

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

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Submission date: 23-May-2022 04:51PM (UTC+0530)

Submission ID: 1839892113

File name: 7_IJSTR-2.pdf (223.34K)

Word count: 3676

Character count: 20114

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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life. Second, sub-competence in mastering the structure and methods of science has essential indicators mastering the steps of research and critical study to deepen the knowledge / material of the field of study [6]. There are three characteristics of professional teachers, including; (a) having the ability as an expert in the field of educating and teaching, (b) having a sense of responsibility, namely having commitment and concern for their duties, and (c) having a sense of peerhood or living up to their duties as a life career and upholding the code of ethics of the teaching position [9]. While pedagogical competence is the ability of teachers to carry out the learning process in the classroom which includes the ability to understand students, the ability to carry out the design of learning, the ability to evaluate learning, and the ability to develop student potential [10]. It can be said that pedagogic not only listens to human nature and nature, but also looks at the process of relations in daily life. This means that the pedagogical scope is related to the education of children to adulthood. It can be concluded that pedagogical competence is the ability of a teacher in mastering or understanding students' characteristics, applying learning theories and learning principles that educate, designing curriculum of subjects that are taught, organizing learning that educates, developing the potential of students [11]. Both professional and pedagogic are competencies that are inherent in every teacher so that they can encourage the realization of teacher work motivation in schools as confirmed [12]. Work motivation possessed by the teacher also has a close relationship with learning achievement that can be achieved by students. If every teacher has a high motivation in himself to develop their skills and knowledge in each subject, then it is certain that the learning position will be achieved by students to the maximum because the teacher can organize quality learning [11]. This study aims to test the hypothesis of whether there is an influence of professional competence on teacher work motivation of Christian Religious Education (H_1), whether or not the influence of pedagogical competence on teacher work motivation of Christian Religious Education (H_2), and whether or not the influence of professional competence and pedagogical competence together on the work motivation of teachers of Christian Religious Education (H_3).

2 METHODS

The method used in this study is a quantitative method with a survey design. A sample of 255 people from a total population of 581 participants of Christian Teacher Professional Education (TPE) of Christian Religious Education in Indonesia in the city of Ambon - Maluku. Three variables studied are; professional competence (X_1), pedagogical competence (X_2) and work motivation of Christian Religion Education (Y) teachers. Data collection using a questionnaire with descriptive and inferential statistical data analysis techniques using simple linear regression and multiple regression techniques.

3 RESULTS

After being analyzed descriptively, the variable of professional competence obtained a mean of 75.15, a standard deviation of 12.795, a variance of 163.705. Pedagogical competence variables obtained a mean value of 78.60, a standard deviation of 15.180, a variance of 230.442. The teacher work motivation variable obtained a mean of 83.80, a standard deviation of 11.306 and a variance of 127.830. Furthermore, inferential statistical analysis using simple regression and

multiple regression is discussed below.

3.1 The Influence of Professional Competence on Work Motivation of CRE Teachers

Testing the hypothesis of the influence of professional competence on the work motivation of CRE teachers using simple regression analysis with the help of the SPSS 20.0 for Windows program. From the analysis results obtained by the simple linear regression equation by referring to the Coefficient table obtained values (b_1) = 47.992 and b_0 = 477, so that the simple linear regression equation formed is $Y = 47.992 + 477X_1$. Then the regression equation and the regression coefficient are tested for significance, so it can be concluded that because H_0 is rejected and H_a is accepted, it is decided that there is a significant influence of professional competence on the work motivation of CRE teachers. Simple linear coefficient test is done based on the Coefficient table obtained $t_{count} > t_{table}$ or $10.212 > 1.65$ meaning that there is an influence of professional competence on the work motivation of CRE teachers. Furthermore, by observing the Model Summary table, the correlation coefficient is $R = 0.540$ and the coefficient of determination is 0.292 or 29.2%. So it can be concluded that 29.2% of CRE teacher's work motivation is influenced by professional competence while the remaining 70.8% is influenced by other factors.

