

STRATEGIES FOR IMPROVING THE PEDAGOGICAL COMPETENCE OF PRIMARY SCHOOL TEACHERS IN INDONESIA: A SYSTEMATIC LITERATURE REVIEW

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ABSTRACT

Pedagogical competence is one of the competencies that every teacher must possess, consisting of the ability to understand the characteristics of students, design and implement educational learning, and conduct comprehensive learning evaluations. In elementary education, pedagogical competence is crucial for creating meaningful and student-centered learning experiences. In this context, enhancing teachers' pedagogical competence in elementary schools is a critical issue for improving the quality of education in Indonesia, given the strategic role teachers play in designing, implementing, and evaluating the learning process. This study aims to analyze strategies to improve the pedagogical competence of primary school teachers in Indonesia through a literature review. The method used is a systematic literature review, namely by analyzing 10 articles published in accredited national and international journals between 2015 and 2025. The parts reviewed include abstracts, backgrounds, research results, and conclusions on each article reviewed. Based on the results of the review, it can be concluded that some of the ways that can be done to improve teachers' pedagogical abilities are conducting structured and continuous supervision by school principals so that teachers are able to design Learning Implementation Plans (RPP), manage classroom learning well and implement better assessments. In addition, the implementation of innovative learning strategies is also able to optimize the learning process in the classroom by implementing lesson study learning strategies based on the results of observation and reflection. Teachers need to utilize technological advances in learning, collaborate between teachers and school stakeholders so as to improve their pedagogical competence and attend training that can improve teacher skills in teaching. Further research is needed to test the effectiveness of strategies to improve teachers' pedagogical competencies directly in order to expand the scope of study in the field of elementary schools and inclusive schools, especially in disadvantaged areas, which will form the basis for policy formulation in efforts to improve teacher competencies in a sustainable manner in Indonesia.

A. INTRODUCTION

Progress in the field of education is the result of the ability and service of a teacher in learning at school. Teachers are the most influential component in the creation of quality learning processes and outcomes. Karwati & Priansa (2015) explained, "There are three main elements in the national education system, namely teachers, students, and curriculum". Teachers have an influence as a determinant of student achievement in learning. A

teacher is also in charge of planning, implementing and assessing during the learning process.

Amiruddin (2018) states that teachers have a strategic role that cannot be replaced even through the use of sophisticated technology. Technology is able to provide understanding for students about subject matter but other roles as a teacher cannot be replaced, especially in shaping moral values and making students noble. In addition, according to Syamsuri (2021), teachers are people who are responsible for the development of students so that

teachers should have the knowledge, attitudes, and skills needed to deliver students to become smart, mature, characterized, and noble people. Meanwhile according to Pawartani & Suciptaningsih. (2024) teachers are the main key to student success in the learning process and as facilitators in the independent curriculum so that teachers are required to have competence in accordance with their fields. It can be concluded that teachers have a role to teach, build good character, become facilitators who are able to accommodate the needs and abilities of students.

However, studies show that the above tasks and roles of teachers cannot be carried out properly without adequate pedagogical competence in the learning process. According to Sukarso & Sunarti (2024) the high quality of pedagogical competence is the main foundation for teachers to be able to teach effectively, improve student character and motivate students to excel. Pedagogical competence based on RI Law Number 14 of 2005 concerning Teachers and Lecturers and PP Number 13 of 2015 is an ability related to understanding students and managing learning. Regulation of the Minister of National Education Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies explains that there are several indicators of pedagogical competence including, (1) mastering the characteristics of students from physical, moral, spiritual, social, cultural, emotional, and intellectual aspects, (2) mastering learning theories and principles of educational learning, (3) developing curriculum related to the subjects taught, (4) conducting educational learning, (5) facilitating the development of students' potential to actualize their various potentials, (6) communicating effectively, empathetically, and politely with students, and (7) conducting assessment and evaluation of learning processes and outcomes.

