IMPLEMENTATION OF TEACHERS' PEDAGOGICAL COMPETENCIES IN IMPROVING STUDENTS' LEARNING MOTIVATION AT MTS DAARUL MA'ARIF PASAWAHAN

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Abstract:

This study aims to analyse the implementation of teacher competencies in improving students' learning motivation at MTs Daarul Ma'arif Pasawahan. A teacher's professionalism is measured not only by mastery of the subject matter, but also by pedagogical, social, and personal skills. This research employs a qualitative approach using interviews, observations, and documentation as methods of data collection. The findings reveal that: (1) The development of teaching materials at MTs Daarul Ma'arif begins with diagnosing each student's learning style tendencies, although in practice this has not been optimally implemented. (2) Teachers at MTs Daarul Ma'arif have not fully implemented the curriculum as expected. One of the main obstacles is the lack of training and mentoring for teachers in understanding and applying the principles of the Merdeka Curriculum. This has led to a gap between the ideal concept of the curriculum and the reality of classroom learning. (3) The learning process at MTs Daarul Ma'arif has not yet fully utilized technology-based learning media. Teaching is still dominated by conventional media such as books and blackboards. Based on these findings, the researcher provides several recommendations to improve the quality of learning and student motivation, namely through continuous competency development so that teachers can optimize the implementation of innovative teaching practices aligned with technological advancements.

Keywords: *pedagogical competence, teacher, learning motivation, student, school*

Abstrak:

Penelitian ini bertujuan untuk menganalisis implementasi kompetensi guru dalam meningkatkan motivasi belajar peserta didik di MTs Daarul Ma'arif Pasawahan. Profesionalisme guru tidak hanya diukur dari penguasaan materi bahan ajar, tetapi juga dari kompetensi pedagogik, sosial, dan kepribadian. Penelitian ini menggunakan pendekatan kualitatif dengan metode pengumpulan data berupa wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa: (1) Pengembangan bahan ajar di MTs Daarul Ma'arif diawali dengan mendiagnosis kecenderungan gaya belajar masing-masing peserta didik, namun dalam praktiknya hal tersebut belum dilaksanakan secara optimal. (2) Guru-guru di MTs Daarul Ma'arif belum sepenuhnya mengimplementasikan kurikulum sebagaimana yang diharapkan. Salah satu kendala utama adalah kurangnya pelatihan dan pendampingan bagi guru dalam memahami dan menerapkan prinsip-prinsip Kurikulum Merdeka. Hal ini menyebabkan adanya kesenjangan antara konsep ideal kurikulum dan realitas pembelajaran di kelas. (3) Proses pembelajaran di MTs Daarul Ma'arif belum sepenuhnya memanfaatkan media pembelajaran berbasis teknologi. Pembelajaran masih didominasi oleh media konvensional seperti buku dan papan tulis. Berdasarkan temuan tersebut, peneliti memberikan beberapa rekomendasi untuk meningkatkan kualitas pembelajaran dan motivasi belajar peserta didik, yaitu melalui

pengembangan kompetensi guru secara berkelanjutan agar mampu mengoptimalkan penerapan praktik pembelajaran inovatif yang selaras dengan perkembangan teknologi.

Kata Kunci: *kompetensi pedagogik, guru, motivasi belajar, siswa, sekolah*

INTRODUCTION

Teachers are professional educators whose main duties are to educate, teach, guide, direct, train, assess, and evaluate students (INDONESIA, n.d.). Teaching is a profession that must be supported by sufficient competencies, such as pedagogical competencies, personality competencies, social competencies, and professional competencies. In accordance with the National Education System Law (SISDIKNAS) Number 20 of 2003 in chapter XI article 39 paragraph 2, it is stated that educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance and training, as well as conducting research and community service, especially for educators in higher education (Indonesia, 2003). As one of the main pillars of education, teachers play an irreplaceable role in educating the next generation.

In carrying out their profession, teachers are not only responsible for imparting knowledge but also have a moral responsibility to instil noble human values in their students. In performing their duties, teachers must be able to create an effective and conducive learning environment so that students can develop optimally, both academically and emotionally. This can only be achieved if teachers have adequate skills, such as pedagogical skills to understand students' learning needs, as well as social skills that enable them to build harmonious relationships with students, parents, and the community. Therefore, a teacher's professionalism is not only assessed based on their professional ability to master the subject matter but also on their ability to set an example in everyday life.

