



The Influence of Teacher Professionalism and Learning Environment on Improving the Quality of Foreign Language Learning

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Keywords:

Teacher Professionalism, Learning Environment, Quality of Foreign Language Learning

Abstract:

The purpose of this study was to determine whether there is an influence between teacher professionalism and the learning environment on improving the quality of foreign language learning of students in Islamic boarding schools. This study uses a quantitative method with an *ex post facto research type*. The research data were distributed through questionnaires with 59 students as respondents. The analysis showed that the results of the simultaneous F test with a significance value of 0.002 ($p < 0.005$) and the results of the calculated $F 6.793 > F \text{ table } 3.165$, then H_0 was rejected, and H_a was accepted. The results of the determination coefficient test were 0.195 or 19.5%, which means that the influence of the independent variables of teacher professionalism (X1) and learning environment (X2) on the dependent variable of improving the quality of foreign language learning (Y) was 19.5%, the remaining 80.5% was influenced by other factors not examined in this study. The study results indicate that teacher professionalism and a well-managed learning environment will improve the quality of foreign language learning for students in Islamic boarding schools. This finding confirms that improving teacher professionalism and creating a conducive learning environment is important to improving students' foreign language learning quality.

Received: 2025-06-04

Revised: 2025-06-13

Accepted: 2025-07-08

Published: 2025-07-15

How to cite: Alawiyah, I. N., & Al Fatih, M. (2025). The Influence of Teacher Professionalism and Learning Environment on Improving the Quality of Foreign Language Learning. *Management of Education: Jurnal Manajemen Pendidikan Islam*, 11(2), 150–163. <https://doi.org/10.18592/moe.v11i2.16735>

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Introduction

Foreign language education plays a crucial role in the education system in various countries. Mastery of foreign languages, especially English as an international language, is now essential to produce human resources who can compete in the global and digital era (Crystal, 2014). Mastery of a foreign language facilitates access to the latest information and technology and opens up wider economic opportunities for individuals and the nation. Therefore, the government in the field of education needs to take strategic steps to prepare the young generation of Indonesia to compete in the international arena.

Improving the quality of foreign language education in Indonesia is still a complex problem. The results of the ranking test conducted by *the Education First English Proficiency Index* show that Indonesia is ranked 81st out of 113 countries in English language proficiency, which shows a significant gap in foreign language proficiency (First, 2023). This gap becomes more complex in traditional Islamic educational institutions such as Islamic boarding schools, where integrating foreign language learning with Islamic values requires a more comprehensive approach. However, Islamic boarding schools, as Islamic educational institutions that teach Islamic-based values in everyday life, can be superior in producing quality national cadres if they are coupled with the ability to communicate in a foreign language (Dhofier, 2019).

The philosophy of Total Quality Management (TQM) emphasizes continuous improvement. TQM can help educational institutions provide practical tools to meet stakeholders' needs, desires, and expectations for now and the future. The essence of TQM is to focus on stakeholders; in schools, it is students; on campus, it is students, all of whom are priorities in service (Musfah, 2023; Kholis, 2022). Philips B. Crosby emphasized the importance of leadership in creating an environment that supports the achievement of quality. According to him, quality is the main goal that all elements of the organization must achieve. He also argued that employee motivation to improve quality will only be effective if supported by adequate facilities and infrastructure, aiming to meet customer desires and needs (Rohmah, 2018; Sholeh et al., 2022). Based on the previous explanation, quality is the condition or quality of a product that has been adjusted to meet customer desires and needs through a standard fulfillment process with the support of surrounding facilities.

Al Munawaroh Diwek Jombang Islamic Boarding School, as one of the traditional Islamic educational institutions, faces challenges in optimizing the quality of foreign language learning. Initial observations show that although the Islamic boarding school has implemented a bilingual program (Arabic and English), students' foreign language mastery level still varies and has not reached the expected standard. This indicates the need for an in-depth evaluation of the factors that influence the improvement of the quality of foreign language learning, especially related to teacher professionalism and learning environment conditions. In this context, the quality of foreign languages in Islamic boarding schools does not only include aspects of receptive abilities (listening and reading comprehension) and productive (communication and writing skills) but also the ability to memorize vocabulary and grammar that are sufficient to communicate effectively in an Islamic context. Quality improvement combines skills, knowledge, art, and entrepreneurship related to target achievements, the process of achieving them, and supporting factors (Zamroni, 2011; Asna et al., 2023).

