

## The Influence of Work Motivation on Teacher's Pedagogical Competence

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**ABSTRACT.** A teacher's pedagogical competence is the ability to manage students' learning processes by the applicable foundation. The problem in this study is teacher motivation and pedagogical competence in Limited Face-to-Face Learning activities during the Covid-19 pandemic. This study employs quantitative methods and research instruments such as questionnaires and interviews. This study's sample comprised 46 public junior high school teachers from the Pancoran district in South Jakarta. The sampling technique was carried out using a proportional random sampling technique. According to the study's findings, there is an influence of teachers' work motivation on teachers' pedagogical competence. The teacher's work motivation variable has a 27.0% influence on the teacher's pedagogical competence. Thus, teachers are expected to constantly increase work motivation by maximizing their pedagogic competencies, mainly as face-to-face learning prevails, as before the pandemic. Students' enthusiasm for learning will also rise, resulting in a linear increase in student achievement.

**Keywords:** *Pedagogical competence, motivation, limited face-to-face learning*

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### INTRODUCTION

It was grounded in Indonesian law no. 14 of 2005 on Teachers and Lecturers, it is explained that four competencies must be mastered by a teacher, namely pedagogical competence, personality competence, social competence, and professional competence. These four pedagogical competencies are obtained through professional education. Wahyudi (2012) says that pedagogical competence is the ability of a teacher to manage students' learning which includes; understanding students, designing and implementing learning, evaluating learning, and developing students to actualize the various competencies they have. In addition, pedagogical competence can also be interpreted as the ability of teachers concerning theoretical mastery and the process of its application in learning, both in managing learning by designing and implementing the learning process by the applicable educational foundation, as well as the ability to develop the student's potential (Supriyono, 2011). From the two statements, it can be concluded that pedagogical competence is a teacher's ability to manage students' learning process in accordance with the applicable foundation.

Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2007 concerning the Standards for Academic Qualifications and Teacher Competencies states that

there are 37 pedagogic competencies for junior high school subject teachers. These competencies are summarized into ten core competencies that teachers must master. These competencies include student mastery and learning theory, curriculum development, implementation of learning, facilitation of student potential, utilization of technology facilities, mastery of communication, implementation of evaluations, utilization of research results, and development of learning quality. Applying all teachers' pedagogical competence standards takes work, especially when the education situation in the world, especially in Indonesia, is being tested by the Covid-19 pandemic.

The spread of the Coronavirus or Covid-19 still haunts the world, even though the Indonesian government determined the case as an extraordinary event in March 2020; in fact, the spread of the virus is still happening and even undergoes various mutations. Since then, all sectors of life have changed, one of which is education. Education is one of the sectors most significantly affected by the spread of the Coronavirus (Purwanto *et al.*, 2020). The delay in the education process caused by emergency government regulations has made many students in Indonesia experience "learning loss." The Education and Development Forum (2020) explains that learning loss is when students lose knowledge and skills, either in general or in particular, or a decrease in academic achievement, which occurs due to a prolonged gap or discontinuity of the educational process. It is undoubtedly very worrying, but this phenomenon cannot be avoided and must be addressed immediately. Therefore, as the person in charge of managing education in Indonesia, the Minister of Education and Culture in March 2020 issued Circular Letter 4 of 2020 concerning implementing Educational Policies during the Emergency Period for the Spread of Covid-19. Through the letter, the Minister of Education instructed to change the learning method from conventional or face-to-face to distance or online learning methods (Dewi, 2020).

Online learning is an innovation in education that involves elements of information technology in learning activities (Fitriyani *et al.*, 2020). Various digital platforms, such as learning media, are needed to run online learning. In connection with the use of digital platforms as learning media, teachers must master these various digital platforms so that learning activities can take place correctly. However, in practice, teachers face various challenges, such as unstable internet signals, enormous data package costs, difficulty carrying out learning that embraces all aspects of student development online, and difficulty conducting in-person assessments. Teachers in the learning process face limitations during the pandemic that causes a decrease in teacher teaching motivation and also teachers' achievement in pedagogic competencies. The points of pedagogical core competencies that teachers in schools should maximize will undergo many changes. One of them is that teachers find it challenging to understand students' abilities because of the distance between students and teachers.

Seeing the considerable challenges in the online education process and considering the current health condition in Indonesia, the government, through the Ministry of Education, began to venture to hold a face-to-face but limited learning program known as the Limited Face-to-face Program (in Bahasa, PTMT). With the implementation of PTMT, the behavior of unenthusiastic students during online learning can be hindered, and subject matter that is difficult to understand due to limited time and means of delivery or asking questions can be understood. The PTM currently being carried out in Indonesia applies the Blended Learning model, learning that combines various web-based technologies to achieve educational goals (Driscoll, 2002). At the same time, the two learning methods being employed are PTMT learning and online learning.

