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The Influence of Pedagogic and Work Climate towards Teacher Performance

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Abstract

The purpose of this research was to find out the influence of pedagogic competence and work climate on teacher performance, the sample is 40 early childhood teachers at Kampung Melayu sub-district, Bengkulu city. The method used was quantitative research. Data analyzed in quantitative research is by using the statistic method. The instrument in this research is using observation sheet, questionnaire, and documentation created by using google form application. Data are analyzed by using parametric t-test with independent sample t-test and F-test which conducted to test the hypothesized. The analysis result shows that there is an influence between pedagogic competence with teacher performance, also there is an influence of work climate with teacher performance. It means that the higher the pedagogic competence level and supported with good work climate means the teacher performance will be better and can contribute to the learning process and for students achievement.

Keywords: *Pedagogic Competence; Work Climate; Teacher Performance*

Introduction

Teachers are educators who are very influential in the learning process and have a major role in achieving national education goals (Pratama & Lestari, 2020). In implementing the learning process, teacher competence must be the main concern. Teacher competence greatly influences the value of behavior, communism, goals, and teaching practices. Especially in Indonesia, teacher competence consists of pedagogic competence, personality competence, social competence, and professional competence (Wulandari & Mundilarto, 2016). However, in this study, the author focuses more on the discussion of pedagogic competencies that must be possessed by a teacher. (Ahmad, 2020) emphasized that pedagogic competence is a distinctive competence that distinguishes teachers from other professions. In line with the opinion (Supriyono, 2017) explains that pedagogic competence is very important in the success of the learning process because this ability directly touches on learning abilities which include managing students, designing in the learning process, as well as in the process of evaluating learning outcomes, and developing students.

Ifrianti (2018) emphasized that related to pedagogic competence, a teacher is required to master several basic skills, including Opening skills; Closing skills; Explaining skills; Skills in conducting

stimulus variations; Basic questioning skills; Advanced questioning skills; Feedback and reinforcement skills; Discussion guiding skills; Small group & individual teaching skills; Skills in making illustrations and examples; Class management skills. In line with the opinion (Susanto et al., 2020) Pedagogic competence is an ability that teachers have in managing student learning which includes: a) having an understanding of educational insights or foundations; b) having an understanding of students; c) can develop curriculum or syllabus; d) can design learning; e) can carry out educational and dialogical learning implementation; f) can benefit from and use learning technology; g) evaluate learning outcomes, and h) developing students to actualize their various potentials. It can be concluded that pedagogical competence can bring about change when teachers realize abilities by existing competencies in education law (Setiyowati & Arifianto, 2020).

The development and empowerment of teacher pedagogic competencies in schools cannot be separated from the atmosphere and environmental conditions in the school. A comfortable atmosphere and conditions can support teachers to develop the potential that exists within themselves. School climate is a manifestation of the characteristics of the school environment that can be felt by teachers and school administration staff who have an important role in school success. This is because the school climate is closely related to the process of creating an atmosphere and perceptions formed by teachers of a conducive work atmosphere in the school environment. A conducive working atmosphere is expected to assist teachers in achieving the vision and mission of the institution which in turn will improve the quality of schools in general. Thus, it can be said that teacher performance also increases (Santiari et al., 2020).

Tute et al. (2020) work climate is an individual's perception of various aspects of the organization's environment or work climate, holding a set of equipment from a work environment that can be felt directly or indirectly by all employees who work in a certain environment and can be a strength. A major influence on their behavior at work. Work climate is the perception of organizational policies, practices, and procedures that are felt and accepted directly by individuals in an organization, or individual perceptions of their place of work (Salindeho, 2016). The work climate has an important meaning for all individuals who work, where the environment can affect both directly and indirectly, according to (Tampubolon, 2021) A work climate can be formed, and is the result of the role of leaders, work discipline which is responded to satisfied or dissatisfied by employees in work. Work climate can also have a positive effect on job satisfaction, so it can be concluded that the higher and better the work climate is conditioned, the employee's performance will increase.

