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ANALYSIS OF TEACHERS' PEDGOGIC COMPETENCE ON QUALITY OF EDUCATION THROUGH LEARNING QUALITY AND LEARNING INNOVATION AT UPTD SMK TWIKRAMA MAMUJU, MAMUJU DISTRICT

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Abstract

This study aims to determine and analyze the effect of teacher pedagogic competence on the quality of education through learning innovation and the quality of learning at the UPTD SMK Twikrama Mamuju, Mamuju Regency. This research was carried out at the UPTD SMK Twikrama Mamuju, Mamuju Regency, lasting approximately two months (June to July 2020). The population of this research is all students as much as 146 students. Sampling using the total sampling method, so that the sample in this study were 146 students. Data collection was carried out through observation, interviews, questionnaires, and documentation. This study uses path analysis. The results of the study show that improving the quality of education is more capable of being optimized by learning innovations carried out in schools where mastery of teaching materials students want from their teachers to be more innovative in teaching lessons and providing approaches, methods and objective assessments. The quality of education is reflected in changes in the pattern of learning that is carried out and is not limited to teacher competence and also the quality of learning, but the most important thing is innovation in learning. Learning quality and learning innovation as intervening variables are quite good at moderating the relationship between teacher pedagogical competence and education quality.



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Keyword :

Pedagogic competence, learning quality, learning innovation, education quality Dewan

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1 Introduction

Education is an absolute tool that is used to create a civil society that is able to master, develop, control and utilize science and technology. The purpose of national education according to RI Law no. 20 of 2003 concerning the National Education System that "national education functions to develop capabilities and form dignified national character and civilization in the context of educating the nation's life.

In order to realize quality education, the role of teacher competence is very important. Teachers as educators and instructors are a determining factor for success in education. Therefore, discussions about the curriculum, the provision of teaching equipment to the needs of existing human resources tend to be oriented towards an

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educator or teacher. This emphasizes that in education the teacher has a very large role (Hunt, 1999).

In addition, the quality of learning also plays a role in creating quality in education. As a teacher or educator, they have very essential roles in learning activities in order to direct and determine various learning activities. Teaching and learning activities are pursued and directed at achieving goals in the education system as previously planned, not only limited to formalities but also emphasizing aspects of the ability of a person with various activities and tasks assigned to him. Doyle in (Danim, 2004) argues that there are two roles of education in learning activities, namely determining the level of order (establishing order) and also providing facilities in learning activities (facilitating learning).

As a teacher who is directly involved in learning activities, the teacher has a very important role and is a determinant of the quality of learning and increasing learning achievement for their students. One level of ability that should be owned and mastered by a teacher in this regard is how to provide good teaching so that the objectives of the lesson can be achieved as much as possible. In this regard, it is the level of mastery of the material and the approach used or the appropriate teaching technique by determining the achievement of the learning objectives. Likewise in the learning process, in order to achieve the objectives of the learning activity, it is necessary to develop a concept and strategy so that these objectives can be achieved optimally. Without the right strategy used, it will be difficult to achieve the desired goals (Sanjaya, 2010).

Another thing in supporting the quality of education is the existence of innovations that continue to develop in the learning process, these innovations are something new in certain social situations and are used to answer or solve a problem. Meanwhile, learning innovation can be interpreted as a new effort in the learning process, using various methods, approaches, facilities and an atmosphere that supports the achievement of learning objectives. According to (Hasbullah, 2001), that "new" in innovation is anything that has not been understood, accepted or implemented by the recipient of the innovation. Learning innovation is something that must and is important to do for an educator. Through innovation in learning activities, an educator can learn to create learning conditions that are dynamic, exciting, fun, passionate and face challenges.

Twikrama Mamuju Vocational School is a vocational school with B accreditation which aims to strengthen skills development. The low achievement of learning objectives is due to the application of a teaching and learning system that still maintains the concept of one-way learning. In addition, there is a paradigm or perspective that exists today where learning activities are the same as writing and the availability of books, and that has indirectly killed creativity for an educator or teacher.

This research answers the question about educational innovation at Twikrama Mamuju Vocational High School that in general pedagogic competence is still not optimal in supporting the expected quality of education. The quality of learning and learning innovation as variables that are considered important to support the achievement of educational innovations. Based on this, the researchers tried to test the quality of learning and learning innovation as intermediary variables between pedagogical competence and educational quality.

H1: Teacher pedagogic competence has a positive and significant effect on the quality of learning at the UPTD SMK Twikrama Mamuju, Mamuju Regency.

H2: Teacher pedagogical competence has a positive and significant effect on learning innovation at the UPTD SMK Twikrama Mamuju, Mamuju Regency.

H3: Teacher pedagogical competence has a positive and significant effect on the quality of education at the UPTD SMK Twikrama Mamuju, Mamuju Regency.

