

Teachers' Interpretations of Their Experiences Regarding Pedagogical Competence and the Implications for the Fulfilment of Pupils' Rights to Education

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ABSTRACT. Pedagogical competence relates not only to a teacher's ability to manage the learning process, but also to their efforts to understand pupils' needs and provide equitable learning opportunities. The fulfilment of pupils' right to learn in educational practice must be understood through teachers' experiences in recognising pupils' characteristics and adapting the learning process accordingly. This study aims to understand how teachers interpret their experiences of pedagogical competence and how this relates to the fulfilment of pupils' right to learn at MA Al Islamiyah Danawarih. This study employs a qualitative approach with a descriptive phenomenological design. Data were collected through semi-structured interviews and observations involving three teachers from different subject areas. The results indicate that teachers interpret pedagogical competence as the ability to understand pupils' characteristics and needs and to adapt teaching to the circumstances at hand. The fulfilment of pupils' right to education is realised through the optimal utilisation of teaching time, providing opportunities for all pupils to participate, applying fairness in teaching and assessment, and providing support for pupils experiencing learning difficulties. Teachers also adapt teaching methods based on pupils' characteristics, subject matter, classroom conditions, and available facilities. These findings indicate that teachers' understanding of pedagogical competence is linked to teaching practices that are responsive to pupils' needs and to efforts to provide equitable learning opportunities.

Keywords. Teachers' Experience; Pedagogical Competence; Pupils' Right To Education; Phenomenology.

Abstrak. *Kompetensi pedagogik tidak hanya berkaitan dengan kemampuan guru mengelola pembelajaran, tetapi juga dengan upaya memahami kebutuhan siswa dan memberikan kesempatan belajar yang adil. Pemenuhan hak belajar siswa dalam praktik pembelajaran perlu dipahami melalui pengalaman guru dalam mengenali karakteristik siswa dan menyesuaikan proses pembelajaran. Penelitian ini bertujuan memahami pemaknaan pengalaman guru terhadap kompetensi pedagogik serta keterkaitannya dengan pemenuhan hak belajar siswa di MA Al Islamiyah Danawarih. Penelitian ini menggunakan pendekatan kualitatif dengan desain fenomenologi deskriptif. Data dikumpulkan melalui wawancara semi-terstruktur dan observasi yang melibatkan tiga orang guru dari bidang tugas yang berbeda. Hasil penelitian menunjukkan bahwa guru memaknai kompetensi*

pedagogik sebagai kemampuan memahami karakteristik dan kebutuhan siswa serta menyesuaikan pembelajaran dengan kondisi yang dihadapi. Penuhan hak belajar siswa diwujudkan melalui pemanfaatan waktu pembelajaran secara optimal, pemberian kesempatan berpartisipasi kepada seluruh siswa, penerapan keadilan dalam pembelajaran dan penilaian, serta pendampingan bagi siswa yang mengalami kesulitan belajar. Guru juga menyesuaikan metode pembelajaran berdasarkan karakteristik siswa, materi, kondisi kelas, dan fasilitas yang tersedia. Temuan ini menunjukkan bahwa pemaknaan guru terhadap kompetensi pedagogik berkaitan dengan tindakan pembelajaran yang responsif terhadap kebutuhan siswa dan upaya menyediakan kesempatan belajar yang adil.

Kata Kunci: *Pengalaman Guru; Kompetensi Pedagogik; Hak Belajar Siswa; Fenomenologi.*

Introduction

Education is not only focused on achieving academic outcomes, but also on fulfilling learners' rights to a meaningful learning experience. The fulfilment of these rights includes the opportunity to participate in learning, express opinions, develop their potential, and receive support in line with their learning needs (Caetano dkk., 2020). Therefore, the learning process must take into account the diversity of learners' characteristics and needs so that every pupil has the opportunity to engage and develop (Herwina, 2021; Solechan & Ma'rifah, 2023). The fulfilment of these learning rights is inextricably linked to teachers' actions in designing, implementing and evaluating learning.

