Relationship between pedagogical competence and teacher performance in public elementary school

Novebri[1], KasmanRukun[2], Ahmad Sabandi[3]

[123] UniversitasNegeriPadang, Padang - Indonesia, (novebri.spd@gmail.com)

Abstract

This research was based on a case where the result of observation by researcher in Public Elementary School, that showed the low level of teacher performance. Many factors affected the teacher performance which is pedagogical competence. The purpose of this research is to know about the relationship of pedagogical competence to teacher performance in Public Elementary School. The method of this research was quantitative research with 78 teachers. Instrument in this research used teacher competence test. The results of the analysis data showed that pedagogical competence contributes significantly to teacher performance in Public Elementary School of 21.9 % and 78.1% of remaining influenced by another factors. The recommendation in this research is the teachers may improve pedagogical competence and teacher performance.

Keywords: pedagogical competence, teacher performance

Introduction

Human resources are an important element in achieving the goals of an organization. The success of an organization is determined by the quality of its human resources. Education is one way to improve the quality of human resources, as set forth in Law No. 20 of 2003 on National Education System which states "National education has a vision of the realization of an educational system as a strong and authoritative social institution to empower all Indonesian citizens to develop into quality human beings so as to be able and proactive to answer the challenges of the ever-changing era". In school teachers are people who have an important role in improving the quality of human resources, in this case learners. High teacher performance in the learning process becomes the determinant of the success of learners. Measuring a teacher's performance can be seen from the extent to which teachers can educate and guide learners to achieve the required competencies. A teacher is said to have a good performance when the teacher can carry out the tasks that become his Responsibility with the maximum. Thus the teacher has an important role in improving the quality of education, the success or failure of the learning process, whether or not achieved educational goals and learning, organized facilities and infrastructure, media, tools and learning resources, cannot be separated from the performance of teachers. Supardi (2013:54) said:

Teacher performance is the ability of a teacher in carrying out learning tasks in madrasah and responsible for learners under his guidance by improving learning achievement of learners. Therefore, the teacher's performance can be interpreted as a condition that shows the ability of a teacher in carrying out his duties in the madrasah and illustrates the existence of an act displayed teacher in or during the learning activities.

Associated with teacher pedagogic competence, Government Regulation No. 19/2005 about Education National Standard which said that, "The pedagogic competence is the ability to manage the learning of learners which includes the understanding of learners, the design and implementation of learning, evaluation of learning outcomes, and the development of learners to actualize the various potentials it possesses ".Several studies have also shown that pedagogic competence contributes to teacher performance. The study of Parwati et al. (2013) indicates that pedagogic competence contributes effectively to the performance of SMANegeri 1 Sukawati teachers at 24.0%. Hakim (2015) study shows that pedagogic competence contributes to teacher performance of 19.1%. Meanwhile, Wibowo's (2009) study shows that pedagogic competence affecting the performance of SDN atKecamatanKersanaKabupatenBrebeswith 27.5%. Based on data obtained from the teacher competence test that the researcher get in the Education Office of KabupatenPadang Pariaman shows that less than 50% of elementary school teachers in KecamatanEnamLingkung who pass the UKG in 2015, as can be seen in Table 1 below:

Tabel 1.Percentage of Elementary School's Teacher Competence Test di Kecamatan

Enam..Lingkung Kabupaten Padang PariamanYear 2015

N o	Guru	Pass Examination Test Years 2015				Number of Pass Examination Test	Failed Examination Test Years 2015				Number of Failed Examination Test
		Working Life					Working Life				
		≤ 15 Years		≥ 15 Years			≤ 15 Years		≥ 15 Years		
		S1	S2	S1	S2		S1	S2	S1	S2	
1	Civil Servant Teacher	13	1	37	1	52	26	0	39	0	65
2	Not Civil Servant Teacher	24	0	0	0	24	16	0	0	0	16
Total		37	1	37	1	76	42	0	39	0	81
Percentage of teachers Pass Examination Test						48%	Percentage of teachers Failed Examination Test				52%
Number of Civil Servant Teacher											117
Number of Not Servant Teacher											40
Total Teachers											157

Source: Education Office inKabupaten Padang Pariaman Year 2015

Based on the data of Table 1 above, it can be concluded that the low competence of Pubic Elementary School at KecamatanEnamLingkung, even in one of Public Elementary School from the total number of teachers 7 people, only 2 people who pass the teacher competence test. This means less than 30% of teachers in the school who pass the teacher competence test and one of the teachers who got a score of 31.25 which also means very far below the average value set by the government, which are 55. From Table 1 can also be seen that teachers more honorary students who pass the teacher competence testcompared with civil servant teachers, where 24 people from 40 teachers honored graduated, meaning more than 50% who pass the teacher competence test. While for civil servant teachers, only 52 people from 117 civil servant teachers who pass the teacher competence test, meaning less than 50% of civil servant teachers who pass the teacher competence test. If pedagogical

competence of teachers' increases and learners can achieve maximum learning outcomes and teacher performance will increase, so also improve the quality of learning and education.

