

THE RELATIONSHIP BETWEEN TEACHER PEDAGOGIC COMPETENCE AND PRINCIPAL'S LEADERSHIP COMPETENCE ON STUDENT INTERESTS AND LEARNING OUTCOMES

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ABSTRACT

This study aims to determine how the relationship between teachers' pedagogical competence and principals' leadership competence, how the relationship between teachers' pedagogical competence and principals' leadership competence on grade v students' interest in learning and whether there is a positive and significant relationship between teachers' pedagogical competence and principals' leadership competence on the interest and learning outcomes of grade V students of SD Inpres Kalang Tubung II Makassar City. This type of research is ex post facto using quantitative research methods. The population of this study were all fifth grade students of SD Inpres Kalang Tubung II Makassar City, totaling 42 students. The samples of this study were randomly selected VA and VB classes totaling 29 people. The instruments used were questionnaires, tests and documentation. Data analysis techniques used are descriptive and inferential analysis. The results showed that: 1) An overview of the relationship between teacher pedagogical competence and principal leadership, both aspects play an important role in improving education in schools. 2) The description of the relationship between teacher pedagogical competence and principal leadership on student learning interest is interrelated. This can be seen from the pedagogical competence of teachers which includes the ability to design, implement and evaluate the learning process effectively plays a direct role in building an attractive environment for students so that it has an impact on student interest in learning and competent principals can ensure the availability of appropriate educational resources and strategies. 3) The picture of the relationship between teacher pedagogical competence and principal leadership competence has a positive and significant relationship to the interest and learning outcomes of fifth grade students of SD Inpres Kalang Tubung II Makassar City after hypothesis testing results were

obtained with a significance value of $0.000 < 0.05$, meaning that there is a positive relationship between teacher pedagogical competence and principal leadership on student interest and learning outcomes.

1. INTRODUCTION

Education is a conscious effort carried out by families, communities, and governments, through guidance, teaching, and/or training activities, which take place in school and out of school throughout life, to prepare students to play a role in various environments appropriately in the future (Diana & Alannasir, 2023). Education has an important role in the development of the Indonesian nation, besides that education is also an important means to improve the quality of human resources (HR) in ensuring the progress of a nation and state. The results of education can make the development of a nation increase continuously and sustainably (Hartinawanti et al., 2021). In addition, the quality of education has always been a controversial topic, and quality is the achievement of student learning in a particular field of study. Realising these problems, the government and education experts are trying to improve the quality of education. Many things are done by the government to discuss education, including through seminars, workshops and training to determine learning objectives and methods in certain subject areas such as science, mathematics, Indonesian language, and others. (Yuliani et al., 2019).

“Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state”. Education can be carried out in various places, one of which is at school (Indonesia et al., 1991).

Education is an effort to advance the character, mind, and body of children, in order to advance the perfection of life, namely life and life of children in harmony with nature and society (Misra et al., 2023). Based on the above explanation about education, the researcher can conclude that education is the process by which individuals acquire the knowledge, skills, values and understanding needed to develop and participate actively in society.

If education is so very important in terms of improving the quality of human resources, one of the most influential in improving human resources is educators, in this case teachers who play an important role and have the responsibility to develop tasks, as well as in overcoming the problems that arise. Teachers are one of the components that determine the learning process in the classroom to determine the success of education. (Alannasir, 2016).

One of them is the pedagogical competence of teachers to ensure the focus of students, the level of service, the value contained in the interaction between educators and students, the ability to listen with positive words. guidance patterns, and how to learn by providing learning experiences to students to develop their potential, pedagogical abilities include how educators are able to condition collaborative learning and social learning. A teacher should efficiently choose a suitable model in the learning process, because if a teacher chooses an inefficient learning model, the teaching and learning process will not be optimal (Prodi et al., 2019). One of the most important skills that distinguishes teachers from other professions is teaching knowledge. These learning skills include the skills a teacher needs to be a professional teacher (Akbar, 2021).

In addition, the principal is also the highest leader who is very influential and determines the progress of the school. In other words, a principal is someone who has one or more advantages as a predisposition, and is a necessity of a situation, so that it has the power and authority to direct and guide subordinates. A principal also gets support and recognition from his subordinates and is able to move subordinates towards certain goals, this has an impact on student interest in learning and student learning outcomes.

