



THE INFLUENCE OF INNOVATIVE LEARNING MODELS AND PEDAGOGICAL COMPETENCE ON TEACHER PERFORMANCE AND ITS IMPLICATIONS FOR THE QUALITY OF EDUCATION IN PUBLIC ELEMENTARY SCHOOLS IN SERANG REGENCY

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Abstract

Teacher performance in learning is the performance carried out by a teacher in carrying out his duties and responsibilities in providing learning guidance in the form of knowledge and skills so that there is an increase in student learning achievement. The purpose of this study was to analyze the direct and indirect effects of innovative learning models and pedagogical competence on teacher performance and educational quality. This study was conducted in elementary schools in Serang Regency with a sample population of 189 students, drawn using random sampling. This study used path analysis and the Structural Equation Modeling-Partial Least Square (SEM-PLS) method.

The results of this study indicate that hypothesis testing shows that the innovative learning model has a positive and significant influence on teacher performance ($\beta=0.497$ $t=6.417$ $p=0.000$). The innovative learning model has a positive and significant influence on the quality of education. ($\beta=0.205$ $t=2.499$ $p=0.012$). pedagogical competence has a positive and significant influence on teacher performance ($\beta=0.299$ $t=4.127$ $p=0.000$). pedagogical competence has a positive and significant influence on quality of education ($\beta=0.262$ $t=3.945$ $p=0.000$). teacher performance has a positive and significant influence on quality of education ($\beta=0.425$ $t=4.561$ $p=0.000$). Innovative learning models positive influence on teacher performance through quality of education ($\beta=0.133$ $t=3.073$ $p=0.002$). pedagogical competence has a positive influence on teacher performance through quality of education ($\beta=0.171$ $t=2.958$ $p=0.003$). So it can be concluded that there is a significant influence between innovative learning models and pedagogical competence on teacher performance with the quality of education as mediation in elementary schools in Serang Regency.

Keywords: Teacher Performance, Pedagogical Competence, Education Quality, Learning Model

INTRODUCTION

Amidst increasingly fierce global competition, Indonesia is required to transform its learning system to produce a competent and competitive generation. Educators play a central role in ensuring the effectiveness of the learning process as a catalyst for educational success. This aligns with Mulyasa's (2012b) view that without competent and dedicated educators, educational innovation will not significantly impact learning quality. Based on the Education Report (Kemendikbudristek, 2022), literacy and numeracy outcomes in Serang Regency remain low. Of 17 elementary schools, only 23.53% achieved a good category in terms of learning quality, demonstrating the need to improve teacher competency and provide equitable educational facilities.

In an era of increasingly competitive global competition, a nation's ability to produce an educated generation is a key indicator of progress. Indonesia faces a significant challenge in transforming its education system to produce superior, creative, and highly competitive individuals. This transformation process depends not only on government macro policies but also on the

effectiveness of learning implementation at the educational unit level. Educators are a key element in the success of the education system, as effective learning will not be achieved without competent, dedicated teachers capable of implementing innovative learning strategies. This view aligns with Mulyasa (2012a), who asserts that without the presence of competent and highly dedicated educators, various educational innovations will not have a significant impact on improving the quality of learning.

This research was conducted at 17 public elementary schools in Serang Regency, Banten Province. Based on the 2024 Education Report (Kemendikbudristek, 2022), the literacy and numeracy sub-indicators remain low. Not a single school achieved the “good” category for literacy, while only 23.53% of schools were classified as good. The majority of schools (41.18%) fell into the “moderate” category, while the remaining 35.39% were in the “poor” category. This phenomenon indicates a significant gap between national education goals and actual outcomes.

Factors contributing to this low achievement include limited teacher competency in managing active learning, low teacher participation in training, limited learning facilities such as classrooms and internet access, and weak school managerial support for improving learning quality. Furthermore, regional education policies, which are still oriented toward administrative aspects and teacher welfare, rather than improving professionalism, also weaken efforts to improve learning quality.

Another emerging issue is the low level of student learning achievement in basic skills such as reading and arithmetic, reflecting the weak effectiveness of learning at the elementary school level. This condition indicates a research gap between policies to improve education quality and their implementation in schools, particularly in the context of the role of teacher competence and learning support facilities in literacy and numeracy achievement. Therefore, this research is important to analyze in depth the factors that influence learning effectiveness and formulate strategies to strengthen teacher competence in improving education quality in Serang Regency.

