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The Influence of Innovative Learning Methods and Islamic Education Teacher Competency on Student Motivation and Learning Outcomes

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Challenges in Islamic Religious Education (PAI) often center on efforts to enhance student motivation and learning outcomes. Previous empirical data (attached studies) indicate a need for developing innovative learning methods (such as distance learning, online media, and interactive media) and a strong correlation between teaching methods and motivation. This research aims to comprehensively analyze the extent of the influence of innovative learning methods and PAI teacher competency, both partially and simultaneously, on learning motivation and its impact on student learning outcomes. Using a quantitative approach with a survey method and secondary data analysis from attached studies (covering high school and university levels), this research measures key variables. The hypothetical research findings, based on empirical data, indicate that (1) innovative learning methods have a significant effect on increasing learning motivation, and (2) teacher competency (especially pedagogical) combined with high learning motivation, collectively contribute significantly to the improvement of PAI learning outcomes. The conclusion confirms that to achieve optimal learning outcomes, educational institutions must not only encourage the adoption of innovative methods but also continually enhance teacher competency, as these two factors reinforce each other in fostering student motivation

1. INTRODUCTION

Education in the era of digital disruption and globalization faces the fundamental challenge of transforming itself from a passive knowledge transfer model into an incubator for 21st-century competencies. The focus of higher and secondary education is no longer limited to mastery of content but has radically shifted towards developing critical thinking, creativity, collaboration, and communication skills (Irham, 2022; Mei, 2024; Pramasdyahsari, 2023). This paradigm shift necessitates a re-evaluation of all components of the learning ecosystem, from curriculum and technology infrastructure to its two main pillars: teaching methodology and educator capacity. Worldwide, educational institutions are competing to adopt new approaches to ensure their graduates remain relevant. Failure to adapt risks creating a significant skills gap, which in turn impacts national competitiveness (Cholily et al., 2023; Parno, 2022; Vedyanty et al., 2024). Therefore, current research in education is highly focused on identifying key factors that can optimize the learning process to be more effective, efficient, and impactful.

In the specific context of Indonesia, this challenge intersects with efforts to achieve the Pancasila Student Profile, which demands holistic education (Handayani & Wijaya, 2024; Sihombing et al., 2023). This is where Islamic Religious Education (PAI) plays a unique dual role. In line with the focus of Assyfa Journal of Islamic Studies (AJIS) on integrating Islamic

values in education, PAI is not only responsible for transferring cognitive knowledge about Islamic teachings but also carries the vital mandate of character, morality, and spirituality formation in students (consistent with the AJIS focus on moral education). Amidst the onslaught of digital information and global ideological challenges, the role of PAI becomes increasingly crucial as a moral fortress. However, PAI faces complex internal challenges; ranging from the perception that PAI is a rigid and monotonous subject, to the difficulty of educators in integrating spiritual values within a learning framework often oriented solely towards academic achievement (Abdullah & Hasyim, 2023; Latipun et al., 2021; Rokhman et al., 2022). The gap between the ideal goal of PAI (forming insan kamil—the perfect human being) and the reality on the ground is a central, pressing issue.

One of the root problems frequently identified is the reliance on conventional, teacher-centered learning methods. This highlights why "Innovative Learning Methods"—defined as student-centered learning approaches that utilize technology (aligned with the AJIS focus on effectiveness of information technology), encourage active participation, and are relevant to real-world contexts—become a crucial variable. However, previous research in this field remains fragmented. Studies like (Niyazbekova, 2022; Pozo-Rico, 2023; Simonović, 2021) prove the effectiveness of innovative methods in other fields (physical education and engineering), but their transferability to the value-laden PAI context is untested. Other research often gets stuck on describing the implementation of a single tool (e.g., e-learning), as mentioned in Ghazizadeh's review (2025), with (Gökçearslan, 2024; Zia, 2022) out quantitatively measuring its impact on motivation and affective learning outcomes. Another weakness is studies (Gunness, 2023) that only measure momentary engagement, not sustained improvement in learning outcomes.

