

The Effect of Teachers' Professional and Pedagogical Competencies on Students' Mathematics Learning Outcomes at Madrasah Ibtidaiyah

Anggun Putri Yunanti^{1*}, Aam Amaliyah²

¹ Madrasah Ibtidaiyah Negeri 02 Lebong, Indonesia

² UIN Fatmawati Sukarno Bengkulu, Indonesia

ABSTRACT

Background: Competence is the ability or proficiency of a person that still exists in the form of self-potential. In the context of education, teacher competence plays a vital role in influencing student learning outcomes. **Objective:** The purpose of this study was to determine the effect of the professional and pedagogical competence of teachers on student learning outcomes in Madrasah Ibtidaiyah Negeri 02 Lebong. **Method:** This research used an ex post facto approach and was conducted in 2023. The sample consisted of 24 students. Data were collected through questionnaires and documentation. Data analysis included normality tests, homogeneity tests, and paired t-tests. **Result:** The results revealed that teachers' professional and pedagogical competencies significantly affect students' mathematics learning outcomes. **Conclusion:** Teacher competence, both professional and pedagogical, has a measurable impact on improving student learning outcomes at Madrasah Ibtidaiyah Negeri 02 Lebong. **Contribution:** The findings of this study are expected to provide useful insights and scientific contributions to the field of education, particularly in Madrasah Ibtidaiyah, by enriching knowledge about the influence of teacher competence on student academic achievement.

KEYWORDS

Professional; Pedagogical competence; Teacher; Mathematics learning outcomes; Students

ARTICLE HISTORY

Received: January 03, 2025

Revised: January 19, 2025

Accepted: January 25, 2025;

Available online: February 15, 2025

CONTENT

[Introduction](#)

[Method](#)

[Result and Discussion](#)

[Implications and Contributions](#)

[Limitations and Recommendations](#)

[Conclusion](#)

[Acknowledgments](#)

[Author Contribution Statement](#)

[Conflict of Interest Statement](#)

[Ethical Approval Statement](#)

[Article Information](#)

1. INTRODUCTION

Competence is the ability or ability of a person who is still in the form of self-potential (Amaliyah & Rahmat, 2021). Usman explained that the professional competence of teachers is the ability and authority of teachers to carry out their profession with high ability (Araniri, 2018). So, professional competence is the ability possessed by teachers to master learning materials broadly and deeply and to carry out tasks and authority in their profession with high ability (Jamin, 2018). The core competencies of teachers' professional competence include (1) mastering the material; (2) structure; (3) scientific concepts and mindsets that support the subjects taught; (4) mastering the competency standards and basic competencies of the subjects or development fields taught; (5) developing learning materials that are taught creatively; (6) developing professional competence on an ongoing basis by taking reflective action; (7) utilizing information and communication technology to communicate and develop themselves (Utiahman, 2020). Teachers must know and be able to apply innovative and fun learning models and methods (Siregar et al., 2017). Current education requires students to actively participate in the learning process

* **Corresponding Author:** Anggun Putri Yunanti, anggun_putri@gmail.com

Address: Jl. Desa Ketenong I, Kec. Pinang Belapis, Kab. Lebong, Indonesia

How to Cite (APA Style 7th Edition):

Yunanti, & Amaliyah, A. (2025). The Effect of Teachers' Professional and Pedagogical Competencies on Students' Mathematics Learning Outcomes at Madrasah Ibtidaiyah Negeri 02 Lebong. *Indonesian Journal of Innovative Teaching and Learning*, 2(1), 81-88. <https://ejournal.aecindonesia.org/index.php/pedagogy/article/view/201>



Copyright © 2025 The Authors. Published by Academia Edu Cendekia Indonesia (AEDUCIA). All rights reserved. This is an open access article under the CC BY-SA 4.0 license (<https://creativecommons.org/licenses/by-sa/4.0/>)

(Sulistiyawati et al., 2021). Currently, there are many innovative learning models and methods that can make students play an active role, pay attention, and concentrate on participating in the teaching and learning process.

