

# The Impact of Pedagogical Competence on Students' Learning Achievement under the *Merdeka* Curriculum

Amelia Lestari<sup>a1</sup>, Baso Jabu<sup>a</sup>, Abdul Halim<sup>b</sup>

<sup>a1</sup> English Department, Language & Literature Faculty, Universitas Negeri Makassar, Makassar, 90222, Indonesia

<sup>b</sup> English Department, Language & Literature Faculty, Universitas Negeri Makassar, Makassar, 90222, Indonesia

<sup>a</sup> English Department, Language & Literature Faculty, Universitas Negeri Makassar, Makassar, 90222, Indonesia

## ARTICLE INFORMATION

### Article history:

Received Jul 10, 2024

Revised in revised form Jul 15, 2024

Accepted Jul 29, 2024

### Keywords:

*Pedagogical competence*

*Learning achievement*

*Merdeka curriculum*



\* Corresponding author.

E-mailaddresses: basojabu@unm.ac.id

## ABSTRACT

Investigating pedagogical competence has become essential because it directly relates to how teachers facilitate the teaching and learning process, helping students achieve their learning objectives and thus assisting students in accomplishing their learning objectives. This research aimed to describe the impact of EFL teachers' pedagogical competence on students' learning achievement under the *Merdeka* curriculum. This research was undertaken at SMPN 1 Sinjai, Sinjai Regency, South Sulawesi Province. This research used a qualitative method by using a case study design. The participants in this research were two EFL teachers who taught in seventh grade which were chosen purposively. The research instruments were observation, interview, and documentation. This research showed that the EFL teachers' pedagogical competence substantially positively impacts student learning achievement under the *Merdeka* curriculum. The researcher suggests that EFL teachers should actively develop their pedagogical competence to create and produce effective learning centered on the students and schools also should provide supportive infrastructure, offer tailored professional development opportunities, align policies with the curriculum, engage parents and the community, and establish robust monitoring and evaluation systems.

## 1. INTRODUCTION

The *Merdeka* curriculum, launched by the Minister of Education, Culture, Research, and Technology, aims to improve education in Indonesia after the pandemic. It promotes a new learning paradigm, giving teachers and students freedom for autonomous and creative learning. According to Nugrohadhi et al. (2022), the main goal of the *Merdeka* curriculum is to produce competent individuals with academic success and strong personalities. Hamalik (2009) stated that the success of the implementation of the curriculum depends on the teacher being the primary executor of the curriculum. Teachers are the essential agents who directly touch with the students. They also play a role in delivering, interpreting, explaining, and transmitting the values contained in the curriculum to students. These duties are related to the teacher's ability in pedagogic terms. Pedagogic means managing the learning process efficiently; teachers who master this competence can create successful learning experiences, maximize students' development, and enhance learning achievements.

A teacher's pedagogic competence is essential to maximize the development of students' abilities. Teachers can utilize this competency to enhance the quality of the teaching and learning process in the classroom by using it to identify problems, discover solutions, and increase students' achievement to produce excellent education. Teachers who apply their pedagogical ability effectively can create and deliver successful learning. Sudargini and Purwanto (2020) stated that teachers who master pedagogic competence could select appropriate learning nuances, the best approach to facilitate students' growth and implement appropriate learning strategies to improve student's learning achievement. Further, it was confirmed by Channa & Sahito (2022) and Astuty (2015) that pedagogical competence has a considerable impact on students' academic progress. Implementing the *Merdeka* curriculum in teaching English involves various processes, time, and preparedness, leading to learning and teaching activities changes. These changes are related to teachers' pedagogical competence. The most significant change is the implementation of differentiated learning in instruction. Teachers must employ diverse strategies in teaching and learning, ensuring that each student can learn according to their developmental stage and learning needs. Another change involves transforming the skill elements in English for both Elementary and Secondary levels, which now consist of six skills: listening, speaking, reading, viewing, writing, and presenting. These skills are integrated across various text types and align with the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). To ensure that such changes have a good effect on the student's comprehension of the subject matter, English as a Foreign Language (EFL) teachers must possess a high level of pedagogical competence.

The previous studies related to pedagogical competence were conducted by Kusumayasa (2022); he found that the teachers' and students' perceptions are categorized as favourable toward the teachers' pedagogic competence in terms of mastering learning theory and teaching principle, recognizing the students' characteristic, proficiency in communicating, developing students' potential and carrying out assessment. Furthermore, Fatmawada et al. (2020) stated that there is a positive correlation between student achievement and teachers' pedagogical competencies. Implementing teacher pedagogical competence in educating and comprehending students can enhance student

achievement, bolstered by the principal's supervision. Those previous studies are different from this research, although they have the same focus on pedagogical competence. The differences are in terms of the object and curriculum used. Their study used the 2013 curriculum and focused on pedagogical competence using indicators based on Permendiknas No. 16 of 2007, while this research used the latest curriculum, namely *Merdeka* Curriculum, and utilized newer pedagogical competence indicators established and regulated in the Directorate General of Teachers and Education Personnel (Dirjen GTK) Regulation No. 2626 of 2023. Therefore, from the differences above, the researcher is interested in exploring the impact of pedagogical competence on students' achievement in the *Merdeka* curriculum as a new paradigm in our education system.

### 1.1. Definition of pedagogical competence

Pedagogic is based on its etymology origin from Greek and consists of "*Padeos*," which means child and "*Agogus*," which means guiding (Komalasari et al., 2023). pedagogy is one of teacher competence in guiding children or students in learning. The regulations of the Directorate General of GTK (2023) stated that pedagogical competence is the ability to manage student-centred learning. Ryegard, et al. (2010) defined pedagogical competence as the capacity and willingness to consistently use the mindset, expertise, and abilities that best support a teacher's students' learning. Therefore, this requires ongoing improvement of the teacher's competency and instructional design, and it must align with the applicable goals and the existing framework. Furthermore, Bernstein in Westbrook et al. (2013) understand pedagogy as an ongoing process by which a person acquires new forms or develops existing attitudes, knowledge, skills, and abilities from a source considered suitable for providing and evaluating such information. In addition, the demonstration of pedagogical expertise is reflected in a set of actions that recognize students' learning traits, promote active engagement, organize classes tailored to diverse characteristics, understand the reasons behind deviations in learning behaviour, and foster both strengths and weaknesses through humanistic approaches (Kirchgasser, 2018, Kirschner & Davis, 2003).

### 1.2. Indicators of teachers' pedagogical competence

The pedagogical competence in the *Merdeka* curriculum requires teachers to master three core indicators, which are divided into several sub-competencies in the learning process to encourage the creation of effective and comfortable learning for students. These indicators are outlined in the Book of *Panduan Operasional Model Kompetensi Guru*, available on *Platform Merdeka Mengajar*. It is arranged based on the regulations of the Directorate General of GTK (PERDIRJEN GTK) No. 2626 of 2023.

- 1) Set a safe and comfortable learning environment for learners
  - a) Management of the behaviour of challenging learners.
  - b) Classroom management to achieve learner-centered instruction.
  - c) Learners' sense of safety and comfort in the learning process.
- 2) Effective learning that is centred on the learners
  - a) Structured and sequential instructional learning design to achieve learning objectives.
  - b) Design learning that is relevant to the school environment, involving learners.
  - c) Selection and use of learning resources appropriate to the learning objectives.
  - d) Learning instructions encompass strategies and communication to cultivate the interest and critical thinking of learners.
  - e) Adaptive use of Information and Communication Technology (ICT) in learning.
- 3) Assessment, feedback, and reporting, which is centred on the learners
  - a) Designing assessments centred on learners.
  - b) Implementation of assessments centred on learners.
  - c) Providing feedback to learners regarding their learning.
  - d) Compilation of reports on learners' learning achievements.
  - e) Communication of learners' learning achievement reports.

### 1.3. Learning achievement

Students' academic achievement is closely related to the teaching aspects they receive. The teacher's extensive knowledge and teaching methods directly influence the learning outcomes of students (Umami & Roesminingsih, 2014). Achievement is the result of an academic assessment of a student's development and progress in learning from the activities they take part in at school. Nurohmat (2021) stated that achievement can be defined as performing at a level of excellence or, more simply, the desire to succeed. This view suggests that achieving learning success involves a dynamic interaction between ability/and knowledge, motivation, and assignments. The teacher's measure of a student's learning progress over time is called learning achievement. Learning achievement results from an individual's acquired skills after a continuous learning process that can make a person's cognitive, expressive, and psychomotor abilities change for the better and make them better than they were previously (Saleh et al., 2021).

*Merdeka* curriculum determines some learning achievement for English subjects in each phase. Here is the following English learning achievement for phase D or Junior High School based on BSKAP Kemendikbudristek (2022) in *Platform Merdeka Mengajar*;

#### 1.3.1. Listening element – Speaking element

Students engage in a broad range of informal and formal contexts with teachers, classmates, and others to exchange ideas, experiences, interests, opinions, and points of view by the end of the phase. A small amount of repetition and rephrasing may enable them to comprehend the key arguments and relevant particulars of discussions or presentations concerning a wide range of subjects. They participate in conversations by expressing opinions, drawing comparisons,

and expressing preferences. They employ fundamental verb tenses and sentence construction to clarify and explain their responses.

### 1.3.2. Reading element – viewing element

At the end of the phase, students can independently read texts with well-known language and predictable structures, both familiar and unknown, and respond to them. They discover and evaluate the significant concepts and specific information in texts of various genres. They could be found in any print or digital text format, visual, multimodal, or engaging texts. They determine the function of messages and start to create inferences to understand the text's implicit information.

### 1.3.3. Writing element – Presenting element

After this phase, students convey their thoughts and experiences through well-structured, uncomplicated paragraphs, showcasing an emerging command of specific language and straightforward sentence structure. Their compositions encompass fundamental details while also diversifying the structure of their sentences. Students articulate ideas in various tenses, including present, future, and past, while skillfully incorporating time markers, adverbs denoting frequency, and common conjunctions to connect their ideas. Their attempts at spelling unfamiliar words are grounded in their understanding of English letter-sound relationships, and they consistently employ proper punctuation and capitalization.

## 2. METHOD

This research applied qualitative case study design with consideration the researcher in this study focuses on using language to create a detailed and integrated representation, outlining participant perspectives, and carrying out the study in the natural setting. Furthermore, the case study research design was selected due to the particular characteristics of the object of the study that attracted researchers to undertake exploration. Creswell (2013) argues that a case study allows researchers to thoroughly analyze a specific case, program, event, activity, process, or individual. This type of qualitative research aims to deeply investigate a phenomenon and gain a comprehensive understanding of a research problem through extensive data collection. The study includes information about the participants, instruments used, procedures followed, data analysis, and the reliability of the study.

The participants of this research were chosen purposively. They were two EFL teachers in seven grades of SMPN 1 Sinjai. They were selected with some considerations; first, they participated in the *Sekolah Penggerak* program for approximately one semester. Second, they have participated in in-house training related to the *Merdeka* curriculum. Last, they are currently or have been following the *Guru Penggerak* program. All of them are females and have been teaching for more than ten years.

This research data was gained from observation, interview, and documentation. First, observation gathers open-ended, firsthand information by observing people and places at a research site. The researcher used non-participant observation. The researcher attended the class and observed the teaching-learning process but did not participate. The researcher also recorded a video and filled in the observation checklist according to the data in the classroom. Second, A qualitative interview is conducted by researchers who pose general, open-ended questions to one or more participants and document their responses. Subsequently, the researcher transcribes and enters the data into a computer file for further analysis. The interview topic is based on an interview guide adapted by the researcher from teachers' competence reflection in the *Merdeka Mengajar* platform. In addition, the researcher used Indonesian when interviewing the participants to ensure clear communication and avoid misunderstanding. The last instrument was documentation. It was used in this research to collect the existing data, results of assessments, teachers' modules, and teacher notes. The researcher used a handphone as a single tool in collecting the data. It is used in recording, and taking pictures in the observation and interview process with the participants.

The obtained data were analyzed using the interactive Model designed by Miles, Huberman, & Saldana (2014). The stages involve data condensation, display, and drawing & verifying conclusions. Data condensation is taking information from written field notes and interview transcripts, narrowing it down and simplifying it. Info following the conclusion of fieldwork, the process of data condensation and transformation continues until the completion of the final report is available. The second step is data display. Displays are often defined as well-organized data collections that enable conclusion drawing and action. The final stage is the conclusion, and the researcher summarises the findings from the data analysis and the supporting documentation gathered at the research site. The process of interpreting and verifying conclusions required the researcher to deduce meaning from the data that was presented.

## 3. RESULTS

This section describes the research findings about the impact of EFL teachers' pedagogical competence on students' learning achievement under the *Merdeka* curriculum through observation, interview, and documentation from the EFL teachers. Based on the results of the observations made during the learning process carried out by the two EFL teachers at SMPN 1 Sinjai, the researcher found that they always try to create a comfortable and pleasant atmosphere for students in the classroom, and no less important is that they also pay attention to the psychological condition of students when participating in learning. Such conditions encourage students to be enthusiastic about learning. The teaching

strategies and methods used by EFL teachers also vary. The researcher saw that the approach teachers use, such as PBL (project-based learning), in this case, making videos and pictures, learning in the speaking element, is very interesting for learners. The project encourages them to work in teams, divide tasks according to their expertise, and collaborate to achieve a common goal. And with this project, they also try to develop their creative ideas to be different. They also develop their soft skills in utilizing technology on these projects for maximum results.

The result of the interview below supported the statement of the researcher above:

**Extract 1:**

*“Menggunakan strategi pembelajaran seperti diskusi, presentasi, dan pembelajaran berbasis proyek lebih efektif dalam meningkatkan kompetensi peserta didik. Selain itu, saya juga melihat bahwa strategi-strategi ini efektif dalam membangun kepercayaan diri dan kerja sama peserta didik.”*

(Using learning strategies such as discussions, presentations, and project-based learning is more effective in improving students' competence. Besides, I also see that these strategies effectively build confidence and collaboration among students).

(Miss. Dm, 23/01/2024)

**Extract 2:**

*“Strategi dan metode pembelajaran yang saya gunakan, menurut saya dapat membantu peserta didik meningkatkan hasil belajar mereka. Ada beberapa strategi yang bervariasi yang saya terapkan dalam pembelajaran.”*

(I think the learning strategies and methods I use can help students improve their learning outcomes. There are several varied strategies that I apply in learning).

(Miss. Dm, 23/01/2024)

**Extract 3:**

*“saya menerapkan pembelajaran berdeferensiasi serta menambahkan beberapa games edukatif yang beragam dalam pembelajaran. Setelah menerapkan suatu metode pembelajaran, saya selalu melakukan evaluasi dan refleksi untuk melihat apa yang berhasil dan apa yang perlu diperbaiki. Ini penting untuk meningkatkan efektivitas metode pembelajaran yang digunakan. Jika suatu metode tidak berhasil, saya mencari tahu kekurangannya dan melakukan penyesuaian yang diperlukan.”*

(I'm applying differential learning and adding diverse educational games to learning. After using a learning method, I always evaluate and reflect to see what works and needs improvement. If a process doesn't work, I find the shortcomings and make the necessary adjustments).

(Miss. Sry, 17/01/2024)

Overall, based on the result of the interview above, both EFL teachers agree and believe that pedagogical competence, characterized by the ability to employ diverse and adaptive teaching strategies, significantly boosts student achievement by fostering an engaging and supportive learning environment. This competence also helps build students' social skills, motivation, and confidence, leading to better academic outcomes. They applied strategies like differentiated instruction, game-based learning, and collaborative learning models such as discussion-based methods, and Problem-Based Learning (PBL). Collaborative learning significantly enhances student achievement, social interaction, and motivation. It fosters a supportive learning environment, encourages active engagement, and develops essential life skills such as communication, teamwork, and problem-solving. For these reasons, integrating collaborative learning strategies into educational practices greatly benefits students' development.

The researchers gathered data through observation interviews and documents such as lists of values and teacher notes. The researcher collected the formative scores of the learners in the first subject matter in the second half of the academic year (TP. 2023/2024). The researcher exclusively considered formative evaluation as a reference due to the researcher's limited attendance, attending only four times at the beginning of the semester. Consequently, the researcher's score only relied on formative assessment, not summative assessment.

The EFL teachers conducted formative assessments two times during the observation. They assessed listening and speaking elements. The result of that assessment showed that the first and second formative scores almost the majority of students in both classes showed improvement in their scores from the 1st formative to the 2nd formative assessment. It indicated that EFL teachers were successful in conveying learning to students. Furthermore, through observation, the researcher saw that in listening-speaking elements, the students actively participated in the discussion and presentation. They also can express their opinions in good grammar for their phase.

The study's findings indicate a significant positive impact of EFL teachers' pedagogical competence on students' learning achievement under the Merdeka curriculum. The analysis draws from observations, interviews, and formative assessment data to provide a comprehensive overview of this relationship. The data demonstrates that most students in both classes improved their formative assessment scores, reflecting the effectiveness of the teachers' pedagogical strategies. The improvement percentages (69% in T1's class and 62.5% in T2's class) suggest that adaptive and diverse teaching methods significantly contribute to better academic outcomes.

In conclusion, using varied, student-centred teaching strategies, the EFL teachers' pedagogical competence substantially positively impacts student learning achievement under the Merdeka curriculum. Additionally, these

strategies enhance academic performance and build students' confidence, social interaction, motivation, and collaborative skills, leading to a more engaging and effective learning environment.

#### 4. DISCUSSION

The data about the impact of the EFL teachers' pedagogical competence on students' achievement in the Merdeka curriculum was gained from observations, interviews, and documents from the teacher like lists of values and teacher notes. Based on the findings previously, the researcher found some discussions:

First, the data results from the interview with two EFL teachers showed that pedagogical competence in terms of teachers designing effective learning, creating a safe and comfortable environment, and applying assessment revealed that it can enhance social interaction, student engagement, knowledge understanding, academic performance and also it can create a supportive learning environment.

Both EFL teachers emphasize using varied and adaptive teaching methods and strategies to cater to different student needs and learning styles. They applied differentiated instruction, Game-Based Learning, Project-based learning, and Collaborative Learning Models. A differentiated approach means tailoring teaching methods to meet individual student needs, learning styles, and abilities, ensuring effective learning for all students. Teachers used varied instructional materials and techniques to cater to visual, auditory, and kinesthetic learners. Implementing educational games-based learning was more engaging and helped students easily grasp complex concepts. It is in line with Kelin, cited in Partovi & Razavi (2019), who stated that teachers suggested attracting educational games to enhance students' academic achievement by actively involving them in learning. These activities also fostered a fun and interactive classroom environment. Game-based learning involves games in the educational process, aiming to enhance learning activities (Trajkovic et al., 2018).

Moreover, integrating collaborative learning models such as Problem-Based Learning (PBL) and discussion-based methods promoted student collaboration, critical thinking, and deeper understanding. Group work and collaborative projects encouraged students to share knowledge and challenge each other's ideas, which enhanced learning outcomes. Project-based learning aims to discover solutions to a problem while also teaching students the concepts of problem-solving and developing critical thinking skills. Through the Project-Based Learning methodology, students will actively participate, be more motivated, and acquire various skills (Kharimah et al., 2023). According to research findings by Baharullah et al. (2020), using the project-based learning model can enhance their learning outcomes. It was similar to this research findings.

In addition, they build student leadership and motivation while conducting assessment and reflection. Following Saleh et al. (2021), it is critical to objectively evaluate students' competency attainment by assessing their performance and providing evidence of their mastery of a skill as an outcome of their learning. The teachers emphasize the significance of consistently assessing and contemplating the efficacy of educational techniques. By engaging in reflective practice, approaches are modified and enhanced according to their effectiveness and student input, promoting superior learning results.

Second, the data from documents like a list of students' formative value clearly showed a positive relationship between EFL teachers' pedagogical competence and students' learning achievement at the beginning of even semesters under the Merdeka curriculum. All analyzed data show that a more significant proportion of students in the two classes have recorded achievement in their formative assessments over the semester. The formative assessment data from the first theme of the even semester (TP. 2023/2024) shows a notable improvement in student performance. This is the result of the research by Fatmawada et al. (2020), which shows a positive influence between teachers' pedagogical competence, where teachers are a component in determining the overall education system that must receive first attention in determining the quantity and quality of teaching carried out in support of improving students learning.

In conclusion, using varied, student-centred teaching strategies, the EFL teachers' pedagogical competence substantially positively impacts student learning achievement under the Merdeka curriculum. These strategies improve academic performance and students' social relations and confidence, motivation, and collaborative skills, resulting in a more engaging and effective learning environment. This is also in line with the justification of the English language curriculum for phase D, which encompasses primary to secondary school levels. The curriculum seeks to improve students' understanding of self, social dynamics, culture, and global employment prospects through studying the English language (BSKAP Kemendikbud, 2022).

#### 5. CONCLUSION

The impact of EFL teachers' pedagogical competence on students' learning achievement under the *Merdeka* curriculum from the result of observations, interviews, and documents through a list of students' formative revealed that the EFL teachers' pedagogical competence, characterized by the use of varied methods and strategies such as differentiated instruction, Game-Based Learning, PBL (project-based learning) and Collaborative Learning Models, student-centred teaching strategies, has a substantial positive impact on student learning achievement under the Merdeka curriculum. These strategies enhance academic performance and social interaction and build students' confidence, motivation, and collaborative skills, leading to a more engaging and effective learning environment.

