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Students' Perception of Teachers' Pedagogical and Personal
Competences and Their Learning Outcomes: A Correlational
Study at SMPN 1 Bandar Seikijang

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Abstract

The objective of this research was to know about the effectiveness of teacher's pedagogical and personal competence toward students' motivation and learning outcomes in SMPN 1 Bandar Seikijang. The researcher applied quantitative methods with a multiple regressions design. The samples of this research was the 85 students. The technique of collecting data by using questionnaire. Based on the result of this research, Pedagogical Competence has a significant effect on Learning Outcomes. Therefore, the H1 hypothesis is accepted by the decision rule, namely the more teachers' pedagogical competence is good, then learning outcomes will be higher. Personal Competence has a significant effect on Learning Outcomes. Therefore, the H2 hypothesis is accepted by the decision rule, namely the more teachers' personal competence is good, then learning outcomes will be higher. Students' Motivation has a significant effect on Learning Outcomes. The variables of pedagogical competence and personal competence together have a significant effect on learning outcomes. Therefore, H3 is accepted with the decision rule.

Keywords: pedagogical and personal competence, learning outcomes.

Introduction

Nowadays, Indonesia uses the 2013 curriculum as its main educational program. In 2013 curriculum, students are intended to be more active than the teacher, so, it cannot be separated with the cooperative learning itself. 2013 curriculum has the main approach called scientific approach. According to Hasan (2018:88) stated that scientific approach learning outcomes is to make the productive, creative, innovative, and effective of attitude, skill, and knowledge. Furthermore, he mentioned there are five steps administered while teaching using scientific approach, which are, observing, questioning, associating, experimenting, and networking. From associating, experimenting and networking teachers can implement the cooperative learning even just divide the students into pairs or some groups to discuss with.

In Indonesian context, English is taught by integrating the four main skills (listening, reading, speaking, and writing). The goal of teaching English at the secondary school levels (SMP/SMA) in Indonesia is to develop the communicative competence in spoken and written English, and to gain informational and literacy knowledge through developing skills in listening, speaking, reading, and writing, (Hasan, 2018:4).

To make it goaled, teachers have a very important task in improving the quality of learning, so that the position, role and functions cannot be replaced with any facilities. Teachers must be present with the students carry out learning in the classroom. The role and function of teachers in the learning associated with as informatory, organizer, motivator, directors, transmitters, facilitators, mediators and evaluators.

Teachers should develop their skills because it can be differences between teachers with another profession. Teachers must to changes their students' character to focuses study in learning activity, especially for English teacher. English teacher must to be able in developing learning activity. It is difficult to be an English teacher because in English learning activity have several aspect that must to able in student, namely are listening comprehension, speaking ability, reading comprehension, and writing ability.

So far, the teachers' competency affects the students' motivation in learning. Good English teachers' competence and suitable teaching approaches are related to the students' motivation, academic achievement, and overall perception on the effectiveness of the lessons (Good, 1987). Students are motivated when they are taught by teachers with a good competency in teaching.

Professional English teachers should have a good competence to teach in the classroom. They have to be good in grammar, sociolinguistic, discursive, and strategic in the target language (Hedgcock, 2002). Pedagogic competence and personal competence are two from four teacher competencies which are needed by the teacher to be a professional teacher. English teachers with a good

pedagogic competence will have ability in designing a good strategy in teaching the subject, and it makes the students' motivation increased.

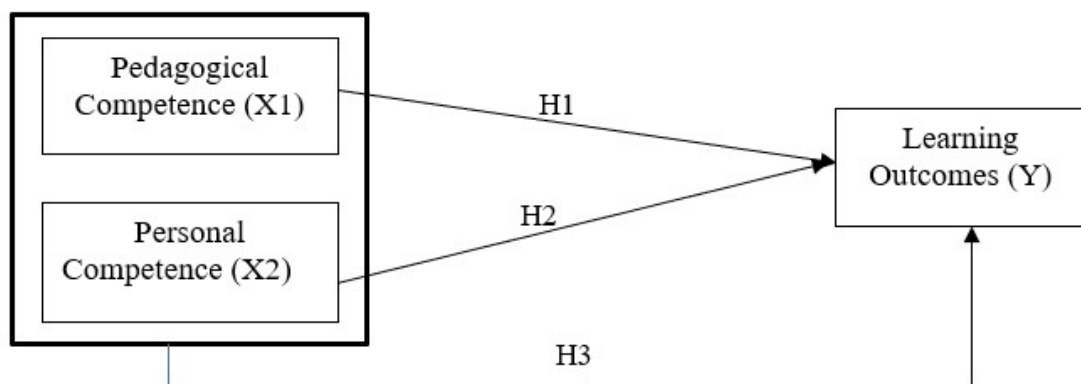
There are two to five English teachers at SMPN 1 Bandar Seikijang had been certified. It means, they surely have a good way of teaching better than other teachers. In fact, they still teach with the old method, they should be able to innovate in providing joyful learning. Moreover, the 2013 curriculum learning emphasizes teachers to innovate more. If the teacher cannot provide good learning, of course this will have an impact on low student motivation and worse will have an impact on the low students' learning outcomes.

