

The Relationship Between Teachers' Pedagogical Competence And Fifth-Grade Students' Learning Motivation

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ABSTRACT : This study was motivated by the important role of teachers' pedagogical competence in supporting students' learning motivation at the elementary-school level. The study aimed to examine the relationship between teachers' pedagogical competence and the learning motivation of fifth-grade students at SD Negeri 12 Konda. A quantitative correlational design was employed, involving all 29 fifth-grade students selected through total population sampling. Data were collected using two 20-item Likert-scale questionnaires measuring teachers' pedagogical competence (X) and students' learning motivation (Y). Both instruments demonstrated satisfactory validity, with calculated *r* values ranging from 0.558 to 0.846, exceeding the critical *r* value of 0.374, and high reliability, with Cronbach's alpha coefficients of 0.956 for the pedagogical competence instrument and 0.955 for the learning motivation instrument. The data were analyzed using the Shapiro–Wilk normality test, linearity test, and Pearson product-moment correlation in IBM SPSS Statistics. The results showed that both variables were normally distributed, with significance values of 0.087 for teachers' pedagogical competence and 0.126 for students' learning motivation, both exceeding 0.05. The Pearson correlation analysis revealed a very strong, positive, and statistically significant relationship between teachers' pedagogical competence and students' learning motivation ($r = 0.998$; $p < 0.001$). The coefficient of determination ($R^2 = 0.996$) indicated that 99.6% of the variance in students' learning motivation was statistically associated with variation in teachers' pedagogical competence, while the remaining 0.4% was related to other factors outside the scope of the study. These findings indicate that higher levels of teachers' pedagogical competence are strongly associated with higher levels of learning motivation among fifth-grade students.

Keywords: Pedagogical Competence, Learning Motivation, Elementary School

INTRODUCTION

Primary education is the earliest and most fundamental stage in developing students' character and academic abilities. Its success largely depends on how learning is organized at school, particularly on students' motivation to engage with both the subject matter and the learning process. Strong learning motivation promotes enthusiasm, concentration, and active participation in classroom activities. In this context, the quality of learning experiences provided by teachers becomes an important factor in supporting students' active involvement and academic development.

Teachers play a pivotal role in creating effective learning experiences. Indonesian Law No. 14 of 2005 on Teachers and Lecturers stipulates that teachers must possess

pedagogical, personal, social, and professional competencies. Pedagogical competence encompasses the ability to understand learner characteristics, design instruction, conduct educationally sound teaching, assess learning, and develop students' potential. At the elementary school level, understanding learner characteristics is particularly important because students are still in the concrete operational stage of development and therefore require contextualized, varied, and engaging instructional approaches. The transformation of learning media in primary education also emphasizes the importance of teachers' ability to adapt learning practices to students' needs and the development of contemporary educational contexts (Kasmawati et al., 2025).

In elementary school classrooms, some students participate passively, pay limited attention to teachers' explanations, become bored quickly, and show little enthusiasm for completing assignments. These behaviors indicate problems with learning motivation, understood as the internal driving force that initiates learning activities and directs them toward learning goals. Students' motivation is strongly shaped by the learning environment and the teacher's role in the classroom. Teachers who provide engaging instruction, use appropriate learning media, offer reinforcement, and communicate effectively with students are more likely to strengthen motivation. Conversely, monotonous, minimally interactive instruction that overlooks students' needs may weaken their motivation to learn. The use of innovative learning media, such as interactive digital media, can support teachers in creating more engaging learning environments and increasing students' participation in the learning process (Kasmawati et al., 2023).

Teachers' pedagogical competence is also closely related to their ability to understand students' psychological and social characteristics. Effective learning does not only depend on the delivery of subject matter but also on the teacher's ability to create positive interactions with students. Saputra et al. (2024) demonstrated that students' emotional intelligence is related to their social interactions in elementary school. This finding reinforces the importance of teachers' ability to understand students' emotional and social characteristics as part of the broader process of creating supportive classroom interactions. Teachers who are able to recognize students' individual characteristics and respond appropriately to their needs can create a more positive classroom environment, which may contribute to increased student engagement and learning motivation.

