

# MEDIA ANALYSIS OF TEACHERS 'PEDAGOGIC COMPETENCY TOWARDS STUDENTS' LEARNING MOTIVATION

Niko Andrian<sup>1</sup>, Maretha Delvi<sup>2</sup>, Rini Al Baqoroh<sup>3</sup>, Ratnawati Susanto<sup>4</sup>.

<sup>1,2,3,4</sup> English language education, Faculty of Teacher Training and Education, University Esa Unggul, West Jakarta, Indonesia

Email Corresponding Author : [nikoandrian170399@gmail.com](mailto:nikoandrian170399@gmail.com)<sup>1</sup>, [marethadelvi97@gmail.com](mailto:marethadelvi97@gmail.com)<sup>2</sup>, [rinialbaqoroh14@gmail.com](mailto:rinialbaqoroh14@gmail.com)<sup>3</sup>, [ratnawati@esaunggul.ac.id](mailto:ratnawati@esaunggul.ac.id)<sup>4</sup>.

## Abstract

**Abstract:** *The main competency that a teacher must have is pedagogical competence. Pedagogical competence is the ability of a teacher to carry out his obligations responsibly and properly. The better the pedagogical competence of the teacher, the better the abilities he will have. Motivation is a change in energy in a person characterized by the emergence of feelings and preceded by a goal, student motivation in education will affect the next steps of what students will do, because that's the various ways students try their best to motivate learning well. This study aims to (1) determine the pedagogic competence of teachers at SDN 14 Petang Kalideres, West Jakarta. (2) Increase student motivation at SDN 14 Petang Kalideres, West Jakarta. (3) Knowing the effect of teacher pedagogical competence on student motivation at SDN 14 Petang Kalideres, West Jakarta. This study used descriptive method with a qualitative approach. Researchers used interview and observation approaches. The results showed that the teacher's pedagogical competence in implementing the management of the learning process at SDN 14 Petang Kalideres, West Jakarta was classified as good in the learning process carried out by understanding and strengthening understanding of a number of learning materials contained in textbooks.*

**Keywords:** *Teacher pedagogical competence, Student's motivation to study*

## INTRODUCTION

Learning is a process of obtaining information from various sources, or activities carried out to learn something in order to achieve the desired goal from the experience gained, so that behavior changes occur. Learning activities can be carried out anywhere, as long as the learning feels comfortable and supportive in learning activities, however, formal learning activities are carried out in schools, where schools are where teachers and students meet in learning activities. [1]

The word media is the plural form of the word medium which can be defined as an intermediary or introduction to the implementation of communication from the recipient (Heinich, Molenda and Russell. (2006); Ibrahim, 2007; Ibrahim et al, 2006). Media is a tool that has the function of conveying messages. AECT (Association for Education Communication Technology) defines media as all forms and units that people use to issue messages or information. Meanwhile, Gerlach and Ely stated that the media are humans, materials, or events that build conditions that enable students to acquire

knowledge, skills or attitudes. [2]

According to Daryanto (2011), in essence, the teaching and learning process is a communication process, conveying messages from the introduction to the recipient.

According to Dimiyati and Mudjiono (2009) learning is a process organized by the teacher for teach students how to acquire and process knowledge, skills and attitudes. Meanwhile, learning can be defined as a learning process that has an important aspect, namely how students can actively study the subject matter presented, so that it can be mastered properly. [2]

## Pedagogic Competence

The meaning of pedagogy can be analyzed according to the origin of the word. Pedagogic comes from greek, namely *paedos* and *agogos*. *Paedos* is defined as child and *agogos* means to deliver and guide. pedagogic means taking a child or guiding a child. pedagogy is the science of how to guide children so that children reach maturity and independence in life. (Book)

The ability of the relationship patterns between teachers and students is possible to develop in the context of teachers understanding the characteristics and potential of students. This ability becomes urgent and fundamental for teachers to have and needs to be prepared from the start and become a skill in managing learning interactions or what is called pedagogical competence. [3]

Pedagogic competence is one of the four basic competencies that teachers need to have. Motivation teacher that the low pedagogical competence is shown by the teacher's ability to manage to learn causes the low formation of values and character of children so that it becomes part of the emergence of fundamental problems to the success profile of students. [3].

Competence is a key factor that integrates knowledge, understanding, ability, value, attitude and interest so that it becomes a key factor that determines the success of performance (McClelland, 2001). [4]

The teaching profession is a dynamic profession that has an emotional attachment to its students. The teacher is an adult human figure who has the role, function and duty of guiding, directing, and educating immature students to become adults and independent. For that, teachers need to have the ability to interact educatively with students. patterns of interaction with students are a form of relational relationships that are based on understanding the characteristics of students in depth.