Teacher performance is one of the important issues for every school at the education level starting from PAUD. Very high teacher performance is needed in every teacher collaboration effort for expected school goals, as it is known that achieving organizational goals is something that every school wants and expects. Teachers who have low performance will find it difficult to achieve the expected results. Teacher performance problems do not just arise or arise haphazardly. Teacher performance can be improved, including by providing a good work climate, of course, by conveying information through communication from teachers to teachers and superiors to their subordinates (I.K. Sujana, Nyoman Dantes, 2018). All of the dynamics above must be managed and arranged so that they become a driving force for school progress and not vice versa, they are not managed properly so that they become obstacles in achieving school goals (Santiari et al., 2020).

This research was conducted in Bengkulu City, which is a historic city in the struggle for independence of the Indonesian state. This city is located on the west coast and has a beautiful landscape and high historical value. Bengkulu city has a long beach and is overgrown by pine forests, during the British colonial era Bengkulu city was used as a trade and defense route (Ira Puspa Kencana, 2010). The city of Bengkulu has a distinctive craft called "Basurek Fabric" which is a superior product made by the nation's children for cultural preservation (Batik et al., 2016). Bengkulu is a government partner in a program that seeks to turn slum villages into clean villages, with one of the programs being to form

thematic villages that can become attractive tourist destinations for domestic and foreign tourists (Charolina et al., 2020).

This research is new and has never been done by previous researchers because the research examines pedagogic competence, work climate on the performance of PAUD teachers in the Kampung Melayu sub-district, Bengkulu City. The difference in this study lies in the management of teacher competence, the work climate on teacher performance is assumed to be more. This research contributes to the development of science, especially in the field of learning management so that all education managers optimize teacher competence as a tool to improve the quality and quality of education.

Methods

The type of this research is quantitative research, the population in this study is early childhood teachers in the sub-district of Kampung Melayu, Bengkulu City, totaling 40 teachers from 25 early childhood education. The researcher determined that the number of samples was all early childhood teachers in the Kampung Melayu sub-district, Bengkulu City, which amounted to 40 teachers. Data analysis techniques in quantitative research use statistical methods. The statistics used in this study are the independent sample t-test and the F-test, which are conducted to test the hypothesis that has been formulated by the researcher. The steps that must be taken before the independent sample t-test and the F test are that the test questions are distributed to the respondents first, the test questions must be tested first to measure the level of validity and reliability. Then proceed with the normality test, homogeneous test, and hypothesis testing t-test and F test can only be done after fulfilling the test requirements that have been set.

Result and Discussion

Data Description of Pedagogic Competence(X1)

Tabel 1. Descriptive Statistic Data of Pedagogic Competence Variable Statistics

Pedagogic Competence

N Valid	40
Missing	0
Mean	95,55
Std. Error of Mean	1,347
Median	95,25[a]
Mode	95
Std. Deviation	8,518
Variance	72,562
Skewness	-,003
Std. Error of Skewness	,374
Kurtosis	-,863
Std. Error of Kurtosis	,733
Range	31
Minimum	80
Maximum	111
Sum	3822

a. Calculated from grouped data.

The description of the Pedagogical Competence data shows that the average score reaches 95.25 with a standard deviation of 8.518. Histogram of the frequency of Pedagogical Competence scores.

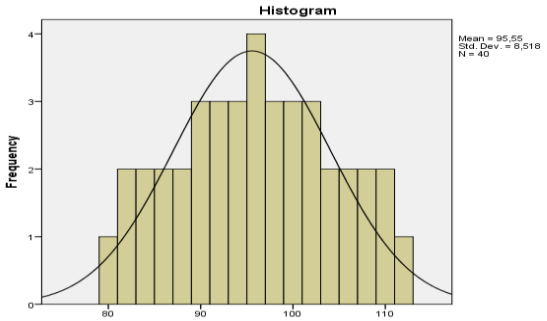


Figure 1. Score Histogram of Pedagogic Competence

Based on the picture above, it can be seen that the histogram bar graph has a normal curve because the curve is bell-shaped. This states that the Pedagogic Competence is categorized as good.

