

PEDAGOGIC STUDIES IN EFFORTS TO IMPROVE TEACHER TEACHING PERFORMANCE

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Abstract

This article aims to discover and explain the relationship between pedagogical studies and teachers' teaching performance, which can be reflected in students' learning outcomes. This article can be helpful and add insight into pedagogical studies' role in improving teacher teaching performance.

In writing this article, the researchers used a method that can be referred to as library research. In this library research, the researchers used the media to collect library materials, such as books, journals, articles, and the like, to support this research in solving problems.

The result is that pedagogic studies, in this case, pedagogic competencies, are very important for a teacher because they can help improve a teacher's performance. Pedagogic studies and a teacher's teaching performance have a proportional relationship; the better the teacher's ability/competence in pedagogic studies, the better the teacher's teaching performance is. Pedagogic Competence is a fundamental ability that teachers must possess and has an essential influence on Indonesian education. This is because pedagogically competent teachers must determine the success and failure of a learning process that will affect students' future.

Keywords: Pedagogic, Performance, Competence, Teacher

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INTRODUCTION

The achievement of the world of education success in a nation will not be separated from the role of an educator or teacher in the teaching and learning process and the process of educating. In the end, a teacher has to be an educator who improves academic potential and forms commendable student character.

The term pedagogic is known in education, which is essential for educators/teachers to understand and master. Pedagogic studies will help teachers in developing their Competence. Pedagogic studies will be related to pedagogic Competence, which requires a teacher to understand various aspects of students related to learning; pedagogic Competence is the Competence needed by teachers regarding student characteristics seen from various aspects such as moral, emotional, and intellectual. This implies that a teacher must be able to master learning theories and learning principles because students have different characters, traits, and interests (Nabila, 2016, p. 557). Indicators of pedagogical Competence are Mastering learning theories and principles of educational learning; Developing curriculum related to the field of development being taught; Mastering student characteristics from physical, moral, social, cultural, emotional, and intellectual aspects; Utilizing information and communication technology for the benefit of organizing educational development activities; Utilizing the results of assessment and evaluation for the benefit of learning (Dari & Yulhendri, 2019, p. 760).

In the practical realm, pedagogical Competence needs to be built through classroom practice facing real problems and students with various characteristics. However, some teachers may need more favorable conditions in carrying out the work. The conditions can take several forms; lack of resources in designing lesson plans, low student competence, lack of facilities, and the like. At that time, it is necessary to be willing to participate in discussions and cooperation with teachers to exchange ideas in meeting the goals of effective teaching (Aimah et al., 2017, p. 67). In the end, teachers' mastery of pedagogical studies is expected to improve their Performance in the teaching and learning process, which can be seen from student learning outcomes. Teacher performance standards relate to the quality of teachers in carrying out their duties (Rusman, 2010). The teacher's task in

improving student achievement is to how the classroom's teaching and learning process optimally runs so students can understand the material presented. Teaching is a process of teacher and student interaction in the classroom. It is increasingly used to judge the quality of teaching, career advancement, and teaching funding (Kuzmanovic et al., 2012).

Based on the description above, teacher performance means the ability of a teacher to carry out his duties following the responsibilities given to him at a certain period in the school system to achieve organizational goals.

Teacher teaching performance can be seen from the learning process at school, which will produce a final grade or learning outcome to measure students' ability to use the material the teacher has delivered. In every learning process, students are expected to get good learning results. However, in reality, the learning outcomes obtained by students are only sometimes following what was previously expected. Low student learning outcomes are one of the problems in education. The high and low student learning outcomes can be seen from student achievement of the KKM standards set by the school. This must be a concern and evaluation material in the learning process. Quality learning outcomes will affect the learning achievement obtained by students (Wulandari, 2013; Yulianingsih & Sobandi, 2017, p. 158).

Based on the descriptions that have been presented, the purpose of writing this article was to find out and explain the relationship or relationship between pedagogical studies and teacher teaching performance which can be reflected through student learning outcomes. This article is expected to be helpful and add insight into pedagogical studies' role in improving teacher teaching performance.

