



The Implementation of Pedagogical Competence Development of Teachers in Improving Students Learning Motivation at SMK Plus Khoiriyah Hasyim Tebuireng

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Abstract : Student learning motivation is a crucial aspect that plays a role in determining the success of the learning process. However, increasing learning motivation cannot be separated from the quality of teachers' pedagogical competence in designing and implementing effective learning. This study aims to describe the development of teachers' pedagogical competence, describe students' learning motivation, describe the implementation of teachers' pedagogical competence development in improving students' learning motivation. This study uses a qualitative method with a case study approach. This research was conducted at SMK Plus Khoiriyah Hasyim Tebuireng. The results show that students' learning motivation shows positive development. This is evidenced by students' active participation in discussions, involvement in practical activities, and responsibility in completing assignments. Students' learning motivation is demonstrated not only through their participation but also through their commitment and consistency throughout the learning process. These results are influenced by the use of diverse teaching methods, relevant learning media, and a more supportive classroom environment.

Keywords : Teacher Pedagogical Competence, Learning Motivation, Vocational High School Students.

INTRODUCTION

Education plays a fundamental role in human life, as it is inseparable from the process of individual growth and development. It encompasses various functions and responsibilities that are directly related to the sustainability and improvement of human life. In this regard, management and human resources are closely interconnected, as management serves as a systematic process that provides direction, coordination, and order in carrying out various activities. Therefore, management and human resources constitute two inseparable components that contribute significantly to the achievement of organizational objectives and the enhancement of educational quality. Within the educational context, there are generally two main groups involved in the implementation of education, namely students and educators,

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including educational personnel (Ulfatin Nurul, 2016). Educators and educational personnel are individuals responsible for organizing and facilitating the educational process. Meanwhile, students are the subjects who participate in and become the primary focus of the educational process.

In an effort to improve teacher quality, educational policies in Indonesia have been regulated through various laws and government regulations, including Law Number 14 of 2005 concerning Teachers and Lecturers and the Regulation of the Minister of National Education Number 16 of 2007 concerning Teacher Academic Qualifications and Competency Standards. Within the scope of human resource management, one of the primary areas of concern is the development of competencies possessed by school personnel, particularly teachers, in educating students. Essentially, development refers to a learning activity designed to fulfill long-term general needs (Ulfatin Nurul, 2016).

Vocational education, particularly at the vocational high school level, plays a strategic role in accelerating the availability of competent, competitive, and work-ready human resources. Teachers with strong pedagogical competence are capable of managing and creating a classroom environment that fosters inspiration and effective learning. Conversely, monotonous and conventional teaching practices may reduce students' enthusiasm and engagement in the learning process (Army et al., n.d.). One of the key indicators of achieving educational institution goals is closely related to the quality of its human resources. Therefore, the development of superior human resources capable of contributing to societal advancement requires effective learning management (Azizah & Aziz, 2024). Human resource development and management generally involve four main stages: identifying development needs, designing development programs, implementing development activities, and evaluating the programs that have been carried out.

In the learning process, the continuity and success of teaching and learning activities are determined not only by intellectual factors but also by various non-intellectual factors, one of which is students' ability to motivate themselves (Suharni, 2021). Learning motivation is a crucial factor that plays a significant role in determining students' academic achievement. Such motivation does not arise solely from within the students themselves; it is also greatly influenced by the learning environment and the role of teachers. Teachers who possess adequate pedagogical and professional competencies are able to create an engaging and conducive learning environment, while also encouraging students to actively participate in the learning process.

