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The Influence Of Pedagogical Competency and Competency Professional Impact On Teacher Performance

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ABSTRACT

This study aims to analyze the influence of pedagogical competence and professional competence on teacher performance at SDN 001 Panipahan, Pasir Limau Kapas District, Rokan Hilir Regency. The study used a quantitative approach with a survey method; the population and sample were all school teachers (n = 32) who were used as census samples. Data were collected through a Likert-based questionnaire, interviews, observations, and document reviews. The analysis included instrument validity and reliability tests, classical assumption tests, and multiple linear regression using SPSS.
The results show that pedagogical competence has a positive and significant effect on teacher performance, as does professional competence. Simultaneously, both variables significantly influence teacher performance. Furthermore, both variables are able to explain 74.9% of the variation in teacher performance. The findings indicate that improving both competencies is important for optimizing teaching performance. It is recommended that schools improve professional development programs (workshops, academic supervision, and the use of ICT) and encourage pedagogical training that emphasizes learning theory, learning strategies, and authentic assessment.

INTRODUCTION

Education plays a strategic role in shaping the quality of human resources because through the educational process, students are guided to optimally develop their cognitive, affective, and psychomotor potential. Law Number 20 of 2003 on the National Education System affirms that education aims to shape students who are faithful, knowledgeable, creative, independent, and able to contribute to the nation. In this context, teachers are the primary actors who play a central role in implementing educational goals through the learning process. Teachers are not only tasked with transferring knowledge but also guiding and shaping students' character, making teacher professionalism a crucial factor in determining the quality of education (Ansori, 2021; Basriani et al., 2021; Febrianty et al., 2023; Iskamto, 2022). Teacher professionalism is reflected in their competencies, as stipulated in Law No. 14 of 2005 concerning Teachers and Lecturers, which include pedagogical, professional, social, and personality competencies. Two key competencies that directly impact the quality of learning are pedagogical and professional competencies. Pedagogical competency

emphasizes the ability to understand student characteristics, design learning, implement effective learning processes, and conduct continuous evaluation. Meanwhile, professional competency relates to in-depth mastery of subject matter, the ability to develop materials creatively, and the use of information technology in learning.
However, empirical evidence suggests that teacher performance quality still faces various challenges. Interviews at SDN 001 Panipahan, Pasir Limau Kapas District, Rokan Hilir Regency revealed that some teachers have not independently developed lesson plans, have not managed their classes optimally, lack a good understanding of student characteristics, and have underutilized technology-based learning media. Furthermore, teacher creativity in developing learning materials remains low, resulting in a monotonous and uninnovative learning process (Achmad & Mz, 2022; Adeyemi, 2022; Agaba et al., 2025; Iskamto, 2021).

This finding aligns with several previous studies that stated that pedagogical and professional competencies significantly influence teacher performance. Hakim (2015) stated that pedagogical, professional, and social competencies have a strong contribution to improving the quality of learning. Viqraizin's (2015) research confirmed a significant relationship between pedagogical competency and teacher performance, while Firdousy (2009) found that professional competency also determines the effectiveness of teacher performance in carrying out their duties. However, no research has been found that specifically examines the influence of these two competencies on teacher performance at SDN 001 Panipahan.

Based on these conditions, this research is important to fill the research gap and gain an empirical understanding of how pedagogical competence and professional competence influence teacher performance at SDN 001 Panipahan. The results of this research are expected to provide theoretical contributions to the development of educational science and provide practical benefits for schools and teachers in improving the quality of learning.

