



The Effect of PAI Teacher's Pedagogic Competence toward Student's Learning Achievement of Elementary School in Yogyakarta During the Covid-19 Era

¹Rista Wahyu Saputri, ²Sutarman

Email : ²sutarman17@pai.uad.ac.id

^{1,2}Universitas Ahmad Dahlan Yogyakarta, Indonesia

ARTICLE INFO

ABSTRACT

Article history

Received 2021/5/17

Revised 2021/6/06

Accepted 2021/6/10

Keywords

Teacher pedagogy

Students

Learning achievement

This study aims to determine the effect of PAI teacher pedagogic competence with online learning toward learning achievement of fourth grade students in Elementary School Ponjong II during the covid-19 era. The writer of this research used quantitative method in the form of correlational research. This research was carried out in SDN Ponjong II Gunung Kidul Yogyakarta with a sample of 39 respondents from a total population of 43 students throughout fourth class. The sampling by using Probability Sampling, and Simple Random Sampling technique. This study has variables X and Y where variable X is the teacher's pedagogic competence and variable Y is the student learning achievement. The writer used questionnaires and documentation data collection techniques. While the data analysis method used is the scoring process, data tabulation, frequency and percentage, product moment correlation test, frequency distribution test, and simple linear regression test by using SPSS application. The result of this study showed: First, the teacher's pedagogic competence is in the high category with a percentage of 59.0%; Second, student learning achievement is in the high category, namely 61.5%. The significant at $0.000 < 0.005$ then the regression model can be used to predict the participation variable or in other word there is an influence of the teacher pedagogic competence variable (X) toward student's achievement (Y). Based on the result, it is able to conclude that the relationship between teacher pedagogic competence and student learning achievement has a linear influence on the learning achievement of fourth grade students in SDN Ponjong II Gunung Kidul Yogyakarta.

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Introduction

The era of the COVID-19 pandemic, the world of education has experienced challenges and obstacles to pedagogic competence experienced by teachers, namely: teachers must master online learning media of the teaching and learning activities in order to get student learning outcomes can be maximized. Pedagogic competence is the ability of teachers to understand the dynamics of the learning process well. Learning in the classroom when under normal conditions is dynamic because there is interaction between teachers and students, students with friends and students with learning resources that have been prepared by the teacher. However, when there is a COVID-19

pandemic, teachers need to have different learning strategies so that learning interactions run effectively to achieve learning goals. In addition, that needs attention regarding the dynamics of learning is the different character and potential of students. In the condition of the Covid-19 pandemic, learning is carried out online. In online learning, a teacher from various subjects including PAI teachers is required to be creative and innovative. Various online learning media can be used such as zoom, Whatsapp, google classroom and other learning media. So that learning can run smoothly effectively and efficiently. The pedagogic ability of a teacher is very important in the online learning process (Lubis & Yusri, 2020). One of in formal education, the factors that determine success in the learning process is a teacher. The teacher is the pinnacle of achieving an educational effort, as is its function as a teacher, educator and mentor as expected by parents and society. As is well known, one of the competencies that must be possessed by teachers as stated in Government Regulation Number 74 of 2008 concerning Teachers is pedagogic competence. To become a professional teacher, of course, you must have 4 basic competencies. According to Law No. 14 of 2005 concerning Teachers and Lecturers, there are 4 basic competencies that must be possessed by a teacher, namely pedagogic, professional, personality and social competencies.

Teachers who have all these basic competencies are called professional teachers. Conditioning the class One of the competencies that a teacher must possess is pedagogic ability. Pedagogic competence is the ability of teachers to understand the dynamics of the learning process well. Learning in the classroom is dynamic because there is interaction between teachers and students, students with friends and students with existing learning resources. Teachers need to have certain learning strategies so that the learning interactions that occur are effective in achieving learning objectives. One thing that needs attention to the dynamics of learning is the different character and potential of students. In the condition of the Covid-19 pandemic, learning is carried out online. In online learning, a teacher from various subjects including PAI teachers is required to be creative and innovative. Various online learning media can be used such as zoom, Whatsapp, google classroom and other learning media. So that learning can run smoothly, effectively and efficiently. The pedagogic ability of a teacher is very important in the online learning process (Lubis & Yusri, 2020). In distance learning the teacher must be able to ensure that students learn at the same time, even in different places. Online learning is a teacher is a facilitator to transfer knowledge to students remotely. To avoid rigidity and verbalism in transmitting the process, an interesting learning media is needed so that students can accept and understand what is conveyed by the teacher (Jaelani et al., 2020).

