

The Relationship Between Teaching Methods and Human Resources and the Quality of Education at Ashabul Qur'an (Aqur) School in Payakumbuh

Ahmad Rifki¹, Hamdi Abdul Karim¹

¹Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi, Indonesia

Received: 16/04/2026

Revised: 23/05/2026

Accepted: 30/06/2026

Abstract

The quality of education at Al-Qur'an-based educational institutions is influenced by various factors, including teaching methods and the quality of human resources; therefore, efforts are needed to identify the relationship between these two factors in supporting the improvement of educational quality. This study aims to analyze the relationship between teaching methods and human resources—both partially and simultaneously—on the quality of education at the Ashabul Qur'an (AQUR) School in Payakumbuh. The study employed a quantitative approach using a correlational method. All 52 active teachers were selected as the sample through total sampling. Data were collected using a questionnaire that met validity and reliability requirements, then analyzed using descriptive statistics, normality tests, linearity tests, multiple linear regression, t-tests, F-tests, and the coefficient of determination. The results indicate that teaching methods are positively and significantly correlated with educational quality ($\beta = 0.583$; $p = 0.005$), as are human resources ($\beta = 0.727$; $p = 0.002$). Simultaneously, both variables are positively and significantly associated with the quality of education ($F = 22.388$; $p < 0.001$) with a coefficient of determination of 47.7%. These findings indicate that improving the quality of education requires strengthening teachers' competencies as well as implementing effective teaching methods as key strategies for enhancing the quality of the learning process and outcomes in Qur'an-based educational institutions.

Keywords

Teaching Methods; Human Resources; Educational Quality

Corresponding Author

Ahmad Rifki

Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi, Indonesia; ahmadrifki1975@gmail.com

1. INTRODUCTION

Education is a strategic instrument in shaping excellent human resources, whether from an intellectual, spiritual, or social perspective. From an Islamic perspective, education is not only oriented toward the transfer of knowledge but also toward the formation of character and moral values. The Qur'an emphasizes the function of education as a means of leading humanity from darkness toward light (The Qur'an and Its Translation), while the Prophet Muhammad (peace be upon him) said, "The best among you are those who learn the Qur'an and teach it" (Hadith narrated by Bukhari, No. 5027). Therefore, the quality of education is a fundamental aspect that determines the success of educational institutions, including Qur'an-based educational institutions. From an educational management



© 2026 by the authors. This is an open access publication under the terms and conditions of the Creative Commons Attribution 4.0 International License (CC BY NC) (<https://creativecommons.org/licenses/by/4.0/>).

perspective, quality is not only determined by the final outcome but also by the quality of the ongoing learning process, as outlined in the concept of Total Quality Management (Sallis, 2002).

Educational quality is greatly influenced by the quality of teaching methods and human resources, particularly the competence of teachers as the primary implementers of learning. Teachers who possess strong pedagogical, professional, and social competencies, as well as good personal character, will be able to create effective learning experiences that lead to improved educational quality (Law of the Republic of Indonesia No. 14 of 2005, 2005). On the other hand, teaching methods that emphasize social interaction, collaboration, and scaffolding enable students to construct knowledge optimally (Wardani et al., 2023). Several studies also indicate that teacher competencies have a significant relationship with the quality of learning and student learning outcomes (Alam & Darmawan, 2025).

The Ashabul Qur'an (AQUR) School in Payakumbuh is a non-formal, Qur'an-based educational institution that has seen an increase in the number of students from 1,411 in 2023 to 1,585 in 2024. However, this increase has not been fully accompanied by the optimization of teaching methods and the quality of human resources. Observation results indicate that teaching methods still tend to be conventional, the teacher-to-student ratio is not yet ideal, there is variation in teachers' educational backgrounds, and student achievement has stagnated at a certain level. These conditions indicate the need to improve the quality of the learning process so that the quality of education can continue to be enhanced.

Various previous studies have examined the relationship between teaching methods and teacher competencies on the quality of education. However, most of these studies were conducted in formal educational institutions and tested these two variables separately (Febrianti & Mujahidah, 2024 ; Prayoga et al., 2025 ; Haris & Nurhasan, 2026). Research analyzing the simultaneous relationship between teaching methods and human resources in the context of non-formal, Qur'an-based educational institutions remains relatively limited. This research gap serves as a crucial basis for conducting this study to enrich the field of Islamic educational management, particularly within Qur'anic educational institutions.

