



# **The Influence of Pedagogical Competence and Professional Competence of Islamic Education Teachers on Learning Motivation of Students at At-Taqwa Junior High School in Central Bekasi**

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## **Abstract**

**Background:** The background of this research lies in teacher competency standards as a factor in increasing motivation to achieve the national education system objectives. **Purpose:** This research aims (1) to determine the influence of pedagogical competence of Islamic Education teachers on learning motivation among students at At-Taqwa Junior High School in Central Bekasi (2) to determine the influence of professional competence of Islamic Education teachers on learning motivation among students at At-Taqwa Junior High School in Central Bekasi (3) to determine the extent of influence of pedagogical competence and professional competence of Islamic Education teachers on student learning motivation at At-Taqwa Junior High School in Central Bekasi. **Design/methods/approach:** This research uses quantitative research methods. The research was conducted at At-Taqwa Junior High School in Central Bekasi, with a population of 225 students. Using the Slovin formula calculation, samples were distributed to 90 respondents, with data collection conducted through Simple Random Sampling. Tests conducted in this research include validity and reliability tests, while data analysis techniques include normality tests, linearity tests, multiple linear regression, and hypothesis testing. **Findings:** The research results show that from the multiple linear regression calculation, 64.833 is the constant value  $a$  or the value of variable  $Y$ , while 0.279 is the value of the regression coefficient  $X_1$ , and 0.272 is the value of the regression coefficient  $X_2$ , indicating a positive influence of  $X_1$  and  $X_2$  on  $Y$ . The calculated  $F$  value is 4.970 with a significance of 0.000, which is smaller than .009b, indicating a significant influence. Additionally, the magnitude of influence between  $X_1$ ,  $X_2$  on  $Y$  is 10%, as seen from the  $R$  square value of 0.103.

**Keywords:** Pedagogical Competence, Professional Competence and Learning Motivation

## **Introduction**

Education is the main foundation for a nation's progress. Through education, individuals not only acquire knowledge and skills but also moral and ethical values that shape their character. In the educational process, the role of teachers is crucial. Quality teachers can motivate students to achieve their maximum potential and create an enjoyable learning environment. Education is a

discipline designed to help students realize their potential as honest, moral, virtuous, knowledgeable, intelligent, innovative, independent, and responsible human beings.

The National Education System Law (SISDIKNAS) Number 20 of 2003, article 39 paragraph 2, states that educators are professionals responsible for planning and implementing the learning process, assessing learning outcomes, providing guidance and training, and conducting research and community service, especially for educators in higher education.

An educator must meet teacher competency standards in creating and implementing learning methods that align with students' interests and talents to achieve national education goals. Additionally, they must be able to develop non-monotonous learning media and use resources effectively. The Minister of National Education Regulation (PERMENDIKNAS) Number 16 of 2007 establishes standards for teacher competencies and academic qualifications. The four main competencies that teachers must possess are pedagogical competence, personality competence, social competence, and professional competence.

This research will focus on pedagogical competence and professional competence because both can be observed, applied, and directly experienced by students. Pedagogical competence is the teacher's ability to understand student characteristics, plan, implement, evaluate, and develop students' abilities, as well as instill responsibility. Professional competence includes mastery of learning materials broadly and comprehensively, enabling teachers to guide students in achieving predetermined competency standards.

Competent teachers are vital in determining the quality of education. A teacher's ability comprises many aspects, but the two most important are pedagogical and professional abilities. A teacher's pedagogical ability includes understanding student characteristics, planning, implementing learning, and evaluating learning achievements. Professional competence includes mastery of subject matter, material development, and application of learning methods. Teachers must not only teach material but also provide motivation, inspiration, and engineer the learning process. Therefore, pedagogical competence becomes a way to measure students' learning efforts and their learning outcomes. Pedagogical competence is also a way to guide students to independently complete their life tasks in the future. Teachers who master this competence can identify and establish appropriate learning approaches and strategies to meet students' needs. Additionally, if students' learning efforts are good, their academic achievement will improve.

Education of Islamic Religion (PAI) in schools plays a strategic role in shaping students' character. PAI not only teaches about Islam but also instills moral and ethical values in daily activities that form the foundation of student behavior. Therefore, the competence of PAI teachers is crucial to ensure these objectives are achieved.

