

# **THE RELATIONSHIP AMONG PEDAGOGIC COMPETENCE, WORK COMMITMENT, AND TEACHER WORK PRODUCTIVITY TOWARDS MOTIVATION OF TEACHER ACHIEVEMENT AT SMP NEGERI ATINGGOLA, NORTH GORONTALO REGENCY**

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## **ABSTRACT**

The present study aims: 1) to determine the relationship between pedagogical competence and achievement motivation of teachers in Atinggola State Junior High School, Gorontalo Utara Regency; 2) to determine the relationship between work commitments and teacher achievement motivation at Atinggola State Junior High School, Gorontalo Utara Regency; 3) to explore teachers with achievement motivation at SMP Negeri Atinggola, North Gorontalo District; 4) to find out that there is a relationship between pedagogical competence, work commitment and teacher productivity together with teacher achievement motivation at SMP Negeri Atinggola, North Gorontalo Regency. SMP in Atinggola District and as a whole was held for 4 months.

Based on the results of data processing, the following conclusions are formulated: 1) There is a positive relationship between pedagogical competence and teacher achievement motivation at Atinggola State Junior High School, Gorontalo Utara district, meaning that the better the pedagogic competence the teacher has, the teacher's achievement motivation will increase; 2) The positive relationship between work commitment and teacher achievement motivation at Atinggola State Junior High School, North Gorontalo district means that the higher the teacher's commitment to work, the higher the motivation for achievement; 3) There is a positive relationship between work productivity and teacher achievement motivation at Atinggola State Middle School, Gorontalo District Utara means that if teacher productivity is increased, teacher achievement motivation will increase; 4) There is a positive relationship between pedagogical competence, work commitment and work productivity together with teacher achievement motivation at SMP Negeri Atinggola, North Gorontalo Regency This means that if a good teacher's pedagogical competence is supported by commitment and high productivity, it will increase teacher achievement motivation.

**Keywords:** competence, commitment, productivity, motivation.

## **INTRODUCTION**

Recently, the quality and quantity of education are still the most prominent problems in any effort to reform the national education system. Both of these problems are difficult to handle simultaneously because in an effort to improve quality, the problem of quantity is neg-

lected and vice versa. Therefore, it is not surprising that the problem of education is never resolved anywhere even in developed countries.

The decline in the quality of education is our collective responsibility. Even though a teacher has done his best according to existing

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procedures without support from various parties, undoubtedly the goals of education will not be achieved properly. This is where we need to combine environmental factors with factors from within the individual itself.

An equally important factor for teacher potential is learning motivation. Students who lack motivation in learning will support an attitude and behavior that can affect other normal students. For example, students often play truant, are not enthusiastic about learning, often create anxiety in class, are pessimistic, aggressive and often rebellious. This kind of thing will be applied to the achievement of decreased learning objectives or decreased achievement.

Several factors that can influence teacher achievement motivation include teacher pedagogical competence, teacher work commitment and teacher work productivity in carrying out tasks. Every educational institution strives to get teachers who are involved in organizational activities to provide work performance. In the form of work productivity as high as possible to achieve predetermined goals. The concept of productivity is closely related to efficiency and effectiveness [1]. High effectiveness and efficiency will result in high productivity. And if effectiveness and efficiency are low, it is assumed that there has been mismanagement. If the effectiveness is high but the efficiency is low it is possible to waste (high costs), while if the efficiency is high but the activity is low, it means that the target is not achieved or there are deviations from the target. There are many factors that can affect productivity including morale and work discipline, education level, skills, nutrition and health, attitudes and ethics, motivation, work climate, technology, means of production, job opportunities and opportunities for achievement [4]. To achieve high productivity, school leaders must pay attention to work morale. Morale is a mental attitude that can encourage someone to work harder, faster, and better. In addition, according to [7] that the commitment that has been built in a teacher is expected to bring up three things in him, name-

ly clarity to reveal teacher competence and produce work. Clarity implies that teachers who have high commitment will be able to communicate matters related to strategic decisions and express their goals in teaching so that teachers can understand the form of contributions that can be given to the development of the world of education. Raise competence in the teacher. This means that teachers who have a high commitment will always hone and improve their competence so as to create confidence in their ability to create a quality teaching and learning process. Give birth to influence, meaning that the commitment he has will have an influence on himself.

A teacher who has a high commitment will try to create quality teaching. Teachers will respond to change in new knowledge, especially new ideas in the implementation of the curriculum in the classroom, teachers are able to create active and enjoyable learning, and constantly hone their teaching abilities and skills so that it will affect the quality of their teaching and increase teacher work productivity. Based on this background, the researcher focus that will be carried out by the researcher is the relationship between teacher pedagogical competence, work commitment and productivity teacher achievement motivation at SMP Negeri Atinggola, North Gorontalo regency.