Basically, the teacher's ability will greatly contribute to the management and interaction of learning or can be referred to as pedagogical competence. In order to have pedagogical competence, teachers need to equip and internalize themselves with pedagogic knowledge. (Book)

The preparation of pedagogical competencies is very basic for the teaching profession Previous research states that pedagogical competence is a manifestation of learning interactions. Pedagogical sentence guarantees the focus of the learner, the level of service, the value contained in the interaction between educators and learners, the ability to listen with positive words, pattern of guidance, and how learning by providing learning experiences for students to develop their potential (Susanto, Rozali, and Agustina, 2019) Pedagogic or pedagogical abilities include how educators are able to condition collaborative

learning and social learning (Social learning). [5]

According to Mulyasa (2013) pedagogical competence is a set of abilities related to teaching and learning interactions between teachers and students in the classroom. According to Daryanto (2013), the definition of teacher pedagogic competence is an ability that teachers must have with regard to student characteristics seen from various aspects such as moral, emotional, and intellectual.

According to the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, it states that competence is a set of knowledge, skills, and behaviors that must be possessed, lived in, and controlled by teachers or lecturers in carrying out professional duties. [6]

Hamalik (Djamarah, 2011: 148) states that motivation is a change in energy in a person's personality which is marked by the emergence of affective (feelings) and reactions to achieve goals. Energy changes in a person are in the form of real activities in the form of physical activities, because a person has a specific goal of his activity, then a person has a strong motivation to achieve it with all the efforts he can make to achieve it.

According to Dita et al (2012) pedagogical competence is closely related to teacher performance. Teachers who have high pedagogical competence will have high performance. This is because mastery of pedagogic competencies shows the teacher's understanding of what abilities must be possessed in teaching, so that when the teacher understands it will try to display good teaching methods. [7]

Deassy and Endang (2018: 4) state that pedagogical competence is the ability of educators to create a varied atmosphere and learning experience in the management of students who meet the delivered curriculum. A fun and varied learning process will make students more enthusiastic about the learning process, the ability of pedagogical competences is the first step that a professional teacher needs to have. Pedagogic knowledge generally represents broad principles and strategies in classroom management. [8]

The Law of the Republic of Indonesia No. 20 year 2003 on national education system describes that pedagogical competence includes mastering some aspects as follows: (a) the characteristics of learners, (b) learning

theories and principles of learning, (c) curriculum development, (d) learning activities, (e) learners' potential development, (f) communication with learners, and (g) assessments and evaluations. [9]

Pedagogical profiles of teachers in servant programs This program focuses on 4 aspects which include: understanding pedagogic theory, teaching approaches, teaching styles and communication models. Level of pedagogic literacy skills The knowledge profile of pedagogic theory has increased in both the high, medium and low categories. This means that there is an increase in knowledge about pedagogic theory. [10]

For the purposes of analyzing the teacher's duties as a teacher, the teacher's ability or teacher competence which has a lot to do with efforts to improve learning processes and outcomes can be grouped into four abilities, namely: (a) planning teaching programs, (b) implementing and leading / managing the teaching and learning process, (c) assessing the progress of the teaching and learning process, and (d) mastering the subject matter in terms of mastering the field of study or subject being taught. These four abilities are abilities that must be fully mastered by professional level teachers. [7]

For students the importance of motivation learning is as follows: (a) Awareness of the position at the beginning of the study, process, and final results, (b) Informs about the power of learning effort compared to friends of the same age, (c) Directing learning activities, (d) Encourage learning, (e) Make him aware of the journey of learning and then working (beside him is rest or play), which is continuous.

### **Student's Motivation To Learn**

Motivation is a process to activate motives into deeds or behavior for meet needs and achieve certain goals. In terms of learning, it is defined as the overall driving force within students to carry out a series of learning activities in order to achieve predetermined goals. The teacher's job is to motivate children so that they want to carry out a series of learning activities. [11]

Student motivation can be divided into two, namely internal motivation (internal motivation) and external motivation (external motivation). Internal motivation arises because of internal factors, namely because of needs,

while external motivation arises because of external factors, especially from the environment. In learning activities, external factors that can affect student learning motivation are teacher performance. [12]

According to A.M. Sardiman (2005: 90) extrinsic motivation is a motive that is active and functions because of external stimulated. Existence the various types of motivation above, provide a description of the motives that exists in each individual. There is a form of motivation that is often done in school is giving numbers, gifts, praise, gestures, giving assignments, give tests, know the results, and punish. [13]

According to the teacher at SDN 14 Petang Kalideres West Jakarta there are still students who have low motivation in the learning aspect. Lack of student motivation can be seen during social studies learning, there are still students who use their time to play, are less enthusiastic and do not have the courage to answer questions raised by the teacher. In addition, the characteristics and response abilities of students in receiving different materials require that teachers understand all students for the smooth running of the learning process, especially in social studies subjects. [14]

Based on the description above, the purpose of this study is teachers' professional competence and a good learning environment influenced the student motivation. Therefore, it is suggested for teachers in order to further improve their competence in a creative and innovative. For parents to always monitor their children learn. For students further enhance the motivation to learn, especially intrinsic motivation and diligent hone their learning ability.

