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# The Influence of Teacher Professionalism and Student Learning Motivation on Learning Outcomes in Islamic Religious Education at UM Laboratory Junior High School, Malang City

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## Abstract

Teacher professionalism and student learning motivation are critical factors influencing student achievement, including in the context of Islamic Religious Education (*Pendidikan Agama Islam*, PAI). This study investigates the extent to which teacher professionalism and student learning motivation affect PAI learning outcomes at the UM Laboratory Junior High School in Malang City, Indonesia. Employing a quantitative correlational research design, the study involved a randomly selected sample of 113 students from grades VII and VIII. Data were collected through structured questionnaires and analyzed using SPSS version 27, incorporating classical assumption testing, multiple linear regression, t-tests, F-tests, and the coefficient of determination ($R^2$). The results indicate that teacher professionalism has a statistically significant effect on PAI learning outcomes ($p = 0.001$), contributing 27.3% to the variance in outcomes. Student learning motivation also showed a significant effect ($p = 0.001$), with a larger contribution of 54.0%. When analyzed jointly, both variables significantly influenced PAI learning outcomes, with a combined explanatory power of 48.2%. These findings highlight the pivotal role of both teacher competence and student motivation in enhancing the effectiveness of PAI instruction. The study underscores the need for targeted interventions aimed at improving teacher professionalism and fostering student motivation to support more meaningful and successful learning experiences in religious education.

## INTRODUCTION

Education is a significant component in human life. A good education is also able to help students become independent, responsible, and open individuals. Among the education that is able to build humans into useful human beings is formal, non-formal, and informal education (Syaadah et al., 2023). Ki Hajar Dewantara said that education has a crucial role in determining the progress of a country as well as the state of Indonesia. According to this view, education is a demand in the growth process of children or learners, which can direct the natural potential inherent in them to achieve the optimal safety and happiness (Pristiwanti et al., 2023)

The goal of education will be achieved if the components needed in the learning process have been met. One of the components that support the success of learning is the professionalism of teachers and student learning motivation, which has a large impact on student learning outcomes as well as Islamic religious education learning. The learning objectives achieved can be seen from the changes that occur in both students in terms of cognitive, affective, and psychomotor. One of the important aspects in the world of education is teachers or teachers who have a central role in learning (Mulyasa, 2017). In Islam, it has also been explained in Surah An-Nahl verse 43 how important education is and how important it is to transform knowledge (Nandar et al., 2022). This explains that an educator or teacher has the responsibility to convey what he or she has (knowledge, knowledge, information) to students or students so that students gain knowledge and try to dig deeper into their insights and insights and are able to foster interaction both internally and externally.

This role is strengthened by the theory of Suyanto and Asep Djihat, which states that teacher professionalism is a mental attitude in the form of commitment from professional members to realize and improve their professionalism. In principle, teacher professionalism can be interpreted as a teacher who is able to carry out his duties, responsibilities, and obligations professionally. This means that teachers whose profession is required to have in-depth knowledge in their specialties (Himmatul Husniyah, 2021). To see this professionalism attitude can be seen from two aspects. First, judging from the minimum level of education

from the background of education for the school level where you become a teacher. Second, teachers' mastery of teaching materials, learning management, management and management of situations and conditions of both teaching materials and students, as well as carrying out guidance tasks (Cholifah, 2018). Meanwhile, the motivation for student learning in a teaching and learning situation, according to Nasution, is to create conditions in such a way that students are willing to carry out what they can do. From this definition, it can be understood that students' learning motivation can come from within themselves and can come from outside, for example family, friends, or the environment. Motivation can be seen from two perspectives, Intrinsic motivation comes from inside, whereas extrinsic motivation comes from outside of a person (Chairani, 2016).

