



IMPROVING TEACHER PEDAGOGICAL COMPETENCE THROUGH ELEMENTARY SCHOOL TEACHER WORK MOTIVATION

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Abstract

Teacher competence will have a big influence on the creation of active, creative, effective and fun learning so that effective schools are realized. The objectives to be achieved in this study are to find out how much influence work motivation has on the pedagogical competence of teachers in the Girsang Sipangan Bolon District. This study uses a quantitative approach with the type of correlational research with the population in this study are 35 teachers who are still teaching in schools. The results showed that there was an influence between the variable x (work motivation) on the variable y (pedagogic competence). The increase in work motivation is followed by an increase in the pedagogic competence of teachers. This means that for every increase in the value of work motivation by 0.776, the value of pedagogic competence will increase by 0.776. Based on the results of data analysis and hypothesis testing in this study, it can be concluded that there is an influence between teacher work motivation and teacher pedagogic competence. The pattern of influence of these two variables is stated as $Y = 0.720 + 0.776x$.

Keywords: *Pedagogic Competence, Work Motivation*

A. Introduction

Schools are learning institutions that help students prepare for the future. Technical/economic functions, human/social functions, political functions, cultural functions, and educational functions are the five main goals of schools. For Indonesian society, every school definitely has a spiritual role, continued Umaedi. Achieving educational goals begins at school. As a result, schools must offer the best educational services (Hasanah, 2015). The quality of school output will automatically increase if the quality of school input is improved. The type of research that focuses primarily on the existence of schools at the micro level is called school effectiveness studies. Overall input, process, and output factors or school outcomes are investigated in this kind of research, as well as the relationship between inputs and processes and school outcomes or outputs.

Another problem that the author found when conducting initial observations to determine the condition of students in Girsang Sipangan Bolon District was seen in the learning community where students were lazy to take part in learning activities, students were passive, only following the teacher's instructions without any feedback. from the students themselves, and a lack of seriousness in carrying out the tasks given to them. considering that the instructor does not first explain the material, which results in students failing to understand it, and the instructor does not first explain the material, which results in students failing to understand it. They even experience boredom and have a tendency to look for excuses to finish the teaching and learning process quickly. Lack of motivation to learn is one of the contributing factors. Even in the teaching process, teachers do not pay enough attention to students, teachers do not provide media that is interesting and quickly

understood by students, teachers are less able to connect lesson material with everyday life (Sulastri et al., 2020). Teachers as educators are required to have the ability or competency in teaching to increase students' learning motivation in Girsang Sipangan Bolon District, one of these competencies is pedagogical competency.

B. Method

This research uses a quantitative approach and bases its findings on correlational studies for its research (Erawati et al., 2021). This shows that it provides an overview of the structure of the relationship between two variables x and y . The aim of this research is to determine the relationship between a person's level of pedagogical expertise and their level of work motivation. Participants in this research are teachers who are still working in schools throughout Girsang Sipangan Bolon District who have B or C accreditation, teachers who work in grades 1 to 6, and teachers who have valid teaching certificates (Suardana et al., 2018). Thus, a total of 35 elementary school teachers took part in this research project from Girsang Sipangan Bolon District. Thirty-five elementary school teachers from Girsang Sipangan Bolon District were respondents to this study, which measured academic performance and supervision. Using sampling methods seen in the Census, where every individual member of the population is represented in the study.

A questionnaire (questionnaire) was used as a data collection method in this research. The focus of the questionnaire is on pedagogical abilities and work motivation. A Likert scale, with a score range of 1-5, was used to measure respondents' responses to the questionnaire. Instrument testing was carried out on thirty elementary school teachers in Girsang Sipangan Bolon District. These instructors were not part of the

study sample. Researchers can validate and verify their instruments through the use of these tests. Data analysis is needed to test research hypotheses. The following are the steps in data analysis: 1) Descriptive statistics aims to present a summary of data in the form of numbers representing the average, standard deviation, range and distribution of teacher performance, teacher motivation and teacher supervision. 2) Testing the influence of independent factors on the dependent variable can be done with the help of an analysis technique called simple regression. The t test is used to determine whether the variable x has an effect on the variable or the variable x has not an effect.