This research has *novelty* in integrating two key variables: creative learning methods and pedagogical capabilities as the main determinants in improving teacher performance and learning quality in public elementary schools. Unlike previous research that generally focuses on single factors such as teacher competence or infrastructure, this study emphasizes the synergy between creativity in the learning process and teacher pedagogical capabilities as strategic elements in achieving educational effectiveness. This approach is expected to provide theoretical and practical contributions in strengthening adaptive learning models in the era of national education transformation.

LITERATURE REVIEW

Teacher Performance

Teacher performance is the result of professional achievements in carrying out educational tasks, including the preparation, implementation, and evaluation of learning. According to Sakhur et al. (2020), performance is the process of carrying out an action that reflects a person's ability to carry

out their work. Rohman (2020) emphasized that teacher performance reflects a teacher's actual capabilities in learning activities. Umiarso (2011) and Sanusi et al. (2020) added that teacher performance is measured through professional capacity and commitment in carrying out pedagogical functions. Thus, teacher performance reflects professional integrity and competence in achieving educational quality.

Teacher Pedagogical Competence

Teacher pedagogical competence is a professional ability that reflects an educator's expertise in understanding student characteristics, mastering learning theories, developing curricula, and implementing educational learning. According to Mulyasa (2012b), this competence encompasses the ability to manage educational processes in a formative, participatory, and adaptive manner. Suparian (2011) emphasized that pedagogical capability also requires an understanding of educational principles and the diverse characteristics of students. Hadis and Nurhayati (2010) added that competent teachers are able to implement various effective learning strategies to optimize student potential.

Quality of education

Educational quality reflects the educational system's ability to produce optimal learning processes and outcomes. Mukhtar and Suryani (2017) define educational quality as the result of synergy between the curriculum, teaching staff, infrastructure, and academic atmosphere. Khan and Ali (2015) emphasize that quality education is not only academically oriented but also shapes students' personalities and competencies. According to Alifah (2021), educational quality reflects the system's capability to produce quality graduates. Therefore, quality education requires effective governance and a learning process that optimizes students' potential.

Innovative Learning Model

An innovative learning model is an instructional strategy that focuses on the learner as the center of educational activity. According to Joyce (in Trianto, 2011), this model serves as a conceptual framework that guides teachers in designing creative, critical, and collaborative learning. Ibrahim emphasized that educational innovation encompasses renewal and creative solutions to learning problems. Miarso (1987) views it as a visualization of a systematic learning system. The success of innovative learning is determined by factors such as time, budget, institutional support, and the character of the educator as the implementer of innovation in the classroom.

Thinking Framework and Hopetesis

The conceptual framework serves to clarify the direction and objectives of the research. In the context of this study, the conceptual framework illustrates the relationship between pedagogical and professional capabilities and educator performance. Based on the theoretical foundation outlined, these two capabilities significantly influence educator performance, both in terms of learning mastery and work professionalism. The relationship between these variables is visualized through the conceptual framework diagram in the following illustration.

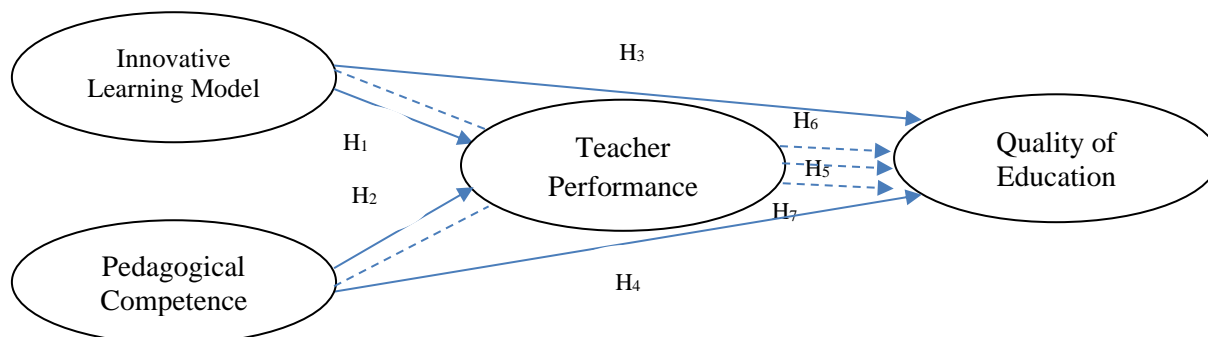


Figure 1 Thinking Framework

Hypothesis:

H₁ : It is suspected that there is a significant influence of the Innovative Learning Model on the Performance of Elementary School Teachers in Serang Regency.