Learning outcomes are the realization or extension of a person's potential abilities or talents.  The assignment of learning outcomes by a person can be evident in their behavior, which can take the shape of mastery of knowledge, thinking skills, or motor skills (Siregar, 2024). The success of student learning in Islamic religious education cannot be separated from the implementation of maximum learning so that it achieves optimal results so that it can be seen from the attitude of students both cognitively, affectively and psychomotorly. The realm of student learning outcomes is divided into three, namely cognitive, affective and psychomotor. This division emerged based on the theory of bloom's taxonomy, namely; the cognitive domain, the affective domain, and the psychomotor domain (Wisman, 2020). Islamic education is the process of preparing the younger generation to fill their emotions, impart Islamic knowledge and values, and fulfill the function of humans to do good deeds in this world and reap the rewards in the hereafter.  Thus, the theory can lead to the premise that instructor professionalism and student learning motivation have a major influence on the outcomes of PAI learning (Masykur, 2018).

Research conducted by Roby Hidayatullah entitled "The Influence of Pedagogic Competence and Professional Competence of PAI Teachers on Student Learning Motivation at SMA Negeri 2 Samboja" revealed that pedagogic competence and professional competence of PAI teachers have a significant effect on student learning motivation. Through a quantitative approach with multiple linear regression analysis, the results were obtained that the two variables explained **76.7%** of the variation in student learning motivation. These findings show that the better the teacher's pedagogic and professional competence, the higher the students' motivation to learn in participating in PAI learning (Hidayatullah & Razak, 2021).

However, there is a research gap between Roby Hidayatullah's research and this research. Roby only researched the aspect of learning motivation as a bound variable, while this study continued the relationship to student learning outcomes as the main observed variable. Thus, this study makes a further contribution by examining the influence of teacher professionalism and learning motivation simultaneously on learning outcomes, rather than just stopping at motivation as an initial response.

The novelty in this study combines two important factors of teacher professionalism and student learning motivation in one analysis model to measure their impact on PAI learning outcomes which includes cognitive, affective, and psychomotor domains. This is a new thing because previously aspects of teacher professionalism and student motivation were often studied separately or only partially seen as having an effect on process variables, rather than on the final learning outcomes of students holistically.

The theoretical basis in this study refers to the theory of teacher professionalism as stated by Suyanto and Asep Djihat, which states that professionalism includes the responsibility of teachers in mastering materials, classroom management, and the ability to guide students (Nika & Rahayu, 2024). In addition, the theory of learning motivation refers to Nasution's opinion which emphasizes that motivation is an internal and external drive that moves students to learn actively (Nasution, 2017). The theory of learning outcomes in this study refers to Bloom's taxonomy which divides learning outcomes into three main domains, namely cognitive, affective, and psychomotor. These three theories are the main foundation in formulating the framework and hypothesis of this research (Wisman, 2020).

This study is focused on examining the influence of teacher professionalism and student learning motivation on the learning outcomes of Islamic Religious Education at Laboratory Junior High School, State University of Malang. This focus includes an analysis of the extent to which teacher professionalism, which includes mastery of materials, classroom management, and student guidance skills, as well as student learning motivation, both intrinsic and extrinsic, contributes to the achievement of student learning outcomes that include cognitive, affective, and psychomotor domains.

The objectives of this study are 1). Knowing the extent to which the teacher's professionalism affects the learning outcomes of Islamic Religious Education students at UM Laboratory Junior High School 2). Analyzing the influence of student learning motivation on Islamic Religious Education learning outcomes 3). To test the simultaneous

influence between teacher professionalism and student learning motivation on the learning outcomes of Islamic Religious Education, so as to provide a complete picture of the factors that affect the success of PAI learning.

## METHODS

This study uses a quantitative approach with a correlation type to determine the relationship between variables, namely teacher professionalism (X1) and student learning motivation (X2) on PAI learning outcomes (Y) (Solimun, 2018). The population in the study is grade VII and grade VIII students at UM Laboratory Junior High School Malang City with a total of 415 students, the sample determination uses the Yamane and Isaac and Michael formulas because the population is clearly known with a sampling error of 10% and a confidence interval of 90% so that a minimum sample of 80 students is needed but the sample in this study exceeds the minimum number, namely there are 113 samples as respondents to strengthen the results of the research data(Scott, 2022).

