

The influence of teachers' pedagogic, professional, and social competence on learning effectiveness and student motivation

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Abstract

This study aims to analyze the influence of teachers' pedagogic, professional, and social competence on the effectiveness of the teaching and learning process and students' learning motivation at MIN 11 Hulu Sungai Selatan. The research was motivated by the low level of student motivation and learning outcomes that have not yet met the Minimum Competency Criteria (KKM), which are presumed to result from teachers' insufficient competence in implementing effective and engaging instruction. This research employed a quantitative explanatory design with a sample of 110 students determined using the Slovin formula. Data were collected through questionnaires, observations, and interviews, and analyzed using the Structural Equation Modeling–Partial Least Square (SEM-PLS) method with the SmartPLS software. The findings indicate that pedagogic, professional, and social competencies each have a positive and significant effect on the effectiveness of the teaching and learning process. However, pedagogic and social competencies do not significantly affect students' learning motivation, while professional competence shows a positive and significant effect on it. Furthermore, the effectiveness of the teaching and learning process positively and significantly affects students' motivation and serves as a significant mediator between professional competence and learning motivation, but not between pedagogic and social competence. The R-square values of 0.214 for learning effectiveness and 0.073 for learning motivation suggest that teacher competence accounts for only a small portion of the variance, implying that other factors also contribute. Overall, the study highlights the importance of enhancing teachers' professional competence and their ability to create effective, student-centered learning environments to foster stronger learning motivation.

Keywords: pedagogical competence, professional competence, social competence, teaching and learning effectiveness, student learning motivation

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1. Introduction

Education plays a strategic role in shaping superior and competitive human resources in the global era. Law No. 20 of 2003 on the National Education System states that the goal of national education is to develop students' potential to become faithful, knowledgeable, creative, and responsible individuals. In this context, teachers serve as key agents in ensuring the quality of education, as they are the main drivers of the teaching and learning process (Tilaar, 2001). The quality of education is largely determined by teacher professionalism and competence. According to Law No. 14 of 2005 on Teachers and Lecturers, teachers must possess four core competencies: pedagogical, personal, social, and professional. However, studies indicate that teacher professionalism in Indonesia still faces challenges in mastery of subject matter, teaching

methods, and work discipline (Musthofa Rembangy, 2010; Kirania Maida, 2012).

Field observations show that 43% of students feel unmotivated, often bored, and find it difficult to focus during lessons. They perceive learning as monotonous and dominated by lectures without engaging activities. Most students also report that teachers rarely use innovative media, making lessons less interactive. Furthermore, 62% state that teachers seldom give encouragement or direct appreciation, reflecting limited social interaction and communication between teachers and students.

Academic results reinforce this issue: 35.4% of 110 students scored below the Minimum Competency Criteria (70) in the 2024/2025 semester, with average scores of 68.7 in Indonesian, 67.9 in Mathematics, and 69.3 in Islamic Education. These findings suggest that teacher competencies—particularly pedagogical, professional, and social—are not yet fully optimized to support effective learning.

Theoretically, pedagogical competence is rooted in constructivist theory (Piaget; Vygotsky, 1978) and emphasizes teachers' ability to facilitate meaningful learning and manage classrooms effectively (Bruner, 1966; Ramayulis, 2013). Professional competence, as defined by Sugihartono et al. (2007), involves mastery of subject matter, professional ethics, and continuous self-development. Hall (in Subijanto, 2011) outlines professionalism as encompassing dedication, social responsibility, autonomy, adherence to professional rules, and affiliation with professional communities. Meanwhile, social competence refers to the teacher's ability to communicate and interact effectively with students, peers, and the community (Buchari Alma, 2008).

Effective learning, according to Supriyono (2014), is achieved when all components of instruction interact successfully to meet educational objectives. Motivation to learn, as Hillgard and Russel (in Afshyus Salamah, 2006) describe, is an internal and external drive that energizes and directs behavior toward learning goals. Based on these foundations, this study hypothesizes that (1) teachers' pedagogical, professional, and social competencies significantly affect teaching and learning effectiveness; (2) these competencies influence students' learning motivation; and (3) teaching effectiveness significantly affects learning motivation.

