EVALUATING THE LEVEL OF TEACHER PERFOMANCE: PEDAGOGIC, SOCIAL AND PERSONAL COMPETENCY

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Abstract: *This study aims to evaluate the level of competency of history teachers in Jember. Competency indicators are pedagogical competence, social competence and personality competence based on the perspective of students. This research used quantitative analyzed using inference statistics to analyze differences in teacher competence according to gender and teaching experience. The research sample involved 100 students across five schools. Data analysis used SPSS with multivariate statistical tests. This study indicates a significant difference between teacher pedagogical competence based on gender and teacher social competence based on the level of teaching experience. This study reflects that competency development is still needed to improve teacher competence to improve learning quality.*

INTRODUCTION

A teacher is one of the professions that has a significant influence on improving human resources quality. A teacher should be able to provide a stimulus for the development of knowledge, beliefs and motivation of their students and to themselves (Kunter et al., 2013). Low awareness of students' characteristics and needs will have an impact on the quality of a teacher's performance. Not a few also, some teachers can carry out their professional duties well through an innovative learning process (Nellitawati, 2017). The teacher's professional development should also be followed by evaluating and reflecting during the learning process. Teachers should be able to evaluate their own competence so that they always try to fulfil their professional duties (Romera, Rabanillo, Ortiz, Ruiz, 2017).

The fundamental problem in developing teacher competence is the distribution of teachers based on location. Most of the competent teachers are located in city schools. This has become a critical analysis of the inequality of competent teachers, the majority of which are located in urban areas versus rural areas (Eppley Karen, 2009). Teacher competency development is expected to be able to distribute evenly in the low, medium and high teacher competency levels.

During the last few decades, efforts to improve education quality have been carried out through several measures including (1) Providing intensive training to teachers. This exercise can be in the form of academic training or soft skills which functions to solve problems faced by teachers and provide additional skills; (2) Provide counseling to teachers. It is done by involving supervisors, namely the principal and other supervisory bodies; (3) Perform regular monitoring of teachers. This monitoring is carried out by providing regular tests and evaluations to the teacher to review their work quality. The development of teacher competence in the Industrial Revolution era needs to be adjusted to the use of Information Technology in the learning process (Kirschner & Davis, 2003).

Professional teachers can apply practical theories, both cognitive psychology and reflective practitioner theory (Dumitriu, Timofti, & Dumitriu, 2013). Teacher professional behavior results in effective, thorough and permanent learning about the knowledge, skills and values given to a student by a teacher or a relevant institution (Blašková, Blaško, Jankalová, & Jankal, 2014). Integrating teacher competence in the learning process involves management involvement in all aspects including learning media, learning methods and competency innovation in selection, innovation design in learning. A teacher should have the ability to design and produce a learning environment to enhance learning innovation (Nutchrat and Sumalee, 2012). The following are teacher competencies that need to be possessed in the learning process (1) the ability to compile teaching materials; (2) ability to explain; (3) teacher attitudes; (4) skills in creating interactions with other parties; (5) ability to interact (Hakim, 2015). The concept of competence is generally defined as ability. However, we consider that the term has a more complex meaning, because it includes a set of knowledge, skills, attitudes and values (Mâță, Cmeciu, & Ghiațău, 2013).

The role of educational institutions is also very important in determining education policy. Educational institutions become one of the facilitators in providing training to provide opportunities for teacher development. The training developed can be in the form of skills in preparing lesson plans according to the curriculum, designing learning and managing the learning process. Educational institutions need to provide sufficient budgets to support teachers in accessing learning resources, preparing learning tools and providing efficient development programs (Prasertcharoensuk, Somprach, & Ngang, 2015). The activation of a teacher's pedagogical ability, personal competence, professional competence, and social competence significantly improves learning performance (Hakim, 2015).

Social competence is the ability to achieve personal goals in social interaction to maintain positive relationships with others (Arnold, 2012). Increasing social competence can be done by observing teachers who interact with peer work groups, students, and the social community (Uba,

Hassan, Mofrad, Abdulla, & Yaacob, 2012). Social competence is a competency that can shape the level of professionalism of teachers in their fields. Teacher social competence is related to practical communication skills with students and the ability to get along with fellow teachers and interact with student guardians. Social competence includes empathy, social sensitivity, ability to hold role distance, tolerance of other people's views, spontaneity, independence, ability to communicate, dynamic behavior, openness, tolerance for conflict situations, self-control and self-confidence (Shnyrenkov & Romanova, 2015).

