THE EFFECT OF PEDAGOGIC COMPETENCE AND MOTIVATION ON TEACHER PERFORMANCE AT SMK NUR AZIZI TANJUNG MORAWA

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Abstract

This study aims to analyze the influence of Pedagogical Competence and Motivation on Teacher Performance at SMK Nur Azizi Tanjung Morawa. Pedagogical Competence is the most important factor in improving the quality of learning so that work motivation can encourage teachers to carry out their duties well. The research method used in this study is a quantitative method with a multiple linear regression approach. Data collected through questionnaires distributed to teachers of SMK Nur Azizi, then analyzed using validity tests, reliability tests, classical assumptions and hypothesis tests. The results of the study indicate that Pedagogical Competence has a positive and significant effect on teacher performance, as well as work motivation which has a positive impact on improving teacher performance. Simultaneously, Pedagogical Competence and work motivation together provide a significant contribution to teacher performance. With the results of the study (1) Pedagogical Competence has a significant effect on teacher performance as seen from the significant value (0.264) <0.05 and t count (2.109) > compared to t table (1.6991). (2) Work motivation has a significant influence on teacher performance. This can be seen from the value (0.000) < 0.05 and t count (2.454) > (1.6991). Based on the results of the study, the variables of Pedagogical Competence and Motivation have a positive and significant influence on Teacher Performance at SMK Nur Azizi Tanjung Morawa. It is recommended to conduct periodic evaluations of teacher performance to provide feedback and encourage continuous improvement for the school. And based on the results of the study, the variable of Pedagogical Competence has a positive and significant influence on Teacher Performance at SMK Nur Azizi Tanjung Morawa. Teachers should improve training and development of pedagogical competence through workshops, seminars, and the development of modern technology and learning methods. And Based on the results of the study, the variable of Motivation has a positive and significant influence on Teacher Performance at SMK Nur Azizi Tanjung Morawa. It is recommended to provide incentives and awards to teachers who have high performance as a form of appreciation and motivation to continue to improve the professionalism of educators.

Keywords: *Pedagogical competence, Motivation, Teacher performance*

INTRODUCTION

The progress of a nation is closely linked to the education system it implements. Education is a top priority in improving the quality of human resources (HR), which is the key to a nation's progress. In this era of globalization, improving the quality of education in Indonesia is crucial. The primary focus of education is the development of human resources, which in turn reflects a nation's progress. In the context of education, the role of teachers is crucial. Teachers are not only educators but also the primary drivers in achieving educational goals. According to Supardi (2014), high-performing teachers are those who possess strong learning skills, broad insight, and a positive attitude toward their work. Good teacher performance is linked to educational success, as teachers are a crucial element in achieving national education goals. Teacher performance is influenced by various factors, one of which is pedagogical competence. Pedagogical competence is a teacher's ability to manage learning, understand student characteristics, and develop a curriculum tailored to their needs. This ability is crucial for creating effective learning. In this regard, teachers are expected to master various learning theories and utilize technology in teaching. In addition to pedagogical competence, work motivation also influences teacher performance. High work motivation will encourage teachers to work more effectively and deliver optimal results. Motivated teachers will be more enthusiastic about teaching and strive to create a pleasant learning environment for

students. Nur Azizi Private Vocational School in Tanjung Morawa is one of the schools striving to improve the quality of its human resources. Teacher performance assessments at this vocational school are based on lesson planning, teaching implementation, and an understanding of student characteristics and development. The school is also committed to continuously improving teacher competency through various training and self-development programs. However, despite efforts to improve the quality of education at Nur Azizi Private Vocational School, several challenges remain. Some teachers still demonstrate suboptimal performance, including low student engagement and a lack of training to develop their performance. Furthermore, teachers' compensation is inadequate, which can impact their work motivation. Nevertheless, most teachers remain motivated by the desire to educate the nation's children, which fuels their noble mission.

THEORITICAL REVIEW

Performance is the desire and ability to create tangible work. Performance is related to a position, defined as the results achieved and related to the function of the position within a specific time period. Septian et al. (2020) explain that performance comes from the words job performance or actual performance (work achievement or actual achievement achieved by a person). Pedagogical competence is a type of competency that teachers absolutely must master. Pedagogical competence is essentially a teacher's ability to manage student learning. Pedagogical competence is a unique competency that distinguishes teachers from other professions and determines their students' learning.(Rahman, 2014)stated that pedagogical competence is the ability to manage learning, which includes planning, implementation and evaluation of student learning outcomes. Work motivation in each teacher can influence their performance. Therefore, with high motivation, teacher performance is achieved optimally. A person will be driven to act when there is a need within themselves (Harafea, 2020). Meanwhile, in the learning process, motivation is an important dynamic aspect, and motivation functions as a driver for students to carry out learning activities. Motivation is a drive for each individual, both internally and externally, which impacts the individual's work ability or work quality (Ahmad, 2021).

