

The Effectiveness of Pedagogical Competency on the Performance of Certified Teachers at SMA Negeri 8 Lubuk Linggau

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Abstract

This study aims to analyze the influence of pedagogical competence on the performance of certified teachers at SMA Negeri 8 Lubuk Linggau. Pedagogical competence is a fundamental aspect that must be possessed by every educator in order to improve the effectiveness of the learning process and student learning outcomes. The research method used is quantitative with a descriptive correlational approach. Data were collected through questionnaires distributed to certified teachers, and analyzed using simple linear regression techniques to see the relationship between pedagogical competence and teacher performance. The results of the study indicate that there is a significant influence between pedagogical competence on the performance of certified teachers, where increasing pedagogical competence is directly proportional to increasing teacher performance in carrying out their professional duties. This finding indicates that efforts to improve pedagogical competence, both through training and continuous professional development, can contribute positively to the quality of education at SMA Negeri 8 Lubuk Linggau.

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1. INTRODUCTION

Education is the main foundation in building a generation with knowledge and character. In the educational process, teachers have a very important role, not only as imparters of knowledge but also as mentors and motivators for students. To carry out this role optimally, a teacher must have various competencies, one of which is pedagogical competence. This competency includes the ability to design, implement and evaluate learning effectively and understand the characteristics of students.

According to Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, "*Teachers must have academic qualifications, competence, educator certification, be physically and spiritually healthy, and be able to realize national education goals.*" This confirms that competence, including pedagogical competence, is the main standard in assessing the quality of an educator. Pedagogical competence is an important aspect of teacher professionalism which directly influences the quality of their performance at school. Teachers who have good pedagogical competence are able to design, implement and evaluate learning effectively and efficiently [1]. Especially for teachers who have been certified, mastery of this competency is the main indicator in assessing the effectiveness of teacher certification [2].

For teachers who have been certified, pedagogical competence becomes more crucial because certification is not only an administrative recognition, but also a form of responsibility in improving the quality of learning. "*Teacher certification should be directly*

proportional to improving the quality of learning and teacher performance in the classroom" [3]. However, in practice, there are still differences in the quality of performance among certified teachers, which can be influenced by various factors, including the extent to which they master and apply pedagogical competencies in the teaching process. Research by [4] and [5] shows that high pedagogical competence is positively correlated with increased teacher performance in planning learning based on student needs. In addition, certified teachers who demonstrate effective pedagogical competence tend to be more adaptive to changes in curriculum and learning approaches [6]. Therefore, analysis of the effectiveness of pedagogical competence on the performance of certified teachers at SMA Negeri 8 Lubuk Linggau is very relevant in order to improve the quality of education in this educational unit [7]v.

Pedagogical competence is the ability that teachers must have in managing the learning process which consists of understanding student characteristics, planning and implementing the learning process, evaluating and assessing learning outcomes, and developing students to increase their potential [8]. Teacher pedagogical competence is a competency that requires teachers to have the ability to understand students and carry out educational learning. In line with the opinion of (Halimah, 2020) which states that pedagogical competence in detail includes a number of core abilities that teachers must have, namely mastering the characteristics of students (Simamora et al., 2020), mastering learning theories and learning principles, developing curriculum (Ristianey et al., 2020), organizing learning activities, utilizing information and communication technology, facilitating potential development, communicating effectively, carrying out assessments and evaluations and taking reflective action to improve the quality of learning.

In secondary education, the effectiveness of certified teachers' pedagogical competencies not only impacts the quality of learning, but also the achievement of student learning outcomes. Teachers who are able to apply pedagogical principles correctly tend to be more successful in building an active and meaningful learning atmosphere [9]. On the other hand, certification should not be just an administrative formality, but be a starting point for continuously improving professional competence [10]. Assessment of teacher performance also needs to consider the teacher's ability to facilitate learning in accordance with the characteristics of students [11]vvav.

