

# Correlation Between Pedagogical Competence and Personality to Teacher Performance

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## ABSTRACT

The problem of this research was the low creativity of teachers in managing the online learning process and constraints related to student discipline in relation to teacher performance results. The study was conducted in order to figure out significant correlation between pedagogic competence and personal competence on teacher performance. This research was conducted with an ex-post facto technique, with a total population of 36 teachers with civil servant qualifications, who were chosen using a total sampling technique and collected on SD Gugus III Manggis Sub-district Karangasem Regency. The data were collected using non-test techniques, namely the questionnaire and document recording. After the prerequisite test had been fulfilled, the research hypothesis were tested using multiple correlation analysis. The result indicated that, (1) there was a significant correlation of pedagogical competence on teacher performance with a  $r_{\text{count}} 0.598 > r_{\text{table}} 0.329$  (2) there was a significant correlation between personality competence and teacher performance with a  $r_{\text{count}} 0.359 > r_{\text{table}} 0.329$  and (3) There was a significant correlation between pedagogic competence and personality towards teacher performance with a  $r_{\text{count}} 1 > r_{\text{table}} 0.329$  Based on those findings, it could be concluded that there was a significant correlation between pedagogical competence and personality towards teacher performance at SD Gugus III Manggis Sub-district, Karangasem Regency, Academic Year 2020/2021. And then if the pedagogic and personality competences of teachers will have carried out simultaneously as outlined in the learning process to build a good performance.

**Keywords:** *Pedagogic Competence, Personality Competence, Teacher Performance*

## 1. INTRODUCTION

The implementation of national development has become a hope of every country which can be realized through the quality of intelligent human resources and characterized person. It can be realized through education, in hope of it can give a change and improve the quality of human resources. According to Asrial et. al. [1], the qualified human resources were shaped by education. It is also stated by Aryantini et. al. [2] that education determines the quality of human resources. Education does not exist just like that, but through knowledge education is obtained so it has a very essential meaning for human survival. Related to this, to reach knowledge through education, the role of teacher is needed. Teacher has an important role in education, especially in the formal education. They have many roles in doing their task, such as educating, teaching, training, and guiding the students.

Sukayana et. al. [3] also stated that teacher is the key. Education can be successful because teacher is the main role in the process of education. Teacher performance is expected to improve the quality of education with the implementation that affected by several factors. Ratmini [4] and Nurmalasari [5] stated that there are external and internal factor that can affect teacher performance. The external factors come from the curriculum, the facilities and infrastructures, school environment, the principal leadership, school organization, school management, et cetera. Meanwhile the internal factors are work motivation, teacher discipline, work ethic, teacher competence, et cetera. These two factors affect the result of teacher performance in the learning process. According to Kholifatul et. al., the success of the students is also coming from the internal and external factors which one of it is the teacher performance.

Rationally, the quality of education becomes the benchmark of teacher success in doing their task in the form of teacher performance, as stated by Putri

&Imaniyati [6]. The teachers are expected to stick to four competences in holding their obligation as a teacher in every situation and condition, even in the global pandemic of Covid-19.

Covid-19 pandemic has brought significant changes to all people, change the lifestyle, and all daily activities. These changes harm every aspect of life economically, socially, and in education. Education also got the effect of this pandemic, that is the change of learning process that was from direct learning process in the classroom to online learning process that limit teacher's responsibility to observe, teach, educate, and give the real assessment to the development of the students. The problems that usually found is the lack of teacher's experience and understanding of method and strategy used in the learning process that makes the students are not being good during the learning process, such as saying bad words, writing message/comments on the online learning process, and skip the online class. The cause of these problems is the lack of ethics and good characters in the students. These problems might affect teacher performance in learning process. Therefore, the competence of the teacher is expected to maximize the learning process in every condition so it can make the teacher performance better. The effectivity of learning is very much affected by the teacher competence in managing the learning process that connected to students learning result. Therefore, pedagogical competence is very important, as stated by Andini & Supardi [7].

According to the problems above, it can be concluded that there are some problems. First, is there any significant correlation of the pedagogic competence to teacher performance in SD Gugus III Manggis District Karangasem Regency 2020/2021. Second, is there any significant correlation between personal competence to the teacher performance in SD Gugus III Manggis District Karangasem Regency 2020/2021. And third, is there any correlation between pedagogic and personal competition with teacher performance in SD Gugus III Manggis District Karangasem Regency 2020/2021.