THEORETICAL BASIS

Pedagogical Competence

Pedagogical competence is a teacher's ability to manage learning, which includes a deep understanding of students, learning design, educational learning implementation, and evaluation of learning outcomes. Mulyasa (2011) explains that pedagogical competence includes the ability to recognize student characteristics, master learning theories, develop curricula, conduct educational learning, conduct assessments, and utilize evaluation results for learning development. Janawi (2011) emphasizes that pedagogical competence is not only conceptual but must be realized in systematic learning practices oriented towards student development. Thus, pedagogical competence encompasses the cognitive, affective, and psychomotor aspects of teachers in managing the learning process comprehensively.
National Education Ministerial Regulation No. 16 of 2007 formulated ten indicators of pedagogical competence that became the professional standards for Indonesian teachers, including mastery of student characteristics, learning theories and teaching principles, the ability to develop curriculum, implementation of educational learning, facilitation of student potential development, effective communication, assessment of learning processes and outcomes, utilization of evaluation results, reflective action, and utilization of ICT. According to Mulyasa (2012), pedagogical competence can only be achieved if teachers have in-depth knowledge of child development, individual differences, learning motivation, and instructional design. Therefore, pedagogical competence is a fundamental ability that determines the effectiveness of learning at every level of education.

Pedagogical competence directly influences teacher performance because teachers who understand student characteristics and master learning theories will be better able to design effective, enjoyable, and appropriate learning according to student needs. Priansa (2014) stated that pedagogical competence

serves as a foundation for teachers in creating meaningful learning, from planning to evaluation. Research by Viqraizin (2015) also proved that pedagogical competence significantly influences teacher performance in implementing learning. Thus, the higher a teacher's pedagogical competence, the higher the quality of teacher performance in managing learning and improving student learning outcomes.

Professional Competence

Professional competence is a teacher's ability to master learning materials broadly, deeply, and comprehensively, including relevant scientific structures and methodologies. Farida Samariya (2008) explains that professional competence includes mastery of the substance of the subject matter, related basic concepts, and the ability to develop teaching materials. Sudarwan Danim (2010) emphasizes that professional teachers must be able to integrate material mastery with teaching skills so that the learning process becomes more meaningful. Thus, professional competence is the scientific and instructional abilities that reflect a teacher's academic quality (Anggraini & Johannes, 2024; Iskamto, 2022).

Minister of National Education Regulation No. 16 of 2007 contains five indicators of professional competence: (1) mastery of material and scientific structure, (2) mastery of competency standards and basic competencies, (3) creative development of learning materials, (4) continuous professional development, and (5) utilization of information technology for self-development. According to Chalil (2008), professional competence requires teachers to link learning materials with real-life contexts and scientific developments. Kunandar (2009) adds that professional competence reflects teachers' ability to design, implement, and evaluate learning based on the depth of mastery of the material. Thus, the scope of professional competence includes theoretical and applied abilities in managing learning content.

Professional competence is a determining factor in the quality of teacher performance because good mastery of the material allows teachers to teach confidently, variedly, and effectively. Naim (2011) stated that a professional teacher is a teacher who is able to combine mastery of knowledge with teaching practice efficiently. The results of Firdousy's (2009) research show that professional competence has a significant influence on the performance of high school teachers in Banjarnegara. Furthermore, Hakim (2015) found that professional competence, along with other competencies, contributes significantly to teacher learning performance. Therefore, teachers who possess good professional competence tend to deliver optimal performance in the learning process.

Teacher Performance

Teacher performance reflects a teacher's ability to carry out their professional duties, from planning to evaluating learning. Supardi (2013) states that teacher performance is a teacher's ability to demonstrate work activities that reflect the implementation of their duties as educators and teachers. Priansa (2014) emphasizes that teacher performance can be seen from the responsibility, commitment, and quality of their daily teaching activities. Therefore, teacher performance is measured not only by the output of student learning outcomes, but also by the learning process carried out professionally by teachers (Maristya & Nurhayati, 2024; Naimar et al., 2024; Sunarmi et al., 2022).

Teacher performance is determined by three main indicators: (1) the ability to plan learning, (2) the ability to implement learning, and (3) the ability to assess learning. Sa'ud (2013) explains that a teacher with good performance must be able to prepare lesson plans and syllabi appropriately, manage the class effectively, choose a variety of teaching methods, utilize learning media, and develop appropriate assessment instruments. Hadari Nawawi (2006) adds that teacher performance is also reflected in the quality, quantity, punctuality, attendance, and participation of teachers in carrying out tasks. Therefore, teacher performance indicators reflect the overall professional activities of teachers in learning.

