

WORDS EDUCATORS PEDAGOGICAL COMPETENCE IN ONLINE LEARNING AND ITS IMPACT ON STUDENTS' LEARNING OUTCOMES

Muhamad Sholikhun¹; Zulfatus Soraya²; Siswanto³; Milna Wafirah⁴

^{1,3,4} STAIA Syubbanul Wathon, Central Java, Indonesia

² KB Cahaya Ilmi Magelang, Central Java, Indonesia

¹ Contributor: solikhun@staia-sw.ac.id

Received: March 2022

Accepted: April 2022

Published: May 2022

DOI: <https://doi.org/10.33650/pjp.v9i1.3558>

Abstract : Covid-19 has a tangible impact on the learning process, namely the necessity of implementing bold learning. Bold learning ultimately requires educators to be proficient in using technology, but not all educators are ready to use technology in learning. This condition causes learning during the COVID-19 pandemic to be less than optimal, resulting in low learning outcomes. This study was conducted with the aim of analyzing how the correlation between the pedagogic competence of educators and student learning outcomes during the covid-19 pandemic. This research includes quantitative research. Research data collected using two techniques, namely questionnaires and technical documentation. Research data that has been collected is then analyzed using statistical analysis of Product Moment correlation. Based on the data analysis, it can be said that the relationship between the pedagogic competence of educators and student learning outcomes is significant and positive. The results of this study can be achieved if bold learning during the pandemic requires adequate pedagogic competence in improving student learning outcomes.

Keywords : Covid19; Learning outcomes; Pedagogic competence; Online learning.

Abstrak : Covid-19 memberikan dampak nyata dalam proses pembelajaran, yaitu adanya keharusan pelaksanaan pembelajaran secara daring. Pembelajaran secara daring pada akhirnya menuntut para pendidik untuk mahir dalam menggunakan teknologi, namun tidak semua pendidik siap untuk menggunakan teknologi dalam pembelajaran. Kondisi ini menyebabkan pembelajaran di masa pandemi covid-19 pelaksanaannya kurang maksimal, sehingga mengakibatkan hasil belajar yang rendah. Penelitian ini dilakukan dengan tujuan untuk menganalisa bagaimana korelasi antara kompetensi pedagogik pendidik dengan hasil belajar peserta didik dimasa pandemic covid-19. Adapun penelitian ini termasuk penelitian kuantitatif. Data penelitian dikumpulkan menggunakan dua teknik yaitu kuesioner dan teknik dokumentasi. Data penelitian yang telah dikumpulkan kemudian dianalisa dengan menggunakan analisis statistik korelasi Product Moment. Berdasarkan analisis data dapat disimpulkan jika hubungan antara kompetensi pedagogik pendidik dengan hasil belajar peserta didik adalah signifikan dan positif. Hasil penelitian ini mengindikasikan jika dalam pembelajaran daring selama masa pandemi membutuhkan kompetensi pedagogik yang memadai dalam rangka meningkatkan hasil belajar peserta didik.

Kata Kunci : Covid-19; Hasil belajar; Kompetensi Pedagogik; Pembelajaran Daring.

INTRODUCTION

The quality of education is largely determined by the quality of the educators so that the government sets standards for educator competence. This is stated in the Government Regulation of the Republic of Indonesia Number 57 of 2021 article 20 paragraph 1 and paragraph that; 1) The minimum competency criteria and qualifications possessed by educators to carry out duties and functions as implementation, learning design, facilitator, and motivator of students, paragraph; and 2) the minimum criteria for the competence of educators as referred to in first paragraph include pedagogic competence, social competence, and professional competence.

Sanjaya stated that if the competence of educators is not sufficient, then how good the curriculum, infrastructure, and facilities are, the learning process becomes less meaningful. Thus, educational standards can be achieved if the competence of educators gets special attention from education managers. (Santri, 2017) Educators need to have good competence because with educators will be able to design and implement various lessons that match the interests and talents of students. The competence of educators also supports educators to be able to use various media and learning resources to achieve learning effectiveness. An educator must have at least four competencies, one of which is pedagogic competence.

