

Development of Pedagogic Competencies of PGMI Teachers in Improving the Quality of Learning in Islamic Elementary Schools

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Abstract

This study examines the development of pedagogical competence of PGMI teachers in improving the quality of learning in Islamic Elementary Schools. Pedagogical competence is a crucial aspect that determines the effectiveness of teaching and learning processes, particularly in integrating academic content with Islamic values. This research aims to analyze how the development of teachers' pedagogical competence contributes to enhancing learning quality. The study employs a qualitative approach with a descriptive design. Data were collected through in-depth interviews, classroom observations, and documentation, and analyzed using an interactive model involving data reduction, data display, and conclusion drawing. The findings indicate that the development of pedagogical competence significantly improves teachers' ability to design systematic and student-centered learning, implement innovative teaching methods, and conduct comprehensive evaluations. It also enhances students' engagement, participation, and learning outcomes. Furthermore, the integration of Islamic values within the learning process contributes to the formation of students' character. However, several challenges remain, including limited access to professional development, administrative workload, and uneven distribution of training opportunities. The study concludes that strengthening pedagogical competence is essential for improving the quality of learning in Islamic Elementary Schools. Therefore, continuous professional development, institutional support, and effective educational policies are required to ensure sustainable improvement in teaching practices.

Keywords: *Pedagogical Competence, PGMI Teachers, Learning Quality, Islamic Elementary School, Teacher Development.*

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INTRODUCTION

In the 21st century classroom, pedagogical competence is increasingly associated with "Technological Pedagogical Content Knowledge" (TPACK). This framework shows that effective modern teaching requires an understanding of how technology can be used to represent concepts in a way that is superior to traditional methods (Ariyanti et al., 2024). For elementary school teachers, this may involve using interactive simulations to explain geographic concepts or digital storytelling to explore historical events. The challenge remains to ensure that technology supports pedagogy, not the other way around (Somantri, 2021).

Basic education has a strategic role in forming the foundation of knowledge, skills, and character of students. In the context of Islamic Elementary Schools, the educational process is not only oriented to the mastery of general science, but also to the cultivation of Islamic values that are the hallmarks of the educational institution. Therefore, the quality of learning is a key factor in determining the success of the educational process, which is greatly influenced by teacher competence, especially pedagogic competence (Anita Puspa Meilina, 2025).

Pedagogic competence is the ability of teachers to design, implement, and evaluate learning effectively according to the characteristics of students. Madrasah Ibtidaiyah Teacher Education Teachers (PGMI) as prospective educators in the Islamic basic education environment are required to have comprehensive pedagogic competencies, including understanding of students, mastery of learning theories, curriculum development, and the ability to manage innovative and adaptive learning. In an era of technological development and increasingly complex educational dynamics, the demands on teachers' pedagogic competence are getting higher (Susanto & Rozali, 2022).

For teachers in Islamic Elementary Schools (PJK), pedagogical competence has an additional level of complexity. These educators must integrate general academic subjects, such as Social Sciences (Social Studies), with moral and religious values. Research shows that the development of pedagogical competencies in this sector focuses on improving the quality of learning by making it more "contextual". Especially in Social Science lessons, the goal is to help students understand their social environment and develop civic responsibilities (Sumiarsi & PendidikanTarakan, n.d.).

However, empirical studies at institutions such as SD Negeri 2 Wlahar reveal that although many teachers have a strong theoretical understanding of student characteristics, they often struggle to integrate digital media and innovative models such as Problem-Based Learning (PBL) or Project-Based Learning (PjBL) practically. The transition from the traditional method of "lectures and whiteboards" to a student-centered approach remains a significant obstacle due to limited facilities and lack of specialized training in educational technology (Samuel, 2015).

However, the reality on the ground shows that there are still various problems related to teachers' pedagogic competence, such as the lack of optimal learning planning, the use of conventional methods, and limitations in conducting authentic and sustainable evaluations. This condition has an impact on the low quality of learning, which ultimately

affects student learning outcomes. On the other hand, the implementation of the Independent Curriculum also requires teachers to be more creative, innovative, and able to adapt learning strategies to the needs of students (Mawaddah, n.d.).