Intrinsic and extrinsic motivation are very important in learning activities to produce high-achieving students. Motivation is a series of efforts to prepare oneself to do something in certain situations, so that a person is encouraged to do something and will try to divert those feelings of dislike. Motivation can be generated from outside oneself and can also arise from within. Motivation is considered as a driving force that encourages humans to learn and achieve their desires. In Islam, there is a type and function similar to motivation, namely "intention," which is explained in the book Ta'lim Al-muta'alim in the chapter on intention during learning:

ثُمَّ لَا يَدُّ لَهُ مِنْ النِّيَّةِ فِي زَمَانٍ تَعْلَمُ الْعِلْمَ، إِذِ النِّيَّةُ هِيَ الْأَصْلُ فِي جَمِيعِ الْأَفْعَالِ لِقَوْلِهِ عَلَيْهِ السَّلَامُ: إِنَّمَا الْأَعْمَالُ بِالنِّيَّاتِ.  
حديث صحيح

"It is obligatory to have intention during learning. Because intention is the foundation of all things, as said by the Prophet Muhammad (peace be upon him): 'Indeed, all deeds depend on intentions'" Authentic Hadith.

In this regard, it is important to remember that there are various components that enhance one's motivation. However, motivation from external sources is sometimes necessary. This allows educators to be careful in increasing student motivation. In the student learning process, learning becomes the main activity. Learning is a conscious effort made by someone to change their thoughts, characteristics, and behavior. To achieve this, motivation is needed to learn Islamic Religious Education (PAI). One important factor in learning success is student learning motivation, because essentially seeking knowledge is an obligation as stated by the Prophet Muhammad (peace be upon him):

قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ وَمُسْلِمَةٍ

"The Messenger of Allah (peace be upon him) said: 'Seeking knowledge is obligatory for every Muslim male and Muslim female.'" (Narrated by Ibn Majah No. 224)

In common problems that frequently occur, teachers who lack or do not understand and possess pedagogical and professional competencies will result in poor performance in planning lessons and implementing learning activities, as well as decreased student learning motivation. Therefore, to improve the quality of education, teachers with maximum competencies are needed, particularly concerning pedagogical and professional competencies, because these two competencies correlate with the learning process, such as how teachers manage models, methods, techniques, and media appropriate for the Islamic Religious Education learning process. The quality of the classroom learning process affects the improvement of student academic achievement. Therefore, the learning process in the classroom must proceed well. Teachers with

good pedagogical and professional competencies can foster better student learning motivation, which ultimately can improve the quality of learning.

At-Taqwa Central Bekasi Junior High School is an educational institution dedicated to providing and enhancing high-quality Islamic religious education. This school emphasizes Islamic Religious Education in its curriculum to develop morally upright and academically achieving students. In this context, Islamic Religious Education teachers must possess pedagogical and professional competencies to create an effective learning process and motivate students. By having these competency standards, teachers are expected to increase student learning motivation. Students become enthusiastic in the teaching and learning process because they have a teacher with broad knowledge who can manage learning well and in an engaging manner, so students do not feel bored in participating in learning activities.

Thus, Islamic Religious Education educators in the field, especially at At-Taqwa Central Bekasi Junior High School, are expected to have good teacher competency standards. If teachers can apply these standards in the learning process, it will be easy to motivate students to learn Islamic religion at school and apply the taught behaviors at home. Therefore, it is important for research purposes to study the influence of pedagogical and professional capabilities of Islamic Religious Education teachers on student learning motivation. This research not only aims to determine how much influence teacher competence has on student learning motivation but also to provide important contributions and practical suggestions for improving academic performance and education quality at At-Taqwa Central Bekasi Junior High School.

Based on the identified problems, this research focuses on analyzing "The Influence of Teacher Pedagogical Competence and Teacher Professional Competence on Islamic Religious Education Learning Motivation Among Students at At-Taqwa Central Bekasi Junior High School."

