The Influence of Teacher Professional Competence on Student Learning Motivation in PAI Subjects

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ABSTRACT

A successful teacher is a teacher who has competence so that it can increase the enthusiasm and motivation of learning of students, and ultimately will improve the quality of learning felt by students. Teacher competence is very important. We can see from the interest of students in the learning process. For example, such as always doing assignments given by the teacher, not being late in participating in learning, but what the author sees from the research results there are still students who are less focused when learning, lack interest in learning in certain subjects, and there are still students who don't do assignments. It means that the liveliness expected of a teacher in the teaching and learning process is not as expected by the teacher. This research was conducted at SMA Negeri 3 Kota Sukabumi in class XII IPS with a total of 167 students. The sample that the researcher took was 25 students, 15% of the total population. This study aims to determine the effect of teacher professional competence on students' learning motivation in the subjects of Islamic religious education and morals in class XII IPS at SMA Negeri 3 Kota Sukabumi. The research model used in this research is a survey model with a quantitative approach. The sampling technique uses Sample Random Sampling. The instrument used is a Likert scale with 5 possible answers (SS = Strongly agree, S = Agree, RG = Undecided, TS = Disagree, STS = Strongly disagree). With the number of questions 15 variables X and 15 variables Y. Based on the results of the regression analysis, it was found that the regression coefficient value was 0.489, this value indicated a positive value. In addition, it is supported by a tcount > ttable (2.407 > 2.069) at a significance level of 0.05 (5%), meaning that Teacher Professional Competence has a positive and significant influence on the Learning Motivation of students at SMA Negeri 3 Kota Sukabumi.

Keywords: *Learning Motivation, Teacher Competence, Teacher Professional*

INTRODUCTION

Andi Abd. Muis (2014: 25) One of the things a teacher must have is competence, while competence is the ability of a teacher to carry out obligations responsibly and properly (Finlayson dkk., 2019; Starkey, 2020). Teacher competence can also be assessed in the selection of teacher admissions, because teacher competence is very important for students' learning abilities (Azorín, 2020; Caena & Redecker, 2019). So that competence

should be one of the main roles for new educators, with competent teachers there will be a passion for learning for students who take part in the teaching and learning process.

How important it is for an educator to have competence, one of which is professional competence according to Much (Lee dkk., 2020; Zhiyong dkk., 2020). Khairi explained that teacher professional competence is broad and in-depth mastery of material, which includes mastery of curriculum material in school subjects and the science that covers the material, as well as mastery of the scientific structure and methodology. When the teacher masters the teacher's professional competence (Basilotta-Gómez-Pablos dkk., 2022; Zamora-Polo & Sánchez-Martín, 2019), there will be enthusiasm in learning because the teacher really masters the material and can control the classroom so that students are comfortable lingering in class and are also very happy to study for long because teachers who have professional competence will be fun when in class (Parisi dkk., 2019; Ucar & Korkmaz, 2020). Members of our pen pal community (2020:88).

A successful teacher is a teacher who has competence so that it can increase the enthusiasm and motivation of learning of students, and ultimately will improve the quality of learning felt by students. Teacher competence is very important. We can see from the interest of students in the learning process (Casillas Martín dkk., 2020). For example, such as always doing assignments given by the teacher, not being late in participating in learning, but what the author sees from the research results there are still students who are less focused when learning, lack interest in learning in subjects of course, there are still students who don't do assignments (Lucas dkk., 2021; Nordquist dkk., 2019). It means that the liveliness expected of a teacher in the teaching and learning process is not as expected by the teacher.

This change is sought in an effective teaching and learning process so that it is right on target in line with educational goals. Differences in individual behavior due to the learning process are not singular (Tejedor dkk., 2020). Each learning process affects behavior changes in certain student domains, depending on the desired changes according to the educational goals. Learning outcomes that are pretty satisfying in achieving the completeness indicator are benchmarks for achieving goals in the learning process, Arrobi & Purnama (2022).

So thus the researcher is interested in raising the title "The Influence Of Teacher Professional Competence On Students' Learning Motivation In Islamic Religious Education And Characteristics Lessons In Class Xii Ips At Sma Negeri 3 City Of Sukabumi".

