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# The Influence of Professional Competence, Pedagogic Competence, and Performance of Public High School Teachers in DKI Jakarta Province

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**Abstract:**
*This study aims to determine the effect of professional competence on teacher performance, the effect of pedagogical competence on teacher performance, and the effect of professional competence and pedagogic competence on teacher performance. The research subject was an economics teacher who taught at a public high school located in DKI Jakarta Province. The type of research used is a quantitative survey research. Types of data processing are carried out using descriptive test methods, t tests, ANOVA tests, homogeneity tests, classical assumption tests (normality, linearity, multicollinearity, heteroscedasticity), coefficient of determination test, simple regression test and multiple regression with the help of SPSS 18 software. The sample used is the type of quota sample that is equal to 34 people. The coefficient of determination test shows 0.809, which means that professional competence and pedagogical competence affect teacher performance by 80.9%.*

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

## Background

Education is one aspect to improve the development and quality of life of a human being. As revealed by Pianda (2018), the key to success that supports future development must continue to be improved by the Indonesian nation is Education. In the Preamble to the 1945 Constitution, paragraph 4, there is a mandate to educate the life of the nation. This mandate is realized through the availability of access to education for all levels of society. Not only providing access to education, equality of access to quality education also needs to be provided through the role of educators and education staff. Educators are people who meet the requirements as lecturers, teachers, counselors, tutors, facilitators and other designations who have the qualifications to teach, educate, guide, evaluate and motivate students while education staff are people who participate in providing services to support educational activities (UU No. 20, 2003) Teachers as the spearhead for creating quality education must be equipped with competence, academic qualifications, and qualified knowledge as part of internal factors that will help improve teacher performance. Teachers are required to have several competencies which include professional competence, pedagogic competence, social competence, and personal competence obtained through their professional education (UU No. 14, 2005). According to Swennen & Klink (2009), the ability of teachers to develop gradually is obtained through their experience and continues to be assessed and observed. Teachers have a set of ethics, basic rules, and values as a control for teacher quality (Snoek et al., 2011). The average data for the Teacher Competency Test (UKG) in Indonesia are as follows: UKG data shows that on average some provinces in Indonesia have not reached the set targets and scores tend to be stagnant in 2015-2016 even though there was an increase in 2016-2017 but still not experiencing a significant increase.

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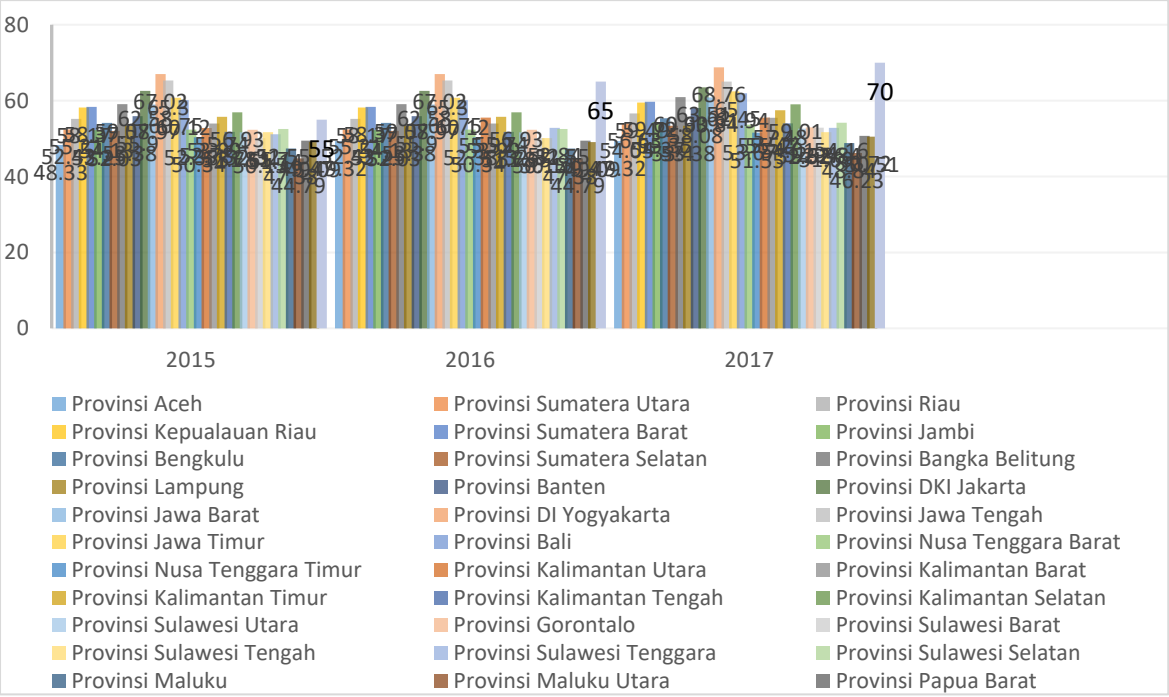


