

IMPACT OF WORK MOTIVATION AND PEDAGOGIC COMPETENCY ON THE PERFORMANCE OF TEACHERS' KINDERGARTEN IN BANDAR SRIBHAWONO, EAST LAMPUNG REGENCY

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Abstract. *The object of this research is a kindergarten teacher in Bandar Sribhawono District, East Lampung Regency. The problem in this study is that the performance of Kindergarten teachers in Bandar Sribhawono Sub-district is less than optimal due to the lack of compensation received by the teacher so that it interferes with the work motivation of teachers in teaching and problems in the form of lack of mastery of teaching materials and the lack of teacher ability in managing teaching and learning programs indicate the quality of kindergarten teacher performance is lacking. optimal. The purpose of this study was to determine the impact of work motivation and pedagogic competence on the performance of kindergarten teachers in Bandar Sribhawono District, East Lampung Regency. The type of this research is quantitative descriptive using population technique from all kindergarten teachers in Bandar Sribhawono District, East Lampung Regency as many as 69 teachers. The results of testing the hypothesis of the effect of work motivation (X1) on performance (Y) partially show that the t value of the work motivation variable is 4.500 with a constant of 3.052 in t table with 69 db and a significant level of 0.05 obtained 1.679 because t count > t table then Ha is accepted, meaning that work motivation has a positive effect on the performance of kindergarten teachers in Bandar Sribhawono District, East Lampung Regency. teacher pedagogic competence while the remaining 76.9% is explained by other variables outside of this research variable. Testing the hypothesis of the effect of pedagogic competence on performance partially shows that the t value of the teacher pedagogical competence variable is 3,596 with a constant of 3.467 at t table with 69 db and a significant level of 0.05 obtained 1.679 because t count > t table then Ha is accepted, meaning that pedagogical competence has an effect positive on the performance of kindergarten teachers in Bandar Sribhawono District, East Lampung Regency. Hypothesis testing simultaneously variable work motivation and variable pedagogic competence have a positive effect simultaneously (simultaneously) on performance. This can be seen from the calculated F value of 9936 which is greater than the f table of 3.204 The significance value of 0.000 which is smaller than 0.05 indicates that together work motivation and pedagogical competence have a positive and significant effect on the performance of Kindergarten teachers in Bandar Sribhawono District, District East Lampung.*

Keywords: *Work Motivation, Pedagogic Competence, Performance*

PENGARUH MOTIVASI KERJA DAN KOMPETENSI PEDAGOGIK TERHADAP KINERJA GURU TK SE KECAMATAN BANDAR SRIBHAWONO KABUPATEN LAMPUNG TIMUR

Abstrak. Objek Penelitian ini adalah guru TK se Kecamatan Bandar Sribhawono Kabupaten Lampung Timur. Permasalahan dalam penelitian ini berupa kinerja guru TK Se Kecamatan Bandar Sribhawono kurang optimal disebabkan karena minimnya kompensasi yang diterima guru sehingga mengganggu motivasi kerja guru dalam mengajar dan permasalahan berupa kurangnya penguasaan bahan ajar dan kurangnya kemampuan guru dalam mengelola program belajar mengajar mengindikasikan kualitas kinerja guru TK kurang optimal. Tujuan penelitian ini untuk mengetahui dampak motivasi kerja dan kompetensi pedagogik terhadap kinerja guru TK se Kecamatan Bandar Sribhawono Kabupaten Lampung Timur. Adapun jenis penelitian ini adalah deskriptif kuantitatif dengan menggunakan teknik populasi dari seluruh guru TK yang berada di Kecamatan Bandar Sribhawono Kabupaten Lampung Timur sebanyak 69 guru. Hasil pengujian hipotesis pengaruh Motivasi kerja (X1) terhadap kinerja (Y) secara parsial menunjukkan bahwa Nilai t hitung variabel Motivasi kerja yaitu 4.500 dengan konstanta 3.052 pada t tabel dengan db 69 dan taraf signifikan 0,05 diperoleh 1,679 karena t hitung > t tabel maka Ha diterima artinya Motivasi kerja berpengaruh positif terhadap kinerja guru TK se Kecamatan Bandar Sribhawono Kabupaten Lampung Timur. kompetensi pedagogik guru sedangkan sisanya lagi sebesar 76,9% dijelaskan oleh variabel lain diluar dari variabel penelitian ini. Pengujian hipotesis pengaruh kompetensi pedagogik terhadap kinerja secara

