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ORIGINAL RESEARCH ARTICLE

The Influence of PAI Teachers' Pedagogical Competence on The Emotional Intelligence

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ABSTRACT

This research aims to analyze the influence of Islamic Religious Education (PAI) teachers' pedagogical competence on the emotional intelligence of Class VIII students at SMPIT Baitul Qur'an Al Jahra Magetan. PAI teachers' pedagogical competence includes understanding student characteristics, learning planning, teaching method utilization, and learning outcome evaluation, while emotional intelligence is measured based on aspects of self-awareness, emotional management, motivation, empathy, and social skills (Goleman, 2009).

This study employs a quantitative approach with a correlational method. The research population consists of all female Class VIII students (104 students), with a sample of 51 respondents selected using the Slovin formula. Data were collected through Likert scale-based questionnaires and analyzed using validity, reliability, normality, linear regression tests, and hypothesis tests (t-test and F-test) using SPSS version 25. This research analyzes the significant influence of teacher pedagogical competence on students' emotional intelligence. Pedagogical competence, which includes the teacher's ability to understand student characteristics, design effective learning, and create a supportive learning environment, is found to play a crucial role in shaping students' emotional intelligence. This influence occurs through a learning process that not only focuses on cognitive aspects but also facilitates the development of students' ability to recognize, manage, and express emotions constructively, which ultimately makes a positive contribution to their academic achievement and social interactions.

Keywords: Pedagogical Competence, Emotional Intelligence, Islamic Learning, Junior High School Students



ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh kompetensi pedagogi guru Pendidikan Agama Islam (PAI) terhadap kecerdasan emosional siswa kelas VIII di SMPIT Baitul Qur'an Al Jahra Magetan. Kompetensi pedagogi guru PAI meliputi pemahaman karakteristik siswa, perencanaan pembelajaran, penggunaan metode pengajaran, dan evaluasi hasil belajar, sementara kecerdasan emosional diukur berdasarkan aspek kesadaran diri, pengelolaan emosi, motivasi, empati, dan keterampilan sosial (Goleman, 2009).

Penelitian ini menggunakan pendekatan kuantitatif dengan metode korelasional. Populasi penelitian adalah seluruh siswa perempuan kelas VIII (104 siswa), dengan sampel sebanyak 51 responden yang diambil menggunakan rumus Slovin. Data dikumpulkan melalui kuesioner berbasis skala Likert dan dianalisis dengan uji validitas, reliabilitas, normalitas, regresi linier, serta uji hipotesis (uji t dan uji F) menggunakan SPSS versi 25.

Penelitian ini menganalisis pengaruh signifikan dari kompetensi pedagogi guru terhadap kecerdasan emosional siswa. Kompetensi pedagogi, yang mencakup kemampuan guru dalam memahami karakteristik siswa, merancang pembelajaran yang efektif, dan menciptakan lingkungan belajar yang mendukung, ditemukan memiliki peran krusial dalam membentuk kecerdasan emosional siswa. Pengaruh ini terjadi melalui proses pembelajaran yang tidak hanya terfokus pada aspek kognitif, tetapi juga memfasilitasi pengembangan kemampuan siswa dalam mengenali, mengelola, dan mengekspresikan emosi secara konstruktif, yang pada akhirnya memberikan kontribusi positif terhadap pencapaian akademik dan interaksi sosial mereka.

Keywords: : Kompetensi Pedagogi, Kecerdasan Emosional, Pembelajaran Islami, Siswa SMP .

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1. INTRODUCTION

Islamic Religious Education (PAI) holds a strategic role in shaping students who are not only cognitively excellent but also emotionally and spiritually mature. In the context of formal education, particularly at the junior high school level, students are in a critical phase of emotional development that requires appropriate pedagogical guidance. The pedagogical competence of PAI teachers becomes an important factor as it directly relates to the teacher's ability to design, implement, and evaluate learning that aligns with students' developmental characteristics. PAI teachers who possess good pedagogical competence are expected to create meaningful learning processes and contribute to the development of students' emotional intelligence.

