

The Effect Of Giving Teacher Professional Benefits, School Leadership, And Work Motivation To Increasing Teacher Pedagogic Competency In Senior High Schoolin North Jakarta

AdiPutro Hastariadi^{1, S}, Suharto², DjokoSetyo Widodo³

^{1,2}UniversitasKrisnadwipayana, ³Gunadarma University
Campus UnkrisJatiwaringin PO BOX 7774/Jat CM Jakarta 13077, Indonesia

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ABSTRACT

This study aims to determine the effect of teaching professional allowances, principal leadership, and work motivation on improving the competence of public high school teachers in North Jakarta. The research method used is a survey with correlation and regression analysis, namely by connecting the data that provides teacher professional allowances, principal leadership, and work motivation with data that shows teacher competence. From the results of the analysis of the determination data, it is concluded that: (1) there is a significant effect of providing professional allowances, principal leadership, and work motivation together on the competence of public high school teachers in North Jakarta, this is evidenced by the value of Sig = 0.000 < 0, 05 and the value of Fcount = 66.413; (2) there is a significant effect of the provision of professional allowances on the competence of public high school teachers in North Jakarta, this is evidenced by the value of Sig = 0.000 < 0.05 and the value of tcount = 4.825; and (3) there is a significant influence of principal leadership on the competence of teachers in public high schools in North Jakarta, this is evidenced by the value of Sig = 0.000 < 0.05 and the value of tcount = 3.821; (4) there is a significant effect of work motivation on the competence of teachers in public high schools in North Jakarta, this is evidenced by the value of Sig = 0.000 < 0.05 and the value of tcount = 4.486.

Keywords: teacher professional allowance, principal leadership, work motivation, teacher Pedagogiccompetence.

I. LITERATURE REVIEW

Education is an effort made by adults consciously to develop the potential of students so that they become human beings who fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, skilled, and responsible in accordance with the Pedagogic Competence possess to create a happy future life. As the purpose of education is to humanize the whole human being. Learning takes place throughout life, at home, at school and in work units and in the community, for children, youth and adults. Learning is a condition for the progress of individuals, institutions and society. The progress of an institution and society is supported and determined by the progress of the individuals who are its members. The individual develops his potential through learning.

According to Law No. 20 of 2003 Chapter I paragraph 4 concerning the National Education System, it is stated that "Students are members of the community who try to develop their potential through learning processes available at certain levels and types of education" (Depdiknas, 2003) . Learners in the educational process are individuals. As individuals, students have two main characteristics. First, each individual is unique. Individuals are unique because each individual has a number of different potentials, skills, strengths, motivations, talents, interests, habits, perceptions, and physical and psychological characters. Second, each individual is in a dynamic development process, always developing according to the rhythm of each individual's development. The diversity of individual abilities and characteristics

is integrated to form patterns of development that differ from one individual to another. Indeed, there have been attempts to make general typologies such as introvert, extrovert, picnic type, athletic type, but actually each individual shows its own type because psychologically no two individuals are exactly the same even though they are twins.

In addition to self-potential and different developments, student life also has a different environment and life background, so that it affects the personality and the formation of student behavior. The environment and background of students' lives greatly influence their learning behavior. Students who live in an environment conducive to learning can encourage students to create good learning activities. With good learning activities and in accordance with the student's personality will show success in learning so that students have sufficient Pedagogic Competence to realize a better future life. With the Pedagogic Competence that students have, they will be able to compete in their lives. With qualified Pedagogic Competence students will be more confident in actualizing themselves in participating in the teaching and learning process in the classroom. This creates a sense of self-confidence. Self-confidence is an attitude of confidence and belief in the abilities they have, including their own Pedagogic Competence.

To be able to create competent students, a competent teacher is needed in their respective fields. Teachers who have adequate Pedagogic Competence will be able to become positive figures for students in teaching and learning activities. Pedagogic competence of teachers refers to the ability to carry out educational service tasks independently. The ability in question is in the form of visible actions that can be observed and can be measured. These visible actions are based on, among other things, knowledge, insight, attitudes and personal traits.

In PP RI No. 19 of 2005 concerning National Education Standards, article 28 states that "Educators are learning agents who must have four types of pedagogic competencies, namely pedagogic, personality, professional and social pedagogic competencies" (Depdiknas, 2005). In that context, teacher pedagogical competence can be defined as the knowledge, skills and attitudes embodied in the form of intelligent and responsible actions possessed by a teacher to carry out teacher positions.

Personal pedagogic competence is a personal ability that reflects a stable, stable, mature, wise and authoritative personality that can be used as an example for students and has noble

character. Pedagogic Competence Pedagogics are abilities related to students' understanding and management of educational and dialogical learning. Pedagogic pedagogic competence includes the ability to understand students, design and carry out learning activities evaluating learning outcomes and developing participants to actualize their various potentials. Professional pedagogical competence is an ability related to mastery of learning materials broadly and deeply which includes mastery of the content of curriculum subjects in schools and the science that overshadows the curriculum materials and adds scientific insight as a professional teacher. Social pedagogic competence is the ability of a teacher as part of the community to communicate effectively with students, fellow educators and education staff.