One of the competencies relevant to the performance of these duties is pedagogical competence. This competence encompasses the ability to understand the characteristics of learners, to design and deliver lessons, to manage interactions, and to evaluate the learning process and outcomes (Anwar dkk., 2025; Aula & Nurdianah, 2026). Mastery of pedagogical competence enables teachers to take pupils' needs and circumstances into account when determining learning strategies (Wulandari & Sudrajat, 2025). Thus, pedagogical competence is not only relevant to managing the learning process but also to understanding how teachers provide opportunities for participation, treat pupils fairly, and offer support to pupils in accordance with their learning needs (Putri & Mangunsong, 2024).

Pedagogical competence is manifested through teachers' experiences when faced with various learning situations. The differences in learners' characteristics, abilities, needs and backgrounds require teachers to adapt their teaching strategies, build communication, provide support and reflect on their teaching practices. It is important to examine these experiences as they can provide an understanding of how teachers interpret pedagogical competence and apply it in real-life situations (Fathma dkk., 2026; Meilina, 2025; Rahmani dkk., 2024). This perspective allows pedagogical competence to be understood not merely as a set of skills, but also through teachers' experiences and interpretations whilst interacting with pupils.

A number of previous studies have examined pedagogical competence in terms of skills and their application in teaching. Hamyar (2024) discusses the pedagogical competence of Akidah Akhlak teachers at Madrasah Aliyah, including understanding of pupils, the delivery of lessons, assessment and guidance. Mutawalli dkk., (2024) examined the pedagogical competences of Islamic Education (PAI) teachers, covering understanding of pupils, curriculum development, the design and delivery of teaching, and the use of technology. Meanwhile, (Suroto dkk., 2024) highlighted the application of pedagogical competences in improving the quality of teaching, along with the obstacles to their implementation. These studies provide an overview of pedagogical competence from the perspectives of learning abilities and practices. Based on the research focus outlined above, this study aims to complement these discussions by examining teachers' interpretations of their experiences in exercising pedagogical competence and how this relates to the fulfilment of pupils' rights to education, particularly in terms of providing opportunities for participation, fair treatment, and support tailored to their learning needs.

Based on the above, this study focuses on teachers' interpretations of their experiences in exercising pedagogical competence and how this relates to the fulfilment of pupils' right to learn. Using a phenomenological approach, this study seeks to understand how teachers interpret pedagogical competence within learning interactions and how these experiences relate to teachers' actions in fulfilling pupils' right to learn. This study is expected to provide a contextual understanding of teachers' experiences in adapting teaching to pupils' needs. Therefore, this study aims to understand the meaning of teachers' experiences regarding pedagogical competences and their relationship to the fulfilment of pupils' right to education at MA Al Islamiyah Danawarih.

Methods

This study employed a qualitative approach with a descriptive phenomenological design to explore teachers' experiences in exercising their pedagogical competences and how these relate to the fulfilment of pupils' rights to education (Neubauer dkk., 2019). The research was conducted at MA Al Islamiyah Danawarih during the Field Experience Programme (PPL) in 2026. The research informants comprised three teachers: a teacher of Islamic Education (PAI) or religious studies, a teacher responsible for student affairs, and a teacher of general subjects. The three informants were selected on the basis of their direct involvement in the educational process and the relevance of their experiences to the research focus, namely the interpretation of pedagogical competences and practices relating to the fulfilment of pupils' rights to education (Campbell dkk., 2020).

Data were collected through semi-structured interviews and observation (Braund dkk., 2021). Interviews were conducted with the three teachers to explore their experiences in understanding pupils' characteristics and needs, determining teaching strategies, building interactions with pupils,

and providing learning opportunities and support. The interview questions focused on the specific experiences the teachers had encountered during the learning process, including the considerations underlying their actions. Observations were carried out during the teaching practice (PPL) activities, focusing on teacher pupil interactions, the delivery of lessons, opportunities for pupils to participate, and the forms of support provided by teachers when pupils encountered learning difficulties (Sølvik & Glenna, 2022). Data collection utilised interview and observation guidelines drawn up in accordance with the research focus.

