

## **PEDAGOGICAL COMPETENCE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN INCREASING STUDENT LEARNING MOTIVATION AT SMP BINA MUDA BANYUASIN DISTRICT**

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**Abstract:** The purpose of this study was to describe and analyse the pedagogical competence of PAI teachers in increasing student learning motivation at Bina Muda Banyuasin Junior High School. This research uses a qualitative approach with the type of field research. Data collection techniques were conducted through observation, interviews, and documentation. Data analysis used the Miles and Huberman model which includes data reduction, data presentation, and conclusion drawing. The results showed that PAI teachers at Bina Muda Banyuasin Junior High School have implemented pedagogical competencies quite well, such as mastery of learner characteristics, classroom management, and the ability to design interesting learning strategies. Students' learning motivation is shown through the desire to learn, encouragement of future goals, and involvement in interactive and fun learning activities. Thus, it can be concluded that the pedagogical competence of PAI teachers has an important and strategic role in increasing students' learning motivation. PAI teachers who have good pedagogical competence will be able to create an effective and highly motivating learning process for students' spiritual and academic development.

**Keywords:** Bina Muda Junior High School; Islamic Religious Learning; Learning Motivation; PAI Teacher; Pedagogic Competence.

### **INTRODUCTION**

Islamic education is a process of internalising divine values that aims to shape the personality of learners to be able to live life in accordance with Islamic principles (Mustofa, 2020; Mahfud, 2017). In this context, Islamic religious education (PAI) plays a central role not only in the family and society, but also formally in the school environment. Along with the times, the challenges of Islamic education are increasingly complex so that it requires qualified teachers in carrying out their functions as educators, especially in building student learning motivation.

In the national education system, teachers are the central element in implementing the curriculum. Law No. 14/2005 on Teachers and Lecturers states that teachers are professional educators whose duties are to educate, teach, guide, direct, train, assess, and evaluate students. To carry out this task, teachers need to have four basic competencies, namely pedagogic, professional, personality, and social (Nuryani, 2019). Among these competencies, pedagogic competence is the main foundation because it is directly related to planning, implementing, and evaluating an effective and enjoyable learning process (Hilda, 2018).

Pedagogic competence is the teacher's ability to understand the characteristics of students, design and

implement learning, and evaluate learning outcomes (Qowim, 2020). Research by (Aimah at al., (2023) shows that mastery of pedagogic competence significantly contributes to the success of the learning process and increases student learning motivation. This is in line with the findings of Palahudin et al., (2020) which states that PAI teachers who have high pedagogic competence are able to create a participatory and constructive learning atmosphere. However, some studies also noted that there are still many teachers who are not optimal in developing this competence so that learning has not fully impacted on student motivation (Nurlaeli, 2016).

Based on the results of initial observations made by researchers at Bina Muda Banyuasin Junior High School, it was found that this school is still the first choice for elementary school graduates in Muara Telang Subdistrict even though there are public schools. This shows the community's trust in the quality of the learning process at the school. The researcher also observed that students' enthusiasm in participating in learning is quite high. The teachers, especially the PAI teachers, have many years of teaching experience and are considered to have demonstrated good pedagogical competence. However, so far there has been no research that specifically describes and analyses the relationship between the pedagogical competence of PAI teachers and the increase in student learning motivation at the school.

This gap is the basis of the novelty of this study, which is the relationship between the pedagogical competence of PAI teachers and its influence on student learning motivation in

a rural private school environment that has lasted more than three decades. In addition, most of the previous studies focused more on public schools in urban areas, while the context of private schools in rural areas such as Bina Muda Banyuasin Junior High School has not received much attention.

This study is limited in scope to the pedagogical competence of PAI teachers and its influence on student learning motivation at Bina Muda Banyuasin Junior High School, by not discussing aspects of teachers' professional, social, or personality competencies in depth. This focus was chosen because pedagogic competence is considered the variable that most directly impacts the learning process and student motivation in the context of religious education.

This issue is important because learning motivation is one of the psychological factors that greatly affect the success of learning. As stated by Anif et al., (2019), high learning motivation is able to improve the quality of student participation in learning activities, encourage enthusiasm for learning, and ultimately have a positive impact on academic achievement. Teachers as motivators are required not only to deliver material, but also to turn on the learning atmosphere that encourages active student involvement (Kember ., 2016).