The results of the study prove that the pedagogical competence of SD N 14 Petang Kalideres West Jakarta, teachers in taking reflective action to improve the quality of learning is carried out by means of a diagnostic test for each subject matter that has been taught.

### **METHOD**

This study used a descriptive method with a qualitative approach, namely describing and analyzing the implementation of teaching supervision in improving the professionalism of teachers at SD N 14 Petang Kalideres West Jakarta. The approach used is a qualitative

approach, in which the data collected is outlined in the form of a description. The descriptive method used in this research is descriptive qualitative which aims to examine various problems that exist in the field and obtain meaning that is more appropriate to the environmental conditions in which the research was conducted.

In line with Margono's explanation (2010: 8) states that descriptive research is a research method that seeks to systematically and carefully provide actual facts and characteristics of certain populations that aim to solve actual problems faced now and collect data or information to be compiled, described, and analyzed. This research is usually without hypotheses, if there are hypotheses usually not tested according to statistical analysis.

According to Sudjana and Ibrahim (2010: 64) states that "Descriptive research is research that seeks to describe a symptom, event, event that is happening now in which the researcher tries to photograph events and incidents according to a predetermined focus.

Based on the above understanding, it is understood that the description method is a study that intends to understand and describe the phenomena or problems experienced by research subjects, for example behavior, perceptions, performance, motivation and actions as they are.

In finding the correct data about teacher pedagogical competence in increasing student motivation at SDN 14 Petang Kalideres West Jakarta, researchers used data collection techniques through observation, interviews and documentation study. Furthermore, to analyze the data that has been collected from the beginning of the study to the end of the study with data reduction techniques, data presentation and the end.

## **RESULT AND DISCUSSION**

In discussing the results of this study, efforts will be made to interpret the findings of research in the field that have been obtained. This is based on the perception that the main purpose of qualitative research is to obtain a meaning for the reality that occurs. Furthermore, a systematic discussion of the results of this study will be presented as follows:

### **Teacher Pedagogical Competencies in Learning Planning at SD N 14 Petang Kalideres West Jakarta**

The results of the study prove that the pedagogical competence of teachers in lesson planning at SD N 14 Petang Kalideres West Jakarta District is guided by the curriculum and syllabus. In the lesson plan, it contains an analysis of learning material which includes competency standards, basic competencies, indicators and main material. With the reference to the lesson plan, it is believed that the learning taught by the teacher will be more focused, sustainable, and more flexible.

This is in accordance with the statement by Harun (2010: 29) which states that teaching planning will be successful if it includes seven categories, namely: (a) planning based on clear objectives, (b) there is a unified plan, (c) logical, (d) continuity, (e) simple and clear, (f) flexible, and (g) stability. As the author has previously stated, planning is one of the initial functions of activities management, in the process of determining and utilizing resources in an integrated manner which is expected to support activities and efforts carried out efficiently and effectively in achieving objectives.

For teachers, the most important planning is unit planning, weekly planning and daily planning. Therefore, learning planning at the educational unit level is a preparation that must be carried out by the teacher as a first step in a process of teaching and learning activities. In practice, the first step that must be taken by a teacher is to study the curriculum developed in the form of a syllabus.

### **Teacher Pedagogical Competence in the Learning Process at SD N 14 Petang Kalideres West Jakarta**

The results of other research prove that the pedagogical competence of teachers in the learning process at SD N 14 Petang Kalideres West Jakarta can be observed through several aspects, namely:

a) Mastering learning theory and teaching learning principles

The results of the study prove that the pedagogical competence of teachers in the learning process at SD N 14 Petang Kalideres West Jakarta in terms of the aspects of mastery of learning theory and the principles of learning being educated is done by exploring each

learning material conceptually through reading books and literature respective disciplines.

b) Developing a curriculum related to the subjects being taught

The results of the study prove that the pedagogical competence of teachers in the learning process at SD N 14 Petang Kalideres West Jakarta in terms of the aspect of curriculum development related to the subjects being taught is carried out by establishing a number of learning materials for students properly and correctly and according to the allocation of learning time provided.

c) Facilitating the development of the potential of students to actualize their various potentials

The results of the study prove that the pedagogical competence of teachers in the learning process at SD N 14 Petang Kalideres West Jakarta in terms of the aspect of developing the potential of students to actualize their various potentials is done by providing a number of exercises in the form of homework related to the learning material that has been taught.

d) Make use of the results of the assessment and evaluation for the benefit of learning

The results of the study prove that the pedagogical competence of teachers in the learning process at SD N 14 Petang Kalideres West Jakarta in terms of the utilization of the results of the assessment and evaluation for the benefit of learning is done by identifying the development of students through learning evaluation activities and determining several peer tutors for the development of teaching materials.