parsial menunjukan bahwa nilai t hitung variabel kompetensi pedagogik guru yaitu 3.596 dengan konstanta 3.467 pada t tabel dengan db 69 dan taraf signifikan 0,05 diperoleh 1,679 karena $t_{hitung} > t_{tabel}$ maka H_a diterima artinya, kompetensi pedagogik berpengaruh positif terhadap kinerja guru TK se Kecamatan Bandar Sribhawono Kabupaten Lampung Timur. Uji Hipotesis secara simultan variabel motivasi kerja dan variabel Kompetensi pedagogik berpengaruh positif secara bersama – sama (simultan) terhadap kinerja. Hal ini dapat dilihat dari nilai F hitung sebesar 9.936 yang lebih besar dari f tabel sebesar 3.204 Nilai signifikasi 0.000 yang lebih kecil dari 0.05 menunjukkan bahwa secara bersama-sama motivasi kerja dan kompetensi pedagogik berpengaruh positif dan signifikan terhadap kinerja guru TK Se Kecamatan Bandar Sribhawono Kabupaten Lampung Timur.

Kata kunci: Motivasi kerja , Kompetensi Pedagogik, Kinerja.

INTRODUCTION

Improving the quality of education is a major factor that determines the success of nation building. The quality of education means that education graduates have appropriate abilities, so that they can make a high contribution to development. The quality of education is mainly determined by the teaching and learning process, therefore teachers play a very important role. The role of teachers is very decisive in efforts to improve the quality of formal education. For this reason, teachers as learning agents are required to be able to organize the learning process as well as possible, within the framework of educational development(Yusuf & Suci, 2018).

The success of education implementation is largely determined by the level of teacher readiness in preparing students through teaching and learning activities. "Performance refers to the level of achievement of tasks that make up an employee's work". "Performance is a form of work or business results in the form of physical appearance, or ideas. Performance is often associated with competence in the perpetrators" (Halim Yustiyawan, Supriyanto, & Mustiningsih, 2016).

Teacher performance is the ability of teachers to carry out their duties as teachers who have the expertise to educate students in the context of coaching students to achieve educational institutions. One of the factors that affect the performance of kindergarten teachers

is work motivation. "Work motivation is nothing other than something that causes encouragement or enthusiasm for work. Work motivation is a driver of morale"(Sukayana, Yudana, & Hendra Divayana, 2019).

The work motivation of a teacher will be influenced by various factors from within and factors from outside. Internal factors include: achievement, recognition of rewards, responsibility, obtaining progress, and progress in work. While external factors include: relations between employees, salary / wages, work guidance, work environment atmosphere, company policy, and management processes in the company. Motivation becomes very important in determining the achievement of a group or organizational goal. Motivation and self-efficacy become variables of organizational behavior that will affect job satisfaction(Putra & Negara, 2021).

Job satisfaction is something that has many sides because where each side has its own function whether satisfactory or not. Job satisfaction is a person's attitude towards the results of his work that is being done which is definitely related to the competence of the job as well as other things that can be fun or unpleasant. This is of course an experience for workers for years to come. The teacher's attitude towards his work whether he likes it or not, feeling at home with the work environment will be an experience in itself as well as his expectations (Salmawati, Rahayu, & Lestari,

2017).

Based on the pre-research that the author conducted, it was found that problems related to teacher work motivation, including compensation or salary received by kindergarten teachers were not proportional to the workload, thus affecting the job satisfaction of the kindergarten teachers (Hartanti & Yuniarsih, 2018).

