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# The Influence of Non-Specialist Teacher Competence on the Success of Arabic Language Learning at MI Nurul Huda Karangtalok Pemalang

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## ABSTRACT

This study aims to analyze the effect of non-specialist teacher competence on the success of Arabic language learning at MI Nurul Huda Karangtalok, Pemalang. The research employed a quantitative approach using an explanatory research design with a correlational method. The population consisted of 60 students, all of whom were selected as the research sample using a saturated sampling technique. Data were collected using a closed-ended questionnaire based on a five-point Likert scale to measure non-specialist teacher competence and learning success. The data were analyzed using validity and reliability tests, normality tests, simple linear regression, t-tests, and coefficient of determination analysis. The results revealed that non-specialist teacher competence had a positive and significant effect on the success of Arabic language learning, with a significance value of 0.000 (<0.05). The coefficient of determination ( $R^2$ ) was 0.360, indicating that teacher competence accounted for 36.0% of learning success. These findings suggest that non-specialist teacher competence plays an important role in improving Arabic language learning success at the Madrasah Ibtidaiyah level.

**Keywords:** teacher competence, non-specialist teacher, learning success, Arabic language learning, Madrasah Ibtidaiyah.

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## 1. INTRODUCTION

Arabic holds a strategic position in madrasah education, as it serves not only as a medium for understanding Islamic sources such as the Qur'an, Hadith, and classical Islamic texts, but also as a foundation for developing students' language competence from an early stage [1], [2]. Mastery of Arabic enables students to access religious knowledge directly from primary sources, thereby strengthening their religious understanding and identity. In addition, Arabic language learning contributes to the development of linguistic skills,

cognitive abilities, and cultural awareness, which are essential for students' holistic development in Islamic educational institutions.

At the Madrasah Ibtidaiyah (MI) level, Arabic language learning is expected to equip students with fundamental competencies, including vocabulary acquisition, basic language structures, pronunciation, and the formation of positive attitudes toward learning Arabic [2], [26]. These competencies serve as an essential foundation for further Arabic language learning at higher educational levels. Considering that MI students are **in the concrete operational stage of cognitive development**, the learning process should be delivered through contextual, interactive, and student-centered approaches to ensure effective comprehension and meaningful learning experiences.

However, in practice, Arabic language learning at the MI level continues to face significant challenges, particularly regarding **the quality of instruction and the achievement of optimal learning outcomes** [4], [29]. One of the most pressing issues in many madrasahs is the limited availability of qualified Arabic language teachers with appropriate academic backgrounds and professional training [3], [28]. As a result, Arabic instruction is often assigned to non-specialist teachers who lack formal qualifications in Arabic language studies. This condition has become a systemic issue, especially in rural and underdeveloped areas where access to qualified personnel and professional development opportunities is limited [4], [34].

The problem of non-specialist teaching becomes increasingly critical when examined from the perspective of teacher competence. Teacher competence encompasses pedagogical, professional, personal, and social competencies that are essential for conducting effective and meaningful learning processes [5], [13]. Teachers with strong competencies are expected to design systematic lesson plans, apply instructional strategies aligned with students' characteristics, manage classrooms effectively, and conduct accurate assessments [6], [14], [21]. Conversely, insufficient competence may lead to monotonous teaching practices, low student engagement, ineffective classroom management, and suboptimal learning outcomes [15], [39].

Previous studies have examined teacher competence and its influence on learning outcomes, generally concluding that teacher competence significantly affects students' academic achievement [6], [14], [21]. Other studies have highlighted the challenges of Arabic language instruction in madrasahs, particularly concerning limited instructional resources and methodological constraints [4], [29]. However, most prior research focuses either on general teacher competence or on Arabic language learning challenges separately. There remains a research gap regarding how the competence of non-specialist teachers specifically influences the success of Arabic language learning at the Madrasah Ibtidaiyah level, particularly in contexts with limited specialist teaching resources.