With this background, the purpose of this study is to describe and analyse the pedagogical competence of PAI teachers in improving student learning motivation at Bina Muda Banyuasin Junior High School.

## METHODS

This research is a field research that uses qualitative methods. Qualitative research aims to describe and analyse in depth social phenomena, activities, attitudes, perceptions, and views of individuals and groups. As explained by Sukmadinata Nana Syaodih Sukmadinata (2019), qualitative research relies on direct observation of phenomena and human experiences that are studied naturally and contextually. Bogdan & Biklen (1997) also states that this method produces descriptive data in the form of written or spoken words from people and observed behaviour, not statistical data. While Moleong (2019) emphasises that qualitative research seeks to understand the meaning of a phenomenon holistically and deeply, using descriptions in the form of language in a natural context. Based on this understanding, this research uses a qualitative approach to describe and analyse how the pedagogical competence of Islamic Religious Education (PAI) teachers in increasing student learning motivation at Bina Muda Junior High School, Banyuasin Regency.

The approach used in this research is a case study, which is an approach that examines in depth and detail a particular event, programme, or phenomenon within a certain time and activity limit. Creswell (2018) calls a case study an approach that allows researchers to explore a unit of analysis thoroughly with a variety of data collection techniques. Robert K Yin, (2020) also states that case studies make a unique contribution to our understanding of individual, organisational, social, and political phenomena. With this approach, the researcher seeks to present an in-depth description of the pedagogical competence

of PAI teachers and its implications for student learning motivation.

Data sources in this study include primary data and secondary data (Al Omari, 2021). Primary data were obtained directly from the main informants related to the research focus, namely PAI teachers and principals at Bina Muda Junior High School in Banyuasin Regency, through in-depth interviews. Meanwhile, secondary data were obtained through documentation and literature studies, such as official school documents, administrative records, educational books, articles, and journals relevant to the research topic.

Data collection techniques were conducted through observation, interviews, and documentation (Abbas et al., 2017). Observation was conducted by directly observing the interaction and learning practices of PAI teachers in the school environment, to understand how their pedagogical competence is applied in the real context. In-depth interviews were conducted with key informants such as PAI teachers and students, as well as supporting informants such as principals and vice principals. The interviews aimed to explore their perceptions, views, and experiences related to pedagogic competence and learning motivation (Gjedia, 2015). Meanwhile, documentation includes collection of relevant written data, such as lesson plans, teachers' teaching journals, and other administrative documents that support data validity.

Data analysis in this study used an interactive model from Miles and Huberman (2014), which consists of four stages: data collection, data reduction, data presentation, and conclusion drawing. Data collection was conducted through interviews, observation, and

documentation. The data that has been collected is then reduced, which is selected and simplified in accordance with the focus of the research. Furthermore, the data was presented in the form of thematic narratives, tables, or diagrams to facilitate conclusion drawing. The final stage is verification and drawing conclusions that are temporary, but will be strengthened through testing and confirmation with additional data so as to achieve truth that can be scientifically accounted for.

## **RESULTS**

This section describes the research results obtained through observations, interviews, and documentation that aim to reveal in depth the pedagogical competence of PAI teachers in improving student learning motivation at Bina Muda Banyuasin Junior High School. The data were collected qualitatively from the principal, PAI teachers, and students, then analysed to understand the interrelationships between the research variables.

### **Pedagogical Competence of Pai Teachers in Improving Student Motivation at Bina Muda Banyuasin Junior High School**

#### **a. Ability to Understand Learners**

PAI teachers at Bina Muda Banyuasin Junior High School demonstrate a good understanding of student characteristics. From the interview, Mrs Sitti Saleha, S.Ag emphasised the importance of understanding the students' environment and conditions as well as conducting regular self-evaluation:

"Recognising learners more deeply and understanding the environment around the child and constantly self-evaluating."

Similarly, the Principal, Mr Muhammad Muntazir, S.E., M.Pd added that the problem-solving approach is effective for understanding student character:

"The strategies used can be in the form of problem solving in order to easily understand students and provide solutions."

The Vice Principal, Mr Untung, S.Pd.I, stated that PAI teachers need to be role models, understand the environment, take a psychological approach, and establish closeness with students.