RESEARCH METHODOLOGY

This quantitative research was carried out in a structured manner by taking the research object at SMA Negeri 3 Sukabumi City which is located at Jalan Ciaul Baru No.21, RT.1/RW.7, Subangjaya, Kec. Cikole, City of Sukabumi, West Java 43116. Sugiyono (2021: 57) The design used in this research is a survey design. The survey design is measuring the values of two or more variables, testing several hypotheses about the behavior, experiences and characteristics of an object. Sugiyono (2021: 57) So, it can

be concluded that the survey research design is a design that is used to obtain data that occurred in the past or present, about beliefs, opinions, characteristics, behavior, and to test several hypotheses about variables from the samples taken from certain populations (Lucas dkk., 2021; Sagheer & Kotb, 2019), data collection techniques with observations (questionnaires and interviews) are not in-depth, and research results tend to be generalized.

In this study, the entire XII IPS class at SMA Negeri 3 Sukabumi City will be used as a population, totaling 167 students. In taking this sample the author is guided by the opinion of Suharsimi Arikunto which states that: If the number of subjects is less than 100, it is better to take all of them so that the research is a population study. Furthermore, if the number of subjects is greater, it can be taken 10-15% or 20-25% or more. Arikunto (2006: 134). Sugiyono (2019: 81) The definition of sample is part of the number and characteristics possessed by the population. If the population is large and it is not possible for the researcher to study everything in the population, for example due to limited manpower, time and funds, the researcher can use a sample from that population.

In this study, researchers will take a sample of 15% of 167 students. So the number of samples is 25 students. The data collection techniques for this study include: Observation, Interview, Questionnaire, Documentation.

RESULT AND DISCUSSION

The results of this study are the data obtained during the research. The data in this study were obtained by the author through several stages, namely in the form of survey methods, questionnaires, and unstructured interviews because they are only supporting data and documentation (Brevik dkk., 2019; Engen, 2019), while the results that the author has obtained are as follows:

A. Description of Respondent Characteristics

Based on the results of the questionnaire tabulation, it can be seen that the characteristics of the respondents to be discussed below are gender (Richards, 2022; Sezer dkk., 2020; Yang dkk., 2021). Based on the collected questionnaires, a table of the number of respondents based on gender is obtained as follows:

Table I Student Gender Frequency Data

Gender	Frequency (Person)	Presentase (%)
Man	16 Person	50.0 %
Woman	9 Person	28.1 %
Amount	25 Person	100 %

Based on the table above, it can be seen that the male respondents were 50.0% (16 respondents), while the female respondents were 28.1% (9 respondents). Thus, in this study there were more male respondents than female respondents.
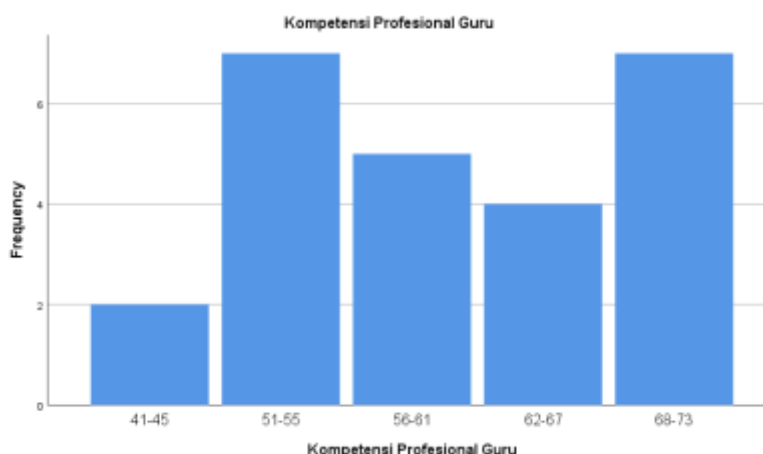
B. Description of Research Variables

In order to describe the data from each variable, the researcher uses descriptive statistical techniques to present the tendency of respondents to fill out the questionnaire. In this section, the researcher only presents the results of data processing without intending to compare or link between one variable and another.

a) Description of Teacher Professional Competency Variables (X)

Before entering into the questionnaire measurement, the author will include the results of interviews with Islamic Religious Education and Characteristics teachers who teach in class XII IPS to become reinforcement in the Teacher Professional Competency variable (X).

Figure I. Frequency Distribution of Teacher Professional Competency Variables

From the histogram above it is known that the highest result on the Teacher Professional Competency variable (X) is in the score range of 68-73 or 28.0%, while the average value (mean) of 60.28 is in the score range of 56-61 or 20.0%. From the histogram above, it can be seen that the lowest value is in the range of 41-45 or 8.0%. So that's enough.

