

**STUDENTS' PERCEPTION ON TEACHERS'
PEDAGOGICAL COMPETENCE AND THEIR
LEARNING MOTIVATION**
(A Correlation Study at Wali Songo Ngabar Islamic
Male Senior High School in Academic Year 2019/2020)

THESIS



By:

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ABSTRACT

Kurniawan, Abdul Haris. 2019. *Students' Perception on Teacher's Pedagogical Comptence and Their Learning Motivation (A Correlation Study at Wali Songo Ngabar Islamic Male Senior High School in Academic Year 2019/2020)*. Thesis, English Education Department, Faculty of Tarbiyah and Teachers' Training, State Institute of Islamic Studies (IAIN) Ponorogo. Advisor Nurul Khasanah, M.Pd.

Key Words: Perception, Teachers' Pedagogical Competence, Learning Motivation

Motivation is the important thing in learning. It builds students' passion to achieve the best achievement. One of the factors that influence students' motivation is teachers' pedagogical competence because it directly touches students' learning activities. In this case, perception on teachers' pedagogical competence will give a stimulus that allows a response to students both positive and negative towards the teachers. So that it will ultimately affect students' learning motivation and will have an impact on students' learning achievement.

The objective of this study is to know whether there is a significant correlation between students' perception on teachers' pedagogical competence and students' learning motivation at Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020.

This research applied quantitative approach and it was categorized correlational design. The population of this research was 370 students of Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020.

Meanwhile, the sampling of this research used proportionate stratified random sampling. Hence, the total sample of this research was 56 students taken from 15% of each grade. The procedures of data collection were questionnaire and documentation. The data were analyzed using product moment formula.

The result of this research showed that there is a significant correlation between students' perception on teachers' pedagogical competence and their learning motivation. It could be seen by the result of coefficient correlation or r_{value} was 0.337 and the r_{table} was 0.259 at significant level 5%. It meant that r_{value} was higher than r_{table} . Hence, it could be concluded that H_a was accepted and H_o was rejected. Additionally, the coefficient determination was 11.3569%.

According to the computation above, it can be concluded that there is a significant correlation between students' perception on teachers' pedagogical competence and students' learning motivation at Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020.



APPROVAL SHEET

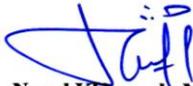
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CHAPTER I

INTRODUCTION

A. Background of the Study

In education, motivation is important thing for students. Motivation builds student passion to achieve the best achievement. There are some definitions of motivation. According to Gardner, motivation is the combination of effort plus desire to achieve the goal of learning the language plus variable attitudes toward learning language.¹ On the other hand, Santrock defined motivation as the process that energize, direct, and sustain behavior.² Based on all descriptions about motivation above, it can be concluded that motivation is pressure or pushing to do something.

Motivation has a closest relation with learning. Without motivation, learning process cannot work well. Hamzah stated that there are some important roles of motivation in learning. First, determine things that can be reinforcement in learning. Second, clarify the goal of learning that will be achieved. The last, determine reins toward learning stimulation.³ From descriptions above,

¹Zoltan Dornyei, *Attitudes, Orientation, and Motivations in Language Learning* (USA: Blackwell Publishing, 2003), 100.

²John W. Santrock, *Educational Psychology*, (New York: University of Texas, 2011), 438.

³Hamzah B. Uno, *Teori Motivasi dan Pengukurannya Analisis di Bidang Pendidikan*, (Jakarta: PT. BumiAksara), 27.

it can be concluded that motivation is a matter that student need to achieve or a goal of learning.

Furthermore, learning motivation can be influenced by two factors such as internal factor and external factor. Internal factor is a factor that coming from student self. It is like a self awareness about the important of learning. Meanwhile, external factor is a stimulus from other people, or environment that can influence student. It is like teacher, family, friends and other.⁴ Every student has different character in building motivation, not all students have internal factor. Some students can motivate themselves and some cannot. Many students cannot learn effectively. Hence, as a result of this perform poorly in school tests and examinations. The failure is not necessary as a result of their low intellectual inadequacies or lack of material or due to poor studies habits but probably because they have not been properly stimulated or aroused to develop an interest in learning. The individual learner whether a child or an adult needs some kinds of “push” to ignite his appetite for some conscious effort to learn.⁵ Here, the student need external factor to push the effort to learn. In the level of success of students, not only

⁴John W. Santrock, *Educational Psychology*, (New York: University of Texas, 2011), 440.

⁵Adamu Zakiyu Ubale, et al, “A Relationship between Parental Involvement and Intrinsic Motivation on Learning Islamic Education”, *International Journal of Academic Research in Business and Social Science*, 7 (July, 2015), 328.

students' intelligence is needed, but also students' motivation either intrinsically or extrinsically because intellectual intelligence is not sufficient in achievement but there must be encouragement and motivation.

One of the factors that mostly influence students' motivation is external factor that come from the teachers.⁶ Teachers are actually believed have in-depth knowledge and skills in a particular field of science. However, the knowledge and skills are not enough to make them able to teach well. They also need to have teaching skills and some competences. Teachers' competences as referred to Indonesia Law number 14 of 2005 includes; pedagogic competence, personality competence, social competence, and professional competence obtained through professional education.⁷

Harlen and Crick stated one of the factors that mostly influence students' motivation is teachers' pedagogical competence.⁸ There are some reasons why the teachers affect students' motivation. First, teachers play an important role in what they do, and how they do in developing their own professional knowledge and practice. Second, they become the models for their

⁶John W. Santrock, *Educational Psychology*, (New York: University of Texas, 2011), 440.

⁷Undang-Undang Republik Indonesia No. 14 Tahun 2005 tentang Guru dan Dosen, Pasal 10.

⁸Habibi Al-Ajami, et al, "Hubungan antara Persepsi Siswa tentang Kompetensi Pedagogik Guru dan Dukungan Sosial Orang Tua dengan Motivasi Belajar pada Siswa", *Jurnal Sosio-Humaniora*, 2 (September, 2014), 181.

students.⁹ Thus, the teachers' attitude and behavior would most likely be imitated by their students in the class. In other word, a teacher also carries a big responsibility in her or his classroom. Third, the teachers are people who are very influential in teaching-learning process. Everything they say would have an impact on their students. If the teacher feels happy or angry, it would be spread among students because their attitude would get contagious for students. Therefore, teachers should really bring their students to the objectives to be achieved because all students depend on them.¹⁰

The way to build students' motivation can be done extrinsically by actualizing the pedagogical competence that teacher have. Therefore, the students feel regarded whether they get rewards or educated punishment. In addition, the students' spirit in learning will grow up if the teacher is able to understand and provide security for them.¹¹

Students' perception is defined as a process that involves the entry of messages or informations into the

⁹ Zamroni, *Paradigma Pendidikan Masa Depan*, (Yogyakarta: BIGRAF Publishing, 2000), 62.

¹⁰ Wiwi Rifatul Qodriyah, "An Analysis of Teacher's Pedagogical Competence in Teaching English for Young Learners," (Thesis, IAIN, Cirebon, 2016), 1.

¹¹ Habibi Al-Ajmi, et al, "Hubungan antara Persepsi Siswa tentang Kompetensi Pedagogik Guru dan Dukungan Sosial Orang Tua dengan Motivasi Belajar pada Siswa," *Jurnal Sosio-Humaniora*, 2 (September, 2014), 182.

students' brain.¹² Students' perception will arise after observing, seeing, and feeling the teachers' competences in learning, in this case is pedagogical competence. Therefore, students' perception on teachers' pedagogical competence will give a stimulus that allows a response to students both positive or negative towards the teachers' pedagogical competence, so that it will ultimately affect students' learning motivation and will have an impact on students learning outcomes. From description above, students' perception on teachers' pedagogical competence is the students' view or the judgment about how far the teachers' ability in managing the students, designing and implementing the learning, evaluating the learning outcomes, and logging learners to actualize the various potential they have.¹³

According to the explanation above, researcher decided to take pre-research at Wali Songo Ngabar Islamic Male Senior High School on 17th of June 2019. Researcher found some problems about learning motivation on learning English. Such the students of XI IPA A were sleeping when teacher explained the lesson, they had conversation in other lesson topic, and they did not do the home work. Then, when teacher asked the

¹²Slameto, *Belajar dan Faktor-faktor yang Mempengaruhinya*, (Jakarta: PT Rineka Cipta, 2015), 102.

¹³ E. Mulyasa, *Standar Kompetensi dan Sertifikasi Guru*, (Bandung: PT. Remaja Rosdakarya, 2009), 75.

students to answer the question about English material, they just kept silent.¹⁴

Considering to the explanation above, researcher would like to take study under the title “**Students’ Perception on Teachers’ Pedagogical Competence and Their Learning Motivation (A Correlation Study at Wali Songo Ngabar Islamic Male Senior High School in Academic Year 2019/2020)**”

B. Limitations of the Problem

To avoid a deviation of the discussion, this study focused on some concerns identified as follows:

1. The subject of the study is the students of Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020.
2. The object of this study is the correlation between students’ perception on teachers’ pedagogical competence and students’ motivation both internal and external on learning English.

C. Statement of the Problem

Regarding to the background of the study above, the problem of this research can be formulated into: Is there any significant correlation between students’ perception on teachers’ pedagogical competence and students’ learning motivation at Wali Songo Ngabar

¹⁴ Observation at XI IPA A of Wali Songo Ngabar Islamic Male Senior High School. 08.00 a.m.

Islamic Male Senior High School in academic year 2019/2020?

D. Objective of the Study

Based on the research problem above, the objective of the study is to know whether there is a significant correlation between students' perception on teachers' pedagogical competence and students' learning motivation at Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020.

E. Significances of the Study

Basically, all activities should have a clear purpose and significance. The result of the study is expected to give some advantages either theoretic or practice, such as:

1. Theoretical Significance

This study is able to reveal and prove the theory of teachers' pedagogical competence which has correlation with students' learning motivation. The result of this study can improve the knowledge about teachers' pedagogical competence can impact students' motivation in learning.

2. Practical significances

The result of the research is expected to be beneficial for:

a. Teacher

This study is expected to give the teachers' contribution. Particularly the English teachers of Wali Songo Ngabar Islamic Male Senior High School in enriching their knowledge about the teachers' pedagogical competence can improve students' motivation in learning.

b. Students

This study is expected to improve students' motivation in learning, especially in learning English.

c. Reader

This study is expected to give contribution for the reader particularly the students of English Department of IAIN Ponorogo, in enriching references concerned with the correlation between students' perception on teachers' pedagogical competence and students' learning motivation.

d. Researcher

This study is expected to improve the researcher knowledge and experience about the way to become a good teacher who has a good competence particularly pedagogical competence.

F. Organization of the Thesis

Researcher organizes this research report in order to make the reader easier to understand. The following show the content covered in this research.