Based on observations, Mrs Sitti Saleha actively adapts her learning approach according to students' abilities and learning styles. She pays special attention to students who are having difficulties, takes a personal approach, and explains the material until it is fully understood.

Researchers analyse that understanding learners' characteristics (age, family background, learning style) determines the success of learning. Teachers who understand their students thoroughly will be better able to choose appropriate approaches, media and methods, and create a fun and participatory learning atmosphere.

#### **1) Understanding the Principles of Learner Personality Development**

PAI teachers also understand the stages of students' psychological development. They realise that adolescence is a crucial phase characterised by many emotional and social challenges.

From an interview with Mrs Sitti Saleha:

"Get to know and understand the learners' personalities better."

The Principal confirmed that PAI teachers' understanding of student development is very good and thorough. The Vice Principal also emphasised the suitability of the teacher's approach to the students' conditions.

Observations show that this understanding is implemented not only in intracurricular learning, but also in extracurricular activities, through a fun and character-building approach.

The researcher's analysis concluded that teachers must be able to integrate aspects of personality development in learning. Teachers who are innovative, creative, and exemplary will be more successful in fostering students' personality potential.

## **2) Ability to Identify the Initial Teaching Provision and Potential Differences of Learners**

PAI teachers at Bina Muda Banyuasin Junior High School have been able to identify the initial teaching provision of students and recognise the different potentials of each student. This is evident from the implementation of activities such as apperception, pre-test with valid and reliable instruments, as well as identification of the cognitive, affective, and psychomotor aspects of students.

The observation showed that PAI teachers consistently conducted apperception and pre-test before starting the lesson. Based on the interview, Mrs Sitti Saleha, S.Ag stated:

"I usually give a pre-test before the lesson starts."

The Principal, Mr Muhammad Muntazir, S.E., M.Pd, and the Vice

Principal, Mr Untung, S.Pd.I, also confirmed:

"PAI teachers have been good at identifying students' initial teaching and potential."

By understanding the initial conditions of students, teachers can develop learning strategies that are in accordance with the characteristics of individual students, so that the learning process becomes more effective, personalised and meaningful.

## **b. Ability to Design Learning**

### **1) Planning Teaching and Learning Activities**

PAI teachers have been able to choose approaches, methods, and learning techniques that are in accordance with the characteristics of the learners. Mrs Sitti Saleha, S.Ag mentioned that she makes lesson plans in accordance with the material. The Principal stated that she is able to organise teaching materials and learning strategies well. The Vice Principal added that the selection of methods is in accordance with the competencies and characteristics of the students.

Thus, skills in choosing and designing learning methods are key to achieving effective and efficient teaching goals.

### **2) Planning the organisation of learning materials**

In designing materials, PAI teachers organise them systematically and according to learning objectives. Mrs Sitti Saleha explained:

"I outline the material coherently and make a learning plan according to the objectives to be achieved."



This opinion is reinforced by the Head and Deputy Head of School who assess that the organisation of learning materials has gone well. Teachers use the syllabus, lesson plans, and adjust the materials to the learning time and learners' needs.

### **3) Planning the Use of Media and Learning Resources**

PAI teachers utilise various media such as textbooks, worksheets, blackboards, and the translated Qur'an as learning resources. According to Mrs Sitti Saleha:

"The media I use is tailored to the material being taught and as concrete materials for both individual and group students."

The Principal and Deputy Principal assessed the selection of learning media as appropriate and helpful in achieving students' competencies. Observations show that teachers select appropriate media systematically and if needed, seek alternative sources.

### **4) Planning Classroom Management**

Effective classroom management is an important part of the learning process. Mrs Sitti Saleha mentioned that she tries to create an effective and efficient learning atmosphere. The Principal and Deputy Principal assessed that classroom management has been running well and has an impact on the achievement of optimal learning objectives.

Observations support this, where classroom management includes organising facilities, teaching aids and learning spaces. Teachers also model discipline and encourage students to develop self-discipline.

### **5) Ability to Plan Learning Outcome Assessment Model**

Assessment of learning outcomes at Bina Muda Banyuasin Junior High School tends to focus on cognitive aspects, especially in the form of objective tests. Affective and psychomotor aspects often receive less attention. In fact, in effective learning, assessment should cover all domains: cognitive, affective, and psychomotor, and pay attention to the process and not just the end result. A thorough assessment can provide a complete picture of learners' competence achievement.