Data Description of Work Climate (X2)

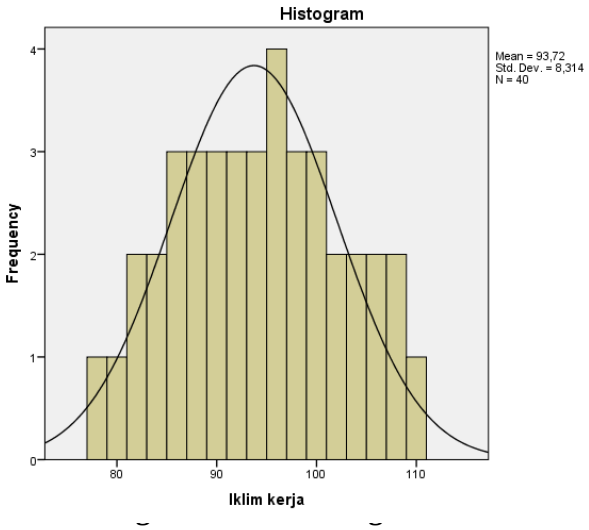
Table 2. Descriptive Statistic Data of Work Climate Variable Statistics

Work Climate

N	Valid	40
	Missing	0
Mean		93,73
Std. Error of Mean		1,315
Median		94,00[a]
Mode		86[b]
Std. Deviation		8,314
Variance		69,128
Skewness		,011
Std. Error of Skewness		,374
Kurtosis		-,810
Std. Error of Kurtosis		,733
Range		31
Minimum		78
Maximum		109
Sum		3749

a. Calculated from grouped data.
b. Multiple modes exist. The smallest value is shown

The description of the work climate data shows that the average value reaches 93.73 with a standard deviation of 8.314 Histogram of the frequency score of Work climate.



Based on the picture above, it can be seen that the histogram bar graph has a normal curve because the curve is bell-shaped. This states that the work climate is categorized as good.

Data Description of Teacher Performance (Y)

Table 3. Descriptive Statistic Data of Teacher Performance Variable Statistics

Teacher Performance

N	Valid	40
	Missing	0
Mean		100,98
Std. Error of Mean		,899
Median		100,86[a]
Mode		100
Std. Deviation		5,686
Variance		32,333
Skewness		,072
Std. Error of Skewness		,374
Kurtosis		-,617
Std. Error of Kurtosis		,733
Range		23
Minimum		90
Maximum		113
Sum		4039

a. Calculated from grouped data.

The description of Teacher Performance data shows that the average value reaches 100.98 with a standard deviation of 5,686 Histogram of the frequency of Teacher Performance scores. The description of Teacher Performance data shows that the average value reaches 100.98 with a standard deviation of 5,686 Histogram of the frequency of Teacher Performance scores.

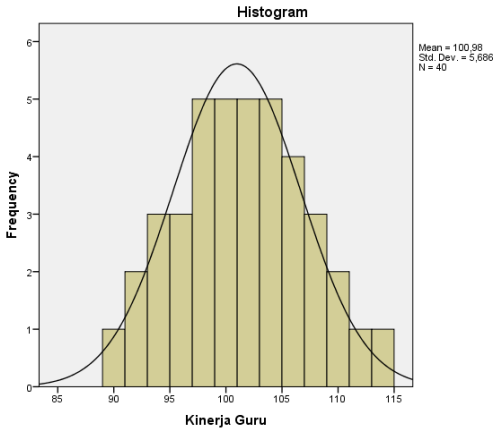


Figure 3. Score Histogram of Teacher Performance

Based on the picture above, it can be seen that the histogram bar graph has a normal curve because the curve is bell-shaped. This states that the work climate is categorized as good.

