

The Influence of Teachers' Pedagogical Competence on the Motivation to Learn Islamic Religious Education

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ABSTRACT: Pedagogical competence of teachers has an influence on learning motivation of Islamic religious education, pedagogical competence includes the ability to manage learning, understand students, design and evaluate learning is very important in shaping student motivation. This study aims to determine how much influence the teacher's pedagogical competence on Islamic religious education learning motivation. The method used in this research is a quantitative approach with an expose facto approach with a sample of 967 public high school students in Bengkulu City using stratified random sampling techniques then analyzed using structural equation model (SEM) analysis techniques. The results of this study based on the calculation of the inner model obtained a R-Square value of 0.648, meaning that the teacher's pedagogical competence has an influence of 64.8% on Islamic religious education learning motivation.

KEYWORDS: Teachers Pedagogical Competence, Motivation Learning, Islamic Religious Education.

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I. INTRODUCTION

The influence of teachers' pedagogical competence on students' motivation to learn Islamic religious education is a multifaceted issue that encompasses various elements of the teaching and learning dynamics. Pedagogical competence, which includes the ability to manage learning, understand students, design effective learning experiences, and evaluate learning outcomes, is crucial in shaping student motivation (Supiyana & Milla, 2024). Research shows that teachers with strong pedagogical skills can significantly enhance the learning environment by using innovative methods and adapting to students' needs, thereby creating a more engaging and motivating atmosphere for students (Rahman, 2024).

Teachers who effectively integrate a comprehensive evaluation approach and utilize information technology can make the learning process more accessible and engaging for students (Suharman, 2024). In addition, the implementation of the Independent Curriculum in certain schools has shown that when teachers are well-prepared and supported through training, their pedagogical competence increases, which can positively impact student motivation (Nurfuadi et al., 2024). However, the relationship between pedagogical competence and student motivation is not always straightforward. A study did not find a significant direct relationship between these variables, indicating that other factors may mediate this relationship (Supiyana & Milla, 2024). Furthermore, teacher professionalism, which includes pedagogical competence, has been shown to positively influence student motivation in Islamic boarding schools, highlighting the importance of teacher quality in educational outcomes (Febriandika et al., 2024).

The teacher's efforts to enhance motivation, such as assigning individual tasks, giving praise, and grading exercises, also play a role in increasing student engagement and motivation in learning Islamic religious education (Jannah et al., 2024). Overall, while pedagogical competence is an important factor, its influence on student motivation is very complex and can be affected by other variables such as curriculum design, teacher professionalism, and the broader educational environment (Sukarsih et al., 2024).

Teachers' pedagogical competence plays a crucial role in engaging students in their learning journey of Islamic Religious Education. By effectively delivering the curriculum with innovative teaching methods and strategies, teachers can inspire students to actively participate in discussions, ask questions, and seek further knowledge (Donald et al., 2010). This positive and dynamic learning environment created by competent teachers ultimately fosters a deeper understanding and appreciation of the subject matter among students, encouraging them to develop a lifelong passion for learning about Islamic teachings and principles (Baiba et al., 2020).

Furthermore, when teachers demonstrate a strong understanding of the subject matter and are able to convey complex concepts in a clear and engaging manner, students are more likely to be motivated to delve deeper into their studies (Academy, 2024; Hounsell, 1997). Competent teachers also serve as role models for students, showing them the importance of continuous learning and self-improvement (Hooman et al., 2020). Ultimately, by instilling a sense of curiosity and enthusiasm for Islamic Religious education, competent teachers can help students develop a strong foundation of knowledge and values that will guide them throughout their lives (Mujahid, 2021; Ilah., 2018). Ultimately, by instilling a sense of curiosity and enthusiasm for Islamic Religious education, competent teachers can help students develop a deeper understanding and appreciation for their faith.