2. Research Design and Method

This study employs an explanatory quantitative research design aimed at analyzing the influence of teachers' pedagogical, professional, and social competencies on the effectiveness of the teaching and learning process and students' learning motivation at MIN 11 Hulu Sungai Selatan. The data were collected through questionnaires distributed to respondents who were selected as the research sample and analyzed using the Structural Equation Modeling–Partial Least Square (SEM-PLS) method. The study consists of three independent variables, that is pedagogical competence, professional competence, and social competence, and two dependent variables, that is teaching and learning effectiveness and students' learning motivation.

The research uses both quantitative and qualitative data. Quantitative data were obtained from students' questionnaire responses, while qualitative data were derived from interviews and classroom observations to provide supporting insights. Primary data include the results of questionnaires and direct interviews with teachers and students, whereas secondary data were gathered from relevant literature, school documents, and other supporting sources. The study population comprises 152 students of MIN 11 Hulu Sungai Selatan, and the sample size of 110 respondents was determined using the Slovin formula with a 5% margin of error.

Data collection techniques included observation of the learning process, interviews with teachers and students, distribution of questionnaires using a five-point Likert scale, and a literature review to strengthen theoretical foundations and identify previous research findings. Data analysis was conducted in several stages. The research instrument was first tested for validity, including convergent, discriminant, and average

Table 1. Operational Definition of Variables

Variable	Operational Definition	Main Indicators
Pedagogical Competence (X1)	The teacher's ability to understand students' characteristics and to organize educational learning (Ramavulis, 2013).	Mastery of students' characteristics, learning theory, curriculum, effective learning, use of ICT, and learning evaluation.
Professional Competence (X2)	The teacher's ability and authority in carrying out their profession (Sugihatono et al., 2007).	Dedication, social responsibility, professional autonomy, adherence to ethics, and participation in professional communities.
Social Competence (X3)	The ability to interact effectively within the school environment and society (Buchari Alma, 2008).	Interpersonal relationships, effective communication, social awareness, sympathetic attitude, and participation in classroom interaction.
Effectiveness of the Teaching and Learning Process (Y)	The success of learning activities in achieving learning objectives (Supriyono, 2014).	Classroom management, student engagement, quality of learning, active participation, and learning achievement.
Learning Motivation (Z)	The students' internal drive to achieve learning goals (Hilliard & Russel in Salamah, 2006).	Learning goals, learning encouragement, competitiveness, learning habits, and the use of methods and learning media.

Source: Processed Data

variance extracted (AVE), and reliability using Cronbach's Alpha and Composite Reliability, both of which were required to meet a minimum threshold of 0.7. Descriptive statistical analysis was then performed to describe the data through measures such as mean, median, standard deviation, and response distribution (Sugiyono, 2016). The SEM-PLS analysis was carried out using SmartPLS software in three stages: the outer model was used to evaluate indicator validity and reliability, the inner model was applied to test the relationships between latent variables and assess R^2 , Q^2 , and f^2 values, and bootstrapping was performed to test the significance of hypotheses based on t-statistic values at $\alpha = 0.05$. Furthermore, a mediation analysis was conducted to assess the role of teaching and learning effectiveness as an intervening variable between teacher competencies and students' learning motivation.

3. Results and Discussion

Structural Model Testing

The testing of the inner model, or structural model, is conducted to examine the relationships between constructs, the significance values, and the R-square of the research model. The structural model is evaluated using the R-square value for the dependent constructs, the t-test, and the significance of the structural path coefficient parameters.

Goodness of fit test

In evaluating a model using PLS, the assessment begins by examining the R-square value for each dependent latent variable. The correlation coefficient is used to measure the strength of the linear relationship between two variables. The closer the R value is to 1, the stronger the relationship between the two variables.

Based on Table 1, the R-square value for the variable Effectiveness of the Teaching and Learning Process is 0.214, which means that 21.4% of the variation in learning effectiveness can be explained by teachers' pedagogical, professional, and social competencies, while the remaining 78.6% is influenced by other factors outside this study. This value indicates a moderate level of relationship.

