

Effect of Pedagogic, Professional Competency, and Work Motivation Toward Indonesian Primary School Teachers Performance

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ABSTRACT

This research was conducted to analyze the effect of pedagogic competence, professional competence and work motivation on the performance of elementary school teachers. This study uses quantitative methods and data processing and analysis using SmartPLS software as a tool. This research was conducted in elementary schools in Tangerang involving 110 teachers from 20 elementary schools as respondents, the samples were determined using simple random sampling. Primary data were collected using an electronic questionnaire distributed online, which was filled in by respondents on a Likert scale. The results of hypothesis testing indicate that professional competence, pedagogic competence and work motivation have a positive and significant effect on the performance of elementary school teachers.

Keywords: Pedagogic Competence, Professional Competence, Motivation, Performance, Elementary School Teachers

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INTRODUCTION

Education is a conscious and planned effort to create an atmosphere of learning and the 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, the nation and the State. (Asbari, 2019). The aim of national education is to develop the potential of students to become human beings who are faithful and cautious, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. According to Supriyadi (2020) in undergoing the education process in accordance with the national education system, the education pathway consists of formal, non-formal, and informal education, which is at the levels of primary education, secondary education and higher education. Some elementary schools still have several subjects with the average value still below the Completeness Standard, a re-evaluation (remedial) is carried out and students are first given enrichment by repeating the material that has been tested. This indicator is shown in the results of the acquisition of test scores from 2018/2019, 2019/2020. According to Sutia (2020) another indicator, namely the national exam scores have not shown a better achievement, seen from the acquisition of scores in the last two years 2018/2019, 2019/2020 which have not shown a consistent increase. The success of education is largely determined by the readiness of teachers in preparing students through teaching and learning activities, however, the strategic position of teachers to improve the quality of education is influenced by professional abilities in their performance.

According to Asbari (2020) daily reality is still found that there is less than optimal teacher performance, between the design of learning activities is not optimal, the lack of teacher's ability to create varied learning, there are still many students who do not pay attention to what is explained by the teacher so they do not absorb lessons obtained, there are still teachers who leave school hours, and there are still students whose national final exam scores are below standard scores. According to Asbari (2019) teacher performance will be realized properly, if it is supported by adequate pedagogical competence and professional competence of a teacher. To achieve high teacher performance, it is also necessary to have motivation from the teacher to improve its overall performance. According to Purwanto (2019) motivation is a driving force for someone to do an activity which is manifested in the form of real actions. The higher a person's motivation, the higher the performance. Motivational aspects include the need for achievement, the need for power and the need for affiliation. High abilities and motivation are based on the strong desire of each teacher to be able to realize or produce an expected performance. Pedagogic competence is one of the competencies that must be possessed by a teacher and plays an important role in teacher assessment performance. According to Supriyadi (2020) the performance of teacher appraisal in schools requires pedagogic competence so that what is done, implemented and produced by teachers in schools can be accounted for for its truth and objectivity. So it is quite clear that pedagogic competence has a positive direct effect on teacher assessment performance in schools. Professional

competence is also one of the competencies that must be possessed by a teacher. According to Santoso (2029) competence is understood as ability. This ability is based on visible abilities and invisible abilities (Purwanto, 2019). The visible ability is called performance. Performance is shown in the form of demonstrable behavior, so that it can be observed, can be seen and can be felt. Meanwhile, invisible abilities are also called rational competences, cognitive abilities, affective and psychomotor.

Previous studies related to teacher performance have resulted in conclusions about the influence of teacher competence and motivation. Asbari (2019) states that achievement motivation and creativity have a positive and significant effect on teacher performance. Purwanto (2020) concluded that teachers' perceptions of school principals and achievement motivation have a positive and significant effect on teacher performance. Bernarto (2019) states that there is a positive and significant influence between situational leadership and motivation on performance both parsial and simultaneously, while Pramono (2019) also finds a positive and significant influence between situational leadership and motivation on performance either partially or simultaneously. Winarti (2010) concluded that there was a positive influence on competence and work motivation on teacher performance. Syafiudin (2011) found a positive and significant influence on professional competence and motivation on performance both parsial and simultaneously. This study analyzes several issues that can be examined, namely whether pedagogical competence affects teacher performance, does professional competence affect teacher performance, does work motivation affect teacher performance, does pedagogic competence, professional competence and work motivation jointly affect teacher performance. The research objective was to analyze the effect of pedagogic competence on teacher performance, to analyze the effect of professional competence on teacher performance, to analyze the effect of work motivation on teacher performance.

