

The Influence of Pedagogical Competence of English Teacher on Students Learning Motivation at SMPN 2 Ngaglik

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ABSTRACT

Pedagogic competence is an important aspect of a learning process that a teacher must possess. Pedagogic competence is the ability that must be possessed by a teacher to carry out obligations responsibly. If teachers have good pedagogical competence, then their abilities will be better too. This study aims to (1) determine the level of competence of English teachers at SMP N 2 Ngaglik, (2) determine the level of students motivation in SMP N 2 Ngaglik, (3) determine the influence of pedagogic competence of English teachers with students learning motivation at SMP N 2 Ngaglik. This study used quantitative methods with a research sample of 24 respondents with purposive sampling techniques. This research data analysis uses a simple linear regression analysis technique with the help of SPSS version 25.0 for Windows. Based on the results of the study, the results were obtained: English teachers of SMP N 2 Ngaglik have a level of pedagogic competence in the low category of 50%, and the learning motivation of SMPN 2 Ngaglik students is also included in the low category of 50%. The results of simple linear regression show that a significant value of $0.048 < 0.05$, then H_a is accepted which means that there is an influence between the pedagogic competence of English teachers and student motivation at SMP N 2 Ngaglik.

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1. Introduction

Education is an effort that is planned to create an atmosphere and learning process (Routledge & Paul, 2010), so that students can play an active role in developing themselves so that they have religious spiritual intelligence, self-control, good personalities, and morals, as well as various skills needed in society. Even the progress of a nation can determine the quality of its education.

In Indonesia, education quality is still far behind compared to other countries. One factor affecting the quality of education is the competence of teachers in mastering and delivering

material. Therefore, we are required to be able to hold scientific reflections related to education as a form of responsibility for the activities carried out, namely educating.

The main component that must always be considered to improve the quality of education is the teacher because the teacher has the most vital role in the learning process. The teacher as the main figure in the educational process influences the quality of educational outcomes. Therefore, teacher competence is needed to achieve the success of the learning process. Competence is a person's ability to perform a task or job based on knowledge, skills, and attitudes that are in accordance with the demands or regulations that exist in a job. Teacher competence contains a combination of knowledge, attitudes, personal characteristics, empowering teachers to be professional and can apply them properly and correctly. Teachers serve as mentors and role models by instilling values, nurturing character development, and promoting social and emotional well-being (Purwanti & Octavia, 2022). Moreover, Noviyenty (2019) argues that in the teaching and learning process, the teacher has a greater role than learner and lesson material.

According to Law No. 14 of 2005 concerning Teachers and Lecturers and PP 74 of 2008, the government has formulated four types of teacher competencies as stated in: explanation of government regulation no. 19 of 2005 concerning standard national education, namely: Pedagogic Competence, Personality, Professional and Social. According to the National Education Standards Agency (BSNP). According to Nellitawati (2020) pedagogic competencies are: Ability in managing students which includes (a) understanding insight or educational foundations; (b) and understanding of students; (c) curriculum/syllabus development; (d) instructional design; (e) the implementation of educational learning and dialogue; (f) evaluation of learning outcomes; and (g) the development of students to apply various potentials.

It is important for a teacher to organize teaching and learning activities that aim to interact with students, handle the learning process, train the ability to evaluate and understand basic education, develop curriculum and student potential. Therefore, it is important for teachers to master these competencies so that the teaching and learning process reaches the target.

1.1 Definition of Pedagogical Competence

According to Rahman (2014), pedagogic competence is one of the competencies that must be possessed by a teacher or instructor. Pedagogic competence is basically the teacher's ability to manage student learning. Pedagogic competence can determine the level of success of a learning process and is a distinctive competence that will distinguish the teaching profession from other professions.

This competency can be obtained through a continuous and systematic learning process both during the pre-service period and during the tenure, which is supported by talents, interests, and other teacher potential.

1.2 Definition of motivation

Motivation is an impulse that exists within a person to achieve something desired. Learning motivation is encouragement from students to achieve learning goals. This learning motivation is very important, because with the motivation to learn, students will always be enthusiastic to continue learning voluntarily without any encouragement from any party. Learning motivation is a combination of the will of a person who is associated with learning activities that will ensure the continuity of learning activities and will direct learning activities to a desired goal.

1.3 Research gap

Faisal (2021) in his research on "An Analysis of English Teachers Pedagogical Competence at SMK Muhammadiyah 2 Bontoala Makasar" found that the English Teachers in SMK Muhammadiyah 2 Bontoala Makasar master the pedagogical competence included in good category with an average score of 81.67.