CHAPTER I : Introduction

This chapter explains about the whole content of thesis. They are background of the study, limitation of the study, statement of the problem, objective of the study, significances of the study and organization of the thesis.

CHAPTER II : Review of Related Literature

This chapter explains about previous research findings, theoretical background, theoretical framework, and hypothesis.

CHAPTER III : Research Method

This chapter consists of research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

CHAPTER IV : Research Result

This chapter explains about research location, data description, data analysis, interpretation, and discussion.

CHAPTER V : Closing

This chapter consists of conclusion and recommendation.



CHAPTER II

PREVIOUS RESEARCH FINDINGS, THEORETICAL BACKGROUND, THEORETICAL FRAMEWORK, AND HYPOTHESIS

A. Previous Research Findings

In this research, researcher uses the previous research findings below:

1. The research by Dian Anggraini, Yustinus Suhardi, and Kristianus Oktriono with the title “The Influence of Lecturers Competencies toward Students Performance Motivation: A Case Study at Higher Education”. This research is quantitative research. The result shows the influence of lecturers competences toward student performance motivation counted for 34.4%. It means that 34.4 percents lecturer competences influence student performance motivation. Furthermore, the competences which have big impaction are pedagogic and personality competences than professional and social competences toward students’ motivation in learning. It can be shown by descriptive analysis with pedagogical competence gets average score of 43.43, personality competence gets 36.36, professional competence gets 12.80, and social competence gets 12.40. This previous research has similar variable in lecturer or teacher competences and students’ motivation but there are difference

competence researched and place researched. Researcher focuses on just pedagogical competence which wants to be researched and the place of research is in Islamic boarding school.

2. The research by Said Assegaf, Rudi Salam, Nasriyah, and Hilman Wirawan with the title “The Influence of Teachers’ Pedagogical Competence on Learning Motivation of Students of Administration Expertise Package”. This previous research is quantitative research that shows a causal relationship. This study aims to determine the influence of teachers’ pedagogical competence on students learning motivation. The result shows that the product moment correlation analysis r_{value} (0,796) is bigger than r_{table} (0,244). It means that there is a significant correlation between teachers’ pedagogical competence and students’ learning motivation. Furthermore, the determinant coefficient (R^2) is 0.633. It means that 63.3 percents students learning motivation is determined by the teachers’ pedagogical competence. This previous research has similar in both variables but there is difference in the place researched. The place that researcher chose is in Islamic boarding school.
3. The research by Ummi Choitunnisak with the title “Hubungan Persepsi Siswa tentang Kompetensi Pedagogik Guru dengan Prestasi Belajar Mata Pelajaran Fiqih Siswa Kelas IX di MTs Ar-Rasyidin Magelang Tahun Ajaran 2014/2015”. This study

uses quantitative method. The objective of this research is to know how far the correlation between students' perception on teachers' pedagogical competence and students' learning achievement in MTs Ar-Rasyidin Magelang in academic year 2014/2015. The result of this study shows the value of correlation coefficient $r_{\text{value}} (1.58) > r_{\text{table}}$ at the level of significant 1% (0.526) and 5% (0.413). It means there is positive significant correlation between students' perception on teachers' pedagogical competence and students' learning achievement in MTs Ar-Rasyidin Magelang in academic year 2014/2015. This previous research has similar variable in x variable, namely students' perception on teachers' pedagogical competence but there are differences in y variable, namely students' achievement meanwhile the y variable of this research is students' learning motivation and the place is in Senior High School.

4. The research by Noha Lazulva Aminin with the title "Pengaruh Kompetensi Pedagogik Guru dan Penggunaan ICT (*Information and Communication Technology*) terhadap Motivasi Belajar PAI di SMAN 1 Ponorogo tahun ajaran 2017/2018". This previous research is quantitative research with product moment correlation in analyzing the data. The objectives are to know the influence of teachers' pedagogical competence toward PAI learning motivation, the influence of using ICT toward PAI

learning motivation, the influence of teachers' pedagogical competence and the use of ICT toward PAI learning motivation. The result of this study shows there is a significant influence of teachers' pedagogical competence toward PAI learning motivation with score 43.1%, there is a significant influence of using ICT toward PAI learning motivation with score 39.1%, and there is a significant influence of teachers' pedagogical competence and the use of ICT toward PAI learning motivation with score 53.2%. This previous study has similar variable in y variable namely learning motivation. Nevertheless, the differences are focused on students' perception on teachers' pedagogical competence, the specific learning motivation is in English subject, and the place of research is in Islamic Boarding school.

B. Theoretical Background

1. Perception

According to Slameto, perception is a process that involves the entry of messages or informations into the human brain.¹⁵ Sugihartono stated that perception is the ability of brain in translating the stimulus or the process to interpret the stimulus that

¹⁵ Slameto, *Belajar dan Faktor-faktor yang Mempengaruhinya*, (Jakarta: PT Rineka Cipta, 2015), 102.

comes in to the sensory tool.¹⁶ On the other hand, Bimo Walgito argued that the definition of perception is the process of receiving stimulus by individual through the sensory organs or also called sensory processes.¹⁷ Based on the definitions above, it can be concluded that perception is a process where someone concludes a message or information in the form of an event based on his experience and that is a response to an event through his five senses.

Generally, perception is a process which is used to judge, to observe, to organize, and to interpret the information that has been obtained from the results of the stimulus readings delivered to the brain.¹⁸ So that, perception is also called as a complex cognitive process experienced by everyone to produce information and information obtained will affect the person mindset. Perception referred to this research is the students' process in judging, observing, organizing, and interpreting the teachers' competence.

There are some fundamental principles of perception:

¹⁶ Sugihartono, et al, *Psikologi Pendidikan*, (Jogjakarta: UNY Press, 2013), 8.

¹⁷ Bimo Walgito, *Pengantar Psikologi Umum*, (Yogyakarta: Andi Offset, 2010), 99.

¹⁸ Ibid, 99.

- a. Perception is relative not absolute.
- b. Perception is selective
- c. Perception has an order
- d. Perception is affected by hope and readiness
- e. Perception of a person or group can be very different from the perceptions of the other people or groups even though the situation is same.¹⁹

According to Bimo Walgito, there are some factors that play an important role for perception:²⁰

- a. Perceived object (Physical)

Objects raise stimuli that affect the sensory organs or receptors. Stimulus does not only come from outside the individual who perceives, but also comes from inside the individual concerned which directly affects the receiving nerve as a receptor.

- b. Sensory organs, nerves, central nervous system (physiology)

The sensory organs or receptors are tools for receiving stimulus. Besides that, there must be sensory nerves as a tool to pass on the stimulus that is received by the receptor to the center of the nervous system, namely the brain as the center of consciousness, as a tool to make the response required by the motor nerve.

¹⁹ Slameto, *Belajar dan Faktor-faktor yang Mempengaruhinya*, (Jakarta: PT Rineka Cipta, 2015), 103.

²⁰ Bimo Walgito, *Pengantar Psikologi Umum*, (Yogyakarta: Andi Offset, 2010), 110.

c. Attention (psychology)

Attention is needed to realize or conduct the perception. It is the first step as a preparation in order to establish perception. Attention is the concentration of all individual activities shown on something or a set of objects.

In this study, students' perception is used to find out the teachers' pedagogical competences. A good perception on teachers' pedagogical competence will have a positive effect on students' learning motivation. If the students have perception that the teachers' pedagogical competence is good, students will be more confident in what is taught by the teacher and will encourage students to be more active in the learning process. This will affect students' learning motivation. So that the learning outcomes obtained by students will be good.

2. Teachers' Competences

a. Definition of Teacher

According to Indonesia Law number 14 of 2005 about teacher and lecturer, the definition of teacher is professional educators with the main task of educating, teaching, guiding, directing, training, and evaluating students in early childhood education in formal education, basic

education, and secondary education.²¹ Teacher is one of the human components in teaching and learning process which plays a role in the efforts in forming potential human resources in the field of development.²² Based on descriptions above, it can be concluded that teacher is someone who has a special ability in educating, teaching, directing, guiding, training, and evaluating the students in learning process and also having a professional position who hold authority and responsibility to the students.

b. Definition of Teachers' Competence

According to Hamzah B. Uno, A competency is an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation.²³ On the other hand, Mulyasa argued that competence is interpreted as effective behavioral devices related to exploration and investigation, analyzing and thinking, and giving attention and perception to find ways in achieving a certain goal effectively and efficiently.²⁴

²¹ Undang-Undang Republik Indonesia No. 14 Tahun 2005 tentang Guru dan Dosen, Pasal 1.

²² Sardiman, *Interaksi dan Motivasi Belajar-Mengajar*, (Jakarta: PT Raja Grafindo Persada, 2011), 125.

²³ Hamzah B. Uno, *Profesi Kependidikan*, (Jakarta: Bumi Aksara, 2006), 63.

²⁴ E. Mulyasa, *Standar Kompetensi dan Sertifikasi Guru*, (Bandung, PT Remaja Rosdakarya, 2009), 26.

Furthermore, Indonesia Law number 14 of 2005, competence is a set of knowledge, skills, and behaviors that must be owned, internalized, and mastered by the teacher in carrying out the professional duties.²⁵ Based on descriptions above, teachers' competence can be interpreted as knowledge, skills and attitudes in the form of intelligent and responsible actions in carrying out tasks as learning agents.

A professional teacher in carrying out their duties must have various competence required in transferring knowledge to their students.²⁶ Competences that need to be owned by a teacher according to Government Regulation number 19 of 2005 about National Education Standards namely pedagogic competence, personal competence, professional competence and social competence.²⁷ The quality of teachers' competence plays an important role in creation and establishment the quality of student learning and also shows the level of teachers'

²⁵ Undang-Undang Republik Indonesia No. 14 Tahun 2005 tentang Guru dan Dosen, Pasal 1.

²⁶ Adnan Hakim, "Contribution of Competence Teacher (Pedagogical, Personality, Professional, and Social) on the Performance of Learning," *The International Journal of Engineering and Science*, 2 (February, 2015), 2.

²⁷ Peraturan Pemerintah Republik Indonesia No. 19 Tahun 2005 tentang Standar Nasional Pendidikan, Pasal 28 Ayat 3.

professionalism according to their fields.²⁸ In this research, teachers' competence to be studied is pedagogical competence because pedagogical competence is distinctive competence which will difference teachers to the other professions and will determine the level of success of the students' process and learning outcomes.²⁹

3. Review of Teachers' Pedagogical Competence

a. Definition of Teachers' Pedagogical Competence

According to Andreia Suciu, teachers' pedagogical competence is the ability that must be possessed by teacher as a standard of profession in using a combination of tangible and intangible resources to achieve effective and efficient learning.³⁰ Additionally, Mulyasa argued that the importance of pedagogical competence as a basic determinant of the success or failure of teaching and learning process. This is due to the teachers' pedagogical competence touch directly the

²⁸ Adnan Hakim, "Contribution of Competence Teacher (Pedagogical, Personality, Professional, and Social) on the Performance of Learning," *The International Journal of Engineering and Science*, 2 (February, 2015), 2.