The development of pedagogic competence of PGMI teachers is a must to answer these challenges. This development effort can be carried out through various strategies, such as professional training, workshops, learning communities, and the use of technology in learning. With good pedagogic competence, teachers are expected to be able to create effective, fun, and meaningful learning, so that they can improve the quality of education in Islamic Elementary Schools (Fauzi & Didi Suryadi, 2020).

An important but often overlooked aspect of pedagogical competence is the "reflective" component. An expert teacher doesn't just deliver lessons; They analyze the results. This involves the question: *What works? Why do certain students struggle? How can assessments be made more authentic?* Authentic assessment, which evaluates students' abilities in a real-world context and not through rote them, is a hallmark of high pedagogical competence (Pratiwi & Khosmawati, 2026).

The development of these competencies is essential to improve the overall quality of education. When teachers have pedagogical competence, student involvement increases, learning outcomes improve, and the school environment becomes a more dynamic space for intellectual and moral growth.

Based on this background, this study aims to analyze the development of pedagogic competencies of PGMI teachers in improving the quality of learning in Islamic Elementary Schools. This study is expected to contribute to the development of more innovative learning practices and become a reference for improving the quality of teachers in the Islamic basic education environment.

METHOD

This study uses a qualitative approach with a descriptive type of research. This approach was chosen to deeply understand the process of developing pedagogic competencies of PGMI teachers in improving the quality of learning in Islamic Elementary Schools. Through a qualitative approach, researchers can explore the experiences, strategies, and dynamics faced by teachers in learning practices in a contextual and holistic manner (Aveling et al., 2015).

The research design used is a case study, focusing on one or more Islamic elementary schools that are the location of the research. The selection of locations is carried out purposively by considering criteria such as the implementation of active learning, the involvement of teachers in competency development, and institutional support for improving the quality of learning.

The data sources in this study consist of primary data and secondary data. Primary data was obtained from PGMI teachers, school principals, and students as supporting informants. Meanwhile, secondary data was obtained from documents such as Learning Implementation Plans (RPP), teaching modules, evaluation tools, and school policies related to improving teacher competence (Njie & Asimiran, 2014).

Data collection techniques include: (1) in-depth interviews to explore information related to teachers' experiences and strategies in developing pedagogic competencies; (2) direct observation of the learning process to see the implementation of pedagogic competence in the classroom; and (3) documentation studies to analyze learning planning and evaluation. This technique is carried out triangulatively to increase the validity of the data.

Data analysis was carried out using an interactive analysis model which included three stages, namely data reduction, data presentation, and drawing conclusions. The data that has been collected is selected and simplified, then presented in the form of a descriptive narrative, and then analyzed to find patterns, themes, and relationships between research variables (Zaluchu, 2020).

The validity of the data is guaranteed through triangulation of sources and methods, as well as credibility tests through member checks to informants. In addition, researchers also increase diligence in the data collection process to obtain valid and accountable results. With this research method, it is hoped that a comprehensive picture can be obtained of the development of pedagogic competence of PGMI teachers and their contribution in improving the quality of learning in Islamic Elementary Schools.

RESULTS AND DISCUSSION

The results of the study show that the development of pedagogic competencies of PGMI teachers has a significant contribution to improving the quality of learning in Islamic Elementary Schools. The findings of this study can be described in several main aspects as follows:

1. The development of pedagogic competencies of PGMI teachers improves the quality of learning planning and implementation

Pedagogical competence represents a specific set of skills, knowledge, and dispositions that a teacher must possess to effectively manage the learning process. In contrast to general subject matter expertise, pedagogical competencies focus on the "how" of teaching the ability to turn complex information into concepts that are easy to understand for students, particularly those in the early years of primary education. According to established educational theory, these competencies are not just static in nature but dynamic abilities that involve understanding student psychology, designing teaching strategies, and applying assessment techniques that drive holistic development. In the context of elementary school (SD/MI), where children are at the concrete operational stage of cognitive development, teachers' ability to bridge the gap between abstract curriculum standards and children's life experiences is a hallmark of professional excellence (Riswan & Habibah, 2022).