The success of education can be seen from the quality of the teaching and learning process in the classroom, which will directly show the mastery of learning management by the teacher so that it also shows the learning achievements achieved by students. This is important, especially in the context of teacher professionalism.

The teaching and learning process is a process that contains a series of actions and teachers based on a reciprocal relationship that takes place in an educational situation to achieve certain goals. The interaction or reciprocal relationship between teachers and students is the main requirement for the teaching and learning process. Interaction and learning events have a broader meaning, not just a relationship between teachers and

students, but in the form of educational interactions.

This is in accordance with the opinion of Hamalik (2008: 157) which states that lessons will be meaningful for students if the teacher tries to relate it to past experiences, or experiences that have been previously had. Meanwhile, according to Usman (2011: 89) which states that giving an explanation is one a very important aspect of teacher activities in their interactions with students in the classroom, and usually the teacher dominates the conversation and has a direct influence, for example in providing facts, ideas, or opinions.

Therefore, its effectiveness must be improved in order to achieve optimal results from the explanation and discussion so that it is meaningful to students. The description above explains that learning requires direct interaction between students and teachers. The teaching delivered by the teacher should have a variety of methods that can arouse the enthusiasm of students in the teaching and learning process taking place in the classroom.

#### **Teacher Pedagogical Competence in Increasing Student Motivation at SD N 14 Petang Kalideres West Jakarta**

The results of the study prove that the pedagogical competence of teachers in increasing student motivation at SD N 14 Petang Kalideres West Jakarta can be done in various ways, namely:

a) Utilizing information and communication technology for the benefit of learning

The results of the study prove that the pedagogical competence of teachers in increasing student motivation at SD N 14 Petang Kalideres West Jakarta in terms of the use of information and communication technology for learning purposes is carried out by providing opportunities for students to be actively involved in using information and communication technology facilities in achieving learning goals.

However, in addressing the problems that arise from previous developments in information technology, a teacher is required to understand the use and procedures of how information technology works.

b) Communicate effectively, empathically, and politely with students

The results of the study proved that the pedagogical competence of teachers in increasing student motivation at SD N 14

Petang Kalideres West Jakarta was reviewed from the aspect of communicating effectively, emphatically, and politely with students, this is done every working day by giving greetings and reprimands that are educational and improve the behavior of students. Communication is basically the process of delivering messages between sender and receiver.

Therefore, in a communication will occur if it has a communicator (person who conveys information), communicant (person who receives information), message (something that is conveyed in the form of information, news, feelings, instructions, desires, and so on. ), media (the form or way the information is conveyed. Media can be in the form of spoken, written, pictures, videos, music and other forms), and effects (changes that occur to the communicant in accordance with the expectations of the communicator). This aspect is the most basic in an effective communication.

Communication is a basic human activity. In management review, communication is defined as one of the activities carried out to establish relationships between managers and their subordinates. Therefore, communication needs to be done so that the intent and message conveyed can be received in accordance with the wishes of the sender of the news.

Engkoswara and Komariah (2011: 199), say that communication of transferring meaning / understanding from sender to receiver includes three important parts of effective communication, namely sender, receiver, and successful delivery of meaning. Communication within the organization is understood as an effort to eliminate gaps so that the parties involved in the communication process become close to one another. Thus, the essence of communication is to familiarize each other. Thus, explain that communication is the transfer of information and understanding from one person to another. Communication will be more effective and quality if it is supported by an attitude of trust, acceptance, empathy, and honesty between the two.

From the above understanding, it can be observed that communication is an activity to make other people understand what is meant in the communication process carried out. It can also be understood that communication is a suggestion of transferring information from the

communicator to the communicant or a system in order to form communication links between individuals.

c) Take reflective action to improve the quality of learning

The results of the study prove that the pedagogical competence of the teachers of SD N 14 Petang Kalideres West Jakarta in taking reflective action to improve the quality of learning is carried out by means of diagnostic tests for each subject matter that has been taught.

In Djamarah's review (2010: 320), what is meant by a diagnostic test is a test intended to determine difficulties learning experienced by students based on the results of previous formative tests. So it can be understood that the form of reflexive action applied by the teacher is to test the extent of learning difficulties experienced by students. The diagnostic test requires a number of questions for one area that is thought to be a difficulty for students. The questions are varied and focused on learning difficulties.

As for learning difficulties in Djamarah's review (2008: 235), is a condition in which students cannot learn naturally, due to threats, obstacles or disturbances in learning. There are no students who do not have problems in learning, apart from the intelligence factor, students' learning difficulties can be caused by several indicators with their respective points of view.

