

THE INFLUENCE OF PEDAGOGICAL COMPETENCE AND ORGANIZATIONAL SUPPORT ON TEACHER PERFORMANCE

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ABSTRACT

This research aimed to determine the influence of pedagogical competence and organizational support on teacher performance. Using census techniques, the sample in the research was all teachers at SMK Negeri 1 Kandeman, Batang, Central Java, Indonesia, with totaling 80 respondent. The data source in this research is primary data collected using questionnaires. The data analysis used linear multiple regression analysis. The results of the analysis show that pedagogical competence and organizational support have a significant positive effect on teacher performance. This research implies that the central and regional governments can improve the competence and welfare of teachers.

Keywords: pedagogical competence, organizational support, teacher performance

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INTRODUCTION

Education is seen as one of the main human needs for material and spiritual development, facing the era of scientific and technological progress. The role of the teacher is one of the resources that determines the success of education, especially in learning and teaching activities at school. Professional teachers are a determining factor in the quality education process. Teachers must be able to find their identity and actualize it in accordance with the abilities and rules of professional teachers. Teachers are tasked with directing students in achieving learning goals and updating and mastering lesson material through various sources. With professional teacher performance, it is hoped that this will be one step in realizing success in education (Supriyono, 2017).

Teacher performance can be interpreted as the level of success of teachers in carrying out educational tasks by their responsibilities and authority based on performance standards that have been set during a certain period within the framework of achieving educational goals (Barnawi, 2012). One of the factors that influences teacher performance is pedagogical competence. Pedagogical competency is the ability to manage student learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize the various potentials they have (Mulyasa, 2013).

Pedagogy is a competency that teachers must have. Teacher pedagogical competence is very important for teachers to master teachers' teaching tasks, namely educating, teaching, and training. This competency requires teachers to master learning theories and learning principles because students have different characters, traits, and interests. Teacher pedagogical competence is a distinctive competency that will distinguish teachers from other professions and will determine the level of performance that shows the success of the learning

process and outcomes of students. Previous research regarding the influence of pedagogical competence on performance was conducted by Supriyono, (2017), Selviani and Siagian (2020), Rohman (2020), and Selviana, et al (2020) which resulted in pedagogical competence having a positive and significant effect on performance. This is different from previous research conducted by Latif and Totanan (2016) which resulted in pedagogical competence having no effect on performance. These different research results show a research gap where it is important to investigate further the relationship between pedagogical competence and teacher performance.

Another factor that can influence teacher performance is organizational support. Robbins (2008) stated that perceived organizational support is the degree to which employees believe the organization values their contributions and cares about their welfare. Unless management is unsupportive of employees, employees may view these tasks as unpleasant and represent ineffective work results for the organization. Organizational support is seen as very important for work behavior. Organizations have an obligation to develop a climate that supports consumer orientation. The organizational support felt by teachers will be able to improve their performance. This is supported by several previous research which shows the influence of organizational support on performance, such as research conducted by Metria and Riana (2018), Ashar (2019), and Ramadhani and Falahi (2021) which results in organizational support having a positive and significant effect on performance. This is different from the results of research conducted by Soeprijadi and Sudibjo (2021) which resulted in organizational support having no effect on performance. These different research results show a research gap where it is important to study further the relationship between organizational support and teacher performance.

A research study regarding the influence of pedagogical competence and organizational support on teacher performance will be carried out on teachers at SMK Negeri I Kandeman, Batang, Central Java, Indonesia. Currently, teachers are experiencing problems, namely their performance is not optimal. Based on the government data, it is known that the performance is not optimal due to the realization of the 100% target every month. This is the driving factor to formulate various policy alternatives to improve teacher performance with several alternatives including increasing pedagogical competence and organizational support for teachers.

Based on the phenomena problem and previous research gap, this research aimed to confirm and test the influence of pedagogical competence and organizational support on teacher performance. The research is expected to make a theoretical contribution to the scientific development of human resources, and practically provide input to the government.

LITERATURE REVIEW

The influence of pedagogical competence on teacher performance

One of the factors that influences teacher performance is pedagogical competence. Pedagogical competency is the ability to manage student learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize the various potentials they have (Mulyasa, 2013).

Pedagogical competence is a competency that teachers must have. Teacher pedagogical competence is very important for teachers to master concerning teachers' teaching tasks, namely educating, teaching, and training. This competency requires teachers to master learning theories and learning principles because students have different characters, traits, and interests. Teacher pedagogical competence is a distinctive competency that will distinguish

teachers from other professions and will determine the level of performance that shows the success of the learning process and outcomes of students.

Previous research regarding the influence of pedagogical competence on performance was conducted by Supriyono, (2017), Selviani and Siagian (2020), Rohman (2020), and Selviana, et al (2020) which resulted in pedagogical competence having a positive and significant effect on performance. Based on the description, the first hypothesis is formulated as follows:

H1: Pedagogical competence has a positive and significant effect on teacher performance.

