

The Relation Between Pedagogical Competence, Emotional Intelligence and Self Efficacy of Teachers

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Abstract

The purpose of this study to determine: 1) the relationship of pedagogical competence and emotional intelligence and self-efficacy of teachers; 2) the relationship between the pedagogic competence with self-efficacy of teachers; 3) the relationship between emotional intelligence and self-efficacy of teachers; 4) donations or role pedagogic competence, emotional intelligence to the self-efficacy of teachers / study subjects are elementary school teachers in the district Jebres totalled 150 teachers. Collecting data using a scale of pedagogic competence, emotional intelligence scale, and self-efficacy scale. Data were analysed using regression analysis and stepwise two predictors. Based on the calculation, the correlation coefficient $R = 0.739$, F regression = 88.655; $p = 0.000$ ($p < 0.01$). These results showed that there was a significant relationship between pedagogical competence, emotional intelligence and self-efficacy of teachers. Results $rx1y$ correlation of $R = 0.606$, $p = 0.000$ ($p < 0.05$). Meaning there is a very significant positive between pedagogical competences with self-efficacy of teachers. Correlation analysis $rx2y$ of $R = 0.714$, $p = 0.000$ ($p < 0.05$). Meaning there is a very significant positive emotional intelligence and self-efficacy of teachers. The conclusion of this study is that there was a significant relationship between pedagogical competence, emotional intelligence and self-efficacy of teachers. This means that variable pedagogical competence and emotional intelligence can be used as a predictor for predicting self-efficacy of teachers. The variable pedagogical competence contribute 15,3 % to variable self-efficacy while the variable emotional intelligence contribute 39,4%. Therefore structured training is needed to improve teacher's quality especially in pedagogical competence area.

Keyword: Pedagogical competence, Emotional Intelligence, Self-Efficacy,

1.0 BACKGROUND

Educating the nation is one of the national objectives explicitly stated in the Preamble of the Constitution of 1945. Education of nation cannot be separated from the role of teachers as educators, teachers, and coaches students. Teachers have a very important role, especially as an agent of change through a learning process.

Readiness of this challenge must be balanced with the ability to support the teachers. Skills required of teachers include many things, including mental underlying personality of teachers, as well as skills in teaching that can sustain the needs of demands. In addition to teaching skills as an application of pedagogical, a teacher must also be able to have the role of security provider for their students. Teachers as a substitute for or representing the parents in the school, the school must make as a family. Mulyasa added, a teacher must have a steady personality, emotionally stable and mature. Bandura (1997) also states that Self-Efficacy can bridge the gap between the knowledge possessed by certain behaviors, such as Emotional Intelligence.

In order to contribute effectively, teachers must have several requirements, among others: the skills of pedagogical, namely the ability to teach, knowledgeable adequate, have a professional attitude, able to choose and create and use media, able to develop dynamic curriculum and provide and a good example (Baidhowi , 2005). According Musfah (2011) in order to guarantee the quality of teachers expected competencies, especially pedagogical abilities, then the teacher should always hone the ability to continuously optimize those aspects in it.

One of the characteristics of good teachers can be understood from some of the dimensions of which are professionalism, a commitment to perform the functions that the students be successful, confident, always ready for the challenge, trust and respect the diversity of students. Confident and always ready to face the challenges of self-efficacy is a characteristic that should be owned by a teacher in carrying out his duties. One's confidence will be greatly influenced by the belief in the achievement of the goals he had hoped. High self-efficacy of teachers who will provide positive motivation to the students. In addition, the effectiveness of self-efficacy has that individuals are able to assess himself the power to produce the desired effect. The high perceived self-efficacy will motivate individuals cognitively to be able to act more precise and purposeful, especially if the goal is a clear purpose (Anwar, 1996).

A teacher in the work is closely related to the teachers' belief in the ability he has in carrying out the tasks assigned and overcome obstacles to achieve the expected results in accordance with the purpose of education (Laura, 2007). Bandura (1997) also states that self-efficacy can bridge the gap between the knowledge possessed by certain behaviors, such as Emotional Intelligence. One of the capabilities needed by a teacher is self-efficacy. Confident and always ready to face the challenges of Self-Efficacy is a characteristic that should be owned by a teacher in carrying out his duties.

Emotional disturbances that occur in one can affect a person's self-efficacy because of the emotions will affect the patience, tenacity, and creativity and passion and enthusiasm for work (Muhyidin, 2006). A teacher who can menaham emotionally stable, then the teacher will not easily give up and easy to despair, and do not give up when faced with difficulties.

