

Pedagogic, Personality, Social, and Professional Competence Influences on Elementary Students' Social Studies Interest

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Abstract: This study explores the impact of pedagogical, personality, social, and professional competencies on students' interest in Social Studies learning in Grade V at SD Inpres Bukkangraki, Bajeng District. Using a quantitative method with total sampling of 28 students, data were obtained via questionnaires and analyzed through multiple regression using SPSS 26. The study confirms that all four competencies have a significant and positive effect on students' learning interest, both partially and simultaneously. Among these, pedagogical competence has the most dominant effect, emphasizing the importance of teaching strategies in cultivating student interest.

Keywords Learning Interest, Social Studies, Pedagogical Skills, Teacher Qualities

1. Introduction

In the ecosystem of education, teachers serve as the architects of human potential. From the earliest stages of childhood development, the family unit acts as the first educational environment, with parents assuming the role of the initial educators. As children transition into formal schooling, this role is handed over to teachers, whose responsibilities extend beyond knowledge delivery to fostering independence, moral grounding, and holistic growth. Within the framework of Indonesian education, especially at the elementary level, the importance of a teacher's competence cannot be overstated. According to Law No. 20 of 2003 on the National Education System, foundational education encompasses both elementary and middle schools, underscoring the importance of primary schooling in forming cognitive, affective, and psychomotor dimensions of the student (Undang-Undang No. 20 Tahun 2003).

In practice, however, challenges persist. Despite curriculum development and school-based reform efforts, numerous teachers struggle to activate student engagement—particularly in subjects like social studies (IPS). The inability of teachers to effectively apply pedagogical, professional, personal, and social competencies has been a major impediment to classroom dynamism. Based on direct classroom observations at SD Inpres Bukkangraki in Bajeng Subdistrict, Gowa Regency, students' learning interest in social studies is alarmingly low. Students appear disengaged, inattentive, and unmotivated during IPS lessons. This lack of student involvement reflects not only individual disinterest but also highlights systemic issues—namely, underdeveloped teacher competencies that fail to create interactive, meaningful learning experiences.

Numerous studies have attempted to examine the correlation between teacher competence and student learning interest across various educational settings. Sardiman (2005, 2008) emphasized that student motivation is both intrinsic and extrinsic, and is heavily influenced by how well a teacher understands and stimulates students' learning needs.

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Similarly, Ramayulis (2013) posited that teachers are not only knowledge transmitters but also mentors, moral exemplars, and facilitators who must prepare students to face future societal demands with confidence, knowledge, and character.

Further supporting this claim, Kompri (2017) identified teacher competence as a combination of knowledge, skills, and attitudes that directly affect student engagement. These are not isolated traits but interdependent qualities that shape how students perceive, process, and participate in learning. According to Ika Kusuma Wardani (2021), pedagogical competence involves understanding student characteristics, mastering learning theories, and designing relevant and inclusive learning experiences. The absence of this competence often leads to uninspiring teaching practices that diminish student attention and initiative.

Recent studies have also highlighted the growing necessity for a comprehensive approach to teacher development. Sutarmanto (2019) discussed how professional competence—understood as mastery over subject content—is critical in ensuring students find learning meaningful and relatable. Gullota (in Wardani, 2021) extended the discourse to social competence, suggesting that the teacher's ability to build relationships with students, peers, and parents has profound implications for classroom morale and participation. However, while these studies provide rich insights into individual aspects of teacher competence, few examine how the combined effects of pedagogical, professional, personal, and social competence jointly shape students' interest in social studies at the elementary level. Additionally, the majority of these studies are situated in secondary or higher education contexts, often overlooking primary school students who are in critical stages of forming learning habits. This void creates an urgent need for research that holistically addresses the composite influence of teacher competencies on young learners' academic motivation, particularly in the context of primary social studies—a subject that serves as a bridge between knowledge and civic responsibility.

Although the literature underscores the pivotal role of teacher competencies in promoting student interest and performance, a significant research gap exists in exploring these competencies collectively and their simultaneous impact on elementary students' interest in social studies. Most existing studies isolate one or two competencies—often pedagogical or professional—without recognizing the synergistic effect of all four as identified in Law No. 14 of 2005 on Teachers and Lecturers. Moreover, empirical research specific to Indonesian public elementary schools, especially in rural and semi-rural areas like Bajeng Subdistrict, remains scarce.

