A CORRELATIONAL STUDY: TEACHERS’ PEDAGOGICAL AND PERSONAL COMPETENCE TOWARD STUDENTS’ MOTIVATION AT SMA NEGERI 4 KENDARI BASED ON STUDENTS’ PERCEPTION

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**Abstract.** This research presents a correlational study dealing with the study on Teachers’ Pedagogical Competence and Personal Competence on Students’ Motivation Based on Students’ Perception. This research employed correlation design. The population of this research was the Eleventh grade students of SMAN 4 Kendari. This research took 175 students as the sample of 5 different English teachers who taught at SMAN 4 Kendari. The data was collected by using IPKG questionnaire which was adapted and developed in accordance to K-13 and Motivation questionnaire. The results of this research showed that there was significant correlation between teachers pedagogical competence toward students’ motivation in learning English at SMAN 4 Kendari and there was also significant correlation between teachers’ personal competence toward students’ motivation in learning English at SMAN 4 Kendari. Moreover, The English teachers’ pedagogical competence level at SMAN 4 Kendari based on the students’ perception are good, the English teachers’ personal competence level at SMAN 4 Kendari based on the students’ perception are also good, and the students’ motivation on learning English at SMAN 4 Kendari are high.

**Keywords:** *teachers’ personal competence; teachers’ pedagogic competence; students’ motivation*

1. **Introduction**

One particular issued related to English teachers’ competency is the lack of teachers’ understanding of the philosophy behind teaching methods and teaching materials. The fact is the English teachers have not mastered the language they are teaching (Dardjowidjojo, 2000). So far, the teachers’ competency affects the students’ motivation in learning. Good English teachers’ competence and suitable teaching approaches are related to the students’ motivation, academic achievement, and overall perception on the effectiveness of the lessons (Good, 1987). Students are motivated when they are taught by teachers with a good competency in teaching.

Professional English teachers should have a good competence to teach in the classroom. They have to be good in grammar, sociolinguistic, discursive, and strategic in the target language (Hedgcock, 2002). Pedagogic competence and personal competence are two from four teacher competencies which are needed by the teacher to be a professional teacher. English teachers with a good pedagogic competence will have ability in designing a good strategy in teaching the subject, and it makes the students’ motivation increased. On the other hand, teachers with a weak pedagogical competence will implement more traditional ways of teaching, where students are likely learn through monotonous way (Ryan & Cooper, 2013). Teachers with good personal competence will show positive attitude in teaching. Positive attitude in this case including highly-motivated, open-minded and cheerful and always give encouragement to the students (Wiseman, Cooner & Knight, 1999).

The purpose of this study was fourfold. The first purpose was to investigate the English teachers’ competence level on their pedagogical competence and personal competence at SMA Negeri 4 kendari. Second, this study was to investigate the students’ motivation level in learning English at SMA Negeri 4 Kendari. Third, the study was aimed to find out whether or not there was a significant correlation between English teachers’ pedagogical competence and students’ motivation in learning at SMA Negeri 4 Kendari. Fourth, this study was aimed to find out whether or not there was a significant correlation between teachers’ personal competence and students’ motivation at SMA Negeri 4 Kendari. The four research questions that guided the study were:

1. Is there any significant correlation between English Teachers’ competences in their Pedagogical competence with students’ motivation in learning English at SMA Negeri 4 Kendari?
2. Is there any significant correlation between English Teachers’ competences in their Personality competence with students’ motivation in learning English at SMA Negeri 4 Kendari?
3. What is the English teachers’ competence in terms of pedagogical competence and personality competence level shown by English teacher at SMA Negeri 4 Kendari?
4. What is the students’ motivation level in learning English shown by the students at SMA Negeri 4 Kendari?
5. **Literature Review**
   1. *The Concept and Role of Teaching*

Teaching can be defined as an activity of transferring knowledge. It involves interactive activity between students and teacher, primarily involving classroom talk. Wells (1982) stated that teaching is a set of activities of the teachers in transferring the knowledge to the students. The knowledge can be transferred through such activities as questioning, explaining, etc. Moreover, Morrison (1926) explained that teaching is a process of educating people through trusted relationship between teacher and student.