Based on these issues, this study was designed to answer the following questions: (1) What is the relationship between teaching methods and the quality of education at the Ashabul Qur'an (AQUR) School in Payakumbuh? (2) What is the relationship between human resources and the quality of education? and (3) What is the simultaneous relationship between teaching methods and human resources and the quality of education? In line with these research questions, this study aims to analyze the relationship between each variable as well as the combined relationship of both variables on the quality of education at the Ashabul Qur'an (AQUR) School in Payakumbuh.

This study is expected to contribute to the development of Islamic Educational Management by expanding the empirical evidence regarding the relationship between teaching methods based on Vygotsky's sociocultural theory and teacher competencies as human capital on the quality of education in non-formal, Qur'an-based educational institutions. In addition to providing a theoretical contribution, the results of this study are also expected to serve as a basis for educational institution administrators in formulating strategies to improve the quality of learning and to develop teacher competencies on an ongoing basis.

2. METHOD

This study employs a quantitative approach with a correlational survey design to analyze the relationship between teaching methods and human resources and the quality of education at the Ashabul Qur'an (AQUR) School in Payakumbuh. The study population consisted of all active teachers at AQUR Payakumbuh, totaling 52 individuals. Because the population size was relatively small, the study employed total sampling, meaning all teachers were included as respondents (Sugiyono, 2019).

Data were collected using a closed-ended questionnaire based on a Likert scale, designed according to the indicators of each research variable. Before being used for data collection, the instrument was first tested for validity and reliability to ensure its suitability as a measurement tool (Arikunto, 2018). Data collection was conducted directly with all respondents in accordance with the established research schedule.

The data were analyzed using descriptive statistics to describe the characteristics of each variable, followed by tests of the prerequisites for analysis, including tests of normality, linearity, and multicollinearity. Relationships between variables were analyzed using Pearson's correlation and multiple linear regression, while hypothesis testing was performed using t-tests, F-tests, and the coefficient of determination (R^2) with the assistance of SPSS software (Ghozali, 2021).

3. FINDINGS AND DISCUSSION

Findings

3.1 Results of Assumption Tests

Before hypothesis testing was conducted, the data were first tested to ensure they met the assumptions of regression analysis. The results of the normality test using the Kolmogorov-Smirnov test indicated that all research variables were normally distributed, with significance values of 0.066 for teaching methods, 0.076 for human resources, and 0.194 for educational quality ($p > 0.05$). The linearity test indicated a linear relationship between the independent and dependent variables, with a significance value for linearity of 0.000 and a deviation from linearity of 0.457. Furthermore, the results

of the multicollinearity test () showed a tolerance value of 0.321 and a VIF of 3.114 for both independent variables, indicating that the regression model is free from multicollinearity.

3.2 The Relationship Between Teaching Methods and Human Resources and Educational Quality

Pearson's correlation analysis indicates that teaching methods have a positive relationship with educational quality ($r = 0.607$; $p < 0.001$), while human resources also have a positive relationship with educational quality ($r = 0.687$; $p < 0.001$). Furthermore, the correlation between teaching methods and human resources was 0.824 ($p < 0.001$), indicating a positive relationship between the two independent variables.

3.3 The Effect of Teaching Methods and Human Resources on Educational Quality

The results of the multiple linear regression analysis indicate that teaching methods and human resources have a positive effect on educational quality. The regression equation obtained is $Y = 3.853 + 0.583X_1 + 0.727X_2$, with a regression coefficient of 0.583 for teaching methods and 0.727 for human resources.

Partial testing using the t-test shows that teaching methods have a significant effect on the quality of education ($\beta = 0.583$; $t = 2.704$; $p = 0.005$). Human resources also have a significant effect on the quality of education ($\beta = 0.727$; $t = 3.191$; $p = 0.002$). Thus, both partial hypotheses are accepted.

A simultaneous test using the F-test showed that teaching methods and human resources together have a significant effect on the quality of education ($F = 22.388$; $p < 0.001$). The coefficient of determination (R^2) of 0.477 indicates that these two variables account for 47.7% of the variation in educational quality, while the remaining 52.3% is influenced by other factors outside the research model.

Discussion

3.4 The Relationship Between Teaching Methods and Educational Quality

The research results show that teaching methods have a positive and significant relationship with the quality of education at the Ashabul Qur'an (AQUR) School in Payakumbuh. These findings indicate that the better the teaching methods applied by teachers, the higher the quality of education achieved. This relationship indicates that the success of educational delivery is determined not only by the material presented but also by the teacher's ability to design, implement, and evaluate the learning process in accordance with the characteristics of the students (Uno, 2008) . The application of appropriate teaching methods can create active, interactive, and meaningful learning, thereby fostering the development of students' knowledge, skills, and attitudes—all of which serve as indicators of educational quality (Muslimah & Hayati, 2025) .