Compounding this gap is a lack of data-driven insights into how these competencies manifest in real-time classroom dynamics. For instance, while theoretical frameworks argue for the necessity of teacher competence in maintaining student engagement, empirical findings from the observed IPS classes in SD Inpres Bukkangraki indicate a disconnect between theory and practice. Students are not only disengaged but exhibit overt signs of disinterest—such as sleeping, talking, or simply being inattentive—highlighting that the problem is not merely motivational but rooted in instructional delivery and teacher-student interaction.

This study thus positions itself within this underexplored intersection: the practical implications of comprehensive teacher competencies and their tangible impact on student learning interest in IPS. By filling this gap, the research aspires to provide not just confirmation of theoretical models, but also actionable insights for educators, policymakers, and curriculum developers seeking to enhance the quality of elementary education in Indonesia.

Given the gaps identified in the current body of literature and the compelling need to improve classroom engagement in primary-level social studies, this study aims to investigate the influence of pedagogical, personality, social, and professional competencies on students' learning interest in IPS at SD Inpres Bukkangraki. The novelty of this research lies in its comprehensive scope—unlike previous studies that focus on isolated competencies, this research measures the simultaneous impact of all four core competencies within a single model.

Moreover, the study is contextually grounded in a specific, under-researched educational environment, offering empirical evidence from a rural Indonesian primary school. This adds to the diversity of research settings in the discourse on teacher competence, which is predominantly urban and generalized. By doing so, the study contributes not only to theoretical expansion but also to practical strategies in teacher training and classroom management. In a broader sense, the findings are expected to reinforce the systemic integration of competency-based teacher evaluation in improving student academic behavior and interest, particularly in foundational subjects such as social studies. Ultimately, this study advocates for a more nuanced and holistic approach to teacher development, grounded in real-world classroom challenges. It positions teacher competence not just as a professional requirement, but as an essential catalyst for nurturing curiosity, critical thinking, and lifelong learning habits in students—starting from the earliest years of formal education.

2. Literature Review

Pedagogical Competence

Pedagogical competence is an essential skill that every teacher must possess to manage learning effectively and dynamically. According to Government Regulation No. 19 of 2005, it includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students' potential. Hoogveld in Sadulloh (2011) emphasized that pedagogy involves guiding children toward independence, while Langveld distinguished "pedagogik" as a science of education and "pedagogi" as the practice of teaching. Tilaar (2002) further stated that pedagogy addresses not only the nature of humans and the environment but also their interaction in daily educational processes. Knowles, as cited in Ika Kusuma Wardani (2021), aligned pedagogy with andragogy, especially in fostering self-directed learning that emphasizes learner autonomy.

The National Education Standards Board, cited in Jejen Musfah (2011), and Enco Mulyasa (2015) outlined key indicators of pedagogical competence: understanding students, lesson planning, dialogical teaching, technology integration, learning assessment, and student development. This study focuses on two main indicators: lesson planning, which enables teachers to design learning activities based on students' needs, and the use of instructional technology, which encourages teachers to integrate digital tools to enhance learning effectiveness and engagement. These indicators are crucial in assessing how pedagogical competence influences students' learning interest in meaningful ways.

Personality Competence

Personality competence is defined in the Indonesian National Education Standards (Article 28, Section 3b) as the teacher's stable, wise, authoritative, exemplary, and noble personal qualities. This competence influences teacher performance and includes the ability to self-regulate, respond to challenges maturely, and maintain emotional stability (Rochman & Heri, 2016; Hendriani & Lestari, 2013). According to Muchlas (2018), personality competence encompasses traits such as honesty, wisdom, maturity, objectivity, self-evaluation, and sustained self-development. Mulyasa (in Kompri, 2017) also integrates knowledge, skills, values, attitudes, and interests as core components of this competence. It reflects a teacher's integrity and ethical consistency, vital in shaping student character through modeling and mentorship (Rofa'ah, 2016; Silitonga et al., 2021).

Key characteristics of a teacher with strong personality competence include emotional stability, wisdom, authority, and moral integrity. Allport (in Nafi, 2017) outlined traits such as self-awareness, emotional control, empathy, and a unifying philosophy of life, which are essential for mature personalities. Islamic perspectives further emphasize that educators must act as role models, guiding students with patience, sincerity, and religious values (Herriyan et al., 2017). Teachers are expected to act in accordance with legal, social, and religious norms, exhibit independence, maintain a strong work ethic, and demonstrate moral leadership (Jihad, 2013; Budiati, 2009; Majid, n.d.). In short, personality competence is not only foundational for effective teaching but also for fostering a respectful and ethical school environment.

