

THE INFLUENCE OF LEARNING MANAGEMENT AND PEDAGOGIC COMPETENCE ON QUALITY OF WORK QUALITY OF TEACHERS OF SMP NEGERI 23 PESAWARAN

Siti Atikah^{(1)*}, Juhri Abdul Muin⁽¹⁾, Ahmaludin⁽¹⁾

⁽¹⁾Sang Bumi Ruwa Jurai University, Lampung, Indonesia

*Correspondence : sitiatika@gmail.com

Abstract. *Learning management can be said to be not optimal, this can be seen from the incomplete preparation of lesson plans. The pedagogic competence of teachers is still weak, as can be seen from the fact that there are still teachers who experience problems in compiling sets of learning activities. The purpose of this study was to determine the influence of learning management and pedagogical competence on the quality of teacher work. The hypothesis in this study is that there is an influence of learning management and pedagogic competence either partially or simultaneously on the quality of teacher work. The sample in this study amounted to 26 teachers. Data collection techniques include observation, documentation and questionnaires. Methods of data analysis using a quantitative approach with the help of statistical tools SPSS version 21.0 includes the calculation of validity tests, reliability tests, simple and multiple linear regression tests, t tests, F tests and tests of the coefficient of determination. The results of hypothesis testing show that learning management partially has a positive influence on work quality with a contribution of 63.8percent. Pedagogic competence has a positive influence on work quality with a contribution of 18.2percent. Simultaneous hypothesis testing shows that learning management and pedagogic competence together have a positive influence on performance with a contribution of 64.5percent, while the remaining 35.5percent is a variation of other variables outside this study.*

Keywords: *Learning Management, Pedagogic Competence, Teacher Work Quality*

PENGARUH MANAJEMEN PEMBELAJARAN DAN KOMPETENSI PEDAGOGIK TERHADAP KUALITAS KERJA GURU SMP NEGERI 23 PESAWARAN

Abstrak. Manajemen pembelajaran dapat dikatakan belum optimal hal ini dapat dilihat dari penyusunan rencana pembelajaran yang kurang lengkap. Kompetensi pedagogik guru masih lemah, terlihat dari masih ada guru yang mengalami kendala dalam menyusun perangkat kegiatan pembelajaran. Tujuan penelitian ini adalah untuk mengetahui pengaruh manajemen pembelajaran dan kompetensi pedagogik terhadap kualitas kerja guru. Hipotesis pada penelitian ini adalah ada pengaruh manajemen pembelajaran dan kompetensi pedagogik baik secara parsial maupun secara simultan terhadap kualitas kerja guru. Sampel pada penelitian ini berjumlah 26 orang guru. Teknik pengumpulan data meliputi kegiatan observasi, dokumentasi dan angket. Metode analisis data menggunakan pendekatan kuantitatif dengan bantuan alat statistik SPSS versi 21.0 meliputi perhitungan uji validitas, uji reliabilitas, uji regresi linier sederhana dan berganda, uji t, uji F dan uji koefisien determinasi. Hasil pengujian hipotesis menunjukkan bahwa manajemen pembelajaran secara parsial berpengaruh positif terhadap kualitas kerja dengan kontribusi sebesar 63,8 persen. Kompetensi pedagogik berpengaruh positif terhadap kualitas kerja dengan kontribusi sebesar 18,2 persen. Pengujian hipotesis secara simultan menunjukkan bahwa manajemen pembelajaran dan kompetensi pedagogik secara bersama-sama berpengaruh positif terhadap kinerja dengan kontribusi sebesar 64,5 persen, sedangkan sisanya sebesar 35,5 persen merupakan variasi variabel lain di luar penelitian ini.

Kata kunci: Manajemen Pembelajaran, Kompetensi Pedagogik, Kualitas Kerja Guru.

INTRODUCTION

For every human being, education can be used as an investment that will be a provision for his future. Education is a path that must be taken by everyone to gain knowledge, with the knowledge gained can lead a person to reach a high and noble position or position. One concrete form of quality improvement is the learning process. Education is not merely a knowledge transferring process from teachers to students (Rahmawati, Pradana, Novalia, Rinaldi, & Syazali, 2021). Education is very important in producing quality Human Resources, so that the progress or failure of a country is influenced by educational factors (Pradana, Fatimah, Rahmawati, Windya, & Erprabowo, 2023). The learning process cannot be separated from the role of a person who is able to bring changes in both thinking and behavior.