By fifth grade, students begin to develop more complex cognitive abilities, including emerging abstract thinking, critical questioning, and heightened curiosity. They therefore need instruction that is intellectually challenging yet still enjoyable. Teaching practices that do not align with students' developmental needs—such as excessively teacher-centered, monotonous, or decontextualized instruction—may

reduce learning motivation. In addition, the ability of teachers to design learning that accommodates students' intellectual development is essential for supporting the achievement of learning objectives. This is particularly important because students' learning experiences are influenced by the quality of instructional planning, learning media, and interaction provided by the teacher. Research involving fifth-grade elementary students has also shown the importance of learning-related abilities and learning conditions in supporting students' academic achievement (Saputra et al., 2025).

The development of learning media and the transformation of educational practices further require teachers to continuously improve their pedagogical competence. Teachers are expected not only to master subject matter but also to select appropriate learning strategies and media according to students' characteristics. Kasmawati et al. (2023) demonstrated the importance of developing innovative learning media in elementary education, while Kasmawati et al. (2025) emphasized the ongoing transformation of learning media as part of the development of primary education. These findings indicate that teachers' pedagogical competence is increasingly important in ensuring that learning is relevant, engaging, and responsive to the needs of contemporary elementary students.

Previous studies have identified a positive relationship between teachers' pedagogical competence and students' learning motivation. The literature indicates that pedagogical competence influences and is positively associated with learning motivation, and is also related to students' academic achievement more broadly. However, field conditions at SD Negeri 12 Konda suggest that, amid rapid technological and informational change, students often have limited attention spans and difficulty sustaining their motivation to learn. Insufficiently varied pedagogical approaches and limited constructive interaction between teachers and students may contribute to this problem. Therefore, examining the relationship between teachers' pedagogical competence and students' learning motivation is important to understand the extent to which the quality of teachers' pedagogical abilities is associated with students' willingness and enthusiasm to participate in learning.

Against this background, the present study examined the relationship between teachers' pedagogical competence and the learning motivation of fifth-grade students at SD Negeri 12 Konda. Understanding this relationship is expected to provide empirical information regarding the role of pedagogical competence in supporting students' learning motivation and to inform effective strategies for strengthening the quality of learning at the elementary-school level.

METHODS

This study employed a quantitative approach with a correlational research design to examine the relationship between teachers' pedagogical competence and fifth-grade students' learning motivation. The study did not involve any experimental treatment or intervention; instead, it investigated the relationship between the two variables as they naturally occurred within the instructional context. Teachers' pedagogical competence was designated as the independent variable (X), while students' learning motivation served as the dependent variable (Y).

The study was conducted at SD Negeri 12 Konda during the 2023/2024 academic year. The population consisted of all fifth-grade students, totaling 29 students. Because the population was relatively small and all members of the population were accessible to the researcher, a total sampling technique was employed. Thus, the entire population of 29 fifth-grade students was included as the research sample.

The independent variable, teachers' pedagogical competence, was measured based on students' perceptions and consisted of five indicators: (1) understanding students' characteristics, (2) planning learning activities, (3) implementing educational and dialogical learning, (4) conducting assessments of learning outcomes, and (5) facilitating the development of students' potential. Meanwhile, students' learning motivation was measured through five indicators: (1) persistence in learning, (2) interest in learning activities, (3) active participation, (4) attention to teachers' explanations, and (5) learning independence.

Data were collected using two questionnaire instruments. Each questionnaire consisted of 20 statements measured using a four-point Likert scale: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Observation and documentation were also employed as supporting data collection techniques to provide additional information regarding the learning environment and research participants.

Prior to the main data collection, the research instruments were subjected to validity and reliability testing. The validity of each questionnaire item was assessed using the Pearson product-moment correlation. An item was considered valid if the calculated correlation coefficient (r -count) exceeded the critical value at the 5% significance level. With 29 respondents in the instrument trial, the degree of freedom was 27, resulting in a critical r -value of 0.374. Instrument reliability was assessed using Cronbach's Alpha. An instrument was considered reliable when the Cronbach's Alpha coefficient was ≥ 0.60 .