## CONCLUSION

From the results of the research findings, there are several things that the authors can conclude, including:

1. Teacher pedagogical competence in lesson planning at SD N 14 Petang Kalideres West Jakarta, is carried out based on the curriculum and syllabus. In the learning plan, it contains an analysis of learning material which contains competency standards basic competencies, indicators and subject matter.
2. Teacher pedagogical competence in the learning process at SD N 14 Petang Kalideres West Jakarta in terms of (a) mastery of learning theory and educational learning principles is done by exploring each learning material conceptually through reading books and literature on scientific disciplines each, (b) curriculum development related to the subject that can be carried out by strengthening a number of learning materials to students

properly and correctly and according to the allocation of learning time provided, (c) developing the potential of students to actualize their various potentials carried out by providing a number of exercises in the form of homework related to learning material that has been taught, and (d) utilizing the results of assessment and evaluation for the benefit of learning done by identifying the development of students through learning evaluation activities and determining several peer tutors for the development of teaching materials.

3. Teacher pedagogical competence in increasing student motivation at SD N 14 Petang Kalideres West Jakarta can be done in various ways, namely: (a) utilizing technology Information and communication for the benefit of learning is carried out by providing opportunities for students to be actively involved in using information and communication technology facilities in achieving learning objectives, (b) communicating effectively, empathically, and politely with students every working day by giving greetings and reprimands that are educational and improve the behavior of students, and (c) take reflective action to improve the quality of learning carried out by diagnostic tests for each subject matter that has been taught.

### SUGGESTION

1. School managers at SD N 14 Petang Kalideres West Jakarta, have the opportunity to disseminate instructional system designs to improve teachers' abilities and understanding of learning planning and management activities.

2. In the aspect of the learning strategy, the principal should be able to act decisively in taking a policy towards teacher discipline and other matters relating to the teaching and learning process, and vice versa teachers at SD N 14 Petang Kalideres West Jakarta is expected to improve discipline in teaching by increasing the use of learning methods and media during the teaching and learning process.

3. In the learning evaluation study, teachers at SD N 14 Petang Kalideres West Jakarta, are expected to improve their didactic and methodical skills in learning. With an in-depth understanding of didactic-methodical science, it can facilitate teachers in managing learning evaluation so that motivation and enthusiasm for student learning can be improved.

### ACKNOWLEDGEMENT (optional)

[Font Times New Roman 11 in bold]

Acknowledgment is summarized as expressions of gratitude for the author to the promoter team/advisory team, and those who have assisted in the research and the funders.

(Font Times New Roman, 11, normal)

### REFERENCES

- [1] R. Afandi, "Pengembangan Media Pembelajaran Permainan Ular Tangga Untuk Meningkatkan Motivasi Belajar Siswa dan Hasil Belajar IPS di Sekolah Dasar," *JINoP (Jurnal Inov. Pembelajaran)*, vol. 1, no. 1, p. 77, 2015.
- [2] Arman, "Pengaruh Media Pembelajaran, Lingkungan Sekolah Dan Kompetensi Pedagogik Terhadap Motivasi Belajar Siswa," *Phinisi Integr. Rev.*, vol. 3, no. 1, pp. 111–122, 2020.
- [3] R. Susanto, Y. A. Rozali, and N. Agustina, "Pedagogic Competence Development Model: Pedagogic Knowledge and Reflective Ability," vol. 422, no. Icope 2019, pp. 19–23, 2020.
- [4] R. Susanto and U. E. Unggul, "Analysis of the Application of the Pedagogical Competency Model Case study of Public and Private Primary Schools in West Jakarta Municipality , DKI Jakarta Province )," vol. 19, no. 3, pp. 167–182, 2020.
- [5] R. Susanto, R. Rachmadtullah, and W. Rachbini, "Technological and pedagogical models: Analysis of factors and measurement of learning outcomes in education," *J. Ethn. Cult. Stud.*, vol. 7, no. 2, pp. 1–14, 2020.
- [6] V. M. Kumala, J. Susilo, and R. Susanto, "HUBUNGAN PENGETAHUAN PEDAGOGIK DENGAN KOMPETENSI PEDAGOGIK SERTA PERBEDAANNYA DI SEKOLAH NEGERI DAN SEKOLAH SWASTA," *Hub. Pengetah. Pedagog. dengan akaompetensi Pedagog.*, pp. 1–23, 2018.
- [7] P. Balqis, N. Ibrahim, and S. Ibrahim, "Kompetensi Pedagogik Guru Dalam Meningkatkan Motivasi Belajar Siswa Pada Smpn 3 Ingin Jaya Kabupaten Aceh Besar," *J. Adm. Pendidik. Progr. Pascasarj. Unsyiah*, vol. 2, no. 1, pp.

