

## **The Effect of Pedagogic Competence, Social Competency, Work Discipline, Work Motivation on Teacher Performance (Study In The High School Of Kolese Santo Yusuf Malang)**

Theresia Lodan Odjan<sup>1</sup>, Fajar Supanto<sup>2</sup>, Rudy Wahyono<sup>3</sup>

<sup>1</sup>*Student in the Master in Management Program, University of Merdeka Malang, Indonesia*

<sup>2,3</sup>*Faculty Economics and Business, University of Merdeka Malang, Indonesia*

*Corresponding Author: Theresia Lodan Odjan*

---

**Abstract:** *This study aimed to describe the variable pedagogical, social competence, work discipline, motivation and performance of teachers, analyzing the significant influence of variables pedagogical, social competence, work discipline, motivation, affect the performance of teachers, and knowing among independent variables, which affect teachers significantly influence the dependent variable SMAK Santo Yusuf Malang Colleges. The sample in this study amounted to 80 respondents. Techniques of analysis using the analysis of linear, the analyst indicates that the pedagogical, social competence, work discipline, working motivation influence on the performance of teachers, which means that teachers master pedagogical, social competence, discipline, good work and high motivation will improving teacher performance.*

**Key Words:** *Pedagogical, social competence, Discipline of work, work motivation, teacher performance.*

---

Date of Submission: 16-05-2019

Date of acceptance: 01-06-2019

---

### **I. Introduction**

Effect of sophistication of digital technology has implications for the production process in an organization or institution, especially concerning Human Resources. Educational institution into an institution that is sensitive to these developments so require educational institutions to continue to innovate, creativity, and competition between institutions. Thus educators must be qualified and professionals that earn the trust of the public.

Law No. 20 of 2003 contains the national education goals, namely the development of intellectual, emotional and spiritual, and moral health development and forming students to become more skilled, creative and independent (Ghufron, 2017: 13). Therefore, the institution must improve its image by improving teacher performance.

Performance is an activity undertaken a person, group of people in an activity with responsibility in achieving an idealized certain organizations (Supardi, 2014: 45). Meanwhile, according to Supriya (2014: 47), the performance is a manifestation of the ability of teachers in the form of real work, the result of a job, and responsibility in carrying out duties, profession run, and its moral. To be able to measure and determine the performance of a teacher, then it needs to be explored further good basic skills teacher's pedagogical, motivation, work discipline, and social competence.

Pedagogical competence of teachers is imperative that a teacher and it should not be denied. According to the master Nanawi related ideas about the theoretical and the implications for teaching and learning activities. It has 9 capabilities, namely: know the characteristics of students, teaching materials and lesson plans, implementing the learning process, facilitating the development of the talents and interests of students, to communicate well, to evaluate and assess the course of teaching and learning activities and running of reflection for quality improvement (2011: 65). With this, this competence is within the power of teachers. Professional educators have in the performance of teaching and learning activities, develop interests, and understand the characteristics of students and learning theory.

According Buchari (in Wibowo and Hambrin, 2012: 124) social compensation is an educator skills to interact, relate both internally and externally. This means that educators should be able to build interaction with the parents of students, Buchari (in Wibowo and Hambrin, 2012: 124). Thus, an educator is required to have a social competence to be able to resolve the issue with the public or learners when it happened so it does not impede the educational process.

Discipline in the learning process is also very important and affects the activity of learning so that the process can run conducive, orderly and effective. Labor discipline is awareness and a personal desire to apply

the rules, Hasibuan (2006: 444). This statement is very clear, teachers are expected to be obedient and faithful to all that is contained in the order and fluency in the execution of tasks.

In addition to pedagogical competence, social competence and discipline, motivation. Motivation is the driving force for action (Wursanto, 2005: 301). If the educational institutions in this regard is to reach optimum performance, it is the educational institutions should motivate teachers or employees that they truly dedicated to the job.

SMAK Santo Yusuf Malang Colleges is an excellent school and trusted in the community. In the face of challenges and threats in this modern world of education these institutions must maintain its presence in the community. The institution had fewer problems related to the performance of teachers, including lesson planning, implementation of learning, evaluation of learning, work discipline, and motivation.

The purpose of this study is to describe variables pedagogic competence, social competence, work discipline, motivation and performance of teachers, analyzing the significant influence of variables pedagogical, social competence, work discipline, motivation, affect the performance of teachers, and knowing among independent variables, which significant effect on the dependent variable of teachers.

## **II. Literature Review**

The performance of teachers in this study is the result of teachers' work either quality or quantity derived by a teacher in his duties as educators in an educational institution. There are several definitions of the teacher's performance, according to experts, among others, the following; as a task carried out by educators at a certain time in the school system in order to achieve the goals of idealized by the educational institution (Koswara and Rasto, 2016: 65). Teacher performance is a thing to grasp, owned work achievement of the work educators. Educators in teaching duties, he is also an educator and executive power in the school. Teacher said as program makers, administration, facilitators, and evaluate students (Yenni, 2018: 99).

Pedagogical competence consists of two syllables that competence and pedagogical. According to Robbins (in Sobandi, 2010: 30-31) says if this competence with regard to teachers, means that working on various duties with responsibility. While Law No. 14 In 2005 the notion of competence is the amount of knowledge, skills, and attitudes that belongs deeds, and imbued, by educators in their profession (Sobandi, 2010: 31). The above description can be concluded that the teacher should be able in the learning process teachers must demonstrate their ability to manifest their talents and abilities of students.