The findings of this study align with Vygotsky's sociocultural theory, which asserts that the learning process occurs optimally through social interaction between students and their teachers as well as their learning environment (Ardania et al., 2024). Vygotsky explains that teachers act as facilitators who provide scaffolding so that students can reach the Zone of Proximal Development (ZPD)—a level of development that cannot be achieved independently but can be attained through guidance. In this study, the high quality of teaching methods was reflected in the teachers' ability to provide students with opportunities to ask questions, engage in discussions, receive guidance tailored to their needs, and actively participate in the learning process. These conditions indicate that the implementation of Vygotsky's learning principles has supported the creation of a more effective learning process and, ultimately, is linked to improved educational quality at the Ashabul Qur'an (AQUR) School in Payakumbuh.

The results of this study are also consistent with the research by Prayoga et al. (2025), which states that teaching methods tailored to students' characteristics are associated with improvements in the quality of the learning process and learning outcomes. Research by Febrianti and Mujahidah (2024) also shows that the application of active learning can increase student participation, thereby making the learning process more effective. These consistent findings indicate that teaching methods are a factor that consistently influences educational quality across various levels and types of educational institutions. However, this study offers a distinct contribution because it was conducted at a non-formal, Qur'an-based educational institution characterized by tahsin and tahfiz learning, thereby expanding the empirical evidence regarding the relevance of Vygotsky's sociocultural theory in the context of Islamic education.

Although teaching methods at AQUR fall into the "very high" category, this study shows that indicators of collaborative learning—such as the use of group work and collaborative task completion—still achieve lower scores compared to other indicators. This condition is believed to be related to the characteristics of Qur'anic learning, which places greater emphasis on individual learning, particularly in tahsin and tahfiz activities. Therefore, the development of collaborative learning strategies that preserve the distinctiveness of Qur'anic education could serve as an alternative to enhance student interaction, critical thinking skills, and social skills without compromising the effectiveness of individual learning. These findings contribute to the development of Islamic Education Management by strengthening the empirical evidence that the application of teaching methods oriented toward student interaction and active engagement is closely related to improvements in educational quality at Qur'an-based educational institutions.

3.5 The Relationship Between Human Resources and Educational Quality

The results of the study indicate that human resources have a positive and significant relationship with the quality of education at the Ashabul Qur'an (AQUR) School in Payakumbuh. These findings suggest that the higher the quality of human resources—particularly teacher competence—the higher the quality of education achieved by the institution. This relationship indicates that the quality of education is not only influenced by the curriculum, facilities, or school management systems but is also determined by teachers' ability to carry out the learning process professionally. Teachers who are able to effectively plan, implement, evaluate, and develop learning will create a learning environment that supports the development of students' knowledge, skills, and character, thereby enabling the quality of education to improve continuously.

The findings of this study are in line with Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers, which affirms that teachers are professionals tasked with educating, teaching, guiding, directing, training, assessing, and evaluating students in the formal education system. To carry out these duties, teachers are required to possess four core competencies: pedagogical, professional, social, and personal competencies. These four competencies form an integrated whole that determines the quality of instructional delivery and serve as critical factors in improving the quality of education. In this study, high teacher competencies—as reflected in the ability to manage learning, communicate with students, establish good social relationships, and carry out duties responsibly—indicate that the implementation of teacher competencies as mandated by Law No. 14 of 2005 is closely linked to improvements in the quality of education at the Ashabul Qur'an (AQUR) School in Payakumbuh.

The results of this study are also consistent with the research by Alam and Darmawan (2025), which showed that teacher competencies are significantly related to improvements in the quality of learning and student learning outcomes. The study by (2026) , also reported that the quality of education is influenced by the quality of teachers in carrying out their professional duties, particularly in terms of pedagogical and professional competencies. The consistency of these findings indicates that teacher competence is a factor that is consistently associated with the quality of education across various types of educational institutions. However, this study provides a different context because it was conducted in a non-formal, Qur'an-based educational institution, thereby expanding the empirical evidence that teacher competence continues to play a crucial role in supporting the quality of education, even though the characteristics of the learning process differ from those in formal schools.