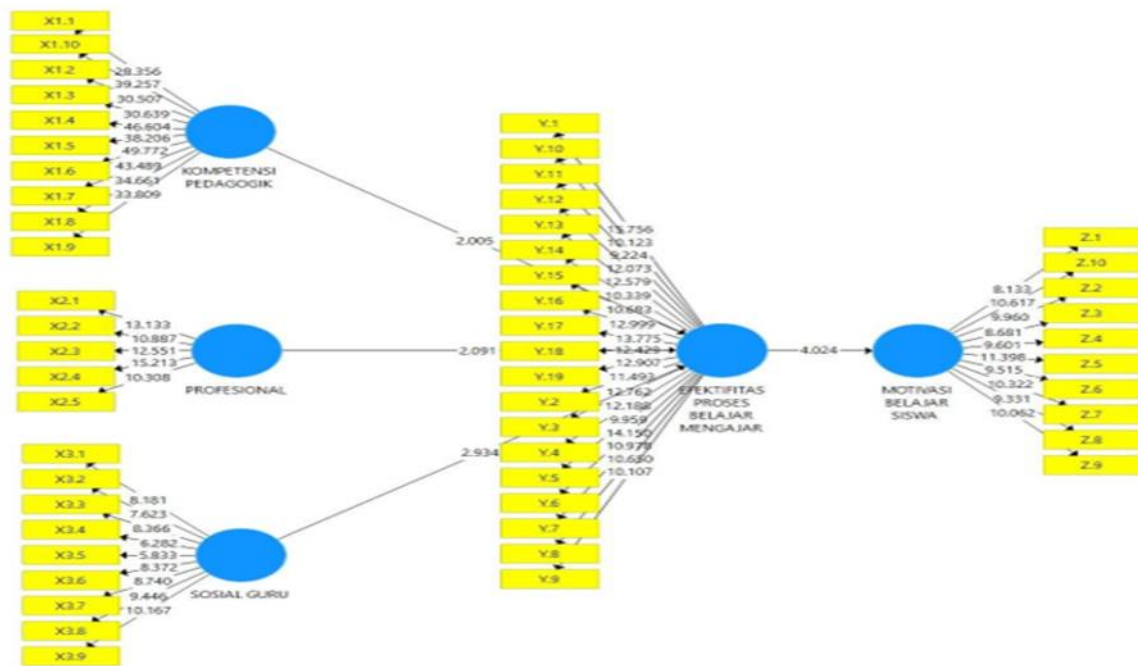


Figure 1. Data Processing Results

Table 2. Results of R-Square Test

Variabel	R Square	Adjusted R Square	Description
Effectiveness of the Teaching and Learning Process	0.235	0.235	0.235
Students' Learning Motivation	0.082	0.082	0.082

Table 3. Results of Q-Square Testing

Variable	SSO	SSE	Q ² (= 1 – SSE/SSO)
Pedagogical Competence	1,100.000	1,100.000	–
Professional Competence	550.000	550.000	–
Social Competence	990.000	990.000	–
Effectiveness of the Teaching and Learning Process	2,090.000	1,839.090	0.120
Students' Learning Motivation	1,100.000	1,060.569	0.036

Source: SmartPLS Test Results (2025)

Meanwhile, the R-square value for the variable Students' Learning Motivation is 0.073, meaning that 7.3% of the variation in learning motivation is explained by teachers' pedagogical, professional, and social competencies, as well as the effectiveness of the teaching and learning process, while the remaining 92.7% is influenced by factors outside the model. This value indicates a weak level of relationship.

The Q-Square value is used to assess the model's goodness of fit, where a higher value indicates a better alignment between the model and the observed data. The obtained Q-Square value of 0.152 suggests that the research model is capable of explaining 15.2% of the data variation, while the remaining 84.8% is influenced by other factors outside the model. Therefore, the model meets the goodness of fit criteria and is deemed appropriate for predicting the relationships among variables in this study.

Hypothesis testing

Direct effect hypothesis testing

The basis for hypothesis testing in this study is the values obtained from the output result for inner weight. The estimation results for testing the structural model are presented in Table 4. The analysis

shows that the Pedagogical Competence has a coefficient value of 0.238, a t-statistic of 2.005 which is greater than 1.984, and a p-value of 0.046 which is less than 0.05. These results indicate that Pedagogical Competence has a positive and significant effect on the Effectiveness of the Teaching and Learning Process; therefore, Hypothesis 1 is accepted.