In addition to professional competence, one of the competencies that must also be improved by teachers is pedagogical competence (Nurdianti, 2017). Pedagogical competence is the ability to manage student learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials (Setiyowati & Winaryati, 2017). Pedagogic competence is the teacher's ability to manage student learning which at least includes understanding educational insights or foundations, understanding students, developing curriculum/syllabus, designing learning, implementing educational and dialogical learning, utilizing learning technology, evaluating learning outcomes, and developing students to actualize their various potentials (Dwintari, 2017).

Pedagogical competence requires teachers to have a set of knowledge, skills, and behaviors that must be owned, lived, and mastered by teachers to be able to carry out their professional duties by directing students (Darmiatusun & Nurhafizah, 2019). This competency is an effort to improve the quality of learning, and various efforts are made, namely by increasing learning motivation (Lince, 2022). In terms of learning, students will succeed if within themselves there is a willingness to learn and a desire or urge to learn, because by increasing learning motivation, students will be moved, directed student attitudes and behavior in learning to improve student learning outcomes (Sobandi, 2017).

Mathematics subjects require teachers to actively involve students in learning subjects. A strategy that is often used to activate students is by involving students in class discussions (Fardani et al., 2021). However, sometimes this discussion is less effective even though the teacher has tried to encourage students to actively participate in the discussion process. Many teachers complain that learning outcomes with discussions are not what they expected. Instead of utilizing the activity to improve their knowledge and skills, students play, joke, and so on. To create personal interaction between students, and interaction between teachers and students, the classroom atmosphere needs to be planned in such a way that students get the opportunity to interact with each other. Teachers need to create a learning atmosphere that allows students to work together (Mahardi et al., 2019).

The general purpose of learning mathematics at the primary and secondary education levels is to emphasize the structuring of reasoning and the formation of student attitudes (Amelia et al., 2016). One of the core competencies of learning mathematics is (1) Showing a logical, critical, analytical, consistent, and thorough attitude, being responsible, responsive, and not easily giving up in solving problems; (2) Having curiosity, confidence, and interest in mathematics and having confidence in the power and usefulness of mathematics formed through learning experiences; (3) Having an open, polite, objective attitude, respecting the opinions and work of friends in group interactions and daily activities. So the ability to reason (logical thinking) and creative thinking is very useful for students in the learning process.

Based on the results of preliminary interviews with one of the mathematics teachers at MIN 02 Lebong, it was revealed that the mathematics teachers in the madrasah have shown their abilities or competencies both professional competence and pedagogical competence. The professional competence of mathematics teachers at MIN 02 Lebong is characterized by having mastered the competency standards and basic competencies as well as the mathematics subject matter they teach. The pedagogical competence of mathematics teachers at MIN 02 Lebong is characterized by the ability to manage the curriculum or syllabus which includes the purpose, content, process, resources, and means of evaluation for all learning experiences planned for students.

The results of the researcher's initial observations when observing one of the math teachers who was teaching math lessons also showed that the teacher had not used learning media, the teacher only applied the lecture method in the learning process by looking at the textbook. In teaching math material, the teacher only gives oral explanations while students only observe in their respective seats. For this reason, researchers observed that during the learning process, there were still students who did not pay attention properly and listened to the teacher's explanation. Researchers observed that most of the students were less enthusiastic about participating in the learning process, some students were busy chatting with their friends in whispers, some students looked dreamily while scribbling on books, some students looked sleepy, only a few students paid attention to the teacher's explanation in front of the class.

Based on the above background, the purpose of this study is to determine the effect of the professional and pedagogical competence of teachers on student learning outcomes in Madrasah Ibtidaiyah Negeri 02 Lebong. The focus of the research examines whether or not there is an influence of professional competence and pedagogical competence of teachers on student learning outcomes in mathematics at school.

2. METHOD

2.1 Research Design

The research approach uses ex post facto, which is research conducted where the data collected in this study comes from existing data so that the research uses ex post facto research methods. The data in question are the scores of the Midterm Test (UTS) of fifth grade MIN 02 Lebong students in mathematics subjects in the Odd and Even Semesters of the 2020-2021 school year. Ex post facto research according to Sugiyono is research conducted to examine events that have occurred and then look back to find out the factors that can cause these events. It is said to be correlation research because this research is conducted when you want to know about the strong or weak relationship between two or more variables.