Then the decrease in teacher work motivation due to less representative work environment conditions such as study rooms, playrooms, libraries, damaged building conditions so that it can interfere with the motivation of kindergarten teachers in teaching (Supriyono, 2017).

Efforts to improve teacher performance are greatly influenced by the level of mastery or knowledge and skills of teachers or often called competence. "Competency or *competency* is the ability to carry out a task / job based on knowledge, skills and attitudes in accordance with the required performance". Teacher competence is the ability and authority of a teacher in carrying out his obligations responsibly related to his teaching profession". Because the position of teacher is a professional job, teacher competence is needed in the teaching and learning process (Segantara, Yudana, & Sunu, 2018).

Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers article 10 explanation paragraph 1

stated pedagogic competence is the ability to manage student learning. The Ministry of National Education 2004 called this competency the competence of learning management. Teachers must have pedagogic competence in teaching. Because teachers have an important role in the teaching and learning process and determine in improving the quality of educators (Rahmayanti, Haryati, Miyono, & Safitri, 2021).

Understanding pedagogic competence itself is the competence to master materials, manage teaching and learning programs, manage classes, use media / resources, master students for regulatory interests, recognize the functions and services of guidance and counseling, organize school administration, recognize the principles and results of research for teacher purposes. In terms of the learning process, pedagogic competence is the teacher's ability to manage student learning (Rachmawati & Kaluge, 2020).

Teacher ability is very important in the learning process and learning outcomes of students. The learning process and learning outcomes of students are not only determined by the school and curriculum content, but are largely determined by the competence of the teachers who teach and guide them (Supriyono, 2017).

The ability of a teacher will affect a teacher's work performance. Thus, teachers are required to have the ability or competence so

that they are able to teach and guide students to grow and develop as expected. In this case, it is necessary to improve teacher performance, teacher performance can be improved by providing coaching and professional development of teachers who aim to improve good teacher performance and this must be done continuously in order to be able to create performance according to the desired requirements. The more often teacher kineja improvement activities are carried out with various activities, the closer the teacher will be to achieving achievements in carrying out their duties, so that the expectations of professional or good teacher performance are achieved.

THEORETICAL BASIS

Work Motivation

Motivation comes from the Latin word "Movere" which means drive or driving force. Motivation comes from the root word motive which means the drive on human nature to act or move and directly through behavioral channels leads to an agreed goal in the organization or organization (Hartanti & Yuniarsih, 2018).

Motivation in management is shown in human resources in general and subordinates in particular. Motivation questions how to direct the power and potential of subordinates, so that they want to work together productively to achieve and realize predetermined goals. The

importance of motivation because it causes, channels, and supports human behavior, so that workers are willing to work hard and enthusiastically achieve optimal results in a job. Motivation is increasingly important because managers distribute work to their subordinates to be done well and integrated with the desired goals.

According to (Putra & Negara, 2021) motivation is the driving force that causes a member of the organization to be willing and willing to exert abilities in the form of expertise and skills, energy and time to carry out various activities that are his responsibility and fulfill his obligations, in order to achieve goals and various predetermined organizational goals.

Pedagogic Competence of Teachers

Competence is experience and understanding of facts and concepts, increasing expertise, as well as teaching behavior and attitudes according to (Salmawati et al., 2017) Competence is a combination of abilities, knowledge, skills, attitudes, traits, understanding, appreciation, and expectations that underlie a person's characteristics to perform in carrying out duties or work in order to achieve quality standards in real work. Competence is the experience and understanding of facts and concepts as abilities, knowledge, skills, attitudes, traits, understanding, appreciation, and expectations for performance in carrying out tasks to achieve quality standards (Sukayana et al., 2019).

Teacher competence is a complex combination of knowledge, attitudes, skills, and values demonstrated by teachers in the context of

teacher performance according to (Halim Yustiyawan et al., 2016) Teacher competence is a description of what a teacher must do in carrying out his work, both in the form of activities, behavior and results that can be shown in the teaching and learning process.