The data used in this study is primary data using a closed questionnaire that was distributed directly to students of the UM Laboratory Junior High School in Malang City using a google form link. The measurement scale uses the likert scale to obtain data, the likert scale has two forms of questions or statements, namely positive and negative. Data analysis in data management and presentation uses Exel and Statistical Product and Service Solution version 27 for windows which can help process statistical data quickly and accurately so that the results become the reference needed by interested parties (Wahjusaputri & Purwanto, 2021). In this study, the researcher carried out two stages of data analysis techniques, namely; the first stage, pre-research data analysis which includes validity tests and reliability tests; The second stage is the analysis of data from the research results which include normality tests, classical assumption tests (multicollinearity test, heteroscedasticity test), linearity test, multiple regression test, and hypothesis test, namely t test (partial test) and F test (simultaneous test) (Yusuf, 2017).

This research process was carried out for four months, starting from January 12 to May 10, 2025, the research location at the Laboratory Junior High School of the State University of Malang which is located at Road Simpang Bogor No. 1, Sumbersari Village, Lowokwaru District, Malang City, East Java. The selection of this location is based on the consideration that UM Laboratory Junior High School is one of the schools that has

representative learning characteristics, especially in the application of Islamic Religious Education which is structured and supported by competent teaching staff.

## RESULTS

Description of statistical analysis

### Tabel 1 Descriptive Statistics

**Descriptive Statistics**

|  | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Profesionalisme Guru | 113 | 41 | 100 | 70.82 | 9.068 |
| Motivasi Belajar | 113 | 18 | 40 | 26.53 | 3.689 |
| Hasil Belajar | 113 | 36 | 65 | 45.70 | 5.439 |
| Valid N (listwise) | 113 |  |  |  |  |

The results of descriptive statistical analysis from the data obtained showed that students' perception of teacher professionalism was at a fairly high level, with an average score of 70.82 out of a maximum score of 100. This score reflects that in general, students assess their teachers to have a good professional attitude in teaching, guiding, and managing the learning process. However, the standard deviation of 9.068 indicates a diversity of students' views on the level of teacher professionalism, which means that some students rate it very high, while others rate it as medium to low.

Meanwhile, students' learning motivation showed an average score of 26.53 out of a maximum total score of 40. This score indicates that students generally have a moderate to high level of motivation to learn. The standard deviation of 3.689 indicates that the distribution of data is relatively homogeneous, which means that most students have a level of learning motivation that is not much different from each other.

For the learning outcomes of Islamic Religious Education, the average achieved by students is 45.70 out of a maximum score of 65. This score reflects that the achievement of student learning outcomes is in the category of being quite good. With a standard deviation of 5.439, it can be seen that there is a variation in the achievement of learning outcomes between students, but still within reasonable limits.
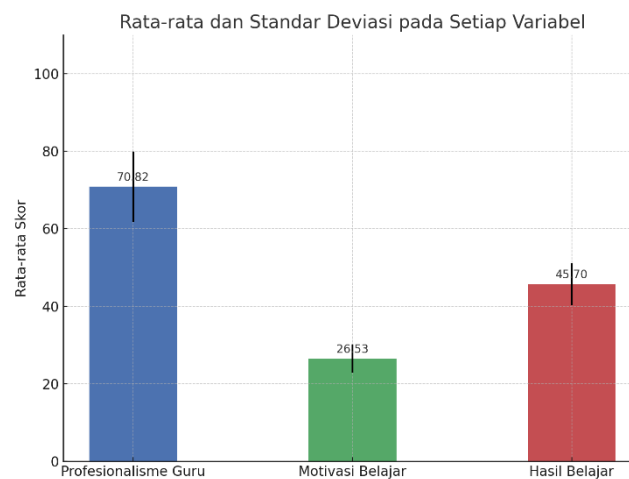
Figure 1. Mean and Standard Deviation of Each Variable