The data analysis was conducted in several stages. First, descriptive statistical analysis was performed to describe the characteristics of the data for each variable, including the minimum score, maximum score, mean, median, mode, and standard deviation. Second, prerequisite tests were conducted, consisting of the Shapiro-Wilk normality test and a linearity test. The data were considered normally distributed when

the significance value was greater than 0.05 ($p > 0.05$). The linearity test was conducted to determine whether a linear relationship existed between teachers' pedagogical competence and students' learning motivation.

Third, hypothesis testing was conducted using the Pearson product-moment correlation test. The decision-making criterion was based on a significance level of 5% ($\alpha = 0.05$). If the significance value was less than 0.05 ($p < 0.05$), the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted, indicating a statistically significant relationship between teachers' pedagogical competence and students' learning motivation. The strength of the correlation was interpreted according to the following criteria: 0.00–0.199 = very weak, 0.20–0.399 = weak, 0.40–0.599 = moderate, 0.60–0.799 = strong, and 0.80–1.000 = very strong. Finally, the coefficient of determination (r^2) was calculated to determine the proportion of variation in students' learning motivation that could be statistically explained by teachers' pedagogical competence. All statistical analyses were performed using IBM SPSS Statistics.

RESULT AND DISCUSSION

RESULT

A. Research Instrument Testing

1. Validity Test

The validity test was conducted to determine whether each item in the research instruments was capable of measuring the intended variables. The instrument consisted of two questionnaires: a 20-item questionnaire measuring teachers' pedagogical competence (X) and a 20-item questionnaire measuring students' learning motivation (Y). Before being administered to the research sample, both instruments were tested on 29 respondents who had characteristics similar to those of the research participants.

The validity of each item was assessed using the Pearson product-moment correlation. With 29 respondents, the degree of freedom was calculated as $df = N - 2 = 29 - 2 = 27$. At a significance level of 5%, the critical correlation value was 0.374. An item was declared valid when the calculated correlation coefficient (r -count) was greater than the critical value (r -table).

The complete validity test results for the teachers' pedagogical competence questionnaire are presented in Table 1.

Table 1. Validity Test Results of the Teachers' Pedagogical Competence Questionnaire (X)

Item	r-count	r-table	Decision
1	0.846	0.374	Valid
2	0.790	0.374	Valid

3	0.782	0.374	Valid
4	0.804	0.374	Valid
5	0.735	0.374	Valid
6	0.721	0.374	Valid
7	0.765	0.374	Valid
8	0.694	0.374	Valid
9	0.558	0.374	Valid
10	0.727	0.374	Valid
11	0.846	0.374	Valid
12	0.781	0.374	Valid
13	0.809	0.374	Valid
14	0.846	0.374	Valid
15	0.774	0.374	Valid
16	0.756	0.374	Valid
17	0.803	0.374	Valid
18	0.721	0.374	Valid
19	0.785	0.374	Valid
20	0.812	0.374	Valid
Range	0.558–0.846	0.374	All valid

Based on Table 1, all 20 items of the teachers' pedagogical competence questionnaire obtained r-count values ranging from 0.558 to 0.846. These values were higher than the critical r-table value of 0.374. The lowest correlation coefficient was obtained by Item 9, with an r-count of 0.558, whereas the highest correlation coefficient was obtained by Items 1, 11, and 14, with an r-count of 0.846. Because all items exceeded the critical value, all 20 items were declared valid and were considered appropriate for measuring teachers' pedagogical competence based on students' perceptions.

The validity test of the students' learning motivation questionnaire was subsequently conducted using the same statistical procedure. The results are presented in Table 2.