Ideally, assessment by teachers is a process that includes planning, preparing instruments, collecting data through various evidence of achievement, processing the results, and utilising the information to improve learning. Assessment techniques also vary, such as performance, attitude, written tests, projects, products, portfolios, and self-assessment.

Based on the results of interviews with several school parties, it is known that PAI teachers have tried to plan the assessment model in accordance with the basic competencies (KD) set. Mrs Sitti Saleha, S.Ag stated that she designed the assessment instrument based on the relevant KD. The same thing was conveyed by Mr Muhammad Muntazir, S.E., M.Pd and Mr Untung, S.Pd.I who assessed that PAI teachers have demonstrated the ability to design learning outcomes assessment by compiling appropriate and relevant instruments.

The results of the researchers' observations also showed that PAI teachers have implemented several forms of assessment, although the affective and

psychomotor aspects have not been fully optimised. Assessment is carried out in a pleasant and non-stressful atmosphere, so that students are more free to show their abilities. The emphasis is not on comparisons between learners, but on individual development over time.

Thus, it can be concluded that PAI teachers at Bina Muda Banyuasin Junior High School have demonstrated the ability to plan the learning outcomes assessment model, although it still needs strengthening on assessments that touch on affective and psychomotor aspects more systematically and continuously.

### **c. Ability to Implement Educative and Dialogical Learning**

#### **1) Opening Learning**

The PAI teacher at Bina Muda Banyuasin Junior High School, Mrs Sitti Saleha, S.Ag, was able to open the lesson well. She conveys learning objectives, motivates students, and relates the material to daily life. This was confirmed by the Principal, Mr Muhammad Muntazir, S.E., M.Pd., who assessed that the PAI teacher had successfully explained the learning objectives in a way that was interesting to students. The observation results also support that PAI teachers use appropriate approaches to attract and motivate students.

Opening the lesson is key to creating an atmosphere conducive to learning. Mrs Sitti Saleha has done this effectively, in accordance with the prescribed learning steps.

#### **2) Managing Teaching and Learning Activities**

PAI teachers are also very skilful in managing learning activities. Mrs Sitti

Saleha uses various methods such as lectures, questions and answers, discussions, and demonstrations, as well as utilising existing learning media. This was recognised by the Vice Principal, Mr Untung, S.Pd.I, who considered the methods used to be very good. Observations show that Mrs Sitti Saleha uses a variety of methods and provides examples that are relevant to the material being taught.

The management of teaching and learning activities carried out by Mrs Sitti Saleha includes the selection of appropriate methods and the utilisation of media to facilitate effective learning.

#### **3) Communicating with Students**

In communicating with students, Mrs Sitti Saleha uses language that is easy to understand and provides opportunities for students to ask questions, which supports students' confidence building. The Principal and Deputy Principal also stated that Mrs Sitti Saleha's communication skills with students are excellent. Observations show that she is very responsive to students' questions, helping them to understand the material clearly.

Effective communication is very important in learning, and Mrs Sitti Saleha has implemented it well through the use of clear language and good communication management with students.

#### **4) Organising the Class and Making Good Use of Time**

Sitti Saleha also demonstrated good skills in classroom organisation and time management. This was confirmed by the principal and deputy principal, who assessed that Ibu Sitti Saleha had

successfully organised learning activities according to the time allocation planned in the lesson plans. Observations also support that she uses the lesson plans carefully to ensure learning time is used efficiently.

Effective classroom management and appropriate use of time greatly contribute to the success of an optimal learning process.

### **5) Implementing Assessment During and at the End of Learning**

Mrs Sitti Saleha carries out process assessment by asking questions during the lesson and questions at the end of the lesson to evaluate students' understanding. The Principal and Deputy Principal support this, stating that the assessment covers both knowledge and skills aspects. Observations also noted that the assessment was well implemented, in accordance with the curriculum.

Continuous assessment during the learning process and at the end of the lesson is an important part of learning evaluation. Mrs Sitti Saleha has conducted effective assessment to measure the achievement of learning objectives.

### **6) Closing the lesson**

Closing the lesson is also an important part of the learning process. Although not explained in detail in the interview, based on observation, Mrs Sitti Saleha ensures that each lesson ends with a clear conclusion and relevant evaluation, helping students to understand the material that has been taught.

