

Analysis of the Influence of Pedagogical and Professional Competence on the Performance of Islamic Education Teachers at MTs Mendo Barat

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Article Information:	ABSTRACT
Keywords: Pedagogical Competence, Professional Competence, Performance of Islamic Education Teachers	<p><i>This study aims to analyze the influence of pedagogical competence and professional competence on the performance of Islamic Religious Education (PAI) teachers at MTs in Mendo Barat District. The research uses a descriptive quantitative approach, with a population consisting of all 35 Islamic Education teachers in the area. Data were collected through questionnaires and documentation, and analyzed using descriptive and inferential statistics, including multiple linear regression, t-tests, and F-tests.</i></p> <p><i>The results show that, partially, professional competence has a significant effect on teacher performance, as indicated by a significance value of 0.001 (< 0.05). On the other hand, pedagogical competence does not show a significant partial effect, with a significance value of 0.063 (> 0.05). However, when tested simultaneously, both types of competence have a significant influence on teacher performance, contributing 64.6% to the performance variation, as reflected by the adjusted R^2 value.</i></p> <p><i>These findings indicate that improving teacher performance in Islamic Religious Education requires not just one type of competence, but a balanced integration of both. Therefore, enhancing both professional and pedagogical competencies in a complementary manner is crucial in supporting the quality of Islamic education in schools.</i></p>



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INTRODUCTION

Islamic Religious Education (IRE) is an important component of the national education system that plays a role in shaping the character, morals, and spiritual values of students. Through IRE, students are expected to not only understand Islamic teachings cognitively, but also be able to internalize and practice them in their daily lives (Judrah et al., 2024).

The success of PAI learning is greatly influenced by teacher competence, particularly in pedagogical and professional aspects. Pedagogical competence includes the ability of teachers to design, implement, and evaluate learning that is appropriate to the characteristics of students (Akhyar et al., 2024). Islamic Education teachers with good pedagogical competence will be more capable of creating an effective, enjoyable, and meaningful learning atmosphere (Jamin, 2018). However, in reality, many Islamic Education teachers still face obstacles in developing learning strategies that are relevant and interesting for students (Rosni, 2021).

In addition to pedagogical competence, professional competence is also an important factor in determining the quality of teaching. This competence refers to in-depth mastery of teaching materials and the ability of teachers to develop their profession continuously (Mulyasa, 2019). Professional teachers are able to explain material in a systematic and contextual manner and establish good educational relationships with students, parents, and colleagues (Hsb & Ramadhani, 2024).

In practice, PAI teachers are required not only to master religious material but also to be able to manage the learning process effectively so that Islamic values can be understood and internalized by students (Ali, 2022). However, various challenges are still faced in the field, such as limited training, lack of facilities, and low student motivation towards religious subjects, which have the potential to affect the overall performance of teachers (Parnawi & Ridho, 2023).

In the context of globalization and digitalization of education, the readiness of teachers in integrating technology is an important element in supporting the quality of learning. However, a study (Rahman, 2024) shows that only 45% of teachers are confident in using technology in the classroom, even though access to devices is quite available. This is an additional challenge for PAI teachers who are required not only to master religious material but also to be adaptive to developments in learning technology.

Several previous studies have shown that there is a strong relationship between teacher competence and teaching performance. For example, research (Wahyuningsih, 2021) at MAN 3 Jombang proved that pedagogical and professional competencies simultaneously contribute significantly to teacher performance. Similar research by (Baqi, 2019) also showed that professional competencies have a strong influence on teacher performance at SMP Muhammadiyah Parakan Pamulang.

Based on this background, this study was conducted to analyze the influence of pedagogical and professional competencies on the performance of PAI teachers at MTs Mendo Barat District. It is hoped that the results of this study will provide empirical insights that are beneficial for improving teacher quality and developing Islamic education policies at the madrasah level.

LITERATURE REVIEW

Pedagogical competence is the ability of teachers to manage learning, including planning, implementation, and evaluation, in an effective and enjoyable manner. In the context of Islamic Education (PAI), these competencies play a crucial role in conveying religious values and ethics to students in a contextual and meaningful way that resonates with their daily lives (Yasin, 2011).

PAI teachers are not only required to understand the material, but also to be able to adapt learning strategies to the characteristics of their students (Ali, 2022). Good pedagogical competence enables teachers to create an active and enjoyable learning atmosphere, increase student participation, and help them understand Islamic teachings in depth (Jamin, 2018).

However, teachers still face significant challenges in the field, such as insufficient training, limited time for professional development, and a lack of understanding of appropriate teaching strategies (Akhyar et al., 2024). This has resulted in suboptimal implementation of PAI instruction in some madrasahs.

