The Role Of Teacher's Competency
On Student Learning Motivation

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Abstract:

As educators, teachers must have a valid set of qualifications to maintain or increase student motivation. The purpose of this study was to determine the effect of teacher teaching competence on students' learning motivation. The study was conducted on 350 students who were randomly selected from several private high schools in South Kalimantan Province, Indonesia. The results of multiple linear regression analysis show that in some cases pedagogic competence, professional competence, and personality do not have a significant effect on students' learning motivation. Only social content has a significant effect on student learning motivation.

Keywords: teaching competence, student's learning motivation, private middle school**.**

BACKGROUNDS

Teaching is one of those professions where special skills are required due to the educational process of teacher training institutions. Teachers are expected to be more technology-oriented to attract the interest of today's students, by not only being responsible for the way they teach but also for student learning behaviors (Amin, 2016). Teachers play an important role not only in the process of imparting knowledge but also in shaping the learning behavior of their students (Cheung, 2020). Students often see their teachers as role models in their learning (Lashley & Barron, 2006). Thus, the teacher not only has an educational role but also serves as a role model for students about attitudes and behaviors. For this reason, teachers are required to have

a series of qualified competencies to be able to manage the class well. This demand is further strengthened by the increasingly heterogeneous background of students which makes them have different learning behaviors, so this can be a challenge for teachers (Avramidis et al., 2000). Therefore. The teacher as a professional must have the accordance requirement competencies to carry out educational and teaching duties.

In managing a class with diverse students, teachers must have adequate skills, knowledge, understanding, and good work behavior (Borg et al., 2011). Teacher's success in teaching is very dependent on his or her competence (Pit-Ten Cate et al., 2018). Many experts have found that there is a significant positive relationship between teacher performance and improved student achievement (Darling-Hammond & Youngs, 2002; Stronge et al., 2007). Teacher teaching competence involves not only knowledge and expertise in teaching, but also the ability to manage the classroom in various unexpected situations (Bandura, 1990).

In Indonesia, teachers must possess certain skills as outlined in Undang-Undang Nomor 14 Tahun 2005 on teachers and trainers. The law described in this Undang-Undang clearly states that teachers must have four skills, namely pedagogical skills, social skills, personality skills, professional skills. Having these four skills, a new teacher can function comprehensively and deserves to be called a professional teacher. Patabang (2021) states that pedagogic competence shows a teacher's ability to manage learning, from planning lessons, and making and selecting learning media, to classroom management. This skill is a fundamental skill that teachers must master intoreate learning that aligns with established curriculum. Social competence represents a teacher's ability to get along and communicate effectively with students and other stakeholders. Personal competence shows how a teacher can have appropriate attitudes and behaviours behaviors models for the students, while professional competence shows a teacher's mastery of the field he teaches. In addition to having a strong knowledge base, a professional teacher should also have disciplinary insight (Ilyas, 2022).

Teacher's competence in teaching has an important role in increasing student achievement. The success or failure of a learning process is largely determined from the evaluation of achievement which is the result of learning (Aziz et al., 2012). Sometimes a student lacks achievement not because of a lack of ability, but because of low learning motivation (Emda, 2017). Basically, learning motivation has an

important role in shaping student behaviour in their efforts to achieve good achievement in learning (Rafiola et al., 2020). Learning motivation will serve as a driving force for students to want to strive for achievement and achieve their learning goals (Hidayati, 2017). Based on these findings, it is important to investigate the relationship between teacher competencies and students' learning motivation, which in turn determines their academic success.

There have been many studies in Indonesia linking teacher competence with student learning motivation. Sari (2021) found that teacher competence has a significant positive impact on the learning motivation of SMK students in Serang, Banten. Another research by Hikmah (2018) found the same thing for public high school students in Bandung, Jawa Barat. There is also a study from Monika (2021) who also found a significant influence between teachers' teaching competence and students' learning motivation at SMK in Badung Regency, Bali. There are also other studies that try to find out a part of the influence of teacher competence on students' motivation to learn, such as Kurniadi's study (2020) that only considers the aspect of professional competence, or the study of Arisman (2018) only focuses on the aspect of professional competence. personality ability. There are not many studies that use all four competencies at the same time in determining student learning motivation.