²⁹ Mardiah Rahman, "Professional Competence, Pedagogical Competence and the Performance of Junior High School of Science Teachers," *Journal of Education and Practice*, 9 (2014), 77.

³⁰ Andreia Irina Suciu, et al, "Pedagogical Competence – The Key to Efficient Education", *International Online Journal of Educational Sciences*, 3 (Maret, 2015), 413.

learning management activities of the students.³¹ On the other hand, teachers' pedagogical competence is the teachers' ability to manage student learning which includes; ability to understand students, ability to design and implement learning, ability to evaluate learning outcomes and ability to develop students to actualize the various potentials they have.³² Based on the description above, it can be concluded that teachers' pedagogical competence is the competence or expertise possessed by a teacher related to the roles and duties in implementing learning activities which include the ability to understand students, the ability to design and implement learning, the ability to develop students, and the ability to evaluate learning so that the learning process can run as expected.

Mulyasa called the teacher as educator. It means that the educator plays a major role in building education and determining the success of students.³³ Therefore, educator must be able to create a pleasant atmosphere while learning, including the designing the learning process,

³¹ E. Mulyasa, *Menjadi Guru Profesional, Menciptakan Pembelajaran Kreatif dan Menyenangkan*, (Bandung: PT Remaja Rosdakarya, 2009), 74.

³² Ahmad Fatah Yasin, "Pengembangan Kompetensi Pedagogik Guru di Madrasah", *Jurnal el-QUDWAH*, 5 (April, 2011), 163.

³³ E. Mulyasa, *Standar Kompetensi dan Sertifikasi Guru*, (Bandung: PT Remaja Rosdakarya, 2009), 75.

implementing the learning till evaluating the learning. Moreover, an educator is not only demanded in mastering the subject matter well, but also demanded to communicate and convey the material to the students in a good way so that students are able to understand and master the material easily.³⁴ Hence, the ability of the teacher in management of learning of students includes:

- 1) Understanding the insight or educational foundation

The foundation of education is a conscious effort and aims to develop human qualities.³⁵ The implementation of education in Indonesia has been regulated in law number 20 of 2003 concerning the national education system. The regulation formulates the objectives of national education as ideal as possible to the entire Indonesian nation. The essence of the goal of national education is to shape a perfect Indonesian human being in the sense of being harmonious, compatible, and balanced in physical and spiritual development.

³⁴ Jamil Suprihatiningrum, *Guru Profesioanal: Pedoman Kinerja, Kualifikasi, dan Kompetensi Guru*, (Jogjakarta, Ar-Ruzz Media, 2013), 103.

³⁵ Syaiful Bahri Djamarah, *Guru dan Anak Didik dalam Interaksi Edukatif*, (Jakarta: PT Rineka Cipta, 2000), 22.

2) Understanding the students

Understanding the students is one aspect of pedagogical competence that teachers must possess. At least there are four things that must be understood by the teacher of the students, namely: level of intelligence, creativity, physical disability, and cognitive development.³⁶ Here, the teacher is as a sender of knowledge to the students or in the other word referred as a “transferer”. Hence, the recipients must be understood their conditions.

3) Developing the curriculum and syllabus

Before discussing the learning plan, it must be understood about the syllabus and the steps for its development because teaching plans are developed based on the syllabus formula has been established. Syllabus is a learning design that contains about teaching materials for certain subjects, levels, and classes as a result of selecting, grouping, sorting and presenting of curriculum material which is considered based on characteristics and local needs. Generally, the process of syllabus development consists of six steps. They are reviewing the core competences and basic competences, identifying the principle of

³⁶ E. Mulyasa, *Standar Kompetensi dan Sertifikasi Guru*, (Bandung: PT Remaja Rosdakarya, 2009), 79.

learning material, developing the learning activities, determining the type of assessment, determining allocation of the time, and determining the learning resources.³⁷

4) Designing the learning

Designing the learning is one of the aspects of pedagogical competence that teacher must possess which will lead to the implementation of learning. Learning design includes at least three activities, namely:

a) Identifying the needs

The needs are something that must be fulfilled to achieve a goal.³⁸ In this step, the teacher involves students for recognizing, stating, and formulating the learning needs, availability of resources and obstacles that may be encountered during the learning process.

b) Identifying the competence

Competence is the main component that must be formulated in learning which has an important role and determines the direction of learning. The clear competence will also provide clear guidance toward the material that must be learned, toward the

³⁷ <https://silabus.org/pengembangan-silabus-kurikulum-2013/> accessed on 3th February 2019 at 15.41.

³⁸ E. Mulyasa, *Standar Kompetensi dan Sertifikasi Guru*, (Bandung: PT Remaja Rosdakarya, 2009), 101

determination of methods and learning media, and also toward the assessment. Therefore, each competence must be a combination of knowledge, skills, values, and attitudes reflected in the habit of thinking and acting.³⁹

c) Arranging the learning programs

The arrangement of learning programs will lead to learning implementation plans as a product of short-term learning programs which include learning activities programs and process of implementation.⁴⁰

5) Implementing the educational and dialogical learning

One aspect of pedagogical competences that the teacher must possess is implementing the educational and dialogical learning. It means the implementation of learning must be started from a dialogical process between fellow learning subjects. Thus, it will raise communication and critical thinking. Without communication, there will be no true educator. In learning, the teachers' task is to set the environment up in order supporting the occurrence of behavioral changes and the formation of student competences. Generally,

³⁹ Ibid, 101.

⁴⁰ Ibid, 102.

the implementation of learning includes three things: pre test, process, and post test.⁴¹

6) Utilizing the learning technology

Using technology in teaching learning process is intended to facilitate and make the learning activities become more effective. In this case, the teacher is required to have the ability to use and prepare learning materials in a computer network system which can be accessed by the students. Therefore, teachers and prospective teachers should be provided with various competences related to the use of information and communication technology as learning technology.⁴²

7) Evaluating the learning achievement

Evaluation of learning achievement is generally done by assessment or test. Assessment or test are used to assess and measure student learning achievements, especially cognitive learning achievements regarding to mastery of teaching materials in accordance with educational and teaching goals. Hence, there are two kinds of assessment, description test and objective

⁴¹ E. Mulyasa, *Standar Kompetensi dan Sertifikasi Guru*, (Bandung: PT Remaja Rosdakarya, 2009), 103.

⁴² Ibid, 106

test.⁴³ Therefore, assessments or tests are not only to measure the cognitive aspect, but also to measure affective and psychomotor aspects.

Furthermore, by using assessment or test, the teacher is able to know the success which is reached by the students, the mastery of students towards the lesson, and the accuracy or effectiveness of learning methods which is applied by using assessment. The other goal of assessment or test is to find out the circumstance of students in the class including a group of students who are smart, moderate, lacking or sufficient in their class when they are compared to their friends.⁴⁴

8) Developing the students

Developing the students is part of actualization of various competences possessed by the students. Students' development can be done through extra-curricular activities, enrichment and remedies, and guidance and counseling.⁴⁵

⁴³ Sudjana, *Penilaian Hasil Proses Belajar Mengajar*, (Bandung: PT Remaja Rosdakarya, 2005), 35.

⁴⁴ Uzer Usman, *Menjadi Guru Profesional*, (Bandung: PT Remaja Rosdakarya, 2009), 12.

⁴⁵ E. Mulyasa, *Standar Kompetensi dan Sertifikasi Guru*, (Bandung: PT Remaja Rosdakarya, 2009), 103.

b. Indicators of Pedagogical Competence

Based on the Regulation of the Minister of National Education of the Republic of Indonesia number 16 of 2007 about Academic Standard Qualifications and Teacher Competences explained that pedagogical competence is a competence that must be possessed by the teacher regarding to characteristics of the student from various aspects such as moral, emotional, and intellectual. The core competences standard of pedagogical competence includes:

- 1) Mastering the students' characteristics from physical, moral, spiritual, emotional and intellectual aspects.
- 2) Mastering the learning theory and the educational learning principles.
- 3) Developing the curriculum which is related to the subjects taught.
- 4) Organizing the educational learning.
- 5) Utilizing the information and communication technology for the benefit of learning.
- 6) Facilitating the development of students' potency to actualize their various potentials.
- 7) Communicating with the students effectively, empathically, and politely.
- 8) Performing the valuation and evaluation of learning processes and learning results.
- 9) Utilizing the result of assessment and evaluation for the benefit of learning.

10) Performing the reflective actions to improve the quality of learning.

According to Government Regulation number 74 of 2008 about teacher, pedagogical competence is the ability of teacher in the learning management of students which at least includes:

- 1) Understanding the insight or educational foundation.
- 2) Understanding the students.
- 3) Developing the curriculum or syllabus.
- 4) Designing the learning
- 5) Implementing the educational and dialogical learning.
- 6) Utilizing the learning technology.
- 7) Evaluating the learning achievement.
- 8) Developing the students to actualize the various potentials they have.

4. Review of Students' Learning Motivation

a. Definition of Learning

Learning is an activity carried out by someone in order to obtain knowledge, skills and attitudes that are good and beneficial in life. Learning is a change of behavior. That change does not only lead to better behavior, but also can lead to worse. In addition, behavior that changes due to learning involves various aspects of personality, both physical and psychological, such

as: changes in understanding, solving a problem or thinking, skills, proficiencies, habits, and attitudes.⁴⁶ Learning is also can be defined as an activity of mental/psychic that takes place in an active interaction with the environment which produces the changes in knowledge, understanding, skills, and attitudes. In learning, there are processes of getting knowledge and it relatively permanent changes in potentiality response which occurs as result of reinforced practice.⁴⁷

Learning activities are able to take place at school or outside school. Learning activities which are carried out in schools are more organized and perfect compared to learning activities outside of school. That perfection can be seen in the system of curriculum implementation and the implementation of learning methods that apply in schools with the implementation of regular assessment.

Learning always deals with the changes in people who learn. The thing that always related to learning is experiences in form of interactions with other people or their environment. Learning activities which are carried out by students are

⁴⁶ M. Ngalim Purwanto, *Psikologi Pendidikan*, (Bandung: PT Remaja Rosdakarya, 2007), 84.

⁴⁷ Muhibbin Syah, *Psikologi Pembelajaran*, (Bandung : PT Remaja Rosdakarya, 2008), 91.

efforts that made by students to increase knowledge and learn the values that exist and applicable.

b. Definition of Students' Learning Motivation

Motivation is a psychological condition that encourages someone to do something.⁴⁸ Motivation is also defined as a condition that causes or raises certain behaviors and which gives direction and resilience to these behaviors.⁴⁹ According to Gardner, motivation is the combination of effort plus desire to achieve the goal of learning the language plus variable attitudes toward learning language.⁵⁰ On the other hand, Santrock defined motivation as the process that energize, direct, and sustain behavior.⁵¹ Based on all descriptions about motivation above, it can be concluded that motivation is pressure or pushing to do something. Hence, learning motivation is a psychological condition that encourages a person to learn.