Based on this gap, **this study aims to analyze the effect of non-specialist teacher competence on the success of Arabic language learning at the Madrasah Ibtidaiyah level**. The author proposes that strengthening teachers' competence, regardless of academic specialization, can be a strategic effort to mitigate instructional limitations and improve learning outcomes. By empirically examining this relationship, this study seeks to provide

evidence-based insights into the extent to which non-specialist teacher competence contributes to Arabic learning success.

It is expected that the results of this research will contribute both theoretically and practically. Theoretically, this study enriches the discourse on teacher competence and its relevance in subject-specific instruction within Islamic primary education. In practice, the findings may serve as a reference for madrasah administrators, policymakers, and educators in designing professional development programs to enhance teacher competence, particularly in contexts where specialist Arabic teachers are limited. Ultimately, this research is expected to support efforts to improve the quality and effectiveness of Arabic language learning at the Madrasah Ibtidaiyah level.

## 2. METHOD

This study employed a quantitative, explanatory research design to examine the causal relationship between non-specialist teacher competence and the success of Arabic language learning [9], [10]. The quantitative approach was selected because the study focuses on hypothesis testing and on measuring relationships between variables using numerical data analyzed statistically [9].

The research design was correlational, using simple linear regression, as the study involved one independent and one dependent variable [10], [11]. The study was conducted at MI Nurul Huda Karangtalok Pemalang during the even semester of the academic year. The research population consisted of 60 students, all of whom were included as the research sample using a saturated sampling technique [9].

Data were collected using closed-ended questionnaires with a five-point Likert scale, which is widely used to measure perceptions, attitudes, and responses in educational research [9], [12]. Non-specialist teacher competence was measured based on pedagogical, professional, personal, and social competencies [5], [13], while the success of Arabic language learning was measured through students' comprehension, learning activeness, attitudes, interest, and learning outcomes [8], [16].

Prior to data analysis, the research instruments were tested for validity and reliability to ensure measurement accuracy and consistency [11], [12]. Data analysis involved descriptive statistics and inferential statistics, including normality testing, simple linear regression, and t-tests [10], [11].

## 3. RESULTS AND DISCUSSION

Descriptive statistics aim to describe the general characteristics of the data, while inferential statistics are used to test hypotheses and draw conclusions about the population [9], [10]. The normality test is an essential prerequisite in regression analysis to ensure that the data meet statistical assumptions [11].

### 3.1. Results

#### Variable Description

The following table presents the mean scores of respondents' assessments for the indicators of the Non-Specialist Teacher Competence (X) variable.

Table 1. Description of Non-Specialist Teacher Competence Variable (X)

Variable	Items	Mean	Items	Mean	Items	Mean
Non-Specialist Teacher Competence (X)	X.1	3.57	X.6	3.55	X.11	3.82
	X.2	3.45	X.7	4.00	X.12	3.88
	X.3	3.67	X.8	3.37	X.13	3.40
	X.4	3.48	X.9	3.42	X.14	3.87
	X.5	3.28	X.10	3.75	X.15	3.93
Mean	54.43					

Source: SPSS 21 data processing (2026)

Based on Table 1, the Non-Specialist Teacher Competence variable (X), which was measured using 15 statement items, shows mean values ranging from 3.28 to 4.00. The highest mean score is found in item X.7 (4.00), while the lowest mean score is found in item X.5 (3.28). Nevertheless, all items have mean values above the midpoint of the Likert scale, indicating that Non-Specialist Teacher Competence is perceived as fairly good to good by students. The overall average score of 54.43 indicates that Non-Specialist Teacher Competence falls into the good category.

