THE EFFECT OF PEDAGOGIC COMPETENCE ON THE QUALITY OF DISTANCE LEARNING ACADEMIC SERVICES DURING THE COVID-19 PANDEMIC AT MUHAMMADIYAH VOCATIONAL SCHOOL IN KULON PROGO DISTRICT INDONESIA

Asnawi Wijayanto and Enung Hasanah*

Management Education, Universitas Ahmad Dahlan

ABSTRACT

This study aims to determine the effect of pedagogic competence on the quality of distance learning academic services during the Covid-19 pandemic at SMK Muhammadiyah Kulon Progo Regency. This type of research is quantitative research. This study has two independent variables, namely pedagogic competence and the quality of academic services in distance learning. The population in this study was 243 teachers of SMK Muhammadiyah in Kulon Progo Regency. The sample in this study was 151 people, taken by random sampling with an error rate of 5% of the total population. We use a questionnaire as a data collection instrument which we distribute via a google form. We used regression analysis to analyze the data. This study shows that educational competence affects the quality of distance learning academic services during the Covid-19 pandemic at SMK Muhammadiyah Kulon Progo Regency. This research suggests that the school leader should develop teacher competence and increase teachers' knowledge and skills through education, courses, and training.

Key Words: Teacher Competence, Pedagogic, Learning Academic Service, Distanced Learning.

1. INTRODUCTION

The COVID-19 pandemic (Motteram et al., 2020), has caused rapid changes in the pattern of human life (Hicks & King, 2009). These changes occur in every aspect of human life, including education (Pacheco, 2020). These changes force all humans to adapt to survive and follow its development. In anticipation of various changes in education, the Indonesian government issued different educational policies that regulate education management at the central and regional levels.

In this regard, an educational institution must always maintain the quality of academic services in the educational institution so that the implementation of education continues to run as expected. According to Azan (2018), the facilities for learning that will be provided to students must run well and the existing human resources must be able to carry out work properly following the abilities possessed so that they can provide quality services in accordance with predetermined standards. Based on this description, it can be concluded that the quality of good service, an educational institution must be able to optimize as well as possible the resources it has so as to be able to improve the quality of education by guiding, teaching and fostering graduates who can learn throughout life and disciplinedly carry out the tasks given. In order to be following what is expected by this goal, an educational institution must provide professional and competent educators so that it can foster the quality, skills, experts and professional abilities of students.

Various efforts have been made, such as curriculum development, improving the quality of teachers, procurement of books, procurement of educational facilities and infrastructure, but the results have not been as expected. In accordance with Amrullah (2015), the low quality of education is influenced by several factors, including the management system, the quality of teachers, curriculum, facilities, and infrastructure in schools. Further, based on Darmayanti, (2014) that in Kulon Progo district in, implementing character education has not been maximized due to several factors from supporting infrastructure and there are still some teachers who do not have the ability in character education so that they are not included in the learning process in schools. By looking at the description, it can be concluded that the low quality of education is influenced by several aspects, namely the quality of teachers, infrastructure, curriculum, and the quality of teachers in mastering character education.

Another factor influencing the low quality of education can come from students' difficulty receiving learning materials. Factors from inside and outside the student will also be a cause that can hinder the receipt of learning materials. Factors that come from within are related to the motivation possessed by the student himself while for factors that come from the outside can come from the family, environment, and the delivery of the material is interesting or not. Related to the material, this is related to the competencies possessed by the teacher, one of the competencies possessed by the teacher is pedagogic competence. These competencies must be mastered by the teacher, because it relates to the way that must be done in choosing the right method to deliver the material to be given to students. This is in accordance with what was suggested by (Sukapsih, 2019) that teacher competencies are still relatively low, one of which is pedagogical competence of 43%. It can be concluded that the teacher's competence is still being helped, so that the existing learning process has not been able to run as desired. By looking at these conditions, it is still necessary to increase the pedagogical competence possessed by teachers.