⁴⁸ Nyayu Khodijah, *Psikologi Pendidikan*, (Jakarta: PT. Raja Grafindo Pustaka, 2014), 149.

⁴⁹ Sugihartono, *Psikologi Pendidikan*, (Yogyakarta: UNY Press, 2013), 20.

⁵⁰ Zoltan Dornyei, *Attitudes, Orientation, and Motivations in Language Learning* (USA: Blackwell Publishing, 2003), 100.

⁵¹ John W. Santrock, *Educational Psychology*, (New York: University of Texas, 2011), 438.

Motivation and learning two things which influence each other and are relatively permanent as a result of practice or reinforcement (reinforced practice). Without motivation, learning process cannot work well. Hamzah stated that there are some important roles of motivation in learning. First, determine things that can be reinforced in learning. Second, clarify the goal of learning that will be achieved. The last, determine reins toward learning stimulation.⁵² From descriptions above, it can be concluded that motivation is a matter that student need to achieve or a goal of learning.

A lot of studies show that learning outcomes generally increase if the motivation for learning increases. This is seen as reasonable, because many talents of student do not develop because the right motivation is not obtained.⁵³ If someone gets the right motivation, then the extraordinary power is released, so that the results that were originally unexpected are achieved. Even often students who are classified as intelligent look stupid because they do not have the motivation to achieve the best possible performance.

A lot of factors can make students apathetic. For example, due to threatening environmental

⁵² Hamzah B. Uno, *Teori Motivasi dan Pengukurannya Analisis di Bidang Pendidikan*, (Jakarta: PT. Bumi Aksara, 2008), 27.

⁵³ M. Ngalim Purwanto, *Psikologi Pendidikan*, (Bandung: PT Remaja Rosdakarya, 2007), 61.

conditions, fear of being ostracized by the group if students succeed or because the need for achievement in students themselves is lacking or may not exist. Whether or not there is motivation to achieve in students themselves is enough to affect the intellectual ability for students to function optimally. The strength or weak of students' learning motivation also influences the success of learning. Therefore, learning motivation needs to be cultivated by always thinking about a future that is full of challenges and must be faced to achieve goals. Additionally, motivation is not focused on learning to deal with the tests but it is more focused on learning to understand lessons.⁵⁴

c. Types of Motivation

Learning motivation can be influenced by two factors such as internal factor and external factor. Internal factor is a factor that coming from student self. It is like a self awareness about the important of learning. A while external factor is a stimulus from other people, or environment that can influence student. It is like teacher, family, friends and other.⁵⁵ In addition, the essence of learning motivation is an encouragement for

⁵⁴ Zamroni, *Paradigma Pendidikan Masa Depan*, (Yogyakarta: BIGRAF Publishing, 2000), 52.

⁵⁵ John W. Santrock, *Educational Psychology*, (New York: University of Texas, 2011), 440.

students who are learning to make behavioral changes.⁵⁶

1) Intrinsic Motivation

Intrinsic motivation can be defined as an encouragement of learning activity which is lived out as a need that comes from students themselves. It means that learners or students find interest and satisfaction in what they learn and in the learning process itself, leads to self-motivated and continued learning. Learners who are 'motivated from within' recognize their own role in learning and so take responsibility for it.⁵⁷ Intrinsic motivation always involves the internal motivation to do something for its own sake.⁵⁸ On the other hand, intrinsic motivation is things and circumstances that come from within the students themselves that can encourage the action of learning.⁵⁹

Furthermore, there are four types of intrinsic motivation in enhancing students'

⁵⁶ Hamzah B. Uno, *Teori Motivasi dan Pengukurannya Analisis di Bidang Pendidikan*, (Jakarta: PT. BumiAksara, 2008), 23.

⁵⁷ Wyne Harlen, Ruth D. Crick, "Testing and Motivation for Learning", *Journal Assessment in Education*, 2 (July, 2003), 175.

⁵⁸ John W. Santrock, *Educational Psychology*, (New York: University of Texas, 2011), 441.

⁵⁹ Muhibbin Syah, *Psikologi Pendidikan dengan Pendekatan Baru*, (Bandung, PT Remaja Rosdakarya, 2002), 136.

motivation to achieve.⁶⁰ First is self determination and personal choice. This type means the students want to do something because of their own desires purely, not because of external rewards. Second is optimal experience and flow. Students who are challenged and perceive a high skill in that challenge always be motivated to do that. Third is related to interest. A lot of methods of teaching are made to be interested for students in order the students focus on teaching-learning process. And the last is cognitive engagement and self responsibility.⁶¹ This type emphasizes the importance of creating learning environment that encourage the students to become motivated in expending the effort to persist and master the ideas rather than doing just enough work to make a passing grade.

2) Extrinsic Motivation

Extrinsic motivation is a learning activity that grows from the needs and encouragements of students' outside. Extrinsic motivation also can be defined as things and circumstances which come from outside the students themselves that can

⁶⁰ John W. Santrock, *Educational Psychology*, (New York: University of Texas, 2011), 441.

⁶¹ *Ibid*, 444.

encourage the action of learning.⁶² This motivation is often influenced by external incentives such as rewards and punishments.⁶³ Additionally, extrinsic motivation can take the form of a stimulus from other people or environment that can influence students. It is like teacher, family, friends and other.⁶⁴

In connection with human life needs that underlie the emergence of motivation, Abraham Maslow revealed that the basic needs of human life are divided into five levels, namely physiological needs, safety needs, love and belongingness, self-esteem needs, and self-actualization.⁶⁵ In addition, the need for self-esteem is a person's need to obtain honor, respect, praise, appreciation, and recognition.⁶⁶

According to cognitive perspective, intrinsic motivation is more significant for students because it is purer and does not

⁶² Muhibbin Syah, *Psikologi Pendidikan dengan Pendekatan Baru*, (Bandung, PT Remaja Rosdakarya, 2002), 137.

⁶³ John W. Santrock, *Educational Psychology*, (New York: University of Texas, 2011), 441.

⁶⁴ Ibid, 440.

⁶⁵ John W. Santrock, *Educational Psychology*, (New York: University of Texas, 2011), 439.

⁶⁶ Djaali. H, *Psikologi Pendidikan*, (Jakarta:PT Bumi Aksara, 2007), 101.

depend on the encouragement or influence of others.⁶⁷ Nevertheless, that does not mean extrinsic motivation is not good and not important. In teaching-learning activities, it is still important because most likely the situation of students change dynamically and also there are other components in the learning process that are less attractive to students. Hence, the students are not enthusiastic in the teaching-learning process both at school and at home. Every student has different character in building motivation, not all students have internal factor. Some students can motivate themselves and some cannot. Here, the student need external factor to push the effort to learn or to earn a good grade.⁶⁸

d. Indicators of Learning Motivation

Based on the theories about motivation above, researcher wants to include the indicators of learning motivation in order to make easy the process of research. Below the indicators of students' learning motivation that will be examined in this study:

⁶⁷ John W. Santrock, *Educational Psychology*, (New York: University of Texas, 2011), 439.

⁶⁸ John W. Santrock, *Educational Psychology*, (New York: University of Texas, 2011), 446.

- 1) There are desire and wish to succeed.
- 2) There are encouragement and need in learning.
- 3) There are independences in learning.
- 4) There are rewards in learning.
- 5) There are interesting activities in learning.
- 6) There are conducive environments.

5. Correlation Between Students' Perception on Teachers' Pedagogical Competence and Students' Learning Motivation

Law number 14 of 2005 article 8 stated that teachers must have academic qualifications, competences, education certificates, physical and spiritual health, and have the ability to realize national education goals. Furthermore, article 10 paragraph 1 states the teacher competences referred to in article 8 include pedagogical competence, personality competence, social competence, and professional competence obtained through the profession.

Whereas according to Indonesia Government Regulations number 19 of 2005 article 28 paragraph 3 and Law number 14 of 2005 article 10 paragraph 1, states the competences of educator as agent of learning at the level of primary and secondary education and early childhood education includes: pedagogic competence, personality competence, professional competence, and social competence.

Furthermore, the importance of teachers' pedagogical competence is as a basic determinant of success or failure the teaching-learning process. This is due to pedagogical competence of the teacher directly touching learning management activities of the students. One task of the teacher in this case is to generate student learning motivation so that students want to do learning activities. On the other hand, Harlen and Crick stated that the factor which mostly influences students' motivation is teachers' pedagogical competence.⁶⁹ Thus, it can be concluded that the teachers' pedagogical competence is very important in generating students' motivation because it can be able to create an effective, fun, and good management in the classes, so that the students' learning process can be optimal.

C. Theoretical Framework

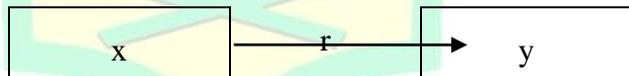
Teachers' pedagogical competence is the teachers' ability to manage students' learning which includes the ability to understand the students, design and implement the learning, evaluate the student learning outcomes, and develop students to actualize their potential. The importance of this competence is as a basic determinant of the success or failure of the teaching and learning process. It is caused teachers' pedagogical competence

⁶⁹ Wyne Harlen, Ruth D. Crick, "Testing and Motivation for Learning", *Journal Assessment in Education*, 2 (July, 2003), 183.

touches directly the learning management activities of students.

One of teachers' duties in this case is to generate students' learning motivation so that students shall do learning activities. So that, students' perceptions on teachers' pedagogical competence are students' views about how far the teachers' comprehension to the students in designing and implementing the fun learning. Hence, the students do not feel bored in learning.

Based on the description above, students' perception on teachers' pedagogical competence influences students' learning motivation. This can be illustrated in one clause model of the relationship between the variables to be examined as follows:



X : students' perception on teachers' pedagogical competence

y : students' learning motivation

r : correlation between students' perception on teachers' pedagogical competence and students' learning motivation

D. Hypothesis

Hypothesis is the alternative of guess answer which was made by the researcher for the problem which has presented in this research. This guess answer is the truth which will be tested the truth by collecting data which is collected by the researcher.⁷⁰

After find out the sketch of idea of research above, the researcher takes the hypothesis that:

Ha: There is a significant correlation between students' perception on teachers' pedagogical competence and students' learning motivation at Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020.

Ho: There is no significant correlation between students' perception on teachers' pedagogical competence and students' learning motivation at Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020.

⁷⁰ Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: PT Rineka Cipta, 2013), 110.