This study aimed to determine the role of teacher competence on students' learning motivation in private high schools in South Kalimantan province, Indonesia. The choice of private colleges is because students are less interested in getting into private colleges than public colleges, as shown in Table 1.

Table 1. Number of students in secondary schools in South Kalimantan

Data	Public Junior High Schools	Private Junior High Schools
Number of schools	35	29
Number of Students	19768	2669
Students/school ratio	564,8	92,03

Source : Dapo Kemendikbud 2022

The data in Table 1 shows that in 2022, in addition to a smaller number of schools, private colleges also have significantly fewer students, just 13.5% more students than students at public colleges. Private high schools also have a small school-wide student ratio compared to public high schools. It is hoped that this gap can be

reduced by improving the quality of private junior high schools in South Kalimantan, especially in terms of the competence of the teachers who teach there. This effort to increase teacher competence also faces its own challenges, considering that schools with minimal students are usually only able to provide very small salaries for their teachers, so it is very difficult for schools to demand significant performance improvements from teachers. It is hoped that through this research it can be seen which competencies have the greatest influence on student learning motivation, so that the school can prioritize its budget for increasing these competencies.

Based on the already stated background of how the skills that teachers should possess affect students' motivation to learn, the hypothesis of this study can be described as follows:

Hypothesis 1: Pedagogic competence has a clear influence on students' learning motivation

Hypothesis 2: Personality capacity has a clear influence on students' learning motivation

Hypothesis 3: Professional competence has a clear influence on student motivation

Hypothesis 4: Social competence has a clear influence on students' learning motivation

METHODS

This study uses explanatory research, which involves explaining the relationship between dependent and independent variables. The population of this study included all private secondary school students in South Kalimantan province, that is, up to 2669 individuals in 29 private colleges. Samples were taken according to Slovin's formula with an error of 5%.

er of Samples $= n = \dfrac{N}{1+ Ne^2} = \dfrac{2669}{1+2669\ (0,05)^2} = \dfrac{2669}{7.6725} = 347,87$ or can be rounded to 350 students.

This sample of 350 students was taken proportionally at each private junior high school in South Kalimantan Province so that all existing private junior high schools there could be well represented. Data were taken using a questionnaire which was distributed to each student at random with a simple random sampling technique.

Based on Undang-Undang Nomor 14 tahun 2005's statement about teachers and trainers, the four skills a teacher should possess can be explained by several indicators. Pedagogical competence can be

explained by 5 indicators, which are the ability to understand students, the ability to design learning, the ability to achieve learning goals, the ability to evaluate learning and student development. Personality capacity is measured by 5 indicators, which are stability of action, independence of action, openness in thought, arbitrary behavior and ability to be a role model for students. Professional competence is measured by 5 indicators: mastering teaching aids, mastering competency standards in the field of teaching, creativity in developing teaching aids, ability to perform reflective manipulations and adaptability to technological developments. Social competence is measured by 4 indicators, which are objective attitude, effective communication, ability to adapt to the working environment and ability to communicate verbally and in writing. Students' learning motivation is measured by 4 indicators of Keller's ARCS (Attention, Relevance, Confidence and Satisfaction) principles (2010).

While the data analysis technique uses quantitative data analysis followed by analysis based on the existing theoretical basis. The analytical tool used is multiple linear regression analysis, a statistical tool used to determine the effect of the independent variables on the dependent variable using the SPSS computer application. The steps in the analysis process begin with validity checks to ensure that all indicators can measure the variables you want to measure, then reliability tests to ensure that the tools used can produce consistent data, then carry out classical hypothesis testing to ensure that the research data is correct. free from classical modeling problems such as multicollinearity, variable variance and calculation of residual rules. After all the previous tests, a multiple linear regression analysis was performed which tested the effect of pedagogical teacher competence on student learning motivation simultaneously and partially.