Social component is one of the competencies possessed by educators. According to Surya (in Ahmadi, 2018: 30), social competence is the ability to interact. These competencies include skills in social interaction and prosecuting those responsible. Departing from the definition it can be understood that the teachers as educators have to put yourself in social life. That is, teachers are required to have skills in conducting interaction with the wider community. The same thing was said by Sumardi (in Nizar and Hasibuan, 2018: 265), that a person's social competence is expertise in the interaction and provide usability for many people. This competence is very important for teachers to interact. Thus, the skills of educators to communicate, relate,

Labor discipline is an activity done to motivate employees to comply with the various rules and standards set forth in order to avoid abuses Turangan (2017: 1404). Hasibuan said discipline is a self-awareness and ability comply with existing regulations or the life of existing norms (Hasibuan, 2008: 193). While Simamora (2005: 611) says it well that discipline is a form of self-discipline and the implementation of organized employees to illustrate the seriousness of team work (team work). From the opinion of some experts in the above, the discipline of work is an orderly situation with various rules run based on an awareness of self.

According Hellriegel and Slocum (in Uno, 2016: 5) motivation is the driving factor in carrying out a job in order to achieve the expected goals. The power was basically triggered by a variety of interests, namely, 1) the desire to want to be met, 2) behavior, 3) goals, and 4) feedback. The motivation to build enthusiasm for the ability of the inside and from the outside in an activity. In the world of education motivation becomes an important place where learners or educators is the spirit of good if their motivation that comes from itself or from outside himself. According Hasibuan (2003: 95), motivation is providing assistance to the excitement of driving that creates a person's job. The conclusion that motivation is the various efforts undertaken in subsistence. Thus, the required maximum effort in meeting the needs and desires.

### **Conceptual Framework and Hypothesis**

#### **Influence of pedagogical competence, social competence, work discipline, motivation to work on teacher performance.**

Teacher performance is always associated with the task of planning instruction, management learning process, as well as assessment and evaluation, Sanjaya (in Ismael, 2010: 47). Planning means, educators can make the running of the learning process at least in context. As management means educators should spawn learning activities conducive learning process. Meanwhile, as an evaluator means teachers can assess and evaluate the learning outcomes of students themselves. Thus, the performance of teachers is decisive for

improving the quality of the learning process and the expected results or outcomes (Ahmadi, 2018: 155). Performance indicators according to Permendiknas No. 41 of 2007 concerning the standard process for primary and secondary education units include: (1) planning of the learning process, (2) the implementation of the learning process, and (3) the assessment of learning outcomes. Teachers who have the ability to understand, process and implement the teaching and learning activities to students, the teacher's performance is increasing. Thus, teachers' pedagogical competence affect performance. The education law is affirmed social competence skills of educators to communicate with the stakeholders. Thus, social competence talking about sensitivity and awareness of the situation social. Competence an educator is very important for teachers to interact. Thus, the skills of educators to communicate, relate, and have concern with the environment is the embodiment of social competence. Rubin (in Ashsiddiqi, 2012: 62) says that the benefits of educators who have social competence are educators can become a role model learners. By social intelligence is a necessary and important is introduced to students in addition to intellectual, emotional, and spiritual. The usefulness of social competence can make students care about in life together. As is known the teacher is a person, a mirror is seen and imitated by learners. Thus, the implementation process of learning, educators were able to implement and establish a good social relations with learners through communication and interaction. Thus, social competence affect the performance of teachers. By social intelligence is a necessary and important is introduced to students in addition to intellectual, emotional, and spiritual. The usefulness of social competence can make students care about in life together. As is known the teacher is a person, a mirror is seen and imitated by learners. Therefore, the implementation process of learning, educators were able to implement and establish a good social relations with learners through communication and interaction. Thus, social competence affect the performance of teachers. By social intelligence is a necessary and important is introduced to students in addition to intellectual, emotional, and spiritual. The usefulness of social competence can make students care about in life together. As is known the teacher is a person, a mirror is seen and imitated by learners. Therefore, the implementation process of learning, educators were able to implement and establish a good social relations with learners through communication and interaction. Therefore, social competence affect the performance of teachers.

Labor discipline that is an attitude of submissive, obedient, and seriousness of employees to carry out its duties and responsibilities and have responsibilities for tasks diembani accordance with the rules and regulations or norms that exist, (Sutrisno 2009: 126). Teachers who have self-awareness in carrying out its mandate, the performance is getting better and increased. Therefore, the discipline of work greatly affect the performance of teachers.

According Hasibuan (2003: 95), motivation is providing assistance to the excitement of driving that creates a person's job. The motivation of this work provide encouragement or support for themselves or others in the area of education to do something in order to obtain satisfaction in work. A person can do a good job if his needs are met. Therefore, a teacher work motivation greatly affect its performance.

Based on this description then formulated the hypothesis:

H<sub>1</sub> : Suspected pedagogical competence, social competence, work discipline, work motivation affect the performance of teachers.