Interest is basically the acceptance of a relationship between oneself and something outside oneself. The stronger or closer the relationship, the greater the interest. An interest can be expressed through a statement indicating that the student prefers one thing over another, it can also be manifested through participation in an activity. Students who have an interest in certain subjects tend to pay greater attention to certain subjects, interest in learning is a driving factor for students in learning based on interest or pleasure and students' desire to learn.

Interest in learning is a factor that encourages students to learn through interest, pleasure and attention. Building motivation, building social relationships, and student engagement in learning all depend on their level of interest in what they are learning. Internal student factors and external student factors have an impact on student learning outcomes. Learning interest is one of the internal elements. High learning outcomes will be achieved if a student has a high interest in learning to learn because interest in learning is a factor that motivates students to work hard and succeed in their studies (Alifa et al., 2024).

Learning outcomes are changes in overall behavior not just one aspect of human potential obtained after Suprijono's learning activities. This means that the learning outcomes categorized by educational experts as mentioned above are not seen fragmentarily or separately, but comprehensively (Afriandini et al., 2024).

Based on the results of observations made by researchers conducted on October 24-27, 2023 at SDN Impres Kalang Tubung II Makassar City, it can be seen that the principal pays less attention to the role of the teacher as a facilitator of student learning due to academic pressure which causes the principal and teachers to focus only on student achievement such as midterm and final semester exams, resulting in teachers paying less attention to student interest in the learning process. It can be seen that the teacher in presenting the material uses the lecture and discussion methods, but more often uses the lecture method or it can be said that the methods used are less varied so that it has an impact on student interest in learning. This can be seen from the lack of attention and activeness of students in the classroom, such as there are still students who talk when the teacher explains the material, not concentrating and less enthusiastic about responding to questions given by the teacher.

This of course has a negative impact on the quality of teaching in schools, teachers who pay less attention to student interest tend to teach using only a less interesting approach as a result, student interest and learning outcomes can decrease due to the emergence of boredom when learning due to a less varied and monotonous learning process. thus making students less enthusiastic in participating in the learning process in the classroom.

Based on the explanation above, the researcher is interested in conducting research with the title "The relationship between teacher pedagogical competence and principal leadership competence on the interest and learning outcomes of fifth grade students of SD Inpres Kalang Tubung II Makassar City".

2. METHODS

The method used in this research is quantitative method. While the quantitative method is research whose analysis focuses on processing numerical data (Fadillah et al., 2022). by using the ex post facto correlation method which is defined as research that includes causal relationships based on theoretical studies, that a certain variable causes a certain variable.

The data collection technique in this study used a questionnaire of 20 statements regarding the pedagogical competence of teachers and principal leadership and 10 statements of learning interest of grade v students of SD Inpres Kalang Tubung II Makassar City and 10 multiple choice questions about the relationship between teacher pedagogical competence and principal leadership on learning outcomes.

The sample of this study consisted of 29 respondents selected through sampling techniques in accordance with the characteristics of the population. The selection of respondents was carried out randomly, taking into account that the respondents had sufficient experience to answer statements related to the competencies in question and interest in learning. Each respondent was given sufficient time to understand and complete the questionnaire, so that the data collected could accurately reflect their perceptions and experiences. Data collection through questionnaires is expected to provide a quantitative

picture of teachers' pedagogical competence and principals' leadership competence as well as students' interest in learning. The data obtained will then be analyzed using appropriate statistics to test the hypotheses that have been formulated in the study with a focus on how these variables have a significant relationship with each other.

Then the data collection in this study used a test instrument in the form of multiple choice questions. This test consists of 10 questions designed to measure students' understanding of the material that has been taught. Each question has four answer options where one correct answer has been determined. This test instrument was prepared based on curriculum standards and related theories relevant to the research objectives. This test is expected to provide objective data on the level of student understanding of the material tested.

Respondents in this study consisted of 29 students, all of whom were grade v students at the school that was the subject of the study. The selection of respondents was carried out randomly with the aim of ensuring that the results of the study could represent the population as a whole, before carrying out the test, the respondents were given a brief explanation of the purpose of the test and how to do it so that there were no misunderstandings that could affect the results. All students take the test simultaneously within a predetermined time.

