



Contribution of PAI Teacher Personality Competence to Student Motivation in School Exams

Received: 03-01-2023; Revised: 26-10-2023; Accepted: 02-11- 2023

M. Ali Sibram Malisi

IAIN Palangka Raya, Indonesia

E-mail: alisibram@iain-palangkaraya.ac.id

Sardimi

IAIN Palangka Raya, Indonesia

E-mail: sardimi@iain-palangkaraya.ac.id

Surawan*)

IAIN Palangka Raya

E-mail: surawan@iain-palangkaraya.ac.id

Ahmad Aldianoor

IAIN Palangka Raya, Indonesia

E-mail: aldianorahmad@gmail.com

*) Corresponding Author

Abstract: The role of a teacher in the learning process is very important, because the teacher is expected to be able to guide and direct students according to the abilities of their respective students. This research started with curiosity to find out how much and how the personality competence of PAI teachers contributes to students' learning motivation in facing school exams at SMP NU Palangka Raya. This study aims to find out how the personality competence of PAI teachers contributes to students' learning motivation in facing school exams at SMP NU Palangka Raya. This study uses a quantitative analysis approach. The sample in this study were 9th grade students of SMP NU Palangka Raya, totaling 79 students. Collecting data using a questionnaire and then analyzed using regression analysis. The results of the study show that there is a significant contribution from the personality competence of Islamic religious education teachers to students' learning motivation in facing school examinations at SMP NU Palangka Raya. The contribution or influence given was 33.9%. This shows that the teacher's personality is very important in carrying out the learning process in the classroom. Because motivation is very important in improving student achievement. For this reason, teachers are expected to foster motivation to learn in students in various ways according to the ability of the teacher and attractive to students.

Abstrak: Peranan seorang guru dalam proses pembelajaran sangatlah penting, karena guru diharapkan mampu membimbing dan mengarahkan siswa sesuai dengan kemampuan siswanya masing-masing. Penelitian ini berawal dari rasa ingin tahu untuk mengetahui seberapa besar dan bagaimana kontribusi kompetensi kepribadian guru PAI terhadap motivasi belajar siswa dalam menghadapi ujian sekolah di SMP NU Palangka Raya. Penelitian ini bertujuan untuk mengetahui bagaimana kontribusi kompetensi kepribadian guru PAI terhadap motivasi belajar siswa dalam menghadapi ujian sekolah di SMP NU Palangka Raya. Penelitian ini menggunakan pendekatan analisis kuantitatif. Sampel dalam penelitian ini adalah siswa kelas 9 SMP NU Palangka Raya yang berjumlah 79 siswa. Pengumpulan data menggunakan angket kemudian dianalisis menggunakan analisis regresi. Adapun hasil penelitian adalah terdapat kontribusi yang signifikan dari kompetensi kepribadian guru pendidikan agama Islam terhadap motivasi belajar siswa dalam menghadapi ujian sekolah di SMP NU Palangka Raya. Kontribusi atau pengaruh yang diberikan sebesar 33,9%. Hal ini menunjukkan bahwa kepribadian guru sangat penting dalam melakukan proses pembelajaran di kelas. Karena motivasi

sangat penting dalam peningkatan prestasi siswa. Untuk itu, guru diharapkan menumbuhkan motivasi belajar pada diri siswa dengan berbagai cara sesuai dengan kemampuan guru dan menarik bagi siswa.

Keywords: Contribution teachers, Personal competence, Student motivation

INTRODUCTION

Education is a process of improving the personal quality of individuals to be excellent in many of these aspects (Surawan, El Bilad & Azmy, 2022). Learning is assistance that is carried out by educators so that the process of acquiring knowledge can occur, as well as forming attitudes in students (Suardi, 2018). The figure of a teacher is always in the spotlight, which is very strategic when talking about educational problems, because teachers have an important attachment to education (Mazrur, Surawan & Yuliani, 2022). The success of learning is of course determined by a teacher as the main actor who influences the learning process of students (Zola & Mudjiran, 2020).

This is of course the reason that a teacher must develop the abilities or competencies he has. The competence possessed by a teacher is of course very useful in making it easier for teachers and students to achieve the desired goals. The competence of a teacher is certainly an ability that must be possessed. In Law Number 14 of 2005, concerning teachers and lecturers in Chapter 4 Article 10 paragraph (1) explains that: Teacher competence as referred to in Article 8 includes pedagogical competence, personal competence, social competence, and professional competence obtained through professional education.