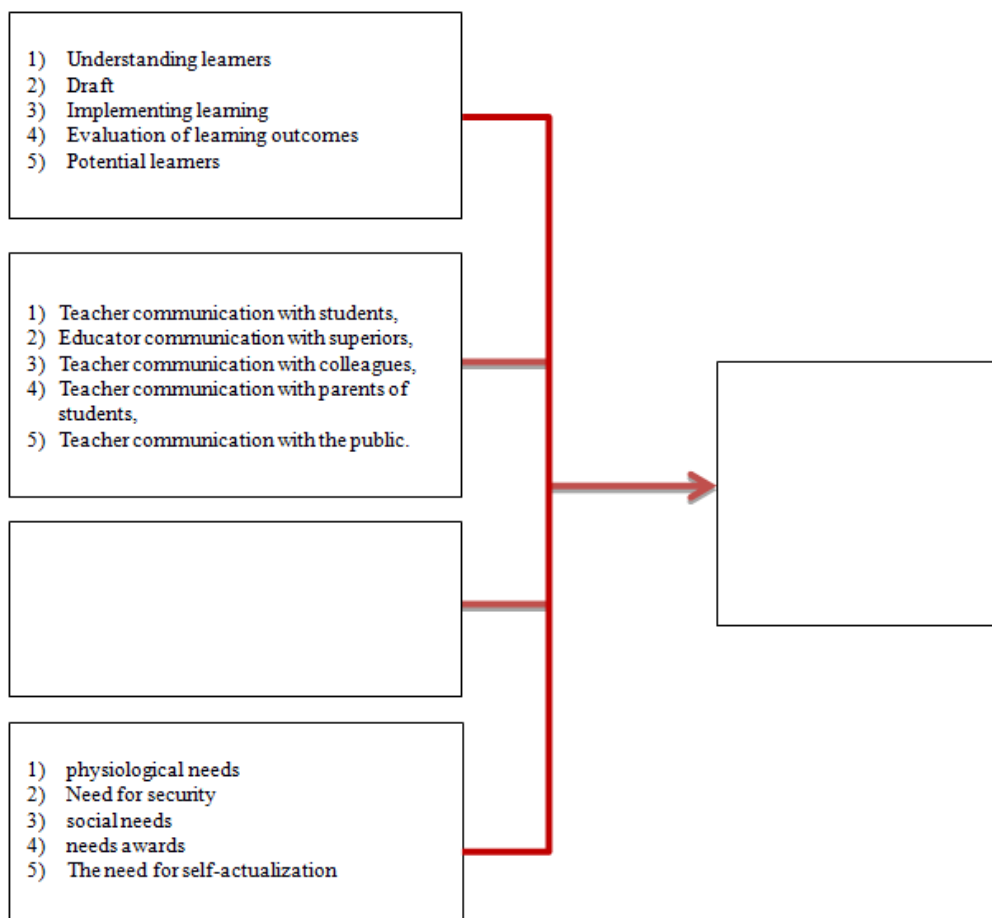
### **Pedagogical Competence Dominant Influence on Teacher Performance.**

Teachers should be able in the learning process and demonstrate its ability to manifest their talents and abilities of students. Pedagogical competence of teachers represented by the teachers' teaching performance. The act of teaching is a very tough mandate as such is expected a high level of pedagogical competence of the teacher. In the teaching and learning activities of high competence can affect a student's academic achievement. If it's good academic performance then will have implications for school improvement. Pedagogical competence relating to themaster the theoretical idea and the implications for teaching and learning activities. In this regard has 9 capabilities, namely: know the characteristics of students, teaching materials and lesson plans, implementing the learning process, facilitating the development of the talents and interests of students, to communicate well, to evaluate and assess the course of learning and teaching and running reflection to increase quality (Nanawi, 2011: 65). Thus, this competence is within the power of teachers. Professional educators have in the performance of teaching and learning activities, develop interests, and understand the characteristics of students and learning theory.

Based on this description then formulated the hypothesis:

H<sub>2</sub> : Suspected pedagogic competence dominant influence on teacher performance.

Scheme;



### III. Method

Based on this research, the design goal of this research is explanatory research with a quantitative approach. The purpose of explanation that the researcher seeks to describe the causal relationship of the variables and hypotheses (Singarimbun, 2005: 3). Explanatory research or study seeks to describe the relation hypothetical explanation, explaining pedagogical, social competence, work discipline, and motivation. The description would include the relationship of each variable. Teacher performance is decisive for improving the quality of the learning process and the expected results or outcomes (Ahmadi, 2018: 155). The performance indicators in this study according to the Ministerial Regulation No. 41 of 2007 concerning the standard process for primary and secondary education units include: (1) planning of the learning process, (2) the implementation of the learning process, and (3) the assessment of learning outcomes. Pedagogical competence relating to the control of theoretical ideas and their implications processes of teaching and learning activities (Nanawi, 2011: 65). The indicators used in this study include understanding the learners, drafting, implementing the learning, evaluation of learning outcomes and potential learners (Kurniasih and Sani, 2017: 98-101). Social competence is the ability to interact include skills in social interaction and prosecuting those responsible. Indicators in this study include teacher communication with students, educators communication with superiors, teachers with a co-worker, teacher communication with parents of students, teachers and community communication. (Arikunto in Mappanganro). Labor discipline is an orderly situation with various rules run based on an awareness of self. The indicators used in this study include Complying with hours of work, adherence to work procedures, obedient to orders from superiors and accurate work (Hasibuan, 2008: 193).

Motivation is providing assistance to the excitement of driving that creates a person's job. Indicators in this study include physiological needs, safety needs, social needs, esteem needs and self-actualization needs (Maslow in Sofyandi and Garniwa, 2007: 102).

Population and sample in this study all teachers SMAK St. Joseph College in Malang, amounting to 80 people in the form of a set of questionnaires. The sampling technique using census method.

**Techniques for Data Analysis**

Data analysis in this research using descriptive analysis and linear regression. The model equations can be formulated as follows;

$$Y = \alpha + b_1X_1 + b_2X_2 + b_3X_3 + b_4 + X_4 + e$$

Information :

- Y = Teacher Performance
- X1 = Pedagogic Competence
- X2 = Social Competence
- X3 = Work Discipline
- X4 = Work Motivation
- a = Value Constant
- b = Coefficient of regression
- e = Error

**IV. Research Result**

**1. Description of Respondents**

The number of respondents in this study were 80 teachers SMAK Santo Yusuf Malang Colleges. Each respondent has different characteristics. Therefore we need a grouping with certain characteristics. The following are the data descriptive of respondents based on their characteristics.

**Table 1.** Characteristics of Respondents

|                             | Frequency | Percentage (%) |
|-----------------------------|-----------|----------------|
| The identity of respondents |           |                |
| Man                         | 42        | 53%            |
| Woven                       | 38        | 47%            |
| Total                       | 80        | 100%           |
| Age                         |           |                |
| < 30                        | 20        | 25%            |
| 30 – 40                     | 19        | 24%            |
| > 40                        | 41        | 51%            |
| Total                       | 80        | 100%           |
| Year of service             |           |                |
| < 10                        | 34        | 42%            |
| 10 – 15                     | 15        | 19%            |
| > 25                        | 31        | 39%            |
| Total                       | 80        | 100%           |

Sources: Primary data is processed in 2019.