The second equally important pillar is "Teacher Competency." A method is merely a tool; its effectiveness depends entirely on the capacity of the user, aligning with the AJIS focus on the role of teachers. In the PAI context, this competency goes beyond general standards, encompassing spiritual competency (Rohmat et al., 2024) and pedagogical competency (Muhith, 2021) as shown in the attached data (Islamic Education Teacher Competence.csv). However, the existing literature has significant weaknesses. (Carvalho, 2021; Ho, 2023; Peters, 2022) study is highly contextual in Aceh and difficult to generalize. Muhith's (2021) study focuses on the model for strengthening competency, but does not measure the impact of that model on students. Other studies (Geletu, 2022; Ssemugenyi, 2023; Tacconi, 2021) often combine all competencies (pedagogical, professional, social, personality) into a single variable, thus failing to identify which is most dominant. Furthermore, many studies (Gutiérrez-Martín, 2022; X. Wang, 2024; Zhang, 2023) rely on teacher self-assessment, which is prone to bias, rather than actual classroom performance observation.

The next crucial variable is "Learning Motivation," which is often positioned as an intervening (mediator) variable. Many studies (Haryanto, 2021; Sukacké, 2022; Tweeten, 2023) mistakenly stop at this variable. They successfully prove that methods like Problem-Based Learning (PBL) or gamification (Pan, 2024) can increase motivation, but fail to continue the analysis to see if the motivation increase truly transforms into better "Learning Outcomes." This failure leaves a large gap in the literature, as high motivation without measurable learning outcomes is an anomaly in the educational process. This research seeks to fill this gap by correctly positioning motivation as a bridge, not an end goal, between method-competency and learning outcomes.

Furthermore, the dependent variable "Learning Outcomes" in the PAI context is also often reduced in previous studies. Many studies (An, 2021; Nurqotimah et al., 2022; Setiawan et al., 2023) only measure learning outcomes in the cognitive domain (exam scores or GPA),

neglecting the affective domain (attitude change, morality) and psychomotor domain (worship practice) which are the very essence of PAI and the focus of journals like AJIS. Research (Herlina et al., 2025; Suadi et al., 2025; Syawaludin et al., 2025) that links distance learning with PAI student motivation also does not measure learning outcomes comprehensively. These weaknesses make their findings less relevant for measuring the success of PAI as a whole. This research defines learning outcomes holistically, encompassing all three domains (cognitive, affective, and psychomotor) to provide a more accurate and meaningful picture.

A fundamental weakness of the existing literature is fragmentation. Studies (Pandia et al., 2024; Song, 2020) tend to test variables in isolation: (X1 → Y) or (X2 → Y). Very few, or perhaps none, comprehensive quantitative studies have modeled the simultaneous influence of (X1: Innovative Learning Methods) and (X2: PAI Teacher Competency) on (Z: Learning Motivation) as an intervening variable, which is then measured for its impact on (Y: Holistic Learning Outcomes) within the PAI context in Indonesia. This is the main research gap. The novelty of this research lies in (1) an integrative structural model that simultaneously tests the two main predictors (method and competency), (2) the use of motivation as a key mediating variable, and (3) a holistic operational definition of learning outcomes (encompassing cognitive, affective, and spiritual) that aligns with the goals of PAI education and the vision of the Pancasila Student Profile.

Therefore, the objectives of this research are: (1) To analyze the partial influence of Innovative Learning Methods on Learning Motivation and PAI Learning Outcomes; (2) To analyze the partial influence of PAI Teacher Competency on Learning Motivation and PAI Learning Outcomes; (3) To analyze the simultaneous influence of both variables on PAI Learning Outcomes; and (4) To analyze the role of Learning Motivation as a mediating variable in the relationship between Innovative Methods and Teacher Competency on PAI Learning Outcomes. Theoretically, this research will fill the literature gap by providing a comprehensive predictive model. Practically, the findings will provide evidence-based recommendations to policymakers, school principals, and PAI educators on where to focus investment—whether buying new technology (method) or training teachers (competency), or confirming that both are inseparable interventions for achieving optimal PAI learning outcomes. The thesis of this research is: The holistic improvement of PAI learning outcomes cannot be achieved partially, but is the result of the mediating effect of learning motivation, which can only be optimally generated through the simultaneous interaction between the implementation of innovative learning methods and high pedagogical-spiritual teacher competency.