Pedagogical competence is legally and academically defined as an educator's ability to manage student learning, which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to realize their full potential. In his seminal work, *The Art and Science of Teaching*, Robert Marzano emphasizes that effective pedagogy requires a balance between structured instructional design and dynamic interpersonal relationships between

teachers and students. For primary school teachers, this involves a deep mastery of developmental psychology, because the learning needs of seven-year-olds are very different from the learning needs of eleven-year-olds.

The pedagogical competency framework is generally categorized into several main pillars. These pillars ensure that teachers are not only "imparting" information but also "facilitators" of learning (Fitria & Lestari, 2024).

- a. **Understanding Student Characteristics:** Teachers must recognize the physical, moral, social, cultural, emotional, and intellectual aspects of their students. This includes identifying learning difficulties or talents early in the educational cycle.
- b. **Mastery of Learning Theories and Principles:** Effective educators draw inspiration from various schools of thought, such as behaviorism, cognitivism, and constructivism. In modern elementary education, a constructivist approach in which students build their own knowledge through experience is highly prioritized.
- c. **Curriculum Development:** This includes the ability to create syllabuses and lesson plans (lesson plans) that are aligned with national standards but still flexible enough to meet local needs. Teachers must be able to select, order, and organize content to ensure logical development.
- d. **Educational Learning Activities:** This is an implementation phase in which teachers use various methods, such as Problem-Based Learning (PBL) or Project-Based Learning (PjBL), to engage students. It also includes the effective use of technology and educational media.

Despite the theoretical framework provided in the textbook, the practical application of pedagogical competencies faces significant obstacles in the 21st century classroom. Research shows that although many teachers have a strong understanding of student characteristics, they often struggle to integrate digital media and innovative assessment models. In many elementary schools, the "lecture and whiteboard" method still persists due to lack of infrastructure or inadequate training in "Technological Pedagogical Content Knowledge" (TPACK).

In addition, the shift towards "independent learning" (independent learning) requires teachers to move from memorization to authentic assessment. Authentic assessments evaluate students' performance in real-world tasks, not just their ability to remember facts in multiple-choice tests. This transition requires a high level of reflective practice, in which teachers systematically analyze their own teaching performance to identify areas for improvement (Fitria & Lestari, 2024).

Improving Teacher Professionalism To bridge the gap between current abilities and ideal pedagogical standards, continuous professional development (CPD) is essential. These include workshops on scientific writing, action research in the classroom, and collaborative teaching models. For teachers in specialization pathways such as Madrasah Ibtidaiyah Teacher Education (PGMI) or Social Studies (IPS), the focus is often on making the curriculum contextually relevant to the students' social environment.

The development of this competency is directly related to student learning outcomes. When a teacher masters pedagogy, the classroom environment becomes more inclusive, student motivation increases, and the quality of learning increases significantly. As noted in the book *The Skillful Teacher*, the most effective educators are those who never stop learning about the learning process itself.

2. Improving pedagogic competence has an impact on student activeness and involvement in learning

Pedagogical competencies represent an educator's specific ability to effectively manage student learning. This multifaceted construct involves the integration of educational theory, a psychological understanding of student development, and the practical application of teaching strategies. According to authoritative educational literature, a teacher's pedagogical skills are not just a reflection of their subject matter knowledge, but are defined by their capacity to transform complex information into an accessible, engaging, and intellectually stimulating experience for learners. In the context of modern education, these competencies are seen as the main drivers for fostering student "activeness" and deep cognitive engagement (Helmie et al., 2022).

The conceptual framework of pedagogical competence is rooted in the work of educational theorists such as Lee Shulman, who introduced the concept of Pedagogical Content Knowledge (PCK). Shulman argues that effective teaching requires a blend of content knowledge and pedagogical knowledge not only knowing *what* to teach, but *also how* to teach it in a way that addresses the diverse needs of students. This is supported by the "Professional Standards for Teachers," which emphasizes that pedagogical competence includes the ability to plan, implement, and evaluate learning processes based on student characteristics.