Risnawati (2021) in her research on "Teachers' Pedagogic Competence in Teaching English at Secondary School Level" found that Analysis of Teacher Pedagogic Competence in Teaching English is in the sufficient category from the results of interviews and observations in teaching English to second grade students of SMPN 16 Bengkulu Selatan. Data from interviews and

observations are supported by students' perceptions of the teacher's pedagogic competence with a mean score of 27.2 in the medium category.

This research has similarities with some of the studies above. Similar to previous research, this study will also discuss the pedagogical competence of teachers, but the place and time of the implementation of this research are different as well as the respondents.

1.4 Research question

Based on the explanations that the researchers explained about the problems that exist during the English learning process, based on the focus of this research, the following problems can be formulated: (1) Does the English teacher of SMP N 2 Ngaglik have pedagogical competence? (2) How does the pedagogical competence of the English teacher at SMP N 2 Ngaglik affect the students' learning motivation?

2. Method

This type of research is quantitative research using a quantitative approach which aims to examine the extent of variation in one or more factors. In this case, the regression and linear correlation of the influence of pedagogical competence on students' learning motivation at SMP N 2 Ngaglik.

Based on the title and existing problems, the researchers use observation and questionnaire with linear regression analysis techniques. The information is collected from the results of analysis and respondents using questionnaires. Generally, data collection is limited to studies that use samples that represent the entire population.

The population is the whole object of research. If someone wants to examine all the elements that exist in a research area, then his research is included in population research. The population in this study were students of SMP N 2 Ngaglik totaling 281 students with details of 97 grade 7 students, 94 grade 8 students, and 90 grade 9 students. The sample of this study is class 7D, namely 24 students.

In this research, researchers used a questionnaire data collection technique. Questionnaires are a number of written questions that are used to obtain information from respondents for research needs according to what is known. So, the questionnaire method is a method used to obtain data from several respondents in the form of written statements or answers in a list of questions that have been prepared. The instrument of this research is questionnaire for teacher and students. For the data analysis the researcher using person product moment.

3. Findings and Discussion

3.1 Findings

Teacher Pedagogic

The researcher can describe that there were 4 students or 16.66% who assessed teacher pedagogic competence classified as good, 8 students or 33.33% who assessed competence. Pedagogic teachers belong to the enough category, and 12 students or 50% rate the pedagogic competence of teachers as low category.

Tabel 1. Teacher Pedagogic Competency Questionnaire Results Category Data

No	Class Interval	Frequency	Category	Percentage
1.	66-73	4	Good	16,67%
2.	58-65	8	Enough	33,33%
3.	50-57	12	Low	50%
Total		24		100%

Based on the frequency distribution table above, the author can conclude that the pedagogic competence of English teachers at SMP N 2 Ngaglik is lacking.

Students Motivation

The researcher can say that there are 2 students or 8.33% who have learning motivation in the good category, 10 students or 41.67% have learning motivation in the enough category, and 12 students or 50% have learning motivation in the low category.

Tabel 2. List of Guidelines for Assessment Criteria for Student Learning Motivation Questionnaire Results at SMP N 2 Ngaglik

No	Assessment Criteria for Questionnaire Results	Category
1.	82-89	Good
2.	74-81	Enough
3.	66-73	Low

Based on the results of the questionnaire described in the frequency distribution table, it can be concluded that the motivation to learn students at SMP N 2 Ngaglik is lacking.

Hypothesis Testing

To be able to test the hypothesis that the author proposed in the study, namely "there is an influence between the teacher's pedagogic competence on students' learning motivation at SMP N 2 Ngaglik." After each data on teacher pedagogic competence and student learning motivation is obtained, the author then analyzes these data. The author performs calculations to obtain the results of acceptance or rejection of the hypothesis using the moment product correlation formula. The result shows that there is an influence between the pedagogic competence of English teachers on student learning motivation at SMP N 2 Ngaglik.

After knowing the results of the correlation between the pedagogic competence of English teachers and student learning motivation at SMP N 2 Ngaglik, the author calculated the degree of relationship between the pedagogic competence of English teachers and student learning motivation at SMP N 2 Ngaglik. The next analysis is that the author calculates the normality test. The normality test aims to determine whether the residual value is normally distributed or not. A good regression model is one that has a residual value that is a normal distribution.

In addition to analyzing with Pearson product moment correlation, the author also analyzes by doing a t test. The t-test is used to determine whether the regression model of the independent variable has a partial significant effect on the dependent variable. The result of the process shows that this means that there is no influence between the independent variable and the dependent variable.

3.2 Discussion

In this discussion, researchers will present findings in the study based on analysis of data that researchers have obtained about the relationship between pedagogic competence of English teachers and student learning motivation at SMP N 2 Ngaglik.