Data analysis was carried out in several stages. Firstly, the researcher read and examined all interview transcripts and observation notes to gain a comprehensive understanding of the informants' experiences. Secondly, the researcher highlighted statements and notes relating to the interpretation of pedagogical competence and the fulfilment of pupils' rights to learn. Thirdly, relevant data were grouped into themes based on similarities and differences in the informants' experiences. Fourthly, the researcher interpreted these themes to understand the significance of teachers' experiences in identifying pupils' needs, adapting teaching, providing opportunities for participation, treating pupils fairly, and supporting pupils experiencing learning difficulties (Englander & Morley, 2023). The results of the analysis were then presented descriptively, linking the researcher's interpretation with evidence from the interviews and observations.

The validity of the data was verified through cross checking the results of interviews and observations to assess the consistency between the informants' statements and the observed learning practices (Amin dkk., 2020). The analysis process also required referring back to the informants' notes and statements to ensure that the interpretations drawn were consistent with the research data (Ahmed, 2024). In practice, researchers must obtain permission and consent from informants prior to data collection and ensure the confidentiality of their identities. Descriptions of cross-checking, informant consent and identity protection must be consistent with the procedures actually followed during the research.

Research Findings and Discussion

Finding

Teachers' Perceptions of Pedagogical Competence in Learning Interactions

The research findings indicate that teachers at MA Al Islamiyah Danawarih interpret pedagogical competence not merely as the ability to deliver subject matter, but also as the ability to understand pupils' characteristics and needs and to adapt teaching practices to the circumstances at hand. This interpretation relates to teachers' experiences when interacting with pupils, observing their responses during lessons, evaluating learning outcomes, and determining actions appropriate to pupils' needs.

Teachers' understanding of pupils' characteristics is gained through observing their level of participation, responses to questions, completion of tasks, communication, and difficulties that arise during lessons. Through these experiences, teachers endeavour to identify pupils' abilities, interests, needs, and learning difficulties. The information obtained is used as a basis for determining teaching strategies. When pupils have difficulty understanding the material, teachers ask which parts they do not understand, re-explain the material using simpler language, involve peers to help, or take a personalised approach when pupils' assessment results are unsatisfactory.

The application of pedagogical competence is also evident in the adaptation of teaching methods. Teachers take into account pupils' characteristics, the subject matter, classroom conditions, and the availability of resources when determining which methods to use. The teaching methods employed include interactive lectures, question-and-answer sessions, discussions, as well as practical exercises or the use of teaching aids where possible. Teachers do not always use the same method in every situation, but adapt their approach to the conditions encountered during the learning process.

In addition to understanding pupils' characteristics and adapting teaching methods, teachers endeavour to provide opportunities for pupils to engage in learning activities. These opportunities are realised through asking questions, answering questions, expressing opinions, discussing, and taking part in exercises. Teachers also endeavour to involve students who tend to be passive so that they have the opportunity to participate. Overall, these findings demonstrate that teachers interpret pedagogical competence through the process of recognising students' circumstances, responding to learning difficulties, adapting methods, and providing opportunities for students to engage in learning.

Teachers' Experiences in Fulfilling Pupils' Rights to Education through Teaching Practices

The research findings indicate that teachers' experiences in fulfilling pupils' rights to education are realised through several practices, namely the utilisation of teaching time, providing opportunities for participation, applying fairness in teaching and assessment, and supporting pupils experiencing learning difficulties. These four forms of practice were observed in teachers' experiences when managing learning activities and responding to pupils' needs.

Firstly, teachers endeavour to make the most of teaching time to ensure that pupils are still given the opportunity to learn. The available time is used to deliver the subject matter, revise previous topics, hold discussions, conduct question-and-answer sessions, complete exercises, and assist pupils experiencing difficulties. When circumstances do not permit the delivery of new material, teachers still endeavour to carry out activities that support the students' learning process.