So it is suspected there is a link between pedagogic competence and teacher performance. Based on the considerations and opinions of the experts above, and then according to the researcher needs to do research to see how big contribution of independent variable to dependent variable, thus this research entitled "Relationship between Pedagogical Competence to Teacher Performance inPublic Elementary School at KecamatanEnamLingkung".

Method

This research used correlation method thatinvestigated the existence or correlation relationship between one independent variables and one dependent variable. According Arikunto (2010: 313), "Correlation research aims to find whether there is a relationship and if there is how big the relationship and whether or not the relationship". This study is a correlation study, namely the type of descriptive research that aims to determine whether there is a relationship between pedagogic competence and teacher performance. This study put the research variables on onegroup of independent variables and one dependent variable. As independent variable waspedagogic competence and dependent variable was teacher performance. In this research reviewed facts to see relationship and contribution of pedagogic competence variable to teacher performance inPubic Elementary School at KecamatanEnamLingkung. The population in this study amounted to 157 teachers. Sampling was done by using Stratified Proportional Random Sampling technique. Sample amounted to 78 teachers.

Results and Discussion

Teacher Performance (Y)

Questionnaire of teacher performance is filled by teacher based on his perception on teacher performance consisting of 50 points statement, minimum score is 50 and maximum score 250, from respondent answer obtained the lowest score of 102 and highest score 216. The result of data processing obtained a mean score of 166.94, mode 179 and median 171. While standard deviation (standard deviation) of 26.962. In general, the level of respondents' achievement of teacher performance score of 66.78% is in sufficient category. This indicates that the teacher performanceinPublic Elementary School at KecamatanEnamLingkung need to get attention for more enhanced. For more details can be seen on the histogram below:
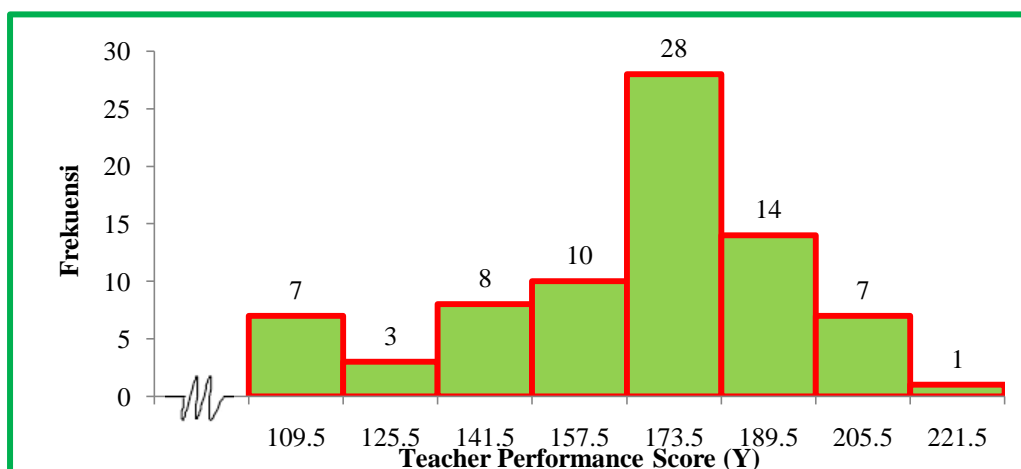

Figure 1. Histogram of Teacher Performance (Y) Score

Table 2. Description of Mean and Percent Every Teacher Performance Indicators (n = 78)

No	Indicators	Score				%	Category
		Ideal	Mean	Max	Min		
1	Teaching plans	40	28,58	39	14	71,45%	Sufficient
2	Teaching actions	85	57,14	75	32	67,22%	Sufficient
3	Teaching evaluation	55	38,91	50	21	70,75%	Sufficient
4	Controlling	25	15,41	22	6	61,64%	Low
5	Self-actualization	45	26,90	36	19	59,78%	Low
	Total	250	166,94	216	102	66,78%	Sufficient

Pedagogic Competence (X)

The test instrument for pedagogic competence variable (X1) consisted of 37 items, the minimum score is 0 and the maximum score is 37. From the respondent's answer obtained the lowest score 13 and the highest score 26. The result of data processing, obtained the mean score (mean) 19.36 modes (mode) 20, median of 19.50, and standard deviation (standard deviation) of 3,984. The percentage of achievement level for teacher pedagogic competence variable of SDN in KecamatanEnamLingkung is 52.32% is in very less category.
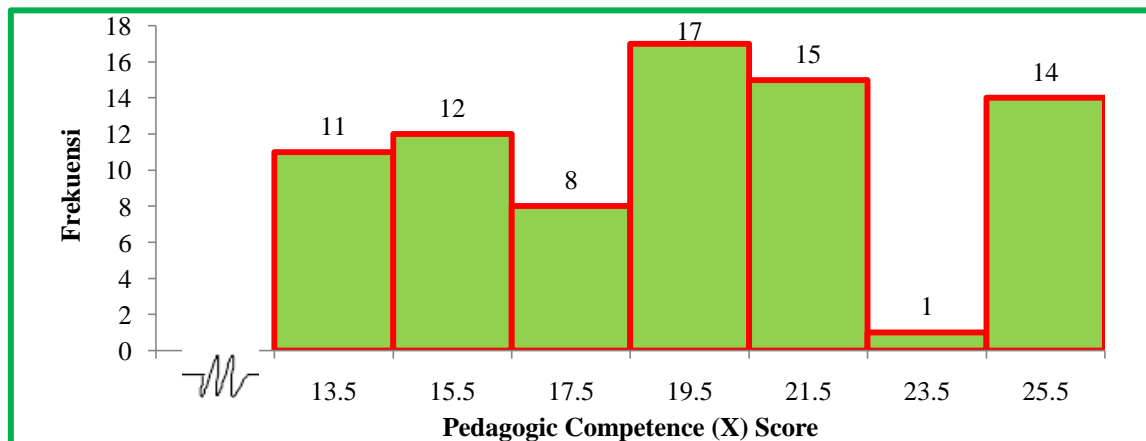

