

## Fostering Student Motivation Through Teacher Competence

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### ABSTRACT

Teacher competency is the teacher's ability to direct the student learning process in the classroom. Teachers have an important role for students both in the classroom and outside the classroom, therefore teacher competence in teaching is very important. Competence is behavior that is reasonable in order to achieve goals that were previously adjusted due to existing conditions so that competence can be interpreted as a skill and ability. Teachers have an important role to guide students in the learning process. The teacher's ability to design effective learning strategies, understand students' individual needs, and present material in an interesting way can influence students' motivation to learn. In participating in the learning process, each student's motivation is different, some are high and some are low, in this case the teacher must influence student motivation externally to form students' internal motivation. The aim of this research is to analyze teacher competence to increase student learning motivation. The method used is a literature study which focuses on research on teacher competency to increase student learning motivation. The results of the literature review regarding teacher competence to improve student learning can be achieved by increasing the existing competence of each teacher so that this goal is achieved optimally.

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## 1. INTRODUCTION

Teacher competence is the teacher's ability to direct the student learning process in the classroom (Setiadi & Setiani, 2018). Teachers are an important role for students both in the classroom and outside the classroom, therefore teacher competence in teaching is very important. Competence is behavior that is reasonable for the achievement of goals that were previously adjusted due to conditions that occur so that it can be interpreted as competence as a skill and ability (Hapsari & Prasetio, 2017).

Teachers have an important role to guide students in the learning process. The teacher's ability to

design effective learning strategies, understand students' individual needs, and deliver material in an interesting way can affect students' motivation to learn.

High learning motivation has been shown to be positively correlated with students' academic achievement. Therefore, understanding the factors that influence learning motivation, such as teachers' pedagogical and professional competencies, is crucial in improving the quality of education. The combination of competent teachers can create an optimal learning environment, which is expected to increase students' learning motivation. This background underscores the important role of competent teachers in achieving optimal learning motivation for students.

## 2. METHOD

The method used in this research is a literature review. Snyder (2019: 333) says literature review is a research methodology that aims to collect and take the essence of previous research and analyze several overviews of experts written in the text. Snyder (2019: 339) concludes that literature review has a role as a foundation for various types of research because the results of literature review provide an understanding of the development of knowledge, a source of stimulus for policy making, spark the creation of new ideas and are useful as a guide for research in a particular field. The main purpose of conducting a literature review is to provide a thorough and comprehensive conceptual framework for the research topic being studied.

Snyder describes literature study as the process of reviewing, analyzing, and synthesizing relevant research to understand the state of existing knowledge related to a particular topic. Journal collection methods are data collection techniques used by researchers (Ramanda, 2019). Data validation uses triangulation of sources and techniques. While the data analysis technique is by collecting, reducing, presenting, and drawing conclusions from the data. Based on this explanation, the researchers used a literature study by analyzing scientific articles from national journals published in 2019 to 2022 as a research method to carry out the intended research. The author's literature review stages are carried out in accordance with the direction of Snyder (2019: 336-337), namely (1) designing reviews, (2) conducting reviews, (3) analysis and (4) writing reviews.

## 3. FINDINGS AND DISCUSSION

The results of this study examine the contents of each journal that has been selected using a literature study which can later provide input that is carried out related to the title chosen by the author. Table 1 describes the articles related to the author's name, year of publication, research questions and research methods used.

**Table 1.** Literature Study of Journal Articles

No	Article Author Name	Year of Publication	Article Title	Methods	Instrument
1	Suartana, I. K., & Suryanto, W.	2015	Contribution of Pedagogical and Professional Competence of Food Service Teachers to Student Learning Motivation of SMK Wira Harapan.	Quantitative	Observation, documentation, and questionnaire
2	Fajduani, A. K., Bahri, S., & Effendy, S.	2021	The Effect of Competence, Professionalism and Lecturer Performance on Student Morale of the Faculty of Social Science,	Quantitative	questionnaire