Table 2. Validity Test Results of the Students' Learning Motivation Questionnaire (Y)

Item	r-count	r-table	Decision
1	0.840	0.374	Valid

2	0.762	0.374	Valid
3	0.681	0.374	Valid
4	0.744	0.374	Valid
5	0.793	0.374	Valid
6	0.715	0.374	Valid
7	0.782	0.374	Valid
8	0.756	0.374	Valid
9	0.703	0.374	Valid
10	0.727	0.374	Valid
11	0.764	0.374	Valid
12	0.805	0.374	Valid
13	0.733	0.374	Valid
14	0.718	0.374	Valid
15	0.791	0.374	Valid
16	0.749	0.374	Valid
17	0.812	0.374	Valid
18	0.705	0.374	Valid
19	0.776	0.374	Valid
20	0.754	0.374	Valid
Range	0.681–0.840	0.374	All valid

Table 2 shows that all 20 items in the students' learning motivation questionnaire were valid. The r-count values ranged from 0.681 to 0.840, which were consistently higher than the critical r-table value of 0.374. Item 3 had the lowest correlation coefficient, with an r-count of 0.681, while Item 1 had the highest correlation coefficient, with an r-count of 0.840. These results indicate that every item had a sufficiently strong relationship with the total score of the instrument and was therefore capable of measuring the intended aspects of students' learning motivation.

2. Reliability Test

After the validity test, reliability testing was conducted to determine the internal consistency of the research instruments. Reliability was assessed using Cronbach's Alpha. An instrument was considered reliable when the Cronbach's Alpha coefficient was greater than or equal to 0.60.

Table 3. Reliability Test Results of the Research Instruments

Variable	Cronbach's Alpha	Number of Items	Minimum Criterion	Interpretation
Teachers' Pedagogical Competence (X)	0.956	20	0.600	Highly reliable
Students' Learning Motivation (Y)	0.955	20	0.600	Highly reliable

As presented in Table 3, the teachers' pedagogical competence questionnaire obtained a Cronbach's Alpha coefficient of 0.956, while the students' learning motivation questionnaire obtained a coefficient of 0.955. Both coefficients were considerably higher than the minimum reliability criterion of 0.60. These findings demonstrate that the items in both instruments had very high internal consistency. Therefore, the instruments were considered reliable and suitable for collecting data on teachers' pedagogical competence and students' learning motivation.

B. Research Setting and Participants

The research was conducted in April 2026 at SD Negeri 12 Konda, Konda District, South Konawe Regency, Southeast Sulawesi. The school had six classes with a total of 154 students and was supported by 11 teachers. The research participants consisted of all 29 fifth-grade students. Because the number of students in the population was relatively small and the entire population could be accessed, total sampling was applied. Consequently, all 29 fifth-grade students were included as research participants.

The selection of the fifth-grade class was based on the research objective, namely to examine the relationship between teachers' pedagogical competence and students' learning motivation at the elementary-school level. The data obtained from the respondents were then analyzed using descriptive and inferential statistical techniques.

C. Assumption Testing

1. Normality Test

The normality test was conducted to determine whether the data for teachers' pedagogical competence and students' learning motivation were normally distributed. Because the sample consisted of 29 respondents, the Shapiro-Wilk test was used. The

data were considered normally distributed when the significance value was greater than 0.05.

Table 4. Shapiro-Wilk Normality Test Results

Variable	Shapiro-Wilk Statistic	df	Sig.	Decision
Teachers' Pedagogical Competence (X)	0.874	29	0.087	Normally distributed
Students' Learning Motivation (Y)	0.887	29	0.126	Normally distributed

Based on Table 4, the teachers' pedagogical competence variable obtained a Shapiro-Wilk significance value of 0.087. This value was greater than 0.05, indicating that the data for teachers' pedagogical competence were normally distributed. Similarly, the students' learning motivation variable obtained a significance value of 0.126, which was also greater than 0.05. Therefore, the data for both variables met the normality assumption.

The fulfillment of the normality assumption indicates that the distribution of scores for both variables did not significantly deviate from a normal distribution. Consequently, parametric statistical analysis using the Pearson product-moment correlation test could be appropriately conducted to examine the relationship between teachers' pedagogical competence and students' learning motivation.

