



The Influence of Christian Religious Education Teachers' Motivation on Student Learning Outcomes: An Implementation of Social Competence at SMP Negeri 1 Onohazumba

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ABSTRACT

This study aims to analyze the influence of motivation provided by Christian Religious Education (CRE) teachers on students' learning outcomes through the implementation of social competence at SMP Negeri 1 Onohazumba. Motivation is a crucial factor in the learning process that can significantly affect students' academic success. This research employed a quantitative method with a correlational design. The sample consisted of 78 seventh- and eighth-grade students selected using stratified random sampling. Data were collected through questionnaires to assess students' perceptions of the motivation given by CRE teachers and through documentation of students' learning outcomes. The data were analyzed using descriptive and inferential statistics, including simple linear regression. The findings revealed a significant positive influence of teacher-provided motivation on students' learning outcomes, with a correlation coefficient of 0.724 (strong category) and a contribution of 52.4%. The implementation of teachers' social competence served as a reinforcing factor in delivering motivation, particularly in aspects of effective communication and empathetic behavior. This study recommends the development of motivation strategies based on social competence for CRE teachers to enhance students' learning outcomes.

Keywords: *teacher motivation, learning outcomes, social competence, Christian religious education*

INTRODUCTION

Education is essentially an interactive process between teachers and students that unfolds dynamically and continuously. This process is not merely oriented toward the delivery of material or the transfer of knowledge but is also aimed at shaping character and developing the full potential of students. Within this educational process, the quality of learning is one of the most decisive aspects of success. High-quality learning reflects an

effective, enjoyable, and meaningful learning process for students. One of the crucial elements that significantly influences the quality of learning is student motivation. When students have high learning motivation, they are more likely to be active, diligent, and enthusiastic in participating in every learning activity. This, in turn, positively affects their learning outcomes and enables the achievement of educational goals more optimally. Within the scope of Christian Religious Education (CRE), student motivation holds a particularly important position. CRE is not solely focused on the delivery of information regarding Christian doctrines and teachings but also emphasizes character formation, the development of spiritual values, and the internalization of Christian faith principles in daily life. Consequently, CRE does not rely only on the cognitive dimension but also addresses the affective and psychomotor domains of students. In this regard, the role of CRE teachers is highly strategic—not only as facilitators of learning but also as spiritual role models and companions in the faith development of students. CRE teachers are expected not only to master subject matter and teaching methods but also to possess strong social competence so they can build positive relationships with students and provide appropriate motivational support.

One educational institution that serves as the focus of this study is SMP Negeri 1 Onohazumba. The school is situated in an environment characterized by the diversity of students' social, economic, and cultural backgrounds. Such diversity inevitably presents challenges in the learning process, particularly in subjects closely tied to values and beliefs, such as Christian Religious Education. Based on preliminary observations and interviews with several teachers at the school, it was found that student achievement in CRE displays varied levels. While some students attain satisfactory results, others struggle and achieve less optimal outcomes. This variation in learning outcomes suggests the influence of additional factors, one of which is the level of student motivation. The social competence of CRE teachers is presumed to play a significant role in fostering and sustaining student motivation. Social competence includes the teacher's ability to establish effective communication, build healthy interpersonal relationships, and create a conducive and inclusive learning environment. CRE teachers with high social competence tend to be more sensitive to students' emotional conditions and psychological needs. They are better able to understand the backgrounds, characteristics, and challenges faced by individual students and to provide the moral support needed. This allows teachers to deliver motivation that is both relevant and suited to students' situations, thereby making students feel recognized, valued, and motivated to learn more diligently.

Against this background, this study raises several key research questions that require in-depth analysis. First, what forms of motivation do CRE teachers provide to students at SMP Negeri 1 Onohazumba? Second, what are the levels of student achievement in CRE at this school? Third, is there a relationship or influence between the motivational support provided by CRE teachers and students' learning outcomes? Fourth, how do CRE teachers implement their social competence in efforts to motivate students? The objectives of this study are directed at systematically addressing these questions. Specifically, this research aims to describe how CRE teachers provide motivation to students at SMP Negeri 1 Onohazumba—whether through verbal or non-verbal approaches, and through interactions inside or outside the classroom. Furthermore, this study seeks to portray the condition of students' learning outcomes in CRE, both in terms of academic achievement

