



Pedagogical Competency, Teacher Work Groups, and Motivation: Their Influence on Teaching Performance in State Elementary Schools

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Received: December 26, 2023; Accepted: January 30, 2024; Published: January 31, 2024

ABSTRACT

The quality of teaching is crucial for effective education and student achievement. This research investigates the impact of pedagogical competency training, teacher work groups, and work motivation on the teaching performance of elementary school teachers. Employing a quantitative approach, the study uses correlation research methods to analyze data collected through questionnaires and documentation. The analysis, conducted with SPSS version 26, includes validity and reliability tests, classical assumption tests, multiple linear regression tests, and hypothesis testing. The findings reveal that while pedagogical competency training does not have a significant partial effect on teaching performance, work motivation significantly influences it. Moreover, the combined effect of pedagogical competency training, teacher work groups, and work motivation demonstrates a significant impact on teaching performance. This study contributes to the education field by highlighting the importance of teacher motivation and the synergistic effects of various professional development strategies on teaching performance.

Keywords: *Pedagogical Competency, Teaching Performance, Teacher Work Groups, Work Motivation*



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INTRODUCTION

Knowing a teacher's performance is crucial for ensuring that the learning activities in a school effectively achieve its vision and mission. Budiati et al. (2024) stated that the results of a teacher's work achievements in terms of carrying out their duties in educating, teaching, and teaching students are the result of the teacher's performance. The teacher performance assessed in this research is the teacher's performance in the teaching and learning process, starting from the stages of planning learning that will be implemented in the learning process, implementing the learning process for students in the classroom, and producing learning results or evaluations given to students. This is stated (Basri & Akmaluddin, 2020) that a teacher's performance can be measured by looking at aspects of the ability to plan learning, the ability to carry out teaching and learning activities, and the ability to evaluate. The various performance indicators that must be implemented by a teacher above, if observed in some teachers in elementary, various problems related to teacher performance in teaching are still found. This means that the performance of some elementary school teachers in Sakti District, Pidie Regency, can be said to be not optimal. Some teachers are still unable to carry out teaching activities competently, such as not being able to use a variety of learning media,

especially digital-based learning media. Some teachers also only make lesson plans for administrative purposes but don't apply them to classroom learning. The learning methods applied by teachers are also not as varied as the directions contained in the latest curriculum used in schools.

The teaching performance of some teachers still needs to be considered in several elementary schools in Sakti District, Pidie Regency, this is due to the potential for various factors that will influence teacher performance, such as competency training factors that have not been maximized, active involvement in Teacher Working Group activities and motivation factors. work of the teacher himself. This is as stated (Damanik, 2019) that teacher performance can be influenced by competency training factors, teacher group activities, and the teacher's teaching motivation.

Through teacher competency training activities, you can not only improve teacher performance in schools but also improve the quality of education, which can be done by creating training programs with certain material that improves teacher performance. According to (Wulandari, 2020), training can be seen from five indicators, namely instructors, participants, training methods, training materials, and the objectives of the training itself. The training referred to in this study is training that aims to increase teacher pedagogical competence. This is because pedagogical competence is closely related to aspects of the teacher's performance. The meaning of pedagogical competence stated by Sari & Manurung (2023) and Subiyantoro & Arief (2024), namely teacher competence in managing student learning which includes understanding students, designing the implementation of learning, evaluating learning outcomes, and developing students to actualize the various potentials they have.

Problems in the field show that several teachers are still lacking in terms of pedagogical competence due to their minimal involvement in various competency training activities themselves, so some teachers' understanding and knowledge regarding the development of the learning system as recommended in the Independent Curriculum is lacking and this has resulted in some teachers who There are several elementary schools in Sakti District, Pidie Regency, who are confused about implementation, such as how to understand students, make student plans, implement learning and evaluate learning outcomes.