Pedagogic competence is understood as the science of teaching, not only covering how to develop learning strategies, resources, and curriculum. Education requires the preparation of learning materials, media, tools, and technology, delivery strategies based on knowledge structures and instructions that satisfy existing learners to ensure cognitive processes. (Retnowati et al., 2018) Understanding students well is one aspect of pedagogic competence. In the conditions of the COVID-19 pandemic, understanding students is an action that educators must take in learning. This is because education during the COVID-19 pandemic is different from the learning process before the COVID-19 pandemic. (Mahmud et al., 2021) Another component in pedagogic competence is designing, compiling the learning process, which is in accordance with the needs of students. (Rifma, 2016) Thus, to create practical learning competencies, to provide good educators, increasing the competence of educators can improve the quality of education. (Didi, 2018) The aspect used to assess the quality of education is by reviewing the learning outcomes of the students.

Student learning outcomes are influenced by the quality of the learning process in the classroom. (Baharun et al., 2021) So that to improve student learning outcomes, the learning process at the school must take place well and be supported by educators who have high performance because educators are the spearhead in the implementation of student education in schools and play a role in developing the curriculum. (Nuangchalerm, 2021) Educators who have good competence will foster higher student enthusiasm or motivation to learn, which in turn will improve the quality of learning. (Majid, 2014)

Learning outcomes are the ultimate goal of implementing learning activities in schools. Learning outcomes can be improved through conscious efforts that are carried out systematically, leading to positive changes which are then called the learning process. (Dimiyati, 2019) Learning outcomes are changes in behavior that are relatively permanent in oneself due to a person's interaction with their environment. Learning outcomes have several aspects or categories which basically refer to cognitive, affective, and psychomotor aspects. (Intan, 2019) From the educator's point of view, the act of teaching ends with evaluating learning outcomes, while from the learner's side, learning outcomes are the end of the fragment and the culmination of the learning process. (Majid, 2014) Learning outcomes in schools is one measure of mastery of the subject matter delivered. The role in providing subject matter can affect the success of student learning. The factors that influence the learning success of students are important to know, meaning that to help students achieve optimal learning outcomes. (Majid, 2014)

Based on initial interviews with several educators in MTs Pangeran Diponegoro, the condition of competence in carrying out bold learning at MTs Pangeran Diponegoro is still relatively low; educators have difficulty managing learning media. Due to the lack of knowledge about the latest technology, it has an impact on the teaching methods of students during the learning process. Another problem that often occurs is the lack of good communication between students and educators during teaching and learning activities, especially when online learning takes place, resulting in students becoming lazy in taking lessons because they feel tired and bored.

In general, students' learning achievement varies; this can be seen from the daily test scores of students. But there are also students who get scores below the KKM standard. This is influenced by several factors such as the ability of educators to master subjects and the characteristics of students so that they can be easily reached by students, the weak ability of educators to online methods and learning principles that educate students.

One of the impacts of bold learning also occurs in the learning system in schools. Based on Circular Number 4 of 2020 concerning the Implementation of Education Policies in the emergency period of the spread of the virus, the Minister of Education and Culture urges that all educational institutions do not carry out direct or face-to-face learning processes but must do so indirectly or remotely. With this appeal, all educational institutions change the learning method used, namely being online or daring.

The results of research conducted by Afriyani (2017) and Rubianto (2016) concluded that student outcomes are closely related to the competence of educators. However, the research conducted by Nursyam (2018) and research conducted by Muhlis (2016) Which states that pedagogic competence has no significant effect on student learning outcomes. Interesting to study further, about how the actual relationship between the competence of educators with student learning outcomes. Therefore, researchers are interested in

researching the relationship between educator pedagogic competence and student learning outcomes during the COVID-19 pandemic.

METHOD

This type of research is basic research with a quantitative approach. The population in this study were class VIII educators and class VIII students at MTs Pangeran Diponegoro Salaman Magelang. The number of samples used in this study were 60 randomly selected samples. Research data were collected using two data collections: a questionnaire and a documentation technique. The use of questionnaires was carried out to collect data related to pedagogic competencies and documentation used to obtain data on student learning achievements. The documentation in question is the test scores for even semester VIII students of MTs Pangeran Diponegoro for the 2020/2021 academic year which are the results of an assessment by educators.

The research variable consists of two variables, namely pedagogic competence and learning outcomes. The variable of pedagogic competence is measured with 7 indicators proposed by Andini & Supardi (2018) which consists of; 1) The ability to understand students; 2) Ability to design and implement learning; 3) Ability to carry out learning; 4) Ability to utilize learning technology; 5) Ability to design and implement learning evaluations' 6) The ability to develop students to actualize their various potentials. The learning outcomes in this study were measured with three indicators proposed by Rosyid (2019) namely affective, cognitive and psychomotor.

