



Motivation to Writing Articles for Islamic Religious Education Teachers at MTsN 10 Pesisir Selatan

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ABSTRACT

This study aims to determine and analyze the motivation of Islamic Religious Education (PAI) teachers in writing scientific articles at MTsN 10 Pesisir Selatan. This study uses a qualitative approach with a case study method. Data were collected through in-depth interviews, observations, and documentation. The results of the study indicate that the motivation of PAI teachers in writing articles is influenced by intrinsic factors, such as encouragement of professional development, the desire to share knowledge, and self-actualization; as well as extrinsic factors, such as demands for career development, awards from institutions, and encouragement from colleagues. However, challenges such as time constraints, lack of writing training, and lack of access to scientific journals are still obstacles. This study recommends the need for ongoing scientific writing training, stronger institutional support, and strengthening of academic culture in the madrasah environment.

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INTRODUCTION

The ability to write scientific articles is one of the important indicators in the development of teacher professionalism in the era of globalization. Islamic Religious Education (PAI) teachers in madrasahs not only act as teachers who deliver materials, but also as agents of change and developers of knowledge through written works. By writing scientific articles, PAI teachers can share experiences, ideas, and innovations that can enrich the practice of Islamic education in the school environment and in the wider community. In addition, the activity of writing scientific articles is also part of the ongoing professional development (PKB) mandated in the regulations of the Ministry of Religion (Depag RI, 2013: 27).

Writing scientific articles for Islamic Religious Education teachers is not only driven by administrative demands, such as promotion or fulfillment of credit points, but also by intrinsic motivation such as the desire for self-actualization, improving academic competence, and contributing to scientific development (Ryan & Deci, 2000: 71). However, the facts on the ground show that the level of participation of Islamic Religious Education teachers in scientific writing activities is still relatively low (Sugiyono, 2017: 85). Various previous studies indicate that low motivation to write among teachers is influenced by various factors, both internal such as lack of self-confidence and writing skills (Badger, 2003: 157), and external factors such as lack of institutional support, limited access to scientific literature, and high administrative burden (Guskey, 2000: 5).

In MTsN 10 Pesisir Selatan, a similar phenomenon was also found. Although there are professional development programs that encourage teachers to write, not all PAI teachers are active in these activities. This raises questions about how motivated PAI teachers are in this madrasah in writing scientific articles, and what factors influence this motivation. In addition, it is important to understand the obstacles they face in the writing process. A deep understanding of this will be very useful for formulating more effective and contextual teacher professional development policies.

Thus, this study aims to answer several important questions, namely: first, how is the motivation of Islamic Religious Education teachers at MTsN 10 Pesisir Selatan in writing scientific articles; second, what factors influence this motivation; and third, what obstacles are faced by Islamic Religious Education teachers in the process of writing scientific articles..

METHODS

This study uses a qualitative approach with a case study type. The selection of a qualitative approach is based on the consideration that this study aims to understand the phenomenon of Islamic Religious Education (PAI) teacher motivation in writing scientific articles in depth, holistically, and contextually. This approach allows researchers to explore the experiences, perceptions, and views of research subjects directly through intensive interaction (Creswell, 2014). The case study type of research was chosen because the focus of the research lies in a particular case, namely the motivation to write scientific articles by PAI teachers at MTsN 10 Pesisir Selatan. According to Yin (2014), a case study is a research approach that provides researchers with the freedom to conduct comprehensive exploration of a phenomenon in the context of real life.

RESULT AND DISCUSSION

Motivation of Islamic Religious Education Teachers to Write Articles

Based on the results of interviews conducted by researchers with five Islamic Religious Education (PAI) teachers at MTsN 10 Pesisir Selatan, it was obtained that the motivation to write scientific articles among PAI teachers is very diverse. This motivation is generally divided into two categories, namely intrinsic motivation and extrinsic motivation (Azis, A. L., 2017).

The first teacher, Mr. Ahmad Fauzi, S.Pd.I, revealed that his motivation in writing articles was driven by a personal desire to improve his quality as a professional teacher. He said:

"I write because I want to hone my own abilities in conveying ideas and experiences in class. In addition, I want my writing to be readable and useful for other teachers." (Afrizal Fauzi, 2025)

A similar thing was also expressed by Mrs. Nur Aini, M.Pd.I. She said that writing articles was part of her professional development process: "For me, I want to be able to write so that I can not only teach, but also share experiences with fellow teachers. There is a sense of satisfaction when our writing is accepted in a journal or read by others." (Nur Aini, 2025)

In addition to intrinsic motivation, there is also extrinsic motivation. For example, Mr. Dedi Irwansyah, S.Ag revealed that one of the factors that motivated him to start writing was the administrative demand for promotion:

"Honestly, I just started learning to write because of the requirements to move up a grade. If there were no requirements, maybe I wouldn't have thought about writing formally." (Irwansyah, 2025) Meanwhile, Mrs. Siti Rahmawati, M.Pd.I explained that encouragement from the principal and colleagues at MGMP also had an influence: "Alhamdulillah, our principal often encourages teachers to actively write. In MGMP there are also friends who are used to writing, so the rest of us are also enthusiastic." (Siti Rahmawati, 2025)