Efforts to improve academic quality should ideally be carried out in every school, the quality in education is not an item but a service, quality must be able to meet the needs and desires of all parties, especially students, the quality of education develops in accordance with the times and technological advances, then there must be an increase in human resources (Yunus, 2016 : 116). The quality of human resources to improve the quality of academic services also depends on the facilities and infrastructure in a school, because learning facilities are facilities and infrastructure used by teachers in the learning process (Kurniady, 2016 : 27). This reflects that the ability of teachers has not been able to maximize the creativity and innovation possessed in learning, the power of teachers still depends on the facilities and infrastructure in the school, if complete facilities can improve the ability of teachers and vice versa if the facilities are not complete then the teacher's ability is not optimal.

With regard to improving academic quality, not all schools are trying to improve the quality of educational services. This is following what was suggested by (Sukapsih, 2019) that the quality of academic services in the kulon progo district area is still not as expected, some are still in the medium category (38%), the high category (29%), the low category (22%), and the very low category (11%). From these results, in Kulon progo district there are still many schools whose quality of academic services is not good, it is known that there are still many schools that improve the quality of educational services only by relying on physical development. Then based on

BANSM (2021) In Kulon Progo there are 36 VOCATIONAL SCHOOLS, including 42% of SMKs with an A predicate with a range of Graduate Competency Standard values of 88-100, 53% of SMK with a B predicate with a range of Graduate Competency Standard values of 80-87 and 5% SMK with a C predicate with a range of Graduate Competency Standard values of 66-79. By looking at the description, it can be concluded that the teacher does not have sufficient competence, it can be seen when the teacher does not master the learning material taught optimally, besides that the material presented only based on books does not see the existing developments.

Based on the description above, we are conducting more in-depth research on the influence of pedagogic competence on the quality of academic services of SMK Muhammadiyah in Kulon Progo Regency. The researcher's interest is also based on the consideration that there have been no research activities that discuss the quality of academic services during the pandemic at SMK Muhammadiyah in Kulon Progo Regency.

2. RESEARCH METHODS

The type of research used in this study is quantitative research. The research location that was used as the object of research was SMK Muhammadiyah in Kulon Progo Regency which consisted of SMK Muhammadiyah 1 Temon, SMK Muhammadiyah 1 Wates, SMK Muhammadiyah 2 Wates, SMK Muhammadiyah 3 Wates, SMK Darul Ulum Muhammadiyah Galur, SMK Muhammadiyah Galur, SMK Muhammadiyah 1 Lendah, SMK Muhammadiyah 2 Lendah, SMK Muhammadiyah 1 Sentolo and SMK Muhammadiyah Kalibawang. The research was only carried out at SMK Muhammadiyah, due to the limited time used to carry out the research.

Population is a generalization area consisting of objects and subjects of research that have certain qualities and characteristics set by the researcher to study and draw conclusions (Sugiyono, 2015 : 17). The population that will be used in this study is all teachers of SMK Muhammadiyah in Kulon Progo district. The determination of the number of research samples is carried out through the calculation of the minimum number of samples needed in making an estimate of the proportion. In order for the number of samples obtained in the study to be good, a good sample is also needed, namely reflecting the population (Suharmi, 2013 : 178). The formula for calculating the number of minimal samples uses the Slovin formula with an error rate of 5%. The total sample was 151 teachers out of a total population of 243 teachers.

The variables in this study are free variables and bound variables. The free variable is pedagogic competence, while the bound variable is the quality of distance learning academic services. The data was obtained through a questionnaire given to teachers of SMK Muhammadiyah se-Kabupaten Kulon Progo. The data collection stage is obtained by providing a google form link to the respondent, the data is obtained from the results of filling in that has been filled in by the respondent. Furthermore, for analysis purposes, the answers from respondents are given a score. The scale used in this study with the Ordinal or Likert scale is by providing an assessment of respondents' answers.

The data analysis technique uses a normality test, a linear regression test and a partial significance test (t test). The normality test is used to determine whether the residual value resulting from regression is normally distributed or not. The normality test of these data uses the

Kolmogorov-Smirnov test with the help of the SPSS application. The basis for data decision making is normally distributed if the significance value < 0.05 and the data is not normally distributed the significance value > 0.05. Hypothesis testing is carried out after the analysis testing. In this study, it was discussed about the relationship between several free and bound variables. Hypothesis testing is used to determine the relationship between pedagogic competence (X) and the quality of academic services in distance learning (Y) using linear regression. And to make a decision on whether the null hypothesis (H0) is that there is no influence of pedagogic competence on the quality of distance learning academic services during the Covid-19 pandemic at SMK Muhammadiyah se-Kabupaten Kulon Progo. If the signification value > 0.05 then H0 is accepted and if the significance value < 0.05 then H_0 is rejected.