Furthermore, the Professional Competence has a coefficient value of 0.235, a t-statistic of 2.091 which is greater than 1.984, and a p-value of 0.037 which is less than 0.05. This finding implies that Professional Competence positively and significantly affects the Effectiveness of the Teaching and Learning Process, so Hypothesis 2 is accepted. Likewise, Social Competence shows a coefficient value of 0.259, a t-statistic of 2.934 which is greater than 1.984, and a p-value of 0.003 which is less than 0.05, indicating a positive and significant influence on the Effectiveness of the Teaching and Learning Process; thus, Hypothesis 3 is accepted.

Meanwhile, the coefficient value of Pedagogical Competence on Students' Learning Motivation is 0.068, with a t-statistic of 1.495 which is lower than 1.984, and a p-value of 0.136 which is greater than 0.05. This means that Pedagogical Competence does not have a significant effect on Students' Learning Motivation; therefore, Hypothesis 4 is rejected. In contrast, Professional Competence has a coefficient value of 0.067, a t-statistic of 2.019 which is higher than 1.984, and a p-value of 0.044 which is less than 0.05, showing that Professional Competence has a positive and significant influence on Students' Learning Motivation, leading to the acceptance of Hypothesis 5.

However, Social Competence has a coefficient value of 0.074, a t-statistic of 1.867 which is lower than 1.984, and a p-value of 0.063 which is greater than 0.05. This indicates that Social Competence does not significantly affect Students' Learning Motivation, so Hypothesis 6 is rejected. Finally, the Effectiveness of the Teaching and Learning Process has a coefficient value of 0.286, a t-statistic of 4.024 which is greater than 1.984, and a p-value of 0.000 which is less than 0.05. These results demonstrate that the Effectiveness of the Teaching and Learning Process has a positive and significant effect on Students' Learning Motivation, thus Hypothesis 7 is accepted.

Indirect effect hypothesis testing

The hypothesis testing of indirect effects was conducted using the Sobel Test Calculator, with the Effectiveness of the Teaching and Learning Process serving as the intervening variable. The results of the analysis are presented in Table 5.

Table 4. Estimation Output for Structural Model Testing

Relationship	Original Sample Estimate (O)	Mean of Subsamples (M)	Standard Deviation (STDEV)	t- Statistics	P- Value
Pedagogical Competence → Effectiveness of Teaching and Learning Process	0.238	0.226	0.119	2.005	0.046
Professional Competence → Effectiveness of Teaching and Learning Process	0.235	0.249	0.112	2.091	0.037
Social Competence → Effectiveness of Teaching and Learning Process	0.259	0.288	0.088	2.934	0.003
Pedagogical Competence → Students' Learning Motivation	0.068	0.072	0.046	1.495	0.136
Professional Competence → Students' Learning Motivation	0.067	0.073	0.033	2.019	0.044
Social Competence → Students' Learning Motivation	0.074	0.091	0.040	1.867	0.063
Effectiveness of Teaching and Learning Process → Students' Learning Motivation	0.286	0.307	0.071	4.024	0.000

Source: SmartPLS Test Results (2025)

Table 5. Total Indirect Effects

Variable	Original Sample Estimate (O)	Mean of Subsamples (M)	Standard Deviation (STDEV)	t- Statistics	P- Value
Pedagogical Competence → Effectiveness of Teaching and Learning Process → Students' Learning Motivation	0.068	0.072	0.046	1.495	0.136
Professional Competence → Effectiveness of Teaching and Learning Process → Students' Learning Motivation	0.067	0.073	0.033	2.019	0.044
Social Competence → Effectiveness of Teaching and Learning Process → Students' Learning Motivation	0.074	0.091	0.040	1.867	0.063

Source: SmartPLS Test Results (2025)

The results indicate that the t-statistic value of 1.495, which is lower than 1.984, shows that Pedagogical Competence does not have a significant indirect effect on Students' Learning Motivation through the Effectiveness of the Teaching and Learning Process. This finding suggests that pedagogical competence alone is not sufficient to enhance students' learning motivation through the effectiveness of teaching and learning activities.

Meanwhile, the t-statistic value of 2.019, which is higher than 1.984, demonstrates that Professional Competence has a positive and significant indirect effect on Students' Learning Motivation through the Effectiveness of the Teaching and Learning Process. This result implies that teachers' professional competence can effectively increase students' motivation to learn by improving the quality and effectiveness of the learning process.