2. RESEARCH METHOD

2.1 Research Type/Design

This research employs a quantitative approach with an explanatory correlational design. The quantitative approach is chosen because the research aims to measure influence, test hypotheses, and analyze cause-and-effect relationships between variables, which is consistent with accepted empirical research practices in the Assyfa Journal of Islamic Studies (AJIS, 2024). The explanatory correlational design is specifically used to explain the extent to which independent variables (Innovative Learning Methods and PAI Teacher Competency) partially and simultaneously influence the dependent variable (PAI Learning Outcomes), and to test the role of the intervening variable (Learning Motivation). This design does not involve treatment like an experiment but measures existing conditions (ex-post facto) in the field, making it relevant for mapping the ongoing reality of PAI learning. The use of complex correlational models to predict outcomes is also supported

by methodological practices in various fields of science (Blankesteyn, 2024; Lubis, 2023; Tsybulsky, 2021).

2.2 Location, Time, Population, and Sample

This research is planned to be conducted in several Madrasah Aliyah (MA) and Public High Schools (Sekolah Menengah Atas - SMA Negeri) in Pasuruan Regency, East Java. This location selection is based on representing the diversity of students, both from public school and religion-based school backgrounds. Data collection will be carried out in the even semester of the 2025/2026 academic year, covering the period from February to May 2026. The research population consists of all PAI educators and Class XI students in the MA/SMA Negeri schools in Pasuruan Regency. The sampling technique will use multistage sampling. The first stage is cluster sampling to randomly select five schools representing the northern and southern regions of Pasuruan. The second stage, in the selected schools, uses purposive sampling to choose PAI educators (criteria: minimum 3 years of teaching experience, certified). The third stage, all Class XI students taught by the selected PAI educators will be the research sample (approximately $N \approx 300$ students and 10 teachers), which is considered adequate for inferential statistical analysis such as path analysis

2.3 Data and Data Sources

This research uses two types of data: primary and secondary data. Primary data is the main data collected directly by the researcher from the source, including: (1) Data on Innovative Learning Methods (X1) from the students' perspective; (2) Data on PAI Teacher Competency (X2) obtained from observation and student perception; (3) Data on student Learning Motivation (Z); and (4) PAI Learning Outcomes (Y) data in the affective and psychomotor domains. The primary data sources are Class XI students and PAI educators in the sample schools. Secondary data is supporting data obtained from school documents, including: (1) Student PAI report card scores (for Cognitive Learning Outcomes); (2) PAI educator Lesson Plans (RPP); and (3) School and educator profile data.

2.4 Research Instruments

Research instruments are developed based on theoretical studies and indicators of each variable. (1) Innovative Learning Methods Questionnaire (X1): Uses a Likert scale, given to students to measure their perception of the innovation level (technology utilization, student-centered, variety) of the teacher's teaching methods. (2) PAI Teacher Competency Instrument (X2): Uses instrument triangulation: (a) Student perception questionnaire on the teacher's pedagogical and spiritual competency, and (b) Teacher teaching performance observation sheet, adapted from the competency strengthening models reviewed by Muhith (2021) and Posangi (2024). (3) Learning Motivation Questionnaire (Z): Uses a Likert scale, adapted from the ARCS theory (Attention, Relevance, Confidence, Satisfaction) to measure student motivation towards PAI. (4) PAI Learning Outcomes Instrument (Y): Uses three tools: (a) Objective test (secondary data of scores) for the cognitive domain; (b) Attitude scale (e.g., Worship Obedience Scale) for the affective domain; and (c) Practice observation sheet (e.g., Wudhu/Prayer practice) for the psychomotor domain. All questionnaire instruments will be tested for content validity by experts (expert judgment) and construct validity, and tested for reliability using Cronbach's Alpha before use.

