

THE RELATIONSHIP BETWEEN TEACHING STYLES AND TEACHER PROFESSIONAL COMPETENCE WITH STUDENTS' COGNITIVE LEARNING OUTCOMES AT MTS TANWIRUL QULUB

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Abstract

Madrasah education faces challenges in ensuring that teacher characteristics, particularly teaching styles and professional competencies, truly contribute to students' cognitive learning outcomes, while initial observations at MTs Tanwirul Qulub indicate variations in learning practices and Fiqh achievement without sufficient empirical evidence regarding the relationship between the two. This study aims to analyze the relationship between teacher teaching styles and students' cognitive learning outcomes, the relationship between teacher professional competencies and students' cognitive learning outcomes, and the relationship between these two variables simultaneously with students' cognitive learning outcomes at MTs Tanwirul Qulub. The study used a quantitative correlational approach with a total sampling technique of 83 students, data on teaching styles and professional competencies were collected through a Likert scale questionnaire, while data on cognitive learning outcomes were obtained through documentation of Fiqh. The results of the study showed that Teacher Teaching Style had a correlation of $\rho = 0.135$ (Sig. = 0.224) and Teacher Professional Competence had a correlation of $\rho = 0.167$ (Sig. = 0.130) with learning outcomes, while the simultaneous relationship between the two produced $R = 0.153$ with $R^2 = 0.023$ (Sig. F = 0.382), so that the three research hypotheses were declared unsupported. The conclusion of the study confirmed that teaching style and teacher professional competence have not been proven to be significantly related to students' cognitive learning outcomes, indicating the dominance of students' internal factors in determining academic achievement.

Keywords: Cognitive Learning, Teacher Teaching, Teacher Professional



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INTRODUCTION

Education plays a key role in preparing a generation with balanced intellectual, emotional, and spiritual competencies. A systematic educational process enables students to acquire the knowledge, skills, and values that will equip them for life in society. Formal educational institutions, including madrasas, serve as the primary platform for realizing this process through directed learning interactions between teachers and students (Chandrashekar, 2026).

Madrasahs, as Islamic educational institutions, are unique in that they integrate the general curriculum with religious education. This integration provides students with the opportunity to develop academic competencies while strengthening their foundations of faith and morals (Blanchflower, 2026). Madrasah Tsanawiyah, as an Islamic-based junior secondary education level, bears a great responsibility in fostering students during the transition to adulthood, so that the quality of the learning process that takes place within it is an important concern for the success of education as a whole (Ferrer, 2025).

Classroom learning practices involve dynamic interactions between teachers and students, influenced by the way teachers deliver material. Teachers' teaching styles reflect the unique behavioral patterns, techniques, and approaches used in managing learning activities, ranging from classical delivery of material, the use of technology, personalized approaches to students, to two-way interactions that foster active student engagement. These variations in teaching styles provide distinct characteristics to the learning experiences students experience in the classroom (Keravnos, 2025).

Teachers' professional competence is an integral element in the quality of the learning they deliver. In-depth mastery of the material, the ability to relate concepts to real-life situations, skills in utilizing information technology, and the ability to develop innovative teaching materials are indicators that students can observe throughout the learning process. The manifestation of these competencies is part of the learning experience, indirectly shaping students' perceptions of the quality of the instruction they receive.

Cognitive learning outcomes reflect the extent to which students are able to absorb, understand, and apply the learning material that has been given. Bloom's taxonomy theory explains that the cognitive domain includes levels of thinking ability ranging from remembering, understanding, applying, analyzing, evaluating, to creating, so that students' cognitive achievements can be seen as a tiered representation of the thinking processes that have been achieved through learning (Chen, 2026). This theoretical framework provides a basis for understanding that cognitive learning outcomes are not just numbers on a report card, but rather a depiction of complex mental processes that are influenced by various learning elements, including the way teachers teach and the competencies teachers demonstrate in the classroom (Grillo, 2024).

The learning phenomenon at MTs Tanwirul Qulub shows a general picture similar to that condition, where the learning process of Fiqh subjects involves an interaction between the teacher's teaching style, the manifestation of professional competence, and the achievement of students' cognitive learning outcomes. Students' learning experiences at this madrasah are formed from a series of daily learning practices that involve the delivery of unique religious material and require a teaching approach that is able to foster conceptual understanding as well as the appreciation of values (Wang, 2022).