After the test was completed, the results were collected and analyzed to determine the level of student understanding of the material that had been taught. Data from the test results were analyzed using descriptive and inferential statistical techniques to see the pattern of the relationship between the variables studied. The results of this test will be one of the indicators in measuring the relationship between teacher pedagogical competence and principal leadership on student learning outcomes and data collection techniques in this study also use documentation as real evidence of research.

3. RESULT AND DISCUSSION

RESEARCH RESULTS

In this section, the results of the data description of each variable will be presented, including the percentage of the relationship between teacher pedagogical competence and principal leadership (X), the relationship between teacher pedagogical competence and principal leadership competence on grade v student learning interest (Y1) and whether there is a significant relationship between teacher pedagogical competence and principal leadership competence on grade v student interest and learning outcomes (Y2).

a. Overview of the relationship between teachers' pedagogical competence and principals' leadership competence

This study will explain the description of teachers' pedagogical competence and principals' leadership. To provide this analysis, data collection techniques have been used through questionnaires. Based on the results of the analysis of teacher pedagogical competence questionnaire data, the minimum score obtained is 58, while the maximum score is 70, the average score is 19.78 and the standard deviation is 5.44%. Furthermore, the data was analyzed using SPSS version 29, so that it can be classified and categorized as follows

Table 3.1 Categories of teacher pedagogical competence and principal leadership

Kategori	Interval	F	%
Low	$58 \leq X$	1	3,4
Medium	$65 \leq X < 58$	7	24,1
High	$X < 78$	21	72,4
AMOUNT		29	100.%

Sumber: Data olahan SPSS 29,0

The data above are processed questionnaires distributed to respondents as many as 29 fifth grade students of SD Inpres Kalang Tubung II Makassar City. Based on the frequency distribution table above, it can be seen that the pedagogical competence of teachers and the leadership of school principals in the

High category is 21 people with a percentage of 72.4% and with the Medium category there are 7 people with a percentage of 24.1%, then with the Low category there is 1 person with a percentage of 3, 4%.

Table 3.2 Correlation of interval values

Correlation index interval	Relationship level
0,00-0,199	Very low
0,20-0,399	Low
0,40-0,599	Medium
0,60-0,799	Strong
0,80-1,000	Very Strong

In the explanation above, it can be concluded that the pedagogical competence of teachers and the leadership of school principals is in a strong category with a relationship level of 0.724%. This can be seen in the benchmark table of the correlation index interval value where the level of relationship is at a strong level.



(Picture 1)



(Picture 2)

b. Overview of the relationship between teachers' pedagogical competence and principals' leadership on the learning interest of fifth grade students.

The research will present an overview of the learning interest of fifth grade students of SD Inpres Kalang Tubung II Makassar City. To provide this analysis, data collection techniques have been used through questionnaires. From the questionnaire, data on student interest in learning was obtained. Based on the results of the analysis of student interest in learning questionnaire data, the minimum score obtained is 31, while the maximum score is 39, the average score is 10.43 and the standard deviation is 2.33%. Furthermore, the data was analyzed using SPSS version 29, so that it can be classified and categorized as follows.

Table 3.3 Categories of student interest in learning

Kategori	Interval	F	%
Low	$32 \leq X$	3	10,3
Medium	$35 \leq X < 32$	8	27,6
High	$X < 39$	18	62,1
AMOUNT		29	100.%

Sumber: Data olahan SPSS 29,0

The data above is processed from a questionnaire of student interest in learning distributed to respondents as many as 29 fifth grade students of SD Inpres Kalang Tubung II Makassar City. Based on the frequency distribution table above, it can be seen that student interest in learning with the High category is 18 with a percentage of 62.1% and with the Medium category there are 8 with a percentage of 27.6%, then with the Low category there are 3 with a percentage of 10.3%.



(Picture 3)



(Picture 4)

c. An overview of the significant relationship between teacher pedagogical competence and principal leadership competence on the interest and learning outcomes of grade v students.

Based on the results of the analysis of student interest questionnaire data, the minimum score obtained is 31, while the maximum score is 39, the average score is 173 and the standard deviation is 2.80. Furthermore, the data was analyzed using SPSS version 29, so that it can be classified and categorized as follows.