Figure 2. Histogram of Pedagogic Competence (X) Score

Table 3. Description of Mean and Percent Every Pedagogic Competence Indicators (n = 78)

No	Indicators	Score				%	Category
		Ideal	Mean	Max	Min		
1	Getting of best the characteristics of learners	4	2,69	4	1	67,25%	Sufficient
2	Getting of best the learning theories and principles of learning	3	1,85	3	0	61,67%	Less
3	Curriculum development	5	2,74	4	1	54,8%	Very less
4	Learning organize	4	2,22	4	1	55,5%	Less
5	Utilizing information and communication technology	1	0,42	1	0	42%	Very less
6	Facilitate the development of learners	2	1,14	2	0	57%	Less
7	Communicate effectively, empathetic and courteous with learners	3	1,53	3	0	51%	Very less
8	Conduct assessment and evaluation of learning process and outcomes	7	2,95	5	1	42,14%	Very less
9	Utilizing the results of assessment and evaluation	4	1,63	3	0	40,75%	Very less
10	Take reflective action	4	2,19	4	0	54,75%	Very less
	Total	37	19,36	26	13	52,32%	Very less

Testing Requirements Analysis

Research data were analyzed using correlation and regression technique. The requirements are:

1. Data are sourced from randomly obtained samples

   A random sampling procedure was performed while selecting a sample using a Stratified Proportional Random Sampling technique. Sampling is done based on the stratum and level of teacher's education and working period, thus the first condition has been met.

2. Normality Test

   Testing normality of teacher performance variable (Y), pedagogic competence (X), done by using Kolmogorov Smirnov-Z (KS) technique with SPSS version 20. Data is said to be normal distribution if KS has a significant level (Asymp.Sig)> 0.05. Conversely, if the level of significance (Asymp.Sig) <0.05 then the data is not normally distributed. The results of the examination can be seen in Table 2 below:

Table 4. Summary of Normality Test Results

Variable	*Kolmogorov Smirnov-Z* **(KS)**	*Asymp.Sig*	Significance	Statement
Pedagogic Competence	0,893	0,403	0,05	Normal
Teacher Performance	1,332	0,057	0,05	Normal

3. Hypothesis Testing

   The first hypothesis tested in this study is pedagogic competence (X) contributing to teacher performance (Y). To know whether or not the contribution of pedagogic competence to teacher performance is used simple correlation analysis. The results of the correlation coefficient

calculation of the implementation of pedagogic competence with teacher performance can be seen in Table 5 below:

Table6. Summary of Results of Correlation Analysis between Variables Pedagogic

Competence (X) and Teacher Performance (Y)

Correlation	Coefficient Correlation (r)	Correlation Square (R²)	Contribution	*Sig.*
ryx	0,468	0,219	21,9%	0,000

The calculation results in Table 6 show that the correlation coefficient (rx1y) = 0.468 with ϱ = 0,000 <0.05. This means that there is a contribution of pedagogic competence to teacher performance. The amount of coefficient of determination (R2) of 0.219, which means that pedagogic competence (X) contribute to the performance of teachers by 21,9% while the rest is influenced by other variables. To determine the form of predictive relationship between pedagogic competence and teacher performance, a simple regression analysis was performed. From result of regression analysis obtained regression equation Ŷ = 105,612 + 3,168X.

Table 7.Summary of Regression Coefficient Test Results of Pedagogic .Competence (X) to

Teachers Performance (Y)

Source	Coefficient	*t*	*Sig.*
Constant	105,612	7,791	0,000
Pedagogic Competence	3,168	4,617	0,000

Conclusions

Based on the results of research that has been discussed above, it can be concluded that pedagogic competencecontributes to teacher performance in Pubic Elementary School at Kecamatan Enam Lingkung by 21.9%. This means that pedagogic competence gives a meaningful contribution to the performance of teachers in school; the better pedagogic competence in each school will be the better the performance of teachers in the school. If it is seen descriptively that pedagogic competencein this research included in the sufficient category, that is 52.32%. Therefore, pedagogic competenceneeds to be improved, so that teacher performance will increase.

Acknowledgments

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