The relationship between teacher teaching styles and students' cognitive learning outcomes in the context of Islamic jurisprudence (Fiqh) learning at the Madrasah Tsanawiyah (Islamic

junior high school) level has not been widely explored empirically, particularly in educational institutions with local characteristics such as MTs Tanwirul Qulub. Most previous studies tend to discuss teaching styles in general subjects or at different levels of education, so a description of this relationship in the context of Islamic religious education at the junior high school level still requires further investigation (Qi, 2026).

Student perceptions of the manifestation of teachers' professional competence have also not been widely studied as a variable directly linked to cognitive learning outcomes in Fiqh. Studies on teacher professional competence generally place the assessment on the supervisor or principal, while the perspective of students, as those who directly experience the learning process, is relatively rarely used as a primary data source. This gap raises questions about the extent to which students' perceptions of teachers' professional competence practices are related to their learning outcomes (Chans, 2022).

Social cognitive learning theory explains that students' learning processes are influenced by the reciprocal interaction between personal, behavioral, and environmental factors, including the learning environment created by the teacher. This framework suggests that teacher characteristics, both in terms of teaching style and demonstrated competencies, should contribute to students' cognitive processes. However, empirical testing of these relationships simultaneously on a single student population is still limited, particularly in private Islamic schools in urban settings.

Initial data obtained from observations at MTs Tanwirul Qulub show variations in teaching practices and student learning outcomes, but there is no quantitative evidence to test whether these variations are significantly related to teaching styles and teacher professional competence. The absence of adequate empirical data at this educational unit makes the relationship between these variables an area that has not been clearly mapped, both in partial and simultaneous relationship testing (Hung, 2024).

Testing the strength and direction of the relationship between these two teacher characteristics and cognitive learning outcomes, when conducted simultaneously in a single research model, has also been rare in the context of Islamic jurisprudence (Fiqh) learning in madrasas. This lack of simultaneous studies opens up an opportunity to further explore whether these two independent variables have complementary or overlapping contributions in explaining variations in student cognitive learning outcomes at MTs Tanwirul Qulub.

Filling this gap is important because a clear understanding of the relationship between teaching style and teacher professional competence and student cognitive learning outcomes can provide an empirical basis for developing learning policies in madrasas. The information obtained from testing this relationship can serve as a reference for madrasas in designing more targeted teacher quality improvement programs, rather than relying solely on general assumptions without statistically validated data (Phan, 2024).

The theory of teaching effectiveness asserts that the quality of student learning outcomes is the result of the interaction of various input variables and the learning process, where teacher characteristics occupy a central position as process variables that can be managed and improved. A quantitative correlational approach was chosen in this study because it is able to describe the direction, strength, and significance of the relationship between variables based on field data, so that the resulting findings can provide a more objective picture than mere descriptive observations alone (Özçelik, 2026).

This study was designed to examine the relationship between teacher teaching style and students' cognitive learning outcomes, the relationship between teacher professional competence and students' cognitive learning outcomes, and the relationship between these two variables simultaneously with students' cognitive learning outcomes at MTs Tanwirul Qulub. The proposed hypothesis assumes that there is a significant relationship between teacher teaching style and students' cognitive learning outcomes, there is a significant relationship between teacher professional competence and students' cognitive learning outcomes, and there is a significant relationship between these two variables together with students' cognitive learning outcomes, so that the results of the hypothesis testing are expected to be able to enrich the understanding of the relationship between teacher characteristics and students' learning outcomes in the context of madrasah education (Hung, 2024).

RESEARCH METHOD

Research Design

This study uses a correlational quantitative approach because the data collected and analyzed are in the form of numbers obtained through measuring teachers' teaching styles, teachers' professional competence, and students' cognitive learning outcomes, with the aim of analyzing and testing statistical relationships between variables without providing treatment or manipulation to the research objects (Cao, 2025). Data on teacher teaching style (X1) and teacher professional competence (X2) were obtained through a questionnaire based on the perceptions of 83 students towards one PAI teacher who was the object of the study, while data on students' cognitive learning outcomes (Y) were obtained through documentation of cognitive scores on PAI subject report cards taught by the same teacher, so that the design maintains the suitability between the sources of perception measurement and the academic achievements analyzed. This research is purely constructed as a non-experimental correlational study that is not designed, directed, or intended to prove causal relationships or causal influences between the variables studied.