### RESEARCH METHODOLOGY

This study is a correlation research. It aims to determine the relationship and level of the relationship between two or more variables without any attempt to influence these variables. Thus, there is no manipulation of the variables. The existence of the relationship and the level of this variable is important because by knowing the level of the existing relationship, the researcher will be able to develop its relationship pedagogical objectives. In this regard, the current study describes the influence of the teacher pedagogical competence, work commitment and teacher productivity on teacher achievement motivation at SMP Negeri

Atinggola, North Gorontalo regency. According to the type of research used, the study is in an associate form where the research problem connects two or more variables. The population in this study were all teachers of the SMP Negeri Atinggola, North Gorontalo regency. There were 140 people involving in this study from 8 schools. The results of the sample calculation in this study were 58.

## RESEARCH FINDINGS

Based on the findings obtained empirically through testing the four hypotheses as described in the previous section, it is explained that all the hypotheses proposed by the researcher are accepted. This shows that there is a positive and significant relationship with the variables of pedagogical competence (X1), teacher commitment (X2), and teacher productivity (X3) either individually or collectively with the variable of teacher achievement motivation at SMP Atinggola, North Gorontalo District. (Y).

The relationship between the pedagogic competence variable (X1) and teacher achievement motivation (Y) is shown by the significant correlation value, namely  $r_{y1} = 0.975$ . This shows that the pedagogic competence variable (X1) has a positive relationship with the teacher achievement motivation variable (Y). The magnitude of this relationship can be indicated by the coefficient of determination ( $r^2$ ) of 0.950, which means that 95.0% of the variance in teacher achievement motivation can be explained by education and training through the regression equation  $11.354 + 1.078$ .

The data from the results of this study illustrate that the pedagogical competence of a teacher is critical to motivation for success in carrying out tasks at school. This demand is in line with the designation of the National Education Agency (2006: 88) which is meant by pedagogic competence is the ability to manage students which includes: a) understanding insight or educational foundation; b) understanding of students; c) developing curriculum or syllabus; d) planning lessons; e) implemen-

ting educational and dialogical learning; f) evaluating learning outcomes, and; g) developing participants' achievement to actualize the various potentials they have. Thus, it appears that the pedagogic ability of a teacher is not a simple matter because the quality of the teacher must be average. This quality can be seen from the intellectual aspects which include: a) logic as a cognitive development including intellectual abilities regarding the environment which consists of six types arranged in a manner hierarchical from simple to complex, namely knowledge, understanding, application, analysis, synthesis and assessment; b) ethics as an effective developer includes the emotional ability to experience and live something, including five kinds of emotional abilities arranged hierarchically, namely patience, participation, appreciation values, organizing values and self-characteristics; c) aesthetics as a psychomotor developer, namely motor skills to activate and coordinate movements.

To face these challenges, teachers need to think in an anticipatory and proactive manner. Teachers continuously learn as an effort to renew their knowledge. This is done by always doing research either through literature review or conducting classroom action research. The achievement motivation of the teacher is a strong impetus from within the teacher to improve his work career, so it should be assumed that motivation achievers will be able to increase teacher competence both individually and organizationally.

Theoretically, teachers have the competence to carry out their duties which is closely related to motivation to achieve. This is supported by research by Wiryanto (2002:171) that concludes from the results of his research that there is a positive relationship between teacher pedagogical competence and teacher teaching motivation, the level of strength of the relationship is 0.85 and the effective contribution is 72.64%.

Teacher achievement motivation is an internal factor of the teacher while teacher pedagogical competence is an external factor of the

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teacher. Teacher pedagogical competence and work productivity will provide a greater relationship to teacher competence because two different things can complement each other to increase teacher competence. If these two factors can be used collectively, it will obtain higher teacher achievement motivation.

Teachers who have pedagogical competence are teachers who can understand students by utilizing the principles of student cognitive development so that their curiosity can be fulfilled. Therefore, the teacher can arouse and manage students' curiosity in every learning activity. Teachers have adequate pedagogical competence not only telling stories or explaining subjects but also giving students critical thinking skills through questioning and testing skills. In this case, the teacher's performance indicators can determine the position of the student's ability in terms of the determined learning completeness, design remedial programs for students who are under KKM and design enrichment programs for students who reach KKM.

Increasing teacher pedagogical competence is useful for increasing teacher professionalism in carrying out their duties. Therefore, teachers must always try to do the following things to improve their professionalism: 1) understand the demands of existing professional standards; 2) achieve the required qualifications and pedagogical competencies; 3) build good and broad career relationships including through professional organizations; 4) developing a work ethic or work culture that prioritizes high-quality service to constituents, (5) adopting innovation or developing creativity in the use of the latest communication and information technology so that they are not left behind in their ability to manage learning.