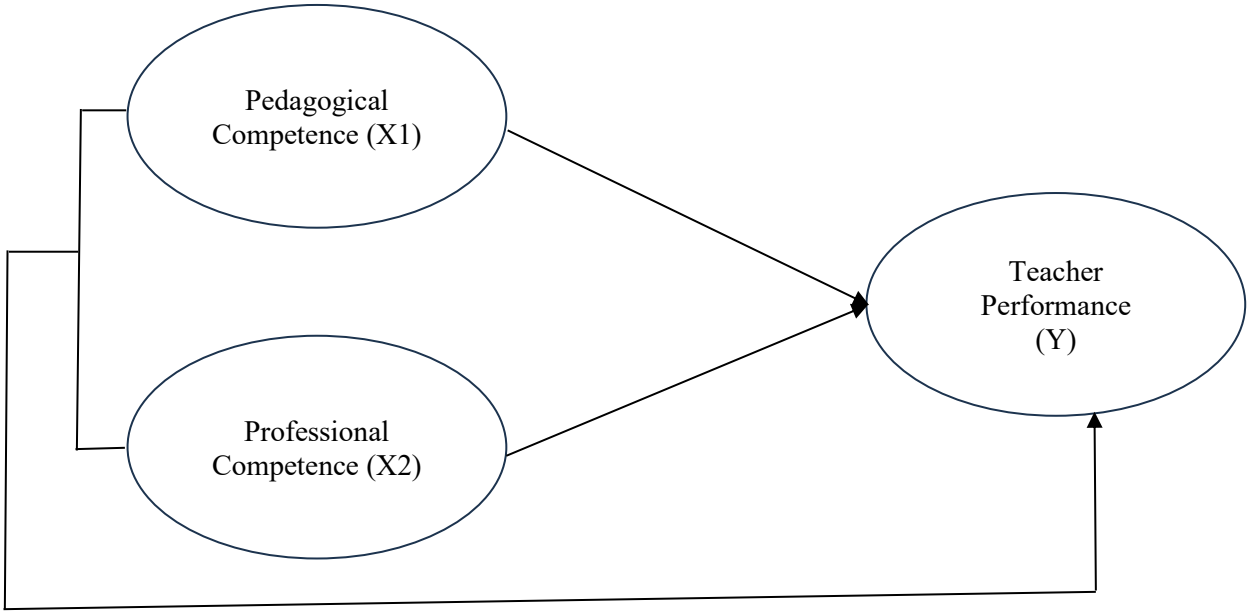
Teacher performance is influenced by various internal and external factors, such as competence, motivation, principal leadership, school facilities, and work climate. Piet A. Sahertian (1994) emphasized that competence is the main factor determining the quality of teacher performance, especially pedagogical and professional abilities. Mulyasa (2009) added that education, skills, work ethic, technology, and opportunities for self-development also influence teacher performance in carrying out their duties. Thus, improving pedagogical and professional competence is a key strategy

in improving teacher performance, especially in the context of learning in elementary schools. The hypothesis of this research is:

1. There is a significant influence between pedagogical competence and teacher performance.
2. There is a significant influence between professional competence and teacher performance.
3. There is a significant influence between pedagogical competence and professional competence together on teacher performance.

This research model can be seen in Figure 1

Figure 1: Research Model



1. Definition and Indicators of Research Variables

RESEARCH METHODS

This study uses a quantitative approach with a survey method to analyze the influence of pedagogical competence and professional competence on teacher performance. The research location is SDN 001 Panipahan, Pasir Limau Kapas District, Rokan Hilir Regency, with the implementation of activities carried out for approximately ten months. The study population was 32 teachers, and all of them were sampled through a census/saturation technique, so that the number of samples was equal to the population. The data used consisted of primary and secondary data, which were collected using a questionnaire method based on a Likert scale of 1-5, interviews with the principal and teachers, observations of learning activities, and reviews of relevant documents.

