

The Impact of Teachers' Pedagogical Competence in Building Students' Social Interaction in Islamic Religious Education (PAI) Lessons at SMAN 4 Palangka Raya

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ABSTRACT

This research aims to analyze the impact of teachers' pedagogical competence in building students' social interaction in Islamic Religious Education (PAI) subjects at SMAN 4 Palangka Raya. The pedagogical competence examined comprises seven indicators: mastery of student characteristics, mastery of learning theory, curriculum development, implementation of educational learning, development of student potential, communication, as well as learning assessment and evaluation. This research employs a qualitative narrative approach, utilizing one PAI teacher and 12 grade XI students as informants. Data collection techniques included in-depth interviews, observation, and documentation, which were then analyzed descriptively through data reduction, data presentation, and conclusion drawing processes. The research results show that teachers have attempted to apply pedagogical competence in the learning process. However, its implementation is still limited to lecture methods, less varied use of learning media, and communication that is not yet fully two-way. It contributes to the low active participation of students and the limited development of healthy social interactions in the classroom. These findings confirm the importance of strengthening teachers' pedagogical competence through reflective training and the use of more inclusive learning strategies. This research contributes to the development of PAI learning approaches that focus not only on cognitive achievement but also encourage character building and students' social skills, which are essential in addressing educational challenges in the 21st century.

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INTRODUCTION

Education is an interactive process between teachers and students that involves cognitive, affective, and psychomotor aspects. Education is a fundamental right that must be accessible to every individual (Syarnubi et al., 2024). In practice, educational success is not only determined by how well material is delivered, but also by the quality of social interaction between teachers and students. Social interaction becomes an integral part of learning because it creates a harmonious and dialogical learning climate (Rohanah, L., Mirawati, M., & Anwar, 2020). Good social interaction can enhance learning activities, self-confidence, and active student participation in the classroom.

According to Fadhliah (2023), social interaction is a key element in building dynamic and harmonious social relationships in educational environments (Fadhliah, 2023). However, in reality, many problems persist in the interaction between teachers and students, such as rigid communication, teacher domination, or passive student attitudes during the learning process (Hattie, 2023). It can hinder the learning process and reduce students' motivation to learn (Slavin, 2021). It impacts the suboptimal learning process, especially in the context of Islamic Religious Education (PAI) subjects, which not only teach religious knowledge but also instill values and moral character.

Islamic Religious Education aims to cultivate students' spiritual lives in alignment with Islamic values (Ali Mustofa & Muadzin, 2021). In this regard, teachers hold roles as *mu'allim* (instructor), *murabbi* (educator), and *uswah* (role model), as stated in Allah's word in Q.S. Al-Baqarah/2:151, which mentions that the Prophet Muhammad (peace be upon him) was sent to teach the Qur'an and wisdom to the ummah (Kemenag, 2019). Teachers are one of the key elements in the learning process, helping students overcome various problems and creating a learning atmosphere that supports their success (Aida, N., & Ahmadi, 2025). Teachers play a crucial role in shaping the education system and influencing student success, particularly during the learning process (Mazrur & Surawan, 2022). Therefore, Islamic Religious Education teachers have a dual responsibility: conveying knowledge and shaping student character through good social interaction.

However, based on the researcher's preliminary observations at SMAN 4 Palangka Raya on February 25, 2025, it was found that some students were less active in communicating, showed low self-confidence, and experienced barriers in social interaction, both with teachers and fellow peers. Diverse social backgrounds have become one of the factors contributing to the emergence of interaction disparities. Interview results with teachers also showed that a deeper and more personal approach is still needed to foster students' comprehensive social interaction.