LITERATURE REVIEW

Pedagogic Competence

According to Purwanto (2020) pedagogy is the science of education, which focuses more on thinking, reflecting on education or a thought on how to guide children, and educating children, while the term pedagogy means education, which puts more emphasis on practice, concerning educational activities, activities to guide children (Sadulloh, 2011). Hyun (2019) pedagogy is a science based on the concepts of thought about the educational process and at the same time is a guide for the action of the educational process itself Individuals display their creations as objective facts from nature, not in the form of a construct be imagined. So the unity and diversity of society is the creative result of a person in a historical situation and actively structuring or restructuring the world. experience. This means that the pedagogic scope is related to children's education up to adulthood. According to Slamet (2020) pedagogical competence is the ability of a teacher to master or understand the characteristics of students, apply learning theory and educational principles of learning, design a curriculum for subject matter, organize educational learning, develop the potential of students to actualize their various potentials. , communicate effectively, empathically and politely with

students, carry out assessment and evaluation of learning processes and outcomes. According to Suryaman (2020) pedagogical competence is one of the competencies that must be possessed by a teacher and plays an important role in teacher assessment performance. According to Sutia (2020) teacher assessment performance in schools requires pedagogic competence so that what is done, implemented and produced by teachers in schools can be accounted for for its truth and objectivity. So it is quite clear that pedagogic competence has a positive direct effect on teacher assessment performance in schools.

Professional Competence

Ministry of National Education (2004) regarding National Education Standards, professional competence is the ability to master learning materials broadly and deeply which includes concepts, structures, and scientific / technological / artistic methods that cover / are coherent with teaching materials; teaching materials in the school curriculum, conceptual relationships between related subjects, application of scientific concepts in everyday life and professional competition in a global context while preserving national values and culture. Depdiknas (2004) Professional competence includes professional development, insight understanding, and mastery of academic study materials. Professional development includes following information on scientific developments that support the profession through various scientific activities) translating textbooks / scientific works, developing various learning models, writing papers, writing textbooks, writing textbooks, writing modules, writing scientific papers, conducting scientific research, finding appropriate technology for making props / media, creating works of art following accredited training following qualification education, and participating in curriculum development activities.

Work motivation

According to Purwanto (2019) motivation is the driver of a conscious effort to influence someone's behavior so that he is moved his heart to act do something so as to achieve a certain result or goal. According to Hasibuan (2001) motivation is the provision of a driving force that creates a person's enthusiasm for work, so that they are willing to work together, work effectively and are integrated with all efforts to achieve satisfaction. Work is a basic activity and is made an essential part of human life, work gives status and ties to other individuals and society, so work motivation is something that generates enthusiasm or work motivation. According to McClelland (2001) classifies human needs into three types, namely need for achievement (nAch), need for power (nPow), and need for affiliation (nAff). Need for Achievement (nAch) is defined as the need for someone to pursue and achieve better goals. Need for achievement is motivation within work implementation. In relation to Maslow's teori, this means this motivation associated with high order needs, especially self-actualization needs and the need for status and power. According to Suryaman (2020) in order to master the skills / expertise allows a worker to achieve. Need for power (nPow) is defined as one's need to dominate another. The need for power is the driving force that motivates the morale of an employee. Because it's nPow this is what stimulates and motivates one's passion and exerts all ability to achieve power. According to Hasibuan (20010 is defined as someone's need to have a close and mutually pleasing relationship with others. Hasibuan Need for affiliation is a driving force that will motivate the morale of an employee. This need

includes the need to feel accepted by other people in the environment he lives and works. sense of belonging), the need for a feeling of respect, because every human being feels he is important (sense of important), need for feelings of progress and failure (Sense of achievement), and need for a feeling of participation (sense of participation).