No	Article Author Name	Year of Publication	Article Title	Methods	Instrument
			Universitas Pembangunan Panca Budi Medan.		
3	Nurhafizah, N., Sripatmi, S., Subarinah, S., & Hayati, L.	2021	The Effect of Teacher Pedagogical Competence on Student Motivation and Mathematics Learning Achievement.	Ex-Post Facto, Quantitative	Documents, questionnaires and tests
4	Krisnawati, K., Yulaeha, S., & Budiastra, K.	2022	The influence of teachers' pedagogical and professional competencies on the learning motivation of elementary school students.	Quantitative	Inquiry
5	Hayati, N., & Pahlevi, T.	2022	The Effect of Teacher Competence and Learning Facilities on Learning Achievement through Learning Motivation.	Quantitative	Survey
6	Furi, A. S., Faslah, R., & Yohana, C.	2023	The Effect of Teacher Competence on Student Learning Motivation at SMK Negeri 40 Jakarta.	Quantitative	Survey
7	Maulida, L., & Zalnur, M.	2024	The Effect of Teachers' Pedagogical and Professional Competencies on Students' Learning Motivation at Sekolah Menengah Atas Negeri 2 Sungai Limau.	Quantitative	Questionnaire

Based on table 1, it can be seen that the themes or research titles are all related to teacher competence and learning motivation. The context of the selected articles is adjusted to the relevance of the research. Based on the articles that have been reduced, 5 articles were published between 2019 and 2022. Based on the analysis of the literature study conducted by the author, several essential things can be described as follows.

The results of research by (Suartana, I. K., & Suryanto, W., 2015) show (1) there is a partial and significant effect on the relationship between teacher pedagogical competence to motivate student learning with the results of  $t_{count}$  3.459 better than  $t_{table}$  1.6955. (2) there is a partial and significant effect on the professional competence of teachers and student learning motivation with a  $t_{count}$  of 3.769 better than the  $t_{table}$  1.6955. (3) there is a simultaneous and significant effect between pedagogic and professional competence of teachers on student learning motivation with  $F_{count}$  of 14.691 while  $F_{table}$  is 3.3158 with an effect of 48.70%. From each variable has a significant effect. It is recommended for teachers at SMK Wira Harapan to improve pedagogical and professional competencies on student learning motivation at SMK Wira Harapan Badung.

The results of research by (Fajduani, A. K., Bahri, S., & Effendy, S., 2021) in his research show

that competence has a significant effect on student enthusiasm for learning, where the  $t$  value  $>$   $t$  table ( $3.378 > 1.984$ ) with a significant value of  $0.001 < 0.05$ . Professionalism has a significant effect on student learning enthusiasm where the  $t$  value  $>$   $t$  table ( $8.681 > 1.984$ ) with a significant value of  $0.000 < 0.05$  alpha. Lecturer performance has a significant effect on student learning enthusiasm, where  $t$  count  $>$   $t$  table ( $4,469 > 1,984$ ) with a significant value of  $0.000 < 0.05$  alpha. Competence, professionalism, and lecturer performance simultaneously have a significant effect on student learning enthusiasm, where  $F$  count  $>$   $F$  table ( $182,227 > 2,693$ ) with a significance of  $0.000 < 0.05$  alpha.

The results of research by (Nurhafizah, N., Sripatmi, S., Subarinah, S., & Hayati, L., 2021) concluded that: 1) there is an effect of teacher pedagogical competence on the motivation to learn mathematics of junior high school students in Mataram city in the 2019/2020 school year, 2) there is no effect of teacher pedagogical competence on the mathematics learning achievement of junior high school students in Mataram city in the 2019/2020 school year, and 3) there is no relationship between motivation and mathematics learning achievement of junior high school students in Mataram city in the 2019/2020 school year.

The results of research by (Krisnawati, K., Yulaeha, S., & Budiastira, K., 2022) in his research show that (1) teacher pedagogical competence has a positive and significant effect on the motivation of grade V elementary school students in Jumo District, (2) teacher professional competence affects the motivation of grade V elementary school students in Jumo District, and (3) teacher pedagogical competence and teacher professional competence simultaneously (together) affect the motivation of grade V elementary school students in Jumo District.

The results of research by (Hayati, N., & Pahlevi, T., 2022) in his research are: 1) teacher competence has a positive and significant effect on student achievement, 2) learning facilities have a positive and significant effect on student achievement, 3) learning motivation has a positive and significant effect on student achievement, 4) teacher competence on student achievement mediated by learning motivation has no significant effect, 5) learning facilities on student achievement mediated by learning motivation has no significant effect.

