

Analysis of the Pedagogical Competency of Economics Teachers on the Learning Achievement of Eleventh-Grade Students at Muhammadiyah High School Maumere

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ABSTRACT

The research aims to determine the pedagogical competence of economics teachers at SMA Muhammadiyah Maumere and to ascertain the impact of the pedagogical skills of economics teachers on the academic performance of eleventh-grade students. The research method employed is a qualitative approach, utilizing a case study methodology. The research subjects were economics teachers and high school eleventh-grade students. This research has primary and secondary data. Primary data in this research is from the results of interviews and student grades, while secondary data is from sources such as journals and other documents from volunteers involved in this research. The author collected data using observation, interview, and documentation techniques. Meanwhile, to analyze the data the author uses data reduction, organizing and processing data, interpreting data, and verifying and drawing conclusions. The findings of this research explain that the pedagogical competence of teachers at Muhammadiyah Maumere High School has mastered student character and everything related to learning tools, so the average student score has reached above the minimum criteria. Meanwhile, learning achievement is a change in behavior covering three aspects (cognitive, affective, and motoric) such as mastery, use, and assessment of various knowledge and skills as a result or result of the learning process with factors that influence it are stated in the form of grades given by teachers and teacher competency has a positive effect on student learning achievement, so the higher the teacher's competency, the higher the student learning achievement. Student learning outcomes have a positive influence because students can achieve the desired results. Teacher competency has a positive effect on students' learning outcomes through the student learning process, so it can be concluded that the higher the teacher's personality competency through the student learning process, the higher the student learning achievement.

Keywords: Education, High School, Learning Achievement, Pedagogical Competency



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INTRODUCTION

Education is an important factor in creating quality human resources. Teachers have a very important role in achieving national education goals [1]. One of the competencies that a teacher must have is pedagogical competence. Pedagogical competence is the teacher's ability

to manage student learning [2],[3]. Teacher pedagogical competence can influence learning achievement. Pedagogical competence is one of the main competencies that a teacher must have. This competency is related to the teacher's ability to manage student learning, design and implement student learning, including understanding students, designing and implementing learning, evaluating learning outcomes, and developing student potential [4]-[6].

The pedagogical competence possessed by teachers can influence the success of the learning process, including student learning achievement. Learning achievement is the result achieved by students after following the learning process within a certain period [7]. Learning achievement reflects students' ability to master lesson material and is an indicator of the success of the learning process [8]. Therefore, it is important to analyze factors that can influence student learning achievement, one of which is teacher pedagogic competence. From the results of observations carried out in December 2023, the teaching and learning facilities at school are adequate, however, teachers' skills in disciplining students to focus on paying attention to lessons is a challenge in the teaching and learning process.

Teaching and learning activities are the main learning activities to enable students and schools to be able to compete through their academic achievements, therefore teachers are required to have more skills in organizing the learning process, so pedagogical competence is very necessary [9], namely mastery of several indicators of ability in teaching [10]. Based on the background and focus of the research above, the author has the following research objectives: The study aims to evaluate the pedagogical competence of economics teachers at SMA Muhammadiyah Maumere, assess the learning achievements of eleventh-grade students, and analyze how the teachers' pedagogical skills impact these students' academic performance.

METHODS

Research methods fundamentally represent a scientific approach to collecting and analyzing data to achieve specific objectives and applications. In this study, a qualitative research methodology is employed, specifically utilizing a case study approach. This method is chosen for its ability to provide an in-depth understanding and detailed insights into the research context. The subjects of this research include economics teachers and eleventh-grade students from SMA Muhammadiyah Maumere. By applying a qualitative approach, the research aims to thoroughly explore and articulate the competencies of economics teachers and their correlation with the learning achievements of their students. This method allows for a nuanced examination of how teacher effectiveness impacts student performance, offering

valuable insights into the dynamics of educational success within the specific context of the school.

