

The Influence of Teacher Pedagogical Competence and Teacher Professional Competence on Students' Environmental Care Attitudes in Craft and Entrepreneurship Subjects at SMK Negeri 1 Barabai

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ABSTRACT

The purpose of this research is to be able to know the impact and influence of Pedagogical Competence, expertise and professional competence of educators towards students' Environmental Concern Attitudes in Workshop and Entrepreneurship lessons at SMK 1 Barabai. The one used for this research is correlational village design. The population is 232 and the number of samples is 150 people. The technique in collecting data is done by questionnaire/questionnaire for pedagogical, professional and environmental care variables. in testing the validity and reliability of the instrument used a factor analysis approach. Data analysis used is descriptive, regression and correlation. The name of this article is:and results in the study showed that there was a significant influence of pedagogical and professional competence on students' environmental care attitudes with $F_0 = 6.232$ ($p < 0.05$). The coefficient of competence in pedagogical correlations and professional competence in environmental attitudes is $R_{y12} = 0.145$, with a determination of $R^2 = 0.078$ meaning that the variance in environmental care attitude is determined by pedagogic competence and professional competence as much as 7.8%. The rest is determined by other variables at 92.2%. Pedagogical competence has a partial coefficient correlation of $r = 0.145$ ($p < 0.05$) to the attitude of caring for the environment while for professional competence has a partial correlation coefficient of $r = 0.388$ ($p < 0.05$) to the attitude of caring about the environment.

Keywords: *Professional Competence, Pedagogical Competence, Attitudes to Care about the Environment of Students*

1. INTRODUCTION

The Law of the Republic of Indonesia No.14 of 2005 explains that teaching staff or teachers, lecturers, competence of teaching staff include: "pedagogical competence, personal competence, professional competence, and social competence". And there are many factors that greatly influence the value and learning outcomes achieved by students, namely internal factors such as abilities and interests as well as motivation and talents. Examples of external factors such as parents, teachers, school facilities and learning environment.

In the world of education, not only students are required to develop their own potential, but teachers are also required to have competence in developing a learning process. According to Mulyasa[1]Competence is the first component of professional standards in the code of ethics to become rules of behavior in the profession which are determined on certain procedural and control systems. competence can also be interpreted / interpreted as a tool or tool for effective behavior and is related to investigation, analysis, and exploration in thinking, which

gives attention, and the perceptions that lead a person to determine how to achieve certain goals in an effective and efficient way.

Superminingrum [2] said that pedagogical competence is a skill / ability that is related to the understanding of students / students and management of lessons that can provide lessons and also be dialogical. Superminingrum [2] said that pedagogical competence is an absolute skill that every teacher has. also obliged to develop and improve the pedagogical competence that he has.

According to Uno [3] Professional competence in teachers is a device in the abilities of the teacher so that he can carry out his teaching obligations. As for the professional teaching skills that a person has, includes the teacher's ability to plan, carry out, and also provide evaluation on the learning system, as well as the expertise / ability to develop a learning system.

Kurniawan [4] that caring for the environment is a concern for students and also the environment can be made through a school culture that is also conducive. a conducive school culture such as all physical backgrounds in the

environment, atmosphere, nature, and school season productively can provide good experiences that develop characteristics of students / learners. Al-Anwari[5] concern for the environment is a behavior and attitude that continues to strive to prevent environmental damage to the surrounding environment and develop efforts to repair any damage to the universe that seems to be happening. Setiyana (2013: 36) says that the basis of concern for the environment is the act or change of human awareness in their environment with a sikaf basis that is responsible for environmental damage by the human soul.

Daryanto [6] said that a teacher is not only giving knowledge of learning but the teacher is also a professional staff who can make every student able to plan and analyze and conclude a problem it faces. Because from that it can increase the authority of a teacher and the existence of teachers is also very much needed by the community.

One of the learning outcomes from the subject of craftsmanship and entrepreneurship is the creation of

student creative attitudes, examples of students' own creative attitudes include being able to manage waste and its processing and being able to recycle plastic and other wastes, so that with this craft and entrepreneurship subject the teacher participates in instilling an attitude to care for the environment in students.

