PEDAGOGIC COMPETENCE EFFECT, ATTITUDE ON PROFESSION, AND MOTIVATION TO THE TEACHER PERFORMANCE

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Abstract

The purpose of this study was to determine the effect of Pedagogic Competence, Attitude on Profession, Work Motivation, on the performance of Islamic Elementary School teachers in Samarinda City. The results stated that: (1) Pedagogic competence has a direct positive effect on teacher performance, (2) Attitudes in the profession have a direct positive effect on teacher performance, (3) Motivation has a direct positive effect on Teacher Performance, (4) Pedagogic competence has a direct positive effect on motivation, (5) Attitudes in the profession have a direct positive effect on motivation. This research was carried out in the Madrasah Ibtidaiyah Office of the Ministry of Religion of Samarinda City involving 148 teachers as research samples. Determination of the research sample was done by using random sampling. The research data collection technique uses an instrument in the form of a questionnaire using a Likert scale with 5 answer choices and using tests. Data analysis uses path analysis techniques. Based on the results of the study, pedagogic competence, attitudes to profession and motivation have a direct positive effect on the performance of Madarsah Ibtidaiyah teachers. Therefore, the research variables can be recommended for the sake of improving the performance of madrasah teachers in Samarinda or other areas at the same level or higher.
Keywords: Pedagogic competence, Attitudes in the Profession, Motivation and Teacher Performance.

Teacher performance has a huge influence and contribution to the quality of education. Quality education will also produce quality human resources. Mukhtar and Iskandar (2009) said that improving the quality of education is an integrated process with the process of improving the quality of human resources themselves. Quality human resources accelerate the achievement of community welfare. Mukhneri Mukhtar said that education has now become one of the needs of the community in order to get a better life in the future (UNJ, 2010). According to Robbin (1994) Performance is a description of the quantity and quality of the achievement of tasks, whether done by individuals, groups or companies. As the opinion of Anwar Prabu Mangkunegara (2005) who said that performance is the result of work that in quality and quantity can be achieved by an employee or employee in carrying out their duties in accordance with the responsibilities given. Cascio & Aguinis in PA. Satwika and F. Himan (2014) mentions that performance is an individual's behavior that is relevant to the goals of the organization, which results in or decreases organizational effectiveness from a position, especially in the form of task completion behavior in accordance with the roles detailed in the job description. Wibowo (2000) argues that performance has a broader meaning, not just work but including how the work process takes place. This is in line with Moorhead and Griffin (2005) in the work process that requires an individual performance behavior. Work behavior is a series of work-related behaviors in totality that the organization expects to be displayed by

individuals. Based on the description above, it can be synthesized that the teacher's performance is the performance of the teacher in carrying out his main tasks in order to achieve the goals of the school organization marked by indicators: discipline, work performance, responsibility, cooperation, and innovation.

The performance of Islamic Elementary Shool teachers in the city of samarinda still needs to be improved. Taking into account the empirical data from the results of the performance assessment of the Islamic Elementary Shool teachers in Samarinda, there were 25% of teachers getting good and very good categories. While 51% of teachers still get less grades. And 14% of teachers received enough and moderate grades. Academically, the mastery of teaching (pedagogic) knowledge will affect teacher performance. The teacher needs mastery of pedagogical science. So that he has good competence in the field of teaching. This lack of pedagogical teacher ability can lead to problems that directly affect the quality of students. Sumarna Surapranata (2017) said that the results of the low pedagogical competence indicate that the method of teaching the teacher is not good. In another view, Mastuhu argued that the weak ability of teachers in teaching science is a key issue in achieving national education goals. Mulyasa (2013) emphasizes that pedagogic competence is an ability that must be owned and developed by each teacher. Pedagogic competence is a teacher's competence that is related to the ability to understand students and convey learning according to these characteristics appropriately. This competence must be actualized by each teacher in creating an educational learning climate, as an embodiment of the mastery of the main competencies, supporting competencies and other competencies in an integrated and complete manner. Pedagogic competence requires continuous development to be renewed. Giertz (2010) mentions pedagogical competence can be described as the ability and the will to regularly apply the attitude, knowledge and skills that promote the learning of the teacher's students. This shall take place in accordance with the goals that are being aimed at and the existing framework and presupposes continuous development of the teacher's own competence and course design.