Based on data quoted from Tempo.com (2019) teachers who passed the Teacher Competency Test (UKG) only reached 1.02% and were not evenly distributed throughout all regencies and cities in DKI Jakarta Province, out of around 39,000 private and public teachers who took UKG with new performance achievement of 88.84%. This can be seen from the average teacher competency test in DKI Jakarta Province:

| Region | Average | Target |
|---|---|---|
| North Jakarta City | 70.98 | 80.00 |
| South Jakarta City | 70.29 | 80.00 |
| East Jakarta City | 68.65 | 80.00 |
| West Jakarta City | 70.32 | 80.00 |
| Central Jakarta City | 71.38 | 80.00 |
| Thousand Islands District | 62.52 | 80.00 |
| DKI Jakarta Province | 70.00 | 80.00 |

The UKG average shows that on average each district and city in DKI Jakarta Province is not the same and on average they have not been able to reach the target set by the government. Researchers conducted research to determine the current condition of the Effect of Professional Competence, and Pedagogic Competence, on the Performance of Economics Teachers in Public Senior High Schools in DKI Jakarta Province. The hope of conducting this research is to be able to provide up-to-date data regarding the condition of professional competence, pedagogical competence, and teacher performance which improves the quality of education and encourages the achievement of educational goals.

## THEORETICAL FRAMEWORK

### Teacher Performance

The performance of a teacher according to Nurfuadi (2019) is the work performance of the teacher when carrying out the tasks assigned over a period of time to achieve school goals to overall educational goals. Teacher performance is the level of work that can be achieved by teachers in carrying out their duties (Pianda, 2018). Gibson's theory describes that one of the teacher's performance is

influenced by individual factors from the teacher, namely competence. Several competencies such as professional competence, pedagogic competence, personal competence, and social competence will primarily affect teacher performance (Gibson, 2012).

**Pedagogic Competence**

According to Herlambang (2018) pedagogic is investigation and contemplation related to the nature of the human child with various symptoms in educating. Pedagogic competence is an educational instructional skill that is essential and basic to each individual teacher regarding the management of learning in students (Irwantoro & Suryana, 2016 ). Paulo Freire's theory of pedagogic competence which is the expertise of teachers includes mastery of the educational foundation, preparation of learning tools, learning evaluation, management of students, educational and dialogic learning, and the use of technology in learning knowing that the use of methods or media is still relevant in practice.

**Pedagogic Competence**

Meanwhile, according to Saepul & Mubin (2020), teacher professional competence can be defined as a condition, direction, values, ability towards education and learning. Professional competence is the teacher's mastery of learning material so that it can encourage students to achieve set educational goals (Rusdiana & Heryati, 2015). According to Nurjan (2015) teacher professional competence is a teacher who has mastery of the curriculum, learning materials, substance and scientific methods. Darling-Hammond's theory of professional competence in teachers includes knowledge of mastery of learning materials, selection of content, coaching as professional development, knowledge related to the profession so that teachers can produce scientific and innovative work so that teachers can adjust to changes.

**METHOD**

This study uses a quantitative research approach. Quantitative research is research that has been structured, systematic, and planned and is related to many numbers (Siyoto & Sadik, 2015). Researchers used statistical techniques simple and multiple regression tests. In the book Mastering Statistics with SPSS, Santoso (2017) says that regression is an analytical technique with statistics to determine future predictions from the value of the dependent variable (dependent variable) on the independent variable (independent variable). The program for testing simple and multiple regression used by researchers is SPSS 18. SPPS is a computer software program designed to be able to process data with certain statistical analysis techniques (Santoso, 2017).