Inferential Statistics

Classic Assumption Test

Normality Test

The normality test was conducted to determine whether the regression model of the dependent variable and the independent variable both had a normal distribution or not. While the regression test itself is carried out to determine whether there is a significant effect between the independent variable and the dependent variable. The results of the normality test above can be seen in the P-P Plot normal test below. This test also uses the P-P Plot normal test, if the data spread around the diagonal line and follows the direction of the diagonal line, then the regression meets the normal assumption.

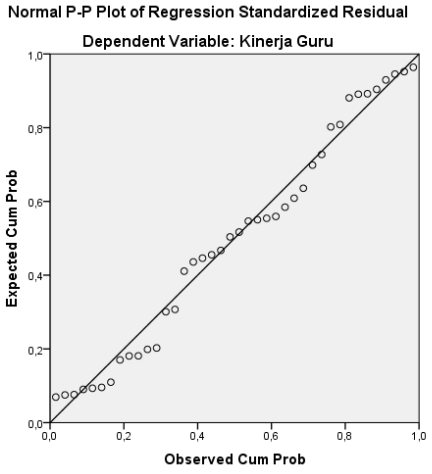


Figure 4. Normality test P-P Plot

The results of the P-P Plot normality test show that the graphs are normally distributed where the dots are spread out and follow the direction of the diagonal line, and it can be concluded that the resulting data is normally distributed.

Heteroscedasticity Test

The heteroscedasticity test aims to test whether in the regression there is an inequality of variance from the residue of one observation to another observation. If the variance of the residuals from one observation to another observation remains, it is called Homoscedasticity and if it is different it is called Heteroscedasticity. To detect the presence of heteroscedasticity in this study, by looking at the presence or absence of a certain pattern on the scatterplot graph between SRESID and ZPRED, where the Y-axis is Y which is still predicted and the x-axis is the residual (Y true Y prediction) that has been studied.

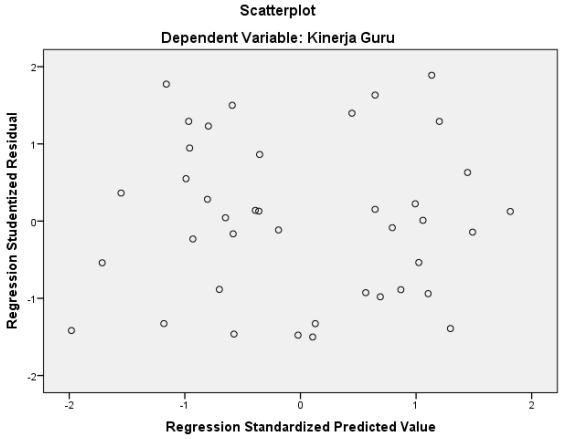


Figure 5. Heteroscedasticity Test

Based on the figure, it can be seen that the distribution of data is around the zero point on the Y-axis, and there is no certain pattern or trend line in the distribution of the data. This means that there is no heteroscedasticity.

Multicollinearity Test

To find out whether there are symptoms of multicollinearity in the regression model data, this study was carried out through the Collinearity Statistics test by looking at the Variance Inflation Factor (VIF) and the Tolerance value. The criteria with VIF, if the value of VIF > 10 means there is a symptom of multicollinearity. The results of the multicollinearity test can be seen in table 4.

Table 4. The result of the multicollinearity test

Coeff

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	efficient
1	(Constant)	88,962	12,679		7,016	,000		
	Pedagogic Competence	,220	,107	,330	2,067	,046	,946	1,057
	Work Climate	-,097	,109	-,141	-,884	,383	,946	1,057

a. Dependent Variable: Teacher Performance

Based on table 4 above, it is known that the VIF value of the variable is smaller than 10 (VIF < 10), so it can be concluded that the tested data does not have multicollinearity symptoms.

