

Teacher Perception Hypotheses Test Results About Competency Of Student Learning Management And Self

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Abstract – The purpose of this study was to determine the effect of *Widyaiswasra* learning management competence and self-efficacy on teacher pedagogical competence. This type of research is quantitative. The subjects in this study were all participants of the first teacher functional technical training and training at the Padang Religious Education and Training Center which was carried out in 2018 as many as 4 batches totalling 55 samples. The data were processed using multiple linear regression using the SPSS program with measuring instruments using a questionnaire. The results showed that 1) the regression coefficient value of the *Widyaiswasra* learning management competence was 0.328 and a significant value was $0.005 < \alpha 0.05$, meaning that H_a was accepted and H_0 was rejected; 2) the value of the self-efficacy regression coefficient was 0.336 and a significant value of $0.000 < \alpha 0.05$, means that H_a is accepted and H_0 is rejected; and 3) the significant value is $0.000 < 0.05$. This means that H_0 is rejected and H_a is accepted. Thus, it can be said that *Widyaiswasra* learning management competence and self-efficacy jointly affect teacher pedagogical competence and it is hoped that respondents will not hesitate to open up with other participants and ask for input from peers in evaluating the pedagogic training lived.

Keywords – Competence, Pedagogic, Learning, *Widyaiswasra*, Self-Efficacy.

I. INTRODUCTION

The current state of national education is facing increasingly sharp and tighter competition at the international level. These challenges motivate education practitioners to commit to creating quality education and able to live amid the pressure of international competition. According to Wibowo (2002), the implementation of quality education in the future will be carried out in a revolutionary movement based on a trans-disciplinary methodology. This method is realized by preparing today's human resources for tomorrow as an effort to set the present context for a leap into the future. Then this method transforms an immature individual into a useful citizen.

According to the Law of the Republic of Indonesia No. 14/2005 on Teachers and Lecturers, states that "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education". Professionalism in education needs to be interpreted that teachers must be people who have the ability as educators to understand and understand students. Teachers must profoundly master at least one scientific field. Teachers must have an attitude of professional integrity. The position of teachers as professional staff as referred to in Article 2 paragraph (1) functions to increase the dignity and role of teachers as learning agents to improve the quality of national education. What is meant by teachers as learning agents the role of teachers, among others, as facilitators, motivator, stimulator, learning engineer, and inspirer of learning for students?

Self-efficacy is the perception or belief of self-reliance. According to Noe *et al*, (2003) self-efficacy is the level of a person's belief that they can successfully learn the content of a training program. Bandura (1991) states that self-efficacy is a person's belief

that he can carry out a task at a certain level, which affects personal activities towards achieving goals. Self-efficacy is a person's belief in their ability to do something or specific work for which they are responsible.

In the context of training, several studies have found evidence that self-efficacy is not only a predictor of success in training but also as a mediator between training interventions and training outcomes. According to Vancouver and Kendall (2006), one way to prepare participants for training is to manipulate self-efficacy to increase learning motivation. Also, Bandura (1997) added that self-efficacy can also influence the choice of the difficulty level of goals, persistence in completing tasks, and the behaviour of working hard in achieving goals. If this is owned by the training participants, the learning process in training will take place more effectively. Based on the description above, self-efficacy in training is defined as an individual's belief in his or her ability to organize and carry out actions to complete tasks in training. Teachers with high self-efficacy follow training will also have a high level of learning readiness when participating in the training.

Furthermore, based on the results of interviews with training participants, data was obtained that the training material delivered by the *Widyaiswasra* would be easily understood by the training participants if the lecturers could communicate effectively in the learning process. However, in practice, there are still lecturers who have not been able to communicate effectively, so that the training participants do not understand the material presented. The training participants' lack of understanding affects the participants' perceptions of *Widyaiswasra*, that is, participants will have negative perceptions of the *Widyaiswasra* ability in managing learning. On the other hand, there are still some training participants who have low self-efficacy in following the training, so the training material delivered by *Widyaiswasra* is not well mastered. Based on the explanation above, it can be concluded that the success of the training is not only determined by the internal factors of the teacher as training participants but also the external factors of the *Widyaiswasra* as the manager of the learning.