a. Normality Test

**Table 2 Normality Test Results**

**One-Sample Kolmogorov-Smirnov Test**

| | | Unstandardized Residual |
|---|---|---|
| N | | 113 |
| Normal Parameters[a,b] | Mean | .0000000 |
| | Std. Deviation | 3.91302123 |
| Most Extreme Differences | Absolute | .053 |
| | Positive | .053 |
| | Negative | -.052 |
| Test Statistic | | .053 |
| Asymp. Sig. (2-tailed)[c] | | .200[d] |
| Monte Carlo Sig. (2-tailed)[e] | Sig. | .606 |
| | 99% Confidence Interval | Lower Bound | .593 |
| | | Upper Bound | .619 |

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 299883525.

In table 2, the results of the above normality test were conducted with Kolmogorov-Smirnov and a significant value of the three variables was obtained, namely 0.606. > 0.05. Based on the significant values above, it can be concluded that the three data from the above variables are normally distributed.

b. Multicollinearity Test

**Table 3 Multicolierity Test Results**

**Coefficients[a]**

| Model | | Unstandardized Coefficients B | Unstandardized Coefficients Std. Error | Standardized Coefficients Beta | t | Sig. | Collinearity Statistics Tolerance | Collinearity Statistics VIF |
|---|---|---|---|---|---|---|---|---|
| 1 | (Constant) | 12.048 | 3.344 | | 3.603 | <.001 | | |
| | Profesionalisme Guru | .273 | .045 | .455 | 6.004 | <.001 | .820 | 1.220 |
| | Motivasi Belajar | .540 | .112 | .366 | 4.834 | <.001 | .820 | 1.220 |

a. Dependent Variable: Hasil Belajar

Based on table 3 above, the results of tolerance and VIF scores for the two independent variables, namely teacher professionalism and student learning motivation, show the absence of multicollinearity problems. This can be seen from the tolerance value for both variables is 0.820, larger and far from the limit of 0.10. The VIF value for both variables is 1,220, far from the maximum limit of 10.

Because the tolerance value > 0.10 and the VIF value < 10, it can be concluded that there is no significant multicollinearity between the two independent variables. This result shows that the regression model is valid, so that the analysis of the influence of the two variables on PAI learning outcomes cannot or is disturbed by multicollinearity.

c. Heteroscedasticity Test

**Table 4 Heteroscedasticity Test Results**

**Coefficients[a]**

| Model | | Unstandardized Coefficients B | Unstandardized Coefficients Std. Error | Standardized Coefficients Beta | t | Sig. |
|---|---|---|---|---|---|---|
| 1 | (Constant) | .695 | 1.959 | | .355 | .723 |
| | Profesionalisme Guru | .014 | .027 | .055 | .528 | .599 |
| | Motivasi Belajar | .055 | .065 | .088 | .838 | .404 |

a. Dependent Variable: ABS_Res

Based on table 4 above, the results of the third classical assumption test found no indication of heteroscedasticity. This can be seen from the significant value produced, namely teacher professionalism of 0.599 and student learning motivation of 0.404, where the two significant values

produced are greater than the sig value. 0.05. Thus, it can be concluded that the assumption of homogeneity is met, which means that residual variance tends to be constant and that no particular pattern is indicative of heteroscedasticity.

1. Uji Hypothesis

   a. Multiple Linear Regression Analysis Test

**Table 5 Results of Multiple Linear Regression Analysis Test**

Coefficients[a]

| Model | | Unstandardized Coefficients B | Std. Error | Standardized Coefficients Beta | t | Sig. | 95.0% Confidence Interval for B Lower Bound | Upper Bound |
|---|---|---|---|---|---|---|---|---|
| 1 | (Constant) | 12.048 | 3.344 | | 3.603 | <.001 | 5.422 | 18.675 |
| | Profesionalisme Guru | .273 | .045 | .455 | 6.004 | <.001 | .183 | .363 |
| | Motivasi Belajar | .540 | .112 | .366 | 4.834 | <.001 | .319 | .761 |

a. Dependent Variable: Hasil Belajar

Based on table 5 above, the results of multiple linear regression analysis are obtained and can be interpreted as follows:

$$Y = 12,048 + 0,273 X1 + 0,540X2$$

1) The constant value of 12.048 indicates that if the variable of teacher professionalism is considered 0, then the PAI learning outcome value is 12.048.