Table 2. Description of Arabic Language Learning Success Variable (Y)

Variable	Items	Mean	Items	Mean	Items	Mean
Success of Arabic Language Learning (Y)	Y.1	3.93	Y.6	3.72	Y.11	3.98
	Y.2	3.98	Y.7	3.97	Y.12	3.90
	Y.3	3.98	Y.8	3.97	Y.13	3.97
	Y.4	3.80	Y.9	3.92	Y.14	4.13
	Y.5	4.08	Y.10	3.90	Y.15	3.85
Mean	50.08					

Source: SPSS 21 data processing (2026)

Based on Table 2, the Arabic Language Learning Success variable (Y), which was measured using 15 statement items, shows mean values ranging from 3.72 to 4.13. The highest mean score is found in item Y.14 (4.13), while the lowest mean score is found in item Y.6 (3.72). Overall, the average score of 59.08 indicates that Arabic Language Learning Success is in the high category. This finding suggests that students demonstrate good interest, enthusiasm, and engagement in Arabic language learning.

**Instrument Validity and Reliability Test**

**Table 3. Validity Test Results for Non-Specialist Teacher Competence (X)**

Variable	Items	R-count	R-table	Information
Non-Specialist Teacher Competence (X)	X.1	0.720	0.254	Valid
	X.2	0.809	0.254	Valid
	X.3	0.789	0.254	Valid
	X.4	0.716	0.254	Valid
	X.5	0.623	0.254	Valid
	X.6	0.796	0.254	Valid
	X.7	0.594	0.254	Valid
	X.8	0.762	0.254	Valid
	X.9	0.806	0.254	Valid
	X.10	0.721	0.254	Valid
	X.11	0.492	0.254	Valid
	X.12	0.635	0.254	Valid
	X.13	0.816	0.254	Valid
	X.14	0.699	0.254	Valid
	X.15	0.642	0.254	Valid

Source: SPSS 21 data processing (2026)

Based on Table 3, the validity test results for the Non-Specialist Teacher Competence (X) instrument indicate that all 15 statement items (X.1–X.15) are valid. This is evidenced by the *r*-calculated values for each item, which exceed the *r*-table value of 0.254 with 60 respondents at the 0.05 significance level.

The highest *r*-calculated value is found in item X.13 (0.816), while the lowest is found in item X.11 (0.492). However, all *r*-calculated values exceed the *r*-table value, indicating that each item can accurately measure the Non-Specialist Teacher Competence variable. These results demonstrate that the questionnaire items are aligned with teacher competence indicators, including pedagogical, professional, personal, and social competencies.

Therefore, it can be concluded that the questionnaire instrument for the Non-Specialist Teacher Competence (X) variable has good validity and is appropriate for use as a data collection tool in this study.

**Table 4. Validity Test Results for Arabic Language Learning Success (Y)**

Variable	Items	R-count	R-table	Information
Success of Arabic Language Learning (Y)	X.1	0.796	0.254	Valid
	X.2	0.771	0.254	Valid
	X.3	0.741	0.254	Valid
	X.4	0.780	0.254	Valid
	X.5	0.809	0.254	Valid
	X.6	0.817	0.254	Valid
	X.7	0.792	0.254	Valid
	X.8	0.830	0.254	Valid
	X.9	0.837	0.254	Valid
	X.10	0.702	0.254	Valid
	X.11	0.776	0.254	Valid
	X.12	0.710	0.254	Valid
	X.13	0.808	0.254	Valid
	X.14	0.728	0.254	Valid
	X.15	0.675	0.254	Valid

Source: SPSS 21 data processing (2026)

Based on Table 4, the validity test results for the Arabic Language Learning Success (Y) instrument show that all 15 statement items are valid. This is indicated by the *r*-calculated values for each item, which exceed the *r*-table value of 0.254 for 60 respondents at the 0.05 significance level.

The highest *r*-calculated value is found in item Y.9 (0.837), while the lowest is found in item Y.15 (0.675). Nevertheless, all *r*-calculated values exceed the *r*-table value, indicating that each item accurately and consistently measures the Arabic Language Learning Success variable according to the predetermined indicators.

Thus, it can be concluded that the questionnaire instrument for the Arabic Language Learning Success (Y) variable has very good validity and is suitable for use as a data collection tool in this study.