## **Methods**

This research uses a quantitative approach. Quantitative research is research based on positivism, used to study specific populations and samples. This research was conducted during the 2024-2025 academic year. The population for this research consists of students at At-Taqwa Central Bekasi Junior High School, totaling 225 students, with samples taken using the Slovin formula. The instrument used by the researcher is a questionnaire. The data analysis techniques for this research are as follows: Descriptive analysis, Prerequisite tests, and Hypothesis testing.

## Result

Before performing multiple linear regression calculations, the researcher conducted data validity tests including validity and reliability tests using SPSS. The results showed that all statement items from the research questionnaires on pedagogical competence of Islamic Education teachers (X1), professional competence of Islamic Education teachers (X2), and learning motivation (Y), each consisting of 25 statement items, had  $r\text{-observed} > r\text{-table}$ , so all variables were declared valid.

The reliability test results on the research questionnaire using the SPSS application showed that variables  $X1 = 0.929$ ,  $X2 = 0.918$ , and  $Y = 0.841 > \alpha = 0.600$ , so it can be concluded that all these variables can be declared reliable. Next, the researcher conducted classical assumption tests using the SPSS application, obtaining the following results:

### Output of Normality Test

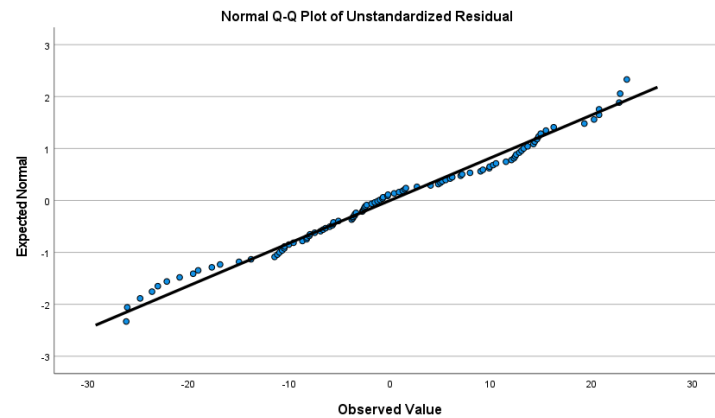


Figure 1. Output Uji Normalita

From the image described above, it can be understood that the data distribution has followed the diagonal line between 0 (zero) and the intersection of the Y-axis while following the X-axis. This indicates that the data in this research has been normally distributed. Therefore, it can be concluded that through the graphical approach, the regression model has met the normality assumption.

### Output of Linearity Test

Table 1. Output Uji Linearitas

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Motivasi Pedagogik	*Between Groups	(Combined)	8432,567	49	172,093	1,819	,027
		Linearity	1092,570	1	1092,570	11,550	,002
		Deviation from Linearity	7339,997	48	152,917	1,617	,061

	Within Groups	3783,833	40	94,596		
	Total	12216,400	89			

Based on the linearity test table above, a variable is considered to have a linear relationship if the significance value (Deviation from Linearity) is greater than 0.05. The significance value of the Pedagogical Competence variable (X1) is  $0.061 > 0.05$ . And the Professional Competence variable (X2) is  $0.486 > 0.05$ . Therefore, it can be concluded that this data is linear and meets the linearity requirements.

			Sum of Squares	df	Mean Square	F	Sig.
Motivasi Profesional	*Between Groups	(Combined)	6594,167	45	146,537	1,147	,325
		Linearity	913,268	1	913,268	7,147	,010
		Deviation from Linearity	5680,899	44	129,111	1,010	,486
	Within Groups		5622,233	44	127,778		
	Total		12216,400	89			

### Multiple Linear Regression Equation Analysis

A well-executed and quality learning process can be observed through the encouragement and motivation in learning activities. Motivational drive comes not only from within oneself (intrinsic) but can also be obtained from external sources (extrinsic) such as from teachers at school and family at home.

Pedagogical competence is an ability that teachers must master and implement for their students. Pedagogy also serves as a science for teachers because through it, teachers can understand education and educational activities such as educational goals, tools, implementation methods, and understanding of students that need to be mastered by teachers. Pedagogical competence encompasses the understanding of insights related to the definition, foundation, function, and objectives of education; understanding of students: each student certainly has different characteristics, therefore teachers must understand these student characteristics; designing student learning: learning design is one of the pedagogical competencies that must be possessed by a teacher; implementation of learning covers three aspects, namely: Perception, Core Activities, Final Activities; evaluation of learning processes and outcomes is to see the level of success, effectiveness, and efficiency in the learning process.