Professional pedagogic competence is an ability that must be possessed by teachers in planning and implementing the learning process. Teachers have the task of directing student learning activities to achieve learning objectives, for that teachers are required to be able to deliver lesson materials. Teachers must always update, and master the subject matter presented. Self-preparation of the material is attempted by seeking information through various sources such as reading the latest books, accessing from the internet, always following the latest developments and progress on the material presented.

Various efforts have been made by the government in order to improve the quality of education, among others by changing the curriculum that always tries to keep up with existing developments in various aspects, increasing teacher pedagogical competencies, improving the welfare of teachers and lecturers, completing school infrastructure, providing financial assistance to increase activities schools in addition to routine operational funds, including through Blockgrant BOMM, SKM, BOS, and others. Meanwhile, to improve the pedagogic competence of teachers, one of the efforts that has been made by the government is through improving the welfare of teachers and lecturers. The welfare improvement is carried out by providing professional allowances to teachers and lecturers. To get the professional allowance, the teacher must have an educator certificate (teacher professional certificate) which can be obtained after the teacher is declared to have passed the Pedagogic Competency test through a training process and ends with a Pedagogic Competency exam, or through a portfolio assessment for in-service teachers.

Improving the pedagogical competence of teachers means improving the quality of human resources (HR) in the field of education. Human resources are the most important capital and wealth of every human activity, especially in the world of education. Therefore, human as the most important element in implementing an institution/agency/organizational goal needs to be improved so that it can be utilized optimally for the benefit of the institution as well as the interest of the individual. With the provision of professional allowances, it is hoped that the Pedagogic Competence of teachers can increase so that their performance also increases which in the end the quality of education can also increase. However, the reality on the ground is different from what was expected.

However, if you pay attention to the reality on the ground, it turns out that there are still many teachers who have Pedagogic Competencies that are not in accordance with the standards desired by the government. This can be seen from the results of the teacher's Pedagogic Competency test which is carried out annually by the government, complaints from parents and the community, as well as the results (outputs and outcomes) in the form of student achievement. From some of these things as well as from various other indicators of teacher pedagogical competence, it still shows that the teacher's pedagogic competence is currently unsatisfactory.

On the other hand, teacher pedagogic competence can indeed be influenced by many factors, both internal and external factors. Internal factors such as work ethic, work motivation, intelligence (intellectual, emotional, and spiritual), personality, self-confidence, adversity and so on. Meanwhile, from external factors, such as work environment, principal's leadership, organizational climate/culture of colleagues, welfare/compensation received, and so on.

Of the various factors above, in addition to providing professional allowances, the authors are more interested in raising the work motivation factor as an internal factor and the principal's leadership factor as an external factor as factors that are thought to have an effect on increasing teacher pedagogic competence. Various studies in various fields, especially the field of human resources, have proven that the work motivation of employees has a significant effect on increasing the Pedagogic Competence of the employees concerned. Likewise, the leadership factor of the supervisor or the leader of the employee, both in theory and the results of various studies prove that there is a significant influence on the leadership of

superiors on increasing the Pedagogic Competence. Likewise, in the educational environment, many studies have proven that the leadership of school principals has an effect on increasing teacher pedagogical competencies.

In an institution/agencies leadership is expected to be able to provide advantages for the institution/agencies to continue to live and develop. The role of a leader in improving employee performance can support the achievement of goals and objectives. The leader holds the main key to the success or failure of an institution / agency, so in achieving the goal it is necessary to have a leader figure who is able to guarantee the peaceful feelings of his subordinates, the freedom and independence to be creative and move actively, and be able to motivate his subordinates. In carrying out the duties and responsibilities a leader will face various kinds of people who may have little experience in working together, for leaders must be able to make the right choices in involving and giving authority to achieve the vision and mission as well as educational success.

Managing an institution / agency including managing its human resources, management principles and theories are needed, including leadership principles and theories. Every ability in leadership must be closely attached to a leader, regardless of the scope of responsibility. Because without the ability to lead, especially in terms of human resource management, it is impossible for a leader to be successful in carrying out his responsibilities. The attitude and style and leadership behavior of a leader has a very large influence on the organization he leads, it can even affect the improvement of Pedagogic Competence and the performance of all employees he leads.

The principal is the leader at the school level. The principal has a big role in developing the quality of education in his school. The growth and development of work spirit, the creation of harmonious cooperation, the development of the quality of teachers, and the performance of their subordinates are determined by the leadership quality of the principal. Therefore, school principals should always develop themselves to become professional educational leaders.