PTMT during a pandemic like this is a challenging thing to implement. Everything requires adaptation in terms of educators, students, parents, and supporting facilities to carry out the learning program. The primary key to adapting to new habits is implementing a way of life that will direct the creation of new lives and habits accompanied by applying strict health protocols (Prabawati, 2020). The new pandemic habits include using masks, and hand sanitizers, maintaining a sitting distance between students, avoiding handshakes between students and teachers, and shorter learning time, as well as other things that support mutual safety. Meanwhile, the regional

zone for implementing PTMT is an area with a green zone under the supervision of the local Covid-19 task force.

The number of challenges the teacher faces will undoubtedly affect the spirit or motivation of the teacher. Therefore, to face various challenges in carrying out their duties and obligations, teachers need strong motivation that comes from within themselves. Motivation is a force or drive that moves people to behave, think, and feel the activities they do (King, 2017). According to Winardi (2011), motivation is an individual's desire to take action. Thus, motivation is the driving force in humans that causes them to do something.

Meanwhile, according to Sedarmayanti (2011), motivation is a willingness to spend a high level of effort toward organizational goals conditioned by the ability of efforts to meet individual needs. In essence, motivation is the driving force, desire, need, and will. This need will ultimately underlie a person's behavior to do something. In terms of organizational structure, motivation can be interpreted as "motivating," which implicitly means that the leader of an organization among his subordinates can provide guidance, instructions, advice, and corrections when needed (Siagian, 2012).

The teachers' immense motivation will significantly impact the learning process in the classroom and vice versa. Motivation at work can also affect the development of the ability or competence to teach teachers in the classroom and can positively impact the development of students. One of the related competencies is Pedagogical competence. Pedagogical competence is one of the competencies a teacher must possess since teachers are the main actors in the learning process. Thus, they are required to be able to master and be able to apply these competencies properly and effectively.

The role of a teacher as the spearhead of education during the Covid-19 pandemic is undoubtedly massive. The achievement of educational goals during this pandemic depends on the competence and motivation of teachers to motivate students to stay enthusiastic about learning even though the pandemic has set limitations on education, such as limited face-to-face learning activities. The limited time students have to meet face-to-face, interact and learn together in class makes them rely heavily on the teacher's ability to deliver learning materials to understand the material as a whole. Also, in this case, the teacher is required to be creative and innovative. The implementation of this noble task requires high achievement motivation from the teacher. The low motivation of teachers will affect teachers' pedagogical competence and ultimately affect the achievement of educational goals. Therefore, this study aims to determine how much influence work motivation has on the development of pedagogical competence of state junior high school teachers in face-to-face learning during the Covid-19 Pandemic.

## **METHOD**

The method used in this study is a survey method with a simple linear regression analysis technique. This technique is used to obtain facts and seek factual information through a quantitative approach to test the hypothesis: the presence or absence of the influence of work motivation (X) as the independent variable on the development of pedagogic competence (Y) as the dependent variable. The population of this research is the teachers of state junior high schools in Pancoran, South Jakarta. The population in this study was 80 teachers, with a sample of 46 teachers selected using a simple random sampling technique so that everyone had the same opportunity to be the sample. Data was collected through questionnaires and interviews with teachers.

Regression analysis is an analytical technique to test whether or not there is an influence between the independent variables on the dependent variable. This analysis is also very typical for correlation research. Correlation analysis is conducted to measure the strength of the relationship between the independent variable and the dependent variable. In order for the results of the decision

can be justified, the correlation coefficient needs to be tested for significance. The criteria for testing the hypothesis are if value > table, then H0 will be rejected, whereas if value table, then H0 will be accepted with a significance level ( $\alpha$ ) of 5%.

## RESULT AND DISCUSSION

### Result

Based on the results of this study, it can be seen that the demographic characteristics of the respondents that the majority had female sex; this was proven by the number of 26 people or around 56.52% of the total respondents shown in the following Table 1:

Table 1. Respondent's Gender

No.	Gender	Amount	Percentage
1.	Male	20	43.48%
2.	Female	26	56.52%
Total		46	100%

Meanwhile, the majority of the respondents in this study ranged in age from 31 to 35 years, about 16 people or 34.78% of all respondents:

Table 2. Respondent's Age

No.	Age Range	Amount	Percentage
1.	21 – 25	3	6.52%
2.	26 – 30	4	8.70%
3.	31 – 35	16	34.78%
4.	36 – 40	14	30.43%
5.	41 – 45	9	19.57%
Total		46	100%

While for the educational level of the majority of respondents who have completed a bachelor's degree (S1), around 33 people, and the remaining 13 people have completed a master's degree (S2), as shown in the Table 3 below:

Table 3. Respondent's Educational Level

No.	Level Degree	Amount	Percentage
1.	Bachelor	33	71.74%
2.	Master	13	28.26%
Total		46	100%

Furthermore, the following table shows data regarding the length of time being a teacher; the majority of respondents have taught between 6 and 10 years, namely 24 people or 52.17% of the total respondents:

Table 4. Respondent's Length of Work

No.	Length	Amount	Percentage
1.	1 - 5	14	30.43%
2.	6 - 10	24	52.17%
3.	11 - 15	8	17.39%
Total		46	100%

Table 5. Regression Koefisien

Model		Unstandardized Coefficients	
		B	Std. Error
1	(Constant)	33.563	11.604
	Work Motivation	.524	.140
a. Dependent Variable: Pedagogical competence			

From the table above, it can be seen that the simple linear regression equation formed is as follows:

$$Y = 33.563 + 0.524 X$$

Therefore, based on this equation, it can be explained that:  $a$  = Constanta = 33.563. This number shows the value of teachers' pedagogical competence (Y), which was not influenced by work motivation (X). Suppose work motivation = 0, and the teacher's pedagogical competence is 33.563. It shows other factors that influence pedagogical competence other than work motivation.  $b$  = value of regression coefficient = 0.524. The value shows that there are two ways of work motivation influencing (X) pedagogical competence (Y). It means if work motivation increases, the pedagogical competence will also increase by 0.524, assuming the value of work motivation is constant or does not change.

Table 2 T-Test Result

Model	t	Sig.
1 (Constant)	2.892	.007
Work Motivation	3.737	.001

a. Dependent Variable: Pedagogical Competence

H0: There is no influence of work motivation (X) on pedagogical competence (Y)

H1: There is an influence of work motivation (X) on pedagogical competence (Y)

Based on table 2, the T-test analysis result shows: The value of work motivation significance (X) of .001 is less than  $\alpha = .05$  (.001 < .05), therefore the H0 is rejected and H1 is accepted. The conclusion can be drawn that work motivation influence the teachers' pedagogical competence.

Table 3 F-Test Result

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	633.867	1	633.867	13.964	.001 <sup>b</sup>
Residual	1543.355	34	45.393		
Total	2177.222	35			

a. Dependent Variable: Pedagogical Competence

From the F-Test result, it is acknowledged that the F value of 13.964 with a significance value of .001<sup>b</sup> with a significance value is less than  $\alpha = .05$  (.001<sup>b</sup> < .05). Thus, it can be drawn that the regression model used is qualified.

Table 4 Determination Coefficient Test Result (R<sup>2</sup>)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.540 <sup>a</sup>	.291	.270	6.737

a. Dependent Variable: Pedagogical Competence

Based on the Determination Coefficient Test Results (R<sup>2</sup>) table, the value of the coefficient of determination R<sup>2</sup> is .270, which can be seen from the Adjusted R Square column. This value explains that the work motivation variable influences pedagogical competence by 27%, while the remaining 73% is influenced by other variables not examined in this study.

## Discussion

The research was conducted during the transitional period of the Covid-19 pandemic since world health conditions improved when people were vaccinated. The learning process was previously only done online and was then added to limited face-to-face meetings. Learning was carried out by applying the health protocols the Ministry of Health set in schools that meet face-

to-face requirements. Limited face-to-face learning has an impact on teacher work motivation since teachers must prepare energy to be able to interact with students online and offline. In addition to preparing energy, teachers must also be more skilled in using learning media so that students, both online and offline, can understand the subject equally. Therefore, in preparing to learn, teachers require high work motivation to maximize their competencies. The t-test is in the form of a work motivation significance value of 0.001 smaller than  $= 0.05$  ( $0.001 < 0.05$ ), so  $H_0$  is rejected, and  $H_1$  is accepted, which means that there is an influence between work motivation on teacher pedagogical competence.

On the other hand, work motivation affects the pedagogical competence of teachers. It is supported by research conducted by König and Rothland (2012). The research was conducted on 1287 teachers who are students majoring in Educational Sciences at the University of Erfurt, Germany. In addition, these findings also explain that teachers' work motivation and pedagogical competence influence career development.

## CONCLUSION

There is an influence of work motivation on the development of pedagogical competence of teachers of SMP Negeri Pancoran District in face-to-face learning during the Covid-19 pandemic. This finding concludes that there is an influence between work motivation on teacher pedagogical competence. The work motivation variable influences pedagogic competence by 27%. Seeing the increasing Covid-19 sloping case and the improving world health conditions, starting the subsequent school year, learning will be carried out face-to-face like before the pandemic. Face-to-face learning requires teacher work motivation because it will affect the teacher's pedagogical competence, which will also affect students' quality and success in the learning process. Students' quality will improve as student achievement increases in academic or non-academic fields, and good-quality graduates will be delivered if teachers have high work motivation. Therefore, it is hoped that teachers continue to increase work motivation, especially when face-to-face learning is reapplied officially. It is hoped that other researchers can develop this research by adding other variables, such as principal leadership, teacher professionalism, and the work environment that can affect teacher pedagogical competence, and do so in the broader population using other research designs.

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