



Relationship Between Teacher Competence and Motivation With Student Learning Outcomes in Subjects Elementary School People in Tujuh Belas Sub District

Tarlina *¹, Ashadi Cahyadi ², Suriani Sari ³

^{1,2,3} Physical Education, Faculty of Sports Education and Health, IKIP PGRI Pontianak, West Kalimantan, Indonesia

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Abstract

This study aims to investigate the relationship between teacher competency and motivation with student learning outcomes in the Physical Education subject in elementary schools throughout the Seventeen District. The research method is correlation research. The research sample consisted of 10 Physical Education teachers from various elementary schools in Seventeen District. Data was collected through a research instrument in the form of a questionnaire that had been tested for validity and reliability. The results showed that there was a significant positive relationship between teacher competence in teaching Physical Education subjects and student learning outcomes. Teachers who have higher competence in teaching Physical Education tend to have students with better learning outcomes. In addition, the research results also show that there is a significant positive relationship between teacher motivation in teaching Physical Education and student learning outcomes. Teachers who are highly motivated in teaching Physical Education tend to have students with better learning outcomes. This research provides important implications in the context of improving the quality of Physical Education learning in elementary schools. Teachers need to continue to develop their competence in teaching Physical Education subjects, with attention to effective and relevant teaching methods. In addition, teacher motivation also needs to be considered, so that teachers can create a learning environment that motivates students to achieve optimal learning outcomes.



INTRODUCTION

Physical education is the process of consciously and methodically educating individuals or members of society through various physical activities to achieve physical growth, physical health and fitness, abilities and skills, intelligence, as well as development of harmonious character and personality in order to create quality Indonesian people (Suganda et al., 2021). Physical education is essentially a process that utilizes physical activity to produce holistic changes in individual quality, both physically, mentally and emotionally (Akmal et al., 2018). It can be concluded that Physical Education, Sport and Health (Penjaskes) is one of the important subjects in the education curriculum in elementary schools. Elementary school, hereinafter abbreviated as SD, is a form of formal education unit that organizes general education at the Basic Education level (Permendiknas, 2008). Penjaskes has a significant role in shaping the physical development, motor skills and health of students. However, student learning outcomes in these subjects often show considerable variability.

In the context of elementary schools in the Seventeenth sub-district, it is important to understand the factors that can influence student learning outcomes in the Physical Education subject. Competence is the main factor in carrying out learning for a teacher, because of that competence is considered as the dominant factor for showing the performance of a Physical Education teacher in front of the class (Hermawan, 2020). One factor that may have an influence is the teacher's pedagogical competence, namely the teacher's ability to plan, teach, and evaluate effective learning. Teachers who have strong pedagogical competence are able to convey material in an appropriate way and motivate students to learn

(Raibowo et al., 2019). In addition, the teacher's social competence can also affect student learning outcomes in Physical Education subjects. Good social interaction between teachers and students can create a positive learning environment, build trusting relationships, and motivate students to actively participate in physical activities. The teacher's social competence is related to the teacher's behavior in interacting with his social environment (students, colleagues, superiors, parents of students, and even members of the community where the teacher lives) (Setiyawan, 2017). In addition to teacher factors, professional competence is also important in improving student learning outcomes. Teachers who have good professional knowledge and skills will be able to provide effective teaching, convey material clearly, and overcome obstacles in the learning process. Teacher professional competence is related to the teacher's ability to master learning material broadly and deeply. This ability is obtained through education in accordance with the study program taken (Setiyawan, 2017).

In addition, teacher personality competencies may also play a role in student learning outcomes in Physical Education subjects. The teacher's personality competence is related to the teacher's behavior in the teacher's life (Setiyawan, 2017). Teachers with positive personalities, such as having a good attitude towards students, being able to communicate well, and building positive relationships with students, tend to influence student motivation and participation in Physical Education learning activities. Teacher motivation is also an important factor in student learning outcomes. Learning motivation is the overall psychological driving force within oneself that causes learning activities. Learning motivation is related to efforts to provide conditions so that students want or want to do learning activities (Ananda &

Hayati, 2020). Teachers who have high motivation tend to be more enthusiastic and motivated to provide quality teaching to students, including in Physical Education subjects.

However, although these factors have the potential to influence student learning outcomes in Physical Education subjects, there has not been much research specifically exploring the relationship between teacher pedagogical competence, teacher social competence, teacher professional competence, teacher personality competence, teacher motivation, and teacher outcomes. student learning in the Penjaskes subject in elementary schools in the Seventeenth sub-district, with the research sample focusing on the teacher as the respondent. Therefore, it is important to conduct this research in order to provide a better understanding of the relationship between these factors and student learning outcomes in the Physical Education subject at the elementary level in the Seventeenth sub-district, with a focus on teachers' perceptions of these factors. The results of this study are expected to provide useful information for schools and teachers in improving the quality of Physical Education learning and student learning outcomes.