One of the previous studies conducted by Bentri, Hidayati, and Kristiawan (2022) in West Sumatra related to teachers' pedagogical competence showed that low pedagogical competence is one of the obstacles in optimizing technology-based learning carried out by teachers. Some teachers face difficulties in integrating technology to create interactive and meaningful learning experiences, necessitating continuous training to address these challenges. This study emphasizes that

strengthening pedagogical competencies is an indispensable need in the 21st-century education era. There is a correlation between digital literacy and teachers' pedagogical competencies today because it can influence teachers' ability to implement technology-based learning, which not only requires adequate digital literacy but also the pedagogical competencies of teachers in implementing TPACK learning in its entirety (Siregar, et al. 2024). Additionally, there are challenges in conducting assessments in the classroom, as indicated by the research findings of Faizah & Sutopo (2021), which reveal that many teachers face difficulties in implementing various forms of authentic assessments in learning, thereby impacting the quality of feedback provided to students. According to Nur Khikmah, et al. (2024), effective and mature management of formative assessment, beginning with planning and organization through to comprehensive implementation by teachers, accompanied by supervision from the principal and supervisors, can improve teachers' pedagogical competence.

Based on the above explanation, there is an urgency related to the issues that have been studied in previous research with the challenges faced by teachers in 21st century learning, which are increasingly complex because teachers' pedagogical competencies are skills that teachers must have in order to create effective and meaningful learning. However, some efforts made to improve teachers' pedagogical competencies in previous studies have been partial and limited to specific approaches and contexts, resulting in a lack of systematic research that comprehensively examines various strategies for enhancing teachers' pedagogical competencies across different contexts. Considering the problems faced by teachers, there is a need for research that integrates the findings of various previous studies into a systematic review. Therefore, this study is novel in its approach, using a systematic literature review that compiles and reviews findings from national and international articles over the past 10 years. This study is expected to provide a comprehensive and evidence-based overview of strategies that can be applied to improve the pedagogical competencies of elementary school teachers in Indonesia in a contextual and sustainable manner. Thus, the results of this study can serve as a

practical reference for educational institutions, policymakers, and curriculum developers in designing programs to strengthen teachers' pedagogical competencies that are relevant and contextual.

B. METHODS

This research is a systematic literature review to identify, evaluate and interpret all relevant research on a particular topic. The topic in this study focuses on the pedagogical competence of elementary school teachers. The research results analyzed were sourced from the Google Scholar database that have been published in Indonesian and English sourced from Sinta 1, Sinta 2, and Sinta 3 accredited scientific journals in National journals and from international journals which were systematically collected. Articles reviewed included publications from 2015 to 2025 (last 10 years).

Several electronic databases, namely Google Scholar with the help of the Publish or Perish tool, and other sources were obtained through AI-assisted scispace searches by limiting the range of publication years within the last 10 years. The keywords used in the search included "improvement", "pedagogical competence" and "primary school teachers in Indonesia". The search results found 1424 articles with the keyword "teacher pedagogical competence". Then adding the keyword "improvement" found 196 articles on pedagogical competence of teachers and adding the keyword "elementary school in Indonesia" found 174 articles. When conducting a search to obtain the most relevant studies, the criteria for research conducted in the country of Indonesia was matched, the study of pedagogical competence of teachers at the elementary school level by prioritizing studies that are available in full-text and have a high relevance to the research objectives. After a selection process, 10 studies met the criteria to be included in the next review process. This number is sufficient to provide an overview of the condition of pedagogical competence of primary school teachers in Indonesia based on empirical studies that have been conducted in the last 10 years. The article selection process through three stages starting from the identification, screening and included process is carried out to ensure that the research data to be reviewed meets the criteria using the PRISMA Flow Diagram.

