

Analysis Of The Influence Of Professional Competence And Pedagogic On The Work Motivation Of Christian Education Teachers

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Abstract: As educators, christian religion education (CRE) teachers play an important role in improving the quality of education. In carrying out their duties they need to be equipped with adequate abilities and skills through mastery of professional competencies and pedagogical competencies so as to provide strong motivation in carrying out learning in school. The purpose of this study was to examine the effect of professional competence and pedagogical competence on the work motivation of CRE teachers. The method used is a survey with a quantitative approach, involving 255 respondents of CRE teachers as participants of teacher professional education (TPE) from all over Indonesia. Data collection uses a questionnaire with descriptive and inferential statistical data analysis techniques. The results of the study indicate that professional competence and pedagogical competence influence teacher motivation. The influence of professional competence on work motivation is 29.2%. The magnitude of the influence of pedagogic competence on work motivation is 45%. While the influence of professional competence and pedagogical competence on work motivation is 47%..

Index Terms: competence, professional, pedagogic, work motivation.

1 INTRODUCTION

Teachers are the pillar of the spearhead of efforts to change society. It was assumed that education could affect people's lives. A religious teacher is a person who has a central role in this matter because religious teachers must be able to train students' mentality to be praiseworthy and noble. A religious teacher is expected to be able to instill and foster a strong and true faith in students so that they become human beings [1]. The teacher's role is to help students develop their life goals optimally. Professional teachers are the main determinant of educational success. Teachers are fostered, developed and given appropriate awards [2]. Professional teachers will also use various methods or methods in delivering teaching material to students at school. In addition, teachers who are professional will be disciplined with time and will not behave in deviations from their profession as a teacher by obeying the teacher's code of ethics. Basically the teacher forms and plays a role in the process of achieving learning goals [3]. Four requirements of a job, including being considered professional, are emphasized by Sanjaya (2006) in namely: (a) supported by a certain knowledge obtained from educational institutions; (b) emphasizing an expertise in a particular field; (c) the expertise of a profession is based on the educational background it experiences, and (d) is needed by the community and has an impact on social society [4]. Competence is the capacity to do something, which results from the learning process. During the learning process, the stimulus will join the contents of memory and cause changes in the capacity to do something. If the individual succeeds in learning how to do a complex job from before, then the individual must have changed competency. Changes in competence will not be seen if there is no interest or opportunity to do so [5].

Cowell defines competency as an active skill / skill. Competencies are categorized ranging from simple or basic level to more difficult or complex which in turn will relate to the process of preparing material or learning experience, which typically consists of: (a) mastery of at least basic competencies, (b) basic competency practices, and (c) the addition of improvements or development to competencies or skills [6]. Vollmer & Mills, said that the profession is a position that requires special intellectual abilities, which are obtained through the ability to learn and training that aims to master the skills or expertise in serving and giving advice to others, by earning a certain amount of wages or [7]. Eric Hoyle, identified six professional criteria as follows: (a) the nature of a profession is to prioritize social services; (b) a profession is based on having a systematic amount of knowledge; (c) a profession has a high degree of autonomy; (d) a profession that is said to have autonomy if that person can regulate himself and can control his function as a scientifically responsible person; (e) a profession must have a code of ethics; and (f) a profession generally experiences continuous growth [8]. Saud finally concluded that the profession refers to a job or position that demands expertise, responsibility and loyalty to the profession. A profession in theory cannot be done by just anyone who has not been trained or prepared for it. Professionals refer to two things. First, the appearance of someone who is in accordance with the demands that should be, but can also refer to the person. Professionalization, refers to the process of making someone a professional through pre-service education and or in office. Professionalism, refers to the degree of one's appearance as a professional or the appearance of a job as a profession, there is a high, medium and low professionalism. Professionalism also refers to the attitudes and commitments of professional members to work based on high standards and professional code of ethics [6]. Danim then divided the teacher's professional competence into two domains of subcompetence. First, subcompetence in mastering scientific substance related to the field of study has essential indicators: understanding teaching material that is in the school curriculum; understand the structure, concepts and methods of science that shade or are coherent with teaching material; understanding the relationship of concepts between related subjects; and applying scientific concepts in everyday

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