RESULTS

Pedagogical Competence

Mastering the characteristics of students is one of the important competencies that a teacher must have. Mastering student characteristics means understanding the various aspects inherent in each student, both physically, intellectually, socially, emotionally, morally, and spiritually, as well as sociocultural background. Mastering the characteristics of students not only helps teachers choose strategies, methods, and learning media that suit students' needs, but also creates a conducive and enjoyable learning atmosphere for students, facilitates the optimal development of student's potential, and assists teachers in providing guidance. It also enhances the effectiveness of the learning process and helps students achieve their educational goals. By mastering the characteristics of students, an economics teacher will be able to provide better educational services according to the needs and potential of each student. Mrs. NLN, in the excerpt from the interview, emphasizes the importance of mastering the characteristics of students:

"Observation during learning, communication, recognizing the student's temperament, discussing with the student's parents, and being a friend to the student are ways to understand or find out the student's character" (interview on Monday, May 23, 2024, 09:20 to end).

Based on the results of interviews with eleventh-grade students, it was found that:

"In my opinion, it is not easy for teachers to master the character of each student. Each child has a different personality and background, but I feel that teachers have quite mastered our characters. They can adapt their teaching style and approach according to the needs of each student in the class." (Interview on April 17, 2024, at 09:20 to end).

The aforementioned quote suggests that an economics teacher must master students' characteristics during classroom instruction, ensuring the learning process aligns with the intended expectations and fosters strong interactions between teachers and students. Economics teachers are expected to possess a mastery of various learning theories and educational principles. Based on the results of an interview with Mrs. NLN, as an economics subject teacher, as in the following interview excerpt:

"As an educator, I always try to study and understand various learning theories such as behaviorism, cognitivism, constructivism, and others. Understanding these theories helps me choose the right learning strategies, methods, methods, and media to use in the classroom. Mastering learning learning theories and learning principles helps me understand the individual differences of students and how they learn in different ways. With this understanding, I can provide a more personalized personalized approach that suits the needs of each student" (Interview on Monday, May 23, 2024, 09:20 until finish).

Therefore, it is widely acknowledged by teachers that mastering learning theories and learning principles is crucial for effectively educating students. This mastery provides a deep understanding of the learning process and assists teachers in designing and implementing learning that is effective, meaningful, and by students' needs. The results of interviews with eleventh-grade students indicate the following:

"I feel that the teachers at our school have mastered learning theories and learning principles well enough. They can explain the material well and use a variety of learning methods so that we don't get bored easily."

The quote from the interview suggests that a teacher must possess a mastery of learning theory and educational learning principles to effectively facilitate learning. In addition to this, students will comprehend the material or lessons that the teacher explains during classroom instruction. Curriculum development refers to the process of planning, implementing, and evaluating an educational curriculum. This involves several important aspects. Curriculum development aims to ensure that the implemented curriculum is relevant, up-to-date, and in line with the needs of students, society, and current developments. This is a continuous process to perfect the curriculum to produce competent graduates. Based on the results of an interview with Mrs. NLN, as an economics subject teacher, as in the following interview excerpt:

"To ensure the curriculum remains relevant to developments in science, technology, and the ever-changing needs of society, the curriculum must also be adjusted so that graduates have the required competencies. To correct deficiencies or weaknesses that existed in the previous curriculum. Then, through evaluation, things can be identified that need to be improved or added to the curriculum to facilitate the diverse learning needs of students. The curriculum can be developed to be more flexible and accommodating to students' differences in learning styles, interests, interests, and talents." (Interview on Monday, May 23, 2024, 09:20 until the end).

So, the conclusion from the interview above is that curriculum development is an important process to ensure the curriculum is always up-to-date, effective, and able to prepare students to become quality graduates who are ready to face the challenges of the times. Based on the results of interviews with eleventh-grade students as follows:

"In my opinion, curriculum development is very important. The curriculum must always be updated to reflect the times and advancements in science. If not, students like us will fall behind and lack the necessary knowledge and skills for the future. In addition, curriculum development plays a crucial role in assessing the shortcomings or weaknesses of the previous curriculum. For instance, if certain subjects or methods are deemed less important, they can be revised in a constantly evolving new curriculum, resulting in a higher quality and more enjoyable teaching and learning process in schools. So that we as students can get the best education to prepare for a brilliant future." (Interview on April 17, 2024, at 09:20 to end).

