



The Pedagogical Competence Predict From Academic Supervision, Kompentation and Work Motivation

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Abstract

Pedagogic competence is one of the competencies that must be mastered by educators. Because with this competence the quality of education and more specifically learning will be more quality so that it is expected that the knowledge taught can be absorbed to the maximum. This study aims to determine and analyze the effect of supervisory supervision, compensation, and work motivation on pedagogical competence of non-civil servant Islamic education teachers in Pekalongan district. This research is a quantitative research with regression. This study uses a quantitative approach to see the causality relationship of several factors that influence the pedagogical competence of teachers. The population in this study was 52 non-civil servant PAI teachers. Data was collected by questionnaire and document study, after that the data was tested for validity and reliability. Furthermore, the data analyzed using path analysis with the help of SPSS AMOS 21. The results showed that supervision, compensation and motivation had an effect on the teacher's pedagogical competence. Suggestions put forward: (1) to supervisors to conduct routine and periodic supervision to teachers, (2) principals and government to allocate budgets to improve compensation received by non PNS teachers, (3) teachers must always motivate themselves to provide services the best for the main students at the time of learning. Valuation

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INTRODUCTION

The education process is inseparable from the teaching and learning process seen in the educational process between teachers and students to achieve goals. Because of that Hamalik (2016: 116) states that teachers must understand correctly about the purpose of teaching, how to formulate teaching objectives, specifically choose and determine teaching methods in accordance with the objectives they want. Teacher Majid's comprehensive ability (2011: 4) can lead teachers to become professionals. The teacher is one of the components in the teaching and learning process that is very instrumental in efforts to achieve the goals of education and the formation of potential human resources in the field of development.

Hamalik (1993: 69), states that the cognitive aspect focuses on the intellectual development process. While, the affective aspects are attitudes, feelings, emotions, moral characteristics, which are important aspects of student development. The psychomotor aspect is the third category of educational goals, which leads to physical movements and physical control.

In general, educators are people who are obliged to foster children. Ridla (2002: 200) states that teaching is a very unique and complex thing, like other professions, which require certain requirements by the person who works on it. Djamarah (2006: 38) said that the teaching process is nothing but learning activities of students in achieving teaching goals. Amirin (2010: 3) education helps students to develop creativity, providing appropriate knowledge.

In order to support the improvement of professional teachers, professional management is also needed, the management referred to is one with the supervision process and guidance or supervision, this supervision is intended so that the teacher conducts learning activities, obtains direction and guidance from a school supervisor / supervisor. The purpose of supervision according to Burton in Purwanto (2016: 77) is "improvement and development of

the total teaching and learning process". This means that the purpose of supervision is not only to improve the quality of teacher teaching, but also to foster the growth of the teaching profession. In a broad sense

Supervision is a coaching activity that is planned to help teachers and other school employees perform their work effectively (Purwanto, 2010: 76) . So that this activity is not just a control, but to see all activities that have been carried out in accordance with the plan or program. From a different point of view, Muslim (2009: 41) states that "Supervision is a series of assistance provided to teachers in the form of professional services provided by supervisors (principals, school supervisors and other coaches) to improve the quality of teaching and learning outcomes.

Mastery of teacher material is influenced by compensation; even the most visible can increase mastery of teacher material even though it is not in the form of money. According to Sikula quoted by Anwar (2005: 83) states that "the administrative process of wages or salaries (sometimes called compensation) involves consideration or balance of calculations. Compensation is something that is considered as something.

Problems that arise from the decline of teacher professional quality that are supported from the data above are caused by several things. That is less intensive supervision and evaluation processes carried out by Islamic Religious Education, Research conducted by Alisudin (2008) concludes that "school supervisors are required to be able to describe routine tasks in a management framework of the implementation of tasks (management) by utilizing a time span which are available. There are three main things in the supervisory mechanism by supervisors, namely: (1) coaching in terms of learning management, (2) enhancing teacher's academic abilities, and (3) developing the teaching profession.