In addition to pedagogical competence, the attitude of teachers to the profession also affects the performance displayed. Teachers are required to have a good attitude to carry out their duties professionally. Moerhead and Griffin (2013) state that attitudes are a set of beliefs and feelings that a person has about certain ideas and situations, or about others. Attitude is important because it is a mechanism by which most people express their feelings. Thomas and Znaniecki emphasize the relationship between individual attitudes towards the social world or society. He said with our attitude to understand the process of individual consciousness that determines the real activities or possibilities of individuals in the social world; By attitude we understand a process of individual consciousness which determines real or possible activity of the individual in the social world. The above opinion is in line with the attitude function expressed by Katz (1960), Smith, Brunner & White (1956) and Harek (1986) which concludes that there are five important attitudinal functions. The five functions; (1). attitude as an instrumental function, (2) attitude as a function of expressive value, (3) attitude as a function of ego defense, (4) attitude as a function of social adjustment, and (5) function of attitude as behavior. In elaborating the components of the attitude of Rosenberg and Hovland dividing into three known as tripartite models;
1. Cognitive components (perceptual components),
2. Affective component (emotional component),
3. Conative components (components of behavior, or action components)

The teacher's attitude describes the pattern of action or tendency and the ability to adapt to the demands of the task that he must carry out or not carry out on the basis of a feeling of responsibility towards his profession. The realization of the teacher's attitude can be seen from the implementation of his duties.

Another aspect that influences teacher performance is work motivation. motivation comes from latin "movere " which means moving or encouraging someone to do things. Malay SP Hasibuan (2000) defines motivation as; That predisposition (it self the subject of much controversy) within the individual which arouses sustain and direct his behavior. Motivation involve such factor as biological and emotional needs that can only be inferred from observation behavior). George R. Terry (2006) reinforces that motivation is a desire that is found in an individual who stimulates him to take actions. Affirmation of motivation related and an impulse in a person is also stated by Gleitmen and Reber (2004) who consider motivation as an energizer or power supplier. Motivation is an internal state of an organism, both human and animal, which encourages it to do something. Merle J Moskowits (2014) that motivation is initiation and direction of behavior, and motivation lessons are actually behavioral lessons. By referring to some of the opinions above, the experts conclude that the basic forms of motivation consist of two internal work motivation (intrinsic motivation) and external self-motivation (extrinsic motivation). Thus it can be synthesized that the teacher's work motivation is a strong impulse from within to carry out the task optimally to achieve educational goals with indicators of work behavior, work productivity, perseverance. George R. Terry believes that motivation appears in two different aspects. First, when viewed in terms of active / dynamic, motivation appears to be a positive effort in moving, directing, and directing the power and potential of the workforce so that they can productively achieve and realize the goals set previously. Secondly, when viewed from the passive / static perspective, motivation will appear as a necessity as well as an incentive to move, mobilize, and direct the human potential and work power in the desired direction.

METHOD

This research method uses a survey method with a path analysis approach. Research variables were pedagogic competence (X_1), attitudes on profession (X_2), motivation (X_3) and performance (Y). The total population is 343 teachers of Islamic elementary schools in the city of Samarinda. The target population is 233 classroom teachers from the Islamic elementary schools in the city of Samarinda of East Kalimantan Province. The sample of respondents is based on Simple Random Sampling, that is the sample taken randomly using the Slovin formula is 148 teachers. Data collection was carried out through instruments in the form of tests and questionnaires designed in the form of a Likert scale.

RESULT

Then obtained the results of hypothesis testing consisting of normality test, homogeneity test, linearity test and regression and correlation significance test, are as follows:

Table 1. Summary of Results of Descriptive Research Data Analysis

Variabel	n	Mean	Median	Modus	Std. Deviasi	Varian	Min	Maks	Sum
Y	148	113,58	112,364	111	8,087	18,532	87	140	65402
X_1	148	22,95	23,50	28	5,03	25,304	11	30	3398
X_2	148	119,52	121,000	149,000	21,999	483,966	57	149	17689
X_3	148	96,905	97,500	100	7,759	60,209	71	114	14342

Normality test data distribution is carried out according to Liliefors statistical test rules, as follows:

The hypothesis tested is:

Ho = X1, comes from a population that is normally distributed

H1 ≠ X1, comes from a population that is not normally distributed.

Accept Ho if Lo count (maximum) <L table at the real level 0.05.