Teaching process cannot be run successfully without the involvement of teacher and student. Teacher has important role to play in teaching. Harmer (1991) explained that teacher’s role here can be many things; teacher can be act as a facilitator, mentor, guide, manager, etc. On the other hand student becomes the object of teaching. Teacher ability to teach should be judged on the basis of student learning. Teacher should be held accountable for student learning despite poor parenting, negative attitudes, and other social ills. Furthermore, Student will learn better with the best teaching

* 1. *Teachers’ Competence*

Competence can be defined as knowledge, specific to someone’s ability and skill which had had by the person, in this case he can perform cognitive behavior effectively as well as psychomotor (Risan, 2014). Competence also can be defined as a group of intelligent action, the full responsibility of a person as a condition of society deemed capable of carrying out the tasks in the field of a particular job (Mulyasa, 2009). Furthermore, competence involves some aspects; they are knowledge, understanding, ability, values, attitudes, and interest (Setyaningsih & Ahmad, 2012). Teachers’ competence is a key factor to be success in teaching and learning process. Referring to the Government Regulation no. 74 of 2008 as cited in Risan (2014), it is stated that there are four competencies that should be mastered by the teacher, they are: pedagogical competence, personal competence, social competence, and professional competence. These competencies are assessed through certification. Moreover, professional competence is the central of all competencies because it covers the four competencies.

* 1. *Pedagogical Competence*

Pedagogical competence or pedagogical aspect can be defined as the ability of a person to use a coordinated, synergistic combination of tangible resources and intangible resources in order to be more effective and efficient in pedagogy (Madhavaram, laverie, 2010). Or in a specific way, Akhyak et al., (2013) stated that pedagogical competence is the ability of learners to manage learning. This competency can be seen from the ability to plan teaching and learning program, the ability to execute the interaction or manage the learning process, and the ability to make an assessment.

According to National Education of Ministry number 16 of 2007 as cited in Wijayanto (2014) concerning standards of academic qualifications and competences of teachers stated that teachers’ pedagogical competence in curriculum 2013 is classified into 7 sub-competencies: a) knowing the characteristics of learners, b) mastering the learning theories and principles of learning that educates, c) developing curriculum, d) learning activities that educates, e) understanding and developing the potential of learners, f) communicating with students, g) evaluating the students learning.

* 1. *Personal Competence*

Personality competence here relates to the value of teachers as a personal. Teachers have to be able to show a commitment, discipline, well-appearance, responsible, and motivated, so that they can be a good role-model to the students (Nasrun, 2015). Komara (2007) stated that teachers’ personal competence includes steady, noble, wise and prudent, dignified, stable, mature, honest, becoming role-models for students and the community, to objectively evaluate their own performance, and develop themselves independently and sustainably. Moreover, the personal competence according to Surya (2003) as cited in Hakim (2015) is in regard to the personal ability of self-understanding, self-acceptance, self-direction, and self-realization.

Permendiknas No. 16 year 2007 as cited in Asnawi (2014) defined five sub competencies or core competencies of personal competence, they are: 1) always behaving in accordance with the norms of religious, law, social tradition, and national culture held in Indonesia, 2) always performing as the honest and well-behave person and become the model for their students and communities as well, 3) always performing as the stable, mature, wise, and sapient person, 4) demonstrating a high work-ethic, high responsibility for their task, pride for being a teacher, and robust self-confidence, and 5) upholding the ethics of teachers’ code. The teachers’ codes are accordance with apparatus control minister decision number 26 in service teacher as profession.

* 1. *Students’ Motivation*

Brown (2000) defines motivation as the extent in which students make choices about two things: First, goals to pursue, and second, the efforts that they will devote to that pursuit. Moreover, he stated that motivation is a desire of a person that moves him/her to do something. The motive of someone to learn a second language is usually because of his/her expectations and the enjoyment in learning the language (Harmer, 1991). Students who are likely high motivated tend to be more active than others who are not. Students’ motivation can be base by two things, extrinsic motivation and intrinsic motivation (Decy & Ryan, 1985).

* 1. *Students’ Perception*

Students’ perception according to Schunk and Meece (2009) come from what they feel and what they see in their academic environment. The students’ perception on the academic affairs are shaped by the form of interaction between them and the teachers, consequently it collides to their academic attitudes and behaviors. Smith (2008) as cited in Haerunnisa (2016) stated that many individuals perceive learning as how they learned. It means that experiences and expectations affect students’ view on something.

Students’ perception is affected by many factors such as motivation, language acquisition, metacognitive process, and psychological aspect. Students’ perception typically are assessed through questionnaire or interviews in which students are presented with items asking about their beliefs and they judge each item using a numerical scale or respond it verbally. Moreover, students’ perception is a valuable source in evaluating course because they have had the experience learning on it and they have felt the interaction with teachers and academic institution who running the learning process.

