The Effect of Pedagogic and Professional Competency on the Performance of Primary School Teachers in Kisam Tinggi District

Ipansa Putra[1*], Happy Fitria[2], Yenny Puspita[3]

[1] SD Negeri 14 Kisam Tinggi
[2,3] Universitas PGRI Palembang
Email: saputraipan705@gmail.com

Abstract

This study aims to determine and analyze the effect of pedagogic competence and professional competence on the performance of elementary school teachers in Kisam Tinggi District. This research is a type of quantitative. The instrument used is a questionnaire. The prerequisite tests to be carried out are normality test, linearity test, and data analysis using simple regression. The results of data analysis can be explained that overall the pedagogical competence of elementary school teachers in Kisam Tinggi District is in the good category seen from the distribution of the highest data in the good category. From this explanation it can be concluded that there is a positive and significant influence between pedagogical competence on the performance of elementary school teachers in Kisam Tinggi District. In addition, it is also seen from the results of the calculation of the product moment correlation that there is a positive influence between professional competence on the performance of elementary school teachers in Kisam Tinggi District.

Keywords: *Pedagogic Competence, Professional, Teacher Performance*

INTRODUCTION

Education is a strategic process in educating the nation's life, so that education management must be carried out professionally. [1], stating that education is a learning experience. Therefore, education can also be defined as the entire learning experience of each person throughout his life. In a broader sense, education takes place not within a certain age limit, but lasts throughout life from birth, even from the very beginning of life in the womb to oblivion. Thus, there is no time limit for education. Education takes place at the age of toddler, child age, and adult age or for the lifetime of each human being himself. In this case, education is not just making students polite, obedient, honest, respectful, loyal, social, and so on. But it does not mean to let them know science, technology and art and be able to develop it.

In a broader sense, the place where education takes place is not limited to one particular type of environment in the form of schools. In this case, education takes place in the form of the community's living environment. Education as a learning experience takes place both in a cultural environment in a society engineered by human culture, as well as in a natural environment that occurs independently of human engineering. Learning experiences do not only occur in the school environment, but also in the world: settlement, trade, industry, worship and other worlds of social life.

In English, education is called education, whose verb is to educate. The equivalent of this word is to civilize, to develop which means to give civilization and develop. The term education has two meanings, namely the meaning of the point of view of the person providing education and the meaning of the point of being educated. Teachers must always be active in conveying and providing information or facts so that they are mastered by their

own students. In this case, the availability of competent teachers is the key to successful education in a country]2].

The teacher is someone who has a noble duty to encourage and guide and provide learning facilities for students to achieve goals. The teacher has the responsibility to see everything that happens in the learning process in the classroom to achieve the development of their students. The delivery of subject matter is only one of the various activities in learning as a dynamic process in all phases and processes of student development.

In the education process, especially formal education in schools, teachers are the most important component in improving and quality of education. In this case the teacher is at the forefront of the educational process, because the teacher is a role model so that every student can emulate. Meanwhile, in the middle as a guide and behind as a motivator so that the learning process can run well. In other words, the teacher is the most important component in the teaching and learning process.

Thus, any improvement efforts made to improve the quality of education will not make a significant contribution without the support of good and competent professional teachers. Therefore, a teacher who has competency qualifications and high dedication is needed in carrying out his duties.

In the Law on Teachers and Lecturers No. 14 of 2005 article 1 paragraph 10 it is explained that the definition of competence is a set of knowledge, skills, and behaviors that must be possessed and mastered by a teacher or lecturer in carrying out their professional duties.

Teachers must have professional competence, competence and educator certificates, are physically and mentally healthy, and have the ability to realize the goals of national education. "In teaching and learning activities are very much determined by both parties, namely; teachers and students. In this case, teachers are required to be able to Delivering material optimally, in other words, teachers are required to have good competence in teaching, especially teacher competence in the learning process in the classroom.