It can be concluded that curriculum development is an ongoing process that is crucial to ensuring quality education that is relevant to the demands of the times. Educational learning activities are a series of activities carried out by teachers and students to achieve predetermined

learning goals. Thus, educational learning activities are not just a transfer of knowledge from teacher to student but can also optimally develop the potential possessed by students. Based on the results of interviews with economics teacher Mrs. NLN, as follows:

"Educational learning activities are activities that can actively involve students and make them motivated to learn. In this activity, students are not only passive recipients of information but also active subjects in the learning process. In its implementation, I try to design learning activities interactive, where there is two-way communication between me and the students, as well as between the students themselves, for example by providing discussion trigger questions, conducting questions and answers, forming discussion groups, and so on."

Based on the results of the interview, educational learning activities are very important activities that involve students being active and can provide motivation for students to continue learning. Based on the results of interviews with eleventh-grade students, the educational learning activities carried out by the teacher are as follows:

"In my opinion, the learning activities carried out by our teachers were very educational and actively involved us. It's not just the teacher who lectures continuously, we are also often allowed to discuss, ask questions, questions, and express opinions. The material presented is always linked to everyday life, so we can understand it more easily and feel that what we are learning is true. important and useful." (Interview on April 17, 2024, at 09:20 to end).

Based on the interview results, the learning activities carried out by the teacher are very educational and actively involve students. Not only the teacher but also students are allowed to ask questions or express their opinions. Developing student potential refers to efforts to help students develop their abilities, talents, interests, interests, and personal qualities optimally. Thus, developing student potential is very important so that they can grow and develop optimally by the talents and abilities they have and prepare them for future success. Based on the results of interviews with economics subject teacher Mrs. NLN, as follows:

"Developing the potential of students is one of our main tasks as educators. Every student has unique and diverse potential, both in the academic and non-academic fields. Our task is to identify this potential and help develop it optimally. In addition to the learning process in the classroom, I always try to create a conducive environment and support the development of students' potential, for example by providing activities that challenge them to explore their abilities, discuss, be creative, and convey ideas. (Interview on April 17, 2024, at 09:20 to end).

The interview results suggest that teachers play a crucial role in fostering students' potential, ensuring a conducive learning environment, and enabling students to express their thoughts and ideas effectively. Based on the results of interviews with students, as follows:

"Our teacher pays attention and tries to develop the potential that exists in each student. He always observes the strengths and talents that we have, both in academic and non-academic fields. Apart from class, the teacher also encourages us to take part in appropriate extracurricular activities. with our respective interests and talents. As sports clubs, choirs, scouts, and so on, these will all be a place for us to continue to hone our potential outside of class hours to explore and develop the potential that exists in each student so that we can grow into individuals who are confident and ready to face future challenges according to their respective potential." (Interview on April 17 2024 at 09:20 to end).

The interview results reveal that the teacher genuinely strives to enhance his students' potential in both academic and non-academic domains. This is evident in his encouragement of students to participate in extracurricular activities that align with their interests and talents, thereby instilling confidence in their potential development. Communication with students refers to the process of exchanging information, ideas, messages, or thoughts between teachers and students in the context of learning activities such as delivering material, giving instructions, creating two-way interactions, building positive relationships, motivating and encouraging participation, conveying expectations of feedback, and resolving problems and conflicts. Thus, good communication between teachers and students is an important key to creating an effective, interactive, and meaningful learning process for developing student potential. Based on the results of interviews with subject teachers, as follows:

"As an educator, the first thing I usually do is create a comfortable and relaxed classroom atmosphere for students. I always greet them with a warm smile and a friendly greeting when they enter the classroom. Not infrequently, I also open with a few light jokes to lighten the atmosphere, atmosphere, and for classes that still feel stiff, I sometimes start with a simple icebreaker such as applause or light games. In this way, way, it can help lighten the atmosphere, atmosphere, and most importantly, I always try to display an open, enthusiastic attitude. Because this positive energy will be transmitted to students and encourage them to be more enthusiastic in communicating and learning." (Interview on Monday, May 23, 2024, 09:20 to end).

The interview above shows that the teacher can create good interactions with students to keep the class flowing and prevent student boredom. The results of interviews with eleventh-grade students indicate the following:

"Yes, our teacher consistently strives for two-way communication with us students. He not only uses a one-way lecture method, but also provides opportunities for discussion, questions, and sharing of thoughts and experiences. This well-established communication enhances the learning atmosphere and makes it more interactive and enjoyable."