1. **Method**

The method of this research used correlation design. Correlation research design is a research that involves the collection of data in order to determine whether there is a relationship or not and also the degree of the relationship between two or more quantifiable variables (Gay et al., 2006). This research did not deal with which one influences another because it was only a descriptive research which wanted to describe the correlation between teachers’ pedagogical and personal competence and students’ motivation in learning English based on the students’ perception.

The population of this research was all students in the eleventh grade of SMA Negeri 4 Kendari. The sample of this research was all eleventh science classes with 175 students as the total sample, and they were chosen purposively. There were two kinds of instrument namely questionnaires (five point liker-scale) and interview. Questionnaires were divided into two kinds of questionnaires; they were IPKG questionnaires adapted and developed from Amtmowardoyo et al (2017) and Attitude Motivation Test Battery (ATMB) questionnaires adapted from Gardner and Lambert (1972). In order to compute the correlation between variables, Pearson Product Moment was used. All data analysis was calculated through SPSS 2.0.

1. **Findings**
   1. *Students’ Perception on English Teachers’ Pedagogical Competence in Teaching*

Based on the result from the questionnaire, it was indicated that most teachers were good on pedagogical competence. The complete table can be shown as follow:

Table 1. The Complete Classification of English Teachers’ Pedagogic Competence Based on Their Students’ Perception at SMA Negeri 4 Kendari

|  |  |  |  |
| --- | --- | --- | --- |
| **Interval Score** | **Frequency** | **Percentage** | **Description** |
| 126 – 150 | 12 | 6.85% | Very Good |
| 101 – 125 | 144 | 82.28% | Good |
| 79 – 100 | 19 | 10.85% | Moderate |
| 55 – 78 |  |  | Poor |
| 30 – 54 |  |  | Very Poor |
| Total | 175 | 100% |  |

Table 1 showed us that there were 144 students (82.28%) thought that their teachers had good pedagogical competence level, 12 students (6.85%) even believed that the teachers had very good pedagogical competence level and there were only 19 students (10.85%) thought that the teachers had moderate pedagogical competence level and there was no teacher get poor or very poor category from their students.

The mean score and standard deviation of the English teachers’ pedagogical competence were represented below

Table 2. The Mean Score and Standard Deviation of Teachers’ Pedagogical Competence

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category** | **N** | **Mean** | **Median** | **Modus** | **Std. deviation** |
| Pedagogical Competence | 175 | 114.3 | 118.0 | 121.0 | 8.94 |

Based on table 2, it showed that there were total 175 students, and the mean score was 114.37, median 118.0, modus 121.0, and the standard deviation was 8.94.

* 1. *Students’ Perception on English Teachers’ Personal Competence in Teaching*

Based on the result from the questionnaire, it was found out that majority of the students believed that the English teachers at SMA Negeri 4 Kendari were good on personal competence level. The following table showed the distribution of score on teachers’ personal competence based on the students’ perception.

Table 3. The Complete Classification of English Teachers’ Personal Competence Based on Their Students’ Perception at SMA Negeri 4 Kendari

|  |  |  |  |
| --- | --- | --- | --- |
| **Interval Score** | **Frequency** | **Percentage** | **Description** |
| 126 – 150 | 29 | 16.57% | Very Good |
| 101 – 125 | 138 | 78.85% | Good |
| 79 – 100 | 8 | 4.57% | Moderate |
| 55 – 78 |  |  | Poor |
| 30 – 54 |  |  | Very Poor |
| Total | 175 | 100% |  |

Table 3 inferred that from 175 students, there were 138 students (78.85%) thought that their teachers had good personal competence level, 29 students (16.57%) indicated the teachers had very good personal competence, and there were only 8 students (4.57%) who believed that their teachers had moderate personal competence level.

The mean score, median, modus, and standard deviation of the questionnaire could be seen as follows.

Table 4. The Mean Score and Standard Deviation of Teachers’ Personal Competence

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category** | **N** | **Mean** | **Median** | **Modus** | **Std. deviation** |
| Personal Competence | 175 | 119.4 | 123.0 | 124.0 | 8.29 |

Table 4 showed that the number of students was 175 students, mean score was 119.48, median was 123.0, modus was 124.0, and finally the standard deviation was 8.29.