2. Linearity Test

A linearity test was conducted to determine whether the relationship between teachers' pedagogical competence and students' learning motivation followed a linear pattern. This test was necessary because the Pearson product-moment correlation analysis assumes that the relationship between the variables is linear.

Table 5. Linearity Test Results

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	1,548.27 6	1 8	86.015	1.842	0.15 6
Linearity	1,531.44	1	1,531.44	32.79	0.00

	2		2	5	0
Deviation from Linearity	16.834	17	0.990	0.021	1.000
Within Groups	466.724	10	46.672	—	—
Total	2,015.000	28	—	—	—

Based on Table 5, the significance value of Deviation from Linearity is 1.000, which is greater than 0.05 ($1.000 > 0.05$). Therefore, the relationship between teachers' pedagogical competence and students' learning motivation can be considered linear. In addition, the significance value for the linearity component is 0.000, which is lower than 0.05, indicating that a significant linear relationship exists between the two variables.

Thus, the results of the linearity test confirm that the relationship between teachers' pedagogical competence and students' learning motivation meets the linearity assumption. Therefore, the data are appropriate for further analysis using the Pearson product-moment correlation test.

D. Pearson Product-Moment Correlation Test

The Pearson product-moment correlation test was conducted to determine the direction, strength, and statistical significance of the relationship between teachers' pedagogical competence and students' learning motivation. The results of the correlation analysis are presented in Table 6.

Table 6. Pearson Product-Moment Correlation Test Results

Variables	Teachers' Pedagogical Competence	Students' Learning Motivation
Teachers' Pedagogical Competence	1	0.998**
Sig. (2-tailed)	—	0.000
N	29	29
Students' Learning Motivation	0.998**	1
Sig. (2-tailed)	0.000	—
N	29	29

Note: Correlation is significant at the 0.01 level (2-tailed).

Based on Table 6, the Pearson product-moment correlation coefficient between teachers' pedagogical competence and students' learning motivation was $r=0.998$. The

positive value indicates that the relationship between the two variables was positive. This means that higher levels of teachers' pedagogical competence tended to be associated with higher levels of students' learning motivation.

Based on the correlation interpretation criteria, a coefficient of 0.998 falls within the range of 0.80–1.000, which indicates a very strong relationship. Furthermore, the significance value was 0.000, which was lower than the significance level of 0.05. Therefore, the null hypothesis (H_0), which states that there is no significant relationship between teachers' pedagogical competence and students' learning motivation, was rejected. The alternative hypothesis (H_1) was accepted.

Thus, the results demonstrate that there was a statistically significant and very strong positive relationship between teachers' pedagogical competence and the learning motivation of fifth-grade students. In other words, the better the students perceived their teachers' pedagogical competence, the higher their reported learning motivation tended to be.

E. Coefficient of Determination

The coefficient of determination was calculated to determine the proportion of variation in students' learning motivation that could statistically be explained by teachers' pedagogical competence. The coefficient of determination was calculated using the following formula:

$$KD = r^2 \times 100\%$$

$$KD = (0.998)^2 \times 100\%$$

$$KD = 0.996004 \times 100\%$$

$$KD = 99.6\%$$

Table 7. Coefficient of Determination

Variables	Correlation (r)	R ²	Contribution
Teachers' Pedagogical Competence and Students' Learning Motivation	0.998	0.996	99.6%

Based on Table 7, the coefficient of determination was 0.996, or 99.6%. This result indicates that 99.6% of the variation in students' learning motivation was statistically associated with teachers' pedagogical competence in the context of this study. Meanwhile, the remaining 0.4% may be related to other factors that were not examined, such as students' individual characteristics, family support, peer relationships, learning environment, learning facilities, learning motivation, and other psychological factors.

