



**The Relationship of Pedagogic Competency and Educator Work Motivation
Towards The Performance of Domestic School Educators Wahidin Sudiro Husodo
Dotorate**

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Abstract: The Relationship of Pedagogic Competency and Educator Motivation Towards the Performance of Domestic School Educator Wahidin Sudiro Husodo Dotorate. Relationship Between The Educational Competency And Education Work Motivation On Education Performance At Sd State Doctor Wahidin Sudiro Husodo The problem in this study is the low performance of educators. This study aims to determine a positive and significant relationship between pedagogical competence of educators and teacher performance, work motivation with teacher performance, pedagogical competence of teachers and work motivation with teacher performance. This type of research is ex-post facto correlation with a population of 61 educators, sampling techniques using probability sampling techniques and obtained as many as 38 educators as research samples. The results showed that there was a positive and significant relationship between pedagogical competence of educators and work motivation with teacher performance, which was at the level of "High Enough".

Keywords: teacher performance, pedagogical competence, work motivation

Abstrak: Hubungan Kompetensi Pedagogik dan Motivasi Pendidik Terhadap Kinerja Pendidik Sekolah Domestik Wahidin Sudiro Husodo Dotorate. Hubungan Kompetensi Pendidikan Dengan Motivasi Kerja Pendidikan Terhadap Kinerja Pendidikan Pada Dokter Sd Negeri Wahidin Sudiro Husodo Masalah dalam penelitian ini adalah rendahnya kinerja tenaga pendidik. Penelitian ini bertujuan untuk mengetahui hubungan yang positif dan signifikan antara kompetensi pedagogik pendidik dan kinerja guru, motivasi kerja dengan kinerja guru, kompetensi pedagogik guru dan motivasi kerja dengan kinerja guru. Jenis penelitian yang digunakan adalah korelasi ex-post facto dengan jumlah populasi 61 pendidik, teknik pengambilan sampel menggunakan teknik probability sampling dan diperoleh sebanyak 38 pendidik sebagai sampel penelitian. Hasil penelitian menunjukkan bahwa terdapat hubungan yang positif dan signifikan antara kompetensi pedagogik pendidik dan motivasi kerja dengan kinerja guru yang berada pada level "Cukup Tinggi".

Kata kunci: kinerja guru, kompetensi pedagogik, motivasi kerja

- **INTRODUCTION**

Education plays an important role in creating quality individuals. Education can affect all aspects of personality and development of human life. Law No. 20 of 2003 concerning the National Education System states that: National education functions to develop capabilities and shape the character and civilization of a nation with dignity in the context of educating the nation's life, aiming at developing the potential of students to become believers and devotees of God Almighty, with noble character, healthy, knowledgeable, creative, independent, and a democratic and responsible citizen. (National Education System, 2003: 3).

The progress of a nation can be seen from the quality of its human resources. Increasing human resources cannot be separated from improving the quality of education. One component of educational institutions that strongly supports the quality of human resources is educators. The role of educators in education is very important, namely transferring knowledge to students, besides that educators also guide students and provide exemplary so that students can become human beings with quality, character and good personality.

The role of educators in producing quality students is shown from the performance of educators. According to Widyoko in Supentangingrum (2014: 139). The performance of educators is related to the competence of educators, meaning that to have a good performance educators must be supported by good competence. Without having good competence, an educator may not be able to have a good performance. Conversely, an educator who has good competence does not necessarily have a good performance

Every educator is required to have competence in the field he is doing. In line with the Law of the Republic of Indonesia number 14 of 2005 in article 10 paragraph 1 concerning educators and lecturers, every educator must have 4 kinds of teacher competencies including: (a) Pedagogic competence, namely the ability to manage student learning; (b) Personality competence, namely the educator has a solid personality, has a noble character, is wise and dignified and becomes a role model for students; (c) Professional competence, namely educators have the ability to master the subject matter broadly and deeply; (d) Social competence, namely educators having the ability to communicate and interact effectively and efficiently with students, fellow educators, parents / guardians of students, and the surrounding community.

According to the above Law, one of the competencies that educators must have is pedagogical competence. According to Ambarita (2013: 135) pedagogical competence is scientific and vocational competence in education. Education that is relevant to the duties of educators must be mastered and applied in educational practice.

Educational competence requires educators to have the passion and commitment in carrying out their responsibilities as educators. Educators must also be able to carry out learning assignments with integrity, seriousness, enthusiasm and dedication. With this attitude, educators will easily carry out their duties in improving education and also always improve their performance at work.