This problem is closely related to teachers' pedagogical competence, namely the ability to design, implement, and evaluate the learning process effectively and contextually. According to Putra & Hariyati (2021), pedagogical competence includes a deep understanding of student characteristics, mastery of learning theory, and skills in developing student potential through appropriate approaches (Putra, E., & Hariyati, 2021). Teachers who master this aspect can create an interactive, educational, and communicative classroom atmosphere. On the other hand, according to Ofita & Seruri (2023), teachers in the 21st century are required to present contextual and meaningful learning by connecting teaching materials to students' social reality and building two-way communication that fosters self-confidence and active participation (Ofita, 2023). With strong pedagogical competence, teachers can comprehensively address students' academic and social-emotional needs. Teachers who possess holistic pedagogical competence can create a pleasant and interactive learning atmosphere that appreciates the uniqueness of each student.

According to Hasbi, pedagogical competence is the teacher's ability to manage student learning, which includes understanding student character, planning learning, implementing learning, evaluating learning, and maximizing student potential development. Teachers who possess strong pedagogical competence will be able to create an active and enjoyable learning atmosphere, fostering positive social interactions among teachers and students, as well as among the students themselves (Hasbi, Mulyadi, A., & Mustari, 2021).

Initial interview results with students showed that most of them felt that the learning methods used had not fully encouraged active participation and had not provided sufficient space for open interaction. Some students felt less confident in expressing their opinions due to the lack of an empathetic approach from teachers. It indicates the need for more innovative and humanistic learning strategies, allowing students' social interaction to develop optimally.

Based on this background, the problem formulation in this research is: "What is the impact of teachers' pedagogical competence in building students' social interaction in Islamic Religious Education (PAI) subjects at SMAN 4 Palangka Raya?"

This research aims to analyze the impact of teachers' pedagogical competence in building students' social interaction in Islamic Religious Education (PAI) subjects at SMAN 4 Palangka Raya. This research is expected to make significant contributions to PAI learning practices, particularly in

enhancing the quality of relationships between teachers and students, which serves as a foundation for character development and fostering an inclusive and enjoyable classroom atmosphere.

RESEARCH METHODS

This research employs a qualitative approach with a narrative research design. Narrative research was chosen because it enables researchers to describe and explore teachers' experiences in depth regarding the implementation of pedagogical competence and its impact on students' social interactions in the classroom. This research aims to understand how PAI teachers apply interactive learning strategies and to what extent this pedagogical competence affects students' social relationships during the learning process. The research was conducted for two months, from May to July 2025, at SMAN 4 Palangka Raya. In this research, primary data sources consist of one PAI teacher as the subject and 12 students from grade XI as informants. Secondary data were obtained from various written references, including books, articles, and relevant scientific journals. Data collection techniques included in-depth interviews, direct classroom observations, and documentation. The data validation technique employed in this research utilizes the source triangulation method. The obtained data were analyzed descriptively qualitatively through stages of data reduction, data presentation, and conclusion drawing (Sugiyono, 2022).

FINDINGS AND DISCUSSION

A. Teachers' Pedagogical Competence in Building Students' Social Interaction

Pedagogical competence is the ability in the learning process that includes understanding of students, educational concepts, teaching methodology, and learning evaluation systems, all of which aim to improve students' abilities (Kusumawardani, 2024). Pedagogical competence is one of the basic competencies that teachers must possess in the form of the ability to manage student learning, which includes understanding of students, planning and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials (Lestari, P. D. J. P., Bahrozi, I., & Yuliana, 2023). In the world of education, teachers are required to possess a range of competencies to support the achievement of high-quality learning.

Based on the Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers, Chapter IV, Article 10, Paragraph 1, teacher competencies, as referred to in Article 8, include pedagogical competence, personality competence, social competence, and professional competence obtained through professional education (Nurgiyantoro, 2002).