### Reliability Test

Table 5. Reliability Test Results

Variable	Cronbach's Alpha	N of Items	Information
Non-Specialist Teacher Competence (X)	0.929	15	Reliable
Success of Arabic Language Learning (Y)	0.951	15	Reliable

Source: SPSS 21 data processing (2026)

Based on Table 5, the reliability test results indicate that the research instruments for the Non-Specialist Teacher Competence (X) and Arabic Language Learning Success (Y) variables are reliable. This is shown by Cronbach's Alpha values of 0.929 for the Non-Specialist Teacher Competence variable with 15 items and 0.951 for the Arabic Language Learning Success variable with 15 items.

Both Cronbach's Alpha values exceed the minimum threshold of 0.70, indicating very high internal consistency. Therefore, all questionnaire items consistently measure the same constructs and can be used as data-collection instruments for further analysis.

### Classical Assumption Test

Table 6. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Predicted Value
N		60
Normal Parameters <sup>a, b</sup>	Mean	59.0833333
	Std. Deviation	7.92632561
Most Extreme Differences	Absolute	.086
	Positive	.061
	Negative	-.086
Kolmogorov-Smirnov Z		.669
Asymp. Sig. (2-tailed)		.761

a. Test distribution is Normal.

b. Calculated from data.

Source: SPSS 21 data processing (2026)

The normality test in this study was conducted using the One-Sample Kolmogorov–Smirnov Test on the unstandardized predicted values. The results show a Kolmogorov–Smirnov Z value of 0.652 with an Asymp. Sig. (2-tailed) value of 0.789.

Since the p-value is greater than 0.05, the data are normally distributed. Therefore, the data meet one of the assumptions required for linear regression, allowing further statistical analysis.

### Simple Linear Regression Analysis

Table 7. Simple Linear Regression Analysis Results

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	26.659	5.842	
	Kompetensi Guru Non Spesialis	.596	.104	.600

a. Dependent Variable: Keberhasilan Pembelajaran

Source: SPSS 21 data processing (2026)

Based on the results of simple linear regression analysis, the following regression equation was obtained:

$$Y = 26.659 + 0.596 X + e \tag{1}$$

Where:

Y = Arabic Language Learning Success

X = Non-Specialist Teacher Competence

e = error

The constant value (a) of 26.659 indicates that when the Non-Specialist Teacher Competence variable (X) is assumed to be zero or unchanged, the Arabic Language Learning Success variable (Y) remains at 26.659. The regression coefficient for Non-Specialist Teacher Competence (X) is 0.596 and positive, indicating that each one-unit increase in Non-Specialist Teacher Competence leads to a 0.596-unit increase in Arabic Language Learning Success, assuming other variables remain constant.

These results indicate that Non-Specialist Teacher Competence positively affects Arabic Language Learning Success.

### Hypothesis Testing

Table 8. t-Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	26.659	5.842		4.563	.000
	Kompetensi Guru Non Spesialis	.596	.104	.600	5.711	.000

a. Dependent Variable: Keberhasilan Pembelajaran

Source: SPSS 21 data processing (2026)

Based on the  $t$ -test results, the Non-Specialist Teacher Competence variable (X) has a  $t$ -statistic of 5.711 with a  $p$ -value of 0.000 ( $< 0.05$ ). This indicates that Non-Specialist Teacher Competence has a positive and significant effect on Arabic Language Learning Success (Y). Thus, the research hypothesis is accepted, while the null hypothesis is rejected.

This means that higher competence among non-specialist teachers is associated with greater Arabic Language Learning Success at MI Nurul Huda Karangtalok Pemalang.

### Coefficient of Determination (R Square)

Table 9. Coefficient of Determination (R Square) Results

#### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.600 <sup>a</sup>	.360	.349	10.661

a. Predictors: (Constant), Kompetensi Guru Non Spesialis

b. Dependent Variable: Keberhasilan Pembelajaran

Source: SPSS 21 data processing (2026)

Based on the Model Summary results, the  $R$  value of 0.600 indicates a moderately strong relationship between Non-Specialist Teacher Competence and Arabic Language Learning Success. This suggests that Non-Specialist Teacher Competence is positively related to learning success.