The ability to close a lesson effectively is essential to ensure that students understand and grasp the material. Mrs Sitti Saleha demonstrated this skill in her learning practice.

Based on the results of interviews and observations, it can be concluded that Mrs. Sitti Saleha, S.Ag as a PAI teacher at Bina Muda Banyuasin Junior High School has shown excellent ability in managing educational and dialogical learning. She is able to open the lesson interestingly, manage teaching and learning activities with various methods, communicate with students effectively, organise the class well, and carry out appropriate assessments. All these things show that Mrs Sitti Saleha has successfully carried out her role as an educator well, in accordance with the principles of effective learning.

### **d. Ability to evaluate learning outcomes**

Learning evaluation is an important process of collecting, analysing and interpreting information to determine the achievement of learning objectives. Evaluation aims to measure student understanding, the success of the educational process, as well as for curriculum development.

### **1) Able to Design and Implement Assessment**

The Islamic Religious Education (PAI) teacher, Mrs Sitti Saleha, S.Ag, showed good ability in designing and implementing the assessment. This was reflected in an interview with her, who said, "I do the learning first and then give assignments for assessment." The Principal, Mr Muhammad Muntazir, S.E., M.Pd, stated that Mrs Sitti Saleha is very good at designing and implementing assessments, as she is able to perform the learning stages well. The Deputy Head of School, Mr Untung, S.Pd.I, also mentioned that Mrs Sitti Saleha understands the



principles of assessment and develops learning evaluation instruments very well.

Observations show that Mrs Sitti Saleha does master the principles of assessment, compile various evaluation instruments, and carry out evaluations effectively. With evaluation, teachers can determine the extent to which learning objectives are achieved, students' mastery of the material, and the effectiveness of teaching methods. Assessment also provides an overview of the position of students in their group, whether they are in the good, medium or poor category. Thus, assessment helps teachers evaluate the success of the teaching and learning process and supports further learning improvements.

## **2) Able to Utilise Assessment Results for Further Improvement of Learning Quality**

Mrs Sitti Saleha is also able to utilise the assessment results to improve the quality of learning. In the interview, she explained that if students score below the KKM, she will provide remedial questions or additional assignments to help students reach the standard. In addition, she also identifies questions that are not valid and revises them if necessary.

The Principal and Vice Principal also acknowledged that Mrs Sitti Saleha is very good at utilising assessment results to improve the quality of learning. Evaluation is carried out through various methods such as daily tests, questions and answers, assignments, as well as UTS and UAS. Skills evaluation is carried out by observation, for example when students make presentations or practice, such as the practice of ablution, prayer, and reading the Qur'an.

From these interviews and observations, it can be concluded that evaluation is not only used to measure student achievement, but also as important feedback for teachers in improving and enhancing the learning process. Therefore, a teacher needs to continuously monitor students' learning outcomes and use the information from the evaluation to improve the teaching methods used.

## **e. The ability to develop students to actualise their potential.**

The results of this study show that the PAI teacher, Mrs Sitti Saleha, S.Ag, has a good ability to facilitate students to develop their academic and non-academic potential. Based on interviews and observations, Mrs Sitti Saleha gives balanced attention to the development of both aspects. In this case, facilitating learners' academic potential is done through academic guidance, such as tutoring and mentoring by peers. This is supported by the Principal, Mr Muhammad Muntazir, and the Vice Principal, Mr Untung, who confirmed that Ibu Sitti Saleha has done her job very well in this regard.

On the other hand, in developing non-academic potential, Mrs Sitti Saleha also pays attention through extracurricular activities and mentoring for religious competitions. This was also confirmed by the Principal and Deputy Principal who gave positive responses regarding Mrs Sitti Saleha's role in facilitating students' non-academic potential.

In addition, observations of pedagogic competence showed that PAI teachers already had a fairly good ability to manage learning activities, although there were still some things that needed to

be improved, especially in understanding the characteristics of students more deeply and using learning theories and principles to determine the right approach. The aspect of learning evaluation conducted using the authentic assessment model shows that teachers have used relevant assessment methods.

Overall, the results of this study indicate that Mrs Sitti Saleha, S.Ag has performed her role well in developing students' academic and non-academic potential, although there are still some aspects that need to be improved, especially in understanding students' characteristics.