The influence of training to increase pedagogical competence on the teaching performance of elementary school teachers has been proven by several previous studies, such as the results of research (Puspitasari, 2021) showing that there is a significant influence between training on the performance of elementary school teachers. (Susilawati, 2021) states that training to increase teacher pedagogical competence has a positive effect on teacher teaching performance, although it is not significant in the very low category. (Audah, 2020) in his study stated that there is an influence of training on teacher performance. Research result (Juliana et al., 2023) also shows that there is a positive and significant influence of pedagogical competence on teacher performance.

A teacher's performance is also closely related to the teacher's involvement in work activities between teachers themselves. (Purnanda, 2023) stated that the teacher activity center at the elementary school level is called the Teacher Working Group which is a learning resource for innovation and overcoming problems found in teaching and learning activities. Meanwhile, according to (Mulyasa, 2017), the Teacher Working Group is a communication forum for teacher work, from teachers, by teachers, and for teachers. This forum has the task and function of discussing problems faced in learning by creating a conducive climate so that teachers can be creative in it. The formation of the Teacher Working Group is also useful for creating teachers who are professional and have appropriate competencies in teaching, so that teacher performance in teaching can continue to be improved.

However, the facts in the field are based on the results of initial observations conducted by researchers regarding the Teacher Working Group program in several schools in Sakti District, Pidie Regency, several problems were found related to the teacher working group program that has been implemented so far. The first problem is the lack of enthusiasm among some teachers in implementing the teacher working group, where there are still those who arrive late and lack discipline in following routine teacher working group activities. From this phenomenon, researchers indicate that there is still minimal awareness among some teachers in implementing the teacher working group program.

Not only that, another problem that is often seen in the implementation of the teacher working group activities by teachers in Sakti District, Pidie Regency, is that some teacher working group participants, namely teachers, still seem less active in activities, questions and answers so that discussions do not take place interactively. In fact, through the teacher working group forum, teachers in a school cluster gather, and discuss matters related to teaching assignments, so that they can find out deficiencies in teaching techniques. This indicates that the teacher working group program in several schools has not been implemented well.

The influence of teacher working groups on teacher performance has also been proven by several previous studies, such as the study by (Mardan et al., 2023) which shows that there is an influence of the GFC on the performance of elementary school teachers. Likewise, research (Budiman, 2022) shows that teacher working group activities have a positive and significant effect on the performance of elementary school teachers in the Wijaya Kusuma Cluster, Ngaliyan District, Semarang City, where the more teacher working group activities increase, the teacher performance will increase.

Another factor that influences teacher performance is work motivation. (Husni et al., 2023) stated that teacher work motivation is the drive that a teacher has to always work hard and face all problems in the hope of achieving the best results. (Sari et al., 2023) stated that teacher work motivation can be measured by looking at the implementation of teacher responsibilities, achievements, self-development, and independence.

Based on preliminary information that researchers observed in several elementary schools in Sakti District, Pidie Regency, some teachers also lack motivation, even though not have every working hour. However, it is often seen that at certain times, including when teaching, some teachers are not enthusiastic about dealing with their students, especially in the final hours of lessons. Not only related to the teaching and learning process, the lack of work motivation of teachers is also seen as not preparing the administration of learning tools properly and only delivering material from books and often even encouraging students to be monotonous in class. This is also supported by (Rosida, 2019) who stated that the problems in schools, especially regarding learning, involve a lack of teachers in preparing the teaching and learning process, a lack of PMB methods, and a lack of teacher motivation in working. However, high teacher motivation can improve teacher performance.

The influence of work motivation on the teaching performance of elementary-level teachers has also been proven by several previous studies, such as the study by (Hamdani et al., 2024) which states that work motivation has a positive, although not significant, effect on the teaching performance of teachers in the very low category. Apart from that, the research results of (Noor et al., 2022) show that there is a positive and significant influence of work motivation on teacher performance. Even the study (Fauzyah, 2020) mentions that there is a significant relationship between motivation, competence, and teacher performance. (Puspitasari, 2021) research results show that there is a significant influence between work motivation and the performance of elementary school teachers. (Ahmadiansah, 2020) also

mentioned in their research that Work motivation has a significant influence on teacher performance.