In addition, semi-structured interviews in the Chairperson of Pekalongan District PAI MGMP said that the compensation given to

teachers was still low especially for teachers who were not civil servants, besides that the government's attention was still lacking. The real condition of the problem is not optimal pedagogic competence of junior high school teachers in Pekalongan Regency is related to professional guidance given to teachers in the form of academic supervision by supervisors is not optimal. the results of the inspection indicate that the academic supervision system carried out by the supervisory head still prioritizes administrative aspects and lacks attention to professional guidance. The results of the observations also showed that supervision carried out by supervisors to teachers was not followed by follow-up activities. So the teacher does not know exactly the shortcomings when implementing teaching and learning activities, including how to fix it. So that supervision should be carried out to improve teacher competency but it becomes a frightening specter for teachers. As a result, the implementation of academic supervision that has not been effective has become less pedagogic.

The real condition of providing compensation for PAI teachers has not been as expected. It can be seen that there are still many junior high school PAI teachers who are not civil servants, so that their income is insufficient for their daily needs. It has an impact on the lack of teachers to develop their knowledge and creativity in learning. As is known, the UMK of Pekalongan District in 2018 is 1,580,625 rupiah while the salary of PAI SMP teachers ranges from 300 to 500 thousand rupiah. This shows that the honorarium for teachers is still far from worthy.

With the Points questions given to the PAI Teachers, referring to aspects of Pedagogic Competencies that exist in the National Education System and developed by researchers and provide an overview that 1) In the learning process, PAI Teachers are less creative both in terms of learning methods or variations in teaching, causing students lack of enthusiasm in the learning process, this causes the average score of the School Examination to decrease.

METHOD

Method used in this study is a quantitative method, which is a method designed to mean a number (meaning of a number). The quantitative data analysis technique used is regression analysis.

The population in this study was 52 non-civil servant PAI teachers in Pekalongan District.

Data collection instruments used documentation and questionnaire studies. After that the data is tested for validity and reliability. Data analysis techniques are using quantitative analysis with regression. Quantitative analysis is to find out and analyze the influence of supervision, compensation and motivation on the competence of non-civil servant PAI teachers.

RESULTS AND DISCUSSION

Influence of Supervision on Pedagogic Competencies.

Based on the results of the analysis with regression it is known that there is a significant effect of supervision of class visits to pedagogic competence of 1.39%. then the results of the significance analysis obtained a value of 0.118 smaller than 0.05. Thus the alternative hypothesis (H_a) which reads "there is a positive direct influence and significant supervision of class visits to pedagogic competence" is acceptable and the null hypothesis (H_0) is rejected.

Furthermore, these findings are in line with the research conducted by Markamah (2013: 79) who found that teaching supervision correlated with teacher's pedagogic competency by 60.8%. It is categorized as a significant relationship (medium), meaning that the better supervision done by the principal, the better the pedagogical competence of the teacher. In his research Sharma (2011: 214) recommends teaching supervision as one of the important things to do to improve teacher competencies, one of which is pedagogic competence.

Meanwhile, Mardia (2004) suggests that teacher competence is the ability to manage learning which includes planning, implementation and evaluation of student learning outcomes. From the results of the study stated that To improve the professional competence and pedagogic competence of junior high school science teachers in Ternate, efforts that need to be done include regular training, MGMP, preparing textbooks of science, optimizing supervision of principals, training in the use of various learning strategies, training in the use of laboratory equipment, and conducting action research, pedagogic competence and professional competence must be possessed by every teacher to achieve success in teaching. rdiyanto (2001) in Demak State High School concluded that there was a relationship between class visit supervision and teacher's work ethic with teaching quality. The more supervision activities carried out professionally by the school principal and the good work ethic will improve the quality of teaching conducted by the teacher. Meanwhile the results of Muhajirin's research (2017) concluded that the better implementation of academic supervision and teacher participation in MGMP directly or indirectly influences teacher professionalism through motivation as a mediating variable. From the results of this study it is expected that principals continue to improve academic supervision and motivate teachers, and for teachers to continue to actively participate in MGMP activities.

Effect of Compensation on Pedagogic Competencies.