## **DISCUSSION**

In this research, the author will systematically discuss the management and analysis of data that has been obtained from interviews, observations, and documentation at Bina Muda Junior High School in Banyuasin Regency. Data were obtained through interviews as the main method to obtain objective information that can be used as a basis for facts, supported by observation to observe behaviour and teaching and learning activities directly, and documentation as a complement to strengthen the validity of the data.

Data analysis was conducted using three main stages: data reduction, data presentation, and conclusion drawing. All data obtained were first classified by type, then analysed with a qualitative approach to describe and interpret phenomena related to the pedagogical competence of Islamic Religious Education (PAI) teachers in increasing student learning motivation. This step aims to produce

valid conclusions and avoid misinterpretation.

The main focus of this research is to analyse in depth how PAI teachers implement their pedagogical competence in an effort to generate student learning motivation. This research is important because it touches on the fundamental aspects of the educational process: the relationship between the quality of teachers and students' enthusiasm for learning, especially in learning Islamic Religious Education which not only touches on cognitive aspects but also affective and spiritual aspects.

### **1. Pedagogical Competence of Islamic Education Teachers**

Based on the results of the study, it was found that PAI teachers at Bina Muda Banyuasin Junior High School have demonstrated good pedagogical skills, especially in understanding the characteristics of students, preparing lesson plans, implementing educational and dialogical learning, and evaluating learning outcomes objectively. Teachers are also active in developing learners' potential, although faced with limitations such as inadequate facilities and infrastructure as well as the lack of discipline of some students.

The strength of this teacher's pedagogical competence can be seen in the strategies used to increase students' learning motivation, such as personalised approaches, varied learning methods, and providing positive feedback. However, the author emphasises that it is important for PAI teachers to better understand students' learning types and psychological backgrounds, so that the pedagogical

approaches applied become more effective and on target.

## 2. Student Motivation towards Islamic Education Learning

This research also shows that students' learning motivation at Bina Muda Junior High School towards PAI subjects is relatively good. This is reflected in several indicators:

- a. **Desire and desire to learn:** Students show interest in PAI lessons, although it takes extra effort from the teacher to maintain that interest consistently.
- b. **Learning motivation and needs:** Students who find PAI lessons relevant to their lives are more easily motivated.
- c. **Hopes and goals:** Students who have a clear goal in life show more enthusiasm for learning.
- d. **Rewards in learning:** Teachers give positive appreciation for both correct and incorrect answers to boost students' confidence.
- e. **Engaging learning activities:** The teacher applies the group discussion method and point system, which encourages a competitive yet fun atmosphere.
- f. **A conducive learning environment:** The teacher endeavours to create a classroom that is comfortable and supportive of the teaching and learning process.

This study is different from previous research which generally only focuses on aspects of pedagogic competence in general or learning motivation as a separate variable. For example, some previous studies such as studies by Zuhaeriah et al. ;, 2020 Undang at al., ; 2018 Hakim, 2017 , highlighted more the relationship between teacher

competence and learning achievement without elaborating on the concrete mechanism of how teacher pedagogic competence affects student learning motivation specifically, especially in the context of Islamic Religious Education subjects.

In contrast, this study specifically focuses on the integration between PAI teachers' pedagogical competence and **students'** learning motivation, thus making an original contribution to the development of PAI learning strategies at the junior high school level. In addition, the in-depth qualitative approach used provides a real picture of the dynamics that occur in the classroom, which is often missed in quantitative approaches.

## CONCLUSION

Based on the research results, it can be concluded that the pedagogical competence of Islamic Religious Education teachers at Bina Muda Junior High School in Banyuasin Regency is quite good. Teachers have tried to understand the characteristics of students, but still need further deepening. In designing learning, teachers are able to choose appropriate approaches, methods and strategies, and use authentic assessment to evaluate learning outcomes. Teachers also help students develop their potential, although there are still obstacles such as limited infrastructure and discipline problems. Students' motivation to learn PAI subjects is quite high, indicated by their enthusiasm for learning, goals and aspirations, appreciation in learning, interesting activities, and a supportive learning environment. Teachers' efforts in applying their pedagogic competence are proven to help

increase students' learning motivation. Thus, the pedagogical competence of PAI teachers plays an important role in increasing students' learning motivation at Bina Muda Junior High School in Banyuasin Regency.

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