METHODS

This research uses a quantitative approach which according to Creswell (Abdullah et al., 2022) states that quantitative research is an investigation of social problems based on testing a theory consisting of variables, measured by numbers, and analyzed with statistical procedures to determine whether the predictive generalization of the theory is correct. This type of research uses correlation research methods. According to (Abdullah et al., 2022) the correlational method is a method for detecting the extent to which variations in a factor are related to variations in one or more other factors based on the correlation coefficient.

This research uses a quantitative approach with a correlation research type because it wants to see the cause and effect or influence between variables, namely the influence of pedagogical competency training, teacher working group, and work motivation which simultaneously influence the performance of elementary school teachers in Sakti District, Pidie Regency.

The population in this study was 242 teachers in all elementary schools in Sakti District, Pidie Regency, so the researchers chose only 70 teachers to be used as samples. Sampling in this research used techniques of *probability sampling*. According to (Sugiyono, 2019) *probability sampling* is a sampling technique that provides equal opportunities for each element (member) of the population to be selected as a member of the sample. From this technique, sample selection is carried out randomly or *random sampling*. (Abdullah et al., 2022) states *random sampling* is random sampling without paying attention to the strata in the population. To determine the number of samples in this study, the Slovin formula (Sugiyono, 2019) was used as follows:

$$n = N / (N \cdot e^2) + 1 \quad (3.1)$$

Description:

n = Number of Samples

N = Number of Population

e = Error Level (error level, namely 10% = 0.1).

$$\begin{aligned} n &= N / (N \cdot e^2) + 1 \\ &= 242 / (242 \times 0.1^2) + 1 \\ &= 242 / (242 \times 0.01) + 1 \\ &= 242 / 2,42 + 1 \\ &= 242 / 3,42 \\ &= 71 \end{aligned}$$

Of the 71 samples, the researchers divided them into each elementary school in Pidie District as shown in Table 1 below.

Table 1. Distribution of the Number of Research Samples

No	School Name	Amount teacher	Amount Sample	Amount Sample
1	Bakti City 1st State Elementary School	11	71/242 x 11	3
2	Bakti City 2 State Elementary School	21	71/242 x 21	5
3	Bakti City 4 Public Elementary School	12	71/242 x 12	4
4	Kandang State Elementary School	13	71/242 x 13	4
5	Mali State Primary School	11	71/242 x 11	3
6	Lameue State Elementary School	13	71/242 x 13	4
7	Sakti State Elementary School	15	71/242 x 15	4

No	School Name	Amount teacher	Amount Sample	Amount Sample
8	Kampung Cot State Primary School	13	71/242 x 13	4
9	Jeumpa Village State Elementary School	14	71/242 x 14	4
10	Perlak Baroh State Elementary School	12	71/242 x 12	4
11	Riweuk State Elementary School	14	71/242 x 14	4
12	Langga State Elementary School	12	71/242 x 12	4
13	Paloh Jeureula State Elementary School	11	71/242 x 11	3
14	Mns Tanoh State Primary School	12	71/242 x 12	4
15	Blang Cot State Elementary School	11	71/242 x 11	3
16	Lameue Mosque State Elementary School	14	71/242 x 14	4
17	Lam Ujong State Primary School	15	71/242 x 15	4
18	Cot Murong State Primary School	9	71/242 x 9	3
19	Cumbok Lie State Elementary School	9	71/242 x 9	3
Total		242	71	71

Data collection techniques in this research used questionnaires and documentation. The questionnaire in the research uses a Likert scale, which is a scale used to measure attitudes, opinions, and perceptions of a person or group of people about a certain phenomenon (Abdullah et al., 2022). The assessment scale in this research is shown in Table 2.

Table 2. Likert Scale Assessment

No	Answer	Score	
		Positive	Negative
1	Strongly Agree (SS)	5	1
2	Agree (S)	4	2
3	Neutral(N)	3	3
4	Disagree (TS)	2	4
5	Strongly Disagree (STS)	1	5

Source: Karimuddin (2016:69).

The documents used in the research include data on the number of teachers and students as well as photos or documentation when conducting research. The data analysis technique in this research uses SPSS version 26, using validity tests, reliability tests, classical assumption tests, multiple linear regression tests, and hypothesis tests.