Based on the results of the analysis with regression it is known that there is a significant effect of compensation on pedagogic competence. Thus the alternative hypothesis (Ha) which reads "there is a positive and significant effect of compensation on pedagogic competence" is rejected and the null hypothesis (H0) is accepted.

The results of this study are in line with the results of research conducted by Angga Putra Samudra, kusdi Rahardjo, M. Djudi Mukzam (2005) concluded that research shows that

financial compensation has a positive and significant effect on employee performance.

Research Nadeem (2011: 222) concludes that the factors that influence the performance of a ruru include: poor teacher socio-economic status, excessive political interference also affects teacher performance. In addition, Nakpodia, ED (2011: 23) concluded that the factors that motivate teachers and improve performance include problems in accommodation, differences in salaries and benefits between teachers and workers in other economic sectors.

Ayesha Aslam's research shows that the most significant variable in this study is reward and compensation. This shows a large effect on employee performance. Conversely motivation and incentive variables contribute at least to employee performance. In the world of performance education can be interpreted as teacher competencies including pedagogic competence.

The results of this study are in line with the results of research conducted by Angga Putra Samudra, kusdi Rahardjo, M. Djudi Mukzam (2005) "the effect of financial compensation on performance" concludes that research shows that financial compensation has a positive and significant effect on employee performance. Meanwhile, the results of Aprijon's study (2016) found a positive compensation coefficient and showed that if compensation was improved or done correctly it would improve the performance of the teacher itself, and vice versa. And the effect is significant on teacher performance. This is related to the personnel management theory that the process of giving compensation greatly determines the performance of teachers in an institution. The results of Habibi's research (2016) which examined teachers in Tegal got results that compensation affected the teacher's performance in teaching. The greater the level of compensation given to the teacher, the more the teacher's performance will improve in this case the pedagogic competence.

Effect of Work Motivation on Pedagogic Competencies.

Based on the results of the analysis with regression it is known that there is a significant influence on work motivation on pedagogic competency by 14.8%. Furthermore, the results of the significance analysis obtained a value of 0.148 smaller than 0.05. Thus the alternative hypothesis (Ha) which reads "there is a positive and significant direct influence of work motivation on pedagogic competence" can be accepted and the null hypothesis (H0) is rejected. The same thing as Lipsey Samuel Appiah Kwapong's research, in his research shows there is a significant positive correlation between motivation and performance between polytechnic staff teaching in Ghana. In this case, motivation affects about 79.5% of the performance of a teacher. In addition, Kagoda (2011: 251) in his research shows that there is a significant relationship between motivation factors and teacher performance. Mirzagitova and Akhmetore (2015) said in the study that in order to improve the pedagogical competence of teachers in the future a combination of education between students' training and the teacher's self-development in pedagogical aspects and motivation is also needed to encourage teachers in their development. The results of Widodo's research (2015) found that there was a significant positive effect on work motivation on the performance of the teacher's training course in earning sales at the Business and Management Vocational Schools in Kebumen Regency. This is understandable because if the teacher has a high motivation to work then obviously he will strive maximally in every task and responsibility as a teacher, on the contrary if the teacher has low work motivation they tend to be lazy to work, so it will show low performance.

Effect of Supervision, Compensation and Motivation on Pedagogic Competencies.

Based on the results of the analysis with regression it is known that there is a significant influence on supervision of class visits to work motivation by 14.8%. Cumulative Academic

supervision regression analysis and teacher's work motivation for pedagogic competence is 0.372, the cumulative meaning of academic supervision and teacher's work motivation is positive for pedagogical competence. Furthermore, the influence coefficient of supervision of class visits on work motivation is significant, that is equal to 0.254 less than 0.05, while the influence coefficient of work motivation on pedagogical competence is significant, that is equal to 0.118 less than 0.05, so it is concluded that H06 is rejected which means there is influence significant from academic supervision through work motivation towards pedagogic competence of non PNS PAI junior high school teachers in Pekalongan Regency.