After the research data were collected, the research data analysis was then carried out. Data analysis used two analytical techniques, namely descriptive statistical analysis and product-moment correlation analysis. Descriptive statistical analysis was carried out in order to get an overview of the description of the research variables. The product moment correlation analysis was conducted to prove the relationship between research variables. Before conducting the product moment correlation analysis, the prerequisite tests were first tested, namely the normality test and the normality test.

RESULT AND DISCUSSION

Descriptive Analysis of Educator Pedagogic Competence

From the results of the descriptive analysis of the pedagogical competence variable, the results are obtained as shown in table 1:

Table 1: Results of Descriptive Analysis of Respondents' Answers

	<i>Items</i>	Alternative Answer					Amount	Average
		1	2	3	4	5		
1	Understanding the character of students	0	7	11	22	42	60	15
2	Identifying potential students	0	3	21	12	24	60	15
3	Able to identify student difficulties	0	16	11	12	21	60	15
4	Able to communicate with students	1	9	7	23	20	60	12

5		6	10	8	14	22	60	
Average								14,25
6	Understanding the curriculum	0	0	21	21	18	60	20
7		0	6	4	33	17	60	15
8	Able to make RPP	0	0	9	21	30	60	20
Average								18,33
9	Able to carry out the principles of	0	4	4	21	31	60	15
10	educational lesson plans	0	3	25	11	21	60	15
11		0	8	8	20	24	60	15
12	Able to carry out complete learning	0	7	6	30	17	60	15
13		0	0	20	29	11	60	20
14		6	2	8	36	8	60	12
15		0	7	16	19	18	60	15
Average								15,4
16	Able to use learning technology	0	1	11	24	24	60	15
17		0	2	7	25	26	60	15
18		0	2	16	27	15	60	15
19		0	7	23	18	12	60	15
20	Able to design Assessment	0	0	13	34	13	60	20
21	Understand the principles of assessment and evaluation of learning processes and outcomes	0	4	13	20	23	60	15
22	Able to determine the assessment procedure	0	6	8	27	19	60	15
23	Able to develop assessment instruments and process evaluation of learning outcomes	0	8	14	21	17	60	15
Average								15,6
24	Able to provide motivation to students	0	0	9	18	33	60	20
25	Able to actualize the potential of students	0	6	10	10	34	60	15
Average								17,5

Pedagogical competency data for educators at MTs Pangeran Diponegoro, Salaman District, Magelang Regency can be seen in table 2:

Table 2: Statistics of Pedagogic Competence

	N	Min	Max	Mean	Std. Deviation
Pedagogical competency	60	69	125	104.95	17.209
Valid N (listwise)	60				

Table 2 can be concluded that the highest score obtained is 125, and the lowest score is 69. Then the frequency distribution table for the variable pedagogic competence of educators according to the steps according to Sugiyono (2017) are as follows:

Score range

$$= \text{max score} - \text{minimum score}$$

$$= 125 - 69 = 56$$

Counting the number of classes (K) with *Sturges*:

$$K = 1 + 3,3 \log N$$

$$K = 1 + 3,3 \log 60$$

$$K = 1 + 3,3 (1,77)$$

$$K = 1 + 5,84$$

$$K = 6,84 \text{ rounded to } 7$$

Calculating interval class length

$$= 56/7$$

$$= 8$$

Then the interval class 8 is obtained, which can be seen in the following table:

Table 3: Frequency Distribution of Educator Pedagogic Competence Data

Interval	Frek. Absolut	Frek. Relatif
69 – 77	6	10%
78 – 86	10	16%
87 – 95	20	33%
96 – 104	5	8%
105 – 113	3	5%
114 – 122	16	26%
123 – 131	2	2%
Jumlah	60	100%

The tendency of the score of the educator's pedagogic competence variable can be obtained based on the following calculation.

Calculation of the mean value (Mi) and the ideal standard deviation (SDi)

1. Ideal average value (Mi) = $\frac{1}{2} (125+69) = 97$

2. Ideal standard deviation (SDi) = $\frac{1}{6} (125-69) = 9,33$ rounded to 9

Tendency category boundaries

1. Low = Min s/d Mi-1 SDi

$$= 69 \text{ s/d } 88$$

2. Medium = Mi - 1 SDi s/d Mi + 1 SDi

$$= 88 \text{ s/d } 106$$

3. Height = Mi + 1 SDi s/d Max

$$= 106 \text{ to } 125$$

A frequency distribution table for the trend category of educators' pedagogical competence can be made based on these categorizations.