2.2 Research Object

This research was conducted at MIN 02 Lebong in 2023. The population in this study was all four and six students totaling 116 students. The sample in this study was set to be 40% of the population, so the sample was 24 students. Sampling using purposive sampling technique.

2.3 Data Collection

Data collection consist of (1) Questionnaire. Researchers used a questionnaire in the form of a Likert scale with closed statements, namely the answers to the statements submitted were provided; (2) Documentation. Researchers used documentation in the form of data needed by researchers during the data collection process.

2.4 Data Validity Checking

To check the validity of the data that has been collected, researchers use validity and reliability tests.

- 1) Validity Test. Researchers used the validity test to determine whether the questionnaire to be used in the study was valid or not. The technique used to measure the validity of the question is the product-moment correlation technique. The validity test results show that of the 30 items (questionnaire) there are 23 valid items and there are 7 invalid items.
- 2) Reliability Test. Researchers used a reliability test to determine the level of reliability of the research instruments used. Testing using the product moment formula, to measure the level of instrument reliability can be done with Spearman Brown's split-half technique. The reliability results show that the "df" value of 27 at a significant level of 5% is 0.381 and for that at a significant level of 1%, the value is 0.87. This means that the item (questionnaire) has high reliability.

2.5 Data Analysis

In the data analysis process, data testing uses the following analysis:

- 1) Data Normality Test. The normality test is carried out to measure whether the data has a normally distributed population or not. In this study, the normality test used the SPSS Kolmogorov-Smirnov Test;
- 2) Data Homogeneity Test. The data homogeneity test is carried out to determine whether the variation of some data from the population has the same variance or not;
- 3) Data Hypothesis Test (T-Test). Research hypothesis testing was carried out using the paired t-test, researchers used the t-test to determine whether there was a statistically significant difference between the means of two variables.

3. RESULT AND DISCUSSION

3.1 Result

3.1.1 Normality Test Results

The normality test is carried out, namely (1) If the significant value (Sig) > 0.05 then the research data is normally distributed; and (2) If the significant value (Sig) < 0.05 then the research data is not normally distributed. The results of the normality test are described in the table below:

Table 1. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		24
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	2.20791219
Most Extreme Differences	Absolute	.094
	Positive	.060
	Negative	-.094
Kolmogorov-Smirnov Z		.462
Asymp. Sig. (2-tailed)		.983

a. Test distribution is Normal.

The normality test results show that the significance value of Asymp.Sig. (2-tailed) of $0.983 > 0.05$. So by the basis for decision making in the Kolmogorov Smirnov normality test above, it can be concluded that the data from the population is normally distributed.

3.1.2 Homogeneity test

Normality test is carried out provisions, namely (1) If the significant value (Sig) > 0.05 then it is said that the data is homogeneous; and (2) If the significant value (Sig) < 0.05 then it is said that the data is not homogeneous. The homogeneity test results are described in the table below:

Table 2. Homogeneity Test Results

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
.552	2	69	.579

The normality test results show that the significant probability value (sig) is $0.579 > 0.05$. This means that all variables are homogeneous or the same.

3.1.3 Hypothesis Test Results

Hypothesis testing using paired t-test, t-test is conducted to determine the effect of independent variables partially on the dependent variable, whether the effect is significant or not. The results of the hypothesis test are described in the following table:

Table 3. Hypothesis Testing

		Coefficients ^a	
	Model	t	Sig.
1	(Constant)	2.675	.014
	X1	2.720	.013
	X2	.436	.047

The results of hypothesis testing resulted in a significance value (sig) of 0.013. This means that the significance value (sig) $(0.013) < (\alpha) 0.05$, it can be concluded that H1 means that the teacher's professional competence affects students' math learning outcomes. While the significance value (sig) is 0.047. This means that with the significance value (sig) $(0.047) < (\alpha) 0.05$, it can be concluded that H2 means that the teacher's pedagogical competence affects student learning outcomes in mathematics.