In the era of digital transformation, the challenges of managing teacher human resource development have become increasingly complex. Vocational high school teachers are required to possess adaptive pedagogical competencies, particularly the ability to integrate technology into teaching methodologies in order to accommodate the characteristics of Generation Z students, who tend to be technologically oriented and critical thinkers. The gap between teachers' digital competencies and pedagogical skills often becomes a major obstacle to creating dynamic and meaningful learning interactions (Sofwan et al., 2024). SMK Plus Khoiriyah Hasyim possesses a unique distinction compared to other vocational schools, as it is established upon the foundation of Islamic boarding school (pesantren) values. Findings from a previous study conducted at SMK Plus Khoiriyah Hasyim Tebuireng by Norma Dhikria Andriani and Siyono revealed that the implementation of the Student Teams Achievement Division (STAD) learning model significantly improved students' learning activities and academic achievement (Andriani & Siyono, 2020). The study demonstrated that when teachers employ appropriate and professional instructional strategies, students' motivation, participation, and academic performance can be substantially enhanced.

Although numerous studies have examined teacher competence, instructional strategies, and students' learning motivation, most of them have primarily focused on the effectiveness of specific learning models or on teacher competence development in a general sense. The novelty of this study lies in its focus on pedagogical competence development as a component of educational human resource management and its relationship with the enhancement of students' learning motivation. Furthermore, this study is conducted at SMK Plus Khoiriyah Hasyim Tebuireng, a vocational school with a distinctive Islamic boarding school (pesantren)-based educational environment, which provides a unique context compared to previous studies. Another contribution of this research is its exploration of the implementation of pedagogical competence development programs through various professional development activities, including In-House Training (IHT), internal and external Subject Teacher Forums (MGMP), curriculum workshops, and the Teacher Professional Education Program (PPG), as well as how these initiatives contribute to improving students' learning motivation in daily classroom practices. Therefore, this study not only describes the process of teacher competence development but also provides a comprehensive understanding of the contribution of pedagogical competence development to students' learning motivation within the context of a pesantren-based vocational education institution.

RESEAECH METHOD

This study employed a descriptive qualitative approach aimed at describing the implementation of teachers' pedagogical competency development and students' learning motivation improvement at SMK Plus Khoiriyah Hasyim Tebuireng. A qualitative approach was used because it seeks to understand phenomena in their natural settings, where the researcher acts as the key instrument (Abdussamad, 2021). This approach was chosen to gain an in-depth understanding of the phenomenon of pedagogical competency development implementation within the real context of the school environment. This research used a case study design, which refers to a series of scientific activities conducted in depth and in detail on a program, activity, or event at the individual, group, or institutional level (Ridlo, 2023). In this context, the study enables the researcher to explain how the development of teachers' pedagogical competencies is implemented in practice. The research was conducted at SMK Plus Khoiriyah Hasyim Tebuireng, a vocational school under the Tebuireng Islamic boarding school foundation in Jombang. In vocational schools, teachers are required not only to master theoretical knowledge but also practical skills. Therefore, it is necessary to explore in greater depth the forms of teacher competency development implemented in the institution.

In this study, data were collected using three techniques, namely interviews, observation, and documentation. Interviews were conducted to obtain information regarding the programs implemented by the school to improve teachers' pedagogical competence, the role of the principal as a program planner, the condition of students' learning motivation, and how the outcomes of the development program were implemented as well as their impact on students' learning motivation. Observation was carried out through classroom observation to examine the teaching and learning process and to ensure that the data obtained from interviews reflected factual conditions in the field. Documentation was used as a complementary technique to strengthen the data obtained from interviews and observations. To ensure the credibility of the findings, the researcher applied persistence in observation and data triangulation by comparing interview results from several informants and cross-checking them with documentation and observational data (Moleong, 2016). The informants involved in this study are presented in Table 1.

Table 1. List of Research Informants and Interview Code

Informant	Interview Code	Role
Principal	01	Program planner for the development of teachers' pedagogical competence

Teacher	02	Responsible for implementing the teacher competency development programs designed by the principal
Student	03	Recipient of the benefits of the implemented teacher competency development program in the learning process

The data obtained in this study were analyzed using the data analysis technique proposed by Miles and Huberman (Sugiyono, 2022). The data analysis process in this study was conducted through four stages, namely data collection, data reduction, data display, and conclusion drawing. Data collection was carried out through interviews, observation, and documentation. Subsequently, data reduction was performed by selecting, focusing, and simplifying the data on aspects relevant to the research needs. Data display involved presenting all obtained data in the findings and discussion sections. Conclusion drawing in qualitative research is intended to answer the research focus that has been formulated at the beginning of the study.