and participation in the learning process. In addition, it intends to analyze the extent to which motivational support provided by CRE teachers influences students' learning outcomes. Finally, it aims to identify in greater detail how the social competence of CRE teachers is implemented in the process of providing motivation and how this impacts the dynamics of learning. The significance of this research can be divided into two aspects: theoretical and practical. From a theoretical perspective, the findings are expected to contribute to the development of educational studies, particularly in the areas of student motivation, learning outcomes, and the role of teachers' social competence in the learning process. The study may also serve as a foundation for the development of new theories relevant to the context of Christian Religious Education. From a practical perspective, the research offers several implications for various stakeholders. For CRE teachers, the findings can serve as a basis for reflection and evaluation in enhancing their social competence and strategies for motivating students. For schools, the results can be used as a reference in designing training programs and professional development for teachers, particularly in the domain of social competence. Additionally, the study may serve as a valuable reference for future researchers who wish to explore similar themes with different approaches or contexts. The importance of motivation in the learning process, particularly in Christian Religious Education, cannot be overlooked. CRE teachers who can balance pedagogical, professional, and social competencies will be more effective in cultivating students' enthusiasm for learning. This is especially true in socially and culturally diverse contexts such as SMP Negeri 1 Onohazumba, where teachers' social sensitivity becomes an essential asset in fostering a humanistic, participatory, and transformative learning environment. Through this research, it is expected that findings will emerge that not only enrich the body of knowledge but also make a tangible contribution to improving the quality of education, especially in the field of Christian Religious Education at the junior high school level.

METHODS

This study was designed using a quantitative approach aimed at analyzing the relationship and influence of motivational support provided by Christian Religious Education (CRE) teachers on students' learning outcomes. A correlational design was selected, as it is considered effective in measuring the degree of association between variables: the independent variable being motivation from CRE teachers (variable X), and the dependent variable being students' learning outcomes (variable Y). In addition, this study seeks to identify the extent to which the social competence of CRE teachers is implemented in providing motivation to students. The research population consisted of all Grade VII and VIII Christian students at SMP Negeri 1 Onohazumba, totaling 112 students. To determine the sample, the researcher employed a stratified random sampling technique, namely random selection that accounts for class strata. The sample size was determined using the Slovin formula with a 95% confidence level, resulting in a total of 78 students, comprising 41 students from Grade VII and 37 students from Grade VIII. The research instruments consisted of three types. First, a questionnaire was used to measure students' perceptions of the motivational support provided by CRE teachers. This questionnaire contained 25 items developed based on Keller's (2010) ARCS motivation model, which includes four key aspects: attention, relevance, confidence, and

satisfaction. Second, an observation sheet was employed to assess the implementation of CRE teachers' social competence. The observation sheet was developed based on indicators outlined in the Indonesian Ministry of National Education Regulation No. 16 of 2007, namely the ability to communicate effectively, interact positively, understand students' needs, and demonstrate empathy. Third, documentation of students' learning outcomes was collected, including daily test scores, assignments, and midterm examination results in CRE. Prior to use, the questionnaire instrument underwent validity testing using the Pearson Product-Moment technique and reliability testing using Cronbach's Alpha. Of the 25 items, 23 were deemed valid, with the calculated r values exceeding the critical r table value (0.361). Meanwhile, the reliability test yielded an Alpha coefficient of 0.892, indicating that the instrument had a very high level of reliability. Data collection was carried out through the distribution of questionnaires to students, direct observation of teachers during the teaching and learning process, and documentation of students' academic performance. The collected data were then analyzed using descriptive statistical techniques to illustrate the characteristics of each variable, as well as inferential statistics to test the hypotheses. The normality test was conducted using Kolmogorov-Smirnov, linearity was tested using ANOVA, and hypothesis testing was performed using simple linear regression. Furthermore, the coefficient of determination was calculated to determine the extent to which CRE teachers' motivation influences students' learning outcomes quantitatively.