Teacher Performance

According to Purwanto (2019) work is a real behavior that is displayed in accordance with its role in the organization. Employee performance or performance is very important in the organization's efforts to achieve its goals, so that various activities must be carried out by the organization to improve it. According to Hasibuan (2003) Performance as a result of work achieved by a person in carrying out tasks charged to him based on skill, experience and sincerity as well as time. According to Mathis and Jackson (2001) many factors influence this the performance of individual workers, including abilities, motivation, support received, the existence of the work they do and their relationships with the organization. According to Ismaya (2020) the performance of a teacher is said to be good if the teacher has carried out elements consisting of high loyalty and commitment to teaching tasks, mastering and developing learning materials, discipline in teaching and other tasks, creativity in teaching implementation, cooperation with all school members, leadership that be a student role model, a good personality, honest, and objective in guiding students, as well as responsibility for their duties. Discussing the problem of the quality of teacher performance cannot be separated from the achievement of learning outcomes. This is because teacher performance greatly determines the success of an effective

and efficient learning process so that educational goals can be achieved. Based on the literature review and previous research, a framework of thought has been prepared, presumably pedagogic competence, professional competence, and work motivation have a significant effect on teacher performance. The research hypothesis is: Hypothesis 1 (H1). Pedagogic Competence has a significant effect on Teacher Performance Hypothesis 2 (H2). Professional Competence has a significant effect on Teacher Performance Hypothesis 3 (H3). Work motivation has a significant effect on teacher performance

METHODS

This research uses a quantitative survey method with a causal approach, which examines the effect of professional competence and work motivation on teacher performance. Sampling was carried out by simple random sampling method. This study uses quantitative methods and data processing and analysis using SmartPLS software as a tool. This research was conducted in elementary schools in Tangerang involving 110 teachers from 20 elementary schools as respondents, the samples were determined using simple random sampling. Primary data were collected using an electronic questionnaire distributed online, which was filled in by respondents on a Likert scale. The data in this study use primary data. Primary data is data that is obtained directly from research sources, the results of answers to questionnaires that are distributed to respondents. The instrument used to collect data was a questionnaire, with measurements using a Likert scale, the answer categories consisted of 5 levels.

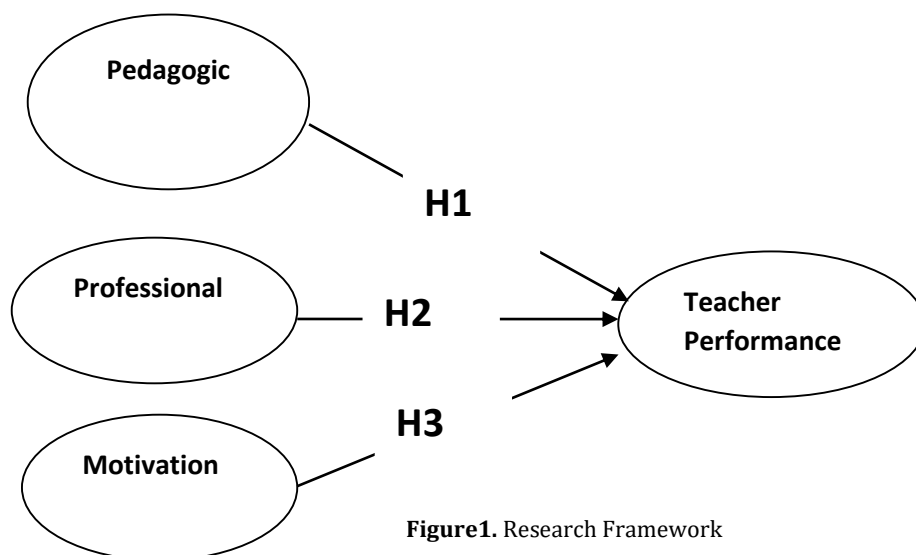


Figure1. Research Framework

Adapun hipotesis penelitian adalah :
Hipotesis 1 (H1). Kompetensi Pedagogik berpengaruh signifikan terhadap Kinerja Guru
Hipotesis 2 (H2). Kompetensi Profesional berpengaruh signifikan terhadap Kinerja Guru
Hipotesis 3 (H3). Motivasi kerja berpengaruh signifikan terhadap Kinerja Guru

RESULTS AND DISCUSSION

Description of Sample

The results of the frequency descriptive data processing for the characteristics of the respondents provide an overview of the respondents who are sampled and answer the questionnaire. Characteristics respondent contains a description of Gender, Age, latest education, Years of service. The characteristics of the respondents are presented in table 1. The following:

Table 1. Information descriptive of the sample

Criteria		Total
Gender	Male	60
	Female	50
Age	< 30 years	50
	30 - 40 years	40
	> 40 years	20
Service period as lecturer	< 5 years	60
	5-10 years	30
	> 10 years	20
Highest education	Bachelor degree	70
	Master degree	30
	Doctoral degree	10

Validity and Reliability Test Result of Research Indicator

Hypothesis testing in this study uses the Partial Least Square (PLS) method. PLS is an alternative method of analysis with variance-based Structural Equation Modeling (SEM). The advantage of this method is that it does not require assumptions and can be estimated with a relatively small number of samples.

