

The Effect of Learning Interest and Student's Perception of Teacher's Pedagogic Competency on Learning Achievement of Social Sciences: Survey at Labschool Elementary School, Faculty of Education, University of Muhammadiyah Jakarta

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Abstract. The background of this research is the lack of students' interest in understanding Social Science subjects, as well as the lack of pedagogic competency of teachers in teaching these subjects. The purpose of this study was to determine the effect of students' learning interest and teachers' perceptions of pedagogic competency on learning achievement in Social Sciences. The method used is a quantitative type survey method. The results showed that: (1) there was a significant effect of learning interest and students' perceptions of the pedagogic competency of teachers towards learning achievement in Social Sciences. This is proved by the value of $\text{sig} = 0.007$ and $F_{\text{count}} = 5.436 > F_{\text{table}} = 3.15$. 2); (2) there is a significant effect of learning interest on learning achievement in Social Sciences. This is proved by the score $t_{\text{count}} (2,950) > t_{\text{table}} (1.64)$; and 3) there is a significant influence of students' perceptions of pedagogic competency of teachers on learning achievement of Social Sciences as proved by a $t_{\text{count}} (2.351) > t_{\text{table}} (1.64)$, which means that the contribution of students' perceptions of teachers' pedagogic competencies to learning achievement in Social Sciences is very large.

Keywords: *learning interest, student perception, pedagogic competency, social learning achievement*

INTRODUCTION

In the process of improving the quality of education, it depends on the quality and professionalism of teachers, because the position and the role of the teachers as a driver in education (learning process) have a strong influence on students' success. In other words, improving the quality of education cannot be separated from the increase of the teachers' professionalism in teaching process. [1]

As a professional worker, a teacher has complex duties: profession duty, humanity duty, and society duty. The profession duty is related to educating, teaching, and training. Humanity duty includes how to be a good parent, partner, and counselor to solve students' problems. While the society duty is to educate and teach the community to be good citizens. [2]

In formal educational institutions such as schools, the teacher acts as the leader of work activities related to the learning process, in which he must plan, implement, organize, and oversee the activities of the learning process. He must be able to choose and apply appropriate teaching methods to the environment and conditions that exist when teaching and learning activities take place. Teachers' guidance given both to individuals and groups to carry out teaching and learning activities is the most important part of the teacher's job as a leader. This is because the essence of teaching is guiding students' activities in accordance with the statement "teaching is a guidance of learning activities".

The Government Regulation No. 19 of 2005 article 28 states that educators are learning agents who must have four types of competency: pedagogic, personality, professional, and social competency [3]. First, pedagogic competency is the ability to manage students' learning, which includes understanding of students, planning and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. Second, personality competency is a stable, mature, wise, and authoritative personality of the teachers. It includes how to be a role model of students and have a noble character. Third, social competency is an ability of the teachers to communicate and interact effectively with students, fellow educators, education staff, parents/custodies of students, and the community. The last, professional competency is an ability of the teachers to master learning materials widely and deeply

that allows them to guide the students to obtain competencies according to what has been determined. [4]

School as a formal organization has an interdependent-individual cooperation among principals, teachers, employees, students, and school's committee to administer education process. All these elements must work together to achieve the goals that have been set beforehand. [5] It means that even though in the members' activities perform work in accordance with their respective functions, but overall their work is recognized at the achievement of broad educational goals. To achieve this goal, a teacher's teaching pattern is needed to allow all components to interact and work together optimally.

Teachers as human resources have a very strategic role and determine the success of educational programs. While as a human factor, they have an important element that is closely related to students in the implementation of daily education and interactions at school. [6]

Professionally, teachers require special criteria, such as mastery of knowledge, art, and skills. Knowledge is the basic to teachers' training and materials in the field of study that needs to be mastered so that the teachers can carry out their duties well; thus, they will be professional teachers. [7]

Broadly speaking, there are three levels of teachers' professional qualifications as professional teachers. First, is the professional capability level, in which teachers are expected to have skills and good attitudes so that they are able to manage the teaching and learning process effectively. The second level is the innovator level, in which teachers are committed to change and reform. The third level is the developer level, in which teachers must have a steady and broad prospective teachers' visions. [8]

The key to the successful education of many factors is to make the teachers and students as the actors. Teachers must have ability and professionalism to transfer knowledge. Meanwhile, the students are willing and determined to do learning activities because it will assist them to obtain advantages for their civilization. They are able to create their own world and set noble values to achieve their ideals. That ability is not possessed by animals, plants or inanimate objects. They live by the power of natural law which runs surely and cannot be changed. [9]

In their life, humans are created as *caliphs* (leaders) of the world to manage and control what Allah gives for the sake of their life. Learning is basically a process of positive change towards maturity. The existence of a learning process encourages humans to always develop themselves and actualize all the capabilities they have. This can be obtained through good educational environments, such as family, school, and society. [10]

As we know, learning activities are the first activities in the whole process of education. This means that the success or failure of achieving educational goals is largely determined by how the learning process is experienced by students. Learning is a process of change in a person's behavior as a result of interaction with the

environment to meet his life's needs, in which changes will be expressed in all aspects of behavior. Learning activities occur if experience results in relatively permanent changes in one's behavior and knowledge. Someone is considered to have a learning experience when there is a change in his behavior as a result of the learning process. [11]

One of the factors that influences learning is non-cognitive behavior. Non-cognitive behavior here is interest. Interest is one of the psychological aspects of humans that can encourage them to achieve goals. [12] Someone who has an interest in a certain object tends to give a greater attention to it. So, if it is associated with learning process, an interest factor might affect students' learning outcomes.