Social Competence

Social competence refers to a teacher's ability to interact effectively and adaptively within their social and professional environment. Gullotta (in Wardani, 2021) defines it as the skill to influence others in achieving social goals within a specific cultural and contextual framework. This includes the teacher's responsibility not only to students but also to parents, communities, the nation, and religion. According to the National Education Standards (Badan Standar Nasional Pendidikan, 2006), social competence encompasses the ability to communicate effectively, engage with various educational stakeholders, and behave inclusively and objectively in diverse contexts. A socially competent teacher is one who can adapt to their surroundings, maintain ethical professionalism, and act as a community role model.

Indicators of social competence include objective and inclusive behavior, adaptability, effective communication, and empathy. Teachers must show fairness in treating students and avoid favoritism (Janawi, 2012). Adaptability involves adjusting to both school and community environments while integrating psychological, pedagogical, and didactic elements (Mulyasa, 2006). Communication is central to this competence—teachers are expected to use proper, clear, and inclusive language that supports learning and interpersonal engagement. Additionally, empathy and politeness are essential traits in educational settings, ensuring respectful interactions with students, peers, and society. This study specifically emphasizes effective communication and empathetic, respectful dialogue as the core indicators of teachers' social competence.

Professional Competence

Professional competence refers to a teacher's mastery of subject matter in-depth and comprehensively, enabling them to guide students in achieving educational standards (Sanjaya, 2019; Rofiq, 2011). This includes both visible competencies (performance) and rational competencies (cognitive, affective, psychomotor), as defined by Gulo in Sanjaya (2019). A professional teacher is expected to plan lessons, apply appropriate instructional strategies, assess learning outcomes accurately, and continuously develop their skills. According to Ramayulis (2013) and Sutarmanto (2019), professionalism also implies ethical responsibility, commitment, and a high standard of intellectual service. Teachers must embody this professionalism through dedication, content mastery, and adaptive teaching practices, especially in evolving contexts like digital learning.

Moreover, professional competence includes the ability to develop learning materials, design lesson plans (RPP), and apply instructional technologies to enhance classroom engagement (Janawi, 2011). Teachers are also responsible for fostering student potential, staying updated with educational trends, and participating in scientific forums and professional communities (Salim, 2009). A teacher's attitude toward the profession—encompassing cognitive, affective, and conative components (Sudjana, 2011; Shoimin, 2013)—is central to their overall performance. As research by Sugeng (2004) and Sugiarta et al. (2013) shows, positive professional attitudes significantly influence teacher effectiveness. Therefore, professional competence is not merely about knowledge delivery, but also about reflective practice, ethical commitment, and continuous improvement in line with national education goals.

Learning Interest

Learning interest refers to a strong tendency and excitement within an individual toward engaging in learning activities. According to Muhibbin Syah (2017), interest is a high desire or enthusiasm for something, often arising internally without external pressure. Slameto (2010) defines interest as a persistent inclination to pay attention to and remember certain activities, often accompanied by enjoyment. It emerges from previous experiences and is reinforced by feelings of pleasure. Crow & Crow (in Abror, 1993) further explain that interest can act as a motivational force, influencing individuals to engage in activities, objects, or people. Interest, therefore, is both a psychological and emotional driver, shaping one's

behavior toward preferred areas of learning and self-development (Djaali, 2008; Sukardi, 2004).

The development of learning interest is influenced by both internal factors—such as attention, curiosity, motivation, and need—and external factors, including parental support, teacher encouragement, availability of facilities, and environmental conditions (Syah, 2011). Motivation plays a crucial role, as it stimulates and sustains interest in learning activities (Djaali, 2008). Elements such as talent, experience, and exposure through learning also affect the depth and direction of one's interest. Key components of interest include attention, enjoyment, and willpower (Arbi, 2017), and it can be measured through behavior, test performance, and self-reports (Lewis, 2009). Ultimately, student interest in learning shapes engagement, fosters persistence, and leads to meaningful academic achievement.