In the teaching and learning process, the teacher has a role in determining the quality of implementing the teaching and learning process. Namely, by transferring knowledge or knowledge, attitudes, values and skills. In this case, the main task of a teacher is in terms of delivering teaching. Teaching is a tool to achieve educational goals. Therefore, a teacher must be required to manage and regulate classroom conditions. The use of teaching methods, teaching strategies, as well as teacher attitudes and professionals in managing the teaching and learning process effectively and efficiently.

Where a teacher must be able to develop teaching materials properly and increase the ability of students to pay attention to lessons and master the goals of education itself. The ability of teachers in the teaching process greatly influences the development of the educational process. In this case, not all teachers can teach their students well. In fact, in implementing teaching, it is found that many educators still have difficulty in delivering the material taught to their students, so that students find it difficult to understand the material taught by the teacher.

Teacher is one of the professions that plays a role in shaping, guiding and determining the quality of human resources that are useful for the future. Therefore, in establishing quality human resources, qualified teachers are needed. In this case, one of the ways to improve the quality of teachers is by increasing their competence. In fact, many teachers do not have good competence, which makes teacher performance not optimal

The teacher's performance and competence bear the main responsibility in the transformation of student orientation from those who don't understand to understand, from those who don't know to know, from dependence to being independent, from unskilled to skilled, using learning methods is no longer preparing passive students, but students who

are knowledgeable who always absorb and adapt to new information by thinking, studying, analyzing, developing and examining certain ways of solving problems related to their lives.

Teachers who have good competence are expected to be able to work optimally in carrying out learning activities, on the other hand, teachers with poor competencies usually cannot carry out learning activities optimally. After making preliminary observations on elementary school teachers in Kisam Tinggi District, the writer found that there are still many elementary school teachers in Kisam Tinggi District who have not fully mastered the competence and professional competence of pedagogics, one of the indicators can be seen from the many elementary school teachers in Kisam Tinggi District. have not mastered the technique of making learning implementation plans and have not mastered the learning material to be taught, this fact results in the low level of performance of elementary school teachers who teach in elementary schools in Kisam Tinggi district so that it affects the achievement of educational goals for elementary school students in Kisam Tinggi district .

Based on the background and preliminary observations above, the writer wants to conduct research on the effect of pedagogical competence and professional competence on the performance of elementary school teachers in the District of High Kisam.

The definition of teacher performance [3], states that "teacher performance is a description of the quality of work that teachers have and is manifested through mastery and application of teacher competence." This view shows that performance is basically a description of mastery and application of teacher competence in activities. learning.

Pedagogic competence is the ability to manage student learning which includes understanding of students. Planning and executing learning, learning evaluation and developing students to actualize their various potentials [2].

[4] entitled "The Effect of Academic Supervision and Teacher Professional Competence on Teacher Performance in Public High Schools in Tanjung Raja District" This study aims to examine 1) the effect of academic supervision on teacher performance 2) the effect of professional competence on teacher performance, and 3) the effect of academic supervision and professional competence on teacher performance. In this study using quantitative methods as a research method. This study shows that 1) there is an effect of academic supervision on teacher performance with a tcount of 9.815 and a ttable of 1.987, 2) there is an effect of teacher professional competence on teacher performance with a tcount of 3.015 and a ttable of 1.987, 3) there is an influence Academic supervision and teachers' professional competence on teacher performance with a value of 64.652 and a value of 3.10 for the f-table. The conclusion of this study is that in improving teacher performance, academic supervision and teacher professional competence are required. The difference between this research and the researcher's research lies in variable 1 where this study looks for the relationship between academic supervision and teacher performance while in the researcher's research variable 1 looks for the relationship between pedagogical competence and teacher performance, besides that there are also differences in the time and place of research, research similarities This research with researchers found in the second variable where both of these studies were both looking for a relationship between professional competence and teacher performance.