Based on previous research surveys conducted by Afiyah (2020), Nurmaida (2020), and Aminah (2017), it was found that most previous studies focused on a single factor in assessing the quality of education. Several researchers, such as Badrussalam (2021), Maksumah (2017), and Ulfah (2024), have examined teacher professionalism, curriculum management, and learning environment separately on the quality of education. Moreover, the management of the language department improved the Arabic and English language skills of students at Dayah Darul Ihsan Abu Krueng Kalee Aceh Besar (Subhi, 2023). Several limited

studies discuss the simultaneous influence of teacher professionalism and learning environment on foreign language quality, especially in Islamic boarding school education.

Research on teacher professionalism, learning environment, and the quality of foreign language learning has been widely conducted, but the majority focused only on certain factors or parts. Previous researchers have not conducted research focusing on these two important factors simultaneously in the context of foreign language learning in Islamic boarding schools. This study has novelty in examining the influence of teacher professionalism and learning environment on improving the quality of foreign language learning in the context of Islamic boarding school education, which was previously studied more partially and limited to formal educational institutions. In addition, this study provides an important contribution to understanding the integrative role between internal factors (teacher professionalism) and external factors (learning environment) in shaping the quality of foreign language learning in traditional Islamic educational environments, which have not received much attention in similar studies.

Based on the background and research gaps that have been explained, this study aims to analyze the influence of teacher professionalism and the learning environment on improving the quality of foreign language learning of students at the Al Munawaroh Diwek Jombang Islamic Boarding School. Specifically, this study aims to (1) analyze the influence of teacher professionalism on improving the quality of foreign language teaching of students; (2) analyze the influence of learning environment on improving the quality of foreign language learning of students; and (3) analyze the simultaneous influence of teacher professionalism and learning environment on improving the quality of foreign language learning of students.

Methods

This study uses quantitative research, a method based on positivistic (concrete data) data, which emphasizes data in numbers and statistical analysis to answer research problems. In this study, the researcher uses the Ex Post Facto type of research, which means that this study examines events that have occurred to identify the factors that influence them (Sugiyono, 2018). This research was conducted at the Al Munawaroh Diwek Jombang Islamic Boarding School in the period January-March 2024. The population in this study was 59 students during the tutor period (language learning assistance period). The researcher used a saturated sampling technique, where all population members were sampled.

The research instrument was a questionnaire consisting of three parts: (1) Teacher Professionalism (10 items), covering pedagogical, professional, personality, and social competencies; (2) Learning Environment (10 items), covering student-student relationships, learning room conditions, completeness of learning tools, teaching methods and regulations in force; and (3) Foreign Language Competence (10 items), measuring communication skills, writing/composing, vocabulary and grammar mastery, student interests and student intelligence. The instrument's validity was tested using Pearson Product Moment correlation with an r value > 0.361 for all items. The instrument's reliability was tested using Cronbach's Alpha with an α value > 0.60 for all variables, indicating good internal consistency.

In this study, researchers used several data collection and analysis techniques to obtain

and process data from the field. The data collection techniques were interviews, observations, and questionnaires (Sugiyono, 2022). Interviews were conducted with Islamic boarding school administrators and language teachers, while for observations, researchers conducted direct observations of the foreign language learning process. Observation and interview data were analyzed descriptively to support the interpretation of quantitative results. The questionnaire was the main instrument for measuring the three research variables using a Likert scale assessment form of 1-5. Moreover, for data analysis techniques, researchers used descriptive analysis, classical assumption tests (normality, linearity, multicollinearity, heteroscedasticity), multiple linear regression analysis, and hypothesis testing using SPSS 25.

Variables	Indicator
Teacher Professionalism (X1)	<ol style="list-style-type: none"> 1. Pedagogical competence <ol style="list-style-type: none"> a. Understanding of students b. Design and implementation of learning c. Evaluation of learning outcomes d. Student development 2. Professional competence <ol style="list-style-type: none"> a. Mastering the field of expertise b. Mastering the concepts and methods of disciplines relevant to the educational program 3. Social competence <ol style="list-style-type: none"> a. Able to communicate politely b. Able to apply the principles of brotherhood and the spirit of togetherness 4. Personality competency <ol style="list-style-type: none"> a. Faithful and pious b. Have good morals c. Wise and prudent 5. Be a role model for students and the surrounding environment
Learning Environment (X2)	<ol style="list-style-type: none"> 1. Student to student relationship 2. Condition of study room 3. Completeness of learning tools 4. Teaching methods 5. The rules that apply
Improving the Quality of Foreign Languages (Y)	<ol style="list-style-type: none"> 1. Communication 2. Writing/composing 3. Vocabulary and grammar mastery 4. Student interests 5. Student intelligence

Results and Discussion

Result

The following describes the collected research variables before going into the regression analysis results.