Teacher performance is the assessment of their performance [8]. Teacher performance can be defined as a success in doing the learning activity so it can run under the standard and it can be seen from the qualified graduates. Pratiwi [9] stated that performance is one important indicator that need to be considered, the teacher is expected to create qualified human resources from their performance. The qualified graduates are the result of the teacher based on their performance [10].

One of the proponents for the good result of teacher performance is teacher competence. It gives a support that the learning process run well and can give the expected output. From the problems above, the competences that are observed are pedagogic and personal competence. This research is expected to prove that good teacher performance is related to teacher

competence. According to Khofiatun et. al. [11], in four aspects of teacher competence, the pedagogic of the teacher is on the important place in education and in the learning process since teacher has the main role of it, in which the learning process is the core process of education which includes teacher competence. Kurnia et. al. [12] stated that pedagogic competence is teacher ability in education that is in the form of knowledge, to create an effective learning. Supriyono [13] also stated that pedagogic competence is related to the teacher ability in mastering the theory and practice during the learning process, even if it is in managing, designing, and doing the learning process. Pedagogic competence can be defined as the ability or teacher competence in managing the learning activity. According Kartowagiran [14], pedagogic competence can be defined as an ability in managing the learning process.

According to Mulyasa [15], the indicators of teacher pedagogic competence that very much needed in the learning process are (1) the understanding of students characteristics, (2) mastering the theory and the principles of the learning, (3) the ability of the teacher in developing the curriculum and syllabus, (4) the ability of the teacher in designing the learning process, (5) the ability of the teacher in doing the learning process, (6) the utilization of technology in learning process, (7) the ability in assessing the learning process, and (8) teacher ability in developing students potency.

Pedagogic competence play a role in the learning process such as how the teacher managing the learning, preparing, assessing the learning result authentically, and others. In addition to pedagogic competence, personal competence of the teacher also affects the success of learning process because how teacher behave in the classroom is become the students' attention. Teacher personality is an important factor because by being a good person it can be inspire the students [16]. Therefore, the teacher is expected to keep up the personal competence, since it is the basic foundation to shape the ethics and the characters of the students. Sopandi [17] stated that the character or teachers personality affected to education. It means that the ability of the teacher can be well-delivered and well-received by the students depends on the personality. Related to teacher's personality, the teacher will try to maximize their performance to reach the expected goals.

Personal competence can be defined as the ability of the teacher that includes the personality of having faith, noble character, wise, democratic, honest, being the role model, and can develop themselves independently and continuously [18]. The indicators in teacher personal competence according to Ahmadi [19] are (1) the ability of being good, stable, and mature, (2) personal ability to be discipline and wise, (3) the ability of being a role model for the students, and (4) having a noble character. Rochman & Gunawan [20] stated that one of the factors

from the teacher that affects the success of learning process is having a good personality which will affect the development of mentality, behaviour, and spirituality of the students. Other relevant research is that the teacher also have to have a behaviour and personality that can be the example for the students [21].

The application of pedagogic and personal competence during learning process is expected to go hand in hand to improve teacher performance in every condition like the global pandemic of Covid-19. Competency and the ability of the teacher are related to teacher performance as in Sunartini & Soeharto [22]. Therefore, the focus of this research is to observe the correlation between pedagogic and personal competence with teacher performance. The aim of this research is to find out the correlation of pedagogic and personal competence to teacher performance. The result of this research is expected to be used as a consideration in deciding the programs that related in improving the teacher competence, especially pedagogic and personal competence which those competence can improve teacher performance.

## 2. METHOD

This research was done using associative ex-post facto quantitative research to observe the cause-and-effect correlation between the variables that will be observed. The variables are pedagogic and personal competence as independent variable (X) and teacher performance as dependent variable (Y). The subject of this research was civil qualified teacher in SD Gugus III Manggis. Sampling total technique was used since the total number of the population was not too big. According to Sugiyono [23], total sampling is one of the technique to determine the total of the sample if all of the population were used as the subject of the research. Therefore, the sample of this research are 36 civil qualified teachers in SD Gugus III Manggis.

The method that was used to collect the data was non-test technique, which were questionnaire and note taking. The questionnaire was used to find out the pedagogic and personal competence using Likert scale with 36 questions, and note taking was used to find out teachers performance using the teachers performance assessment result that was done by the principle. The indicators and blue print of the research instrument to collect the data of pedagogic and personal competence variable can be seen on the Table 1.