Professional competence refers to mastery of learning materials and the ability of teachers to develop themselves continuously. Professional PAI teachers must have a deep understanding of religious material and be able to relate Islamic values to the social realities faced by students (Tambak, 2014).

Additionally, this competency includes the ability to use teaching methods and technologies that are relevant to contemporary developments (Ali, 2022).

Previous research indicates that professional competencies have a strong influence on teacher effectiveness, both in delivering material and in shaping student character (Akhyar et al., 2024). Professional teachers will be more confident, creative, and open to change, thereby improving the overall quality of PAI learning.

Teacher performance is measured by how well teachers carry out their roles of teaching, guiding, and assessing student learning outcomes. According to (Gagne et al., 2005), teacher performance is influenced by a number of factors, including pedagogical and professional competence, as well as motivation and work commitment. Teachers with high competence tend to demonstrate better teaching performance, discipline, and the ability to create a positive learning environment (Indriawati et al., 2022).

Several empirical studies have shown a relationship between competence and teacher performance. For example, a study by (Baqi, 2019) found that teachers' professional competence contributed 81% to their performance. Meanwhile, (Wahyuningsih, 2021) showed that pedagogical and professional competence simultaneously contributed 82.4% to teacher performance at MAN 3 Jombang.

METHOD

A population is the totality of objects or subjects that are the focus of a study, and if the study aims to examine all aspects of the study area, then the study is called a population study. According to Sugiyono, population refers to a general area consisting of objects or subjects with certain characteristics determined by the researcher to be studied and used as a basis for decision making. Therefore, population does not only include the number of objects studied, but also all the properties or characteristics they possess, which include living things and objects (Sugiyono, 2019). The population in this study consists of 35 Islamic Education teachers at the MTs level in Mendo Barat Subdistrict.

This study uses a saturated sampling technique, where all members of the population are included as research samples. This technique was chosen because the population size is less than 100 people, making it possible to include all respondents in the data collection process. In this context, the sample reflects the characteristics of the population as a whole, both in terms of age and other attributes. According to (Arikunto, 2010), if the population size is less than 100, then the entire population can be used as a sample. Conversely, if the population size is more than 100, then only a portion of the population is sufficient, namely around 10–25% of the total population, depending on the needs and capacity of the research.

Based on this explanation, all 35 PAI teachers at the MTs level in Mendo Barat Subdistrict will be used as samples in this study. The categories of PAI teachers include the subjects: Al-Qur'an Hadith, Aqidah Akhlak, Fiqh, and Islamic Culture History. The data collection method is a very important approach in this study because the main objective is to obtain data. Data can be collected from various sources and places using various methods. In this study, data were collected through observation, questionnaires, and documentation. Measurement used the Likert scale for the variables in this study. The Likert scale assigns a value to each respondent's response and is used to measure the attitudes, opinions, and perceptions of individuals or groups toward a social situation.

The research variables were determined by the researcher and measured using the Likert scale (Noor, 2016). The instruments in this study were tools used to collect data that would help solve the research problems and achieve the research objectives (Muharika, 2019). If the data obtained were invalid, the conclusions drawn would be incorrect.

This study also conducted a validity test to ensure that the instruments used can measure variables accurately using the Moment Product Element method. The results of the validity test on the research instruments can be seen in Table 1 below.

Table 1. Validity test results

No. Item	R table	Pearson correlation	Description	No. Item	R table	Pearson Correlation	Description
1	0,3610	0,751	Valid	1	0,3610	0,574	Valid
2		0,737	Valid	2		0,619	Valid
3		0,821	Valid	3		0,736	Valid
4		0,606	Valid	4		0,655	Valid
5		0,491	Valid	5		0,874	Valid
6		0,479	Valid	6		0,847	Valid
7		0,730	Valid	7		0,839	Valid
8		0,857	Valid	8		0,585	Valid
9		0,894	Valid	9		0,598	Valid
10		0,772	Valid	10		0,520	Valid
11		0,824	Valid	11		0,689	Valid
12		0,874	Valid	12		0,664	Valid
13	0,3610	0,600	Valid	13		0,233	Not Valid
14		0,731	Valid	14		0,767	Valid
15		0,386	Valid	15		0,725	Valid
16		0,679	Valid	16		0,316	Valid
17		0,615	Valid	17		0,632	Valid
18		0,714	Valid	18		0,698	Valid
19		0,810	Valid	19		0,722	Valid
20		0,797	Valid	20		0,751	Valid
21		0,652	Valid	21		0,802	Valid
22		0,424	Valid				
23		0,242	Not Valid				
24		0,389	Valid				
25		0,452	Valid				
26		0,755	Valid				

Based on the statistical results obtained, the correlation value was calculated by comparing the r table at a significance level of 0.05, two-tailed test, and the number of respondents (n) = 30-2 = 28, with the next r table being 0.3610. We chose to use a two-tailed test because the hypothesis proposed had no bias and the results were unknown. These results indicate a relevant index.