According to Law No. 14 of 2005 concerning teachers and lecturers, professional competence is the ability to master learning materials extensively and deeply, enabling them to guide students to meet the competency standards established in the National Education Standards. Professional competence includes expertise or proficiency in their field, namely mastery of materials that must be taught along with methods, a sense of responsibility for their duties, and a sense of togetherness with other fellow teachers. The role of teachers' professional competence is to adjust planning and implementation in the learning process so that learning is active, effective, and efficient, thus producing a quality learning system that educates.

This test is conducted to analyze student motivation as influenced by pedagogical competence and professional competence of Islamic Religious Education teachers. Based on the results of this test, we can determine the following results:

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	64,833	11,075		5,854	,000
	Pedagogik	,279	,095	,299	7,296	,004
	Profesional	,272	,102	,273	2,666	,009
a. Dependent Variable: Motivasi Belajar Siswa						

From the multiple linear regression equation results above, the interpretation is as follows: 64.833 represents the value of the constant a. This figure indicates the constant value if the total variables X1 (Pedagogical competence) and X2 (Professional Competence) are 0, then the learning motivation variable Y equals 64.833. The regression coefficient for Pedagogical Competence X1 is 0.279 and has a positive value, indicating that each score increase of 1 in pedagogical competence will increase student Learning Motivation by 0.279. The regression coefficient for X2 Professional competence is 0.272, indicating that an increase of 1 in Professional Competence also affects an increase in Learning Motivation by 0.272, and vice versa.

### **Analysis of the Influence of Pedagogical Competence and Professional Competence on Learning Motivation**

Multiple linear regression analysis examines the influence between two independent variables ( $X_1$  and  $X_2$ ) on the dependent variable (Y) using R Square in the coefficient of determination analysis.

**Table 2.** Analisis regresi linear berganda

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	,320 <sup>a</sup>	,103	,082	11,22593
Predictors: (Constant), Kompetensi Pedagogik, Kompetensi Profesional				
Dependent Variable: Motivasi Belajar				

Based on the results above, the values obtained are  $R = .320$  and  $R$  Square of  $.103$ . This indicates that learning motivation (Y) is influenced by 10.3% by Pedagogical Competence (X1) and Professional Competence (X2), while the remainder is explained by other causes. Based on table 4.19, we can see the test results with an  $F$  value = 4.970 with a probability level of 0.009, which is less than 0.05, meaning that the multiple regression model can be used to predict learning motivation.

The results contain what has already been obtained. In qualitative research, these would be the results of interviews and their brief explanations. In quantitative research, it explains the results of analyses that have been performed, either using SPSS program or other methods.

## Discussion

### Research on the Impact of Pedagogical and Professional Competence of Islamic Education Teachers on Student Learning Motivation at SMP At-Taqwa Pusat Bekasi

The research conducted at SMP At-Taqwa Pusat Bekasi regarding the influence of Pedagogical Competence and Professional Competence of Islamic Education teachers on Student Learning Motivation at SMP At-Taqwa Pusat Bekasi yielded results confirming that the research hypothesis is accepted, meaning there is an influence of Pedagogical Competence and Professional Competence of Islamic Education teachers on Student Learning Motivation that can produce high-achieving students. Based on the analysis results, the discussion of research findings is as follows:

#### The Influence of Pedagogical Competence on Student Learning Motivation

Based on the research findings in the multiple linear regression test, the regression coefficient value for Pedagogical Competence (X1) is 0.279, which has a positive value, and in the partial  $t$  hypothesis test, the Pedagogical Competence variable (X1) obtained a significance value of 0.004

$< 0.05$ . Thus, it is proven that pedagogical competence has a significant influence and there is a positive relationship with student learning motivation. Based on these results, it can be concluded that the hypothesis is accepted. Based on the research findings in the multiple linear regression test, the regression coefficient value for Pedagogical Competence (X1) is 0.279, which has a positive value, and in the partial t hypothesis test, the Pedagogical Competence variable (X1) obtained a significance value of  $0.004 < 0.05$ . Thus, it is proven that pedagogical competence has a significant influence and there is a positive relationship with student learning motivation. Based on these results, it can be concluded that  $H_{01}$  is rejected and  $H_{11}$  is accepted. Therefore, it can be determined that teachers who master good pedagogical abilities have a positive impact on students. This statement aligns with Jamil's statement that pedagogical ability will lead to the implementation of learning or learning design.