3.2 The Influence of Pedagogical Competence on Work Motivation of CRE Teachers

Testing the hypothesis of the influence of pedagogical competence on the work motivation of CRE teachers using simple regression analysis with the help of the SPSS 20.0 for Windows program. From the analysis results obtained by the simple linear regression equation by referring to the Coefficient table the values obtained (b_1) = 44.524 and b_0 = 500, so that the simple linear regression equation formed is $Y = 44.524 + 500X_1$. Then the regression equation and the regression coefficient are tested for significance, so it can be concluded that because H_0 is rejected and H_a is accepted, it is decided that there is a significant influence of professional competence on the work motivation of CRE teachers. Simple linear coefficient test based on the Coefficient table is obtained $t_{count} > t_{table}$ or $14.392 > 1.65$ which means that there is an influence of pedagogical competence on the work motivation of CRE teachers. Furthermore, by observing the Model Summary table, the correlation coefficient is $R = 0.671$ and the coefficient of determination is 0.450 or 45.0%. So it can be concluded that 45.0% of CRE teacher's work motivation is influenced by pedagogical competence while the remaining 55.0% is influenced by other factors.

3.3 The Influence of Professional Competence and Pedagogical Competence on the Work Motivation of CRE Teachers

Furthermore, testing the hypothesis of the influence of professional and pedagogical competencies together on the work motivation of CRE teachers uses simple regression analysis with the help of the SPSS 20.0 for Windows program. From the results of the analysis obtained by the simple linear regression equation by referring to the Coefficient table, the value of b_0 = 39.171, b_1 = 0.164 and b_2 = 0.411 so that the regression model obtained as follows: $Y = 39.171 + 0.164X_1 + 0.411X_2$. The model shows that (a) every increase in one professional competency score will be followed by an increase

in CRE teacher motivation score by 0.164, if other variables are considered permanent, (b) every increase in one pedagogical competency score will be followed by an increase in CRE teacher work motivation by 0.411, if other variables are considered fixed. Then the regression equation and the regression coefficient are tested for significance, so it can be concluded that because H_0 is rejected and H_a is accepted, it is decided that there is a significant influence of professional competence and pedagogical competence on the work motivation of CRE teachers. Simple linear coefficient test based on the Coefficient table is obtained $t_{count} > t_{table}$ or $14.392 > 1.38$ which means there is an influence of professional competence and pedagogical competence on the work motivation of CRE teachers. Based on the significance test above, a F_{count} of 111,929 was obtained. While the value of F table with a significant level $\alpha = 0.05$ dk = 255-2 = 253, the value of $F_{table} = 2.64$ is obtained. It turned out that $F_{count} > F_{table}$ or $111,929 > 2.64$, then H_0 was rejected and H_a was accepted meaning it was significant or there was an influence of professional competence and pedagogical competence on the work motivation of CRE teachers. Furthermore, by observing the Summary Model table, the correlation coefficient is $R = 0.686$ and the coefficient of determination is 0.470 or 47.0%. So it can be concluded that 47.0% of CRE teacher's work motivation is influenced by professional competence and pedagogical competence while the remaining 53.0% is influenced by other factors.

4 DISCUSSION

4.1 Professional Competence and Teacher Work Motivation

From the results of the study it can be proven that professional competence (X_1) influences the work motivation of CRE teachers (Y). The magnitude of this influence can be expressed by the magnitude of the coefficient of determination of 29.2%. This means that the variable of professional competence has an effect of 29.2% on the work motivation of CRE teachers. Data analysis also shows that the classification of the effect of professional competence on CRE teacher work motivation seen in column R is 0.540, which means the influence of professional competence on CRE teacher work motivation is classified as Strong, this is evidenced by consulting the R value with a table of coefficients r . Besides that the regression line equation shows $Y = 47.992 + 477X_1$. This means that professional competency can be estimated if the CRE teacher's work motivation score is known, namely that each increase in one professional competency variable (X_1) will be followed by an increase in the CRE teacher's work motivation variable (Y) by 47,992. The results of this study support the hypothesis that there is a positive and significant influence between professional competence on the work motivation of CRE teachers. In general it can be concluded that the professional competence of CRE teachers plays an important role in increasing the work motivation of CRE teachers in schools. However, the results of this study provide recommendations that the professional competencies of CRE teachers need to be improved in order to make a more positive contribution to the development of work motivation of CRE teachers in schools. This finding is in line with the results of previous studies that the effect of CRE teacher professional competence has a positive impact on student cognitive learning outcomes [3].