The communication process is an indicator in assessing social competence (Zlatić, Bjekić, Marinković, & Bojović, 2014). Social intelligence is considered as the ability to understand and evaluate their behavior. Teacher social intelligence is one part of communicative competence (taeyeva, 2014). Emotional also affects the competence of students. Students who are irritable or have emotional outages can be seen as having poor social competence. Educators need to understand students' emotional level to organize and align it with their social competences (Denham et al., 2003). Previous research states that a good social response will result in good competence in students as well. Students' social competence is also adjusted to the rules and norms to shape them into responsible thinking, disciplined and acting based on the social norms that apply there (Wentzel, 1991).

Personality competence is the teacher's ability to show a good personality, stable, mature, skilled, and wise attitude. Personality competence takes its role and function to build personality in preparing and improving human resources (Nellitawati, 2017). The competence of a teacher takes an important role in building personality to improve the character of their students (Nellitawati, 2017). Personality competencies focus on self that comes from self-reflection, self-motivation and self-development (Blašková et al., 2014). Based on the research conducted, it shows that there are teacher personality competencies aimed at teachers themselves, namely (1) self-reflection; (2) renew themselves; (3) self-motivation, and (4) self-developing personality competencies. In addition, the teacher's personality competencies are aimed at other people or students, namely (1) inter-reflecting; (2) inter-renewing; (3) inter-motivating and (4) inter-developing competences (Blašková et al., 2014). An educator needs to form a good personality for his students. A person's personality is influenced by biological factors and the individual's environment (SUCIU, Andreia Irina; MÂȚĂ, 2011).

Personality competencies are needed to create effective and attractive learning for students. There is a premise that underlies this, namely the better the suitability of a person's job requirements and competencies, the higher the person's job performance. Teachers who have good personality competencies in creating interesting and effective learning should be given an award or reward. This award motivates teachers and prospective teachers to be able to develop good personality competencies.

Teachers can give a different touch to their profession with this personal competence. The personal competences of teachers will create better students and societies (Hidayah 2020; Puji

2020). It is because the teacher provides knowledge to students and acts as an agent of social change and shapes students' character. If teachers are more effective, there will be more competitive business schools that can produce better prepared students to face the challenges ahead. The first personality competence is communication, which involves speaking, writing, presenting oneself, listening, and communicating non-verbally. Teacher personality competencies emphasize more on the verbal abilities of Hammond (2010).

Pedagogic competence is a teacher's ability related to the level of understanding of students, teaching and learning processes, and self-actualization. According to Shulman, pedagogical thinking goes through the following stages: (1) understanding / perception; (2) modification / transformation; (3) teaching; (4) evaluation; (5) feedback; (6) reflection. Another factor that contributes to the effectiveness of teacher competence is commitment and interest in carrying out the learning process (Liakopoulou, 2011)

Pedagogic competencies include (1) general competence; (2) didactic competence; (3) methodological; (4) managerial competence. Methodology includes formulating learning objectives, identifying and planning types of activities, connecting theory with practice and evaluating students and evaluating themselves (Mâță et al., 2013). A professional teacher can analyze and make the best decisions in the learning process involving all components of learning (Mihaela, 2015). Pedagogic competence needs to be improved along with the development of other competencies. One of the competencies needed is personality competence.

Professional competence is a skill, knowledge, attitude and motivation in shaping students' character (Kunter et al., 2013). Educators have various professional levels. The socio-professional aspect and supervision by an educator of students determine their students' success (Tang & Choi, 2004). Professional competences include (1) the level of understanding of the curriculum based on teaching materials; (2) understand the concepts and relationships with other sciences; (3) mastering research steps; (4) critical review of teaching materials; (5) explore and solve problems. Aspects outside of knowledge may be important in determining teacher success. These aspects include teacher beliefs, work-related motivation, and the ability to self-regulation. (Kunter et al., 2013). This study aims to identify the level of pedagogic, social and personal competence of history educators. The state of problems in the research is what is the level of pedagogic, social and personal competence of educators?

METHOD

This research is a type of quantitative research using the SPSS Statistical Package for the Social Sciences as a tool. The design of the research is determined by the researchers from the beginning of the study in order to facilitate and limit the implementation of the research conducted. The type of research design itself is divided into 3, including qualitative research (data sources and analysis related to words), quantitative (data sources and analysis related to numbers) and mixed methods (a combination of elements from the previous two studies) (Creswell, 2009).

Quantitative research has several strategies in its research, one of which is a survey. Survey research provides a numerical description of a trend, behavior, or opinion of a population under study (Creswell, 2009). Survey research uses standard (standard) questionnaire methods or interviews in an effort to obtain data from informants (Bhattacherjee, 2012,). According to Griffe (2012, p. 53), "data collection in the survey has 3 methods, including questionnaires, interviews, and also observation".