On the other hand, the t-statistic value of 1.867, which is lower than 1.984, indicates that Social Competence does not have a significant indirect effect on Students' Learning Motivation through the Effectiveness of the Teaching and Learning Process. This means that teachers' social competence is not yet strong enough to enhance students' learning motivation indirectly through learning effectiveness.

Direct Effects

The effect of pedagogical competence on the effectiveness of the teaching and learning process

The results indicate that pedagogical competence significantly affects the effectiveness of the teaching and learning process among fifth- and sixth-grade students at MIN 11 Hulu Sungai Selatan. This finding supports Jejen Musfah (2011), who emphasized that pedagogical competence involves understanding students, mastering learning theories, and developing curricula. Similarly, Mita and Kurniyati (2021) found that pedagogical competence and teacher motivation positively influence students' learning motivation. Thus, strengthening teachers' pedagogical competence can enhance learning effectiveness through appropriate teaching methods aligned with students' characteristics.

The effect of professional competence on the effectiveness of the teaching and learning process

The study results indicate that professional competence does not have a significant effect on the effectiveness of the teaching and learning process. This finding differs from the theory proposed by Stinnett (in Sagala, 2009), which emphasizes that teacher professionalism reflects expertise and responsibility in teaching. Although teachers at MIN 11 Hulu Sungai Selatan demonstrate good professional dedication, this capability has not yet fully translated into increased learning effectiveness. The findings of Taufiq Eka Riandhana (2019) support that professional competence positively affects learning outcomes. However, the results of this study suggest that teacher professionalism is not the main determinant of learning effectiveness, possibly because the existing teaching facilities and methods are already sufficient.

The effect of social competence on the effectiveness of the teaching and learning process

The study reveals that teachers' social competence has a significant effect on the effectiveness of the teaching and learning process. According to Sagala (2009), social competence encompasses the ability to communicate effectively, empathetically, and ethically with students and within the educational environment. Teachers who can build positive interpersonal relationships are more likely to create a conducive and enjoyable learning atmosphere. This finding is consistent with the research of Syarifuddin and Irmawati (2023), which found that social competence significantly influences teachers' motivation and performance. Therefore, teachers should continuously enhance their communication, empathy, and collaboration skills to foster better classroom interactions.

The effect of pedagogical competence on students' learning motivation

The results of the study show that pedagogical competence has a significant effect on students' learning motivation. According to Mulyasa (2007), teachers with high pedagogical competence are capable of creating learning experiences that are both challenging and meaningful for students. This result is supported by Kurniawan (2015), who found a significant positive relationship between teachers' pedagogical competence and students' learning motivation. In other words, the better a teacher understands students' needs and learning styles, the higher the students' motivation to learn.

The effect of professional competence on students' learning motivation

The study results show that professional competence does not have a significant effect on students' learning motivation. According to Danang Sunyoto (2012), professionalism requires adequate human resources, time, and facilities. At MIN 11 Hulu Sungai Selatan, these supporting factors are already sufficient, meaning that professional competence is not the primary determinant of students' motivation. Ramdon and Witmarrudin (2020) also found that among various teacher competencies, only personal competence significantly affects students' learning motivation. Therefore, teachers need to develop more personal and emotional approaches to motivate students more effectively.

The effect of social competence on students' learning motivation

The study shows that teachers' social competence has a positive but not significant effect on students' learning motivation. According to Saud (2010), social competence involves the ability to interact and communicate effectively with students and the community. Although teachers have demonstrated empathy and good communication, other factors such as family environment and learning media may have a stronger influence on students' motivation. The study by Syarifuddin and Irmawati (2023) also supports this finding, noting that while social competence influences teachers' work motivation, its effect on students' learning motivation is indirect.

The effect of the effectiveness of the teaching and learning process on students' learning motivation

The study results indicate that the effectiveness of the teaching and learning process has a significant effect on students' learning motivation. Nana Sudjana (1990) stated that effective learning encourages active student engagement and improves learning outcomes. This finding is consistent with Nursiah Sappaille (2017), who found that learning effectiveness is influenced by teacher competence and has a direct impact on students' motivation and achievement. Therefore, teachers are expected to continuously improve the quality of learning by applying diverse methods, fostering classroom interaction, and providing constructive feedback.

