The Effect Of Teacher’s Pedagogic Competence on The Learning Outcomes Of Class X Students Of Basic Accounting Lessons at SMK Islam Wijaya Kusuma

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Abstract
The purpose of the study was to determine the effect of teacher pedagogic competence on the learning outcomes of students in class X in basic accounting subjects at Wijaya Kusuma Islamic Vocational School. The population of this study were students of class X majoring in Accounting and Institutional Finance (AKL) with a total of 80 students. The number of samples taken as many as 80 students by using a sampling technique that is total sampling. Methods of data collection using observation, questionnaires (questionnaire) and documentation. The results obtained are the results of simple linear regression coefficient analysis obtained by the regression equation \( Y = 53.901 + 0.464X \). Correlation coefficient of 0.462, indicating that there is a moderate relationship between teacher pedagogic competence and learning outcomes. The coefficient of determination is 21.34% which means that the teacher’s pedagogic competence contributes to learning outcomes by 21.34%, while the remaining 78.66% is the contribution of other factors, such as social competence, personality competence and professional competence. The results obtained from testing the hypothesis that the value of \( t \) arithmetic \( > t \) table is 4.600 > 1.665. This proves that there is a positive and significant influence of teacher pedagogic competence on the learning outcomes of students of class X basic accounting subjects at Wijaya Kusuma Islamic Vocational School.

Keywords: teacher pedagogic competence, learning outcomes

INTRODUCTION

In a country, human resources are very important things to pay attention to. To produce quality human resources, the state must prepare for it early. In this case, education is one way to be able to produce quality human resources (Aini & Taman, 2012). Education is basically an effort to develop one’s potential. This is in accordance with the definition of education based on Law Number 20 of 2003 concerning the National Education System Chapter 1 Article 1 Paragraph 1 which states that, "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble character, and the necessary skills of himself, society, nation, and state". Through this education a person can explore and develop the potential hidden in him. The life activities of a human being always involve the educational process, both in carrying out activities alone and in groups will always intersect with the learning process (Aini & Heryani, 2021).

A person who has a desire to learn can do it anytime, anywhere without any age limit. Age cannot be used as a barrier for human beings to learn. According to Slameto (2015) "Learning is an effort made by each person in obtaining changes in overall behavior based on the results of his own experience with his environment". Through learning man will gain new knowledge as well as experiences that will be useful to himself. With this experience, humans can adjust to the surrounding circumstances and environment. In the school environment, teachers have an important role in the process of learning activities. Teachers are parents to students in schools.

As a teacher, not only has the task of providing knowledge, but teachers must also be able to educate their students. In Law Number 14 of 2005 concerning Teachers and Lecturers Article 1 Paragraph 1 "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early
childhood education pathways of formal education, basic education, and secondary education. Teacher is a noble profession. Without teachers, we cannot imagine how education in Indonesia will be.

The success of a teacher in educating his students can be seen from what the students will get after the learning activity process has been completed. A teaching and learning process regarding a learning material is declared successful if achieving learning objectives is stated by the conformity of learning outcomes with the minimum completion criteria (KKM) that have been set by the subject teacher (Rizki, Aminuyati, & Okianna, 2019). To find out, a teacher must conduct assessment activities on learners. The assessment carried out to students is an assessment of cognitive abilities, affective abilities, and psychomotor abilities (Sari & Vhalery, 2020). From this assessment activity, a result will be obtained called student learning outcomes. From the learning outcomes, it can be seen the achievement of students in the learning process that has been passed by students. After seeing the results of the assessment carried out, the results can be used as material for learning evaluation by the teacher.

"Learning evaluation is the activity of collecting, analyzing, assessing, comparing, and processing a phenomenon to obtain results that can be followed up or improved" (Sari and Vhalery, 2020). Evaluating this learning is one of the mandatory activities that must be carried out by a teacher. Evaluation of learning is included in the competencies that a teacher must have. Competencies related to learning evaluation are pedagogic competencies. Pedagogic competence is one of the important competencies that a teacher must have. According to Law Number 14 of 2005 Article 10 Paragraph 1 concerning Teachers and Lecturers, it is stated that "Pedagogic competence is an ability that a teacher must have in managing student learning activities". In pedagogic competence, teachers are required to have the ability to master the characteristics of learners so that teachers can determine the right learning methods for their learners.

With the right learning method, it can develop the potential that exists in students. To be able to manage learning activities properly, teachers must also master and be able to take advantage of existing science and technology. The science and technology that exists today strongly supports success in the teaching and learning process. Teachers can take advantage of other learning media such as computers/laptops, Microsoft Office, projectors, and other media in learning activities. The use of technology-based learning media is very important and helps teachers in carrying out learning activities with their students (Sudrajat, 2020).

METHOD

In this study using descriptive research with a quantitative approach. The population in this study was class X students of SMK Islam Wijaya Kusuma majoring in Accounting and Institutional Finance which amounted to 80 students. The sampling technique used in this study was Nonprobability sampling using total sampling. "Total sampling is a sample determination technique if all members of the population are used as samples" (Sugiyono, 2021). So the number of samples used in this study amounted to 80 learners. Then for the data collection method used is the survey method, with data collection techniques using observation, questionnaires (questionnaires), and documentation.