Thus, the use of learning time is not solely directed towards covering the material, but also towards providing students with the opportunity to understand the lesson.

Secondly, teachers provide opportunities for students to participate in learning. These opportunities include asking questions, answering questions, expressing opinions, and taking part in class activities. Teachers also endeavour to involve students who tend to be passive so that learning interactions are not dominated by only certain students. Furthermore, students who arrive late and face educational consequences are still given the opportunity to participate in the lesson. This practice demonstrates that imposing consequences for disciplinary breaches does not automatically deprive students of the opportunity to take part in learning activities.

The classroom learning situation, which forms the context of this study, is documented in the following photographs.



Figure 1. Documentation of Classroom Learning Activities

Source: Research documentation, 2026.

The documentation shows the teacher at the front of the class and pupils taking part in the learning activities from their respective seats. This photograph provides a visual representation of the classroom learning situation as the context for the teacher's experience in managing learning activities. However, this visual documentation does not in itself indicate the level of participation of each pupil or prove that all pupils' rights to learn are being fulfilled. Interpretations of teaching practices remain based on the results of interviews and observations.

Thirdly, the teacher endeavours to apply fairness in learning and assessment. Before the lesson begins, the teacher establishes a learning agreement so that the rules are known to the pupils.

In group activities, the teacher forms heterogeneous groups by combining pupils who have understood the material with those who are still experiencing difficulties. In assessment, teachers take into account the process, effort, engagement, responsibility and the results of pupils' work. For group tasks, pupils are also asked to record their individual contributions and work so that assessment is not based solely on the group's overall mark.

Fourthly, teachers provide support to pupils experiencing learning difficulties. Teachers give pupils the opportunity to explain which parts of the material they have understood and which they still find difficult. When pupils do not yet understand the material, the teacher repeats the explanation using simpler language and sometimes involves peers to assist. If a pupil's test results are unsatisfactory, the teacher calls the pupil in individually to identify the difficulties they are facing and determine appropriate follow-up measures.

In addition to these four practices, the teacher adapts teaching methods to the characteristics of the pupils, the subject matter, classroom conditions, and the facilities available. Some pupils are assessed as being more comfortable learning through listening and note-taking, whilst others benefit from visual or audiovisual aids, activities, or hands-on practice. Teachers more frequently use interactive lectures combined with questions, discussions and pupil engagement. The use of laboratories or other learning resources is employed where appropriate to the subject matter and where facilities permit. When facilities are unavailable, teachers seek alternative activities that can still be carried out in the classroom.

Based on the overall findings, teachers' experiences in fulfilling pupils' right to education include efforts to ensure that learning time is utilised effectively, providing opportunities for participation, applying fairness in learning and assessment, and providing support tailored to pupils' needs. These practices illustrate how teachers respond to pupils' needs through their decisions and actions during the learning process at MA Al Islamiyah Danawarih.

Discussion

Pedagogical Competence as the Ability to Understand and Respond to Pupils' Needs

Teachers at MA Al Islamiyah Danawarih interpret pedagogical competence not merely as the ability to deliver lesson content, but as the ability to understand pupils' characteristics and needs and to determine appropriate teaching strategies. This interpretation demonstrates that pedagogical competence relates not only to mastery of teaching techniques, but also to the teacher's ability to assess the learning situation and respond to the circumstances faced by pupils. This understanding develops through interaction, observation, communication, the evaluation of learning outcomes, and the teacher's experience when dealing with students of diverse characteristics. Therefore,

pedagogical competence in the context of this study can be understood as an ability that is tangibly manifested through the teacher's decisions and actions during the learning process.