3.FINDINGS

This research was conducted to determine the effect of teacher competence on the quality of distance learning academic services during the Covid-19 pandemic at SMK Muhammadiyah in Kulon Progo Regency. The sample in this study was teachers who carried out distance learning, the number of teachers in this study was based on table 1. below :

Table 1. Gender

Gender	Frequency	Percentage
Male	81	53,6 %
Female	70	46,4 %
Total	151	100 %

Based on table 1. it was found that the number of male samples was 81 teachers and the female sample was 70 teachers. Sampling was carried out for 2 months from December 1, 2021 – January 31, 2022.

a. Quality of Distance Learning Academic Services

The ranking of academic service quality based on the results of the analysis of the description of the variable Quality of Distance Learning Academic Services using SPSS can be seen in table 2. below :

Table 2. Distance Learning Academic Service Quality Ranking

Rank	School Name	Mean
1	SMK Muhammadiyah 1 Lendah	138,60
2	SMK Muhammadiyah 1 Wates	138,24
3	SMK Muhammadiyah 1 Temon	138,00
4	SMK Muhammadiyah 2 Wates	136,70
5	SMK Muhammadiyah Kalibawang	136,20
6	SMK Muhammadiyah 3 Wates	135,96
7	SMK Muhammadiyah 1 Sentolo	134,00
8	SMK Muhammadiyah 2 Lendah	133,67
9	SMK DU Muhammadiyah Galur	131,56
10	SMK Muhammadiyah Galur	117,25

The categorization of the Quality of Distance Learning Academic Services can be seen in table 3. below :

Table 3. Results of The Categorization of Variable Scores on the Quality of Distance Learning Academic Services

Categorization of Variable Scores on The Quality of Distance Learning Academic Services					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medium	38	25,2	25,2	25,2
	High	113	74,8	74,8	100,0
	Total	151	100,0	100,0	

Based on table 3. It can be seen that the variable distribution of academic service quality is mostly in the high category (74.8%), and the medium category (25.2%).

b. Pedagogic Competence

Pedagogic competence based on the results of the analysis of the description of the Pedagogic Competency variables using SPSS can be seen in table 4. Below :

Table 4. Pedagogic Competency Ranking

Rank	School Name	Mean
1	SMK Muhammadiyah 1 Temon	210,33
2	SMK Muhammadiyah 2 Wates	209,35
3	SMK DU Muhammadiyah Galur	208,67
4	SMK Muhammadiyah 1 Lendah	206,00
5	SMK Muhammadiyah 1 Wates	205,43
6	SMK Muhammadiyah 3 Wates	205,12
7	SMK Muhammadiyah 1 Sentolo	202,43
8	SMK Muhammadiyah Kalibawang	201,00
9	SMK Muhammadiyah 2 Lendah	196,33
10	SMK Muhammadiyah Galur	195,25

The categorization of pedagogical competence can be seen in table 5. below :

Table 5. Categorization of Pedagogic Competencies

Categorization of Pedagogic Competency Variable Scores					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medium	25	16,6	16,6	16,6
	High	126	83,4	83,4	100,0
	Total	151	100,0	100,0	

Based on table 5. it can be seen that the variable distribution of pedagogical competence is mostly in the high category (83.4%), and the medium category (16.6%).

b. Normality Test

The normality test is used to determine whether the data is normally distributed or not. The normality test used in this study was Kolmogorow Smirnow with the help of SPSS. The Hsail test normality data can be seen in table 6. below :

Table 6. Data Normality Test Results

One-Sample Kolmogorov-Smirnov Test		Unstandardized Predicted Value
N		151
Normal Parameters[a,b]	Mean	135,6291391
	Std. Deviation	4,30754881
Most Extreme Differences	Absolute	0,070
	Positive	0,070
	Negative	-0,054
Test Statistic		0,070
Asymp. Sig. (2-tailed)		0,067[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the results of the normality test in table 6. indicating that the significance value of 0.06 > 0.05 then it can be concluded that the residual value is normally distributed.

