

The Effect Of Teacher Competence, Teacher Commitment, And Learning Methods On Student Learning Outcomes In Institutions Under The Auspicion Of The Nurun Najah Education Foundation

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Abstract

This study aims to analyze the influence of teacher competence, teacher commitment, and learning methods on student learning outcomes in educational institutions under the auspices of the Nurun Najah Education Foundation, Jember Regency. The study used a quantitative approach with a survey method. The research sample consisted of 50 permanent teachers selected using a purposive sampling technique. Data collection was carried out through observation, interviews, distribution of Likert scale questionnaires, and literature studies. Data analysis used multiple linear regression with the help of SPSS software version 25 through testing validity, reliability, classical assumptions, t-test, F-test, and coefficient of determination. The results showed that teacher competence, teacher commitment, and learning methods partially did not have a significant effect on student learning outcomes. Simultaneously, the three variables also did not have a significant effect on student learning outcomes. The Adjusted R Square value of 0.073 indicates that the research model is only able to explain 7.3% of the variation in student learning outcomes, while the rest is influenced by other factors outside the research model. This finding indicates that improving student learning outcomes requires the support of internal student factors and a more comprehensive educational environment.

Keywords: Teacher Competence, Teacher Commitment, Learning Methods, Student Learning Outcomes

Introduction

The Education is one of the most important factors in human resource development. The success of the educational process can be measured through students' learning outcomes that meet the established competency standards. Students' learning outcomes are influenced by various factors, both internal and external, including teacher competence, teacher commitment, and the learning methods implemented in the classroom.

Teachers play a strategic role in the learning process as they are responsible for planning, implementing, and evaluating learning activities. Adequate teacher competence is expected to create an effective learning environment that can improve students' academic achievement.

In addition to competence, teachers' commitment to their profession is also an important factor in supporting successful learning. Teachers with a high level of commitment tend to demonstrate greater responsibility, loyalty, and dedication in carrying out their professional duties.

The learning methods employed by teachers also determine students' success in understanding subject matter. The use of appropriate and varied instructional methods can enhance students' learning motivation and reduce boredom during the teaching and learning process.

Educational institutions under the auspices of the Nurun Najah Education Foundation have established Minimum Mastery Criteria (MMC) of 70 for normative and adaptive subjects and 75 for

productive subjects. These high standards present a particular challenge for teachers in improving students' academic performance. Therefore, this study aims to analyze the influence of teacher competence, teacher commitment, and learning methods on students' learning outcomes.

Methods

This study used a quantitative approach with explanatory research. The aim was to analyze the influence of Teacher Competence (X1), Teacher Commitment (X2), and Learning Methods (X3) on Student Learning Outcomes (Y).

The study was conducted at an educational institution under the auspices of the Nurun Najah Education Foundation in Jember Regency. The study population consisted of all 50 permanent teachers actively teaching in the 2025/2026 academic year. The sampling technique used purposive sampling, with the criteria being permanent teachers who had taught for at least one year.

Data collection was conducted through observation, interviews, documentation, and questionnaires using a five-point Likert scale. The research variables consisted of four variables: teacher competence, teacher commitment, learning methods, and student learning outcomes.

Results and Discussion

Based on the results of the study of the respondents sampled in this study, data regarding the respondents' ages were obtained, as shown in the following table:

Table 1 Distribution of Respondents' Age

Age	Total	Precentation
20-30	4	13%
21-40	6	20%
41-50	11	30%
51>	9	37%

Source: Nurul Jannah Foundation

Table 2 Gender

Gender	Total	Precentation
Man	17	57%
Woman	13	43%

Source: Nurul Jannah Foundation

Table 3 Validity Test Results

Variable	Cronbach Alpha	Standart Alpha	Information
Teacher Competition	0.851	0.600	Reliable
Teacher Commitment	0.866	0.600	Reliable
Study Method	0.922	0.600	Reliable
Result Study	0.966	0.600	Reliable

Source: Output SPSS

Table 4 Multicollinearity Test Results

Variable Independent	Tolerance	VIF
Teacher Competition	0.639	1.565
Teacher Commitment	0.470	2.159
Study Method	0.510	1.961

