



---

## **The Role of Teachers' Pedagogical Competence in Managing Classrooms to Increase Student Learning Motivation**

**Deby Fitriyani<sup>1✉</sup>, Noviyanti<sup>2</sup>, Picki Andriani<sup>3</sup>, Putri Nabilah<sup>4</sup>, Theresa Heidi A. Kanadjara<sup>5</sup>, Iim Wasliman<sup>6</sup>, Wiwik Dyah Aryani<sup>7</sup>**

Universitas Islam Nusantra

Email : [1debyfitriyani@uninus.ac.id](mailto:1debyfitriyani@uninus.ac.id)

---

Received: 2025-11-18; Accepted: 2025-12-29; Published: 2025-12-31

---

### **ABSTRACT**

This study aims to analyze the role of teachers' pedagogical competence in classroom management to enhance students' learning motivation in a pesantren-based educational setting. A qualitative approach with a collaborative descriptive design was employed. The participants consisted of teachers and students at Sirojul Muhtadin Boarding School. Data were collected through classroom observations, in-depth interviews, and documentation, and analyzed using Miles and Huberman's interactive model. The findings reveal that teachers' pedagogical competence plays a significant role in creating a conducive classroom environment through systematic lesson planning, the application of varied instructional strategies, humanistic behavior management, and dialogic educative interactions. These classroom management practices positively influence students' intrinsic and extrinsic learning motivation. This study highlights the importance of strengthening teachers' pedagogical competence as a strategic effort to improve learning quality and students' motivation in pesantren-based schools.

**Keywords:** *pedagogical competence, classroom management, learning motivation, boarding school education*

## **INTRODUCTION**

Teachers play a central role in determining the quality of the learning process. One of the key competencies teachers must possess is pedagogical competence, namely the ability to design, implement, and evaluate learning while considering student characteristics. In the context of Islamic boarding school-based education, pedagogical competence becomes increasingly important because teachers serve not only as instructors but also as educators who foster character, discipline, and student learning motivation.

Classroom management is an integral part of a teacher's pedagogical competence, directly influencing student learning motivation. Teachers who are able to create a conducive, interactive, and enjoyable classroom atmosphere will encourage active student engagement in learning. However, in practice, variations in teacher management abilities are still found, particularly in adapting learning strategies to student characteristics in the Islamic boarding school environment.

Sirojul Muhtadin Islamic Boarding School, as an educational institution that combines formal and religious education, faces unique challenges in learning management. Therefore, this research is crucial to obtain an empirical overview of the role of teacher pedagogical competence in classroom management and its implications for student learning motivation.

## **METHODOLOGY**

This research employed a qualitative approach with a collaborative descriptive study design. This approach was chosen to gain a deeper understanding of teachers' pedagogical competency practices in classroom management and their impact on student learning motivation. The research subjects consisted of teachers and students at Sirojul Muhtadin Islamic Boarding School. Data were collected through classroom observations, in-depth interviews with teachers and students, and documentation studies. Data validity was ensured through triangulation of sources, techniques, and time. Data analysis was conducted interactively through the stages of data reduction, data presentation, and conclusion drawing.

## **RESULT AND DISCUSSION**

The research results show that teachers at the Sirojul Muhtadin Islamic Boarding School possess pedagogical competence, reflected in systematic lesson planning and conducive classroom management. Teachers are able to organize the learning environment, persuasively manage student behavior, and implement varied and enjoyable learning strategies.

Educational interactions between teachers and students are dialogic and supportive, so students feel valued and motivated to learn. Positive reinforcement, verbal support, and emotional engagement are important factors in increasing student learning motivation. Furthermore, peer support also plays a supporting role in learning motivation within the context of Islamic boarding school education.

These findings confirm that teacher pedagogical competence plays a strategic role in creating effective classroom management and positively impacting student learning motivation.

## **CONCLUSION**

This study concludes that teacher pedagogical competence plays a significant role in classroom management and improving student learning motivation at the Sirojul Muhtadin Islamic Boarding School. This competence is reflected in lesson planning, conducive classroom management, the implementation of varied learning strategies, and positive educational interactions. Strengthening teacher pedagogical competence is a strategic effort to improve the quality of learning and student learning motivation in an Islamic boarding school-based educational environment.

## **REFERENCE**

- Arikunto, S. (2012). *Manajemen Pengajaran secara Manusiawi*. Rineka Cipta.
- Costa, A. L., & Kallick, B. (2015). *Habits of Mind across The Curriculum*. ASCD.
- Darling-Hammond, L., et al. (2020). Implications for Educational Practice of The Science of Learning and Development. *Applied Developmental Science*, 24(2), 97-140.

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis*. Sage.

Mulyasa, E. (2013). *Standar Kompetensi dan Sertifikasi Guru*. Remaja Rosdakarya.

Sardiman. (2018). *Interaksi dan Motivasi Belajar Mengajar*. Rajawali Pers.

Slavin, R. E. (2011). *Educational Psychology*. Pearson.

Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen.