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## Analysis of Teachers' Pedagogical Skills in Improving the Quality of Learning in Elementary Schools

Neni Malia<sup>1</sup>, Siti Mayang Sari<sup>2</sup>, Zahraini<sup>3</sup>

<sup>1</sup>Universitas Bina Bangsa Getsempena, Banda Aceh, Indonesia, [nenimalia71@gmail.com](mailto:nenimalia71@gmail.com)

<sup>2</sup>Universitas Bina Bangsa Getsempena, Banda Aceh, Indonesia, [mayang@bbg.ac.id](mailto:mayang@bbg.ac.id)

<sup>3</sup>Universitas Bina Bangsa Getsempena, Banda Aceh, Indonesia, [zahraini@bbg.ac.id](mailto:zahraini@bbg.ac.id)

Corresponding Author: [nenimalia71@gmail.com](mailto:nenimalia71@gmail.com)

**Abstract:** This study aims to review the implementation of improving teacher pedagogical competence at SD Negeri 2 Seunagan, Nagan Raya Regency. Pedagogical competence is an important ability that must be possessed by every teacher in designing, implementing, and evaluating learning. Based on the results of observations there are teachers who teach using conventional methods. The method used in this study is descriptive qualitative with data collection techniques through observation, interviews and documentation. The research informants consisted of five subject teachers. The results of the study indicate that training and support from the principal have a positive impact on improving teacher pedagogical competence, which includes student understanding, curriculum development, designing and implementing educational learning, and evaluating learning outcomes. This finding confirms that the role of teachers provides direct changes to thinking patterns and improving student learning outcomes. Strategic techniques are needed to improve the quality of the learning process in schools through training activities for teachers according to curriculum needs. This study is expected to be a reference for teachers to continue to improve their pedagogical quality through training, active cooperation in schools and character in developing themselves with the quality of learning as professional teachers.

**Keywords:** Pedagogic, Skill, Quality Learning

### INTRODUCTION

The quality of education in Aceh is highly dependent on the quality of teachers in implementing the learning process. SD Negeri 2 Seunagan is a school dedicated to being a driving force in improving teacher competency in the learning process. The pedagogical competency of teachers at SD Negeri 2 Seunagan has received attention from other schools, as their activeness and innovation have significantly impacted learning changes. A fundamental aspect of SD Negeri 2 teachers is improving knowledge through training activities to train teachers to have a higher level of pedagogy, including the ability to understand students, design, implement, and evaluate learning effectively. These competencies are possessed by teachers to create an active and meaningful learning environment. However, facts on the ground show that some teachers still experience obstacles in implementing innovative learning, both in terms of

planning, implementation, and evaluation (Akmaluddin, 2020). One of these obstacles is that teachers are nearing retirement and believe that mastering the class is the main principle in learning. Based on this problem, teachers who want to improve their pedagogical competency are hampered, and the principal always encourages teachers to participate in training activities to gain new knowledge in managing learning in the classroom. This self-development process is carried out so that teachers can improve the quality of their teaching through observation, reflective discussions, and feedback (Budiati et al., 2024). The principal, as a learning leader, plays a crucial role in encouraging teachers to improve and develop their teaching skills. The study aimed to determine whether the training implemented for teachers had a positive impact on improving pedagogical competence, including in terms of the use of learning strategies, curriculum development, and learning evaluation. The importance of conducting this research is to examine more deeply the improvement of teacher pedagogical competence in schools which impacts the quality of teaching and a teacher's professionalism, (Widyanto & Wahyuni, 2020); (Sari et al., 2021).

This study found that teachers' pedagogical competence has a significant impact on the overall quality of learning at SD 2 Seunagan. Pedagogical competence is observed through teachers' ability to plan lessons effectively, implement engaging teaching strategies, assess learning outcomes, and reflect on their practices for continuous improvement. These competencies collectively contribute to an interactive, inclusive, and student-centered learning environment. Effective lesson planning is the foundation of pedagogical competence, (Yanti et al., 2024). This study focuses on teachers, who are required to have strong planning skills and be able to design learning activities that align with curriculum objectives, students' prior knowledge, and contextual realities. The concept of Pedagogical Content Knowledge (PCK), which emphasizes that teachers must not only master the subject matter but also know how to make it accessible to students, (Guzm & Gonz, 2020). Teachers with strong pedagogical competence develop clear, measurable, and relevant learning objectives. They utilize curriculum mapping and differentiated learning to accommodate students' diverse learning styles and abilities. This approach is particularly important in elementary education, where students' cognitive and emotional development varies widely.

The quality of education today is largely determined by teacher competence and professionalism. Various competencies required by professional teachers include the ability to act as innovative, creative, and collaborative teachers. These competencies play a crucial role in creating effective learning experiences for students and improving student learning outcomes, (Malang, 2024). A teacher's ability to manage the classroom during the learning process by designing learning strategies, understanding student characteristics, and effectively evaluating learning outcomes is crucial, (Husni & Sari, 2023). This competency becomes even more crucial in elementary schools, where students are in a period of self formation and require guidance that is not only academic but also developmental, (Ramadhanti, 2023). The quality of education is highly determined by teacher competence and professionalism. Teacher pedagogical competence plays a crucial role in creating effective learning experiences for students, (Sumarni et al. 2024). Pedagogical competence plays a vital role in determining the quality and effectiveness of learning in elementary schools. As facilitators of knowledge and character formation, teachers must have a strong foundation of pedagogical knowledge, skills, and attitudes to manage learning effectively, (Novita et al. 2022). The concept of teacher pedagogical competence, its dimensions, and its impact on improving the quality of learning in elementary education are discussed, (Fahri et al. 2022). This discussion also explores strategies to strengthen teachers' pedagogical competencies through ongoing professional development, reflective practice, and technology integration in teaching.

## METHOD

This study uses a qualitative descriptive approach to explore the application of teachers' pedagogical competence in improving the quality of learning in elementary schools. The qualitative method was chosen to gain an in-depth understanding of how teachers apply pedagogical skills in real classroom environments and how these practices affect learning processes and outcomes (Sugiono, 2016). This study uses a case study design conducted in selected elementary schools. This researcher focuses on exploring the phenomenon in depth, especially how pedagogical competence is applied in daily teaching practices. Initial data analysis techniques include observation of teaching and learning activities in the classroom, in-depth interviews with teachers and principals, and documentation such as lesson plans, teaching materials, and student assessments.

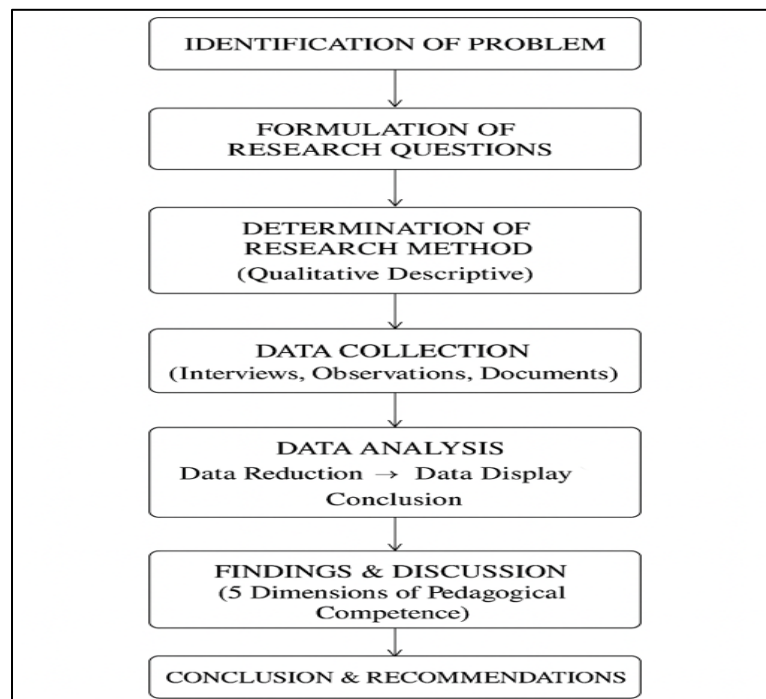


Figure: 1. Research Method Planning

## RESULTS AND DISCUSSION

The first stage of this research is to identify problems that form the basis for the study of teachers' pedagogical competence in improving the quality of learning in elementary schools. The researcher conducted observations and literature reviews to understand the actual conditions in elementary schools, particularly how teachers implement the learning process in the classroom. It was found that although teachers had participated in professional training, the overall quality of learning had not improved significantly. Many teachers still focused on content delivery rather than developing students' critical and creative thinking skills. The researcher reviews key theories and previous studies related to pedagogical competence, teacher professionalism, and instructional quality (Santos & Castro, 2021). This theoretical review helps define the dimensions of pedagogical competence lesson planning, instructional implementation, assessment, classroom management, and professional development. Based on theory and field findings, key aspects that influence the quality of learning have been identified, including teachers' ability to plan, implement, evaluate, and continuously improve their teaching practices. This study uses a qualitative descriptive approach aimed at exploring teachers' pedagogical practices in their natural classroom environments. This approach allows for an in-depth understanding of how teachers plan, implement, assess, and manage learning activities. The research aims to ensure methodological coherence between the research

objectives, design, and instruments. To collect rich, valid, and contextual data that reflect teachers' pedagogical competence in practice and to lay the foundation for systematic analysis and discussion in subsequent stages.

Table: 1. Interview Result.

Dimension	Teacher	Findings	Interpretation / Implications
<b>1. Lesson Planning</b>	A	Teachers demonstrated strong lesson-planning competence aligned with the national curriculum. Lesson plans included clear objectives, materials, and teaching strategies. Bloom’s Taxonomy (remembering, understanding, applying) was used in goal formulation. However, differentiated instruction was rarely implemented to address diverse learning needs.	Indicates mastery of curriculum-based planning but limited adaptation to individual learner differences. Professional training in inclusive and differentiated lesson planning is needed to enhance equity and engagement.
<b>2. Instructional Implementation</b>	B	Teachers applied active learning strategies such as cooperative learning, inquiry-based instruction, and thematic integration. Learning media (visual aids, real objects, videos) enhanced student understanding. Students were actively engaged in constructing knowledge through collaboration and exploration.	Reflects constructivist teaching practices that promote deep learning and critical thinking. Encourages continued integration of hands-on and technology-assisted instruction.
<b>3. Assessment Practices</b>	C	Teachers used both formative (oral questioning, quizzes) and summative (tests, assignments) assessments. Authentic assessments (projects, portfolios) were also used, but feedback was mainly numerical with limited descriptive comments.	Shows progress toward comprehensive assessment but highlights the need for more formative, feedback-oriented approaches to support learning improvement and student reflection.
<b>4. Classroom Management</b>	D	Teachers maintained orderly, positive classrooms with clear routines, expectations, and behavior management strategies. The environment was inclusive and conducive to learning.	Demonstrates effective management and positive teacher-student relationships that support social-emotional learning and engagement.
<b>5. Continuous Professional</b>	E	Teachers participated in workshops and professional learning communities,	Emphasizes the importance of equitable professional development

<b>Development (CPD)</b>		improving their teaching competence. However, teachers in rural areas faced limited access to development opportunities and institutional support.	and systemic support to sustain teacher growth and pedagogical innovation.
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Documentation:



Figure: 2. Problem Solving Teaching

Problem solving teaching empowers students to become active thinkers and lifelong learners. It transforms the classroom into a dynamic learning environment where students learn how to learn, not just what to learn. For teachers, implementing this approach requires strong pedagogical competence, creativity in designing learning, and a commitment to developing student independence.



Figure: 3. Interview With Teacher



Figure: 4. Pedagogik Teaching

The research findings confirm that pedagogical competence is a crucial factor in improving the quality of education at the elementary level. Pedagogical Content Knowledge (PCK), the integration of teacher knowledge and pedagogy, delivers subject matter in a way that is easily understood by students. Teachers who demonstrate strong pedagogical planning, active learning methods, and assessment literacy have classes where students are more engaged and demonstrate better understanding. This finding aligns with (Darling Hammond et al. 2017) and (Siti Nuraeni Mitra et al. 2024), who argue "that teacher effectiveness is closely related to their ability to plan and implement learning that encourages critical thinking, creativity, and collaboration." Furthermore, the application of constructivist teaching strategies, where students construct knowledge through experience and social interaction (Vygotsky, 1978) in Suwarga and (Ahliati 2023), is evident in classes that prioritize student participation and exploration. These strategies help foster deeper learning and are particularly important in the educational environment of elementary school students.



Figure: 5. Pedagogic Collaborating Learning.

Pedagogical Collaborative Learning bridges pedagogical competencies and collaborative methods to create meaningful, interactive, and inclusive learning environments, (Thoriq et al. 2024). This approach emphasizes the role of teachers as facilitators who design learning experiences that encourage shared responsibility and active student participation. Through

structured collaboration, learners engage in collective inquiry, dialogue, and reflection, which enhance cognitive and social development. When implemented effectively in elementary schools, collaborative learning not only improves academic achievement but also fosters essential life skills such as cooperation, communication, empathy, and critical thinking, (Waluyo, 2021). Furthermore, pedagogical collaborative learning supports the development of inclusive classrooms by enabling diverse learners to contribute according to their strengths, thereby strengthening equity and social interaction. Therefore, pedagogical collaborative learning is a vital pedagogical strategy for fostering holistic student growth in the context of 21st-century learning.



Figure: 6. Contextual Pedagogic Learning

Contextual Learning is a teaching and learning approach that connects academic content to real-world situations and students' personal experiences (Nurbaeti, 2019). This approach emphasizes the relevance of the material being studied by placing knowledge in authentic contexts, making learning more meaningful and applicable Nugraha, (2022). Contextual and Pedagogical Deep Learning is an integrated approach that connects real-world contexts with deep cognitive engagement (Resmiyati, 2020). Through strong teacher pedagogical competence, this model can provide deep, critical, and transformative learning, and prepare students with knowledge and life skills.

## CONCLUSION

The study concluded that the implementation of teacher pedagogical competencies plays an important role in improving the quality of learning in elementary schools. The data revealed that teachers with strong pedagogical skills are able to design well-structured lesson plans, implement active and student-centered learning strategies, and apply a variety of assessment methods. These competencies have a direct impact on student engagement, understanding, and academic development. Effective lesson planning is guided by Bloom's Taxonomy, which ensures that learning objectives target multiple cognitive levels and meet students' developmental needs. The implementation of learning that reflects a constructivist approach makes students active in their own learning, thereby deepening understanding. Assessment literacy, although evident among teachers, requires further strengthening especially in the areas of providing formative and descriptive feedback. Classroom management is generally well implemented, creating a safe, inclusive, and structured environment that is conducive to learning. Continuous professional development is essential to improving pedagogical competencies, although gaps in access still exist, especially in remote or underserved areas. The findings of the concept of Pedagogical Content Knowledge (PCK) emphasize that high-quality

teaching emerges from the integration of subject knowledge and teaching strategies. Contextual learning offers a powerful approach to education by connecting academic content to real-life experiences and environments.

This study concludes that the application of teachers' pedagogical competencies plays a crucial role in improving the quality of learning in elementary schools. Data show that teachers with strong pedagogical skills are able to design well-structured lesson plans, implement active and student-centered learning strategies, and employ a variety of assessment methods. These competencies have a direct impact on student engagement, understanding, and academic progress. Effective lesson planning is guided by Bloom's Taxonomy, which ensures that learning objectives target multiple cognitive levels and meet students' developmental needs. Instructional practices reflecting a constructivist approach actively engage students in their own learning, thereby deepening understanding. Assessment literacy, while well established among teachers, needs further strengthening, particularly in providing formative and descriptive feedback. Classroom management is generally well-executed, creating a safe, inclusive, and structured environment conducive to learning. Continuing professional development is crucial for enhancing pedagogical competency, although access gaps persist, particularly in remote or underserved areas. Findings from the concept of Pedagogical Content Knowledge (PCK) emphasize that high-quality teaching emerges from the integration of subject matter knowledge and teaching strategies. Contextual learning offers a powerful educational approach by connecting academic content with real-world experiences and environments. Pedagogical Collaborative Learning represents a crucial intersection between effective pedagogy and collaborative methodology in elementary education. By emphasizing interaction, shared responsibility, and reflective dialogue, this approach enables teachers to hone their pedagogical competencies in designing engaging and inclusive learning. This approach not only improves students' academic outcomes but also fosters essential 21st-century skills such as communication, teamwork, problem-solving, and critical thinking. Furthermore, this approach contributes to building a positive classroom culture where every learner is valued and empowered to participate meaningfully. Therefore, strengthening teachers' pedagogical competencies through collaborative learning practices is a strategic pathway to achieving holistic and sustainable improvements in the quality of education at the elementary school level.

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