Personal competence is the teacher's personal ability reflects a steady, stable, mature, wise, and authoritative personality and be a role model for students and have a noble character. According Sasmita et al in their journal explained that the task of a teacher is not only as an educator but also as a motivator (Sasmita, 2020). A teacher who understands his students will certainly always motivate so that his students are always enthusiastic about learning. (Hawi, 2014) explained that as a role model, a teacher must have a personality that can be used

as a profile and idol for their students. Teachers are students' friends in learning and have difficulties in learning problems, which can hinder student learning activities.

Whereas according to Riska, (2019) personality of a good teacher is a source in the formation of character and student character. Then it can also be included in growing interest and motivation to learn. A teacher who has a good personality can certainly have a positive impact on his students. In this regard, Mualimul Huda in his journal explained that the teacher's personality has a direct influence on students' study habits. Matters in learning such as motivation, discipline, social behavior, achievement and continuous learning desire stem from the personality of the teacher (Huda, 2017). Woodworth in Surawan & Mazrur, (2020) states that personality is the quality of all one's behavior. The teacher's personality is an abstract problem that can only be seen through appearance, actions, speech, how to dress and in dealing with every problem. Every teacher certainly has their personality according to the personal characteristics they have. Personality is something that determines the level of authority of a teacher in the eyes of students and society (Hawi, 2014).

Teachers also need to master various approaches to learning, such as research conducted by Norvia who said that using various approaches can increase student enthusiasm. The application of the learning by doing approach in increasing student self-confidence of 4.15 is included in the high category, which means that the learning by doing approach in increasing student self-confidence is well implemented (Norvia, 2022).

Success or failure of achieving educational goals depends on a lot how the personality competence of a teacher who teaches participants he taught. Teaching and learning activities are a condition that deliberately

created. It was the teacher who created it to teach students based on research conducted by Darojah & Hadijah (2016) found that teacher competence has a direct effect on student learning outcomes of 40.9%.

In the process of knowing the achievements related to learning objectives, of course, tests will be carried out on the abilities of the students. The exams are divided into pre-semester exams and end-semester exams. Like schools in general, the SMP NU in Palangka Raya City every year also holds final school exams for its students. In the Regulation of the Minister of National Education of the Republic of Indonesia Number 20 of 2007 concerning Educational Assessment Standards, it is explained that school examinations are activities for measuring student competency achievement carried out by educational units, to obtain recognition for learning achievements and are one of the graduation requirements from educational units.

The school exam is a test that is certainly very important for students to carry out. The students at the SMP NU in Palangka Raya City are no exception, who will soon be carrying out their school exams. Exams that must be carried out as one of the graduation requirements of students are of course very important to be prepared for. Students are required to have high learning motivation in facing exams to obtain satisfactory results. Motivation to learn plays a very important role in learning because motivation is one of the factors that determine the success of children in learning (Darmawati, Siddiq & Shamad, 2021). As explained earlier, a teacher has a complete role in learning, one of which is being a motivator.

In fact, the teacher's personality needs are still low because the lack of teacher willingness to improve the teacher's personal quality in the process learning. Lack of teacher personality competencies such as arriving late, smoking in class, and not complying with applicable rules or norms in their respective work units which will interfere with learning activities in in class. This has an impact on decreasing student learning outcomes.

This is different at the SMP NU Palangka Raya. Based on observations on November 16, 2022, researchers found that the school's PAI teachers had good personalities, were friendly, funny, and energetic or enthusiastic in teaching. The existence of the reality related to the personality competence of PAI teachers at the SMP NU in Palangka Raya City made researchers interested in studying more deeply related to how the contribution of the personality competencies possessed by PAI teachers to the learning motivation of participants at the SMP NU in Palangka Raya City which will soon be carrying out school exams. This is certainly an important discussion because school exams are one of the graduation requirements for students. It is not impossible, with the personality of a good PAI teacher, to increase students' learning motivation in facing school exams.