**2. Validity and Reliability Test Results**

Validity test results conducted by researchers at the items each variable obtained probability value smaller than  $\alpha = 0,05$ . These results indicate that the items of each variable declaration in the questionnaire is valid because it has the ability to measure what should be measured. Based on the reliability test results show that the variable pedagogical, social competence, work discipline, and motivation to have a reliability coefficient of 0.60 so based on feasible for a reliability test instrument used in this study.

**3. Description of Research Variables**

**1) Variable Pedagogical Competence (X2)**

**Table 2** Frequency Distribution of Competencies Pedagogical Variable (X1)

| Item        | STS |   | TS |     | N  |      | S  |      | SS |      | Mean        |
|-------------|-----|---|----|-----|----|------|----|------|----|------|-------------|
|             | F   | % | F  | %   | F  | %    | F  | %    | F  | %    |             |
| X 1.1       | 0   | 0 | 0  | 0   | 11 | 13.7 | 55 | 68.8 | 14 | 17.5 | 4.03        |
| X 1.2       | 0   | 0 | 0  | 0   | 5  | 6.2  | 53 | 66,3 | 22 | 27.5 | 4.37        |
| X 1.3       | 0   | 0 | 0  | 0   | 7  | 8.8  | 48 | 60   | 25 | 31.2 | 4.22        |
| X 1.4       | 0   | 0 | 0  | 0   | 12 | 15   | 52 | 65   | 16 | 20   | 4.09        |
| X 1.5       | 0   | 0 | 1  | 1.2 | 14 | 17.6 | 52 | 65   | 13 | 16.2 | 3.97        |
| <b>Mean</b> |     |   |    |     |    |      |    |      |    |      | <b>4.13</b> |

Sources: Primary data is processed in 2019

Pedagogic Competence of respondents (X1) X1.1 item (understand learners) to x1.5 (develop learners to actualize various potentials) declare the respondents agree with all the items X1 pedagogical competence variables. Mean the highest score of 4.37 items X1.2 (makes the design of learning) and the lowest score of 3.97 x1.5 item (develop learners to actualize various potentials).

**2) Variable Social Competence (X2)**

Social Competence variable (X2) using indicators;

**Table 3.** Frequency Distribution Social Competence

| Item        | STS |   | TS |     | N  |      | S  |      | SS |      | Mean        |
|-------------|-----|---|----|-----|----|------|----|------|----|------|-------------|
|             | F   | % | F  | %   | F  | %    | F  | %    | F  | %    |             |
| X 2.1       | 0   | 0 | 0  | 0   | 10 | 12.5 | 49 | 61.2 | 21 | 26.3 | 4.17        |
| X 2.2       | 0   | 0 | 0  | 0   | 5  | 6.2  | 49 | 61.3 | 26 | 32.5 | 4.25        |
| X 2.3       | 0   | 0 | 1  | 1.2 | 12 | 15   | 53 | 66.3 | 14 | 17.5 | 4.03        |
| X 2.4       | 0   | 0 | 2  | 2.5 | 13 | 16.3 | 48 | 60   | 17 | 21.2 | 4.02        |
| <b>Mean</b> |     |   |    |     |    |      |    |      |    |      | <b>4.11</b> |

Sources: Primary data is processed in 2019

The above table shows that the social competence of the answer (X2) to X2.1 (interaction of teachers and students) to X2.4 based on the results obtained by the respondents agree with all the items X2 social competence variables. The highest mean value of 4.25 to the statement item items X2.2 (teacher interaction with co-workers) and the lowest mean score of 4.02 on a X2.4 (teacher interaction with the public). The overall mean has a value of 4.11 means that the respondents agreed to the social competence variable (X2).

**3) Variable Work Discipline (X3)**

Work Discipline variable (X3) using indicators;

**Table 4.** Frequency Distribution of Work Discipline (X3)

| Item        | STS |   | TS |     | N |      | S  |      | SS |      | Mean        |
|-------------|-----|---|----|-----|---|------|----|------|----|------|-------------|
|             | F   | % | F  | %   | F | %    | F  | %    | F  | %    |             |
| X 3.1       | 0   | 0 | 3  | 3.8 | 8 | 10   | 35 | 43.7 | 34 | 42.5 | 4.32        |
| X 3.2       | 0   | 0 | 2  | 2.5 | 8 | 10   | 47 | 58.7 | 23 | 28.8 | 4.13        |
| X 3.3       | 0   | 0 | 2  | 2.5 | 9 | 11.2 | 52 | 65   | 17 | 21.3 | 4.06        |
| <b>Mean</b> |     |   |    |     |   |      |    |      |    |      | <b>4.17</b> |

Sources: Primary data is processed in 2019

In the above table shows that of the answers to the discipline of work (X3) to X3.1 to X3.3 declare the respondents agree with all the items of work discipline variable X3. The highest mean value is 4.32 and the items X3.3 (adherence to regulations boss) has the lowest mean value of 4.06. The mean overall has a value of 4.17.

**4) Variable work motivation (X4)**

Work motivation variable (X4) using indicators:

**Table 5.** Frequency Distribution of Work Motivation Variable (X4)

| Item        | STS |     | TS |     | N  |     | S  |      | SS |      | Mean        |
|-------------|-----|-----|----|-----|----|-----|----|------|----|------|-------------|
|             | F   | %   | F  | %   | F  | %   | F  | %    | F  | %    |             |
| X 4.1       | 1   | 1.2 | 1  | 1.2 | 8  | 10  | 33 | 3    | 37 | 46.3 | 4.32        |
| X 4.2       | 1   | 1.2 | 1  | 1.2 | 7  | 8.8 | 27 | 33.8 | 44 | 55   | 4.40        |
| X 4.3       | 0   | 0   | 0  | 0   | 7  | 8.8 | 48 | 60   | 25 | 31.2 | 4.59        |
| X 4.4       | 0   | 0   | 0  | 0   | 1  | 1.2 | 30 | 37.5 | 49 | 61.3 | 4.11        |
| X 4.5       | 1   | 1.2 | 2  | 2.5 | 12 | 15  | 36 | 45   | 29 | 36.3 | 4.14        |
| <b>Mean</b> |     |     |    |     |    |     |    |      |    |      | <b>4.31</b> |

Sources: Primary data is processed in 2019

In the above table shows that from the answers of work motivation (X4) to X4.1 to X4.5 declare the respondents agree with all the items. The highest mean value is 4.59 (social needs) and the lowest was 4.11 X4.5 items (esteem needs). Therefore, the overall mean has a value 4.31 means that respondents said was inclined to agree to variable work motivation (X4).