3.2. Discussion

This study was conducted to determine whether or not there is an effect of teachers' professional competence on students' math learning outcomes at MIN 02 Lebong and to determine whether or not there is an effect of teachers' pedagogical competence on students' math learning outcomes at MIN 02 Lebong. The results of this study

are the results of the first regression known significance value (sig) is 0.013 which means the significance value (sig) $(0.013) < (\alpha) 0.05$. This means that there is an effect of teacher professional competence on student math learning outcomes at MIN 02 Lebong. As well as the results of the second regression known significance value (sig) is 0.047 which means the significance value (sig) $(0.047) < (\alpha) 0.05$. This means that there is an influence of teachers' pedagogical competence on students' math learning outcomes at MIN 02 Lebong.

Teachers are an important factor in the implementation of the learning process (Lawrence & Tar, 2018). Sagala expresses briefly that teachers are people who provide knowledge to students. Sagala also added that teachers are all people who are authorized and responsible for the education of students, both individually and classically, both at school and outside school (Yunus et al., 2021). Teachers must be able to maintain the public trust given to them. Teachers must be able to maintain the public trust given to them (Bukko et al., 2021).

Professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in formal education, primary education, and secondary education (Bakar, 2018). Teacher is a position or profession that requires special expertise as a teacher (Hordern, 2015). This job cannot be done by people who do not have the expertise to carry out activities or work as a teacher. People who are good at speaking in certain fields cannot be called teachers. To become a teacher, special requirements are needed, especially as a professional teacher who must master the intricacies of education and teaching with various other sciences that need to be fostered and developed through a certain period of education or pre-service education (Council, 2016).

Competent teachers will be better able to create a conducive, effective learning environment and can manage their classes well so that student learning outcomes are optimal (Sudargini & Purwanto, 2020). One of the roles of the teacher in the teaching and learning process is the teacher's role as a classroom manager (Oratmangun, 2021). Teachers should be able to manage the classroom as a learning environment (Priya et al., 2016). The general purpose of classroom management is to provide and use facilities for various learning and teaching activities to achieve good results (Bizimana & Orodho, 2014). The specific objectives of classroom management are to develop students' ability to use learning media, provide classroom conditions conducive to learning, and help students obtain good learning outcomes (Berlian, 2022).

Professional competence is the ability to master learning materials broadly and deeply which allows teachers to guide students to master knowledge or skills optimally, to meet the competency standards set out in the National Education Standards (Prasetyono et al., 2021). Professional competence is a set of abilities that a teacher must have to carry out his teaching duties successfully (Asmarani et al., 2021). Professional competence is one of the competencies that must be possessed by teachers in carrying out the duties of their teaching profession (Murkatik et al., 2020).

In particular, pedagogical competence is the ability to manage student learning which includes understanding students, designing, implementing learning, and evaluating learning outcomes. Meanwhile, according to Hoogvel, pedagogics is a science that studies the problem of guiding children towards certain goals, namely so that children will be able to independently complete their life tasks.

4. IMPLICATIONS AND CONTRIBUTIONS

The implications of the results of this study are expected to be useful and can provide scientific contributions in the field of education, especially education in Madrasah Ibtidaiyah, namely contributing knowledge about the influence of teachers' professional and pedagogical competencies on student learning outcomes in Madrasah Ibtidaiyah Negeri 02 Lebong.

The contribution of the results of this study provides benefits for both theoretical and practical, among others:

- 1) For Students. For students, it can provide a more conducive and innovative learning atmosphere so that learning is not monotonous and can have an impact on improving learning outcomes so that students can be helped to overcome the learning difficulties they experience through learning activities that apply methods according to their abilities, needs, and characteristics.
- 2) For teachers. For teachers, they can gain knowledge about various kinds of innovative and creative learning models and methods, to improve the quality of learning. And as a reflection material to improve the professional performance of teachers.
- 3) For schools. It is hoped that it can examine in depth the professional performance of teachers and can develop it so that better results can be achieved. And can provide input or suggestions to develop a learning process that is on the characteristics of children, to improve educational resources.