- 25–38, 2014.
- [8] R. Susanto *et al.*, “Pemberdayaan Kompetensi Pedagogik Berbasis Kemampuan Reflektif Untuk Peningkatan Kualitas Interaksi Pembelajaran di SDN Duri Kepa 03,” *Int. J. Community Serv. Learn.*, vol. 4, no. 2, pp. 125–138, 2020.
- [9] R. Susanto, Y. A. Rozali, and N. Agustina, “Development of pedagogical competency models for elementary school teachers: Pedagogical knowledge, reflective ability, emotional intelligence and instructional communication pattern,” *Univers. J. Educ. Res.*, vol. 7, no. 10, pp. 2124–2132, 2019.
- [10] R. Susanto *et al.*, “Gerakan Literasi Pedagogik Bagi Guru Untuk Peningkatan Mutu Pembelajaran Di Sdn Duri Kepa 17 Pagi Dan Sdn Jelambar Baru 01 Pagi,” vol. 5, no. September, p. 40, 2018.
- [11] I. Melinda and R. Susanto, “Pengaruh Reward dan Punishment Terhadap Motivasi Belajar Siswa,” *Int. J. Elem. Educ.*, vol. 2, no. 2, pp. 81–86, 2018.
- [12] E. P. Widoyoko, “Analisis Pengaruh Kinerja Guru Terhadap Motivasi Belajar Siswa,” *J. Pendidik.*, pp. 1–16, 2008.
- [13] A. M. Rahman, M. Mutiani, and M. A. H. Putra, “Pengaruh Kompetensi Pedagogik Dosen terhadap Motivasi Belajar Mahasiswa Pendidikan IPS,” *J. Darussalam J. Pendidikan, Komun. dan Pemikir. Huk. Islam*, vol. 10, no. 2, p. 375, 2019.
- [14] U. Indonesia, S. N. U. R. Jannah, F. Teknik, and P. S. Arsitektur, “PENGARUH KOMPETENSI PEDAGOGIK GURU DAN MOTIVASI BELAJAR SISWA TERHADAP HASIL BELAJAR IPS SISWA KELAS V SD NEGERI KECAMATAN MIJEN KOTA SEMARANG,” pp. 1–146, 2011.

#### Book

Susanto, Ratnawati<sup>1</sup>. Rozali, Yuli<sup>2</sup>. 2020. *Model Pengembangan Kompetensi Pedagogik : Teori, Konsep, dan Konstruksi Pengukuran*. Alfabeta. PT. RAJAGRAFINDO PERSADA. Depok.

#### Journal Article

Afandi, R. 2015. PENGEMBANGAN MEDIA PEMBELAJARAN PERMAINAN ULAR TANGGA UNTUK MENINGKATKAN MOTIVASI BELAJAR SISWA DAN HASIL BELAJAR IPS DI SEKOLAH DASAR. *JINoP (Jurnal Inovasi Pembelajaran)*. 1. (1): 77-89.

Arman. 2020. Pengaruh Media Pembelajaran, Lingkungan Sekolah Dan Kompetensi Pedagogik Terhadap Motivasi Belajar Siswa. *Phinisi Integration Review*. 3. (1): 111-124.

Susanto, R. Rozali, Y. Agustina, N. 2020. Pedagogic Competence Development Model: Pedagogic Knowledge and Reflective Ability. *Advances in Social Science, Education and Humanities Research*. Vol. (422): 19-23.

Susanto, R. Agustina, N. Rozali, Yuli. 2020. Analysis of the Application of the Pedagogical Competency Model Case study of Public and Private Primary Schools in West Jakarta Municipality, DKI Jakarta Province). *Ilkogretim Online - Elementary Education Online*. 19. (3): 167-182.

Susanto, R. Rachmadtullah, R. Rachbini, W. 2020. Technological and Pedagogical Models: Analysis of Factors and measurement of Learning Outcomes in Education. *Journal of Ethnic and Cultural Studies*. 7. (2): 1-14.

Kumala, V. Susilo, J. Susanto, R. 2018. HUBUNGAN PENGETAHUAN PEDAGOGIK DENGAN KOMPETENSI PEDAGOGIK SERTA PERBEDAANNYA DI SEKOLAH NEGERI DAN SEKOLAH SWASTA. *Hubungan Pengetahuan Pedagogik dengan Kompetensi Pedagogik*. : 1-23.

Susanto, R. Rozali, Y. Agustina, N. 2019. Development of Pedagogical Competency Models for Elementary School Teachers: Pedagogical Knowledge, Reflective Ability, Emotional Intelligence and Instructional Communication Pattern. *Universal Journal of Educational Research*. 7. (10): 2124-2032.

Balqis, P. Usman, N. Ibrahim, S. 2014. KOMPETENSI PEDAGOGIK GURU DALAM MENINGKATKAN MOTIVASI BELAJAR SISWA PADA SMPN 3 INGIN JAYA KABUPATEN ACEH BESAR. *Jurnal Administrasi Pendidikan ISSN 2302-0156*. 2. (1): 25-38.