However, academically, problems still exist regarding the optimization of PAI teachers' pedagogical competence in developing students' non-cognitive aspects, particularly emotional intelligence. The PAI learning process in schools often still focuses on achieving material targets and cognitive evaluation outcomes, while the emotional dimension of students has not received balanced attention. In fact, low emotional intelligence can impact students' ability to manage emotions, build social relationships, and cope with academic and social pressures. This condition indicates a gap between the ideal role of PAI teachers and the reality of learning practices in the field.

Several previous studies indicate that teacher pedagogical competence influences the quality of learning processes and outcomes, including in shaping students' attitudes and behaviors. Other research also confirms that emotional intelligence plays an important role in learning success and social adjustment of students. Nevertheless, studies that specifically link PAI teachers' pedagogical competence with emotional intelligence of junior high school students, especially in the context of integrated Islamic schools, remain relatively limited. Therefore, this research presents novelty by focusing the analysis on the influence of PAI teachers' pedagogical competence on the emotional intelligence of Class VIII students at SMP IT Baitul Qur'an Al Jahra Magetan as an integrated Islamic educational institution.

Based on the description above, this research aims to: (1) determine the level of pedagogical competence of Islamic Religious Education teachers at SMP IT Baitul Qur'an Al Jahra Magetan; (2) determine the level of emotional intelligence of Class VIII students at SMP IT Baitul Qur'an Al Jahra Magetan; and (3) analyze the influence of Islamic Religious Education teachers' pedagogical competence on the emotional intelligence of Class VIII students at SMP IT Baitul Qur'an Al Jahra Magetan.

2. RESEARCH METHODOLOGY

This research employs a quantitative approach with a correlational research type to analyze the influence of Islamic Religious Education (PAI) teachers' pedagogical competence on students' emotional intelligence. The research was conducted as field research at SMP IT Baitul Qur'an Al Jahra Magetan, with the researcher acting as data collector and analyst. The research population consisted of all female Class VIII students, with a sample of 51 respondents determined using the Slovin formula. Data collection techniques were carried out through Likert scale questionnaires measuring PAI teachers' pedagogical competence and students' emotional intelligence. Data analysis used parametric statistics through validity, reliability, normality, linearity tests, and simple linear regression analysis with the help of IBM SPSS version 25. Data validity was ensured through instrument validity and reliability tests so that the data obtained were declared feasible and scientifically accountable.

3. RESULTS AND FINDINGS

Determining the Level of PAI Teachers' Pedagogical Competence

The first research objective was to determine the level of pedagogical competence of Islamic Religious Education (PAI) teachers at SMP IT Baitul Qur'an Al Jahra Magetan. The research results indicate that PAI teachers' pedagogical competence is in the good category. This is reflected

in the teachers' ability to understand students' characteristics, design systematic learning, implement educational learning, and conduct ongoing learning outcome evaluations.

Empirically, PAI teachers' pedagogical competence is evident from the implementation of learning oriented toward student needs, both cognitively and emotionally. Teachers are able to adapt learning methods to the characteristics of Class VIII students who are in a sensitive phase of emotional development. This finding aligns with Djajadi's theory stating that pedagogical competence includes understanding students, mastery of learning theories, and the ability to manage learning effectively. Furthermore, PAI teachers also demonstrate the ability to integrate Islamic values into the learning process. Learning is not only focused on delivering material but is also directed toward shaping students' attitudes, behaviors, and emotional regulation. This supports Mulyasa's view affirming that teachers with good pedagogical competence are able to create a conducive and meaningful learning environment for students.

Thus, the results of this research confirm that PAI teachers' pedagogical competence at SMP IT Baitul Qur'an Al Jahra Magetan has been implemented optimally. This competence serves as an important foundation in supporting the PAI learning process, which is not only academic but also oriented toward the development of students' emotional and character aspects.

Determining the Level of Students' Emotional Intelligence

The second research objective was to determine the level of emotional intelligence of Class VIII students at SMP IT Baitul Qur'an Al Jahra Magetan. The research results indicate that students' emotional intelligence is in the good category. This is demonstrated by students' ability to recognize their own emotions, manage emotions, possess learning motivation, show empathy, and build positive social relationships with their surroundings.