These findings are consistent with studies (Ariyanti dkk., 2025; Ubaidillah & Ismawati, 2026) which identify an understanding of learners, the delivery of teaching, assessment and the adaptation of strategies as key components of pedagogical competence. Lestari dkk., (2023) also examined pedagogical competence in curriculum implementation, emphasising its connection to the learning process. Both references provide a foundation for understanding that pedagogical competence does not end with a teacher's knowledge of how to teach, but must be evident in the delivery of lessons that take learners' circumstances into account. The findings of this study clarify this understanding through teachers' experiences in recognising pupils' difficulties, adapting the way they explain the material, and determining methods based on the classroom situation.

Teachers' experience in adapting teaching methods is also linked to the principles of differentiated learning. Wardani dkk., (2024) (Wahyuningsari dkk., 2022) emphasises the importance of taking into account the diversity of learners when designing and delivering lessons. In this study, adaptation was evident when teachers took into account pupils' characteristics, the subject matter, classroom conditions and the availability of facilities. Teachers combined interactive lectures, question-and-answer sessions, discussions and practical activities in accordance with the circumstances at hand. Although these practices were not explicitly stated as the implementation of differentiated learning, there was a common principle in the form of efforts to respond to the diversity of pupils' needs through the adaptation of learning.

A key point of these findings is that learning adjustments are not always achieved through the use of complex methods or a variety of media. Teachers also make adjustments through the way they explain the material, provide support, communicate personally, and involve peers. These practices demonstrate that pedagogical responses can be realised through simple actions relevant to pupils' needs. On the other hand, learning adaptation is still influenced by classroom conditions and the facilities available. Therefore, pedagogical competence in the context of this study reveals a relationship between teachers' understanding of their pupils and their ability to determine feasible actions in real-life learning situations.

From a phenomenological perspective, this experience can be interpreted as the process by which teachers develop an understanding of pedagogical competence through their day-to-day teaching experiences. Competence is understood not merely as a set of pre-existing skills, but also as abilities that are continually utilised and developed as teachers address pupils' needs and challenges. These findings broaden the understanding of pedagogical competence by positioning teachers' subjective experiences as a crucial element in understanding how such competence is

realised. However, as this study focuses on the experiences of three teachers at a single madrasah, the findings reflect the specific context of the research and are not intended to represent the experiences of all teachers at other educational institutions.

Fulfilling Pupils' Right to Education through Teaching Practices

The fulfilment of pupils' right to education is realised through the effective use of teaching time, the provision of opportunities for participation, the application of fairness in teaching and assessment, and support for pupils experiencing learning difficulties. These findings indicate that the right to education cannot be understood merely as the right to attend school or to receive teaching materials. In educational practice, this right is also linked to pupils' opportunities to engage, be treated fairly, understand the subject matter, and receive support when they encounter difficulties (Papantymou & Darra, 2022; Scarparolo & MacKinnon, 2024). This understanding is consistent with the discussion on differentiated learning, which takes into account the diversity of learners' needs in the learning process (Saraswati dkk., 2026).

Making the most of teaching time is one of the ways in which teachers fulfil their responsibility to provide learning opportunities. Efforts to use time to explain the subject matter, revise topics, hold discussions, set exercises and assist pupils demonstrate that teaching is not solely focused on covering the curriculum. Teachers also strive to ensure that the time available continues to benefit pupils. These findings relate to the view that (Yusnita dkk., 2025) regarding the role of pedagogical competence in the quality of learning, particularly through teachers' ability to manage the delivery of learning and respond to pupils' needs. Thus, the use of learning time can be understood as part of the management of learning that supports pupils' opportunities to gain learning experiences.

Providing pupils with opportunities to ask questions, answer questions, express their opinions and take part in classroom activities demonstrates the importance of participation in the fulfilment of the right to education. Teachers' efforts to engage pupils who tend to be passive suggest that participation is not achieved simply by providing formal opportunities, but also requires efforts to encourage pupil engagement. These findings are linked to (Wahyuningsari dkk., 2022; Wardani dkk., 2024), which places pupils at the centre of education and discusses the importance of pupil participation. In the context of this study, participation is evident in learning interactions that provide space for pupils to express their understanding and opinions.

