

Implementation of Principal Pedagogic Competence on Teacher Performance Improvement in The Program of (Center Of Excellence) at SMK Negeri 1 Adiwerna, Tegal Regency

Imron¹, Sitti Hartinah², Hanung Sudibyo³
{paimsmkn1adb@gmail.com¹}

Magister of Pedagogy, Universitas Pancasakti Tegal, Indonesia

Abstract. The purpose of this study was to determine the effect of the principal's pedagogic competence on improving teacher performance. This study uses a quantitative survey method approach. The population in this study were all teachers of SMK Negeri 1 Adiwerna totaling 142 teachers with a proportional random sampling technique of 73 teachers. A questionnaire and documentation were used to collect data for this study, which was analyzed using inferential and inductive statistical methods. The prerequisite test for analysis includes the data normality test and the regression linearity test. The testing of hypotheses involves a simple regression test. (1) Principal's Pedagogic Competence was classified as medium with a percentage of 56.6%; (2) Teacher performance was classified as medium with a percentage of 54.7%; and (3) there was a significant influence between Principal's Pedagogic Competence and Teacher Performance with a correlation score of $5.806 > 2.145$. This study concludes that Principal Pedagogic Competence has a substantial effect on Teacher Performance at SMK Negeri 1 Adiwerna, Tegal Regency.

Keywords: Pedagogic Competence, Principal, Teacher Performance

1. Introduction

Principals have a key role in enhancing the quality of education in schools. The success or failure of an educational institution, particularly in educational units, is heavily dependent on the qualifications of the institution's principal.. Efforts to improve the quality of education in schools, both academic and non-academic achievements, require the competence of highly qualified principals. With these competencies, the vision and mission of the school, namely the achievement of educational success in schools, can be realized. [1] explains that "in today's information-based global era, principals are a source of strength for schools to achieve their goals if the principal has reliable competence and is relevant to the demands of the work to be carried out".

The principal is a teacher who is given the additional task of leading and managing the education unit. The dual role of a school principal apart from being a leader in the education unit is also a teacher. Therefore, the principal in addition to having the competence of the principal as stated in Permendiknas Number 13 of 2007 concerning Standards for Principals/Madrasah emphasizes that a principal/madrasah must have five dimensions of

minimum competence, namely: personality, managerial, entrepreneurial, supervision, and competence competencies. Social skills, must also have competencies possessed by a teacher, one of which is pedagogic competence.

Pedagogic competence is an ability or skill that can manage a learning process or teaching and learning interaction well [2–7]. Pedagogic competence according to [8] stated that "pedagogic competence is the ability to manage learning which includes the concept of teaching readiness shown by mastery of teaching knowledge and skills". In the Government Regulation of the Republic of Indonesia Number 19 of 2005, explanation of article 28 paragraph (3) point a, pedagogical competence is defined as the ability to manage student learning, which encompasses understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to realize their various potentials.

Based on this explanation, it can be stated that pedagogic competence is the ability to manage learning including mastery of student characteristics, mastery of learning theory, curriculum development, organizing educational learning activities, understanding and developing student potential, communicating with students, and implementing assessments and evaluations. evaluation in order to achieve learning objectives.

With pedagogic competence, principals are able to become teachers who are more than ordinary teachers. The principal is able to be a model for other teachers in terms of learning. This is in line with what was stated by [9] that the principal as a learning agent, the principal needs to have pedagogic competence, personality competence, professional competence, and social. With pedagogic competence, principals are able to provide influences that can cause teachers to be motivated to carry out their duties effectively so that teacher performance will be better. The principal who has influence is expected to raise the morale of the educators.

In addition to the principal who determines the success of education, the teacher is also a determinant of the success or failure of an educational institution. The low quality of education is a phenomenon that arises due to the low performance of teachers. The success of education is largely determined by the performance of teachers. Both teacher performance in learning planning, teacher performance in implementing learning, teacher performance in learning evaluation, and teacher performance in task discipline.

Teacher performance is the work that a teacher in an educational institution or madrasa is able to accomplish in accordance with his duties and responsibilities in reaching educational objectives.[10]. In other words, a person's performance in completing specified tasks is dependent on his talents, experience, and honesty. Teacher performance is the capacity and effort of instructors to carry out learning tasks as effectively as feasible in program creation, implementation of learning activities, and evaluation of learning results. The teacher's performance in schools must be based on the teacher's level of professional competence..

Teacher performance is well achieved, it can be seen from teachers who are diligent in attending school and diligent in teaching, instructors teaching seriously utilizing lesson plans, teachers teaching with enthusiasm and delight, using subject-appropriate media and teaching methods, doing teaching evaluations and following up on evaluation results. Students' progress in the teaching and learning process will be influenced by the actions of the teacher.