- 4) For Researchers. As a place to apply the knowledge gained and help improve the quality of mathematics learning in the classroom, and can add to the scientific insight of researchers, especially in learning mathematics, and can provide reinforcement for previous research.

5. LIMITATIONS AND RECOMMENDATIONS

This study has limitations including (1) In this study, researchers cannot modify independent variables in ex-post facto studies; (2) Researchers cannot randomly allocate subjects to various groups; (3) Researchers may need help to explain the relationship between the independent and dependent variables studied.

Based on the limitations of the study, the following recommendations from the results of this study are (1) for further researchers to use control variables on independent variables; (2) the results of this study are expected to be taken into consideration for teachers and schools related to the influence of teachers' professional and pedagogical competencies on students' mathematics learning outcomes at school.

6. CONCLUSION

To enhance student learning outcomes in mathematics, school principals play a vital role in providing continuous evaluations of teacher competencies, particularly in the areas of professional and pedagogical skills. These evaluations help ensure that the educational institution aligns with the expectations and needs of students' parents regarding their children's academic progress. By actively monitoring and supporting teacher development, principals contribute to creating an effective and responsive learning environment that fosters student success.

In addition, teachers are expected to continuously strengthen their pedagogical competence, one key aspect of which is educational insight or foundation. Having a strong understanding of educational philosophy and goals is essential for teachers, as it guides their instructional decisions and classroom management strategies. It also enables them to see the broader role of schools not merely as places for academic instruction, but as institutions for character development and holistic student growth. Furthermore, a sound educational foundation helps teachers better comprehend their students' psychological and developmental needs.

With well-developed pedagogical skills, teachers are better equipped to understand students in a comprehensive manner academically, socially, and emotionally. They can more effectively teach important social values, foster a positive classroom climate, and serve as role models for students. This kind of teacher not only imparts knowledge but also cultivates moral character and inspires students to become responsible, well-rounded individuals. Ultimately, the combination of strong leadership and competent, reflective teaching has a direct and meaningful impact on student achievement and school improvement.

Acknowledgments

The author would like to thank the parties who have facilitated the research implementation process at Madrasah Ibtidaiyah Negeri 02 Lebong.

Author Contribution Statement

All authors discussed the results and contributed to the final manuscript.

Conflict of Interest Statement

The authors declared that they have no competing interests with respect to the research, authorship, and/or publication that might have influenced the performance or presentation of the work described in this article.

Ethical Approval Statement

The author declares that this study was conducted in accordance with research ethics principles and has received ethical approval from the author's institution, including respect for participants' autonomy, confidentiality of data, and ensuring their safety and well-being, as outlined in the applicable research ethics guidelines.

REFERENCES

- Amaliyah, A., & Rahmat, A. (2021). Pengembangan Potensi Diri Peserta Didik Melalui Proses Pendidikan. *Attadib: Journal of Elementary Education*, 5(1), 28-45. <https://doi.org/10.32507/attadib.v5i1.926>