The results of research by (Furi, A. S., Faslah, R., & Yohana, C., 2023) show that the independent variables in this study have an influence on the dependent variable. There is an influence of pedagogical competence on motivation with a contribution of 32%. There is an influence of professional competence on motivation with a contribution of 43.10%. There is an influence between pedagogical competence and professional competence of teachers together on learning motivation with a contribution of 46.40%. If the value of pedagogical competence and professional competence of teachers increases, then student learning motivation will also increase. Teachers are advised to improve pedagogical competence and professional competence to increase learning motivation which ultimately has an impact on improving student learning outcomes.

One of the teacher's tasks in learning activities is to arouse this motivation so that students are able to take part in learning with all the encouragement they have in themselves to gain knowledge. Learners with emotional management skills and arousing student characteristics will affect the chances of students understanding the learning delivered. It is expected that the motivation of students in learning will encourage them to achieve the expected learning objectives. In this regard, the different characteristics of students are a challenge for teachers so that each learning content can be maximally accepted. Teachers must be able to facilitate the differences that exist so that all learners acquire the same knowledge and achieve the same goals.

Also reinforced by research conducted (Nur, A., 2014) concluded that a good teacher is to love and understand both his field of study and his students. The success of teachers in improving pedagogical competence and in overcoming learning difficulties cannot be separated from the role of the school principal in the education process. This means that the principal who makes plans to improve the pedagogical competence of teachers whose impact is very useful in achieving the expected learning objectives. The results of the next study regarding student learning motivation which is one of the

factors in achieving learning outcomes. Based on research conducted by (Afandi, 2015) states that student learning motivation increases in line with pedagogical competence in teaching which is carried out with the help of learning media. The results of the discussion from this literature study indicate that the use of differentiated learning strategies can increase student learning motivation in the context of pedagogy. Several studies have shown that differentiated learning can accommodate differences in student characteristics and provide learning experiences tailored to student needs, so that students are more motivated in the teaching-learning process.

In addition, several studies have also shown that differentiated learning can improve students' perception of the learning environment and improve their academic performance. Therefore, it can be concluded that teacher competence can improve students' learning motivation. Student engagement, a conducive learning environment, and support and guidance provided by teachers and parents are also important factors in improving students' learning motivation. In addition, it is also necessary to study other factors that have the potential to influence student learning motivation, so that a more holistic and integrated learning strategy can be found to effectively increase student learning motivation. From the results of the literature review, it can be concluded that teacher competence can increase student learning motivation. Therefore, teachers and education practitioners are expected to consider developing their competencies that can benefit students.

### **Discussion**

The results of the discussion of this literature study show that teacher competence can increase student learning motivation. Several studies show that teachers who have competencies including educational, professional, social and personal competencies are able to provide learning experiences that are tailored to the needs of students, so that they can help students in the teaching and learning process to be more motivated. In addition, some studies show that teacher learning can improve students' perceptions of the learning environment and improve academic performance. It can be concluded that teacher skills can also increase students' learning motivation. But keep in mind that teacher competence alone is not the only solution to motivate students to learn. Student participation, a conducive learning environment, and the support and guidance of teachers and parents are also important factors in motivating students to learn. Future research is expected to conduct further empirical studies that examine the effectiveness of differentiated learning strategies to increase student learning motivation at different levels of education and learning content. In addition, it is also necessary to know other factors that may affect student learning motivation so that a more comprehensive and integrated learning strategy can be found so that it can effectively increase student learning motivation. From the results of the literature review, it can be concluded that teacher competence can increase student learning motivation. Therefore, teachers and education personnel are expected to think about developing their skills so that they can provide benefits to students.

## **4. CONCLUSION**

Based on the literature study on the influence of teacher competence on student learning motivation, several important conclusions can be drawn. Teachers' pedagogical and professional competencies play an important role in increasing students' learning motivation. Research shows that teachers have strong teaching skills, among others: For example, the ability to plan interesting lessons, provide useful feedback, and create a conducive learning environment tends to increase students' learning motivation. A teacher's ability to build positive relationships with students also plays an important role. Teachers who can provide good support, empathy and engagement can motivate students to learn. Teachers who are good at leading learning tend to create a structured learning environment. This can increase students' concentration and engagement and affect their motivation to learn. A teacher's ability to provide constructive and useful feedback to students also has a significant impact. Clear and useful feedback can help students achieve their learning goals and increase motivation. Effective teachers help students learn independently by providing appropriate resources

and supporting exploration.

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