Teacher competence is the result of combining many types of abilities, can be in the form of a set of knowledge, skills, and behaviors that must be possessed, lived, and mastered by teachers or lecturers in carrying out their professional duties. Pedagogic competence is a competency related to teacher understanding of students, designing learning, implementing learning, evaluating learning, and developing student potential.

Teacher Performance

Performance is a function of competence, attitude, and action. Performance is the result of work that has been achieved by someone in an organization to achieve goals based on standardization or size and time adjusted to the type of work in accordance with established norms and ethics (Yusuf & Suci, 2018).

Performance is work performance or work results both quality and quantity that have been achieved in carrying out their work duties in accordance with the responsibilities that have been given to them. Performance is an effort made by a person based on his ability to achieve a certain result. Performance is an activity carried out to carry out, complete tasks and responsibilities in accordance with predetermined expectations and goals.

Teacher performance is not only shown by the results of work, but also shown by behavior at work. The learning process of teacher performance plays an important role in supporting the creation of an effective educational process. Good teacher performance can create learning effectiveness and efficiency and can shape the discipline of students, madrasahs, and teachers themselves.

RESEARCH METHODS

The type of research used by researchers is quantitative descriptive. Quantitative descriptive research does not provide treatment, manipulation, or change on independent variables, but in descriptive research describes a condition as it is.

This study will describe or describe the impact of work motivation and pedagogic competence on teacher performance in kindergartens in Bandar Sribhawono sub-district, East Lampung Regency.

The data obtained using figures will then be analyzed how much the teacher performs in implementing pedagogic competence and work motivation in kindergartens in Bandar Sribhawono District, East Lampung Regency. The object of research in this proposal is Kindergarten in East Lampung District. This research will be conducted in July 2021.

The population in this study was all 69 kindergarten teachers in East Lampung District. If the subject is less than 100 people then all samples are taken, if more than 100 then 10-15% or 20-25% are taken depending on the

ability of the researcher in terms of time, energy and funds, narrow area of observation of each subject, because this involves a lot of little funds, the size of the risk borne by the researcher, to research the big risk, the sample taken will be good.

Work Motivation (X1) independent variables in this study are measured through the following indicators 1) Physiological needs; 2) The need for a sense of security; 3) Social needs; 4) The need for rewards; 5) The need for embodiment or self-actualization.

Pedagogic competence (X2) independent variables in this study are measured through the following indicators 1) Understand learners in depth; 2) Designing learning; 3) Carry out learning; 4) Design and implement learning evaluations; and 5) Developing students to actualize their various potentials.

The performance of (Y) dependent variables in this study was measured through the following indicators 1) Ability to draw up lesson plans; 2) Ability to carry out learning; 3) Ability to carry out assessment of learning

outcomes; 4) Ability to implement enrichment programs; 5) Ability to perform remedial programs. The formula used to measure is a simple linear regression equation and multiple linear regression.

RESEARCH RESULTS AND DISCUSSION

In this study, 69 respondents were taken with the following respondent characteristics:

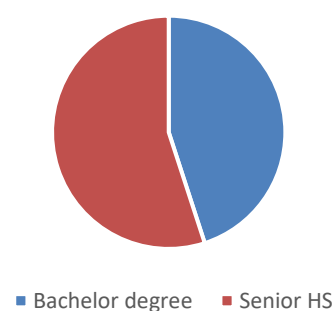


Figure 1. Respondent data Based on education level

Based on the picture 1 above, based on the characteristics of respondents based on graduates, it was found that as much as 55% were undergraduate graduates and the rest were high school graduates.

Table. 1. Partial Test of the Effect of Work Motivation on Performance

Model	Unstandardized Coefficients		Unstandardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	19.602	4.103		.4778	.000
X1	.520	.104	.523	5.018	.000

The value of t calculate the variable of work motivation which is 4.788 with a constant of 5.018 in t table with db 69 and a significant level of 0.05 obtained 1.663 because t calculate

> t table then Ha is accepted. The significance of the work motivation variable in the table is 0.00 which means the probability of $0.00 < 0.05$ then Ha is accepted. This means that work

motivation has a positive effect on the performance of kindergarten teachers in Bandar Sribhawono District, East Lampung Regency.