The research method used is survey research. Survey research is a method in cross-sectional research to collect information, obtain explanations from experts, and confirm a matter raised in research activities (Singh, 2006). Researchers obtained research data through primary data types, namely by collecting data using research instruments for the subject to be studied, namely an Economics Teacher at a Public High School in DKI Jakarta Province. According to Priyono (2008) primary data is data obtained through the researchers themselves who collect data with the media of research instruments.

Population is a complete set of elements, units, or people who will be analyzed in research (Sarwono, 2006). In general, what is meant by population is the overall research subject. The population in this study is an Economics teacher at a public high school in DKI Jakarta Province. The sample is a number taken from the population along with the characteristics possessed by the population (Marani, 2016). The sample in this study used a sampling technique of the Quota Sampling type. According to Sujarweni & Utami (2019) what is meant by Quota Sampling is determining a sample from the entire population with a predetermined quota. The sample in this study was 34 people.

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**RESULT**

**a. T Test**

T-test was conducted to determine the independent variable to the dependent variable partially and to show a significant level. Criteria for Making Decisions T Test: If t count > t table or -t count > -t table then Ho is rejected and Ha is accepted, there is a significant influence between the independent variable and the dependent variable partially. Meanwhile, if t count < t table or -t count < -t count then Ho is accepted and Ha is rejected, there is no significant effect between the independent variable and the dependent variable partially. The following are the results of a one-sample t-test on the variables of professional competence, pedagogical competence and teacher performance:

**T test One Sample**

| | Test Value = 0 | | | | | |
|---|---|---|---|---|---|---|
| | t | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| | | | | | Lower | Upper |
| Professional competency | 48,012 | 33 | ,000 | 81,765 | 78,30 | 85,23 |
| Pedagogical competency | 56,683 | 33 | ,000 | 135,706 | 130,84 | 140,58 |
| Teacher Performance | 52,375 | 33 | ,000 | 149,706 | 143,89 | 155,52 |

Source: Processed by Researchers, 2023

The t test table for one sample shows that at t count professional competence is 48.012, pedagogic competence is 56.683, teacher performance is 52.375. T table is obtained with Df = n-1, 34-1 = 33 which is 2.034. So, the t count of the professional competency variable is 48.012 which is greater than the t table of 2.034. T count variable pedagogic competence of 56.683 greater than 2.304. T count teacher performance variable of 52.375 greater than 2.304. This figure shows that there is a significant effect partially because t count is greater than t table and Ho is rejected while Ha is accepted.

**b. ANOVA Test (Uji F)**

ANOVA test This test is carried out to test the independent variable on the dependent variable simultaneously indicating that it is significant or not significant. F test decision-making criteria: If F count > F table or -F count > -F table then Ho is rejected and Ha is accepted, there is a significant influence between the independent variable and the dependent variable simultaneously. If F count < F table or -F count < -F table then Ho is accepted and Ha is rejected, there is no significant effect between the independent variable and the dependent variable simultaneously. Following are the results of the F test:

**ANOVA**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| | | | | | | |
| 1 | Regression | 7414,242 | 2 | 3707,121 | 65,563 | ,000[a] |
| | Residual | 1752,817 | 31 | 56,542 | | |
| | Total | 9167,059 | 33 | | | |

Source: Processed by Researchers, 2023

The f or ANOVA test table shows the calculated F result of 65.563. F Table obtained from Df 1 (number of independent variables) = 2 , DF 2 = N-1 = 34-1 = 33. F table of 3.284. F count shows 65,563

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greater than f table of 3,284. So, f count is greater than f table and Ho is rejected Ha is accepted means there is a significant effect simultaneously.