Research Target/Subject

The population in this study was all students of MTs Tanwirul Qulub South Jakarta in the 2025/2026 Academic Year, totaling 83 students, consisting of 21 students from Class VII, 27 students from Class VIII, and 35 students from Class IX, all of whom participated in Islamic Religious Education (PAI) lessons from the teacher who was the object of the study. The sampling technique used total sampling or saturated sampling by involving all members of the population as respondents, considering the relatively limited population, so that the number of research samples was set at 83 students consisting of 21 students from Class VII, 27 students from Class VIII, and 35 students from Class IX.

Research Procedure

The collected data were processed using the IBM SPSS program through sequential stages, starting from checking the completeness of the data and coding the respondents' answers, scoring the favorable and unfavorable items and calculating the scores for each indicator and variable, testing the validity and reliability of the instrument, testing the normality and linearity as a prerequisite for selecting the correlation technique, to correlation analysis and testing the hypothesis both partially and simultaneously. The cognitive report card scores obtained from the madrasah documentation were recorded based on the respondent's code and paired with the scores of the teacher's teaching style questionnaire and the teacher's professional competence, so

that each respondent's data could be analyzed individually without including the student's personal identity.

Instruments, and Data Collection Techniques

Data collection on teacher teaching styles (X1) and teacher professional competence (X2) was conducted through a five-level Likert-scale closed questionnaire consisting of 48 statements (23 items for X1 and 25 items for X2, including 37 favorable items and 11 unfavorable items), with the X1 indicator adapted from the theory of teaching style variations and Barbara Pratt's framework, while the X2 indicator was formulated referring to Permendiknas No. 16 of 2007 and Kunandar's professional competence theory. Data on students' cognitive learning outcomes (Y) were obtained through documentation techniques in the form of cognitive scores on PAI subject report cards for the odd semester of the 2025/2026 academic year taught by the same teacher, so that the suitability between student perception data and learning outcomes in the subjects taught by the teacher is maintained.

Data Analysis Technique

The quality of the instrument is tested through a validity test using Pearson Product Moment correlation and a reliability test using Cronbach's Alpha coefficient, followed by a normality test (Kolmogorov-Smirnov or Shapiro-Wilk) and a linearity test (Test for Linearity) as a prerequisite for determining parametric or nonparametric correlation techniques (Russell, 2024). The relationship between variables is analyzed using Pearson correlation if the data meets the parametric requirements, or Spearman correlation as a nonparametric alternative, with the interpretation of the strength of the relationship referring to the coefficient interval criteria ranging from very low (0.00–0.199) to very strong (0.80–1.000). Hypothesis testing of H1 and H2 is carried out at a significance level of $\alpha = 0.05$ based on the 2-tailed Sig. value, while testing of H3 regarding the simultaneous relationship of X1 and X2 with Y is carried out using Multiple Correlation analysis with reference to the Sig. F Change value at the same significance level.

RESULTS AND DISCUSSION

Madrasah Tsanawiyah Tanwirul Qulub is a private school accredited A with NPSN 20178273 and NSM 121231740045, located on Jalan KH. Ilyas, Karet Kuningan Village, Setiabudi District, South Jakarta. The active student population for the 2025/2026 academic year is 84 people, while the respondents recruited through the total sampling technique are 83 students. The demographic characteristics of respondents are grouped by grade level and gender as presented in the following table.

Table 1. Distribution of Respondents Based on Grade Level and Gender

Category	Sub-Category	Number of people)	Percentage (%)
Grade Level	Grade VII	21	25.30
	Class VIII	27	32.53
	Grade IX	35	42.17
Gender	Man	39	46.99
	Woman	44	53.01
Total		83	100.00

The largest proportion of respondents were in Grade IX with 35 students (42.17%), followed by Grade VIII with 27 students (32.53%), and Grade VII with 21 students (25.30%). Gender composition showed a slightly higher number of female students than male students by five, resulting in a relatively balanced gender distribution. This demographic condition serves as a descriptive basis before presenting the research variable scores.

