

THE ROLE OF TEACHER PEDAGOGIC COMPETENCE IN ENHANCING ISLAMIC RELIGIOUS EDUCATION LEARNING MOTIVATION AMONG FIFTH-GRADE STUDENTS AT SDN MERGOLANGU, KALIBAWANG, WONOSOBO

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ABSTRACT

This study aims to determine the role of the Islamic Religious Education teacher's pedagogical competence, as well as the factors supporting and hindering the teacher's efforts to boost the Islamic Religious Education learning motivation of fifth-grade students at SD Negeri Mergolangu. The study employs a qualitative approach and a descriptive research design. It was conducted at SDN Mergolangu, Wonosobo Regency. Data collection methods included interviews, observation, and documentation, while data analysis involved data reduction, data verification, and drawing conclusions. The subjects of the study were the school principal and the Islamic Religious Education teacher. The findings conclude that the roles of the Islamic Religious Education teacher's pedagogical competence in instruction are: 1) demonstrator, 2) facilitator, 3) mediator, 4) classroom manager, and 5) evaluator. Thus, the teacher's role facilitates student learning, enabling optimal student development. Factors hindering the teacher's pedagogical competence in boosting learning motivation among fifth-grade students at SD Negeri Mergolangu include a lack of student interest in learning and insufficient parental guidance and attention regarding their children's education. Supporting factors include the teacher communicating learning objectives, awarding grades for active participation, offering praise, and administering disciplinary measures to students who commit errors.

1. INTRODUCTION

Formal and non-formal education are crucial for a nation. Building an advanced nation such as the Republic of Indonesia requires robust development across both physical (infrastructure) and non-physical (human resources) sectors. This aligns with the demands of the challenging era of globalization. Developing nations like Indonesia must become increasingly competitive with other countries amidst rapid advancements in science and technology (Fuad Ihsan, 2013: 3). School learning programs are grounded in a curriculum. The curriculum implemented by a school is either the national curriculum ratified by the government or one approved by an educational foundation.

Such a curriculum encompasses educational objectives, content, teaching-learning activities, and evaluation methods. Based on this curriculum, teachers develop instructional designs to facilitate student learning. Consequently, school learning programs align with the national education system (Dimiyati and Mudjiono, 2013: 253). Merely understanding student achievement and planning effective learning strategies does not guarantee that a teacher or teaching team will successfully create a high-quality teaching-learning process or educational interaction. A primary influencing factor is the teacher themselves specifically, their professional competence (Suryosubroto, 2009: 153).

According to the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competence, the competencies required of teachers include pedagogical, personality, professional, and social competencies, all of which are acquired through professional education. Among these four areas, pedagogical competence holds the most critical position in education generally and in the implementation of instruction; this is because the teacher plays a pivotal role in the learning process which constitutes the core of the overall educational system thereby directly involving the teacher's competence (Khofiatun et al., 2016). Based on the results of learning observations in grade V of SD N Mergolangu, Kalibawang District, Wonosobo Regency on April 22 and 23, 2024. Researchers concluded several findings that in Islamic Religious Education (PAI) learning in grade V, there were still several students who obtained exam scores below the minimum completion criteria (KKM). Therefore, in this case, the teacher's role in creating active learning using enjoyable methods has not been fully realized because students still tend to learn Islamic Religious Education material by rote. This means that students still tend to learn the material by rote, and teachers tend not to explore the concepts students already possess and help them harmoniously integrate these concepts with the new knowledge being taught (Researcher Observations at Mergolangu Elementary School, Kalibawang, Wonosobo on April 22-23, 2024).

Previous research relevant to this study was conducted by M. Candra Mukti a student majoring in Islamic Religious Education (PAI) at the Faculty of Tarbiyah and Teacher Training, State Islamic University (UIN) Raden Intan Lampung in 2019. His thesis was titled: "The Role of Islamic Religious Education Teachers in Enhancing Student Learning Motivation at SMP N 10 Bandar Lampung." The thesis explains the teacher's role as a motivator, which involves clarifying objectives, stimulating student interest, creating an enjoyable learning atmosphere, offering praise, providing feedback-oriented assessments, and fostering both competition and cooperation. Factors contributing to low student learning motivation included a lack of rewards, insufficient competition, a lack of challenging assignments, and suboptimal use of praise (Mukti, 2019: 2).

Currently, SD Negeri Mergolangu implements the *Kurikulum Merdeka* (Independent Curriculum), which incorporates three types of assessments: diagnostic, formative, and summative. Diagnostic assessment is used to identify individual student characteristics; this serves as an initial assessment typically conducted before instruction begins or at the start of the semester. There are two forms of diagnostic assessment, namely cognitive and non-cognitive. Cognitive assessment gauges student ability through questions regarding material from previous lessons. Non-cognitive assessment involves questions about the student's personal life, aiming to understand their psychological state, socio-emotional condition, family background, learning style, and so forth (Interview with the Principal of SD Negeri Mergolangu, April 23, 2024, at 12:00 WIB).

