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The Influence Of Teachers' Pedagogical And Professional Competence On Students' Motivation In Learning Arabic At MTS Al-Fatih Pekanbaru

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Abstract

This study aims to determine the effect of Arabic language teachers' pedagogical competence and professional competence on student learning motivation in Arabic language learning at MTs Al-Fatih Pekanbaru. Teachers play a crucial role in the learning process, as pedagogical and professional competence are key factors influencing the success of teaching and learning activities and fostering student learning motivation.

This study employed a quantitative approach with a correlational approach to examine the relationships and influences between the variables studied. The population included all students at MTs Al-Fatih Pekanbaru. The sample was selected using a random sampling technique, ensuring that each student had an equal opportunity to participate. Data collection was conducted using a questionnaire designed to obtain information on teachers' pedagogical competence, professional competence, and student motivation in learning Arabic. The data were then analyzed using multiple linear regression to determine the extent of influence of the independent variables on the dependent variable.

The results showed that Arabic language teachers' pedagogical competence and professional competence had a positive and statistically significant effect on student learning motivation in Arabic language learning. These findings indicate that the higher the teacher's competence, the higher the student's motivation to learn Arabic.

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INTRODUCTION

Education is a crucial aspect of human life that plays a significant role in improving the quality of human resources. Education not only serves as a means of acquiring knowledge but also as a process for developing character, skills, and positive attitudes. Through education, students are guided to develop intellectually and morally. In its implementation, teachers play a crucial role in determining the success of the learning process. Teachers are not only tasked with delivering lesson material but also act as guides, directors, and motivators, encouraging students to learn better. Therefore, the quality of learning is greatly influenced by the teacher's ability to carry out their duties and responsibilities in the classroom.

In teaching and learning activities, learning motivation is a crucial element influencing student success. Learning motivation can be understood as the drive that arises within an individual to engage in learning activities to achieve desired goals. Students with high learning motivation generally demonstrate an active, diligent, disciplined attitude, and are sincere in participating in classroom learning activities. They also tend to be more enthusiastic in understanding the material presented by the teacher.

Conversely, students with low learning motivation typically show little interest in learning, become bored easily, and pay less attention to teacher explanations during the learning process. These conditions can impact student learning outcomes. Therefore, learning motivation is closely linked to student success in achieving optimal learning outcomes.

Arabic language learning in Islamic educational institutions holds a crucial position because it is the language used in the Quran, Hadith, and various other Islamic literature. Therefore, Arabic language learning is not only aimed at enabling students to read and understand Arabic texts, but also at enabling them to use Arabic as a means of communication in everyday life.

However, in reality, learning Arabic is still often viewed as a difficult subject for some students.

This difficulty is evident in the difficulties some students experience in memorizing vocabulary, understanding grammar rules, and reading Arabic texts correctly. Furthermore, the differences in Arabic language structure from the languages students typically use in everyday life are also factors that make learning Arabic more challenging. This condition often leads to low student interest and motivation in learning Arabic.

Low student motivation can be influenced by various factors, both internal and external.

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Factors that influence the learning process and outcomes can originate from within and outside the student. Internal factors include interest, talent, readiness to learn, and the student's psychological state. Meanwhile, external factors include the family environment, school environment, the use of learning methods and media, and teacher competency.

Among these factors, teachers are one of the elements that have a significant influence on creating an effective and enjoyable learning process. Teachers who are able to manage learning effectively tend to be more likely to build student enthusiasm and enthusiasm for learning. Conversely, if teachers are less able to deliver material and organize learning activities, student motivation can decline. Therefore, teacher competence is essential for optimal learning and the ability to encourage students to learn more actively and diligently.

One of the skills a teacher must possess is pedagogical competence. This competency relates to a teacher's ability to understand student characteristics, develop lesson plans, implement teaching and learning activities, and evaluate student learning outcomes. Through strong pedagogical competence, teachers can create a more active, creative, effective, and enjoyable learning environment, thereby increasing student enthusiasm for learning.

In Arabic language learning, pedagogical competence is essential for teachers to select learning methods, strategies, and approaches appropriate to their students' abilities. With appropriate learning management, students will more easily understand Arabic language material, including vocabulary, grammar, and other language skills. Furthermore, engaging learning can also help increase student interest and motivation in learning Arabic. Pedagogical competence is essential for teachers to select learning methods, strategies, and media appropriate to their students' specific needs.