C. Finding and Discussion

1. Result

a. Validity test and Reliability Test

Validity tests were carried out in elementary schools throughout the Girsang Sipangan Bolon sub-district. The test was carried out on 30 teachers who currently work at the school. Calculations carried out within the confines of the Microsoft Excel program resulted in the discovery that, of a total of 35 claims relating to pedagogical competence, only 10 could be considered credible. Therefore, each component of this statement can be used as a measuring tool for pedagogical skills (Nur, 2020).

The findings were that 35 work motivation statements were declared valid based on the results of calculations carried out using an application known as Microsoft Excel. Therefore, the level of work motivation can be measured using one component of the statement. Reliability Test After identifying valid statement components, the next step is to determine. Cronbach Alpha value for each component of a valid statement to assess its dependence. The results of the y and x reliability tests are presented in Table 4.1. These results are as follows:

Table 1. Reliability Test Results

Variable	Cronbach's Alpha Value
X	0.98
Y	0.97

Table 1 shows that the Cronbach's Alpha y and x values are (0.98 and 0.97 > 0.7), indicating that pedagogical competence and work motivation can be relied on because the Cronbach's Alpha value is more than 0.7 (Cronbach's Alpha standard value).

b. Descriptive Statistics

Pedagogical Competency Variable (y) and motivation works (x) Survey findings given to 30 respondents provide information about pedagogical skills. Based on the results of the questionnaire which has a value range between 2.00 to 3.71, statistical analysis is presented in table 2.

Table 2. Descriptive Statistic

Descriptive Statistic					
	N	Min	Max	Mean	Std. Deviation
Y	30	2.43	3.89	3.16	0.32
X	30	2.37	3.83	3.14	0.37

The data shown in the previous table, Table 2, shows that of the 30 different samples analyzed, the average teacher pedagogical competency score was 3.16, with a standard error of 0.32.

Data obtained from 30 different samples analyzed shows that the average score for work motivation is 3.14, with a standard deviation of 0.37. This information is presented in the table that can be found above.

c. Correlation

Here's a look at the metrics:

Table 3. Correlation Matrix

		Correlations	
		x	Y
x	Pearson Correlations	1	0.89**
	Sig (2-tailed)		0.00
	N	30	30
y	Pearson Correlations	0.89**	1
	Sig (2-tailed)	0.00	
	N	30	30

The relationship value between work motivation and pedagogical skills is 0.89, and this relationship can be described as linear. This condition shows that there is a correlation, and it is quite strong.

d. Simple Regression

Hypothesis testing is carried out to find out whether the hypothesis put forward in this research can be accepted or rejected. The results of the requirements test have resulted in the conclusion that hypothesis testing can be carried out. This conclusion is reached as a result of the requirements test findings. This is due to the fact that some of the prerequisites outlined for hypothesis testing, such as ensuring the normality and linearity of the data obtained, have been fulfilled.

With the help of the IBM SPSS Statistics 22 for Windows application program, the Pearson Correlation test and simple regression analysis were used to determine whether there was a relationship between the level of pedagogical competency (y) and employment level. motivation (x). Researchers hypothesized that there was an influence between the two variables, so to test this, they used the t test. This is

because researchers believe that there is an influence. The following table presents the findings of the correlation test and the regression analysis carried out.

Table 4. Simple Regression Test Results x and y

Unstandardized Coefficients			Unstandardized Coefficients			
Model		B	Std Error	Beta	T	Sig
1	(Constant)	0.72	0.23		3.07	0.00
	X	0.77	0.07	0.89	10.49	0.00

In the Unstandardized Coefficient column B in table 5, information about the regression equation model can be obtained with constant coefficients and variable coefficients. This information can be found using the table. Based on this table, the following regression equation model is obtained: $Y = 0.72 + 0.77x$, $a = 0.72$, $b = 0.77$. In the context of multiple regression equations, the constant and regression values can be understood as follows: The value of pedagogical skills is shown by the constant number $a = 0.72$, while the value of work incentives is considered to be 0. , $b_1 = 0.77$; is the regression coefficient value b_1 , which shows that an increase in the pedagogical competency value of = 0.77 units will be caused by an increase in the work motivation value of one unit. The next step is to continue testing the significance of the regression equation to determine the level of significance or linearity of the regression.