In this research, there were three variables consist of two independent variables are pedagogical competence (X1) and personal competence (X2), one dependent variable namely learning outcomes (Y). Researcher will be using a multiple regressions that to test the variables in this research at SMPN 1 Bandar Seikijang. The researcher had been using questionnaires because this study told about the students' perception about their teacher's pedagogic and personal competence.

METHODS

This research conducted as a correlational study by using a quantitative research. According to Creswell (2012:349) correlational study is a statistical procedure for examining the combined relationship of *multiple* independent variables with a single dependent variable. In regression, the variation in the dependent variable is explained by the variance of each independent variable (the relative importance of each predictor), as well as the combined effect of all independent variables (the proportion of criterion variance explained by all predictors), designated by R^2 (Kline, 1998). Similar to the regression equation mentioned earlier, predicted scores on an outcome can be generated using an equation that is similar to the simple regression equation, but it includes additional predictors.

Design



Site and Time

This research will be conducted at SMPN 1 Bandar Seikijang which is located on Lintas Timur Street, Bandar Seikijang Districts of Pelalawan Regency. The duration of the research depend on situation, it will be taken above January to March 2020.

Populations and Samples

No	Class	Types	Populations	Totals
1.	VII	VII-1	$33 = \frac{33}{560} \times 85$	5.08 = 5 students
		VII-2	$33 = \frac{33}{560} \times 85$	5.08 = 5 students
		VII-3	$33 = \frac{33}{560} \times 85$	5.08 = 5 students
		VII-4	$33 = \frac{33}{560} \times 85$	5.08 = 5 students
		VII-5	$33 = \frac{33}{560} \times 85$	5.08 = 5 students
		VII-6	$30 = \frac{30}{560} \times 85$	4.55 = 5 students
2.	VIII	VIII-1	$35 = \frac{35}{560} \times 85$	5.31 = 6 students
		VIII-2	$34 = \frac{34}{560} \times 85$	5.16 = 5 students
		VIII-3	$34 = \frac{34}{560} \times 85$	5.16 = 5 students
		VIII-4	$34 = \frac{34}{560} \times 85$	5.16 = 5 students
		VIII-5	$33 = \frac{33}{560} \times 85$	5.08 = 5 students
		VIII-6	$33 = \frac{33}{560} \times 85$	5.08 = 5 students
3.	IX	IX-1	$21 = \frac{21}{560} \times 85$	3.18 = 3 students
		IX-2	$21 = \frac{21}{560} \times 85$	3.18 = 3 students
		IX-3	$20 = \frac{20}{560} \times 85$	3.03 = 3 students
		IX-4	$20 = \frac{20}{560} \times 85$	3.03 = 3 students
		IX-5	$20 = \frac{20}{560} \times 85$	3.03 = 3 students
		IX-6	$20 = \frac{20}{560} \times 85$	3.03 = 3 students
		IX-7	$20 = \frac{20}{560} \times 85$	3.03 = 3 students
		IX-8	$20 = \frac{20}{560} \times 85$	3.03 = 3 students
Amount of Samples				85 Students

Technique of Data Collection

In this study, researcher used two questionnaires and documentation as data collection analysis because in this research it will be known what the objectives of this research consists of; to know the significant relationship between students' perception of teacher's pedagogical competence and their learning outcomes. to know the significant relationship between students' perception of teacher's personal competence and their learning outcomes. To know the significant relationship between students' perception of teacher's pedagogical and personal competences and their learning outcomes.

Data Analysis Technique

In this research, there were two types of data analysis techniques namely were statistic descriptive and inferential statistic, all of techniques will be analyze by SPSS program and manually with contribute by Excel Program.

