

Effect of Teacher Pedagogic Competence and Motivation Learning Against Learning Outcomes Health Sport and Physical Education Students of SD Negeri 2 Palembang

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Abstract

The purpose of this study was to determine whether there is influence of pedagogical competence of teachers on learning outcomes of sport and physical education student health SD Negeri 2 Palembang, to determine whether there is influence learning motivation, on learning outcomes of sport and physical education student health SD Negeri 2 Palembang, and for determine whether there is influence of teachers pedagogical competence and motivation on learning outcomes of sport and physical education health students of SD Negeri 2 Palembang. Data collection techniques in this study using a questionnaire instrument and learning outcomes with a total sample of 105 students consisting of grade IV, V and VI in SD Negeri 2 Palembang academic year 2013/2014. The data analysis using Microsoft Excel and SPSS. From the analysis of the data shows that there is a positive effect of competence Pedagogic learning with student learning outcomes, there is a positive influence on learning motivation and learning outcomes, as well as a positive influence teachers pedagogical competence and motivation to study together with the results of learning.

Keywords : *Pedagogic Competence, Motivation Learning, Learning Outcomes*

1 INTRODUCTION

Competencies required of teachers is pedagogical. This competency is one of the competencies of teachers that have been set in the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 Year 2007. In addition, the Dharma (2008) also states that pedagogical competence is the ability to be possessed of teachers with respect to student characteristics viewed from various aspects such as moral, emotional, and intellectual. Furthermore, according to Febrina (2010) teachers pedagogical competence is the ability of the teacher in the management of student learning. Therefore, pedagogical competence of teachers determine the quality of teaching and learning process.

Pedagogical competence in addition to the factors that must be owned by the teacher, as well as the motivation to learn, which is one aspect that must be considered. Various studies

have also proved that the learning motivation affects learning outcomes. Someone who is a great motivation to show interest, attention, concentration, persistence and achievement-oriented high without knowing ennui, especially saturated surrender. Conversely a low student motivation will look indifferent, bored quickly, easily discouraged and shy away from the activities. In relation to learning, motivation is closely related to self-actualization needs that most coloring motivation in the learning needs of the students are motivated to learn to attain high achievement. According to Mc. Donald in Hamalik (2010) motivation is the energy change in ones personal self is characterized by the onset of feelings and reactions to achieve the goal. Motivation can determine whether or not the goals so that the greater the motivation will be even greater success in learning.

Based on the observation that researchers do in SD Negeri 2 Palembang obtained that the learning process is carried out by physical education teachers and sports health, has been good. Activities undertaken by the subject teachers of physical education and health sports activities include heating, core activities, and closing activities. However, sometimes the learning is given directly without any plan or plans specified. The use of media is also only based on the facilities and infrastructure owned by the school. If you do not have the tools to learn, the teacher does not have or give the initiative to make or buy the tool so that the learning process is only theoretical. This is in accordance with the opinion of the Dharma (2008:3) which states that in the culture of Indonesian society to this day work of teachers is still quite closed. Even the teacher as the principal supervisor and the supervisor was not easy at all to get the data and observe the daily reality in front of the student teacher performance. Indeed, the class visit program by the principal or supervisor, may not be rejected by the teacher. However, teachers are not rare either trying to show their best performance in all aspects of planning and implementation of learning only at the time of visit. Next he all be back to work as usual, sometimes without preparation and without spirit and enthusiasm. Furthermore, students motivation SD Negeri 2 Palembang also low. This is evident from the absence of a desire to improve the ability of students in the field of sports. In fact, there is motivation on the student becomes a major factor for the achievement of good learning outcomes. Slameto (2010:5) also states that one who affects student learning outcomes are internal factors which are formed from within the students themselves as an interest, and motivation to learn.

Based on field observations, obtained that mastery obtained by both students both theory and practice is still too low. This can be seen from the average student learning outcomes are still under Criteria completeness Minimal (KKM) at 68 with KKM which has been set at 75.

Therefore, researchers interested in studying The influence of teachers pedagogical competence and motivation toward physical education learning outcomes and health sports SD Negeri 2 Palembang Students

The ability of teacher pedagogical very important aspect that must be met in particular subject teachers of physical education and sports health. In concrete terms this research problem can be identified as follows:

1. sports physical education learning outcomes and student health is still low;
2. less optimal pedagogical ability of health and physical education teacher at the elementary sports Negeri 2 Palembang;

3. low student motivation.

Based on the background and limitation issues, the main problems in this study are as follows.