The  $R$  Square ( $R^2$ ) value of 0.360 indicates that Non-Specialist Teacher Competence can explain 36.0% of the variation in Arabic Language Learning Success. The remaining 64.0% is influenced by other factors not examined in this study, such as student motivation for learning, the learning environment, facilities, and other internal student factors.

The Adjusted  $R$  Square of 0.349 indicates that, after adjusting for the number of samples and variables, the contribution of Non-Specialist Teacher Competence to Arabic Language Learning Success remains moderately strong. Therefore, it can be concluded that Non-Specialist Teacher Competence significantly contributes to the success of Arabic language learning at MI Nurul Huda Karangtalok Pemalang.

### 3.2. Discussion

#### The Influence of Non-Specialist Teachers' Competence on the Success of Arabic Language Learning

The research findings partially indicate that the competence of non-specialist teachers has a positive and significant effect on the success of Arabic language learning at MI Nurul Huda Karangtalok, Pemalang. This is evidenced by the  $t$ -test results, which show a  $p$ -value of less than 0.05; therefore, the research hypothesis is accepted. These findings indicate that the competence of non-specialist teachers plays an important role in determining the level of success in Arabic language learning.

The findings of this study indicate that non-specialist teacher competence has a positive and significant effect on the success of Arabic language learning at the Madrasah Ibtidaiyah level. This finding supports previous studies, which emphasize that teacher

competence is a key determinant of learning effectiveness and student achievement [6], [8], [14], [23].

Pedagogical competence enables teachers to manage learning activities effectively in line with students' developmental characteristics [7], [29], while professional competence assists teachers in delivering learning materials clearly and systematically [16], [17]. Personal and social competencies also contribute to creating a supportive learning environment and fostering positive teacher–student interactions [18], [20], [39].

In the context of Arabic language learning, non-specialist teachers with adequate competence can overcome limitations in academic background through effective instructional planning, the use of communicative teaching strategies, and active learning approaches [24], [25], [36]. These competencies encourage students' engagement, improve comprehension, and enhance overall learning success [15], [37], [40].

#### 4. CONCLUSION

The findings of this study confirm that non-specialist teacher competence plays a meaningful and positive role in supporting the success of Arabic language learning at the Madrasah Ibtidaiyah level. This indicates that, even in the absence of formally specialized academic backgrounds, teachers with adequate pedagogical, professional, personal, and social competencies can facilitate effective learning processes and improve student learning outcomes. These results reinforce previous perspectives emphasizing the central role of teacher competence in determining instructional quality and learning success [6], [21], [22].

The implications of this study are both theoretical and practical. Theoretically, the findings strengthen the discourse on teacher competence by demonstrating its relevance not only in general education contexts but also in subject-specific instruction, such as Arabic language learning in Islamic primary education. Practically, the study highlights the importance of continuous professional development programs aimed at enhancing the competence of non-specialist teachers, particularly in madrasahs facing shortages of qualified Arabic language teachers [26], [30], [35]. Madrasah administrators and policymakers may use these findings as a reference in designing training, mentoring, and competency-based evaluation systems to improve instructional quality.

Nevertheless, this study has several limitations. First, the research was conducted in a single madrasah, which may limit the generalizability of the findings to other educational settings with different characteristics. Second, the study focused solely on teacher competence as the independent variable, whereas other factors, such as learning motivation, instructional media, curriculum implementation, and institutional support, may also influence Arabic language learning success.

Therefore, future research is recommended to involve a broader sample across multiple madrasahs and regions in order to obtain more comprehensive and generalizable results. Further studies may incorporate additional variables or apply mixed-methods approaches to gain deeper insights into how internal and external factors interact to influence Arabic language learning success.

Overall, this research contributes to the broader educational community by providing empirical evidence that strengthening teachers' competence, regardless of academic

specialization, can serve as a strategic solution to addressing instructional challenges in resource-limited madrasahs. For the general public, particularly stakeholders in Islamic education, these findings emphasize the importance of investing in teacher quality as a key factor in improving the effectiveness of Arabic language education at the primary level.

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