RESEARCH METHOD

In this article, the researchers used research based on library research, or which can be referred to as library research. In this library research, the researchers used media to collect library materials, such as books, journals, articles, and the like, to support this research in solving problems (Mansir, 2021, p. 3). The method is that after collecting the literature materials, an analysis is carried out of the

various materials found by the issues raised. The problem raised is about pedagogical studies to improve teacher teaching performance. Therefore, the method used is the descriptive-inferential method. This is a combined method where researchers describe, write, or draw a conclusion and an analysis that provides sufficient description, understanding, and explanation (Mansir, 2021, p. 3).

FINDINGS AND DISCUSSION

Pedagogy came from the Greek *pedagogy*, which consists of *pais genetic*, *paidos*, which means child, and *agogo* means leading, so literally *pedagogy*, which means leading children. In ancient Greek, the word *pedagogy* means a slave (household supervisor) who oversees the teaching of the master's son or his employer; when girls were not given particular teaching, this housemaid drove, waited for, and accompanied the master's son home to and from school or gymnasium (Hiryanto, 2017, p. 65).

The word *pedagogy* was also derived from Latin, which means teaching children. In contrast, in English, the term pedagogy refers to the theory of teaching, where teachers try to understand teaching materials, know students, and determine how to teach (Danim & Sudarwan, 2010, pp. 48-49); there are three issues related to the use of the term pedagogy, namely (1) pedagogy is a purposeful process, in the general sense of the term pedagogics used to describe the principles and practices of teaching children, (2) much work on "social pedagogy" has been used to describe the principles of teaching children and young people, and (3) the notion of pedagogy has been understood and dominantly colors the learning process in the school context. Traditionally, the term pedagogy refers to the art of teaching. On the other hand, modern pedagogy sees a fruitful dialectical relationship between pedagogy as a science and an art.

Some definitions related to pedagogy as a science and art, according to (Danim & Sudarwan, 2010, pp. 54-55), include: (1) Teaching (*pegajaran*) is the techniques and methods of the teacher's work in transforming knowledge content, stimulating supervision and facilitating student development to achieve learning

goals, this definition places the teacher in a central position. (2) Learning (*pembelajaran*) is the process of students developing independence and initiative in acquiring and improving knowledge and skills. (3) The relationship between teaching and learning and all other factors contributing to pedagogical interest. This relationship can mean teacher-guided students or student-centered learning activities, but still under the teacher's guidance. (4) The teaching and learning relationship relates to all settings and age stages developed in formal and non-formal education institutions. Schools are one part of the total specter of educational influence.

Thus, Effective pedagogical practice attempts to incorporate alternative learning strategies that support intellectual engagement, connectedness to the broader world, a non-discriminatory classroom environment, and the recognition of differences in application across all lessons.

The Importance of Pedagogical Competence for Teachers

As stated by Sadulloh (2015) that pedagogics is a science that studies the problem of guiding children towards certain goals so that they can be independent to solve problems in their lives or other words, develop their personalities as one of the big tasks of teachers besides conveying and transforming knowledge in learning.

It can be interpreted that guiding students like their own parents is one of the abilities needed by a teacher. Guiding and educating here does not mean that teachers must patronize their students. Instead, the current learning approach emphasizes students as the main center of learning, including in the pedagogical realm. In addition, today's pedagogical approach focuses on delivering guidance through more effective and efficient activities than just lecturing or advising. Because in personality issues that involve behavior, mere talk sometimes will not be enough. Especially if students already have limitations at home; not all children have ideal families (Thabroni & Gamal, 2021).

According to (Wahyudi & Imam, 2012, p. 22), pedagogical competence is a teacher's ability to manage students' learning process. The management of the

learning process certainly includes implementation, evaluation, and character development of students.

According to Kurniasih (2017, p. 20), the pedagogical functions are as follows. (1) To understand educational phenomena (educational situations) systematically. (2) To guide what educators should do. (3) Avoiding mistakes in educating children, namely conceptual, technical, and errors originating from the educator's personality. (4) To recognize oneself and make corrections.

According to Kurniasih (2017, p. 20), the benefits of pedagogics are as follows. (1) Humanize people, and make an adult for happiness in living life. (2) So that children or learners in the future can understand and live life and later be able to support themselves, live meaningfully, and contribute to ennobling life. (3) To help learners question and challenge domination and dominating beliefs and practices. (4) Developing healthy personalities in students.