Interview Activity with Mr. Yusrizal, S.Pd.I, obtained information that awards from institutions and opportunities to participate in writing training held by the Ministry of Religion also became additional motivation: "I have participated in PAI article writing training held by the Ministry of Religion. After participating, I understand more about how to write, and there is motivation because if the writing is published, we also get awards." Based on these findings, it can be concluded that the motivation of PAI teachers at MTsN 10 Pesisir Selatan in writing scientific articles is multifactorial. (Yusrizal, 2025) Faktor intrinsik meliputi: dorongan pengembangan diri, keinginan berbagi pengalaman, aktualisasi diri, dan kepuasan pribadi (Riyadi, S, 2022).

Extrinsic factors include: administrative demands (promotion), awards from institutions, encouragement from the head of the madrasah, the influence of the peer community, and opportunities to participate in writing training. Thus, the development of writing motivation among Islamic Religious Education teachers requires an approach that can accommodate both aspects in a balanced manner.

The interview results showed that most Islamic Religious Education teachers have strong intrinsic motivation, namely: Self-Actualization: The urge to share good practice experiences in learning. Contribution of Knowledge: Wanting to provide benefits for the development of Islamic education. In addition, extrinsic motivation also emerged, including: Career Development Demands: The need for promotion/rank. Institutional Awards: Awards from madrasahs and the Ministry of Religion. Peer Encouragement: Influence from the author's teacher community.

Factors Influencing Motivation

Principal Support: The principal provides positive encouragement to teachers to write. The principal's support is an important factor in building teacher motivation to actively write scientific articles. This form of

support can be in the form of providing positive encouragement verbally, recognition of the teacher's writing results, providing facilities that support writing activities, and facilitating scientific writing training or workshops (Fullan, M, 2007). Principals who pay attention to teacher professional development tend to create a school climate that is conducive to improving teacher academic competence, including in the field of writing (Guskey, 2021: 62). Positive encouragement from the principal can increase teacher self-confidence and foster enthusiasm to contribute through writing.

School environment Availability of academic discussion forums although not optimal. The academic environment at MTsN 10 Pesisir Selatan provides a significant contribution in building teacher motivation to write scientific articles. One form of this academic environment is the availability of academic discussion forums at the madrasah level and through MGMP (Subject Teacher Deliberation) activities. Although these forums already exist and are held quite routinely, their implementation has not been fully optimal in encouraging a culture of writing among Islamic Religious Education teachers. This can be seen from the fact that scientific article writing activities have not been integrated as the main agenda in these forums, (Maruddin, 2025)

However, the presence of discussion forums remains an important place for teachers to share experiences, exchange ideas, and get inspiration and constructive feedback from fellow colleagues. According to Guskey (2021: 59), a positive and collaborative academic environment is an important prerequisite for developing teachers' professional capacity, including improving scientific writing skills.

Access to Training: There is writing training, although limited. Access for Islamic Religious Education teachers at MTsN 10 Pesisir Selatan to scientific article writing training has begun to be available, although it is still limited, both in terms of frequency and scope of material. Several teachers have participated in training organized by the Ministry of Religion of Pesisir Selatan Regency or through district-level MGMP activities. However, the existing training is generally general in nature and has not fully focused on strengthening practical skills in writing scientific articles that are ready to be published in journals. In addition, not all Islamic Religious Education teachers have the same opportunity to participate in this training, either due to limited participant quotas or due to technical constraints such as the implementation time which coincides with the teaching schedule. Even so, for teachers who have participated in the training, the activity is considered very helpful in improving understanding of scientific writing techniques and procedures for publishing articles. As stated by Guskey (2021: 64), relevant and ongoing training is an important factor in building the professional capacity of teachers, including in developing writing skills. Therefore, strengthening access and the quality of scientific writing training is an aspect that needs more attention in efforts to encourage writing motivation among Islamic Religious Education teachers..

Obstacles Faced

Time Constraints: Administrative burden and tight teaching schedule. Time constraints are one of the main inhibiting factors faced by Islamic Religious Education teachers at MTsN 10 Pesisir Selatan in developing their ability to write scientific articles. A tight teaching schedule, coupled with various administrative obligations, makes the space for teachers to carry out writing activities very limited. Every week, teachers not only have to carry out the learning process in the classroom, but also fulfill various administrative tasks, such as preparing lesson plans, filling out assessment reports, managing accreditation documents, and participating in various madrasah programs and other service activities. Time constraints are one of the main inhibiting factors faced by Islamic Religious Education (PAI) teachers at MTsN 10 Pesisir Selatan in developing their ability to write scientific articles. A tight teaching schedule, coupled with various administrative obligations, makes the space for writing activities very limited.