The influence of organizational support on teacher performance

Robbins (2008) argues that perceived organizational support is the degree to which employees believe the organization values their contributions and cares about their welfare. Unless management is unsupportive of employees, employees may view these tasks as unpleasant and represent ineffective work results for the organization. Organizational support is seen as very important for work behavior. Organizations should develop a climate that supports consumer orientation. The organizational support felt by teachers will be able to improve their performance. This is supported by several previous research which shows the influence of organizational support on performance, such as research conducted by Metria and Riana (2018), Ashar (2019), and Ramadhani and Falahi (2021) which results in organizational support having a positive and significant effect on performance. Based on the description above, the second hypothesis is formulated as follows:

H2: Organizational support has a positive and significant effect on teacher performance.

Based on hypothesis development, the research model can be seen in Figure [1](#).

RESEARCH METHODS

Sample

The population in this study were teachers at SMK Negeri I Kandoman, Batang Regency, Central Java, totaling 82 employees. The sample in this research were teachers at SMK Negeri I Kandeman, Batang Regency. Sampling was done using the census sampling technique (Sugiyono, 2010). Thus, the sample in this study amounted to 82 respondents.

Measure

The independent variables in this study are pedagogical competence and organizational support, while the dependent variable is teacher performance. The three variables are measured on a Likert scale of 1 to 5, with options from strongly disagree to strongly agree. Pedagogical competence is the ability to manage student learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize the various potentials they have. Pedagogic competency is measured by indicators of being able to describe objectives, being able to select material, being able to organize material, being able to determine learning methods/strategies, being able to determine learning resources/learning props, being able to prepare assessment tools, being able to determine assessment techniques, and being able to allocate time (Latif & Totanan, 2019).

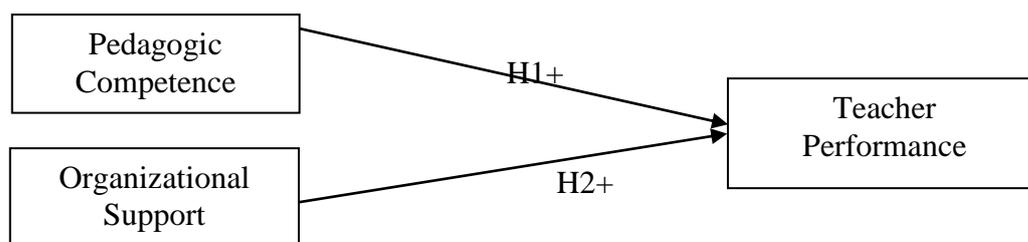


Figure 1. Research Framework

Perceived organizational support is the degree to which employees believe the organization values their contributions and cares about their well-being. The measurement of the organizational support variable was adopted from Robbins (2008), consisting of the organization treating employees fairly, providing appropriate rewards, providing assistance when needed, and providing opportunities for self-development.

Teacher performance is the level of success of teachers in carrying out educational tasks following their responsibilities and authority based on performance standards that have been set during a certain period within the framework of achieving educational goals. The operationalization of teacher performance is expressed in six indicators, namely according to employee work targets, service orientation, integrity, commitment, discipline, and cooperation (Supriyono, 2017).

Data analysis

The validity test in this study was carried out using Pearson Correlation, while reliability measurements can be carried out using Cronbach's Alpha coefficient with a significance level of 0.05. Data that were declared valid and reliable were subjected to multiple regression inferential analysis using SPSS For Windows version 22 (Ghozali, 2016).

RESULT AND DISCUSSION

Result

Based on demographic calculations of respondents, it is known that the largest gender of respondents is female (57.3%). The dominant age of respondents was between 31–40 years (39%). Based on educational level, it is known that the largest number of respondents had a bachelor's degree (79.3%), and the largest number of respondents had worked for 6-10 years (39%). This shows that the teacher has matured, and worked for quite a long time.

The results of the validity test of the research instrument with Pearson Correlation in Table 1 show that all indicators of the pedagogical competency variable range from 0.722 to 0.940. Furthermore, organizational support has a correlation value of between 0.790 to 0.978. Finally, teacher performance results from the calculation show that the r-count ranges from 0.493 to 0.951. This finding explains that the indicator is valid because the value is greater than 0.220. Reliability measurements obtained a Cronbach's Alpha coefficient > 0.6 so that the variables of pedagogical competence, organizational support, and teacher performance were said to be reliable. This explains that the data is suitable for testing in further testing (Ghozali, 2016).

The results of the normality test using the Kolmogorov-Smirnov Test show that the normality test has a significant level of research variables of $0.200 > 0.05$, so the regression model is normally distributed, therefore the next process can be carried out. The

heteroscedasticity test can be carried out using the Glejser test showing the significance level of all research variables is above 0.05. This finding indicates a good regression model because heteroscedasticity does not occur. Finally, the regression model was declared free of multicollinearity because the regression coefficient between independent variables had a tolerance value >0.1 and $VIF < 10$ (Ghozali, 2016).