CHAPTER III

RESEARCH METHOD

In this research method, researcher wants to discuss the related frame to the method in analyzing the problem of the study. It involves a set of research activities used in this study, such as: research design, population and sample, instrument for collecting data, technique of data collection, and technique of data analysis.

A. Research Design

In this study, researcher applied quantitative approach. This research was categorized correlation design. A correlation research is used to determine relationships among two or more variables and to explore their implications for cause and effect.⁷¹ This research was aimed at finding whether there is a significant correlation between students' perception on teachers' pedagogical competence and students' learning motivation at Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020 or not.

This research promoted a hypothesis "there is a significant correlation between students' perception on teachers' pedagogical competence and their learning motivation at Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020". The

⁷¹ Jack Fraenkel, et al, *How to Design and Evaluate Research in Education*, (New York: The McGraw-Hill Companies, 2012), 12.

hypothesis offered two variables. They were X and Y variables. X variable was identified as students' perception on teachers' pedagogical competence and Y variable was identified as students' learning motivation.

B. Population and Sample

1. Population

Population is defined as all members of any well-defined class of people, events, or objects.⁷² Population is also can be defined as a group that the researcher would like to generalize the result of the study.⁷³ Based on the description above, population can be defined as a group which wants to be researched.

Population of this research was the students of Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020. The total population was 370 which were divided in to three subpopulations. Those consisted of 109 students in X grade, 130 students in XI grade, and 131 students in XII grade.

2. Sample

A sample can be defined as apart or representative of the population which is

⁷² Donald Ary, et al, *Introduction to Research in Education*, (USA: Wadsworth, 2010), 148.

⁷³ Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: PT Rineka Cipta, 2013), 173

researched.⁷⁴ Sample is also called as a small group that is observed.⁷⁵ Sample is also a group in research which information is obtained.⁷⁶ Because the population of the study had level of classes which were divided in to X grade, XI grade, and XII grade and had different characteristics, the researcher chose the proportionate stratified random sampling in determining the sample of the study. This technique is used if the population has inhomogeneous members and proportionally structured.⁷⁷ This technique is also used when the characteristics of the entire population are the main concern in the study.⁷⁸ The total sample in this research was 15% from each subpopulation. Hence, the total sample was 56.

C. Instrument of Data Collection

Instrument is a measurement tool that used by researcher in obtaining quantitative information about the variation of the variables characteristic objectively. Furthermore, instrument is the tool to make easy in

⁷⁴ Ibid, 174

⁷⁵ Donald Ary, et al, *Introduction to Research in Education*, (USA: Wadsworth, 2010), 148.

⁷⁶ Jack Fraenkel, et al, *How to Design and Evaluate Research in Education*, (New York: The McGraw-Hill Companies, 2012), 91.

⁷⁷ Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: ALFABETA, 2015), 120.

⁷⁸ Donald Ary, et al, *Introduction to Research in Education*, (USA: Wadsworth, 2010), 153.

collecting data. The result of the data depends on the instrument of data collection. The quality of the data determines the research quality. Therefore, the quality of the instrument used in research is very important because the conclusions drawn are based on information obtained using this instrument. Hence, the use of procedures to ensure that conclusions are taken and based on data collected, valid and reliable.⁷⁹

Table 3.1
Instrument of Data Collection

Title	Variables	Indicators	Number of item	Techniques
Students' Perception on Teachers' Pedagogical Competence and Their Learning Motivation (A Correlation Study at Wali Songo Ngabar Islamic Male Senior High School in Academic Year 2019/2020)	X: Students' perception on teachers' pedagogical competence	Understanding the students	1,2,3,4,5	Questionnaire
		Designing the learning	6,7,8,9,10	
		Implementing the educational learning	11,12,13,14,15	
		Communicating with the students	16,17,18,19,20	
		Evaluating the learning outcomes	21,22,23,24,25	
	Developing the students' potencies	26,27,28,29,30		
	Y: Students' learning motivation	Students have encouragement and need in learning	31,32,33,34,35	

⁷⁹ Jack Fraenkel, et al, *How to Design and Evaluate Research in Education*, (New York: The McGraw-Hill Companies, 2012), 147.

Title	Variables	Indicators	Number of item	Techniques
		Students have desire and wish to succeed	36,37,38, 39,40	
		Students get rewards in learning	41,42,43, 44,45	
		Students feel interested in learning activities	46,47,48, 49,50	
		Students get conducive environments	51,52,53, 54,55	
		Students have independences in learning	56,57,58, 59,60	

D. Technique of Data Collection

In this research, researcher used questionnaire and documentation to collect the data.

1. Questionnaire

Yogesh has defined questionnaire as a device for securing answers to questions by using a form which the respondents fill themselves. A questionnaire is also a form which is prepared and distributed for the purpose of securing responses.⁸⁰ Questionnaire is also defined as written questions that are used to obtain information from the

⁸⁰ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Delhi, New Age, 2006), 193.

respondents to get reports about their persons or things they know.⁸¹ In a questionnaire, the subjects respond to the questions by writing or, more commonly, by marking an answer sheet.⁸²

According to types of questionnaire items, there are unrestricted or open form items and restricted or close form items. The unrestricted or open form items offer the question there is a space provided in which the respondent is asked to write his answer. This type of item permits explanation, but responses can be difficult to summarize and tabulate. The responses also may be too brief, or the respondent may have omitted important information. Meanwhile the restricted or close items offer questions or statements to which a person responds by selecting one or more choices, such as “Yes” or “No”. In one variation of this type the respondent may be asked to underline award from the two or more alternatives. Another variation requires the ranking of choices.⁸³

In this research, researcher chose restricted or close form item because the answers were provided. It consisted of columns showing levels

⁸¹ Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: PT Rineka Cipta, 2013), 194.

⁸² Jack Fraenkel, et al, *How to Design and Evaluate Research in Education*, (New York: The McGraw-Hill Companies, 2012), 125.

⁸³ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Delhi, New Age, 2006), 193.

and the respondents just chose it. This questionnaire used to take the data of students' perception on teachers' pedagogical competence and students' learning motivation at Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020.

The scale used in this questionnaire was Attitude Scale. The basic assumption that underlies all attitude scales is that it is possible to discover attitudes by asking individuals to respond to a series of statements of preference. Thus, if individuals agree with the statement, researchers infer that these students have a positive attitude toward such a course.⁸⁴ An attitude scale, therefore, consists of a set of statements to which an individual responds. It is often similar to rating scales in form with words and numbers placed on a continuum. A commonly used attitude scale in educational research is the Likert scale. On the other hand, Likert Scale assesses attitudes toward a topic by presenting a set of statements about the topic and asking respondents to indicate for each whether they strongly agree, agree, are undecided, disagree, or strongly disagree. The various agree– disagree responses are assigned a numeric value, and the total scale score is found by summing the numeric

⁸⁴ Jack Fraenkel, et al, *How to Design and Evaluate Research in Education*, (New York: The McGraw-Hill Companies, 2012), 126.

responses given to each item. This total score assesses the individual's attitude toward the topic.⁸⁵

In addition, Likert Scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena.⁸⁶

The answers to each item of instrument using the Likert scale had gradations from very positive to very negative. The questionnaire in this research consisted of 60 numbers of multiple choice items that prepare 4 items choice in each question that counts as follow:

always = 4	sometimes = 2
often = 3	never = 1

2. Documentation

Documentation is a technique of data collection by taking the data regarding on something or variables in the form of written documentation such as daily notes, transcripts, books, and newspaper.⁸⁷ The documentation includes subject of research, documentation of school profiles, and other documentation during the

⁸⁵ Donald Ary, et al, *Introduction to Research in Education*, (USA: Wadsworth, 2010), 209.

⁸⁶ Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: ALFABETA, 2015), 134.

⁸⁷ Suharsimi Arikunto, *Prosedur Peneitian*,(Jakarta: PT Rineka Cipta, 2013), 158.

research process. This method was used to obtain data on environmental conditions, facilities, and total students of Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020.

E. Technique of Data Analysis

In quantitative research, data analysis was an activity after data from all respondents or other data sources were collected. It was used to answer the statement of the problem or doing the calculations to test the hypothesis that has been submitted.⁸⁸

In this step, researcher conducted two steps of data analysis techniques namely pre-research data analysis and research data analysis.

1. Pre-research data analysis

a. Validity test

Validity is the most important consideration in developing and evaluating measuring instruments.⁸⁹ Validity can be defined as a measurement that shows the levels of truth of an instrument.⁹⁰ In addition, validity refers to the appropriateness, meaningfulness, correctness,

⁸⁸ Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: ALFABETA, 2015), 207.

⁸⁹ Donald Ary, et al, *Introduction to Research in Education*, (USA: Wadsworth, 2010), 225.

⁹⁰ Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: PT Rineka Cipta, 2013), 211.

and usefulness of the inferences a researcher makes.⁹¹ Hence, validity means ability of the test to measure what researcher want to measure. Validity in this research was used to measure the validity of an instrument from both variables: students' perception on teachers' pedagogical competence and students' learning motivation. In measuring the validity, researcher used product moment correlation by Pearson using SPSS program for windows version 16.0 with N=56.

After doing the calculation, it could be obtained r_{xy} or r value. Then, that value was consulted with r_{table} at the level of significance 5% with the following criteria:

If r_{xy} or r value $\geq r_{table}$, so the item is called valid

If r_{xy} or r value $\leq r_{table}$, so the item is called invalid

The result of these calculations can be summarized in the both summary tables below:

⁹¹ Jack Fraenkel, et al, *How to Design and Evaluate Research in Education*, (New York: The McGraw-Hill Companies, 2012), 147.