In addition to pedagogical competence, professional competence is also an important skill a teacher must possess. Professional competence relates to a teacher's ability to master subject matter broadly and deeply within the field they teach. Arabic language teachers with strong professional competence will find it easier to deliver material clearly, systematically, and easily understood by students. A strong grasp of the material allows teachers to provide examples relevant to everyday life, making learning more engaging and less boring. Furthermore, a teacher's professional competence can also boost self-confidence in teaching, making the learning process more effective and focused. Therefore, a teacher's professional competence significantly influences the success of Arabic language learning and student motivation in the classroom.

Teachers with strong pedagogical and professional competencies tend to be able to create a more engaging, interactive, and enjoyable learning process. This can make students feel

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comfortable during lessons, fostering enthusiasm and motivation to learn better. Conversely, if teachers lack mastery of the subject matter and are unable to manage learning effectively, students often become less enthusiastic, easily bored, and less interested in participating in classroom activities. Therefore, teacher competency is a crucial factor influencing student learning motivation.

Law Number 14 of 2005 concerning Teachers and Lecturers explains that teachers are professionals whose primary duties are to educate, teach, guide, direct, train, assess, and evaluate students. To carry out these duties optimally, teachers are required to possess four core competencies: pedagogical competency, professional competency, social competency, and personality competency. These four competencies are interrelated and play a crucial role in supporting the success of the learning process in schools.

Based on initial observations conducted by researchers at MTs Al-Fatih Pekanbaru, it was discovered that Arabic language teachers have attempted to implement learning using various learning methods and strategies. Teachers have also prepared learning materials and supporting media to ensure a smooth learning process. However, some students are still less active in Arabic language learning. Some students appear less focused when the teacher explains the material, and some even score below the minimum passing grade.

This phenomenon indicates that students' motivation to learn Arabic still needs to be improved. Low student motivation is certainly a significant concern, as motivation significantly influences student learning success. In this regard, teachers' pedagogical and professional competencies are thought to be closely related to student motivation. Teachers who are able to manage learning effectively and master the material in depth are believed to be able to increase students' enthusiasm for learning Arabic.

Based on this description, the researcher is interested in conducting research on the influence of pedagogical and professional competence of teachers on students' motivation to learn Arabic at MTs Al-Fatih Pekanbaru. This research is expected to contribute to improving the quality of Arabic language learning and serve as evaluation material for teachers in improving their competence, thereby improving students' motivation to learn.

RESEARCH METHODOLOGY

A. Research Approach

This study employed quantitative methods as the primary approach. This approach was used because the research focused on examining the influence of teachers' pedagogical and

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professional competencies on students' motivation to learn Arabic. Data were collected numerically, then processed and analyzed using statistical techniques to obtain systematic and objective results. This study involved two variables: independent and dependent variables. The independent variables included teachers' pedagogical and professional competencies, while the dependent variable was students' motivation to learn Arabic. Therefore, this study aimed to determine the relationship and influence of these two teacher competencies on students' motivation to learn Arabic.

B. Time and Location of the Research

This research was conducted at MTs Al-Fatih Pekanbaru in the 2024/2025 academic year. The school was selected for several reasons, including the active Arabic language learning process at the school and its relevance to the research problem. In addition, the learning conditions and environment at MTs Al-Fatih Pekanbaru are considered suitable to support the implementation of research on teacher competence and student learning motivation in Arabic language learning.

C. Research Subjects and Objects

The subjects in this study consisted of Arabic language teachers and students at MTs Al-Fatih Pekanbaru. The object of this study was students' motivation to learn Arabic, specifically as it relates to the influence of teachers' pedagogical and professional competencies on the learning process.

D. Research Population and Sample

The population in this study included all eighth-grade students at MTs Al-Fatih Pekanbaru, totaling 63 students. Given the relatively limited population, the researcher used the entire population as the sample. Therefore, the sampling technique used in this study was total sampling, which involves the entire population as respondents.

E. Data Collection Techniques

To obtain the data needed for the study, the researcher used several data collection techniques, as follows:

1. Observation

Observations were conducted by directly observing Arabic language learning activities taking place in the classroom. This technique was used to obtain an overview of teachers'

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pedagogical and professional competencies during the learning process. Through observation, researchers could clearly see teachers' teaching activities, as well as students' responses and engagement during the learning activities.

2. Questionnaire

A questionnaire was used as a data collection tool to obtain information on teachers' pedagogical competency, professional competency, and students' motivation to learn Arabic. The questionnaire instrument was structured in the form of a series of statements tailored to the indicators of each research variable. This technique allowed for more systematic data collection, facilitating processing and statistical analysis by researchers.

3. Documentation

Documentation techniques were used to supplement research data related to school profiles, student numbers, teacher data, student learning outcomes, and other supporting documents. Furthermore, documentation was also used as evidence of research implementation in schools.