Normality Test Y over X1

Test the error (the difference between $\hat{Y}$ and Y) in the regression equation: $\hat{Y} = 99,147 + 0,629X1$ from the calculation results obtained   Lo(maximum) 0,031 while the L table at the level of trust $\alpha = 0,05$ with a total sample of 148 is 0,07281. Because the Lo (maximum) is smaller than L table, the null hypothesis (Ho) is accepted. This means that data comes from populations that follow normal distribution.

Normality Test Y over X2

Test the error (the difference between $\hat{Y}$ and Y) in the regression equation: $\hat{Y} = 94,963 + 0,156X2$ from the calculation results obtained Lo(maximum) 0,022 while the L table at the level of trust $\alpha = 0,05$ with a total sample of 148 is 0,07281. Because the Lo(maximum) is smaller than L table, the null hypothesis (Ho) is accepted. This means that data comes from populations that follow normal distribution.

Normality Test Y over X3

Test the error (the difference between $\hat{Y}$ and Y) in the regression equation: $\hat{Y} = 72,278 + 0,465X3$ from the calculation results obtained Lo(maximum) 0,031 while the L table at the level of trust $\alpha = 0,05$ with a total sample of 148 is 0,07281. Because the Lo(maximum) is smaller than L table, the null hypothesis (Ho) is accepted. This means that data comes from populations that follow normal distribution. The full data summary is presented in Table 2 below:

Tabel 2. Estimated Error Normality Test Results $(Y - \hat{Y})$

Estimated Error	$L_{0\ Maksimum}$	$L_{Tabel}\ \alpha\ 0,05$	Decision	Information
Y over X_1	0,031	0,07281	Accept H_o	Normal
Y over X_2	0,022	0,07281	Accept H_o	Normal
Y over X_3	0,031	0,07281	Accept H_o	Normal

Homogeneity test data is done with the intention to determine whether the distribution of data from each variable does not deviate from the characteristics of the same (homogeneous) data. For the purposes of this test, the Bartlett test rules are used.

The hypothesis to be tested is formulated as follows:

Ho: $S1^2 = S2^2 = S3^2 = ... Sy^2$.

H1: One sign is not the same

Testing criteria:

Reject Ho, if $\chi2$ count is greater than $\chi2$ tables, at a significant level $\alpha = 0.05$ with degrees of freedom (dk) = k-1.

Homogeneity Test of Data Y on X1

The results of the calculation of the regression variance test Y over X1 produces a source of variance as many as 106 groups as shown in appendix 6 and found itung2 count = 56.228, while the value of $\chi2$ table with degree of freedom (148 -1) and confidence level $\alpha = 0.05$ is 124.342. Because $\chi2$ counts smaller $\chi2$ table then the null hypothesis is accepted, meaning that the distribution of data from variable Y over X1 does not deviate from the characteristics of the same (homogeneous) data.

Homogeneity Test Y for X2

The results of the calculation of the regression variance test Y for X2 resulted in 46 variance sources as shown in Appendix 6 and found itung2 count = 48.02, while the value of $\chi2$ table with degrees of freedom (148-1) and level of confidence $\alpha = 0.05$ was 124,342 Because $\chi2$ counts smaller $\chi2$ table then the null hypothesis is accepted, meaning that the distribution of data from variable Y over X2 does not deviate from the.

Homogeneity Test Y over X3

The results of the calculation of the regression variance test Y on X2 Produce a source of variance as many as 46 groups as shown in Appendix 6 and found itung2 count = 43.773, while the value of χ^2 table with degrees of freedom (148-1) and the level of confidence $\alpha = 0.05$ is 124.342 Because χ^2 count smaller χ^2 table then the null hypothesis is accepted, meaning that the distribution of data from variable Y over X2 does not deviate from the characteristics of the same (homogeneous) data characteristics of the same (homogeneous) data.

The summary of the results of the homogeneity of variance test between supervision variables (X1) and attitudes in the profession (X2) with teacher performance (Y) is presented in Table 3 below;

Table 3. Homogeneity Test Results of Regression Variance Y over X

Varians	Dk	χ^2 count	χ^2 Tabel $\alpha = 0,05$	Decision	Information
Y over X_1	147	56,228	124.342	Accept H_o	Homogen
Y over X_2	147	48,02	124.342	Accept H_o	Homogen
Y over X_3	147	31,4406	124.342	Accept H_o	Homogen

Linearity test is intended to find out how much research data is viewed from the regression line, the influence between independent variables and dependent variables. Linearity test uses the F test.

Linearity and significance of regression coefficients Teacher performance (Y) on Pedagogic Competence (X1).