Harna (2003: 2) argues that a school principal should be professional in leadership, human relations, group processes, personnel administration and assessing staff. A principal who is successful in carrying out his duties is a principal who shows his professional abilities as a leader. He became successful because of the support and appreciation of his staff. He will be successful if his teachers are able to show an open minded

attitude, creative, and have a high work spirit. A school principal needs to show a friendly, calm, enthusiastic, understanding attitude, provide challenges, create a sense of security, have broad insight and understand the vision and mission of the school so that it can encourage the growth of enthusiasm and work motivation as well as a loyal attitude and support from teachers who there is.

The leadership role is really needed, as in educational institutions in general, the leadership role of a school leader, namely the principal, is very influential in achieving the goals of the school. The principal as the head of the school as well as the manager at the school is required to be able to manage and direct all available resources in the school, namely teachers, employees and students. The principal must be able to create a conducive working atmosphere for teachers and employees, and must be able to create a comfortable and enjoyable learning atmosphere for his students. The principal must also be able to foster enthusiasm and work motivation for teachers as well as enthusiasm and motivation to learn for students. With good leadership from a school principal, these things can be achieved.

Teacher work motivation is really needed, teachers who have high motivation in carrying out their main tasks and functions will have the enthusiasm to improve their own pedagogic competence and performance. Good principal leadership and high work motivation of teachers as well as with the provision of these professional allowances are expected to increase the pedagogical competence of teachers.

II. LITERATURE REVIEW

Theory About Giving Teacher Professional Allowance

According to Natawijaya (2003), the teacher is taken from the Arabic language, namely *alima - ya'lamu*, which means knowing. With this meaning, the teacher can be interpreted as "a person who knows or is knowledgeable". Still according to Natawijaya (2003) that the word *alima - ya'lamu* can also be interpreted as 'teaching'. Thus, the teacher is not only a person who has knowledge, but he also has to teach it to others.

Hamalik (2013) says that the teacher is a position that is chosen based on vocational principles. He further said that the teacher's role is to help students change their behavior in accordance with the desired direction, namely the process (change in behavior) and criteria (specifically desired direction) formulated in educational goals. Furthermore Hamalik (2013) said "The task of the teacher is to interact with

students by creating conditions and materials, by manipulating situations that allow students to change behavior according to that desire as previously predicted. Because learning situations are different, herein lies the importance of the teacher being active as a continuous inventor, that is, finding procedures he deems reliable. Educators' decisions about curriculum methods, materials and procedures are basically still hypotheses that need to be tested continuously by finding the level at which actual behavior changes will occur.

RI Law No. 14 of 2005 concerning Teachers and Lecturers Article 1 states "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education." Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System in article 39 paragraph (2) states "Educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, as well as conducting research and community service, especially for educators at higher education institutions. tall."

Meanwhile, according to Sardiman (2005), the teacher is one of the human components in the teaching and learning process, which plays a role in efforts to establish potential human resources in the field of development. Etymologically according to Satori (2005) that the teacher or educator is the person who does the guidance. This understanding gives the impression that the teacher or educator is a person who carries out activities in education.

From the description above, what is meant by the teacher in this study is someone who has the expertise and ability and legality based on the field of knowledge he obtained in higher education in order to change the behavior of his students in the direction expected in accordance with educational goals.

Definition of Teacher Profession

Profession comes from the Latin "proffessio" which has two meanings, namely promise / pledge and work. If the meaning is made in a broader sense, it becomes: "any" and "anyone" activities to earn a living carried out with a certain skill. Meanwhile, in a narrow sense, profession means activities that are carried out based on expertise and are required to implement social norms properly. In the Great Indonesian Dictionary (2006), the word profession is defined as a field of

work based on certain expertise (skills, vocational, etc.) education. In the Indonesian Wikipedia Free Encyclopedia (<http://id.wikipedia.org/wiki>), it is stated that:

Profession is a loan word from an English word "Profess", which in Greek is "Επαγγελια", which means: "Promise to fulfill the obligation to perform a special task permanently / permanently". Profession is also a job that requires training and mastery of a special knowledge. A profession usually has a professional association, a code of ethics, and a certification and licensing process that is specific to that profession. Examples of professions are in the fields of law, health, finance, military, engineering, designers, educators.

In the Law of the Republic of Indonesia Number 14 of 2005 it is stated that: Profession is a job or activity carried out by a person and becomes a source of income for life that requires expertise, proficiency, or skills that meet certain quality standards or norms and require professional education.

From several meanings of the word profession and the meaning of the word teacher from the previous discussion, the author makes a synthesis that the teaching profession is a job that requires all Pedagogical Competencies, knowledge, scholarship, expertise, skills, proficiency, insight skills, attitudes, and behaviors or personalities that meet certain quality standards or norms that must be owned, lived, controlled, and actualized by teachers in carrying out their duties as teachers.

Definition of Teacher Professional Allowance

Since the issuance of the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, where the law mandates the government to provide professional allowances to teachers and lecturers, since 2006 the government has implemented the granting of certificates or certifications to teachers and lecturers, especially teachers and lecturers in positions of both teachers and lecturers with the status of civil servants and teachers who are not civil servants. Then since 2007 the government has started to provide professional allowances to teachers and lecturers who have received the professional certificate.