Therefore, by looking at this phenomenon, the authors feel the need to do research about the extent of self-efficacy is really influenced by pedagogical competence and emotional intelligence of teachers. This research is important because look at conditions in general, a lot of teachers who have not been able to adjust his ability in accordance with the standards of competence that have been set. This study uses a variable, pedagogical competence, emotional intelligence and self-efficacy to predict the relationship between pedagogical, emotional intelligence and self-efficacy.

1.1 Purposes of the Study

1. Testing the relationship of Pedagogical Competence and Emotional Intelligence toward Self Efficacy of teachers.
2. Testing the relationship between Pedagogical Competence toward Self-Efficacy of teachers.
3. Testing the relationship between Emotional Intelligence toward Self-Efficacy of teachers.
4. Knowing the contribution or the role of Pedagogic Competence, Emotional Intelligence to the Self-Efficacy of teachers.

2.0 Benefits of the Study

2.1 Theoretical Benefits

Theoretically, this research can contribute to the disciplines of psychology, particularly the psychology of education has related between Pedagogic Competence and Emotional Intelligence toward Self-Efficacy of teachers

2.2 Practical Benefits

For Government, the result of the study can be as the consideration to provide strategic policies in education that associated with increasing the human resources competence. For Schools, the results of this study are expected to provide map of teacher competence quality for their schools and as material consideration to provide schools policies in term to improve teachers's competence. For Teachers, the results of this study are expected to contribute information on pedagogical, Emotional Intelligence and Self-Efficacy of teachers. Teachers are expected to be confident in its ability and try to improve pedagogic competence and Emotional Intelligence in his duties as a teacher thus it is better to be able to encourage and motivate students to achieve better performance. For Further Study: the result is expected to be for further research to develop comprehensive study

3.0 THEORETICAL BASIS

3.1 Self-Efficacy

Self-efficacy is an assessment which forms on individual's subjective beliefs about her/his ability ability in performing tasks, solving problems, and doing necessary actions to achieve a particular outcome (Bandura, 1997). Whereas the aspects that exist in Self-Efficacy are: difficulty level of task, wide field of tasks, and the ability of conviction.

Bandura (Lasarie 2009) explains that self-efficacy is influenced by several factors, among others:

1. The nature of the task at hand. Situations or certain types that require higher performance, and harder than the situation of another task.
2. External incentives, which reward (reward) in the form of whatever is given in recognition of those who describe success in carrying out the task. The award can be any praise, encouragement, material, social status and so forth.
3. The status or role of individuals in the environment. One's social status in the environment greatly affects a person's self-confidence, and it will also affect the sense of efficacy him.
4. Information about the ability of self. Efficacy person will increase when there is positive information about him. Instead efficacy person will decline if there is negative information about him.

According to Bandura (Lasarie, 2009), self-efficacy include self-confidence, ability to adapt, cognitive capacity, intelligence and capacity to act in stressful situations. Bandura also states (in Sulistyawati, 2010), that aspects of self-efficacy are:

1. **Level (the level of difficulty of the task).** Someone who has a high level feels that he has the ability to master a difficult problem. While someone who has a low level believed that they were only able to complete simple tasks

2. **Generality (wide field of tasks).** A person with high efficacy feels that he has the ability to be able to act in any situation. While a person with low self-efficacy felt that he only has the ability to act in limited situations.
3. **Strength (ability beliefs).** A person with high self-efficacy strength very sure of her abilities , they will persist in efforts to face difficult issues , is able to resolve the problem that is full of obstacles , and persistence to succeed in their task.

3.2 Pedagogic competence

Mulyasa (2012) suggested that paedagogik competence is the ability to be possessed by a teacher to carry out particularly in the functions and objectives of the school also generally as well as the purpose of education, according to community requirement and demands of period. Teacher competence is the combination of personal ability, scientific, technological, social, and spiritual perfectly establish competency standards of the teaching profession, that include on materials mastery, understanding the learners, educational learning, personal and professional development.

3.3 Emotional intelligence

According Agustian (2007) who called Emotional Intelligence as a personal intelligence, he said that the personal intelligence consists of interpersonal intelligence, the ability to understand other people, what motivates them, how they work. And how work cooperately with intelligence.

In this study which defined as Emotional Intelligence is the ability of teachers to recognize self emotions, managing emotions, motivating itself. recognizing emotions to others (empathy) and the ability to build relationships (in cooperation) with other people.