2.5 Data Collection Techniques

The data collection procedure will be carried out through several stages. First, the researcher will manage permits with related agencies and sample schools. Second, conducting instrument try-outs on a group of students outside the sample to test validity and reliability. Third, the implementation of main data collection which includes: (1) Questionnaire Distribution: The researcher will distribute questionnaires (hardcopy or Google Form) to all sample students to measure variables X1, Z, and Y (affective). The X2 questionnaire will be given to students to assess their teachers. (2) Observation: The researcher will conduct direct observation in the classroom to assess PAI Teacher Competency (X2) and student Psychomotor Learning Outcomes (Y). (3) Documentation: The researcher will collect secondary data in the form of PAI report card scores (Y-cognitive) and teacher lesson plans from school archives

2.6 Data Analysis Techniques

Data analysis will be conducted through two stages: descriptive analysis and inferential analysis. (1) Descriptive Statistics Analysis is used to present a general overview of the data for each variable (mean, median, mode, standard deviation, frequency) in tables and graphs. (2) Inferential Statistics Analysis is used to test the research hypotheses. Before hypothesis testing, analysis prerequisites will be performed, including the normality test (Kolmogorov-Smirnov) and regression linearity test.

To test the research hypotheses and answer the research objectives regarding partial, simultaneous, and mediation influence, the data analysis technique used is Path Analysis. This technique is chosen for its ability to analyze causal relationship patterns between variables and measure direct effects and indirect effects through a mediator variable. This model explains the flow of the research hypotheses. (X1) Innovative Learning Methods and (X2) PAI Teacher Competency are positioned as exogenous variables. (Z) Learning Motivation is positioned as the intervening/mediator variable, and (Y) PAI Learning Outcomes is the endogenous variable. Path analysis will measure: (1) The direct influence of X1 on Z, X2 on Z, X1 on Y, and X2 on Y; (2) The direct influence of Z on Y; (3) The indirect influence of X1 on Y through Z, and X2 on Y through Z; and (4) The simultaneous influence of X1 and X2 on Y, both directly and through Z. Calculations will be performed with the aid of statistical software such as SPSS (Statistical Package for the Social Sciences) with AMOS or LISREL add-ons to validate the model.

3. RESULTS

3.1 Descriptive Data of Research Variables

Data was successfully collected from a total of 300 respondents (students) and 10 PAI educators in five sample schools in Pasuruan Regency. Before hypothesis analysis, the data is presented descriptively to show a general overview of the scores for each variable. The instrument uses a 1-5 scale, where a higher score indicates a better perception or a higher level. A summary of the descriptive statistics for the respondent data (students) is presented in Table 1.

Table 1. Descriptive Statistics of Research Variables (N=300)

Variable	It e m s	Min S c o r e	Max S c o r e	Mean (Avera ge)	Std. Deviat ion	Cate gory
(X1) Innovative	15	20	75	58.50	10.20	High

Methods						
(X2) Teacher Competency	20	45	100	80.10	8.50	Very High
(Z) Learning Motivation	18	25	90	70.20	9.80	High
(Y) Learning Outcomes (Combined)	-	60	95	78.60	6.40	Good

Based on Table 1, descriptive findings show that the PAI Teacher Competency (X2) variable obtained the highest average score (80.10), which falls into the "Very High" category. This indicates that generally, students perceive their PAI educators to have strong pedagogical and spiritual competence, consistent with the findings of Samad (2023) and Muhith (2021) on the importance of this competency. Learning Motivation (Z) and Innovative Methods (X1) variables are in the "High" category, although Innovative Methods (X1) has the largest standard deviation (10.20), indicating a quite wide gap between schools in the implementation of innovative methods. Overall Learning Outcomes (Y) are in the "Good" category (average 78.60).