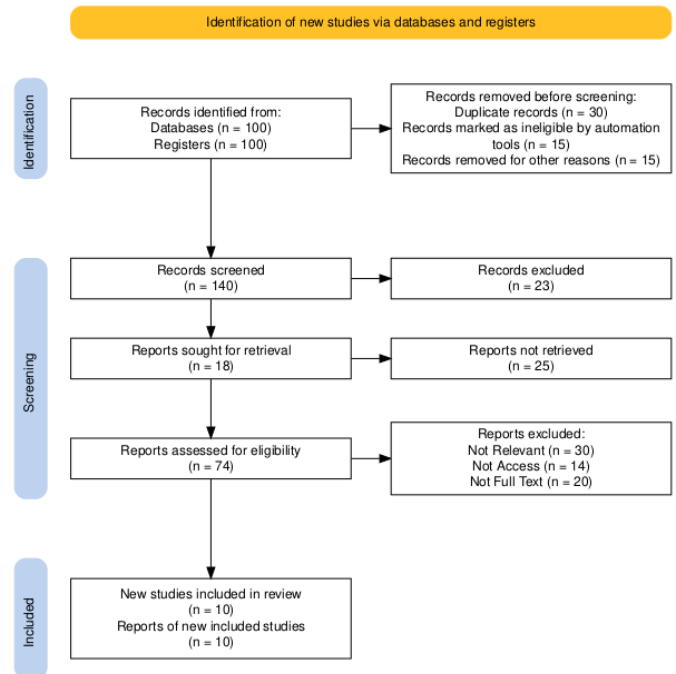


Figure 1. Article Search Process in Google Scholar (Haddaway et al., 2022)

C. RESULT AND DISCUSSION

Research conducted by Sri Giarti (2015) entitled "Improving the pedagogical competence of elementary school teachers through academic supervision" was published in the journal "Scholaria", Volume 5, Number 3, pages 37-46. The research conducted focused on improving the pedagogical competence of sixth grade teachers of SD Negeri 2 Benge through academic supervision. The results showed that there was a significant increase in teachers' ability to develop syllabus by 41%, preparation of lesson plans by 39% and ability to teach by 34%. This shows that effective academic supervision conducted by school principals can improve the development of teachers' pedagogical competence and the quality of teaching carried out in the classroom. Based on this article, improving teachers' pedagogical competence can be done through certain strategies, namely academic supervision by school principals can improve teachers' skills in compiling syllabuses, designing lesson plans (RPP) and implementing effective learning. This is supported by research in the journal "PAJAR (Education and Teaching)" Volume 2 Number 4 there is a study related to teacher pedagogical competence conducted by Karmizan (2018) entitled "Improving Teacher Pedagogical Competence in Learning with Lesson Study in the

Classroom of SD Negeri 001 Koto Peraku Cerenti District". This study was conducted with the aim of improving teachers' pedagogical competence through school action research and reviewing the low level of pedagogical competence of teachers in conducting lesson plans and evaluations in learning. The results of this study explain the increase in the assessment score from cycle I to cycle II because of implementing lesson study so that the application of lesson study becomes one of the strategies to improve teachers' pedagogical competence in learning mathematics both when preparing lesson plans (RPP), implementing the learning process to evaluate learning.

In the context of an independent curriculum, the research presented by Putri Ramadhani and Dea Mustika (2024) on "Strategy for Developing Pedagogical Competence of Fifth Grade Teachers in Implementing the Independent Curriculum at SD Negeri 182 Pekanbaru" published in the journal "Indonesian Research Journal and Education" Volume 4 Number 3. Overall, this study observed the importance of adjusting methods in learning as an effort to facilitate the various characteristics and needs of students in implementing an independent curriculum. The strategy of developing pedagogical competence of fifth grade teachers of SD Negeri 182 Pekanbaru has been carried out effectively, although not fully due to certain limitations and conditions. In this study, it was identified that teachers were able to develop their pedagogical competence by implementing a number of 13 specific strategies used by teachers, including individual data assessment, communicating with students and parents, using a variety of learning methods in the hope of increasing student understanding. Teachers engage in collaboration and communication activities with students despite having barriers in the implementation of strategies in the form of a large number of students in a large class. In addition to the direct approach used by teachers and schools, external factors in the work environment also have a significant effect on improving teachers' pedagogical competence. As research conducted by Super Boy Marsen, et al. (2021) entitled "The Effect of Pedagogical Competence and Work Environment Toward Elementary School Teachers Performance" published by the journal "Al-Ishlah: Journal of Education" explains the impact of teacher

pedagogical competence and work environment on teacher performance in Singingi Hilir District. Based on the results of the study, increasing pedagogical competence has an impact on improving teacher performance. Similarly, a good working environment has a positive influence on teacher performance in the same school. It is equally important for teachers to improve their pedagogical skills through training and exploring various sources of information by utilizing current technological advances. On the other hand, schools must also ensure teacher welfare and provide adequate facilities to motivate teachers and improve their competencies so that teachers are able to teach students to understand learning materials more meaningfully and deeply.