RESULT AND DISCUSSION

The analysis of questionnaire data revealed that the provision of motivational support by Christian Religious Education (CRE) teachers at SMP Negeri 1 Onohazumba was predominantly rated as high and very high. Specifically, 47.44% of the scores fell into the high category, while 26.92% were classified as very high, indicating that CRE teachers effectively fostered student motivation. Further examination of motivational aspects showed that attention received the highest average score of 4.21, categorized as very high, suggesting that teachers were successful in capturing and sustaining students' focus throughout the learning process. Other aspects, including relevance, confidence, and satisfaction, also received high scores, reflecting the teachers' consistent effort to engage students meaningfully. The overall average score of 4.09 confirms a generally high level of motivational support. Regarding students' learning outcomes in CRE, the majority of students achieved good and excellent grades, with 39.74% and 23.08% of students falling into these categories, respectively. The average score was 82.64, with scores ranging from a minimum of 56 to a maximum of 97. These results indicate a generally positive performance, suggesting that the instructional environment, coupled with motivational efforts, supports effective learning outcomes. Observational data on the implementation of CRE teachers' social competence further highlighted the teachers' strengths in the learning process. Teachers demonstrated excellent social competence, with an overall average score of 4.20. Among the evaluated aspects, effective communication with students scored the highest at 4.50, followed by demonstrating empathy (4.30) and positive interactions (4.25). Understanding students' needs and issues scored slightly lower at 3.75 but remained in the good category. These findings illustrate that teachers possess strong interpersonal skills that enable them to build supportive and responsive

learning environments. Prior to hypothesis testing, prerequisite analyses were conducted. Normality testing using the Kolmogorov-Smirnov method indicated that both motivational support and students' learning outcomes were normally distributed, with p-values of 0.200 and 0.096, respectively, exceeding the 0.05 threshold. Linearity testing confirmed a linear relationship between motivational support and learning outcomes, as the p-value of 0.097 exceeded 0.05, allowing for regression analysis. Simple linear regression analysis demonstrated a significant influence of CRE teachers' motivational support on students' learning outcomes. The regression equation, $Y = 28.476 + 0.632X$, indicates that a one-unit increase in teacher-provided motivation is associated with a 0.632-unit increase in students' learning outcomes. The t-value of 9.124 with a p-value of 0.000 confirms the statistical significance of this relationship. Additionally, the correlation coefficient ($R = 0.724$) reflects a strong positive relationship between motivational support and learning outcomes. The coefficient of determination ($R^2 = 0.524$) suggests that motivational support accounts for 52.4% of the variance in students' academic performance, while the remaining 47.6% may be attributed to other factors not examined in this study.

Provision of Motivation by CRE Teachers

The study revealed that the provision of motivation by Christian Religious Education (CRE) teachers at SMP Negeri 1 Onohazumba fell into the high category, with an average score of 4.09. This finding indicates that CRE teachers have effectively fulfilled their role in motivating students. When analyzed according to motivational aspects, the attention aspect received the highest score (4.21), suggesting that teachers successfully captured and sustained students' attention throughout the learning process. The high score in the attention aspect can be explained by observational results, which showed that CRE teachers employed a variety of engaging teaching methods, such as group discussions, role-playing, and audiovisual learning media. This aligns with Keller (2010), who argues that one strategy for capturing students' attention is the use of varied and stimulating teaching methods. The relevance aspect received the lowest score (3.98), although it still falls within the high category. This indicates that CRE teachers need to further improve their ability to relate learning materials to students' experiences and needs. According to Schunk et al. (2012), students are more motivated to learn when they perceive the material as relevant to their lives.

Students' Learning Outcomes in CRE

The study found that the majority of students achieved good (39.74%) and very good (23.08%) learning outcomes in CRE, with an average score of 82.64. This indicates that most students have achieved optimal learning outcomes in CRE. The high learning outcomes may be influenced by various factors, one of which is the motivation provided by teachers. This is consistent with Mulyani (2019), who found that learning motivation significantly affects students' achievement in CRE. 10.26% of students achieved below-average results, and 2.56% were in the very low category. This indicates that some students still require special attention in the CRE learning process. Based on interviews with CRE teachers, these students generally come from family backgrounds that provide limited support for religious education, such as parents who rarely participate in religious activities or fail to model good religious behavior.