1. Reliability test

The reliability test in this study was conducted using Cronbach's Alpha coefficient with a threshold of 0.60, which was used to assess the extent to which the research instrument showed consistency and reliability in measuring the variables under study. The results of the reliability test are presented in Table 2.

Table 2. Reliability results

Variabel	Cronbach Alpha	N of Item
Teachers' pedagogical competence (X_1)	0,753	12
Professional teacher (X_2)	0,742	20
Teacher Performance (Y)	0,656	13

The data presented shows that Cronbach's Alpha value for the Academic Achievement variable (X_1) reached 0.753, which is higher than the expected coefficient level of 0.60. Similarly, for the teacher performance index (X_2), a value of 0.742 was obtained, which is also higher than the estimated Cronbach's Alpha coefficient of 0.60.

Based on this analysis, it can be concluded that the instruments used in this study are valid and reliable. In terms of data analysis techniques, this study uses statistical analysis with a split frequency model, where frequency is used to calculate the number of respondents in each category. The main objective of this study is to analyze the data for each item using a Likert scale (which can be verbal), with a range from very good to very poor.

After all the data has been collected, the analysis will be carried out using validity and reliability tests, classical hypothesis testing, multiple regression analysis, and hypothesis testing.

2. Multiple Linear Regression

Multiple linear regression is used to determine the relationship or influence between independent variables (professional competence and teacher performance) on teacher performance. The regression formula is:

$$y = a + b_1x_1 + b_2x_2 + \varepsilon$$

Description:

y = student learning outcome variable

x_1 = professional competency variable

x_2 = teacher performance variable

a = constant

b_1, b_2 = regression coefficients to be found

RESULTS AND DISCUSSION

1. Result

Based on the results of data analysis, this study found that there is a significant influence of professional competence on the performance of Islamic Education (PAI) teachers at MTs Mendo Barat Subdistrict, while pedagogical competence does not show a significant partial influence.

Multiple linear regression test produced the following equation:

$$Y = 21,718 + 0,157X_1 + 0,284X_2$$

Description:

X_1 = pedagogical competence

X_2 = professional competence

Y = PAI teacher performance

Table 3. Multiple Linear Regression

Coefficients ^a					
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	21.718	3.917		5.545
	Pedagogical competence	.157	.082	.295	1.928
	Professional competence	.284	.076	.573	3.750

a. Dependent Variable: Teacher Performance

The t-test results indicate that:

The t-value for pedagogical competence is 1.928 with a significance level of 0.063, which is greater than 0.05. Therefore, pedagogical competence does not have a significant partial effect on teacher performance.

Conversely, professional competence has a t-value of 3.750 with a significance level of 0.001, which is far below 0.05. This indicates that professional competence has a significant partial effect on the performance of PAI teachers.

Table 4. Simultaneous F-test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	297.418	2	148.709	39.853	.000 ^b
	Residual	645.531	33	3.731		
	Total	942.949	35			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Pedagogical Competence, Professional Competence

Tabel 5. Test the coefficient of determination

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.816 ^a	.667	.646	1.158	2.227

a. Predictors: (Constant), Pedagogical Competence, Professional Competence

b. Dependent Variable: Teacher Performance

The simultaneous F test produced a significant value of 0.000, which means that together (pedagogical and professional competence) have a significant effect on the performance of PAI teachers. This is supported by an Adjusted R² value of 0.646, which indicates that 64.6% of the variation in teacher performance can be explained by these two variables.

The remaining 35.4% is influenced by other factors outside the scope of this study. These results indicate that although pedagogical competence is important, in the context of MTs in Mendo Barat Subdistrict, professional competence is the dominant factor driving improvements in teacher performance.

This aligns with Wahyuningsih's (2021) research, which states that professional competence significantly contributes to improving teacher effectiveness. This finding also reinforces Baqi's (2019) study, which shows that professional competence has a very strong relationship with teacher performance, with a contribution of 81%.