**5) Variable Teacher Performance (Y)**

Teacher Performance variable (Y) using indicators

**Table 6.**Teacher Performance Variable Frequency Distribution (Y)

| Item        | STS |   | TS |     | N  |      | S  |      | SS |      | Mean        |
|-------------|-----|---|----|-----|----|------|----|------|----|------|-------------|
|             | F   | % | F  | %   | F  | %    | F  | %    | F  | %    |             |
| Y 1.1       | 0   | 0 | 1  | 1.2 | 9  | 11.3 | 41 | 51.2 | 29 | 36.3 | 4.22        |
| Y 1.2       | 0   | 0 | 1  | 1.2 | 14 | 17.5 | 49 | 61.3 | 16 | 20   | 4.00        |
| Y 1.3       | 0   | 0 | 0  | 0   | 8  | 10   | 49 | 61.3 | 23 | 28.7 | 4.19        |
| <b>Mean</b> |     |   |    |     |    |      |    |      |    |      | <b>4.14</b> |

Sources: Primary data is processed in 2019

In the above table shows that the employment performance of the respondent's answer (Y) to Y1.1 to Y1.3 declare the respondents agree with all the items. The highest mean value is 4.22 Y1.1 statement items (planned learning activities) and the lowest rate is 4.00 Y 1.2 (implementation of learning activities). The overall mean has a value of 4.14 means that the respondents agreed to variable Y.

### V. Multiple Regression Analysis

**Table 7.** Results of Multiple Regression Analysis

| Variables  | Regression Coefficients | t     | Sig.   |
|--|-------------------------|-------|--------|
| Pedagogic competence                             | 0.423                   | 4.854 | 0.000  |
| Social competence                                | 0.092                   | 1.417 | 0.161  |
| Work discipline                                  | 0.348                   | 5.583 | 0.000  |
| Work motivation                                  | 0.020                   | 0.427 | 0.670  |
| Constants  |                         |       | 1.429  |
| R  |                         |       | 0.808  |
| Adjusted R square                                |                         |       | 0.635  |
| F count  |                         |       | 35.325 |
| Sig. F   |                         |       | 0.000  |
| N  |                         |       | 80     |
| F table =  |                         |       | 3.12   |
| t table =  |                         |       | 2.000  |
| The dependent variable = Teacher Performance (Y) |                         |       |        |

Sources: Primary data is processed in 2019

Multiple linear regression constant value of 1.429 where 0.423 pedagogic competence social competence regression coefficient 0.092 0.348 work discipline, work motivation 0,020. Therefore, based on multiple linear regression equation  $Y = a + b1.X1 + b2.X2 + b3.X3 + b4.X4 + ei$ , obtained from the equation;  
 $Y = 1.429 + 0.423.X1 + 0.092.X2 + 0.348.X3 + 0.020.X4 + ei$

Namely:

- Y = Teacher Performance
- X1 = Competence Pedagogical
- X2 = Social Competence
- X3 = Work discipline
- X4 = Work Motivation
- ei = Residual Error

The implications of meaningfulness;

- a. 1.429 connote when variables pedagogic competence, social competence, work discipline, and motivation.
- b. 0.423 Pedagogic competence and positive sign implies the direction of the effect that, if an increase in variable pedagogical competence it will have a tendency to be followed by an increase in the performance of teachers.
- c. The regression coefficient X2 (social competence) 0.092 and a positive sign implies the direction of the effect that, if the increase in social competence variables then have a tendency to be followed by an increase in the performance of teachers.
- d. The regression coefficient X3 (working Discipline) 0,348 and marked implies the occurrence of a direct influence. An increase in variable labor discipline, the performance has a tendency to increase.
- e. X4 0.020 and marked positive means that there is a direct influence if there is an increase in the work motivation variable the performance has a tendency to be followed to increase.
- f. The coefficient of determination equal to 0.635
- g. Implies that the variable pedagogical, social competence, work discipline, work motivation influence on the performance of teachers SMAK Santo Yusuf Malang Colleges amounted to 63.5%.

#### 1) Test Multicollinearity

Priyatno (2013: 59-60) says that multicollinearity is a condition, among others: 1) the value of the standard error for each coefficient becomes high, so that t becomes low. 2) The standard error of estimate will be higher with

increasing the independent variable. 3) the effect of each independent variable is difficult to detect. To detect the presence or absence of multicollinearity to see the value of tolerance and VIF. The smaller the greater the value of tolerance and VIF then approaching the multicollinearity problem.

**Table 8.** Colinearity the analysis Multicolineritas

| Variables               | Tolerance | VIF   |
|-------------------------|-----------|-------|
| X1 Pedagogic Competence | 0.405     | 2.470 |
| X2 Social Competence    | 0.478     | 2.090 |
| X3 Work Discipline      | 0.630     | 1.586 |
| X4 Work Motivation      | 0.710     | 1.408 |

Sources: Primary data is processed in 2019.

The table shows that there are problems that arise from the independent variable multicollinearity, VIF value is less than 10 then this research model no multicollinearity problems.

**2) Test Heteroskedasticity**

The following table is a variable heteroscedasticity test results pedagogical, social competence, work discipline, motivation to work on teacher performance.

**Table 9.** Heteroskedasticity Analysis Data

| Variables            | Sig value |
|----------------------|-----------|
| Pedagogic competence | 0.723     |
| Social competence    | 0.318     |
| Work discipline      | 0.749     |
| Work motivation      | 0.619     |

Sources: Primary data is processed in 2019.