Although the quality of human resources at AQUR falls into the very high category, this study still indicates that certain aspects of professional competence—particularly the utilization of various learning resources and the development of scientific knowledge—require strengthening. This situation suggests that improving educational quality must be supported by continuous teacher competency development programs through education and training, scientific activities, workshops, and the use of

technology in learning. These findings contribute to the development of Islamic Education Management by strengthening the empirical evidence that teacher competencies, as mandated by Law No. 14 of 2005 on Teachers and Lecturers, are closely related to the quality of education in Qur'an-based educational institutions. Thus, improving the quality of human resources must be an integral part of institutional management strategies to achieve sustainable educational quality.

3.6 The Relationship Between Teaching Methods and Human Resources with Educational Quality

The research results indicate that teaching methods and human resources collectively have a positive and significant relationship with the quality of education at the Ashabul Qur'an (AQUR) School in Payakumbuh. These findings suggest that improvements in educational quality are not influenced by a single factor but result from the integration of effective teaching methods and the quality of human resources, particularly teacher competencies. This relationship indicates that the success of the educational process will be optimized when teachers are not only able to select and apply appropriate teaching methods but are also supported by strong pedagogical, professional, social, and personal competencies in carrying out their duties. Thus, educational quality is the result of synergy between the quality of the learning process and the quality of educators in managing teaching and learning activities.

The findings of this study can be explained through the integration of Lev Vygotsky's (1978) sociocultural theory and the concept of teacher professionalism as mandated by Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers. Vygotsky emphasizes that the learning process occurs optimally through effective interaction between teachers and students, while Law No. 14 of 2005 asserts that a teacher's success in carrying out these duties is determined by their mastery of pedagogical, professional, social, and personal competencies. These two foundations complement each other, as effective teaching methods can only be optimally applied when supported by adequate teacher competencies. Conversely, high teacher competencies will have a greater impact on the quality of education when realized through the application of learning methods that engage students throughout the learning process.

This finding is also relevant to the concept of Total Quality Management (TQM) in education as proposed by Sallis (2012). According to Sallis, educational quality is the result of a continuous improvement process involving all components of the educational organization. Teachers, as the primary implementers of the learning process, play a strategic role in fostering a culture of quality through the application of effective teaching, professionalism in their work, and a commitment to improving the quality of educational services. In the context of this study, the high quality of teaching methods and teacher competencies indicates that efforts to improve educational quality at AQUR are not only focused on student learning outcomes but also on strengthening the quality of the learning process as part of the educational quality assurance system.

The results of this study align with various previous studies showing that educational quality is the result of the interaction of various interrelated factors. Prayoga et al. (2025) state that the effectiveness of teaching methods contributes to improved learning quality, while Alam and Darmawan (2025) found that teacher competence has a significant relationship with improved student learning outcomes. When these two findings are combined, it becomes evident that educational quality is more easily achieved when the quality of learning is supported by adequate teacher competence. This study reinforces these findings through empirical evidence from non-formal, Qur'an-based educational institutions, which, to date, have been relatively under-researched compared to formal schools.

Nevertheless, the research results indicate that these two variables account for only 47.7% of the variation in educational quality, while the remaining 52.3% is influenced by other factors outside the research model. This suggests that educational quality is a complex and multidimensional phenomenon. In addition to teaching methods and human resources, other factors such as principal leadership, organizational culture, parental involvement, the availability of facilities and infrastructure, the learning climate, and the learning evaluation system also have the potential to influence educational quality. Therefore, future research could develop a more comprehensive model by incorporating these variables to gain a more complete understanding of the factors related to educational quality.

Academically, this study contributes to the development of Islamic Educational Management, particularly by strengthening the empirical evidence that the quality of education in Qur'an-based educational institutions is not determined solely by teacher competence or teaching methods in isolation, but by the integration of both in the implementation of the educational process. From a practical perspective, the results of this study serve as a foundation for the administrators of the Ashabul Qur'an School (AQUR) at the Payakumbuh Islamic Boarding School () to continue improving teacher competence through ongoing professional development programs while simultaneously encouraging the implementation of more active, collaborative, and student-centered teaching methods. It is hoped that this approach will strengthen a culture of quality so that improvements in educational quality can occur continuously (Uluwiyah, 2024) .