In an organization or educational institution, management must be very necessary, because this can help the process of activities to be carried out by educators, and if imagined if there is no management, all affairs will be chaotic and not as expected. For this reason, it is necessary to know about learning management that can be used as a reference for educational institutions. The success of learning to students is largely determined by the teacher, because the teacher is the leader of learning, facilitator, and at the same time is the

center of learning initiatives (Permana, Nasor, & Pujianti, 2022)

Thus it can be interpreted that learning management is the process of planning, organizing, supervising and evaluating learning activities carried out by education managers to form quality students in accordance with the goals to be achieved.

From the above facts it can be justified that the opinion that states the success or failure of an organization for a large part depends on the people who are its members. No matter how perfect the plans, organization and supervision of the research, if people do not want to do the work required or if they cannot carry out the tasks required of them will not obtain appropriate or optimal results (Harahap, 2019).

The next factor that can also affect the quality of teacher work is pedagogic competence. The intended competence is in accordance with the Law on Teachers and Lecturers No. 14 of 2005 Article 10 which reads "Learning management as meant is pedagogic competence, social competence, personality competence, and professional competence obtained through professional education".

Pedagogic competence and learning management are meant to be how a teacher or lecturer has the capacity of expertise in accordance with what is taught and how a teacher or lecturer is able to deliver the material taught according to what is planned according

to the expertise and learning material he has, such as compiling syllabi, making learning tools, mastering learning methods and strategies, mastering learning media, Which is basically how a teacher or lecturer is able to master the class so that the desired learning goals are achieved (Rahayu & Ismawati, 2022).

Basically, students have different characteristics, so teachers are required to be able to plan learning that educates creatively according to the characteristics of students, so that learning can run smoothly and learning objectives are achieved optimally.

Rahayu & Ismawati (2022), said Every student must have different characteristics from other students. This distinction is natural human nature. Various aspects of students develop through varied ways and therefore produce changes in the characteristics of students that vary as well.

Based on the observations of researchers, the competencies possessed by some teachers of SMP Negeri 23 Pesawaran have not reached the expected points and targets, this situation can be seen in the following table:

Table. 1. Application of the competencies of SMP Negeri 23 Pesawaran teachers

No	Teacher Activity Program	Target (percent)	Realization (percent)
1	Mastery of learning materials	100	78
2	Mastery of Basic Competence and Content Competence	100	80
3	Development of learning materials	100	85
4	Develop professionalism on an ongoing basis	100	85
5	Its ability in the use of ICT	100	74
<i>Average</i>		100	73,4

Source :SMP Negeri 23 Pesawaran, 2022

From table 1 above, it can be seen that the highest percentage of competency achievement level in subject matter development, which is 85percent, while the lowest in the ability of teachers to utilize Technology and Information Technology, which is 74percent. With an average achievement of 73.4percent. While the percentage target for the level of achievement of these competencies is 100percent.

This reflects the competence of teachers who are not optimal and there needs to be improvement efforts to achieve performance as expected by the institution. Teachers in

principle have a high enough potential to be creative to improve their performance.

However, the potential that teachers have to be creative as an effort to improve their performance does not always develop reasonably and smoothly due to the influence of various factors both that arise in the teacher's own person and those outside the teacher's person. Teachers are the driving force and implementer of every activity or teaching and learning process in schools, to achieve goals that have been set together. A school will not run well if teachers as implementers do not have

good performance. The quality of teacher work can be realized by the efforts of schools to provide adequate education and training in accordance with the times(Ardiana, 2016).