It is clear heteroskedasticity problem does not arise from the independent variable because the variable value > 0.05.

**3) Test Autocorrelation**

Priyatno (2013: 62) for detecting the presence or absence of autocorrelation to test Durbin - Watson. Statistic Durbin - Watson (DW) the following can result in the value of dU and dL.

**Table 10.** Testing Autocorrelation

| Model | R     | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------|----------|-------------------|----------------------------|---------------|
| 1     | .808a | .653     | .635              | 2.40922                    | 2122          |

It seems clear the table above shows the value of DW is the result of a regression model that is 2 122, DW 5%, n = 80 k = 5. dL = 1.5070, therefore dU = 1.7716 (2.122) in dU (1 , 7716), 4DU (2,228). Ho accepted concluded, therefore it does not happen autocorrelation.

**4) Normality Test**

Testing of Normal Probability with decision-making criteria as follows;

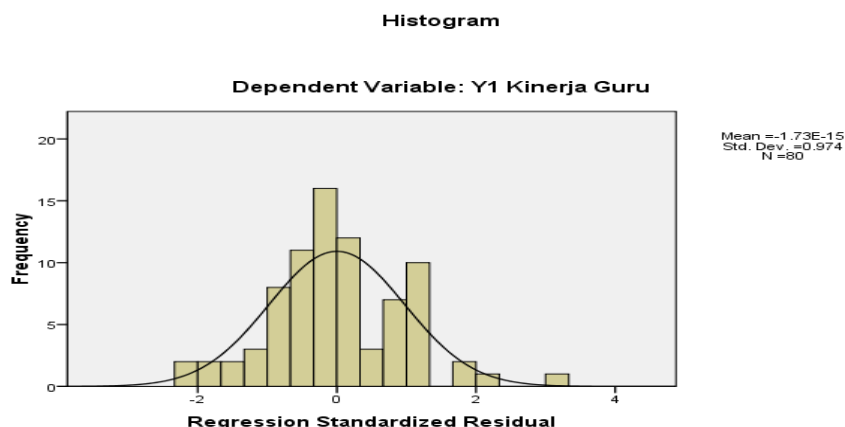
**Table 11.** Results data using SPSS;

|                         | N          | skewness   |                        | kurtosis   |                        |
|-------------------------|------------|------------|------------------------|------------|------------------------|
|                         | Statistics | Statistics | Std. Error of Skewness | Statistics | Std. Error of Kurtosis |
| Residual unstandardized | 80         | -0.451     | 0.269                  | -0.693     | 0,532                  |
| valid N                 | 80         |            |                        |            |                        |

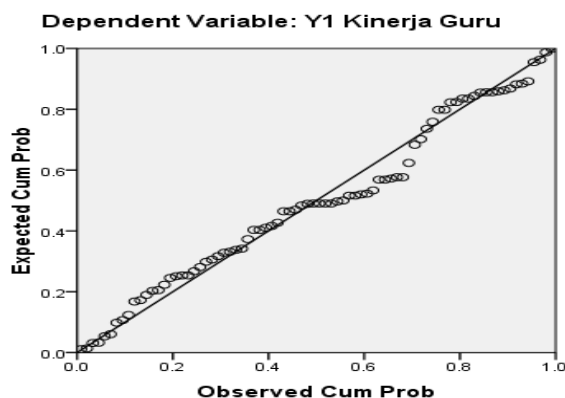
Sources: Primary data is processed in 2019.

In the table above it is clear outcome Skewnees ratio = - 0.451 / 0.269. = - 1.67, and the ratio of kurtosis = -0.693 / 0.532 = -1, 30. Therefore, given the conclusion that the existing data distribution is normal. Based on the above table and kurtosis obtained skewnees ratio -1.67 to -1.30.





**Normal P-P Plot of Regression Standardized Residual**



#### 4. First hypothesis

**Table 12. Results Test F**

| Model      | Sum of Squares | df | mean Square | F      | Sig.  |
|------------|----------------|----|-------------|--------|-------|
| Regression | 820 162        | 4  | 205 040     | 35 325 | .000a |
| Residual   | 435 326        | 75 | 5,804       |        |       |
| Total      | 1255.488       | 79 |             |        |       |

Sources: Primary data is processed in 2019

Processing data using SPSS results calculated  $F = 35.325$ . Pedagogical competence (X1), social competence (X2), work discipline (X3), Motivation (X4), simultaneous influence on (Y). Therefore it can be concluded that the first hypothesis is proven statistically by alpha 5%.

#### 5. Second Hypothesis

Competency Test pedagogic dominant influence on teacher performance Santo Yusuf Malang Colleges SMAK obtained coefficients such influence;

Table 13. Test Partial Regression Coefficients

| variables            | t     | t table | sig   | Information |
|----------------------|-------|---------|-------|-------------|
| Pedagogic competence | 4.854 | 2,000   | 0,000 | Significant |

Sources: Primary data is processed in 2019.

Pedagogic Competence variable (X1) Performance Against Teacher (Y)

Results  $t = 4.854$ ,  $t = 2.000$  table so that  $t > t$  table, the results obtained prove that the variables significantly influence the Pedagogical Competence (Y). Based on the calculations in Table 4:32 sig to be stated that the variables significantly influence the Pedagogical Competence (Y). conclude that the second hypothesis is proven statistically by alpha 5%. Data variable multiple linear regression analysis of pedagogical competence (X1) 0.423 then based on the second hypothesis, is variable pedagogical competence dominant influence on teacher performance. Therefore, the second hypothesis is accepted.