H₂ : It is suspected that there is a significant influence of pedagogical competence on the performance of elementary school teachers in Serang Regency.

H₃ : It is suspected that there is a significant influence of the learning model on the quality of elementary school education in Serang Regency.

H₄ : It is suspected that there is a significant influence of Pedagogical Competence on the Quality of Elementary School Education in Serang Regency.

H₅ : It is suspected that there is a direct significant influence of the quality of education on the performance of elementary school teachers in Serang Regency.

H₆ : It is suspected that there is a significant indirect influence of the Innovative Learning Model on Teacher Performance through the Quality of Elementary School Education in Serang Regency.

H₇ : It is suspected that there is a significant indirect influence of Pedagogical Competence on the Quality of Education Through the Performance of Elementary School Teachers in Serang Regency.

METHOD

Research Type and Location

This study uses a descriptive quantitative approach, focusing on analyzing the influence of creative learning models and pedagogical capabilities on educator performance and their impact on the quality of primary education. The quantitative approach was used because it can objectively and measurably measure the relationship between variables through statistical analysis. The research

setting was conducted among public elementary school teachers in Serang Regency, Banten Province, with the study period between May and August 2025.

Research methods

The quantitative method was chosen because it emphasizes the collection of numerical data to identify correlations between variables (Setyowati et al., 2024). This study employed a causality approach, examining the direct and indirect effects between research variables, including creative learning models, pedagogical capabilities, educator performance, and educational quality. Structural Equation Modeling (SEM)-based statistical techniques with SmartPLS software were used to simultaneously test hypotheses and relationships between variables.

Population and Sample

The population in this study was 358 public elementary school teachers in Serang Regency. Based on calculations using the Slovin formula with a 5% margin of error, a sample size of 189 respondents was obtained. The sampling technique used was proportionate stratified random sampling, which considers proportional comparisons of the population to ensure representation across each school stratum.

Data Collection Techniques

Data were collected through a survey method using a five-level Likert-scale questionnaire, ranging from “strongly agree” to “strongly disagree.” The instrument was developed based on theoretical indicators for each variable and tested for content validity. Data sources included primary data obtained from teacher respondents, secondary data from educational institution reports, and tertiary data in the form of academic literature and scientific journals (Bletsoe et al., 2025).

Data Analysis Techniques

Data analysis was performed using Partial Least Squares (PLS) because it does not require a multivariate normal distribution and is capable of analyzing models with both reflective and formative indicators (Chou, 2020). Outer model testing included convergent validity, discriminant validity, and composite reliability (Hair et al., 2014). The inner model was used to analyze the relationships between latent variables through path coefficient, R^2 , effect size (f^2), and goodness of fit index (GoF) tests.

Descriptive Analysis

In addition to structural analysis, descriptive analysis was also used to describe the respondent profile and the distribution of scores for each research variable. This approach is used to explain the

characteristics of the phenomenon based on “who, what, when, how, and how much” indicators relevant to teacher behavior and the context of educational institutions (Fisher & Marshall, 2019; Roberts et al., 2024).

Hypothesis Testing

Hypothesis testing was conducted using the bootstrapping method in SEM-PLS to obtain t-statistics and p-values. The testing criteria were: the hypothesis was accepted if the t-statistic > 1.96 and $p < 0.05$. There were seven hypotheses that tested the direct and indirect effects between variables, including the mediating role of teacher performance on the relationship between creative learning models, pedagogical capabilities, and educational quality.

RESEARCH RESULTS AND DISCUSSION

Research result

PLS Outer Model Analysis Results (PLS Algorithm)

Outer model analysis was used to evaluate the validity and reliability of the research constructs before testing the relationships between variables. In this context, the model was evaluated using four main criteria: convergent validity, discriminant validity, composite reliability, and Cronbach's alpha. The evaluation was conducted using SmartPLS 3.0 software.