RESULTS

The testing process begins with verifying the validity and reliability of each tool used. The results of the validity test show that all indicators have a significant correlation with the variables they measure, so it can be concluded that all indicators used in this study are prices. The values are shown in Table 2.

Table 2. Results from Validity Test

	1.1	1.2	1.3	1.4	1.5	X1

X1	Pearson Correlation	.892**	.898**	.906**	.901**	.884**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	350	350	350	350	350	350
		2.1	**2.2**	**2.3**	**2.4**	**2.5**	**X2**
X2	Pearson Correlation	.734**	.761**	.829**	.579**	.657**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	350	350	350	350	350	350
		3.1	**3.2**	**3.3**	**3.4**	**3.5**	**X3**
X3	Pearson Correlation	.712**	.805**	.671**	.676**	.750**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	350	350	350	350	350	350
		4.1	**4.2**	**4.3**	**4.4**	**X4**	
X4	Pearson Correlation	.788**	.773**	.784**	.363**	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
	N	350	350	350	350	350	
		1	**2**	**3**	**4**	**Y**	
Y	Pearson Correlation	.809**	.811**	.820**	.386**	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
	N	350	350	350	350	350	

The following test is a reliability test to determine the ability of the indicators used to produce a consistent score. Reliability test results show that Cronbach's Alpha values are all higher than the minimum standard level of 0.6, so it can be said that all the indicators used in this study are not only valid but also reliable. shown in Table 3.

Table 3. Results from Reliability Test

Variables	Cronbach's Alpha	N of Items
X1	.938	5
X2	.755	5
X3	.770	5
X4	.609	4
Y	.665	4

After all the tools used in this study have passed the validity and reliability tests, the next step is checking the quality of the research model and finally linear regression analysis is performed. a number of. After passing the multicollinearity test, variance test and residual rule test, multiple linear regression analysis was performed to show the R2 value and the effect on students' teaching skills. each teacher on student learning motivation according to Tables 4, 5 and 6.

Table 4. Model Summary from Multiple Linear Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.659[a]	.434	.427	1.48808

a. Predictors: (Constant), Social Competence, Personality Competence, Professional Competence, Pedagogic Competence

Table 5. Result of Simultaneous Analysis Multiple Linear Regression Analysis

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	585.709	4	146.427	66.126	.000[b]
	Residual	763.960	345	2.214		
	Total	1349.669	349			

a. Dependent Variable: Student's Learning Motivation

b. Predictors: (Constant), Social Competence, Personality Competence, Professional Competence, Pedagogic Competence

Table 5. Result of Partial Analysis Multiple Linear Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.146	.731		7.038	.000
	Pedagogic Competence	.047	.029	.087	1.587	.114
	Personality Competence	-.003	.037	-.005	-.094	.925
	Professional Competence	-.022	.035	-.032	-.640	.523
	Social Competence	.632	.049	.625	12.995	.000

a. Dependent Variable: Student's Learning Motivation

Table 4 shows that the adjusted value of R2 is quite good, namely 0.427 or 42.7%. This means that the teacher's teaching competence is able to explain 42.7% of changes in student learning motivation. This figure is considered quite high considering that students' learning motivation can be influenced by various factors other than the teacher's teaching competence, such as the learning media used or the role of the family environment (Chiang & Lee, 2016; Fadhilah et al., 2019; Febrita & Ulfah, 2019; Khan et al., 2019; Marliani, 2021).

Table 5 shows that four variables of teacher competence have a significant influence on students' learning motivation (error 5%), showing that this research model can be analyzed further. However, the results in Table 6 show that only social competence has a significant positive impact on students' learning motivation (sig = 0.000), while other variables such as pedagogical competence, human manner and capacity did not have a significant impact on students' learning motivation (sig > 0.05). The variable social competence has a positive normalization coefficient with a beta value of 0.625 and becomes the only teaching skill of teachers that has a significant positive effect on students' learning motivation. Based on the results of the data analysis performed, it can be concluded that only the 4th hypothesis is accepted, while the 1st, 2nd and 3rd hypotheses are rejected.