H4: The quality of learning has a positive and significant effect on the quality of education at the UPTD SMK Twikrama Mamuju, Mamuju Regency.

H5: Learning innovation has a positive and significant effect on the quality of education at the UPTD SMK Twikrama Mamuju, Mamuju Regency.

H6: Teacher pedagogical competence has a positive and significant effect on the quality of education through the quality of learning at the UPTD SMK Twikrama Mamuju, Mamuju Regency.

H7: Teacher pedagogic competence has a positive and significant effect on the quality of education through learning innovation at the UPTD SMK Twikrama Mamuju, Mamuju Regency.

2 Research Method

This study uses a quantitative approach and causality design. This study involved a sample of 146 students. The sampling technique uses total sampling so that the entire population is used as the research sample. Data analysis using path analysis.

3 Result and Discussion

Result

This study uses path analysis. This research shows 3 different pathway models. The results of the validity test on each variable show that all indicators are valid for each variable. This is evidenced by the value of the corrected item-total correlation (Sugiyono, 2017), so that items are considered to fulfill as shown in table 1.

Table 1. Test the Validity of the questionnaire

Kompetensi Pedagogik Guru (X)			
Item/Indikator	Corrected Item-Total Correlation	r-kritis	Kesimpulan
X.1	.549	.30	Valid
X.2	.443		
X.3	.573		
X.4	.613		
Kualitas Pembelajaran (Y1)			
Y1.1	.382	.30	Valid
Y1.2	.379		
Y1.3	.723		
Y1.4	.432		
Y1.5	.670		
Y1.6	.308		
Inovasi Pembelajaran (Y2)			
Y2.1	.425	.30	Valid
Y2.2	.524		
Y2.3	.450		
Y2.4	.507		
Y2.5	.577		
Mutu Pendidikan (Z)			
Z.1	.466	.30	Valid

Z.2	.620		
Z.3	.474		
Z.4	.530		

Based on the results of the validity test of the questionnaire from the 4 variables of this study, namely Teacher Pedagogic Competence (X), Learning Quality (Y1), Learning Innovation (Y2), and Educational Quality (Z), all of them are valid so they are feasible to continue in the reliability test.

Furthermore, the reliability test aims to find out how far a measuring instrument can be relied upon or trusted (Sugiyono, 2017). The results of the reliability test for all question items from each variable are reliable if the Cronbach Alpha value is > 0.6 (Ghozali, 2018). The results of the variable reliability testing in this study were declared reliable as shown in the following table:

Table 2. Reliability test

Variabel	Cronbach Alpha	Kesimpulan
Kompetensi Pedagogik Guru (X)	.879	Reliabel
Kualitas Pembelajaran (Y1)	.783	Reliabel
Inovasi Pembelajaran (Y2)	.712	Reliabel
Mutu Pendidikan (Z)	.752	Reliabel

Based on the results of the reliability test, it is known that the Cronbach's Alpha value for all variables is above 0.60. Therefore, all variables show reliable values and pass for the next test. This shows that the variables in this study are all reliable.

Research data analysis refers to the pattern of relationships between variables from the independent variable to the dependent or intervening variable in accordance with the conceptual framework that has been shown in the previous chapter. The results of data analysis in this study are divided into 3 paths, which can be described in full as follows:

Effect of Teacher Pedagogic Competence (X) on Learning Quality (Y1)

Table 9. Effect of X on Y1

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.714	1.421		9.648	.000
	Kompetensi Pedagogik Guru (X)	.713	.086	.570	8.327	.000
a. Dependent Variable: Kualitas Pembelajaran (Y1)						

Sumber: Hasil olahan data, 2022

From table 9 the following equation can be obtained:

$$Y1 = 0.570X + e1$$

Based on the path analysis, the path coefficient (α_1) = 0.570 and a significance level of 0.000 means that it has a significant effect (Sig < 0.05). Thus, Teacher Pedagogic Competence (X) has a significant positive effect on Learning Quality (Y1). This research is supported by (Fransiska, 2016) who concluded in her research that teacher competence has a positive and significant effect on the quality of learning. Likewise (Sobandi, 2010). However, different findings were shown by (Werdayanti, 2008) in his research that teacher competence has no significant effect on the quality of learning. Develop the ability of learning technology to achieve the quality of learning itself. Research on pedagogic competence has provided a deep understanding of encouraging teachers'

abilities to prioritize mastery of teaching materials that can be accepted by students, maintain good learning management skills, understand student character so that it has an impact on the quality of learning that is able to prioritize systematic and contextual learning. The quality of learning is always related to the teacher and pedagogical competence guarantees the implementation of systematic and contextual learning, teachers with technological skills in learning, understand student character and manage learning.

