

The Effect of Pedagogic Competence and Professional Competence on the Performance of PAI Teachers at SMAN 3 Pagar Alam City

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Abstract

The purpose of this study was to determine how much influence pedagogic competence (X1) and professional competence (X2) have on the performance of Islamic religious education teachers (Y) at SMA Negeri Pagar Alam Kota. The sample used was five certified teachers using purposive sampling. The techniques used to obtain and collect the necessary data are questionnaire and documentation methods. Preparation using quantitative methods with associative approach techniques. Using SPSS V.22, test the hypothesis using partial Test (t), simultaneous Test (F), and coefficient of determination (R²). The results showed that performance was positively and significantly influenced by pedagogical competence. Teacher performance is positively and significantly influenced by professional competence. Professionalism and pedagogical skills have a significant and beneficial impact on performance. It is hoped that the results of this study can provide information to educational institutions, educational services, and the government to improve professional competence and pedagogic competence to improve teacher performance.

Keywords: *Pedagogic Competence, Teacher Performance, Professional Competence*

Introduction

Apart from being educators, teachers also act as mentors, helping students develop the understanding and self-control needed to adapt to school as much as possible (Alfiyanto & Hidayati, 2022; Kaplan, 2022; Zhang, 2022). In addition, teachers also have tasks that require special abilities as an educator (Alfiyanto, 2022; Chen et al., 2022). So, a teacher with no teaching experience is not qualified to carry out this task and cannot be defined as someone fluent in a particular subject. Therefore, teachers must have additional requirements. Professional teachers must understand the ins and outs of education, teaching, and other knowledge that needs to be fostered and developed through training or pre-service education (Byrd & Alexander, 2020; Findeisen et al., 2021; Manasia et al., 2020). Thus, in exercising their professional authority, teachers must have a set of abilities or competencies (Sulistiyo, 2016; Taniredja & Abduh, 2016; Usman, 2010).

Teacher professionalism is based on competence, certification, and professional merits (Randa et al., 2023; Yono, 2020). Professional educators help improve educational standards by applying performance methods and products (Priansa, 2014). Teacher performance refers to their ability to fulfill tasks and actions in instructional activities (Supardi, 2014). The effectiveness of the teaching process and desired outcomes are determined by teacher performance (Hendrawijaya et al., 2020; Mupa & Chinooneka, 2015; Rasto & Maulani, 2019). Outstanding teachers manage learning more effectively and produce quality graduates (Bonney et al., 2015; Graham et al., 2020; Siagian & Artha, 2023). Teacher performance is the determining factor that most influences the quality of learning and graduates (Ahmadi, 2018).

Indonesian education faces challenges in teacher performance, which is crucial to producing quality learners (Heyward & Sopantini, 2014; Prihono et al., 2022; Sukmayadi & Yahya, 2020). Interviews with principals and teachers revealed several things, especially in learning (Gistituati, 2017; Sirait, 2016; Tabroni et al., 2022). These include teachers using existing lesson plans, struggling with classroom management, lack of mastery and necessary competencies, and lack of facilities and infrastructure. These problems hinder optimal teacher performance and hinder the development of quality learners.

Teachers play an important role in education, and their pedagogical, professional, and social competencies significantly affect their performance. The collective contribution of all abilities improves learning performance, especially in the context of teacher competency levels (Hakim, 2015). The teacher must have two basic competencies: academic competence and professional competence. These competencies shape the teacher's personality, significantly affecting the quality of learning and student guidance. The PKG system is an evaluation tool that directly and indirectly measures the mastery of competencies in work references.

Teachers must be able to read students' minds using the principles of cognitive development, understand their personality using the principles of human behavior, and understand the provisions of their initial teaching using the principles of human behavior. They must also understand the foundation of education, apply learning theory, determine learning strategies based on student characteristics, determine competencies that can be achieved, and compile learning designs (Mulyasa, 2013). Educators must be competent in creating and maintaining learning environments, designing and implementing evaluations of learning outcomes, analyzing outcomes, and using them to improve the quality of learning programs. They help students realize their potential and facilitate students to create some non-academic possibilities (Anwar, 2018).

Professional competence refers to the teacher's command of subject-specific scientific, technological, or artistic concepts and methods relevant to curricular units, subject groups, and their fields. However, teachers cannot meet several criteria, such as not developing learning media in schools, understanding the conditions and characteristics of students, and receiving less attention from parents. Pedagogic and professional competencies are related to teacher performance, as seen in how a teacher plans, implements, and assesses learning outcomes.