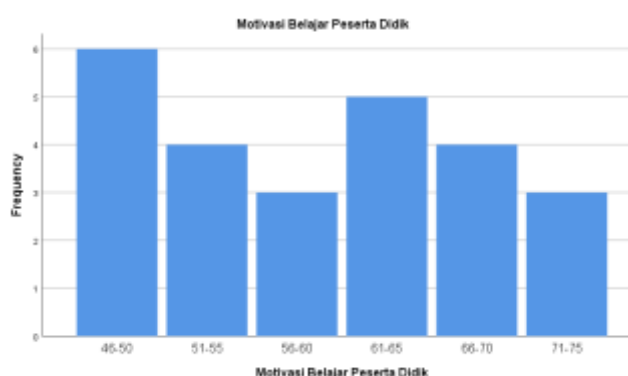Table II Based on the Table of Interpretation of Teacher Professional Competency Variables (X)

Interval	Category
73	Very good
72-65	Good
64-56	Enough
55-48	Not enough
47	Very less

b) Variable Description of Student Learning Motivation (Y)

The variable of students' learning motivation is measured through a questionnaire which consists of 15 questions with a Likert Scale consisting of 5 alternative answers. Where the score is 5 for the highest score and 1 for the lowest score. From the existing question items, the highest score was 75 and the lowest score was 46 after being calculated using SPSS Statistics 26, the mean result was 60.28.

To determine the number of class intervals, the formula is used, namely the number of classes is 1+3.3 log N, where N is the number of samples or respondents. From the calculation it is known that N = 25 so that the number of classes 1 + 3.3 log 25 is 5.61 rounded up to 6 class intervals. The data range is calculated using the maximum value - minimum value formula so that a data range of 75-46 is 29. While the class length is the range of the number of classes (29/6 is 5).

Figure II

Frequency Distribution of Student Learning Motivation Variables

From the histogram above it is known that the highest result on the Student Learning Motivation variable (Y) is the score range 71-75 or 12.0%, while the average value (mean) of 59.76 is in the score range 56-60 or 12.0%. From the histogram above, it can be seen that the lowest value is in the range of 46-50 or 24.0%. So that's enough.

Table IV

Based on the Variable Interpretation Table of Student Learning Motivation (Y)

Interval	Category
74	Very good
73-64	Good
63-55	Enough
54-46	Not enough
45	Very less

This research was conducted by the authors at SMA Negeri 3 Sukabumi City to determine the effect of teacher professional competence on students' learning motivation in Islamic religious education and morals class XII social studies subjects at SMA Negeri 3 Sukabumi city.

In this study, the authors conducted research for 3 meetings, at the first meeting, the authors gave an observation letter to SMA Negeri 3 Sukabumi City, stating that the authors conducted research at SMA Negeri 3 Sukabumi City, and the authors made a schedule for observing and unstructured interviews with teachers of Islamic and ethical education and students at SMA Negeri 3 Sukabumi City.

At the second meeting, the authors conducted observations and unstructured interviews at SMA Negeri 3 Sukabumi City. The author also looks at the situation and

conditions in the SMA Negeri 3 Sukabumi City environment, sees the condition of the students when carrying out teaching and learning activities in SMA Negeri 3 Sukabumi City, the conclusion that the writer sees is that there are still students who are less focused when learning, lack interest in learning in the subject of Islamic Religious Education and Character, there is a lack of applying methods in the learning process, and also a lack of motivation for students.

At the third meeting, the author distributed a questionnaire with 15 points of statements and 5 points of answer choices in the form of 5 Likert Scales , namely (Strongly agree, agree, hesitate, disagree, and strongly disagree).

Professional competence of teachers

Teacher Professional Competence is the ability of teachers or educators in mastering learning material broadly and deeply, so that students can be guided to master the material taught by students.

The results of the descriptive analysis presented in the frequency distribution histogram, that the highest value on the variable is a score range of 68-73 or 28.0%, while the average value (mean) of 60.28 is in the score range of 56-61 or 20.0 %. Thus, it can be concluded that according to respondents' perceptions of the application of Teacher Professional Competence at SMA Negeri 3 Kota Sukabumi is sufficient.

The initial activity aspect, including the teacher's ability to deliver material and learning objectives, is categorized as sufficient. By providing motivation to learners and linking learning with learners' daily lives.