This research is strengthened by the existence of several relevant previous studies. The research is as follows; Nuba's research entitled "The Influence of PAI Teachers' Pedagogic Competence on Students' Learning Motivation at SMA N 1 Ramburan Kab. Banyuasin" in 2018. The

result of the research obtained that the pedagogic competence of teachers can affect learning motivation at SMA N 1 Rambutan Kab. Banyuasin is categorized as moderate. This is evidenced by as many as 23 people (74%) of the 31 research respondents scored with moderate qualifications. The students' learning motivation can be influenced by the pedagogic competence of teachers at SMA N 1 Rambutan Banyuasin, this is proven by 20 people (64%) of the 31 research respondents who scored with moderate qualifications. Thus, the hypothesis in this study H_a was accepted, which means that there is a significant positive effect between variable X (teacher's pedagogical competence) and variable Y (student learning motivation) (Nuba, 2018). Sri Yulianti Harahap's research entitled "The Effect of Professionalism of Islamic Religious Education Teachers on Improving Student Learning Outcomes at SMA Negeri 1 Padang Bolak, North Padang Lawas Regency". Based on the results of the study, student learning outcomes were categorized as good because they had reached the value of completeness. The results of hypothesis testing were obtained $t_{count} > t_{table}$, namely $(6,892 > 2,0856)$ with a correlation of 0.698 including having a fairly strong relationship between the two variables. So it can be concluded that in this study the professionalism of Islamic religious education teachers only had an influence of 48.7% on increasing student learning outcomes while the remaining 51.3% was influenced by other variables (Harahap, 2021).

Tina Mardiyana's research entitled "The Influence of Teacher Pedagogic Competence and Student Learning Motivation on Social Studies Learning Outcomes for Class V Elementary School Students, Mijen District, Semarang City". Social studies learning is indicated by the value of $t_{count} > t_{table}$, which is $3,803 > 2,000$ with an effect of 17.98%. there is a positive and significant influence on students' learning motivation on social studies learning outcomes as shown by the value of $t_{count} > t_{table}$, which is $6.459 > 2,000$ with an effect of 38.69%. There is a positive and significant effect of teacher pedagogic competence and student learning motivation on social studies learning outcomes as indicated by the value of $F_{count} > F_{table}$, which is $29.44 > 3.14$ with an effect of 47.47%. So it can be concluded from this research that there is a positive and significant influence of teacher's pedagogical competence on learning motivation on social studies learning outcomes (Nadifah, 2021). Nita Pratiwi Tahir's research entitled "Peran utama pendidik dalam membangun habitus siswa" after analyzing the data the author finds that the r_{xy} number is greater than the r table at significance 5 % $(0.745 > 0.367)$ and at a significant level of 1% $(0.745 > 0.470)$ it is concluded that there is a significant positive relationship between pedagogic competence and student learning outcomes (Pratiwi et al., 2019). Lusi Ariyanti's research entitled "The Influence of Teacher Pedagogical Competence on Students' Moral Moral Learning Outcomes at MTS At-Thoyyibah Depok Rejo, Trimurjo District, Central Lampung Regency, as for the technique of this research using questionnaire data collection techniques (questionnaires) and documentation of the