METHOD

This research uses a quantitative descriptive analysis approach, because according to Nazir (Aziz, 2018) that descriptive research is a study to find facts with the right interpretation, including studies that describe accurately the nature of several phenomena, groups or individuals. This study was intended to obtain an overview of how much the relationship or contribution of the independent variable (PAI teacher's personality competence) had on the dependent variable (student learning motivation). This research was conducted at the SMP NU in Palangka Raya City.

The population in this study were 9th-grade students of SMP NU Palangka Raya. The total number of grade 9 students is 79 people. The technique for determining the size of the sample is using a non-probability sampling technique, namely the total sample technique. Given that the population is not too large and less than 100 people, the sample uses the entire population. Then the data analysis technique in this study is correlation and regression analysis techniques. Data was collected using instruments in the form of questionnaires or research questionnaires for the personality competency variables of PAI teachers and student learning

motivation. The data that has been collected is then processed using the SPSS 25.00 version.

RESULTS AND DISCUSSION

The Contribution of Personality Competence of PAI Teachers to Students' Motivation

After the prerequisite tests, namely the normality and linearity tests, the research hypothesis will be tested using simple linear regression using the SPSS 25 application. Based on the results of calculations using the coefficient of determination formula, the following results are obtained:

Table of Significance Value with ANOVA Model

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2719.973	1	2719.973	39.411	.000 ^b
Residual	5314.205	77	69.016		
Total	8034.177	78			

a. Dependent Variable: student motivation

b. Predictors: (Constant), personality competence

Based on the above table the significance value is 0.000 more than 0.05 (significance <0.05) so H_0 is rejected, and H_a is accepted. So, it can be concluded that there is a significant contribution between the personality competence of PAI teachers or variable X on student learning motivation in facing school exams or variable Y. The T_{count} value obtained is 6.280 while from the student t distribution table with $\alpha = 0.05\%$, the T_{table} price index is 1.991. Because the T_{count} value is greater than the T_{table} value ($6.280 > 1.991$) it means that the hypothesis H_0 is rejected, and H_a is accepted. In other words, there is a significant contribution from the personality competence of the PAI teacher to student learning motivation in

facing school exams at the SMP NU, Palangka Raya City. Thus, the better the personal competence of the PAI teacher, the better the motivation to learn at school. Furthermore, based on the results of simple regression calculations on the personal competence variable data of PAI teachers on student learning motivation, the regression direction b is 0.648 and the constant a is 27,828. Thus, the form of the two relationships (X with Y) can be described by the regression equation $\hat{Y} = 27,828 + 0.648X$. The regression equation of the PAI teacher's personality competency variable on student learning motivation can be seen in the following table.

Table of Regression Equation of Personality Competence of PAI Teachers with Student Learning Motivation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	27.828	11.193		2.486	.015
Personality competence	.648	.103	.582	6.278	.000

a. Dependent Variable: student motivation

Table of Simple Linear Regression Test Results Summary Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.582 ^a	.339	.330	8.308

a. Predictors: (Constant), personality competence

Based on the simple linear regression test table for the summary model above, it is known that the correlation value or R relationship is equal to 0.582. The value of 0.582 indicates the magnitude of the correlation coefficient and it can be concluded that the relationship between the contribution of the personality competence of PAI teachers to students' learning motivation in facing school exams is in the range of values 0.410-0.600, which means it is included in the category of a fairly high/strong relationship. Then, based on the calculation above, it is also known that the coefficient of determination (R Square) is 0.339 which implies that the influence or

contribution of the independent variable (PAI teacher's personality competence) to the dependent variable (student learning motivation) is 33.9%, while the rest is influenced or comes from the contribution of other variables that the researchers did not examine carefully.

After the prerequisite tests, namely the normality and linearity tests, the research hypothesis will be tested using the SPSS 25 application. Based on the results of calculations using the coefficient of determination formula using the SPSS 25 application, the results show that the contribution of variable X to variable Y is as follows.

Table of Correlation Test of *Product Moment* Correlations

		Personality competence	Student motivation
Personality competence	Pearson Correlation	1	.582**
	Sig. (2-tailed)		.000
	N	79	79
Student motivation	Pearson Correlation	.582**	1
	Sig. (2-tailed)	.000	
	N	79	79

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, the significance value of 0.000 is less than 0.05 (significance <0.05) so H_0 is rejected, and H_a is accepted. So, it can be concluded that there is a significant contribution between

the personality competence of the PAI teacher or variable X on students' learning motivation in facing school exams or variable Y.