A person's performance at work can achieve optimal results if that person has high motivation to work. Motivation is an impetus that exists within a person to achieve a certain goal. Therefore, the strength that is in a person must be developed so that the results and goals to be achieved are optimal. A person's motivation to do something can vary, depending on the stimulus (stimulation) given by the brain.

According to Imam Wahyudi (2012: 101) work motivation is the factors that exist within a person that moves, directs behavior, provides high morale to fulfill certain goals that have been set effectively and efficiently. Educators when carrying out their duties, have different characteristics and behaviors, some are passionate and full of responsibility, there are also educators who do their job less enthusiastically.

Based on the results of observations and interviews conducted at the Public Elementary School Gugus Dokter Wahidin Sudiro Husodo, the performance of educators is still not optimal, this is known in carrying out learning activities that are still centered on educators. Learning has used K13, but students are rarely involved in learning, which means that educators have not optimized the use of K13. At the time of the pandemic that occurred in Indonesia, educators became increasingly difficult in optimizing K13 learning. Educators have not used the right media and methods in learning so that in the learning process educators are still not optimal. The situation that occurred during this pandemic educators used the media in the form of the internet to carry out learning, but still both educators and students and parents felt it was difficult with this and the results were less than optimal. Educators still have not made variations in learning, this shows that the motivation of educators to work is still low. During the pandemic, it was increasingly difficult for educators to increase motivation at work due to the difficulty of communicating with students and learning activities that were monotonous and carried out at home.

• METHOD

This type of research is ex-postfacto correlation. This type of research is conducted when you want to know about the strength or weakness of the relationship between two or more variables, namely to determine the relationship between the pedagogical competence of educators and the work motivation of educators on the performance of educators at Wahidin Sudiro Husodo Public Elementary Schools.

Research Settings. The research was conducted in the even semester of the 2019/2020 school year. The research was carried out at the Wahidin Sudiro Husodo Doctors' Public Elementary School which is located in the West Metro District consisting of SD Negeri 1, SD Negeri 2, SD Negeri 3, SD Negeri 4, SD Negeri 5, and SD Negeri 7 Metro Barat.

Research Variable. According to Sugiyono (2015: 60) research variables are attributes, properties, values of people or objects that have variations that are applied by researchers to study and then draw conclusions. This study has 2 variables, namely the independent variable (independent) and the dependent variable (dependent). The variables used in this study consisted of independent variables, namely the pedagogical competence of educators (X1) and teachers' work motivation (X2). While the dependent variable in this study is the performance of educators (Y).

The stages of the postfacto correlation research were carried out as follows: (1) Selecting research subjects; (2) Prepare grids and data collection instruments; (3) Testing the data collection instrument on the instrument testing subject; (4) Analyze data from the instrument trial; (5) Carrying out research by distributing questionnaire instruments to the

research sample; (6) Analyzing the research data obtained to determine the relationship and level of linkage between pedagogical competence and work motivation of educators on teacher performance; and (7) Interpretation of the results of data analysis

The population in the study were all elementary school educators of Gugus Dokter Wahidin Sudiro Husodo, totaling 61 educators. The sample was determined using probability sampling techniques with a total of 38 educators. The data collection techniques used were observation, interview, questionnaire / questionnaire, and documentation study. Observations in this study were carried out to obtain data about school conditions or a description of the location of the research carried out in public elementary schools of the Doctor Wahidin Sudiro Husodo cluster. The data collection tool was in the form of a questionnaire using a Likert scale without neutral answer choices to obtain data on educators' pedagogical competence, teacher work motivation and teacher performance.

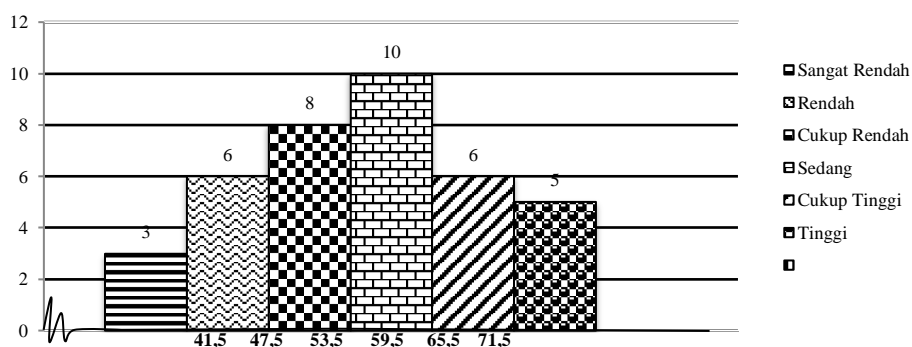
• RESULTS AND DISCUSSION

Based on the results of research and documentation studies carried out on public elementary school educators, Dr. Wahidin Sudiro Husodo, the following data were obtained. The following is a description of the frequency of variable data Y (Educator Performance).

