

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 includes seven indicators: mastery of student characteristics, mastery of learning theory, curriculum development, implementation of educational learning, student potential development, communication, as well as learning assessment and evaluation. This research uses a qualitative narrative approach with one PAI teacher and 12 grade XI students as informants. Data collection techniques were conducted through 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, but its implementation is still limited to lecture methods, less varied use of learning media, and communication that is not yet fully two-way. This impacts the low active participation of students and 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 not only focus on cognitive achievement but also encourage character building and students' social skills, which are essential in addressing educational challenges in the 21st century era.

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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, S., Efriani, A., Pranita, S., Zulhijra, Z., Anggara, B., Alimron, A., & Rohmadi, 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 Fadhliyah (2023), social interaction is a key element in building dynamic and harmonious social relationships in educational environments (Fadhliyah, 2023). However, in reality, many problems are still encountered in the interaction between teachers and students, such as rigid communication, teacher domination, or passive student attitudes in the learning process (Hattie, 2023). This can hinder the learning process and reduce students' motivation to learn (Slavin, 2021). This 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 has the goal of fostering students' spiritual lives to align 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 important elements in the learning process to overcome various problems and create a learning atmosphere that supports student success (Aida, N., & Ahmadi, 2025). Teachers have an important role in building the education system and determining student success, especially in 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 became one of the factors causing the emergence of interaction disparities. Interview results with teachers also showed that a deeper and more personal approach is still needed to foster students' social interaction comprehensively.

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 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 can foster self-confidence and active participation (Ofita, C., 2023). With strong pedagogical competence, teachers are able to reach students' academic as well as social-emotional needs comprehensively. Teachers who master pedagogical competence holistically are able to create a pleasant, interactive learning atmosphere that appreciates the uniqueness of each student.

According to Hasbi, pedagogical competence is the teacher's ability to manage student learning that includes understanding student character, learning planning, implementation, evaluation, and maximizing student potential development. Teachers who have strong pedagogical competence will be able to create an active, enjoyable learning atmosphere and build positive social interactions between 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 empathetic approach from teachers. This indicates the need for more innovative and humanistic learning strategies so that students' social interaction can 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 provide real contributions to PAI learning practices, especially in

improving the quality of relationships between teachers and students as a foundation for character building and creating an inclusive and enjoyable classroom atmosphere.

RESEARCH METHODS

This research uses a qualitative approach with narrative research type. Narrative research was chosen because it allows researchers to describe and explore teachers' experiences in depth regarding the implementation of pedagogical competence and its influence on students' social interaction 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 was obtained from various written references such as books, articles, and relevant scientific journals. Data collection techniques were carried out through in-depth interviews, direct classroom observation, and documentation. The data validation technique in this research uses source triangulation technique. The obtained data was 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 have a number of competencies to support the achievement of quality learning.

Based on the Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers Chapter IV Teachers 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 (Republic of Indonesia Law, 2005).

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 7 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 or not depends on teacher performance, because teachers play a direct role in the field (Yulianti, U., Julia, J., & Febriani, 2022). In carrying out this process, teachers are required to have pedagogical competence with understanding and mastery of learning. Without knowledge of pedagogical competence, a teacher seems to only be in a place without movement, because by mastering learning tools, a teacher will easily find new innovations to deliver learning in the classroom (Crisnawati, E., Hermansyah, A. K., & Purwanti, 2022).

Pedagogical competence aims to ensure that teachers can carry out a more directed, effective learning process that can achieve learning objectives. The pedagogical competence possessed by teachers also enables them to better understand and identify students' learning characteristics in depth (Sodikin, H., Sukandar, A., & Setiawan, 2022). By having good pedagogical competence, teachers are expected to understand educational foundations, be able to apply learning theory, and design learning strategies that are appropriate to student

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 interview and observation results at SMAN 4 Palangka Raya, PAI teachers have implemented these aspects of pedagogical competence in 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 student characteristics, both from physical, intellectual, social, emotional, moral, and socio-cultural background aspects to support the learning process (Ulfah, Arifudin, 2022). Teachers are expected to be able to identify students' learning styles, provide equal opportunities in learning, and create an inclusive learning environment for 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 knowing their hobbies and habits to support the learning process. The teacher also tries to provide opportunities for questions and pays attention to student behavior during learning. 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 female students. Observations support this, where the teacher rarely asks about understanding directly and often answers questions themselves. In fact, there are students who are more comfortable asking friends than the teacher. These findings indicate that although the teacher intends to understand students, the implementation is not yet consistent, so a more responsive, inclusive learning approach that pays attention to 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 opportunities for students to master material according to age and ability through varied activities. Teachers also monitor students' understanding of the material, adjust learning activities based on these results, and are able to explain reasons for activity changes if needed. In addition, teachers use various techniques to motivate students, arrange integrated learning activities, and pay attention to responses from students who do not yet understand the material to improve future learning planning.

However, in reality, based on interview results with Mr. Y as the PAI teacher at SMAN 4 Palangka Raya, it shows that learning is still dominated by the lecture method, which is chosen due to facility limitations such as the absence of LCD and projectors. To maintain student interest, the teacher occasionally inserts humor or inspirational stories, and tries to adjust the approach when students do not yet understand the material, such as asking them to summarize or reread, as well as delivering 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, although the teacher often repeats material when needed. Classroom observation results reinforce these findings, showing that learning is still teacher-centered without actively involving students through group discussions, direct practice, or utilization 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 effective.