Factors Affecting Emotional Intelligenc, according to Goleman (2002) factors that affect the emotional intelligence includes:

1. Factors that are innate genetic
2. Factors that come from the environment
3. Psychological factors
4. Emotion Coaching factors
5. Education factor

Aspects of Emotional Intelligence, according to Goleman (1997) , there are five aspects of emotional intelligence , are :

1. **Know Your Emotions.** Emotional intelligence includes resilience. initiative, optimism and adaptability (Gina , 2005) . According to Goleman (1997) , which is intended to recognize emotions is self-awareness to recognize the feelings when it happened and the feeling of watching the feeling from time to time . Memgenali emotion is the basis of emotional intelligence because people have more confidence about his feelings would have a higher sensitivity to the feelings were actually in the decision -making personal issues. Goleman (1997) uses aspects of self-knowledge in terms of self-awareness.
2. **Managing Emotions.** People who are mature people who are able to manage emotions well. This management capability is based on the person's condition in the learning process due to fears of life and threats to the ego feeling balanced so that a person is to know that these pressures are not always disastrous. Managing emotions is self-awareness in dealing with feelings that can be revealed with the right feeling. People who are poor ability in these skills will continue fight feelings of depression. While the good ability in these skills, then that person will be able to immediately re-emerged with a much faster than quit in despair and downfall in life. Among other forms of emotional anger, fears, anxiety, sadness (Goleman, 2002). Goleman also added that there are different types of anger. The amygdala is the main source of dangerous sudden burst of anger. The other end of the emotional circuit neo-cortex that can bring anger more measured. Tice (Goleman, 2002) found that the mood of anger is the most difficult to control. The anger most tempting among negative emotions. In contrast to the sadness, anger raises the spirit, even exciting. The appeal of anger compelling and persuasive explains that anger cannot be controlled.

3. **Motivating Yourself.** Motivating yourself is to pay attention to motivate and master ourselves to be creative. This motivation shows how one can resist the satisfaction and impulse control and able to adapt to the demands of the environment. People who have high self-motivational skills will tend to be more productive and effective in any case in the work. Conversely those who have low self-motivation, it tends to run out of time because it stuck with feelings of self and the result did not do anything.
4. **Know Your Emotions Others.** Emotional self-awareness will be the ability to get along. Getting to know other people's emotions is empathy becomes a keerdasan emotional aspect in the social area. People who have high empathy, it will tend to be able to capture the social signals are hidden, which suggests anything is required or desired to others. People who have these characteristics, it would be appropriate occupy a job as a nurse, a teacher, in the field of marketing and management.
5. **Fostering Relationships.** The art of relationships is a skill to manage the emotions of others. These skills are the skills that support the popularity, leadership, and interpersonal success. People who have high ability in relationships, will be successful in any field that relies on seamless interaction with other people

3.4 Hypothesis

1. There is a positive relationship between Emotional Intelligence, Pedagogical Competence and Self-Efficacy of teachers with teachers.
2. There is a positive relationship between the Pedagogic Competences with Self-Efficacy of teachers.
3. There is a positive relationship between Emotional Intelligence of teachers with teacher efficacy.

4.0 METHODS AND TECHNIQUES

4.1 Methods

This study uses a quantitative approach. The population in this study was on elementary school teachers in the district Jebres totally 874 teachers. The total of 874 teachers is spread into 61 elementary schools. In this study took studys' sample of 150 as the subject of study. The method of collecting data that is used is Self-Efficacy scale of teachers, pedagogic competence scale. The scale that is used is Self-Efficacy scale of teachers, Pedagogic Competence scale, and Emotional Intelligence scale.

Data analysis in this study is done by using multiple regression analysis. While the statistical program used in this study is *SPSS for Windows Release 16.0*.

4.2 Process of Collecting Data

The locations which is used in this study is Elementary Schools in District Jebres. Because in these schools are have problems in multiple diverse teachers quality. Total teachers in the district Jebres is 874 teachers, however, from 874 teachers only 150 teachers are used as the sample of study.

Requirements analysis test consists of normality test that having results of Self Efficacy get the value Kolmogorov-Smirnov $Z = 1.220$; significance (p) = 0.102; ($P > 0.05$), which means there is normal spreading. The normality result of distribution test from independent variable, namely pedagogic values that is obtained. Kolmogorov-Smirnov $Z = 1.212$; significance (p) = 0.106; ($P > 0.05$), which means spreading normally and Emotional Intelligence variable values are obtained Kolmogorov-Smirnov $Z = 0.803$; significance (p) = 0.539; ($P > 0.05$), which means normal spreading.