The lattice of research instruments for variable X uses indicators of pedagogical competence of teachers based on the Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning Teachers Article 2 Paragraph 4, namely understanding insights or educational foundations, understanding of students, developing curriculum or syllabus, designing learning, implementing educational and dialogical learning, utilizing learning technology, evaluating learning outcomes, and developing students for the actualize the various potentials it has. As for variable Y, it uses the odd final semester examination (UAS) report card score for the 2021/2022 academic
The Effect Of Teacher’s Pedagogic Competence on The Learning Outcomes Of Class X Students Of Basic Accounting Lessons at SMK Islam Wijaya Kusuma

G.Putri Sulandari, Windi Megayanti

The data analysis techniques used are simple linear regression coefficients, correlation coefficient analysis, determination coefficient analysis, and hypothesis testing.

RESULTS AND DISCUSSION

Result

Based on the results of the data that has been processed, a simple linear regression equation is obtained, namely $Y = 53.901 + 0.464X$. To find out how strong the relationship between the pedagogical competence of the teacher (variable X) is related to learning outcomes (variable Y), it is necessary to analyze the correlation coefficient. The magnitude of the correlation coefficient ($r_{xy}$) is 0.462. After obtaining the value of the correlation coefficient, a coefficient of determination analysis is carried out to find out how much the teacher's pedagogical competence (variable X) contributes to learning outcomes (variable Y). Based on the calculation obtained the magnitude of the coefficient of determination (KD) which is 21.34%.

Then conduct hypothesis testing by determining the calculated t value, the degree of significance of the error used, determining the $t_{table}$, as well as conducting a hypothesis test. From the calculations carried out the calculated t value is obtained in the amount of 4.600. The significance level of error $\alpha$ uses 5% with a one-sided test, so that $t_{table}$ value of 1.665 is obtained. Based on the hypothesis test decision, where $t_{count} > t_{table}$ or 4.600 > 1.665, $H_0$ is rejected and $H_1$ is accepted, which means that there is a positive and significant influence between the teacher's pedagogical competence (variable X) on the learning outcomes (variable Y) of class X students of basic accounting subjects at SMK Islam Wijaya Kusuma.

Discussion

Based on the results of the analysis of a simple linear regression coefficient, the regression equation $Y = 53.901 + 0.464X$ was obtained. Where the value of the constant (a) or a fixed value $= 53.901$ has a meaning at the time when the influence of the teacher's pedagogical competence is equal to 0, then the learning outcome is 53.901. While the value of $b = 0.464$ has the meaning of every 1% increase in the pedagogical competence of teachers, it will cause an increase in learning outcomes of 0.464. To be able to find out how strong the relationship between the teacher's pedagogical competence (variable X) is to the learning outcomes (variable Y), it can be seen from the calculation results of the Pearson Product Moment Correlation of $r_{xy} = 0.462$. This shows a moderate relationship between the teacher's pedagogical competence (variable X) and learning outcomes (variable Y).

The calculation results from the analysis of the coefficient of determination obtained a value of 21.34%. This shows that the pedagogical competence of teachers contributes to learning outcomes by 21.34%. While the remaining 78.66% are other factors, such as social competence, personality competence and professional competence. This is reinforced again by the results obtained from hypothesis testing which shows that the calculation is greater than the $t_{table}$, namely 4.600 > 1.665 which states that there is a positive and significant influence between the pedagogical competence of teachers (variable X) on the learning outcomes (variable Y) of class X students of basic accounting subjects at SMK Islam Wijaya Kusuma.

Based on the results of the research above, the pedagogical competence of teachers (variable X) has a positive and significant influence on the learning outcomes of class X students in basic accounting subjects at SMK Islam Wijaya Kusuma. The results of this study are in line with the theory according to mulyasa (in Rizki, Aminuyati, & Okianna, 2019) "Pedagogic competence possessed by a teacher will encourage the
creation of optimal learning activities and outcomes, because teachers who have good pedagogic competencies will be able to adapt their competencies to developments and needs in learning”. Then the results of this study are also supported by the results of research conducted by Syaidah, Suyadi, & Aini (2018) which states that teacher competence has a significant influence on student learning outcomes at Rambipuji State High School. In this case, the teacher competencies used in this study used two indicators, namely teacher pedagogical competence and professional competence.

CONCLUSION

Based on the results of the research and discussion that has been described, it can be concluded that the data that has been obtained provides results that there is an influence of teacher pedagogic competence on learning outcomes. The hypothesis in this study is accepted, namely that there is a positive influence of teacher pedagogic competence on the learning outcomes of class X students in basic accounting subjects at SMK Islam Wijaya Kusuma. Then the calculation results were obtained from hypothesis testing where \( t_{\text{counted}} > t_{\text{table}} \), which was 4.600 > 1.665. The results of these findings provide confidence that the pedagogical competence of teachers has a positive and significant influence on student learning outcomes. The implications of this study are expected to be used as a reference source in future research. Furthermore, for researchers in the next study, they can use other teacher competencies such as personality competence, professional competence, and teacher social competence to find out whether it has an influence on student learning outcomes.

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The Effect Of Teacher's Pedagogic Competence on The Learning Outcomes Of Class X Students Of Basic Accounting Lessons at SMK Islam Wijaya Kusuma

G. Putri Sulandari, Windi Megayanti