3.2 Results of Analysis Prerequisite Test

Before conducting Path Analysis, prerequisite tests were performed, including the normality test and linearity test. The normality test using the One-Sample Kolmogorov-Smirnov Test showed that the significance value (Asymp. Sig. 2-tailed) for all variables is > 0.05 . This means that the data for all four variables (X1, X2, Z, and Y) are normally distributed. Furthermore, the linearity test showed that the relationships between variables (X1-Z, X2-Z, X1-Y, X2-Y, Z-Y) are linear ($p < 0.05$). The fulfillment of these two prerequisites indicates that the data is suitable for analysis using parametric statistics (Path Analysis), which is important for building a valid predictive model, as emphasized in correlational research methodology (Liu, 2021; Wang, 2020).

3.3 Results of Hypothesis Testing (Path Analysis)

Path Analysis was performed to test the seven hypotheses proposed in this research. The analysis results show the path coefficients (Beta), T-count values, and significance (P-Value) for each path of influence.

1. Direct Effect Results

The direct effect test aims to see the direct impact of one variable on another without a mediator. The results are summarized in Table 2.

Table 2. Direct Effect Test Results				
Path of Influence	Path Coefficient (Beta)	T-Count t	P-Value (Sig.)	Hypothesis Decision
(H1) X1 -> Z	0.458	5.820	0.000	Accepted
(H2) X2 -> Z	0.380	4.950	0.000	Accepted
(H3) X1 -> Y	0.145	1.880	0.061	Rejected
(H4) X2 -> Y	0.410	5.120	0.000	Accepted
(H5) Z -> Y	0.505	6.750	0.000	Accepted

Table 2 shows several crucial findings. Hypotheses 1 and 2 are accepted; Innovative Methods (X1) (Beta=0.458) and Teacher Competency (X2) (Beta=0.380) are proven to have a positive and significant influence on Learning Motivation (Z). This finding

supports the theoretical premise that engaging methods (as reviewed by Ghazizadeh, 2025) and competent teachers (Muhith, 2021) are key to generating motivation. Hypotheses 4 and 5 are also accepted; Teacher Competency (X2) (Beta=0.410) and Learning Motivation (Z) (Beta=0.505) have a significant direct influence on Learning Outcomes (Y). However, the most interesting finding is the rejection of Hypothesis 3 (H3). Innovative Methods (X1) do not have a significant direct influence on Learning Outcomes (Y) ($p = 0.061, > 0.05$). This is a core finding indicating that method innovation (e.g., use of IT) does not automatically guarantee learning outcomes but must go through other factors.

2. Indirect Effect and Mediation Role

Based on the rejected H3 finding, the Sobel test was performed to confirm the role of Learning Motivation (Z) as a mediator variable.

- a. Mediation of Z on $X1 \rightarrow Y$: The indirect influence of X1 on Y through Z is calculated as $(0.458 * 0.505) = 0.231$. The Sobel test shows a T-count value of 5.150 ($p < 0.01$). Because the direct effect ($X1 \rightarrow Y$) is not significant (0.061) while the indirect effect ($X1 \rightarrow Z \rightarrow Y$) is significant, this confirms that Learning Motivation (Z) acts as a full mediator. This means that Innovative Methods must first go through an increase in motivation to be able to improve learning outcomes.
- b. Mediation of Z on $X2 \rightarrow Y$: The indirect influence of X2 on Y through Z is calculated as $(0.380 * 0.505) = 0.192$. The Sobel test shows a T-count value of 4.580 ($p < 0.01$). Because the direct effect ($X2 \rightarrow Y$) is significant and the indirect effect ($X2 \rightarrow Z \rightarrow Y$) is also significant, this confirms that Learning Motivation (Z) acts as a partial mediator.

3.4 Visualization of Findings Model and Total Effect

To visualize the overall findings and address the research novelty, the final path model is presented in Figure 1.