Test Result of R^2 Determination Coefficient

Analysis of R2 (R-Square) or the coefficient of determination test is used to find out how big the percentage of the independent variable's contribution to the dependent variable is. The results of the coefficient of determination in this study can be seen in table 5.

Table 5. Test Result of R^2 Determination Coefficient

Model Summa

Model	R	R Square	Adjusted R Square	Std. Errors of the Estimate
1	,327[a]	,107	,059	5,516

a. Predictors: (Constant), Work Climate, Pedagogic Competence

b. Dependent Variable: Teacher Performance

Based on Table 5, it is obtained that the R-value is 0.327, which means that the correlation between the variables of Pedagogic Competence and Work Climate together with teacher performance is 0.327. While the R Square is 0.107 which means 10.7% of the teacher performance variable is influenced by the Pedagogic Competence and Work Climate variables. While the rest (100% -10.7% = 89.3%) is influenced by other factors outside the research variables.

Test Result of Statistics Hypothesis

Partial Test (Uji t)

The t-test is used to test the significance of the relationship between the X and Y variables partially or it can be said that the t-test shows how far one independent variable individually explains the dependent variable. If the statistic t_{count} < statistic t table, then H0 is accepted, and or if the statistic t_{count} > statistic t_{table}, then H0 is rejected and or if the probability of significance > 0.05 then H0 is accepted and or if the probability of significance is < 0.05 then H0 rejected.

Table 6. Partial Test Result (T-test)

Coeff

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	51,866	10,645		4,872	,000
	Pedagogic Competence	,238	,087	,307	2,742	,008
	Work Climate	,068	,084	,291	3,816	,009

a. Dependent Variable: Teacher Performance

First Hypothesis:

H_{a1}: $\beta_1 \neq 0$; Thereicthere is an influence of Pedagogic Competence on the Performance of Early Childhood Education Teachers in the Kampung Melayu sub-district, Bengkulu City.

H_{01}:$\beta_1 = 0$; There is no effect of Pedagogic Competence on the Performance of Early Childhood Education Teachers in the Kampung Melayu sub-district, Bengkulu City.

The results of the t-test for Pedagogic Competence (X1) on Teacher Performance (Y) showed a value of sig.0.008. This means that the significance value is smaller than the probability value of 0.05 (0.008 < 0.05) and the t_{count} shows a value of 2.742. This means that $t_{count} > t_{table}$ (2.742 > 1.68385). So the conclusion is H0 is rejected and Ha is accepted, so it can be said that there is an influence of Pedagogic Competence on the Performance of Early Childhood Teachers in the Kampung Melayu sub-district, Bengkulu City. Because the $t\text{-}_{count}$ is positive, then if the Pedagogical Competency variable increases, the teacher's performance will also increase significantly and vice versa if the Pedagogic Competence variable decreases, the teacher's performance will also decrease significantly.

Second Hypothesis:

H_{a1}: $\beta_1 \neq 0$; there is an influence of work climate on the performance of early childhood teachers in the Kampung Melayu sub-district, Bengkulu City.

H_{01}:β_1=0; There is no influence of work climate on early childhood teacher performance in Kampung Melayu sub-district, Bengkulu City.

The results of the t-test of work climate (X2) on teacher performance (Y) show the value of sig. 0.009 means that the significance value is smaller than the probability value of 0.05 (0.009 < 0.05) and t_{count} shows a value of 3.816. This means that $t_{count} > t_{table}$ (3.816>1.68385). So the conclusion is that H0 is rejected and Ha is accepted, so it can be said that there is an influence of Work Climate on the Performance of Early Childhood Teachers in the Kampung Melayu sub-district, Bengkulu City. Because the t-count is positive, if the work climate variable increases, the teacher's performance will also increase significantly and vice versa if the work climate variable decreases, the teacher's performance will also decrease significantly.