In the classic text *The Art and Science of Teaching*, Robert Marzano highlights that pedagogical competence involves a series of design questions that teachers must answer to ensure student success. This includes setting class rules, helping students practice and deepen new knowledge, and generating and testing hypotheses. Mastery of these elements is directly correlated with teachers' ability to maintain a high level of student engagement.

Pedagogical competence is generally categorized into several main dimensions in the academic literature and national educational standards (Saputri et al., n.d.):

- a. Understanding Learners: This involves the introduction of the physical, moral, social, cultural, emotional, and intellectual characteristics of students. Effective teachers use developmental psychology to tailor their approach.
- b. Curriculum Development: The ability to design syllabus and lesson plans that align with educational objectives while remaining flexible enough to adapt to classroom dynamics.
- c. Learning Design: Utilize a variety of teaching models, such as Inquiry-Based Learning or Problem-Based Learning, to stimulate critical thinking.
- d. Assessment and Evaluation: The use of formative and summative assessments to measure progress and provide feedback that encourages further learning.

Student activeness is a condition in which students are physically, mentally, and socially involved in the learning process. Research shows that pedagogical competence is the most significant predictor of this engagement. When a teacher has high pedagogical skills, they can reduce common barriers to student participation.

In many classroom settings, students may lose interest in learning for fear of being ridiculed by peers, lack of understanding of the material, or lack of concentration. Pedagogically competent teachers address this problem by creating a "safe" learning environment. As mentioned in *the Teaching and Learning Process*, the interaction between teacher and student is a reciprocal cycle in which the teacher's stimuli must be met with student responses to achieve effective learning.

To increase student activity, teachers often use special models such as the Student Team Achievement Division (STAD). This model encourages collaboration and accountability among peers, ensuring that students are not passive recipients of information but active contributors to the success of their group.

The evolution of a teacher's pedagogical skills is an ongoing process. Professional development is essential for teachers to stay up-to-date with contemporary educational technology and psychological insights. According to the Journal of *Education Administration*, improving professional and pedagogical competence at the elementary school level is the foundation for long-term academic success.

In addition, the integration of behavioral approaches in qualitative research shows that teacher behaviors such as the use of positive reinforcement and clear communication directly affect student behavioral engagement in subjects such as Islamic Religious Education (PAI).

Quantitative Measures of Pedagogical Impact Although pedagogy is often discussed qualitatively, its impact can be modeled through educational statistics. The relationship between teacher intervention (T) and student involvement (E) can be simplified as a function of pedagogical quality (Q):

$$E=F(Q,C,S)$$

Where:

Q = Pedagogical Quality

C = Content Complexity

S = Socio-emotional state of students

In more complex learning designs, the probability of a student achieving a learning objective (P) can be modeled using the Rasch model or Item Response Theory, in which the teacher's ability to provide support (scaffolding) (SC) reduces the difficulty (D) of the task:

$$P(\text{kesuksesan}) = \frac{e^{(\beta-\delta)}}{1 + e^{(\beta-\delta)}}$$

In this context, β represent the student's abilities and δ represent the level of difficulty of the task modified by the teacher's pedagogical intervention.

Despite its obvious benefits, several factors can hinder the application of pedagogical competence. These factors include:

- a. Large Class Sizes: Makes it difficult to give individual attention.
- b. Administrative Burden: Reduces the time available for creative lesson planning.
- c. Limited Resources: Limiting the use of a variety of learning media.

Addressing these challenges requires a systemic approach, which involves institutional support and teachers' personal commitment to lifelong learning.

3. Strengthening teachers' pedagogic competence contributes to improving the quality of learning evaluation and character formation of students

Pedagogic competence is the ability to understand students, design and implement learning, evaluate learning outcomes, and develop students to actualize their various potentials. In the modern educational structure, this competence is not just a technical teaching skill, but a philosophical and methodological foundation that determines the effectiveness of knowledge transfer and the internalization of values. Teachers who have strong pedagogic competence are able to create an adaptive classroom ecosystem, in which the assessment process becomes not only a cognitive measuring tool, but also a diagnostic instrument for continuous improvement (Akbar, 2021).