The interview results reveal that the teacher consistently engages with his students during the learning process, initiating discussions and questions about unfamiliar material. Assessment and evaluation have slightly different meanings, but both relate to judging or measuring something. In general, assessment is the process of collecting data, while evaluation is the process of analyzing and interpreting that data to make judgments or decisions. Based on the results of interviews with subject teachers, the following information is presented:

"In carrying out assessments and evaluations, I use several different methods and techniques, according to the learning objectives and material taught. Assessment and evaluation are ongoing processes that are very important for monitoring student learning progress as well as improving the overall quality of learning." (Interview on Monday, May 23, 2024, 09:20 to end)

Based on the interview results, we hope that you, as an educator, will become proficient in conducting assessments and evaluations, thereby enhancing the quality and advancement of student learning. Based on the results of interviews with eleventh-grade students, as follows:

"Our teachers carry out assessments by giving various types of assignments and tests, such as daily tests, project assignments, presentations, and practicums. After that, the teacher analyses the results of the assessment to evaluate our understanding and abilities. The teacher then gives us feedback, both in terms of individuals and groups, regarding our strengths and weaknesses. Based on the results of the evaluation, the teacher plans follow-up actions, for example, by providing remediation for those who need it or enrichment for those who have mastered the material."

Based on the results of the interview, it can be concluded that the teacher carries out assessments using several types and then provides remedial measures for those who need to master the material being taught.

Student Learning Achievement

Affective learning achievement refers to the achievements or results from aspects of students' attitudes, interests, values, and emotions during the learning process. Affective learning achievement aims to develop positive attitudes, interest, appreciation, and values in students towards the learning process and the material studied. This is important because it can influence students' motivation, enthusiasm, and persistence in learning. Based on the results of interviews with subject teachers, as follows:

"To determine students' abilities from the affective learning level, provide stimulation, and provide references regarding attitude values, teachers need to do several things including observation and observations, study journals/reflection notes, questionnaires/attitude scales, discussions, and questions and answers, individual assignments/ groups, peer assessment, and counseling and guidance". (Interview on Monday, May 23, 2024, 09:20 to end)

Cognitive learning achievement refers to achieving success in the learning process, which leads to behavioral changes in areas such as knowledge or memory, understanding, application, analysis, and synthesis, thereby transforming the teaching and learning process into everyday life. Cognitive refers to a person's intellectual or thinking abilities, such as remembering, understanding, analyzing, evaluating, and creating. Cognitive is a domain that includes mental (brain) activities to acquire and manipulate knowledge through processes such as remembering, understanding, applying, analyzing, evaluating, and creating. As stated by the economics subject teacher, Mrs. NLN,

"It is very important for me to master cognitive learning because the cognitive domain is the main foundation in the teaching and learning process, such as remembering, understanding, applying, analyzing, evaluating, and creating knowledge. By mastering these cognitive aspects, I can design and implement effective learning to help students acquire, process, and apply knowledge in depth. Mastering cognitive learning allows me to make appropriate assessments of students' academic achievements. I can measure the extent to which students have achieved their learning objectives. Therefore, mastering cognitive learning is a must for a teacher to facilitate students' intellectual

development optimally and achieve the expected learning goals." (Interview on Monday, May 23, 2024, 09:20 to end).

From the interview results, it can be concluded that it is very important for a teacher to master learning. By mastering all of these cognitive aspects, teachers can design, implement, and evaluate learning comprehensively to optimize students' cognitive and intellectual development by the stated goals. Based on the results of interviews with eleventh-grade students, as follows:

"Based on my experience, most economics teachers already understand the importance of cognitive learning, but there are still some who have not fully implemented it in the teaching and learning process. Overall, it has helped us remember and understand basic economic concepts such as demand and supply, as well as the role of economic actors. This includes topics such as monetary and fiscal policy, and international trade, among others. They explain the material in sufficient detail. However, not all teachers provide sufficient opportunities to develop higher cognitive skills such as application, analysis, evaluation, and creativity, as they tend to be teacher-centered and use a one-way lecture method. As a result, I hope that in the future, economics learning can help us develop our entire cognitive domain, not just basic knowledge. Because with in-depth cognitive mastery, we will be better prepared to face economic challenges in the future ." (Interview on April 17, 2024 at 09:20 until end)