The goodness of fit for model testing was carried out using the Coefficient of Determination Test, F-Test, and t-test. The coefficient of determination as the Adjusted R Square in Table 2 shows the coefficient is 0.704. This means that 70.4% of teacher performance can be explained by pedagogical competence and organizational support. The results of the regression equation obtained an F-count of 97.416 and a significant level of $0.000 < 0.05$ so that there is a significant influence of pedagogical competence and organizational support on teacher performance or the regression model is feasible.

The results of the t-test regression coefficient show that pedagogical competence is 0.694 and the significance level is $0.000 < 0.05$, so the first hypothesis H1 is accepted. The next result is that the regression coefficient for organizational support is 0.217 and the significance level is $0.011 < 0.05$, so the second hypothesis is also accepted (see Table 2).

Discussion

The results of the regression coefficient for pedagogical competence are 0.694 and the significance level is $0.000 < 0.05$, so the first hypothesis is accepted. The results of this research support previous research conducted by Supriyono, (2017), Selviani and Siagian (2020), Rohman (2020), and Selviana et al. (2020) which resulted in pedagogical competence having a positive and significant effect on performance. Based on the research results of the pedagogical competency variable questions in the form of indicators given to respondents, it can be seen that the majority of the answers strongly agree. This shows that the pedagogical competence of teachers at SMK Negeri I Kandeman, Batang Regency is relatively high.

Table 1. Validity and Reliability Test Results

Variable	Indicator Code		r-value		Cronbach Alpha
Pedagogic Competence	X1.1	X1.5	0.773	0.864	0.931
	X1.2	X1.6	0.940	0.854	
	X1.3	X1.7	0.815	0.904	
	X1.4	X1.8	0.733	0.722	
Organizational Support	X2.1	X2.3	0.790	0.922	0.934
	X2.2	X2.4	0.978	0.962	
Teacher Performance	Y1.1	Y1.4	0.683	0.869	0.866
	Y1.2	Y1.5	0.840	0.493	
	Y1.3	Y1.6	0.750	0.951	

Table 2. Multiple Regression Result

Hypothesis	Coefficient	p-value
H1: pedagogic competence → teacher performance	0.679	0.000
H2: organizational support → teacher performance	0.217	0.011
Adjusted R Square = 0.704, F =97,416, Sig.=0.000		

One of the factors that influences teacher performance is pedagogical competence. Pedagogical competency is the ability to manage student learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize the various potentials they have (Mulyasa, 2013).

Pedagogical competence is a competency that teachers must have. Teacher pedagogical competence is very important for teachers to master with teachers' teaching tasks, namely educating, teaching, and training. This competency requires teachers to master learning theories and learning principles because students have different characters, traits, and interests. Teacher pedagogical competency is a distinctive competency that will distinguish teachers from other professions and will determine the level of performance that shows the success of the learning process and outcomes of their students.

The results of the regression coefficient for organizational support are 0.217 and the significance level is $0.011 < 0.05$, so the second hypothesis H2 is accepted. The results of this research support previous research conducted by Metria and Riana (2018), Ashar (2019), and Ramadhani and Falahi (2021) which resulted in organizational support having a positive and significant effect on performance. Based on the research results of the organizational support variable question in the form of indicators given to respondents as a whole, it can be seen that the majority of answers strongly agree. This shows that the support of the SMK Negeri I Kandoman Batang Regency organization for teachers is relatively high.

According to Robbins (2008) perceived organizational support is the degree to which employees believe the organization values their contributions and cares about their welfare. Unless management is unsupportive of employees, employees may view these tasks as unpleasant and represent ineffective work results for the organization. Organizational support is seen as very important for work behavior. Organizations should develop a climate that supports consumer orientation. The organizational support felt by teachers will be able to improve their performance.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the results of research regarding the influence of pedagogical competence and organizational support on teacher performance at SMK Negeri I Kandoman, Batang Regency, Central Java. It can be concluded that pedagogical competence and organizational support have a positive and significant effect on the performance of teachers. With increasingly higher pedagogical competence, teacher performance will increase. With increasing organizational support, teacher performance will increase.

Managerial Implications

Based on the results regarding the influence of pedagogical competence and organizational support on teacher performance at SMK Negeri I Kandeman, Batang Regency, Central Java, it is necessary to further increase the organizational support variable. Furthermore, it is necessary to maintain and further improve the pedagogical competence variable because it has the greatest influence on teacher performance. Pedagogical competencies such as the teacher's ability to describe the objectives of learning to students, the teacher's ability to determine the learning methods or strategies to be taught, and the teacher's ability to allocate time for each lesson.

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