Table 3.2
Validity Test Recapitulation of Students' Perception on
Teachers' Pedagogical Competence

Number of items	r_{xy}	r_{table}	Explanation
1	0.638	0.259	Valid
2	0.608	0.259	Valid
3	0.697	0.259	Valid
4	0.109	0.259	Invalid
5	0.254	0.259	Invalid
6	0.329	0.259	Valid
7	0.355	0.259	Valid
8	0.520	0.259	Valid
9	-0.091	0.259	Invalid
10	0.556	0.259	Valid
11	0.496	0.259	Valid
12	0.310	0.259	Valid
13	0.359	0.259	Valid
14	0.621	0.259	Valid
15	0.326	0.259	Valid
16	0.398	0.259	Valid
17	0.495	0.259	Valid
18	0.618	0.259	Valid
19	0.339	0.259	Valid
20	0.629	0.259	Valid
21	0.301	0.259	Valid
22	0.721	0.259	Valid
23	0.571	0.259	Valid
24	0.011	0.259	Invalid
25	0.285	0.259	Valid
26	0.759	0.259	Valid
27	0.335	0.259	Valid

28	0.367	0.259	Valid
29	0.213	0.259	Invalid
30	0.609	0.259	Valid

Table 3.3
Validity Test Recapitulation of Students' Learning
Motivation

Number of items	r_{xy}	r_{table}	Explanation
31	0.729	0.259	Valid
32	0.433	0.259	Valid
33	0.494	0.259	Valid
34	0.136	0.259	Invalid
35	0.387	0.259	Valid
36	0.249	0.259	Invalid
37	0.428	0.259	Valid
38	0.295	0.259	Valid
39	0.582	0.259	Valid
40	0.102	0.259	Invalid
41	0.034	0.259	Invalid
42	0.244	0.259	Invalid
43	0.366	0.259	Valid
44	0.252	0.259	Invalid
45	0.414	0.259	Valid
46	0.541	0.259	Valid
47	0.418	0.259	Valid
48	0.527	0.259	Valid
49	0.311	0.259	Valid
50	0.498	0.259	Valid
51	0.573	0.259	Valid
52	0.662	0.259	Valid
53	-0.304	0.259	Invalid

54	0.677	0.259	Valid
55	0.311	0.259	Valid
56	0.570	0.259	Valid
57	0.589	0.259	Valid
58	0.694	0.259	Valid
59	0.379	0.259	Valid
60	0.506	0.259	Valid

On students' perception on teachers' pedagogical competence validity test result, 5 of 30 items tested were declared invalid meanwhile the valid were 25 items. Those valid items are number 1, 2, 3, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 30. On students' learning motivation validity test result, 7 items tested were declared invalid. Hence, 23 items were valid. Those valid items were number 1, 2, 3, 5, 7, 8, 9, 13, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30. The valid items of both questionnaires were used to collect the data in this research.

b. Reliability test

Reliability is defined as a measurement of consistency over time and over similar samples.⁹² Reliability also refers to the

⁹² Louis Cohen, et al, *Research Methods in Education*, (New York: Routledge Falmer, 2005), 117.

consistency of the scores obtained.⁹³ It is considered to be synonymous with the consistency of data produced by observations made by different researchers, by the same researcher at different times, or by splitting a data set in two parts.

Reliability in this research was used to measure reliability of the instrument of students' perception on teachers' pedagogical competence and students' learning motivation. Researcher used Alpha formula using SPSS program for windows version 16.0 in measuring the reliability of instrument. Hence, it could be obtained the value of reliability of instrument (r_i) then that value was consulted with the criteria by Sutrisno Hadi as follows:

Table 3.4

Interpretation Table of r_i ⁹⁴

If r_i between 0.8 till 1.0	Very high reliability
If r_i between 0.6 till 0.8	High reliability
If r_i between 0.4 till 0.6	Enough reliability
If r_i between 0.2 till 0.4	Low reliability
If r_i between 0.0 till 0.2	Very low reliability

⁹³ Jack Fraenkel, et al, *How to Design and Evaluate Research in Education*, (New York: The McGraw-Hill Companies, 2012), 147.

⁹⁴ Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: PT Rineka Cipta, 2013), 319.

Table 3.5
Reliability Test Recapitulation of Both Variables

No	Variables	N	r_i	Explanation
1	Students' Perception on Teachers' Pedagogical Competence	56	0.879	Very high reliability
2	Students' Learning Motivation	56	0.870	Very high reliability

On students' perception on teachers' pedagogical competence reliability test result, the score was 0.879. It meant r_i between 0.8 till 1.0. Hence, the instrument had very high reliability. Meanwhile on students' learning motivation test result, the score was 0.879. It meant r_i between 0.8 till 1.0. Hence, the instrument had very high reliability.

2. Research Data Analysis

a. Normality test

The normality test is used to know the data distribution is normal or not. There are some formulas in determining the normality of data. The normality test in this research used the formula Kolmogorov-Smirnov calculated by using SPSS program for windows version 16.0.

The score of normality test shows the data researched is normally distributed. It can be proven from the value of Kolmogorov-Smirnov Z is bigger than Asymp. Sig (2-tailed) both in

variable X students' perception on teachers' pedagogical competence and variable Y students' learning motivation. The details will be discussed in chapter 4.

b. Hypothesis test

To find out the correlation between students' perception on teachers' pedagogical competence and students' learning motivation at Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020 the hypothesis test conducted. The researcher used product moment correlation technique by using SPSS program for windows version 16.0. After finding out the correlation between students' perception on teachers' pedagogical competence (X) and students' learning motivation (Y), that score of r_{xy} is consulted with r_{table} at the level of significance of 5%. If the score of r_{xy} is bigger than r_{table} , H_0 is rejected and H_a is accepted. It means that there is a significant correlation between students' perception on teachers' pedagogical competence and students' learning motivation at Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020. If the score of r_{xy} is lower than r_{table} , H_0 is accepted and H_a is rejected. It means that there is no significant correlation between students' perception on teachers' pedagogical competence and students' learning motivation at

Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020. Additionally, researcher found the value of r_{xy} is 0.337 and the value of r_{table} is 0.259 at level of significant 5% with $N=56$. The details will be discussed in chapter 4.



CHAPTER IV

RESEARCH RESULT

A. General Data Description

1. The History of School Establishment

The history of Wali Songo Ngabar Islamic Male Senior High School was started by KH Mohammad Thoyyib's idea in establishing a boarding school. He was a cleric and Al-qur'an teacher in Ngabar village since 1920. He was with his sons, KH Ahmad Thoyyib and KH Ibrahim Thoyyib wanted to disseminate islamic gospel in Ponorogo, especially in Ngabar village.

At that time, islamic teaching had a strength challenge from people's habit which liked doing immoral. KH Mohammad Thoyyib knew that challenge so that he started to disseminate islamic gospel by establishing a directed educational institution as a step to prepare an islamic generation in the future. That idea began in 1946 by establishing the elementary school "Bustanul Ulum Al-Islamiyah" led by Ahmad Thoyyib. From the model of that elementary school, it could be developed become other institutions. It was Al-Manar kindergarten in 1950 and Tsanawiyah lil Mu'allimin high school in 1958.

In 1961, there were nine students from outside Ponorogo who needed a place to live. Their arrival

started a new chapter and inspired KH Ibrahim Thoyyib to propose “Wali Songo” as the name of the cottage. The proposal was stated in his speech at the opening and introductory meeting with the first students of Islamic boarding schools on April 4, 1961. That proposal was approved. Hence, Wali Songo boarding school was established on April 4, 1961 by KH Muhammad Thoyyib assisted by his three sons, KH Ahmad Thoyyib, KH Ibrahim Thoyyib, and KH Ishaq Thoyyib.

Furthermore, educational level of Tsanawiyah lil Mu'allimin developed into Tarbiyatul Muallimin al-Islamiyah and Tarbiyatul Mu'allimat al-Islamiyah in 1980. Tarbiyatul Muallimin al-Islamiyah has been for male students and Tarbiyatul Muallimat al-Islamiyah has been for female students. At the level of Tarbiyatul Muallimin al-Islamiyah has been dividing into junior and senior high school. Hence, Wali Songo Islamic Male Senior High School was established in 1980. Additionally, at the institutional level in Indonesia, Wali Songo Islamic Male Senior High School is under auspices of Ministry of Religion of the Republic Indonesia which is characterized by Islam that combines modern and traditional scientific traditions in facing future challenges.

2. Geographical Location

Wali Songo Ngabar Islamic Male Senior High School is located seven kilometers south of downtown of Ponorogo. It is precisely located at Sunan Kalijaga street, Ngabar Siman Ponorogo. It is still located in the area of Wali Songo Islamic Boarding School. The boundary of Wali Songo Ngabar Islamic Male Senior High School are Sunan Bonang street on its east, Wali Songo street on its north, Ngabar tomb on its south, and on its west is the mosque.

3. Visions, Missions, and Goals.

Wali Songo Ngabar Islamic Male Senior High School as an Islamic education institution needs to consider the hopes of students, students' parents, and community in formulating its vision and mission. It is also expected to be able to respond the future challenges in science and technology. Hence, Islamic education is able to answer the problems of education especially in Indonesia.

The visions of Wali Songo Ngabar Islamic Male Senior High School are to become an Islamic educational institution with a spirit of *Pesantren*, excelling in *IMTAQ*, science and technology, happy in the world and the hereafter. While the missions of Wali Songo Ngabar Islamic Male Senior High School are educate the superior generation who fear Allah, do good deeds, be virtuous, be healthy, be

knowledgeable, open minded, entrepreneurial and be nationalism, has a spirit of sincerity, simplicity, independence, *ukhuwah Islamiyah* and freedom; preparing Moslem generation who master technology, competent, responsible and devoted to religion and society; organizing a qualified Islamic education and consistent to the spirit of *pasantren*; providing professional educators, adequate facilities and infrastructure and an Islamic environment. In addition, the goals of Wali Songo Ngabar Islamic Male Senior High School are fear to Allah, do good deeds, be virtuous, be healthy, be knowledgeable, open minded, entrepreneurial, and be nationalism.

4. The Curriculum of Wali Songo Ngabar Islamic Male Senior High School

Wali Songo Ngabar Islamic Male Senior High School has been applying K13 curriculum for X grade and KTSP curriculum for XI and XII grade. The K13 curriculum for X grade is still in trial which has been starting in academic year 2017/2018 and will be sought for all grades in the next academic year. Furthermore, the K13 curriculum for X grade was developed based on leadership values in developing the capacity of learners to be qualified Indonesian Muslims, mastering the Islamic sciences and be able to contribute to social life. That organization of curriculum is not separated from the main guidelines of K13 curriculum which is

developed by the curriculum development team consisted of head master, curriculum section, student section, and some subject teachers.

In addition, there are 29 subjects in Wali Songo Ngabar Islamic Male Senior High School which are divided into Islamic knowledge and general knowledge. One of them is English subject. It becomes the major subject besides Arabic or the other Islamic subjects which must be learnt. The students are required to use English or Arabic language in daily activity.

5. The infrastructures of Wali Songo Ngabar Islamic Male Senior high School

Every education unit must have facilities and infrastructures in the form of buildings and equipments used to support a regular and continuous learning process. Therefore, Wali Songo Ngabar Islamic Male Senior High School attempted to cooperate with central government, local government, and society to realize adequate infrastructure along with the increasing number of students each year.

Furthermore, the infrastructures in Wali Songo Ngabar Islamic Male Senior High School are buildings consists of the head master office, the teacher offices, classrooms, student health centre office, canteen, hall, mosque, and some toilets. While the equipments support the learning process

consists of libraries, science labs, language labs, and multimedia labs.

6. The numbers of teachers

The teachers in Wali Songo Ngabar Islamic Male Senior High School are majority alumnus of Islamic Boarding School such as Wali Songo Ngabar itself and Darrussalam Gontor who had taken the education level according to their fields. In addition, there are 1 teacher is graduated from S3, 16 teachers are graduated from S2, 46 teachers are graduated from S1, and 5 teachers are college students. While the English subject is taught by 4 teachers. They are Drs. Imron Rosyidi, M.Si, Moh. Thohir, M.Pd.I, Zainul Arifin, S.Pd.I, and Nur Imam Badri, S.Pd.