3. Proposed Method

This study was conducted on fifth-grade students at SD Inpres Bukkangraki, Bajeng District, during the odd semester of the 2024/2025 academic year. It employed a quantitative ex post facto approach, which aims to investigate the effects of independent variables that have already occurred, without experimental manipulation. The research involved a total sampling of 28 students, and data were collected through questionnaires, observation, and literature review. Measurement instruments were based on a five-point Likert scale ranging from “always” to “never at all.” The variables studied included teachers’ pedagogical, personality, social, and professional competencies, as well as students’ interest in learning, each defined by indicators from established sources such as Jejen Mustafa (2021), Janawi (2012), and Permendiknas No. 16 of 2017. Data analysis techniques involved both descriptive and inferential statistics, beginning with instrument validity and reliability testing using product moment correlation and Cronbach’s alpha, followed by classical assumption tests: normality, linearity, multicollinearity, and heteroscedasticity. Hypothesis testing was conducted using multiple linear regression with the model:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e,$$

where Y represents students’ interest in learning social studies, and X1–X4 represent the four teacher competency variables. The model was tested both partially (t-test), simultaneously (F-test), and for dominance using standardized beta coefficients. All tests were conducted using SPSS version 26 with a 5% level of significance. Furthermore, the coefficient of determination (R^2) was used to assess how much of the variance in learning interest (Y) could be explained by the teacher competencies (X). A higher R^2 value indicates a stronger explanatory power of the model, while a lower R^2 suggests that other external factors contribute more significantly. This analysis not only identifies significant relationships between variables but also offers empirical insights

4. Results and Discussion

Normality Test

Good data is normally distributed data and if the results are not normally distributed, the resulting statistical tests are invalid.

Table 1. One-Sample Kolmogorov-Smirnov Test

		Pedagogical Competence (X1)	Personality Competence (X2)	Social Competence (X3)	Professional Competence (X4)	Learning Interest (Y)
N		28	28	28	28	28
Normal Parameters ^{a,b}	Mean	25,2857	16,1786	15,9643	20,1071	15,6429
	Std. Deviation	2,60849	2,21198	2,04545	2,62945	2,32879
Most Extreme Differences	Absolute	0,144	0,119	0,110	0,163	0,109
	Positive	0,106	0,104	0,110	0,163	0,109
	Negative	-0,144	-0,119	-0,097	-0,083	-0,097
Test Statistic		0,144	0,119	0,110	0,163	0,109
Asymp. Sig. (2-tailed) ^c		0,145	.200e	.200e	0,054	.200e
	Sig.	0,137	0,376	0,497	0,052	0,513

Monte Carlo Sig. (2-tailed)d	99% Confidence Interval	Lower Bound	0,128	0,363	0,484	0,046	0,500
		Upper Bound	0,145	0,388	0,510	0,058	0,526
a. Test distribution is Normal.							
b. Calculated from data.							

Table 1 shows that the regression model, confounding or residual variables have a normal distribution. The results of the analysis provide evidence that the data is normally distributed, to see that the data has a normal distribution lies in the Asymp. Sig. (2-tailed) of Pedagogical Competence (X1) 0.145, Personality Competence (X2) 0.200, social competence (X3) 0.200, professional competence (x4) 0.054 and student learning interest (Y) 0.200 has a significance value $> 0.$

Multicollinearity Test

Table 2. Multicollinearity test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-5,830	1,743		-3,345	0,003		
	Pedagogical Competence (X1)	0,350	0,128	0,392	2,729	0,012	0,270	3,704
	Personality Competence (X2)	0,237	0,103	0,225	2,295	0,031	0,577	1,733
	Social Competence (X3)	0,269	0,116	0,237	2,326	0,029	0,537	1,861
	Professional Competence (X4)	0,223	0,103	0,252	2,175	0,040	0,413	2,419
a. Dependent Variable: Learning Interest (Y)								

Table 2 shows that for each variable, namely Pedaogik Competence (X1) has a tolerance value of $0.270 > 0.10$, the tolerance value of Personality Competence (X2) is $0.577 > 0.10$, the tolerance value of social competence (X3) is $0.530 > 0.10$. and professional competence (x4) tolerance value of $0.413 > 0.10$ While the *Value Influence Factor* (VIF) value of teacher Pedagogic Competence (X1) $3.704 < 10.0$ value *Value Influence Factor* (VIF) Personality competence (X2) $1.733 < 10.0$, *Value Influence Factor* (VIF) value Social competence (X3) $1.861 < 10.0$.and the *Value Influence Factor* (VIF) value of professional competence (X3) $2.419 < 10.0$, it can be concluded that there is no multicollinearity.

Heteroscedasticity Testing

This test aims to test whether in the regression model there is an inequality of residual variants between one another. A good regression model is that heteroscedasticity does not occur.