* 1. *Students’ Motivation in Learning English*

Based on the questionnaire, it was found out that majority of the students categorized as high motivation in learning English. Some students categorized as very high motivation and the other students categorized as moderate students. There were no students who were categorized as low motivation and very low motivation. The detailed could be seen as follow:

Table 5. The Complete Classification of English Students’ Motivation in Learning English at SMA Negeri 4 Kendari

|  |  |  |  |
| --- | --- | --- | --- |
| **Interval Score** | **Frequency** | **Percentage** | **Description** |
| 126 – 150 | 23 | 13.14% | Very High Motivation |
| 101 – 125 | 138 | 78.85% | High Motivation |
| 79 – 100 | 14 | 8% | Moderate |
| 55 – 78 |  |  | Low Motivation |
| 30 – 54 |  |  | Very Low Motivation |
| Total | 175 | 100% |  |

Table 5 described the majority of students in this case, there were 138 students (78.85%) who had high motivation in learning English. there were 23 students (13.14%) who had very high motivation, and there were 14 students (8%) who had moderate motivation in learning English.

The mean score, median, modus, and standard deviation of the questionnaire could be seen as follows.

Table 6. The Mean Score and Standard Deviation of Students’ Motivation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category** | **N** | **Mean** | **Median** | **Modus** | **Std. deviation** |
| Motivation | 175 | 118.0 | 122.0 | 124.0 | 9.15 |

Based on table 6, it could be said that the number of students was 175 students, the mean score was 118.0, median was 122.0, modus was 124.0, and the standard deviation was 9.15

* 1. *Correlation and Hypotheses Testing*

The correlation result based on computation from SPSS 2.0 was indicated that X1 or teachers pedagogical competence had a moderate correlation to Y or students’ motivation in learning English. The Pearson Correlation is 0.366 at the 0.01 moderate significant level. Meanwhile, X2 or teachers’ personal competence had a high correlation to Y or students’ motivation in learning English. The Pearson Correlation was 0.720 at the 0.01 high significant levels. So, it could be concluded that both teachers’ pedagogical competence and teachers’ personal competence correlate to students’ motivation in learning English as seen on table 7 and table 8 below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 7. Correlations | | | | | |
|  | | | pedagogic | | personal |
| pedagogic | | Pearson Correlation | 1 | | .366\*\* |
| Sig. (2-tailed) |  | | .000 |
| N | 175 | | 175 |
| motivation | | Pearson Correlation | .366\*\* | | 1 |
| Sig. (2-tailed) | .000 | |  |
| N | 175 | | 175 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). | | | | | |
| Table 8. Correlations | | | | | |
|  | | personal | personal | |
| personal | Pearson Correlation | 1 | .720\*\* | |
| Sig. (2-tailed) |  | .000 | |
| N | 175 | 175 | |
| motivation | Pearson Correlation | .720\*\* | 1 | |
| Sig. (2-tailed) | .000 |  | |
| N | 175 | 175 | |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). | | | | |

Based on the t-test score, the X1 variable t-test score > t-table score (3.75 > 1.962) with p < 0.05. It meant that the first alternative hypothesis (H1) was accepted. Based on the t-test score, the X2 variable t-test score > t-table score (2.57 > 1.962) with p 0.05. It meant that the second alternative hypothesis (H1) was accepted. The result indicated that both pedagogic and personal competence had a significant correlation to the students’ motivation in learning. The T-test can be seen as on table 9 below.

Table 9. Hypotheses T-test Result

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Dependent Variable** | **Independent Variables** | **t** | **df** | **Sig. (2-tailed)** |
| Students’ Motivation in Learning English (Y) | Teachers’ Pedagogical Competence (X1) | 3.75 | 348 | .000 |
| Teachers’ Personal Competence (X2) | 2.57 | 348 | .000 |

1. **Discussion**

*5.1.* *The Correlation of English Teachers’ Pedagogical Competence in Teaching to the Students’ Motivation*

The research had been conducted at SMA Negeri 4 Kendari, one of popular school in Kendari. And based on the research finding, it could be said that there was a correlation between English teachers’ pedagogic competence on students’ motivation in learning English. It was based on the computation on SPSS showed that 0.366 at the 0.01 moderate significant levels. The result from the students’ questionnaire indicated that the highest score was 126 and the lowest score was 95. Moreover, the result from the students’ questionnaire indicated that most students put the high score on item number 3, 4, 5, 6, 11, 15. They believed that their English teachers had a good competency since the teachers always used an interesting technique to teach them. It made them far away from feeling bored. It was also stated by Wijayanto (2014) that teachers need to use a variety of technique to motivate students to learn. They also loved how the English teachers always gave them assignment or homework to measure their progress in learning English. Moreover, they like their English teachers because the teachers always used supporting learning tools in teaching such as laptop, LCD, speaker, etc. It was proven with the interview result when researcher asked the students “*does your teacher often use teaching tool such as LCD or Laptop?”* the students answered by saying *“Yes very often… because the use of LCD or laptop helps us to understand more toward the teaching material…and also it can prevent the students from being bored since the material becomes more attractive…”*. It was the same with Haerunnisa (2016) that also found that the teachers should master and utilize technology of information and communication in teaching and learning process in the classroom.