The phenomenon that occurred in SMP Negeri 23 Pesawaran shows that, the learning management of SMP Negeri 23 Pesawaran, in planning activities is in accordance with the indicators that researchers use (there are learning implementation activities that have also been carried out, in accordance with the indicators that researchers use, the evaluation of learning outcomes has been carried out well), where the sub-indicators that are references for the author in conducting research have been fulfilled, but still need to Improved to be even more optimal because there are several items in the management, each of which gets less value and is not in accordance

with what is expected by organisasi, there are several teachers whose pedagogic competence is still low, as seen from the fact that there are still teachers who experience obstacles in compiling contextual and independent learning activity tools, education and training for teachers need to be improved so that teachers are able and understand learning media related to digital devices and result in a decrease in the quality of teacher work as seen from the results of unsatisfactory learning evaluations of students(Akbar, 2021).

THEORETICAL BASIS

Understanding the Quality of Teacher Work

Teachers can be interpreted as people whose duties are related to efforts to educate the nation's life in all its aspects, through optimizing various potential multiple intelligences owned by students (Harahap, 2019). Teachers are a factor that plays a role in determining the quality of education. It is the teacher who is at the forefront of determining the quality of education. The various tasks carried out by teachers as mandated in these various regulations explain how strategic the role of teachers is in developing the various potentials possessed by students.

The quality of teachers can determine how learning will take place and how learning objectives can be achieved(Akbar, 2021). In addition, argues that in Law No. 14 of 2015 Article 1 paragraph 1 teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education formal education pathways, primary education, and secondary education. Being a teacher requires special skills and cannot be done by just anyone outside the field of education(Irvanda, 2016).

The quality and success of teachers in the teaching process focuses on their competencies. The competencies in question are a set of knowledge, skills, and behaviors that must be

actualized by teachers in improving professionalism. There are three components of teacher competence, namely: technological knowledge, pedagogic knowledge, and teaching material knowledge (Jayanti, 2016).

The quality of teacher work is the ability shown by teachers in carrying out their duties or work. Performance is said to be good and satisfactory if the objectives achieved are in accordance with the standards that have been set. Another opinion from (Febriani, 2020) states that "the quality of teacher work is the ability of a teacher to carry out learning tasks at school and be responsible for the students under his guidance by improving the achievement or learning outcomes of his students".

Therefore, the quality of teacher work can be interpreted as a condition that shows the ability of a teacher in carrying out his duties at school and describes the existence of a learning activity so as to guide students in achieving optimal achievements/learning outcomes.

Understanding Pedagogic Competence

To be able to obtain good results in a series of educational and learning activities, a teacher is required to have certain qualifications which are also called competencies. What is meant by competence is a set of knowledge, skills and behaviors that must be possessed, lived and mastered by teachers or lecturers in carrying out professional duties. Means competence refers to the ability to carry out something acquired through education; Teacher competence refers to

performance and rational actions to meet certain specifications in the implementation of educational tasks (Rahayu & Ismawati, 2022).

Competent teachers will give birth to students who study diligently because they love the learning process and understand the importance of learning for the future. A student who already loves the learning process and understands the importance of learning for his future will definitely study hard. Reciprocity if a student is diligent in learning and realizes the importance of the learning process, surely these students will more easily master the learning material, by mastering the learning material, students will definitely be able to improve their learning outcomes or increase the value of their lessons.

Etymologically, pedagogics comes from the Greek words "paedos" meaning child and "agogos" meaning to guide. According to: (Irvanda, 2016) "Pedagogics is a science that studies the problem of guiding children towards certain goals." "Pedagogic is the science of educating children." Pedagogic competence is the ability to manage student learning that meets pedagogic rules. There are seven aspects related to mastering pedagogic competence, namely mastering the characteristics of students, mastering learning theory and educational learning principles, curriculum development, educational learning activities, developing student potential, communication with students, and assessment and evaluation.

According to (Irvanda, 2016), pedagogic competence is the teacher's ability to manage

students during learning. Meanwhile, pedagogic competence is a priority for teachers to always improve their abilities related to improving the ability to carry out teacher tasks, namely a good teaching and learning process.

Understanding Learning

Learning is the process of student interaction with education and learning resources in a learning environment. Learning is an aid provided by educators so that there can be a process of acquiring knowledge and knowledge, mastering skills and habits, and forming attitudes and beliefs in students. In other words, learning is a process to help students learn well (Aprilia Gita Lestari, 2022).