2) The X1 coefficient of 0.273 means that if there is an increase of 1% every time there is an increase of 1%, the PAI learning outcomes will increase by 0.273 and vice versa, if there is a decrease of 1%, the PAI learning outcomes will decrease by 0.273.

3) The X2 coefficient of 0.540 means that if there is an increase of 1% every time there is an increase of 1%, the PAI learning outcomes will increase by 0.540 and vice versa, if there is a decrease of 1%, the PAI learning outcomes will decrease by 0.540.

b. T test ( Partial )

**Table 6 t-test results (partial)**

**Coefficients[a]**

| Model | | Unstandardized Coefficients B | Unstandardized Coefficients Std. Error | Standardized Coefficients Beta | t | Sig. | 95.0% Confidence Interval for B Lower Bound | 95.0% Confidence Interval for B Upper Bound |
|---|---|---|---|---|---|---|---|---|
| 1 | (Constant) | 12.048 | 3.344 | | 3.603 | <.001 | 5.422 | 18.675 |
| | Profesionalisme Guru | .273 | .045 | .455 | 6.004 | <.001 | .183 | .363 |
| | Motivasi Belajar | .540 | .112 | .366 | 4.834 | <.001 | .319 | .761 |

a. Dependent Variable: Hasil Belajar

Based on table 6 above, the results of the t-test (partial) can be seen that the teacher's professionalism variable produces a significant value of 0.001 < 0.05, so it can be concluded that the HO is rejected because the teacher's professionalism variable affects the PAI learning outcome variable. The variable of student learning motivation also affects the variable of PAI learning outcomes, which means that HO is also rejected. This is because the significant value produced is also below 0.001 < 0.05.

c. Test F ( Simultaneous )

**Table 7 F Test Results (Similtan)**

**ANOVA[a]**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 1598.856 | 2 | 799.428 | 51.278 | <.001[b] |
| | Residual | 1714.914 | 110 | 15.590 | | |
| | Total | 3313.770 | 112 | | | |

a. Dependent Variable: Hasil Belajar

b. Predictors: (Constant), Motivasi Belajar, Profesionalisme Guru

Based on table 7 above, the results of the F (simultaneous) test can be seen that the free variable has a p-value of 0.001 < 0.05. From this data, it can be proven that teacher professionalism and student learning motivation simultaneously have a significant effect on the learning outcomes of PAI students of UM Laboratory Junior High School Malang City, so it can be interpreted that HO dotolak and Ha are accepted.

2. Coefficient Determination Test ($R^2$)

**Table 8 Determination Test Results (R2)**

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|------|----------|-------------------|----------------------------|
| 1 | .695[a] | .482 | .473 | 3.948 |

a. Predictors: (Constant), Motivasi Belajar, Profesionalisme Guru

Based on table 8 above, the results of the terminated coefficient test show an *r-square value* of 0.482. This score shows and strengthens that 48.2% of students' PAI learning outcomes are influenced by teacher professionalism and student learning motivation. However, 51.8% of PAI learning outcomes were influenced by other factors that were not included in this study.

**DISCUSSION**

1. **The Influence of Teacher Professionalism on PAI Learning Outcomes at UM Laboratory Junior High School, Malang City**

The results of the analysis of research data showed that the teacher professionalism variable (X1) produced a significant influence on PAI learning outcomes (Y). This statement can be proven by the results of the t-test (partial) which obtained a significant value of 0.001 where the value < 0.05, so that the HO that had been made previously was rejected and Ha was accepted or the teacher's professionalism variable had a significant effect on the variables of the students' PAI learning outcomes at the UM Laboratory Junior High School Malang City. In the results of the analysis test, information was also obtained that the variable of teacher professionalism could affect the variable of PAI learning outcomes by 0.273 or 27.3% in students of SMP Lab UM Malang City.