According to Gagne and Berlinger (1984: 374), Winkel said that children with interest in subjects tend to give their attention. They feel the difference among lessons. The perceived difference is learning with full awareness, learning happily, high attention, studying hard, and gaining high satisfaction. [13]

Similar opinion was also expressed by Makmun. He stated that interest that has been realized in the subject area might preserve a child's mind well so that he can grasp the lesson. In turn, a successful achievement will add to his interest, which can continue throughout the duration. If a child is not interested in certain materials or subjects, he will not learn them. Whereas, children who are interested in learning will seem compelled to study hard. [14]

In addition to interest, perceptions also play an important role in improving students' learning achievement because each student has a different perception in capturing the information he receives. The existence of this difference is a reason why someone likes a certain object, while others do not or even hate it. This depends on the individuals who respond the object with his perception. In fact, some attitudes, behaviors, and adjustments are determined by individuals' perceptions. Ruch, F.L. (1967) in Purwanto, gives an understanding of perception as the most possible structured and meaningful process. [15]

Thus, perceptions are essential sensory activities, which integrate and give judgments to both physical and social objects. The perception depends on both physical and social stimuli in the environment. Perception of the environment will be processed with things that have been studied before, both in the form of hopes, values, attitudes, memories, et cetera. In the process of perception, individuals are required to give an assessment of an object, either it is positive or negative, happy or unhappy, and so on. By having this perception, an attitude will be formed as a stable tendency to act well.

METHOD

The research method used is a survey with correlational techniques. This survey research method is an observation to get clear information about a particular problem in a study.

This research is carried out for a descriptive action in nature to describe things that include facts, clarification, and measurement that function to formulate and describe what happened.

The variable of this study consists of a dependent variable: social studies learning achievement (Y) and two independent variables: learning interest (X_1) and students' perceptions of pedagogic competency (X_2).

The technique for obtaining data from respondents used questionnaire. Data analysis used descriptive statistical method, multiple person correlation coefficient, coefficient of determination, and regression analysis. Statistical tests used t test and test f.

RESULT

Based on the results of the study, the influence of interest in learning and students' perceptions of teachers' pedagogic competency on learning achievement social science obtained the following results: Data of learning interest. The score of learning interest obtained the respondents average score of 87.17 with a standard deviation of 14.380. This means that the interest of learning is quite responsive, while the score above the average is higher. This indicates that the interest in learning is higher than the average.

Data of teachers' pedagogic competency. The teachers' pedagogic competency score obtained from the respondents has an average of 90.82 with a standard deviation of 11.721. This means that the median values are almost the same: 90.82 and 92.50. This shows that the teachers' pedagogic competency data obtained in this study are quite representative. While the scores above the average are higher than the average. It also means that there are more pedagogic competencies than the negative ones.

Data of social learning achievement. Social studies learning achievement data obtained from respondents have an average of 75.23, with a standard deviation of 7.661 and a median of 76. A minimum score is 60 and a maximum score is 94. This indicates that the average of social studies learning achievement of respondents is high. The standard deviation score of 7.661 shows high different answers among respondents. This shows that social studies learning achievements from respondents are quite diverse.

CONCLUSION

Based on the description of the research data and the analysis above, it can be summarized as follows: 1) There is a significant effect of interest in learning and perceptions of teacher competency on social studies learning achievement. This is proved by the value of sig = 0.007 and $F_{\text{count}} = 5.364$ while $F_{\text{table}} 3.15$ so that the

value of Sig <0.05 and $F_{\text{count}} > F_{\text{table}}$, which means there is a positive effect of both learning interest and teachers' competency on social studies learning achievement. Thus, the interest in learning and teachers' pedagogic competency plays a very important role to determine and improve the learning achievement of Social Sciences; 2) There is a significant effect of learning interest on social studies learning achievement. This is proved by the Sig = 0.005 and $t_{\text{count}} = 2.95$ while $t_{\text{table}} 1.64$. Because the Sig value <0.05 and $t_{\text{count}} > t_{\text{table}}$, then H_0 are rejected, there is a significant effect of interest in learning on social studies learning achievement; and 3) There is a significant influence on the perception of pedagogic competency of teachers towards social studies learning achievement. This is proved by the Sig value = 0.022 and the value of $t_{\text{count}} = 2.35$ while $t_{\text{table}} = 1.64$. Because the value of Sig <0.05 and $t_{\text{count}} > t_{\text{table}}$, then H_0 are rejected, there is a significant effect on the teachers' pedagogic competency towards learning achievement in Social Sciences.

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