Empower them to make informed decisions, navigate complex moral dilemmas, and contribute positively to society. This not only benefits the individual student, but also the wider community as a whole. Additionally, competent teachers play a crucial role in fostering a sense of unity and understanding among students from diverse backgrounds, promoting tolerance and respect for different beliefs and perspectives (Marni & Arin, 2024). In this way, Islamic religious education becomes not just a subject to be studied but a tool for promoting peace, harmony, and social cohesion. By nurturing a generation of informed and ethical individuals, competent teachers are able to shape the future of their communities and contribute to a more harmonious and just society (Tharp, 2018). For example, in a diverse classroom where students come from various cultural and religious backgrounds, a competent Islamic religious education teacher can facilitate open discussions and promote mutual understanding among students (Badarussyamsi & Mahluddin, 2022). This can help create a safe and inclusive learning environment where students feel respected and valued, leading to greater social cohesion within the school community (Nur & Ab, 2019). Ultimately, this can contribute to fostering a culture of acceptance and respect for diversity within the school.

The research problem addressed in this study is the importance of having competent teachers in subjects like Islamic Religious Education who can effectively navigate cultural and religious diversity in the classroom. The purpose of this study is to explore the impact of such teachers on promoting mutual understanding and social cohesion among students from different backgrounds. By examining the role of these teachers in creating a safe and inclusive learning environment, this study aims to shed light on the potential benefits of fostering acceptance and respect for diversity within schools. Ultimately, the findings from this study could provide valuable insights for educators, policymakers, and other stakeholders on how to best support teachers in promoting intercultural dialogue and fostering a sense of unity among students (David et al., 2021). By understanding the ways in which competent teachers in Islamic religious education can contribute to building peaceful and harmonious school communities, we can work towards creating a more inclusive and tolerant society. This research has the potential to inform future strategies and interventions aimed at cultivating a more cohesive and understanding learning environment for all students.

One key aspect that emerges from this research is the importance of providing ongoing professional development opportunities for teachers in Islamic religious education. By equipping educators with the necessary skills and knowledge to effectively navigate cultural and religious diversity in the classroom, they can better facilitate meaningful intercultural dialogue and promote mutual respect among students. Additionally, fostering a supportive and inclusive school culture that values diversity and promotes empathy can help create a more harmonious learning environment for all students (Adeoye, 2024). Through collaboration with stakeholders and the implementation of evidence-based practices, we can work towards creating a more cohesive and understanding society that celebrates differences and promotes unity. For example, a teacher who has knowledge of different cultural practices and beliefs can create lesson plans that incorporate diverse perspectives, allowing students to learn about and respect different cultures. By organizing multicultural events and encouraging open discussions about diversity, the school can foster a sense of belonging for all students and promote a culture of inclusivity.

In addition, implementing restorative justice practices in schools can help to address conflicts and promote empathy and understanding among students. By using restorative circles and mediation techniques, students can learn to communicate effectively, resolve conflicts peacefully, and build stronger relationships with their peers (Lucrezia et al., 2021). This approach not only helps to create a positive school climate, but also teaches valuable social and emotional skills that students can carry with them into their adult lives. Overall, by incorporating evidence-based practices like cultural competency and restorative justice into educational settings, we can create a more equitable and supportive environment for all students. By promoting inclusivity and understanding, schools can foster a sense of belonging and acceptance among students from diverse backgrounds. This not only benefits the individual student, but also contributes to a more cohesive and harmonious school community (Wood, 2017). By investing in these practices, educators can help students develop essential skills that will serve them well in both their academic and personal lives. Ultimately, creating

a culture of empathy and respect in schools can have a lasting impact on students' overall well-being and success. It can also contribute to a more positive and inclusive school environment for all individuals involved.

In addition to fostering a sense of belonging and acceptance, promoting empathy and respect in schools can also lead to a decrease in bullying and discriminatory behavior. When students feel valued and supported, they are more likely to treat their peers with kindness and understanding. This can create a ripple effect throughout the school community, leading to a more positive and inclusive environment for all individuals involved. Educators play a crucial role in modeling these behaviors and instilling them in their students, ultimately shaping the culture of the school as a whole. By prioritizing empathy and respect in their teaching practices, educators can help create a school environment where all students feel safe, respected, and valued. For example, a teacher who takes the time to listen to students' concerns and validate their feelings can foster a sense of trust and empathy in the classroom. This can lead to students being more willing to support each other, collaborate on projects, and resolve conflicts peacefully. However, in contrast, a teacher who dismisses students' emotions or fails to address their concerns may create a hostile and unsupportive environment. This could result in students feeling isolated, unheard, and less likely to engage positively with their peers or the material being taught. This could ultimately lead to a decline in the students' academic performance and overall well-being.