F. Data Analysis Techniques

The data obtained were then analyzed using descriptive and inferential analysis. Descriptive analysis was used to describe the research data in general, while inferential analysis was used to determine the effect of teachers' pedagogical and professional competence on students' motivation to learn Arabic.

In this study, the analysis technique used was Product-Moment correlation to determine the relationship between the research variables. The formula for Product-Moment correlation is as follows:

$$r = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{(n\sum X^2 - (\sum X)^2)(n\sum Y^2 - (\sum Y)^2)}}$$

Description:

r = correlation coefficient between variable X and variable Y

X = independent variable

Y = dependent variable

∑XY= sum of the results of multiplying the scores of X and Y

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∑X = sum of the scores of variable X
∑Y = sum of the scores of variable Y
n = number of research respondents
$\sum X^2$ = sum of the squares of the scores of variable X
$\sum Y^2$ = sum of the squares of the scores of variable Y

The results of the analysis were then used to determine the level of influence of pedagogical competence and professional competence of teachers on students' motivation to learn Arabic at MTs Al-Fatih Pekanbaru.

RESULTS AND DISCUSSION

A. Research Results

This study aims to analyze the influence of teacher pedagogical competence and professional competence on students' motivation to learn Arabic at MTs Al-Fatih Pekanbaru. Data were obtained by distributing questionnaires to 63 eighth-grade students who were selected as respondents. After the data collection process was completed, the data were processed and analyzed using descriptive and inferential statistics using the SPSS program to obtain more accurate and objective research results.

The results of the descriptive statistical analysis showed that the Arabic language teachers' professional competence obtained an average score of 83.93. This score indicates that the teachers' professional competence is in the good category. This is evident in the teachers' ability to master the subject matter, deliver the material coherently, and provide explanations that are easily understood by students during the learning activities. Furthermore, the teachers were able to relate Arabic language material to simple examples relevant to students' lives, making learning easier to understand and engaging.

Meanwhile, the pedagogical competence variable obtained an average score of 103.09. These results indicate that teachers' pedagogical skills are considered good in managing the classroom learning process. Teachers are deemed capable of understanding students' characteristics and learning needs, determining appropriate teaching methods, and creating an active, comfortable, and conducive learning environment. Teachers' pedagogical skills positively influence students' comfort and enthusiasm in Arabic language learning, resulting in greater student enthusiasm during the learning process.

The students' Arabic learning motivation variable obtained an average score of 75.63.

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These results indicate that the students' learning motivation is in the fairly good category. Most students showed interest in participating in Arabic language learning, paid attention to the teacher's explanations during the learning process, and attempted to complete the assigned assignments. However, some students were still less active and did not fully demonstrate enthusiasm in participating in the lesson. This situation indicates that student learning motivation still needs to be improved to optimize the learning process.

Based on the validity test results, all items in the professional competence, pedagogical competence, and learning motivation variables were declared valid because the calculated r value was greater than the table r value of 0.248. Thus, the instrument used in this study was suitable for collecting research data. Furthermore, the reliability test results showed that the Cronbach's Alpha value for each variable was above 0.60, indicating that the research instrument was reliable and had a good level of consistency in measuring the research variables.

Before testing the hypotheses, the researcher first conducted prerequisite analysis tests, including normality, linearity, multicollinearity, and autocorrelation. The results of the normality test showed a significance value of 0.200, or greater than 0.05, indicating that the research data were normally distributed. Furthermore, the results of the linearity test indicated a linear relationship between teachers' professional and pedagogical competencies and student learning motivation. Thus, the research data met the requirements for further hypothesis testing.

The results of the hypothesis testing indicate that teacher professional competence has a significant influence on students' motivation to learn Arabic. This is evidenced by a significance value of 0.000 < 0.05 and a correlation coefficient of 0.724. These values indicate a strong relationship between teacher professional competence and student motivation. This means that the better a teacher's mastery of the material and their professional teaching skills, the higher the students' motivation to participate in Arabic language learning.

Furthermore, teacher pedagogical competence also demonstrated a significant influence on student motivation. A significance value of 0.000 < 0.05 and a correlation coefficient of 0.654 indicate a fairly strong relationship between teacher pedagogical competence and student motivation. Teachers' abilities to understand student characteristics, manage the classroom, select learning methods, and create a pleasant learning environment have been shown to increase students' enthusiasm for learning Arabic.

Taken together, teacher professional competence and pedagogical competence have a very strong relationship with students' motivation to learn Arabic. This is evident from the correlation coefficient of 0.840, indicating a high level of correlation. Thus, these two

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competencies support each other in creating an effective learning process and are able to increase students' learning motivation in the classroom.