Table 3.4 categories of student learning outcomes

Kategori	Interval	F	%
Low	$0 \leq X$	3	10,3
Medium	$5 \leq X < 0$	8	27,6
High	$X < 10$	18	62,1
AMOUNT		29	100.%

Sumber: Data olahan SPSS 29,0

Based on the frequency distribution table above, it can be seen that student interest in learning with the High category is 18 with a percentage of 62.1% and with the Medium category there are 8 with a percentage of 27.6%, then with the Low category there are 3 with a percentage of 10.3%. Based on the explanation above, it can be concluded that the relationship between the pedagogical competence of teachers and the leadership competence of school principals on the learning outcomes of grade v students of SD Inpres Kalang Tubung II Makassar City, is in a strong category with a relationship level of 0.62.1%. This can be seen in the benchmark table of the correlation index interval value where the level of relationship is at a strong level.



(Picture 5)



(Picture 6)

1. Normality test table 3.5

One-Sample Kolmogorov-Smirnov Test		
		Unstandar dized Residual
N		29
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	5.24829214
Most Extreme Differences	Absolute	.100
	Positive	.100
	Negative	-.094
Test Statistic		.100
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Sumber: Data olahan SPSS 29,0

The normality test was carried out using Kolmogorov Smirnov by paying attention to Asymp.Sig (2-tailed). If the Asymp.Sig (2-tailed) value is greater than 0.05, it can be said that the data is normally distributed, and if the Asymp.Sig (2-tailed) is smaller than 0.05, the data is not normally distributed (Dunakhri, 2019).

The data normality test uses the Kolmogorov Smirnov formula with the help of SPSS version 25. Where data can be said to be normally distributed if $\text{sig} > 0.05$, otherwise if $\text{sig} < 0.05$ then the data is not normally distributed. Based on the table above, it is known that the sig value. (2-tailed) of $0.200 > 0.05$ So it can be concluded that the data is normally distributed.

2. linearity test

To test the linearity of the data in this study, SPSS 29.0 for Windows software was used with the Test For Linearity test method at the 0.05 significance level and by using the Scatter-plot Graph. The following is a table of linearity test results.

Table 3.6 X and Y1

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
Y1 * X	Between Groups	(Combined)	71.966	10	7.197	1.599	.185
		Linearity	16.072	1	16.072	3.571	.075
		Deviation from Linearity	55.894	9	6.210	1.380	.267
	Within Groups		81.000	18	4.500		
	Total		152.966	28			

Sumber: Data olahan SPSS 29,0

If we look at the data, it can be concluded that there is a linear relationship if the sig value. Deviation from linearity > 0.05 . Conversely, if the sig. Deviation from linearity < 0.05 , then the data does not have a linear relationship. From the results of the linearity test that has been carried out, it can be concluded that sig. Deviation from linearity is $0.267 \geq 0.05$. Thus, it can be concluded that there is a clear linear correlation between teacher pedagogical competence and principal leadership competence (X) with student learning interest (Y1).

Table 3.7 X and Y2

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
Y1 * X	Between Groups	(Combined)	414.661	16	25.916	.653	.790
		Linearity	.883	1	.833	.021	.883
		Deviation from Linearity	413.828	15	27.589	.698	.750
	Within Groups		476.167	12	39.681		
	Total		890.828	28			

Sumber : Data olahan SPSS 29,0

If we look at the data, it can be concluded that there is a linear relationship if the sig value. Deviation from linearity > 0.05 . Conversely, if the sig. Deviation from linearity < 0.05 , then the data does not have a linear relationship. From the results of the linearity test that has been carried out, it can be concluded that sig. Deviation from linearity is $0.750 \geq 0.05$. By thus, it can be concluded that there is a clear linear correlation between teacher pedagogical competence and principal leadership competence (X) with IPAS learning outcomes (Y1).

3. Hypothesis

Table 3.8 multiple regression coefficient

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error			
1	(Constant)	90.545	15.917		5.689	.000
	Y1	-.634	.451	-.272	-1.405	.172
	Y2	.078	.376	.040	.207	.838

a. Dependent Variable: X

Sumber: Data olahan SPSS 29,0

Based on the Coefficient table, there are beta numbers, t-counts and their significance values. If $t_{count} > t_{table}$ or $(-) t_{count} < (-) t_{table}$, then H_0 is rejected and H_a is accepted and vice versa if $t_{count} < t_{table}$ or $(-) t_{count} > (-) t_{table}$, then H_0 is accepted and H_a is rejected. The amount of t_{table} with a significance level of 0.05 and degrees of freedom $(dk) = (n-k) = (29-3) = 26$. From these provisions obtained t_{table} number of 1.706. The relationship between teacher competence and principal competence on interest and learning outcomes of grade V students is as follows:

- Hypothesis testing of student learning interest variables obtained $t_{count} -1.405$ with a significance level of 0.172. Because the value of $0.172 > 0.05$, the hypothesis stating the relationship between teacher pedagogical competence and principal leadership competence on student interest in learning has a significant positive relationship.
- Hypothesis testing of student learning outcomes variables obtained $t_{count} 0.207$ with a significance level of 0.833. Because the value of $0.833 > 0.05$, the hypothesis stating the relationship between teacher pedagogical competence and principal leadership competence on IPAS learning outcomes of grade 5 students is stated to have a significant relationship. Based on the conclusions above, the results show that $t_{count} > t_{table} = 5.689 > 1.706$, and the significance value $< 0.05 = 0.000 > 0.05$.

Based on the above conclusions, the results show that $t_{count} > t_{table} = 5.689 > 1.706$, and the significance value $< 0.05 = 0.000 > 0.05$. Therefore, it can be concluded that the Alternative Hypothesis (H_a) is acceptable and H_0 is rejected, which identifies a positive relationship between teacher pedagogical competence and principal leadership competence on student interest and learning outcomes. The results of testing the hypothesis proved that “There is a significant relationship between the pedagogical competence of teachers and the leadership competence of school principals on the interest and learning outcomes of fifth grade students of SD Inpres Kalang Tubung II Makassar City”.

DISCUSSION

In this study, researchers aimed to determine each of the variables of teacher pedagogical competence and principal leadership competence (X), learning interest of grade V students of SD Inpres Kalang Tubung II Makassar city (Y1) and the relationship between teacher pedagogical competence and principal leadership competence on student learning outcomes (Y2). The relationship between the

pedagogical competence of teachers and the leadership competence of school principals on the interest and learning outcomes of fifth grade students of SD Inpres Kalang Tubung II Makassar City, it can be seen that the pedagogical competence of teachers and the leadership competence of school principals emphasize the importance of the role of both in creating a conducive and effective learning environment. Teachers' pedagogical competence relates to their ability to design, implement and evaluate learning that can attract students' interest in learning. Therefore, teaching is a position that requires special expertise and competence in the field of education. To become a professional teacher, teachers need to improve their competence as educators, because it can be seen that a teacher who has years of teaching experience, also participates in training, reads books, and some even continue their education to broaden their horizons as a teacher (Aryati & Alannasir, 2023)

Teacher pedagogical competence is the teacher's ability to manage student learning which at least includes the following: 1. Understanding of educational insights or foundations (ability to manage learning). 2. Understanding of students. 3. Designing learning. 4. Implementation of educational and dialogical learning, 5. Utilization of learning technology, 5. Evaluation of learning outcomes, 6. Development of students to actualize their various potentials.

Apart from the pedagogical skills of educators, the principal's leadership significantly influences the success of the student learning experience. The leadership capabilities exhibited by the principal of SD Inpres Kalang Tubung II in Makassar City reflect their proficiency in handling school resources, which includes supporting and enabling teachers' professional growth. A skilled principal will motivate educators to enhance their skills through training and self-improvement at SD Inpres Kalang Tubung II in Makassar City. Robust principal leadership contributes to fostering a positive school environment, which in turn boosts student engagement in learning. Leadership embodies the authority and efforts exerted by an individual who serves as a leader, aiming to inspire others to execute established work plans to achieve objectives effectively and efficiently. Principal leadership encompasses: demonstrating discipline, accountability, and integrity in fulfilling their responsibilities, adeptly managing school resources, devising strategic plans and evaluating programs effectively, innovating and initiating breakthroughs in school management, conducting supervision that promotes teacher development, and actively participating in collaboration with the community and school personnel.

Based on the explanation above, it can be concluded that in this study between the pedagogical competence of teachers and the leadership competence of school principals has a significant relationship and has a high level of relationship, namely 0.724%. That is in the strong category in the correlation interval, between the pedagogical competence of teachers and the leadership competence of school principals.

