



RedWhitepress

Contents lists available at [Journal Redwhitepress](http://JournalRedwhitepress)
Journal of Counseling and Educational Technology
ISSN: [2654-8194](https://doi.org/10.32698/0931) (Print) ISSN: [2654-9786](https://doi.org/10.32698/0931) (Electronic)

Journal homepage: <http://journal.redwhitepress.com/index.php/jcet>



The influence of teacher pedagogical competence of teachers' work morale

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Article Info

Article history:

Received Jan 17th, 2020
Revised Feb 29th, 2020
Accepted Mar 18th, 2020

Keyword:

Teacher pedagogical competence
Teachers' work morale

ABSTRACT

This study aims to analyze the influence of teacher pedagogical competence on teacher's work morale. Using a quantitative approach through the correlational method. The research sample of 86 teachers. Data collection uses two instruments, the teacher's pedagogical competency questionnaire, and the teacher's work moral questionnaire. Data analysis techniques used One-Sample Kolmogorov-Smirnov for normality tests and simple regression techniques for linearity tests. The results showed that increasing teacher pedagogical competence influenced increasing teacher morale. It can be concluded that the teacher's pedagogical competence needs to be improved so that the teacher's work morale also increases so that educational goals can be realized.



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Introduction

Work morale is one of the basic capital that must be owned by a teacher in carrying out their duties (Werang, 2012, 2014; Werang & Lena, 2014). Work morale reflects the attitudes or moods displayed by the teacher, manifested in the form of enthusiasm at work (Sheppard, Hurley, & Dibbon, 2010). Work morale or enthusiasm for work and excitement descriptively can be interpreted as a spiritual condition or individual behavior as a workforce that causes deep pleasure for the workforce to work actively and consistently in achieving the stated goals (Cornelißen, Himmler, & Koenig, 2011). For this reason, the teacher's work morale in an educational institution should always be improved because this will affect the productivity of the educational institution itself.

Every teacher must-own work morale in working or carrying out tasks (Byrd-Blake et al., 2010; Sheppard, et al., 2010). Without work morale, it is not possible for the teacher to work with prime motivation, so that the work he does will also not get better (Govindarajan, 2012). Work morale is not only seen from each teacher but also can be seen as an entire work of a school (Akida, 2015; Webb, 2014). To achieve school goals under established quality, a teacher must be able to carry out their duties with high work morale (Govindarajan, 2012). A teacher who has high work morale will have high work results too because someone who has high work morale will work, full of initiative, full of excitement, calm, conscientious, likes to work with others, resilient, stoic and don't enjoy being late.

However, several phenomena show that there are many problems that cause the low work morale of teachers, one of which is the teacher's pedagogical competence. Pedagogical competence is defined as the ability of teachers related to the science and art of teaching (Madhavaram & Laverie, 2010; Suci & Mata, 2011). Pedagogical competence is an understanding of students, the planning and implementation of learning activities, evaluation of learning outcomes, and student self-development to actualize the various potentials they have (Hakim, 2015; Rahman, 2014). Pedagogic competencies also reflect teacher competencies in terms of collaboration, comprehensive views, and contributions in the development of pedagogics for higher education (Murphy & Nimmagadda, 2015). It can be concluded that the teacher's pedagogical competence is an important consideration by a leader in improving teacher morale. Therefore, this study intends to analyze the effect of pedagogical competence on teacher's work morale.

Method

The research uses quantitative through correlational methods (Goldstein, 2011). The sample was 86 vocational school teachers in the city of Padang. Data collection uses two instruments, the teacher's pedagogical competency questionnaire and the teacher's work morale questionnaire. Both questionnaires have proven their reliability. The analysis test criteria if analyzed with $r_{result} \geq r_{table}$ at the significance level ($\alpha = 0,05$), then declared reliable. In table 1 you can see that the two research instruments are reliable and can a tool to strengthen research data.

Table 1. Summary of instrument reliability analysis results

No	Variable	R_{result}	R_{table}	Info
1.	Teacher's pedagogical competency	0,885	0,362	Reliable
2.	Teacher's work morale	0,870	0,362	Reliable

Data analysis techniques used are One-Sample Kolmogorov-Smirnov (Berger & Zhou, 2014) for normality testing and simple regression techniques for linearity testing assisted with the SPSS (Statistical Program For Social science) version 16.00.

Results and Discussions

Normality test

Testing the normality of the scores of the teacher's work morale variables, and the teacher's pedagogical competence is carried out using the Kolmogorov Smirnov-Z (K-S) technique (SPSS Program version 16). Data is said to be normally distributed if K-S has a significant level ($asimp.sig$) ≥ 0.05 , conversely if the significance level ($asimp.sig$) < 0.05 then the data is not normally distributed. The results of the inspection can be seen in Table 2.