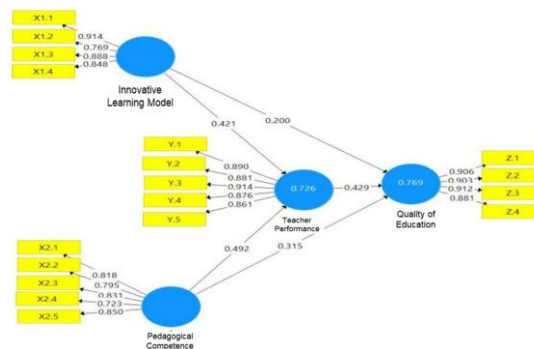


Figure 1. PLS Outer Model Analysis (PLS Algorithm)

Source: SEM-PLS Output Results (2025)

Validity Test with Loading Factor

This test aims to ensure that each indicator adequately represents the construct being measured. A loading factor value of ≥ 0.70 indicates a valid indicator, while values below this value are eliminated. Based on the analysis, all indicators demonstrated high validity for their respective constructs.

Table 1. Validity Test with Loading Factor

Item	X ₁ Innovative Learning Model	X ₂ Pedagogical Competence	Y Teacher Performance	Z Quality of Education
X _{1.1}	0.914			

X _{1.2}	0.769			
X _{1.3}	0.888			
X _{1.4}	0.848			
X _{2.1}		0.818		
X _{2.2}		0.795		
X _{2.3}		0.831		
X _{2.4}		0.723		
X _{2.5}		0.850		
Y ₁			0.890	
Y ₂			0.881	
Y ₃			0.914	
Y ₄			0.876	
Y ₅			0.861	
Z ₁				0.906
Z ₂				0.903
Z ₃				0.912
Z ₄				0.881

Source: SEM-PLS Output Results (2025)

All indicators had loading factor values above 0.7, indicating that each indicator was valid in measuring its construct. This confirms that the model has good convergent validity and can be used in subsequent analyses without removing indicators.

1. Validity Test with Average Variance Extracted (AVE)

AVE is used to measure the degree of variance captured by a construct compared to the variance caused by measurement error. An AVE value ≥ 0.50 indicates adequate convergent validity.

Tabel 2. Average Variance Extracted (AVE)

Item	Average Variance Extracted (AVE)
X ₁ Innovative Learning Model	0.734
X ₂ Pedagogical Competence	0.647
Y Teacher Performance	0.783
Z Quality of Education	0.811

Source: SEM-PLS Output Results (2025)

All constructs had AVE values above 0.5, indicating that each latent variable explained more than half of the variance in its indicator. Thus, the model fully met the convergent validity criteria.

2. Discriminant Validity Test (Cross Loading)

Discriminant validity tests the extent to which constructs can be distinguished from one another. The highest indicator value for the construct being measured indicates that there is no multicollinearity between the variables.

Table 3. Cross Loading Discriminant Validity (summary)

Item	X ₁	X ₂	AND	WITH
X _{1.1}	0.914	0.673	0.743	0.673
X _{2.1}	0.630	0.818	0.718	0.640
AND ₃	0.733	0.710	0.914	0.787
WITH ₃	0.670	0.764	0.770	0.912

Source: SEM-PLS Output Results (2025)

The highest loading values for each construct indicate no overlap between variables. This indicates that each construct is unique, thus meeting discriminant validity.

3. Reliability Test (Composite Reliability)

Reliability testing was conducted to ensure the consistency of the indicators in measuring the construct. A Composite Reliability value of ≥ 0.70 indicates good reliability.

Tabel 4. Composite Reliability

Item	Composite Reliability
Y Teacher Performance	0.947
Z Quality of Education	0.945
X ₁ Innovative Learning Model	0.917
X ₂ Pedagogical Competence	0.901

Source: SEM-PLS Output Results (2025)

All constructs had reliability values above 0.9, indicating a very high level of internal consistency. This means the research instrument is stable and reliable in measuring each variable studied.

4. Uji Cronbach's Alpha

This test measures the internal reliability of each construct. A Cronbach's Alpha value ≥ 0.70 indicates good instrument reliability.

Tabel 5. Cronbach's Alpha

Item	Cronbach's Alpha
Y Teacher Performance	0.930
Z Quality of Education	0.922
X ₁ Innovative Learning Model	0.880
X ₂ Pedagogical Competence	0.863

Source: SEM-PLS Output Results (2025)

Cronbach's Alpha values for all variables were above 0.86, indicating high reliability and stable inter-item consistency. Thus, all constructs can be considered reliable for use in testing the structural model.

PLS Inner Model Results (PLS Algorithm)

The inner model describes the relationships between latent variables in the study. This analysis includes testing the path coefficient, R-square, F-square, and GoF Index to assess the strength of the relationships between variables and the model's fit.