The analysis begins with descriptive statistics to observe the trend of variable scores. Next, instrument testing is performed through validity testing (calculated r > r table or sig < 0.05) and reliability testing (Cronbach's Alpha ≥ 0.50). Prior to regression, classical assumption tests are performed: normality, multicollinearity (VIF < 10), and heteroscedasticity, to ensure the regression model meets statistical requirements. The analysis model used is multiple linear regression, with the equation:

$$Y = \alpha + \beta1X1+\beta2X2+\varepsilon$$

Information:

Y = Teacher Performance; X1 = Pedagogical Competence; X2 = Professional Competence;α = Constant;β1 & β2 = Regression Coefficient; ε = Error Term

Next, partial hypothesis testing was performed using the t-test and simultaneously using the F-test, with testing performed at a 5% alpha level. Furthermore, the correlation coefficient (R) was calculated to determine the strength of the relationship and the coefficient of determination (R^2) to measure the extent

of the independent variable's contribution to explaining the dependent variable. Item of questioner is base on table 1 bellow.

The operational definition and indicators of each variable can be seen in Table 1.

Table 1: Indicators and Operational Definitions of Research Variables

Variables	Definition	Indicator
Teacher Performance (Y)	Teacher performance is the teacher's ability to plan learning, implement learning, manage classes, use media and methods, carry out assessments, and evaluate learning according to teacher professional standards.	1) Learning Planning 2) Implementation of Learning 3) Learning Assessment
Pedagogical Competence (X1)	The teacher's ability to manage learning from planning, implementation, evaluation, and student understanding.	1) Understanding student characteristics 2) Mastering learning theories and educational learning principles. 3) Able to develop curriculum (syllabus/RPP) 4) Able to organize educational learning 5) Facilitate the development of students' potential. 6) Communicate effectively, empathetically, and politely 7) Conducting assessment and evaluation of learning outcomes 8) Utilizing evaluation results for learning purposes 9) Carry out reflective actions to improve learning. 10) Utilizing information and communication technology (ICT).
Professional Competence (X2)	Professional competence is the ability of teachers to master subject matter broadly and deeply, understand scientific structures, develop learning materials creatively, carry out continuous professional development, and utilize ICT to support learning activities.	1) Mastery of material, concepts, and scientific thought patterns that support the subject matter 2) Mastery of competency standards (SK) and basic competencies (KD) 3) The ability to develop learning materials creatively. 4) Ability to develop sustainable professionalism (reflective, scientific work, workshops) 5) Utilization of information and communication technology for self-development.

RESEARCH RESULTS AND DISCUSSION

Respondent Identity

The majority of respondents were female teachers (65.6%), which generally reflects the characteristics of the elementary school teaching profession in Indonesia, where nurturing roles, patience, and strong interpersonal communication are more associated with women. This dominance of female teachers also aligns with the findings of several elementary education studies that show that female teachers have a higher tendency to manage classes based on empathy, attention, and diligence, thus contributing to the creation of a conducive learning environment for students. Meanwhile, male teachers continue to play a significant role in the school's organizational structure, particularly in aspects of role models, discipline, and character building. With this gender composition, SDN 001 Panipahan has a relatively balanced teaching staff structure in terms of both affective and structural abilities in learning activities. In terms of age, teachers aged over 50 years old constitute the largest group (37.5%), indicating that most educators have extensive experience in teaching. This experience is a crucial asset because senior teachers generally possess the ability to manage students, develop adaptive pedagogical strategies, and navigate classroom dynamics with greater wisdom. Furthermore, the teachers' highest educational attainment, dominated by bachelor's degrees (87.5%), reflects the school's adherence to the minimum academic qualification standards stipulated in Law Number 14 of 2005 concerning Teachers and Lecturers. With extensive experience and adequate educational qualifications, these teachers possess the necessary competencies to effectively conduct the learning process and contribute positively to the school's overall performance.