**Table 1.** Indicators and Blue Print for Pedagogic Competence Research Instrument X<sup>1</sup>

Variables	Indicators	Questions	Question Number	Item Number	
				(+)	(-)
Pedagogic Competence	1. The understanding of the students characteristics	4	1, 6, 8, 21	1, 8, 21	6
	2. Mastering the learning theory and principles	4	7, 20, 25, 28	7, 20	25, 28
	3. The ability of teacher in developing curriculum and syllabus	4	3, 17, 18, 32	3, 18	17, 32
	4. The ability of teacher in designing the learning process	4	9, 12, 22, 31	9, 31	12, 22
	5. The ability of teacher in doing the learning process	4	5, 10, 15, 24	10, 24	5, 15
	6. The utilization of technology during learning process	5	2, 4, 11, 33, 27	2, 27	11, 27, 33
	7. The ability of teacher in assessing the learning process	5	13, 19, 26, 30, 34	13, 19	26, 30, 34
	8. The ability of teacher in developing students' potency	5	14, 16, 23, 29, 35	14, 29, 35	16, 23
Total			35		

**Table 2.** Indicators and Blue Print for Personal Competence Research Instrument X

Variables	No.	Indicators	Questions	Questions Number	Item Number	
					(+)	(-)
Personal Competence	1	The ability of being good, stable, and mature	9	1, 2, 3, 7, 9, 20, 24, 29, 33	1, 3, 20, 33	9, 7, 2, 24, 29
	2	Personal ability to be discipline and wise	9	4, 5, 6, 8, 10, 15, 22, 28, 30	4, 8, 10, 22, 30	5, 6, 15, 28
	3	The ability of being a role model for the students	9	11, 12, 17, 19, 23, 25, 27, 31, 34	12, 17, 19, 25, 34	9, 11, 23, 27, 31
	4	Having a noble character	8	13, 14, 16, 18, 21, 26, 32, 35	13, 14, 21, 35	16, 18, 26, 32
Total			35			

To collect good data, it needs to do some instrument test. The test that was used in this research was construct validity test related to theoretical validity that was tested by the judges to find out the instrument eligibility based on the grand theory and the blue print for each questions. Validity test was also empirical validity test using moment product formula with the result of 32 valid questions from 35 questions in pedagogic competence instrument (X1) and 32 valid questions from 35 questions in personal competence instrument (X2). And reliability test using alpha Cronbach got high reliability result for both research instrument. After the instrument was declared worthy, then the data was collected.

The collected data then was being analysed. Before analysing the data, classical assumption test was done to

find out the eligibility of the data and to fulfil the requirements based on the research assumptions. The tests that were used were data distribution normality test using Kolmogorov Semirnov formula, linearity test, and multi-collinearity test using IBM SPSS 24.0 for windows. If all assumption tests were fulfilled, then the analysis of hypothesis test was done using IBM SPSS 24.0 for windows.

### 3. RESULTS AND DISCUSSION

The result of descriptive statistical analysis was used to describe the data to make it easier to be observed. The data that were collected then presented using the table as in Table 3 below.

**Table 3.** Pedagogic and Personal Competence and Teacher Performance Data Description

Data Description	Pedagogic Competence	Personal Competence	Teacher Performance
N	36	36	36
Maximum Score	122	119	91
Minimum Score	88	92	80
Means	104.667	104.083	85.33
Variance	74.9723	60.243	9.19
Deviation Standard	8.65	7.761	3.032

Based on the Table 3 presented above, the data was analysed using descriptive statistical analysis and was calculated manually. It was obtained the maximum score, minimum score, means, variance, and deviation standard of the pedagogic competence, personal competence, and teacher performance.

Before it was tested further, the eligibility of the data was tested with the data distribution normality test,

linearity test, and multi-collinearity test. A good data is the data that normally distributed. This research used KolmogrovSemirnov test using IBM SPSS 24.0 for windows with comparing the Asymp sig. score with the sig. on the error level of 0.05% test criteria if the Asymp sig > 0.05 then the data was distributed normally. The normality test result was presented below.