There are five steps in conducting survey research according to Ary, Jacobs, and Razavieh (Griffee, 2012) which include planning, determining samples, making instruments, conducting research, and analyzing data. Things that need to be considered in planning a survey include (Cohen, 2007):

1. Determination of the definition of the problem to be studied (in relation to content, variables, and hypotheses)
2. Sample selection (in relation to population, accessibility, and selection of representative samples)
3. Design in measuring data (in relation to questionnaires, variables, and measurement of validity and reliability)

This study uses MANOVA data analysis using SPSS software. MANOVA is the result of ANOVA data analysis which has multiple variable results (multiple variables) and is measured with the same predictor variable (Bhattacherjee, 2012). This test is used to identify the dependency relationship between variables of a group (Singh, 2007. The use of this test has advantages because the system is more complex and minimizes errors (Pallant, 2010).

This study aims to identify educators' competence, including social competence, personality competence, and pedagogic competence based on gender and length of service. In addition, this study also identifies the relationship of each of these competencies. The hypothesis in this study is.

a. H01: There is no significant difference in the competence of educators based on gender and length of service
b. H02: There is no significant relationship between social, pedagogical, professional competence and the personality of the history subject teacher

The population used in this study were students in the social studies class in one of the high schools in Jember Regency. The total population is 180 students (see Table 1). The sampling technique uses simple random sampling with a minimum number of samples using 10% of the population. The sample used in this study involved 100 students of his-tory subjects. Respondents are students who will provide responses regarding the competence of history educators at the school.

Table 1. Repondent's Demography

Items	F	%
Gender		
Male	50	50%
Female	50	50%
Total	100	100%
Teacher work experience		
< 5 year	25	24,5%
5-10 year	59	58,7%
10 year	16	16,8%
Total	100	100%

RESULTS AND DISCUSSION

The MANOVA test is used to identify differences in teacher competencies based on gender and length of service. The normality test has been carried out with the Kolmogorov-Smirnov value of social competence (KS 0.063; P> 0.000), Personality competence (KS 0.200; P> 0.000), Pedagogic Competence (KS 0.200; P> 0.000). Based on the results of the normality test, it shows that the data is normally distributed. The next step is to do a multivariate normality test. Based on the results of the multivariate normality (see Table 2), it shows that the mahalanobis value is 16.47 compared to the critical value (df = 3; 16.27), it can be concluded that the mahalanobis value is greater than the critical value (Expensive. 16.47> 16.27) which means the data has multivariate outliers. The box M test shows Box's M (37,240) with p (= 0.100)> 0.001. p <0.00. This indicates that the variance / covariance matrix of the dependent variable is the same, so that the MANOVA analysis can be continued.

Table 2. Box test

Indicators	df	x̄	N	Mahal. Min	Mahal. Max
Social competency	3	3.87			
Personal competency	3	4.12	100	0.179	16.47
Pedagogic competency	3	4.18			

Table 3. Box M

Box's M	37.240
F	1.386
df1	24
df2	3752.592
Sig.	0.100

Based on the Box M test value shown in Table 3, it can be concluded.

a. H0: the variance / covariance matrix of the dependent variable is equal

H1: variance / covariance of the dependent variable is not the same

b. α = 0.05

c. Critical area: H0 is rejected if the p value (Sig.) <0.05

d. Statistic Test P value (Sig.) = 0.100

The p value (Sig.) = 0.100> 0.05 then H0 is not rejected, so it can be concluded that the variance / covariance matrix of the dependent variable is the same or homogeneous and can be continued to use the MANOVA test.

Table 4. Levene Test

	F	df1	df2	p.
Social competency	1.000	5	94	0.422
Personal competency	1.718	5	94	0.138
Pedagogic competency	0.891	5	94	0.490

Social competence (p = 0.422)> 0.05; Personality competence (p = 0.138)> 0.05; Pedagogic competence (p = 0.490)> 0.05. Based on the levene test (see Table 4), it shows that the overall significance above 0.05 is assumed

1) Samples come from the same population

2) covariance of social competence, pedagogic competence, and personality competence are the same.

Table 5. Multivariate test

Indicator	Λ	F	Hypothesis df	Error df	p.
Gender	0.945	1.770	3.000	93.000	0.158
Experience	0.814	2.334	6.000	184.000	0.004

Based on the multivariate test Table 5 shows that.