Source: Output SPSS

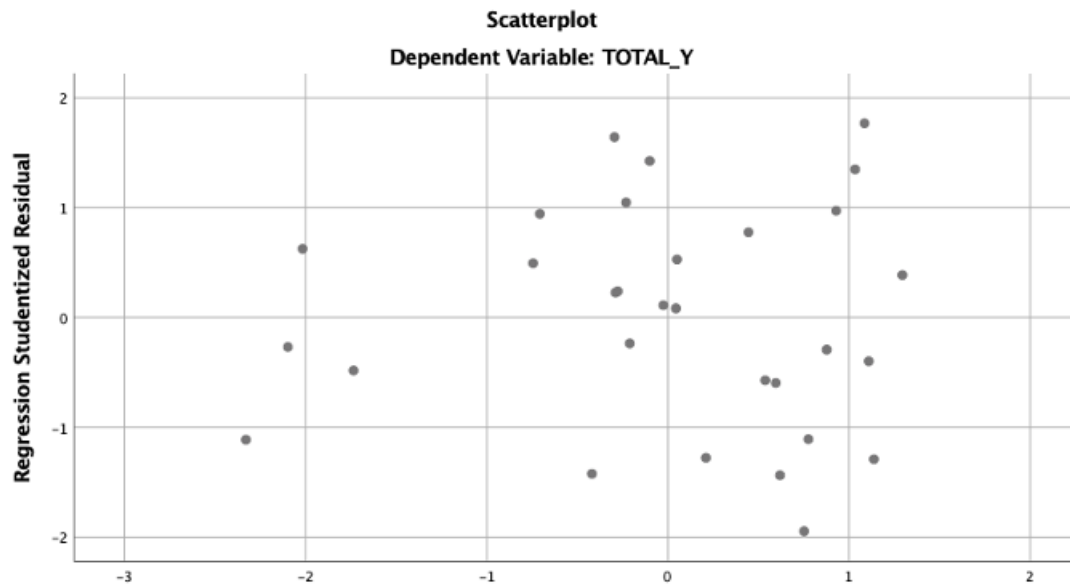


Figure 1. Picture Scater Plot

Source: SPSS 2026

The points are randomly distributed, not clustered in one place, and do not form a specific pattern. The scatterplot graph shows that there is no heteroscedasticity problem in the regression model because the points in the image are spread above and below zero on Y.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,507	3,240		,465	,646
	TOTAL_X1	,187	,174	,240	1,074	,293
	TOTAL_X2	,136	,212	,167	,640	,528
	TOTAL_X3	,054	,199	,068	,272	,788

Figure 2. Picture Regretion Plot

Source: SPSS 2026

Based on Figure 2, the results of the multiple linear regression coefficient test above, then a multiple linear equation can be formed as follows:

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

$$Y = 1.507 + 0.187X_1 + 0.136X_2 + 0.054X_3 + 0.05$$

The value of a (constant) is 1.507, the Teacher Competency coefficient is 0.187, the Teacher Commitment coefficient is 0.136, and the Learning Method coefficient of 0.054 with a standard error of 0.05

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,411 ^a	,169	,073	2,43433

a. Predictors: (Constant), TOTAL_X3, TOTAL_X1, TOTAL_X2

b. Dependent Variable: TOTAL_Y

Figure 3. Summary Models

Source: SPSS 2026

Based on Table 4.8, the Adjusted R Square value is 0.073, meaning that the independent variables, consisting of Teacher Competence, Teacher Commitment, and Learning Methods, are able to explain 0.073 or 7.3% of the variation in Student Learning Outcomes at institutions under the auspices of the Nurun Najah Education Foundation. The remaining 92.7% is influenced by other variables outside this research model, such as student learning motivation, family environment, and learning facilities. Referring to the standard deviation used, where Adjusted $R^2 > 0.5$ is categorized as strong, 0.3–0.5 as moderate, and < 0.3 as weak, a value of 0.073 (< 0.3) indicates that the model's ability to explain variations in student learning outcomes at institutions under the auspices of the Nurun Najah Education Foundation is relatively weak, indicating that other factors may be more dominant in influencing the student learning outcomes variable at institutions under the auspices of the Nurun Najah Education Foundation beyond the variables studied.

Conclusion

Based on the research results, it can be concluded that teacher competence, teacher commitment, and learning methods partially do not have a significant effect on student learning outcomes. Simultaneously, these three variables also do not have a significant effect on student learning outcomes at educational institutions under the auspices of the Nurun Najah Education Foundation, Jember Regency. The Adjusted R Square value of 0.073 indicates that there are other factors that more dominantly influence student learning outcomes, such as learning motivation, family support, school environment, socioeconomic conditions, and students' basic abilities.

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