II. METHODOLOGY

This study uses the positivism paradigm and quantitative methods. Surveys were used to collect quantitative data from SMA Negeri students. Interviews allow researchers to collect in-depth data that cannot be generated by questionnaires. The study population was all grade XI students of SMA Negeri in Bengkulu City. The sample for this study was from the grade XI students from each of the eleven schools, which were purposively selected using non-probability sampling techniques. Stratified random sampling was used to distribute 967 questionnaires to the eleventh grade students which were answered and returned. Qualitative and quantitative data analysis methods were used, content analysis was used to analyse the interviews and statistical tests in SEM PLS were used to analyse the survey data.

III. DISCUSSION

Pedagogical competence refers to a teacher's ability to effectively plan, deliver, and assess instruction in a way that meets the diverse needs of students (Metzler, 2017) . In the context of teaching Islamic Religious education, pedagogical competence is crucial for creating a supportive and engaging learning environment where students can deepen their understanding of Islamic teachings and values (Sumarta, 2024) . Research has shown that teachers who possess strong pedagogical competence are more likely to foster positive relationships with their students, promote critical thinking skills, and create opportunities for meaningful dialogue about religious concepts (Jon, 2024) . Additionally, teachers with pedagogical competence are better equipped to adapt their teaching strategies to accommodate different learning styles and abilities, ensuring that all students have the opportunity to succeed.

By creating a nurturing and inclusive classroom atmosphere, teachers with strong pedagogical competence can help students feel supported and motivated to engage with the material (Seger, 2024). This ultimately leads to a more enriching educational experience for students, as they are able to explore and reflect on Islamic teachings in a way that is meaningful to them. Overall, teachers who prioritize pedagogical competence play a crucial role in shaping the learning journey of their students and fostering a deeper connection to their faith.

Have repeatedly demonstrated that students are more likely to be attentive and willing to participate in class when teachers are able to explain difficult ideas clearly and foster a good learning environment. This highlights the importance of ongoing professional development for teachers to continuously enhance their teaching skills and adapt to the evolving needs of their students(Gudadur, 2023). Additionally, a teacher's pedagogical competence can also have a direct impact on students' academic performance and overall satisfaction with their educational experience(Zihui & Min, 2024). Teachers can establish a dynamic and inclusive learning environment that enables students to realize their full potential by placing a high priority on pedagogical competency.

Engagement can be found in various educational psychology theories. One such theory is Self-Determination Theory , which posits that students are more likely to be motivated and engaged in learning when their basic psychological needs for autonomy, competence, and relatedness are met in the classroom (Leanne & Deslea, 2013). Teachers who demonstrate high levels of pedagogical competence are better equipped to create a supportive and stimulating learning environment that fosters students' intrinsic motivation and desire to learn. This in turn can lead to improved academic outcomes and a more positive educational experience for students (Carole, 2006) . By fostering a sense of autonomy in the classroom, teachers can encourage students to take ownership of their learning and make choices that align with their personal goals and interests. Additionally,

when students feel competent in their abilities to succeed academically, they are more likely to approach challenges with a growth mindset and persevere in the face of obstacles (Lisa et al., 2020). Finally, creating a sense of relatedness and connection with students can build a strong sense of community within the classroom, leading to increased collaboration, support, and engagement among peers. Ultimately, by incorporating principles of Self-Determination Theory into their teaching practices, educators can empower students to become active participants in their own education and cultivate a lifelong love of learning.

IV. FINDINGS

Demographic information: Of the 967 respondents, 61,04% of the sample were females compared to 38,96% men participants as can be seen in table 1 below.