Convergent Validity Test

Convergent validity is the extent to which a measure is positively correlated with alternative measures of the same construct. To evaluate the convergent validity of the reflective constructs, we consider the outer loadings of the indicator and the average variance extracted (AVE). A high outer loadings in the construct indicates that the related indicators have many similarities, which are captured by the construct. At a minimum, the outer loadings of all

indicators must be statistically significant. The general rule is that the standard outer loadings must be 0.7 or higher. Consideration removes outer loadings. Rather than automatically removing the indicator when the outer loadings are below 0.70, researchers should carefully examine the effect of item deletion on composite reliability, as well as on the validity of the construct content. In general, indicators with outer loadings between 0.40 and 0.70 should be considered for removal from the scale only when removing the indicator leads to an increase in composite reliability (or average variance extracted) above the recommended threshold value. Another consideration in the decision whether to remove indicators is the extent to which their removal affects the validity of the content. Indicators with weaker outer loadings are sometimes maintained based on their contribution to content validity.

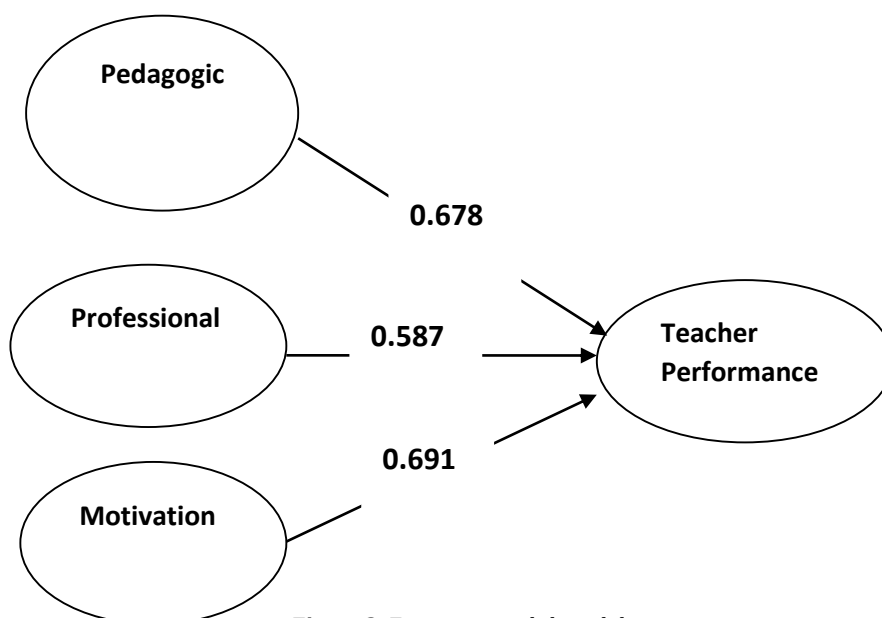


Figure2. Estimation valid model

Indicators with very low outer loadings (below 0.40) should, however, always be omitted from the construct (Hair *et al.*, 2011). For AVE values, AVE 0.50> or higher indicates that, on average, the construct explains more

than half the variance of its indicator. In contrast, an AVE of less than 0.50 indicates that, on average, more variants remain in the item error than in the variance described by the construct.