## REFERENCES

- Astuty, E. (2015). Implementation analysis of lecturer's pedagogical competence on student's academic achievement. *Journal of Management Research*, 7(2). Retrieved from <https://www.macrothink.org/journal/index.php/jmr/article/view/6834>.
- Badan Standar, Kurikulum dan Asesmen Pendidikan. (2022). *Panduan pembelajaran dan asesmen*. Kemendikbudris tek Republik Indonesia: Platform Merdeka Mengajar.
- Baharullah, Satriani. S., Arriah. F., & Hidayah. A. (2022). Implementation of the merdeka belajar curriculum through the application of project-based learning models to improve student learning outcomes in mathematics learning. *MaPan Jurnal Matematika dan Pembelajaran*, 10(2), 334- 347. DOI: <https://doi.org/10.24252/maPan.2022v10n2a6>.
- Creswell, J. W. (2013). *Qualitative inquiry & research design: choosing among five approaches* (3<sup>rd</sup> ed). California: Sage Publication.
- Channa, W. M., & Sahito, Z. (2022). Pedagogical competencies of teacher and the achievement of students: Explorations of best practices through a literature review. *Webology*, 19(3). Retrieved from <https://tpls.academypublication.com/index.php/tpls/article/view/5012>.
- Direktorat Jenderal Guru dan Tenaga Kependidikan. (2023). *Panduan operasional model kompetensi guru*. Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi Republik Indonesia.
- Fatmawada S, Maswati R., & Krismiyati. (2020). The effect of teacher's pedagogical competence on students' learning achievement. *Phinisi Discretion Review*, 3(2), 155 – 164. <http://dx.doi.org/10.26858/pdr.v1i1.13407>.
- Hamalik, O. (2008). *Kurikulum dan pembelajaran*, Jakarta: Bumi Aksara.
- Kharimah, I., Siminto., & Qamariah, Z. (2023). The implementation of Merdeka curriculum for formal English learning. *Atmosfer: Jurnal Pendidikan, Bahasa, Sastra, Seni, Budaya, dan Sosial Humaniora*, 1(3), 52 -65. DOI: <https://doi.org/10.59024/atmosfer.v1i3.206>
- Kirchgasler, C. (2018). True grit? making a scientific object and pedagogical tool. *American Educational Research Journal*, 55(4), 693 – 720. DOI: 10.3102/0002831217752244.
- Kirschner, P., & Davis, N. (2003). Pedagogic benchmarks for information and communications technology in teacher education. *Routledge*, 12(1), 125–147. DOI: 10.1080/14759390300200149.
- Komalasari, Y., Kristiawan, M., Danim, S. & Badeni. (2023) Lecturers' pedagogic competence profile of Politeknik Penerbangan Palembang. *JMKSP (Jurnal Manajemen, Kepemimpinan dan Supervisi Pendidikan)*, 8(1), 40 – 49. Retrieved from <https://scholar.google.com/citations?user=wV5nbxsAAAAJ&hl=en>.
- Kusumayasa, K.N. (2022). Pedagogical competence of EFL teachers: teachers' and students' perspectives. *Jurnal Ilmiah Pendidikan Profesi Guru*, 5(1), 46 – 53. DOI: <http://dx.doi.org/10.23887/jippg.v5i1>.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis* (3<sup>rd</sup> ed). California: Sage Publication.
- Nugrohadi, S., Herwanti, K., Mujiono, M., Ardini, S. N., & Novita, M. (2022). Analysis of a new learning paradigm based on kurikulum merdeka. *Proceeding International Conference on Digital Education and Social Science*, 1(1), 134– 143. Retrieved from <https://prosiding.appipgri.id/index.php/icdess/article/view/22>.
- Nurohmat, N. (2021). The Effect of Online Learning on Students Learning Achievement (Overview of Learning English Achievement). *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara*, 12(2), 165-171. Retrieved from <https://www.semanticscholar.org/paper>
- Regulation of Directorate General of Teachers and Education Personnel (Dirjen GTK) No. 2626 of 2023.
- Ryegard, A., Apelgren, K., & Olsson, T. (2010). *A Swedish perspective on pedagogical competence*. Division for Development of Teaching and Learning, Uppsala University. Retrieved from [https://mp.uu.se/documents/432512/1163536/NSHU+Eng\\_inlaga%5B1%5D.pdf/353a7746-fd1a-678a-f0f9-8cffe89036ad](https://mp.uu.se/documents/432512/1163536/NSHU+Eng_inlaga%5B1%5D.pdf/353a7746-fd1a-678a-f0f9-8cffe89036ad).
- Saleh, S., Jumadi., & Syukur, M. Teacher's pedagogic competence and learning motivation its effect on student learning outcomes. *Proceedings of the International Joined Conference on Social Science*. Retrieved from <https://www.atlantis-press.com/proceedings/icss-21/125965200>.
- Trajkovik, V., Malinovski, T., Vasileva-Stojanovska, T., & Vasileva, M. (2018). Traditional games in elementary school: Relationships of student's personality traits, motivation, and experience with learning outcomes. *PloS One*, 13(2), 172–202. <https://doi.org/10.1371/journal.pone.0202172>.
- Umami, D. R., & Roesminingsih, E. (2014). Pengaruh kompetensi pedagogik dan motivasi kerja guru terhadap prestasi belajar siswa dalam ujian nasional (UN) di SMA negeri se kota Mojokerto. *Jurnal Inspirasi*

---

*Manajemen Pendidikan*, 3(3). Retrieved from: <https://ejournal.unesa.ac.id/index.php/inspirasi-manajemen-pendidikan/article/view/6631>.

Westbrook, J., Durrani, N., Brown, R., Orr, D., Priyor, J., Boddy, J., & Salvi, F. (2013). *Pedagogy, curriculum, teaching practice and teacher education in developing countries*. University of Sussex center for international education. Retrieved from <https://www.researchgate.net/publication/320851972>.