From the results of the interview, economics teachers are expected to be able to master several methods of cognitive learning. Therefore, mastery of cognitive learning by teachers is a necessity so that the teaching and learning process can run effectively and meaningfully and be able to optimize students' intellectual development according to objectives. which are expected. Psychomotor learning achievement is the ability in skills or skills and the ability to act. The psychomotor domain shows physical abilities such as motor and nervous skills, object manipulation, and nervous coordination. Psychomotor refers to physical skills and the ability to perform coordinated actions or movements. As expressed by the economics subject teacher, Mrs. NLN, as follows:

"In the context of economic learning, the psychomotor domain relates to students' ability to carry out practical actions or activities related to the economic concepts being studied. For instance, when studying production activities, instructors may ask students to practice operating basic production machines or emulating a company's supply chain. By mastering psychomotor skills in the economic field, students will be better prepared to face economic situations in everyday life and the world of work in the future. Therefore, it becomes crucial for students to understand their growth and development. Teachers must be able to create a learning process that is effective, meaningful, and supports the overall development of students. Based on the results of interviews with eleventh-grade students, I believe that while some economics teachers understand the importance of psychomotor learning, they have not fully integrated it into the teaching and learning process. Most still concentrate on delivering material theoretically or through lectures. Teachers still consider psychomotor activities as complementary and rarely use them as the main part of learning. Therefore, I hope that economics teachers will more often provide practical assignments and real-life activities that involve our psychomotor skills. Because that way, we can understand economic concepts more deeply and be ready to apply them in the real world." (Interview on April 17, 2024, at 09:20 to end).

DISCUSSION

The teacher has mastered the characteristics of all students, especially in class. Teachers have tried their best to master all learning theories and learning principles according to students' needs. Teachers have followed curriculum developments in the lesson plan and syllabus. Along with the changes set by the government so that it is easy for students to follow them. As a teacher, of course, they teach educational things. Teachers also often intersperse learning activities with games so that students do not easily get bored with learning. So that students become more active in learning activities. As an educator, they always pay attention to the development process of students. Every development in students' learning as educators must have recognized everything [11]. Good communication with students can have a positive effect on student learning [12]. Teachers must communicate with students frequently so that students are not reluctant or afraid to answer and ask questions in class. Each teacher has different methods and strategies in the assessment and evaluation system [13]. So the students do not know the teacher who is giving the assessment. Learning achievement refers to the achievements or results of aspects of students' attitudes, interests, values, and emotions during the learning process. From these three domains of learning achievement, teachers can see how students' achievement levels are consistent and good. This learning achievement is one tool for measuring a student's level of success in the teaching and learning activities he or she participates in at school [14]. Thus, if a student gets a minimum learning achievement within a certain ranking limit, it is often said that the student is successful. It can be concluded that learning achievement is a change in behavior covering three aspects (cognitive, affective, and motoric) such as mastery, use, and assessment of various knowledge and skills as a result of the learning process and the factors that influence it, which are stated in the form of grades given by the teacher. Teacher competency has a positive effect on student learning achievement, so the higher the teacher's competency, the higher the student's learning achievement [8],[15].

Student learning achievement has a positive influence on student learning outcomes that will be achieved later. So the higher the teacher's competence, the higher the student's learning achievement. Teacher competence has a positive and significant effect on student learning achievement through the student learning process, so it can be concluded that the higher the teacher's personality competence through the student learning process, the higher the student learning achievement. The importance of increasing teacher competency in schools can be interpreted as an effort to help teachers develop their potential to be able to meet qualifications and be accredited. So coaching efforts are needed to educate and train teachers

on an ongoing basis. In the end, teachers play an important role and are responsible for producing a generation that is qualified and competent for the survival of the nation and state.

CONCLUSION

Based on the comprehensive presentation and thorough analysis of data concerning the pedagogical competence of economics teachers and its impact on student learning achievement, it has been observed that there has been a notable improvement in the academic performance of students. Specifically, within the eleventh grade at SMA Muhammadiyah Maumere, the student's learning achievements have shown a positive increase. This enhancement can be attributed to the effective application of pedagogical strategies by the economics teachers, whose competence has contributed to a more productive learning environment and better academic outcomes for the students. The analysis underscores the significant role that teacher competence plays in fostering student success and suggests that ongoing development in pedagogical skills is essential for sustained improvements in educational achievement.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

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