Research conducted by Ruslan, Lian, Fitria (This study aims to examine the effect of the principal's situational leadership style and teacher professionalism together on teacher performance in elementary schools. The sample of this research was 32 teachers in three elementary schools. The data was collected by means of a questionnaire and documentation. Data were analyzed using the SPSS program. The results showed that there was an influence of the principal's situational leadership style on the performance of public elementary school teachers in Penuguan; there is an effect of teacher professionalism on the performance of public SD teachers in Penuguan; and there is an influence of the principal's situational leadership style and teacher professionalism together on the performance of public elementary school teachers in Penuguan. The similarity of this study with research researchers is in the third variable which explains the performance of teachers

in elementary schools, the difference between this study and the researcher's research is in variables X1 and X2 where this study describes the leadership style of the principal and teacher professionalism while the research of researchers X1 and X2 describe pedagogical competence and professional competence.

Research conducted by Arafat, Suratman, Eddy[5], This research is to determine whether there is an influence of principal leadership and teacher competence on teacher performance at SMP Negeri 1 Sungai Lilin, either partially or simultaneously. The population of this study was 40 teachers. The data collection technique used a questionnaire, with data analysis using multiple linear regression SPSS 25. The results obtained in this study 1) there is no influence of principal leadership on teacher performance; 2) there is an effect of teacher competence on teacher performance; and 3) simultaneously there is an effect of principal leadership and teacher competence on teacher performance. This paper contributes to improving teacher performance through principal leadership and teacher competence. The similarity of this study with the research of researchers lies in variable X2 which looks for the relationship between teacher competence and teacher performance and the results of the study show the influence of teacher competence on teacher performance, the difference between this study and research is in variable X1 where this study looks for the relationship between principal leadership. on teacher performance, while research researchers looked for the relationship between pedagogical competence and teacher performance.

METHOD
Types of Research

This research is a type of quantitative research with a plan design and an investigation structure that is structured in such a way that the researcher will get answers to his research questions. This quantitative research approach is used to examine the population, or a certain representative sample. Collecting data in research using research instruments in order to test the hypothesis that has been set. This study was used to find a causal relationship between the independent variable and the dependent variable. The study design consisted of two independent variables and one dependent variable.

Research Subjects and Data

This research was conducted in all elementary schools in Kisam Tinggi District because the performance of elementary school teachers in Kisam Tinggi District is still relatively low. Meanwhile, the time this research was carried out was from September 2020 to December 2020.

This research is a type of quantitative research with a plan design and an investigation structure that is structured in such a way that the researcher will get answers to his research questions. This quantitative research approach is used to examine the population, or a certain representative sample. This research process is deductive, in which to answer the problem formulation, a concept or theory is used so that a hypothesis can be formulated. Collecting data in research using research instruments in order to test the hypothesis that has been set. The data that has been collected is then analyzed using inferential statistics so that it can be concluded that the formulated hypothesis is proven or not

This study was used to find a causal relationship between the independent variable and the dependent variable. The design of this study consisted of two independent variables (X) and one dependent variable (Y). This study aims to find the effect of variables X1 and Y, namely the effect of pedagogical competence on teacher performance, and to find the influence of X2 and Y, namely professional competence on teacher performance. In this study, the population was elementary school teachers in Kisam Tinggi sub-district, totaling 172 teachers consisting of 19 elementary schools. In this case, all members of the population were sampled, totaling 100 teachers. The use of appropriate data collection

techniques and tools allows objective data to be obtained. Arikunto[6], suggests that data collection can be done with various techniques, including the use of tests, the use of questionnaires, the use of the interview method, the use of the documentation observation method.