From the results of regression calculations obtained F-count = 26.356 F-table for $\alpha = 0.01$ degrees of freedom (1, 146) obtained F-table = 3.92. Because F-count> F-table, Ho is rejected meaning that the regression is very significant. In the linearity test of a simple regression equation, the calculation results show the value of F-count = -4.609 and F-table at $\alpha = 0.05$ degrees of freedom (40, 106) obtained F-table = 1.54. Because F-count $\geq$ F-table, Ho is accepted means that the regression equation model of Teacher Performance (Y) towards Pedagogic Competence (X1) is linear and significant.

Linearity and significance of regression coefficients teacher performance (Y) on attitudes on profession (X2)

From the results of regression calculations obtained F-count = 31.954 F-table for $\alpha = 0.05$ degrees of freedom (1, 146) obtained F-table = 3.92. Because F-count > F-table Ho is rejected meaning that the regression is very significant. In the linearity test of a simple regression equation, the calculation results show the value of F-count = 0.654 and F-table at $\alpha = 0.05$ degrees of freedom (62, 84) obtained F-table = 1.45. Because F-count $\geq$ F-table, Ho is accepted, it means that the regression equation model of teacher performance (Y) on Attitude in Professional (X2) is linear and significant.

Linearity and significance of regression coefficients teacher performance (Y) on teacher work motivation (X3)

From the results of regression calculations obtained F-count = 28.835 for $\alpha = 0.05$ F-table = 3.92. Because F-count > F-table, the regression is very significant. In the linearity test of a simple regression equation, the calculation results refer to the value of F-count = -0.973 and F-table = 5.66 at $\alpha = 0.05$. Because F-count $\geq$ F-table, the regression equation model of teacher work motivation (X3) on teacher performance (Y) is linear and significant.

Linearity and significance of regression coefficients of teacher's work motivation (X3) on Pedagogic Competencies (X1)

From the results of the regression calculation above obtained F-count =10,248 F-table for α = 0.05 degrees of freedom (1, 146) obtained F-table = 3.92. Because F-count > F-table, Ho is rejected meaning that the regression is very significant. In the linearity test of the simple regression equation, the calculation results show the value of F-count = 19.662 and F-table at α = 0.05 degrees of freedom (18.128) obtained F-table = 5.66. Because F-count ≥ F-table, Ho is rejected, meaning that the regression equation model of teacher's work motivation (X3) on Pedagogic Competence (X1) is not linear and significant.

Linearity and significance of regression coefficients of teacher's work motivation (X3) on attitudes on profession (X2)

From the results of the regression calculations above obtained F-count = 20.196 for α = 0.05 F-table = 3.92. Because F-count > Ftable, the regression is very significant. In the linearity test of the simple regression equation, the calculation results refer to the value of F-count = 1.083 and F-table = 1.50 at α = 0.05. Because F-count ≥ F-table, the regression equation model of teacher's work motivation (X3) on Attitude in Professional (X2) is linear and significant.

Variable Correlation Coefficient.

Correlation test is intended to determine the effect between variables using the t test. Here is the correlation table for all variables:

Table 4. Correlation matrix between variables

|		Y	X1	X2	X3
Y	Pearson Correlation	1	.391**	.424**	.406**
	Sig. (2-tailed)		.000	.000	.000
	N	148	148	148	148
X1	Pearson Correlation	.391**	1	.149	.256**
	Sig. (2-tailed)	.000		.071	.002
	N	148	148	148	148
X2	Pearson Correlation	.424**	.149	1	.349**
	Sig. (2-tailed)	.000	.071		.000
	N	148	148	148	148
X3	Pearson Correlation	.406**	.256**	.349**	1
	Sig. (2-tailed)	.000	.002	.000	
	N	148	148	148	148

**. Correlation is significant at the 0.01 level (2-tailed).

The calculation results on the path coefficients in structure 1 are;

Tabel 5. Pathway Coefficient Model Substructure-1

Path		Path Coefficient	tcount
X_1Y	P_{y1}	0,629	5,134
X_2Y	P_{y2}	0,156	5,653
X_3Y	P_{y3}	0,423	5,370