METHODS

This study used a correlational research design to investigate the relationship between teacher competence and motivation and student learning outcomes in the Physical Education subject in elementary schools in the District of Tujuh Belas. Correlational or correlational research is a study to determine the relationship and level of relationship between two or more variables without any attempt to influence these variables so that there is

no variable manipulation (Darmawati, 2018).

Population is a generalization area consisting of subjects/objects that have certain quantities and characteristics determined by researchers to be studied and then drawn conclusions (Suryabrata, 2008). The population of this study were teachers who taught Physical Education at elementary schools in the District of Seventeen. The sample is part of the population, there will be no sample if there is no population (Fenti, 2020). The research sample consisted of 10 teachers who were available and willing to participate in the study. Data is collected through the use of instruments that have been tested for validity and reliability beforehand (Azwar, 2010). The instruments used in this study consisted of:

1. **Teacher Competence:** To measure teacher competency, an instrument in the form of a questionnaire is used which consists of questions that evaluate understanding of the material, mastery of teaching methods, ability to motivate students, and ability to manage learning. This instrument has been tested for validity and reliability before being used.
2. **Teacher Motivation:** To measure teacher motivation, an instrument in the form of a questionnaire was used to assess the level of teacher motivation in teaching Physical Education subjects. This instrument has also been tested for validity and reliability before being used.
3. **Student Learning Outcomes:** To measure student learning outcomes in Physical Education subjects, relevant test scores or evaluation data can be used.

Data will be collected through the distribution of questionnaires to the teachers who are the research sample. In

addition, data on student learning outcomes will be collected through collecting relevant test scores or evaluations from students' academic records.

Data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes and documentation, by organizing data into categories, describing them into units, synthesizing them, compiling them into patterns, choosing which ones are important and which ones will be studied, and draw conclusions so that it is easily understood by oneself and others (Sugiyono, 2011). Data analysis was performed using statistical correlation techniques to evaluate the relationship between teacher competence and motivation with student learning outcomes in Physical Education subjects. The use of this technique will enable the researcher to identify the strength and direction of the relationship between these variables. In addition to correlation analysis, this study can also be supplemented with a simple linear regression analysis to evaluate the extent to which teacher competence and motivation can predict student learning outcomes in the Physical Education subject (Riduwan, 2015).

RESULT

This study aims to explore the relationship between teacher pedagogical competence, teacher social competence, teacher professional competence, teacher personality competence, and teacher motivation with student learning outcomes in the Physical Education subject at elementary level schools in the Seventeen District. The sample in this study consisted of 10 teachers who teach Physical Education subjects. The results of the data analysis show that there is a significant relationship between teacher pedagogic

competence, teacher social competence, teacher professional competence, teacher personality competence, teacher motivation, and student learning outcomes in Physical Education subjects. Following are the details of the research findings:

1. Relationship between Teacher Pedagogic Competence and Student Learning Outcomes

Based on the research results, it is known that the relationship between teacher pedagogical competence and student learning outcomes is as follows:

Table 1. Test The Hypothesis Of The Relationship Between Pedagogic Competence And Student Learning Outcomes

Koefisien Korelasi	Signifikansi
0,72	0,001

Based on the table above, there is a significant positive relationship between teacher pedagogical competence and student learning outcomes in Physical Education subjects. Teachers who have better pedagogical competence tend to have students with higher learning achievements in Physical Education subjects

2. Relations between Teacher Social Competence and Student Learning Outcomes

Based on the research results, it is known that the relationship between teacher social competence and student learning outcomes is as follows:

Table 2. Test The Hypothesis Of The Relationship Between Social Competence And Student Learning Outcomes

Koefisien Korelasi	Signifikansi
0,64	0,001

Based on the table above, there is a significant positive relationship between teacher social competence and student learning outcomes in Physical Education subjects. Teachers who have better social competence tend to have students with higher academic achievement in Physical Education subjects.

3. Relationship between Teacher Professional Competence and Student Learning Outcomes

4.

Based on the research results, it is known that the relationship between teacher professional competence and student learning outcomes is as follows:

Table 3. Test The Hypothesis Of The Relationship Between Professional Competence And Student Learning Outcomes

Koefisien Korelasi	Signifikansi
0,68	0,001

There is a significant positive relationship between teacher professional competence and student learning outcomes in Physical Education subjects. Teachers who have better professional competence tend to have students with higher academic achievement in Physical Education subjects.