RESULTS AND DISCUSSION

Results

Reliability Test

Results of testing research instruments in terms of reliability of item-total statistics on respondents. The output results from the reliability test using the SPSS Statistics 26.0 program, a summary of the reliability test results can be seen in Table 3.

Table 3. Reliability Test

Reliability Statistics		
Variable	Cronbach's Alpha	N of Items
Pedagogical Competency Training (X1)	0.801	12
Teacher Working Group (X2)	0.913	20
Teacher Work Motivation (X3)	0.770	20
Teacher Teaching Performance (Y)	0,872	16

The results of reliability test calculations using SPSS software can be seen in Cronbach's Alpha. Data is declared reliable if the Cronbach's Alpha value is > 0.6.

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Normality test

The normality test is one part of the data analysis requirements test or classical assumption test, meaning that before we carry out statistical analysis for hypothesis testing, in this case, regression analysis, the research data must be tested for normality of distribution. Of course, we also know that good data is data that has a normal distribution. Basis for Decision Making in the K-S Normality Test:

1. If the significance value (Sig.) is greater than 0.05 then the research data is normally distributed.
2. On the other hand, if the significance value (Sig.) is smaller than 0.05 then the research data is not normally distributed.

Table 4. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		71
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.02443286
Most Extreme Differences	Absolute	.079
	Positive	.057
	Negative	-.079
Test Statistic		.079
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Based on the SPSS output table, it is known that the significance value of the product quality variable Asymp.Sig (2-tailed) is 0.200, which is greater than 0.05. So, following the basis for decision-making in the Kolmogorov-Smirnov normality test above, it can be concluded that the data is normally distributed.



Figure 1. Normality Test Histogram

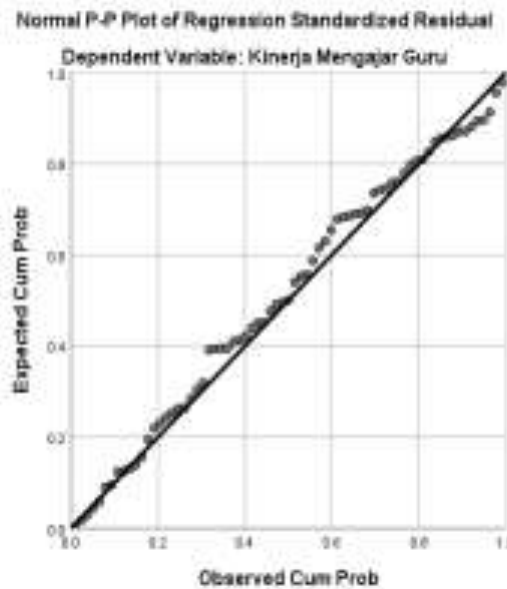


Figure 2. Normal P-P Plot

In the normal plot image (Figures 1 and 2) you can see the dots spreading around the diagonal line and following the direction of the diagonal line. By looking at the appearance of the normal plot image, it can be concluded that the normal plot image provides a normal distribution pattern. Based on the classical assumption test, it can be explained that all the data used in the research meets all the classical assumptions, so the multiple linear regression model in this research is suitable for use.

Multiple Linear Regression Analysis

Based on the data output in SPSS with a multiple linear regression analysis model, the results are obtained in Table 5.

Table 5. Multiple Linear Regression Analysis

Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	12.230	4.433	
	Pedagogical Competency Training	-.079	.131	-.062
	Teacher Working Group	.501	.087	.579
	Teacher Work Motivation	.225	.093	.268

a. Dependent Variable: Teacher Teaching Performance

The "Unstandardized Coefficients B" table provides information about the regression equation, namely how much the variables of pedagogical competency training, teacher working group, and teacher work motivation influence the teacher's teaching performance variable. The regression equation formula in this analysis or research is as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

$$Y = 12,230 - 0,079X_1 + 0,501X_2 + 0,225X_3$$

Based on the multiple regression equation above, it can be interpreted that:

Regression coefficient X1, which is obtained from the value (b1), which is -0.079 or -7.9%, which is negative. This means that if the pedagogical competency training variable increases by 1 unit, it will not always improve the teacher's teaching performance. Regression coefficient X2, which is obtained from the value (b2) which is 0.501 or 50.1% which is positive.