With the substructure 1 model as shown below:
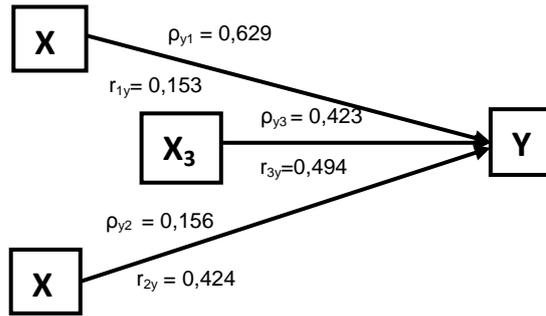
The calculation results on the path coefficients in structure 2 are:

Tabel 5. Pathway Coefficient Model Substructure -2

Path		Path Coefficient	tcount
X_1X_3	P_{31}	0,395	3,201
X_2X_3	P_{32}	0,123	4,494

With the substructure 1 model as shown below:
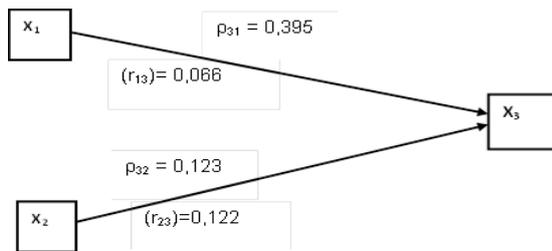
Hypothesis testing

The direct influence of Pedagogic Competence on Teacher Performance

The hypothesis tested states that pedagogic competence has a positive effect on teacher performance. Based on the calculation results obtained py1 = 0.629. The results of the strength analysis of the relationship between the variables of pedagogic competence (X1) with the teacher's performance variable (Y) obtained the value of ry1. = 0.391. Significant (significance) test using t statistics at the level of confidence α = 0.05 and the degree of freedom (1: 146) obtained results that t count = 5.134. While the table is only 1.645, because the value of t arithmetic> t table then the null hypothesis (Ho) is rejected, meaning the relationship between variables of pedagogic competence with teacher performance variables "means" (significant).

Direct Influence of Attitudes on Professionals on Teacher Performance

The tested hypothesis states that attitudes in the profession have a positive effect on teacher performance. Based on the calculation results obtained by the magnitude of the py2 value = 0.156. The results of the strength analysis of the relationship between attitude variables in the profession (X2) with the teacher performance variable (Y) obtained by the value of ry2. = 0.424. Significance test (meaning) by using t statistics at the level of confidence α= 0.05 and the degree of freedom (1: 146) obtained the result that t count = 5.653. While the t table is only 1.645, because the value of t arithmetic> t table then the null hypothesis (Ho) is rejected, meaning the relationship between the variables of attitude in the profession with teacher performance variables "means" (significant).

Direct influence of motivation on teacher performance

The tested hypothesis states that motivation has a positive effect on teacher performance. Based on the calculation results obtained the coefficient of py3 value = 0.423. The results of the

strength analysis of the relationship between the variables of work motivation (X2) with the teacher performance variable (Y) obtained by the value of ry3. = 0.406. Significance test (significance) using t statistics at the level of trust α = 0.05 and the degree of freedom (1: 146) obtained the result that t count = 5.370. While the t table is only 1.645, because the value of t arithmetic> t table then the null hypothesis (Ho) is rejected, meaning the relationship between work motivation variables with teacher performance variables "means" (significant).

Direct influence of Pedagogic Competence on Motivation

The hypothesis tested stated that pedagogic competence has a positive influence on motivation. Based on the calculation results obtained p31 value 0.395. The results of the analysis of the strength of the relationship between variables of pedagogic competence (X1) with the variable work motivation (X3) obtained by the value of ry1. = 0.256. Significance test (significance) using t statistics at the level of confidence α = 0.05 and the degree of freedom (1: 146) obtained the result that t count = 3.201. While the t table is only 1.645, because the value of t arithmetic> t table then the null hypothesis (Ho) is rejected, meaning the relationship between variables of pedagogic competence with work motivation variable "means" (significant).

Influence of Attitudes on Professionals on Motivation

The hypothesis tested states that attitudes in the profession have a positive influence on motivation. Based on the calculation results obtained the value of p32 = 0.123. The results of the strength analysis of the relationship between attitude variables in the profession (X2) with the variable work motivation (X3) obtained by the value of ry2. = 0.349. Significance test (significance) using t statistics at the level of confidence α = 0.05 and the degree of freedom (1: 146) obtained the result that t count = 4,495. While the t table is only 1.645, because the value of t arithmetic> t table then the null hypothesis (Ho) is rejected, meaning the relationship between attitude variables in the profession with the variable work motivation "means" (significant).