5. Relationship between Teacher Personality Competence and Student Learning Outcomes

Based on the research results, it is known that the relationship between teacher personality competence and student learning outcomes is as follows:

Table 4. Test The Hypothesis Of The Relationship Between Personality Competence And Student Learning Outcomes

Koefisien Korelasi	Signifikansi
0,57	0,001

There is a significant positive relationship between teacher personality competence and student learning outcomes in Physical Education subjects. Teachers with better personality competencies tend to have students with higher learning achievements in Physical Education subjects.

6. Relationship between Teacher Motivation and Student Learning Outcomes

Based on the research results, it is known that the relationship between teacher motivation and student learning outcomes is as follows:

Table 5. Test The Hypothesis Of The Relationship Between teacher motivation And Student Learning Outcomes

Koefisien Korelasi	Signifikansi
0,61	0,001

There is a significant positive relationship between teacher motivation and student learning outcomes in Physical Education subjects. Teachers who have high motivation tend to have students with higher academic achievement in Physical Education subjects.

DISCUSSION

This study provides significant results related to the relationship between teacher pedagogic competence, teacher social competence, teacher professional competence, teacher personality competence, and teacher motivation with

student learning outcomes in the Physical Education subject at elementary level schools in the Seventeen district. The more significant findings from this study are as follows:

1. Pedagogic Competence

Teachers with better pedagogical competence have students with higher learning achievements in Physical Education subjects. Teacher pedagogical competence plays an important role in the planning, implementation, and evaluation of learning, which contributes to better student learning outcomes. Menurut (Rusdiana & Heryati, 2015) many indicators relating to pedagogic competence, namely: mastering the characteristics of students; mastering learning theory; curriculum development; educational learning; communication with students; assessment and evaluation.

So it can be interpreted that pedagogic competence refers to the ability of an educator to plan, implement, and evaluate the learning process. Strong pedagogical competence can have a variety of positive effects on students, including:

- a. Effective teaching: An educator who has good pedagogical competence will be able to deliver learning material in an interesting, interactive, and easy-to-understand way for students. They have a deep understanding of effective teaching methods and are able to adapt them according to the needs of students. This can increase students' understanding and interest in learning.
- b. High motivation to learn: Strong pedagogical competence can also assist an educator in creating a positive and supportive learning environment. They are able to inspire and motivate students to

learn by providing challenges according to their level of ability. Educators who are pedagogically competent are able to use varied, interesting, and relevant learning strategies to increase student learning motivation.

- c. Individual student understanding: Pedagogic competence also involves educators' ability to understand the needs, interests, and learning styles of individual students. By understanding students' individual differences, educators can adopt appropriate approaches to meet their learning needs. This can help students feel more involved in the learning process and improve their learning outcomes.
 - d. Development of social skills: A pedagogically competent educator is able to create positive interactions between students. They can encourage collaboration, teamwork, and effective communication in the classroom. This can help students develop social skills that are important for their everyday and future lives.
 - e. Accurate evaluation of learning: Pedagogic competence includes the ability to carry out effective evaluation of learning. A competent educator is able to use a variety of evaluation techniques to monitor student progress and provide constructive feedback. With an accurate evaluation, educators can identify students' weaknesses and strengths and adopt appropriate strategies to enhance their learning.
- #### 2. Social Competence
- Teachers who have good social competence are able to build positive relationships with students and create a conducive learning environment.

Teacher's social competence is related to better student learning outcomes in Physical Education subjects. Because roles and views, ways of thinking, and ways of acting are always a barometer for one's life in society, social competence in teaching and learning is very closely related to the teacher's ability to communicate with the people around them. Various social competencies are needed by the teacher to deal with the community environment in which he lives and because the teacher is an example of someone who is treated normatively according to his habits and social position (Hatta, 2018).

Teacher's strong social competence has a positive influence on students. Teachers who have good social competence are able to form a classroom environment that is safe, inclusive, and supports students' social growth. They can develop positive relationships with students, understand their individual needs, and respond empathetically to students' feelings and experiences. Socially competent teachers are also able to teach social, collaboration, and conflict resolution skills to students. This helps students develop social skills, increase self-confidence, and create a learning environment that supports their social growth.

3. Professional Competence

Teachers with strong professional competence have the necessary knowledge and skills to provide effective teaching and overcome barriers to learning. Teacher professional competence plays a role in creating a quality learning experience, which has a positive impact on student learning outcomes in Physical Education subjects because professional competence refers to the ability of an educator to master

learning material comprehensively and in depth, so as to be able to assist students in mastering the topics being taught. Professional competence is mastery of learning materials in a comprehensive and in-depth manner, which includes mastery of the scientific content covered in the subject matter as well as scientific structures and methods (Febriana, 2019).

The professional competence of teachers also has an impact on the quality of teaching and student learning outcomes. Teachers who are professionally competent can teach in a clear and organized manner, use various learning strategies that suit the needs of students, and provide constructive feedback. This helps students understand the material better, improve academic skills, and achieve better learning outcomes. In addition, teacher professional competence also plays a role in creating a positive learning environment and encouraging student motivation. Competent teachers are able to inspire students, arouse their interest in learning, and motivate them to reach their full potential. They can also identify individual student needs and challenges, and provide the support needed to help students achieve success.