II. METHODS

Hypothesis

Testing Determination Coefficient Test

The coefficient of determination essentially measures how far the model's ability to explain variations in the dependent variable. The coefficient of determination is between zero and one. The small value of R_2 means that the ability of the independent variables to explain the variation in the dependent variable is very limited. A value close to one means that the independent variables provide almost all the information needed to predict the variation in the dependent variable. In general, the coefficient of determination for cross-section data is relatively low because of the large variation between each observation, while for time series data it usually has a high coefficient of determination. The fundamental weakness of using the coefficient of determination is the bias towards the number of independent variables included in the model. For each additional one independent variable, R_2 must increase regardless of whether the variable has a significant effect on the dependent variable.

Simultaneous Significant Test

The statistical F test is used to determine the effect of the causal variable on the effect variable simultaneously which is carried out with the SPSS 15 program. <0.05 then H_0 is accepted and H_a is rejected if the coefficient is Sig. >0.05 then H_0 is rejected and H_a is accepted.

Significant Test for Individual Parameters (t statistical)

test t-test can be used to test whether each path coefficient has a significant relationship or not. The t-test was carried out using computer assistance through SPSS. The criteria and hypothesis testing are:

if $\alpha < 0.05$ then the hypothesis is accepted

if $\alpha > 0.05$ then the hypothesis is rejected, in other words, that there is a significant effect of the independent variable on the dependent variable.

Hypothesis testing criteria:

if $t_{hit} \geq t_{tab}$ or $-t_{hit} < -t_{tab}$ then H_0 is rejected or sig (prob) $< \alpha = 0.05$

if $t_{hit} < t_{tab}$ or $-t_{hit} \leq -t_{tab}$ then H_0 is accepted or sig (prob) $> \alpha = 0.05$

III. RESULTS AND DISCUSSION

Test the coefficient of determination (R^2)

The coefficient of determination used to see how much influence the proportion of variation change of the independent variable (independent variable) overall on the dependent variable (the dependent variable) in Table 1 as follows:

Table 1 R^2 test

Determination test	R square
value	0.384

Source: Processed Primary Data, 2018 SPSS 24.0 (2019)

In Table 1 above, it is found that R square is 0.384, meaning that 38.4% of the *Widyaiswasra* Learning Management Competency and Self-Efficacy variables affect Teacher Pedagogic Competence and the remaining 61.6% is influenced by other variables outside the research variables.

1. F Test

To see simultaneously the effect of Lecture Management Competence and Self-Efficacy on Teacher Pedagogic Competence, the results of the F test are obtained with the description in Table 2 below:

Table 2 Results of the F Test for

Independent Variables	Significant	Limits	Information
Stimultan	0.000	0.05	Significant

Source: Primary Data Processed, 2018 SPSS 24.0 (2019)

From the results of data processing, it can be seen in Table 4.17 above that the significant value is $0.000 < 0.05$. This means that H_{0is} is rejected and H_{ais} accepted, can thus be said that *Widyaiswasra* Learning Competency Management and Self Efficacy together influence the Pedagogic Competence Master.