Table 1.Character distribution (Y)

No	Interval Class	Frequency	Percentage (%)
1	42-47	3	3,80
2	48-53	6	7,59
3	54-59	8	10,13
4	60-65	10	12,66
5	66-71	6	7,59
6	72-77	5	6,33
	amount	38	100

Table 1. The table above shows that the performance of educators at the Wahidin Sudiro Husodo Public Primary Schools should be improved. The highest frequency distribution is in the medium interval class, namely 60-65 as many as 10 educators. The highest interval class, namely 72-77, only reaches 5 educators. More details can be seen in the following histogram



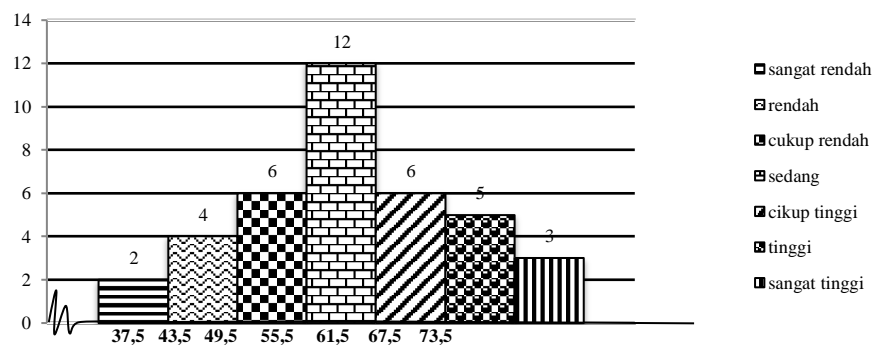
Picture 1. Distribusi frekuensi variabel Y

The variable frequency distribution X1 can be seen in the following table.

Table 2. Frequency distribution of the variable X1 (Educator pedagogic competence)

No	Interval Class	Frequency	Percentage(%)
1	38-43	2	2,53
2	44-49	4	5,06
3	50-55	6	7,59
4	56-61	12	15,19
5	62-67	6	7,59
6	68-73	5	6,33
7	74-79	3	3,80
	amount	38	100

Table 2. It shows that the competence of educators at the Public Elementary School of Gugus Dokter Wahidin Sudiro Husodo must be improved. The highest frequency distribution is in the medium interval class, namely 56-61 as many as 12 educators. The highest interval class, namely 74-79, only reaches 3 educators. More details can be seen in the following histogram.



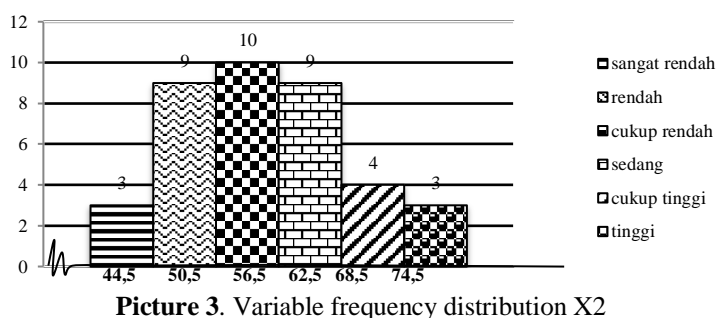
Picture 2. Distribusi frekuensi variabel X₁

The variable frequency distribution X2 can be seen in the following table.

Table 3. The frequency distribution of the variable X2 (Educator Work Motivation)

No	Interval Class	Frequency	Percentage (%)
1	45-50	3	3,80
2	51-56	9	11,39
3	57-62	10	12,66
4	63-68	9	11,39
5	69-74	4	5,06
6	75-80	3	3,80
	Amount	38	100

Table 3. shows that the motivation to work of educators at SD Se-Gugus Dokter Wahidin Sudiro Husodo must be improved. The highest frequency distribution is in the medium interval class, namely 57-62 as many as 10 educators. The highest interval class, namely 75-80, only reaches 3 educators. More details can be seen in the following histogram.



Picture 3. Variable frequency distribution X2

Normality Test Results

There are three data that need to be tested for normality, namely data on variable X1 (educator pedagogical competence), variable X2 (teacher work motivation) and variable Y (teacher performance). The interpretation of the calculation results is carried out by comparing the X2 count with the X2 table for $\alpha = 0.05$ with $dk = k - 1$ with the help of Microsoft Office Excel 2007.