The issue of low-quality education in Indonesia certainly cannot be answered by simply changing the curriculum, or even replacing ministers or directors general. The quality of education can be reflected in the quality of teachers. In implementing the independent curriculum, teachers face various challenges such as teacher readiness, teacher understanding of the latest curriculum, and challenges in curriculum development. The development of teacher competencies in educational units needs to be optimized, given the role and function of teachers' professional development in improving the quality of education. In addition to the challenges in implementing the curriculum, teachers also need to develop competencies in digital technology development so that classroom learning can be carried out effectively.

Based on observations at MTS Daarul Ma'arif Pasawahan, teachers still find it difficult to implement learning using the independent curriculum, and the use of learning media in the classroom is still limited due to inadequate technological facilities. Based on this, the researcher chose the title of the research as Teachers' Professional Competence in Improving Student Learning Motivation. The purpose of this research is to explore how the professional competence of teachers at MTs Daarul Ma'arif improves student learning motivation.

RESEARCH METHOD

The research approach used was qualitative. According to Sugiyono, qualitative research is a research method based on philosophy used to examine scientific conditions (experiments) where the researcher acts as an instrument, and data collection and analysis techniques are qualitative in nature, placing greater

emphasis on meaning. The research was conducted at MTs Daarul Maarif Pasawahan. The sources in this study were the deputy principal in charge of student affairs and teachers at MTs Daarul Maarif Pasawahan. The data collection techniques used in this study were interviews, observation, and documentation. According to Sugiyono, interviews are used as a data collection technique if researchers want to conduct preliminary studies to find problems that need to be researched, as well as if researchers want to find out more in-depth information from respondents (Sugiyono, 2018). Observation is the systematic observation and recording of elements that appear in a phenomenon in the research object (Widoyoko, 2012). Furthermore, according to Abdussamad, documentation is a record of past events. Documentation can take many forms, such as writing, pictures, or someone's work. The data analysis used by the researcher employs triangulation (Abdussamad & Sik, 2021).

FINDINGS AND DISCUSSION

According to the National Education Standards Agency, professional competence is: The ability to master learning materials broadly and deeply, including: (a) concepts, structures, and scientific/technological/artistic methods that encompass/are coherent with teaching materials; (b) teaching materials in the school curriculum; (c) the relationship between concepts in related subjects; (d) the application of scientific concepts in everyday life; and (e) professional competition in a global context while preserving national values and culture (Dr. Jejen Musfah, 2012). In line with what Rudito Amis Das said, the professional competencies that teachers must master are: (1) mastery of subject matter, (2) the ability to diagnose student behaviour, (3) the ability to carry out the teaching process, and (4) the ability to measure student learning outcomes.

1. **Teacher Competencies in Teaching Material Development at MTs Daarul Maarif**

   The development of teaching materials at MTs Daarul Ma'arif is carried out by first diagnosing the learning style tendencies of each student, although in practice this has not been optimally implemented. In the context of the Merdeka Curriculum, teachers are required to have a deeper understanding of pedagogical content knowledge in order to be able to adjust teaching methods to student needs optimally. According to Lee Shulman, pedagogical content knowledge is a teacher's deep understanding of how to teach subject matter content more effectively to students. This understanding includes a teacher's ability to identify concepts that are difficult for students to understand and find the best strategies to explain these concepts in a simple and easy-to-understand manner. In addition, teachers also need to understand their students' backgrounds, including their learning styles, previous experiences, and potential obstacles that may arise in the learning process. Thus, pedagogical content knowledge does not only focus on the content being taught, but also on how to deliver it in a contextual, relevant, and interesting way so that students are more motivated and able to master the material well (Sutarmin, 2022)

2. **Teacher Competence in Curriculum Development at MTs Daarul Maarif**

   The term curriculum comes from Latin, namely "curriculae," which means the distance that must be covered by a runner. At that time, the definition of curriculum was the period of education that students had to complete in order to obtain a diploma (Hamalik, 2015). Minister of Education and Culture Nadiem

Anwar Makarim launched a new prototype curriculum called the independent curriculum. The independent curriculum was developed to be more flexible and focus on basic material as well as developing the character and abilities of students. The implementation of the independent curriculum is interpreted as a learning design that provides opportunities for students to learn calmly, relaxed, enjoyably, stress-free, and pressure-free, to show their natural talents (Setiawan, 2024). The development of the independent curriculum is one of the strategic steps to provide education that is relevant to the needs of the times.