FINDINGS AND DISCUSSION

This research was conducted in order to find out the research questions (1) is there any significant relationship between students' perception of teacher's pedagogical competence and their learning outcomes? (2) is there any significant relationship between students' perception of teacher's personal competence and their learning outcomes? (3) is there any significant relationship between students' perception of teacher's pedagogical and personal competences and their learning outcomes?.

This research was carried out online considering that the treatment carried out was only distributing questionnaires to respondents. The respondents amounted to 85 students who were classified based on each class. The populations of this research are all of students of SMPN 1 Bandar Seikijang in the academic year of 2019 – 2020 which consisted of 17 classes of seventh grade are 5 classes, eighth grade are 6 classes and ninth grade are 6 classes. So, the representative sample technically is 85 students. Then, getting permission because is often necessary before collecting the data. In this case, the researcher had been using questionnaires to measure because this research focuses on students' perception toward their teacher competence.

Relationship Between Students' Perception of Teacher's Pedagogical Competence and Learning Outcomes

To find out about correlation of students' perception of teacher's pedagogical competence and learning outcomes, it can be seen based on regression linier analysis as follows:

H1: there has significant relationship between students' perception of teacher's pedagogical competence and their learning outcomes

Model		Coefficients ^a		
		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	76.617	2.682	
	Pedagogical Competence	.202	.149	.678
	Personal Competence	-.308	.226	-.680

a. Dependent Variable: Learning Outcomes

The pedagogical competence variable (X1) has a positive effect of 0.202, meaning that if teacher's pedagogical competence is good, then the learning outcomes will increase by 0.202, and vice versa if it is not good it will reduce learning outcomes, assuming the value of other variables remains.

Relationship between students' perception of teacher's personal competence and learning outcomes

To find out about correlation of students' perception of teacher's personal competence and learning outcomes, it can be seen based on regression linear analysis as follows:

H2: there has significant relationship between students' perception of teacher's personal competence and their learning outcomes

Model		Coefficients ^a		
		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	76.617	2.682	
	Pedagogical Competence	.202	.149	.678
	Personal Competence	-.308	.226	-.680

The personal competence variable (X2) has a positive effect of -0.308, meaning that if the teacher's personal competence is good, then the learning outcomes will increase by -0.308, and vice versa if it is not good it will reduce learning outcomes, assuming the value of other variables remains.

Relationship between students' perception of teacher's pedagogical and personal competences and learning outcomes

To find out about correlation of students' perception of teacher's pedagogical and personal competences and their learning outcomes, it can be seen based on multiple regression linear analysis as follows:

H3: there has significant relationship between students' perception of teacher's pedagogical and personal competences and their learning outcomes

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2664.103	2	1332.052	11945.781	.000 ^b
	Residual	9.144	82	.112		
	Total	2673.247	84			

a. Dependent Variable: Learning Outcomes

b. Predictors: (Constant), Personal Competence, Pedagogical Competence

To interpret the data in the table above, that is by making decisions based on the probability by looking at the significant value < 0.05 . That is, it can be concluded that the variables of pedagogical competence, personal competence and motivation together have a significant effect on learning outcomes. Therefore, H3 is accepted with the decision rule.

Multiple Regressions Analysis

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	76.617	2.682	
	Pedagogical Competence	.202	.149	.678
	Personal Competence	-.308	.226	-.680

a. Dependent Variable: Learning Outcomes

Based on the above equation, it can be concluded as follows:

1. The constant value is 76,617, meaning that if the pedagogical competence and personal competence variables are 0, then the students' motivation variable is 76,617.
2. The pedagogical competence variable (X1) has a positive effect of 0.202, meaning that if teacher's pedagogical competence is good, then the learning outcomes will increase by 0.202, and vice versa if it is not good it will reduce learning outcomes, assuming the value of other variables remains.
3. The personal competence variable (X2) has a positive effect of -0.308, meaning that if the teacher's personal competence is good, then the learning outcomes will increase by -0.308, and vice versa if it is not good it will reduce learning outcomes, assuming the value of other variables remains.

Discussion

This research was a multiple correlational quantitative research designed to determine the pedagogic competence and personal competence of teachers on students' learning motivation and learning outcomes. Based on the research explanation above, it can be interpreted each variables as follows:

Pedagogic competence is the ability of teachers in managing learners based on approaches by taking into account the understanding of learners, planning and implementation of learning, evaluation of learning outcomes and development of learners' potential. Pedagogic competence in Lesson Study activities is explained based on pedagogic competence structure as stated in Permendiknas Number 16 the Year 2007. Here is the explanation about the analysis of pedagogical competence of junior high school English teachers who join the Lesson Study activities. Teachers who attended the event consisted of inexperienced teachers (junior) and experienced teachers (seniors).