Table 4.6 Interpretation of the Value of *r* Product Moment

Value Amount	Interpretation
0,810 – 0,1000	Very High/Very Good
0,610 – 0,800	High/Good
0,410 – 0,600	Enough
0,210 – 0,400	Low
0,000 – 0,200	Very Low

Based on the correlation test table above, it is known that the correlation coefficient is

0.582. The value of **0.582** indicates the magnitude of the correlation coefficient and

it can be concluded that the relationship between the contribution of the personality competence of PAI teachers to students' learning motivation in facing school exams is in the range of values between 0.400-

0.600, which means it is included in the category of a high/strong relationship. Furthermore, to further ensure the significance level of the results above, it is continued by using t arithmetic as follows:

$$\begin{aligned}
 T_{\text{count}} &= \frac{rxy \sqrt{n-2}}{\sqrt{1-rxy^2}} \\
 &= \frac{0,582 \sqrt{79-2}}{\sqrt{1-0,582^2}} \\
 &= \frac{0,582 \sqrt{77}}{\sqrt{1-0,338724}} \\
 &= \frac{0,582 \times 8,77496439}{\sqrt{0,661276}} \\
 &= \frac{5,10702927}{0,813188785} \\
 &= 6.2802505 \text{ or } 6,280
 \end{aligned}$$

Distribution table $t \alpha = 0.05$ or 5% where T_{table} is 1.991. Through the above calculations, the value of T_{count} is bigger than T_{table} ($6.280 > 1.991$) meaning that the hypothesis H_0 is rejected, and H_a is accepted or there is a significant contribution from the personality competence of the PAI teacher to student learning motivation in facing school exams at SMP NU Palangka Raya City.

Thus, there is a great contribution from the teacher's personality to the smooth running of student exams. The contribution comes from English, namely contribute, contribution whose meaning is participation, involvement, involvement or donation (Manik, 2014). According to (Saputri, 2020) contribution in the sense of action, namely in the form of behavior carried out by individuals which then has a positive or negative impact on other parties. For example, someone does community service in their home area to create a beautiful atmosphere in the area where they live, so that it has a positive impact on residents and immigrants.

Based on the results of the research presented, the personality competence of

PAI teachers has a fairly high contribution to student learning motivation in facing school exams. That is, the better the personality competence of the PAI teacher, the better the student's learning motivation. This is by the results of the study (Intima, 2019), that there is a significant relationship or influence between the X variable, namely the personality competence of the PAI teacher on the Y variable, namely student learning motivation, which means that the teacher's personality competence does influence the level of student learning motivation. In this case, of course, it gives an understanding that a PAI teacher can be a good motivator for his students. According to (Haniyyah, 2021) the teacher as a motivator is a teacher who encourages students in increasing student enthusiasm for learning.

The task of a PAI teacher as an educator is not only limited to conveying material or religious knowledge to students but also has the responsibility of guiding students and knowing students' conditions and student needs. Besides that, the teacher must also have skills in motivating students, because motivation can make students more active in

learning (Agustin, 2022). This is of course also in line with the opinion of Bayu Widiyanto et al, that a teacher has a very important role in the learning process. Its role is to create conditions that can direct students to carry out positive activities in learning (Widiyanto et al, 2022).

The results of this study certainly indicate that the personal competence of Islamic education teachers has a positive impact on students' personalities, namely student learning motivation. Student learning motivation is of course important to always improve to facilitate the process of achieving learning objectives. Through this research, it is important for PAI teachers to always improve their competencies. Good PAI teacher's personality competencies certainly have a positive impact on their students. Likewise with other teacher competencies, always improving these competencies will certainly make it easier for a teacher to achieve the desired learning goals. So that the learning objectives become something that is achieved as well as possible.

Types of PAI Teacher Personality Contributions

Giving Praise

Praise is a form of positive reinforcement as well as good motivation. Giving praise to students for things that have been done successfully has great benefits as a learning booster. Praise creates a feeling of satisfaction and pleasure (Surawan, 2020). Giving the right compliment can foster a sense of fun and pride. So that students are excited to pay attention to the lesson. Compliments are given such as saying the words "very smart, good, and others (Nurmalis, 2019).