DISCUSSION

In testing the first hypothesis, it was proven that there was a significant influence on pedagogic competence on the performance of teachers in Islamic Elementary Schools in the city of Samarinda. This is relevant to the research of Rafiq Awan (2010) at the University of Libraries in Pakistan which states that Pedagogic Competence affects performance. Transformational Pedagogic Competence has a strong positive effect on performance. The research of Fransisca and Triana (2016) on the relationship of pedagogic competence and teacher performance obtained the fact that teachers who have pedagogic competence tend to be of high classification. The results of this relevant study prove that the pedagogic competence of teachers is very instrumental in achieving high teacher performance

In testing the second hypothesis, it was proved that there was a significant influence on the profession's attitudes toward the performance of Madrasah Ibtidaiyah teachers in the city of Samarinda. This is relevant to the research of Paul K. Rotich, Richard K Ronoh and Joseph M Mubichakani (2018) about the attitude of teachers to computer use in education, by adopting an instrument called the Computer Attitude Scale (CAS) developed by Loyd and Loyd (1985). The results of the study show that elementary school teachers in Bomet County have a positive attitude towards computers that can improve the teaching and learning process. The results of this study reinforce that success in improving the performance of teachers can be influenced by aspects of attitudes in the teaching profession.

In testing the third hypothesis, it was proved that there was a significant influence between the motivation of the teacher's work on the performance of the teacher of the Islamic Elementary School in the City of Samarinda. This study is relevant to Mahmudah Enny Widyaningrum's (2011) research on the influence of motivation and culture on organizational commitment and performance of

medical service employees at Ibnu Sina Hospital in Gresik Regency, showing that the influence of motivation on employee performance produces a coefficient of 0.171 (p < 0.05) . Beal and Steven (2007) the results of research are employees with high motivation will have a passion for work that will improve their performance. Kiki Cahaya Setiawan's (2015) study of the effect of work motivation on the performance of employees at PT Pusri Palembang's operating division level obtained the conclusion that motivation has a direct effect on employee performance by 26.68%. The results of this study confirm that improving teacher performance can be influenced by teacher work motivation. Thus, efforts to increase teacher work motivation can have an impact on improving teacher performance.

In the testing of the fourth hypothesis, it was proved that there was a significant influence of the teacher's pedagogic competence on the work motivation of teachers of Islamic Elementary Schools in the city of Samarinda. This research is relevant to the research of Salmawati, Tandiyo Rahayu and Wahyu Lestari (2017) on the contribution of pedagogic competence, professional competence and work motivation to the performance of physical education teachers in Pati Regency, obtaining research results that there is a positive contribution between Pedagogic competencies and work motivation with a contribution of 11, 3%. Research confirms that teacher's work motivation can be influenced by pedagogic competence. In other words, pedagogic competence has a significant contribution to self-motivation in teachers.

In testing the fifth hypothesis, it was proven that there was a significant influence between attitudes in the profession and the motivation of the teachers of the Islamic elementary school teachers in the city of Samarinda. This research is relevant to the research of Joanna Rodiki Petrides (2015) about Attitudes and motivation and their impact on the performance of young English as a Foreign Language learners. The results showed that many items related to attitudes and motivation showed statistical significance as their assessment was lower than 0.05. Motivation of children with a positive attitude to be able to reach the target masters the language. The attitude of being happy in class feels that what they learn will be useful in their lives to appear better than others. This study suggests that work motivation can be influenced by attitudes in the profession. In other words, the attitude to the profession can lead to work motivation in each teacher.

CONCLUSION

Based on the formulation of the problem, the results of the research and discussion that have been described;

1. There is a direct positive influence on teacher's pedagogical competence on teacher performance. This means that teachers must possess and master pedagogic competencies in order to improve teacher performance.
2. There is a direct positive influence on attitudes towards the teacher's performance. This means that the attitude to a good profession must be owned by the teacher to improve teacher performance.
3. There is a positive direct influence of the teacher's work motivation on teacher performance. This means that teachers must have high work motivation in order to achieve teacher performance improvements.
4. There is a direct positive influence on teacher's pedagogical competence on work motivation. This means that teachers must have good pedagogic competence in order to improve teacher work motivation.
5. There is a positive direct influence on attitudes towards the work motivation of teachers. This means that the teacher must have an attitude to a good profession, in order to achieve an increase in teacher's work motivation.

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