RESEARCH METHODOLOGY

The research location was Jl. Pahlawan No. 8, Limau Manis Village, Tj. Morawa District, Deli Serdang Regency. The object of research that the author will conduct in this study is the influence of pedagogical competence and motivation on teacher performance.

DATA ANALYSIS TECHNIQUES
t-test (Partial)

According to Ghozali (2016:98), the partial t-statistical test essentially shows how far the influence of one explanatory and independent variable individually in explaining the variation of the dependent variable. One way to conduct a partial t-test is by comparing the t-statistical value with the t-table.To test whether each independent variable significantly influences the dependent variable, the partial t-test can be seen using the following criteria:

1. Determine each hypothesis:
   a. Ho: The independent variable does not partially influence the dependent variable.
   b. Ha: The independent variable partially influences the dependent variable.
2. Compare the t-count value with the table:
   a. Ho is accepted if the calculated t < t-table, meaning that the independent variable individually has no effect on the dependent variable.
   b. Ho is accepted, if the calculated t > t-table, meaning that the individual independence has an influence on the dependent variable.
3. Determine the level of significance, namely 5% (0.05)
a. If the significance value is >0.05, it means that the hypothesis is rejected (the regression coefficient is not significant) the independent variable partially influences the independent variable.
b. If the significance value is <0.05, it means that the hypothesis is accepted (significant regression coefficient) that the independent variable partially influences the dependent variable.

F Test (Simultaneous)

According to Ghozali (2018:179), the simultaneous influence test is used to determine whether the independent variables simultaneously influence the dependent variable. The F-statistic test in this study uses a significance level or confidence level of 0.05, so the F-statistic test can be explained as follows:

1. If the significance probability value is <0.05, and f count > f table, then all independent variables have an effect on the dependent variable.
2. If the significance probability value > 0.05, and f count > f table, then all independent variables have no effect on the dependent variable.

Coefficient of Determination Test (R2)

According to Ghozali (2016:97), the coefficient of determination essentially measures the extent to which independent variables explain variations in the dependent variable. The coefficient of determination ranges between zero and one, or the range from 0 to 1. A small R2 value indicates that the independent variables' ability to explain variations in the dependent variable is very limited. A value close to one indicates that the independent variables provide almost all the information needed to predict variations in the dependent variable.

RESULTS AND DISCUSSION

Using the total sampling technique, the sample in this study was all 32 teachers of Nur Azizi Private Vocational School, Tanjung Morawa.

DATA NORMALITY TEST RESULTS

The normality test aims to test whether the disturbing or residual variables in the regression model have a normal distribution or not, namely by graphical analysis or statistical tests. In principle, normality can be detected by looking at the distribution of data (points) on the diagonal of the graph or by looking at the histogram of the residuals (Ghozali, 2018: 163).

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		32
Normal Parametersa,b	Mean	.0000000
	Standard Deviation	1.98750261
Most Extreme Differences	Absolute	.114
	Positive	.114
	Negative	-.076
Test Statistics		.114
Asymp. Sig. (2-tailed)		.200c,d

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Source: SPSS Processing Results 2025

Based on Table 5.11 above, the significance value is 0.200. This significance value is greater than 0.05, so it can be concluded that the tested data is normally distributed.

MULTICOLLINEARITY TEST RESULTS

The multicollinearity test aims to determine whether a regression model detects correlation between independent variables. If the independent variables are correlated with each other, then they are not orthogonal. To test for multicollinearity, the tolerance value or variance inflation (VIF) can be used. Common cutoff values used to indicate multicollinearity are:

1. Tolerance value ≤ 0.10 and VIF ≥ 10, then there are symptoms of multicollinearity.
2. Tolerance value ≥ 0.10 and VIF ≤ 10, then there are no symptoms of multicollinearity.

Multicollinearity Test
3. **Coefficientsa**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std.Error	Beta			Tolerance	VIF
(constant)	4,908	2,339		2,098	.045		
1. KP	.264	.125	.359	2.109	.044	.609	1,641
M	.341	.139	.417	2,454	.020	.609	1,641

a. Dependent Variable: K
Source: SPSS Processing Results 2025

It can be seen from table 5.12 above that the tolerance value is ≥ 0.10 and the VIF value is ≤ 10. So it can be concluded that there are no symptoms of multicollinearity between the two independent variables in this study.