To get positive results as expected, it is necessary to pay attention that pedagogics also have a purpose. According to Kurniasih (2017), pedagogics aims to humanize humans and make someone mature for his happiness in living life in the future and making someone live a happy life. In other words, pedagogical goals align with the nature of education as a modifier expected to make students develop their potential.

By mastering pedagogical Competence, a teacher will become a successful educator. This is because pedagogical Competence leads teachers to bring out the best potential of students in both academic and non-academic fields. Similarly, in relationships outside of school, as a result of the upbringing of a teacher who understands pedagogics, a student who successfully receives an education will have excellent and commendable behavior to become an acceptable person in social life.

Duties, Roles, and Functions of Teachers

The existence of teachers for a nation is essential, especially for a nation that is still developing, especially for the life of the nation over time with increasingly sophisticated technology and all changes and shifts in values that tend to give nuances to life that demand science and art at a dynamic level to be able to adapt themselves.

Teachers have responsibilities, both those tied to the office and outside the office, in the form of service. If we group it, there are three teacher duties: (a) professional duties, including educating, teaching, and training. Educating means continuing and developing life values. Teaching means continuing and developing science and technology, while training means developing skills in students; (b) humanitarian duties, at school must make himself a second parent; he must be able to attract sympathy so that he becomes the idol of his students; (c) duties in the field of Society, Society places teachers in a more honorable place in their environment because from a teacher it is expected to gain knowledge. Teachers must educate the nation toward a complete Indonesia based on Pancasila (Sopian, 2016, p. 89).

According to ADz-Dzakiey, there are several things underlying the duties and responsibilities of a teacher, especially in the process of education and training for the development of spiritual health (piety), among others: (a) before conducting the training and education process, a teacher must have understood the mental, spiritual, and moral conditions, or talents, interests, then the process of educational activities will be able to run well; (b) building and developing the motivation of students continuously without any sense of despair. If this motivation is always alive, then educational or training activities can run well and smoothly; (c) guiding and directing students so that they can always believe, think, have emotions, behave and behave, positively with a paradigm of divine revelation, words, and prophetic examples; (d) providing a deep and broad understanding of the subject matter as a basis for theoretical understanding that is objective, systematic, methodological, and argumentative; (e) providing good and correct examples of how to think, believe, have emotions, behave, and behave correctly, well and commendably both before God and in the environment of everyday life; (f) guiding and providing examples of how to carry out vertical worship properly and correctly, so that worship will lead to self-change, recognition, and encounter with the essence of self, recognition and encounter with God and produce spiritual health; (g) guarding, controlling, and protecting students outwardly and inwardly during the education and training process, in order to avoid various kinds of disturbances; (h) explaining wisely (wisdom) what is asked by students about issues that they do not understand;

(i) providing a particular place and time for students in order to support the success of the education process as expected (Adz-Dzakiey & Bakran, 2004, pp. 577-578).

Teachers have a unity of roles and function inseparable from the ability to educate, guide, teach, and train. The four abilities are integrative abilities, which cannot be separated from one another (Suparlan, 2006, p. 29). Comprehensively, teachers must have all four abilities as a whole. However, the ability to educate must be more dominant than the other abilities.

On the other hand, teachers are often portrayed as having a dual role known as EMASLIMDEF (*educator, manager, administrator, supervisor, leader, innovator, dynamic actor, evaluator, and facilitator*) (Suparlan, 2005, pp. 26-27). EMASLIM is more of a principal role. However, teachers must also own the role on a micro-scale in the classroom.

The *educator* is the foremost role, especially for students at the basic education level (elementary and junior high school). This role is more visible as an example for students, as a role model, providing examples in terms of attitudes and behavior, and shaping the personality of students.

As a *manager*, educators have a role in enforcing the rules and regulations mutually agreed upon at school, providing direction or signs of provisions so that school residents can implement the rules at school as well as possible.

As *administrators*, teachers have a role in school administration, such as filling out student attendance books, grade list books, report cards, curriculum administration, assessment administration, and the like. Even administratively, teachers should also have teaching plans, semester programs, and annual programs, and the most important thing is to submit report cards or educational reports to parents and the community.

The role of the teacher as a *supervisor* is related to providing guidance and supervision to students, understanding the problems faced by students, finding problems related to the learning process, and finally, providing a solution to the problem. The role of leader for teachers is more appropriate than the manager role because managers are rigid with existing provisions. From the aspect of enforcing discipline, for example, teachers emphasize dead discipline.