### **The Influence of Professional Competence on Student Learning Motivation**

Based on the research findings regarding the results of the multiple regression test, the regression coefficient for professional competence (X2) is 0.272, and the results of the partial t hypothesis test show a significance value of  $0.009 < 0.05$ . Thus, professional competence is proven to have a significant positive effect on learning motivation. The higher the professional competence of Islamic Education teachers, the higher the learning motivation among students. The results of the above research are consistent with Mulyasa's statement explaining that one indicator of learning motivation is the teacher's ability to teach and educate, resulting in changes in student learning behavior. Based on these results, it can be concluded that the hypothesis is accepted. The teacher's ability to enhance students' external motivation is more focused on students' ability to understand the objectives of the Islamic Education teaching program. Extrinsic motivation occurs in students if the teacher has extensive knowledge about teaching methods or classroom management, where students want to understand what the teacher is saying.

### **The Influence of Pedagogical Competence and Professional Competence of Islamic Education Teachers on Student Learning Motivation**

Based on the research findings in the simultaneous F hypothesis test results, a significance value of  $0.009 < 0.05$  can be identified. The R-value in the multiple linear regression test is 0.320, which is positive. Thus, it is proven that pedagogical competence and professional competence simultaneously provide a significant positive influence on learning motivation. This indicates that the higher the pedagogical competence and professional competence, the greater the influence on increasing learning motivation. These findings are also supported by research conducted by Sri Astutik Suharini who examined the influence of teachers' pedagogical competence and professional competence on student learning motivation, which found a significant positive

relationship between pedagogical competence and professional competence. This indicates that the higher the professional competence and pedagogical competence of Islamic Education teachers, the higher the learning motivation and student learning outcomes. Based on these results, it can be concluded that the hypothesis is accepted. Pedagogical competence can influence student learning motivation. The purpose of pedagogical competence is regarding the teacher's ability to understand student behavior, which has a foundation because it can affect learning activities for students. This aligns with Langeveld's theory which states that Pedagogy is a science that not only examines its object to know the condition or essence of that object but also studies how one should act (normatively). The discussion explains the elaboration of results linked to existing theories or from other research results (journals, etc.). The explanation must be more detailed and related to the theme.

## **Conclusion**

Based on the description of research data results and discussion outlined in chapter IV, it can be concluded that the pedagogical and professional competencies possessed by Islamic Education teachers at SMP At-Taqwa Pusat Bekasi are already good with the above assessment. This assessment aligns with the data processing in this study, which yielded the following conclusions:

a) The level of pedagogical competence of Islamic Education teachers at SMP At-Taqwa Pusat Bekasi falls into the high category with a percentage of 48.9%, with 35.6% in the very high category, and the remaining 15.6% in the medium category.

b) The level of professional competence of Islamic Education teachers at SMP At-Taqwa Pusat Bekasi falls into the high category with a percentage of 62.2%, with 23.3% in the very high category, while 14.4% are in the medium category.

d) There is an influence of Islamic Education teachers' pedagogical competence on Islamic Education Learning Motivation among students at SMP At-Taqwa Pusat Bekasi. With a significance value  $< 0.05$ ,  $H_0$  is rejected and  $H_a$  is accepted, meaning there is a significant influence between pedagogical competence and learning motivation among students at SMP At-Taqwa Pusat Bekasi. Thus,  $H_a$  is accepted. There are results with pedagogical competence data at a level of 8%. This is because pedagogical competence involves teachers' direct interaction with students, where teachers have a dual role as both instructors and educators.

This section contains important points that have been obtained. The conclusion answers the research questions that were formulated in the introduction section. The conclusion will also explain recommendations that can be provided regarding the research theme and other aspects.

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