This means that if the teacher working group variable increases by 1 unit, the teacher's teaching performance will increase by 0.501. The regression coefficient X3, which is obtained from the value (b3), which is 0.225 or 22.5%, is positive. This means that if the teacher's work motivation variable increases by 1 unit, then the teacher's teaching performance will increase by 0.225.

Hypothesis testing

The t-test is one of the research hypothesis tests in simple linear regression analysis and multiple linear regression analysis. The t-test aims to find out whether the independent variable or independent variable (X) partially (individually) affects the dependent variable or dependent variable (Y). If $t_{count} > t_{table}$, then H_0 is rejected and H_a is accepted, meaning that the independent variable affects the dependent variable. If $t_{count} < t_{table}$, then H_0 is accepted and H_a is rejected, meaning that the independent variable does not affect the dependent variable.

Table 6. T-test

	Model	t	Sig.
1	(Constant)	2.759	.007
	Pedagogical Competency Training	-.604	.548
	Teacher working group	5.726	.000
	Teacher Work Motivation	2.417	.018
a. Dependent Variable: Teacher Teaching Performance			

Based on the t-calculated value in Table 6, the test rule can be carried out with the t-table value, $\alpha = 0.05$ and $n = 70$, one party test $dk = n - k - 1 / dk = 71 - 3 - 1 = 67$, so that the t-table value = 1.667 and the results can be concluded that:

1. Pedagogical Competency Training (X1)

The t-count value of the pedagogical competency training variable (X1) is -0.604 with a t-table of 1.667, indicating that the t-count $<$ t-table (-0.604 $<$ 1.667), with a significant value (0.548 $>$ 0.05) so it can be interpreted that the variable Pedagogical competency training (X1) partially has no significant effect on teacher teaching performance (Y) in elementary schools in Sakti District, Pidie Regency.

2. Teacher Working Group Activities (X2)

The t-count value of the teacher working group variable (X2) is 5.726 with a t-table of 1.667, indicating that the t-count $>$ t-table (5.726 $>$ 1.667), with a significant value (0.000 $<$ 0.05) so it can be interpreted that the teacher working group variable (X2) partially has a significant effect on the teaching performance of teachers (Y) in elementary schools in Sakti District, Pidie Regency.

3. Teacher Work Motivation (X3)

The t-calculated value of the work motivation variable (X3) is 2.417 with a t-table of 1.667, indicating that the t-count $>$ t-table (2.417 $>$ 1.667), with a significant value (0.018 $<$ 0.05) so it can be interpreted that the teacher work motivation variable (X3) partially has a significant effect on the teaching performance of teachers (Y) in elementary schools in Sakti District, Pidie Regency.

The basis for decision-making in the F test uses two references or guidelines for conducting hypothesis testing in the F test. The first is to compare the significance value (Sig.) or probability value of the ANOVA output results. The second is to compare the calculated F value with the table F value. In this study, the F-test was carried out with the help of SPSS version 26 with a significance level of 5% or 0.05. With a significance level of 0.05, $df(N) = n - k$

- 1 = 71 - 3 - 1 = 67, where k is the number of variables and n is the number of samples, it can be determined that the F table in this study is 2.509 . The results of the F test can be seen in Table 7.

Table 7. F-test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	720.429	3	240.143	25.128	.000 ^b
	Residual	640.304	67	9.557		
	Total	1360.732	70			
a. Dependent Variable: Teacher Teaching Performance						
b. Predictors: (Constant), Teacher Work Motivation, Teacher Working Group, Pedagogical Competency Training						

Based on table 7. it can be seen that the F-calculated value is 25.128 and the F-table value is 2.509. Because F-count (25.128) > F-table (2.509) and a significant probability of 0.000 < 0.05, the hypothesis is accepted so it can be concluded that the variables of pedagogical competency training, teacher working group, and teacher work motivation have a simultaneous effect on the variable of teacher teaching performance in elementary schools in Sakti District, Pidie Regency. Thus, the requirements for us to be able to interpret the value of the coefficient of determination in multiple linear regression analysis have been fulfilled.