In line with the improvement of the quality of teacher performance which will produce graduates who are superior and have competitiveness in the global arena as it is today, the Government through the Minister of Education and Culture (Kemdikbud) launched a program of SMK Center of Excellence (PK) with the aim of improving the quality of education. SMK graduates.

This program is the implementation of Presidential Instruction Number 9 of 2016 concerning "Revitalization of Vocational High Schools in the context of improving the quality

and competitiveness of Indonesian human resources". This, one of the mandates is the need for a comprehensive revitalization of SMK to produce SMK graduates who are competitive and ready to face the challenges and dynamics of national and global developments.

With this program, school principals can actualize and implement their competencies, especially pedagogic competencies for the success of the program. This program can also encourage principals to trigger and encourage teachers to further improve their performance.

Given the importance of teacher performance in realizing the success of an educational institution, especially schools that have received the SMK PK (Center of Excellence) program, efforts are needed to improve teacher performance. Based on the existing theory, many factors can affect teacher performance. The principal's pedagogic competence is thought to have a strong influence on teacher performance, so it is used as a study in this study. Based on this, the formulation of the research problem is "is there any effect of implementing the principal's pedagogic competence on improving teacher performance". Thus, the purpose of this study was to determine the effect of the implementation of the principal's pedagogic competence on improving teacher performance.

2. Method

This study uses a quantitative approach with a survey method. As stated by Sugiyono that inferential statistics are often also called inductive statistics or probability statistics, are statistical techniques used to analyze sample data and are finally applied to the population (Sugiyono, 2017: 148). The population in this study were all 142 teachers of SMK Negeri 1 Adiwerna, Tegal Regency.

In this study, the sample was taken using a proportionate stratified random sampling technique. Proportional stratified random sampling is a sampling technique to obtain a representative sample, taking subjects from each stratum is determined to be balanced and proportional to the number of subjects in each strata [11]. In this study, each stratum, the number of samples is determined to be balanced and each individual in the population has an equal opportunity to be selected as a member of the sample.

No	Teacher Data	Total Population (People)	Number of Samples (People)
1	PNS teachers teach > 10 th	81	41
2	PNS teachers teach < 10 th	5	3
3	Non-PNS teachers teach > 10 th	19	10
4	Non-PNS teachers teach < 10 th	37	19
Total number of teachers		142	73

The instrument or questionnaire in this study uses statements that describe the indicators of each research variable. The questionnaire used to strengthen the data that has been obtained is regarding the teacher's response to the implementation of the principal's pedagogical competence on improving teacher performance in the program of SMK PK at SMK Negeri 1 Adiwerna, Tegal Regency.

The instrument in this study used two questionnaires, namely data collection on the variables of the principal's pedagogic competence and teacher performance at SMK Negeri 1 Adiwerna. This questionnaire was adopted from the research [12], so that the validity and reliability have been tested, consisting of 30 statements from the principal pedagogic competency questionnaire and 35 statements from the teacher performance questionnaire. The pedagogical competence scale using the Likert scale is always, often, sometimes, and never. The score used in the pedagogic competency scale with four answer choices has a range of 1 to 4. The score for positive statements is 4 for always, 3 for often, 2 for sometimes, and 1 for never, while for negative statements the opposite is true. [13]believes that "The Likert scale is used to measure attitudes, views and opinions of individuals or social groups". a scale of four is better, because if the scale is four the respondent does not have the opportunity to remain neutral, so a respondent must be able to determine his attitude towards the statement or question on the tool [14]

In this case the data analysis technique that I use is the simple regression test (t test). If the inferential statistical requirements are met (normal and linear), then the hypothesis test used in this study uses a simple regression test. So it can be concluded that H_0 is accepted or rejected if $t_{count} < t_{table}$, then H_0 is accepted and H_a is rejected. This means that there is no significant effect between the variable (X) on the variable (Y) and if $t_{count} > t_{table}$ then H_0 is rejected and H_a is accepted. That is, there is a significant effect between the variable (X) on the variable (Y) [15]

3. Result & Discussion

This research is a type of simple regression research that is used to examine the effect of the principal's pedagogic competence on the performance of teachers at SMK Negeri 1 Adiwerna Kab. Tegal, with a population of 142 teachers and a sample of 73. This study uses a simple regression test. The requirements that must be met before the simple regression test are normality test and linearity test and the data are analyzed using the program of SPSS 22.

3.1 Pedagogic Competence of the Principal of SMK Negeri 1 Adiwerna.

Table 1. Classification of Principal Pedagogic Competence Data

Scale	Frequency	Percentage	Category
$X \geq 117$	19	25,7 %	High
$117 \leq X < 101$	41	56,6 %	Medium

$X < 101$	13	17,6 %	Low
	73	99,9 %	

The Pedagogic Competence of the Principal for the high category has a frequency of 19 teachers with a percentage of 25.7%, for the medium category the frequency is 41 teachers with a percentage of 56.6%, and the low frequency category is 13 teachers with a percentage of 17.6%. This shows that the Pedagogic Competence of the Principal of SMK Negeri 1 Adiwerna is in the medium category.

