




Research Article

## The Contribution of Islamic Religious Education Teachers' Social Competence in Enhancing Students' Learning Motivation at Al Kautsar Senior High School and Al-Azhar Senior High School in Bandar Lampung

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**The Contribution of Islamic Religious Education Teachers' Social Competence in Enhancing Students' Learning Motivation at Al Kautsar Senior High School and Al-Azhar Senior High School in Bandar Lampung**

**Abstract.** The development of technology and the evolving characteristics of adolescents in the modern era require teachers not only to possess pedagogical competence but also adequate social competence in establishing harmonious, communicative, and inspiring interpersonal relationships. As Islamic-based educational institutions in Bandar Lampung, SMA Al-Kautsar Bandar Lampung and SMA Al-Azhar Bandar Lampung exhibit distinctive religious characteristics that are relevant to be examined, particularly in the context of the contribution of Islamic Religious Education (PAI) teachers' social competence to students' intrinsic and extrinsic motivation. This study employed a qualitative approach with a descriptive design. Data were collected through observation, interviews, and documentation. The data analysis was conducted through the stages of data reduction, data display, and conclusion drawing. The results indicate that the social competence of PAI teachers in both schools is categorized as good, as reflected in effective communication skills, empathetic attitudes, openness, and exemplary behavior in social interactions. Students' learning motivation, both intrinsic and extrinsic, is also categorized as good. The findings suggest that teachers' social competence contributes positively to enhancing students' learning motivation, as harmonious interpersonal relationships are able to create a conducive, participatory, and meaningful learning environment. Based on these findings, future research is recommended to examine more deeply the influence of teachers' social competence using quantitative or mixed methods approaches in order to obtain more measurable levels of effect. Furthermore, future studies may be expanded to different educational levels or other relevant variables, such as teachers' personality competence, learning environment, and the role of technology in enhancing students' learning motivation.

**Keywords:** Teachers' Social Competence, Islamic Religious Education

## INTRODUCTION

Education is a systematic process aimed at developing students' potential through structured and continuous activities of guidance, instruction, and training.<sup>1</sup> In a broader perspective, education is also understood as a process of transforming values, knowledge, skills, and attitudes oriented toward the formation of individuals who are well-characterized, intellectually competent, and capable of competing in the dynamics of contemporary development.<sup>2</sup> Within the context of the Indonesian national education system, the role of teachers is highly strategic, as emphasized in Law Number 14 of 2005 concerning Teachers and Lecturers, which states that teachers are professional educators whose primary duties include educating, teaching, guiding, directing, training, assessing, and evaluating students.<sup>3</sup>

In line with these professional demands, teachers are required to possess four core competencies: pedagogical, professional, personal, and social competencies. Competence can be defined as a set of knowledge, skills, attitudes, and values that an individual must have to perform duties and responsibilities effectively and

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<sup>1</sup> Siti Masitoh Dan Fibria Cahyani, "Penerapan Sistem Among Dalam Proses Pendidikan Suatu Upaya Mengembangkan Kompetensi Guru", *Kwangsan*, Vol. 8 No. 1 (2020), H. 33

<sup>2</sup> Thamrin Efendy, "Konsep Sistem Among Dalam Pendidikan Menurut Ki Hadjar Dewantara", *Jurnal Multidisiplin Indonesia*, Vol. 2 No. 6 (2023), H. 31-42.

<sup>3</sup> Republik Indonesia, "Undang-Undang Nomor 14 Tahun 2005 Tentang Guru Dan Dosen", *Sekretariat Negara*, 2005, H. 60-61.

responsibly.<sup>4</sup> Among these four competencies, social competence is a crucial aspect as it is directly related to the teacher's ability to establish effective communication and interaction with students, fellow teachers, parents, and the wider community.<sup>5</sup>

Furthermore, the Regulation of the Minister of National Education (Permendiknas) Number 16 of 2007 emphasizes that social competence includes the ability to act inclusively, objectively, non-discriminatorily, and to adapt to the social and cultural environment in the workplace. This indicates that teachers are not only required to master subject matter but also to serve as social figures who are accepted, respected, and regarded as role models by their surrounding community. In this context, Islamic Religious Education (PAI) teachers carry more complex responsibilities, as they function not only as instructors but also as moral and spiritual guides for students.<sup>6</sup>

This perspective is aligned with the view of M. Alam, who argues that social competence highlights the importance of a teacher's ability to build harmonious, empathetic, and responsible relationships with others. Teachers with a high level of empathy are more capable of understanding students' needs and psychological conditions, thereby fostering positive and meaningful interactions. Such interactions ultimately strengthen the emotional bond between teachers and students, which is a key factor in the learning process.<sup>7</sup>

Islamic Religious Education (PAI) teachers have broader moral responsibilities, as they are not only responsible for teaching religious knowledge but also for serving as role models in behavior, speech, and social interaction. The social competence of PAI teachers significantly influences the development of students' learning motivation, both intrinsically and extrinsically. Through polite communication, a humanistic approach, and learning grounded in Islamic values, PAI teachers can create a conducive learning environment rich in spiritual meaning.<sup>8</sup>

Learning motivation is one of the most important factors determining students' success in the educational process. It can be understood as internal and external drives that generate enthusiasm and a desire to learn in order to achieve specific goals.<sup>9</sup> Positive interpersonal relationships between teachers and students can foster a stable and enjoyable emotional climate. When students feel emotionally connected

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<sup>4</sup> Baharudin Baharudin Et Al., "Peranan Guru Pai Dalam Meningkatkan Kompetensi Pembelajaran Pai Di Sdit Al Amaanah Kelurahan Kalibaru Kecamatan Medan Satria Kota Bekasi", *Unisan Jurnal*, Vol. 4 No. 3 (2025), H. 41-49.