In the world of education, teachers or teachers have a central role in every learning process (Mulyasa, 2017). One of the components that supports the success of learning is the professionalism of teachers. This hasl strengthens the theory that the level of teacher professionalism has a real influence on learning outcomes, especially PAI learning outcomes. These findings show that teacher professionalism plays an important role in achieving learning success, especially PAI learning that occurs in schools.

In addition, Mulyasa revealed that in general, teacher professionalism will have a great influence on student learning outcomes where the learning outcomes can be seen from two perspectives, namely; 1) the difference in the role of teachers in the learning outcome process will affect the difference in the quality of the learning process, 2) the quality of the learning process is a variable of school life that will definitely have a positive influence on learning outcomes (Mulyasa, 2017). This theory explains that the professional attitude possessed by teachers greatly affects student learning outcomes, where this can be seen from two perspectives, namely the difference in the role of teachers in the learning outcome process which will definitely affect the quality of the student learning process and the quality of the learning process which has an influence on student learning outcomes..

2. **The Influence of Student Learning Motivation on PAI Learning Outcomes at UM Laboratory Junior High School, Malang City**

The results of the analysis of the research data conducted showed that the variable of student learning motivation (X2) produced a significant influence on the learning outcomes of PAI (Y). This statement can be proven by the results of the t-test (partial) which obtained a significant value of 0.001 where the value < 0.05, so that the HO that had been made previously was rejected and Ha was accepted or the student learning motivation variable had a significant effect on the variables of students' PAI learning outcomes at the UM Laboratory Junior High School Malang City. In the results of the subsequent analysis test, information was also obtained that the variable of student learning motivation could affect the PAI learning outcome variable of 0.540 or 54.0% in students of Junior High School Lab UM Malang City. The results of the regression analysis further explained that every 1% increase in student learning motivation will increase students' PAI learning outcomes by 0.540.

According to Wati Sumanto, motivation is a change in energy in one's self or person which is characterized by effective motivation and reactions in an effort to achieve a goal (Sumanto, 2012). Meanwhile, the motivation of students in teaching and learning situations, according to Nasution, is to create conditions in such a way that students are willing to carry out what they can do (Nasution, 2017). From this definition, it can be understood that students' learning motivation can come from within themselves and can come from outside, for example family, friends, or the environment. Motivation

can be seen from two perspectives, namely motivation that comes from within (intrinsic motivation) and motivation that comes from outside a person (extrinsic motivation).

Learning motivation plays a big role in shaping student behavior and achievement. There are two main classifications in motivation, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation includes an internal drive that drives individuals to learn out of personal interest, a desire to know more, or the satisfaction of solving intellectual challenges. On the other hand, intrinsic motivation relates to impulses that arise from within the individual such as rewards, punishments, or external rewards. Each can have different consequences in learning outcomes (Rizqi & Sumantri, 2019). This theory explains that the motivation possessed by students greatly affects the direction and quality of learning from the students themselves so that this can have implications for student learning outcomes.

Thus, the learning motivation possessed by students, both intrinsic and extrinsic, is also an important component that supports and affects student learning outcomes. This right is strengthened by the theory that has been explained above to strengthen the research results that Student learning motivation has a positive and highly significant influence on student learning results, which in this case are PAI learning outcomes.

This study confirms the previous findings, as already researched by Deni Suryanto, namely The connection between student learning motivation and PAI learning outcomes with a kasi study in high school which shows that the results of student learning motivation contribute by 2.580% where the higher the learning motivation, the higher the PAI learning outcomes (Suryanto, 2016). Another study by M. Masmur found that the contribution made by student learning motivation to the learning outcomes of PAI subjects in elementary school was 60.3% (M, 2020). This shows that learning motivation has a considerable influence on student learning.