2. T-test

To see partially the effect of Lecture Management Competence and Self-Efficacy on Teacher Pedagogic Competence, the results obtained in the t-test are described in Table 3 below:

Table 3 Results of the t-test for

Variables Are	Significant	limits	Information
competence of learning management for lecturers (X_1)	0.005	0.05	Significant
Self Efficacy (X_2)	0.000	0.05	Significant

Source: Processed Primary Data, 2018 SPSS 24.0 (2019)

From Table 3 above, it can be seen that the effect of each independent variable that affects Teacher Pedagogic Competence is:

Hypothesis 1, there is an influence between the *Widyaiswasra* Learning Management Competence (X_1) on Teacher Pedagogical Competence (Y)

Obtained regression coefficient value Lecture's Learning Management Competence is 0.328 and a significant value is $0.005 < \alpha 0.05$, meaning that H_{ais} is accepted and H_{0is} is rejected, thus it can be said that there is an influence between the *Widyaiswasra* Learning Management Competence on Teacher Pedagogic Competence (Correlational Descriptive Study at the Padang Religious Education and Training Center).

Hypothesis 2, there is an influence between Self Efficacy (X_2) on Teacher Pedagogic Competence (Y)

Obtained Self Efficacy regression coefficient value of 0.336 and a significant value of $0.000 < \alpha 0.05$, meaning that H_{ais} is accepted and H_{0is} is rejected, thus it can be said that there is the influence of Self Efficacy on Teacher Pedagogic Competence (Correlational Descriptive Study at the Padang Religious Education and Training Center).

Discussion

Based on the research, the results obtained a significant value of $0.000 < 0.05$. This means that H_0 is rejected and H_a accepted, can thus be said that *Widyaiswasra* Learning Competency Management and Self Efficacy together influence the Pedagogic Competence Master and 0,384 Rsquare value means as much as 38,4% variable *Widyaiswasra* Learning Competency Management and Self Efficacy affect Teacher Pedagogic Competence and the remaining 61,6% is influenced by other variables outside the research variables. In line with previous research conducted by Chiron and Rifqi (2014) regarding the effect of teacher professional competence, self-efficacy and interpersonal communication on teacher performance at SMPN 1 Kerinci Kanan, Siak Regency, the results also collectively have the effect of teacher perceptions and self-efficacy on teacher performance. Competency components that must be mastered by the teacher as an absolute necessity cannot be separated from the elements of cognitive, affective, and psychomotor competencies. The three components have a big role in influencing the learning process that takes place between teachers and children. Even in the end, the quality or not the learning process depends on the ability of the teacher. This is what causes professional teachers to master minimum standard competencies. Based on the TCR value for the Teacher Pedagogic Competence (Y) variable is 86,98% with a high category. This means that respondents consider that they have high Teacher Pedagogical Competence. The highest statement of Teacher Pedagogic Competence in the twenty-four category statement is very high with a TCR of 91,64% that uses various learning methods to motivate students' willingness to learn and the lowest statement is in the thirty-eight statement with a TCR of 84,00% high category that utilizes evidence A description of its performance to develop planning and implementation of further learning

IV. CONCLUSION

Based on the results of research on the contribution of teacher perceptions regarding the competence of *Widyaiswasra* learning management and self-efficacy on teacher pedagogical competence (Correlational Descriptive Study at the Padang Religious Education and Training Center), the following conclusions are obtained: 1) There is an influence between competencies *Widyaiswasra* learning management towards teacher pedagogical competence (Correlational Descriptive Study at the Padang Religious Education and Training Center) with the regression coefficient value of the learning management competency variable (X_1 *Widyaiswasra*) as r 0.328 and a significant value of $0.005 < \alpha 0.05$, it means that H_a is accepted and H_0 is rejected; 2) There is an influence between self-efficacy on teacher pedagogic competence (Correlational Descriptive Study at the Padang Religious Education and Training Center) with the regression coefficient value of the self-efficacy variable of 0.336 and a significant value of $0.000 < \alpha 0.05$, meaning that H_a is accepted and H_0 is rejected; and 3) *Widyaiswasra* learning management competence and self-efficacy together have an effect on teacher pedagogical competence with a significant value of $0.000 < 0.05$. This means that H_0 is rejected and H_a is accepted. Thus, it can be said that the competence of *Widyaiswasra* learning management and self-efficacy together affect teacher pedagogical competence, meaning that H_a is accepted and H_0 is rejected.

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