Teachers pedagogical competence plays an important role in their ability to manage learning. In a study entitled "Pedagogical Competence of Teachers in Managing Science Learning in Elementary and MI" examines the pedagogical competence of teachers to manage science teaching and learning in two schools in the Yogyakarta area, namely at SD Negeri Tamansari 1 and at MIN Kota Yogyakarta II. This study was published in the journal "FENOMENA" Volume 7 Number 1 by Fitri Andriani (2015). The results stated that teachers at SD Negeri Tamansari 1 had "good" pedagogical competence, while those at MIN Kota Yogyakarta II were categorized as "poor". The application of teaching methods from two schools was noted by researchers in which teachers at SD Negeri Tamansari 1 applied learning with a direct approach, while MIN Kota Yogyakarta II relied on abstract and theoretical learning in the form of memorizing concepts (rote learning) and had not developed the process and reasoning of students. The factors that influence the differences in the application of learning are teacher qualifications, certification, and student backgrounds at school. So that teachers who understand the characteristics of students and apply interactive learning produce better achievement compared to teachers who teach using the method of memorizing abstract concepts (rote learning). One way to create interactive learning is by utilizing digital learning resources as research from Sukmayadi, et al. (2022) which explains that improving the quality of learning starts from the way teachers facilitate students in learning in an interactive, varied and interesting way by utilizing

digital learning resources during the process of designing learning and implementing learning by accommodating student needs to achieve learning goals.

Likewise, a study conducted by Rudi Akmal, et al. (2023) entitled "Pedagogical Competence of Elementary School Teachers in Implementing Thematic Learning at SDN 1 Cikajang" which was published in the journal "Naturalistic: Journal of Research and Studies in Education and Learning" Volume 7 Number 2. This study highlights the pedagogical competence of teachers in thematic learning at SDN 1 Cikajang in the 2021/2022 school year to find out the difficulties faced in implementing the 2013 Curriculum and efforts to overcome them. The pedagogical indicators studied were the teacher's ability to manage the class before learning activities began, the teacher's ability to interact with fellow teachers and students, having the ability to design lesson plans and maximize the use of learning media, the teacher's ability to understand student characteristics, and the teacher's ability to design assessment instruments from aspects of knowledge, attitudes, and skills. Of the five indicators, there is one criterion that has not been achieved, namely the indicator of the teacher's ability to develop lesson plans because the teacher does not prepare a Learning Implementation Plan (RPP) before learning activities. The problems faced by teachers are in developing learning materials and preparing authentic assessments.

In the independent curriculum, research from Fatwa Hanifah, et al. (2023) discusses "Analysis of Pedagogical Competence of Elementary School Teachers in Using the Independent Curriculum at Mover Schools" published in the journal "Attadib: Journal of Elementary Education". This study provides an analysis of the pedagogical competence of teachers in implementing the independent curriculum in driving schools. With the implementation of the independent curriculum and the driving school program, it is hoped that it can encourage and support teachers to achieve student education goals based on the profile of Pancasila students. The results of this study can find out that the quality of the teacher's pedagogical competence is good, which can be seen from the teacher's ability to teach students in the classroom which is supported by the school program and creates

learning that suits the needs of students. So that teachers involved with the driving school program have better pedagogical competence in terms of adjusting learning based on student needs. This is supported by the results of research from Dewi & Mudrikah (2023) which states that the implementation of the independent curriculum in driving schools provides opportunities for students to explore their interests and abilities in depth so that teachers are easier to adjust when teaching with the support of school principals, teachers and other stakeholders. In addition to the support from principals, stakeholders and teachers, relevant educational background is also one of the determinants of the quality of teachers' pedagogical competence as the results of research from Julsari Karopak, et al. (2022) in the journal "Bosowa Journal of Education" Volume 3 Number 1 with the title "The Effect of Educational Linearity and Teacher Pedagogical Competence on Elementary Student Learning Outcomes in Bontoala District, Makassar City" examines the level of linearity of teacher education and its effect on student learning outcomes in Bontoala, Makassar. Most of the teachers studied in this study have a linear educational background that can improve the effectiveness of teaching conducted by teachers to students. This study illustrates that teachers who have relevant educational backgrounds perform and have better pedagogical competence by 61.7% than teachers who do not have relevant educational backgrounds. Teachers' pedagogical competence also significantly influenced student learning outcomes, resulting in a significant positive effect of teachers' educational alignment on student achievement.