Everything that regulates the provision of professional allowances is then regulated in Government Regulation Number 41 of 2009 concerning Provision of Professional Allowances for Teachers and Lecturers. Prior to the issuance of this government regulation, the guidelines used in implementing teacher professional certification and the provision of allowances were the Regulation of

the Minister of National Education of the Republic of Indonesia Number 18 of 2007.

When viewed from the requirements and process of certification regulated in the legislation, if a teacher is declared to have passed the certification process, it is appropriate that the teacher is said to be a professional teacher and is entitled to a professional allowance. Teachers who are declared to have passed the certification mean that they have passed the Pedagogical Competency test as required as a professional teacher, namely pedagogic, professional, social, and personality Pedagogic Competencies. The four pedagogical competencies already cover all the elements required as a professional teacher.

The provision of professional allowances is the government's attention, recognition and appreciation for the profession and professionalism of teachers. In addition, the provision of professional allowances is an effort by the government to further improve the welfare of teachers. By providing professional allowances to teachers, the government expects a significant increase in teacher loyalty and performance, which in turn can improve the quality of education in general.

From the description above, the author synthesizes that the teacher professional allowance is an allowance given by the government to teachers who have, appreciate, master, and actualize all elements of teacher professionalism as a reward for that professionalism.

Theory of Principal Leadership

Changes in organization, history and society arise from the efforts of a number of superior individuals. These individuals dedicate themselves to a particular mission; they want power and influence over others; or they have unlimited energy and a strong desire to achieve certain values, which are very important to them.

Leadership activities are continuous and touching activities in various aspects of life. It is undeniable that the success of an education in a school is highly dependent on the quality of the leadership who is the leader of the school. The quality of leaders determines the success of their students in school because successful leaders will be able to manage the school they lead, can influence others constructively and realize the right path and behavior that must be done together. Leadership is an aspirational power, creative spirit and moral strength that is able to influence subordinates who are led to change attitudes to suit the expectations of the leader himself and educational goals. This factor affects the

achievement of educational organizations because leadership is the main activity where educational goals are achieved.

According to Hasibuan (2007) "Leadership is the way a leader influences the behavior of subordinates, and is able to work together and work productively to achieve organizational goals".

In this definition it turns out that leading is related to one person who influences other parties in the group concerned. In addition, the influence arises from the relationship between the leader and a group member or members, meaning that there is a reciprocal interaction or reactions of people in a group. Both kinds of influence and interaction words are basic to any conversation about leadership. Almost in line with Winardi's opinion, is the opinion of Martoyo (2004) "Leadership is the whole activity in order to influence people to want to work together to achieve a goal that is desired together.

Based on all the references that have been written above, according to the author, leadership is a person's ability to control and influence the behavior of other people in this case his subordinates in such a way that other people want to do what they want to achieve predetermined goals.

Understanding Principal Leadership

The results of Likert's research in Winardi (2003) concluded, that "leadership can be seen from how the leadership treats organizational variables consisting of leadership, motivational processes, communication processes, interaction processes, decision making processes, goal setting processes and control processes".

The application of the leadership style quoted by Siagian (2008) "actually not many leaders are truly consistent in one style". This is due to differences in the situation and environmental conditions and the character of the employees they face. In addition, it requires responsive and adaptive leaders to carry out appropriate leadership. However, not all leaders have this ability, so it is often found that certain leadership tends to be maintained during the period of office they hold.

The leadership chosen by the principal can be influenced by several factors, including: First, of course, the factor that comes from the principal's personality. The following are the assumptions he adopts. Regarding the assumptions of leadership towards employees, McGregor's opinion in Wahjosumidjo (2007) can be stated here regarding managerial assumptions of theory X and theory Y

in his book "The Human Side of Enterprise". Broadly speaking, theory X is the traditional view of directing and supervising employees. This theory X view will influence the leadership in carrying out its leadership which tends to be authoritarian, which emphasizes reinforcement only, through the provision of honorarium and job titles, both of which fulfill many physiological needs and a sense of security.

Principals in carrying out their duties, namely leading members of their organizational groups, are expected not to impose their will or by intimidation, because leadership is basically a human management through persuasion and inspiration not through direct coercion. In this case it will involve the application of knowledge about human factors in solving concrete problems. Cleeton and Mason as quoted by Mar'at (2012) argue that "leadership indicates the ability to influence humans and produce a sense of security through an emotional approach rather than using an authoritarian".

Based on these things, the principal's leadership is a technique of leading by influencing subordinates to work in accordance with the desired goals. In this case the teacher as a subordinate is expected to be able to work in accordance with predetermined institutional goals.