results of this study concluded that there is an influence of teacher pedagogical competence on student learning outcomes of Akidah Akhlak at MTs At-thoyyibah Depokrejo, Trimurjo District, Kab. Central Lampung. This is evident from the results of the analysis showing that the Chi Square count is 52.828 greater in the Chi Square table with a significance of 1% or 5%. So in this study the alternative hypothesis H_a is accepted and H_o is rejected. Rezky Fadhila and Muhammad Nur Maallah's research entitled "The Effect of Pedagogical Competence of Islamic Religious Education Teachers on Improving Learning Outcomes of Class XI Social Sciences 1 Students at SMA Negeri 3 Parepare". strong, namely 0.714 the coefficient of determination (R Square) is 0.509, so the contribution of teacher pedagogic competence to the PAI learning outcomes of students is 50.9%. The conclusion is that there is a positive and significant influence on the learning outcomes of class XI students at SMA Negeri 3 Parepare. Based on the references above, the writer are able to explain the difference of this research to the previous researches. The focus of his research is the effect of the pedagogic competence of PAI teachers by online learning toward the students' learning achievement of fourth grade of SDN Ponjong II Gunung Kidul during the covid-19 era (Fadhillah & Maallah, 2020).

The teacher's pedagogic competence is the characteristics of the students, learning theories and teaching principles of learning, curriculum development, educational learning, potential development, ways of communicating, and learning evaluation assessment. There are 7 aspects of pedagogic competence, including the following: (1) Characteristics of students, from information about the characteristics of students, teachers must adapt to assist learning in each student. The characteristics that need to be seen include aspects of intellectual, emotional, social, moral, physical, etc.; (2) Learning theory and teaching learning principles. The teacher must be able to explain the theory of the lesson clearly to the students. Using a certain approach by applying a strategy, technique or method; (3) Curriculum development teachers must be able to compile a syllabus and lesson plans in accordance with the provisions and needs of developing a curriculum referring to relevance, efficiency, effectiveness, continuity, integrity and flexibility; (4) Development of the potential of students, each student has a different potential. Teachers must be able to analyze this and apply appropriate learning methods, so that each student can actualize his potential; (5) How to communicate as a teacher must be able to communicate effectively when delivering teaching. Teachers must also communicate politely and empathize with students; (6) Educational learning. Teachers do not just deliver subject matter, but also provide assistance to subject matter and material sources must be optimized to achieve these goals; and (7) assessment and evaluation of learning, the assessment includes the results and learning process. Done continuously. Evaluation of the effectiveness of learning should also be done. Pedagogic competence can be obtained through the learning process of each teacher continuously and systematically, both before becoming a

teacher and after becoming a teacher. The Achievement of learning outcomes is the most important part in learning because changes in behavior as a result of learning in a broader sense include the fields of cognitive, affective, and psychomotor. Learning outcomes can also be seen through evaluation activities that aim to obtain evidence data that will show the level of students' abilities in achieving learning objectives (Andriani & Rasto, 2019). Learning outcomes as an indicator of achieving learning goals in class cannot be separated from the factors that influence the learning outcomes themselves (Nurhasanah & Sobandi, 2016) there are two factors that influence learning outcomes, namely internal factors and external factors. Internal factors are factors that exist within the individual who is learning. Internal factors include: physical factors and psychological factors. The external factors that exist outside the individual. External factors include: family factors, school factors, and community factors (Andriani & Rasto, 2019). In measuring student learning outcomes, researchers only took one domain, namely the cognitive domain due to the limited ability of researchers to study and understand the realm. Measurement of student learning outcomes in Islamic Religious Education subjects can be seen from the value of students' cognitive aspects

Method

This research focus on the studying of The Effect of PAI Teacher Pedagogic Competence on Student Achievement in Islamic Religious Education Subjects in SDN Ponjong II Gunung Kidul Yogyakarta. The following the describing of the research method. The type of this research used is quantitative research of the form of correlational research (relationships). The correlational research itself of this study intends to determine whether or not there is a significant influence of teacher pedagogic competence on the learning outcomes of fourth grade students in SD N Ponjong II Gunung Kidul Yogyakarta. The research was conducted at SD N Ponjong II which is located at JL. Sultan Agung, Ponjong, Pati, Genjahan, Ponjong, Gunung Kidul Regency, Special Region of Yogyakarta. This research was conducted on November 24 – December 2, 2021. During this time period, researchers collected research data. The data obtained were then processed and analyzed to determine the effect of teacher pedagogical competence in online learning on Islamic Religious Education subjects on the Learning Outcomes of Class IV Students at SD N Ponjong II. The population is a generalization area consisting of objects/subjects that have certain quantities and characteristics determined by researchers to be studied and then drawn conclusions (Noeraini & Sugiyono, 2016). Table 1 show population table of the research.