**Table 4.** Residual Normality Test Result

Variables	Asymp sig. (2-tailed)	Significance	Details
Pedagogic competency towards teacher performance (X <sub>1</sub> Y)	0.200	0.05	Normal
Personal competency towards teacher performance (X <sub>2</sub> Y)	0.200	0.05	Normal
Pedagogic and personal competency towards teacher performance (X <sub>1</sub> X <sub>2</sub> Y)	0.200	0.05	Normal

The result from pedagogic competence and teacher performance (X1Y) residue got Asymp sig. score at 0.200 > sig 0.05 with the error level of 5% so the residual data of X1Y is normally distributed. Then from personal competence and teacher performance (X2Y) residue got Asymp sig. score at 0.200 > 0.05 so the data was normally distributed. And for the pedagogic and personal competence and teacher performance gotAsymp. Sig 0.200 > 0.05 so the residue data of X1X2Y is normally distributed.

Next is the linearity test of the correlation between independent variable and dependent variable. The linearity test was also using IBM SPSS 24.0 for windows. The criteria of the linearity test is on the Deviation of Linearity score. If the Deviation of Linearity > significant level with the significancy of 5%, it can be concluded that the data is linear. The result was presented below.

**Table 5.** Linearity Test Result

Variable	Deviation of Linearity	Significant Level	Details
Pedagogic competency towards teacher performance ( $X_1Y$ )	0.255	0.05	Linear
Personal competency towards teacher performance ( $X_2Y$ )	0.734	0.05	Linear

F score result of the Deviation of Linearity for the pedagogic competence towards teacher performance was 0.255 which was higher than the significance level of 0.05 so it can be concluded that the data was linear. Meanwhile, the F score result of the Deviation of Linearity for the personal competence towards teacher performance was 0.734 which was higher than the significance level of 0.05 so it can be concluded that the data was linear.

Multi-collinearity test was used to find out the correlation between independent variable and dependent variable. A good data is if there is no correlation between the variables. Multi-collinearity test was done using IBM SPSS 24.0 for windows by looking at the VIF score and tolerance. The interpretation of the test is if the VIF score < 10 and Tol score > 0.1, there is no multi-collinearity indication between the dependent variables. The result was presented below.

**Table 6.** Multi-collinearity Test Result

Variables	Tolerance	VIF	Details
Pedagogic Competence	0.808	1.237	No Multi-collinearity
Personal Competence	0.808	1.237	No Multi-collinearity

From the result above, the VIF score was  $1.237 < 10$  and the Tolerance score was  $0.808 > 0.1$ . It can be concluded that there is no multi-collinearity between the independent variables.

After the data fulfilled the requirements, the data then analysed using IBM SPSS 24.0 for windows to test the research hypothesis. The first hypothesis test was  $H_0$  which stated that there was no significant correlation between pedagogic competence with teacher performance with the test interpretation if the coefficient of pearson correlation > r table with the significance level of 5% with the total n 36, it was obtained the r table 0.329 in r table product moment, there was significant correlation between the research variables. The result of the first hypothesis as presented below.

**Table 7.** First Hypothesis Test Result

Variables	Pearson Correlation	R table
Pedagogic Competence towards teacher performance	0.598	0.329

The result for the first hypothesis test was coefficient pearson correlation  $0.589 > r_{table} 0,329$ , so  $H_0$  was

declined and  $H_a$  was accepted. Therefore, there was a correlation between pedagogic competence with teacher performance in SD Gugus III Manggis Karangasem Regency 2020/2021.

Next, the second hypothesis test was  $H_0$  which stated that there is no significant correlation between personal competence and teacher performance using IBM SPSS 24.0. The result was presented below.

**Table 8.** Second Hypothesis Test Result

Variables	Pearson Correlation	R table
Personal Competence towards teacher performance	0.359	0.329

The result for the second hypothesis test was coefficient pearson correlation  $0,359 > r_{table} 0.329$ , so  $H_0$  was declined and  $H_a$  was accepted. Therefore, there was a correlation between personal competence with teacher performance in SD Gugus III Manggis Karangasem Regency 2020/2021.

The third hypothesis test was using SPSS 24.0 for windows. The hypothesis that was tested was  $H_0$  hypothesis which stated there is no significant correlation between pedagogic and personal competition with teacher performance in SD Gugus III Manggis. The result was presented below.

**Table 9.** Third Hypothesis Test Result

Variables	Pearson Correlation	R table
Pedagogic and personal competence towards teacher performance	1	0.329

The result for the third hypothesis test was coefficient pearson correlation  $1 > r_{table} 0.329$ , so  $H_0$  was declined and  $H_a$  was accepted. Therefore, there was a correlation between pedagogic and personal competence with teacher performance in SD Gugus III Manggis Karangasem Regency 2020/2021.