4. CONCLUSIONS

This study shows that teaching methods and human resources have a positive and significant relationship with the quality of education at the Ashabul Qur'an (AQUR) School in Payakumbuh, both partially and simultaneously. These findings support the research objective that the application of effective teaching methods and high teacher competence contribute to improving the quality of education. Theoretically, the results of this study reinforce the understanding that the quality of education in Qur'an-based educational institutions is influenced by the integration of the quality of the

learning process and the quality of human resources. Practically, these findings indicate the importance of continuous teacher competency development, accompanied by the application of appropriate teaching methods, to support improvements in educational quality.

This study was limited to a single Qur'an-based educational institution, with respondents consisting solely of teachers, and focused on the variables of teaching methods and human resources; therefore, the results cannot yet be broadly generalized. Furthermore, there are other factors that influence the quality of education beyond the variables examined in this study. Therefore, future research is recommended to involve a more diverse range of institutional contexts and to examine other variables, such as leadership, organizational culture, facilities and infrastructure, student motivation, parental involvement, and the learning environment, in order to gain a more comprehensive understanding of the factors related to the quality of education.

REFERENCES

- Alam, M. B., & Darmawan, D. (2025). Pengaruh Kompetensi Guru Terhadap Hasil Belajar Peserta Didik di Madrasah Ibtidaiyah. *NUSRA: Jurnal Penelitian Dan Ilmu Pendidikan*, 6(1), 48–59. <https://doi.org/10.55681/nusra.v6i1.3378>
- Ardania, N., Mafaza, F. M., Jannah, I. N., Putri, A. E., & Arochman, T. (2024). Analisis Pengaruh Implementasi Teori Vygotsky Terhadap Pembelajaran Di Kelas. *Indonesian Journal of Education and Learning*, 8(1), 77–85. <https://doi.org/10.31002/ijel.v8i1.1328>
- Arikunto, S. (2018). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Rineka Cipta.
- Febrianti, I., & Mujahidah, A. (2024). Pengaruh Kompetensi Tenaga Pendidik dan Kependidikan terhadap Peningkatan Mutu Pendidikan di SMP Negeri 56 Surabaya. *Pubmedia Jurnal Penelitian Tindakan Kelas Indonesia*, 1(3 SE-Articles), 13. <https://doi.org/10.47134/ptk.v1i3.452>
- Ghozali, I. (2021). *Aplikasi Analisis Multivariate dengan Program IBM SPSS 26*. Badan Penerbit Universitas Diponegoro.
- Haris, A., & Nurhasan. (2026). Profesionalisme Guru Dan Penerapannya Untuk Meningkatkan Prestasi Belajar Siswa: Systematic Literature Review. *JPK: Jurnal Pendidikan Dan Kebudayaan*, 03(01), 16–23.
- Muslimah, D. S., & Hayati, N. (2025). Pengaruh Kompetensi Pedagogik dan Profesional Guru terhadap Pengelolaan Pembelajaran di Satuan Gugus Taman. *Murhum: Jurnal Pendidikan Anak Usia Dini*, 6(1), 945–956. <https://doi.org/10.37985/murhum.v6i1.1310>
- Prayoga, W. G., Parji, & Utomo, S. W. (2025). Systematic Literature Review: Implementasi Media Pembelajaran Assemblr Edu Untuk Meningkatkan Hasil Belajar Siswa. *Journal of Social Science and Education*, 06(02), 191–209.
- Sallis, E. (2002). Total Quality Management in Education. In *International Journal of Social Science, Innovation and Educational Technologies*. Stylus Publishing Inc. <https://doi.org/10.54603/iss.185>
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan Research & Development*. Alfabeta.
- Uluwiyah. (2024). *Belajar Pembelajaran: Membangun Pembelajaran Efektif dan Efisien*. Yayasan Darul Falah Mojokerto.
- Undang-Undang Republik Indonesia Nomor 14 Tahun 2005. (2005). Undang-Undang (UU) tentang guru dan dosen nomor 14. *Dewan Perwakilan Rakyat Indonesia*, 2. <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=2ahUKEwjWxrKeif7eAhVYfysKHcHWAOWQFjAAegQICRAC&url=https%3A%2F%2Fwww.ojk.go.id%2Ffid%2Fkanal%2Fpasar-modal%2Fregulasi%2Fundang-undang%2FDocuments%2FPages%2Fundang-undang-nomo>

- Uno, H. B. (2008). *Model Pembelajaran: Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif*. Bumi Aksara.
- Wardani, I. R., Immama, M., Zuani, P., & Kholis, N. (2023). Teori belajar perkembangan kognitif lev vygotsky dan implikasinya dalam pembelajaran. *Dimar: Jurnal Pendidikan Islam*, 4(2).