

# The Relationship Between Pedagogical Competence and Teacher Performance in Inclusive School

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## ABSTRACT

The performance of teachers is an important factor that must be considered in efforts to improve the quality of inclusive education. Teachers' performance is affected by many factors, which is pedagogy competence. The purpose of this study was to determine the effect of pedagogy competence on the teacher's performance in inclusive schools. This type of research is quantitative design. The variables studied were pedagogy competence (X) and teacher performance (Y). To reveal the relationship between variables, correlation analysis was performed. The instrument was used questionnaire using google form. The subjects of this study were ten teachers in inclusive schools. The results showed that between the pedagogy competence with the teacher performance there is a high correlation, the r-value was 0,808. This study proves that a good pedagogy competence will affect good teacher performance as well.

**Keywords:** *pedagogical competence, teacher performance, inclusive schools.*

## 1. INTRODUCTION

Education plays important role in the development of a nation. Education is also an effort to develop the potential of students' human resources by encouraging and facilitating their learning activities. The low quality of education is currently a big problem for Indonesia. The Director of Education of the National Planning and Development Agency (BAPPENAS) said that based on data from the United Nations Development Program (UNDP) 2011, the education level index in Indonesia is still considered low at 14.6%, in contrast to our neighboring countries, Singapore and Malaysia which have better education indexes, which are 28% and 33% [1].

The school is an institution to help improve the quality of education issues that are being faced by this nation. In the school, various dimensions are related to each other and support each other in which there are teaching and learning activities for the improvement of quality and potential development of learners. Quality schools do not present themselves but must be formed, planned, and implemented properly. In its implementation, cooperation is also needed between one party and another.

Teachers have a strategic role in the field of education, if other educational resources support the quality of education, it will be less meaningful if it is not supported by qualified teachers. Teachers are a determining factor in efforts to improve the quality of services and educational outcomes. According to [2], the quality of the education system as a whole has to do with the quality of teachers. To achieve qualified teachers, the Government through the Ministry of National Education issued Permendiknas No. 16 of 2007 on Academic Qualification Standards and Teacher Competence.

As a learning agent, the teacher must have competence. There are four competencies mentioned in [3], namely (1) Pedagogical Competence, (2) Personality Competence, (3) Professional Competence, and (4) Social Competence. These four competencies must be met by a professional teacher to achieve quality learning. Teacher performance is a part of teachers' competencies related to professional competence, pedagogical competence, social competence, and personal competence. If these competencies of teachers are low, teachers' performance will also be low [4]. Teacher performance has a very important position in the context of improving and controlling the quality of education [5]. Rationally, the quality of education becomes the benchmark of teacher success in doing their task in the form of teacher performance [6].

Some regions in Indonesia are starting to implement all public schools into inclusive schools, which is new for some teachers in teaching special needs learners. Allan in [7] defines inclusive education as an approach that requires increased participation and the removal of boundaries for radical school reform. Still, in [8], inclusive education begins with Salamanca's statement in 1994. Some of the core concepts of Inclusion contained in the Salamanca Statement include: children have a wide diversity in their characteristics and needs. Differences are normal. Schools need to accommodate all children. Children with disabilities should attend school around the environment where they live as well as an appearance of the reality of the world of life in micro-form at school.

A successful inclusive school depends on several factors, one of which is the competence of teachers. One of the competencies to understand learners with special needs is pedagogical competence. Pedagogical competence is an ability related to the understanding of learners and learning managers who educate and dialogically. In terms of substance, this competency encompasses the ability to comprehend learners, the design and implementation of learning, the assessment of learning outcomes, and the development of learners in order to realize the children's unique potentials. Teachers of basic education programs in the learning process with the preparation of program plans must prepare learning materials well so that learning can be done with maximum and satisfying results [9]. According to [10], the indicators of teacher pedagogic competency, which are extremely important in the learning process, are as follows: (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.

Teachers who have competence by the standards set by the government then they will have good performance as well. According to [11], performance is best appraised by measuring a person's work against a criterion or standard of comparison. Performance is the end result of a person, potential, and special scope areas collected collectively to get something both visible results and services that are not directly visible [12]. Good teacher performance will help succeed and improve the quality of education in this country, especially inclusive education. Teacher performance can be seen from the ability of a teacher to carry out good learning management. According to [13], learning management is the basic ability to carry out teacher training tasks that can be seen from the ability to plan teaching and learning programs, the ability to implement or manage the teaching and learning process, and the ability to assess

the teaching and learning process. Many factors affect a teacher's performance. For this reason, factors that affect teacher performance are considered necessary to be studied, examined, and studied in depth to provide a clear picture of urgent factors that affect teacher performance [14]. Teachers will be better at planning and implementing the learning process for children with special needs in inclusive schools if they address the elements that affect teacher performance.