Table 1. Descriptive Analysis

Variables	Mean	Std. Deviation	Min	Max	Category
Teacher Professionalism (X 1)	42.58	4,069	34	50	Tall
Learning Environment (X 2)	36.36	4,452	26	45	Good
Foreign Language Competence (Y)	37.51	4,268	27	47	Good

The average score of teacher professionalism perceived by students is 42.58 and 4.069 for standard deviation, with a score range between (34-50); this indicates that the indicator of teacher professionalism in data collection is categorized as high. Meanwhile, the average score of the learning environment is 36.36 and 4.452 for standard deviation, with a score range (of 26-45); these results prove that data collection is in a good category. The average score of increasing foreign language competence of students in this study is 37.51 and 4.268 for standard deviation, with a score range (27-47), with the conclusion that it is included in the good category of data collection. After describing the research variables, the researcher will present the results of the classical assumption test (normality, linearity, multicollinearity, heteroscedasticity). The following is a presentation of the results of the test calculations in this study.

Classical Assumption Test

**Table 2. Results of Kolmogorov-Smirnov Analysis
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		59
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.82915201
Most Extreme Differences	Absolute	.070
	Positive	.041
	Negative	-.070
Test Statistics		.070
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

From the results of the normality output using Kolmogorov-Smirnov processed using SPSS in Table 2, the Sig (2-tailed) value is 0.200 > 0.05. So, the data tested is normally distributed.

Table 3. Results of Linearity Test of X1 → Y

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Peningkatan Mutu Bahasa Asing * Profesionalisme Guru	Between Groups	(Combined)	360.904	16	22.557	1.361	.208
		Linearity	146.979	1	146.979	8.871	.005
		Deviation from Linearity	213.925	15	14.262	.861	.609
	Within Groups		695.842	42	16.568		
	Total		1056.746	58			

Table 4. Results of Linearity Test of X2 → Y

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Peningkatan Mutu Bahasa Asing * Lingkungan Belajar	Between Groups	(Combined)	386.346	17	22.726	1.390	.191
		Linearity	158.109	1	158.109	9.670	.003
		Deviation from Linearity	228.237	16	14.265	.872	.602
	Within Groups		670.400	41	16.351		
Total			1056.746	58			

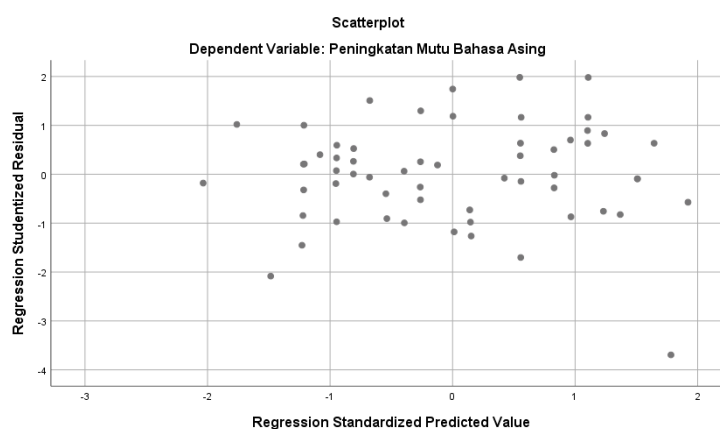
Table 3 and Table 4 above show that the significant value of deviation from linearity of teacher professionalism is $0.609 > 0.05$, and the significant value of deviation from linearity of learning environment is $0.602 > 0.05$, which means that there is a linear relationship between the variables of teacher professionalism and learning environment on the variable of increasing foreign language competence.