**c. Homogenity Test (Bartlett Box's Test**

The homogeneity test with Bartlett Box's aims to find out that the data obtained comes from the same (homogeneous) population so that it can be seen that the data obtained is correct towards the specified research subject. Homogeneity Test Decision Making Criteria: If the value of Sig. Bartlett Box's > Sig. 0.05 then Ho is rejected and Ha is accepted, meaning the data comes from the same population. If the value of Sig. Bartlett Box's < Sig. 0.05 then Ho is accepted and Ha is rejected, meaning the data comes from a population that is not the same. Following are the results of the homogeneity test using Bartlett Box's:

**Bartlett Box's**

| | | |
|---|---|---|
| | Box's M | 12,273 |
| F | Approx. | 1,836 |
| | df1 | 6 |
| | df2 | 7419,170 |
| | Sig. | ,088 |

Source: Processed by Researchers, 2023

**d. Normality Test ( Kolmogorov-Smirnov Test)**

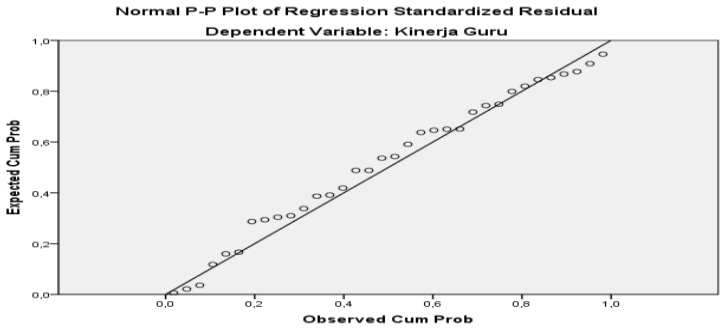
The normality test is to find out that the resulting data is normally distributed, because a regression model can be said to be good when it has data that is normally distributed or close to normal. Criteria for Decision Making Normality Test: If the significance value is > 0.05 it indicates that the data is normally distributed. If the significance value <0.05 indicates that the data is not normally distributed. Following are the results of the Kolmogorov Smirnov normality test:

**Kolmogorov Smirnov**

| | | Kompetensi Profesional | Kompetensi Pedagogik | Kinerja Guru |
|---|---|---|---|---|
| N | | 34 | 34 | 34 |
| Normal Parameters[a,b] | Mean | 81,76 | 135,71 | 149,71 |
| | Std. Deviation | 9,930 | 13,960 | 16,667 |
| Most Extreme Differences | Absolute | ,118 | ,187 | ,114 |
| | Positive | ,102 | ,153 | ,105 |
| | Negative | -,118 | -,187 | -,114 |
| Kolmogorov-Smirnov Z | | ,691 | 1,088 | ,664 |
| Asymp. Sig. (2-tailed) | | ,727 | ,187 | ,769 |

Source: Processed by Researchers, 2023

The Kolmogorov Smirnov test table shows that the professional competence variable is 0.691, pedagogical competence is 1.088, teacher performance is 0.769. sig reference value. i.e. 0.05. So, the value of professional competency test results is 0.691 greater than 0.05, pedagogical competence is 1.088 greater than 0.05, and teacher performance is 0.664 greater than 0.05, meaning the data is normally distributed. Then the interpretation of normality in the form of a p-plot is as follows:



Source: Processed by Researchers, 2023

The normality P-plot graph shows that the data is spread along the diagonal line of the data, so that the data is normally distributed and meets the assumptions.

**e. Linearity Test**

The linearity test was carried out to become one of the requirements in the regression model to find out that there is a linear relationship between the independent variable and the dependent variable. Criteria for Making Decisions Linearity Test: If the significance value > 0.05 causes Ho to be accepted and Ha to be rejected, then there is no linear relationship between the independent variable and the dependent variable. If the significance value <0.05 causes Ho to be rejected and Ha accepted, then there is a linear relationship between the independent variable and the dependent variable. Following are the results of the linearity test:

**Professional Competency Linearity**

| | | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|---|
| Kinerja Guru * Kompetensi Profesional | Between Groups | (Combined) | 8354,892 | 21 | 397,852 | 5,878 | ,001 |
| | | Linearity | 6912,074 | 1 | 6912,074 | 102,128 | ,000 |
| | | Deviation from Linearity | 1442,818 | 20 | 72,141 | 1,066 | ,469 |
| | Within Groups | | 812,167 | 12 | 67,681 | | |
| | Total | | 9167,059 | 33 | | | |

Source: Processed by Researchers, 2023

The Professional Competency Linearity test table shows that the linearity test value is 0.469 which is smaller than the sig value reference. 0.05, professional competence is not linear.