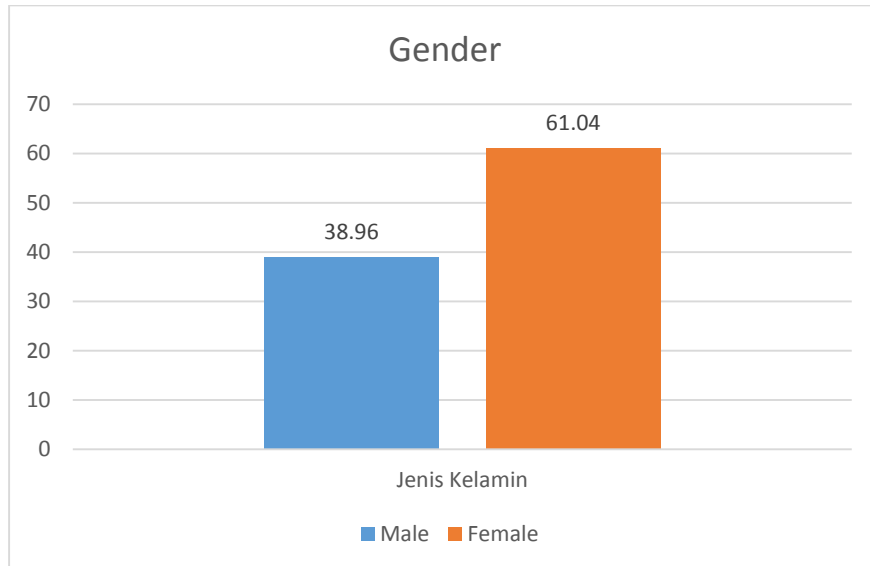


Table 1: Gender of respondents

Age range of the respondents: Regarding the age of the respondents, it has been observed that although respondents were selected randomly, the age groups that are represented in the sample are between 15-16 years. This group made up 62,36% of the respondents. The age group 17 years takes second place at 37,64% of the total sample. Table 2 below shows the distribution of age in the research sample.

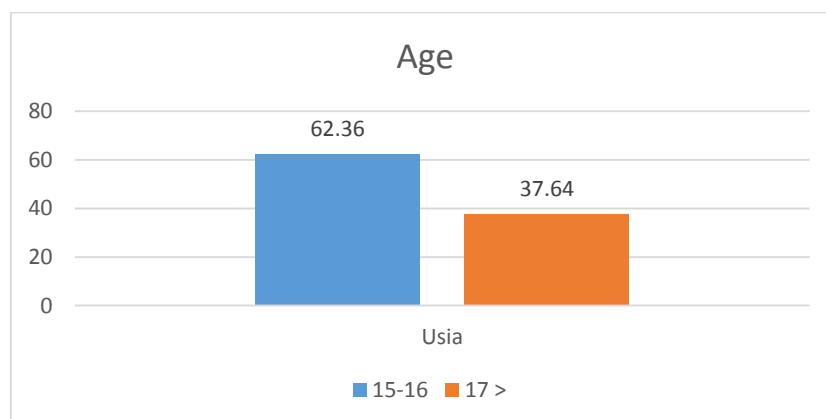


Table 2: Age of respondents

Respondent's school: The questionnaire was answered by respondents from various public senior high schools in Bengkulu City. The survey required respondents to be drawn based on relative percentages with the selection of respondents through stratified random sampling, the school that had the highest number in the sample was SMA Negeri 02 at 11.79%, followed by SMA Negeri 07 at 11.96%. Schools in the medium category are SMA Negeri 6 with 9.20% of respondents. Schools in the small category consist of SMA Negeri 09 at 5.17% and followed by SMA Negeri 11 at 4.76%, as shown in the table below.