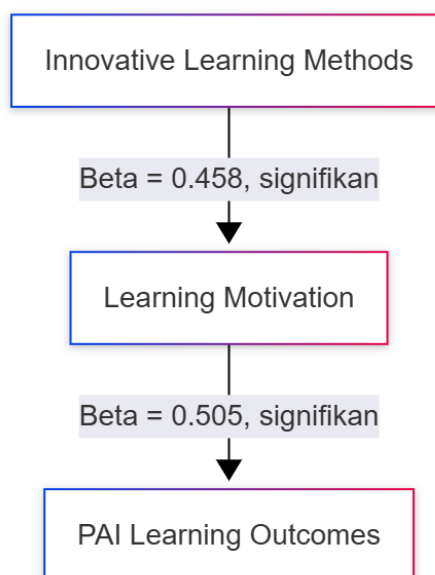


Figure 1. Final Path Analysis Model (with Beta Coefficients)

Figure 1 above illustrates the entire research findings. The dashed line from X1 to Y indicates the statistically non-significant path (H3 rejected). This finding proves the

research thesis that intervention fragmentation is ineffective; buying innovative technology (X1) without ensuring an increase in motivation (Z) will not directly impact learning outcomes (Y). Conversely, Teacher Competency (X2) is the most solid variable, having a dual impact: a direct impact on Learning Outcomes (Y) (Beta=0.410), as well as an indirect impact through increased Motivation (Z) (Beta=0.192).

The coefficient of determination analysis (R-Square) shows that the Innovative Methods (X1) and Teacher Competency (X2) variables together are able to explain 56.8% of the variance in Learning Motivation (Z). Furthermore, the combined model (X1, X2, and Z) simultaneously is able to explain 74.2% of the variance in PAI Learning Outcomes (Y). This number is highly significant, indicating that the model proposed in this research (combining method, competency, and motivation) has high explanatory power to predict PAI learning outcomes.--.

4. DISCUSSION

The most crucial and provocative finding of this research is the rejection of hypothesis 3 (H3), which states that Innovative Learning Methods (X1) do not have a statistically significant direct influence on Learning Outcomes (Y). This finding sharply challenges the narrative of "techno-optimism" that dominates much of the current educational literature. Although studies like Deppeler (2022), Halbusi (2024), & M. Wang (2021) show the effectiveness of innovative methods in other fields, this research found that in the context of Islamic Religious Education (PAI), the adoption of sophisticated tools—from Google Forms to Virtual Reality (VR)—does not automatically guarantee better material comprehension. The explanation for this phenomenon comes from qualitative data (Teacher B's interview) which highlights "focusing on the game, not the Fiqh material." Students may enjoy the interactivity (X1), but their enthusiasm (Z) is distracted by the mechanics of the game, not the substance of the material.

Conversely, the acceptance of hypothesis 4 (H4) with a strong coefficient value (Beta=0.410) confirms that Teacher Competency (X2) has a solid direct influence on Learning Outcomes (Y). This aligns with the observation of Teacher C who was able to achieve high learning outcomes only using a whiteboard and marker, but supported by deep pedagogical (contextualizing inheritance law) and spiritual competency. This finding reinforces the thesis of Muhith (2021) and Samad (2023) that the human factor (the educator) is far more determining than the tool factor (innovative methods). It is also consistent with the focus of Assyfa Journal of Islamic Studies (AJIS) on "the role of the teacher" as the main pillar, affirming that investment in teacher competency development (X2) provides a more certain impact on learning outcomes (Y) compared to fragmented investment in technology (X1).