The similarities between the two studies above and this thesis are that they both highlight students' learning motivation which has an important role and a significant influence on student learning outcomes. The difference lies in research conducted by Deni Suryanto which explains student learning motivation in the population and case studies in high school. Meanwhile, the research conducted by M. Masmur focuses on explaining the influence of learning motivation on PAI learning outcomes carried out in elementary schools as the object of his research. When compared to this thesis research,

in addition to measuring the level of student learning motivation, this study also measures the level of teachers' professionalism towards PAI learning outcomes which is used as an influential variable.

3. **The Influence of Teacher Professionalism and Simultaneous Student Learning Motivation on PAI Learning Outcomes at UM Laboratory Junior High School, Malang City**

Based on the processing of research data, it was found that teacher professionalism (X1) and student learning motivation (X2) together had a significant influence on the learning outcomes of PAI students at SMP Laboratoriu UM Malang City (Y). This statement is taken based on the results of the F (simultaneous) test with a significant value of 0.001 which is below 0.05. Therefore, it can be concluded that HO was rejected and Ha was accepted or there is a simultaneous relationship between teacher professionalism and student learning motivation to students' PAI learning outcomes at UM Laboratory Junior High School Malang City. Furthermore, the determination coefficient test revealed that 48.2% of the variation in students' PAI learning outcomes could be explained by a combination of teacher professionalism and student learning motivation.

In the results of multiple regression analysis, the equation $Y = 12.048 + 0.273 X1 + 0.540X2$ was obtained. Based on this equation, it can be explained that if the free variable is assumed to be 0, then the PAI learning outcome variable is worth 12.048. This is because the constant value obtained is 12.048. The X1 coefficient is obtained with a value of 0.273 or 27.3%, meaning that if there is an increase of 1%, the learning outcomes of PAI will increase by 0.273 or 27.3% and vice versa, if there is a decrease in the variable of teacher professionalism by 1%, then the learning outcomes of PAI will decrease by 0.273 or 27.3%. The X2 coefficient is obtained with a value of 0.540 or 54.0%, meaning that if there is an increase of 1% every time there is an increase of 1%, the PAI learning outcomes will increase by 0.540 or 54.0% and vice versa, if there is a decrease in the student learning motivation variable by 1%, then the PAI learning outcomes will decrease by 0.540 or 54.0%.

The results of the analysis of the above research can be concluded that the variable of student learning motivation (X2) is greater in influencing the learning outcomes of students in the UM Laboratory Junior High School Malang City compared

to the variable of teacher professionalism (X1). In the student environment, students spend more time alone, with their families, and interact with peers either directly or indirectly. So that this positive influence can be an encouragement to increase the motivation of students and have a faster influence on PAI learning outcomes. An individual, especially teenagers, will tend to be motivated by what they want, what they see and what happens around them because it causes curiosity and images of wanting to emulate and even want to be more than what they see and imagine. Meanwhile, the professionalism of teachers has limited control over students as a whole. Teachers and students only interact while at school or in the learning room and this opportunity tends to be used by teachers to focus on learning so that it is understood in general by all students or there are other limitations, so this can be the reason why the influence of teacher professionalism is lower than students' learning motivation on the learning outcomes of PAI at UM Laboratory Junior High School Malang City.

This is consistent with the idea that says that the elements that affect the performance of learning carried out by students will be influenced by two major components, namely factors that come from within the student and factors that come from outside the student or the environment. The factor from within students is the ability they have, where this ability has a very big influence on the learning outcomes they achieve. As stated by Clark, 70% of student learning outcomes in schools are influenced by students' abilities and 30% are influenced by the environment (Sudjana, 2017). Muhibbin Syah also contends that numerous aspects that affect learning outcomes can be categorized into three types: internal factors, external factors, and instrumental approach factors (Muhibbin, 2019). Mulyasa also emphasized that factors that can affect learning achievement are grouped into four parts, including; 1) the material or material taught, 2) the environment, 3) instrumental factors, 4) the condition of the students (Mulyasa, 2017). The theory above explains that the success in student learning is largely determined by the student himself and the teacher as the center and control of the learning process will try to make learning well understood by students but the teacher cannot measure the extent of the student's level of understanding perfectly and what will affect the student's understanding outside of learning.