Level of Pedagogic Competence of Teachers

Pedagogic competence is the ability that must be possessed by a teacher to carry out his obligations as a teacher. If a teacher has a good pedagogic competence, the ability that he has will also be good. This is because teachers will carry out learning activities well, able to master the character of each student, master learning theories, learning principles, establish good

communication with students, conduct periodic evaluations and use evaluation results as a reference to improve the quality of learning.

The results of the questionnaire given by researchers to students of SMP N 2 Ngaglik showed that they assessed English teachers lacked variety in the learning process so that students felt bored and less enthusiastic. In addition, the application of learning with the lecture method makes students less able to interact with the teacher so that the learning process feels boring and makes students bored.

Day by day the learning methods are growing and more variety. Teachers are required to always upgrade pedagogic abilities in order to create more effective and efficient learning activities. Teachers are required to be skilled and imaginative, so that students can be interested in the material taught. Teachers who are able to make their students have more interest in a learning process is the greatest gift, (Routledge & Paul, 2010).

The teacher must understand the condition of the students and be able to observe whether students can understand the material that the teacher has taught. In this study, researchers found that English teachers do not understand the condition of students, because students feel teachers generalize all students so that students who have a low level of understanding are far behind students who have sufficient understanding of English lessons.

It is important for teachers to use information and communication technology to facilitate a learning process. However, in schools that researchers examined, English teachers have not optimally utilized information and communication technology in their learning process. Sometimes teachers give assignments via WhatsApp and sometimes also verbally after the lesson is over.

In the process of learning English, teachers deliver material in detail and use language that is easily understood by students. In delivering the material, the teacher provides illustrations that illustrate the material being discussed as an effort so that students can better understand the material being explained.

Furthermore, the teacher always evaluates at least two times at the end of each chapter by holding an exam which of the exam results are taken to be used as daily test scores. And if students score below the target, the teacher gives a second chance by making improvements. The results of the exam can be used as evaluation material for subsequent learning.

Student Learning Motivation

Motivation is a process that influences or encourages a person or group so that they want to carry out something that has been planned. Thus, motivation has a very important role in the success of an Education and life, (Gopalan et al., 2017). Strong or weak one's learning motivation will certainly affect success in the learning process. Therefore, one must strive so that in him there is a strong motivation to learn. One way that can be done to foster learning motivation is to think about a future full of challenges, goals that must be realized, and prove to yourself alone.

The results of the questionnaire that researchers gave to students at SMP N 2 Ngaglik showed that the motivation of students tended to be in the low category. Students said they were more interested in English language learning that uses audio and visual media such as videos, images, and conversation recordings. In addition, students also want to take an active role in the learning process so that there is interaction between students and teachers. Thus, students pay more attention and focus on the material taught. Learning can be more interesting if you insert games or quizzes in it which can also train students' creativity and competitiveness in a good context. Furthermore, when learning takes place, students who lack motivation to learn English tend to be lazy to listen to explanations from teachers.

3.3 Discussion

The findings in this study have contributed to the understanding that students' motivation and pedagogic competence are influential. For students, it is hoped that students can understand that motivation in learning can affect learning outcomes. For this reason, students must go deeper

and look for what can make their learning motivation increase so that the results to be obtained will be satisfactory. In addition, the environment will also affect interest and motivation to learn, so finding a good and supportive environment is very necessary for success in achieving the best learning process.

For teachers, with this research, it is hoped that teachers can maximize existing pedagogic competencies or even be able to add and update pedagogic competencies by attending certification, teaching training and so on. Teachers must be more creative and familiar with current technology so that students' interest in learning can increase so that learning can run well and can achieve learning goals.

4. Conclusion

In accordance with the formulation of the problem that the researcher raised in this study, namely "There is an influence between the teacher's pedagogic competence on the learning motivation of the students of SMP N 2 Ngaglik. "It can be concluded that there is an influence between the pedagogical competence of English teachers and the learning motivation of students at SMP N 2 Ngaglik".

The hypothesis that the researchers wrote in this study is accepted that there is an influence of teacher pedagogic competence on student learning motivation at SMP N 2 Ngaglik with a number of significances results smaller than 0.05 with a significance of 0.048. Based on the significance value smaller than 0.05, it means that between teacher pedagogic competence and student motivation at SMP N 2 Ngaglik has a weak correlation level. But even so, there is still a correlation between the two, it means that if the competence of English teachers is good, then the students learning motivation at SMP N 2 Ngaglik will be good, and if the pedagogic competence of English teachers is low, so the students motivation at SMP N 2 Ngaglik will be low.

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