The distribution of respondents in Table 4.1 reflects a reasonable composition of study groups, considering that the number of classes at level IX is indeed greater than the other two levels, so the dominance of respondents from this class is not the result of sampling bias. The balance of gender proportions also indicates that the research data is not dominated by one particular gender group, so that the recorded perceptions can be seen as representing the diversity of madrasah students in general.

The total sampling technique used explains why all grade levels and both gender groups were fully represented in the research data without any random selection process. This representativeness is important because the data analyzed in the subsequent stages comes from the entire accessible population, not just a slice of the sample that could potentially be biased toward certain characteristics.

This demographic description serves as a frame of reference for readers in understanding the population from which the scores for perceptions of teachers' teaching styles and professional competence, as well as students' cognitive scores, were obtained. The proportional demographic background strengthens the belief that the findings in the subsequent research variables apply representatively to all students at MTs Tanwirul Qulub, not just to a specific group.

Respondents' answer scores for the three research variables, namely Teacher Teaching Style (X1), Teacher Professional Competence (X2), and Student Cognitive Learning Outcomes (Y), were summarized descriptively to show the distribution of minimum, maximum, and average values. Y data is sourced from the documentation of cognitive scores on Fiqh subject report cards, in contrast to X1 and X2 which are sourced from student perception questionnaires. The score recapitulation is presented in the following table.

Table 2. Recapitulation of Descriptive Scores of Research Variables

Variables			Number of Items	Minimum Score	Maximum Score	Average Score
Teacher Teaching Style (X1)			23 Item	46.00	94.00	74.83
Teacher Professional Competence (X2)			25 Item	49.00	105.00	81.77
Student Cognitive Learning Outcomes (Y)			Documentation of Fiqh Values	71.00	99.00	86.68

The average score of Teacher Professional Competence (81.77) was recorded higher than the average score of Teacher Teaching Style (74.83), while Student Cognitive Learning Outcomes reached an average of 86.68 on a scale of 0-100. The range between the minimum and maximum scores on the three variables showed a fairly wide variation in responses between students, especially on variables X1 and X2 which are perceptual and subjective.

The average difference between X1 and X2 in Table 4.2 can be understood from the difference in the number of items that make up the two instruments, namely 23 items on teaching

style compared to 25 items on professional competence, so that the proportional comparison of the two is actually relatively close. The average Fiqh cognitive score of 86.68 indicates that in general MTs Tanwirul Qulub students have relatively good academic achievements in this subject.

The wide range of minimum-maximum scores on X1 and X2 indicates a diversity of students' experiences and perspectives on the same teacher's teaching practices, a common occurrence in individual perception-based instruments. This diversity in perception scores may not always align with variations in students' academic grades, given that the factors influencing perception and those influencing learning outcomes are not always identical.

The descriptive figures in Table 4.2 provide an initial basis for estimating the direction of the relationship between variables before conducting formal statistical testing. A relatively high average value for the three variables does not guarantee a strong relationship between them, as the strength of the relationship can only be confirmed through correlation testing in the next stage of the analysis.

The relationship between each statement item and the total score of the variable was examined through a validity test, which essentially measures the statistical relationship between individual items and the constructs they represent. The test used a Pearson Product Moment correlation with a table r of 0.216 at a 5% significance level. The summary results of the item-construct relationships for both instruments are presented in the following table.

Table 3. Summary of Instrument Validity and Reliability Tests

Variables	Items Tested	Valid Items	Invalid Item	Cronbach's Alpha	Information
Teacher Teaching Style (X1)	23	16	7	0.917	Reliable
Teacher Professional Competence (X2)	25	20	5	0.936	Reliable

The relationship between items and total scores on instrument X1 resulted in 16 valid items out of 23 tested items, while on instrument X2, 20 valid items out of 25 tested items were obtained. Cronbach's Alpha values above 0.90 on both instruments indicate that items that are strongly related to their constructs also form very good internal consistency, so that the adjusted total scores of X1 and X2 are suitable for use in the next stage of relationship analysis.

The case study in this study is unique in that all 83 respondents provided their perceptions of the same Islamic Religious Education teacher, unlike research designs that involve multiple teachers. The data for the three research variables in this case study were first examined for statistical prerequisites, namely normal distribution and linearity of the relationship, before determining the appropriate correlation technique. The results of this prerequisite examination are presented in the following table.