Table 4: Frequency Distribution of Competency Tendency Categories

No.	Category	Interval	Frequency	Percentage
1.	Low	69 – 88	23	36%
2.	Medium	88 – 106	18	30%
3.	Height	106 – 125	21	34%
Amount			60	100%

The data on the pedagogical competence score of educators above shows that the pedagogical competence of educators at MTs Pangeran Diponegoro, Salaman District, Magelang Regency has the highest score of 125 and the lowest score of 69. As many as 36% of respondents received standard criteria, 30% of respondents received moderate criteria, and 34% received high criteria. The data shows that the most educators' pedagogic competence is on the low criteria.

Descriptive Analysis of Student Learning Outcomes

Based on the data obtained, the statistical table can be seen as follows:

Table 5: Statistics of Student Learning Outcomes

	N	Range	Min	Max	Mean	Std. Deviation
Learning Outcomes	60	6.31	81.63	87.94	84.1839	1.63765
Valid N (listwise)	60					

As seen from the table above, it can be seen that the average learning outcome is 84, the standard deviation is 1.63. The highest value obtained was 87.94 rounded up to 88 while the lowest value was obtained 81.63 rounded up to 82. From the data on cognitive learning outcomes, the frequency distribution table according to (Sugiyono, 2017) is as follows.

Score range

$$= \text{max score} - \text{minimum score}$$

$$= 88 - 82 = 6$$

Counting the number of classes (K) with *Sturges*:

$$K = 1 + 3,3 \log N$$

$$K = 1 + 3,3 \log 60$$

$$K = 1 + 3,3 (1,77)$$

$$K = 1 + 5,84$$

$K=6,84$ rounded to 7

Calculating interval class length= $6/7$

=0,85 rounded to 1

Then the class interval 1 is obtained, it can be seen in table 6 below:

Table 6: Frequency Distribution of Student Learning Outcomes

Interval	Absolut Frequency	Relative Frequency
82 - 83	23	39%
84 - 85	18	30%
86 - 87	18	30%
88 - 89	1	1%
Amount	60	100%

The tendency of student learning outcomes variable scores can be obtained based on the following calculations. Calculation of the mean value (Mi) and the ideal standard deviation (SDi)

1. Ideal average value (Mi) = $\frac{1}{2} (88+82) =85$
2. Ideal standard deviation (SDi) = $\frac{1}{6} (88-82) =1$

Tendency category boundaries

1. Low = Min s/d Mi-1 SDi
= 82 s/d 84
2. Medium = Mi - 1 SDi s/d Mi + 1 SDi
= 84 s/d 86
3. Height = Mi + 1 SDi s/d Max
= 86 to 88

Based on this categorization, a frequency distribution table can be made for the category of the tendency of students' learning outcomes.

Table 7: Frequency Distribution of Learning Outcomes Trends

No.	Category	Interval	Frequency	Percentage
1.	Low	82 - 84	37	62%
2.	Medium	84 - 86	18	30%
3.	Height	86 - 88	5	8%
	Amount		60	100%

It can be concluded that the learning outcomes of MTS Prince Diponegoro students, Salaman District, Magelang Regency, namely, 37 students or about 62% get a low category, 18 students or about 30% get the medium category, and 5 students or about 8 % get the high category. These data indicate that the most students' learning outcomes are included in the low criteria.

Statistic Analysis

1. Normality Test

The normality test was conducted to determine whether the sample data came from a normally distributed population. Normality test in this study with One-Sample Kolmogorov Smirnov Test. The normality test in this study was to determine whether the data for the variables of educator pedagogic competence (X) and learning outcomes (Y) were normally distributed. To determine the normality of the data, it is enough to read the significance value (Asymp Sign 2-tailed). If the significance is less than 0.05, then the conclusion is that the data is not normally distributed. But if the significance value is more than 0.05, then the data is normally distributed. The following are the results of the normality test in this study:

Table 8: Normality Test

		Unstandardized Residual
N		60
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.62853047
Most Extreme Differences	Absolute	.109
	Positive	.109
	Negative	-.108
Test Statistic		.109
Asymp. Sig. (2-tailed)		.074 ^c

These results obtained a significance value of 0.74 p-value. Furthermore, the value is compared to the value = 0.05, if the p-value > 0.05 then the data is normally distributed. Based on the results of the normality test, it can be seen that the significance value is greater than 0.05, which means that the variables of educator pedagogic competence and student learning outcomes in this study are normally distributed.