In increasing teacher professionalism, teacher pedagogical competence is one of the important elements to achieve teacher professionalism and improve the learning process. With that, the pedagogical competence of a teacher must be deeply embedded in a teacher

so that students can imitate everything that is taught or exemplified by the teacher.

Some of the efforts a teacher can make to improve their pedagogical competence are through training, classroom action research, & learning resources (libraries, teachers' associations, computer laboratories and the internet).

The knowledge, skills and attitudes of teachers or teacher pedagogical competences greatly determine the learning process in the classroom and education in schools. Teacher pedagogical competence will determine the quality of graduates of an education, because students learn directly from teachers. If the teacher's pedagogical competence is low, the learning process will not be effective and fun. If learning is ineffective and fun, students find it difficult to accept and absorb and understand lessons. Teachers with high cognitive levels will tend to think abstractly, imaginatively, creatively & democratically. teachers like this will be more flexible in carrying out tasks and even have good relationships with students and peers.

The initial provision that a teacher has before teaching is to master the four teacher pedagogical competencies. This teacher pedagogic competence will improve teacher performance and teacher professionalism with the pedagogical competence possessed, a teacher will be able to master the material and be able to convey material well and be easily understood by students. by the teacher and students will run very pleasantly because a competent teacher is able to place his position in the middle of students who have various characters, are able to convey learning fun because of the teacher's creativity, are able to invite all students to be active in learning and are able to make students happy to learning (increasing the enthusiasm for learning of students). Competent teachers will carry out teaching and learning tasks in class with enthusiasm and fun with The enthusiasm of a teacher will indirectly transmit the emergence of enthusiasm into students to accept learning and be able to convey meaningful learning, students always get new

things every time they enter class to learn. Students will never be bored to study in class because the teacher is competent. In the end, competent teachers will give birth to students who are diligent in learning because they love the learning process and understand the importance of learning for the future.

Other findings in this study indicate the relationship between the work commitment variable (X2) and the teacher achievement motivation variable (Y), this is shown through statistical hypothesis testing which obtains a very significant t value or the hypothesis proposed by the researcher is accepted. The magnitude of the relationship between these two variables is indicated by the significant correlation value, namely  $r_{y2} = 0.984$ . This shows that the work commitment variable (X2) has a positive relationship with the teacher achievement motivation variable (Y). The magnitude of this relationship can be indicated by the coefficient of determination ( $r_{y2}^2$ ) of 0.968, which means that 96.8% of the variance in teacher achievement motivation can be explained by the work commitment variable, while others are influenced by other variables not examined in this study. The relationship between the two variables is illustrated by the regression equation  $28.018 + 1.045X_2$ .

The whole process of motivation to subordinates is such that they are willing to work hard to achieve effective and efficient organizational goals. Teachers who have a high commitment will have reserves of potential energy and this energy is released and used depending on the strength of a person's motivation and the situations and opportunities available. Thus the consequences of behavior that arise as a manifestation of the high commitment of teachers to the organization include low rates of turnover (discharge) enter teachers, low absenteeism (absenteeism), satisfied with the work carried out and trying to achieve high work performance. This is in line with the opinion of [3] "the existence of commitment or linkage helps to provide at least four results

related to effectiveness: (1) people who really show commitment to the goals and values of the organization this will result in increased achievement motivation, (2) people who show high commitment have a strong desire to continue working in order to achieve the desired goals, (3) strong commitment will fully involve themselves in work because this work is a key mechanism and an individual channel to contribute to achievement organizational goals, this can increase the desire or motivation to achieve, (4) people who are strong in commitment will be willing to direct a lot of effort for the benefit of the organization.

According to [5] that the right motivation will be motivated to do as much as possible in carrying out his duties because he believes that with the success of the organization in achieving its goals and objectives, the personal interests of the members of the organization will also be maintained. This opinion shows that achievement motivation is a drive / ability inherent in each individual, this causes human behavior to emerge. Achievement motivation can be a driving force for an organization to achieve its goals. Leaders or managers need to understand this, if they wish to coach their employees successfully in an effort to achieve organizational goals. Teacher achievement motivation in a school cannot be separated from the commitment of teacher. The teacher commitment is the level of teacher confidence in the goals of the organization where they work.

If a school has teachers who are highly committed, it will lead to high achievement motivation which will result in a good work performance to achieve school goals. Achievement motivation and teacher commitment can increase or decrease teacher work performance which can determine the success of an organization in achieving its goals. As for the relationship between self-commitment and achievement motivation, stated by Winardi (2000: 140) that high commitment can affect work motivation.