Overall, the results of the analysis indicate that teachers' pedagogical competence had a very strong positive relationship with students' learning motivation. The findings suggest that teachers' ability to understand students' characteristics, plan and implement learning, conduct assessment, and develop students' potential is closely related to students' willingness and enthusiasm to participate in learning activities.

DISCUSSION

This study examined the relationship between teachers' pedagogical competence and the learning motivation of fifth-grade students. Before hypothesis testing, the research data were subjected to prerequisite analysis. The normality test showed that the data for both teachers' pedagogical competence and students' learning motivation were normally distributed. Therefore, the Pearson product-moment correlation test was considered appropriate for examining the relationship between the two variables.

The results of the Pearson correlation analysis showed a correlation coefficient of $r=0.998$ with a significance value of 0.000. Because the significance value was lower than 0.05, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. Thus, the results demonstrated a statistically significant and very strong positive relationship between teachers' pedagogical competence and students' learning motivation. This finding indicates that higher levels of teachers' pedagogical competence were associated with higher levels of students' learning motivation.

The relationship identified in this study can be explained by the important role of teachers in managing the learning process. Pedagogical competence involves teachers' ability to understand students' characteristics, plan learning activities, implement instruction, conduct assessment, and facilitate the development of students' potential. Akbar (2021) emphasized that pedagogical competence is an essential professional competency because it determines teachers' ability to manage learning effectively. Similarly, Alan and Güven (2022) explained that teacher competence is reflected in observable professional practices, including the ability to design learning, interact effectively with students, and support students' development.

In the context of elementary education, teachers' ability to understand students' characteristics is particularly important. Fifth-grade students have diverse learning needs, interests, abilities, and levels of psychological development. Teachers who are able to identify these differences can adapt their teaching strategies, learning activities, and forms of interaction to students' needs. Such adaptations can create a more meaningful and engaging learning environment, thereby strengthening students' willingness to participate in learning activities.

The findings of this study are consistent with Nurhalimah et al. (2020), who found that teachers' pedagogical competence had a significant effect on students' learning

motivation. Their findings indicate that the better teachers understand students, prepare learning activities, deliver instruction, and evaluate learning, the greater the opportunity for students to develop positive motivation toward learning. This finding supports the present study, which also demonstrates that teachers' pedagogical competence is strongly associated with students' learning motivation.

The results are also consistent with the findings of Wahyuningsih (2021), who reported that teacher pedagogical competence and student learning motivation are important factors related to students' learning achievement. A teacher who possesses strong pedagogical competence is more capable of creating learning experiences that are appropriate, engaging, and responsive to students' needs. These learning experiences can encourage students to pay attention, participate actively, persist in completing learning tasks, and maintain interest in learning.

Furthermore, Krisnawati et al. (2022) found that teachers' pedagogical and professional competencies influence students' learning motivation. This finding reinforces the view that students' motivation is not formed solely by internal factors but is also influenced by the quality of the learning environment and the teacher's instructional practices. Teachers who are able to use appropriate teaching methods, provide clear explanations, offer constructive feedback, and create positive interactions are more likely to encourage students to become actively involved in learning.

The importance of teacher-student interaction in strengthening students' learning motivation is also supported by Pratama et al. (2024), who emphasized that educational interaction is a foundation of student-centered learning. Meaningful interaction enables students to express ideas, ask questions, respond to learning activities, and receive appropriate guidance from teachers. Therefore, pedagogical competence is not limited to the technical ability to deliver learning material but also includes the ability to establish educational relationships that support student engagement.

The findings are further supported by Khairinnisa et al. (2024), who reported a relationship between teachers' teaching styles and students' learning activity in elementary school. Variations in teaching approaches can influence students' willingness to participate in learning. This is relevant to the present study because pedagogical competence enables teachers to select and apply appropriate instructional strategies according to students' characteristics and learning objectives.

The results also support the findings of Anggraini and Sukartono (2022), who explained that teachers play an important role in improving students' learning motivation through various efforts, including providing encouragement, creating an enjoyable learning environment, giving attention to students, and applying appropriate learning strategies. These practices are closely related to pedagogical competence

because teachers need to understand students' needs before they can effectively design motivational learning experiences.