2. RESEARCH METHOD

This study used a correlation study approach. The population in this study were students of SMKN 1 Barabai majoring in automation and office management, totaling 232 students. While the sample in this study amounted to 150 students consisting of class X, XI, and XII in the Department of Office Governance with proportional random sampling. Techniques in data collection in this study using questionnaires / questionnaires and data analysis using a quantitative approach with descriptive analysis techniques and regression hypothesis testing, simple correlation, partial correlation.

3. RESEARCH RESULTS DISCUSSION

3.1 Results of the Pedagogic Competence Regression Analysis, Teacher Professional Competence on Students' Environmental Care Attitudes

Model Summary b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,280a	,078	,066	,56460	,078	6,232	2	147	,003

Source: processed based on research results (2019)

ANOVA a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3,973	2	1,987	6,232	,003b
	Residual	46,860	147	,319		
	Total	50,833	149			

Source: Processed Based on Research Results (2019)

Based on the table above, the price of $F_0 = 6.232$ with $p < 0.05$ (significant) means that the predictors of pedagogic competence and professional competence significantly influence environmental care attitude variables. Indicators of professional competence and pedagogical competence towards environmental care attitudes, there is a correlation index along with the regression coefficient R of 0.280, the coefficient of determination R^2 is 0.078, it can be seen that

$X_1 X_2$ affects 7.8% of students' environmental care attitudes.

3.2 Simple Correlation Analysis Results

To be able to find out the correlation index between pedagogic competence (X_1) and professional competence (X_2) on students' environmental care attitude (Y) can be seen in the following table:

Table 1 Pedagogic Competence and Professional Competence

X	1	2	Y
1	1000	-0.076	0.146
2		1000	0.277
Y			1000

Source: Data processed from the Research Results

Among the two indicators in the attitude of caring for the environment, if chosen as a predictor, the indicator "Professional Competence (X2)" is a good predictor and at the same time represents the other indicators, because it has a higher correlation of 0.227.

3.3 Results of Partial Correlation Analysis

To find out the changes in the correlation indexes of Pedagogic Competence (X1) and Professional Competence (X2), the attitude of caring for the environment before and after being controlled by various indicators and their combinations can be seen in the following table:

Table 2 Partial Correlation

Constant	Pedagogic Competence		Professional Competence	
	ryx1	ryx2	ryx1	ryx2
X1	-	0.135	-	0.145
X2	0.294	-	0.388	-

Source: Data processed from Research Results (2019)

From the table above the relationship between pedagogic competence (X1) Environmental care attitude Y), at the level of correlation there is r_{y1} 0.146 and it is very significant, after being controlled with pedagogic competence other results at the first level correlation there is no change in the direction of the correlation but there is a decrease when controlled competence professional. In the second level of partial correlation, there is still no change in the direction of the correlation but there is a decrease when controlled by changes in X1, X2. The pure correlation obtained was positive with r_{y1} 2 0.227 and very significant because $p < 0.05$, so it appears that there is a tendency that pedagogic competence (X1), and also professional competence (X2) have a high relationship to environmental care (Y).

3.4 Multiple Paradigm with Two Independent Variables

The dual paradigm with two independent variables is a paradigm composed of 2 independent variables and 1 dependent variable by its arrangement as seen in the following figure:

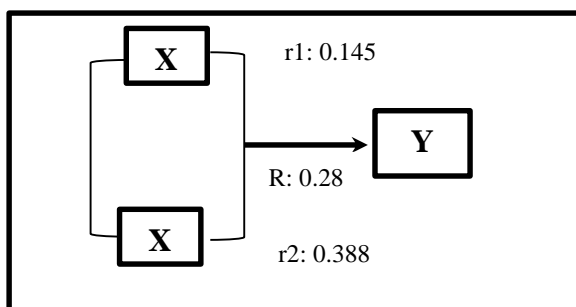


Figure 1 two independent variables and one dependent variable

4. CONCLUSION

Based on the data obtained from the value / results of analyzing the research, it can be concluded that there is also a significant influence of pedagogic competence on students' environmental care attitudes with $F_0 = 6.232$ ($p < 0.05$). The coefficient on the correlation on pedagogic competence and professional competence towards environmental care attitudes is $R_{y12} = 0.145$, with a determination of $R^2 = 0.028$, meaning that the variant of environmental care is determined by pedagogical competence and professional competence as much as 2.8%. The rest is determined by other variables of 97.2%.

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