Table 1. Population table of the research

Class	Gender		Number of students
	Male	Female	
IV A	10	12	22
IV B	8	13	21
Quantity	18	25	43

The sampling technique in this study uses probability sampling technique, which is a sampling technique that provides equal opportunities for each element (member) of the population to be selected as a sample member. Probability sampling technique is sampling in which each member of the population is given the same opportunity to become the research sample. Random or non-selective sampling has the highest chance of determining a representative sample of the population. The error rate used is 5%, which means that the truth level of this study is 95% (Nurabadi et al., 2019). The determination of the number of research samples uses the Slovin formula as following :

$$n = \frac{N}{1+N(e)^2} \quad (1)$$

n is the number of samples required, N is the total population, e is the error rate (sampling error) 5% then, from the above formula it can be calculated the number of samples needed with N = 43 and e = 5% or 0.05, n is the result of $43/(1+43(0.05)^2)$, n is $43/(1+43(0.0025))$, n = $43/(1+0.1075)$, n = $43/1.1075$, n = 38,826 , rounded up to 39. So, the sample in this study was 39 respondents. Research variables are all things that are determined by researchers to be studied so as to obtain related data being studied, then conclusions are drawn. Variables that have an important role in research because the variable becomes the object of research in researching a phenomenon. According to its function, the variables are divided into three types, including the independent variable, the dependent variable, and the intervening variable. In this study, only two variables were used, namely (Tanzeh & Arikunto, 2004). Data Collection Technique and Instrument of this research are as the following; Quantitative data collection techniques are a way for researchers to obtain quantitative information or data from research respondents because in quantitative research it is very important for researchers to need respondents as a source of research data. Questionnaire (questionnaire) and documentation techniques are used by researchers to collect research data (Martadipura, 2008). The questionnaire is a data collection technique that is done by giving a set of questions or a written statement to the response to answer it. In this study, a closed questionnaire is used, namely a questionnaire that requires answers about the respondent and the answers have been provided by the researcher so that the respondents just have to choose (Sugiyono, 2015). Closed statements will help respondents to answer quickly and mak it easier for researchers to analyze data on all questionnaires that have been collected. This technique is used to obtain teacher pedagogic competence data on the learning outcomes of fourth grade students at SD N Ponjong II (Cahya & Hanifah, 2016). Questionnaire technique was used to determine the level of emotional intelligence and motivation in students. In the implementation, the researchers were directed to fill out the questionnaire based on their actual situation. The Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena (Rahayu et al., 2018). Respondents just need a check mark in the answer column provided. In accordance with the conditions faced by the respondents. For each statement in the

instrument, four answer options are provided, as the following: Always/strongly agree/strongly positive is four, Often/agree/positive is three, Rarely/sometimes/indecisively is two, Never/strongly disagree is one. The reason for using a questionnaire as a way of collecting data is because it is able to express one's opinion objectively, it can be used for a large number of respondents, the data collection time is relatively short, and the objectivity of respondents is maintained from outside influences. This questionnaire is considered efficient if the researcher has determined the variables that are measured with certainty and knows what can be expected from the respondents (Pujihastuti, 2010). The writer took 43 students as respondents who were taken randomly from each class IV in SDN Ponjong II Gunung Kidul Yogyakarta. Documentation technique is a way to obtain data about variables or other things in the form of books, transcripts, newspapers, and others. In this study, documentation was used to obtain list of student names at SDN Ponjong II, report cards for PAI subjects, and student data for the 2020/2021 school year. Documents or archives are obtained from the administrative office of SDN Ponjong II and a list of grades given directly by the PAI teacher concerned.