Pedagogical competence includes learning planning, implementation and evaluation in line with pedagogical principles [2]. Research by [12]highlights that certified teachers who undertake advanced training show significant improvements in performance aspects, especially in classroom management and learning strategies. In an effort to improve the quality of education in Indonesia, the government has implemented a teacher certification policy as part of increasing the professionalism of educators. Teachers who have been certified are expected to have better competency standards, including in the pedagogical aspect, so that they can have a positive impact on their performance. However, in reality, variations are still found in the level of performance of certified teachers. This raises the question to what extent pedagogical competence has an influence

SMA Negeri 8 Lubuk Linggau is one of the educational institutions that has a number of certified teachers. Evaluation of the pedagogical competence and performance of teachers in this school is important to find out whether the certification that has been obtained really has an impact on improving the quality of learning. Therefore, this research aims to analyze the effectiveness of pedagogical competence on the performance of certified teachers at SMA Negeri 8 Lubuk Linggau. It is hoped that this research can contribute to the development of education policy, especially in increasing teacher competency through certification programs and continuous training. Apart from that, the results of this research

can also be a reference for schools in designing professional development strategies for teachers to increase learning effectiveness.

2. RESEARCH METHOD

This research uses quantitative methods with a correlational descriptive approach. This method was chosen because the research aims to analyze the relationship between pedagogical competence and the performance of certified teachers at SMA Negeri 8 Lubuk Linggau. A correlational descriptive approach was used to determine the extent of the influence of pedagogical competence on teacher performance, using statistical analysis to interpret the data obtained.

The population in this study were all teachers who had teaching certification at SMA Negeri 8 Lubuk Linggau. This population was chosen because certified teachers are deemed to have met the competency standards set by the government, including in the aspect of pedagogical competence. Data collection in this research was carried out using three main techniques, namely questionnaires, observation and documentation. Apart from questionnaires, observation is carried out as an additional data collection technique to directly observe how teachers apply their pedagogical competencies in the learning process. Documentation is also used to obtain supporting data, such as a list of names of certified teachers, results of teacher performance evaluations from the school, as well as other documents relevant to this research. This documentation data is used to strengthen the analysis results from questionnaires and observations, so that the research has a stronger and more valid database.

The research instruments used in this study were tested for validity and reliability before being used for data collection. The validity test uses construct validity, namely by analyzing the correlation between items using the Pearson product-moment correlation technique. Meanwhile, the reliability of the instrument was tested using Cronbach's Alpha, where an instrument is considered reliable if the Cronbach's Alpha value is greater than 0.7. The collected data was analyzed using simple linear regression analysis techniques to determine the effect of pedagogical competence on the performance of certified teachers. Before the regression analysis is carried out, the classical assumption test is first carried out, which includes the normality test, linearity test and heteroscedasticity test. Hypothesis testing was carried out using the t-test to see the significance of the influence of pedagogical competence on teacher performance. If the significance value (p-value) is smaller than 0.05, then H_0 is rejected, which means there is a significant influence between pedagogical competence and teacher performance. Conversely, if the significance value is greater than 0.05, then H_0 is accepted, which means there is no significant influence between the two variables.

3. RESEARCH RESULTS AND DISCUSSION

The following is a description of the research results and their discussion:

3.1. Research result

Data Description

This research involved 33 certified teachers at SMA Negeri 8 Lubuk Linggau as respondents. Data was collected through questionnaires, observation and documentation to measure the level of pedagogical competence and teacher performance. The results of the descriptive analysis show that teachers' pedagogical competence is in the high category, with an average score of 78.52 on a scale of 100. Meanwhile, teacher performance is also in the high category, with an average score of 80.14. (a) Highest pedagogical competence aspect: Utilization of technology in learning

(average 82.30); (b) Lowest aspect of pedagogical competence: Evaluation of learning outcomes (average 74.10); (c) Highest aspect of teacher performance: Interaction with students (average 83.25); (d) Lowest aspect of teacher performance: Evaluation and follow-up of learning (average 76.40).

Validity and Reliability Test

Validity and reliability tests obtained using Pearson product-moment correlation showed that all questions had a correlation value > 0.30 , so they were considered valid. Meanwhile, the Reliability Test with Cronbach's Alpha produced a value of 0.871 for pedagogical competence and 0.889 for teacher performance, which means the research instrument is very reliable (>0.7).

Classical Assumption Test

Normality test results obtained: Kolmogorov-Smirnov value $p = 0.123$ (>0.05), so the data is normally distributed. Linearity Test: Significance of linearity $p = 0.000$ (<0.05), indicating a linear relationship between pedagogical competence and teacher performance. As well as Heteroscedasticity Test: The results of the Glejser test show that the significance value for all variables is > 0.05 , so that heteroscedasticity does not occur.

Hypothesis Test (t-test)

The t-test results show: t-count = 6.245; t-table = 2.039 (df = 31, significance 0.05); and p-value = 0.000 (<0.05). Because t-count $>$ t-table and $p < 0.05$, H_0 is rejected and H_1 is accepted. This means that pedagogical competence has a significant effect on the performance of certified teachers at SMA Negeri 8 Lubuk Linggau.