In the implementation of the National curriculum, research from Alwen Bentri (2023) with the title "Mastery of Primary School Teacher Pedagogy Competency in Curriculum 2013 Implementation in Indonesia" in one of the international journals "The International Journal of Counseling and Education" contains an analysis of the mastery of pedagogical competence of primary school teachers in implementing the 2013 Indonesian curriculum. In this study, it was revealed that 52% of teachers who were sufficiently prepared to implement the 2013 curriculum and became a challenge were seen from the shortcomings of teachers in managing

classrooms, facilitating student learning activities, and implementing varied teaching strategies so that it was necessary to utilize technology and implement innovative teaching methods so as to encourage student involvement and student learning outcomes, teacher participation in attending training intensively and continuously is also useful for improving teacher pedagogical competence in teaching effectiveness. Likewise, in the application in inclusive schools, teachers' pedagogical competence needs to be improved.

As the results of the publication of the International Journal of Evaluation and Research in Education (IJERE) conducted by Nur Azizah, et al. (2024) entitled "Elementary Teacher's Pedagogical Competencies in Supporting Students with Learning Difficulties" examined the pedagogical competencies of elementary school teachers working in inclusive schools. Based on the Indonesian National Teaching Standards, it states that teachers create a variety of learning modifications in the classroom to help students. In this case there is a role and support from teachers, parents and peers to help students. Meanwhile, teachers find it difficult to teach in inclusive schools due to their inability to meet and facilitate students' needs. In fact, teachers identify strategies that are in accordance with teachers' pedagogical competencies based on academic qualification standards as well as teacher competencies such as understanding students, managing learning, and determining assessments for learning. However, teachers feel there is a lack of clarity and depth of understanding regarding the ways that need to be done and prepared to implement this. Teachers continue to strive to maximize learning by using peer tutors for students who have learning difficulties.

D. CONCLUSION AND SUGGESTIONS

Overall, the research that has been analyzed and reviewed explains that the pedagogical competence of teachers is important to improve the effectiveness of learning carried out in elementary schools both in the implementation of the 2013 curriculum, the independent curriculum and the implementation in inclusive schools. There are several ways or strategies that can be done to improve teachers' pedagogical abilities, namely conducting structured and continuous supervision by school principals so

that teachers are able to design lesson plans (RPP), manage classroom learning well and implement better assessments. In addition, the implementation of innovative learning strategies is also able to optimize the learning process in the classroom by implementing lesson study learning strategies based on the results of observation and reflection. Teachers need to utilize technological advances in learning, collaborate between teachers and school stakeholders so as to improve their pedagogical competence. It is no less important that participating in training can also improve teachers' skills in teaching. Therefore, it is expected that the strategy to improve teachers' pedagogical competence is able to prepare teachers to be able to face the challenges of education at this time and create meaningful learning experiences effectively.

Based on the above conclusions, there are recommendations to improve teachers' pedagogical competencies in a systematic and sustainable manner. For educational institutions at the elementary school level, it is recommended to plan training programs and workshops that are relevant to the actual needs of the school, enabling teachers to design and implement adaptive learning that aligns with curriculum developments and student needs. School principals are expected to oversee and provide intensive guidance to teachers, offering supervision, feedback, and evaluation in the development of lesson plans, classroom management, and the implementation of authentic assessment. For education departments and teacher training institutions, it is advisable to provide professional development programs that are contextual, adaptive, and integrated with the use of technology and innovative learning approaches, as these are important aspects in improving teachers' pedagogical quality in the development of digital competencies. Therefore, it is hoped that these recommendations can support teachers in addressing the challenges of contemporary education, enabling them to create meaningful, inclusive, and contextual learning processes for students.

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