One of the most influential factors in the success of the learning process is pedagogical competence. Pedagogical competence is a teacher's ability to manage the learning process related to students, which includes seven assessed aspects: mastering student characteristics, mastering learning theory and educational learning principles, curriculum development, educational learning activities, student potential development, communication with students, assessment and evaluation (Hasbi, Mulyadi, A., Mustari, 2021). The implementation of a learning process is a form of teacher responsibility. The achievement of educational goals depends on teacher performance, as teachers play a direct role in the field (Yulianti, U., Julia, J., & Febriani, 2022). In carrying out this process, teachers are required to possess pedagogical competence, including an understanding and mastery of the learning process. Without knowledge of pedagogical competence, a teacher appears to be stagnant, as mastering learning tools enables them to easily discover innovations for delivering learning in the classroom (Crisnawati, E., Hermansyah, A. K., & Purwanti, 2022).

Pedagogical competence aims to ensure that teachers can carry out a more directed and effective learning process that achieves learning objectives. The pedagogical competence possessed by teachers also enables them to understand students' learning characteristics in depth (Sodikin, H., Sukandar, A., & Setiawan, 2022). By possessing good pedagogical competence, teachers are expected to understand educational foundations, apply learning theories, and design learning strategies tailored to students' characteristics. In addition, teachers are also expected to be able to arrange learning designs based on appropriate strategies (Aura, I., Hassan, L., & Hamari, 2021).

Based on the interview and observation results at SMAN 4 Palangka Raya, PAI teachers have implemented aspects of pedagogical competence in their learning practices, although not yet optimally comprehensive. The following is an elaboration based on the seven indicators of pedagogical competence:

1. Mastering Student Characteristics

Teachers need to understand and utilize information about students' characteristics, encompassing physical, intellectual, social, emotional, moral, and socio-cultural aspects, to support the learning process (Ulfah & Arifudin, 2022). Teachers are expected to be able to identify students' learning styles, provide equal learning opportunities, and create an inclusive learning environment that accommodates students with special needs. In addition, teachers also play a role in preventing deviant behavior that can harm other students, helping to develop individual potential, and giving special attention so that students with physical limitations do not feel excluded.

In line with this, interview results with Mr. Y, as the PAI teacher, showed efforts to recognize student characteristics from the beginning of the school year, including understanding their hobbies and habits to support the learning process. The teacher also tries to provide opportunities for students to ask questions and monitor their behavior during the learning process. However, student responses are quite varied; some feel understood, while others assess that the teacher does not sufficiently understand individual learning needs and does not always provide opportunities to ask questions. Some students also feel that more attention is given to male students than to female students. Observations support this, where the teacher rarely asks about understanding directly and often answers questions themselves. In fact, some students are more comfortable asking friends than the teacher. These findings suggest that, although the teacher intends to understand students, the implementation is not yet consistent; therefore, a more responsive and inclusive learning approach that prioritizes two-way communication is needed.

2. Mastering Learning Theory and Educational Learning Principles

Teachers are required to be able to establish educational approaches, strategies, methods, and learning techniques creatively, in accordance with competency standards and student characteristics, including their motivation to learn (Rizkasari, E., Rahma, I. H., & Aji, 2022). In implementation, teachers provide students with opportunities to master material according to their age and ability through a variety of activities. Teachers also monitor students' understanding of the material, adjust learning activities based on these results, and can explain reasons for activity changes if needed. In addition, teachers employ various techniques to motivate students, design integrated learning activities, and monitor responses from students who do not yet understand the material to inform future learning planning.

However, based on interview results with Mr. Y, the PAI teacher at SMAN 4 Palangka Raya, it appears that learning is still dominated by the lecture method, which is chosen due to facility limitations, such as the absence of LCDs and projectors. To maintain student interest, the teacher occasionally inserts humor or inspirational stories and adjusts the approach when students do not yet understand the material, such as asking them to summarize or reread, and delivers motivational quotes. Nevertheless, most students consider the lecture method boring and admit they are more comfortable asking friends because the teacher's explanations are perceived as unclear. However, the teacher often repeats material when needed. Classroom observation results reinforce these findings, showing that learning remains teacher-centered when students are not actively involved through group discussions, direct practice, or the use of digital media. Digital media was only used once, namely through the Quizizz application during daily tests.