This study aims to determine whether teachers' pedagogic and professional competence affects PAI teachers' performance. Based on the results of searches on previous research (especially research in the last five years) that has been carried out only focus on 1) the influence of pedagogic competence and extrinsic motivation on teacher performance (Firmansyah et al., 2022), 2) the contribution of teacher professional competence and work motivation to teacher performance (Sintadewi & Putra, 2021), 3) the influence of leadership, compensation, and competence on teacher performance (Fathussyakir et al., 2022; M. Hakim et al., 2021), 4) the effect of competence and certification on teacher performance (Diantoro et al., 2022), and 5) the effect of principal's managerial competence, supervisory competence, and teacher professionalism on teacher performance (Raisal et al., 2022). None of these studies have examined the effect of teachers' pedagogic and professional competence on teacher performance, especially PAI teachers. So, researchers are interested in exploring the influence of teachers' pedagogic and professional competence on the performance of PAI teachers at SMAN 3 Kota Pagar Alam.

Method

This investigation uses a quantitative approach. This study examines the relationship between three or more factors through associative research. Eight PAI educators from SMAN 3 Kota Pagar Alam were the study population. Five certified PAI educators of SMAN 3 Kota Pagar Alam were used in this study. The purposive sampling method is used in the sampling process. Questionnaires and written records were used for the collection of this data. Classical assumption tests are needed to determine whether the multiple regression model used here is applicable. Normality and multicollinearity are two of the most widely used conventional assumption tests. At the same time, the research hypothesis is tested partially (t) and simultaneously (F).

Research Hypothesis

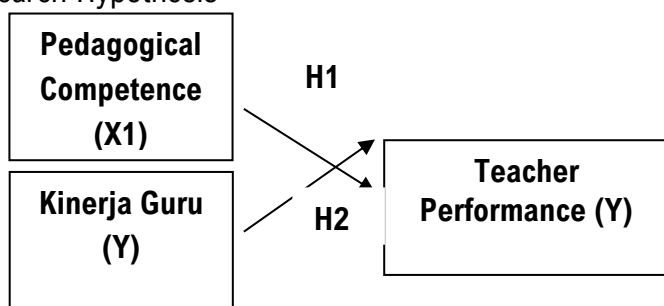


Figure 1. Relationships Between Variables

Based on Figure 1, the research hypothesis formulated is:

H1: Teachers' performance is influenced by their level of pedagogical knowledge.

H2: Teacher performance is influenced by the level of professional competence.

H3: Teacher performance is influenced by teacher pedagogy and professionalism.

Results

Classic Assumption Test

1. Normality Test

The researcher found that the data were normally distributed after the Kolmogorov-Smirnov One-Sample Test with a significance level of > 0.05.

Table 1. Normality Test Results

Kolmogorov-Smirnov test one sample

		Unstandardized Residual
N		5
Normal Parameters	Mean	.0000000
	Std. Deviation	4.3301270
Most Extreme Differences	Absolute	.414
	Positive	.414
	Negative	-.193
Kolmogorov-Smirnov Z		.925
Asymp. Sig. (2-tailed)		.359
a. Test distribution is Normal.		

Source: SPSS output, processed data, 2023

Based on Table 2 above, *asymptotic* Sig values are $0.359 > 0.05$, meaning research data is usually distributed. This is with previous research, i.e., if probability or *asymptotic* Sig is greater than 0.05, hence the norm distribution (Kesuma, 2019; Suharyanti et al., 2023; Suparti, 2021).

2. Multicollinearity Test

The free regression model of multicollinearity can be determined by looking at the VIF value < 10.00 or the tolerance value > 0.10 .

Table 2. Multicollinearity Test Results

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	1.750	14.003		.125	.912		
Pedagogik	2.875	.424	1.660	6.782	.021	.348	2.875
Professional	1.875	.342	1.340	5,477	.032	.348	2.875

a. Dependent Variable: Performance

Source: SPSS output, processed data, 2023

Table 2 shows that there is no multicollinearity between pedagogic competence (X1) and professional competence (X2), with tolerance values of $0.348 > 0.01$. The value of VIF is $2.875 < 10.00$, meaning there is no perfect relationship between the independent and dependent variables so that multiple regression can continue. This result is by previous studies, that is, if the VIF value is less than ten and the tolerance is more than 0.1, then it is stated that multicollinearity does not occur (Djupanda, 2019; Rohman, 2017; Suhartatik, 2021).

3. Partial Test (t)

This t-test is used to partially prove a significant influence between variables, where the decision-making criteria if the sig $\alpha < 0.05$, then there is a considerable influence.

Table 3. Partial Test Results (t)

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.750	14.003		.125	.912
Pedagogik	2.875	.474	1.660	6.792	.021
Profesional	1.875	.342	1.340	5.477	.032

a. Dependent Variable: Performance

Source: SPSS output, data processed, 2023

Based on the regression output of the coefficient table, it can be seen that:

- Calculate the table $t >$ and the significant value $0.021 < 0.05$, taking into account that a) the t value for the pedagogic competence variable (X1) is 6.792, and the t value of the table is 2.571. This suggests that H1 is correct and that pedagogical skills affect the effectiveness of

teachers. These results come from previous research: teachers' pedagogic skills affect teacher performance (Firmansyah et al., 2022; Humairah, 2018; Sintadewi & Son, 2021).