Table 2. Summary of normality test results

Variable	Kolmogorov Smirnov-Z	Asymp.Sig	Testing	Info
Teacher's pedagogical competency	0.833	0.491	0.05	Normal
Teacher's work morale	0.899	0.394	0.05	Normal

Based on Table 2 it can be seen that the results of calculating the normality of pedagogical competency variables on work morale can be concluded: 1) Pedagogical competency data has a significance value of 0.491 because the significance value ≥ 0.05 so the data is declared normally distributed; 2) The work moral data has a significance value of 0.394 because the significance value ≥ 0.05 so the data is declared normally distributed.

Linearity test

The linearity test is conducted to see whether the data of teacher pedagogical competency variables form a linear line to the teacher's work morale. Based on the linearity test, it is got a linear value with a significance level of 0.05, if the sig value ≤ 0.05 , then it is declared linear, and if the sig value > 0.05 , then it is not linear. The results of the linearity test can be seen in the following Table 3.

Table 3. Linearity tests of teacher pedagogical competence, and teacher's work morale

Variable	F	Sig.	Information
Teacher's pedagogical competence with teacher's work morale	11.653	0,001	Linier

Table 3 shows that the teacher's pedagogical competence variables and teacher's work morale are linear. Thus, the second requirement for conducting hypothesis testing using simple regression data analysis techniques has been fulfilled.

Table 4. Analysis of the influence of pedagogical competence variables and teacher's work morale

Correlation	Correlation coefficient (r)	Coefficient of Determination (r ²)
ryx ₂	0.321	0.103

Based on the calculation results in Table 4, shows that the correlation coefficient (ryx₂) = 0.321 and explained the percentage called the coefficient of determination which results from squaring R. From these results got the coefficient of determination (R²) of 0.103 means the influence of pedagogical competence on work morale is 10, 3%, while the remaining 89.7 are influenced by other variables. This equation is then tested for significance, this equation is then tested for significance. The calculation results can be seen in Table 5 below.

Table 5. Regression analysis of pedagogic and work moral competence variables

Source	Number of Squares	Dk	Average number of squares	F _{count}	P
Regression	2811.282	1	2811.282	9.649	0.003
Residue	24472.858	84	291.344		
Total	27284.140	85			

Table 5 above explains whether there is a real influence of pedagogical competence on work morale. From the calculation results, it can be seen that $F_{\text{count}} 9,649 > F_{\text{table}} 3.96$ with $p = 0.003 < \alpha 0.05$, the regression model can predict work morale variables. Next, the significance of the regression coefficient test is performed. A summary of the results of the analysis can be seen in Table 6.

Table 6. Test the coefficient of teacher pedagogical competency regression on teacher work morale

Source	Coefficient	T	Sig.
Constant	62.077	0.611	2.087
Teacher's work morale	0.040	3.106	0.003

In Table 6 it can be seen that the price of t regression coefficient $t_{\text{count}} 3.106 > t_{\text{table}} 1.671$ and a significant level of $0.003 < \alpha 0.05$. a constant value of 62,077 and a pedagogical competency regression coefficient value = 0.040 The regression equation explains that $\hat{Y} = 62,077 + 0.040$ explains that each increase in teacher pedagogical competence by 1 scale will affect the increase in teacher morale by 0.040 scale. While the teacher's work moral value already exists at 62,077 scale of work morale.

Competence is a combination of knowledge, skills, values, and attitudes that are reflected in the habits of thinking and acting (Herppich et al., 2018). Means competence is something that causes or predicts behavior and performance (Schiefele, Schaffner, Möller, & Wigfield, 2012). Based on the explanation above, in education, the competencies teachers must possess that are pedagogical, personal, social, and professional competencies. Of the four, competencies are integrated into work morale when carrying out their duties. Based on the above theory, it can be concluded that the teacher's pedagogical competence influences work morale. It is seen how the teacher must apply his work morale in teaching to achieve learning objectives.

Teachers who have pedagogical competence will be reflected in their behavior such as understanding students, creating and designing learning, evaluating learning outcomes, and developing their potential (Hakim, 2015; Lauermann & König, 2016). Teachers have a very important role in determining the quality and quantity of learning carried out so it plays a role in improving the quality of national education. Teachers who carry out pedagogical competencies well will affect work morale in carrying out tasks. To achieve this the teacher's pedagogical competence must be better, to achieve the expected educational goals.

Conclusions

Teacher pedagogical competence gives a significant effect on the work morale of teachers at the State Vocational School in Padang by 7%. this means that with the existence of high pedagogical competence seen from the understanding of students, the design of implementing learning, evaluation, development of the potential of students possessed by employees, work morale is seen from the spirit of work, work discipline, their work initiatives increase. Seen that pedagogical competence is 68.85% and teacher's work morale is 67.36% in this study, which is good and the ideal score. If the teacher's pedagogical competence is good, then the teacher's work morale is also good, so it is necessary to improve and increase pedagogical competence according to the teacher's achievements on each indicator that has been studied. So it can be said that the work morale of teachers in Padang City Vocational Schools is influenced by teacher pedagogical competence. Leaders can improve employee morale through increasing teacher pedagogical competence at work.

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