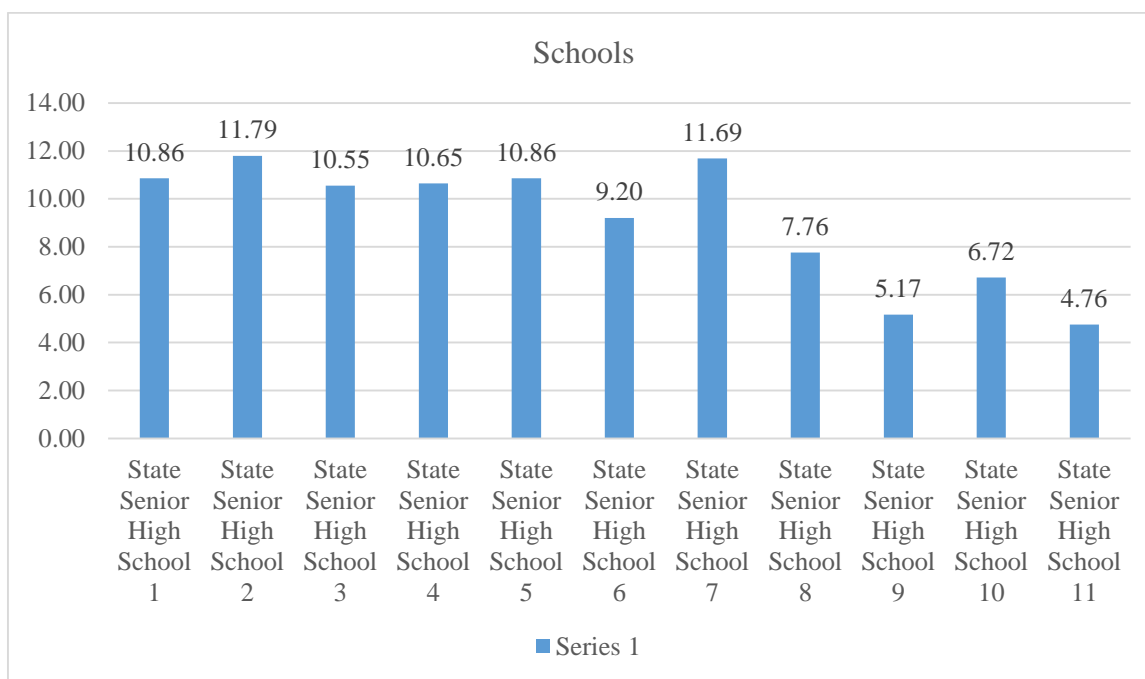


Table 3: Occupation of respondents

Hypotesis Test: The effect of teacher pedagogical competence on Islamic Religious Education learning motivation produces a path coefficient of 0.648. The test results show that the path coefficient is positive. This means that there is a positive and significant influence of 64.8% of the teacher's pedagogical competence on the motivation to learn Islamic Religious Education, so the hypothesis is accepted.

Hipotesis	Original Sample (O)	P Values	Keterangan
KPG -> MBS	0,648	0,000	Signifikan

Table 4: The percentage of newspaper buyers and those who do not buy

The study's findings indicate that incorporating SDT concepts into instructional tactics can boost students' enthusiasm and involvement in Islamic Religious Education, which will ultimately improve their academic achievement. Moving forward, educators should consider the implementation of SDT principles in their teaching methods to create a more engaging and motivating learning environment for students (Phillip & Oscar, 2025). To determine the best methods for its effective application and to investigate the long-term impacts of using SDT in Islamic Religious Education, more study in this field is required. By continuing to investigate the impact of SDT on student motivation and academic performance, educators can continue to improve the quality of education in this field. By understanding how SDT principles can positively influence students in Islamic Religious Education, educators can tailor their teaching strategies to better meet the needs and interests of their students. This can lead to increased engagement, satisfaction, and ultimately, better learning outcomes. By staying informed about the latest research and best practices in utilizing SDT in education, educators can continue to evolve and improve their teaching methods to benefit their students. This ongoing dedication to improving student motivation and academic performance will ultimately contribute to the overall success and effectiveness of Islamic Religious Education.

Their involvement could also offer insightful information to teachers who want to improve their methods. Programs for professional development and instructional practices can benefit from an understanding of how teachers' attitudes, abilities, and knowledge affect students' motivation. Furthermore, investigating how curriculum design, assessment procedures, and classroom atmosphere can promote self-motivation can result in more efficient teaching strategies in Islamic Religious Education (Kenny & Kazi, 2020).

To encourage the incorporation of SDT ideas into teaching methods and eventually improve students' overall learning experiences, cooperation between researchers, educators, and legislators is crucial (Tam, 2024). Teachers can modify their teaching strategies to better engage and inspire their students by knowing how their attitudes, abilities, and beliefs affect their motivation.