Meanwhile, as a leader, the teacher gives more freedom and responsibility to students. Thus, the discipline enforced by the teacher as a leader is a living discipline.

In carrying out the role of an *innovator*, a teacher must have a high willingness to learn enough to increase his knowledge and skills as a teacher. With a high spirit of learning, teachers can produce practical innovations to improve school learning quality.

The role of a *motivator* is related to the role of educator and supervisor. To increase their enthusiasm and passion for learning, students need to have high motivation, both motivation from within themselves (intrinsic) and from outside (extrinsic), which mainly comes from the teacher himself (Suparlan, 2005, pp. 26-27).

Teachers, as educators, have heavy duties and responsibilities. The teacher must realize that he must do his job seriously, responsibly, sincerely, and not carelessly so that students can easily accept whatever the teacher conveys. If this is achieved, the teacher will have a high level of Performance (Syarnubi, 2019, p. 89).

Teachers have an essential role in children's self-development by providing various kinds of knowledge and skills, and personality formation. Therefore, teachers must prepare various abilities in carrying out education and guidance to students by helping them be independent to reach maturity. Among the abilities that teachers in learning activities must possess are professional abilities, which include mastery of learning materials, learning strategies, mastery of methods, mastery of guidance and counseling, and mastery of learning evaluation (Nasution, 2003, p. 12).

As learning managers, teachers must be able to manage the entire process of learning activities by creating learning conditions so that each student can learn effectively and efficiently. In its function as an assessor of learning outcomes, a teacher should continuously follow the learning outcomes students achieve from time to time. The information obtained through this evaluation will be used as feedback and a starting point for improving and improving the learning process in achieving students' learning achievements (Ahmad, 2017, p. 137).

Teacher Teaching Performance

Teacher teaching Performance closely relates to teachers' duties, roles, and functions. Teacher teaching Performance combines three concepts: the concept of Performance, the concept of teaching, and the concept of the teacher himself. Performance is defined as the result of the work process carried out by a person (Sodiqin, 2016, p. 92).

The State Administration Institute defines Performance, which states that *Performance* translates into Performance, which is also work Performance or implementation or work achievement or Performance or work performance. In addition, it can also be interpreted as the result or level of success of a person as a whole during a specific period in carrying out tasks compared to various possibilities, such as work result standards, targets, or goals that have been determined and agreed on. Another view considers Performance as the level of task implementation that a person can achieve by using existing capabilities and predetermined limits to achieve organizational goals.

Barnawi & Arifin (2014, p. 14) revealed that teacher performance can be interpreted as the level of teacher success in carrying out educational tasks by their responsibilities and authority based on predetermined performance standards during a specific period to achieve educational goals.

At the level of implementation, the teacher's teaching performance must be realized by improving the quality of learning. Tabrani (2002, p. 12) says that teacher performance in the learning process is recognized in the following ways: (a) the quality of learning is by the needs and demands of students; (b) promote the use of educational tools and media in the learning process; (c) encourage the birth of quality human resources through an effective and efficient learning process; (d) organize the utilization of the learning process, so that the learning process is valuable and successful; (e) foster students who appreciate values (*excellence*) in the learning process; (f) motivating learners, appreciating and pursuing high quality through the learning process; (g) improving the learning process as needed; (h) paying attention to talented learners; (i) changing learners to be oriented towards science rather than diplomas; (j) cultivating a critical and open attitude as a

condition for the growth of a more democratic student thinking pattern; (k) cultivating an attitude of hard work, productivity, and discipline.

Based on the explanation of several theories above, teacher teaching performance is the process of carrying out tasks by teachers to fulfill educational objectives and achieve the desired student competencies. The process starts from planning, learning, and implementing to assessing and evaluating the learning that has been done.

Relationship between Pedagogical Studies and Teacher Teaching Performance

Pedagogical studies and teacher teaching performance have a proportional relationship; the better the teacher's ability/competence in pedagogical studies, the better the teacher's teaching performance. This is because, as explained in the previous explanation, pedagogical studies help teachers improve their Competence in teaching, help increase teacher sensitivity to student abilities/potential, and help teachers understand their students' desires. Thus, teachers will bring out all the potential in themselves or maximize it in the teaching and learning process and educating students.