## **VI. Discussion**

### **1. Effect of Pedagogical Competence, Social Competence, Work Discipline and Motivation Work To Performance Simultaneous Teachers.**

Pedagogical competence related to teaching and learning. Teachers who have high pedagogic competence, will be able to carry out the teaching and learning activities that will be high performance. Mastery of pedagogical competence of the teachers' understanding of the learners, design capability, implementing the learning, and be able to evaluate the results of learning and understanding the talents of learners. Teachers who have the ability to understand, process and implement the teaching and learning activities to students, the teacher's performance is increasing (the game No. 41 of 2007). The conclusion from this study supports the results of research conducted by Yenny (2018) who said that the competence, work discipline, motivation,

Social competence also affect the increase of teacher performance. Teacher performance can be achieved if teachers are able to communicate and interact effectively with the school environment teacher interaction with students, teachers and school heads, teachers and colleagues, and teachers with parents and the community. Based on Government Regulation No. 16 of 2005 states the social competence of a teacher's ability to communicate politely with stakeholders, and using communication devices in accordance with its function. Thus social competence affect the performance of teachers, this is according to research Kosasih M. Zen, WK Farla pm 2015di SMAN 3 Tanjung Raja Ogan Ilir.

Teachers need to be aware of the importance of work discipline. the better the work discipline the higher the teacher's performance. discipline is support for teacher performance and a role model for students. In improving teacher performance in a discipline education institution for teachers. Work discipline is an attitude of obedience, obedience, and sincerity of employees to carry out their duties and obligations and is responsible for the duties assigned according to existing rules or norms (Sutrisno, 2009: 126).

This study proves that the discipline greatly affect the performance of teachers in carrying out his duties as an educator, as a variable respondents work discipline has quite a lot. Teacher performance increase if teachers who adhere to working hours, working procedures, orders from superiors, and accurate work. Therefore variable work discipline very positive and significant impact on teacher performance. This is consistent with research Jeine Turangan K. (2017) that Competence, Work Discipline and professionalism effect on Teacher Performance In SMA Negeri 1 Manado "

Motivation is one factor that determines the individual's performance. Large or small effect on the performance of one's motivation depends on how much the intensity of motivation given. "Motivation of teachers is defined as a process conducted for teachers to move their behavior can be directed to the efforts to achieve the objectives that have been set (Uno (2016: 71)).

Work motivation will arise in oneself if there is an encouragement that fosters enthusiasm to carry out its activities. The encouragement is inside and outside. The motivation of teacher work has the meaning as an amplifier, driver, and giver to achieve the educational goals that have been set. Teachers can perform well when physiological needs, security, social needs, rewards needs, and self-actualization needs are met. Therefore educational institutions need to pay attention to the factors that support motivation because work motivation greatly affects the performance of teachers in carrying out their duties. This is in accordance with the research of Taufik Ismail (2017) who said that work motivation influences the performance of elementary school teachers in North Cimahi.

The conclusion from these results provide evidence that the pedagogical, social competence, work discipline, motivation to work together to have a role in order to create a good performance. Competent teachers in lesson planning, can create interactive communication in carrying out their duties. Maximum working discipline and supported high motivation will achieve satisfactory academic results. Based on the test results of the coefficient of determination, given the influence of pedagogic competence, social competence, work discipline and motivation to work on teacher performance SMAK Santo Yusuf Malang Colleges of 63.5%, the remaining 36.5% is influenced by other variables that organizational climate , organizational culture, work ethic, and so in this study was not used as a primary focus.

### **2. Pedagogic Competence Dominant Influence on Performance Carries Teacher**

Results of testing the second hypothesis that the dominant pedagogical influence on teacher performance, this can be proved by multiple linear regression coefficient of 0.423 and 4.854 t count. Pedagogical competence must-have as it pertains to the ability of teachers and characteristics of the management of the learning process of learners. teachers have pedagogical competence in the evaluation of learning and learning outcomes then the teacher has a good performance that can be realized in the assessment of learning outcomes. These capabilities are part of the student's performance on the understanding, learning plan, the implementation of learning and assessment of learning outcomes. Without the ability to very difficult pedagogical educational institutions obtain satisfactory academic achievement.

Pedagogical competence is the ability of an educator in processing the learning process relating to the learners, include understanding the insight or the foundation of education, an understanding of learners, developing curriculum or syllabus, designing learning, the implementation of learning that educates and dialogue, the use of learning technology, evaluation of learning outcomes and the development of learners to actualize various potentials (Act No. 14 of 2015).

The study states that the majority of respondents expect the teachers as capable of making the design education of students, which is able to formulate learning objectives, able to allocate time and learning, and be able to outline the material in accordance with the teachings of learning objectives. It also expects teachers to create educational learning for learners, to evaluate learning outcomes and develop learners to actualize the potential that exists within him. This is consistent with research Sumartini Valeria Francisca (2017) which says that the pedagogical effect on the performance of teachers in the District of Kulon Progo Girimulyo.

The higher the pedagogical competence of teachers, the higher the performance of teachers to educational institutions, therefore teachers have high pedagogical competence has peak performance in managing the education of students.

## VII. Conclusions and Recommendations

### Conclusion

1. Simultaneously pedagogical, social competence, work discipline, motivation is very influential on teacher performance SMAK Santo Yusuf Malang Colleges. It is known from the data processing based F-test showed that the F-count equal to 35.325 with sig 0,000, if the F table at  $\alpha$ : 0.05 dfl = 4, and DF2 = 75 obtained the F-table at 3.12. Based on the above results mean F-count > F-table and sig < 0.05 (35.325 > 3.12) and sig (0.000 < 0.05), which indicates that the first hypothesis the researchers accepted.
2. Competence pedagogic dominant influence on the performance of teachers, the second hypothesis is accepted. This is evidenced by the regression coefficient of 0,423 dan t value by 4, 854 and the significant value of 0.000. Sig 0.000 < 0.05 then the hypothesis is accepted and verifiable statistically at the level of alpha = 0.05 thus be concluded that pedagogical competence of teachers have positive and significant impact on teacher performance SMAK Santo Yusuf Malang Colleges.