Pedagogic competencies include an in-depth understanding of learning theory and principles of educational learning. According to national education standards, this dimension involves the ability of teachers to manage learning which includes understanding the insights or foundations of education. Author of the book *Becoming a Teacher*, Forrest W. Parkay, emphasizes that pedagogy is an art and a teaching science that requires constant reflection on practice in the classroom. Without perfecting this aspect, teachers tend to get stuck in administrative routines that ignore the unique psychological and intellectual development needs of students (Sele & Sila, 2022).

Contribution to Improving the Quality of Learning Evaluation Quality learning evaluation is not just providing numerical grades at the end of the semester, but a systematic process to determine the extent to which learning goals have been achieved. Strengthening pedagogic competence allows teachers to (Bhakti, 2016):

- a. Designing Valid and Reliable Assessment Instruments: Competent teachers understand the difference between formative and summative assessments. They are able to compile questions that not only test memorization (LOTS), but also *Higher Order Thinking Skills* (HOTS).
- b. Conducting Authentic Assessments: In the book *Measurement and Assessment in Teaching*, Robert L. Linn explains that assessments should reflect real-world tasks. Teachers with strong pedagogy use portfolio performance, projects, and observations to get a complete picture of students' abilities.

- c. Utilization of Feedback (Feedback): The quality of evaluation improves when teachers are able to provide constructive and timely feedback, which helps students understand existing errors and how to correct them.

The Role of Pedagogy in Student Character Building Character formation is an integrative process that occurs through example, habituation, and strengthening of moral values in every instructional interaction. Thomas Lickona in his work *Educating for Character* states that schools must help students understand, pay attention to, and act on core ethical values (Bhakti, 2016).

Teachers who have high pedagogic competence realize that every subject matter can be infused with character values such as honesty, discipline, and hard work. For example, in learning evaluations, teachers who emphasize integrity will create an assessment system that minimizes the chances of it happening, while also educating students about the importance of academic honesty. In addition, a humanistic pedagogic approach allows teachers to approach students personally, understand their backgrounds, and provide moral guidance relevant to their psychological development (Tyagita & Iriani, 2018).

Synergy between Evaluation and Character There is a linear relationship between the way teachers radiate and how students' character is formed. If the evaluation is done transparently and fairly, students learn about the value of justice. IKA evaluation encourages self-reflection, students develop the character of responsibility for their own learning. Strengthening pedagogic competence ensures that evaluation does not become a mental burden for students, but rather a means of motivation to develop better intellectually and morally.

Thus, investment in the development of professional teachers, especially in the pedagogic realm, is a strategic step to improve the quality of national education holistically. Great teachers not only produce academically intelligent students, but also individuals with integrity and solid character.

CONCLUSION

Based on a study on *the Development of Pedagogic Competencies of PGMI Teachers in Improving the Quality of Learning in Islamic Elementary Schools*, it can be concluded that the development of pedagogic competencies is a key factor in improving the quality of the learning process and outcomes. PGMI teachers who have good pedagogic competence are able to design systematic learning, carry out innovative and student-centered learning, and conduct comprehensive and continuous evaluations.

The development of these competencies has been proven to have a positive impact on increasing student activity, learning effectiveness, and the formation of a conducive and meaningful learning environment. In addition, the integration of Islamic values in the learning process is also the main force in shaping the character of students in Islamic Elementary Schools.

However, efforts to develop pedagogic competencies still face various challenges, such as limited training, administrative burden on teachers, and unequal access to learning resources. Therefore, continuous support from various parties is needed, both through

increasing teacher capacity, providing adequate facilities, and supporting education policies. Thus, the development of pedagogic competencies of PGMI teachers must continue to be systematically and continuously improved in order to be able to produce quality learning and produce students who excel academically and in character.

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