Susanto, R. Sofyan, H. Rozali, Y. Nisa, M. Umri, C. Nurlinda, B. Oktafiani. Lestari, T. 2020. Pemberdayaan Kompetensi Pedagogik Berbasis Kemampuan Reflektif untuk Peningkatan Kualitas Interaksi Pembelajaran.



*International Journal of Community Service Learning*. 4. (2): 125-138.

Susanto, R. Febrianti, N. Husna, N. Putri, A. Umri, C. Ramadhanti, D. Dwiyantri, K. 2018. GERAKAN LITERASI PEDAGOGIK BAGI GURU UNTUK PENINGKATAN MUTU PEMBELAJARAN DI SDN DURI KEPA 17 PAGI DAN SDN JELAMBAR BARU 01 PAGI. *Jurnal Abdimas*. 5. (1): 33-43.

Melinda, I. Susanto, R. 2018. Pengaruh Reward dan Punishment Terhadap Motivasi Belajar Siswa. *International Journal of Elementary Education*. 2. (2): 81-86.

Widoyoko, E. 2009. ANALISIS PENGARUH KINERJA GURU TERHADAP MOTIVASI BELAJAR SISWA. 1-16.

Rahman, A. Mutiani. Putra, M. 2019. PENGARUH KOMPETENSI PEDAGOGIK DOSEN TERHADAP MOTIVASI BELAJAR MAHASISWA PENDIDIKAN IPS. *Jurnal Darussalam; Jurnal Pendidikan, Komunikasi dan Pemikiran Hukum Islam*. 10. (2): 375-387.

Mardiyana, T. 2017. PENGARUH KOMPETENSI PEDAGOGIK GURU DAN MOTIVASI BELAJAR SISWA TERHADAP HASIL BELAJAR IPS SISWA KELAS V SD NEGERI KECAMATAN MIJEN KOTA SEMARANG. *PENDIDIKAN GURU SEKOLAH DASAR FAKULTAS ILMU PENDIDIKAN UNIVERSITAS NEGERI SEMARANG*. 1-146.

#### Reference from Website

Rifki Afandi. 2015. *PENGEMBANGAN MEDIA PEMBELAJARAN PERMAINAN ULAR TANGGA UNTUK MENINGKATKAN MOTIVASI BELAJAR SISWA DAN HASIL BELAJAR IPS DI SEKOLAH DASAR*. [Pengembangan Media Pembelajaran Permainan Ular Tangga Untuk Meningkatkan Motivasi Belajar Siswa dan Hasil Belajar IPS di Sekolah Dasar | Afandi | JINoP \(Jurnal Inovasi Pembelajaran\) \(umm.ac.id\)](#). Accessed at 2015.

Arman. 2020. *Pengaruh Media Pembelajaran, Lingkungan Sekolah Dan Kompetensi Pedagogik Terhadap Motivasi Belajar Siswa*. [Pengaruh Media Pembelajaran, Lingkungan Sekolah Dan Kompetensi Pedagogik Terhadap Motivasi Belajar Siswa | Arman | Phinisi Integration Review \(unm.ac.id\)](#). Accessed at 2020

Ratnawati Susanto, Yuli Azmi Rozali, and Noni Agustina. 2020. *Pedagogic Competence*

*Development Model: Pedagogic Knowledge and Reflective Ability*. [Pedagogic Competence Development Model: Pedagogic Knowledge and Reflective Ability | Atlantis Press \(atlantispress.com\)](#). Accessed at 25 March 2020.

Ratnawati Susanto, Noni Agustina, and Yuli Azmi Rozali. 2020. *Analysis of the Application of the Pedagogical Competency Model Case study of Public and Private Primary Schools in West Jakarta Municipality, DKI Jakarta Province*. [ilkogretim online.org//index.php?fulltxt=20235&fulltxtj=218&fulltxtp=218-1607053615.pdf\(ilkogretim-online.org\)](#). Accessed at 2020.

Ratnawati Susanto, Reza Rachmadtullah, and Widarto Rachbini. 2020. *Technological and pedagogical models: Analysis of factors and measurement of learning outcomes in education*. [Technological and Pedagogical Models: Analysis of Factors and Measurement of Learning Outcomes in Education | Susanto | Journal of Ethnic and Cultural Studies \(ejecs.org\)](#). Accessed at 2020.

Vivi May Kumala, Jinny Susilo, and Ratnawati Susanto. 2018. *HUBUNGAN PENGETAHUAN PEDAGOGIK DENGAN KOMPETENSI PEDAGOGIK SERTA PERBEDAANNYA DI SEKOLAH NEGERI DAN SEKOLAH SWASTA*.

[http://ratnawati.weblog.esaunggul.ac.id/wp-content/uploads/sites/5930/2018/09/HUBUNGAN-PENGETAHUAN-PEDAGOGIK-DENGAN-KOMPETENSI-PEDAGOGIK-SERTA-PERBEDAANNYA-DI-SEKOLAH-NEGERI-DAN-SEKOLAH-SWASTA.pdf](#). Accessed at 2018.