MULTIPLE LINEAR REGRESSION CALCULATION TEST RESULTS

Multiple linear regression analysis is an analytical tool used to predict changes in the value of a particular variable when the variable changes. Multiple linear regression analysis in this study was conducted to determine the relationship between pedagogical competence (X1) and motivation (X2) on the dependent variable, namely teacher performance (Y).

Multiple Linear Regression Analysis Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std.Error	Beta		
(constant)	4,908	2,339		2,098	.045
1. KP	.264	.125	.359	2.109	.044
M	.341	.139	.417	2,454	.020

a. Dependent Variable: K
Source: SPSS Processing Results 2025

Based on the table above, the regression equation analyzes the influence of pedagogical competence and motivation on teacher performance, namely:

$$Y = a + b1x1 + b2x2 + ε$$
$$Y = 4.908 + 0.264X1 + 0.341X2 + ε$$

From the results of multiple linear regression it can be concluded that:
1. The constant (a) = 4.908 shows the constant value. Where if all independent variables have a value of zero (0), then the teacher's work motivation is 4.908.
2. The regression coefficient of Pedagogical Competence (X1) is 0.264, which means that if Pedagogical Competence is increased by one unit, Pedagogical Competence will also increase by 0.264.
3. The regression coefficient of Motivation (X2) is 0.341, which means that if Motivation is increased by one unit, teacher work motivation will also increase by 0.341.

t-Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std.Error	Beta		
(constant)	4,908	2,339		2,098	.045
1. KP	.264	.125	.359	2.109	.044
M	.341	.139	.417	2,454	.020

Based on the table above, the regression equation analyzes the influence of pedagogical competence and motivation on teacher performance, namely:

$$Y = a + b1x1 + b2x2 + \text{ɛ}$$
$$Y = 4.908 + 0.264X1 + 0.341X2 + \text{ɛ}$$

From the results of multiple linear regression it can be concluded that:

1. The constant (a) = 4.908 shows the constant value. Where if all independent variables have a value of zero (0), then the teacher's work motivation is 4.908.
2. The regression coefficient of Pedagogical Competence (X1) is 0.264, which means that if Pedagogical Competence is increased by one unit, Pedagogical Competence will also increase by 0.264.
3. The regression coefficient of Motivation (X2) is 0.341, which means that if Motivation is increased by one unit, teacher work motivation will also increase by 0.341.
4. The coefficient of determination essentially measures the extent to which independent variables can influence the variation of the dependent variable. A small R^2 value indicates that the independent variables' ability to influence the variation of the dependent variable is very limited or minimal.

RESULTS OF THE COEFFICIENT OF DETERMINATION (R2) TEST
R2 Determination Coefficient Test

Model Summary				
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.700a	.490	.454	2.05489
a. Predictors: (Constant), M.2, KP.1				
b. Dependent Variable: K.3				

Source: SPSS Processing Results 2025

Based on the SPSS output table "Model summary" above, the R Square (r2) value is 0.490. This value means that the influence of pedagogical competence and motivation variables on the performance of SMK Nur Azizi Tanjung Morawa teachers is 49.0%, while the remaining 39.0% (100%-49.0%) is influenced by other factors that were not studied. In other words, the variability in the performance of teachers at SMK Nur Azizi Tanjung Morawa can be explained by the variables of pedagogical competence and motivation by 49.0%, while the remaining 39.0% is influenced by other variables outside this study.

TEST RESULTS f

Model		Sum of Squares	df	Mean Square	F	Sig.
		ANOVA				
1	Regression	117,420	2	58710	13,904	.000b
	Residual	122,455	29	4,223		
	Total	239,875	31			

a. Dependent Variable: K
b. Predictors: (Constant), M.2, KP.1
Source: SPSS Processing Results 2025

Based on the SPSS "ANOVA" output table above, it can be seen that the calculated f value > f table, namely (13.904 > 3.33), and the significance value is 0.000 < 0.05. So H0 is rejected and H1 is accepted. This means that the pedagogical competence variable has a positive and significant effect on teacher performance.

CONCLUSION

Based on the results of research using quantitative methods regarding the Influence of Pedagogical Competence and Motivation on Teacher Performance at Nur Azizi Vocational School, Tanjung Morawa, the following conclusions can be drawn:

1. The Pedagogical Competence variable has a positive and significant effect on Teacher Performance at SMK Nur Azizi Tanjung Morawa.
2. The Motivation variable has a positive and significant effect on Teacher Performance at Nur Azizi Vocational School, Tanjung Morawa.
3. The variables of Pedagogical Competence and Motivation have a positive and significant effect on Teacher Performance at SMK Nur Azizi Tanjung Morawa.

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