Hypothesis testing using linear regression, used to determine the influence of pedagogic competence with the quality of distance learning academic services. The results of linear regression can be seen in table 7. below :

Table 7. Linear Regression Results

ANOVAᵃ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2783,247	1	2783,247	10,056	,002ᵇ
	Residual	41239,985	149	276,778		
	Total	44023,232	150			

a. Dependent Variable: Mutu Pelayanan Akademik Pembelajaran Jarak Jauh

b. Predictors: (Constant), Kompetensi Pedagogik

Based on table 7. that the Fhitung value is 10.056 with a significance level of $0.002 < 0.05$, then the regression model can be used to predict the influence of pedagogic competency variables on the quality variables of distant learning academic services.

Tabel 8. Hasil Koefisien Determinan pada Analisis Regresi Linier

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,251ᵃ	0,063	0,057	16,637

a. Predictors: (Constant), Kompetensi Pedagogik

Based on table 8. that the magnitude of the influence value is 0.251. From these results, the coefficient of determination of R Square was obtained of 0.063 which contains the understanding that the influence of free variables (Pedagogic Competence) on bound variables (Quality of Distance Learning Academic Services) is 6%.

C. Hypothesis Test

Hypothesis tests are carried out to prove whether the proposed hypothesis is proven or not. Test this hypothesis to find out the influence of free variables on bound variables. To find out the magnitude of the influence of the free variable using a partial significance test (t test).

Table 9. Pedagogic Competency t Test Results.

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	88,678	14,868		5,964	0,000

Kompetensi Pedagogik	0,230	0,073	0,251	3,171	0,002

a. Dependent Variable: Mutu Pelayanan Akademik Pembelajaran Jarak Jauh

Based on table 9. that the calculated value of 3.171 > ttabel of 1.655 and the significance level of 0.002 < 0.05. So the hypothesis proposed and accepted and significant, that there is an influence of pedagogic competence on the quality variables of academic services of remote learning.

4. DISCUSSION
The results showed that there was an influence of pedagogic competence on the quality of distance learning academic services during the Covid-19 pandemic by looking at the calculation value of 3,171> ttabel of 1,655 and a significance level of less than 0.05. So, the greater the pedagogic competence possessed by teachers, it will affect the improvement of the quality of academic services and vice versa if social competence decreases, it will affect the quality of students' academic services. Based on these results, the efforts that can be made by teachers to improve the quality of academic services in distance learning are to master the characteristics of students in learning, master learning theories, master learning principles, develop curriculum, carry out learning using information technology, develop the potential possessed by students, communicate well, carry out evaluations and assessments.
The results of this study show that not all teachers are in the high category (83.4%), but there are still some teachers in the medium category (16.6%) in mastering pedagogic competencies. There are still teachers who have not been optimal in identifying student characteristics, planning learning activities to be carried out, delivering material according to student abilities, delivering learning materials in order, and the use of technology used to support learning activities. So it can be concluded that not all teachers who carry out distance learning can carry out learning in accordance with the characteristics and conditions of students by utilizing several technologies that can support the learning process.

5.CONCLUSION
The conclusion that can be drawn from the research that has been carried out is that the pedagogical competence of teachers affects the quality of distance learning academic services during the Covid-19 pandemic at SMK Muhammadiyah in Kulon Progo Regency (calculated at 3,171 > ttabel of 1,655 and a significance level of < 0.05). The influence here means that the higher the pedagogic competence, the higher the quality of academic services will also be high and vice versa if the pedagogic competence is low, the quality of academic services is also low. Based on the results of research that has been carried out, it is recommended that several things be as follows 1) For SMK Muhammadiyah throughout Kulon Progo Regency to improve the quality of distance learning academic services during the Covid-19 pandemic, it can be done by developing overall teacher competence, and 2) For SMK Muhammadiyah in Kulon Progo Regency, pedagogical competence can be done by increasing knowledge and skills through education, courses and training.

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