<sup>5</sup> U Sutisna Et Al., *Loc.Cit.*

<sup>6</sup> Departemen Pendidikan Nasional, Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16 Tahun 2007 Tentang Standar Kualifikasi Akademik Dan Kompetensi Guru, (Jakarta: Depdiknas, 2007), H. 12

<sup>7</sup> M Alam, "Peran Kompetensi Sosial Guru Pendidikan Agama Islam Di Madrasah Aliyah Negeri Kemantan Kabupaten Kerinci," *Islamika: Jurnal Ilmu-Ilmu Keislaman*, 2018, <https://ejournal.iainkerinci.ac.id/index.php/islamika/article/view/277>. H. 14

<sup>8</sup> V Julita, *Analisis Kompetensi Sosial Guru Kelas V B Sdn 001 Pasar Lubuk Jambi Kab. Kuantan Singingi* (Repository.Uir.Ac.Id, 2021), <https://repository.uir.ac.id/14842/>. H.1

<sup>9</sup> H Cikka, "Peranan Kompetensi Guru Pendidikan Agama Islam (Pai) Dalam Meningkatkan Interaksi Pembelajaran Di Sekolah," *Guru Tua: Jurnal Pendidikan Dan Pembelajaran* (Core.Ac.Uk, 2020), <https://core.ac.uk/download/pdf/327192872.pdf>. H. 47

to their teachers, they are more receptive to advice, guidance, and the values conveyed.<sup>10</sup>

Several previous studies have examined the relationship between teachers' social competence and students' learning motivation. A study by Tisnia T. (2022) shows that teachers' social competence plays a role in building harmonious interpersonal relationships, which in turn enhances students' extrinsic motivation in PAI learning.<sup>11</sup> Meanwhile, Alam M. (2018) found that PAI teachers with high social competence are able to establish good relationships with various stakeholders, thereby fostering respect and enthusiasm for learning among students.<sup>12</sup> In addition, Hakim A.R. (2021) identified a positive and significant influence of teacher competence, including social competence, on students' learning motivation.<sup>13</sup>

However, these studies generally focus on the general relationship between teachers' social competence and learning motivation, without specifically examining the dynamics of social interaction of PAI teachers within Islamic-based school environments that possess distinct cultural characteristics and developmental systems. Therefore, the novelty of this study lies in its effort to comparatively examine the contribution of PAI teachers' social competence in enhancing students' learning motivation across two leading Islamic educational institutions, taking into account the context of social interaction, school culture, and instructional approaches employed.

This study was conducted at SMA Al-Kautsar and SMA Al-Azhar Bandar Lampung, both of which are recognized as Islamic-based educational institutions with strong reputations in academic and character development. In general, SMA Al-Kautsar is known for its integrated educational approach that combines the national curriculum with Islamic values, along with a strong emphasis on character building and discipline. Meanwhile, SMA Al-Azhar is part of a modern Islamic education network that promotes a balance between academic achievement, moral development, and the strengthening of a religious culture within the school environment. These two schools provide a relevant context for examining how the social competence of PAI teachers contributes to enhancing students' learning motivation in a more in-depth and contextualized manner.

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<sup>10</sup> Y Gule And S Th, *Motivasi Belajar Siswa (Studi Kasus Tinjauan Melalui Kompetensi Sosial Dan Keteladanan Guru)* (Books.Google.Com, 2022), <https://Books.Google.Com/Books?hl=en&lr=&id=Earxeaaqbj&oi=fnd&pg=Pa64&dq=Guru+Pendidikan+Agama+Islam+Motivasi+Belajar+Kompetensi+Sosial+Guru&ots=Myw5titd8k&sig=Jykqgckpihkzlfhnpziwefftwi>. H. 3

<sup>11</sup> Tisnia, "Implementasi Kompetensi Sosial Guru Dalam Meningkatkan Motivasi Ekstrinsik Siswa Pada Mata Pelajaran PAI" 8, no. 1 (2022): 65–69, <https://doi.org/10.31949/educatio.v8i2.1602>.

<sup>12</sup> Masnur Alam, "PERAN KOMPETENSI SOSIAL GURU PENDIDIKAN AGAMA ISLAM DI MADRASAH ALIYAH NEGERI" 18, no. 01 (2018): 85–101.

<sup>13</sup> Arif Rohman Hakim, "PENGARUH KOMPETENSI GURU MATA PELAJARAN PENDIDIKAN AGAMA ISLAM DALAM MENGELOLA PEMBELAJARAN TERHADAP MOTIVASI BELAJAR SISWA," *Matriks : Jurnal Sosial Dan Sains* 2, no. 2 (2021).

## **METHOD**

This study employed a qualitative approach. A qualitative approach is a research method used to gain an in-depth understanding of phenomena through the collection of descriptive data in the form of words, behaviors, and social contexts rather than numerical or statistical data.<sup>14</sup> The research design used in this study was descriptive qualitative, which aims to systematically, factually, and accurately describe and explain a phenomenon based on data obtained from the field in a descriptive form.<sup>15</sup>

The data in this study were obtained from Islamic Religious Education (PAI) teachers at SMA Al-Kautsar Bandar Lampung. PAI teachers were selected as primary subjects because they directly possess and implement social competence in the learning process. Supporting data were also collected from the principal, vice principal, and students. In addition to these participants, data were gathered from various written documents and administrative records that supported the findings from interviews and observations.