The practice of teachers continuing to provide learning opportunities for pupils who arrive late, even though they face educational consequences, also demonstrates an effort to balance discipline with the fulfilment of the right to education. Consequences for breaking the rules do not automatically deprive pupils of the opportunity to participate in lessons. This practice shows that

discipline management can be viewed as part of education in responsibility without denying pupils access to learning activities (Vincent dkk., 2021). However, this study did not measure the impact of these practices on changes in pupils' discipline. Therefore, the findings are best understood as an illustration of how teachers interpret and apply educational consequences in the context of learning.

The aspect of equity in learning and assessment is evident through the implementation of learning agreements, the formation of heterogeneous groups, and consideration of pupils' effort, engagement, responsibility, process and outcomes. These practices demonstrate that equity does not always mean treating every pupil identically. Equity is also linked to ensuring that every pupil has the opportunity to contribute and that assessment takes into account the process undertaken. In group activities, recording individual contributions is one way of avoiding assessment that relies solely on group outcomes. This understanding is consistent with the principle of learning that takes into account pupil diversity, as discussed by (Wahyuningsari dkk., 2022; Wardani dkk., 2024).

Nevertheless, fairness in assessment must be understood with care. Consideration of effort, engagement and responsibility may form part of process-based assessment, but its implementation still requires clear and consistent criteria. Research data indicate that teachers do make an effort to take these aspects into account, but this is not sufficient to conclude that the assessment system in place is entirely objective or free from bias. Consequently, the contribution of these findings lies in providing an insight into how teachers endeavour to apply fairness, rather than in proving the degree of objectivity in the assessments carried out.

Support for pupils experiencing learning difficulties reveals another aspect of ensuring the right to education is fulfilled. Teachers not only provide equal opportunities to all pupils, but also endeavour to address specific needs through repeating explanations, simplifying language, peer support and a personalised approach when assessment results are unsatisfactory. These practices demonstrate that equal opportunities in learning must be accompanied by attention to pupils' differing needs (Strogilos dkk., 2023). This relates to the discussion of pedagogical competences by (Ibrahim dkk., 2026; Mutawalli dkk., 2024), in particular with regard to pupils' understanding, the delivery of lessons, and assessment. In the context of this study, mentoring constitutes the teacher's response to difficulties encountered during the learning process.

Overall, these four practices demonstrate that fulfilling pupils' right to education forms part of the pedagogical decisions made by teachers in their day-to-day work. Time management, creating opportunities for participation, ensuring fairness, and providing support do not exist in isolation, but are linked to teachers' ability to understand pupils' circumstances and adapt their teaching accordingly. These findings emphasise that the fulfilment of the right to education must be viewed

through the prism of pupils' concrete experiences within the learning process, rather than merely through the existence of rules or formal opportunities to attend school.

The Relationship between Pedagogical Competence and the Fulfilment of Pupils' Rights to Education

The link between pedagogical competence and the fulfilment of pupils' right to education is evident in teachers' ability to understand pupils' characteristics and needs as the basis for determining teaching practices. This understanding is demonstrated through the management of learning time, the provision of opportunities for participation, the application of fairness in teaching and assessment, and the provision of support for pupils experiencing learning difficulties. Thus, pedagogical competence serves as the foundation for teachers to fulfil pupils' right to education through teaching practices tailored to their needs. The relationships between these components are summarised in Figure 2.

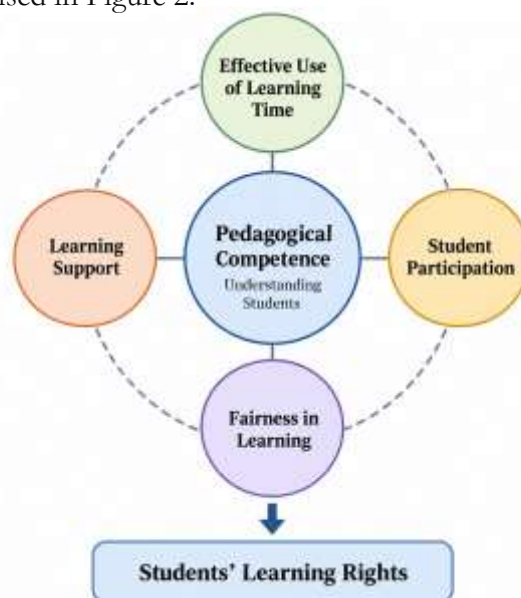


Figure 2. Pedagogical Competence and Students' Learning Rights.