After doing the linearity relationship test, it is known that Pedagogical Competence variable with Self-Efficacy variables has linear correlation. It showed in flinierity value = 95.396; significance (p) = 0.089; ($P > 0.05$). Emotional Intelligence variable and Self-Efficacy variable have linear correlation that showed in Flinierity value = 97.803; significance (p) = 0,074; ($P > 0.05$). This means that there is a linear relationship between those variables.

5.0 Analysis and Data Interpretation

Based on the result of analysis, it shows that Self Efficacy in subjects of study has high rank, the value in empirical mean is 102,94 and hypothetical mean is 87,5. The summary of result shows in table 1.

Table 1. Summary of Results Analysis Data

Analysis	Variable	Value	Interpretation
Result Anareg	X1, X2 dengan Y	$R = 0,739$ $p = 0,000 (p < 0,01)$	There was a significant relationship
	X1 dengan Y	$r = 0,606$ $p = 0,000 (p < 0,01)$	There was a significant relationship
	X2 dengan Y	$r = 0,714$ $p = 0,000 (p < 0,01)$	There was a significant relationship
Effective donation	X1 dengan Y	SE x1 = 15,3%	Total effective contribution = 54,7%
	X2 dengan Y	SE x2 = 39,4%	
	X1, X2 dengan Y	SE = 0,547	
categorization	X1	Mean empirik = 100,29 Mean hipotetik = 87,5	high category
	X2	Mean empirik = 103,21 Mean hipotetik = 82,5	high category
	Y	Mean empirik = 102,94 Mean hipotetik = 82,5	high category

Analysis stepwise regression analysis is part calculated by applying a gradual reduction (stepwise) that uses aspects contained in the independent variable as a predictor variable to be correlated with the dependent variable. Based on the analysis using stepwise analysis known aspects in the pedagogical highest correlation to self-efficacy is the planning aspect of learning with a correlation value of 0.585. Based on the analysis using stepwise analysis known aspects of emotional intelligence in the highest correlation to self-efficacy that aspect of building relationships with the correlation value of 0.666. Berdasarkan analisis korelasi antara aspek-aspek variabel kecerdasan emosi (X_2) dengan efikasi diri (Y) diperoleh hasil yang ditampilkan dalam Tabel 2.

Table 2. Summary of Results Analysis Stepwise Between X1 with Y

Korelasi Aspek X1 dengan Y	Hasil Korelasi	Interpretasi
X 1-a	$rx1-ay = 0,507$ $p = 0,000, (p < 0,01)$	Very significant positive correlation
X 1-b	$rx1-by = 0,371$ $p = 0,000, (p < 0,01)$	Very significant positive correlation
X 1 -c	$rx1-cy = 0,585$ $p = 0,000, (p < 0,01)$	Very significant positive correlation
X 1-d	$rx1-dy = 0,566$ $p = 0,000, (p < 0,01)$	Very significant positive correlation
X 1- e	$rx1-ey = 0,354$ $p = 0,000, (p < 0,01)$	Very significant positive correlation
X 1-f	$rx1-fy = 0,456$ $p = 0,000, (p < 0,01)$	Very significant positive correlation
X 1-g	$rx1-gy = 0,456$ $p = 0,000, (p < 0,01)$	Very significant positive correlation

Based on the analysis of the correlation between aspects of emotional intelligence variable (X_2) with self-efficacy (Y) obtained the results shown in Table 3.

Table 3. Summary of Results Analysis Stepwise Between X2 with Y

Correlation aspect X2 with Y	results Correlation	Interpretation
X2-a	$R_{x2-ay} = 0,580$ $p = 0,000, (p < 0,01)$	Very significant positive correlation
X2-b	$R_{x2-by} = 0,471$ $p = 0,000, (p < 0,01)$	Very significant positive correlation
X2-c	$R_{x2-cy} = 0,653$ $p = 0,000, (p < 0,01)$	Very significant positive correlation
X2d	$R_{x2-dy} = 0,477$ $p = 0,000, (p < 0,01)$	Very significant positive correlation
X2 e	$R_{x2-ey} = 0,666$ $p = 0,000, (p < 0,01)$	Very significant positive correlation

5.1 Discussion

Hypothesis test results showed that the first hypothesis proposed in this study can be accepted, that there is a significant correlation between Pedagogic Competence and Emotional Intelligence with Self Efficacy. It is based on the results of program output Statistical Product and Service Solution (SPSS) version 16.00 for Windows by using multiple linear regression analysis calculation. Based on the calculation, the correlation coefficient $R = R = 0.739$, Fregresi = 88.655; $p = 0.000$ ($p < 0.01$). These results showed that there was a significant relationship between pedagogical, emotional intelligence and self-efficacy of teachers.