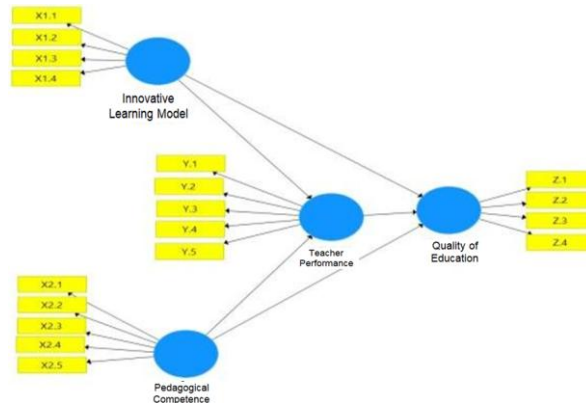


Figure 2. PLS Inner Model Analysis (PLS Algorithm)

Source: SEM-PLS Output Results (2025)

1. Path Coefficient

Path analysis was performed to assess the direct influence between variables. A T-statistic value > 1.96 and a P-value < 0.05 indicate a significant influence.

Table 6. Path Coefficient

Connection	Coefficient	T-stat	P-value
X1 → Y	0.421	6.330	0.000
X2 → Y	0.492	6.792	0.000
Y → Z	0.429	4.892	0.000

Source: SEM-PLS Output Results (2025)

All relationships between variables are statistically significant, indicating that innovative learning models and pedagogical competence have a strong influence on teacher performance and the quality of education.

2. R-Square dan F-Square

R-Square measures how much of the variation in endogenous variables is explained by exogenous variables, while F-Square shows the magnitude of the effect of each predictor variable.

Table 7. R-Square and F-Square Values

Variables	R ²	F ²
Y Teacher Performance	0.726	0.290

Z Quality of Education	0.769	0.218
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Source: SEM-PLS Output Results (2025)

The R² value shows that the model has high predictive power, where 72.6% of the variation in teacher performance and 76.9% of the variation in education quality are explained by the innovative learning and pedagogical competence variables.

Structural Model Test (Hypothesis)

The results of testing the seven main hypotheses showed all significant relationships with $p < 0.05$, indicating that innovative learning models and pedagogical competence have a direct and indirect effect on educational quality through teacher performance as a mediating variable. This finding strengthens the theory of educational performance which states that increasing pedagogical competence and learning creativity will improve teacher effectiveness and the quality of student learning outcomes.

Discussion

1. The Influence of Innovative Learning Models on Teacher Performance

Empirical findings indicate that the path coefficient value of the creative learning model on educator performance reached 0.421 with a t-statistic value of 6.330. This analysis shows statistical significance because the t-statistic value (6.330) exceeds the critical threshold (1.96), with a probability value of 0.000 which is below the 0.05 significance level. These findings confirm that the creative learning model has a substantial positive impact on educator performance.

The findings of this study align with Maryam's (2020) study, which revealed that creative learning models contribute positively and substantially to educator performance across various dimensions, including teachers' creative capacity and innovative abilities mediated by motivation. Educators who implement creative learning models effectively tend to receive higher appreciation from students, colleagues, and the community, which in turn creates an optimal and motivating learning atmosphere..

2. The Influence of Innovative Learning Models on the Quality of Education

The test results show that the beta coefficient value of the innovative learning model on the quality of education is 0.381 and the t-statistic is 5.029. From these results, the t-statistic is significant because $5.029 > 1.96$ with $0.000 < 0.05$ so that it proves that the Innovative Learning Model has an Influence on the quality of education.

Based on the results of this study, consistent with Suirat and Sepriyanti (2024), innovative learning models have a positive and significant impact on the quality of education, especially in terms of improving student learning outcomes, encouraging active involvement, increasing

motivation and interest in learning, and supporting inclusive learning. Teachers who carry out their duties and obligations in accordance with established standards.

3. The Influence of Pedagogical Competency Model on Teacher Performance

Empirical findings show that the path coefficient of pedagogical capability on educator performance reaches 0.492 with a t-statistic value of 6.792. Statistical analysis confirms the significance of the results because the t-statistic value (6.792) exceeds the critical value (1.96), accompanied by a probability value of 0.000 which is below the alpha level of 0.05. These data verify that pedagogical capability provides a substantial positive contribution to educator performance.