Table 4. Results of Normality and Linearity Tests in the Case of a Single Teacher

Testing	Object	Statistical Value	Sig.	Information
Normality (Shapiro-Wilk)	Teacher Teaching Style (X1)	0.923	0,000	Abnormal

Normality (Shapiro-Wilk)	Teacher Professional Competence (X2)	0.936	0,000	Abnormal
Normality (Shapiro-Wilk)	Student Learning Outcomes (Y)	0.961	0.012	Abnormal
Linearity (Deviation from Linearity)	X1 with Y	F = 0.832	0.686	Linear
Linearity (Deviation from Linearity)	X2 with Y	F = 0.903	0.607	Linear

The three variables in this single teacher case consistently show Shapiro-Wilk significance values below 0.05, so they are classified as not normally distributed even though the number of data reaches 83 respondents. The relationship pattern of X1 with Y and X2 with Y remains classified as linear based on the Deviation from Linearity value which is well above 0.05, so the combination of data characteristics in this case is linear but not normal.

The abnormal distribution in the case of this single teacher can be explained by the nature of Likert-scale instruments with limited response categories, which tend to produce scores clustered within a specific range, rather than following an ideal normal curve. This condition is not an indication of data collection errors, but rather a general characteristic of ordinal-interval data converted from perceptual scales.

The linearity that persists despite the non-normal distribution suggests that the direction of the relationship between student perceptions and learning outcomes remains linear, although the strength of the relationship is not necessarily statistically significant. The combination of these two findings methodologically suggests the use of nonparametric correlation techniques instead of Pearson's parametric ones.

The single-teacher, multi-rater design also explains why the variation in X1 and X2 scores in this case reflects more differences in students' subjective perspectives on the same teacher, rather than differences in teaching practices between teachers. These case characteristics provide important context for understanding the hypothesis testing results presented in the following section.

The final relationship between Teacher Teaching Style and Teacher Professional Competence with Student Cognitive Learning Outcomes was tested using Spearman's rho correlation for partial relationships and multiple regression for simultaneous relationships, following the results of the prerequisite test in the previous single teacher case. A summary of the final relationships between research variables is presented in the following table.

Table 5. Summary of Correlation Results and Hypothesis Testing

Variable Relationship	Coefficient	Sig.	R Square
X1 with Y (Spearman)	$\rho = 0.135$	0.224	—
X2 with Y (Spearman)	$\rho = 0.167$	0.130	—
X1 and X2 are simultaneous with Y (Regression)	$R = 0.153$	0.382 (F = 0.974)	0.023

The partial relationship of X1 with Y and X2 with Y both show positive coefficients but are categorized as very low with a significance above 0.05, so that both partial hypotheses are not supported by the data. The simultaneous relationship of the two independent variables to Y

also shows a similar pattern, with a contribution of only 2.3 percent and an F significance of 0.382, so that the third hypothesis is also not supported and confirms that students' cognitive learning outcomes are more influenced by factors outside the two variables examined in this study.

The results of Spearman's rho analysis in this study indicate that Teacher Teaching Style (X1) has a correlation coefficient of $\rho = 0.135$ with Sig. = 0.224 on Student Learning Outcomes (Y), while Teacher Professional Competence (X2) has a correlation coefficient of $\rho = 0.167$ with Sig. = 0.130. Both significance values are above the threshold of $\alpha = 0.05$, so H1 and H2 are declared not supported by empirical data on 83 respondents. The direction of the relationship in both variables is positive, but the strength is equally in the very low category in the interval range of 0.00–0.199.

Simultaneous relationship testing through multiple regression analysis produces a multiple correlation coefficient (R) of 0.153 with a significance value of the F test of 0.382, so that H3 is also declared not supported. The coefficient of determination (R Square) value of 0.023 confirms that Teacher Teaching Style and Teacher Professional Competence together are only able to explain 2.3% of the variation in Student Cognitive Learning Outcomes, while the remaining 97.7% is explained by factors outside this research model.

The three hypothesis testing results show a consistent pattern, namely that students' perceptions of the teaching style and manifestation of Islamic Religious Education teachers' professional competence have not been proven to have a statistically significant relationship with the cognitive achievement of Fiqh report cards of students at MTs Tanwirul Qulub, either partially or simultaneously. The consistency of the positive but weak direction in all tests strengthens the belief that this finding is not merely a statistical coincidence, but rather a true depiction of the condition of the relationship between variables in the studied population (García-Ponce, 2024).