Discussion

The Level of Teacher Pedagogic Competence of Islamic Religious Education in SDN Ponjong II Gunung Kidul Yogyakarta

Based on the research and data processing that has been done, it was found that the level of teacher pedagogic competence at SDN Ponjong II was included in the high category, namely 23 students (59.0%) had high teacher pedagogic competence. While the remaining 16 students (41.0%) have low pedagogic competence. This result is in line with Law no. 14 yrs. 2005 Article 8 which states several things that must be owned by a teacher, one of which is the ability or skill of a teacher who can process a learning process or the interaction of teaching and learning outcomes with students. Characteristics of students from information about the characteristics of students, teachers or teachers must be able to adapt to help learning for each student besides the teacher must be able to explain the theory of lessons clearly to students. The developing the curriculum, teachers must be able to compile a syllabus and lesson plans in accordance with the provisions and needs. The development of the potential of students is also important because each student has different potentials. By means of communication as educators (teachers) must be able to communicate effectively when delivering teaching, teachers must also be able to communicate politely and empathize with students. In the world of education, assessment and evaluation of learning is also necessary because it includes the results and the learning process that is carried out on an on going basic, evaluation of the effectiveness of learning must also be carried out. The level of students' learning achievement of PAI in SDN Ponjong II. From the result of the frequency distribution data processing, it was found that the student's learning achievement contained in the

grade IV student report cards at SDN Ponjong II was included in the high category. This statement is based on data obtained from 39 student respondents as many as 24 students (61.5%) got high learning achievement, while 15 students (38.5%) got low learning achievement. Based on the result of this study, the result are in line with Nana Sudjana's opinion that learning is essentially a change in behavior as a result of learning in a broader sense covering the cognitive, affective, and psychomotor fields. High learning outcomes are also factors that influence learning outcomes, including internal factors and external factors. Internal factors are factors that exist in individuals who are learning which include physical factors and psychological factors. External factors are factors that exist outside the individual which include family factors, school factors, and community factors.

The Effect of Teacher Pedagogic Competence Toward Student Achievement in Islamic Religious Education Subject in SDN Ponjong II Gunung Kidul Yogyakarta

Based on the result of the analysis that has been processed, the result of the regression test show that H_a is accepted with a significance value of $0.000 < 0.005$ with a 95% confidence number. Thus, from the results of the data obtained, there is a significant influence between the teacher's pedagogic competence on the learning outcomes of fourth grade students. Furthermore, from the results of the regression analysis that is equal to 0.610. From the output, the coefficient of determination (R Square) is 0.372 which means that the effect of the independent variable (teacher's pedagogic competence) on the dependent variable (student learning achievement) is 37.2%. Then the level of relationship between student achievement 0.610 is in the strong category. This is in line with the standard of teacher competence that must be possessed by the influence of pedagogic competence of teachers being able to improve student learning outcomes in SDN Ponjong II Gunung Kidul Yogyakarta.

Conclusion

Based on the result of this research, it can be concluded that: *First*, The level of teacher pedagogic competence in Islamic Religious Education subjects is categorized as high. This is based on the results of data acquisition from 39 fourth grade students of SDN Ponjong II Gunung Kidul Yogyakarta, namely 23 students (59.0%) who have high teacher pedagogic competence. While the remaining 16 students (41.0%) have low pedagogic competence. *Second*, the level of learning achievement of grade IV students in Islamic Religious Education subjects at SDN Ponjong II is included in the high category. This statement is based on data obtained from filling out questionnaires with a sample of 39 students, the majority of which 24 students (61.5%) got high learning outcomes, while 15 students (38.5%) got low learning outcomes. *Third*, the results of the regression test show that H_a is accepted with a significance value of $0.000 < 0.005$ with a 95% confidence number. The result from the data obtained have a significant influence between the

teacher's pedagogic competence on the learning achievement of fourth grade students. Furthermore, the correlation / relationship R is equal to 0.610. From the output, the coefficient of determination (R Square) is 0.372 which means that the effect of the independent variable (teacher's pedagogic competence) on the dependent variable (student learning achievement) is 37.2%. Then the level of relationship between student achievement 0.610 is in the strong category. The calculated F value = 21.888 with a significant level of $0.000 < 0.005$ then the regression model can be used to predict the participation variable or in other words there is an influence of the teacher pedagogic competence variable (X) on student achievement (Y). With this result, it is concluded that the relationship between teacher pedagogic competence and student achievement has a linear effect on the learning outcomes of fourth grade students at SDN Ponjong II Gunung Kidul Yogyakarta.