2. Linearity Test

The linearity test of the regression line is intended to determine whether the data obtained is linear or not. If the data is linear, then linear regression analysis in hypothesis testing can be justified. Still, if it is not linear, non-linear regression analysis must be used. To see the linearity of the two research variables using SPSS. The relationship between two variables is said to be linear if the significance value obtained is greater than 0.05, on the contrary if the significance value is less than 0.05 then the relationship between the two variables is not linear. The results of the linearity test calculations can be seen in table 9 as below:

Table 9: Linearity Test

			Sum of Squares	df	Mean Square	F	Sig.
Hasil Belajar *	Between	(Combined)	56.170	19	2.956	1.159	.337
Kompetensi Pedagogik	Groups	Linearity	1.758	1	1.758	.689	.411
		Deviation from Linearity	54.412	18	3.023	1.185	.318
	Within Groups		102.063	40	2.552		
	Total		158.233	59			

The results of the linearity test can be seen from the significance value of Deviation From Linearity sig. that is equal to 0.318. Furthermore, the significance value is compared with the value of = 0.05. In this study, the significance value of Deviation from Linearity is more significant than 0.05 so it can be said that the regression line equation for the variables X and Y in this study is linear so that further analysis can be used.

Hypothesis Test Results and Discussion

From the results of the correlation analysis, the results obtained as can be seen in table 10:

Table 10: Correlation Test Results

		Pedagogic Competence	Learning outcomes
Pedagogic Competence	Pearson Correlation	1	.423
	Sig. (2-tailed)		.015
	N	60	60
Learning outcomes	Pearson Correlation	.423	1
	Sig. (2-tailed)	.015	
	N	60	60

Based on the table above, a correlation value of 0.423 is obtained; from these results, the relationship between the pedagogic competence of educators on student learning outcomes is included in the medium category (Sugiyono, 2018). From the test results it can be seen that the value of sig. (2-tailed) 0.015. From the test results can be seen that the value of sig. (2-tailed) 0.015. Thus it can be concluded that there is a significant relationship between the pedagogic competence of educators and student learning outcomes.

After knowing the results of the data analysis that has been described by the researchers, it is known that the school is one of the factors that determine student learning outcomes. The higher the student's learning ability and the quality of teaching in schools, the higher the learning outcomes of students. The quality of education in schools is largely

determined by educators, as stated by Wina Sanjaya, educators are a very decisive component in implementing a learning strategy. (Suprihatiningrum, 2013)

Based on the results of the analysis, it can be seen that pedagogic competence has the highest score of 125 and the lowest score of 69 with an average of 36% or as many as 23 respondents fall into the low category, 30% or as many as 18 respondents get the medium criteria, and 34% get the high measures or as many as 21 respondents. The data shows that the pedagogic competence of educators is mostly on the low criteria. Researchers can conclude that, the low pedagogic competence learned by researchers is a lack of training, workshops or seminars on the use of learning technology for educators at MTs Pangeran Diponegoro. Even though what is happening, in the current COVID-19 situation, educators must utilize technological expertise to facilitate teaching and learning activities, and make students continue to get learning knowledge in a fun and not boring way.

Bold learning during covid-19, it seems that problems arise in its implementation. In addition to the problem of using technology tools for educators, pains also occur, including the delivery of material does not necessarily run harmoniously, this is influenced by several factors such as limited package quotas, uneven electricity supply, so that it is related to the internet network, students who are lazy to study at home so that very disruptive to the learning process during this Covid-19 period. In addition, distance learning or online learning, students find it difficult to understand lessons if they only read books, because educators can only deliver learning materials with existing textbooks or worksheets.

A critical component in education is the educator. Educators as one of the components in teaching and learning (KBM), have competencies that determine the success of learning, because the main function is to design, manage, implement, and teach learning. In addition, the position of educators in activities is very strategic and very decisive because educators who have the choice of learning materials that will be distributed to their students. (Nurdin, 2013)

The role of educators is significant because they work as communicators, namely conveying messages to students who are adopted as provisions for students after completing their studies. In the world of education, the learning process will be effective, if communication and interaction between educators and students occurs intensively. In classroom learning, the communication process will take place both between student educators in this case, students or vice versa between students and educators where learning material is a learning communication process that is often seen as the heart or core of learning activities.