Overall, although the teacher has shown concern for student understanding, the approach used is still limited and does not yet reflect learning innovations that encourage active participation. Therefore, the development of more varied methods that align with

modern learning principles is needed so that the PAI learning process becomes more interesting and compelling.

3. Curriculum Development

Teachers are expected to be able to arrange syllabi and design lesson plans (RPP or modules) that are appropriate to curriculum objectives and learning environment conditions, as well as organize teaching materials based on student needs (Ali & Syarnubi, 2020). In practice, teachers arrange syllabi according to the curriculum, design learning experiences that enable students to achieve basic competencies, and sequence materials based on learning objectives. Additionally, material selection is carried out selectively, taking into account alignment with learning objectives, student development levels, the classroom implementation context, and relevance to daily life.

Based on interviews with Mr. Y as the PAI teacher, it was revealed that the preparation of syllabi and lesson plans (RPP) has not been done independently, but rather continues the teaching materials from the previous teacher, which are still considered relevant to the classroom conditions. Nevertheless, RPP implementation is not thoroughly carried out, but is adjusted to the actual situation in the classroom. In selecting materials, the teacher tends to relate learning content to phenomena close to students' lives, such as social media, household economics, or marriage issues, to increase relevance and student engagement. On the other hand, most students are unsure whether the teacher uses RPP, as the document has never been explicitly shown or discussed. However, they realize that learning objectives are often conveyed at the beginning of the material.

They also assess that the material is sometimes relevant to daily life, although not always easy to understand. Classroom observations reveal that learning occurs naturally and is centered on textbooks, without the explicit use of teaching materials or the open delivery of curriculum structure. Although the teacher occasionally relates material to real-world contexts, these findings suggest that teacher involvement in curriculum development remains limited. Therefore, an active and reflective role is necessary in independently preparing learning materials to be more responsive to the evolving needs of students in the classroom.

4. Educational Learning Activities

Teachers are expected to be able to arrange and implement educational learning completely and in accordance with the needs and characteristics of students, including in the use of materials, learning resources, and utilization of information and communication technology (Anwar, 2019). In practice, teachers implement learning according to design, understand the purpose of each activity, and create a learning atmosphere that does not pressure students. Teachers also convey information according to students' developmental level, treat mistakes as part of the learning process, relate material to daily life, and use varied methods that are appropriate to the duration. Additionally, teachers manage classes effectively, provide space for interaction, and arrange activities systematically to support student understanding. The use of teaching aids, including ICT and audiovisual media, is also employed to enhance motivation and student engagement during the learning process.

However, based on interview results with Mr. Y as the PAI teacher, learning is still implemented. It has not been designed with varied or in-depth approaches, although the PAI teacher expressed the intention to improve it in the upcoming school year. To create an enjoyable atmosphere, the teacher incorporates humor and shares personal stories from daily life; however, technology utilization is still minimal, with only Quizizz being used during tests. Meanwhile, student perspectives reveal that although the learning atmosphere is quite enjoyable, the learning methods feel monotonous because they are dominated by lectures with minimal variation in media or technology, causing boredom and a lack of focus. Some students suggest that learning should be more interactive and engaging. Observation results support these findings, where the teacher appears to be dominant in delivering material without providing much space for student participation, and does not utilize visual or digital learning media. The class indeed feels relaxed, but interaction is limited, and the teacher's

approach is still teacher-centered. Thus, although the learning atmosphere is already conducive, learning does not yet fully reflect the principles of activity, method diversity, and technology utilization. Therefore, innovation in learning strategies and media is needed to optimize student engagement and understanding.

5. Student Potential Development

Teachers can analyze and develop each student's potential through learning programs that support the actualization of their academic, personality, and creative potential (Mulyana, Nongkeng, H., 2021). Teachers assess students' learning progress, design activities tailored to each student's skills and learning patterns, and encourage the development of creativity and critical thinking abilities. In addition, teachers provide individual attention, identify talents and learning difficulties, and provide appropriate learning opportunities. Teachers also focus on interaction with students so that they can understand and apply the information they learn.