These findings align with a study by Panigoro and Yulianti Toralawe (2025), which demonstrated the positive and substantial contribution of pedagogical capabilities to educator performance in learning activities. Educators with adequate pedagogical capabilities demonstrate greater discipline, innovation, and accountability in the implementation of professional duties, including lesson design, the transmission of educational materials, and the assessment of student academic achievement. This contributes to the creation of optimal educational experiences and stimulates learning interest.

4. The Influence of Pedagogical Competency Models on the Quality of Education

The results of the pedagogical competence test have a significant effect on the quality of education, with a value of 0.526 and a t-statistic of 6.849. This result shows a significant t-statistic because $6.849 > 1.96$ with a value of $0.000 < 0.05$, so this proves that pedagogical competence has a significant effect on the quality of education.

Based on the results of this study, it is consistent with Rizky Fernanda and Ade Irma (2025) that pedagogical competence has a significant effect on the quality of education, especially effective learning, developing student potential, increasing learning motivation, and improving learning outcomes. Teachers who carry out their duties in planning, implementing, and evaluating learning.

5. The Influence of Teacher Performance on the Quality of Education

Empirical analysis revealed a path coefficient of educator performance on educational quality of 0.429 with a t-statistic value of 4.892. Statistical findings confirmed the significance of the results, indicated by the t-statistic value (4.892) exceeding the critical limit (1.96) and a probability value of 0.000 below the alpha of 0.05. These data verify the substantial contribution of educator performance to educational quality.

The findings of this study are in line with the study by Abd. Khalid Hs and Pandipa (2019) which demonstrated the substantial impact of educator performance on educational quality, particularly in the dimensions of instructional effectiveness, classroom dynamics management, and accountability in the implementation of professional functions.

6. The Influence of Innovative Learning Models on Teacher Performance through Educational Quality

The test results show that the innovative learning model on teacher performance through the quality of education is 0.181 and the t statistic is 4.309. From these results, the t statistic is significant because $4.309 > 1.96$ with a value of $0.000 < 0.05$, so this proves that the innovative learning model is able to mediate teacher performance through the quality of education.

Based on the results of this study, consistent with Mualimul Huda (2023), innovative learning models on teacher performance through educational quality have a significant effect on improving student learning outcomes, improving skills, and increasing job satisfaction. Teachers who carry out their duties in planning, implementing, and evaluating learning.

7. The Influence of Pedagogical Competence on Teacher Performance through Educational Quality

The test results show that pedagogical competence on teacher performance through the quality of education is 0.211 and the t statistic is 3.613. From these results, the t statistic is significant because $3.613 > 1.96$ with a value of $0.000 < 0.05$, so this proves that pedagogical competence is able to mediate teacher performance through the quality of education.

Based on the results of this study, it is consistent with Welana and Lilis Suryani (2024) that pedagogical competence on teacher performance through educational quality has a significant influence on improving the quality of education which in turn improves student learning outcomes and parental satisfaction. Pedagogical competence has significant influence on teacher performance through the quality of education, especially in terms of planning, implementation, and evaluation of learning.

CONCLUSION

The results of the analysis and testing can be concluded that the innovative learning model has a significant influence on teacher performance with a significance value of $0.000 (< 0.05)$, which means that the more creative and varied the learning strategies applied, the higher the teacher performance in the Cikande Regency Public Elementary School environment. Furthermore, the innovative learning model is also proven to have a significant influence on the quality of education with a significance value of $0.012 (< 0.05)$, which indicates that learning innovation is able to improve the quality of the process and student learning outcomes.

Pedagogical competence has a significant influence on teacher performance ($p = 0.000 < 0.05$), confirming that teachers' ability to understand student characteristics and manage learning contributes significantly to their work effectiveness. Furthermore, pedagogical competence also has a significant influence on educational quality ($p = 0.000 < 0.05$), demonstrating that good pedagogical mastery has direct implications for improving the quality of learning in elementary schools.

Teacher performance has been shown to significantly influence the quality of education ($p = 0.000 < 0.05$), indicating that teacher professionalism and responsibility are the main factors in achieving educational quality. The results of the indirect effect analysis indicate that innovative learning models and pedagogical capabilities influence the quality of education through teacher performance as a mediator, with significance values of 0.002 and 0.003, respectively. This proves that improving teacher performance is an important pathway in strengthening the relationship between learning strategies and educational quality in Cikande Regency.

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