The findings of this study differ from the results HayaviHaghighi, (2025)-which found a significant influence of teacher professional competence on the learning outcomes of class V students at MIN Nagekeo, as well asFitria, (2025)which reported the contribution of teachers' professional competence of 37.1% to the learning outcomes of class X students in Economics. The difference in results is also seen in the findings Zhou, (2026) which reported a very strong correlation between teacher competence and student academic achievement in Ethiopia with $r = 0.89$. The findings of this study, which show a very low and insignificant relationship, place it at the opposite pole of some of this empirical evidence.

A parallel direction of findings is seen in Alp Christ's research, which, through a systematic review, found that of the 53 mediation pathways analyzed, 29 were insignificant, indicating that the relationship between teaching quality and student achievement is not always strong and direct. Tomaszewski also showed that effective teaching practices are only related to academic achievement when mediated by student engagement, making student engagement an important mechanism not yet included in this research model. This similarity in patterns strengthens the hypothesis that the direct relationship between teacher characteristics and learning outcomes tends to be weak without the presence of intermediary variables.

The variation in results between these studies can be explained by differences in respondent characteristics, educational level, subject matter, research design, and measurement instruments used Lopes, (2024) And Naldini, (2024) placing teacher professional competence alongside other

variables such as pedagogical competence and student learning styles, a multivariable approach that differs from the simple design of this study. This difference in empirical context emphasizes that research results cannot be generalized across populations without considering the specific characteristics of each research setting.

The weak relationship between teaching style and teacher professional competence and cognitive learning outcomes in this study indicates that student academic achievement is the result of a learning system that is far more complex than simply teacher characteristics. This phenomenon indicates a necessary shift in focus, from solely focusing on teacher quality to a more holistic understanding of the student learning ecosystem as a whole (Turner, 2022).

The consistently weak correlation pattern across the three hypothesis tests also indicates that students' perceptions of teachers' teaching practices do not necessarily align with the actual effectiveness of classroom learning. This suggests that students' perceptual assessments are limited in explaining the internal mechanisms that ultimately determine material absorption, suggesting that positive perceptions of teachers do not necessarily translate to optimal cognitive processing in students (Byun, 2024).

The low coefficient of determination of 2.3% in the simultaneous model is a strong signal that internal student factors, such as motivation, independence, and readiness to learn, likely play a much more dominant role than the teacher characteristics measured in this study. This sign is in line with the principle of QS. Ar-Ra'd [13]: 11 which emphasizes that changes in the condition of a people depend on the efforts made by the people themselves, so that the results of this study can be read as an empirical confirmation of this normative principle in the context of Fiqh learning.

The main implication of these findings is that the program to improve the quality of education at MTs Tanwirul Qulub can no longer rely solely on improving teaching styles or strengthening teachers' professional competencies as the sole strategy for improving learning outcomes. Madrasah policies need to be directed toward a more comprehensive approach, encompassing strengthening students' intrinsic motivation, increasing active engagement in learning, and creating a classroom climate that supports independent learning (Matjie, 2025).

Another implication is aimed at evaluating academic supervision policies, which have tended to focus on assessing teachers' teaching practices, so that they can also develop instruments that are able to capture students' internal conditions such as their level of involvement, learning motivation, and independent learning habits (Karim, 2022). The burden of responsibility for improving learning outcomes, which has often been placed entirely on teachers, needs to be distributed more proportionally to all elements of learning, including the role of the family and the student's learning environment (Bravo, 2025).

The theoretical implications of this study emphasize the importance of placing mediator variables, such as student engagement, self-efficacy, or learning motivation, within the conceptual framework of further educational research, as the direct relationship between teacher characteristics and learning outcomes has not been shown to be strong enough to stand alone (Esser-Noethlichs, 2024). The Instructional System Design and Ecological Systems Theory frameworks are relevant for use as theoretical umbrellas in designing further research that considers interactions between learning subsystems more comprehensively (Hoa, 2026).