In an interview with one of the PAI teachers, Mrs. R said:

"We really want to be productive in writing scientific articles, especially since it is important for self-development and fulfilling credit points. But in reality, our time is spent teaching and taking care of administration. Every day there is something that must be completed, starting from compiling lesson plans, filling in grades, to attending meetings and school activities."

A similar thing was also expressed by Mr. Maruddin, the Principal of MTsN 10 Pesisir Selatan. He stated that:

"We understand that teachers need to write for professional development. However, the workload of teachers is indeed quite heavy. Moreover, currently the administrative demands from the center to the regions are increasing. We continue to try to create space, for example through KKG activities or training, but it is not yet optimal."

This statement indicates that although there is a desire and awareness from teachers and madrasah leaders regarding the importance of scientific writing, time constraints due to high workloads are a real obstacle. Supportive internal policies and effective time management strategies are needed so that teachers have the opportunity and motivation to work in the field of scientific writing.

This dense workload makes it difficult for teachers to provide the special time needed for the writing process that requires concentration, perseverance, and calm thinking. According to Avalos (2011: 16), time

constraints caused by routine workloads are one of the most common obstacles that hinder teacher participation in reflective professional development activities, such as scientific writing. This is in line with the findings of Guskey (2021: 71), which states that excessive administrative burdens can reduce teacher motivation and opportunities to contribute to scientific development through written publications. Thus, to increase the participation of Islamic Religious Education teachers in writing scientific articles, there needs to be an effort from the madrasah and policy makers to rearrange the teacher's workload, create a more conducive academic space, and provide sufficient time allocation for teachers to develop their academic potential. support for relevant and contextual policies and training facilities so that teachers are able to produce scientific works independently and sustainably (Yuliana, 2023).

Lack of Technical Training: Many teachers have not mastered scientific writing techniques. Lack of technical training is one of the main factors that hinders teacher participation in writing scientific articles. Many teachers have not mastered the basic techniques of scientific writing, such as compiling a systematic writing structure, applying an academic language style, and using references and citations appropriately. This lack of understanding is exacerbated by the lack of structured and ongoing training programs from educational institutions (Fitria et al., 2022). As a result, teachers often experience confusion when faced with demands to publish scientific works as part of ongoing professional development (Hidayat & Marlina, 2023). In addition, the lack of technical assistance and access to journals and scientific reference sources are also significant obstacles (Sari & Pranoto, 2021). To overcome this, it is necessary to provide access to literature: Keterbatasan akses ke jurnal dan pustaka terkini. Keterbatasan akses terhadap literatur ilmiah yang mutakhir menjadi tantangan signifikan bagi guru, khususnya dalam upaya meningkatkan kapasitas akademik melalui penulisan artikel ilmiah. Banyak teachers, especially in the regions, have difficulty accessing reputable journals and current libraries due to limited institutional subscriptions or inadequate digital infrastructure (Putri & Hidayat, 2021). This lack of access means that the references used in their writing tend to be limited and less up-to-date, thus affecting the quality and relevance of the articles produced (Ramadhan & Sari, 2022). In addition, the lack of training in utilizing scientific journal databases also exacerbates this condition (Zulkifli et al., 2023). To overcome this problem, cooperation is needed between educational institutions and the government in providing open access and continuous information literacy training (Ningsih & Wijaya, 2023).

Lack of Writing Culture: Academic culture in madrasahs that has not been formed strongly. The lack of a writing culture in the madrasah environment is one of the main obstacles in developing scientific article writing skills for teachers. A strong academic culture, where writing and sharing knowledge is considered an important part of the teaching profession, has not been fully formed in many madrasahs (Syamsuddin & Kurniawati, 2023). Many teachers still consider writing scientific articles as merely an administrative burden, not as a means of self-development and scientific contribution (Hakim, 2022). In addition, the absence of an internal academic community or forum that encourages writing activities makes teachers less motivated to work continuously (Hasanah & Dewi, 2021). The management of the madrasah is also considered less than optimal in creating an academic climate that supports strengthening the culture of writing (Yusuf, 2023). Therefore, strengthening academic culture in madrasahs through internal policies, coaching, and development of learning communities is very important to encourage writing productivity among teachers.

CONCLUSION

The motivation of Islamic Religious Education (PAI) teachers at MTsN 10 Pesisir Selatan in writing scientific articles is quite good, which arises from a combination of intrinsic motivation, such as the desire to develop themselves and contribute to the academic world, and extrinsic factors, such as professional demands and institutional awards. However, various obstacles still act as obstacles, including limited time, limited access to literature, and the weak culture of writing in the madrasah environment.

Therefore, a strategy is needed to strengthen teacher motivation, which includes organizing ongoing article writing training, providing special time for teachers to write, increasing access to relevant scientific literature and journals, and strengthening an appreciative academic culture, including giving awards to teachers who actively produce scientific works. With these efforts, it is hoped that the productivity of writing scientific articles by PAI teachers can increase and contribute to the development of science in the madrasah environment.

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