Based on the identification of issues above, the following research questions are proposed:

(1) How does the teacher's pedagogical competence play a role in enhancing the Islamic Religious Education learning motivation of fifth-grade students at SD Negeri Mergolangu?, (2) What are the supporting and inhibiting factors regarding the role of teacher competence in enhancing the Islamic Religious Education learning motivation of fifth-grade students at SD Negeri Mergolangu?. Theoretically, this study can serve as a reference or source material for analyzing the role of teachers' pedagogical competence in enhancing the Islamic Religious Education (PAI) learning motivation of fifth-grade students at SD Negeri Mergolangu.

2. METHOD

2.1. Type of Research

The type of research conducted by the author is field research utilizing a qualitative method. A qualitative approach is research and understanding process based on a methodology that investigates social phenomena and human issues. In this approach, the researcher emphasizes the socially constructed nature of reality and the close relationship between the researcher and the subject being studied (Noor, 2011: 33-34).

2.2. Data Collection Methods

Interviews involve the researcher asking questions of the subject being studied. These interviews are conducted verbally during face-to-face meetings with respondents to elicit answers; specifically, in-depth interviews involve asking detailed questions of the informants (M. Djunaidi Ghony & Almanshur, 2014: 164). Observation involves collecting data by visiting the field and recording the conditions of the subject. The observation technique employed focuses on understanding and the ability to perceive phenomena particularly when meticulously gathering data on the subject's behavior, whether in formal or casual settings (M. Djunaidi Ghony & Almanshur, 2014: 164). Documentation refers to the collection of existing information or data used as a source to anticipate or interpret events. Documents are utilized in research because they provide stable, information-rich sources and serve as evidence during analysis and verification (M. Djunaidi Ghony & Almanshur, 2014: 164).

2.3. Data Analysis Technique

The purpose of data analysis is to extract information from interview results, field notes, and documentation by identifying units, synthesizing, organizing, and summarizing the data, and subsequently drawing conclusions based on these findings so that they can be easily understood by the researcher and others. The data analysis method used in this study is qualitative analysis of an inductive nature; this involves an analysis based on the data obtained, from which specific patterns of relationships are subsequently developed. There are three models of data analysis in qualitative research: (1) the constant comparative model proposed by Glaser & Strauss, (2) the data analysis method according to Spradley, and (3) the data analysis method according to Miles & Huberman (M. Djunaidi Ghony & Almanshur, 2014: 290).

This thesis employs a methodological approach consisting of three components:

1. Data Reduction

This involves processing raw data obtained from the field recording it precisely and in detail and summarizing key information to ensure a clear overview for analysis.

2. Data Presentation

Data is presented using tools such as tables, graphs, and similar formats to organize it into patterns that are easily understood, subsequently allowing it to be structured into a narrative description aligned with the research problem.

3. Data Verification

Data verification is conducted to carefully identify the explicit meanings derived by the researcher. This process involves examining patterns, forms, themes, relationships, sentiments, influencing factors, and so forth. This step leads to a solid, comprehensive, and accurate conclusion based on the evaluation, enabling the author to perform a descriptive analysis of the data under discussion.

3. RESULTS AND DISCUSSION

3.1. Data Analysis: The Role of Islamic Religious Education (PAI) Teachers' Pedagogic Competence in Enhancing Student Learning Motivation at SDN Mergolangu

Based on data collected through observation, interviews, and documentation, the researcher will explain and draw conclusions regarding the role of Islamic Religious Education teachers' pedagogic competence in enhancing student learning motivation at SD Negeri Mergolangu. The important roles of a teacher in the learning process are: 1) demonstrator, 2) facilitator, 3) mediator, 4) classroom manager, and 5) evaluator. Thus, the teacher's role facilitates student learning, enabling students to develop optimally.

3.1.1. The Teacher as a Demonstrator

As a demonstrator, a teacher must be able to convey their understanding or knowledge in a way that is accessible and engaging for students. Consequently, mastering the material well and presenting it in an enjoyable manner using appropriate methods constitutes success in the teacher's role as a demonstrator. This aligns with the theory stating that a teacher, acting as a demonstrator, strives to become more proficient in specific activities such as transforming processes that appear trivial or difficult into something meaningful or significant (Pullias and Young, 1985).

3.1.2. The Teacher as a Classroom Manager

In the role of classroom manager, the teacher must effectively manage the classroom environment. The teacher creates a comfortable space for the teaching and learning process. Seating arrangements are strategically planned to ensure students can easily view information when the teacher presents material, thereby allowing the teacher to monitor student behavior throughout the lesson. Based on observations and interviews, the researcher concludes that the teacher at SD Negeri Mergolangu fosters positive relationships with students for instance, by regularly inquiring about their well-being and maintaining an open demeanor. The teacher also

strives to provide various writing instruments and learning tools to ensure student comfort, boost motivation for continued learning, and facilitate the successful completion of assigned tasks.