Before carrying out research, testing is needed to determine whether the analysis used is appropriate or not. The prerequisite test that will be carried out is the normality test which aims to check whether the sample taken has conformity with the population. In correlation research, the dependent variable data must be normally distributed. The data normality test was performed using the Kolmogorov Smirnov SPSS test analysis. Furthermore, F count is consulted with the F table price with a significance level of 5%. If the value of Fcount <of Ftable, then the two variables have a linear effect. Conversely, if Fcount> from Ftable value, it means that the two variables have a non-linear effect. This research is a quantitative study, so the data obtained is also quantitative data. Statistical assistance is used to analyze the data. Statistical tests are needed to answer how much influence between pedagogical competence and professional competence with teacher performance. This hypothesis test includes multiple regression tests, pasial regression. or individually, test the accuracy of the model or the goodness of fit and the determinant coefficient. Make a simple regression line equation. Furthermore, the interpretation of the correlation coefficient according to Sugiyono[7], Partially tests hypothesis 1 and hypothesis 2. Independent variable t count> t table Looking for the coefficient of determination between the criteria and predictors

This coefficient is used to determine the variations that occur in the dependent variable which can be explained in the independent variable. The coefficient of determination can be found using SPSS software. The results can be seen in the Model Summary. Researchers perform data analysis using multiple regression to find out the truth of the hypothesis According to Furqon[8], to test the statistical hypothesis formulated is H0: $\beta = 0$ and Ha: $\beta >$ or <0. If $\beta = 0$ then H0 can be accepted and Ha is rejected.

RESULTS AND DISCUSSION

Based on the frame of mind as in the previous discussion, to test how much influence pedagogic competence and professional competence have on teacher performance, the following hypothesis is formulated:

Ho: There is no significant effect between pedagogic competence (X1) and professional competence (X2) together on teacher performance (Y)

Ha: There is a positive and significant influence between pedagogic competence (X1) and professional competence (X2) together on teacher performance (Y).

The test results are as follows:

Table 1: Result of Determinant Coeficient X1, X2 to Y
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.767	0.588	0.579	4.130

a. Predictors: (Constant), Profesional, Pendagogik

The results of the calculation of pedagogic competence and professional competence on the performance of elementary school teachers in Kisam Tinggi District using the product moment correlation obtained a value of rX1X2Y of 0.767. These results indicate that the value of rX1X2Y is greater than the value of r table which is equal to 0.196. Thus, there is a positive influence between pedagogical competence and professional competence on the performance of elementary school teachers in Kisam Tinggi District.

In the table above, it can be seen that the results of the calculation of multiple linear regression analysis obtained an R square score of 0.588, which means that 58.8% of teacher performance variables are influenced by pedagogical competence and professional competence variables, while the remaining 51.2% is influenced by other variables outside. this research.

While the data from the regression analysis (F test) of the variable pedagogic competence (X1) and professional competence (X2) together on the teacher performance variable (Y) can be seen in the following table 2.

Table 2: The Results of the F Test X1 and X2 Against Y

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regrezssion	2357.134	2	1178.567	69.097	.000[b]
	Residual	1654.506	97	17.057		
	Total	4011.640	99			
a. Dependent Variable: Kinerja_Guru						
b. Predictors: (Constant), Kompetensi_Profesional, Kompetensi_Pendagogik						

Based on the value of Fcount = 10.819 with a significant amount of 0.000. By using significant and α 0.05, the value of Ftable with df (2:99) obtained Ftable of 3.09. Then obtained Fcount (10.819)> Ftable (3.09). Therefore, the null hypothesis which reads HO: there is no significant effect between pedagogic competence (X1) and professional competence (X2) together on teacher performance (Y), is rejected. And the hypothesis that says Ha: There is a positive and significant influence between pedagogic competence (X1) and professional competence (X2) together on teacher performance (Y), is accepted. This proves that there is a significant influence between pedagogic competence and professional competence together on teacher performance.

Based on the results of research in Kisam Tinggi District, it was found that the pedagogical competence variable had a positive effect on the performance of elementary school teachers in Kisam Tinggi District. The pedagogical competence of elementary school teachers in Kisam Tinggi sub-district was categorized as very good, in good category, in good enough category and the rest in poor category. Overall, the pedagogical competence of elementary school teachers in Kisam Tinggi District is in the good category which can be seen from the highest data distribution which is in the good category.