The unfavorable students’ item or the lowest score went to point number 20, 21, 22, 28, 30. In this case, students felt that sometimes their English teachers gave them a difficult task or assignment, even though some of them argue that it was because of their lack of attention to the lesson. They also though that their English teachers did not give them a fair score based on their ability in the class, since some of the students thought that they were not satisfied with the score they had got. It was shown by the students’ interview result, when researcher asked the student *“do you satisfy with your mark in English subject?”* The student replied by saying *“I think the score which had been given was standard score eee…, so I feel quite satisfy. Because I believe that I can do more…”*

* 1. *The Correlation of English Teachers’ Personal Competence in Teaching to the students’ Motivation.*

The result of questionnaire indicated that there was a correlation between English teachers’ personal competence on students’ motivation in learning English. It was based on the computation on SPSS showed that 0.720 at the 0.01 high significant levels. The questionnaire indicated that the highest score was 126 and the lowest score was 98. The percentage of students who voted their English teachers as a good person were 138 students (78.85%) good, 29 students (16.57%) claimed that their English teachers had a very good personal competence, and there were only 8 students (4.57%) who voted their English teachers as moderate. The result of this research was in the same way with Asnawi (2014) in which she reported that the personal competence of the teachers were relatively good.

The students believed that their English teacher always used ice breaker in this case jokes, to attract their attention. Jokes also made them enjoy and more comfortable in teaching and learning process. Another thing that made students believed that their English teachers had a good personal competence was because of their English teachers were very wise, fun, and full of passion. The English teachers respected the students with always smiling and care to them and it motivated them to study. It was in accordance with Wiseman et al (1999) said that highly-motivated, cheerful teacher will be able to motivate the students easily. And then, the students also thought that their English teachers always used proper and polite clothes. It was suitable with Nasrun (2015) which said that one the requirement for teachers to be a role model is well-appearance. Those results were supported with the students’ interview result, when researcher asked the student *“do your teacher often use joke to boost students’ motivation in learning?”* the student replied *“so far my teacher did that, eee… frequently”,* when researcher asked more further *“is that a positive thing to do?”* the student said *” I think it is very positive… because in study it is not good to be monotonous eee…I mean laugh is important so that learning situation is more enjoyable.”*

* 1. *Students’ Motivation in Learning English*

Based on the questionnaire analysis it was found that most students of SMA Negeri 4 Kendari who were taught by 5 English teachers had good motivation in learning. There were 138 students (78.85%) from total 175 students got high motivation, even 23 students (13.14%) got very high motivation, and there were only 14 students (8%) could be said moderate. The highest score of questionnaire went to item number 1, 4, 10, 11, 12, 30. And the unfavorable items in questionnaire went number 3, 19, 22, 23, 29.

The majority of the students said that they were motivated to study English because English was international language, moreover they believed when they graduated they could join prestigious university when they had good English. They loved to work on English assignment. The unfavorable item of questionnaire was about their assignment. Even thought they loved to work on their English assignment, they faced a problem when they had to deal with so many homework or assignment given by the teachers. It made them sometimes late to work on the assignments. It was based on the students’ interview result, when researcher asked the student *“do you happy to work on your English assignment?”* the student replied *” yes… because English is international language eee… so if we master English language eee…then in the future it will be easier when we want to enroll at the university.”*

1. **Conclusion**

In sum the researcher can conclude that the level of teachers’ pedagogic competence at SMA Negeri 4 Kendari was good based on their students’ perception. It was also indicated from the result of questionnaire that their English teachers had a good personal competence. Moreover, the students’ motivation in learning English at SMA Negeri 4 Kendari was high. The Pearson Product Moment test indicated that there was a correlation not only between teachers’ pedagogic competence and students’ motivation in learning English, but also teachers’ personal competence and students’ motivation. The computed t-test of indicated that both H1 hypotheses were accepted.

Based on the questionnaire related to pedagogic and personal competence the students mostly appreciated their English teachers, because of using interesting technique in teaching, integrating the teaching material with another learning tool, such as laptop, LCD, and also jokes to boost students’ motivation in learning. The students’ motivation was high based on the questionnaire because most of them loved English. They only complained about the amount of assignment given to them. They also expected that their teachers supposed to be at school even though the teachers did not teach on that day. Finally, the level of task given to the students needed to be suitable with their ability.

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