Based on interview results with Mr. Y as the PAI teacher, it can be observed that he attempts to understand student potential by examining how they communicate and respond to learning, and distinguishes between introverted and extroverted students to adjust his approaches accordingly. The teacher emphasizes the prohibition of mobile phone use because it is considered to hinder creativity and critical thinking. However, he rarely designs specific activities to develop student potential, instead giving assignments that encourage students to think independently only occasionally.

From the student's perspective, opinions are varied; some feel that the teacher has helped recognize their interests, but many feel there is a lack of special attention to self-development and creativity, as learning is more focused on material delivery rather than exploring individual potential. Observations also reveal the absence of activities that stimulate creativity or task differentiation according to students' abilities, resulting in classroom activities that tend to be uniform without adjustments to individual needs. Thus, student potential development by the PAI teacher is still limited to informal observation without the use of specific strategies. Therefore, learning plans that are more responsive to differences in character and interests are needed, so that students can develop optimally, both academically and personally.

6. Communication with Students

Teachers can communicate effectively, empathetically, and politely with students and show enthusiastic and positive attitudes (Mulyana, Nongkeng, H., 2021). Teachers use questions, including open-ended ones, to gauge comprehension and maintain student participation. They listen attentively without interrupting, except to clarify any points that require further explanation. Teachers respond to questions appropriately, accurately, and in accordance with the curriculum, without embarrassing students. In addition, teachers present activities that encourage cooperation among students and pay attention to all answers, both correct and incorrect, to follow understanding and eliminate confusion with complete and relevant responses.

It aligns with interview results with Mr. Y, the PAI teacher, who strives to foster warm and informal communication. Hence, students feel comfortable expressing opinions by providing gentle corrections and praise as a form of appreciation. However, student responses are varied; some feel comfortable interacting, while others complain about the lack of space for question-and-answer sessions and equal attention. Classroom observations reveal a communication style that tends to be one-way, where the teacher is more dominant in delivering material and often answers students' questions himself without stimulating deeper discussion. Thus, although communication has been conducted politely and without pressure, teachers need to refine their questioning skills, offer constructive feedback, and foster an open dialogue atmosphere to enhance student engagement and comprehensive understanding.

7. Assessment and Evaluation

Teachers conduct ongoing assessment of learning processes and outcomes by evaluating their effectiveness and using assessment results to design remedial and enrichment

programs (Mulyana, Nongkeng, H., 2021). Teachers arrange assessment tools according to learning objectives outlined in lesson plans or modules, implement various assessment techniques, and provide students with an overview of their material understanding based on the results. Assessment results are analyzed to identify difficult material and understand students' strengths and weaknesses for remedial and enrichment purposes. Teachers also utilize student feedback for reflection and learning improvement, and use assessment results as a basis for designing subsequent learning plans.

Based on interview results with Mr. Y, as the PAI teacher at SMAN 4 Palangka Raya, he arranges assessments by adjusting to students' conditions and abilities, where the difficulty level of questions is regulated according to classroom situations. Suppose many students have not achieved learning objectives. In that case, the teacher conducts an evaluation of both himself and the questions created, and provides remedial programs such as memorization, repeating questions with specific target scores, or summarizing material according to students' readiness. From the student's perspective, the majority feel that the assessment given is fair and appropriate to their abilities, with assignments and tests in the form of multiple-choice questions or written responses, as well as remedial opportunities for those with low scores. However, not all students feel that follow-up guidance is necessary after remedial, only substitute assignments. Observations indicate that evaluation focuses more on final results in the form of grades, without active formative evaluation, such as question-and-answer sessions or in-depth discussions, and minimal student involvement in assessing their own learning outcomes. It indicates that although remedial has been conducted, formative and reflective evaluation approaches are still not optimal.

Overall, assessment and evaluation have shifted toward utilizing assessment results for remedial and enrichment purposes, but further improvement is needed through the implementation of formative assessment, constructive feedback, and student involvement, so that learning becomes more responsive to student needs and development.