RESULT AND DISCUSSION

The findings of this study indicate that the development of teachers' pedagogical competence at SMK Plus Khoiriyah Hasyim Tebuireng is implemented through a systematic and continuous process involving various professional development programs, including In-House Training (IHT), internal and external Subject Teacher Forums (MGMP), curriculum workshops, and participation in the Teacher Professional Education Program (PPG). These programs are not conducted incidentally but are planned based on teachers' professional needs, curriculum developments, and the demands of contemporary learning. The implementation of these programs demonstrates the school's commitment to improving the quality of its human resources, particularly teachers, as the key actors in the educational process.

The results show that the planning of pedagogical competency development begins with identifying teachers' needs at the beginning of the academic year. This finding supports the concept of human resource development proposed by Armstrong, who argues that professional development should be based on the identification of organizational and individual needs to ensure that training activities effectively contribute to performance improvement. Through this needs-based approach, the school is able to design professional development programs that are relevant to teachers' challenges in classroom instruction. Consequently, pedagogical competency development becomes more targeted and responsive to both institutional and instructional demands.

The implementation of In-House Training (IHT) serves as one of the primary strategies for improving teachers' pedagogical competence. Through IHT, teachers are provided with opportunities to update their knowledge, share experiences, and learn from colleagues who possess particular expertise. The findings reveal that teachers who have completed professional development programs such as PPG often act as resource persons, enabling knowledge sharing within the institution. This practice reflects the concept of collaborative professional learning, in which teachers learn not only from external experts but also from their peers. Such an approach is beneficial because it allows professional knowledge to be disseminated efficiently while fostering a culture of continuous learning within the school.

In addition to IHT, the Subject Teacher Forum (MGMP) plays a significant role in enhancing pedagogical competence. The findings indicate that MGMP functions as a professional learning community where teachers discuss instructional challenges, exchange teaching experiences, and develop innovative learning strategies. Through participation in MGMP activities, teachers gain exposure to new educational policies and contemporary instructional approaches, including the implementation of deep learning-oriented instruction. These findings are consistent with previous studies suggesting that professional collaboration among teachers contributes positively to instructional improvement and professional growth. MGMP therefore serves not only as a forum for discussion but also as a mechanism for strengthening teachers' pedagogical knowledge and instructional effectiveness.

The Teacher Professional Education Program (PPG) also contributes substantially to teachers' pedagogical development. The findings demonstrate that teachers who participate in PPG gain deeper understanding of student characteristics, instructional planning, classroom management, assessment practices, and the integration of technology into teaching. Through a combination of theoretical learning and practical experiences, PPG equips teachers with competencies required to manage learning more effectively. The findings of this study are supported by previous research, which indicates that teachers' ability to manage the learning process can improve after participating in MGMP activities and the Teacher Professional Education Program (PPG). This suggests that professional development initiatives play an important role in strengthening pedagogical competence and improving instructional quality.

Another important finding concerns the role of academic supervision in ensuring the effectiveness of pedagogical competency development. The principal conducts academic supervision regularly to monitor the extent to which teachers apply the knowledge and skills acquired through professional development programs. Academic supervision serves not only

as an evaluation mechanism but also as a means of identifying teachers' needs for further development. This finding supports the view that professional development should be accompanied by continuous monitoring and feedback to ensure the successful transfer of training outcomes into classroom practice. Without follow-up supervision, professional development programs may have limited impact on teachers' instructional performance.