References

- Andriani, R., & Rasto, R. (2019). Learning motivation as a determinant of student learning outcomes. *Journal of Office Management Education*, 4(1), 80–86.
- Cahya, B. T., & Hanifah, U. (2016). Meretas Aktualitas Islamic Social Report: Sebagai Corporate Social Responsibilities Framing Berbasis Syariah (Dalam Pendekatan Filosofis). *BISNIS: Jurnal Bisnis Dan Manajemen Islam*, 4(1), 1–20.
- Fadhillah, R., & Maallah, M. N. (2020). Pengaruh kompetensi pedagogik guru pendidikan agama Islam terhadap peningkatan hasil belajar peserta didik kelas XI IPS 1 di SMA Negeri 3 Parepare. *Al-Athfal: Jurnal Pembelajaran Dan Pendidikan Anak Usia Dini*, 3(1), 146–158.
- Harahap, S. Y. (2021). *Pengaruh profesionalisme guru pendidikan agama Islam terhadap peningkatan hasil belajar siswa di SMA Negeri 1 Padang Bolak Kabupaten Padang Lawas Utara*. IAIN Padangsidempuan.
- Jaelani, A., Fauzi, H., Aisah, H., & Zaqiyah, Q. Y. (2020). Penggunaan media online dalam proses kegiatan belajar mengajar pai dimasa pandemi covid-19 (Studi Pustaka dan Observasi Online). *Jurnal IKA PGSD (Ikatan Alumni PGSD) UNARS*, 8(1), 12–24.
- Lubis, M., & Yusri, D. (2020). Pembelajaran Pendidikan Agama Islam Berbasis E-Learning (Studi Inovasi Pendidik MTS. PAI Medan di Tengah Wabah Covid-19). *Fitrah: Journal of Islamic Education*, 1(1), 1–18.
- Martadipura, B. A. P. (2008). Ujicoba instrumen penelitian menggunakan ms. excel dan SPSS. In *Makalah Universitas Pendidikan Indonesia, Bandung*. Tidak dipublikasikan.
- Nadifah, I. Y. (2021). Pengaruh kompetensi pedagogik guru dan motivasi belajar dari persepsi siswa terhadap prestasi belajar siswa pada mata pelajaran IPS di SMPN 8 Malang. *Skripsi Mahasiswa UM*.

- Noeraini, I. A., & Sugiyono, S. (2016). Pengaruh tingkat kepercayaan, kualitas pelayanan, dan harga terhadap kepuasan pelanggan JNE Surabaya. *Jurnal Ilmu Dan Riset Manajemen (JIRM)*, 5(5).
- Nuba, N. (2018). *Pengaruh kompetensi pedagogik guru PAI terhadap motivasi belajar siswa di SMAN 1 Rambutan Kab. Banyuwasin*. Universitas Islam Negeri Raden Fatah.
- Nurabadi, A. A., Nurabadi, A., Sucipto, S., & Gunawan, I. (2019). Informal Supervision Model “Managing by Walking About” in Improving Quality of Learning. *5th International Conference on Education and Technology (ICET 2019)*. Atlantis Press.
- Nurhasanah, S., & Sobandi, A. (2016). Minat belajar sebagai determinan hasil belajar siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 1(1), 128–135.
- Pratiwi, N., Vini, D. Y., & Huda, F. H. F. (2019). Peran utama pendidik dalam membangun habitus siswa. *Prosiding Seminar Nasional Pendidikan FKIP*, 2(1), 127–136.
- Pujihastuti, I. (2010). Prinsip penulisan kuesioner penelitian. *CEFARS: Jurnal Agribisnis Dan Pengembangan Wilayah*, 2(1), 43–56.
- Rahayu, A. B., Hadi, S., Istyadji, M., Zaini, M., Sholahuddin, A., & Fahmi, F. (2018). Development of guided inquiry based learning devices to improve student learning outcomes in science materials in middle school. *European Journal of Alternative Education Studies*.
- Sugiyono. (2015). Metode Penelitian. *Metode Penelitian*.
- Tanzeh, A., & Arikunto, S. (2004). Metode Penelitian Metode Penelitian. *Metode Penelitian*, 22–34.