This curriculum is designed to provide space for students to explore their potential to the fullest without being burdened by overly dense material requirements. Through this approach, students are encouraged to become independent learners with critical, creative, collaborative, and communicative thinking skills. However, even though the independent curriculum is designed to provide flexibility, comfort, and opportunities for students to develop their potential optimally, its implementation still faces challenges, including teachers at MTs Daarul Ma'arif who are not yet fully able to implement this curriculum as expected. One of the main obstacles is the lack of training and guidance for teachers in understanding and applying the learning principles in accordance with the independent curriculum. This has led to a gap between the ideal concept of the independent curriculum and the reality of the learning process in the classroom. This shows the need for more in-depth training, guidance, and adaptation so that educators are able to understand and apply it through In-House Training (IHT) or workshops on the Independent Curriculum.

3. **Teacher Competence in Implementing the Teaching Process at MTs Daarul Maarif**

Learning can be considered effective if the learning objectives are achieved. Effective learning can be achieved by implementing enjoyable learning activities, either by using a variety of methods or utilizing learning media. The learning process at MTs Daarul Ma'arif has not been able to fully utilize technology-based learning media. The learning process is still dominated by the use of basic media such as books or blackboards. This shows that even though technology offers many opportunities to improve the quality of learning, more serious efforts are still needed in terms of training, mentoring, and developing teacher competencies. By integrating technology-based learning media that are appropriate to the needs of students, the learning process is expected to become more effective, interesting, and relevant to the challenges of the times.

The characteristics of learning media play an important role in determining the effectiveness of the knowledge transfer process from educators to students. Good learning media must be attractive, relevant, and able to convey messages clearly in accordance with the needs of students. As stated by Amelia et al., the use of learning media will support the effectiveness, efficiency, and appeal of learning (Wulandari, 2024). With the development of the times, learning media is no longer limited to books, blackboards, or simple tools, but has evolved into various digital forms, such as videos, interactive applications, and online learning platforms. Modern technology is a key element that cannot be ignored in designing learning media in the current era. In relation to the ever-changing characteristics of society, such as differences in age and generational backgrounds, the use of technology-based learning media allows for

adjustments to the different needs of students. The younger generation, who grew up in the digital era, for example, are more receptive to learning through interactive media. Therefore, educators must be able to utilize technological developments to create learning media that is relevant, interesting, and in line with the characteristics of learners, so that the learning process becomes more effective and has a positive impact on mastery of material and skills in the modern era. In practice, not all schools have adequate facilities to support the use of technology in learning, especially in areas that still have limitations in terms of internet networks and digital devices. Therefore, adaptive strategies are needed, such as the use of learning media that can be accessed offline or the development of hybrid methods that combine technology with conventional approaches. Thus, innovation in learning media should not only focus on digitization, but also consider the availability of facilities and infrastructure that support equal access to education for all students.

In the implementation of education, teachers are not only responsible for delivering teaching materials but also for creating a conducive learning environment and instilling moral values. However, in the implementation of the learning process, teachers still encounter various challenges. Therefore, a number of efforts are needed to overcome these challenges, for example by developing teacher competencies through training, workshops, and discussion forums. This study confirms that a teacher's professionalism is not only measured by their mastery of subject matter, but also by their pedagogical, social, and personal skills. Teachers must be able to understand the characteristics and learning styles of students in order to adjust their teaching methods to be more effective and interesting. Thus, continuous competency improvement is necessary so that teachers can be more optimal in applying innovative learning methods in line with technological developments. Therefore, support from various parties, including educational institutions and the government, is needed to strengthen the quality of teachers so that the overall quality of education can be improved.

CONCLUSION

Based on the results of the research conducted, the researchers concluded the following: 1) The development of teaching materials at MTs Daarul Ma'arif was carried out by first diagnosing the learning style tendencies of each student, although in practice this could not be implemented optimally. 2) Teachers at MTs Daarul Ma'arif were not yet fully able to implement this curriculum as expected. One of the main obstacles is the lack of training and guidance for teachers in understanding and applying learning principles in accordance with the independent curriculum. This has led to a gap between the ideal concept of the independent curriculum and the reality of learning in the classroom. 3) The learning process at MTs Daarul Ma'arif has not been able to fully utilize technology-based learning media. The learning process is still dominated by the use of simple media such as books or blackboards. Based on this, the researcher provides several recommendations that need to be implemented to improve the quality of learning and student motivation, namely continuous competency improvement so that teachers can be more optimal in implementing innovative learning processes in line with technological developments.

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