Theory about Work Motivation

Motivation comes from the Latin word "Movere" which means encouragement or driving force. According to Nurhamid (2001), motivation is a hypothetical concept for an activity that is influenced by one's perceptions and behavior to change situations that are less and unsatisfactory or less/unsatisfactory. According to Hasibuan (2008), motivation questions how to encourage the work enthusiasm of subordinates, so that they are willing to work hard by giving all their abilities and skills to realize organizational goals. Further

Mathis (2008) defines that motivation is a force that drives an employee to cause and direct behavior. Motivation is a desire in a person that causes that person to take action. According to Wahjosumidjo (2007), motivation is a psychological process that reflects the interaction between attitudes, needs, perceptions and decisions that occur in a person. Motivation as a psychological process arises or is caused by factors within a person called intrinsic or factors outside of a person called extrinsic.

Good and Burphy in Kartonegoro (2000) define motivation as a hypothetical construction used to explain the implementation of work, direction, intensity and accuracy in behavior to

achieve goals. The concept of motivation is closely related to achievement motivation (need for achievement), desire for affiliation, incentives, habits, inequality, anxiety.

Soekamto (2003) suggests that "motivation by type is divided into two types, namely intrinsic motivation and extrinsic motivation". Intrinsic motivation is an inner drive to be able to pursue high achievement. Extrinsic motivation is something that needs to be manipulated by teachers or instructional designers/developers so that students feel an urge to learn the material being taught.

According to Hamalik (2008), motivation is a change in energy in a person which is characterized by the emergence of feelings and reactions to achieve goals. The motivation that exists in a person will make that person do as much as possible to achieve organizational goals. With high motivation will also result in the quality of achieving optimal goals. The role of motivation is very significant as the behavior and actions of individuals. Through motivation, a person is able to face various obstacles. According to Robbin (2000): Motivation is a willingness to expend a high level of effort towards organizational goals conditioned by the ability, the effort to meet an individual need. Motivation is also a force that directs someone to act or do something. Many things a person can do thanks to his motivational drive.

Theory of Teacher Pedagogic Competence

Pedagogic competence can be interpreted as a person's ability to carry out work in accordance with his expertise. Pedagogical competence of teachers is the condition, direction, value, purpose and quality of an expertise and authority in the field of education and teaching related to the work of a person who makes a living. Teachers play an important role in achieving optimal learning outcomes, because teachers are the planners, implementers and at the same time provide evaluations of achievement of learning outcomes. According to Biggs (2009), a competent educator will be able to carry out work in accordance with his main duties and responsibilities. If an educator has adequate Pedagogic Competence, he will be able to conduct better learning and will get optimal learning outcomes.

In the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, it is stated that Pedagogic Competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and controlled by teachers or lecturers in carrying out professional

duties. Meanwhile, in Kepmendiknas RI No. 045/U/2002 it is stated that Pedagogic Competence is a set of intelligent and responsible actions in carrying out tasks in accordance with certain jobs. According to Mulyasa (2006), Pedagogic Competence is the need for mastery of knowledge, skills, and attitudes that are displayed through performance or performance.

According to Hidayat (2012), Pedagogic Competence is formed as the dimensions of behavior and behavior that lie in performance skills. The Pedagogic Competence contains the minimum requirements that must be possessed by someone who will do a certain job so that the person concerned has the ability to carry out the work and succeeds well.

A Pedagogic Competence refers to the capacity that must be possessed by a person to fulfill job requirements both for now and for the future, so that what is meant by Pedagogic Competence is not only related to current performance but can also be used to predict future performance. In Pedagogic Competence, there are elements of knowledge, skills and behavioral attitudes needed in carrying out their duties.

From all the definitions above, it can be interpreted that Pedagogic Competence is the ability to carry out a task, role or task the ability to integrate knowledge, skills, attitudes and personal values and the ability to build knowledge and skills based on experience and learning carried out.

The pedagogical competencies of educators as learning agents at the primary and secondary education levels as well as early childhood education include: (1) pedagogical pedagogic competencies, (2) personality pedagogical competencies, (3) professional pedagogical competencies; and (4) Social Pedagogic Competence.

According to Mulyasa (2006: 34), teacher pedagogic competence is the ability or quality of teachers in teaching, so that it is manifested in the form of mastery of knowledge and professionalism in carrying out their functions as teachers. Likewise, according to Djamarah (2008), teacher pedagogical competence is the ability or quality that has the consequence that a teacher is required to really have the knowledge and skills in accordance with his profession, so that he can carry out his duties as well as possible. Meanwhile, Rastodio (2009) defines teacher pedagogical competence as mastery of knowledge, skills, values and attitudes which are reflected in the habit of thinking and acting in carrying out the profession as a teacher.

From the description above, it can be synthesized that the teacher's pedagogical competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, mastered, and actualized by teachers in carrying out their professional duties as teachers.