Simultaneous Test (F)

The F test was conducted to determine whether all independent variables had the same effect on the dependent variable. If the statistic $F_{count} < F_{table}$, then H0 is accepted; and if Statistic $F_{count} > F_{table}$, then H0 is rejected; and if the probability is significant > 0.05 then H0 is accepted; and if the significance probability < 0.05 then H0 is rejected; F test results can be seen in the table.

Table 7. Simultant Test Resut (F-test)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	135,183	2	67,592	4,782	,012[b]
	Residual	1125,792	37	30,427		
	Total	1260,975	39			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Work Climate, Pedagogic Competence

Third Hypothesis:

H_{a3}: $\beta_1 \neq 0$; There is a joint influence of Pedagogic Competence and Work Climate on Early Childhood Teacher Performance in the Kampung Melayu sub-district, Bengkulu City.

H_{03}:β_1=0; There is no effect of Pedagogic Competence and Work Climate together on the Performance of Early Childhood Teachers in the Kampung Melayu sub-district, Bengkulu City.

From the ANOVA test or F test, the $_{Fcount}$ is 4.782 with a significance level of 0.012. F_{table} 4.10 is obtained by looking at table F with degrees df=2-1 and df=n-k (df=40-2) at a significance level of 0.05. Because the probability (0.012) is much smaller than 0.05 and $F_{count} > F_{table}$, this shows that H0 is rejected and Ha is accepted or it can be said that there is an effect of Pedagogic Competence and Work Climate together on the Performance of Early Childhood Teachers in Kampung Melayu sub-district, Bengkulu City. This shows that the variables of Pedagogical Competence and Work Climate affect Early Childhood Teacher Performance in the Kampung Melayu sub-district, Bengkulu City, so this means that Teacher Performance can be explained significantly by Pedagogic Competence and Work Climate.

Conclusion

Based on the results of the study which included the variables of Pedagogic Competence (X1) and Work Climate (X2) on the Performance of Early Childhood Teachers (Y) in the Kampung Melayu sub-district, Bengkulu City. That the frequency distribution of the data tends to be normal. From this research hypothesis, the empirical truth can be accepted as follows; The results of the t-test for Pedagogic Competence (X1) on Teacher Performance (Y) showed a value of sig.0.008. This means that the significance value is smaller than the probability value of 0.05 (0.008 < 0.05) and t_{count} shows a value of 2.742. This means that $t_{count} > t_{table}$ (2.742 > 1.68385). So Ha is accepted, it can be said that there is an influence of Pedagogic Competence on the Performance of Early Childhood Teachers in the Kampung Melayu sub-district, Bengkulu City. The results of the t-test of the work climate (X2) on teacher performance (Y) show the value of sig. 0.009 means that the significance value is smaller than the probability value of 0.05 (0.009 < 0.05) and the t_{count} shows a value of 3.816. This means that $t_{count} > t_{table}$ (3.816 > 1.68385). So the conclusion is Ha is accepted, so it can be said that there is an influence of Work Climate on the Performance of Early Childhood Teachers in the Kampung Melayu sub-district, Bengkulu City. From the ANOVA test or F-test, the F_{count} is 4.782 with a significance level of 0.012. F_{table} 4.10 is obtained by looking at table F with degrees df=2-1 and df=n-k (df=40-2) at a significance level of 0.05. Because the probability (0.012) is much smaller than 0.05 and $F_{count} > F_{table}$, this shows that Ha is accepted or it can be said that there is an effect of Pedagogic Competence and Work Climate together on the Performance of Early Childhood Teachers in Kampung Melayu sub-district, Bengkulu City.

Suggestion for Further Research

Pedagogic Competence and Work Climate of Early Childhood Teachers in Kampung Melayu sub-district, Bengkulu City. It is hoped that it can continue to be improved so that early childhood teachers can provide attention, guidance, support, and encouragement when needed to maintain enthusiasm and efforts to face obstacles and difficulties of teachers to improve teacher performance.

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