Based on the description of the problems above, the quality of inclusive schools becomes a great responsibility for teachers to improve their performance. Based on previous research by [15] who said that pedagogical competence contributes significantly to teacher performance in public primary schools. The study said that the better the pedagogical competency knowledge of a teacher, the better their performance in the school. Teacher performance is a benchmark for the quality of services of inclusive education organizers. It can be agreed that knowledge of pedagogical competency standards that must be owned by teachers can strive for the performance of teachers in inclusive schools. So, pedagogical competency knowledge has a relationship with the level of teacher performance in inclusive schools. Therefore, the purpose of this research is to investigate the relationship between pedagogical competence and teacher performance in inclusive schools.

## **2. METHOD**

This type of research was chosen because researchers intend to reveal how much influence independent variables (pedagogical competence) have on dependent variables (teacher performance). The study used a correlational quantitative approach. The purpose of choosing a quantitative approach is to quantify a symptom by offering a mean score or making predictions and estimates based on the analysis and models that have been established. Furthermore, this study is *ex-post facto* since it only reveals information about events that have occurred and were witnessed by respondents, without controlling or manipulating the variables studied. Data analysis techniques using Rank Spearman's correlational nonparametric statistical analysis. The respondents of this study were ten teachers in inclusive schools. The data collection technique was done by providing questionnaires using the Likert scale through google form to ten teachers in inclusive schools. There are two scales of two variables used, pedagogical competence consisting of ten statement items and teacher performance consisting of 19 statement items.

## **3. RESULT AND DISCUSSION**

Data collected based on the results of the study ten subjects are teachers in inclusive elementary schools. The

questionnaire regarding independent variables (pedagogical competence) filled by some experiences from teachers in inclusive schools contains 10 items of statements and questionnaires regarding dependent variables (teacher performance) containing 19 statement items. Pedagogical competence is an ability related to the understanding of learners and educational learning managers. The ability to comprehend learners, plan and implement learning, evaluate learning outcomes, and develop learners to realize their unique potentials are all examples of pedagogical competences. While the performance of teachers can be seen from the ability of a teacher to carry out good learning management, such as planning teaching and learning programs, the ability to implement or manage the teaching and learning process, and the ability to assess the teaching and learning process.

**Table 1.** Mean Scores Pedagogical Competency Score and Teacher Performance in Inclusive Schools

Respondents	Mean		x <sup>2</sup>	y <sup>2</sup>	xy
	X	Y			
1	3,9	3,94	15,21	15,52	15,36
2	4	3,57	16	12,74	14,28
3	4	3,89	16	15,13	15,56
4	4,3	4,26	18,49	18,14	18,31
5	4	3,84	16	14,74	15,36
6	3,8	4	14,44	16	15,2
7	3,4	3,47	11,56	12,04	11,79
8	3,5	3,42	12,25	11,69	11,97
9	3,4	3,42	11,56	11,69	11,62
10	3,7	3,36	13,69	11,28	12,43
<b>Mean Total</b>	<b>3,8</b>	<b>3,717</b>	<b>14,52</b>	<b>13,901</b>	<b>14,191</b>

Based on the results of calculations between variable X and variable Y using the calculation of Rank Spearman correlation coefficient obtained mean pedagogical competence (X) of 3,8 and mean teacher performance (Y) of 3,717. It is hereby proven that the correlation coefficient of  $r_{xy}$  is  $0.808 > 0.005$ . This means that  $H_0$  is rejected and  $H_1$  are accepted. There is a significant relationship between pedagogical competence and teacher performance in inclusive schools.

These results are in line with previous research by [15] who said that pedagogical competence contributes significantly to teacher performance in public primary schools. The study said that the better the pedagogical competency knowledge of a teacher, the better their performance in the school.

The study states that pedagogical competence has a significant relationship with teacher performance in inclusive schools. This proves that if the teacher has low pedagogical competence, it will have a low level of teacher performance as well. Vice versa, if the teacher

has good pedagogical competence, then the teacher's performance will also be better. Pedagogical competence must be met by a professional teacher to achieve quality learning by paying attention to each condition and ability of each student with special needs. Therefore, to improve teacher performance, teachers must understand the characteristics possessed by special needs learners. With good teacher performance, the quality of education will also improve.

#### 4. CONCLUSION

After describing the results of the research above, it can be concluded that there is a relationship between pedagogical competence (X) and teacher performance (Y) in inclusive schools and there is a positive and significant relationship between pedagogical competency variables (X) and teacher performance variables (Y). This proves that the hypothesis to be achieved in research has been empirically tested. Based on the results of this research, what must be followed up is to encourage teachers to improve the ability regarding special needs learners who have in the classroom (pedagogical competence) to improve the performance of inclusive elementary school teachers.

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