2. Discussion

a. The Influence of Pedagogical Competence on the Performance of Islamic Education Teachers

The results of this study indicate that pedagogical competence does not significantly influence the performance of Islamic education teachers at MTs Mendo Barat. This is evident from the significance value of 0.063, which is greater than the significance threshold of 0.05. This means that, statistically, pedagogical competence does not directly influence the improvement of teacher performance.

One aspect of professional competence that has not been maximized is teachers' readiness to utilize educational technology (Rahman, 2024). This emphasizes the importance of continuous training and institutional support to improve teachers' readiness to use learning technology effectively.

This finding can be explained by several possibilities. First, although teachers have adequate pedagogical understanding, implementation in the field may not necessarily be optimal. This could be due to limited infrastructure, lack of continuous training, or insufficient work motivation. In other words, mastery of pedagogical theory does not necessarily align with effective teaching practices in the classroom.

These results differ from those of Wahyuningsih (2021), who found that pedagogical competence contributed 77.7% to teacher performance at MAN 3 Jombang. This difference may be due to different institutional contexts, including school management, work culture, and internal support that influence the application of pedagogical competence.

On the other hand, this study is in line with Eddy's (in the article reference) opinion that pedagogical competence is more influenced by the school's academic system. In other words, if the school environment does not support innovative learning, teachers' pedagogical abilities will not be fully reflected in their performance.

b. The Influence of Professional Competence on the Performance of PAI Teachers

Unlike pedagogical competence, the results of the study indicate that professional competence has a significant effect on the performance of PAI teachers, with a significance value of 0.001. This indicates that mastery of subject matter, the ability to prepare teaching materials, and in-depth knowledge of Islamic content are crucial to the effectiveness of teachers in the learning process.

Professional teachers tend to be more confident, able to manage the class well, and deliver material systematically and contextually. This not only affects students' understanding of the lesson but also increases students' trust in teachers.

This finding is consistent with Baqi's (2019) research, which found that professional competence contributed 81% to teacher performance at Muhammadiyah Parakan Pamulang Junior High School. Similarly, Wahyuningsih (2021) stated that professional competence contributed 75.5%. In the context of MTs Kecamatan Mendo Barat, the high influence of professional competence may be due to the characteristics of PAI teachers, who are mostly linearly educated and experienced, resulting in more mature mastery of the material compared to pedagogical aspects.

However, it is important to remember that high professional competence also needs to be supported by a spirit of lifelong learning. Teachers who do not keep up with the times or learning technologies risk stagnation even if they have good mastery of the material.

c. Simultaneous Influence

Although pedagogical competence does not have a significant partial influence, when combined with professional competence, both have a significant simultaneous influence on teacher performance, with a contribution of 64.6%. This shows that the synergy between mastery of subject matter (professional competence) and the ability to manage the learning process (pedagogical competence) is very important in shaping optimal teacher performance.

This finding reinforces the theory that teacher performance is not determined by a single aspect of competence, but rather by the integration of several mutually supportive competencies. Great teachers not only know "what to teach" but also "how to teach it."

When compared to Wahyuningsih (2021), the percentage of simultaneous contribution in this study is slightly lower (64.6% vs 82.4%). This may be due to contextual factors, such as school management support, facilities, and intrinsic motivation of teachers in different research areas.

CONCLUSION

Based on the results of research conducted on Islamic Education (PAI) teachers at MTs Mendo Barat Subdistrict, the following conclusions can be drawn:

First, Pedagogical competence partially has no significant effect on the performance of PAI teachers. This is indicated by statistical test results with a significance value of 0.063 (> 0.05), which does not meet the partial significance requirement. This means that the level of teachers' ability to design, implement, and evaluate learning is not yet strong enough to independently influence their performance.

Second, Professional competence, on the other hand, has been proven to have a significant effect on the performance of PAI teachers. The significance value obtained was 0.001 (< 0.05), indicating that a deep

understanding of teaching materials and the ability to develop oneself as a professional educator are important factors that encourage improvements in teacher performance.

Third, In addition to strengthening pedagogical and professional competencies conceptually, PAI teachers also need to be encouraged to improve their technological readiness. As stated by Rahman (2024), low technological readiness is an obstacle to the effectiveness of modern teaching, so technology training and infrastructure support are urgent needs.

Fourth, Simultaneously, pedagogical and professional competencies contribute significantly to teacher performance, with a contribution value of 64.6%. This means that these two competencies together can explain more than half of the variation in teacher performance studied, while the rest is influenced by factors outside the scope of this study.

Thus, the results of this study confirm that improving professional competencies needs to be the main focus in the development of PAI teachers, accompanied by efforts to strengthen pedagogical competencies so that they can complement each other and optimally improve teacher performance in the field.

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