This study confirms the findings of previous research, as has been researched by Ummi Chairani with her research on the influence of teacher professionalism and student motivation on student learning outcomes in entrepreneurship subjects in class

X of SMK Medan with an R Square score of 20.5% (Chairani, 2016). This means that the two independent variables can affect the bound variable by 20.5%. This study is also similar to the research conducted by Suwarni, Mulyanto, Abdullah Khair showed the results that the influence of teachers' professional competence and students' learning motivation on fiqh learning outcomes was 94.4% This shows that in certain studies it explains the importance of synergy between professional teachers and motivation possessed by students in creating a maximum learning environment so that it greatly affects the results student learning (Khoir, 2024).

The similarities between the two studies above and this thesis are that they both highlight the influence of teachers' professional attitudes and students' learning motivation on learning outcomes. The difference lies in the research conducted by Ummi Chairani focusing on the object of study on entrepreneurial learning outcomes. Meanwhile, the research conducted by Suwarni, Mulyanto, Abdullah Khair explained the professionalism of teachers and students' learning motivation to student learning outcomes which include learning fiqh specifications.

The learning outcomes obtained by students can be seen from students' abilities both cognitively, affectively and psychomotorly. The learning outcomes of PAI can be seen from students' skills both cognitive, affective, or psychomotor skills. Students who succeed in PAI learning will show an increase in knowledge, skills and application in daily life where this success will lead to positive things in students both for themselves and for others around them.

This research has several limitations that need to be observed for the development of further studies. One of the main limitations is the limited interaction between teachers and students that only occurs during the learning process in the classroom, so that the influence of teacher professionalism on student learning outcomes is less than optimal. In addition, although students' learning motivation is proven to have a greater influence, there are still other factors outside of teacher professionalism and learning motivation that are not studied but have the potential to affect learning outcomes, as can be seen from the determination coefficient value which only reaches 48.2%. This research is also limited to one location, namely UM Laboratory Junior High School Malang City, which has special characteristics as a laboratory school, so the results cannot be generalized widely. In addition, the quantitative approach used has not

described in depth the students' experiences and perceptions in the learning process. These limitations open up space for further research with a broader approach, both methodologically and in terms of the scope of variables and research locations.

## CONCLUSION

Based on the results of the discussion that has been described, it can be concluded that this study shows a significant influence between teacher professionalism and student learning motivation on the learning outcomes of Islamic Religious Education at UM Laboratory Junior High School Malang City. In particular, teacher professionalism contributed 27.3% to learning outcomes, while student learning motivation contributed more, which was 54.0%. Simultaneously, the two variables explain 48.2% variation in students' PAI learning outcomes. These findings indicate that students' learning motivation has a dominant role in improving their learning outcomes, while teacher professionalism remains an important factor as a driver of the quality of the learning process.

This research makes a scientific contribution to the development of education, especially in the study of PAI learning outcomes, by emphasizing the importance of synergy between the role of professional teachers and internal and external encouragement possessed by students. This strengthens the theories of education that state that the success of learning is influenced by internal factors of students and environmental factors, including teachers as the main actors in the teaching process.

By examining these two factors simultaneously, this study has succeeded in answering the problems raised at the beginning, namely the extent to which teacher professionalism and student learning motivation affect student learning outcomes in PAI learning. The finding that learning motivation has a greater influence than teacher professionalism is an important finding that reflects the reality of students' lives, where the environment outside school contributes significantly to their enthusiasm and success in learning.

However, this study has limitations, especially in terms of limited interaction between teachers and students that only occur in the classroom and the lack of inclusion of other factors that can also affect learning outcomes. Therefore, for further research it is recommended to develop a more comprehensive model by adding other relevant variables, such as family roles, social environment, or learning approaches used. In addition, the use of qualitative approaches or blended methods will be helpful in digging into a deeper

understanding of how these factors work dynamically in shaping student learning outcomes as a whole.

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