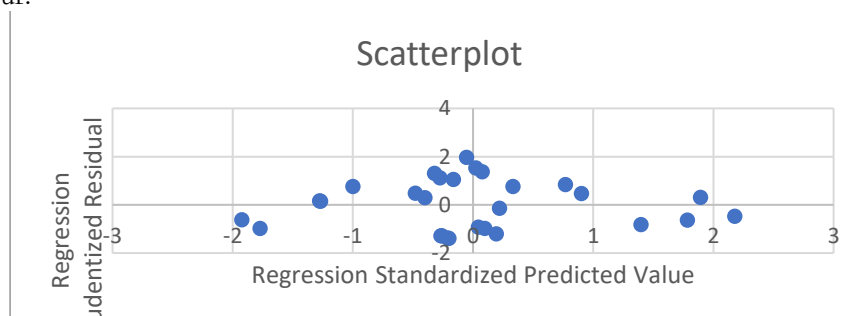


Figure 1. Heteroscedasticity Testing Chart

In Figure 1 to determine the presence or absence of symptoms of heteroscedasticity can be done by using a heteroscedasticity graph between the predicted value of the dependent variable and the independent variable. From the scatterplots above, it can be seen that the points spread randomly and are spread both above and below the number 0 and the Y axis,

it can be concluded that there is no heteroscedasticity in the regression model, so the regression model is suitable for use in testing.

Multiple Linear Regression

Table 3 Multiple Linear Regression

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-5,830	1,743		-3,345	0,003
	Pedagogical Competence (X1)	0,350	0,128	0,392	2,729	0,012
	Personality Competence (X2)	0,237	0,103	0,225	2,295	0,031
	Social Competence (X3)	0,269	0,116	0,237	2,326	0,029
	Professional Competence (X4)	0,223	0,103	0,252	2,175	0,040

a. Dependent Variable: Student Interest in Learning (Y)

Based on the output table 4.9 above in the *Coefficients* column, the multiple linear regression equation model is obtained as follows:

$$Y = -5.830 + 0.350X_1 + 0.237X_2 + 0.269X_3 + 0.223X_4$$

Based on the regression model, the constant coefficient is -5.830. The coefficient for Pedagogical Competence (X1) is 0.350, meaning that a one-unit increase in X1 will raise students' interest in learning social studies by 0.350, assuming other variables remain constant. The coefficient for Personality Competence (X2) is 0.237, Social Competence (X3) is 0.269, and Professional Competence (X4) is 0.223. Each indicates a positive contribution to students' learning interest when increased by one unit, with other variables held constant.

Simultaneous Test (F Test)

Table 4. Simultaneous Test

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	127,698	4	31,924	39,200	.000b
	Residuals	18,731	23	0,814		
	Total	146,429	27			
a. Dependent Variable: Learning Interest (Y)						
b. Predictors: (Constant), Professional Competence (X4), Personality Competence (X2), Social Competence (X3), Pedagogical Competence (X1)						

In table 4, the simultaneous test shows that there is a significant influence between the independent variables (X) simultaneously on the dependent variable (Y) which can be seen in the table above, namely with a sig value. test F of 0.000 at a significant level of 0.05. This value is smaller than 0.05 which indicates that all independent variables are teridiri consist of; Pedagogic Competence (X1), Personality Competence (X2), social competence (X3), professional competence (X4) simultaneously affect the Interest in Learning Social Studies Class V SD Inpres Bukkangraki Bajeng District.

Partial Test (t Test)

Table 5. t-Test

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-5,830	1,743		-3,345	0,003
	Pedagogical Competence (X1)	0,350	0,128	0,392	2,729	0,012
	Personality Competence (X2)	0,237	0,103	0,225	2,295	0,031
	Social Competence (X3)	0,269	0,116	0,237	2,326	0,029
	Professional Competence (X4)	0,223	0,103	0,252	2,175	0,040

In table 5 Partial test is a test to determine the effect of each independent variable on the independent variable. The decision-making criteria can be done by comparing the probability value or sig. with the significance level of 0.05. If the probability value ≥ 0.05 , the effect between the independent variable (X) on the dependent variable (Y) is not significant. Conversely, if the probability value < 0.05 , the effect between the independent variable (X) on the dependent variable (Y) is significant.

Determinant Coefficient Test

Table 6. Coefficient of determination test

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.934a	0,872	0,850	0,90244	1,794
a. Predictors: (Constant), Professional Competence (X4), Personality Competence (X2), Social Competence (X3), Pedagogical Competence (X1)					
b. Dependent Variable: Learning Interest (Y)					

In table 6, the coefficient of determination (*R-square*) is a value (proportion) that measures how much the ability of the independent variables (X) used in the regression equation, in explaining the variation in the dependent variable. The coefficient of determination ranges from 0 to 1. From the table above, it is known that the coefficient of determination (*R-square*) is 0.872. This value can explain that X1, X2, X3 and X4 are able to influence the Social Studies Learning Interest of Class V Elementary School Inpres Bukkangraki Bajeng District simultaneously or together by 87.2%, and the remaining 12.8% is influenced by other factors outside the regression model used.