The data collection techniques included observation, documentation, and interviews. Interviews were conducted to explore the perspectives and experiences of teachers and students. Observations were carried out to directly examine students' interactions and participation during the learning process. Documentation involved collecting learning materials and other documents related to the research. According to Rifai (2023), selecting appropriate data collection methods helps researchers obtain relevant and rich data in understanding the phenomena under investigation.<sup>16</sup>

The data analysis technique used in this study involved several stages. First, the collected data were reduced in order to produce meaningful information relevant to the research objectives. Next, the data were presented in the form of narrative text. Finally, conclusions were drawn based on the findings obtained from the analysis.<sup>17</sup>

## **RESULT AND DISCUSSION**

### **RESULT**

#### **A. Social Competence of Islamic Religious Education Teachers of Grade XI at SMA Al-Kautsar and SMA Al-Azhar Bandar Lampung**

Kompetensi The social competence of Islamic Religious Education (IRE) teachers is one of the essential aspects in supporting the success of the learning process, particularly in fostering harmonious interactions among teachers, students, and the school environment. At the senior high school level, such as SMA Al-Kautsar Bandar Lampung and SMA Al-Azhar Bandar Lampung, IRE teachers are required to possess strong social skills in order to serve as role models, effective communicators, and individuals capable of adapting to the diverse characteristics of Grade XI students, who are in the adolescence.

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<sup>14</sup> Firman Muhammad et al., "Ar Rasyiid" 2, no. 2 (2024): 95–112.

<sup>15</sup> Muhammad. Ramdhan, *Metode Penelitian* (Surabaya: Cipta Media Nusantara, 2021).

<sup>16</sup> Surya Hidayat, Abdul Muntaqim Al Anshory, and Nur Hasaniyah, "Penggunaan Aplikasi Microsoft Power Point Dalam Meningkatkan Minat Belajar Bahasa Arab Siswa (2024): 1-8," *Mitsali: Jurnal Penelitian Dan Pendidikan Bahasa Arab* 4 (2024).

<sup>17</sup> Nurhayati Nurhayati et al., *Metodologi Penelitian Kualitatif: Teori Dan Praktik* (Jambi: PT. Sonpedia Publishing Indonesia, 2024).

This social competence includes the ability to communicate politely, collaborate with fellow educators and parents, and actively participate in community life. Therefore, examining the social competence of IRE teachers in both schools is important to determine the extent of teachers' roles in creating a conducive and Islamic-value-based learning environment.

Picture 1. Teachers Social Competence XI Grades



1. Social Competence of Islamic Religious Education Teachers of Grade XI at SMA Al-Kautsar

Teacher social competence is one of the essential competencies that must be possessed by teachers in the learning process. This competence relates to the teacher's ability to interact effectively with students, fellow teachers, educational staff, and the school environment. Social competence plays a significant role in creating harmonious relationships between teachers and students, allowing the learning process to run effectively. Based on the Regulation of the Minister of National Education Number 16 of 2007, teacher social competence includes inclusive, objective, and non-discriminatory attitudes, as well as the ability to communicate effectively, empathetically, and politely with students.

a. Being Inclusive, Objective, and Non-Discriminatory

Based on the results of research conducted through interviews and observations at SMA Al-Kautsar Bandar Lampung, Grade XI Islamic Religious Education teachers demonstrated inclusive, objective, and non-discriminatory attitudes in the learning process. These attitudes were reflected in the teacher's fair treatment of all students without distinguishing their backgrounds, academic abilities, or individual characteristics.

These findings were further supported by classroom observations conducted by the researcher, where the teacher was seen treating all students equally. The teacher provided opportunities for students to participate in class discussions and appreciated every opinion expressed by students. In

addition, the teacher demonstrated openness toward various perspectives that emerged during the learning process.<sup>18</sup>

Based on these interview and observation results, it can be concluded that Grade XI IRE teachers at SMA Al-Kautsar Bandar Lampung have demonstrated inclusive, objective, and non-discriminatory attitudes in the learning process. This is evident in their fair treatment of all students, equal opportunities for participation, and attention to students who experience difficulties in understanding the learning material

b. Communicating Effectively, Empathetically, and Politely

The ability to communicate effectively, empathetically, and politely is an important part of teacher social competence. Good communication between teachers and students can create a comfortable and conducive learning atmosphere, supporting the achievement of learning objectives. Through effective communication, teachers can deliver material clearly, while empathetic and polite attitudes make students feel valued and cared for during the learning process.

Based on observations conducted during the learning process, the IRE teacher was able to establish effective communication with students. The teacher explained the material systematically, used language that was easy to understand, and provided examples related to everyday life to help students better comprehend the material. In addition, the teacher gave positive responses to student participation, such as providing appreciation when students answered questions or expressed opinions.<sup>19</sup>

With good communication between teachers and students, the learning atmosphere became more interactive and conducive. Students appeared more active in participating in learning activities and were not hesitant to express their opinions or ask questions related to the subject matter.

Thus, it can be concluded that Grade XI IRE teachers at SMA Al-Kautsar Bandar Lampung have demonstrated the ability to communicate effectively, empathetically, and politely in the learning process. This is evident in the clarity of material delivery, opportunities given to students to participate, and the teacher's friendly, patient, and respectful attitude toward students' opinions.