DISCUSSION

The results of this study indicate that although teacher pedagogic competence is important in shaping student learning motivation, only social competence has a significant effect on student learning motivation. Student study. The results of this study are in line with the results of Lestari's research (2019) which shows that social competence has a significant effect on student learning motivation. This research is also in line with Kelvin's findings (2020) that social competence has a significant effect on students' learning motivation, even when the score is very low compared to other skills. The influence of social competence on students' learning motivation is also found in many other studies in various fields, both in elementary schools, colleges or high schools, public and private. . seceur privé (Hana et al., 2021; Pairi et al., 2022; Sumual & Palempung, 2021).

This finding contradicts the findings of previous researchers who found that pedagogic competence, personality, and professional competence affect students' learning motivation (Arisman et al., 2018; Balqis et al., 2014; Hakiki, 2020; Kusumawardani & Rustiana, 2015;

Rahman et al., 2019). Although the findings from Suwandi (2020) found that social competence had an effect on students' learning motivation, this study also found that all other competence variables had an effect on students' learning motivation, with social competence only plays the smallest role compared to other competencies. If traced, all these previous studies were carried out in public schools in Indonesia. This condition can justify the difference in findings between this study and many previous studies, considering that there are differences in characteristics between public and private schools.

The results of this study emphasize the importance of a teacher with good social competence in the teaching and learning process. Good social competence will create good communication and interaction between teachers and students, thereby encouraging students to be motivated to study (Hana et al., 2021). Social competence also demonstrates a teacher's ability to interact well with fellow teachers, students' parents, and the surrounding community, both verbally and in writing. This behavior will cause the teacher to appear as an authority figure, so it is considered appropriate to be a role model for students. Many previous studies have shown that teacher behavior affects students' behavior and motivation in many ways (Cheon et al., 2012; Cheung, 2020). Social competence is also reflected in the sympathetic attitude that a teacher needs to have. This sympathetic attitude will allow students to feel comfortable talking about their problems with the teacher, to establish intimacy between the teacher and the student. The teaching and learning process will be more fun because the teacher understands the difficulties of the students and the students do not feel pressured to be taught by the teacher. Teachers can position themselves not only as educators but also as friends of students, so that they feel comfortable asking the teacher if there are any difficulties in the learning process.

Based on the correlation between each indicator and the social competence variable, it was found that the indicator that has the greatest role in shaping social competence is "objective attitude", followed by "able to adapt to the work environment", then "effective communication", and the last is "able to communicate orally and in writing". This finding shows how important the objectivity of a teacher in the eyes of students. Teachers must be able to treat students fairly, both in terms of achievement assessment, delivery of learning materials, as well as in communicating informally. The second indicator that also plays an important role in shaping teacher social competence is the ability of a teacher to adapt to his work

environment. This adaptability is shown by a teacher when he can overcome various unexpected conditions that can occur in the classroom. The findings from Bdiwi (2019) even show that students will be more comfortable in learning if the teacher is able to blend in well with them. Therefore, social competence is absolutely needed by a teacher so that students want to be more motivated in learning.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study shows that out of the four skills that teachers must possess in Indonesia, only social competence has a significant positive impact on students' motivation to learn. Although pedagogical skills, personality skills and professional skills are mandatory for teachers, social skills need special attention because these skills have the ability to create good relationships. beautiful between teachers and students. Through good relationships, good communication will also be created, so that the teaching and learning process becomes more optimal. Teachers' social competence not only plays a role in the teaching and learning process in the classroom, but also plays a role in teacher behavior in general, whether towards students, other teachers, students' parents. and community. With well-maintained social skills, teachers can be role models for students, which will increase their motivation to learn.

Suggestions

While all types of skills should be taken into account, teachers' social skills should be a priority, especially in private schools. It is important that schools pay more attention to improving the social competence of teachers through various training courses, as well as enhancing the interaction between teachers and students through complementary activities. various benefits such as picnics, community service and various competitions.

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