Table2. Items, Loadings, Cronbach’s Alpha, Composite Reliability, and Average Variance Extracted (AVE)

Variables	Items	Loadings	Cronbach’s Alpha	Composite Reliability	AVE
Pedagogic	P1	0.652	0.731	0.923	0.712
	P2	0.621			
	P3	0.691			
Professional	C1	0.611	0.812	0.910	0.623
	C2	0.610			
	C3	0.813			
Motivation	M1	0.614	0.923	0.912	0.715
	M2	0.621			
	M3	0.726			
	M4	0.921			
Teacher Performance	TP1	0.621	0.812	0.913	0.813
	TP 2	0.812			
	TP 3	0.613			

Discriminant Validity Test

Discriminant validity is the extent to which a construct is completely different from another by empirical standards. Thus, establishing discriminant validity implies that a construct is unique and captures phenomena that are not represented by other constructs in the model. Traditionally, researchers have relied on two measures of

discriminant validity. Cross-loadings are usually the first approach to assessing the discriminant validity of indicators. In particular, the outer loadings of the indicator on the associated construct must be greater than any cross-loadings (i.e., the correlation) of the other constructs.

Table3. Discriminant Validity

Variables	P	C	M	TP
Pedagogic	0.823			
Professional	0.850	0.892		
Motivation	0.606	0.833	0.893	
Performance	0.872	0.747	0.734	0.903

The results of the discriminant validity test in table 3 above can conclude that the model meets the discriminant validity show by all constructs that have AVE square root values above the correlation value with other latent constructs. The Fornell-Larcker criterion is a second approach to assessing discriminant validity. It compares the square root of the AVE value with the latent variable correlation. In particular, the square root of each AVE construct must be greater than the highest correlation with the other constructs. An alternative approach to evaluating the Fornell-Larcker criterion results is to determine whether the AVE is greater than the squared correlation with other constructs. The logic of the Fornell-Larcker method is based on the idea that constructs share more variance with related indicators than with other constructs.

Hypothesis Test

Internal consistency reliability: composite reliability should be higher than 0.70 (in exploratory research, 0.60 to 0.70 is considered acceptable). Consider Cronbach’s alpha as the lower bound and composite reliability as the upper limit of internal consistency reliability. Indicator reliability: the outer loadings of the indicator must be higher than 0.70. Indicators with outer loadings between 0.40 and 0.70 should be considered for removal only if deletion causes an increase in composite reliability and AVE above the threshold value of 0.5.. The t-statistic test in the partial least squared (PLS) analysis model using the help of SmartPLS 3.0 software perform using the direct effect test. The table below obtain the bootstrapping technique, R Square values, and significance test values:

Table4. R Square Value

	R Square	R Square Adjusted
Teacher Performance	0.981	0.721

According to Table 4 above, the R Square teachers’ performance (TP) value of 0.981 which means that the teachers’ performance variable (TP) can be explained by pedagogic, competence and motivation variable by 7

98.1%, while other variables explain the remaining 1.9% (not discussed in this research). While Table 5 displays the effect between the research variables that have been mentioned are showed the T Statistics and P-Values .

Table5. Hypothesis Test

Hypothesis	Relationship	Beta	SE	T Statistics	P-Values	Decision
H1	Pedagogic ->TP	0.133	0.034	3.344	0.003	Supported
H2	Professional ->TP	0.213	0.031	2.235	0.000	Supported
H3	Motivation ->TP	0.156	0.081	4.465	0.010	Supported

DISCUSSION

Effect of Pedagogic Competence on Teacher Performance

Based on statistical calculations using PLS in Table 6 above, it can be concluded that the Pedagogic Competence variable positively and significantly affects the Teacher performance variable. This is evidenced by the t-statistics value of 3.344 which is greater than 1.96 and the p-value of 0.000 is smaller than 0.05. That is, the hypothesis is accepted. These findings are in line with and in accordance with the results of previous studies (Asbari, 2020; According to Ismaya (2020); Purwanto et al., 2020; Wijayanti, et al., 2020) which state that Pedagogic Competence has a positive and significant effect on teacher performance, meaning that Pedagogic Competence will encourage teacher improvement performance.

The Effect of Professional Competence on Teacher Performance

Based on statistical calculations using PLS in Table 6 above, it can be concluded that the Professional Competence variable positively and significantly affects the Teacher performance variable. This is evidenced by the t-statistics value of 2.235 which is greater than 1.96 and the p-value of 0.003 is smaller than 0.05. That is, the hypothesis is accepted. These findings are in line with and in accordance with the results of previous research (Asbari, 2019; Purwanto et al., 2019; Wijayanti, et al., 2020) which states that Professional Competence has a positive and significant effect on teacher performance, meaning that Professional Competence will encourage teacher improvement performance.