Source: Authors' own elaboration based on the research findings (2026).

Figure 2 shows that pedagogical competence in particular, teachers' understanding of pupils' characteristics and needs forms the foundation for efforts to fulfil pupils' right to education. This foundation is realised through four key practices: the effective use of teaching time; providing opportunities for pupils to participate; ensuring equity in learning; and providing learning support. These four practices are interrelated because an understanding of pupils' needs influences how teachers manage learning and determine the form of support required. Thus, the fulfilment of the right to education is not only about providing access to learning, but also about creating opportunities for pupils to engage, be treated fairly, and receive support commensurate with the difficulties they face.

This relationship does not imply that pedagogical competence automatically guarantees the fulfilment of all pupils' rights to education. The fulfilment of these rights is also linked to classroom conditions, the availability of facilities, the management of the learning process, and the consistency of teachers' actions. Research findings indicate that teachers make adjustments when certain methods or facilities cannot be utilised. This suggests that pedagogical practice takes place within real-world conditions that have limitations, meaning teachers need to identify alternatives that allow the learning process to continue. Therefore, the relationship between pedagogical competence and the fulfilment of students' right to education is more accurately understood as an interconnection in practice, rather than as a cause-and-effect relationship that has been empirically tested.

Conceptually, the research findings can be summarised in a framework comprising an understanding of pupils' characteristics and needs, the determination of learning responses, and efforts to fulfil the right to learn through time management, participation, equity and support. This sequence represents an interpretative synthesis of the experiences of the three teachers studied, rather than a tested causal model. This synthesis demonstrates that the fulfilment of the right to education depends not only on the teacher's intention to deliver learning, but also on their ability to translate their understanding of the pupils into appropriate actions. The contribution of this research lies in revealing teachers' experiences as a perspective for understanding the relationship between pedagogical competence and the fulfilment of pupils' right to education. Previous research cited in the manuscript has discussed pedagogical competence from the perspectives of understanding learners, implementing teaching, assessment, and adjusting strategies. This study complements these perspectives by linking teachers' experiences to four practices for fulfilling pupils' right to education within the context of learning at madrasahs. These findings may serve as a basis for further research to explore pupils' experiences directly, observe the consistency of teaching practices over a longer period, or examine how policies and institutional conditions support the fulfilment of pupils' right to education.

Conclusion

This study shows that teachers at MA Al Islamiyah Danawarih interpret pedagogical competence as the ability to understand pupils' characteristics and needs and to adapt teaching practices according to the circumstances at hand. This understanding is manifested through four key practices in fulfilling pupils' right to learn, namely the effective use of teaching time, providing opportunities for participation, applying fairness in teaching and assessment, and providing support for pupils experiencing learning difficulties. These findings demonstrate that pedagogical competence relates to teachers' efforts to provide learning opportunities that are not only accessible to all pupils but also responsive to their needs.

In practical terms, the research findings underscore the importance of developing pedagogical competences focused on understanding pupils and the ability to respond to diverse learning needs. Teachers need to integrate learning management, pupil participation, fair assessment and guidance into their day-to-day teaching practice. However, this study is limited to the experiences of three teachers at a single madrasah; consequently, the results cannot yet reflect the diversity of teachers' experiences within a broader educational context. Further research is recommended to involve pupils as informants and to examine the experiences of both teachers and pupils in greater depth in order to gain a more comprehensive understanding of the fulfilment of the right to learn in teaching practice.

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