Praise is part of giving rewards or prizes. Praise to students can be in the form of words such as: excellent, excellent, and continue. An example of a complex is a student being able to correctly answer a statement given by the teacher, then the teacher will say "the answer is correct, give him a round of applause". Apart from words,

praise is also given by showing thumbs up and applause (Kausar & Suyadi, 2020).

PAI teachers can give praise to students as part of motivating students in various ways used by PAI teachers in the form of awards, this can foster self-confidence in students (Banauwe et al, 2022). Based on the presentation of research data from researchers in the previous chapter, one type of contribution made by the personality competence of PAI teachers to student learning motivation is by giving praise. This is certainly to the theory presented by Meidawati Suswandari, that giving praise is certainly beneficial for students. Students feel valued for their ideas/opinions or what they think is explained by the teacher (Suswandari, 2021). In addition, according to Riswanda, being a teacher of Islamic Religious Education must be a driving force to keep motivating so that there is a sense of joy in continuing to repeat the good things that have been done. Even if it's just praise, it will certainly influence students to do good, set an example, and treat students well, and they are also students of a teacher (Riswanda, 2021).

The results of this study are also in line with the results of research which states that the provision of rewards (praise) can create student motivation. Because giving rewards can create a pleasant learning atmosphere so that the teaching methods used by the teacher are not too monotonous like the lecture method that is often used by the teacher in learning. (Oktapiani, Rahmawati & Choli, 2019). In addition, this also rhymes with opinions (Remiswal & Syarifah, 2017) that the purpose of giving rewards in the form of praise is so that all students are motivated in participating in learning activities and for students who have not received praise are also motivated so they want to increase their perseverance in learning.

Giving Advice or Words of Encouragement

Apart from giving praise, the form of the contribution made by PAI teachers in motivating their students' learning is by

giving sentences of advice or encouragement. According to Subaidi, advice is an explanation of benefits to avoid the person being advised from harm and show the path that brings happiness and benefits. (Subaidi, 2014). According to Burhanuddin in Munif, (2017) explained that the giving of advice contains three elements that must be met, namely a description of the goodness and truth that must be done by someone, for example about manners, motivation to do good, and warnings about sins that arise from prohibitions, for himself and others.

Providing sentences of advice is certainly beneficial for students. Based on the view of Khoerotun Ni'mah who cites the opinion of Az-Zarnuji that a teacher who knows must advise his students because students need advice from their teacher (Ni'mah, 2014). This is also in line with Arianti's opinion which explains that the giving of advice or words of encouragement from the PAI teacher is presumably a concern from the teacher to his students. This is certainly very important and useful for students. Arianti's opinion which said that a teacher's concern in the teaching and learning process is a very important factor to foster student learning motivation. Because if the teacher is not enthusiastic and passionate about teaching, students will not be motivated to learn (Arianti, 2018).

Based on the description above, the results of the researchers' findings indicate that giving advice or words of encouragement from PAI teachers at SMP NU Palangka Raya provides a positive thing for the personalities of 9th-grade students. This shows that PAI teachers can make a significant contribution. good for students, especially those who will face school exams. This also seems to be in line with the theory of Mumtahanah which explains that the duties and responsibilities of teachers in schools are always required to understand the condition of their students so as not to immediately sentence them for various behaviors that occur. Therefore, it is

important to provide advice to students, so that students can maximize their activities in the teaching and learning process (Mumtahanah, 2018).

Implementation of Joint Prayer (*Istighosah*)

Istighosah is the hope of someone's help because Allah SWT helps with everything, only Allah SWT has the right to realize all kinds of human needs that become His desires. *Istighosah* is a way of praying to hope for help by including the element of Allah SWT power in it, namely the amalgamation of religious elements and submission to the Creator so that in living life you get peace and tranquility (Nuruddaroini & Zubaidillah, 2021). According to Silviyana, *istighosah* is asking for help when things are difficult and difficult. *Istighosah* is asking for help from Allah SWT for the realization of a miracle or something that is at least considered not easy to realize (Silviyana, 2019).

Based on the results of the research previously described the form of contribution of the personality competence of Islamic Religious Education teachers to student learning motivation is through the implementation of religious activities (praying together). This activity was carried out to get closer to Allah SWT and ask for Allah SWT convenience in terms of the smooth running of school exams. According to Fadil (Swari et al, 2021) that the reading of prayers is solely for continuity in providing protection, and self-submission by asking for desires and asking for benefits.