3.1.3. The Teacher as a Mediator and Facilitator

In this capacity, the teacher acts as a mediator by providing relevant media to support learning activities; the teacher must possess the skills to select, utilize, and master the best instructional approaches for the students. Furthermore, the teacher must be proficient in various media, learning methods, electronic tools, subject matter, and evaluation techniques to foster student motivation and achieve the desired learning objectives. Based on observations, the researcher concludes that Ms. Nur Cholifatun, the Grade V teacher at SDN Mergolangu, effectively performs her role as a mediator. Interviews revealed that she provides a variety of learning media designed to meet the students' specific needs during the learning process.

This aligns with the theory stating that it is insufficient for a teacher merely to possess knowledge about educational media; they must also possess the skills to select and utilize them effectively. This involves choosing and using educational media correctly in accordance with objectives, content, methods, evaluation, and the capabilities of both the teacher and the students (Usman, 2011). As a facilitator, the teacher must be able to utilize various learning resources effectively to support the instructional process. Observations indicate that the role of the teacher as a facilitator at SDN Mergolangu has been effectively implemented, as the teachers particularly those teaching Grade V are able to master a variety of learning resources tailored to the students' needs.

3.1.4. The Teacher as Evaluator

In the role of evaluator, a teacher must conduct evaluations at specific times during the learning process. This role entails gathering data on the extent of the students' success in the learning activities. Through evaluation, the teacher can draw conclusions and make decisions such as whether students are ready for new material or, conversely, have failed to meet minimum standards and thus require a retake or remedial instruction.

3.2. Analysis of Factors Supporting and Hindering the Role of Teacher Competence in Enhancing Islamic Religious Education Learning Motivation Among Grade V Students at SD Negeri Mergolangu.

Any learning process inevitably faces obstacles that hinder teaching and learning activities. All stakeholders teachers, parents, and students alike desire a learning environment that fosters student motivation; this applies equally to Islamic Religious Education classes at SDN Mergolangu. High motivation is a key indicator of success in the teaching-learning process; however, not all students possess high learning motivation.

3.2.1 Hindering Factors

Factors hindering the role of teacher pedagogical competence in boosting Islamic Religious

Education learning motivation among Grade V students at SD Negeri Mergolangu include a lack of student interest in learning, as well as insufficient parental guidance and attention regarding their children's education. This aligns with the researcher's observations at SDN Mergolangu, where, during lessons, some students appeared unmotivated for instance, by chatting with seatmates rather than engaging with the material.

3.2.2 Supporting Factors

Conversely, a supporting factor identified in this study is the active role played by the Islamic Religious Education teacher at SDN Mergolangu in all school activities, particularly in enhancing student learning motivation. The researcher identified several specific supporting elements. The motivation provided by the teacher specifically the Grade V Islamic Religious Education teacher at SDN Mergolangu significantly influences the teaching-learning process. Efforts made by the teacher to enhance student motivation include:

- a. Communicating learning objectives: Before commencing the core lesson, the teacher informs students of the learning objectives relevant to the material being taught.
- b. Awarding grades: The teacher awards additional marks to students who participate actively and successfully answer spontaneous questions posed during the lesson.
- c. Offering appropriate praise: The teacher provides praise that fosters a sense of enjoyment and pride within the students, thereby encouraging them to pay close attention to the lesson.
- d. The teacher administers punishment to students who commit infractions such as talking to a seatmate, failing to pay attention during the lesson, or disturbing other students with the aim of instilling a sense of deference and respect for the teacher.

This is supported by the findings of Juni Mahanis and Nurfadilah Hasan (2022). Factors facilitating the pedagogical role include the teachers' willingness and enthusiasm, as well as the cohesion demonstrated by both the teaching staff and school personnel. Conversely, factors hindering teachers' pedagogical role in motivating students include limited communication between the school principal and teachers regarding monitoring while in the office, and a lack of initiative in attending training sessions.

4. CONCLUSION

Based on the data presented above, the researcher draws conclusions aligned with the research problem formulation. First, the Islamic Religious Education teacher at SD Negeri Mergolangu demonstrates a high level of pedagogical competence. In conducting instruction, the teacher fulfills various crucial roles acting as a demonstrator, mediator, facilitator, classroom manager, and evaluator. By effectively performing these roles, the teacher creates an instructional process that enables students at SD Negeri Mergolangu to learn more optimally. Furthermore, several factors influence the teacher's pedagogical competence in boosting the Islamic Religious Education learning motivation of fifth-grade students at SD Negeri Mergolangu. Inhibiting factors include a lack of intrinsic learning motivation among students and insufficient parental guidance and attention regarding their children's education. Conversely, supporting factors that help enhance student motivation include the teacher clearly communicating learning objectives, awarding grades to active students, offering praise as a form of appreciation, and administering educational

disciplinary measures to students who make mistakes. These various efforts contribute to fostering student motivation during Islamic Religious Education lessons.

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