Analysis of the Coefficient of Determination

The calculation of the coefficient of determination value is often interpreted as how much the independent variable can explain the variance of the dependent variable or to express the size of the variable's contribution to variable Y. The coefficient of determination (R Square or R squared) is symbolized by "R²" which means the contribution of influence given by the variable independent or independent variable (X) to the dependent variable or dependent variable (Y). In other words, the value of the coefficient of determination or R Square is useful for predicting and seeing how much influence variable X contributes simultaneously (together) to variable Y.

Table 8. Coefficient of Determination

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.728 ^a	.529	.508	3.091
a. Predictors: (Constant), Teacher Work Motivation, Teacher Working Group, Pedagogical Competency Training				
b. Dependent Variable: Teacher Teaching Performance				

Based on the SPSS "Model Summary" output table above, it is known that the coefficient of determination or R-value is 0.728, while the R Square value is 0.529. The coefficient of determination (R) is 0.728 or equal to 72.8%. This figure means that the variables of pedagogical competency training, teacher working group, and teacher work motivation are 72.8% influencing the performance variable. Teaching teachers in elementary schools in Sakti District, Pidie Regency. Meanwhile, the remainder (100% - 72.8% = 27.2%) is influenced by other variables outside this regression equation or variables that were not studied.

Discussion

In this section, the results of the author's analysis regarding the influence of pedagogical competency training are described. Teacher Working Group and work motivation on the teaching performance of State Elementary School teachers in Sakti District, Pidie

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Regency, both partially and simultaneously, supported by theory and relevant previous research findings.

The Influence of Pedagogical Competency Training on the Teaching Performance of Public Elementary School Teachers

Teacher performance can be seen and measured based on specifications or competency criteria that each teacher must have. These competencies include pedagogical competence, personality competence, social competence, and professional competence. Based on this, it can be seen that there is an influence of teacher pedagogical competence on teacher performance. Teacher pedagogical competence can support teacher success in improving performance because in implementing learning, a teacher must have the ability to manage student learning, which is one of the abilities that teachers must master in the aspect of pedagogical competence (Resmiyati, 2020).

Apart from that, based on research conducted (Susilawati, 2021), the results show that there is a significant influence of pedagogical competence on teacher performance. (Sari & Manurung, 2023) stated that the application of competencies possessed by teachers is one of the factors that influences the achievement of learning objectives. Teacher pedagogical competence is the teacher's ability to manage learning that is adapted to the characteristics of students. Understanding the characteristics of elementary school students is one of the factors that influences the success of learning objectives at the elementary school level. Therefore, mastering teacher pedagogical competence is very important for teacher performance in teaching which includes planning, implementing, and evaluating learning activities. A teacher can be said to have good and professional performance, if the teacher plans learning, carries out learning, and evaluates student learning outcomes well. These aspects are aspects that are within the teacher's pedagogical competence so that the pedagogical competence that a teacher has is related to his performance.

The findings of this research show that the t-count value of the pedagogical competency training variable (X1) is -0.604 with a t-table of 1.667, indicating that the t-count < t-table (-0.604 < 1.667), with a significance value of (0.548 > 0.05), so it can be interpreted that the pedagogical competency training variable (X1) partially does not have a significant effect on teacher teaching performance (Y) in elementary schools in Sakti District, Pidie Regency. This is supported by (Krisnawati et al., 2022) research which shows that there is a significant influence of pedagogical competence on teacher performance at Dabin II Elementary School, Petarukan District, Pemalang Regency. Likewise, a study conducted by (Zaeni et al., 2020) showed that there was a positive and significant influence of pedagogical competence on the performance of elementary school teachers in the UPP area, Petarukan District, Pemalang Regency.