The results of the calculation of the normality test for the X1 variable found that $\chi^2_{count} = 2.214 < \chi^2_{table} = 11.07$ means that the X1 variable data is normally distributed. Furthermore, the normality test on variable X2 found that $\chi^2_{count} = -3.183 < \chi^2_{table} = 11.07$ means that the data for variable X2 is also normally distributed. The normality test on variable Y found that $\chi^2_{count} = 1.345 < \chi^2_{table} = 11.07$.

Linierity Test Results

Based on the normality test above, it is known that the data for variables X1, X2, and variable Y are normally distributed, then the linearity test is then carried out with the help of Microsoft Office Excel 2007. The results of the linearity test of variable X1 and variable Y found that $F_{count} = 0.451 < F_{table} = 2.31$ means that the data is linearly patterned. The results of the normality test of the variables X2 and the variable Y found that $F_{count} = 0.252 < F_{table} = 2.42$, which means that the data has a linear pattern.

Hypothesis Test Results

Based on the results of the calculation of the first hypothesis test in this study, the correlation coefficient between X1 and Y is 0.467 which is positive with the criteria is quite strong. The correlation coefficient between X2 and Y is 0.400 which is positive with the criteria is quite strong. The correlation coefficient between X1, X2, and Y is 0.563 which is positive with the criteria is quite strong.

Furthermore, the contribution of variables X1 and X2 to variable Y was 56.3%, while 47.7% was influenced by other factors outside of research such as; work motivation, talent, intellectual, and family environment, work environment, and society as well as other factors

The value of significance / significance of $F_{hitung} = 8.11 > F_{table} = 3.27$ means significant. This means that the hypothesis is accepted, there is a significant relationship between pedagogical competence and work motivation of educators together on the performance of public elementary school educators, Doctor Wahidin Sudiro Husodo's group.

Based on the results of the calculation of the hypothesis test, it can be seen that there is a significant and positive relationship between the pedagogical competence of educators and the performance of educators, there is a significant and positive relationship

between work motivation and teacher performance, and there is a significant and positive relationship between pedagogic competence and teacher work motivation and teacher performance Doctor Wahidin Sudiro Husodo group of elementary schools. More details can be seen in the explanation below.

The Relationship Between Work Motivation And Educator Performance

Educator performance is the ability of an educator in carrying out his duties at school. During the research process carried out during the Covid-19 pandemic, researchers found that educators had difficulty carrying out their duties at school. The main task of educators is to carry out the learning process but the obstacles that occur during the pandemic make it difficult for educators to carry out learning activities optimally. Lack of educators' understanding of the online learning planning process makes it difficult for educators to get optimal results. The learning process cannot be separated from the role of educators. Educators are the most influential component in the creation of quality educational processes and outcomes. Educators are required to have competencies in accordance with their fields. Pedagogic competence is related to the ability of educators to carry out the learning process.

According to Syafri Mangkuprawira and Aida Vitalaya in Martinis Yamin & Maisah (2010) that the performance of educators is influenced by ability (pedagogic competence). Pedagogic competence is the ability of a teacher to create a varied learning atmosphere and learning experience in the management of students according to the applicable curriculum. The less than optimal pedagogical competence will have an impact on the performance of educators. This competency is the most important competency that must be mastered by educators. Therefore, teachers must always improve pedagogical competence in order to create optimal teacher performance. This is because pedagogical competence affects the performance of educators.

Based on the calculation, the correlation coefficient between variable X1 and variable Y is 0.467, which means that the correlation is positive with the criteria is quite strong. Furthermore, the contribution of variable X1 to variable Y was 21.81%. This means that the pedagogical competence of educators has a relationship of 21.81% to the performance of elementary school educators from the Doctor Wahidin Sudiro Husodo group.

Hasil penelitian ini selaras dengan penelitian sebelumnya yang dilakukan oleh Acep Mulyadi (2011) dalam penelitiannya yang berjudul "Kontribusi Kompetensi Pedagogik dan Iklim Organisasi terhadap Kinerja Guru". Penelitian ini menyimpulkan bahwa kompetensi pedagogik mempunyai pengaruh positif dan signifikan terhadap kinerja guru. Hal ini ditunjukkan dari besarnya nilai *thitung* sebesar 2,12 lebih besar dari *ttabel* sebesar 1,67, sedangkan koefisien korelasi sebesar 0,649 dan koefisien determinan sebesar 0,422 dengan sumbangan efektif sebesar 6,76%.