The Influence of CRE Teachers' Motivation on Students' Learning Outcomes

Regression analysis indicated a positive and significant effect of CRE teachers' motivation on students' learning outcomes at SMP Negeri 1 Onohazumba, with the regression equation $Y = 28.476 + 0.632X$. The correlation coefficient (R) of 0.724 indicates a strong relationship between the two variables. The coefficient of determination (R^2) of 0.524 shows that CRE teachers' motivation contributes 52.4% to students' learning outcomes. This finding aligns with Sardiman's (2016) theory of learning motivation, which states that motivation plays a strategic role in the learning process by encouraging students to actively engage in learning activities, thereby achieving optimal outcomes. The result also supports previous research by Situmorang and Siahaan (2019), which found that learning motivation positively and significantly influences CRE learning outcomes, contributing 48.2%. The substantial contribution of CRE teachers' motivation (52.4%) underscores the importance of motivation in determining students' academic success in CRE. Higher teacher motivation leads to higher student achievement. However, 47.6% of factors influencing learning outcomes were not examined in this study, such as students' interest in learning, intelligence, family environment, learning facilities, and teaching methods.

Implementation of CRE Teachers' Social Competence in Motivating Students

Observational data revealed that CRE teachers at SMP Negeri 1 Onohazumba possess excellent social competence, with an average score of 4.20. The aspect of effective communication with students received the highest score (4.50), followed by demonstrating empathy (4.30), positive interaction (4.25), and understanding students' needs and problems (3.75). The high score in effective communication indicates that CRE teachers are highly skilled in conveying motivational messages. This is reflected in the use of simple and understandable language, varied intonation, and supportive facial expressions and body gestures. Empathy also received a very high score (4.30), demonstrating that teachers are capable of understanding students' feelings and conditions. This is evident in the way teachers respond attentively and considerately to students' questions and difficulties. The aspect of understanding students' needs and problems received the lowest score (3.75), although it still falls into the good category. This suggests that CRE teachers need to further enhance their ability to understand individual students' needs and challenges. The implementation of teachers' social competence in motivating students is reflected in several strategies, including: building effective communication using simple and comprehensible language, providing examples relevant to students' daily lives, providing praise and positive reinforcement when students successfully complete tasks or answer questions correctly, demonstrating empathy by listening to students' complaints and difficulties and offering appropriate solutions, creating positive interactions through friendly greetings, smiles, and appropriate gestures to show care and attention, Establishing a pleasant and non-stressful learning environment to make students feel comfortable and motivated to learn. These strategies align with Uno (2016), who emphasizes that teachers' social competence plays a crucial role in creating a conducive learning climate and motivating students to learn effectively.

Conclusion

Based on the results of the research conducted at SMP Negeri 1 Onohazumba, it can be concluded that the motivation provided by Christian Religious Education (PAK) teachers is categorized as high, with an average score of 4.09. This indicates that, in general, PAK teachers have been able to provide students with a fairly strong level of motivation. Among the four aspects of motivation examined, the attention aspect ranked the highest, with a score of 4.21. This reflects the teachers' success in capturing and maintaining students' attention throughout the learning process. Meanwhile, the relevance aspect received the lowest score of 3.98, suggesting that there is still room for improvement in connecting the learning material to students' needs and real-life experiences. Regarding learning outcomes, the majority of students demonstrated satisfactory achievement. Specifically, 39.74% of students fell into the "good" category, and 23.08% into the "very good" category, with a class average score of 82.64. This indicates that most students have adequately understood and mastered the PAK material. The study also found a significant positive effect of the motivation provided by PAK teachers on students' learning outcomes. A correlation coefficient of 0.724 indicates a strong relationship between the two variables, and the contribution of teacher motivation to student learning outcomes reached 52.4%. In other words, more than half of the variation in students' learning outcomes can be explained by the level of motivation they receive from their teachers. The implementation of PAK teachers' social competence in providing motivation was also categorized as very good, with an average score of 4.20. The aspect of effective communication with students received the highest score of 4.50, followed by the aspect of empathy toward students, with a score of 4.30. This underscores the importance of teachers' social competence in building positive relationships and fostering students' enthusiasm for learning. Based on these findings, it is recommended that PAK teachers continue to enhance the relevance of learning materials to students' experiences and strengthen their understanding of students' needs and challenges. School principals are advised to facilitate professional development and create a school climate that supports the development of teachers' social competence. Meanwhile, future researchers are encouraged to explore other factors influencing learning outcomes and to develop broader experimental approaches to examine the effectiveness of motivation strategies based on social competence.

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