Effect of Motivation on Teacher Performance

Based on statistical calculations with PLS in Table 6 above, it can be concluded that the Motivation variable positively and significantly affects the Teacher performance variable. This is evidenced by the t-statistics value of 4.465 which is greater than 1.96 and the p-value of 0.010 is smaller than 0.050. That is, the hypothesis is accepted. This finding is in line with and in accordance with the results of previous studies (Asbari, 2019; Purwanto et al., 2020; Wijayanti, et al., 2020) which state that motivation has a positive and significant effect on teacher performance, meaning that motivation will encourage teacher performance improvement.

Previous studies related to teacher performance have resulted in conclusions about the influence of teacher competence and motivation. Asbari (2019) states that achievement motivation and creativity have a positive and significant effect on teacher performance. Asbari (2010) concluded that teachers' perceptions of school principals and achievement motivation have a positive and significant effect on teacher performance. Hyun (2019) states that there is a positive and significant influence between situational leadership and motivation on performance both parsial and simultaneously, while Wijayanti (2020) also finds a positive and significant influence between situational leadership and motivation on performance both parsial or simultaneously. Pramono

(2020) concluded that there was a positive influence on competence and work motivation on teacher performance. Bernarto (2020) found a positive and significant influence on professional competence and motivation on performance both parsial and simultaneously.

The research findings reveal that pedagogical competence has a positive direct effect on teacher assessment performance. The findings of this study mean that the performance or performance of the teacher's assessment is largely determined by the teacher's pedagogical competence. The findings of this study are similar to research on pedagogical competence related to the ability of teachers to manage student learning which includes in-depth understanding of the characteristics of students, design and implementation of learning, evaluation of learning outcomes, and development of students to actualize their various potentials. With regard to performance appraisal, teachers must carry out an assessment of the process and learning outcomes on an ongoing basis, evaluate the effectiveness of the process and learning outcomes and use result information assessment and evaluation to design remedial and enrichment programs. According to Ismaya (2020) in learning practice the teacher prepares an assessment tool in accordance with the learning objectives written in the lesson plan; carry out the assessment with various techniques and types of assessment, analyze the results of the assessment; utilize input from students and reflect on it to improve further learning, take advantage of the results of the assessment as material for the preparation of further learning designs; conduct classroom action research to improve the quality of learning.

The research findings reveal that professional competence has a positive direct effect on teacher assessment performance. This finding implies that performance the assessment that the teacher displays is largely determined by competence or mastery the substance of the field of knowledge the teacher has. According to Slamet (2020) professional competence is the ability of teachers to master knowledge in the fields of science, technology, and or the arts at least includes the mastery of subject matter broadly and in depth accordingly standard content of educational unit programs, subjects, and / or group of subjects he teaches, and concepts and methods of scientific, technological, or artistic disciplines relevant concepts that are conceptually overshadowed or coherent with the educational unit program, subjects, and / or group of subjects being taught. The findings above are in accordance with According to Slamet (2020) opinion that there are two types of activities that can be carried out in order to ensure that each graduate produced meets the quality standards set, especially in terms of mastery of the academic field (subjects) being taught, namely, quality assurance and quality control. Quality assurance applies a thorough learning system, a teaching and learning process where the teacher continues teaching to the next subject only if all students in their class have mastered all the contents of the subject being taught. Thus, the professional

competence of teachers that is shown in the form of mastery of standard material, includes: mastery of learning materials (subject areas), mastery of deepening materials (enrichment), and the elaboration of basic competencies according to the correct scientific structure also affects the performance or performance of assessments displayed by the teacher.

CONCLUSIONS

Pedagogic competence has a positive and significant effect on teacher performance, meaning that changes in the value of pedagogic competence have a unidirectional effect on changes in teacher performance, if the pedagogic competence increases, there will be an increase in teacher performance and it has a statistically significant effect. Professional competence has a positive and significant effect on teacher performance, meaning that changes in the value of professional competence have a direct effect on changes in teacher performance, the higher the teacher's professional competence will be followed by an increase in teacher performance or in other words, if the professional competence is good, there will be an increase in teacher performance. It has a positive and significant effect on teacher performance, meaning that changes in the value of work motivation have a unidirectional effect on changes in teacher performance. The higher the teacher's work motivation will be followed by an increase in teacher performance, in other words, if the work motivation increases, there will be an increase in teacher performance and statistically it has an effect. significant.

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