistya and Wahyuni (2023), which examined how organizational commitment mediates teacher competence and work discipline on student learning outcomes. Teacher discipline manifests in various forms, including punctuality, consistent rule enforcement, and reliable lesson preparation. Disciplined teachers create structured learning environments that maximize instructional time and minimize disruptions (Mulyasa, 2013).

Time discipline, including arriving on time and ending lessons punctually, demonstrates respect for students' learning time and sets a positive example. Research by Sah and Sunardi (2019) found that discipline significantly contributes to learning effectiveness [43†L132-L146]. Teachers who consistently adhere to schedules provide students with a sense of stability and predictability, reducing anxiety and allowing students to focus on learning content rather than worrying about logistical uncertainties.

Discipline in teaching, including systematic lesson preparation and consistent implementation of learning activities, ensures that instructional time is used efficiently. Teachers who prepare thoroughly can deliver material more effectively, address student questions competently, and provide meaningful feedback (La Samu et al., 2022). This finding aligns with research by Rahmayani and Hamdana (2022), which demonstrated that teacher discipline significantly influences learning activities, with 57.14% of students showing very positive perceptions of disciplined teaching.

Discipline in rule enforcement, including consistent application of classroom rules and fair treatment of all students, creates an orderly learning environment. Teachers who enforce rules consistently help students understand behavioral expectations and consequences, promoting self-regulation and responsibility (Mulyasa, 2013). This finding is supported by research on school discipline challenges, which found that inconsistent discipline negatively affects student learning (AJERNET, 2025).

The simultaneous effect of teacher competence and discipline on student achievement, explaining 89.2% of the variance, underscores the complementary nature of these factors. Competent teachers who are also disciplined create optimal learning conditions where students can thrive academically and develop morally (Ulfa, 2025). This finding extends previous research by demonstrating that competence and discipline work synergistically to enhance learning outcomes, particularly in character-based subjects like Aqidah Akhlak.

The strong influence of teacher discipline ($\beta = 0.718$) compared to teacher competence ($\beta = 0.247$) in this study is noteworthy. This may reflect the specific context of MI GUPPI 1 Sukapura, where consistency and structure in teaching may be particularly important for student success. Students at this madrasah may benefit more from predictable, well-organized instruction than from content expertise alone, suggesting that discipline serves as a foundation upon which competence can effectively operate (Ulfa, 2025).

The remaining 10.8% of variance unexplained by competence and discipline may be attributed to other factors such as student motivation, parental support, school facilities, peer influence, and socioeconomic conditions (Syah, 2013). Future research should examine these additional factors to provide a more comprehensive understanding of Aqidah Akhlak learning achievement. Studies by Hendrawijaya (2020) on human resource management in improving students' academic achievement mediated by teacher performance found that organizational culture, leadership style, work ethic, and work commitment also significantly affect teacher performance and student outcomes.

The practical implications of these findings are significant for educational policy and practice. Schools should prioritize both the development of teacher competence and the cultivation of teacher discipline through professional development programs, clear expectations, and supportive supervision. Teacher training programs should emphasize not only content knowledge and pedagogical skills but also the importance of consistency, punctuality, and reliable rule enforcement (Handriani et al., 2025).

For Aqidah Akhlak instruction specifically, the findings suggest that teachers should integrate competence development with disciplined practice. Effective Aqidah Akhlak teachers not only possess deep knowledge of Islamic moral teachings but also consistently model these values through their behavior, creating authentic learning experiences that connect classroom instruction with real-world application (Ulfa, 2025). This holistic approach to teacher development is essential for achieving the dual goals of academic achievement and character formation in Islamic education.

5. CONCLUSION AND SUGGESTIONS

This study examined the influence of teacher competence and discipline on students' Aqidah Akhlak learning achievement at MI GUPPI 1 Sukapura. The findings demonstrate that both teacher competence and discipline significantly and positively affect student achievement, both individually and simultaneously. Teacher competence, encompassing pedagogical, professional, personality, and social competencies, enables teachers to design effective instruction, create

engaging learning environments, and serve as positive role models. Teacher discipline, including time management, teaching consistency, and rule enforcement, creates structured, orderly learning environments that maximize instructional effectiveness.

The combined influence of teacher competence and discipline explains 89.2% of the variance in student achievement, highlighting the critical importance of these factors for educational success. Teacher discipline emerged as the stronger predictor, suggesting that consistency and structure may be particularly important in the madrasah context. These findings have significant implications for educational policy and practice, emphasizing the need for comprehensive teacher development programs that address both competence enhancement and discipline cultivation. Future research should explore additional factors influencing Aqidah Akhlak achievement and examine the effectiveness of specific interventions aimed at improving teacher competence and discipline.

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