Previous research supported or reinforced the above opinion, which discusses the relationship between pedagogical competence and teacher teaching performance. The first research is from a journal entitled the influence of Pedagogical Competence, professional Competence, and job satisfaction on teacher performance at SMK Negeri 4 Makassar. This study aimed to determine the effect of pedagogical Competence, professional Competence, and job satisfaction on teacher performance. The results were that 80% of teachers have pedagogical Competence in the excellent category, and 97.50% of teachers have Performance in the superb class. The results of teachers' pedagogical Competence were the result of observations, interviews, and document reviews conducted by researchers. Teachers have excellent teaching competence because they have mastered teaching materials, designed lesson plans well, and can manage the class well. Thus, it is true that pedagogical Competence affects teacher performance (Paidia, 2018, p. 14).

The second research was a journal entitled The Role of Competence in improving teacher performance in South Jakarta High School. One of the

competencies measured by its influence on teacher performance is pedagogical Competence (X1). One of the objectives of this study is to obtain empirical answers to the effect of pedagogical Competence partially on teacher performance in South Jakarta High School. The results showed that there was an effect of pedagogical Competence (X1) partially on teacher performance (Y) (Rasam et al., 2019, p. 41). The results of this study are also supported by research conducted by Masdiantoro (2016), which states that simultaneously teacher competence (pedagogical Competence, personality competence, social Competence, and professional Competence) has a significant effect on teacher performance.

The third research was a journal entitled the influence of Pedagogical Competence, professionalism, and work motivation on the Performance of elementary school teachers. This study aims to analyze the effect of pedagogical Competence, professional, and work motivation on teacher performance partially and simultaneously. From the analysis and testing results, it is concluded that there is a positive and significant effect of pedagogical Competence and professional work motivation on teacher performance partially and simultaneously. This proves that the higher the pedagogical competence, professional, and work motivation, the higher the teacher's Performance in achieving educational goals (Romy et al., 2017).

The following research comes from a journal entitled the influence of Pedagogical Competence and Professional Competence of Teachers on teacher performance at MAN 3 Jombang. One of the objectives of this study was to examine the impact of pedagogic on teacher performance at MAN 3 Jombang. The result is that there is an influence between pedagogic Competence on teacher performance, with a contribution of 77.7%. Therefore, it can be seen that if the teacher's pedagogic Competence increases, the teacher's Performance will also increase (Wahyuningsih, 2021, p. 95). This study's results align with research conducted at SMKN 1 Jambi City, which states that pedagogical Competence affects teacher performance with a calculated value of 2.405 at a significance level of 0.018. Thus, teacher performance describes the work done by educators with the tasks they carry

out through the pedagogical competencies that an educator must have (Pascalia & Yudha, 2021, p. 71).

The last study is from the Philippines, a journal entitled *content knowledge and pedagogical skills of Teachers and its Relationship with Learners' Academic Performance in Learning English*. This study uses mixed methods and data triangulation to explore the relationship between English teachers' content knowledge and pedagogical skills to learners' Academic Performance in the Carcar City Division of Cebu, Philippines. One of the findings revealed a significant relationship between teachers' pedagogical skills in English and learners' Academic Performance. Thus, it was concluded that teachers' pedagogical skills are essential in transmitting English concepts that can help improve learners' Academic Performance in English (Ramos, 2021, p. 11).

From the results of the research on the effect of pedagogical studies/competencies on teacher teaching performance that have been presented, the author's initial assumption that pedagogical studies can improve teacher teaching performance is correct. Therefore, it is recommended that schools facilitate the improvement of teachers' pedagogical Competence to enhance teacher performance which will impact improving student learning outcomes.

CONCLUSION

Pedagogical studies, in this case, more specifically on *pedagogical* Competence, were very important for a teacher because they can help improve teacher performance. *Pedagogical* studies and teacher teaching performance have a proportional relationship; the better the teacher's ability/competence in *pedagogical* studies, the better the teacher's teaching performance. *Pedagogical* Competence is an essential ability that teachers must possess and has a significant influence on Indonesian education. This is because of the pedagogical Competence that the teacher must own, the success and failure of the learning process so that it will affect students' future.

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