7. The numbers of students

The numbers of students in Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020 are 370 students which are divided into: a) X grade consists of 4 classes. They are Xa consists of 28 students, Xb consists of 28 students, Xc consists of 27 students, and Xd consists of 26 students; b) XI grade consists of 5 classes. They are XIa consists of 30 students, XIb consists of 27 students, XIc consists of 23 students, XIId consists of 26 students, and XIe consists of 24 students; c) XII grade consists of 6 classes. Those are XIIa consists of 26 students, XIIb consists of 23 students, XIIc

consists of 23 students, XIId consists of 20 students, and XIIE consists of 19 students, XIIf consists of 20 students.

B. Specific Data Description

This research aims to know whether there is a correlation between students' perception on teachers' pedagogical competence and students' learning motivation at Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020. Researcher used questionnaire to get the data of the variables.

1. The Data Description of Students' Perception on Teachers' Pedagogical Competence

In this description, researcher explains the way to find the data of students' perception on teachers' pedagogical competence. To get the data, researcher gave questionnaire to the sample. The numbers of sample researched were 56 students from ten, eleven, and twelve grade of Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020. Furthermore, the total numbers of questionnaire were 25 items. The questionnaire contained statements about indicators of teachers' pedagogical competence from the students' view. There were 4 answer choices in each question that counted as follows: a. for positive statement: *selalu* had 4 points, *sering* had 3 points, *kadang-kadang* had 2 points, *tidak pernah* had 1 point; b. for negative statements: *selalu* had 1 point, *sering* had 2

points, *kadang-kadang* had 3 points, *tidak pernah* had 4 points. Then, researcher drew the score of students' perception on teachers' pedagogical competence.⁹⁵ Researcher presented the data of students' perception on teachers' pedagogical competence in the form of distribution frequency table to make easy to understand as follows:

Table 4.1
Frequency Distribution of Students' Perception on Teachers' Pedagogical Competence

No	Interval	Frequency	Percentage	fkb	fka	pkb	pka
1	90-94	3	5.36	56	3	100	5.36
2	85-89	12	21.43	53	7	94.6 4	12.5
3	80-84	7	12.5	41	20	73.2 1	35.71
4	75-79	14	25	34	34	60.7 1	60.71
5	70-74	13	23.21	20	41	35.7 1	73.21
6	65-69	4	7.14	7	53	12.5	94.64
7	60-64	3	5.36	3	56	5.36	100
Total		56	100	-	-	-	-

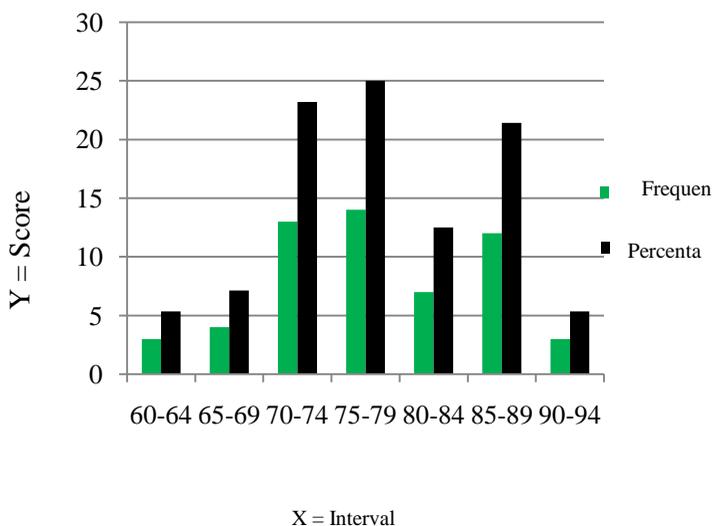
Based on table above, there were 3 students got score between 60 and 64, 4 students got score between 65 and 69, 13 students got score between 70 and 74, 14 students got score between 75 and 79, 7 students got score between 80 and 84, 12 students

⁹⁵ Appendix 4

got score between 85 and 89, and 3 students got score between 90 and 94.

Picture 4.1

Frequency Diagram of Students' Perception on Teachers' Pedagogical Competence



2. The Data Description of Students' Learning Motivation

In this description, researcher explained the way to find the data of students' learning motivation. To get the data, researcher gave questionnaire to the sample. The numbers of sample were 56 students from ten, eleven, and twelve grade of Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020. Furthermore, the total

numbers of questionnaire were 23 items. The questionnaire contained statements about indicators of learning motivation. There were 4 answer choices in each question that count as follows: a. for positive statement: *selalu* had 4 points, *sering* had 3 points, *kadang-kadang* had 2 points, *tidak pernah* had 1 point; b. for negative statements: *selalu* had 1 point, *sering* had 2 points, *kadang-kadang* had 3 points, *tidak pernah* had 4 points. Then, researcher drew the score of students' learning motivation.⁹⁶ Researcher presented the data of students' learning motivation in the form of distribution frequency table to make easy to understand as follows:

Table 4.2
Frequency Distribution of Students' Learning Motivation

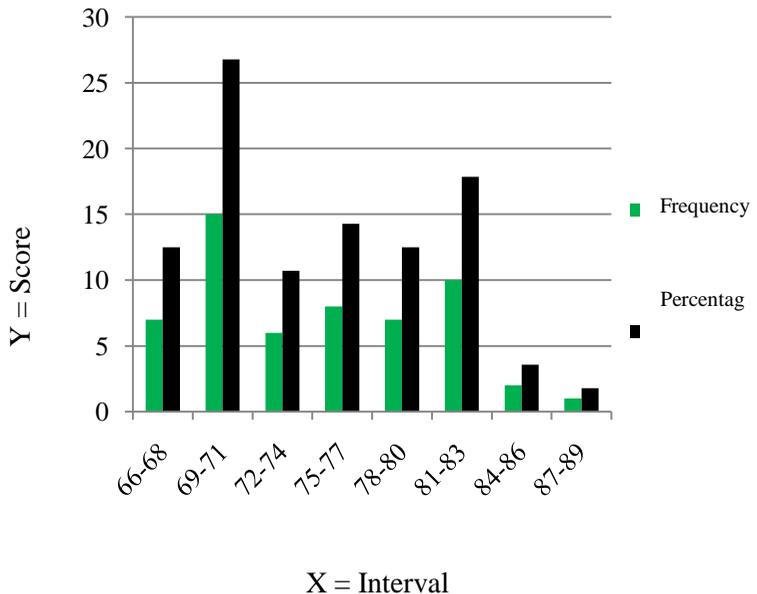
No	Interval	Frequency	Percentage	fkb	fka	pkb	pka
1	87-89	1	1.79	100	12.5	56	7
2	84-86	2	3.57	98.2 1	39.2 8	55	22
3	81-83	10	17.86	94.6 4	49.9 9	53	28
4	78-80	7	12.5	76.7 8	64.2 8	43	36
5	75-77	8	14.29	64.2 8	76.7 8	36	43
6	72-74	6	10.71	49.9 9	94.6 4	28	53
7	69-71	15	26.78	39.2 8	98.2 1	22	55
8	66-68	7	12.5	12.5	100	7	56
Total		56	100	-	-	-	-

⁹⁶ Appendix 5

Based on table above, there were 7 students got score between 66 and 68, 15 students got score between 69 and 71, 6 students got score between 72 and 74, 8 students got score between 75 and 77, 7 students got score between 78 and 80, 10 students got score between 81 and 83, 2 students got score between 84 and 86, and 1 student got score between 87 and 89.

Picture 4.2

Frequency Diagram of Students' Learning Motivation



C. Data Analysis

1. Normality Test

The normality test is used to know the data distribution is normal or not. There are some formulas in determining the normality of data. The normality test in this research used the formula Kolmogorov-Smirnov calculated by using SPSS program for windows version 16.0. Then, the score of Kolmogorov-Smirnov is consulted with the score of Asymp. Sig. (2-tailed). For the detail explanation, the hypothesis as follows:

Ho : The data is normally distributed

Ha : The data is not normally distributed

If the score of Kolmogorov-Smirnov is bigger than the score of Asymp. Sig. (2-tailed), Ho is accepted. It means the data has normal distribution. If the score of Kolmogorov-Smirnov is lower than Asymp. Sig (2-tailed), Ha is accepted. It means the data is not normally distributed.

Table 4.3

Normality test Value of Students' Perception on Teachers' Pedagogical Competence

One-Sample Kolmogorov-Smirnov Test

		perception
N		56
Normal Parameters ^a	Mean	77.6250
	Std. Deviation	7.80108
Most Extreme Differences	Absolute	.096
	Positive	.086
	Negative	-.096
Kolmogorov-Smirnov Z		.716
Asymp. Sig. (2-tailed)		.685

a. Test distribution is Normal.

Table 4.3 shows the score of Kolmogorov-Smirnov Z 0.716 is bigger than the score of Asymp. Sig. (2-tailed) 0.685. It means H_0 is accepted. Hence, the data of students' perception on teachers' pedagogical competence is normally distributed.

Table 4.4
Normality test Value of Students' Learning
Motivation

One-Sample Kolmogorov-Smirnov Test

		motivation
N		56
Normal Parameters ^a	Mean	74.8393
	Std. Deviation	5.45986
Most Extreme Differences	Absolute	.152
	Positive	.152
	Negative	-.103
Kolmogorov-Smirnov Z		1.137
Asymp. Sig. (2-tailed)		.151

a. Test distribution is Normal.

Table 4.4 shows the score of Kolmogorov-Smirnov Z 1.137 is bigger than the score of Asymp. Sig. (2-tailed) 0.151. It means H_0 is accepted. Hence, the data of students' learning motivation has normal distribution.