3.2 Teacher Performance at SMK Negeri 1 Adiwerna

Teacher performance is said to be good and satisfying if the goals achieved are in accordance with predetermined standards. Teachers who have good performance tend to be able to manage learning more effectively and produce quality outputs. According to [16] that teacher performance is related to the task of planning, processing learning and assessing student learning outcomes. As planners, teachers must be good at making creative learning creations, as managers, teachers must be good at creating a conducive learning atmosphere so that students can learn well.

Table 2. Classification of Principal Pedagogic Competence Data

Scale	Frequency	Percentage	Category
$X \geq 117$	21	27,6 %	High
$117 \leq X < 101$	40	54,7 %	Medium
$X < 101$	12	17,6 %	Low
	73	99,9 %	

From the table above, it can be seen that the results of teacher performance are in the high category the frequency is 21 teachers with a percentage of 27.6%, while in the medium category the frequency is 40 teachers with a percentage of 54.7%, and in the low category the frequency is 12 teachers with a percentage of 17.6%. This shows that the results of teacher performance at SMK Negeri 1 Adiwerna are in the medium category.

Table 3. Simple Regression Test Results Coefficientsa

Model	Unstandardized Coefficients		Unstandardized Coefficients		t	Sig.
	B	Std. Error	Beta			

1	(Constant)		141.381	24.350		5.806	.000
	Principal competence	Pedagogic	-.274	.205	-.326	-	.201
						1.336	

Testing the hypothesis of the principal's pedagogic competence on teacher performance based on the table above, it can be seen that the t-count value is 5.806. The distribution table is searched with a significance level of 0.05 through a two-tailed test for degrees of freedom (df) $n-k-1 = 73 - 2 - 1 = 70$, so the t table is 2.145. The test criteria if $t \text{ count} \leq t \text{ table}$ so H_a is rejected, if $t \text{ count} > t \text{ table}$ so H_a is accepted. Because the value of $t \text{ count} = 5.806$ and $t \text{ table} = 2.145$ so it can be seen that $t \text{ count} > t \text{ table}$ so H_a is accepted. Based on the results of testing these hypotheses, it can be concluded that the hypothesis which states "There is a significant effect of Principal Pedagogic Competence on Teacher Performance at SMK Negeri 1 Adiwerna" is proven, or accepted. This means that these findings prove that the principal's pedagogic competence will be able to influence the performance of teachers at SMK Negeri 1 Adiwerna.

As previously stated, this study discusses the implementation of the principal's pedagogic competence on improving teacher performance at SMK Negeri 1 Adiwerna. There are several previous studies related to this research, including research conducted by Dwina Putri (2021) with the title "The Influence of Principal Leadership and Competence on Teacher Performance at Al-Bukhary Rantauprapat Private Vocational School". Testing the hypothesis with a significance level of 5%, the results showed that there was an influence of the principal's competence on teacher performance. This is indicated by the R result of 0.422 and the determinant coefficient (R^2) is 17.81% probability value $0.000 \leq 0.05$ (Sig.). This shows that 17.81% of teacher performance is influenced by the performance of the principal's pedagogic competence, while 82.19% is influenced by other factors not discussed in this study. The difference between the researcher and the research conducted by the researcher is that the research examines the Influence of Principal Leadership and Competence on Teacher Performance. So the difference lies in the variables.

The research according to [12] with the title "The Influence of Principal Leadership and Competence on Teacher Performance at Al-Bukhary Rantauprapat Private Vocational School". It was found that there was an influence of principal's competence on teacher performance. Thus, the results of this study support previous research.

4. Conclusion

Based on the results of the analysis and discussion regarding the implementation of the principal's pedagogical competence on improving teacher performance at SMK Negeri 1 Adiwerna, it shows that the pedagogical competence of the principal at SMK Negeri 1 Adiwerna Kab. Tegal 56.6% get the medium category and teacher performance at SMK Negeri 1 Adiwerna Kab. Tegal 54.7% got the medium category. Meanwhile, based on simple regression analysis, it produces a regression value of t-count value of 5.806 and the distribution table is searched with a significance level of 0.05 through a two-sided test for degrees of freedom (df) $n-k-1 = 73-2-1 = 70$ then obtained t table of 2.145. So it can be seen that $5.806 > 2.145$. Thus H_a is accepted, while H_0 is rejected. So it was concluded that there was a significant influence between the principal's pedagogic competence and teacher performance.

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