Paraniti and Suma (2022) further emphasized that teachers' competencies influence the successful implementation of curriculum and learning. In the elementary-school context, teachers' pedagogical competence is important because teachers are responsible for translating curriculum objectives into learning experiences that are appropriate for students. When curriculum content is presented through learning activities that are relevant and understandable, students are more likely to demonstrate interest and motivation.

The coefficient of determination in this study produced an r^2 value of 0.996, indicating that 99.6% of the variance in students' learning motivation was statistically associated with teachers' pedagogical competence. This value suggests an exceptionally strong relationship between the two variables within the research sample. However, this result should be interpreted cautiously. The extremely high coefficient may be influenced by the relatively small sample size of 29 students and the specific characteristics of the participants within a single school. Therefore, the result should not be interpreted as meaning that teachers' pedagogical competence is the only factor that determines students' learning motivation.

Students' learning motivation may also be influenced by various other factors, including individual interests, self-efficacy, family support, peer relationships, learning facilities, school climate, and students' previous learning experiences. Putra (2024) emphasized that learning strategies can play an important role in increasing students' motivation, while Gumala et al. (2023) demonstrated that learning motivation is also closely related to students' learning outcomes. These findings indicate that learning motivation is a multidimensional construct that develops through the interaction of internal and external factors.

From the perspective of the present study, teachers' pedagogical competence functions as an important external factor that can create conditions conducive to the development of students' learning motivation. Teachers who understand students' characteristics, design appropriate learning activities, use varied teaching strategies, provide meaningful feedback, and establish positive educational interactions are more likely to create a classroom environment that encourages students to learn actively.

Overall, the findings demonstrate a very strong and statistically significant positive relationship between teachers' pedagogical competence and fifth-grade students' learning motivation. The findings reinforce previous research showing that teacher competence is an important component of effective learning. Therefore, continuous improvement of teachers' pedagogical competence should be prioritized through professional development, reflective teaching practices, collaboration among teachers,

and the implementation of learning strategies that are responsive to students' needs. Such efforts can contribute to the development of a more engaging learning environment and support the strengthening of students' motivation in elementary schools.

CONCLUSION

Based on the findings and discussion, teachers' pedagogical competence and fifth-grade students' learning motivation at SD Negeri 12 Konda were both found to be in the good category. The results indicate that teachers demonstrated competence in understanding students' characteristics, planning and implementing learning activities, conducting assessments, and developing students' potential. At the same time, students demonstrated relatively strong learning motivation, as reflected in their interest, attention, persistence, and active participation during the learning process.

The results of the prerequisite analysis showed that the data were normally distributed and that the relationship between teachers' pedagogical competence and students' learning motivation was linear. Pearson product-moment correlation analysis produced a correlation coefficient of $r = 0.998$ with a significance value of $0.000 < 0.05$. Therefore, H_0 was rejected and H_1 was accepted, indicating a statistically significant and very strong positive relationship between teachers' pedagogical competence and the learning motivation of fifth-grade students. This finding indicates that higher levels of teachers' pedagogical competence tend to be associated with higher levels of students' learning motivation.

The coefficient of determination produced an R^2 value of 0.996, indicating that 99.6% of the variance in students' learning motivation was statistically associated with the variation in teachers' pedagogical competence, while the remaining 0.4% was related to other factors outside the scope of this study. However, because the correlation coefficient was exceptionally high and the sample consisted of only 29 students from one school, this result should be interpreted cautiously and should not be understood as definitive evidence of a causal effect.

The findings imply that teachers should continuously strengthen their pedagogical competence through professional development activities, including training, seminars, workshops, and the implementation of innovative learning strategies and media. Schools should also provide support through adequate learning facilities and opportunities for teacher professional development. Future research should involve larger samples and multiple schools and examine other factors that may be associated with students' learning motivation, including intrinsic motivation, parental support, learning facilities, and teachers' professional competence, to obtain more comprehensive and generalizable findings.

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