Based on the R Square value, also known as the coefficient of determination, shows how well the independent variables and dependent variables interact to build a regression model. This strength is

demonstrated by how well the model predicts the relationship between two variables. The coefficient of determination value obtained shows that the work motivation variable (x) contributes to the pedagogical competence variable (y) by 79.7%, while the remaining 20.3% is influenced by other factors which are not related to the x variable. In accordance with these findings and conclusions drawn from previous research investigating the relationship between work discipline and creative thinking patterns and teacher effectiveness, research conducted by Handayani & Purnami, (2021) agrees that work discipline has a beneficial and important relationship to teaching performance.

2. Discussion

The coefficient of determination value obtained shows that the work motivation variable (x) contributes to the pedagogical competence variable (y) by 79.7%, while the remaining 20.3% is influenced by other factors which are not related to the x variable. In accordance with these findings and conclusions drawn from previous research investigating the relationship between work discipline and creative thinking patterns and teacher effectiveness, research conducted by Handayani & Purnami, (2021) agrees that work discipline has a beneficial and important relationship to teaching performance. According to research by Rahmayanti et al., (2021) regarding the relationship between work discipline, work motivation, and pedagogical competence on teacher performance, the research results show that there is a positive and substantial relationship between these factors on teacher performance.

Based on the data, there is a relationship between these two variables, with variable x (work incentives) influencing variable y. This shows that there is a relationship between these two factors.

(pedagogical competence). Increasing the instructor's work motivation is followed by increasing the teacher's pedagogical competence. According to the findings of their hypothesis testing by the research team, it seems that the researchers' original hypothesis was accurate or reasonable and should be accepted (Damanik, 2019). Hypothesis testing resulted in the conclusion that there is a relationship between pedagogical expertise and teacher work motivation. The relationship between these two variables can be represented mathematically as $Y = 0.720 + 0.776x$. This shows that the value of pedagogical competence will grow by 0.776 for every increase in work motivation value of 0.776. The coefficient of determination found shows that work motivation (x) is responsible for 79.7% of the variance in pedagogical competence (y), while the remaining 20.3% of the variance is caused by other factors not related to work motivation. In summary, if you want to improve teachers' pedagogical competence, you need to pay attention to the work motivation of teachers themselves, which is very important and makes a significant contribution to increasing teachers' pedagogical competence. This is because teacher work motivation is very determining.

D. Conclusion

The findings of this research data analysis and hypothesis testing allow the possibility of drawing the conclusion that there is a relationship between teacher pedagogical competence and teacher work motivation. The relationship between these two variables can be represented mathematically as $Y = 0.72 + 0.77x$. This shows that the value of pedagogical competence will grow by 0.77 for every increase in teacher work motivation value of 0.77. The resulting coefficient of determination shows that work motivation (x) contributes to pedagogical competence

(y) by 79.7%, while the remaining 20.3% is influenced by other elements that are not related to teacher work motivation. Based on the research findings and conclusions drawn from the research, the implications are as follows: if the hypothesis is accepted, it can be applied to elementary school teachers throughout Girsang Sipangan Bolon District; and if the hypothesis is accepted, it can be applied to elementary school teachers throughout the district; and if the hypothesis is accepted, it can be applied to improve teacher pedagogical competence by increasing work motivation. When a teacher has a high level of work drive, this will translate into high pedagogical competence as well. And if it is supported by all related aspects within the regional government of Girsang Sipangan Bolon Regency, it will have an impact on the quality of education in the Regency. Of course, this will also affect the amount of expertise possessed by teachers working in elementary schools.

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