**Pedagogical Competeny Linearity**

| | | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|---|
| Kinerja Guru * Kompetensi Pedagogik | Between Groups | (Combined) | 8645,259 | 20 | 432,263 | 10,769 | ,000 |
| | | Linearity | 5881,337 | 1 | 5881,337 | 146,526 | ,000 |
| | | Deviation from Linearity | 2763,922 | 19 | 145,470 | 3,624 | ,011 |
| | Within Groups | | 521,800 | 13 | 40,138 | | |
| | Total | | 9167,059 | 33 | | | |

Source: Processed by Researchers, 2023

The Pedagogic Competency Linearity test table shows that the linearity test value is 0.011 which is smaller than the reference sig value. 0.05, then pedagogic competence is not linear.

**2. Uji Classic Asumption**

**a. Multicolinearity Test**

Multicollinearity is a test to determine if the relationship between the independent variable and the dependent variable is perfectly linear or nearly perfect. Multicollinearity Test Decision Making Criteria: If the Variance Inflation Factor (VIF) value is < 10 then it does not show symptoms of Multicollinearity. If the Variance Inflation Factor (VIF) value is > 10, it shows symptoms of multicollinearity. Tolerance value (TOL), namely the threshold value is less than 1. The following is a multicollinearity test:

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**Multicollinearity**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | | Collinearity Statistics |
|---|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | t | Sig. | Tolerance |
| 1 | (Constant) | 9,520 | 12,945 | | ,735 | ,468 | |
| | Professional competency | 1,023 | ,197 | ,610 | 5,207 | ,000 | ,450 |
| | Pedagogical competency | ,417 | ,140 | ,349 | 2,980 | ,006 | ,450 |

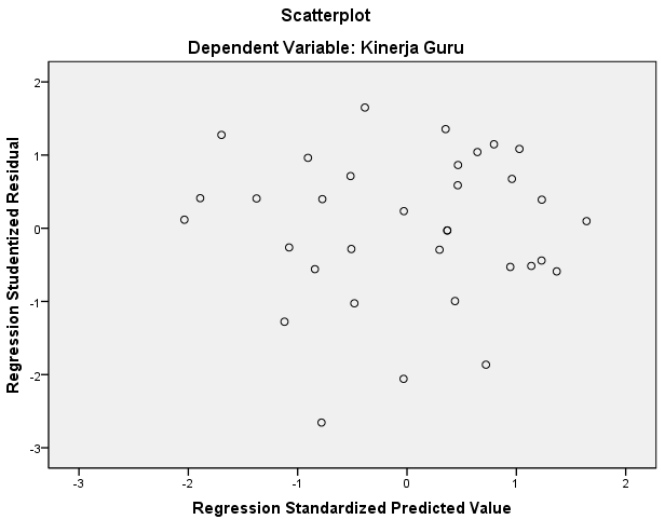
**b.**

Source: Processed by Researchers, 2023

The test results in the table to determine the condition of multicollinearity, the resulting ue is 0.450 and the VIF value is 2.222. If the threshold value (tolerance) shows a value ıw 1 and a VIF value of 2.222 <10 then it does not show a symptom of multicollinearity.

**Heteroskedasticity Test**

Heteroscedasticity is a statistical test between the independent variable and the dependent variable in the form of a Scatterplot graph to find out whether it forms a certain pattern. a good regression test shows a fixed observation (Homoscedasticity) and no variation (Heteroscedasticity). Heteroscedasticity Test Decision Making Criteria: Heteroscedasticity occurs if the dots form a certain pattern below or above the number 0 on the Y axis. Heteroscedasticity does not occur if the dots do not form a certain pattern below or above the number 0 on the Y axis. Here are the results of the heteroscedasticity test :




**Scatterplot Heteroskedastisitas**

Source: Processed by Researchers, 2023

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The scatterplot shows that the points are spread out and do not form any pattern above or below the y-axis. So, in this study there is no heteroscedasticity problem.