According to Law No. 20 of 2003 The definition of learning according to Law No. 20 of 2003 concerning the National Education System states that learning is the process of interaction between students and educators and learning resources in a learning environment. (Sari, 2018) expressed their opinion that what is meant by learning is an activity that deliberately modifies various conditions directed at achieving a goal, namely the achievement of curriculum goals.

Quality learning is very dependent on the motivation of the teacher's creativity, learning that has high motivation high motivation supported by teaching that is able to facilitate it will lead to the success of achieving learning targets. Learning targets can be measured through changes in students' attitudes and

abilities through the learning process. Good learning design, supported by marking facilities, coupled with teacher creativity will make it easier for students to achieve learning targets (Febriani, 2020).

It can be concluded that the definition of learning is a process of interaction between students and educators and learning resources in a learning environment. Learning is a process to help students learn well (Septiana, 2020).

RESEARCH METHODS

The research was conducted at SMP Negeri 23 Pesawaran This research was conducted with the aim of making a systematic, factual, and accurate presentation of the facts and nature of certain populations. The type of research used in this study is field research, quantitative in nature where the explanation is objective by explaining existing approaches.

In this study discusses or ideas (Learning management X1) and (Pedagogic Competence X2), while the dependent variable or its bound is on the variable Quality of Teacher Work (Y). This study seeks the magnitude of the influence between independent variables between independent variables both partially and simultaneously.

The population in this study is all teachers at SMP Negeri 23 Pesawaran with as many as 35 teachers. The sample is part of the number and characteristics possessed by the population. The sample in this study was determined using

the slovin formula with a sampling of 5percent. So that the sample of this study was 26 people.

Learning Management is a learning activity that implements management functions carried out by teachers is a total score measured using questionnaires including: Learning Planning, Learning Organization, Implementation and Assessment of Learning Outcomes.

Pedagogic competence is the ability of teachers to carry out learning using total scores measured using questionnaires including: Having extensive knowledge, Knowing various types of teaching materials, Mastering theory and practice, Knowing the learning curriculum, Knowing Knowledge guiding students to learn.

The quality of teacher work is the result of work both in quality and quantity is a total score measured using questionnaires including: Speed of completing tasks, Accuracy in carrying out tasks, Initiative in carrying out tasks, Implementation of tasks completed on

time, Not delaying work.

The data collection technique used in this study is expected to be able to provide accurate and more specific data, while the technique used is Field Research. The formula used to measure the extent of the influence of competence and work motivation on employee performance in the Economic Section of Central Lampung Regency is a simple linear regression equation and multiple linear regression.

RESEARCH RESULTS AND DISCUSSION

To test the effect of Learning Management partially on the teacher's work, the author uses a statistical test. If the value of t is calculated $> t$ table then H_0 is rejected and H_a is accepted. Conversely, if the value of t is $<$ the value of t of the table, then H_0 is accepted and H_a is rejected. The results of partial hypothesis testing can be seen in the following table:

Table. 2. The results of the Partial Hypothesis Testing of the Effect Learning Management on Work Quality

Model	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
1 (Constant)	9.698	11.045	.878	.003
X1	.873	.124	7.020	.000

The result of the regression direction coefficient between Learning Management and Work Quality is 0.873 with a constant of 9.698. Thus, the regression equation is $Y = 9.968 + 0.873 X_1$. this means that Learning Management has a positive effect on the

Quality of Work of SMP Negeri 23 Pesawaran's teachers.

The value of t calculate the Learning Management variable which is 7.020 with a constant of 0.878 in t table with db 26 and a significant level of 0.05 obtained 1.711 because

t calculate > t table then Ha is accepted. And thus if learning management is improved, the quality of teacher work can increase. So Ha accepted. This means that Learning

Management has a positive effect on the Quality of Teacher Work at SMP Negeri 23 Pesawaran.