- Amelia, D., Susanto, S., & Fatahillah, A. (2016). Analisis hasil belajar matematika siswa pada pokok bahasan himpunan berdasarkan ranah kognitif taksonomi bloom kelas VII-A di SMPN 14 Jember. *Jurnal Edukasi*, 2(1), 1-4. <https://doi.org/10.19184/jukasi.v2i1.3402>
- Araniri, N. (2018). Kompetensi profesional guru agama dalam menumbuhkan minat belajar siswa. *Risalah, Jurnal Pendidikan Dan Studi Islam*, 4(1, March), 75-83. https://doi.org/10.31943/jurnal_risalah.v4i1.50
- Asmarani, A., Sukarno, S., & El Widdah, M. (2021). The relationship of professional competence with teacher work productivity in Madrasah Aliyah. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 6(2), 220-235. <https://doi.org/10.31538/ndh.v6i2.1365>
- Bakar, R. (2018). The influence of professional teachers on Padang vocational school students' achievement. *Kasetsart Journal of Social Sciences*, 39(1), 67-72. <https://doi.org/10.1016/j.kjss.2017.12.017>
- Berlian, Z. (2022). Analysis of the Need for Increasing Professional Competence of Elementary School Teachers. *Al-Ishlah: Jurnal Pendidikan*, 14(3), 4177-4186. <https://doi.org/10.35445/alishlah.v14i3.2619>
- Bizimana, D. B., & Orodho, J. A. (2014). Teaching and learning resource availability and teachers' effective classroom management and content delivery in secondary schools in Huye District, Rwanda. *Journal of Education and Practice*, 5(9). <https://ssrn.com/abstract=3178220>
- Bukko, D., Liu, K., & Johnson, A. H. (2021). Principal Practices That Build and Sustain Trust: Recommendations from Teachers in a High-Trust School. *Planning & Changing*, 50. <http://education.illinoisstate.edu/planning/>
- Council, T. A., & National Academies of Sciences, Engineering, and Medicine. (2016). *Science teachers' learning: Enhancing opportunities, creating supportive contexts*. National Academies Press.
- Darmiatun, S., & Nurhafizah, N. (2019). Peningkatan kompetensi pedagogik dan profesional guru tk melalui program diklat pengembangan keprofesian berkelanjutan (pkb) di kabupaten Dharmasraya. *Jurnal Pendidikan Tambusai*, 3(1), 704-714. <https://doi.org/10.31004/jptam.v3i2.271>
- Dwintari, J. W. (2017). Kompetensi kepribadian guru dalam pembelajaran pendidikan kewarganegaraan berbasis penguatan pendidikan karakter. *Jurnal Pendidikan Kewarganegaraan*, 7(2), 51-57. <http://dx.doi.org/10.20527/kewarganegaraan.v7i2.4271>
- Fardani, Z., Surya, E., & Mulyono, M. (2021). Analisis kepercayaan diri (self-confidence) siswa dalam pembelajaran matematika melalui model problem based learning. *Paradikma*, 14(1), 39-51. <https://dx.doi.org/10.24114/paradikma.v14i1.24809>
- Hordern, J. (2015). Teaching, teacher formation, and specialised professional practice. *European Journal of Teacher Education*, 38(4), 431-444. <https://doi.org/10.1080/02619768.2015.1056910>
- Jamin, H. (2018). Upaya meningkatkan kompetensi profesional guru. *At-Ta'dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam*, 19-36. <https://ejournal.staindirundeng.ac.id/index.php/tadib/article/view/112>
- Lawrence, J. E., & Tar, U. A. (2018). Factors that influence teachers' adoption and integration of ICT in teaching/learning process. *Educational Media International*, 55(1), 79-105. <https://doi.org/10.1080/09523987.2018.1439712>
- Lince, L. (2022). Implementasi kurikulum merdeka untuk meningkatkan motivasi belajar pada sekolah menengah kejuruan pusat keunggulan. In *Prosiding Seminar Nasional Fakultas Tarbiyah Dan Ilmu Keguruan IAIM Sinjai* (Vol. 1, pp. 38-49). <https://doi.org/10.31004/jptam.v3i2.271>
- Mahardi, I. P. Y. S., Murda, I. N., & Astawan, I. G. (2019). Model Pembelajaran Teams Games Tournament Berbasis Kearifan Lokal Trikaya Parisudha Terhadap Pendidikan Karakter Gotong Royong Dan Hasil Belajar IPA. *Jurnal Pendidikan Multikultural Indonesia*, 2(2), 98-107. <https://doi.org/10.23887/jpmu.v2i2.20821>
- Murkatik, K., Harapan, E., & Wardiah, D. (2020). The influence of professional and pedagogic competence on teacher's performance. *Journal of Social Work and Science Education*, 1(1), 58-69. <https://doi.org/10.52690/jswse.v1i1.10>
- Nurdianti, R. R. S. (2017). Pengaruh kompetensi profesional Dan kompetensi pedagogik terhadap kinerja guru ekonomi SMA Negeri di Kota Bandung. *Jurnal Ilmiah Manajemen dan Bisnis*, 18(2), 177-188. <https://jurnal.umsu.ac.id/index.php/mbisnis/article/view/1503/1551>
- Oratmangun, R. (2021). Teacher's Roles As: Classroom Manager And Classroom Instructor. *Cerdika: Jurnal Ilmiah Indonesia*, 1(2), 164-170. <https://doi.org/10.59141/cerdika.v1i2.24>
- Prasetyono, H., Abdillah, A., Djuhartono, T., Ramdayana, I. P., & Desnaranti, L. (2021). Improvement of Teacher's Professional Competency in Strengthening Learning Methods to Maximize Curriculum Implementation. *International Journal of Evaluation and Research in Education*, 10(2), 720-727. <https://eric.ed.gov/?id=EJ1299244>