Ratnawati Susanto, Yuli Asmi Rozali, and Noni Agustina. 2019. *Development of Pedagogical Competency Models for Elementary School Teachers: Pedagogical Knowledge, Reflective Ability, Emotional Intelligence and Instructional Communication Pattern*. [Development-of-Pedagogical-Competency-Models-for-Elementary-School-Teachers-Pedagogical-Knowledge-Reflective-Ability-Emotional-Intelligence-and-Instructional-Communication-Pattern.pdf \(researchgate.net\)](#). Accessed at 20 September 2019.

Putri Balqis, Nasir Usman, and Sakdiah Ibrahim. 2014. *KOMPETENSI PEDAGOGIK GURU DALAM MENINGKATKAN MOTIVASI BELAJAR SISWA PADA SMPN 3 INGIN JAYA*

KABUPATEN ACEH BESAR. [KOMPETENSI PEDAGOGIK GURU DALAM MENINGKATKAN MOTIVASI BELAJAR SISWA PADA SMPN 3 INGIN JAYA KABUPATEN ACEH BESAR / Balqis / Jurnal Administrasi Pendidikan : Program Pascasarjana Unsyiah](#). Accessed at Agustus 2014.

Ratnawati Susanto, Harlinda Sofyan, Yuli Azmi Rozali, Mahwar Alfian Nisa, Cut Alfina Umri, Bellina Dwi Nurlinda, Oktafiani Oktafiani, and Tantri Hartika Lestari. 2020. *Pemberdayaan Kompetensi Pedagogik Berbasis Kemampuan Reflektif untuk Peningkatan Kualitas Interaksi Pembelajaran*. [Pemberdayaan Kompetensi Pedagogik Berbasis Kemampuan Reflektif Untuk Peningkatan Kualitas Interaksi Pembelajaran / Susanto / International Journal of Community Service Learning \(undiksha.ac.id\)](#). Accessed at 30 April 2020.

Ratnawati Susanto, Nurul Febrianti, Nia Iftahul Husna, Astri Anggita Putri, Cut Alfina Umri, Dita Ramadhanti, and Karina Dwiyantri. 2018. *GERAKAN LITERASI PEDAGOGIK BAGI GURU UNTUK PENINGKATAN MUTU PEMBELAJARAN DI SDN DURI KEPA 17 PAGI DAN SDN JELAMBAR BARU 01 PAGI*. [C-JURNAL-PUBLIKASI-GERAKAN-LITERASI-PEDAGOGIK-BAGI-GURU-UNTUK-PENINGKATAN.pdf \(researchgate.net\)](#). Accessed at September 2018.

Ima Melinda, and Ratnawati Susanto. 2018. *Pengaruh Reward dan Punishment Terhadap Motivasi Belajar Siswa*. [Pengaruh Reward dan](#)

[Punishment Terhadap Motivasi Belajar Siswa Kelas IV A SDN Merak I pada Mata Pelajaran IPS / Melinda / International Journal of Elementary Education \(undiksha.ac.id\)](#). Accessed at 20 February 2018.

Eko Putro Widoyoko. 2009. *Analisis Pengaruh Kinerja Guru Terhadap Motivasi Belajar Siswa*. [http://www.academia.edu/download/34497903/Analisis Pengaruh Kinerja Guru Terhadap Motivasi Belajar Siswa.pdf](http://www.academia.edu/download/34497903/Analisis_Pengaruh_Kinerja_Guru_Terdapat_Motivasi_Belajar_Siswa.pdf). Accessed at 2009.

Akhmad Munaya Rahman, Mutiani, M. Adhitya Hidayat Putra. 2019. *PENGARUH KOMPETENSI PEDAGOGIK DOSEN TERHADAP MOTIVASI BELAJAR MAHASISWA PENDIDIKAN IPS*. [Pengaruh Kompetensi Pedagogik Dosen terhadap Motivasi Belajar Mahasiswa Pendidikan IPS / Jurnal Darussalam: Jurnal Pendidikan, Komunikasi dan Pemikiran Hukum Islam \(iaida.ac.id\)](#). Accessed at 19 April 2019.

Tina Mardiyana. 2017. *PENGARUH KOMPETENSI PEDAGOGIK GURU DAN MOTIVASI BELAJAR SISWA TERHADAP HASIL BELAJAR IPS SISWA KELAS V SD NEGERI KECAMATAN MIJEN KOTA SEMARANG*. [PENGARUH KOMPETENSI PEDAGOGIK GURU DAN MOTIVASI BELAJAR SISWA TERHADAP HASIL BELAJAR IPS SISWA KELAS V SD NEGERI KECAMATAN MIJEN KOTA SEMARANG \(unnes.ac.id\)](#). Accessed at 12 July 2018.