This is in accordance with the opinion of Bandura (in Lassarie, 2009) which states that a person who has high self-efficacy, will continue to develop positive feelings toward work related to the development of his ability as more people feel the experiences of success, then he will increasingly have the power to be sure of his ability and to think more positively to the job at hand.

Partial correlation value between pedagogical competence with self-efficacy ($rxly$) amounted to $R = 0.606$, $p = 0.000$ ($p < 0.05$) showed a strong significant relationship between the Pedagogical Competency Self Efficacy. The direction of the relationship is positive, because the value of r is positive. These results showed that the higher pedagogical competence, the higher self-efficacy. Conversely the lower the higher pedagogical self-efficacy.

The value of the partial correlation between emotional intelligence with Efficacy Din ($rx2y$) amounted to $R = 0.714$, $p = 0.000$ ($p < 0.05$). These values indicate a significant positive relationship was very strong between Emotional Intelligence's den Self Efficacy. The higher the emotional intelligence, the higher efficacy din on the teacher. bc` ~ it also conversely the lower the lower the Emotional Intelligence Self Efficacy.

The results also show the value koetisien calculation of determination (R^2). This value is used to determine the percentage contribution of the influence of the independent variables (X1 and X2) simultaneously to the dependent variable (Y). The R^2 (R Square) of 0.547, or 54.7%, which means that the percentage contribution of the independent variables influence the pedagogical competence and emotional intelligence to the dependent variable ie self efficacy of 54.7%. This means there are 45.3% are other factors that affect self-efficacy of teachers outside variables pedagogical competence and emotional intelligence such as gender, age subjects, teaching time, a feat never achieved, recent education teachers and others.

The amount of variable contribution to the pedagogical competence of self-efficacy of 15.3% while the variable contribution of emotional intelligence to Self Efficacy of 39.4%. These results indicate that the emotional intelligence of teachers is greater vang vaiabel affect self-efficacy of teachers.

Based on the results of analysis show that the measurement variable efficacy in subjects of research is high. The value of the empirical mean of 102.94 and hypothetical value of 82.5. High condition can be interpreted that the aspects contained in Self Efficacy, namely: the level of

difficulty of the task, wide field of tasks and the ability conviction has been fully understood or utilized by the study subjects.

Based on the results of analysis show that the measurement variables pedagogic competence in high teroolong research subjects. The value of the empirical mean of 100.29 and hypothetical mean of 87.5. Pedagogical competence is high means that there are aspects of the pedagogical competence. namely: learning management, understanding of students, instructional design, implementation of educational and dialogical learning, the use of learning technology. Evaluation of learning outcomes and student development has been fully understood or utilized by the subjects.

Variable measurement of emotional intelligence in the research subject is high. The value of the empirical mean of 103.21 and hypothetical mean of 82.5. It can be interpreted that the aspects that exist in emotional intelligence is the introduction emotions. managing emotions, motivation, recognition of other people's emotions and relationship coaching, has been fully understood or utilized by the subjects.

Aspects of pedagogical competence the highest correlation to self-efficacy is the designing aspect of learning the correlation value of 0.585, $p = 0.000$ ($p < 0.01$). These results can be interpreted that the formation of pedagogic competence as well, then the aspect that needs to be established first that the designing aspect of learning, because these aspects provide the highest influence or dominant.

Aspects of emotional intelligence highest correlation to self-efficacy that aspect of coaching relationship with a correlation value 0.666, $p = 0.000$ ($p < 0.01$). These results can be interpreted that the formation of emotional intelligence is good, then the aspect that needs to be established first that aspect of engagement, because these aspects provide the highest influence or dominant.

6.0 CONCLUSION

Efficacy of teacher concerned. Conversely the lower the Pedagogic Competence, is related to the lower Self Efficacy of teachers. Partially, there is a significant positive correlation between Emotional Intelligence and Self Efficacy of teacher. That is the higher the Emotional Intelligence harmoniously as well as the higher of Self Efficacy of teachers. Conversely the lower Emotional Intelligence is the lower the Self Efficacy of teachers.

As known that there is contribution or role the pedagogic Competence, Emotional Intelligence to the teachers for themselves in 54.7% and remaining on 45,3% is explained by other variables that not included in this research.

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