Students' emotional intelligence is reflected in daily behavior at school, such as the ability to control emotions when facing academic pressure, cooperate with peers, and appreciate differences. This finding aligns with Goleman's theory stating that emotional intelligence includes self-awareness, self-management, motivation, empathy, and social skills as important factors in individual success.

In addition to internal student factors, the school environment also plays a role in shaping emotional intelligence. Structured and religiously nuanced PAI learning provides space for students to reflect on moral and spiritual values in daily life. This supports Mundofi's research stating that Islamic education contributes significantly to the development of emotional intelligence in middle school students.

Thus, the results of this research indicate that Class VIII students at SMP IT Baitul Qur'an Al Jahra Magetan have relatively good emotional intelligence. This condition serves as important capital for students in facing academic and social challenges, as well as supporting the achievement of holistic Islamic education goals.

Analyzing the Influence of Islamic Religious Education Teachers' Pedagogical Competence on Students' Emotional Intelligence

The third research objective was to analyze the influence of PAI teachers' pedagogical competence on the emotional intelligence of Class VIII students at SMP IT Baitul Qur'an Al Jahra Magetan. The results of statistical analysis show that PAI teachers' pedagogical competence has a positive and significant influence on students' emotional intelligence. This is evidenced by the t-value of 2.950, which is greater than the t-table value, and a significance value of 0.005, which is less than 0.05.

This influence indicates that the better the PAI teachers' pedagogical competence, the higher the students' emotional intelligence. Teachers who are able to understand students' characteristics, apply appropriate learning methods, and create a safe and supportive learning environment play a major role in helping students manage emotions and build healthy social relationships. This finding reinforces the theory stating that teacher pedagogical competence contributes directly to the development of students' affective aspects.

The results of this research are in line with the studies by Arisca (2020) and Lathifah (2024), which state that PAI teacher competence, both pedagogical and personality, significantly influences students' emotional intelligence. The difference is that this research specifically emphasizes pedagogical competence as the main variable, thus providing a novelty contribution in the study of Islamic religious education.

Therefore, this research confirms that PAI teachers' pedagogical competence is an important factor in the development of students' emotional intelligence. These findings imply that improving the quality of PAI learning through strengthening teacher pedagogical competence needs to be a primary concern for schools in order to shape students who are intellectually, emotionally, and spiritually intelligent.

4. DISCUSSION

Determining the Pedagogical Competence of Islamic Religious Education (PAI) Teachers at SMP IT Baitul Qur'an Al Jahra Magetan

The research results show that the pedagogical competence of Islamic Religious Education (PAI) teachers at SMP IT Baitul Qur'an Al Jahra Magetan is in the good category. This is reflected in the teachers' ability to understand students' characteristics, design systematic learning, implement educational learning, and conduct ongoing learning evaluations. This finding indicates that PAI teachers have carried out their role not only as material deliverers but also as learning facilitators who pay attention to both cognitive and emotional aspects of students.

Theoretically, pedagogical competence is a fundamental ability that teachers must possess in managing student learning effectively and meaningfully. Mulyasa emphasizes that pedagogical

competence includes understanding students' characteristics, mastery of learning theories, curriculum development, implementation of educational learning, and learning outcome evaluation as a basis for learning improvement. Teachers who possess good pedagogical competence will be able to create a conducive learning environment that supports students' holistic development.

This research finding is in line with the study by Djajadi (2015), which states that teacher pedagogical competence plays an important role in determining the quality of the learning process. Teachers who understand students' needs and characteristics tend to be able to develop adaptive and student-centered learning methods. Thus, learning is not only oriented toward material delivery but also toward the balanced formation of students' attitudes, values, and skills.

Therefore, the good pedagogical competence of PAI teachers at SMP IT Baitul Qur'an Al Jahra Magetan serves as important capital in supporting the creation of meaningful PAI learning. This condition indicates that PAI teachers have professional readiness in implementing learning that is relevant to the developmental needs of junior high school students, particularly during adolescence, which is characterized by complex emotional dynamics.