2. Social Competence of Islamic Religious Education Teachers of Grade XI at SMA Al-Azhar Bandar Lampung

Teacher social competence refers to the ability of teachers to communicate and interact effectively with students, fellow educators, educational staff, and the school environment. Social competence plays an important role in creating harmonious relationships between teachers and students, enabling the learning process to run effectively and in a conducive manner. Based on the Regulation of the Minister of National Education Number 16 of 2007, teacher social competence includes inclusive,

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<sup>18</sup> Hasil Observasi Penelitian di SMA Al-Kautsar Bandar Lampung, 9 Februari 2026

<sup>19</sup> Hasil Observasi Penelitian di SMA Al-Kautsar Bandar Lampung, 9 Februari 2026

objective, and non-discriminatory attitudes, as well as the ability to communicate effectively, empathetically, and politely.

a. Being Inclusive, Objective, and Non-Discriminatory

Based on research findings obtained through interviews and observations at SMA Al-Azhar Bandar Lampung, Grade XI Islamic Religious Education teachers demonstrated openness toward all students and made efforts to treat them fairly in the learning process. This was reflected in the way teachers provided equal opportunities for all students to participate in learning activities without distinguishing their backgrounds, academic abilities, or personal characteristics.

Observations conducted during the learning process also showed that teachers treated all students equally. Teachers provided opportunities for students to express opinions, answer questions, and respond during class discussions. Furthermore, teachers demonstrated openness toward various opinions expressed by students.<sup>20</sup>

Thus, it can be concluded that Grade XI IRE teachers at SMA Al-Azhar Bandar Lampung have demonstrated inclusive, objective, and non-discriminatory attitudes in the learning process. This is evident in their efforts to treat all students fairly, provide equal participation opportunities, and appreciate the diversity of students' abilities and characteristics.

b. Communicating Effectively, Empathetically, and Politely

Teachers' ability to communicate effectively, empathetically, and politely is an important factor in supporting the success of the learning process. Good communication between teachers and students can create positive relationships, making students feel comfortable, valued, and more active in classroom activities.

Based on observations conducted during the learning process, teachers were able to build effective communication with students. Teachers did not merely deliver material in a one-way manner but actively involved students through question-and-answer sessions, discussions, and by providing examples related to everyday life to make the material easier to understand.<sup>21</sup>

Thus, it can be concluded that Grade XI IRE teachers at SMA Al-Azhar Bandar Lampung have demonstrated the ability to communicate effectively, empathetically, and politely in the learning process. This is reflected in the clarity of their explanations, opportunities provided for students to ask questions and express opinions, and positive responses toward student participation during learning activities.

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<sup>20</sup> Hasil Observasi Penelitian di SMA Al-Azhar Bandar Lampung, 9 Februari 2026

<sup>21</sup> Hasil Observasi Penelitian di SMA Al-Azhar Bandar Lampung, 9 Februari 2026

## B. Intrinsic and Extrinsic Motivation of Students in Participating in Islamic Religious Education Learning in Grade XI at SMA Al-Kautsar and SMA Al-Azhar Bandar Lampung

Students' learning motivation is an important factor influencing the success of the learning process, including in Islamic Religious Education (IRE). This motivation can be categorized into intrinsic motivation, which originates from within the students such as awareness of the importance of understanding religious teachings and extrinsic motivation, which comes from external factors such as support from teachers, the school environment, and family.

Among Grade XI students at SMA Al-Kautsar Bandar Lampung and SMA Al-Azhar Bandar Lampung, these two types of motivation complement each other in encouraging students' activeness and seriousness in participating in learning activities. Therefore, it is important to examine how intrinsic and extrinsic motivation develop and how they influence students' participation and learning outcomes in Islamic Religious Education.

Picture 2: Students Motivation In Islamic Education Learning



### 1. Intrinsic and Extrinsic Motivation of Students in Islamic Religious Education Learning in Grade XI at SMA Al-Kautsar Bandar Lampung

Learning motivation is one of the key factors affecting students' success in the learning process. It functions as a driving force that encourages students to have enthusiasm, interest, and a desire to learn and achieve optimal learning outcomes. Learning motivation may originate from within the students themselves or from external influences. According to Uno, as cited in Rusydi Ananda, indicators of learning motivation include the desire to succeed, the presence of learning needs and drives, future aspirations, appreciation in learning, and engaging learning activities.

#### a. Intrinsic Motivation

Intrinsic motivation is motivation that originates from within the students without external pressure or coercion. It arises from students' awareness, interest, desire, and need to learn. Students with intrinsic motivation typically demonstrate enthusiasm in learning, a high level of curiosity, and a strong effort to understand the subject matter.

Based on observations conducted during the learning process, it was found that some students showed interest and attention toward the material presented by the teacher. This was evident from their involvement in question-and-answer sessions, group discussions, and their seriousness in completing assigned tasks. Some students were also observed taking notes and paying close attention to the teacher's explanations.<sup>22</sup>

In addition, students demonstrated considerable curiosity toward materials related to daily life, such as discussions on morality (akhlaq), religious values, and the application of Islamic teachings in social life. When teachers provided real-life examples, students appeared more interested and actively engaged in the learning process.

Thus, it can be concluded that the intrinsic motivation of Grade XI students at SMA Al-Kautsar Bandar Lampung in participating in Islamic Religious Education learning is relatively good. This is indicated by their desire to understand the subject matter, their need to learn religious teachings, and their aspirations to apply religious knowledge in daily life. This intrinsic motivation is also reflected in students' active participation in learning activities, such as asking questions, answering questions, and engaging in classroom discussions.