This is also in line with the opinion of Nahdiyah et al who quoted from Sahlan, that the purpose of *istighosah* and prayer together is to ask Allah SWT for help. The purpose of *istighosah* activities is none other than to get closer to the Almighty. If humans are always close to their creator, then all their wishes will be granted by Allah SWT (Nahdiyah et al, 2021).

Based on the description above, the results of the researcher's research show that the implementation of joint prayers or

istighosah led by Islamic Religious Education teachers at SMP NU Palangka Raya is one of the efforts to motivate 9th-grade students who will face school exams. This activity gives a positive value to 9th-grade students, it is hoped that it will make them optimistic about being able to complete school exams as well as possible. The researcher said that based on the findings of the researcher, most of the 9th-grade students were very serious about participating in the joint prayer activity. This shows that this activity has a positive impact on the personalities of those who will soon face school exams. This is in line with Nur'asiah's opinion, that the activity of reading prayers is a must so that during the learning process students are given convenience in achieving the desired goals (Nur'asiah, 2021).

CONCLUSION

Based on the results of analysis in quantitative research, it shows that there is a significant contribution between the personality competence of PAI teachers on student learning motivation in facing school exams at SMP NU Palangka Raya, because it is known that the significance value of 0.000 is smaller than 0.05 (significance < 0.05) so that H_0 is rejected and H_a is accepted. Meanwhile, the correlation coefficient value is 0.582, so it can be concluded that the relationship between the contribution of PAI teachers' personality competencies to students' learning motivation in facing school exams is in the range of values between 0.400-0.600, which means it falls into the category of a fairly high/strong relationship. If you look at the distribution table, $t_{\alpha} = 0.05$ or 5%, where T table is 1.991. Through the calculations above, it can be seen that the T count value is greater than T table ($6.280 > 1.991$), meaning that the hypothesis H_0 is rejected and H_a is accepted or there is a significant contribution from the PAI teacher's personality competence to students' learning motivation in facing school exams at SMP NU Palangka Raya.

Therefore, through analysis carried out in quantitative research, it was found that the contribution of PAI teachers' personality competencies to students' learning motivation in facing school exams at SMP NU Palangka Raya obtained a score of 33.9%. This data can be interpreted with the researcher's findings in qualitative research which shows that PAI teachers at SMP NU Palangka Raya indeed contribute quite well in motivating students. The contribution he made was by providing school exam grids, giving advice and words of motivation and directly leading joint prayer activities or *istighosah* for grade 9 students who were going to take school exams.

REFERENCES

- Agustin, J. (2022). *Upaya Guru PAI dalam Meningkatkan Motivasi Belajar Siswa di SMP N 8 Tarusan*. Jurnal Pendidikan Tambusai 6(1): 10. <https://jptam.org/index.php/jptam/article/view/3081>
- Arianti, A. (2018). Peranan Guru PAI dalam Meningkatkan Motivasi Belajar Siswa. *Jurnal Didaktika*. 12(2): 133. DOI: 10.30863/didaktika.v12i2.181
- Aziz Hsb, Abd. 2018. *Kontribusi Lingkungan Belajar dan Proses Pembelajaran Belajar Terhadap Prestasi Belajar Siswa di Sekolah*. Jurnal Tarbiyah 25(2): 9. DOI: <http://dx.doi.org/10.30829/tar.v25i2.365>
- Banauwe dkk. 2022. Profesionalisme Guru Pendidikan Agama Islam Dalam Upaya Meningkatkan Motivasi Belajar Siswa Kelas VII di SMP Muhammadiyah Melati. *Kuttab: Jurnal Ilmiah Mahasiswa*. 3(2): 162. DOI: <http://dx.doi.org/10.33477/kjim.v3i2.2589>
- Darmawati, Siddiq, A. and Shamad, I. 2021. Upaya Guru Dalam Meningkatkan Motivasi Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam di SMP Negeri 38 Bulukumba. *Journal of Gurutta Education* 1(1): 81.

