



The Influence of Pedagogic Competence and Self-Efficacy of Knowledge Donating in Sinar Sentosa Education Foundation

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Abstract. This study aimed at investigating the effect of pedagogic competence and self-efficacy on knowledge donating. The method used in this research is a survey by distributing questionnaires to 58 teachers who work at the Sinar Sentosa Education Foundation. The result shows that pedagogic competence and self-efficacy significantly affect knowledge donating. This study implies that the principals should increase the pedagogic competence and self-efficacy of all teachers to enhance their knowledge donation for contributing knowledge among members of the institution.

Keywords: Pedagogic Competence · Self-Efficacy · Knowledge Donation

1 Introduction

Educators are a priority in realizing the success of education, and therefore by looking at the progress of the times that are so fast and sophisticated, an educator needs to improve their quality to harmonize science with the demands of the times. Every professional educator must have deep competence and mastery in their field. Teacher performance is an activity carried out by teachers in the learning process, implementing learning, and assessing learning outcomes [1]. In creating quality education, teachers must share knowledge with other teachers (knowledge donating). This can improve organizational continuity because teachers can coordinate well and improve their performance [2].

Self-efficacy and pedagogic competence are required in the teaching and learning process to improve quality performance [3]. Education is a deliberate effort to create a learning environment and process in which students actively develop their potential for spirituality, religion, self-control, personality, intelligence, noble character, and skills required by themselves, society, nation, and state country [4]. Education aims to optimize the ability of individuals who are independent, skilled, and have character. Education has a strategic position in all aspects of human resource development. Teachers are professional educators whose primary responsibility is educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood, basic, and secondary education [5].

Professional teachers are educated, trained, and have experience in their fields, and possess abilities and expertise in the field of teaching so that they can carry out their duties and functions as teachers to the best of their abilities. Likewise, the Sinar Sentosa

Foundation applies the concept of education based on the school's vision and mission, namely:

Vision: The realization of intelligent, creative, faithful, and devoted students through playing and learning facilities.

Mission: 1. To create intelligent and creative students in all fields. 2. Creating students who believe in God Almighty. 3. Realizing students who have a noble character in daily life.

Therefore, the foundation tries to develop itself into a competitive school and is the community's hope. The background of the problem is that the vision and mission of the Sinar Sentosa Education Foundation, Deli Serdang, North Sumatra, have not met the expectations of the community because there are still many students who show less commendable behavior, such as skipping classes, being involved in a brawl, using drugs, and promiscuity. Not to mention there are still many undisciplined students. This phenomenon shows that the Sinar Sentosa Education Foundation, Deli Serdang, North Sumatra, has not yet achieved its vision and mission. Based on the problems mentioned above, many factors cause low teacher performance, as seen from the results of the gap research [6].

1.1 Theoretical Foundation Pedagogic Competence

According to [7, 8], "Teachers' pedagogical competence is needed along with the abilities possessed by educators in understanding student characteristics, on moral, emotional and intellectual aspects". This applies if an educator must master the theories and principles of learning. Educators must also understand that every student is unique. Educators are also required to optimize the potential of teachers to maximize the abilities that exist within each of the teachers.

Self-efficacy

Self-efficacy is a person's conviction in their capacity to arrange and take the required steps to direct future events and impact how individuals react to certain situations or conditions [9]. Teachers with high self-efficacy are more confident in their ability to carry out their duties, which affects their performance in terms of teaching and learning. Teachers' performance is subpar when they lack high levels of self-efficacy. According to [10], self-efficacy is essential in improving employee performance.

Knowledge Donating

According to [11], knowledge donating is the willingness of members of an organization to contribute knowledge to create new concepts for process and product improvements. While [12] states that knowledge donation is defined as organizational members' role in sharing information with others (donating) in developing new concepts. Moreover, [13] mentions that knowledge donation is employees' willingness to Communicate with others, and gladly transferring information will add to a company's viability by allowing it to participate, minimizing the cost of coordinating operations, and enhancing current goods and services, and improving employee performance on routine tasks [14]. According to [15] and [16], knowledge sharing allows employees to contribute knowledge to other employees and participate in various roles related to knowledge provision and receipt.

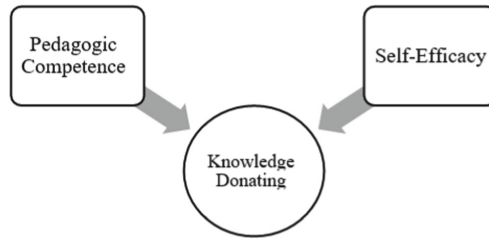


Fig. 1. Conceptual Framework.

2 Methods

This study's research method is a quantitative approach, which requires many numbers to be used, beginning with data collection, data interpretation, and the presentation of the results. The research method used is a survey method with path analysis techniques. Path analysis describes and tests the causal variable relationship model (not interactive/reciprocal relationships). In the research conducted by this researcher, it will examine and analyze the interest between research variables and calculate the influence between other variables. This study involved three variables: pedagogic competence (X1) and self-efficacy (X2) as dependent variables or exogenous variables, and knowledge donating as the independent variable (Y). The sample used a random sampling technique and obtained four schools with a total sample of 58 respondents. Data was collected using the knowledge education scale, self-efficacy scale, and pedagogic competence scale. The self-efficacy scale is based on the dimensions of self-efficacy: level (level of task difficulty), generality (breadth of behavior), and strength (strength of belief).

The conceptual framework is a line of thought that connects one concept to another to provide an overview and direct assumptions about the variables to be studied. The pedagogic competence (X1) and self-efficacy (X2) are assumed to have a partial and simultaneous effect on knowledge education in this study (Y). The conceptual framework of this research is as in Fig. 1.

3 Result and Discussion

In this study, we attempted to answer the question, "How do pedagogic competence and self-efficacy affect knowledge education?". This study makes the most significant contribution to theory development by attempting to explain the mechanisms of "why" and "how" pedagogic competence and self-efficacy affect knowledge education. These findings show that if employees believe their organization provides them with the freedom and training, they need to advance and innovate, they will take the initiative to provide creative or change-oriented ideas to the company, as well as engage in problem-solving and decision-making processes and successfully learn. These elements lead to a favorable link between educators and students of the Sinar Sentosa Education Foundation, Deli Serdang.

Therefore, contribute to pedagogic competence and self-efficacy in knowledge donating. This study shows that the most critical variable in estimating knowledge education is the possession of pedagogic competence and self-efficacy. Employees who engage in problem-solving, decision-making, and goal setting may experience a feeling of connection to the goals set. The organization serves as a mechanism for attaining these goals. Employee aims or objectives are considered an individual extension and might be anchored in the individual. As a result, possession, and self are linked.

4 Conclusion

This study aims to test the hypothesis that “there is an influence between pedagogic competence and motivation on teacher self-efficacy”. This research was conducted at a Sinar Sentosa Education Foundation, Deli Serdang, North Sumatra, while the sample was 58 teachers. This study used path analysis techniques using the excel program. The data of this study were obtained through a questionnaire or questionnaire in the form of a scale of pedagogic competence, motivation, and self-efficacy. Based on the previously described research and discussion findings, researchers provide suggestions for educators to improve pedagogic competence and motivation further, so that teacher self-efficacy becomes more.

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