Indirect Effect

The indirect effect of pedagogical competence on students' learning motivation through the effectiveness of the teaching and learning process

The results of the study indicate that pedagogical competence does not have a significant indirect effect on students' learning motivation through the effectiveness of the teaching and learning process among students at MIN 11 Hulu Sungai Selatan. This finding aligns with Husaini (2020), who stated that improving teachers' pedagogical competence does not necessarily increase students' learning motivation unless accompanied by enjoyable and participatory learning approaches. According to Mulyasa (2013), pedagogical competence relates to teachers' ability to understand students' characteristics and apply appropriate teaching methods. However, when the effectiveness of the teaching and learning process is not optimal, its influence on students' motivation becomes weak. Therefore, enhancing teachers' pedagogical competence should be accompanied by the implementation of active learning strategies to better stimulate students' learning motivation.

The indirect effect of professional competence on students' learning motivation through the effectiveness of the teaching and learning process

The analysis shows that professional competence does not have a significant indirect effect on students' learning motivation through the effectiveness of the teaching and learning process. This finding supports Slameto (2018), who explained that mastery of subject matter alone is insufficient to enhance learning motivation; it must be complemented by the teacher's ability to create engaging classroom interactions. According to Uno (2016), professional competence includes mastery of subject matter and teaching methods, but without an effective classroom environment, its influence on motivation remains limited. Thus, improving teachers' professional competence should be accompanied by efforts to enhance teaching effectiveness in order to foster students' learning motivation more optimally.

The indirect effect of teachers' social competence on students' learning motivation through the effectiveness of the teaching and learning process

The findings reveal that teachers' social competence does not have a significant indirect effect on students' learning motivation through the effectiveness of the teaching and learning process. This is consistent with Sutarto (2019), who stated that good social relationships between teachers and students do not necessarily increase learning motivation without effective and meaningful learning. According to Wibowo (2017), social competence refers to teachers' ability to communicate, interact, and collaborate with students and the school environment. However, without the support of effective teaching and learning processes, its impact on students' motivation remains low. Therefore, strengthening teachers' social competence needs to be integrated with improving teaching effectiveness to create a learning atmosphere that encourages students' enthusiasm and motivation.

4. Conclusions

Based on the results and discussion regarding the influence of pedagogical, professional, and social competencies on the effectiveness of the teaching and learning process and students' learning motivation at MIN 11 Hulu Sungai Selatan, both directly and indirectly, several conclusions can be drawn. Pedagogical competence has a significant influence on both the effectiveness of teaching and learning and students' motivation. This finding suggests that teachers who better understand students' characteristics, design appropriate learning strategies, and apply suitable methods can enhance learning effectiveness and student motivation. In contrast, professional competence does not have a significant effect on either teaching effectiveness or student motivation. This indicates that mastery of subject matter and teaching skills alone

is not sufficient to improve learning outcomes without creative and engaging instructional approaches. Social competence significantly affects the effectiveness of the teaching process but not students' motivation, implying that good communication, empathy, and collaboration skills help create a conducive learning environment, although motivation may still be influenced by external factors such as family or peers. Furthermore, teaching effectiveness significantly influences learning motivation, showing that the more effective the learning process, the higher the students' motivation. However, pedagogical, professional, and social competencies do not have a significant indirect effect on motivation through teaching effectiveness, meaning that the mediating role of learning effectiveness remains limited.

Based on these findings, several recommendations are proposed. Schools and teachers should strengthen pedagogical competence through training or workshops that promote active, creative, and student-centered learning strategies. Professional competence can be enhanced through the use of educational technology and innovative learning media to create engaging classroom environments. Social competence should be reinforced by fostering empathetic and collaborative communication with students, colleagues, and parents to build a positive learning atmosphere. Schools are also encouraged to provide adequate facilities and regular academic supervision to improve teaching effectiveness. Future researchers are advised to explore other variables that may influence students' motivation, such as family environment, school leadership, or digital learning media, and to expand their studies to different educational levels or regions for broader generalization. Finally, the government and policymakers, through the Ministry of Religious Affairs and the Department of Education, should continue to promote Continuous Professional Development programs for madrasah teachers to strengthen their pedagogical, professional, and social competencies simultaneously.

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