- DOI: <https://doi.org/10.33096/jge.v1i1.716>
- Darojah, N. R., & Hadijah, H. S. (2016). Analisis pengaruh kompetensi kepribadian guru dengan motivasi belajar sebagai variabel intervening terhadap prestasi belajar siswa kelas x administrasi perkantoran. *JURNAL PENDIDIKAN MANAJEMEN PERKANTORAN* 1(1), 109-118. Available online at: <http://ejournal.upi.edu/index.php/jpmanper/article/view/00000>
- Haniyyah, Zida dan Nurul Indana. 2021. Peran Guru PAI Dalam Pembentukan Karakter Islami Siswa di SMPN 03 Jombang. *Jurnal IRSYADUNA: Jurnal Studi Kemahasiswaan* 1(1): 80. DOI: <https://doi.org/10.54437/irsyaduna.v1i1.259>
- Hawi, A. 2014. *Kompetensi Guru Pendidikan Agama Islam*. Jakarta: Rajawali Pers.
- Huda, M. 2017. Kompetensi Kepribadian Guru dan Motivasi Belajar Siswa. *Jurnal Penelitian* 11(2): 241.
- Intima, S. 2019. Pengaruh Kompetensi Kepribadian Guru PAI Terhadap Motivasi Belajar Siswa Kelas V SDI AL-Hakim Maron Boyolangu Tulungagung. Skripsi. Tulungagung: Institut Agama Islam Negeri Tulungagung.
- Kausar, A. and Suyadi, S. 2020. Problematika Motivasi Belajar Dalam Teori Opreant Conditioning Pada Pembelajaran PAI di SDN Nogopuro Sleman. *Jurnal Pendidikan Dasar dan Keguruan*. 5(2): 2. DOI: <https://doi.org/10.47435/jpdk.v5i2.398>
- Manik, R.M. 2014. Kontribusi Persepsi Siswa Tentang Kompetensi Kepribadian Guru Terhadap Motivasi Belajar Siswa Jurusan Teknik Kendaraan Ringan si SMKN 1 Lintau Buo. *Jurnal Pendidikan* 1(1): 3.
- MAZRUR, Mazrur; SURAWAN, Surawan; YULIANI, Yuliani. Kontribusi Kompetensi Sosial Guru dalam Membentuk Karakter Siswa. *Attractive : Innovative Education Journal*, [S.l.], v. 4, n. 2, p. 281-287, aug. 2022. ISSN 2685-6085. Available at: <https://attractivejournal.com/index.php/aj/article/view/452>. Date accessed: 30 dec. 2022. doi: <http://dx.doi.org/10.51278/aj.v4i2.452>
- Mumtahanah, M. 2018. Peranan Guru Pendidikan Agama Islam Dalam Mengatasi Perilaku Menyimpang Siswa. *Jurnal Pendidikan Agama Islam*. 3(1): 33.
- Munif, M. 2017. Strategi Internalisasi Nilai-nilai PAI dalam Membentuk Karakter Siswa. *Jurnal Edureligia*. 1(1): 8.
- Nahdiyah dkk 2021. Implementasi Budaya Religius Dalam Meningkatkan Karakter Siswa di SMP Islam As-Shodiq Bululawang. *Jurnal Pendidikan Islam*. 6(2): 132.
- Ni'mah, K. (2014). KONSEP KOMPETENSI KEPERIBADIAN GURU PAI. *Jurnal Pendidikan Agama Islam*, 11(1), 79-94. <https://doi.org/10.14421/jpai.2014.111-06>
- Norvia, L., Muslimah, M. & Surawan, S. (2022). Penerapan Pendekatan Learning By Doing Dalam Meningkatkan Rasa Kepercayaan Diri Siswa Sekolah Dasar Negeri 3 Tangkiling. *Jurnal Annaba' STIT Muhammadiyah Paciran* DOI: <https://doi.org/10.37286/ojs.v8i2.168>
- Nurmalis, N. 2019. Peran Guru Pendidikan Agama Islam Dalam Meningkatkan Motivasi Belajar Siswa di SDN 1 SELUMA. *Jurnal Pendidikan*. 1(1), p. 3. DOI: <http://dx.doi.org/10.29300/nz.v4i1.1887>
- Nuruddaroini, A.S. and Zubaidillah, H. 2021. Ritual Pembacaan Istighosah Sebagai Benteng Spiritual Dari Wabah Virus Corona Oleh Pengurus Besar Nahdatul Ulama (PBNU). *Jurnal Islam*. 1(1): 421.