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 so that students achieve basic competencies, and arrange material sequences based on learning objectives. In addition, material selection is carried out selectively, paying attention to alignment with learning objectives, student development levels, implementation context in the classroom, 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 only continues the teaching materials from the previous teacher which are considered still relevant to classroom conditions. Nevertheless, RPP implementation is not fully carried out completely, 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 do not know for certain whether the teacher uses RPP, because the document has never been shown or discussed explicitly, although 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 show that learning takes place simply and is centered on textbooks, without explicit use of teaching materials or open delivery of curriculum structure. Although the teacher occasionally relates material to real contexts, these findings indicate that teacher involvement in curriculum development is still limited. Therefore, an active and reflective role is needed in independently preparing learning materials to be more responsive to the dynamics of student needs 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 duration. In addition, teachers manage classes effectively, provide space for interaction, and arrange activities systematically to support understanding. The use of teaching aids, including ICT and audio-visual media, is also utilized to increase motivation and student engagement during learning.

However, based on interview results with Mr. Y as the PAI teacher, learning is still implemented simply and has not been designed with varied or in-depth approaches, although the PAI teacher expressed intention to improve it in the upcoming school year. To create an enjoyable atmosphere, the teacher inserts humor and daily life stories, but technology utilization is still very limited, only using Quizizz during tests. Meanwhile, student perspectives reveal that although the learning atmosphere is quite enjoyable, learning methods feel monotonous because they are dominated by lectures with minimal variation in media or technology, making them bored and less focused. Some students suggest that learning should be more interactive and engaging. Observation results support these findings, where the teacher appears dominant in delivering material without providing much space for student participation, and does not use 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 reflect the principles of activity, method diversity, and technology utilization, so innovation in learning strategies and media is needed to improve student engagement and understanding more optimally.

5. Student Potential Development

Teachers are able to analyze and develop each student's potential through learning programs that support the actualization of their academic, personality, and creativity potential (Mulyana, Nongkeng, H., 2021). Teachers assess students' learning progress, design activities according to each student's skills and learning patterns, and encourage 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 they can understand and utilize information in learning.

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

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

6. Communication with Students

Teachers are able to communicate effectively, empathetically, and politely with students and show enthusiastic and positive attitudes (Mulyana, Nongkeng, H., 2021). Teachers use questions, including open-ended questions, to understand comprehension and maintain student participation, while listening with full attention without interrupting except to help clarify. Teachers respond to questions appropriately, accurately, and according to 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.

This is in line with interview results with Mr. Y as the PAI teacher, who strives to build warm and informal communication so 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 question-and-answer space and equal attention. Classroom observations show communication 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 hone their questioning skills and provide constructive feedback, as well as create an open dialogue atmosphere to improve 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 in lesson plans or modules, implement various assessment techniques, and inform results to students as an overview of material understanding. 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. If many students have not achieved learning objectives, the teacher conducts evaluation both of 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 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 or written, as well as remedial opportunities for those with low scores. However, not all students feel follow-up guidance after remedial, only substitute assignments. Observations show 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. This indicates that although remedial has been conducted, formative and reflective evaluation approaches are still not optimal.

Overall, assessment and evaluation have moved toward using assessment results for remedial and enrichment, but need to be improved with 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 known that the PAI teacher at SMAN 4 Palangka Raya has attempted to apply pedagogical principles in learning. However, implementation is still conventional and not yet optimal in supporting active participation, potential development, and effective two-way communication. Limited learning media, dominance of lecture methods, and minimal formative evaluation are the main obstacles that affect 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 creates deep understanding between teachers and students, students with students, and students with people outside of school in conducting good interactions, thus creating good communication in conveying ideas and fostering an attitude of respect (Sudariyanto, 2021)s. 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 is known as the Zone of Proximal Development (ZPD), which shows that students can achieve higher 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, it appears that 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, do not ask students' understanding, cause students to feel reluctant to interact. Some students admitted that they were more comfortable asking friends than teacher, and felt that teacher did not give equal attention. Some students even mentioned that teacher paid more attention to male students than female students.

In the observation, it was found that during the lesson, students who were playing mobile phones, chatting, and even sleeping, were not always reprimanded by the teacher. Teacher also tended to answer his own questions without giving students the opportunity to think or discuss. This inhibits the process of social interaction, because students are not used to expressing opinions, debating, or actively cooperating with 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 co-operate, resolve conflicts amicably and generate enthusiasm for group work. Meanwhile, students who are not given the opportunity to participate tend to be passive and withdraw from classroom social activities. Thus, the pedagogical competence of teachers not only impacts on students' academic success, but also greatly influences the formation of healthy and productive social interactions in the learning environment.

CONCLUSION

The results of this study show that the pedagogical competence of Islamic Religious Education teachers has a very important role in shaping students' social interactions in the classroom. Through the seven indicators analysed, it can be seen that teachers have tried to implement various pedagogical aspects, such as 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 pedagogic competence in the field still faces a number of challenges. The learning process that is still dominated by the lecture method, the lack of use of interactive learning media, and communication that is not fully two-way are obstacles in realising active and constructive social interaction. As a result, students' participation in learning is still limited and their potential in social aspects has not been optimally 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 pedagogic training model, in order to improve the quality of teacher and student interactions in the context of Islamic Religious Education learning in the 21st century education era.

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