Table 5. Multicollinearity Test Results

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	17.223	5.683	3.031	.004		
	Profesionalisme Guru	.255	.143	.243	1.782	.080	1.299
	Lingkungan Belajar	.259	.131	.270	1.977	.053	1.299

a. Dependent Variable: Peningkatan Mutu Bahasa Asing

Table 5 shows that the tolerance value is more than 0.10, which is 0.770, free from multicollinearity problems. Moreover, the results of the VIF calculation also show the same thing: the independent variable has a VIF value of $1.299 < 10.00$, so it can be concluded that there is no multicollinearity problem between the independent variables in the regression model in the study.

Figure 1. Results of Heteroscedasticity Test

The results above show no clear pattern, and the points are spread above and below the number 0 on the Y-axis. So, in this regression model, there is no heteroscedasticity, so

the regression model is suitable for teacher professionalism and learning environment variables that interpret the variable of improving the quality of foreign language learning. The following process tests the research data using multiple linear regression and hypothesis tests. The following is the presentation of the test data.

Multiple Linear Regression Test

Table 6. Multiple Linear Regression Test Results

Coefficients^a					
		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	Sig.
1	(Constant)	17.223	5.683		3.031
	Profesionalisme Guru	.255	.143	.243	1.782
	Lingkungan Belajar	.259	.131	.270	1.977

a. Dependent Variable: Peningkatan Mutu Bahasa Asing

Based on data analysis using SPSS Version 25, the following regression equation results were obtained:

$$Y = 17.223 + 0.225 X_1 + 0.259 X_2$$

This means that the constant of 17.223 shows that the variable for improving the quality of foreign language learning is 17.223 when teacher professionalism (X1) and learning environment (X2) have a value of zero.

The regression coefficient for the independent variable of teacher professionalism (X1) of 0.255 states that every 1% increase in teacher professionalism value will increase the value of foreign language learning quality by 0.255. Likewise, the regression coefficient for the independent variable of learning environment (X2) of 0.259 indicates that every 1% increase in learning environment value will increase the quality of foreign language learning by 0.259. Both positive regression coefficients indicate that variables X1 and X2 have a unidirectional relationship with variable Y.

Hypothesis Testing

Table 7. Results of Partial T-Test of Teacher Professionalism

Coefficients^a					
		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	Sig.
	(Constant)	20,853	5,513		3,782
1	Teacher Professionalism	.391	.129	.373	3.035

a. Dependent Variable: Improving the Quality of Foreign Language Learning

Based on the analysis of Table 7 on the data collected at the Al Munawaroh Diwek Jombang Islamic Boarding School, the results of the analysis showed that teacher professionalism has a positive and significant effect on improving the foreign language competence of students at the Al Munawaroh Diwek Jombang Islamic Boarding School. The

results of the t-value of the teacher professionalism variable of 3.035 evidence this. This finding indicates that the higher the professionalism of teachers, the higher the students' foreign language competence. Teacher professionalism reflected in the mastery of teaching materials, pedagogical skills, innovative learning methods, and effective evaluation contributes positively to students' foreign language skills.

Table 8. Partial T-Test Results of Learning Environment

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	206,326	2	103.163	6,793	.002 ^b
	Residual	850,419	56	15,186		
	Total	1056.746	58			

a. Dependent Variable: Improving the Quality of Foreign Language Learning

b. Predictors: (Constant), Learning Environment, Teacher Professionalism

The analysis of learning environment variables in Table 8 also found that the learning environment positively and significantly affects the quality of foreign languages at the Al Munawaroh Diwek Jombang Islamic Boarding School. The results of the t-value of the learning environment of 3.167 indicate this. This finding suggests that a supportive learning environment with adequate facilities, encouraging social interactions in foreign languages, and strong motivation and backing from the Islamic boarding school is crucial for enhancing students' foreign language proficiency.

Table 9. Simultaneous F Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	24.025	4.289		5.602	.000
	Learning Environment	.371	.117	.387	3.167	.002

a. Dependent Variable: Improving the Quality of Foreign Language Learning

Table 10. Results of the Determination Coefficient Test
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.442 ^a	.195	.167	3,897

a. Predictors: (Constant), Learning Environment, Teacher Professionalism

Based on the test in Table 9 and Table 10, simultaneously, teacher professionalism and learning environment variables significantly affect students' foreign language competence at the Al Munawaroh Diwek Jombang Islamic Boarding School. This is evidenced by the calculated F value of 6.793 and the significance value (p) of 0.002 ($p < 0.05$). In addition, the R-squared value of 0.195 indicates that 19.5% of the variation in foreign language quality can be explained jointly by variations in teacher professionalism and the learning environment. Meanwhile, the Adjusted R-squared value of 0.167 indicates that after adjusting for the number of predictor variables, the proportion of foreign language quality variation the two

variables can explain is 16.7%. The rest, namely 80.5% (100% - 19.5%), is influenced by other factors not examined in this study.