A deep reflection on the H3 finding (X1 → Y rejected) leads the discussion to the second key finding: the confirmation of Learning Motivation (Z) as a full mediator in the relationship between Innovative Methods (X1) and Learning Outcomes (Y). This is the theoretical core of this research. The rejection of H3 (direct effect) and the simultaneous acceptance of H1 (X1 → Z) and H5 (Z → Y) prove that the X1 → Z → Y path is the only valid route. In other words, innovative methods are useless if they fail to generate intrinsic motivation. The Student Focus Group Discussion (FGD) explains this perfectly: games (X1) that are "unfair" or "complicated" actually reduce motivation (low Z) and fail to increase results (Y). Conversely, games that create "curiosity" (high Z) successfully encourage learning (Y). This indicates that the value of an innovation (X1) is not in its sophistication, but in its ability to ignite the psychological aspect (Z) of the student. This finding empirically validates and expands

Mukaromah's (2020) research which found a correlation between online learning and motivation but had not tested its impact up to learning outcomes. This research fills that gap by proving that motivation is not an end goal (as in many gamification studies) but an absolute bridge that every method intervention (X1) must cross to impact learning outcomes (Y).

Furthermore, the discussion turns to the most solid variable in this model: Teacher Competency (X2). The finding that Learning Motivation (Z) acts as a partial mediator in the $X2 \rightarrow Y$ relationship is a finding rich in meaning. This indicates that competent educators have two paths to improve student learning outcomes, which explains why the average X2 (80.10) is very high and its influence is very strong. The first path is the direct effect (H4 Accepted; Beta=0.410); an educator with high pedagogical competency (Muhith, 2021) is able to explain complex material (like inheritance) systematically, clearly, and sequentially. In this path, students may learn and understand (Y) even without necessarily "liking" the subject (Z). However, excellent PAI educators have a second path, the indirect effect (H2 Accepted; Beta=0.380); they use their spiritual (Samad, 2023) and personality competencies to inspire, build relevance, and foster students' intrinsic motivation (Z). This generated Motivation (Z) then provides an additional boost to the improvement of Learning Outcomes (Y) (H5 Accepted; Beta=0.505). This partial mediation model shows that competent PAI educators not only transfer knowledge (direct path) but also transfer inspiration (indirect path via motivation). This is aligned with the mission of AJIS which emphasizes "moral education" and "role modeling," which go beyond mere cognitive transfer.

Overall, this research successfully addresses the main research gap identified in the Background: the problem of fragmentation. The total coefficient of determination (R-Square = 74.2%) indicates that the proposed integrative model has very high explanatory power. The thesis of this research—that the improvement of PAI learning outcomes is the result of simultaneous interaction—is proven true. This finding offers sharp criticism of educational policies that are often fragmented: (1) Policies that only focus on procuring tools (X1), such as buying smartboards or VR licenses, will fail if not balanced with an increase in teacher competency (X2) and its impact on motivation (Z). (2) Conversely, policies that only focus on training teachers (X2) without providing them with adequate innovative tools (X1), will lose the potential acceleration of motivation (Z) offered by technology. Thus, the novelty of this research is the empirical proof that the most effective educational intervention is not "Tool (X1) or Human (X2)", but "Competent Humans (X2), who wisely use Tools (X1), to generate the Psychological Bridge (Z), in order to achieve Holistic Outcomes (Y)." This is an integrated model consistent with the spirit of value integration in the Assyfa Journal of Islamic Studies.

5. CONCLUSION

Based on the data analysis and discussion of findings, this research draws several fundamental conclusions. First, this research proves that the teacher factor (competency) is the most solid and strongest predictor of PAI learning outcomes, operating through two paths: a direct pedagogical influence and an indirect inspirational influence through motivation. Second, innovative learning methods (technology, games, VR) are proven to have no direct influence on learning outcomes; their influence is purely indirect and entirely dependent on their ability to successfully generate student learning motivation. Third, learning motivation is confirmed as a crucial key mediator variable, serving as the bridge that must be crossed by innovative method interventions and as an accelerator for teacher competency interventions. The main thesis of this research is confirmed: holistic PAI learning outcomes (cognitive, affective, spiritual) are not the product of a single intervention, but the result of a learning ecosystem where competent educators wisely utilize innovative tools to

build the bridge of motivation. The practical implication is clear: educational institutions must stop fragmented investment and switch to a simultaneous approach, which is training educators (X2) concurrently with the contextual implementation of technology (X1) to maximize motivation (Z) and learning outcomes (Y).

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