1. The relationship between teacher competence (A) and gender (Y1) has a significance level (sig. Y1) 0.158 <0.05. This shows that there is no significant difference between teacher competencies based on gender

2. The relationship between teacher competence (A) and experience (Y2) has a significance (sig. Y2) 0.004 <0.05. This shows that there are significant differences between teacher competencies based on experience

Table 6. Test of Between subjects effects

Source	Dependent Variable	Type III SoS	Df	MS	F	Sig.	ηp2
Gender	Social	0.099	1	0.099	0.407	0.525	0.004
	Personality	0.001	1	0.001	0.003	0.960	0.000
	Pedagogic	0.412	1	0.412	4.252	0.042	0.043
Experience	Social	4.872	2	2.436	9.969	0.000	0.175
	Personality	0.963	2	0.481	1.549	0.218	0.032
	Pedagogic	0.069	2	0.035	0.357	0.701	0.008

a. R^2 = .279 (Adjusted R Squared = .241)

b. R^2 = .166 (Adjusted R Squared = .122)

c. R^2 = .056 (Adjusted R Squared = .006)

This study used three dependent variables 0.05: 3 = 0.17 (Tabachnik & Fidel 2007). Based on the data on Table 6, the dependent variable which has a difference is pedagogic competence based on gender with a p value of 0.042 <0.17. This shows that the pedagogic competence of a teacher is influenced by gender by 4%. This study also shows that teachers' social competence based on experience has a significant difference with a p value of 0.000 <0.17. This shows that 17.5% of social competence differences are influenced by the level of differences in the teaching experience of a teacher.

Table 7. Comparing group mean

D. Variable	Indicator	x̄	SE	95% Confidence Interval	
				X lb	Yub
Pedagogic	Female	4,234	0,042	4,151	4,317
	Male	4,058	0,075	3,910	4,206
Social	<5 year	3,568	0,110	3,350	3,787
	5 - 10 year	4,090	0,065	3,961	4,220
	>10	3,651	0,158	3,336	3,965

Based on Table 7, it shows that educators who are female (M = 4.23; SE = 0.042) have a higher level of pedagogical competence compared to men (M = 4.05; SE = 0.75). The development of a teacher's pedagogic competence is influenced by several factors. One of them is influenced by factors of communication skills, the level of training obtained and so on (Mâţă, L., and Suciu, AI (2011). This study indicates that the pedagogic competence of women has a higher difference compared to male teachers. by several factors. Female teachers tend to have higher motivation than men. Female teachers tend to be more diligent and have a higher willingness to study or pursue a field of science than men. This results in female teachers organising better cognitive structures to create pedagogic competence in the learning process. Efforts to build teacher pedagogical competence are an approach to stimulate and maintain learning motivation through attention, relevance, trust, and satisfaction.

Managerial ability, development of communication and relationships with students and mental development are the advantages of women who are influenced by physical and psychological factors compared to men. The development of teacher competence also needs to be supported by an innovative curriculum so that teachers can develop their potential and the teaching process (Murillo, 2006). Skills in developing learning designs, managing learning, developing learning independence, evaluating learning, improvising learning and participating in academic assignments are indicators of teacher pedagogical competence (Perez & Torello, 2012).

The results showed that there was a significant difference between the social competence of teachers based on the experience level of 5 years to 10 years having the highest score (M = 4.09; SE = 0.06) compared to educators who had a level of experience below 5 years (M = 3.56; SE = 0.11) and teaching experience over 10 years (M = 3.65; SE = 0.15). Teaching experience will affect the level of knowledge and skills possessed. The age of 5 to 10 years is the ideal age to gain knowledge and skills compared to teachers who have teaching experience under 5 years. High teaching experience will foster teacher sensitivity in overcoming various problems in the classroom. Emotional intelligence and emotional closeness between teachers and students have been built

very well throughout the teaching period. This impacts the effectiveness of social relationships between teachers and students who are influenced by their teaching experience. Teachers who have high teaching experience can have good social competence to facilitate students to work collaboratively and participate in a twenty first century social learning environment (Uerz et al. 2018).

CONCLUSSION

Teacher competence is one of the factors in supporting the achievement of successful learning. The quality of teacher competence is one of the assets in developing and optimizing students' knowledge and skills. Pedagogic competence, social competence and personality competence are competency components that need to be possessed by a teacher in optimizing the quality of learning. This study indicates that there is a significant difference in the pedagogical competence of teachers on the gender aspect. Women have high pedagogical competence compared to men. Meanwhile, the social competence of teachers also has significant differences in aspects of their teaching experience. This is caused by several factors such as physical factors, information processing power on aspects of cognitive structures, etc. This research implies that every teacher needs to develop their competence periodically so that there is no decrease in competence in their career ladder. The author would like to thank the Jember University History Education Study Program as a research alma mater. Thanks are also conveyed to secondary schools in all districts of Jember for granting permission to conduct observations to obtain data regarding educators' skills.

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