Discussion

The Influence of Teacher Professionalism on Improving Students' Foreign Language Competence

Based on the data analysis above, it shows that teacher professionalism has a significant influence on improving the foreign language competence of students at the Al Munawaroh Diwek Jombang Islamic Boarding School, with a significance value of 0.004 ($p < 0.05$) and a t count of $3.035 > t$ table 2.004. This finding provides an important contribution to understanding the factors that influence the success of foreign language learning in the Islamic boarding school environment. Teacher professionalism in the context of foreign language learning includes various interrelated dimensions. As stated in previous studies, the professionalism of foreign language teachers is not only limited to linguistic abilities alone but also includes pedagogical, personality, social, and professional competencies integrated into daily learning practices (Lestari & Purwanti, 2022). This means that teachers are competent not only in terms of language but also in the four dimensions that support each other.

This study's findings align with various international studies that show teacher professionalism's importance in improving student learning quality. For example, a study by Kunter et al. (2013) in *the Journal of Educational Psychology* found that teacher professional competence, including pedagogical content knowledge, professional beliefs, work motivation, and self-regulation, significantly affects instructional quality and student development. The study used a nationally representative sample of 194 secondary school mathematics classes in Germany and showed that teacher professionalism directly impacts student achievement and motivation.

This study proves that teacher professionalism significantly influences students' foreign language competence at the Al Munawaroh Diwek Jombang Islamic Boarding School. This finding shows the importance of teacher professionalism as a key factor in the success of foreign language learning. The results of this study provide an important contribution to the development of foreign language education policies and practices in Islamic boarding schools, as well as strengthening the theoretical basis for the relationship between teacher quality and student academic achievement.

The Influence of Learning Environment on Improving Students' Foreign Language Competence

The study results indicate that the learning environment significantly influences students' foreign language learning quality at the Al Munawaroh Diwek Jombang Islamic Boarding School. This finding is proven through statistical analysis with a significance value of 0.002 < 0.05 and a t -count value of $3.167 > t$ Table 2.004, which indicates that the alternative hypothesis is accepted. These results indicate that a conducive and structured learning environment plays an important role in improving the quality of foreign language mastery of students. The statistical significance obtained shows that the contribution of the

learning environment cannot be ignored in learning a foreign language. A positive coefficient value indicates a positive correlation between the quality of the learning environment and the quality of foreign language learning. This aligns with the constructivism learning theory, which emphasizes the importance of environmental context in the learning process.

Positive social ties between teachers and fellow students and open communication in the classroom encourage active involvement and a sense of *enjoyment* in learning a foreign language. A study by Hosseini (2022) found that "*Classroom Social Climate*" (CSC) and "*Foreign Language Enjoyment*" (FLE) were significant predictors of student engagement. In line with this, Revutska's (2023) research states that a supportive classroom climate improves communicative competence in virtual foreign language learning. For students, implementing interactive methods of group discussion, language games, and *virtual exchanges* provides space for authentic and collaborative language practice. The consistency of the results is also seen in Yazlovytska's (2024) research, which also emphasizes that a dynamic learning environment that includes group work and authentic materials helps develop students' communicative competence.

The results of this study support the theory put forward by Wang (2009) about the importance of the linguistic environment in foreign language acquisition. Wang emphasized that a learning environment rich in linguistic input and providing authentic practice opportunities can significantly improve learners' language skills. The context of Islamic boarding schools and their boarding school system provides an optimal opportunity to create an immersive linguistic environment. The systematic review research by Aydin (2017) on positive psychology and language learning also provides theoretical support. Aydin showed that learning environments that support students' emotional and motivational aspects positively correlate with achievement in foreign language learning. The context of Islamic boarding schools with a strong community system can provide the emotional and social support needed for effective language learning.