Variable Dominant

Table 7. Table Unstandardized Coefficients Beta Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T
		B	Std. Error	Beta	
1	(Constant)	-5,830	1,743		-3,345
	Pedagogical Competence (X1)	0,350	0,128	0,392	2,729
	Personality Competence (X2)	0,237	0,103	0,225	2,295
	Social Competence (X3)	0,269	0,116	0,237	2,326
	Professional Competence (X4)	0,223	0,103	0,252	2,175

Based on table 6 above, it can be seen that the value of *Unstandardized Coefficients Beta* Pedagogic Competence (X1) 0.350, Personality Competence (X2) 0.237, social competence (X3 0.269), and professional competence (X4) 0.223 Of the four variables X The highest Beta coefficient variable is the *Unstandardized Student Ability variable Coefficients Beta* with a value of 0.386. Thus, the most dominant variable affecting the Social Studies Learning Interest variable of Grade V SD Inpres Bukkangraki, Bajeng District is Competence.

Discussion

The Effect of Pedagogical Competence on Interest in Learning Social Studies Class V Elementary School Inpres Bukkangraki Bajeng District.

The results of this study show that the pedagogical competence variable (X1) has a positive and significant influence on students' interest in learning Social Studies (IPS) among fifth graders at SD Inpres Bukkangraki, Bajeng District. This is evidenced by a probability value of 0.012, which is less than 0.05, and a t-count of 2.729 > t-table of 2.052 ($n = 28, \alpha = 5\%$). Thus, it can be concluded that improvements in pedagogical competence significantly increase students' learning interest in social studies.

This finding aligns with the theoretical framework in the Law No. 14 of 2005 which outlines four core teacher competencies, namely pedagogical, personal, professional, and social. Pedagogical competence is central because it involves understanding learners, planning and executing meaningful instruction, and evaluating learning outcomes. Observations by the school principal during teacher performance evaluations (PKG) revealed that several teachers still relied heavily on lecture-based methods, did not adapt teaching materials to students' environments, and lacked interactive engagement in class. These issues point to the uneven development of pedagogical and professional competence, which directly affects student motivation and engagement. As noted by Pratiwi (2015), pedagogical competence enables teachers to guide students towards maximizing their potential through dialogic and developmental instruction.

The results of this study are also supported by the findings of Krisnawati, Yulaeha, and Budiastira (2022), who examined the impact of pedagogical and professional competence on student motivation among fifth graders in Temanggung. Their research, using quantitative methods and multiple regression analysis, revealed that both pedagogical and professional competence had a positive and significant effect on student learning motivation, both individually and simultaneously. These findings reinforce the current study's conclusion that

strengthening pedagogical competence is essential to fostering students' enthusiasm and interest in learning, especially in the Social Studies domain.

The Effect of Personality Competence on Interest in Learning Social Studies Class V Elementary School Inpres Bukkangraki Bajeng District.

The results of this study indicate that the personality competence variable (X2) has a positive and significant effect on students' interest in learning social studies among fifth graders at SD Inpres Bukkangraki, Bajeng District. This is shown by the probability value of 0.031, which is less than the 0.05 significance level, and the t-count of 2.295 > t-table of 2.052 ($n = 28$, $\alpha = 5\%$). These findings confirm that improvements in a teacher's personality competence significantly contribute to increasing students' learning interest.

This conclusion aligns with the National Education Standards, which defines personality competence as the teacher's ability to demonstrate stable, wise, authoritative, and morally exemplary behavior. According to Rochman & Heri (2016), such competence enables educators to become role models for students, reflecting emotional stability, maturity, and a strong sense of responsibility. Similarly, Muchlas (2008) adds that personality competence includes honesty, objectivity, and a readiness to engage in lifelong professional development-traits that strongly influence student attitudes and motivation in class. These aspects contribute to creating a learning environment where students feel safe, respected, and motivated.

Supporting this view, Wibowo (2012) emphasizes that teacher competence is shaped by various internal and external factors, such as belief systems, emotional regulation, motivation, personality traits, and intellectual ability. When teachers exhibit strong personality competence-demonstrated through calmness, integrity, and fairness-students are more likely to develop trust, confidence, and enthusiasm for learning. Therefore, personality competence plays a vital role in nurturing students' academic curiosity and sustaining their interest in learning processes.