B. Discussion

Based on the research results, it is clear that teacher professional competence has a positive influence on students' motivation to learn Arabic. Teacher professional competence is reflected in their ability to master the learning material, deliver it clearly and clearly, and provide appropriate answers to student questions. Teachers who have a good grasp of the material tend to be able to create a more engaging and understandable learning process for students. Furthermore, teachers' ability to relate the material to everyday life can also help students better understand Arabic lessons. This makes students more interested and less bored during the learning process. With good material delivery and a comfortable learning environment, students become more active, enthusiastic, and engaged in classroom learning activities.

In Arabic language learning, teacher mastery of the material is crucial because this subject is often considered difficult by some students. This difficulty can be seen in students' lack of understanding of vocabulary, grammar, and how to read Arabic texts correctly. Therefore, teachers are required to be able to convey material in a way that is simple, clear, and easy for students to understand. When students are able to understand the material being taught well, they will feel more confident, less likely to give up, and more motivated to study diligently.

In addition to professional competence, a teacher's pedagogical competence also has a significant influence on student learning motivation. Pedagogical competence relates to a teacher's ability to manage the learning process, understand student characteristics, and select learning methods and media appropriate to their needs. Teachers with strong pedagogical skills will be able to create a comfortable, active, and enjoyable learning environment, making it easier for students to engage in classroom learning activities.

Research results show that students tend to be more enthusiastic when teachers use varied and non-monotonous learning methods. The use of discussion methods, question-and-answer sessions, exercises, and engaging learning media has been shown to increase student attention and engagement during the learning process. Variation in learning prevents students from becoming bored easily and makes them more interested in participating in Arabic lessons. Conversely, monotonous and less interactive learning processes tend to quickly make students bored and less enthusiastic about learning.

Learning motivation plays a crucial role in determining student success in learning Arabic.

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Students with high learning motivation are typically more active in asking questions, more diligent in completing assignments, and have a strong desire to understand the material. They also tend to be more disciplined and take responsibility for their learning process. Therefore, teachers have a significant responsibility in building and enhancing student learning motivation through their professional and pedagogical competencies. Teachers who are able to manage learning effectively will more easily create an effective learning environment so that learning objectives can be optimally achieved.

Based on the results of this research, it is clear that professional and pedagogical competencies are two crucial elements in supporting a successful learning process. These two competencies are interrelated and inseparable because they play complementary roles in classroom teaching and learning activities. Professional competency relates to a teacher's ability to master subject matter, while pedagogical competency relates to a teacher's ability to manage the learning process so that it runs effectively and enjoyably.

Teachers who have a good grasp of the material but are less able to manage the learning process will have difficulty capturing students' attention and interest. As a result, the learning process becomes less active, and students easily become bored during lessons. Conversely, teachers who are able to create a pleasant learning atmosphere but lack mastery of the material can also hinder students' understanding of the material being taught. This situation shows that learning success is not only determined by the ability to master the material, but also by the teacher's ability to convey it appropriately.

Therefore, teachers need to continuously improve their professional and pedagogical competencies in a balanced manner to ensure a more effective learning process. With these two competencies, teachers will more easily create an active, engaging learning environment and increase student motivation, particularly in Arabic language learning.

Therefore, continuous improvement of teacher competency is necessary to improve the quality of Arabic language learning. This effort can be achieved through training, educational seminars, workshops, and other professional development activities. The better a teacher's competency, the greater the opportunity to foster high learning motivation in students.

CONCLUSION

Based on the results of this study on the influence of teachers' professional and pedagogical competencies on students' motivation to learn Arabic at MTs Al-Fatih Pekanbaru, the following conclusions can be drawn:

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1. The results show that teachers' professional competencies have a significant influence on students' motivation to learn Arabic. This is evident from the correlation coefficient of 0.724, which falls within the 0.700–0.900 range, making it a strong relationship. This result indicates that the better a teacher's professional competence in mastering the material and delivering the lesson, the higher the students' motivation to learn Arabic.

2. Teachers' pedagogical competencies were also shown to have a significant influence on students' motivation to learn Arabic. Based on the data analysis, the correlation coefficient was 0.654, which falls within the 0.400–0.700 range. This value indicates a moderate to strong relationship. Thus, teachers' abilities to manage learning, understand student characteristics, and create a comfortable and engaging learning environment have a positive influence on students' enthusiasm for learning in the classroom.

3. Collectively, teachers' professional and pedagogical competencies have a significant relationship with students' motivation to learn Arabic. This is evidenced by the correlation coefficient (R) of 0.840, indicating a very strong relationship between these two teacher competencies and student motivation. Therefore, professional and pedagogical competencies are important factors that support each other in increasing students' motivation to learn Arabic at MTs Al-Fatih Pekanbaru.

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