This study provides strong empirical evidence of the importance of the learning environment in improving foreign language quality in Islamic boarding schools. This finding is consistent with previous studies and contributes significantly to developing foreign language learning strategies in Islamic education. The results of this study can be the basis for developing more effective foreign language learning models in Islamic boarding schools in Indonesia.

The Influence of Teacher Professionalism and Learning Environment on Improving Students' Foreign Language Competence

The results of the study indicate that there is a significant simultaneous influence between teacher professionalism (X1) and learning environment (X2) on improving foreign language competence (Y). The alternative hypothesis (H_a) is accepted with a calculated F value of 6.793, greater than the F table of 3.165, and a significance level of $0.002 < 0.005$, the alternative hypothesis (H_a) is accepted. This finding indicates that both independent variables together provide a meaningful contribution to improving students' foreign language competence. The coefficient of determination (R²) value of 0.195 or 19.5% indicates that the variables of teacher professionalism and learning environment can explain the variance of

foreign language competence by 19.5%. In comparison, the remaining 80.5% is influenced by other factors not examined in this study. Although the contribution of both variables is moderate, the statistical significance obtained confirms the practical relevance of this finding in the context of foreign language learning.

This study's findings align with the results of research conducted by several previous researchers. Research on 'The professionalism of foreign language teachers in Islamic boarding schools has been proven to be a determinant factor that significantly influences improving students' competence. This finding aligns with the view of Widyaningrum (2019), who emphasized the importance of teacher professional competence in improving the quality of learning. High teacher professionalism is reflected through the mastery of various learning methods, the ability to manage classes effectively, and a deep understanding of the characteristics of students as foreign language learners.

In the context of Islamic boarding schools, the professionalism of foreign language teachers is unique compared to teachers in general. This is because teachers in Islamic boarding schools are not only required to master pedagogical and academic aspects but must also be able to integrate Islamic values into the foreign language learning process. According to previous research findings, Arabic teachers in Islamic boarding schools have a dual role as language teachers and shapers of the religious character of students (Reonaldi, 2023).

Various empirical findings also support the learning environment aspect of this study. Recent research on student engagement in foreign language learning shows that classroom goal structure, self-efficacy, and gender have a significant influence on student engagement (Wang et al., 2024). This finding is relevant to this study's results, which show the learning environment's contribution to the quality of foreign language learning. In addition, a comprehensive study by (Ye, 2024; Mubarak et al., 2023) on the classroom environment on student engagement in learning English as a foreign language revealed that a conducive classroom environment positively impacts students' motivation and academic achievement. This research consistently strengthens the argument that a good learning environment significantly improves foreign language competence.

Combining high teacher professionalism and a conducive learning environment has significantly improved students' foreign language competency. This improvement occurs not only in the cognitive aspect, in the form of mastery of vocabulary, grammar, and language structure but also in the affective and psychomotor aspects. From the affective aspect, students show increased motivation and interest in learning a foreign language. This happens because learning carried out by professional teachers in a conducive environment can create a fun and meaningful learning experience. Students no longer view foreign languages as difficult and tedious subjects but as important and interesting skills to master. From the psychomotor aspect, students show increased foreign language skills, especially speaking and listening. The pesantren environment that encourages direct language practice allows students to hone their communicative skills. Professional teachers can optimize this opportunity by providing timely, constructive guidance and correction.

The R^2 value of 19.5% indicates that 80.5% of variables in this study's two variables have not been explained. This indicates that other factors influence foreign language competence, such as student motivation, learning methods, family support, and individual

characteristics of students. Further research can explore variables that can increase the model's predictive power, such as learning technology, active learning strategies, and student psychological factors. In addition, longitudinal research can provide a deeper understanding of the relationship dynamics between teacher professionalism, learning environment, and foreign language competence over a more extended period.

Conclusion

Based on the research results, teacher professionalism and the learning environment significantly positively affect students' foreign language competence at the Al Munawaroh Diwek Jombang Islamic Boarding School. These findings confirm the importance of external factors in foreign language learning in the context of Islamic boarding school education. Implications for Islamic boarding school management include (1) improving teacher professionalism through ongoing training programs and foreign language competence certification, (2) optimizing the learning environment by providing adequate learning facilities and a conducive academic atmosphere, and (3) developing a periodic evaluation system to monitor the effectiveness of both factors. Further research is suggested to explore internal factors such as the motivation and aptitude of students to enrich a comprehensive understanding of the determinants of foreign language competence in Islamic education.

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