One explanation for the weak relationship found lies in the research design's characteristics, which place a single teacher as the object of shared assessment, so that variations in X1 and X2 scores reflect more differences in each student's subjective perspective on the same

teacher than objective differences in teaching practices between teachers. This naturally limits the range of score variations that can statistically explain variations in learning outcomes.

The constructivist perspective, Self-Determination Theory, and social cognitive theory explain that the learning process does not occur linearly from teacher teaching input to learning outcomes, but rather through a series of mediations in the form of fulfilling the needs for autonomy, competence, connectedness, and reciprocal interactions between personal, behavioral, and environmental factors of students. The absence of mediator variables such as student engagement or motivation in this research model is the fundamental reason why a direct relationship between teacher characteristics and learning outcomes was not detected significantly (Tsai, 2025).

The characteristics of the Fiqh subject which demands precise understanding of the law and the accuracy of worship practices also become factors that strengthen this explanation, because mastery of this kind of material is likely to depend more on repetition, independent practice, and the student's personal sincerity than simply observing the teacher's way of delivering the material. The principles of *al-hikmah* and *al-mau'izhah al-hasanah* in QS. An-Nahl [16]: 125 and the prohibition on following something without a basis in knowledge in QS. Al-Isra [17]: 36 emphasize that the quality of delivery and mastery of the teacher's knowledge are necessary conditions, but not sufficient conditions, for the success of knowledge transfer without being accompanied by the readiness of the recipient of the knowledge.

The follow-up steps that can be taken by the madrasah are to design intervention programs that directly target strengthening students' internal capacity, including fostering learning motivation, strengthening independent learning habits, and collaborative mentoring with parents, as a complement to the teacher professional development program that has been running so far (Potochny, 2026). Teacher development programs need to continue, but their orientation needs to be expanded from merely mastering the substance of the material to integrating pedagogical competencies, assessments, and strategies for increasing student engagement (Rotifa, 2026).

Future research should incorporate mediator or moderator variables, such as student engagement, learning motivation, self-efficacy, or learning independence, into the conceptual model to identify possible mechanisms that bridge the relationship between teacher characteristics and student cognitive learning outcomes. Research designs involving more than one teacher as the object of assessment can also be considered to obtain more representative data variations on differences in teaching practices between teachers (Juhásová, 2022).

Reconstructing academic supervision policies in a more comprehensive direction is also an important agenda, by adding an evaluation dimension to students' internal conditions in addition to solely assessing teachers' teaching practices (Serik, 2022). These steps are expected to provide a more accurate mapping of the determinants of students' cognitive learning outcomes at MTs Tanwirul Qulub, as well as serve as a basis for formulating madrasah education policies that are more balanced between the roles of educators and students in achieving learning success.

CONCLUSION

This study found that Teacher Teaching Style (X1) and Teacher Professional Competence (X2) both have a positive relationship with Student Cognitive Learning Outcomes (Y), both partially ($\rho = 0.135$; Sig. = 0.224 for X1, and $\rho = 0.167$; Sig. = 0.130 for X2) and simultaneously ($R = 0.153$; $R^2 = 0.023$; Sig. F = 0.382), but all of these relationships are in the very low category and are not statistically significant, so that H1, H2, and H3 are declared not supported; this

finding differs from most previous studies that report a significant influence between teacher characteristics and learning outcomes, and instead confirms that students' perceptions of the manifestation of teacher competence in the context of one Islamic Education teacher with many assessors are not sufficient to explain variations in Fiqh cognitive achievement. The contribution of this research lies in strengthening the concept that the relationship between teacher characteristics and learning outcomes is contextual and not always linear, as well as in the methodological aspect of the application of a non-experimental correlational design with a one-teacher-multiple-rater scheme that successfully isolates variations in student perceptions from variations between teachers, an approach that is relatively rarely used in similar studies in madrasah environments. The limitations of this research lie in the scope of the object that only involves one teacher and one institution so that the generalization of the findings is limited, the absence of mediator variables such as learning motivation and student engagement in the analysis model, and the use of learning outcome data that only comes from one semester, so that further research is recommended to involve more than one teacher and madrasah, include mediator or moderator variables in the conceptual model, and use a longitudinal design to obtain a more comprehensive picture of the relationship between variables and can be generalized more widely.

AUTHORCONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-investigation.

Author 3: Data curation; Investigation.

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