- Oktapiani, M., Rahmawati, Y., & Choli, I. (2019). Pengaruh Pemberian Reward terhadap Motivasi Belajar Siswa pada Mata Pelajaran Pendidikan Agama Islam. *JOEAI (Journal of Education and Instruction)*, 2(1), 39-48. <https://doi.org/https://doi.org/10.31539/joeai.v2i1.758>
- Remiswal, R. & Syarifah, N.A. 2017. Usaha Guru Agama Dalam Meningkatkan Motivasi Belajar PAI Kab. Padang Pariaman. *Jurnal Pendidikan Islam* 1(2): 213. <http://ejournal.uinib.ac.id/index.php?journal=MRB>
- Riska, D. 2019. Kepribadian Guru Terhadap Motivasi Belajar Siswa Kelas IV di SDN Blimbing 1 Malang. *Jurnal Pendidikan* 3(2): 373. <https://conference.unikama.ac.id/artikel/index.php/pgsd/article/view/74>
- Riswanda, S.M., Jalil, A. & Sulistiono, M. 2021. Strategi Guru Pendidikan Agama Islam Dalam Membentuk Karakter Religius di SMA Negeri 1 Singosari. *Jurnal Pendidikan Agama Islam*. 1(1): 55.
- Saputri, N. 2020. Kontribusi Guru Pendidikan Agama Islam Dalam Mengembangkan Self Control Siswa di SMK Bina Taruna 2 Medan. Skripsi. Universitas Pembangunan Panca Budi.
- Sasmita, O.T. 2020. Peran Guru Kelas Untuk Meningkatkan Motivasi Belajar Siswa di Sekolah Dasar. *Jurnal Literasi Pendidikan Dasar* 1(1): 68.
- Silviyana, E. 2019. Efektivitas Istighosah Dalam Mengatasi Problematika Kehidupan. *Jurnal Dakwah dan Komunikasi*. 10(1): 77. DOI: 10.24235/orasi.v10i1.5140
- Suardi. 2018. Belajar dan Pembelajaran. Sleman: Deepublish.
- Subaidi, S. 2014. Metode Pendidikan Islam (Telaah Pemikiran Abdul Wahab Asy-Sya'rani. *Jurnal Intelegensia*. 2(2): 19. DOI: <https://doi.org/10.34001/intelegensia.v2i2.1328>
- Surawan, S. 2020. *Dinamika Dalam Belajar (Sebuah Kajian Psikologi Pendidikan)*. Yogyakarta: K-Media.
- Surawan, S., & Mazrur, M. (2020). *Psikologi Perkembangan Agama: Sebuah Tahapan Perkembangan Agama Manusia*. Yogyakarta: K-Media
- Surawan, S., Syabrina, M., El Bilad, C. Z., & Azmy, A. (2022). Implementation of Character Education at Madrasahs and Integrated Islamic Schools in Central Kalimantan. *Ta'dib*, 25(1), 19-26. DOI: <http://dx.doi.org/10.31958/jt.v25i1.5333>
- Suswandari, M. (2021). Peran Guru dalam Menstimulus Respon Siswa melalui Teori Belajar Behavioristik. *Absorbent Mind*, 1(1), 47-55. https://doi.org/10.37680/absorbent_mind.v1i1.781
- Swari dkk. 2021. Pembentukan Karakter Religius Melalui Kegiatan Keagamaan di SMA Hasyim Asy'ari Pekalongan. *Jurnal Pendidikan Islam*. 6(4): 172. online on: <http://riset.unisma.ac.id/index.php/fai/index>
- Widiyanto, B., Abdul Halim Sidiq, M., & Saifuddin Zuhri, E. (2022). Upaya Guru Dalam Meningkatkan Motivasi Belajar Siswa Pada Masa Adaptasi Kebiasaan Baru. *ZAHRA: Research and Thought Elementary School of Islam Journal*, 3(1), 61-78. <https://doi.org/10.37812/zahra.v3i1.417>
- Zola, N. and Mudjiran. 2020. Analisis Urgensi Kompetensi Kepribadian Guru. *Jurnal Pendidikan Indonesia* 6(2): 90. <https://jurnal.iicet.org/index.php/jppi>