- b. Calculate the table $t >$ and significant value $0.032 < 0.05$, using a t value of 5.477 and a t table value of 2.571 on the professional competence variable (X_2). This suggests that H_2 is true and that professional competence does affect teacher performance to some degree. The results of this study are from previous studies that show that teachers' professional competence affects teacher performance (Fathussyakir et al., 2022; Herry et al., 2020; Raisal et al., 2022).

4. Simultaneous Test (F)

The F test is used to check the interaction of many factors. Use the 95% significance threshold (or = 0.05) and sign values to analyze the data.

Table 4. Simultaneous Test Results (F)

ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	17.250	2	8.625	23.000	.042 ^a
	Residual	.750	2	.375		
	Total	18.000	4			

a. Predictors: (Constant), Pedagogical, professional

b. Dependent Variable: Performance

Source: SPSS output, data processed, 2023

Based on the ANOVA table of results above, the numerical hypothesis $F = 23,000$ is accepted at significance levels of $0.042 < 0.05$. This suggests that pedagogical and professional competence influence teacher performance (Y) positively and statistically significantly. Between zero and one, R^2 is the coefficient of determination. When R^2 approaches 1, it shows the relationship between the two variables being studied. When R^2 is low, the dependent and independent variables have less impact on study outcomes. The results of this study are the results of previous research, which showed that pedagogic competence and teacher professional competence together affect teacher performance (Rohmawati & Nurcholis, 2019; Suparti, 2021; Umi et al., 2019).

Table 5. Results of the Coefficient of Determination

Summary Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.979 ^a	.958	.917	.61237

a. Predictors: (Constant), Pedagogical, professional

Source: Data processed by the author using SPSS V. 22, 2023

The coefficient of determination of the output table R shows that R^2 is 0.958. This shows that X_1 and X_2 exert a combined impact of 95.8% on Y , with the remaining 4.2% due to factors outside the scope of the investigation.

Teacher performance is influenced by pedagogic competence and other factors that influence the achievement of good teacher performance, namely social competence and personality competence, which are not described in this study. Pedagogic competence and professional competence affect teacher performance. Teacher performance describes what the

teacher does in his task by applying his competence. In addition, teachers with pedagogic and professional competence will try their best to improve the quality of their work to impact achieving learning objectives.

Discussion

The discussion in this article focuses on the influence of pedagogic competence and professional competence on the performance of PAI teachers at SMAN 3 Kota Pagar Alam. This study used quantitative methods to evaluate the relationship between pedagogic competence, professional competence, and teacher performance. The results showed that both competencies had a positive and significant influence on teacher performance. It emphasizes the importance of developing pedagogic and professional competencies for teachers to improve their teaching performance. To support the results of this study, several previous studies have research results that are in line with this research, namely 1) research conducted by Haryadi shows that the importance of pedagogic competence for effective teaching (Haryadi, 2023), which is also the finding of this study; 2) research conducted by Putra et al. shows that improvements in digital literacy can contribute to improved pedagogic competence, which in turn affects teachers' teaching performance (Putra et al., 2023); 3) research conducted by Indrawan & Marvida shows that the application of innovative teaching methods can improve pedagogic competence and have a positive impact on teaching performance (Indrawan & Marvida, 2023); 4) research conducted by Gunadi & Sumarni shows that the importance of this competence in effective teaching practice, support the findings of this study on the correlation between teacher competence and their teaching performance (Gunadi & Sumarni, 2023); 5) research conducted by Lestari et al. shows that the importance of pedagogic competence for effective curriculum adaptation and implementation (Lestari et al., 2023); and 6) research conducted by Nurarfiansyah et al. shows that the importance of professional competence in improving teaching performance (Nurarfiansyah et al., 2022).

Conclusion

The following conclusions can be drawn from the data analysis and statistical calculations presented in this study: 1) Based on the results of the partial Test (t), it is known that pedagogic competence (X1) affects the performance of PAI teachers (Y) at SMAN 3 Kota Pagar Alam; 2) Test data (t) shows that the effectiveness of PAI (Y) teachers at SMAN 3 in Pagar Alam City is positively and significantly influenced by the level of teacher professional competence (X2); 3) Concurrent Test Results (F) show that pedagogic competence and professional competence combined have a beneficial and substantial impact on the performance of PAI instructors at SMAN 3 Kota Pagar Alam. For the findings of this study to demonstrate the importance of pedagogic competence and professional competence that teachers should possess, it is recommended that future researchers expand this research by examining additional indicators that are not currently available.

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