Descriptive Statistical Analysis of Research Variables

The results of respondents' responses illustrate that teacher performance is in the fairly good category with an average score of 3.20, indicating that teacher performance in planning, implementing, and evaluating learning is still not optimal. Indicators for learning planning and use of learning media are in the good category, reflecting the teacher's ability to prepare learning tools and select relevant media. However, several other indicators such as learning implementation, assessment of learning outcomes, mastery of teaching materials, and the ability to guide students are in the fairly good category and are areas that require improvement. In general, teacher performance has reflected good professional efforts, but strengthening is needed in the implementation aspects of learning so that learning objectives can be achieved more effectively.

Descriptive results show that teachers' pedagogical competence is in the good category with an average score of 3.46, indicating that most teachers are able to manage learning adequately. The main strengths are seen in teachers' abilities to develop curriculum, utilize information technology for learning, and conduct evaluation and reflection on learning, all of which are in the good category. However, several aspects still require attention, such as mastery of learning theory, empathetic communication, and the implementation of educational learning because the scores are still in the fairly good category. Overall, teachers' pedagogical competence shows a strong professional foundation, although improvements in theoretical knowledge and pedagogical interaction skills still need to be strengthened.

Teachers' professional competence is generally in the fairly good category with an average score of 3.37, reflecting that mastery of material and learning development capabilities are underway but not yet optimal. Three indicators are in the good category: mastery of scientific material, creativity in developing material, and utilization of ICT for self-development. However, teachers remain weak in aspects of mastery of competency standards and basic competencies, formulating learning objectives, and continuous professional development (for example, through scientific papers), all of which are in the fairly good category. These findings indicate that teachers have solid academic capacity, but still need improvement in continuous professional development and a deeper understanding of curriculum standards.

Validity and Reliability Test Results

The validity test results indicate that all statement items in the pedagogical competence variables (10 items), professional competence (5 items), and teacher performance (6 items) are declared valid, because all significance values are below the alpha value of 0.05. This indicates that each statement item is able to measure the intended concept accurately and consistently. This strong item validity also reflects that the research instrument has been compiled based on relevant theoretical indicators, making it suitable for use in further analysis processes. This finding ensures that the data obtained from respondents has a high level of accuracy in representing the research variables.

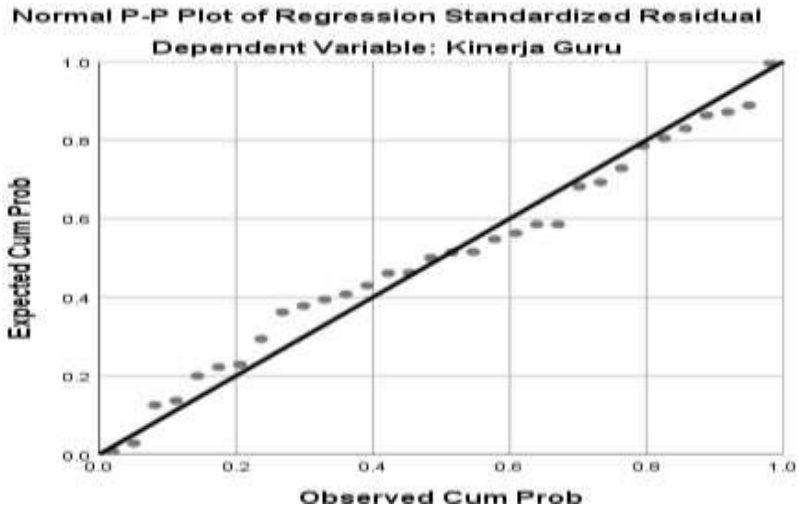
Reliability testing showed that all research variables had Cronbach's Alpha values above 0.70, namely pedagogical competence (0.764), professional competence (0.781), and teacher performance (0.701). These values were well above the minimum reliability limit of 0.50, thus the instrument was declared reliable or had strong internal consistency. This means that each set of items in the research variables produced stable and consistent answers when measuring the same phenomenon. Thus, the research instrument has a good level of reliability and can be used effectively in regression analysis and hypothesis testing, because the potential for measurement error can be minimized.