2. Unit Analysis

Before testing the hypothesis, researcher analyzed the categorizations from each variable. Those were the variable of students' perception on teachers' pedagogical competence and students' learning motivation. So that, researcher calculated mean, deviation standard, minimum and maximum

values by using SPSS program for windows version 16.0 from each variable. Furthermore, below are presented the calculations from SPSS:

Table.4.5
Unit Analysis of Students' Perception on Teachers' Pedagogical Competence

perception		
N	Valid	56
	Missing	0
Mean		77.6250
Median		78.0000
Mode		85.00
Std. Deviation		7.80108
Range		34.00
Minimum		60.00
Maximum		94.00

Based on the table above, it is known that Mean (M_x) is 77.625 and deviation standard (SD_x) is 7.801. Then, to determine the category of students' perception on teachers' pedagogical competence was high, medium, or low, made grouping scores using standard as follows:

- The score total less than $M_x - 1.SD_x$, the category is low.
- The score total between $M_x - 1.SD_x$ and $M_x + 1.SD_x$, the category is medium.
- The score total more than $M_x + 1.SD_x$, the category is high.

$$\text{Known : } M_x - 1.SD_x = 77.625 - 7.801 = 69.824$$

$$M_x + 1.SD_x = 77.625 + 7.801 = 85.426$$

Thus, it can be seen that score less than 69.824 is considered low category, while score more than 85.426 is considered high category and score between 69.824 and 85.426 is considered medium category. Below is the categorization of students' perception on teachers' pedagogical competence calculated by using SPSS program for windows version 16.0:

Table 4.6
The Categorization of Students' Perception on
Teachers' Pedagogical Competence

		perception			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low	7	12.5	12.5	12.5
	high	9	16.1	16.1	28.6
	medium	40	71.4	71.4	100.0
Total		56	100.0	100.0	

Based on the table above, the category of students' perception on teachers' pedagogical competence at Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020 is varieties. There are 12.5% or 7 students get low category by scoring less than 69.824, 16.1% or 9 students get high category by scoring more than 85.426, and 71.4% or 40 students get medium

category by scoring between 69.824 and 85.426. Therefore, it can be concluded that the category of students' perception on teachers' pedagogical competence at Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020 is medium.

Table 4.7
Unit Analysis of Students' Learning Motivation

motivation		
N	Valid	56
	Missing	0
Mean		74.8393
Median		74.5000
Mode		71.00
Std. Deviation		5.45986
Range		21.00
Minimum		66.00
Maximum		87.00

Based on the table above, it is known that Mean (M_y) is 74.834 and deviation standard (SD_y) is 5.460. Then, to determine the category of students' learning motivation was high, medium, or low, made grouping scores using standard as follows:

- a) The score total less than $M_y - 1.SD_y$, the category is low.
- b) The score total between $M_y - 1.SD_y$ and $M_y + 1.SD_y$, the category is medium.
- c) The score total more than $M_y + 1.SD_y$, the category is high.

$$\text{Known : } My - 1.SDy = 74.834 - 5.460 = 69.374$$

$$My + 1.SDy = 74.834 + 5.460 = 80.294$$

Thus, it can be seen that score total less than 69.374 is considered low category, while score total more than 80.294 is considered high category and score total between 69.374 and 80.294 is considered medium category. Below is the categorization of students' learning motivation calculated by using SPSS program for windows version 16.0:

Table 4.8

The Categorization of Students' Learning Motivation

		motivation			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low	12	21.4	21.4	21.4
	high	13	23.2	23.2	44.6
	medium	31	55.4	55.4	100.0
Total		56	100.0	100.0	

Based on the table above, the category of students' learning motivation at Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020 is varieties. There are 21.4% or 12 students get low category by scoring less than 69.374, 23.2% or 13 students get high category by scoring more than 80.294, and 55.4% or 31 students get medium category by scoring between 69.374 and 80.294. Therefore, it can be concluded that the

category of students' learning motivation at Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020 is medium.

3. Hypothesis test

Hypothesis test in this research was product moment correlation by Pearson using SPSS program for windows version 16.0 to know whether there is a significant correlation between students' perception on teachers' pedagogical competence and students' learning motivation at Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020. Below is the result of the calculation by using SPSS program for windows version 16.0:

Table 4.9
Analysis of Correlation between Students'

		perception	motivation
perception	Pearson Correlation	1	.337*
	Sig. (2-tailed)		.011
	N	56	56
motivation	Pearson Correlation	.337*	1
	Sig. (2-tailed)	.011	
	N	56	56

*. Correlation is significant at the 0.05 level (2-tailed).

Perception on Teachers' Pedagogical Competence
and Students' Learning Motivation

Based on the table above, the score of product moment correlation (r_{xy}) shows 0.337. While the score of r_{table} at significant level 5% with $N=56$ shows 0.259. Thus, the score of r_{xy} is bigger than r_{table} .

If the score of $r_{xy} > r_{table}$, null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. If the score of $r_{xy} < r_{table}$, null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected. Furthermore, the hypothesis that researcher submitted in this research is (H_a) there is a significant correlation between students' perception on teachers' pedagogical competence and students' learning motivation at Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020 and the score of $r_{xy} > r_{table}$. Hence, H_0 is rejected and H_a is accepted.

D. Interpretation and Discussion

1. Interpretation

In this study, researcher observed the correlation between students' perception on teachers' pedagogical competence and students' learning motivation at Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020. Therefore, to find out the interpretation about the

correlation whether it is strong, medium, or low, used this guidelines as follows:⁹⁷

Table 4.10
Interpretation of the Correlation Coefficient Value (r)

Interval of Coefficient	Level of Correlation
0.00 – 0.199	Very low
0.20 – 0.399	Low
0.40 – 0.599	Medium
0.60 – 0.799	Strong
0.80 – 1.000	Very strong

The correlation coefficient of students' perception on teachers' pedagogical competence and students' learning motivation is 0.337. Based on the table 4.10 above, the value of correlation coefficient is included in low category. Because the correlation coefficient value is bigger than r_{table} on significant level 5% with $N=56$, H_0 is rejected and H_a is accepted. It means there is a significant correlation between students' perceptions on teachers' pedagogical competence at Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020.

⁹⁷ Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: ALFABETA, 2015), 257.

The value of coefficient correlation is known 0.337. Therefore, the coefficient determination is $0.337^2 = 0.113569$. It means 11.3569% students' learning motivation is influenced by students' perception on teachers' pedagogical competence.

2. Discussion

This study was underlined by the low of students' learning motivation especially in English subject. Therefore, researcher was interested to research the correlation between students' perception on teachers' pedagogical competence and their learning motivation. In this case, the students' perception that was low about teachers' pedagogical competence was one reason for the low of students' motivation.

The result of students' perception on teachers' pedagogical competence at Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020 based on 56 students showed 12.5% or 7 students get low category, 16.1% or 9 students get high category, and 71.4% or 40 students get medium category. Therefore, it can be concluded that the category of students' perception on teachers' pedagogical competence at Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020 is medium. Then, the analysis variable showed the highest score is 94.0, minimum score is 60.0, mean is 77.625, and deviation standard is 7.801

The result of students' learning motivation at Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020 based on 56 students showed 21.4% or 12 students get low category, 23.2% or 13 students get high category, and 55.4% or 31 students get medium category. Therefore, it can be concluded that the category of students' learning motivation at Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020 is medium. Then the analysis variable showed the highest score is 87.0, minimum score is 66.0, mean is 74.834, and deviation standard is 5.460.

Based on data analysis using product moment correlation, the value of r_{xy} is 0.337. While the value of r_{table} at significant level 5% with $N=56$ is 0.259. Thus, $0.337 (r_{xy}) > 0.259 (r_{table})$. Hence, H_0 is rejected and H_a is accepted. It means there is a significant correlation between students' perception on teachers' pedagogical competence and students' learning motivation at Wali Songo Ngabar Islamic Male Senior High School in academic year 2019/2020. In addition, the coefficient determination is 0.113569. It means 11.3569% students' learning motivation is influenced by students' perception on teachers' pedagogical competence, while 88.6431% over is influenced by the other factors such as parental involvement, infrastructure, and so forth.

The learning motivation is at the very heart of the learning process.⁹⁸ It can be influenced by internal and external factor. Internal factor is a factor that coming from student self. It means that students find interest and satisfaction in what they learn and in the learning process itself, leads to self-motivated and continued learning. Students who are ‘motivated from within’ recognize their own role in learning and so take responsibility for it.⁹⁹ A while external factor is a stimulus from other people, or environment that can influence student. It is like teacher, family, friends and others.¹⁰⁰

According to this research, the low level of influence between the two variables can be interpreted that students’ learning motivation is influenced by perceptions on teachers’ pedagogical competence. A person’s perceptions, in this case a students’ perceptions as the causes of success and failure are of central importance in the development of motivation for learning. It is caused from within the person or externally by someone.¹⁰¹ When learning activities, class management must be mastered by teacher so students can be interested and

⁹⁸ Wyne Harlen, Ruth D. Crick, “Testing and Motivation for Learning”, *Journal Assessment in Education*, 2 (July, 2003), 174.

⁹⁹ *Ibid*, 175

¹⁰⁰ John W. Santrock, *Educational Psychology*, (New York: University of Texas, 2011), 440.

¹⁰¹ Wyne Harlen, Ruth D. Crick, “Testing and Motivation for Learning”, *Journal Assessment in Education*, 2 (July, 2003), 174.

motivated to take part in learning. Conversely, if the teacher is monotonous in carrying out the learning process, the students' attention diminished. They do not pay attention to the material presented, busy themselves, sleeping, and so forth. It affects the teaching and learning process do not run well and the students' motivation is not maximal.

Furthermore, the importance of teachers' pedagogical competence is as a basic determinant of success or failure the teaching-learning process. This is due to pedagogical competence directly touches learning management activities of the students. One task of the teacher in this case is to generate student learning motivation so that students want to do learning activities. On the other hand, the factor which mostly influences students' motivation is teachers' pedagogical competence.¹⁰² Thus, it can be concluded that the teachers' pedagogical competence is very important in generating students' motivation because it can be able to create an effective, fun, and good management in the classes, so that the students' learning process can be optimal.

¹⁰² Wyne Harlen, Ruth D. Crick, "Testing and Motivation for Learning", *Journal Assessment in Education*, 2 (July, 2003), 183.

CHAPTER V

CLOSING

A. Conclusion

Based on description in the previous chapter, researcher comes to the following conclusion:

1. There is a significant correlation between students' perception on teachers' pedagogical competence and students' learning motivation at Wali Songo Islamic Male Senior High School in academic year 2019/2020. It can be seen by the result of the coefficient correlation is 0.337 and the coefficient of table is 0.259 on significant level 5%. It means $r_{xy} > r_{table}$. Therefore, the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted.

B. Suggestions

According to the conclusion above, researcher attempt to give some suggestions:

1. For the Teachers

Based on the findings in this study, there is a significant correlation between students' perception on teachers' pedagogical competence and students' learning motivation. Therefore, it is recommended to the teachers in enhancing their pedagogical competence and applying the abilities to carry out the learning process or to manage the students' learning process effectively and maximally. Hence,

the enhancement of students' perception on teachers' pedagogical competence will also enhance the students' learning motivation especially in English subject.

2. For the Students

This study recommends the students to improve their motivation in instilling strong confidence in learning however the condition in order to get a good achievement because a high motivation can support a high achievement.

3. For the Institution

According to the result of research, it is recommended to the institution or the principal as an authorized person to improve a comfortable learning environment for students, supervising teaching and learning activities, and making a program in order to improve teacher competences in particular pedagogical competence.

4. For the Next Researcher

Based on the findings in this study, it is recommended to the next researchers to further develop this research in finding overall the elements that influence students' learning motivation such as parental involvement, students' abilities, infrastructures, and other dynamic elements in learning.

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