The findings further reveal that the implementation of pedagogical competency development has contributed to significant changes in classroom practices. Teachers have gradually shifted from teacher-centered approaches toward more student-centered learning. Rather than relying primarily on lectures, teachers increasingly employ collaborative learning, games, discussions, and project-based activities. This transformation indicates that professional development programs have successfully encouraged teachers to adopt instructional approaches that promote active student participation. Such findings are consistent with constructivist learning theory, which emphasizes that meaningful learning occurs when students actively engage in constructing knowledge through interaction and participation.

Furthermore, the implementation of pedagogical competence is reflected in teachers' changing roles within the learning process. Teachers are increasingly functioning as facilitators rather than merely transmitters of knowledge. This shift enables students to become more actively involved in learning activities and provides greater opportunities for collaboration and critical thinking. The findings suggest that when teachers position themselves as facilitators, students demonstrate higher levels of engagement and participation, which are essential components of learning motivation. The integration of technology into classroom instruction also emerged as a significant outcome of pedagogical competency development. Teachers have increasingly utilized digital tools and technology-based learning media to support instructional activities. The implementation of Computer-Based Testing (CBT), for example, illustrates how technological competence acquired through professional development programs has been translated into classroom practice. This finding aligns with contemporary educational perspectives that emphasize the importance of technological integration in improving learning effectiveness and student engagement, particularly in vocational education settings where technological literacy is highly relevant.

Another noteworthy finding is teachers' increased ability to adapt instruction to students' characteristics and learning needs. Rather than applying uniform instructional strategies, teachers have begun to differentiate learning activities based on students' abilities and levels of understanding. Additional support is provided for students who require assistance,

while peer tutoring strategies are used to facilitate collaborative learning. This practice demonstrates that teachers have developed a deeper understanding of learner diversity, which is one of the essential dimensions of pedagogical competence. Such adaptive instruction contributes to the creation of a more inclusive learning environment and enhances students' opportunities for success. Overall, the findings demonstrate that pedagogical competency development at SMK Plus Khoiriyah Hasyim Tebuireng has been implemented effectively through structured professional development programs supported by continuous supervision and evaluation. The implementation of these programs has enhanced teachers' instructional competencies, promoted student-centered learning practices, encouraged the integration of technology, and strengthened teachers' ability to respond to students' diverse learning needs. These improvements indicate that pedagogical competency development is not merely a professional requirement but also a strategic effort to improve the quality of teaching and learning within vocational education institutions.

Based on the research findings, the development of teachers' pedagogical competence at SMK Plus Khoiriyah Hasyim Tebuireng is not merely implemented as a school program requirement but has been translated into actual classroom practices. Teachers who have participated in In-House Training (IHT), the Subject Teacher Consultation Forum (MGMP), and the Teacher Professional Education Program (PPG) have demonstrated changes in the way they design and implement instruction. The findings of this study are consistent with previous research demonstrating that teachers' competence in managing classroom instruction improves following their participation in Subject Teacher Forum (MGMP) activities and the Teacher Professional Education Program (PPG) (Kristen et al., 2018). These changes are reflected in the instructional strategies employed during classroom learning activities. The implementation of these strategies has resulted in observable improvements in students' learning motivation.

Students demonstrated increased participation in classroom discussions, greater willingness to ask questions, and stronger commitment to completing practical assignments. Learning motivation emerged not only from academic obligations but also from students' genuine interest in the learning process itself. Furthermore, the learning dynamics across classrooms revealed varying responses influenced by both teacher and student characteristics. This finding suggests that the implementation of pedagogical competency development provides teachers with opportunities to exercise creativity in managing and facilitating learning activities. Therefore, the continuity and strengthening of innovative teaching practices are

essential for maximizing the positive impact of pedagogical competency development on students' learning motivation.