#### b. Extrinsic Motivation

Extrinsic motivation refers to learning motivation that originates from external factors. This type of motivation arises due to encouragement, stimulation, or influence from the surrounding environment, such as teachers, peers, family, or the learning atmosphere at school. Extrinsic motivation may also take the form of rewards, praise, assessments, or engaging learning activities that encourage students to be more enthusiastic in participating in the learning process.

Based on observations conducted during the learning process, it was found that teachers provided various forms of appreciation to students who were active in learning. Teachers responded positively to students' answers, gave praise for their participation in discussions, and provided opportunities for students to engage in various learning activities. In addition, teachers attempted to create a conducive learning environment by using teaching methods that encouraged student participation, making the learning process more engaging and less monotonous.<sup>23</sup>

Thus, it can be concluded that the extrinsic motivation of students in participating in Islamic Religious Education learning in Grade XI at SMA Al-Kautsar Bandar Lampung is categorized as good. This is demonstrated by the encouragement provided by teachers, the provision of rewards during the learning process, and the use of engaging teaching methods that involve active student participation, thereby enhancing students' learning enthusiasm.

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<sup>22</sup> Hasil Observasi Penelitian di SMA Al-Kautsar Bandar Lampung, 9 Februari 2026

<sup>23</sup> Hasil Observasi Penelitian di SMA Al-Kautsar Bandar Lampung, 9 Februari 2026

2. Intrinsic and Extrinsic Motivation of Students in Islamic Religious Education Learning in Grade XI at SMA Al-Azhar Bandar Lampung

Learning motivation is a crucial factor that significantly influences students' success in participating in the learning process. It serves as a driving force that generates enthusiasm, directs learning activities, and sustains students' persistence in achieving learning objectives. Students with strong learning motivation tend to be more active, diligent, and serious in engaging in learning activities.

According to Uno, as cited in Rusydi Ananda, indicators of learning motivation include the desire to succeed, internal drives and learning needs, future aspirations, appreciation in learning, and engaging learning activities. Based on these indicators, learning motivation can be observed through students' attitudes and behaviors during the learning process.

a. Intrinsic Motivation

Intrinsic motivation is motivation that arises from within the students without direct external pressure or encouragement. It emerges due to students' awareness, interest, needs, and desire to learn a particular subject. Students with intrinsic motivation generally demonstrate enthusiasm, high curiosity, and seriousness in understanding the material.

Based on interviews with Islamic Religious Education teachers at SMA Al-Azhar Bandar Lampung, it was stated that:

*"Most students show fairly good interest in Islamic Religious Education learning. This can be seen from their seriousness in participating in classroom activities. Some students pay close attention to the teacher's explanations, take notes on important material, and try to complete assignments independently".<sup>24</sup>*

Observations conducted during the learning process also showed that several students demonstrated adequate attention to the material presented. They appeared to follow the lessons seriously and attempted to understand the material through question-and-answer sessions and classroom discussions. Additionally, some students actively answered questions and participated in group discussions.<sup>25</sup>

This level of participation indicates the presence of internal interest and motivation to understand the subject matter. It also reflects students' awareness of the importance of learning Islamic Religious Education as part of character development and understanding religious values.

Thus, it can be concluded that the intrinsic motivation of Grade XI students at SMA Al-Azhar Bandar Lampung in participating in Islamic Religious Education learning is relatively good. This is indicated by their desire to understand the material, internal drive to achieve success, and aspirations to apply religious knowledge in daily life. This intrinsic

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<sup>24</sup> Hasil wawancara guru PAI SMA Al-Azhar Bandar Lampung, Bapak Angga Saputra, M.Pd, 9 Februari 2026

<sup>25</sup> Hasil Observasi Penelitian di SMA Al-Azhar Bandar Lampung, 9 Februari 2026

motivation is also reflected in students' seriousness and active participation in classroom discussions and question-and-answer activities.

**b. Extrinsic Motivation**

Extrinsic motivation refers to learning motivation that arises due to external influences. These factors may include encouragement from teachers, the school environment, peers, or rewards and appreciation during the learning process. Extrinsic motivation plays an important role in enhancing students' enthusiasm, especially when intrinsic motivation has not yet fully developed.

Based on observations during the learning process, teachers were seen making efforts to create a conducive and enjoyable learning environment. Teachers provided opportunities for students to participate in activities such as answering questions, expressing opinions, and engaging in group discussions. In addition, teachers gave positive responses to student participation, which increased students' confidence in engaging in the learning process.<sup>26</sup>

An interactive learning environment and appreciation for student participation can serve as important factors in enhancing learning motivation. When students feel valued and involved, they are more likely to be motivated to participate actively and seriously in learning activities.

Thus, it can be concluded that the extrinsic motivation of Grade XI students at SMA Al-Azhar Bandar Lampung in participating in Islamic Religious Education learning is categorized as good. This is demonstrated by the encouragement provided by teachers, the presence of rewards in the learning process, and the use of varied and engaging teaching methods that enhance students' enthusiasm for learning.