Influence Work Groups Teacher on the Teaching Performance

The teacher professionalism development system to improve teacher performance has been widely discussed in the literature, including by Bambang Budi Wiyono, Kusmintardjo, and Ahmad Supriyanto. They stated that there are several coaching programs to improve a teacher's performance, such as classroom action research, teacher working group meetings, teacher meetings, training seminars, teaching demonstrations, and so on. However, the coaching that is most often carried out to improve teacher performance is through teacher meetings and teacher working group meetings (Mukhtar, 2015). The results of the research show that the t-count value of the teacher working group variable (X2) is 5.726 with a t-table of 1.667, which means t-count > t-table (5.726 > 1.667), with a significance value of (0.000 < 0.05), so it can be interpreted that the teacher workgroup variable (X2) partially has a

significant effect on the teaching performance of teachers (Y) in elementary schools in Sakti District, Pidie Regency.

The Influence of Work Motivation on the Teaching Performance

Motivation is encouragement, directing, and perpetuating a behavior within an individual which causes the individual to act and act (Akmaluddin et al., 2021). According to (Hamdani et al., 2024), motivation is the driving force within a person to carry out certain activities to achieve a certain goal. So motivation is an internal condition within a person to achieve a desire. Thus, motivation is the drive that exists within a person to try to make a change in behavior for the better to achieve a need. (Nurohiman, 2023) explains that a teacher's performance is a teacher's level of success in carrying out his duties and work. Research conducted by (Riyadi & Mulyapradana, 2017) states that work motivation can significantly influence a teacher's performance. Then (Noor et al., 2022) stated that the relationship between employee motivation and performance has a positive relationship. In this case, motivation is very necessary for a teacher to be able to work enthusiastically. According to Mc. Clelland (Abbas, 2023) with motivation, people will encourage people to work optimally to achieve the desired things. For performance to be better, a teacher must have high motivation. This means that the teacher has enthusiasm for work so that all duties and responsibilities can be carried out and performance will increase. Motivation can certainly influence performance, although motivation is not the only factor that shapes performance. However, motivation plays a very important role in the inner and psychological atmosphere of a teacher (Jainiyah et al., 2023).

The findings of this research show that the t-count value of the work motivation variable (X3) is 2.417 with a t-table of 1.667, indicating that the t-count > t-table (2.417 > 1.667), with a significance value of (0.018 < 0.05). Thus, it can be interpreted that the teacher work motivation variable (X3) partially has a significant effect on teacher teaching performance (Y) in elementary schools in Sakti District, Pidie Regency. The results of this research are supported by several previous studies, such as those conducted by (Tolan et al., 2023), which show that work motivation and teacher performance have a positive influence. This is proven in the calculation of a simple regression analysis with a coefficient of determination (r) of 0.516%, which shows that work motivation influences teacher performance in the Cluster 3 elementary school, West Adonara District, East Flores Regency by 51.60%, the remaining 48.40%. Likewise, (Jati et al., 2022) study shows there is a positive influence and Teacher work motivation is significant on the performance of elementary school teachers in Pringapus District, Regency Semarang. (Sedarmayanti & Safer, 2020) also state that motivation has a significant effect on the Performance of Primary School Teachers in Group One of Neglawangi Village, Kertasari District, Bandung Regency.

The Effect of Pedagogical Competency Training, Work Groups, and Work Motivation on the Teaching Performance of Public Elementary School Teachers

Teacher performance is an important factor in improving the quality of schools and education. Teacher performance can be reflected in the teacher's ability to plan learning, implement learning, evaluate learning outcomes, and carry out guidance. Progress and decline in the quality of a school are influenced by the performance of existing teachers. If teachers have high performance in carrying out their duties, quality education will be achieved. Without good performance, educational goals will not be achieved optimally, so teacher performance is very necessary in the world of education (Paturusi & Ompi, 2021).