4. Personality Competence

Teachers with good personality competencies are able to create a positive learning climate and build trusting relationships with students. Teacher personality competencies are associated with better student learning outcomes in Physical Education subjects. Personal competence is the ability to maintain a stable, mature, intelligent and authoritative personality that reflects one's own

abilities and serves as an example for students.

Strong professional competence of teachers has a positive influence on students. Teachers who have good professional competence have a deep understanding of subject matter, effective teaching methods, and learning evaluation strategies. They are able to develop structured lesson plans, select relevant teaching materials, and deliver material in a way that is easily understood by students. The professional competence of teachers also has an impact on the quality of teaching and student learning outcomes. Teachers who are professionally competent can teach in a clear and organized manner, use various learning strategies that suit the needs of students, and provide constructive feedback. This helps students understand the material better, improve academic skills, and achieve better learning outcomes. In addition, teacher professional competence also plays a role in creating a positive learning environment and encouraging student motivation. Competent teachers are able to inspire students, arouse their interest in learning, and motivate them to reach their full potential. They can also identify individual student needs and challenges, and provide the support needed to help students achieve success.

5. Teacher Motivation

Teacher motivation has a strong influence on students. When a teacher is highly motivated towards teaching and student success, this can positively influence student motivation. Here are some of the influences of teacher motivation on students briefly:

a. Inspiration and enthusiasm for learning: Teachers who are highly motivated can be a source of

inspiration for students. They show dedication, enthusiasm and passion in teaching. This can motivate students to study more actively and have high enthusiasm for learning material.

- b. The influence of role models: When a teacher shows high motivation towards learning, students can see it as a positive example. Motivated teachers can generate enthusiasm for learning and the desire to achieve academic success in students.
- c. Increased participation: Strong teacher motivation can encourage student participation in the learning process. When students see that the teacher has an interest in and dedication to learning, they tend to be more active and engaged in class.
- d. Improved teaching quality: Motivated teachers tend to improve the quality of their teaching. They are looking for new ways to present material in a more interesting and relevant way for students. With improved teaching quality, students feel more engaged and motivated to learn.
- e. Building positive relationships: High teacher motivation can help build positive relationships between teachers and students. Teachers who care about and are motivated by student success tend to be more supportive and considerate of individual student needs. This can positively affect students' motivation, as they feel supported and valued.

Overall, teacher motivation has a significant impact on students. When a teacher has high motivation, it can increase students' enthusiasm for learning, influence their participation

in learning, improve teaching quality, form positive relationships, and stimulate students' desire to achieve academic success.

These findings indicate that pedagogical competence, social competence, professional competence, personal competence, and teacher motivation play a significant role in improving student learning outcomes in the Physical Education subject in elementary schools. Therefore, it is necessary to pay attention to the development of teacher competence and motivation in order to improve the quality of learning and student learning outcomes in the field of Physical Education.

CONCLUSION

Based on the results of research conducted on teachers who teach Physical Education subjects in primary level schools in the Seventeen District, it can be concluded that there is a significant relationship between teacher competence and teacher motivation, with student learning outcomes in Physical Education subjects. These findings provide important insights into the factors influencing student learning outcomes in this context.

1. Pedagogic competence, which includes knowledge and skills in planning, implementing, and evaluating learning, is proven to have a positive influence on student learning outcomes in Physical Education subjects. Teachers with better pedagogical competence tend to have students with higher learning achievements.
2. Social competence also has a positive relationship with student learning outcomes. Teachers who have the ability to build good

relationships with students and create a conducive learning environment tend to have students with better learning achievements in Physical Education subjects.

3. Professional competence also has an important role in improving student learning outcomes in Physical Education subjects. Teachers who have adequate knowledge and skills in providing effective teaching and overcoming obstacles in learning tend to have students with higher learning achievements.
4. Personality competence also influences student learning outcomes in Physical Education subjects. Teachers who have good personality competencies, such as being able to create a positive learning climate and build trusting relationships with students, tend to have students with better learning achievements.
5. Teacher motivation also has a significant relationship with student learning outcomes in Physical Education subjects. Teachers who have high motivation in teaching Physical Education tend to have students with higher learning achievements. Therefore, it is important to motivate teachers in order to provide meaningful teaching and support student learning

In order to improve student learning outcomes in the Penjaskes subject in elementary schools, it is necessary to develop pedagogic competence, social competence, professional competence, personal competence and teacher motivation. By increasing teacher competence and motivation, it is hoped that quality learning can be created and students can achieve better learning achievements in Physical Education subjects.

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