The Effect of Social Competence on Interest in Learning Social Studies Class V Elementary School Inpres Bukkangraki Bajeng District.

The results show that the Social Competence variable (X3) has a positive and significant effect on students' interest in learning social studies among fifth-grade students at SD Inpres Bukkangraki, Bajeng District. This is supported by a probability value of 0.029, which is smaller than the 0.05 significance threshold, and a t-count of 2.326 > t-table of 2.052. Thus, it can be concluded that the higher the teacher's social competence, the greater the students' interest in learning.

These findings are aligned with educational theory, which states that social competence is the teacher's ability to communicate and interact effectively both within the school environment and beyond. According to Sahertian & Satriobudi (2016), positive social relationships within the school influence the emotional state of teachers, ultimately affecting their performance in the classroom. Damsar also emphasizes that educators, as members of society, must communicate and interact effectively with students, fellow teachers, educational staff, parents, and the community to create a supportive educational atmosphere.

Supporting studies from Mohammad Nurul Huda, as cited in Ika Kusuma Wardani (2021), confirm that a teacher's moral role and emotional connection with students-marked by fairness and responsibility-are critical for fostering student engagement. Likewise, Mei Agustina Sintawati and Nourman Oktaviarini found that effective communication between teachers and the broader school community increases student motivation. However, an area needing improvement was identified: teachers still struggle to provide constructive feedback to school leaders, suggesting an opportunity to further strengthen professional social dynamics.

The Effect of Professional Competence on Interest in Learning Social Studies Class V Elementary School Inpres Bukkangraki Bajeng District

The probability value for variable X4 (Professional Competence) is 0.040, which is less than 0.05. Additionally, the t-count is 2.175, greater than the t-table value of 2.052 at a 5% significance level ($df = 27$). This indicates that Professional Competence has a positive and significant effect on the learning interest in social studies among fifth-grade students at SD Inpres Bukkangraki, Bajeng District.

This finding aligns with Government Regulation No. 74 of 2008 Article 3, which defines professional competence as a teacher's ability to master knowledge in the subjects they teach, including subject matter content, structure, methodologies, and relevant technologies. Professional competence encompasses a deep and broad understanding of teaching materials, mastery of curriculum standards, the creative development of teaching resources, and the integration of ICT for both instructional and self-development purposes. Such competence enables teachers to inspire, guide, and maintain student interest in learning by delivering content meaningfully and engagingly.

The results are further supported by the study of Siti Suaedah (2020), which demonstrated that professional competence, along with compensation and discipline, significantly influences teacher performance. Conducted through a survey involving 83 junior high school teachers in South Jakarta, the research yielded a high correlation coefficient (0.902) and determination value (81.4%), with a regression equation indicating a strong positive influence. These findings underscore the critical role of professional competence in fostering student interest, which, in turn, contributes to improved learning outcomes and the overall effectiveness of the educational process.

The influence of Pedagogical Competence, personality, social and professional simultaneously on Interest in Learning Social Studies Class V SD Inpres Bukkangraki Bajeng District.

The significance value (sig.) of the F-test is 0.000, which is lower than the significance level of 0.05. This indicates that all independent variables-Pedagogic Competence (X1), Personality Competence (X2), Social Competence (X3), and Professional Competence (X4)-simultaneously have a significant effect on the learning interest in social studies among fifth-grade students at SD Inpres Bukkangraki, Bajeng District.

This result supports Permendikbud RI No. 137 of 2014, which states that teachers must possess four key competencies: pedagogic, personality, social, and professional. Pedagogic competence relates to a teacher's ability to understand and manage learning. Professional competence involves a deep mastery of subject matter and its teaching. Personality competence reflects personal qualities such as maturity, stability, and moral integrity. Meanwhile, social competence highlights the teacher's ability to communicate effectively within and outside the school community. These competencies work in synergy to shape students' interest and motivation to learn.

This finding is consistent with previous studies. Melly (2019) confirmed that teacher competence significantly influences teacher performance in vocational high schools in Banyuasin. Similarly, Imadudin (2017) found that professional competence was the most dominant factor affecting teacher performance at SMKS TI Pelita Nusantara Kediri. However, Sudarlan & Rifadin (2016) noted that social competence had a positive, yet statistically insignificant effect on lecturer performance in the Accounting Department at Politeknik Negeri Samarinda. Observations from school principal assessments also revealed issues in the pedagogic and professional competence of Grade V teachers, such as overreliance on lecture methods and underuse of technology, indicating a need for more holistic competency development to strengthen student engagement and learning interest.