**C. The Contribution of Islamic Religious Education Teachers' Social Competence in Encouraging Intrinsic and Extrinsic Motivation of Grade XI Students at SMA Al-Kautsar and SMA Al-Azhar Bandar Lampung**

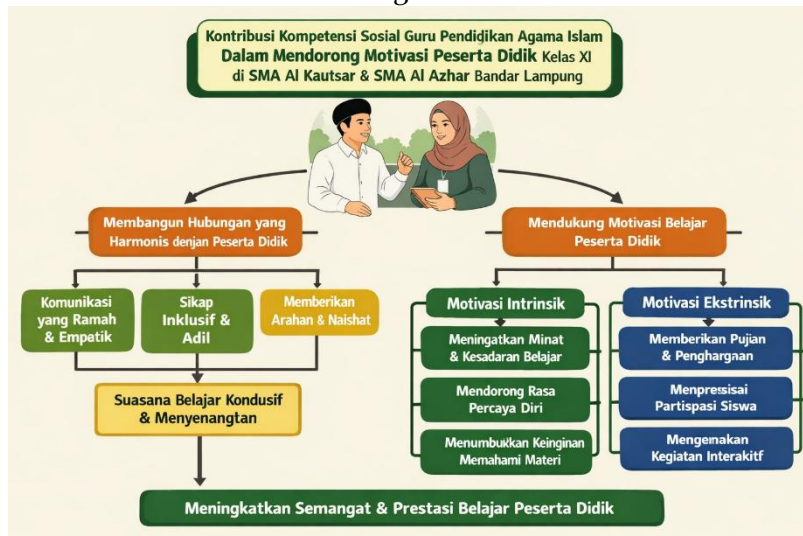
The social competence of Islamic Religious Education (IRE) teachers plays a crucial role in fostering students' learning motivation, both intrinsically and extrinsically. Teachers who possess strong social skills are able to build warm, communicative, and empathetic relationships with students, thereby nurturing a sense of comfort, self-confidence, and internal awareness to learn. On the other hand, positive social interactions also serve as external factors that enhance extrinsic motivation, such as through rewards, attention, and support from teachers.

Among Grade XI students at SMA Al-Kautsar Bandar Lampung and SMA Al-Azhar Bandar Lampung, the social competence of IRE teachers contributes to creating a conducive, interactive, and religiously enriched learning environment. Thus, teacher social competence functions not only as a means of communication but also as a strategic factor in enhancing students' motivation and engagement in the learning process.

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<sup>26</sup> Hasil Observasi Penelitian di SMA Al-Azhar Bandar Lampung, 9 Februari 2026

Picture 3. The Contribution of Islamic Religious Education Teachers' Social Competence



1. The Contribution of IRE Teachers' Social Competence in Encouraging Students' Intrinsic and Extrinsic Motivation in Grade XI at SMA Al-Kautsar Bandar Lampung

Teacher social competence plays a very important role in improving students' learning motivation. Teachers who are able to interact effectively with students, communicate clearly, and demonstrate empathetic and fair attitudes can create a comfortable, conducive, and enjoyable learning atmosphere. Such conditions encourage students to be more active and enthusiastic in participating in the learning process. Therefore, teacher social competence not only functions in building harmonious relationships with students but also contributes to enhancing both intrinsic and extrinsic motivation.

Based on observations conducted at SMA Al-Kautsar Bandar Lampung, the Islamic Religious Education teacher was able to establish positive relationships with students. This was evident from the teacher's friendly and open attitude, as well as the ability to create a relaxed and engaging learning environment. The teacher frequently provided motivation, advice, and guidance regarding the importance of learning Islamic Religious Education in daily life. In addition, the teacher gave students opportunities to express their opinions and ask questions during the learning process, making them feel valued and actively involved.<sup>27</sup>

This contribution is further supported by interview results with a student, Abdul Hanif Al Abror, who stated:

*"The teacher's friendly and approachable attitude makes students feel more comfortable in participating in Islamic Religious Education learning. The teacher also frequently provides motivation and advice related to the importance of having good morals and understanding religious teachings. This encourages students to study more seriously".*<sup>28</sup>

<sup>27</sup> Hasil Observasi Penelitian di SMA Al-Kautsar Bandar Lampung, 9 Februari 2026

<sup>28</sup> Hasil wawancara peserta didik SMA Al-Kautsar Bandar Lampung, Abdul Hanif Al Abror, 9 Februari 2026

Furthermore, based on classroom observations, the teacher also attempted to create an engaging and interactive learning environment. The teacher did not rely solely on one-way instruction but actively involved students through question-and-answer sessions, discussions, and real-life examples. This approach made students more active and reduced boredom during the learning process.<sup>29</sup>

Through positive interaction between teachers and students, relationships became more harmonious and supportive. Such positive relationships enhance students' self-confidence and foster their interest in learning. This indicates that teacher social competence has a significant contribution to improving both intrinsic and extrinsic motivation.

Based on these findings, it can be concluded that the social competence of Islamic Religious Education teachers at SMA Al-Kautsar Bandar Lampung makes a substantial contribution to enhancing the learning motivation of Grade XI students. Teachers' inclusive, objective, and non-discriminatory attitudes, along with their effective and empathetic communication skills, create a conducive and enjoyable learning environment. This condition ultimately strengthens students' intrinsic motivation to understand the subject matter, as well as their extrinsic motivation through encouragement, attention, and rewards provided by the teacher during the learning process.

## 2. The Contribution of IRE Teachers' Social Competence in Encouraging Students' Intrinsic and Extrinsic Motivation in Grade XI at SMA Al-Azhar Bandar Lampung

Teacher social competence also plays an important role in enhancing students' learning motivation. Teachers who possess good communication skills and are able to build positive relationships with students can create a comfortable, conducive, and enjoyable learning atmosphere. Such an environment encourages students to be more active, confident, and enthusiastic in participating in the learning process. Therefore, teacher social competence not only serves to establish harmonious relationships but also contributes to fostering both intrinsic and extrinsic motivation.