1. **Classical Assumption Test Results**

a. **Normality Test Results**

Based on the results of data processing, the normality test results were obtained as in Figure 2.

Figure 2: Normality Test Results



Source: Data Processing Results

The results of the normality test, shown through the Normal P–P Plot of Regression Standardized Residual graph, show that the residual points are spread along and very close to the diagonal line. This relatively linear distribution pattern indicates that the residuals of the regression model are normally distributed. There are no extreme deviation patterns, such as sharp curves, clustering of points, or distribution away from the diagonal line. Thus, the normality assumption in linear regression is met, so the analysis model can proceed to the stage of testing other classical assumptions and statistical hypothesis testing. This residual normality indicates that the regression model has a good distribution fit and is suitable for use in drawing inferential conclusions.

b. Multicollinearity Test Results

The results of the multicollinearity test can be seen in Table 2

Table 2: Multicollinearity Test Results

No	Sub Variables	Tolerance	VIF	Information
1	Pedagogical competence	0.816	2,939	Free of Multicollinearity Cases
2	Professional competence	0.816	2,939	Free of Multicollinearity Cases

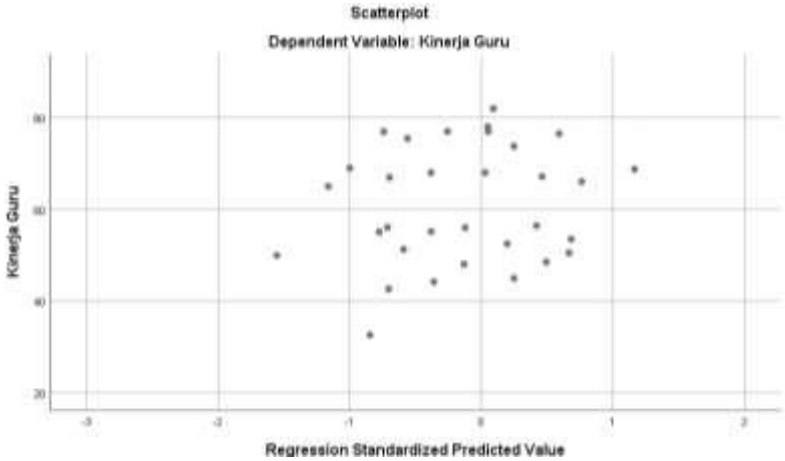
Source: Data Processing Results

The results of the multicollinearity test in Table 2 show that the two independent variables, namely pedagogical competence and professional competence, have a Tolerance value of 0.816 and a Variance Inflation Factor (VIF) value of 2.939. A Tolerance value greater than 0.10 and a VIF value far below the maximum limit of 10 indicate that there is no high correlation between the independent variables in the regression model. In other words, both variables are free from multicollinearity problems and are suitable for use in multiple linear regression analysis. This finding indicates that pedagogical competence and professional competence have different and independent contributions in explaining variations in teacher performance, without excessive influence on each other in statistical aspects.

c. Heteroscedasticity Test Results

Based on the results of data processing, the results of the heteroscedasticity test were obtained as in Figure 3 below:

Figure 3: Heteroscedasticity Test Results



Source: Data Processing Results

The results of the heteroscedasticity test displayed through a scatterplot graph between the residual values and the standardized predicted values show that the points are randomly distributed above and below the horizontal axis without forming any particular pattern. There is no visible cone shape, wide spread pattern, wave pattern, or other regular pattern that indicates heteroscedasticity. Conversely, the irregular and evenly distributed distribution of points across various levels of predicted values indicates that the residual variance is constant or homogeneous. Thus, it can be concluded that the regression model is free from heteroscedasticity problems, thus fulfilling the classical assumptions and worthy of being continued to the next stage of regression analysis and hypothesis testing.