The dominant variable that affects the Interest in Learning Social Studies Class V SD Inpres Bukkangraki Bajeng District.

The unstandardized coefficients indicate that among the four independent variables-Pedagogic Competence ($X1 = 0.350$), Personality Competence ($X2 = 0.237$), Social Competence ($X3 = 0.269$), and Professional Competence ($X4 = 0.223$)-Pedagogic Competence has the highest Beta coefficient. This suggests that Pedagogic Competence is the most dominant factor influencing students' interest in learning social studies in Grade V at SD Inpres Bukkangraki, Bajeng District. Effective and quality learning activities begin with strong motivation, which can stem from the teacher, the student, or their family.

Pedagogic competence involves a deep understanding of students and the ability to manage instructional processes in an educational and interactive manner. This includes planning, implementing, and evaluating learning, as well as developing students' potential (Pratiwi, 2015). Motivation in learning, as defined by Sardiman (2018), is the internal driving force that energizes students to engage in learning activities to achieve educational goals. Teachers play a pivotal role, not only in delivering content but also in embodying the personality and maturity of a true educator-thus influencing students' learning motivation directly or indirectly.

These findings align with research conducted in Kecamatan Jumo, where pedagogic competence was shown to significantly influence student motivation. The t-test yielded $t = 12.351$, which is greater than $t\text{-table} = 2.10982$, with a significance value of $0.000 < 0.05$, meaning the hypothesis was accepted. The influence of pedagogic competence on student motivation was measured at 12.94%, affirming that enhancing a teacher's pedagogic abilities contributes notably to increasing students' enthusiasm and engagement in the learning process.

5. Conclusions

The findings of this study provide compelling evidence that teacher competencies—specifically pedagogic, personality, social, and professional—each play a significant role in shaping students' interest in learning social studies (IPS) at the fifth-grade level in SD Inpres Bukkangraki, Kecamatan Bajeng. Among these, pedagogic competence emerged as the most dominant factor, demonstrating a stronger influence compared to the others. This confirms that when teachers are equipped with the skills to understand learners, deliver material interactively, and assess outcomes meaningfully, students are more likely to engage actively in the learning process. Personality competence also contributes positively, with students responding more favorably to educators who display authenticity, emotional maturity, and moral integrity. Social and professional competencies further enhance the educational environment by fostering trust, communication, and the relevance of subject content. Collectively, these competencies do not act in isolation but operate in synergy to nurture a classroom culture that encourages curiosity, participation, and sustained motivation.

This study brings valuable contributions to both academic discourse and educational practice. Theoretically, it reinforces the multidimensional nature of teaching competence and its direct correlation with student engagement, a subject often dissected in fragmented silos within previous literature. By simultaneously analyzing all four core competencies, this research offers a more integrative model that reflects the complexity of teacher-student interactions. Practically, it provides an actionable framework for school administrators and policymakers to prioritize professional development strategies. Investing in comprehensive teacher training—especially in rural or under-resourced areas—could directly improve student outcomes. Furthermore, this study invites a re-examination of the teacher evaluation criteria used in schools; rather than focusing solely on subject mastery or administrative compliance, the emphasis should be expanded to include relational and pedagogical dimensions that inspire students to learn. This research also offers fresh insight into the realities of elementary education in Indonesia, showcasing how local classroom dynamics reflect broader systemic needs for educational reform.

6. Limitation

The sample size, drawn from a single public elementary school, restricts the generalizability of the results across diverse educational settings. Additionally, the study primarily relies on quantitative methods, which, while robust in measuring statistical relationships, do not capture the deeper nuances of teacher-student interactions, emotional climate, or contextual variables influencing motivation. Future research should consider adopting mixed-method approaches, incorporating classroom observations, interviews, or longitudinal tracking to gain richer insights. Expanding the study across multiple schools, including private institutions or schools in urban and coastal settings, could also provide a more comprehensive understanding of how teacher competence operates in varied educational ecosystems. Moreover, given the rapid changes in educational technology and curriculum frameworks, future investigations could explore how digital literacy and innovation skills intersect with traditional competencies to further enrich the learning experience. Ultimately, by continuing to deepen our understanding of what makes teachers effective, we pave the way for an educational system that not only informs minds but inspires hearts.

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