Effect of Teacher Pedagogic Competence (X) on Learning Innovation (Y2)

Table 11. Effect of X on Y2

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.879	1.305		9.102	.000
	Kompetensi Pedagogik Guru (X)	.536	.079	.494	6.819	.000

a. Dependent Variable: Inovasi Pembelajaran (Y2)

Sumber: Hasil olahan data, 2022

From table 11 the following equation can be obtained:

$$Y2 = 0.494X + e2$$

Based on the path analysis, the coefficient value (α_2) = 0.494 and a significant level of 0.000 is obtained, which means it is significant ($\text{Sig} < 0.05$). Thus, the variable Teacher Pedagogic Competence (X) has a significant positive effect on Learning Innovation (Y2). This research is supported by (Retnowati, 2014) and (Khursdi & Ansari, 2012) where teacher competence has a positive and significant effect on teacher innovation creativity. Likewise (Lee, 2018; Naz, 2017) concluded that the results were significant, but different from research (Sitthisomjin & et al, 2018) which concluded that the results were not significant for teacher competency in learning innovation. Learning innovation is developing mastery of materials in the teaching and learning process, as a strategic step to achieve better student learning targets, and teacher support with their abilities both theoretically and practically can increase learning innovation. The managerial implication of this research is that learning innovation is influenced by teacher pedagogic competence, where teachers with the ability to utilize learning technology, understand student character and learning management lead to better learning innovation achievement, especially in mastering teaching materials/materials.

Effect of Teacher Pedagogic Competence (X), Learning Quality (Y1) and Learning Innovation (Y2) on Education Quality (Z)

Tabel 13. Effect of X, Y1 and Y2 on Z

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.088	1.238		3.302	.001
	Kompetensi Pedagogik Guru (X)	.183	.069	.211	2.673	.008
	Kualitas Pembelajaran (Y1)	.151	.058	.217	2.589	.011
	Inovasi Pembelajaran (Y2)	.288	.063	.360	4.539	.000

a. Dependent Variable: Mutu Pendidikan (Z)

Sumber: Hasil olahan data, 2022

From table 11 the following equation can be obtained:

$$Z = 0.211X + 0.217Y1 + 0.360Y2 + e3$$

Teacher Pedagogic Competence (X) on Education Quality (Z)

As the table above obtained the coefficient value (β_1) = 0.211 and a significant level of 0.008 which means it is significant (Sig < 0.05). Thus, the variable Teacher Pedagogic Competence (X) has a significant positive effect on the Quality of Education (Z). This research is supported by (Amalia, 2018; Devi & et al, 2018; Hasmah, 2017; Sari, 2015) where teacher competence has a significant positive effect on the quality of education. The teacher as the main actor in fostering, directing and mediating learning achievement is very important in achieving sustainable quality education. Research on the quality of education has provided an understanding of the importance of the teacher's role with its pedagogical competence in order to be able to provide approaches that address students' needs and produce the expected outcomes of both educational institutions, schools, students and society at large.

Quality of Learning (Y1) to Quality of Education (Z)

As in the table, the coefficient value (β_2) = 0.217 and a significant level is 0.011, which means it is significant (Sig < 0.05). Thus, the variable Quality of Learning (Y1) has a significant positive effect on Quality of Education (Z). This research is supported by (Bassi & et al, 2019; Fitriana, 2018; Mukhid, 2007; Witasoka, 2013) that the quality of learning has a positive and significant effect on the quality of education. The quality of education through the quality of learning can be influenced by the application of quality learning that is oriented towards the needs of schools/education, and this can be seen from the teacher's role in presenting the concept of providing appropriate learning materials in a systematic and contextual pattern so that the impact is good mastery of the material on students.

Learning Innovation (Y2) on Education Quality (Z)

As shown in the table, the coefficient value (β_3) = 0.360 and a significant level of 0.000 means significant (Sig < 0.05). Therefore, that the Learning Innovation variable (Y2) has a positive and significant effect on the Quality of Education (Z). This research is supported by (Bunyamin, 2013; Dewi, 2018; Nafisah, 2018; Suprdiadi, 2017) concluded that learning innovation has a positive and significant effect on the quality of education. The quality of education with learning innovation has a strong relationship in that learning innovation guarantees changes that occur in the teaching and learning process with the main goal of producing a sustainable impact from the strategies that are built.

4 Conclusions

Based on the results of the research, it can be concluded that improving the quality of education is more capable of being optimized by learning innovations carried out in schools where mastery of teaching materials students want from their teachers to be more innovative in teaching lessons and providing approaches, methods and objective assessments. The quality of education is reflected in changes in the pattern of learning that is carried out and is not limited to teacher competence and also the quality of learning, but the most important thing is innovation in learning. Indirectly, the quality of learning and learning innovation as intervening variables are quite good at moderating the relationship between teacher pedagogical competence and education quality. However, the contribution of learning innovation in mediating pedagogic competence to education quality is still higher, that there is a continuous process of learning impact with the integration of mastery of

teacher technology and the material/material being taught, the scope of teaching materials becomes more innovative and supports the technology used by teachers/ educator.

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