- Priya, V., Srikumar, C., & Philips, J. A. (2016). The role of teachers' behaviour and strategies in managing a classroom environment. *International Journal of Social Science and Humanity*, 6(3), 208-215. <http://ur.aeu.edu.my/id/eprint/1120>
- Setiyowati, P., & Winaryati, E. (2017). Pengaruh Kompetensi Pedagogik Guru Terhadap Minat Belajar Siswa Pada Materi Sifat Koligatif Larutan. In *Prosiding Seminar Nasional & Internasional*. <https://jurnal.unimus.ac.id/index.php/psn12012010/article/view/3069>
- Siregar, P. S., Wardani, L., & Hatika, R. G. (2017). Penerapan pendekatan pembelajaran aktif inovatif kreatif efektif dan menyenangkan (Paikem) pada pembelajaran matematika kelas Iv Sd Negeri 010 Rambah. *Jurnal Pemikiran dan Pengembangan Sekolah Dasar (JP2SD)*, 5(2), 743-749. <https://doi.org/10.22219/jp2sd.v5i2.4823>
- Sobandi, R. (2017). Pengaruh Motivasi Belajar terhadap Hasil Belajar Bahasa Indonesia pada Siswa Kelas VIII MTS Negeri 1 Pangandaran. *Diksatrasi: Jurnal Ilmiah Pendidikan Bahasa Dan Sastra Indonesia*, 1(2), 306-310. <http://dx.doi.org/10.25157/diksatrasi.v1i2.634>
- Sudargini, Y., & Purwanto, A. (2020). The effect of teachers pedagogic competency on the learning outcomes of students. *Journal of Industrial Engineering & Management Research*, 1(4), 1-8. <https://doi.org/10.7777/jiemar.v1i4.96>
- Sulistiyawati, W. S., Sholikhin, R. S., Afifah, D. S. N., & Listiawan, T. L. (2021). Peranan game edukasi kahoot! dalam menunjang pembelajaran matematika. *Wahana Matematika dan Sains: Jurnal Matematika, Sains, dan Pembelajarannya*, 15(1), 56-57. <https://doi.org/10.23887/wms.v15i1.29851>
- Utiahman, T. B. (2020). Meningkatkan Kompetensi Pedagogik Guru Melalui Pelatihan Berjenjang. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 5(3), 215-222. <http://dx.doi.org/10.37905/aksara.5.3.215-222.2019>
- Yunus, M., Sukarno, S., & Rosadi, K. I. (2021). Teacher empowerment strategy in improving the quality of education. *International Journal of Social Science and Human Research*, 4(1), 32-36. <https://doi.org/10.47191/ijsshr/v4-i1-05>

Article Information

Copyright holder:

© Yunanti, A. P., & Amaliyah, A. (2025)

First Publication Right:

Indonesian Journal of Innovative Teaching and Learning

Article info:

<https://ojs.aeducia.org/index.php/ijitl/article/view/201>

Word Count: 4289

Publisher's Note:

The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of AEDUCIA and/or the editor(s).

AEDUCIA stays neutral with regard to jurisdictional claims in published maps and institutional affiliations.

This Article is licensed under:

CC-BY-SA 4.0