**3. Simple and Multiple Regression Analysis**

**a. Determination Coefficient Test (R2)**

The coefficient of determination shows the level of strength between the independent variables simultaneously with the dependent variable. Criteria for making a decision on the R2 value: If the R2 value is in the range 0-0.2 = very weak, If the R2 value is in the range 0 - 0.4 = weak, If the R2 value is in the range 0.4 - 0.6 = moderate , If the R2 value is in the range 0.6 - 0.8 = strong, and if the R2 value is in the range 0.8 - 1 = very strong. The following is a test of the coefficient of determination:

**Determination Coefficient Test**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| (1 | ,899[a] | ,809 | ,796 | 7,519 |

Source: Processed by Researchers, 2023

The coefficient of determination test or R Square shows 0.809. The size of the coefficient of determination (R2) is in the range of 0.8-1 which means it is very strong.

**b. Simple Regression Test**

A simple regression test is performed to represent the extent to which the independent variables can influence the dependent variable. Following are the results of simple regression testing:

**Professional Competency Simple Regression Test**

| Model 1 | Unstandardized Coefficients | | Standardized Coefficients | | |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | t | Sig. |
| (Constant) | 30,540 | 12,118 | | 2,520 | ,017 |
| Professional Competency | 1,457 | ,147 | ,868 | 9,904 | ,000 |

Source: Processed by Researchers, 2023

Simple regression test obtained constant value and standard coefficient with equation Y = 30.540 + 0.868 (X1). This means every increase in competence professionals will increase the professional competency variable by 0.868. Then The following is a simple regression test for pedagogical competence:

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**Professional Competency Simple Regression Test**

| Model 1 | Unstandardized Coefficients | | Standardized Coefficients | | |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | t | Sig. |
| (Constant) | 30,540 | 12,118 | | 2,520 | ,017 |
| Professional Competency | 1,457 | ,147 | ,868 | 9,904 | ,000 |

**Uji Regresi Sederhana Kompetensi Pedagogik**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | t | Sig. |
| 1 | (Constant) | 19,930 | 17,235 | | 1,156 | ,256 |
| | Pedagogical Competency | ,956 | ,126 | ,801 | 7,568 | ,000 |

Source: Processed by Researchers, 2023

Simple regression test obtained constant value and standard coefficient with equation Y = 19.930 + 0.801 (X2). This means every increase in competence pedagogic will increase the pedagogic competency variable by 0.801.

**c. Multiple Regression Test**

The Multiple Regression Test aims to represent the effect of more than one independent variable on the dependent variable simultaneously. The following are the results of multiple regression testing:

**Multiple Regression of Professional Competence and Pedagogic Competence**

| Model 1 | Unstandardized Coefficients | | Standardized Coefficients | | | Collinearity Statistics | |
|---|---|---|---|---|---|---|---|
| | B | Std. Error | Beta | t | Sig. | Tolerance | VIF |
| (Constant) | 9,520 | 12,945 | | ,735 | ,468 | | |
| Professional Competency | 1,023 | ,197 | ,610 | 5,207 | ,000 | ,450 | 2,222 |
| Pedagogical Competency | ,417 | ,140 | ,349 | 2,980 | ,006 | ,450 | 2,222 |

Sumber: Diolah Peneliti, 2023

Multiple regression tests obtained constant values and standard coefficients with the equation Y = 9.520 + 0.610 (X1) + 0.349 (X2). This means that each increase in professional competence will increase the professional competency variable by 0.610 and each increase in pedagogical competence will increase the pedagogic competency variable by 0.349.

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## DISCUSSION

### 1. Effect of Professional Competence (X1) on Teacher Performance (Y)

The results of the research that has been done show that a simple regression on professional competence on teacher performance is 0.868 with a sig. 0.00 is less than 0.05, it can be concluded that Ho is accepted and Ha is rejected. This means that there is a positive and significant influence on professional competency variables on teacher performance. This analysis can be concluded and shows that the higher the professional competence of a teacher, especially in this study, economics teachers who teach at DKI Jakarta Public High School will improve teacher performance and vice versa. According to Nurjan (2015) teacher professional competence is a teacher who has mastery of the curriculum, learning materials, substance and scientific methods.