Based on the first hypothesis test which testing  $H_0$  stating that there was no significant correlation between pedagogic competence and teacher performance in SD Gugus III Mengwi was declined. Therefore, there was significant correlation between pedagogic performance and teacher performance. The correlation showed

positive relation. If the pedagogic competence improved, so did the teacher performance. Therefore, with the positive correlation, the teachers were expected to improve their pedagogic competence in doing the learning process such as choosing the right learning materials and present it creatively, learning the utilization of technology to support the learning process, and other indicators of pedagogic competence that needs to be mastered by the teacher.

From the first hypothesis test, it was found that pedagogic competence has significant relation to the teacher performance. Pedagogic competence was one of the factors to improve teacher performance as stated in Santika et. al. [24]. Pedagogic can produce the right performance and improve the learning result of the students.

On the second hypothesis test, the result of this research was similar to the research by Sujana et. al. [29] with the result of there was a relation between pedagogic competence and teacher performance. Therefore the teacher was expected to improve their pedagogic competence through the effective learning. This research was supported by Nurdianty [25] which stated that if the teacher master the learning materials very well, their performance during learning process will increased. The result of this research was supported by other researches that knowledge and the ability of teacher's pedagogic competence was considered good if they can improve their creativity in designing the learning process [26]. Other than that, another research from Nurmallasari [5] stated that the increase of teacher performance was affected by pedagogic competence which was the internal factor of the increase of performance result.

The second hypothesis test result that was to test  $H_0$  which was stated there is no significant correlation between personal competence and teacher performance in SD Gugus III Manggis was declined. Therefore, there was significant correlation between personal competence and teacher performance, with the level of the relation between these two variables are good enough. The result shown positive correlation, if the personal competence was high, the increasing of teacher performance would follow. The result of this research was similar Putri et. al. [27] with the result of teacher personal competence affects the increase of teacher performance. It is because the graduates that was clever and have a good personality will increase the quality of human resources to create national development in the future.

The third hypothesis test result that was to test  $H_0$  which was stated that there is no significant correlation between pedagogic and personal competence with teacher performance in SD Gugus III Manggis was declined. Therefore, the correlation between pedagogic and personal competence with teacher performance is very important. The correlation shown a positive relation. If pedagogic and personal competence are increased, the

teacher performance also increased and it can be seen through the output of qualified graduates.

The result of this research was supported by other researches. First is from Hasan [8] who stated that if the teacher has high competence, their performance in doing their task as a teacher also will be high. It is strengthen by Sukanto & Pardjono [28] who stated that teacher performance will be better if their competence includes knowledge mastering, skill, and their personal behavior improved in doing their job.

Teacher role is very essential in education, and the teacher are expected to use all their potential in managing the learning process in school environment and in the outside of school environment to reach the goal of education and realize national development through human resources of the graduates as in Asrial et. al. [1]. If the teacher are lack of creativity in managing the learning process and they do not give a good example to the students, then the quality of the students will be low and it will affect the teacher performance. The result of this research is that pedagogic and personal competence needs to be improved to fulfill the goals of education in improving the quality of human resources. The better the ability of teacher in managing the learning process, the better their performance will be.

Based on the result, it can be proven that there was a correlation between pedagogic and personal competence with teacher performance. Therefore, to improve teacher performance, pedagogic and personal competence needs to be improved. As an implication of this research, the teacher are suggested to consider their competence in teaching as well as their personality since it is related to the students. If the graduates are qualified, then the teacher performance are also qualified. Besides teacher, the work mate in school are also expected to motivate each other to improve the performance. Principle role as the leader is also the factor in increasing the pedagogic and personal competence of the teacher. Therefore, all of the work mate needs to pay attention at the factors that can improve pedagogic and personal competence. Many teachers are found to be happy to teach but the facilities and infrastructures of the school are not supportive, so it also needs a consideration to improve pedagogic and personal competence to get better performance.

#### **4. CONCLUSION**

Based on the result and discussion, it can be concluded that there was a significant correlation between pedagogic with teacher performance, significant correlation between personal competence with teacher performance, and significant correlation between pedagogic and personal competence with teacher performance in SD Gugus III Manggis.

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