III. RESEARCH METHODOLOGY

Research Design

This research is included in the type of explanatory research with a quantitative approach, which will explain or reveal the effect of independent variables on the dependent variable. In this case, there are 3 independent variables, namely the provision of teacher professional allowances (X1), principal leadership (X2), and teacher work motivation (X3), and one dependent variable (Y) namely teacher pedagogic competence. This type of research is used because it is adapted to the formulation of the problem and the purpose of this study, namely to test the proposed hypothesis in order to explain or reveal the effect of the independent variables (providing teacher professional allowances, principal leadership, and teacher work motivation) on the dependent variable (pedagogical competence), teacher pedagogy either partially or simultaneously (together).

Population and Sample

The target population in this study are public high school teachers in the North Jakarta Administrative City area for the 2017/2018 academic year who have received teacher professional allowances and are in the guidance area of the North Jakarta I Education Sub-Department Office which includes TanjungPriok, Pademangan, and Penjarangan sub-districts. The affordable population in this study were SMA Negeri 15 Jakarta teachers (34 teachers), SMA Negeri 18 Jakarta (37 teachers), SMA Negeri 41 Jakarta (30 teachers), and SMA Negeri 80 Jakarta (36 teachers) for the 2017 academic year. /2018 who have received teacher professional allowances totaling 137 teachers.

The sample selection technique in this study used a combination of cluster, proportional and random techniques. The cluster technique is used in grouping teachers according to the school where they teach. In determining the number of sample members, the proportional technique of each existing cluster is used. Meanwhile, to determine the sample members from each existing cluster selected randomly. The sample in this study was 58 teachers, because the number of teachers in each school (cluster) of members of the affordable population was different.

Data Collection Technique

The technique of collecting data for all existing variables is by asking respondents to answer the questions in the questionnaire/questionnaire given by the researcher. The questionnaires contain related questions and can measure these variables. Respondents' answers were then given a score according to the scoring rules in the instrument. The total score of each respondent for each variable is the research data.

Data Processing Techniques

Data processing in this case is concerned with calculating the measures of data concentration and dispersion, and data presentation. The concentration measure consists of the mean, mode, and median. The dispersion measures consist of range, variance, standard deviation, skewness and kurtosis. The presentation of the data referred to is the presentation of data in the form of frequency distribution tables, graphs/bar charts for each variable.

Research Results and Discussion

1. The effect of providing professional allowances on teachers' pedagogical competence

From hypothesis testing, it was obtained that the value of Sig = 0.000 and tcount = 4.825 while ttable = 1.67. because the value of Sig < 0.05 and tcount > ttable, H0 is rejected, which means that there is a significant effect of the independent variable X1 (providing professional allowances) on the dependent variable Y (teacher's pedagogical competence).

According to the theoretical synthesis in Chapter II, teacher pedagogic competence is the ability of a teacher to manage the learning process of students in an integrated and organized manner. In addition, pedagogic competence is demonstrated in helping, guiding and leading students as well as to actualize various potentials of students and understand students in depth. The provision of teacher professional allowances is the provision of allowances by the government to teachers who have, appreciate, master, and actualize all elements of teacher professionalism as a reward for that professionalism. The provision of professional allowances is the government's attention, recognition and appreciation for the profession and professionalism of teachers, as well as an effort by the government to further improve the welfare of teachers. With the increase in welfare, it is

expected that teachers can further improve their performance.

Pedagogic competence is the main pedagogic competence that must be possessed by a teacher that is different from other professions, therefore teachers are required to always improve their pedagogical competence, especially pedagogical competence. Pedagogic science can be narrowed down to meaning as the science of educating and teaching science, while the main tasks and functions of the main teacher are educating and teaching, so that teachers can carry out their main tasks and functions well, they must have high pedagogic pedagogic competencies.

Teacher professional allowances are given to teachers who already have an educator certificate. Meanwhile, to get the certificate, the teacher must be declared to have the Pedagogical Competence required as a professional teacher, either through a portfolio or through training that ends with a Pedagogic Competency test. This is also an effort by the government in conducting teacher training to improve and control teacher qualifications. With the provision of teacher professional allowances which means increasing teacher welfare, it is hoped that there will be an increase in teacher pedagogic competence and an increase in teacher performance which in turn will increase the quality of education.

From the quantitative information and the theory, it can be concluded that there is a positive and significant effect of providing professional allowances on teachers' pedagogical competence.

2. The influence of the principal's leadership on the teacher's pedagogical competence

From hypothesis testing, it was obtained that the value of Sig = 0.000 and tcount = 3.821, while ttable = 1.7, because the value of Sig <0.05 and tcount > ttable then H₀ is rejected, which means that there is a significant effect of the independent variable X₂ (leadership leadership) on the dependent variable Y (teacher's pedagogical competence).

According to the theoretical synthesis in Chapter II, teacher pedagogic competence is the ability of a teacher to manage the learning process of students in an integrated and organized manner. In addition, pedagogic competence is demonstrated in helping, guiding and leading students as well as to actualize the various potentials of students and understand students in depth. Principal leadership is a technique of leading by influencing subordinates to work in accordance with the desired goals. In this case the teacher as a

subordinate is expected to be able to work in accordance with predetermined institutional goals. Principal leadership is related to the style, art, and approach taken by the principal in leading teachers as his subordinates in the school.