### Recommendations

1. In the face of competition in the education sector, teachers must improve pedagogical, especially control of the Internet and modern technology tools in updating the learning material so that the implementation of learning is going well and the results achieved in these activities in accordance with the purpose of satisfying and educational institutions.
2. The institution must maintain excellence and continue to improve the performance of schools that have been achieved by improving the performance of teachers.
3. This study only raised certain variables and one private school only. It is expected that other researchers can examine the object more broadly.

## References

- [1]. Arikunto, Suharsimi, 2006, *Prosedur Penelitian Suatu Pendekatan Praktek*. Eds. Revisi VI, Jakarta: Rineka Cipta
- [2]. Ghozali, Imam, 2005, *Aplikasi Analisis Multivariate Dengan Program SPSS*, Eds. Ketiga, Semarang: Badan Penerbit Universitas Diponegoro.
- [3]. Hasibuan, Malayu S.P., 2008, *Manajemen Sumber Daya Manusia*, Jakarta: PT. Bumi Aksara.
- [4]. Ismail, Muh. Iyas, 2010, *Kinerja dan Kompetensi Guru Dalam Pembelajaran*, Lentera Pendidikan, Vol.13. No. 1 Juni.
- [5]. Ismail, Taufik, 2017, *Kepemimpinan, Kompensasi, Motivasi Kerja, Dan Kinerja Guru SD Negeri*, *Jurnal Administrasi Pendidikan* Vol.XXIV No.1 April.
- [6]. Koswara dan Rasto, 2016, *Kompetensi Dan Kinerja Guru Berdasarkan Sertifikasi Profesi*, *Jurnal pendidikan manajemen perkantoran* Volume 1, nomor 1, Agustus.
- [7]. Mangkunegara, A. A. Anwar Prabu, 2013, *Manajemen Sumber Daya Manusia Perusahaan*, Bandung: PT. Remaja Rosdakarya.
- [8]. Mappanganro, 2010, *Pemilikan Kompetensi Guru*, Cet. 1, Makasar: Allauddin Press.
- [9]. Nasir, M. 2008, *Metode Penelitian*, Jakarta: Ghalia Indonesia.
- [10]. Nizar, H. Samsul dan Zainal Efendi Hasibuan, 2018, *Pendidik Ideal*, Cet.1, Depok: Prenadamedia Group
- [11]. Priyatno, Duwi, 2013, *Analisis Korelasi, Regresi dan Multivariate dengan SPSS*, Yogyakarta: Gaya Media.
- [12]. Santoso, Singgih, 2002, *Statistik Parametrik*, Cet. Ketiga, Jakarta: PT. Gramedia Pustaka.
- [13]. Sari, Fajar Maya, 2013, *Pengaruh Kompetensi Dan Lingkungan Kerja Terhadap Kepuasan Kerja Dan Kinerja Guru Di Sd Negeri Kecamatan Gondang Mojokerto*, *DIE, Jurnal Ilmu Ekonomi & Manajemen* April, Vol. 9 No.2.
- [14]. Siagian, P. Sondang, 2012, *Manajemen Sumber Daya Manusia*, Bandung: Bumi Aksara.
- [15]. Simamora, Henry, 2005, *Manajemen Sumber Daya Manusia*, Edisi Ketiga, Yogyakarta: STIE TKPN.
- [16]. Singarimbun, Masri dan Sofyan Efendi, 2005, *Metode Penelitian Survey*, Jakarta: Pustaka LPJES.
- [17]. Sobandi, H. Ade , 2010, *Pengaruh Kompetensi Guru Terhadap Kinerja Mengajar Guru Smkn Bidang Keahlian Bisnis Dan Manajemen Di Kota Bandung*, *Manajerial*, Vol. 9, Nomor 17, Juli.
- [18]. Sugiyono, 2012, *Metode Penelitian Kuantitatif Kalitatif dan R& D*, Cet. Ke-19 Alfabeta, Bandung.
- [19]. Sugiyono. 2010. *Metode Penelitian Pendidikan pendekatan kuantitatif dan R & D*. Bandung: Alfabeta.
- [20]. Supardi, 2014, *Kinerja Guru*, Jakarta: PT. Raja Grafindo Persada.

- [21]. Sutrisno, Edy, 2009, Manajemen Sumber Daya Manusia, Edisi Pertama, Cetakan Pertama, Jakarta: Kencana Prenada Media Group.
- [22]. Syah, Muhibbin, 2004, Psikologi Pendidikan dengan Pendekatan Baru, Bandung : PT Remaja Rosdakarya.
- [23]. Turangan, Jeine K., 2017, Pengaruh Kompetensi, Disiplin Kerja, dan Profesionalisme Terhadap Kinerja Guru di SMA NEGERI 1 MANADO, Jurnal EMBA, Vol.5 No. 2, Juni.
- [24]. Undang-Undang RI No. 14 Tahun 2005 Tentang Guru dan Dosen. Jakarta.
- [25]. Uno, H. B., & Lamatenggo, N. (2012). Teori kinerja dan pengukurannya. Jakarta: Bumi Aksara.
- [26]. Wibowo dan Hambrin, 2012, Menjadi Guru Berkarakter: Strategi Membangun Kompetensi dan Karakter Guru, Yogyakarta: Pustaka Pelajar.
- [27]. Zenita, Ferni Irawani dan Lili Andriani, 2017, Pengaruh Kompetensi Sosial Dan Disiplin Kerja Terhadap Kinerja Guru Di SMA Negeri 7 Muaro Jambi, Scientific Journals of Economic Education, Volume 1, Nomor 1, September.

IOSR Journal of Business and Management (IOSR-JBM) is UGC approved Journal with SI. No. 4481, Journal no. 46879.

Theresia Lodan Odjan." The Effect of Pedagogic Competence, Social Competency, Work Discipline, Work Motivation on Teacher Performance (Study In The High School Of Kolese Santo Yusuf Malang)". IOSR Journal of Business and Management (IOSR-JBM), Vol. 21, No. 5, 2019, pp. -.57-68