1. What is the influence of pedagogical competence of teachers on learning outcomes of sport and physical education student health Elementary School 2 Palembang?
2. How does motivation toward physical education learning outcomes of sport and health students of SD Negeri 2 Palembang?
3. How does a teacher pedagogical competence and motivation on learning outcomes of sport and physical education health students of SD Negeri 2 Palembang?

2 LITERATURE REVIEW

2.1 Pedagogic Competence

The definition of competence has been described in Law No.. 14 of 2005, Article 1, Section 10, which means a set of knowledge, skills and behaviors that must be owned, lived and controlled by the teacher or lecturer in performing professional duties. In addition, the Ministry of Education (2007) formulated a definition of competence as knowledge, skills, and values reflected in the basic habits of thinking and acting. Furthermore, Jojo (2008:17) states competence is the power to take action as a result of the nature and exercise. This argument informs the two factors that affect the formation of competencies that innate factors such as talent and training factors such as learning outcomes.

According to Dharma (2008) teacher pedagogical implications that a teacher should be able to master the learning theories and principles of learning, because students have the character, nature, and different interests. With regard to the implementation of the curriculum, a teacher must be able to develop a curriculum for the education level of each unit and adapted to local needs. Teachers should be able to optimize the potential of learners to actualize his ability in the class, and must be able to conduct the assessment of the learning activities that have been carried out.

Ministry of Education (Dharma, 2008:4) explains that a pedagogic abilities a must-have with regard to teacher observed aspects, as follows :

1. Mastery of the characteristics of learners from the physical aspect, the moral, social, cultural, emotional and intellectual;
2. mastery of learning theories and principles of learning that educates;
3. Able to develop curriculum related to the development of teaching;
4. Conducting educational development;
5. Use of information technology and communications for the purpose of the development of educational activities;
6. Facilitate the development of potential learners to actualize their potential;
7. Communicate effectively, empathetic, and manner with the students;

8. the assessment and evaluation process and learning outcomes, utilize the assessment and evaluation for the sake of learning;
9. Reflective action to improve the quality of learning.

Pedagogical aspects or indicators of ability in this study adopted by the research Arifin (2011) which includes perumuskan learning objectives, selecting priorities, learning materials, the use of teaching methods, use of learning resources, the utilization of instructional media, the selection of learning, the order of presentation of learning, assessment instruments constituent and evaluation, assessment and evaluation, administration and evaluation of assessment results, the determination of mastery learning, designing remedial and enrichment programs as well as guidance, communicating the results of the evaluation, and utilization of evaluation results.

2.2 Motivations Learning

Motivation is one of the psychological aspects that have an influence on learning achievement. In psychology, the term motives are often distinguished by the term motivation. The word motif is defined as efforts that encourage someone to do something. Purwanto (2010) motif is anything that encourages a person to take action to do something. While Sardiman in his book *Psychology of Human Behavior Understanding* quoted Purwanto (2010) motif is the behavior or actions of a goal or incentive. Thus is the motive force of the impulse or in a person who can drive him to do something.

2.3 Results of Study of Physical Education Sport and Health

Learning process has the objective to be achieved and predetermined. The purpose is to learn the result, which is not easily achieved with good if not pay attention to the methods and factors necessary in the learning process. Achievement of learning goals in the form of achievement, is the result of teaching and learning activities. According Dimiyati (2010), the results of a case study that can be viewed from two sides. Learning outcomes is the level of mental development better than during the pre - study. In terms of teachers, learning outcomes are the result of a process of individual learning done well is the knowledge and skills to what they have learned. Meanwhile, according to Abdurrahman (2010) is the ability of learning outcomes obtained through child after learning activities. Thus the level of student learning outcomes shows students learning ability at school after a learning process.

3 RESEARCH METHODOLOGY

3.1 Desaign Research

The design used in this study is the method of causation (causal effect). The design of this study can be seen in the following Figure 1.

3.2 Population and Sample

3.2.1 Population

The study population was all students in classes IV, V and VI of SD Negeri 2 Palembang academic year 2013/2014, amounting to as many as 105 people.

Variable Free	Learning Achievement	
	Pedagogic Competence	Motivations Learning
Variable Bound		
Learning Outcomes (Y)	(X1)	(X2)

Figure 1: Research Design

3.2.2 Sample

The samples in this study were all students of class IV, V and VI of SD Negeri 2 Palembang academic year 2013/2014 so this is a research study with a total sample population of 105 people.

3.3 Method of Data Collection

In this study, the instrument used to collect the data was a questionnaire and test scores.

3.4 Data Analysis Techniques

The data analysis technique used is inferential data analysis techniques. The use of descriptive data analysis techniques in order to obtain a picture of the characteristics of the spread of values for each variable studied. Presentation of data include the mean, median, and mode, as well as variance and standard deviation. While the inferential analysis used to test the hypothesis by using Linear Regression. Statistical calculations done by computer aids. The program used is Microsoft Excel and SPSS.