Table. 3. The results of the Partial Hypothesis Testing of the Effect of Pedagogic Competence on Work Quality

Model	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
1 (Constant)	54.403	13.135	4.142	.000
X2	.380	.152	2.495	.003

Based on the table 3 above, the regression direction coefficient between Pedagogic Competence on Teacher Work Quality is 0.380 with a constant of 54.403 Thus, the regression equation is $Y = 54.403 + 0.380 X_2$. This can be explained that Pedagogic Competence has a positive effect on Work Quality, meaning that if the Pedagogic Competence score increases by one score, the Teacher's Work Quality score also increases by 54,403.

The calculated t value for the Pedagogic Competence variable is 2.495 with a constant of

4.142, in t table with db 26 and a significant level of 0.05 is obtained 1.711 because t count > t table then Ha is accepted. The significance of the variable Pedagogic Competence is 0.003 which means a probability of 0.003, because the probability is less than 0.05 then Ha is accepted, and thus if pedagogic competence is improved then the quality of teacher work will increase meaning that Pedagogic Competence affects the Quality of Work of Teachers of SMP Negeri 23 Pesawaran.

Table. 4. Hypothesis Testing of the Effect of Learning Management and Pedagogic Competence Simultaneously on Work Quality

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	14.327	10.145		1.412	.163
X1	.600	.088	.617	6.787	.000
X2	.238	.083	.262	2.880	.005

Based on the table 4 above, the results of the Learning Management regression coefficient of 0.600 and Pedagogic Competence of 0.238 with a constant of 14.327 were obtained. Thus, the multiple linear regression equation is $Y =$

$14.327 + 0.600X_1 + 0.238X_2$. It can be explained that if Learning Management increases by 1 point, the Quality of Work will also increase by 0.600 points. If Pedagogic Competence increases by 1 point, the Quality of Work will also increase by 0.238 points.

A constant value of 14.327 means that Learning Management and Pedagogic Work Quality will remain as high as the Competence variables ($X_1=0$, $X_2=0$). constant value if there are no variations in Pesawaran.

Table. 5. F-test

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	960.735	2	480.368	24.554	.000 ^a
Residual	528.231	23	19.564		
Total	1488.967	25			

From the table 5 above, it can be seen that the Learning Management variable and the Pedagogic Competence variable have a positive effect together (simultaneously) on Work Quality. This can be seen from the calculated F value of 24.554 which is greater than the table F of 3.38. A significant value of 0.00 that is smaller than 0.05 shows that together Learning Management and Pedagogic Competence have a positive and significant effect on the Quality of Work of State Junior High School Teachers 23 Pesawaran.

CONCLUSION AND IMPLICATION

Based on the results of the study, the following conclusions were obtained 1) Learning Management has a positive effect on the Quality of Work of Teachers of SMP Negeri 23 Pesawaran; 2) Pedagogic competence has a positive effect on the quality of work of teachers of SMP Negeri 23 Pesawaran; and 3) Learning Management and Pedagogic Competence variables together (simultaneously) have a positive effect on the Quality of Work of Teachers of SMP Negeri 23 Pesawaran. The percentage value of the

influence of Learning Management and Pedagogic Competence on Work Quality is 64.5percent, the remaining 35.5percent is explained by other factors 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 Learning Management variable questionnaire, for the statement with the lowest response, are statement number 5, namely the teacher provides sufficient opportunities and time for students in tutorial activities to master learning material. For this reason, the teachers of SMP Negeri 23 Pesawaran in preparing learning plans are not only focused on the material to be given. Furthermore, the teacher should design the efficiency of the time available for students to absorb and understand the material given by the teacher in class. 2) The results of the Pedagogic Competence variable questionnaire, for the statement with the lowest response are statement number 3, namely teachers using teaching aids or media to increase student learning motivation. Therefore, teachers of

SMP Negeri 23 Pesawaran should be encouraged to innovate in carrying out learning activities in the classroom. Teachers' ability to use various kinds of learning media should be improved along with the rapid advancement of technology. 3) The results of the Work Quality variable questionnaire, for the lowest response statement is statement number 4, namely the quality of work produced in accordance with what the school assigns. Therefore, to the Principal of SMP Negeri 23 Pesawaran to be able to better carry out the role of supervision by paying attention to teacher performance, especially in aspects of work quality that is connected to achieving target targets in accordance with what has been planned.

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