Based on observations conducted at SMA Al-Azhar Bandar Lampung, Islamic Religious Education teachers were able to create positive interactions with students during the learning process. Teachers demonstrated friendly and open attitudes and provided opportunities for students to participate actively in learning activities, such as asking questions, expressing opinions, and engaging in class discussions. In addition, teachers frequently offered motivation, guidance, and advice related to the importance of learning Islamic Religious Education in daily life. These attitudes made students feel valued and more enthusiastic about learning.<sup>30</sup>

A student, Jihan Musyaffa, stated:

*“Islamic Religious Education teachers often give rewards to students who are active in learning, such as praise or appreciation for their answers. These rewards make students feel valued for their efforts, which increases their confidence and encourages them to*

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<sup>29</sup> Hasil Observasi Penelitian di SMA Al-Kautsar Bandar Lampung, 9 Februari 2026

<sup>30</sup> Hasil Observasi Penelitian di SMA Al-Azhar Bandar Lampung, 9 Februari 2026

*participate more actively. This shows that teacher social competence can also foster students' extrinsic motivation".<sup>31</sup>*

In addition, classroom observations showed that teachers actively created an interactive learning environment by involving students in question-and-answer sessions and discussions. Teachers provided positive responses to students' questions and opinions, fostering effective communication between teachers and students. Such positive interactions made students feel appreciated and more confident in participating in the learning process.

Based on these findings, it can be concluded that the social competence of Islamic Religious Education teachers significantly contributes to enhancing the learning motivation of Grade XI students at SMA Al-Azhar Bandar Lampung. Teachers' inclusive, objective, and non-discriminatory attitudes, combined with effective and empathetic communication skills, create positive relationships with students. These relationships, in turn, foster intrinsic motivation through students' internal awareness and interest, as well as extrinsic motivation through encouragement, attention, and rewards provided during the learning process.

## **DISSCUSION**

This study aims to examine the contribution of Islamic Religious Education (IRE) teachers' social competence in enhancing students' learning motivation at SMA Al-Kautsar and SMA Al-Azhar Bandar Lampung. The discussion is conducted by linking the research findings obtained through interviews and observations with relevant theories on teacher social competence and students' learning motivation.

### **A. Social Competence of Islamic Religious Education Teachers of Grade XI at SMA Al-Kautsar and SMA Al-Azhar Bandar Lampung**

Based on the research findings regarding the social competence of Grade XI IRE teachers at SMA Al-Kautsar Bandar Lampung and SMA Al-Azhar Bandar Lampung, it can be analyzed that teachers' social competence has fulfilled the indicators outlined in the Regulation of the Minister of National Education Number 16 of 2007. This is particularly evident in aspects such as inclusive, objective, and non-discriminatory attitudes, as well as the ability to communicate effectively, empathetically, and politely during the learning process.

Conceptually, teacher social competence refers to the ability to build harmonious interpersonal relationships with students and the broader educational environment. E. Mulyasa explains that teacher social competence includes the ability to communicate and interact effectively with students, fellow educators, educational staff, and the community. Meanwhile, Wina Sanjaya emphasizes that social competence plays a strategic role in creating quality educational interactions, thereby fostering a conducive and meaningful learning environment.<sup>32</sup>

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<sup>31</sup> Hasil wawancara peserta didik SMA Al-Azhar Bandar Lampung, Jihan Musyaffa, 9 Februari 2026

<sup>32</sup> E. Mulyasa, *Standar Kompetensi & Sertifikasi Guru* (Bandung: Remaja Rosdakarya, 2012).

Furthermore, from the perspective of educational psychology, the social constructivism theory proposed by Lev Vygotsky highlights that social interaction is a fundamental element in students' cognitive development. Through the concept of the zone of proximal development (ZPD), Vygotsky explains that students can achieve higher levels of understanding when supported through interaction with more competent individuals, including teachers.<sup>33</sup> Thus, teacher social competence is not merely complementary but serves as a key factor in the success of the learning process.

The findings from both schools indicate that IRE teachers have implemented inclusive attitudes by treating all students fairly regardless of their social background, economic status, or academic ability. Teachers also provide equal opportunities for students to actively participate in learning through discussions, question-and-answer sessions, and collaborative activities. This reflects the application of principles of equity and equality in classroom practice.

In addition, teachers' effective and empathetic communication skills are evident in their use of clear and understandable language, systematic delivery of material, and the establishment of two-way communication between teachers and students. Teachers act not only as knowledge transmitters but also as facilitators who listen, respond to, and appreciate students' opinions. The polite attitude demonstrated by teachers further contributes to creating a comfortable and conducive classroom atmosphere.

At SMA Al-Azhar Bandar Lampung, an emphasis on respect for diversity represents a concrete manifestation of teacher social competence. Teachers demonstrate openness toward differences in students' characteristics, cultural backgrounds, and learning styles. As a result, students feel more accepted, comfortable, and motivated to participate in the learning process. Meanwhile, at SMA Al-Kautsar Bandar Lampung, teacher social competence is strongly reflected in the establishment of two-way communication that encourages student activeness and increases participation more evenly.

Overall, the social competence of IRE teachers in both schools significantly contributes to the creation of a positive learning environment. This is indicated by increased student engagement, enhanced self-confidence, and the development of healthy interactions between teachers and students. Thus, it can be concluded that teacher social competence not only impacts interpersonal relationships but also has direct implications for the quality of the learning process and outcomes.

## **B. Intrinsic and Extrinsic Motivation of Students in Participating in Islamic Religious Education Learning in Grade XI at SMA Al-Kautsar and SMA Al-Azhar Bandar Lampung**

Based on the research findings regarding students' learning motivation in Islamic Religious Education at SMA Al-Kautsar Bandar Lampung and SMA Al-Azhar

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<sup>33</sup> L. S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds. & Trans.) (Cambridge: MA: Harvard University Press, 1978).