Hasil tersebut menunjukkan kompetensi pedagogik pendidik memiliki hubungan cukup baik dengan kinerjapendidik, artinya semakin baik kompetensi pedagogik pendidik maka semakin baik pula kinerja pendidik dan begitu pula sebaliknya, apabila kompetensi pedagogik pendidik tidak berjalan dengan baik maka kinerja pendidik juga akan tidak baik. Berdasarkan perhitungan dan penelitian terdahulu, dapat disimpulkan bahwa hipotesis hubungan X₁ dengan Y diterima. Terdapat hubungan yang signifikan antara kompetensi pedagogik pendidik dengan kinerja pendidik sekolah dasar gugus Dokter Wahidin Sudiro Husodo.

The Relationship Between Work Motivation And Educator Performance

The decline in teacher performance is also influenced by the work motivation of educators. Pressure in the form of difficulty accessing online learning media that occurred during the pandemic resulted in a decrease in the performance of educators during the education process. The great pressure during the Covid pandemic resulted in a decrease in the work motivation of educators in developing various educational processes. Educators who have good work motivation will certainly have good performance too. This is in accordance with the opinion according to Imam Wahyudi (2012: 9) that the work motivation factor of educators is very influential on the performance of educators. Educator work motivation is an encouragement for an educator to mobilize and direct educators to do work according to the plan in order to achieve predetermined goals.

Based on the calculation, the correlation coefficient between variable X2 and variable Y is 0.400, it means that the correlation is positive with the criteria is quite strong. Furthermore, the contribution of variable X2 to variable Y is 16%. This means that work motivation has a relationship of 16% on the performance of elementary school educators from the Doctor Wahidin Sudiro Husodo group. There is a significant and positive relationship between work motivation and the performance of elementary school educators, Doctor Wahidin Sudiro Husodo.

This is in accordance with the research conducted by Didik Ferdianto (2015) with the title Relationship of Work Motivation and Discipline with Teacher Performance in Elementary Schools. The results of this study indicate that there is a significant positive correlation between work motivation and teacher performance in elementary schools. This is evidenced by the value of $r_{count} > r_{table}$ ($0.873 > 0.361$). Similar to the research conducted by Titin Eka (2017) entitled The Effect of Teacher Work Motivation on the Performance of Vocational School Accounting Teachers in Madiun City, it shows that educators with high motivation have better performance than teachers with low motivation. Based on the calculations and previous research, it can be concluded that the hypothesis of the relationship between X2 and Y is accepted.

The Relationship between Educator Pedagogical Competence and Work Motivation Together with Educator Performance

Based on the results obtained in the significance test or F-test that has been carried out, then $F_{count} = 8.11 \geq F_{table} = 3.27$. Meaning H_0 was rejected and H_a accepted. This means that there is a positive and significant relationship between the pedagogical competence of educators and work motivation together with the performance of educators, with the correlation coefficient between variables X1 and X2 on Y of 0.563 which is positive with the criteria is quite strong. Furthermore, the contribution of variables X1 and X2 to Y is 56.3%. This means that the pedagogical competence of educators and work motivation together have an effect of 56.3% on the performance of elementary school educators from the group of Dr. Wahidin Sudiro Husodo. Meanwhile, 43.7% was influenced by other factors which were not examined in this study.

Pedagogic competence is closely related to the learning process in the classroom. This pedagogic competence includes the process of planning, implementing, evaluating, and developing the talents of students. So that pedagogic competence is a factor within the educator that is very influential for the success of the educator itself in achieving good

performance results. In addition, there are factors within educators that also affect the results of educators' performance, namely work motivation. In essence, work motivation is a drive in humans to do work. The motivation that arises in educators, if the work motivation is high, the teacher's performance in carrying out their work will also be good. Work motivation will make other educators enthusiastic about developing their work in the work environment or at school. This is in accordance with research conducted by Asmin Supriyono (2017), there is a positive and significant influence on teacher pedagogical competence and work motivation on teacher performance indicated by the value of $F_{count} > F_{table}$, namely $73.642 > 0.05; 3.36$. Based on the calculations and previous research, it can be concluded that the hypothesis X1 and X2 with Y are accepted.

• CONCLUSION

Based on the results of the research and discussion, it can be concluded that, There is a positive and significant relationship between the pedagogical competence of educators and the work motivation of educators with the performance of public elementary school educators from the group of Dr. Wahidin Sudiro Husodo.

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