Furthermore, the findings in accordance with the opinion of Suryadi (2003: 43) who revealed the pedagogical competence possessed will produce teachers who further broaden the horizon of academic, professional and technical knowledge both in the form of content, methods and skills that must be mastered, opening up opportunities for teachers to develop themselves professionally. With the provision of pedagogic competencies, the teacher is expected to be an innovator in educational change. Penelitan Yariv (2011) Explaining the factors that influence the decline in teacher performance are improper management, poor supervision, teacher weaknesses include: lack of knowledge, decreased motivation experience, and personal problems. Meanwhile Hassna (2009: 14) concludes that the causes of low motivation among PSTs in Pakistan are six areas such as labor reward and punishment system, low salaries, poor supervision, low social status feedback, lack of professional commitment and lack of knowledge and pedagogical skills. Penelitan Liakapoulou (2011: 66) also mentions the factors that influence pedagogical competence include supervision of teacher performance conducted by supervision of class visits and compensation and motivation. Meanwhile, the results of Hakim's research (2015) in his research concluded that there was a significant influence between pedagogic,

professional, personality and social competencies on the quality of performance in improving the learning process. Based on research, Zainal Abidin (2015) concludes that education and training, work motivation directly affects the improvement of teacher competencies. Education and training, work environment and work motivation also indirectly influence the competence of teachers through supervision of school principals and supervision of school supervisors. Thus supervision of school principals and school supervisors can be an intermediary to improve teacher competency. For this reason, school principals and school supervisors are expected to work together to improve teacher competencies. In addition to supervision, compensation and motivation, competencies can be formed through training, as Sujatmiko's research (2015) suggests that effective training can improve teacher competencies in managing learning, especially information technology-based learning. Meanwhile, the results of Fachrur Rozi's research (2016) the academic supervision of principals has a significant positive effect on teacher performance, teacher commitment and teacher job satisfaction. Teacher job satisfaction also significantly affects teacher commitment and teacher performance. The teacher's own commitment significantly influences teacher performance. The indirect effect results provide evidence that teacher commitment and teacher job satisfaction can be a mediating variable for the relationship between the principal's academic supervision and teacher performance in this regard increasing pedagogical competence.

CONCLUSION

Based on the results of the study and discussion, some conclusions can be drawn that Academic Supervision has a direct effect on the pedagogic competence of PAI teachers of non-PNS junior high schools in Pekalongan district with a significance value of 0.003 smaller than the significance level of 0.05. This means that supervision of class visits can improve teacher's

pedagogical competence. Work motivation affects the pedagogic competence of PAI teachers in non-PNS junior high schools in Pekalongan district with a significant value of 0.006 smaller than the significance level of 0.05. Motivation from both the self and the environment to develop the learning process and the quality of education will encourage teachers to improve their pedagogical competence. Compensation affects the pedagogic competence of non-civil servant PAI teachers in Pekalongan district. With proper compensation for teachers, teachers can improve their pedagogical competence. Supervision, compensation and motivation affect the pedagogic competency of PAI teachers in non-PNS junior high schools in Pekalongan district with a value of $5,205 < 2.71$ academic supervision, compensation and motivation affect pedagogical competence.

SUGGESTIONS

Based on the conclusions of the study, several things are suggested as follows.

To the school, should hold guidance and guidance to the teacher regularly, be recorded and given follow-up in solving the problems encountered so that the supervision can be more beneficial to the teacher and enrich the reference if problems occur in the future;

For teachers, to try to continue to improve the ability to manage learning both from planning, implementation to evaluation. The teacher tries to choose learning material that is related to the learning objectives, arranges learning material correctly according to the chosen approach and develops the components of learning design;

For principals, in order to always improve competence in the field of supervision, especially in supervision of class visits, principals should increase the frequency of classroom visit supervision activities and earnestly provide assistance, solutions and follow-up to the supervision of class visits carried out to each teacher, in order to improve quality and quality of learning. Principals should always provide academic guidance both individually and in

groups so that teachers can share experiences in the field of learning and they will be able to carry out independent learning. The aspects that need to be considered by the principal are holding a class visit when the teacher teaches, and inviting discussion or dialogue with the teacher in order to improve themselves in carrying out learning, and

For practitioners, it is necessary to conduct further studies on the causes of the lack of intensity of the principal in providing guidance and coaching to teachers through class visit supervision activities.

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