4.2 Pedagogic Competence and Teacher Work Motivation

From the results of the study it can be proven that pedagogical competence (X_2) influences the work motivation of CRE teachers (Y). The magnitude of this influence can be expressed by the magnitude of the coefficient of determination of 45.0%. This means that pedagogical competency variables have an influence of 45.0% on the work motivation of CRE teachers. Data analysis also shows that the magnitude of the influence of pedagogical competence on CRE teacher work motivation seen in column R is 0.671 meaning that the influence of pedagogical competence on CRE teacher work motivation is classified as Strong, this is evidenced by consulting the R value with the r coefficient table. Besides that the regression line equation shows $Y = 44,524 + 500 X_2$. This means that pedagogical competence can be estimated if the CRE teacher's work motivation score is known, namely that each increase in one unit's pedagogical competency variable (X_2) will be followed by an increase in the CRE teacher's work motivation variable (Y) by 44,524. The results of this study support the hypothesis that there is a positive and significant influence between pedagogical competence on teacher creativity. In general it can be concluded that the pedagogical competence of CRE teachers has a very important role in increasing teacher work motivation in schools. However, the results of this study, provide recommendations that the pedagogical competencies of CRE teachers need to be increased again so that they can contribute more to increasing teacher work motivation. The findings of this study are in line with the results of previous studies which revealed that pedagogical competence had a direct positive effect on the attitude of the teaching profession [11].

4.3 Professional Competence, Pedagogical Competence and Teacher Work Motivation

Significant influence between professional competence and pedagogical competence together on the work motivation of CRE teachers was obtained from $F_{count} > F_{table}$ or $111,929 > 2.64$. While the influence of professional competence and pedagogical competence on the work motivation of CRE teachers is seen in column R of 0.686 and consulted with the coefficient table r values it is concluded that the classification of the influence of professional competence and pedagogical competence on CRE teacher work motivation is classified as Strong. In addition, the magnitude of the contribution of the variables of professional competence and pedagogical competence to the work motivation of CRE teachers, 0.470 is the square of the correlation coefficient), or $(0.686 \times 0.686 = 0.470)$. This means that the work motivation of CRE teachers (Y) is influenced by professional competence and pedagogical competence by 47.0%, while the remaining 53.0% is caused by other factors. As well as the equation of the regression line the influence between professional competence and pedagogical competence on CRE teacher work motivation shows $\hat{Y} = 39,171 + 0.164X_1 + 0.411X_2$, which means that professional competence and pedagogical competence can be estimated if the score of PAK teacher work motivation is known ie that each increase in variables professional competence (X_1) and pedagogical competence (X_2) one unit will be followed by an increase in the work motivation variable of CRE teachers (Y) by 39,171. This is in line with the results of previous studies which found a positive and significant influence on pedagogical, professional, professional

certification and work motivation competencies on teacher performance [12] & [3].

6 CONCLUSION

There is an influence of professional competence variable (X_1) on the work motivation of CRE teachers (Y). The magnitude of this influence can be expressed by the magnitude of the coefficient of determination of 29.2%. This means that the variable of professional competence has an effect of 29.2% on the work motivation of CRE teachers. The remaining 70.8% is influenced by other factors. There is an influence of pedagogical competence (X_2) on the work motivation of CRE teachers (Y). The magnitude of this influence can be expressed by the magnitude of the coefficient of determination of 45.0%. This means that pedagogical competency variables have an influence of 45.0% on the work motivation of CRE teachers. The remaining 54.0% is influenced by other factors. There is an influence of professional competence variable (X_1) and pedagogical competency variable (X_2) together on the work motivation of CRE teachers (Y) by 47.0%, while the remaining 53.0% is caused by other factors. The remaining 53.0% is influenced by other factors.

7 ACKNOWLEDGMENT

Thanks and appreciation are given to CRE teachers to TPE participants. They have contributed to providing information and helping researchers fill out questionnaires and answer several questions. Also for the TPE committee that has provided time for researchers to collect data in the field.

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