In pedagogic competence, teachers are required to be able to master educational insights, understanding student development, curriculum and syllabus development, educational and dialogical learning between teachers and students, developing student potential, and being able to evaluate student learning achievement.

The professional competence of elementary school teachers in Kisam Tinggi District is in the good category where the data of the distribution of categories shows the professional competence of elementary school teachers in Kisam Tinggi District is in the good category and very good category. The results of the calculation of professional competence with the performance of elementary school teachers in Kisam Tinggi District using the product moment correlation show that there is a positive influence between professional competence on the performance of elementary school teachers in Kisam Tinggi District.

From the calculation of simple linear regression analysis, it is found that the teacher performance variable is influenced by the professional competency variable. While the

regression analysis data of the variables of pedagogic competence and professional competence together on teacher performance variables resulted in an explanation that showed the result that the null hypothesis which reads HO: there was no significant effect between pedagogic competence and professional competence together on teacher performance, was rejected. And the hypothesis which says Ha: There is a positive and significant influence between pedagogic competence and professional competence together on teacher performance, is accepted. This proves that there is a significant influence between pedagogic competence and professional competence together on teacher performance.

Based on the results of the above data processing, it is known that pedagogical competence and professional competence have an influence on the performance of elementary school teachers in Kisam Tinggi District. These results are in line with the research conducted by Supriyanto with the title "The Role of Pedagogical and Professional Competence on the Performance of Economics Teachers in the 2019/2020 academic year".

CONCLUSION

which can be taken from the results of research and discussion that the results of research in elementary schools in Kisam Tinggi District. Overall the pedagogical competence of elementary school teachers in Kisam Tinggi District is in the good category as seen from the highest data distribution in the good category. From this explanation, it can be concluded that there is a positive and significant influence between pedagogical competence on the performance of elementary school teachers in Kisam Tinggi District. In addition, it is also seen from the results of the calculation of the product moment correlation, it shows that the results show that there is a positive influence between professional competence on the performance of elementary school teachers in Kisam Tinggi District. the value of the R square score shows that the teacher performance variable is influenced by the professional competency variable. . Multiple regression analysis of R square shows that the variable of teacher performance is influenced by the variables of pedagogical competence and professional competence, while the rest is influenced by other variables outside this study.

ACKNOWLEDGEMENT

REFERENCES

Mudyahardjo, R. (2012). *Pengantar Pendidikan*. Jakarta: PT. Raja Grafindo Persada.

Rohmat. (2013). *Terapan Teori Teknologi Pembelajaran Dalam Pelajaran Pendidikan Agama Islam.* Yogyakarta: Gerbang Media Aksara.

Burhanudin. (2017). *Analisis Administrasi Manajemen dan Kepemimpinan Pendidikan.*Jakarta: Bumi aksara.

Fitria, H, Arafat, Y, Mardalena.(2020). "Pengaruh Supervisi Akademik dan Kompetensi Profesional Guru terhadap Kinerja Guru di Sekolah Menengah Atas Negeri di Kecamatan Tanjung Raja"*Jurnal Intelektualita: Keislaman. Sosial dan Sains,* Vol 9, No .1.

Damayani, T, Arafat, Y dan Eddy, Y. (2020). Pengaruh Kepemimpinan Kepala Sekolah dan Motivasi Kerja terhadap Kinerja Guru. Journal of Innovation in Teaching and Instructional Media vol 1 No 1 Hal 46-57

Arikunto, S. (2012). *Prosedur Penelitian*. Jakarta: Rineka Cipta

Sugiyono, (2019), *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, Bandung: Alfabeta.

Furqon. (2014). *Statistika Terapan untuk Penelitian.*Bandung: Alfabeta.