In general, a person's pedagogic competence is related to a mental attitude that always holds the view that the current state or quality of life must be better than before. The level of a person's pedagogic competence depends on humans acting as regulators of all the potential that exists in him, such as thoughts, time, energy, space, materials, or other materials and the environment.

Efforts to achieve institutional goals or other forms of institutions are always determined by the performance of the employees or people who work at the institution, while that performance is influenced by the Pedagogic Competence of these people. One of the efforts to improve this performance can be done through increasing human resources and leadership has a major role. Here, the role and function of leadership will determine the improvement of the performance and competence of their subordinates. The role of leadership starting from the process of planning, implementing, monitoring, and evaluating performance is a determining factor.

An indispensable element in carrying out the work of a leader is the ability to encourage subordinates to work and improve their pedagogical competence. Human resources will be qualified if they are led by leaders who have effective leadership abilities, who are able to direct subordinates to work better and have high Pedagogic Competence. The same is true in the educational or school environment. Good principal leadership will always encourage and motivate teachers to always improve their pedagogical competencies, including pedagogic pedagogical competencies.

From this quantitative information and theory, the researcher concludes that there is a positive and significant influence on the principal's leadership on teachers' pedagogical competence.

3. The Influence of Work Motivation on Teachers' Pedagogic Competence

From hypothesis testing, it was obtained that the value of Sig = 0.000 and tcount = 4.486, while ttable = 1.7, because the value of Sig <0.05 and tcount > ttable, H₀ is rejected, which means that there is a significant effect of the independent variable X₃ (work motivation) on the dependent variable Y (teacher's pedagogical competence).

According to the theoretical synthesis in Chapter II, teacher work motivation is a positive

attitude from a teacher which includes feelings and behavior towards his work through an assessment of one job as a sense of appreciation in achieving one of the important values of work and feelings and one's assessment of one's work, his work in relation to whether his work meets his expectations and desires. Teacher pedagogic competence is the ability of a teacher to manage the learning process of students in an integrated and organized manner. In addition, pedagogic competence is demonstrated in helping, guiding and leading students as well as to actualize various potentials of students and understand students in depth.

Teacher work motivation is a condition that makes teachers have the will/need to carry out their duties and functions as teachers in order to achieve educational goals. Teachers' work motivation factors can be divided into two, namely internal factors (intrinsic) and external factors (extrinsic). Intrinsic factors include intelligence, ability/pedagogic competence, motivation, work ethic, personality, self-confidence, resilience, and dedication. Extrinsic factors such as: achievement, support, recognition, awards, compensation obtained, and examples from the leadership.

Motivation affects all the actions and results of the teacher's work in carrying out his duties and responsibilities which are manifested in behavior. In an institution, motivation from employees is needed to optimize all resources including solving problems that occur, and with an understanding and knowledge of good management, the goals of the institution will be realized. If the teacher has high motivation, then he will work properly, hard, diligently, and with high dedication. To be able to work well, he must have adequate pedagogical abilities or competencies. Therefore, if a teacher has high motivation in work, he will always improve his pedagogical competence, including pedagogic pedagogic competence.

From this quantitative information and theory, the researcher concludes that there is a positive and significant effect of work motivation on teachers' pedagogical competence.

4. The effect of providing professional allowances and the leadership of the principal together on the Pedagogic Competence of teachers

From the description of the data after the correlation analysis, the correlation coefficient is 0.887 and the coefficient of determination is 78.7%, after testing with the SPSS program it is proven that the correlation coefficient is significant. This means that there is a significant effect of the

independent variables on the provision of professional allowances (X1), principal leadership (X2), and work motivation (X3) together on the dependent variable Y (teachers' pedagogical competence).

While the regression analysis obtained the regression line equation $Y = -30.573 + 0.523 X1 + 0.236 X2 + 0.31 X3$. The constant value = -30.573 indicates that with the provision of professional allowances, principal leadership, and the lowest work motivation, it is difficult for the teacher to have high Pedagogic Competence, while the regression coefficient values of 0.523 and 0.236 indicate that there is a positive influence on the variable. X1 (providing professional allowances), X2 (leadership leadership), and X3 (work motivation) together on the dependent variable Y (teachers' pedagogical competence). The regression coefficient figures also show that every time there is an increase in the value of the provision of professional allowances, there will be an increase in teacher pedagogical competence by 0.523, for every increase in the value of the principal's leadership, there will be an increase in teacher pedagogical competence by 0.236, each time there is an increase in one value of work motivation. then there will be an increase in the teacher's Pedagogic Competence of 0.31.

After testing, it was found that the value of Sig = 0.000 and Fcount = 66.413, while Ftable = 2.76 so that the value of Sig < 0.05 and Fcount > Ftable, which means the regression is significant.