In pedagogic competence, teachers are required to be able to master knowledge education, understanding of student development, development of curriculum and syllabus, educational learning and dialogue between teachers and students, developing student potential, and being able to evaluate achievement student learning. The pedagogical competence had gave the big influence toward the learning take place. That the pedagogical competence is very important for the effectiveness of learning.

Based on hypothesis above, there were relationship between pedagogical competence toward students' learning outcomes. Pedagogical Competence has a significant effect on Learning Outcomes. Therefore, the H1 hypothesis is accepted by the decision rule, namely the more teachers' pedagogical competence is good, then learning outcomes will be higher.

In the teacher's personality competence at least includes: personality: steady, stable, mature, wise and wise, authoritative, noble character, being a role model for students and the community. Objectively evaluate one's own performance, and develop oneself independent and sustainable.

Based on hypothesis above, there were relationship between personal competence toward students' learning outcomes. Personal Competence has a significant effect on Learning Outcomes. Therefore, the H2 hypothesis is accepted by the decision rule, namely the more teachers' personal competence is good, then learning outcomes will be higher.

If the teacher's competence is low, then the students will become the next generation low quality, let alone being able to compete, even looking for work difficult, so it is not impossible that in the future it will become a social burden for society and this country. So that the competence of a teacher is very urgent. In this case, a competent teacher will be better able to manage class so that students' learning activities are at an optimal level, subject matter will be easily conveyed to students and this too will have an impact on improving learning outcomes.

Therefore, the effectiveness of organizational communication is determined by (a) a clear structure for each function and role of people/parts, (b) communication model, and (c) technological support capacity, namely the ability of the organization financially and human resources (Engkoswara; Komariah, 2011). The success of schools in achieving educational goals is also determined by how much the school can absorb the growth of technology to develop its capacity. The intended technology does not only support production or direct services but also relates to elements of communication within the organization technology must facilitate that.

According to Spolsky (2000) the most meaningful factors that affect the teaching/learning process are the teaching method, the age, the aptitude, the attitude of learners. Among these factors, the last factor (attitude) is the one that most affects motivation because it directly relates to the education context (teachers, friends, and family) that surrounds the learner.

Learning the motivation of students in education is important. A learner learns best when he/she recognizes the need and develops the desire to learn. This is through motivation. Motivation stimulates learners to think, concentrate, and learn effectively. Motivation increases the performance of learning. Learning is an active process requiring a participative role. It influences the rate of learning, the retention of information, and the desire to learn.

CONSLUSION AND SUGGESTIONS

Implication provides the contribution of the research for teaching and learning English. There are some implications that have to be paid attention. Firstly, in pedagogic competence, teachers are required to be able to master knowledge education, understanding of student development, development of curriculum and syllabus, educational learning and dialogue between teachers and students developing student potential, and being able to evaluate achievement student learning.

The pedagogical competence had gave the big influence toward the learning take place. That the pedagogical competence is very important for the effectiveness of learning. Secondly, teacher's personality competence at least includes: personality: steady, stable, mature, wise and wise, authoritative, noble character, being a role model for students and the community. So, if the two things above are owned by the teacher, the teacher will become a professional teacher and of course can affect the enthusiasm of students' learning which has an impact on increasing students' English learning outcomes.

Based on the results of research and discussion in the previous chapter, it can be concluded in this study as follows:

1. Pedagogical Competence has a significant effect on Learning Outcomes. It can be seen the significant value $< 0,05$ ($0,000 < 0,05$). Therefore, the H1

hypothesis is accepted by the decision rule, namely the more teachers' pedagogical competence is good, then learning outcomes will be higher.

2. Personal Competence has a significant effect on Learning Outcomes. It can be seen the significant value $< 0,05$ ($0,000 < 0,05$). Therefore, the H2 hypothesis is accepted by the decision rule, namely the more teachers' personal competence is good, then learning outcomes will be higher.
3. Pedagogical competence an personal competence together have a significant effect on learning outcomes. It can be seen the significant value $< 0,05$ ($0,000 < 0,05$). Therefore, H6 is accepted with the decision rules

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