Motivation is a force, both from within and from outside that drives a person to achieve certain pre-set goals. Motivation can also be interpreted as the process of trying to influence others or the people he leads to do the desired

job, according to a specific goal. Appreciation for a success achieved by teachers at work is one of the motivations that encourage work because awards are respect and recognition of success. As a consequence of the position held by the teacher, a teacher will have a number of tasks that must be carried out in accordance with his position.

Table. 2. Partial Test of the Effect of Pedagogic Competence on Performance

Model	Unstandardized Coefficients		Unstandardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	25.965	4.966		5.211	.000
X2	.354	.125	.328	2.841	.000

The value of t calculate the variable pedagogic competence of the teacher is 2.841 with a constant of 5.211 in t table with db 69 and a significant level of 0.05 obtained 1.663 because $t_{count} > t_{table}$ then H_a is accepted. The significance of the variable pedagogic competence of the teacher in the table is 0.001 which means a probability of $0.000 < 0.05$ then H_a is accepted. This means that pedagogic competence has a positive effect on the performance of kindergarten teachers in Bandar Sribhawono District, East Lampung Regency.

Pedagogic competence of teachers is a factor that determines the success of schools,

teachers are required to develop learning in order to shape the competence of students by giving meaning and responding to previous knowledge. In preparing lesson implementation plans, teachers must be able to design harmonious interactions between components of the learning system so that learning takes place in a fun, democratic, and fun atmosphere (joyfull teaching and learning).

This can be achieved if teachers are able to communicate in a balanced and multidirectional manner, using familiar, friendly, friendly, and flexible and straight forward language.

Table. 3. F-Test

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	257.672	2	126.836	12.794	.000a
Residual	664.619	66	10.070		
Total	922.290	68			

In table 3 above, it can be seen that work motivation variables and pedagogic

competence variables have a positive effect together (simultaneously) on performance. This

can be seen from the calculated F value of 12,794 which is greater than the table F of 12,795 . A significance value of 0.000 that is smaller than 0.05 shows that together work motivation and pedagogic competence have a positive and significant effect on the performance of kindergarten teachers in Bandar Sribhawono District, East Lampung Regency.

CONCLUSION AND IMPLICATION

Based on the results of the study, the following conclusions were obtained 1) Wwork motivation has a positive effect on the performance of kindergarten teachers in Bandar Sribhawono District, East Lampung Regency; 2) Pedagogic competence has a positive effect on the performance of kindergarten teachers in Bandar Sribhawono District, East Lampung Regency; and 3) A significance value of 0.000 that is smaller than 0.05 shows that together work motivation and pedagogic competence have a positive and significant effect on the performance of kindergarten teachers in Bandar Sribhawono District, East Lampung Regency. The coefficient value of termination of work motivation and pedaogogic competence on teacher performance was 0.258, meaning that the contribution of the influence of work motivation on teacher performance was 25.8%, while the remaining 74.2% was influenced by other variables that were not studied in this study..

Based on the teacher's response to the

questionnaire, the following implications can be conveyed 1) The results of the work motivation variable questionnaire, for the statement with the lowest response were "You work to meet the needs of clothing, food and shelter." Foundation managers or principals should provide incentives in accordance with the basic needs of teachers because the fulfillment of teacher basics in triggering increased teacher work motivation; 2) The results of the pedagogic competence variable questionnaire, for the lowest response statement is Carry out learning according to the curriculum. Teachers should provide learning in schools in accordance with the curriculum set by the government; and 3) The results of the performance variable questionnaire, for the statement with the lowest response is the ability to carry out an assessment of learning outcomes. Teachers in organizational units should have abilities, knowledge and skills that are appropriate to the needs of teaching in kindergarten.

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