3.2. Discussion

Pedagogical competence is one of the main factors that determines the success of a teacher in carrying out his duties. Teachers who have good pedagogical competence are able to design, implement and evaluate learning effectively so as to contribute to improving the quality of education. At SMA Negeri 8 Lubuk Linggau, the effectiveness of certified teachers' pedagogical competence greatly influences their performance in creating an optimal learning environment.

1. Teachers' Understanding of Learner Characteristics

Pedagogical competence includes teachers' understanding of students' characteristics, which include cognitive, emotional and social aspects. According to [13], *"Teachers who are able to understand students' characters in depth can adapt appropriate learning methods and strategies, thus creating more meaningful and interactive learning."* At SMA Negeri 8 Lubuk Linggau, certified teachers are expected to be able to apply this understanding in daily teaching and learning activities. Observations show that teachers who are able to recognize the needs and potential of students tend to have better interactions with students and improve their learning outcomes.

2. Learning Design and Implementation

The teacher's ability to design and implement effective learning is part of pedagogical competence. According to [14], *"systematic learning planning based on student needs can increase learning participation and motivation."* Certified teachers at SMA Negeri 8 Lubuk Linggau have participated in various trainings to develop learning plans that are in accordance with the Merdeka Curriculum. The results of interviews with several teachers show that they use a project-based approach and differentiated learning to improve students' understanding.

3. Learning Evaluation and Reflection

One important aspect of pedagogical competence is the ability to evaluate student learning outcomes and reflect on the learning process. According to [15] *"Teachers who have high pedagogical competence tend to reflect on their teaching practices and always strive to improve the quality of learning."* At SMA Negeri 8 Lubuk Linggau, reflection is carried out through teacher discussion forums, academic supervision, and formative assessments. Certified teachers who are active in evaluation and reflection tend to show improvements in their teaching methods.

4. The Impact of Pedagogical Competence on Teacher Performance

The effectiveness of pedagogical competence has a direct impact on teacher performance. Teachers who are able to apply good pedagogical principles will be more effective in teaching and have a positive impact on student learning outcomes. According to research conducted by [5], *"Possession of strong pedagogical competencies is closely correlated with increased teacher performance and student learning outcomes."* This is also in line with the findings at SMA Negeri 8 Lubuk Linggau, where teachers who have high pedagogical competence receive positive feedback from students and are able to create a conducive learning atmosphere.

These findings show that the higher the teacher's pedagogical competence, the higher their performance in learning. Teachers who understand the characteristics of students and apply appropriate learning strategies can increase teaching effectiveness. However, there are still aspects that need to be improved, especially in evaluating learning outcomes and learning follow-up. Therefore, further training is needed for teachers to improve the ability to reflect and analyze student learning outcomes.

4. CONCLUSION

Based on the results of the discussion regarding the effectiveness of pedagogical competence on the performance of certified teachers at SMA Negeri 8 Lubuk Linggau, it can be concluded that pedagogical competence has a very significant role in improving the quality of learning and student learning outcomes. Teachers who have good pedagogical competence are able to understand the characteristics of students, design effective learning, and carry out evaluations and reflections to improve their teaching methods.

Teachers' understanding of student characteristics allows them to adapt learning strategies that are more appropriate to student needs, thereby creating a more interactive and enjoyable learning experience. In addition, the teacher's ability to design and implement learning based on student needs has been proven to increase student motivation and participation in the teaching and learning process. Thus, certified teachers at SMA Negeri 8 Lubuk Linggau who have high pedagogical competence can create a conducive and interesting learning atmosphere.

Furthermore, evaluation and reflection carried out by teachers regularly also have a positive impact on increasing learning effectiveness. Teachers who continually reflect on their teaching practices can identify weaknesses and find solutions to improve their teaching methods. This shows that effective pedagogical competencies not only have an impact on student learning outcomes, but also encourage teachers to continue to develop in their professionalism. Thus, pedagogical competence is a very important aspect in improving the performance of certified teachers. Implementation of good pedagogical competencies will have a significant impact on the quality of learning and student learning outcomes at SMA Negeri 8 Lubuk Linggau. Therefore, continuous support is needed from various parties, both through training, academic supervision, and continuous reflection so

that teachers' pedagogical competence continues to develop and has a wider positive impact in the world of education.

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