Bandar Lampung, it is evident that both intrinsic and extrinsic motivation develop quite well and complement each other in supporting the success of the learning process. These findings are consistent with the learning motivation theory proposed by Hamzah B. Uno (as cited in Rusydi Ananda), which states that learning motivation is characterized by the desire to succeed, internal drives and needs, future aspirations, rewards, and engaging learning activities.<sup>34</sup>

Additionally, Sardiman A.M. explains that learning motivation is the overall driving force within students that initiates learning activities, ensures their continuity, and directs them toward achieving learning goals. This reinforces the idea that motivation plays a central role in determining the quality of both the learning process and its outcomes.

Conceptually, within the framework of learning motivation, intrinsic and extrinsic motivation are two main components that interact in shaping students' learning behavior. Intrinsic motivation is rooted in students' internal awareness, while extrinsic motivation is influenced by external factors such as teachers, the learning environment, and instructional methods.

Based on the integration of research findings, theoretical perspectives, and conceptual frameworks, it can be concluded that both intrinsic and extrinsic motivation among Grade XI students in both schools are well developed and mutually reinforcing. Intrinsic motivation is reflected in students' awareness and desire to learn, while extrinsic motivation is strengthened by the role of teachers and the learning environment.

### **C. The Contribution of Islamic Religious Education Teachers' Social Competence in Encouraging Intrinsic and Extrinsic Motivation of Grade XI Students at SMA Al-Kautsar and SMA Al-Azhar Bandar Lampung**

Based on the research findings regarding the contribution of IRE teachers' social competence in encouraging students' learning motivation, it can be analyzed that teacher social competence plays a significant role in integrating and strengthening both intrinsic and extrinsic motivation.

Theoretically, teacher social competence is closely related to the ability to build effective, empathetic, and communicative interpersonal relationships. According to E. Mulyasa, social competence refers to the teacher's ability to interact effectively with students and their social environment. Meanwhile, Wina Sanjaya emphasizes that effective educational interaction between teachers and students creates a conducive learning environment and enhances student engagement.

Within the conceptual framework of learning motivation, there is a causal relationship between external factors (such as the teacher's role) and internal factors (students' intrinsic motivation). This aligns with Albert Bandura's Social Learning Theory, which posits that the social environment, including teachers, plays a crucial role in shaping individuals' behavior and motivation through processes of observation

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<sup>34</sup> Rusydi Ananda and Fitri Hayati, *Variabel Belajar (Kompilasi Konsep)* (Medan: Pusdikra Mitra Jaya, 2020).

and interaction. Thus, teacher social competence functions as a bridge that connects external stimuli with the formation of internal motivation within students.<sup>35</sup>

Overall, these findings indicate that although teacher social competence has made a significant contribution, further development is still needed to achieve a balance between extrinsic and intrinsic motivation. Teachers are not only required to provide external motivation but also to foster students' internal awareness and self-driven motivation.

Therefore, future directions in instructional development should focus on transforming teacher-driven motivation into student-driven motivation. This transformation aims to ensure that students are not only active learners but also develop independence, responsibility, and sustained motivation as part of becoming lifelong learners.

## CONCLUSION

Based on the findings of this study regarding the contribution of Islamic Religious Education (PAI) teachers' social competence in enhancing students' learning motivation at SMA Al-Kautsar and SMA Al-Azhar Bandar Lampung, it can be concluded that the social competence of PAI teachers is categorized as good. This is reflected in teachers' ability to demonstrate inclusive, objective, and non-discriminatory attitudes, as well as their skills in establishing effective, empathetic, and respectful communication during the learning process. Teachers are also able to build harmonious interpersonal relationships with students through friendliness, patience, openness, and by providing opportunities for active student participation in learning activities.

Students' learning motivation in PAI subjects is also categorized as good, both in terms of intrinsic and extrinsic aspects. Intrinsic motivation is indicated by students' internal desire to understand the material, their awareness of the importance of religious values, and their orientation toward practicing Islamic teachings in daily life. Meanwhile, extrinsic motivation is reflected in the support, reinforcement, and appreciation provided by teachers, as well as the use of varied and engaging teaching methods. Furthermore, this study reveals that the social competence of PAI teachers makes a significant contribution to improving students' learning motivation, as positive social interactions between teachers and students create a conducive learning climate, enhance students' self-confidence, interest, and active engagement in the learning process.

Thus, teachers' social competence plays a strategic role in optimizing students' learning motivation, both intrinsically and extrinsically. Overall, the social competence of PAI teachers in both schools contributes positively to the improvement of students' learning motivation. Therefore, the development of teachers' social competence should be continuously promoted as part of efforts to enhance the quality of PAI learning.

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<sup>35</sup> Albert Bandura and Richard H. Walters., *Social Learning Theory* (Englewood Cliffs, NJ: Prentice-hall, 1977).

Nevertheless, this study has several limitations. Therefore, future research is recommended to examine teacher competence more comprehensively by integrating pedagogical, professional, and personal aspects; to employ quantitative or mixed methods approaches in order to obtain more measurable data; to expand the scope of research subjects and locations to enhance generalizability; and to explore other relevant variables such as family environment, school culture, and the utilization of learning technologies. Additionally, future studies are encouraged to investigate more deeply the strategies for implementing teachers' social competence in the learning process and their impact on students' learning outcomes.

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