The learning interest of students in class v of SD Inpres Kalang Tubung II Makassar City, it can be seen that students' own learning interest is greatly influenced by the quality of interaction between teachers and students and a conducive learning environment. Teachers who are able to present material in an interesting way and are relevant to students' daily lives will be more successful in arousing students' interest in learning. This is in line with the theory put forward by, according to Slameto (2010, in Hilmi, 2013) students who have an interest in learning are usually characterized by a feeling of pleasure in learning, participation or involvement, and attentive attitude. In addition, Dan & Tod (2014) revealed that students who have an interest in learning have their own feelings such as: positive feelings when learning, the existence of enjoyment/comfort when learning, and the ability and capacity to make decisions related to their learning.

Based on the explanation above, the researcher can conclude the results of the research conducted that the interest in learning class v students of SD Inpres Kalang Tubung II Makassar City has a high category level of 62.1%. That is in the strong category in the correlation interval, the interest in learning of fifth grade students of SD Inpres Kalang Tubung II Makassar City.

Then on the relationship between teacher pedagogical competence and principal leadership competence on student learning outcomes, it shows an increase along with the increase in student interest

in learning supported by teacher pedagogical competence and principal leadership. Learning outcomes are not only measured by academic grades but also by students' social, emotional and independence skills in learning. It can be seen that teachers are able to teach in a way that suits the needs of students, as well as principals who support innovation and learning development, have a positive impact on the achievement of student learning outcomes. This is in line with the theory put forward by, According to Sudjana, learning outcomes or achievement are the realization or expansion of potential abilities or capacities possessed by a person. Mastery of learning outcomes by a person can be seen from his behavior, both behavior in the form of mastery of knowledge, thinking skills and motor skills. At SD INPRES KALANG TUBUNG II MAKASSAR CITY, it is proven that collaboration between teachers and principals in carrying out their roles and responsibilities optimally can increase student interest and learning outcomes.

Based on the explanation above, the researcher can conclude the results of the research conducted that the relationship between the pedagogical competence of teachers and the leadership competence of school principals on the learning outcomes of grade v students of SD Inpres kalang Tubung II Makassar City has a significant level of relationship and is in the high category of 62.1%. That is in the strong category in the correlation interval, student learning outcomes.

The findings of this study state that there is a “relationship between the pedagogical competence of teachers and the leadership competence of school principals on the learning outcomes of fifth grade students of SD INPRES KALANG TUBUNG II MAKASSAR CITY. The hypothesis results say that there is a positive relationship from this study so, it can be confirmed that H_a is accepted and H_o is rejected.

4. CONCLUSIONS AND SUGGESTIONS

Based on the results of the study, it can be concluded that there is a positive and significant relationship between the pedagogical competence of teachers and the leadership competence of school principals on the interest and learning outcomes of fifth grade students of SD Inpres Kalang Tubung II Makassar City. . This can be seen from the pedagogical competence of teachers and principal leadership, both aspects have an important role in increasing student interest and learning outcomes. Teachers' pedagogical competence, which includes the ability to design, implement and evaluate the learning process effectively, plays a direct role in building an attractive learning environment for students. Pedagogically competent teachers are able to develop learning methods that suit the needs of students so that students are more interested in learning and motivated to learn. In addition, teachers' pedagogical competence not only affects students' interest in learning but also has an impact on student learning outcomes, competent teachers are able to convey material more clearly and support student understanding, while competent principals can ensure the availability of appropriate educational resources and strategies. Both play an important role in creating synergy that has a positive impact on increasing student interest and learning outcomes. This is based on the results of hypothesis testing obtained a significant value of $0.000 < 0.05$, meaning that H_o is rejected and H_a is accepted, namely there is a positive and significant relationship between teacher competence and principal competence on the interest and learning outcomes of fifth grade students of SD INPRES KALANG TUBUNG II MAKASSAR CITY.a) For school principals, it is hoped that they will always improve their competencies, especially in the leadership of the principal to pay more attention to the performance of teachers in guiding students in learning so that students are more enthusiastic in learning and getting good learning results.b) For teachers, it is hoped that they will further improve their competencies, especially pedagogical competence and encourage students' interest in learning to be even more active in participating in the learning activity process. c) Students are expected to increase their interest in learning. That is because, having a high interest in learning will make students active in learning so that it will produce maximum learning results.d) For schools, it is hoped that there will be efforts from the school in improving the professionalism of teachers in teaching at SD Inpres Kalang Tubung II Makassar City and increasing learning facilities and infrastructure to increase student interest in learning.

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