One of the things that an educator must have to achieve educational and educational goals is competence (Cabero Almenara & Martínez Gimeno, 2019; Oztemel & Gursev, 2020; Ryan & Deci, 2020). The existence of competencies to achieve the expected goals, there are a number of competencies that must be possessed by a teacher, namely pedagogic competence, professional competence, social competence, and personality competence. Rina Pebriana (2019: 9-13)

The level of motivation to learn learners

Based on the results of research on the level of Learning Motivation of students are students who lack focus when learning, lack of interest in learning in the subjects of Islamic Religious Education and Ethics, and after teachers improve their professional competence so that students can focus on learning and become interested in the subjects of Islamic Religious Education and Ethics, then this level of student learning motivation is said to be sufficient.

The results of the descriptive analysis presented in the frequency distribution histogram, showed that the highest value in the variable was in the score range of 71-75 or 12.0%, while the average value (mean) of 59.76 was in the score range of 56-60 or 12.0%. Thus, it can be concluded that the motivation to learn students at SMA Negeri 3 Kota Sukabumi is enough.

Motivation is an activity that drives or drives someone in doing something, including learning. Prof. Dr. H. Endin Nasrudin, M.Si (2017: 115). Motivation consists of

two parts, namely Intrinsic motivation (motivation within oneself), and Extrinsic motivation (motivation from outside). Fadhila Suralaga (2021:129).

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Based on the results of calculations that have been processed using the help of the SPSS Statistic 26 program, simple regression analysis test results are obtained, namely:

a = constant number of the Unstandardized Coefficient. In the table above it amounted to 30,275. This number is a constant number which means that if there is no Teacher Professional Competence (variable X) then the consistent value of student Learning Motivation (variable Y) is 30,275.

b = regression coesifient number. The value is 0.489. This figure means that every addition of 1% of Teacher Professional Competence (variable x) then the Learning Motivation of students (variable y) will increase by 0.489.

Thus, it can be concluded that Teacher Professional Competence has a positive effect on student learning motivation. So the regression equation is $Y = 30.275 + 0.489X$.

The results of testing the hypothesis proposed in this study stated that the Professional Competence of Teachers has a positive and significant effect on the Learning Motivation of Students, has been proven to be true. This is evidenced by the acquisition of a regression coefficient value of 0.489, the value shows a positive value, thus the Professional Competence of Teachers has a positive influence on Student Learning Motivation, besides that it is supported by the value Because t calculate > ttable (2.407 > 2.069) with a level of Sig. 0.024 < 0.05, then reject H o and accept Ha . This means that the professional competence of teachers has a significant effect on the motivation to learn students.

This result is supported by the opinion of Mintasih Indriayu Sudarni (2016: 5) competence with the motivation to learn students is indirectly closely interrelated, because where teachers have qualified competencies both in pedagogic competence, professional competence, social competence, and personality competence (Amhag dkk., 2019; Deslauriers dkk., 2019; Portillo dkk., 2020), teachers will be able to motivate students. Teachers who can provide motivation to students will create the atmosphere that a teacher expects.

CONCLUSION

1. Teacher Professional Competence at SMA Negeri 3 Kota Sukabumi is sufficient, this is based on data processing presented in the frequency distribution table and histogram on the Teacher Professional Competence variable shows that the highest value on the variable is a score range of 68-73 or 28.0%, while the average value (mean) of 60.28   is in the score range 56-61 or 20.0 %. Thus, it can be concluded that according to respondents' perceptions of the application of Teacher Professional Competence at SMA Negeri 3 Kota Sukabumi is sufficient.

2. The Learning Motivation of students at SMA Negeri 3 Kota Sukabumi Kota Sukabumi is sufficient, this is based on the processing of data presented in the frequency distribution table and histogram on the variable Learning Motivation of students shows that the highest value on the variable is in the range of 71-75 or 12.0%, while the average value (mean) of 59.76 is in the range of 56-60 or 12.0 % . Thus, it can be concluded that the Learning Motivation of students at SMA Negeri 3 Kota Sukabumi is enough.

3. Based on the results of regression analysis, it was obtained that the value of the regression coefficient was 0.489, the value showed a positive value. In addition, supported by the value of t count > table (2,407 > 2,069) at a signification level of 0.05 (5%), that is, Teacher Professional Competence has a positive and significant influence on the Learning Motivation of students at SMA Negeri 3 Kota Sukabumi, in other words, the better the professional competence of teachers implemented, the better the learning motivation of students in SMA Negeri 3 Kota Sukabumi.

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