Based on the seven indicators of pedagogical competence that have been analyzed, it is evident that the PAI teacher at SMAN 4 Palangka Raya has attempted to apply pedagogical principles in teaching and learning. However, implementation is still conventional and not yet optimal in supporting active participation, potential development, and effective two-way communication. Limited learning media, the dominance of lecture methods, and minimal formative evaluation are the primary obstacles that impact the quality of students' social interaction in the classroom.

B. The Impact of Teachers' Pedagogical Competence on Students' Social Interaction

According to Ahmadi, social interaction is a relationship between two or more individuals, where the behavior of one individual influences, changes, or improves the behavior of another individual or vice versa (Triyatmini, 2021). Social interaction fosters deep understanding between teachers and students, among students, and between students and people outside of school, leading to effective communication and a respectful attitude (Sudariyanto, 2021). According to Vygotsky (2018), social interaction plays an important role in children's cognitive development (Vygotsky, 2018). He emphasizes that learning occurs in a social context, where interaction with peers and teachers helps students develop new understanding and skills. This theory, known as the Zone of Proximal Development (ZPD), suggests that students can achieve a more profound understanding with guidance from more competent individuals. According to Bronfenbrenner (2019), in Ecological Development theory, he emphasizes that students' social interaction is influenced by various systems in their environment, such as family, school, and community. Bronfenbrenner explains that interactions between students and teachers, peers, and parents are very influential in shaping their personality and social skills (Bronfenbrenner, 2019). A conducive and supportive environment will help students build healthy social interactions (Shelton, 2021).

Based on the results of interviews at SMAN 4 Palangka Raya, the pedagogical competence of PAI teachers has a significant influence on the form and quality of students' social interaction.

Teachers who do not create a dialogue space and do not ask students to share their understanding cause students to feel reluctant to interact. Some students admitted that they were more comfortable asking friends than the teacher, and felt that the teacher did not give equal attention. Some students even mentioned that the teacher paid more attention to male students than female students.

During the observation, it was found that students who were playing with their mobile phones, chatting, or even sleeping were not always reprimanded by the teacher. The teacher also tended to answer his own questions without allowing students to think or discuss. It inhibits the process of social interaction because students are not accustomed to expressing opinions, debating, or actively cooperating with their friends. In fact, if teacher pedagogic competence is maximised by creating active, relevant, communicative, and reflective learning, students will be more socially engaged. They will dare to ask questions, be open to criticism, be empathetic towards others, and develop a positive attitude towards the classroom environment.

Students who feel valued and involved in the learning process are more likely to cooperate, resolve conflicts amicably, and generate enthusiasm for group work. Meanwhile, students who are not allowed to participate tend to be passive and withdraw from classroom social activities. Thus, the pedagogical competence of teachers not only impacts students' academic success but also significantly influences the development of healthy and productive social interactions within the learning environment.

CONCLUSION

The results of this study indicate that the pedagogical competence of Islamic Religious Education teachers plays a crucial role in shaping students' social interactions in the classroom. Through the seven indicators analyzed, teachers have attempted to implement various pedagogical aspects, including understanding the characteristics of students, designing and implementing educational learning, and conducting continuous assessment and evaluation. These efforts reflect teachers' professional awareness in creating a conducive and inclusive learning atmosphere. However, the implementation of pedagogical competence in the field still faces several challenges. The learning process, which is still dominated by the lecture method, limited use of interactive learning media, and communication that is not fully two-way, presents an obstacle to realizing active and constructive social interaction. As a result, students' participation in learning remains limited, and their potential in social aspects has not been fully explored.

This research contributes to enriching the literature on the importance of strengthening teachers' pedagogic competence, especially in building social relationships in Islamic values-based classrooms. Therefore, it is recommended that future research develop and test an integrated character-based and social-emotional pedagogical training model to improve the quality of teacher-student interactions in the context of Islamic Religious Education learning in the 21st-century education era.

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