Furthermore, professional competencies that must be possessed by teachers include the ability to understand and master material according to subjects, scientific concepts, additional assignments, and improve professionalism (Herman, 2008). Indicators of teacher professional competence consist of: (1) selecting the content of learning materials, (2) participating in activities related to professional development, (3) compiling the publication of books or learning modules, (3) compiling the publication of scientific papers compiling and publishing innovative works, (4 ) master economics learning material, and (5) carry out additional tasks as well as the main task of a teacher (Darling-Hammond, 2008).

Based on the results of the study, it can be described that professional competence still greatly influences the condition of teacher performance, especially for economics teachers who teach at SMA Negeri DKI Jakarta Province.

### 2. The Effect of Pedagogic Competence (X2) on Teacher Performance (Y)

Based on research tests that have been carried out previously, the results of a simple regression on pedagogical competence on teacher performance are 0.801 with a sig. 0.00 is less than 0.05, it can be concluded that Ho is accepted and Ha is rejected. Analysis of the results of this study can be concluded that the higher the increase in the pedagogic competency variable, the teacher's performance will further improve. Vice versa, teachers who have poor performance are influenced by low pedagogical competence.

According to Riyana (2010), pedagogic competence relates to the preparation of learning tools, learning media, understanding of learning methods, and management of students. Pedagogic competence is the teacher's ability to understand educational tools, tools and methods of assessment, and management of students. Pedagogic competence according to Paulo Freire's theory includes mastery of educational foundations, preparation of learning tools, learning evaluation, student management, educational and dialogic learning, and the use of technology in learning (Freire, 2007).

Based on the results of the study, it can be concluded that pedagogical competence has a large influence on the condition of teacher performance, especially economics teachers at public high schools in DKI Jakarta Province.

### 3. Effect of Professional Competence (X1) and Pedagogic Competence (X2) on Teacher Performance (Y)

The results of research tests conducted on professional and pedagogic competency variables on teacher performance were 0.610 and 0.349. at the sig level. 0.00 is less than 0.05, it can be concluded that Ho is accepted and Ha is rejected. Analysis of the results of the research shows that professional competence and pedagogical competence have a positive and significant effect on teacher performance. This means that each increase in professional competence will increase the professional competency variable by 0.610 and each increase in pedagogical competence will increase the pedagogic competency variable by 0.349.

Gibson's theory describes that one of the teacher's performance is influenced by individual factors from the teacher, namely competence. Several competencies such as professional competence, pedagogic competence, personal competence, and social competence

will primarily affect teacher performance (Gibson, 2012). teacher performance is a form of commitment that is manifested through the achievements of the work carried out by the teacher in the span of time to achieve educational goals and determine the extent of competence possessed by the teacher.

Based on the results of the research above, it can be concluded that professional competence and pedagogical competence have an influence on teacher performance. The increase in professional competency and pedagogical competency variables simultaneously helped improve the performance conditions of teachers, especially economics teachers who teach at public high schools in DKI Jakarta Province.

## CONCLUSION

The results of the research discussed in Chapter IV concerning "the effect of professional competence and pedagogical competence on teacher performance" can be drawn the following conclusions: 1. There is a positive and significant influence between professional competency variables and teacher performance. This is based on the t value of professional competence, which is 48.012, which is greater than the t table, which is 2.304 (t count > t table). This means that increasing the professional competency variable of public high school economics teachers in DKI Jakarta Province will improve teacher performance. Vice versa, if the teacher's performance is low, professional competence decreases. 2. There is a positive and significant influence between the variables of pedagogical competence and teacher performance. This can be seen through the t value of pedagogic competence, which is 56, 683, which is greater than the t table, which is 2, 304 (t count > t table). This means that the increase in the pedagogic competency variable for economics teachers at State Senior High Schools in DKI Jakarta Province will improve the condition of teacher performance. Likewise, when the teacher's performance has a low score due to decreased pedagogical competence. 3. There is a positive and significant influence between the professional competence and pedagogical competence of economics teachers at State Senior High Schools in DKI Jakarta Province on teacher performance showing f count of 65.563 greater than f table 3.284 (f count > f table). That is, these results show that teacher performance is still influenced by professional competence and pedagogical competence.

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