The government's efforts to realize the quality and existence of teachers as professional workers, regulate it in terms of provisions based on the Republic of Indonesia law number 1 of

2005 article 10 paragraph 1 concerning Teachers and Lecturers compiled by Guza (2001: 7), namely "Teacher Competence as in article 8 includes pedagogical, personal, social and professional competencies obtained through professional education." One of the competencies that teachers must have, namely pedagogical competence. (Mulyasa, 2017) stated the importance of pedagogical competence in determining the success of the learning process because it touches on student learning management activities, namely: Pedagogical competence is the ability to manage student learning which includes students' understanding, designing and implementing learning, evaluating learning outcomes, and developing students to actualize the various potentials they have.

Another factor that can improve teacher performance is work motivation. A teacher can work professionally if he has high motivation. Teachers who have high motivation will usually carry out their duties with enthusiasm and energy. Work motivation is a driving factor that gives strength so that teachers are willing and willing to work hard. On the other hand, a person's motivation and performance can mean that every job that has high work motivation will also produce high work performance (Paturusi & Ompi, 2021).

Likewise, empowerment has a positive relationship to a person's motivation. For the role of human resources to provide maximum benefits in public sector development, quality issues need to be given serious attention because realistically it is believed that human resources that are not qualified or productive will not produce optimal output. Poor quality human resources will not produce employee performance. In reality, in the field, many teachers experience difficulties in carrying out their duties of educating, teaching, and training, thus requiring superior performance abilities for these teachers.

The research results show that the F-count value is 25.128 and the F-table value is 2.509. Because the calculated F value (25.128) > table F value (2.509) and the significant probability is $0.000 < 0.05$, the hypothesis is accepted. Thus, it can be concluded that the variables of pedagogical competency training, teacher work groups, and teacher work motivation simultaneously influence the teaching performance variables of elementary school teachers in Sakti District, Pidie Regency.

The existence of a relationship between the variables of pedagogical competence, teacher working group, and work motivation on teacher performance above is supported by several previous research findings, such as the study by (Meilia & Murdiana, 2019) which states that there is an influence of pedagogical competence and work motivation together on teacher performance with the level of influence was 45.1 percent while it was 45.9%. (Paturusi & Ompi, 2021) their research stated that there is also an influence between pedagogic competence and work motivation together on the performance of elementary school physical education teachers in Manado City.

Based on the discussion above, if we look at the conceptual framework of the influence between variables, the following figures are obtained:

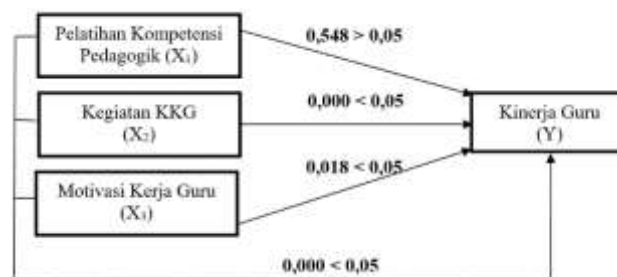


Figure 3. Research Results Framework

Figure 3 above shows the partial and simultaneous influence of all variables. Where the pedagogical competency training variable (X1) does not affect teacher performance as shown

by the significance figure ($0.548 > 0.05$). The teacher working group variable (X2) influences teacher performance with a significance value of ($0.000 < 0.05$). The work motivation variable (X3) influences teacher performance with a significance value of ($0.018 < 0.05$). Likewise, simultaneously, the significance value obtained is $0.000 < 0.05$, meaning that together the variables of pedagogical competency training, teacher working group, and work motivation influence teacher performance.

CONCLUSION

Based on the research findings and discussion, it can be concluded that training teachers' pedagogical competence does not have a partial influence on the teaching performance of State Elementary School teachers, as indicated by a significance value of 0.548 ($p > 0.05$). However, the activities of teachers' working groups have a significant partial influence on teaching performance, with a significance value of 0.000 ($p < 0.05$). Additionally, teachers' work motivation has a partial effect on teaching performance, evidenced by a significance value of 0.018 ($p < 0.05$). Furthermore, when considered simultaneously, pedagogical competency training, teachers' working group activities, and teachers' work motivation significantly influence the teaching performance of State Elementary School teachers, with a combined significance value of 0.000 ($p < 0.05$).

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