This learning communication occurs. Educational interactions take place in the form of exchanging messages which are none other than learning material. Learning communication is placed in a position as a communicator because of the task and role of educators as learning positions to become communicators. In contrast, students are

recognized as communicants or students. Educators must be able to master patterns of interaction and good communication techniques in the learning process. Interaction in learning is better known as educative interaction. (Nurdin, 2013)

During the pandemic, educators must be able to change the style of communication in the covid-19 era, which usually educators communicate in one direction and there are usually discussions with students, in the current covid-19 pandemic, students are less active and interact less in an online pandemic. Therefore, educators must be alert and able to build the spirit of students through the most basic communication and always discuss at the beginning of this discussion, namely the ability of educators to use technology in the learning process. Not all educators are experts and understand technology. Therefore, the role of educators in teaching cannot be utilized by teaching machines, tape recorders, and computers created by humans, because these tools cannot be helpful for educators in relation to human elements such as attitudes, systems, values and habits.

Based on the learning outcomes data, the average learning outcomes were 84; the standard deviation is 1.63. The highest score obtained was 87.94, rounded to 88, while the lowest was 81.63, rounded to 82. This can be obtained from the learning outcomes of students in the Prince Diponegoro MTs class, Salaman District, Magelang Regency, namely 37 students or about 62 students. Student % a low category, 18 students or the equivalent of 30% got the medium category, and 5 students around 8% got the high category. These data indicate that most of the student learning outcomes are in the low criteria.

Researchers can conclude, many factors are correlated with student learning as described in the literature. The cognitive domain has six thinking processes, namely (knowledge/memorization/memory), understanding, application, analysis, synthesis, evaluation (assessment). During the pandemic, the courage to learn, which has been going on for several months, inevitably has many causes, although it is still considered adequate. Problems that arise include the delivery of material does not necessarily run harmoniously, this is influenced by several factors such as limited package quotas, complex internet networks in remote areas, which significantly disrupt the learning process during the Covid-19 period. This is what affects why student learning outcomes are only included in the low criteria. (Mastura & Sataria, 2020)

Based on the results of data analysis and hypothesis testing of the educator's pedagogic competence variable, the correlation value is 0.423 with the sig value. (2-tailed) 0.015. The results of this study support the results of research conducted by Afriyani (2017) which proves that the pedagogic competence of educators has a close relationship with student learning outcomes. This research is also in line with study conducted by Rubianto (2016) who also concludes that learning outcomes are closely related to the competence of educators. The results of this correlation test support the theory and teaching model proposed by Ausubel, that teaching is an effort to make something that is learned easy to understand. (Ramadhani, 2011) This study proves that there is a significant relationship

between pedagogic competence and student learning outcomes. Thus, pedagogic competence is an essential competency that every educator must possess. However, this study rejects the results of research conducted by Nursyam (2018) and research conducted by Muhlis (2016) which states that pedagogic competence does not have a significant effect on student learning outcomes.

CONCLUSION

It turns out that student learning outcomes in online learning, one of which can be determined by the pedagogic competence of educators. Based on the analysis of the data that has been obtained in this study, it can be said that there is a relationship between the pedagogical competence of educators and the learning outcomes of the students of MTs Pangeran Diponegoro. The results of this study indicate that the pedagogic competence of educators plays an essential role in determining student learning outcomes during the COVID-19 pandemic. The results of this study have implications for the importance of increasing the pedagogic competence of educators in bold learning. The programs that have been launched by schools to improve the pedagogic competence of educators at this time must accommodate the needs of educators pedagogic competencies related to bold learning.