4 RESULTS AND DISCUSSION

4.1 Pedagogic Competence

The results showed that the average percentage of student teachers pedagogical competence of 84.38%. Thus it was found that the percentage of the average value of pedagogical competence of teachers is high at 84.38

The results of this study are supported by research Febrina (2010) which states that the pedagogical competence of teachers belonging to the highest and there are significant pedagogical competence of teachers on learning outcomes. Furthermore, according to Dharma (2008:4) teacher pedagogical implications that a teacher should be able to master the learning theories and principles of learning, because students have the character, nature, and different interests. With regard to the implementation of the curriculum, a teacher must be able to develop a curriculum for the education level of each unit and adapted to local needs. Teachers should be able to optimize the potential of learners to actualize his ability in the class, and must be able to conduct the assessment of the learning activities that have been carried out.

4.2 Motivation Learning

The results showed that students motivation by an average of 82.2%, that is, the percentage of the average value of 82.2% learning motivation is high. The results of this study are supported by the theory proposed by Hanafi and Suhana (2009:26) which states that the learning motivation is the force (power motivation), the driving force (driving force), or tool builder willingness and strong desire for self-learners to learn active, creative, effective, innovative, and fun in order to change behavior, both in terms of cognitive, affective, and psychomotor. Motivation is one aspect for success in learning. Therefore, the motivation to learn can be learned in order to grow and thrive. Motivation is an important aspect of the teaching and learning of learners. High - low students learning motivation can be seen from the indicator itself of motivation.

4.3 Results Study of Physical Education Sport and Health

The results showed that the average sports physical education learning outcomes and health of 78.73%. This value means that the learning outcomes of health physical education and sport at 78.73 with both categories. This value is the total value of the learning outcomes of physical exercise and health education. The results of this study showed that the learning outcomes of sports and physical education students classified as good health. Physical Education and Health Sport is an integral part of the overall education, aims to develop aspects of physical fitness, motor skills, critical thinking skills, social skills, reasoning, emotional stability, moral action, aspects of a healthy lifestyle and clean environment through the introduction of physical activity, sport and health are planned systematically selected in order to achieve national education goals.

4.4 Effect of the Teacher Pedagogic Competence Learning Outcomes Physical Education Sport and Health

Testing the first hypothesis, which proposed there are significant Pedagogic competence of teachers on learning outcomes of health physical education and sport. The test results indicate that the first hypothesis Pedagogic competence of teachers having relationships and significant impact on the learning outcomes of physical education and sports health, ie by 18.1%.

4.5 Effect of Motivation on Learning Outcomes Study Physical Education Sport and Health

Testing the second hypothesis, which proposed there are significant motivation toward physical education learning outcomes of sport and health. The first hypothesis testing results indicate that the motivation to learn to have a relationship and a significant impact on the learning outcomes of physical education and sports health, amounting to 34.4%.

4.6 Effect of Teacher Pedagogic Competence and Motivation together with the results of studying Physical Education Sport and Health

ased on the hypothesis there are significant Pedagogic competence and motivation of teachers together with the learning outcomes of physical education and health sports. The test

results indicate that the third hypothesis Pedagogic competence and motivation of teachers have a relationship and significant impact on the learning outcomes of physical education and sports health by 41.4%.

5 CONCLUSION

Based on the results of hypothesis testing, obtained the following findings.

1. There is a positive effect of competence Pedagogic learning with learning outcomes.
2. There is a positive influence on learning motivation and learning outcomes.
3. There is a positive effect of teachers pedagogical competence, and motivation to learn together with the results of studying physical education and sports health.

5.1 Suggestions

Based on the conclusions and implications of the above, there are some suggestions addressed to the various parties who are expected to utilize and follow up the results of this study, teachers, students, other researchers, as well as those involved in teaching sports science education should provide feedback to improve learning outcomes, especially the branch of health physical education and sport.

1. Student

Students need to improve understanding and knowledge, and to develop an interest in sports physical education learning outcomes and health so having confidence in the ability of the sport through physical education and health.

2. Lecturer (Teacher)

Faculty (teachers) need to improve, especially on pedagogical competence so that the application of learning to walk as desired. In addition, the pedagogical competency is one of the requirements that must be owned and implemented in order to improve the development and student learning outcomes.

3. School

Schools in particular to the school needs to improve performance, especially in regard to increase teacher motivation, interest and student learning outcomes.

4. Researchers Develop Research Want It

Researchers who want to develop this research should develop research variables and examine in particular the ability of teachers and students to learn motivations provide better research results.

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