Multiple Linear Regression Results and Hypothesis Testing

The results of multiple linear regression and hypothesis testing as well as correlation coefficients and determination coefficients can be seen in Table 3.

Table 3: Summary of Regression Results and Hypothesis Testing

Variables	Coefficient (β)	t-count	Significance	Information
Constant	17,521			
Pedagogical competence	0.307	3,625	0.001	Significant
Professional competence	0.429	3,620	0.001	Significant
Fhit = 43,159; Significance F = 0.000; R = 0.865; R2 = 0.749				

The results of the multiple linear regression analysis in Table 3 show that both independent variables, pedagogical competence and professional competence, have a significant effect on teacher performance. The regression coefficient of pedagogical competence is β = 0.307 with t = 3.625 and p-value = 0.001, indicating that increasing pedagogical competence contributes positively to improving teacher performance. The professional competence variable has a larger coefficient, namely β = 0.429 with t = 3.620 and p-value = 0.001, indicating that professional competence has a dominant influence compared to pedagogical competence. The simultaneous test (F-test) produces an F value = 43.159 with a p-value of 0.000, which means that both variables together have a significant effect on teacher performance. The R value = 0.865 indicates a very strong relationship between the independent and dependent variables, while the R^2 value = 0.749 indicates that 74.9% of the variation in teacher performance can be explained by pedagogical competence and professional competence. The remaining 25.1% is explained by other factors outside this research model.

The finding that pedagogical competence significantly influences teacher performance aligns with the views of Mulyasa (2011) and Arifin & Barnawi (2012) who emphasized that pedagogical competence is the main foundation for successful learning because it encompasses teachers' ability to understand

students, design learning, implement the teaching and learning process, and conduct evaluations. Teachers with good pedagogical competence will carry out learning systematically and be able to create a conducive learning environment, thus having a positive impact on performance. This finding is also consistent with research by Viqraizin (2015), Anthony (2017), and Fajry et al. (2012) who concluded that pedagogical competence significantly influences teacher performance at various levels of education.

Meanwhile, professional competence, which has been shown to have the strongest influence, supports the theory of Sudarwan Danim (2010) and Majid (2015), which emphasizes that mastery of material, the ability to develop learning, and methodological skills are the core of teacher professionalism. Professional teachers have a deep understanding of the essence and structure of their subjects, enabling them to deliver material more effectively and in a varied manner. Research by Firdousy (2009), Sopandi (2019), and Rosmawati et al. (2020) also found that professional competence significantly influences teacher performance, reinforcing the findings of this study.

Simultaneously, the significant influence of pedagogical and professional competencies supports Payong's (2011) concept that the quality of teacher performance cannot be separated from the integration of these two core competencies. Teachers must not only be able to master the material in depth (professional competency), but also must be able to manage it in an effective and student-oriented learning process (pedagogical competency). The combination of these two competencies enables teachers to carry out meaningful, creative learning, and oriented towards achieving learning objectives. The similarity of findings with research by Anthony (2017), Vinny et al. (2014), and Fajry et al. (2012) further strengthens that these two competencies are the main determinants in improving teacher performance.

CONCLUSION

Based on the research results and discussion, it can be concluded that pedagogical competence and professional competence have a significant influence, both partially and simultaneously, on teacher performance at SDN 001 Panipahan. First, pedagogical competence has been proven to play an important role in improving teacher performance, where teachers' mastery of learning theory, ability to design learning, and skills in managing the teaching and learning process provide a real contribution to the quality of learning implementation. Second, professional competence has the most dominant influence on teacher performance, which indicates that mastery of learning materials, creativity in developing materials, and methodological abilities are key elements in achieving optimal teaching performance. Third, simultaneous testing shows that these two competencies together are able to explain 74.9% of the variation in teacher performance, which means that improvements in these two aspects are the main strategy in increasing learning effectiveness. Overall, this study confirms that teachers who are pedagogically and professionally competent will tend to show better, more relevant, and quality teaching performance.

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