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The behavioral consequences that emerge as a manifestation of the high commitment of teachers to the organization include low levels of organization (entry and exit), low absenteeism (absenteeism), satisfaction with the work being carried out and trying to achieve high work performance. Meanwhile, the relationship between achievement motivation and commitment is stated by [5] that the right motivation will be driven to do as much as possible in carrying out their duties because they believe that with the success of the organization in achieving its goals and objectives, the personal interests of the members of the organization will also be maintained.

Achievement motivation is a social motive to do something valuable or important well and perfectly to meet the excellence standard of what someone does. Achievement motivation is a very strong impetus to try and work hard in order to achieve success and excellence. Achievement motivation can be interpreted as an encouragement in a person to do or work on an activity or task as well as possible in order to achieve achievement with a commendable predicate. Characteristics of people who have high achievement motivation, namely: have a high level of personal responsibility, have a work program based on realistic plans and goals and strive to make them happen, have the ability to make decisions and dare to take risks, do meaningful work and complete them with satisfactory results, have a desire to become a prominent person who controls a certain field. While the characteristics of people who have low achievement motivation, namely lack of personal responsibility in doing a job or activity, have a work program but are not based on realistic plans and goals, and are weak in implementing it, are apathetic, lack self-confidence, and are hesitant in taking it. decisions, and their actions are less purposeful.

By having high productivity, a teacher will also have high achievement motivation so that the teacher is able to overcome problems, adjust to a changing environment. This is insepa-

rable from the nature of humans as social beings so that each individual needs other people in his life, to be able to relate to other people well, teachers are required to be able to adapt (adapt) to their environment. Teachers in the school environment are faced with various kinds of problems and task directions from the school principal so they must be able to adjust and carry out them constantly. Koesoema (2009: 76) argues that "Teachers who have positive planning, are willing to be involved, are confident, are willing to experience coercion from outside due to the demands of change which in turn enable them to control themselves". Basically adapting is a person's ability to live and associate naturally with his environment, so that he feels satisfied with himself and the school environment. In addition, the teacher is a reflection for students so they must show an exemplary attitude. Every conflict experienced by the teacher must be able to find a solution to the problem not emotionally.

Another finding of this study shows that the multiple correlation calculation between the variables of pedagogic competence, work commitment and teacher productivity together with the teacher achievement motivation variable shows that the value of  $r_{x_1x_2x_3y} = 0.992$ . These results indicate that there is a double and positive correlation between the variables of pedagogical competence and teacher achievement motivation with the variable of teacher achievement motivation. The magnitude of this relationship can be shown by the coefficient of determination ( $r_{yx}^2$ ) of 0.985, which means that 98.5% of the variance in teacher achievement motivation can be explained jointly by the variables of pedagogical competence, work commitment and teacher productivity, while others are influenced by other variables not included in this study. The relationship between these four variables is illustrated by the multiple regression equation  $10.032 + 0.366X_1 + 0.572X_2 + 0.138X_3$ .

Pedagogic competence and self-commitment are capabilities to motivate oneself in the face of frustration, control impulses, not exaggerate pleasures, regulate mood and keep stress-free from stifling the ability to think and empathize. Pedagogic competence and commitment is the ability to control yourself, manage emotions, motivate yourself, control yourself and build relationships with others, so as to increase work productivity. Pedagogic competence and commitment is the ability to use emotions effectively to achieve goals, build productive relationships and achieve success. Pedagogic competence and commitment is the ability to control oneself, assess and generate emotions that can help the mind, understand emotions and emotional meaning and to regulate emotions effectively so as to improve emotional and mental abilities. Thus, a teacher who has good pedagogical competence, has a good work commitment and high productivity will increase his motivation be better performance.

## CONCLUSIONS

Based on data analysis and discussion of research results in the previous chapter, it can be concluded that the following matters.

1. There is a positive relationship between pedagogical competence and achievement motivation of teachers at SMP Negeri Atinggola, North Gorontalo Regency, meaning that the better the pedagogical competence the teacher has, the teacher's achievement motivation will increase.
2. There is a positive relationship between work commitment and teacher achievement motivation at SMP Negeri Atinggola, North Gorontalo Regency, meaning that the higher the teacher's commitment to work, the more motivation to excel.

3. There is a positive relationship between work productivity and teacher achievement motivation at SMP Negeri Atinggola, North Gorontalo district, meaning that if teacher productivity is increased, teacher achievement motivation will increase.
4. There is a positive relationship between pedagogical competence, work commitment, and work productivity together with teacher achievement motivation at SMP Negeri Atinggola, North Gorontalo Regency, meaning that if good teacher pedagogical competence is supported by commitment and high productivity it will increase teacher achievement motivation.

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