Examining the impact of classroom environment, curriculum design, and assessment practices on autonomous motivation can lead to the development of more effective teaching strategies in Islamic Religious Education (Latifa et al., 2024). Collaboration among researchers, educators, and policymakers is crucial for implementing Self-Determination Theory principles into educational practices and improving the overall learning outcomes for students. Can also provide teachers who wish to boost student motivation with useful information. By analyzing the information obtained from many sources, such as surveys, interviews, and classroom observations, teachers can gain a deeper understanding of the factors impacting student motivation in Islamic Religious Education (Sukarno et al., 2024). This information can then be used to inform instructional decisions and provide a more supportive learning environment for students. Teachers can also identify areas for improvement and adjust their teaching strategies to better meet the requirements of their students by identifying patterns or trends in the data.

Teachers can also utilize the data to create focused interventions for children who might be having motivational issues. Teachers can offer individualized support and guidance to help students stay motivated and involved in their study by addressing particular problems or difficulties that they encounter (marshall., 2009). In general, students can achieve better results and everyone's educational experience can be enhanced by using statistics to better understand and enhance student motivation in Islamic Religious Education.

V. CONCLUSION

In conclusion, the study highlights the importance of diversity in the classroom and the positive impact it can have on student learning outcomes. By recognizing and embracing the unique challenges and strengths that students from different backgrounds bring, educators can create a more inclusive and equitable learning environment. This approach not only empowers students to take ownership of their education but also fosters a culture of academic excellence. Moving forward, it is essential for educators to continue actively engaging with diverse perspectives and identities in the curriculum to ensure a more enriching and culturally responsive educational experience for all students.

In doing so, educators can help students develop a deeper understanding and appreciation for diversity, ultimately preparing them to thrive in an increasingly globalized world. By incorporating diverse perspectives into the curriculum, educators can also help students develop critical thinking skills and empathy, essential qualities for success in today's interconnected society. Overall, prioritizing diversity and inclusion in education not only benefits individual students but also contributes to a more harmonious and just society as a whole.

One way to improve teaching practices in Islamic Religious Education is to ensure that diverse perspectives are included in the curriculum. This can help students develop a deeper understanding of different cultures and belief systems, fostering empathy and critical thinking skills. By incorporating a variety of viewpoints, educators can create a more inclusive learning environment that prepares students to thrive in a globalized world. Additionally, prioritizing diversity and inclusion in education can lead to a more harmonious and just society, where individuals from all backgrounds feel valued and respected.

Overall, embracing diversity in Islamic Religious Education can lead to a more tolerant and accepting society. It allows students to appreciate the richness of different traditions and promotes mutual respect among individuals of varying backgrounds. By promoting understanding and empathy, Islamic Religious Education can play a significant role in fostering a culture of unity and cooperation in our increasingly interconnected world. Ultimately, by prioritizing diversity and inclusion in education, we can strive towards building a more peaceful and equitable society for all.

Teachers' pedagogical competence plays a crucial role in motivating students to learn and engage with diverse perspectives in Islamic Religious Education. A skilled teacher can create a supportive and inclusive learning environment that encourages students to explore different beliefs and values with an open mind. By using effective teaching strategies and resources, educators can inspire curiosity and critical thinking in their students, ultimately leading to a deeper understanding and appreciation of cultural and religious diversity. Additionally, teachers who demonstrate empathy and cultural sensitivity can help students develop a sense of empathy and respect towards others, fostering a more harmonious and cooperative society. Thus, the importance of teachers' pedagogical competence in promoting unity and cooperation in our interconnected world cannot be overstated.

Teachers play a crucial role in shaping the attitudes and beliefs of their students towards different cultures and religions. By creating a safe and inclusive learning environment, educators can encourage their students to embrace diversity and celebrate differences. This not only enhances the overall learning experience, but also prepares students to become responsible global citizens who are able to navigate the complexities of a

multicultural society with empathy and understanding. In essence, teachers have the power to cultivate a generation of individuals who value and respect the richness of our diverse world.

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