Determining the Level of Emotional Intelligence of Class VIII Students at SMP IT Baitul Qur'an Al Jahra Magetan

The research results show that the emotional intelligence of Class VIII students at SMP IT Baitul Qur'an Al Jahra Magetan is in the good category. Students demonstrate relatively stable abilities in recognizing their own emotions, managing emotions, motivating themselves, showing empathy, and establishing social relationships with their surroundings. This condition reflects that the school environment has made a positive contribution to students' emotional development.

Conceptually, emotional intelligence according to Goleman includes five main aspects: self-awareness, self-management, motivation, empathy, and social skills. These five aspects are very important for junior high school students who are in the transitional phase of psychological development, where they begin to face academic pressure, social changes, and identity formation. Good emotional intelligence enables students to manage stress and adapt to school environment demands more effectively.

The results of this research are consistent with the study by Mundofi (2015), which found that structured Islamic religious education contributes significantly to the improvement of students' emotional intelligence. Religious values taught through PAI learning, such as self-control, empathy, and responsibility, help students manage emotions and build healthy social relationships. This finding reinforces the view that PAI learning has a strategic role in the development of students' emotional aspects.

Thus, students' emotional intelligence being in the good category indicates that the learning process and educational environment at SMP IT Baitul Qur'an Al Jahra Magetan have positively supported students' emotional development. This serves as an important foundation for the creation

of effective learning processes, as students with good emotional intelligence tend to be more ready to participate in learning and interact constructively in the school environment.

Analyzing the Influence of PAI Teachers' Pedagogical Competence on the Emotional Intelligence of Class VIII Students at SMP IT Baitul Qur'an Al Jahra Magetan

The results of statistical tests show that PAI teachers' pedagogical competence has a positive and significant influence on students' emotional intelligence. This is evidenced by the t-value being greater than the t-table value and the significance value being less than 0.05. This finding confirms that the better the PAI teachers' pedagogical competence, the higher the emotional intelligence of Class VIII students at SMP IT Baitul Qur'an Al Jahra Magetan.

Theoretically, teacher pedagogical competence plays an important role in shaping a learning climate that supports students' emotional development. PAI teachers who are able to understand students' characteristics, use humanistic learning methods, and provide constructive feedback will create a safe and supportive learning atmosphere. Such a learning environment allows students to develop self-awareness, empathy, and social skills optimally.

This research finding aligns with the study by Arisca (2020), which states that PAI teacher competence influences students' emotional intelligence. Although that research focused on teacher personality competence, the results show that the quality of teacher-student interaction is a key factor in shaping students' positive emotions. This research expands those findings by confirming that pedagogical competence, which includes learning planning and implementation, also has a significant influence on students' emotional intelligence.

Therefore, the results of this research confirm that PAI teachers' pedagogical competence not only impacts academic aspects but also contributes significantly to the development of students' emotional intelligence. These findings provide important implications that improving PAI teachers' pedagogical competence needs to be a primary concern in efforts to create holistic Islamic education oriented toward students' character development.

5. CONCLUSION

Based on the conclusions, it can be summarized that this research confirms the importance of Islamic Religious Education (PAI) teachers' pedagogical competence in supporting the development of junior high school students' emotional intelligence. Chapter I demonstrates that the main research problem stems from the need for PAI learning that is not only oriented toward cognitive aspects but is also able to address the emotional development challenges of Class VIII students who are in adolescence. Chapter II strengthens the conceptual foundation by affirming that teacher pedagogical competence, which includes understanding students' characteristics, learning planning, implementation of educational learning, and ongoing evaluation, has a close relationship with the formation of students' emotional intelligence as emphasized in Goleman's theory and supported by relevant previous studies. Furthermore, Chapter III shows that the

quantitative approach with a correlational design was methodologically chosen to examine the relationship and influence between PAI teachers' pedagogical competence and students' emotional intelligence objectively and measurably. Thus, conceptually and methodologically, this research provides a strong foundation that improving PAI teachers' pedagogical competence is a strategic factor in creating holistic PAI learning, which not only enhances academic quality but also supports students' emotional maturity in integrated Islamic school environments.

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