According to the theoretical synthesis in Chapter II, teacher pedagogic competence is the ability of a teacher to manage the learning process of students in an integrated and organized manner. In addition, pedagogic competence is demonstrated in helping, guiding and leading students as well as to actualize various potentials of students and understand students in depth. The provision of teacher professional allowances is the provision of allowances by the government to teachers who have, appreciate, master, and actualize all elements of teacher professionalism as a reward for that professionalism. The provision of professional allowances is the government's attention, recognition and appreciation for the profession and professionalism of teachers, as well as an effort by the government to further improve the welfare of teachers. With the increase in welfare, it is expected that teachers can improve their pedagogical competence and performance.

Principal leadership is a technique of leading by influencing subordinates to work in accordance with the desired goals. In this case the teacher as a subordinate is expected to be able to

work in accordance with predetermined institutional goals. Principal leadership is related to the style, art, and approach to leadership taken by the principal in leading teachers as their subordinates at school.

Teacher work motivation is a positive attitude from a teacher which includes feelings and behavior towards his work through the assessment of one job as a sense of respect in achieving one of the important values of work and feelings and one's assessment of his work in relation to whether his work meets his expectations and desires. .

From the quantitative information and the theory, it can be concluded that there is a positive and significant effect of providing professional allowances, principal leadership, work motivation together on teacher pedagogical competence.

IV. CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Based on the description of the research data and after analysis and hypothesis testing, in general it can be concluded that:

1. There is a significant effect of providing professional allowances, principal leadership, and work motivation together on the Pedagogic Competence of State Senior High School teachers in North Jakarta. This is evidenced by the results of hypothesis testing through multiple regression analysis which shows that the value of Sig = 0.000 and Fcount = 66.413, while Ftable = 2.76 so that the value of Sig < 0.05 and Fcount > Ftable which means that the multiple regression is indeed significant.
2. The magnitude of the contribution of the provision of professional allowances, principal leadership, and work motivation together to the Pedagogical Competence of teachers is indicated by the coefficient of determination, which is 78.7%, the rest (21.3%) due to the influence of other factors not examined.

Based on the results of data analysis and hypothesis testing related to the partial effect of each independent variable, it can be specifically concluded that:

1. There is a significant effect of the provision of professional allowances on the Pedagogic Competence of State Senior High School teachers in North Jakarta. This is evidenced by the results of hypothesis testing that the value of Sig = 0.000 and tcount = 4.825, while ttable = 1.67 so that the value of Sig < 0.05 and tcount > ttable which means that there is indeed a significant effect.

2. There is a significant influence of the principal's leadership on the Pedagogic Competence of State Senior High School teachers in North Jakarta. This is evidenced by the results of hypothesis testing that the value of Sig = 0.000 and tcount = 3.821, while ttable = 1.67 so that the value of Sig < 0.05 and tcount > ttable which means that there is indeed a significant effect.
3. There is a significant effect of work motivation on the Pedagogic Competence of State Senior High School teachers in North Jakarta. This is evidenced by the results of hypothesis testing that the value of Sig = 0.000 and tcount = 4.486, while ttable = 1.67 so that the value of Sig < 0.05 and tcount > ttable which means that there is indeed a significant effect.

Suggestion

Suggestions that the author can convey on this occasion are as follows:

1. Hopefully the results of this very simple research can make a real contribution to the progress of education in Indonesia, especially in terms of management or management of human resources in the field of education to improve the quality of education, especially primary and secondary education.
2. Hopefully the results of this study can be used as a valuable reference for further research on the provision of professional allowances or improving teacher welfare, principal leadership, and work motivation on teacher pedagogical competence or teacher performance, by increasing the scope of the research.
3. The government through relevant agencies, educational institution managers, and school principals should be able to combine the factors of providing professional allowances or improving teacher welfare, school principal leadership, and work motivation in an effort to improve teacher pedagogical competence so that teacher performance can improve and the quality of education is also can also increase.

Suggestions for Using It

1. The government through relevant agencies, managers of educational institutions, and school principals should be very concerned with the continuity and improvement of the provision of teacher professional allowances, both in terms of the process for obtaining these allowances, timeliness of payments, nominal amounts, and all matters related to provision of teacher professional allowances. All problems

that arise in the provision of professional allowances that cause teacher dissatisfaction or disrupt teacher concentration in carrying out their duties should be assisted by the parties concerned.

2. Principals should always be aware of self-introspection or self-evaluation and always strive for improvement and improvement of the quality of their leadership, so that teachers' Pedagogic Competence is also increasing, so that teachers can have high performance which ultimately leads to improving school quality.
3. Teachers should always strive to be motivated from within to carry out their duties and improve their own pedagogical competence so that they can improve the quality of service to students, which in the end leads to improving the quality of education.
4. School principals, managers of educational institutions, and the government through related agencies should strive to always provide guidance to teachers so that teacher motivation in carrying out their duties and improving their pedagogical competence can be higher.

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