When analyzed through the lens of pedagogical competency theory, pedagogical competence encompasses teachers' ability to understand students' characteristics, design appropriate learning experiences, and implement instructional processes in a dialogic manner. These competencies play a crucial role in fostering students' learning motivation. This finding is consistent with Mulyasa's view that teachers should be capable of understanding students' characteristics, developing appropriate instructional plans, and conducting educational and dialogic learning processes (Mulyasa, 2007). The findings of this study further indicate that improvements in pedagogical competence have implications for the quality of classroom instruction. Enhanced pedagogical skills enable teachers to create more engaging, interactive, and student-centered learning environments, which contribute positively to students' motivation and participation in learning activities. Furthermore, from the perspective of Abraham Maslow's Hierarchy of Needs Theory, a supportive and appreciative learning environment helps fulfill students' needs for safety and esteem, while project-based learning provides opportunities for self-actualization (Uno, 2016). The fulfillment of these needs serves as a foundation for the development of stronger and more sustainable learning motivation among students.

The findings of this study also indicate that the implementation of teachers' pedagogical competency development has contributed to enhancing students' learning motivation. The shift toward more varied, participatory, and practice-oriented learning approaches has encouraged students to become more active in asking questions, engaging in discussions, and completing assignments with greater enthusiasm. Learning motivation no longer arises solely from academic obligations; rather, it is fostered by students' emotional engagement and genuine interest in the learning activities taking place in the classroom. These findings suggest that the quality of teacher-student interactions established during the learning process plays a significant role in shaping and sustaining students' learning motivation.

The findings of this study are consistent with and supported by the research conducted by Sunaryati, which concluded that improvements in teachers' pedagogical competence contribute positively to the enhancement of students' learning motivation (Sunaryati et al., 2023). Furthermore, a study by Ramadhani, Dollah, and Muhayyang also emphasized the existence of a strong positive correlation between pedagogical competence and students' learning motivation (Ramadhani et al., 2025). Both studies demonstrate that when teachers are

able to manage the learning process effectively and respond appropriately to students' needs, students' learning motivation tends to increase significantly. Therefore, the findings of the present study further reinforce the argument that the implementation of teachers' pedagogical competency development contributes substantially to the improvement of students' learning motivation.

Based on the findings of this study, the implementation of teachers' pedagogical competency development at SMK Plus Khoiriyah Hasyim Tebuireng has made a positive contribution to enhancing students' learning motivation. The competency development programs attended by teachers have encouraged a shift toward more diverse instructional approaches that are aligned with the characteristics and needs of vocational school students. As a result, learning activities have become less monotonous and more contextual and practice-oriented. These changes have led to increased student participation and enthusiasm in the learning process, as students are more directly involved through practical activities, discussions, and project-based learning. Therefore, the consistent implementation of enhanced pedagogical competence in classroom instruction plays a crucial role in creating a learning environment that fosters and strengthens students' learning motivation.

CONCLUSION

The implementation of teachers' pedagogical competency development at SMK Plus Khoiriyah Hasyim Tebuireng has been carried out in a structured and continuous manner through various programs, including In-House Training (IHT), internal and external Subject Teacher Consultation Forums (MGMP), curriculum workshops, and teachers' participation in the Teacher Professional Education Program (PPG). These programs are planned at the beginning of each academic year by considering teachers' professional needs, learning evaluation results, and current curriculum policies. Their implementation is further supported by regular supervision and monitoring to ensure continuous improvement in the quality of instruction. The impact of these initiatives is reflected in students' learning motivation, which has shown positive development. This is evidenced by students' active participation in discussions, engagement in practical activities, and responsibility in completing assignments. Students' learning motivation is demonstrated not only through their participation but also through their commitment and consistency throughout the learning process. These outcomes are influenced by the use of diverse instructional methods, relevant learning media, and a more supportive classroom environment. Furthermore, the implementation of teachers' pedagogical

competency development is manifested through the application of acquired knowledge and skills in classroom instruction, including the use of student-centered learning approaches, technology integration, and the development of project-based and practice-oriented learning activities that align with the characteristics of vocational education. These practices have created a more interactive, contextual, and meaningful learning process, which has gradually contributed to enhancing students' learning motivation in academic activities.

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