BIBLIOGRAPHY

- Afriyani, E., Suklani, S., & Ridwan, W. A. (2017). Pengaruh Kompetensi Pedagogik Guru terhadap Prestasi Belajar Siswa Madrasah Aliyah (MA) An-Nur Kota Cirebon (Studi pada Pembelajaran Aqidah Akhlak). *Al-Tarbawi Al-Haditsah : Jurnal Pendidikan Islam*, 2(1), 80–93. <https://doi.org/10.24235/tarbawi.v2i1.2029>
- Andini, D. M., & Supardi, E. (2018). Kompetensi Pedagogik Guru Terhadap Efektivitas Pembelajaran Dengan Variabel Kontrol Latar Belakang Pendidikan Guru. *Jurnal Pendidikan Manajemen Perkantoran*, 3(1), 1–7. <https://doi.org/10.17509/jpm.v3i1.9450>
- Baharun, H., Zamroni, Z., & Jannah, F. (2021). Quality Assurance of Education in Senior High School during Covid-19 Pandemic. *Al-Ishlah: Jurnal Pendidikan*, 13(3), 2203–2212. <https://doi.org/10.35445/alishlah.v13i3.1190>
- Didi, P. (2018). *Kinerja Guru (Kompetensi Guru, Motivasi Kerja, Kepemimpinan Kepala Sekolah)*. CV Jejak.
- Dimiyati. (2019). *Belajar dan Pembelajaran*. Rineka Cipta.
- Intan. (2019). Penerapan Model Pembelajaran Kooperatif Tipe STAD Untuk Meningkatkan Hasil Belajar Siswa Di Sekolah Dasar. *PiJIES: Pedagogik Journal of Islamic Elementary School*, 2(2), 209–220. <https://doi.org/10.31004/basicedu.v3i4.291>
- Mahmud, E.M., Ubaidillah, M., Azizah, N., Zuhro, L., & Hasanah, F. (2021). Learning Agility During Pandemic; Outstanding Strategy in Language Learning by Using Zoom Application. *Journal of Physics: Conference Series*, 1779, 012066. <https://doi.org/10.1088/1742-6596/1779/1/012066>

- Majid, A. (2014). *Penilaian Autentik Proses dan Hasil Belajar*. Remaja Rosdakarya.
- Mastura, & Sataria, R. (2020). Dampak Pandemi Covid-19 terhadap Proses Pengajaran bagi Guru dan Siswa. *Jurnal Studi Guru Dan Pembelajaran*, 3(2), 289–295.
- Muhlis. (2016). *Pengaruh Kompetensi Guru terhadap Prestasi Belajar Siswa Kelas IV Madrasah Ibtidaiyah Bahrul Ulum Bontorea Kabupaten Gowa [Skripsi]*. UIN Alaudin Makassar.
- Nuangchalern, P. (2021). Instructional Practices of Secondary Teachers and Students During Covid-19 Pandemic. *Pedagogik: Jurnal Pendidikan*, 8(1), 194–219. <https://doi.org/10.33650/pjp.v8i1.1946>
- Nurdin, S. (2013). *Guru Profesional*. Graha Ilmu.
- Nursyam, A. (2018). Hubungan Kompetensi Guru Terhadap Prestasi Belajar Siswa SMP Negeri 3 Takkalalla Kabupaten Wajo. *Jurnal Pendidikan: Jurnal Ekspose*, 17(2), 626–638.
- Retnowati, E., Murdiyani, N. M., Marsigit, Sugiman, & Mahmudi, A. (2018). Improving pedagogic competence using an e-learning approach for pre-service mathematics teachers. *Journal of Physics: Conference Series*, 983(1). <https://doi.org/10.1088/1742-6596/983/1/012126>
- Rifma. (2016). *Optimalisasi Pembinaan Kompetensi Pedagogik Guru Dilengkapi Model Pembinaan Kompetensi Guru*. Kencana.
- Rosyid, M. Z., Mustajab, & Abdulla, A. R. (2019). *Prestasi Belajar*. Literasi Nusantara.
- Rubianto. (2016). Pengaruh Kompetensi Pedagogik Guru terhadap Hasil Belajar Siswa pada Mata Pelajaran IPS SD Inpres Kecamatan Tallo Kota Makassar. *JKPD (Jurnal Kajian Pendidikan Dasar)*, 1(1), 56–67.
- Santri, N. F. (2017). Hubungan Kompetensi Pedagogik Dengan Motivasi dan Hasil Belajar Siswa SMA Negeri di Watampone. *Jurnal Kesehatan: Jurnal Biotek*, 5(1), 240–255.
- Sugiyono. (2017). *Statistika Untuk Penelitian*. Alfabeta.
- Sugiyono. (2018). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R & D*. Alfabeta.
- Suprihatiningrum, J. (2016). *Guru Profesional Pedom, dan Kompetensi Guru*. Ar-Ruzz Media.