

Contribution of Competence Teacher (Pedagogical, Personality, Professional Competence and Social) On the Performance of Learning

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This study aims to analyze and determine the contribution of teacher competencies (pedagogical, personal, professional and social competence) on the performance of learning. The approach used in this study is correlation with proportional sampling technique. The results of data analysis using multiple regression showed that, partially pedagogical, personal competence, professional competence and social competence has a significant influence in improving learning performance. The contribution of all the teaching competencies simultaneously or jointly declared significant has influence in improving the quality of performance in the learning process .

Keywords : *Pedagogical Competence, Personality Competence, Professional Competence, Social Competence, Performance Lecturer.*

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I. INTRODUCTION

The progress of development of a nation and the state is highly dependent on the quality of human resources (HR) owned. This means that improving the quality of human resources is a requirement that should be a top priority if a state and nation want to progress and competitiveness. To produce quality human resources and is able to absorb knowledge and technology as well as faithful and devoted to the power, it takes a professional teacher. According to Indonesian law number 20 of 2003 on National Education System stated that educators are professionals in charge of planning and implementing learning process, assessing learning outcomes, coaching and training as well as conducting research and community service. Focused on the law that educators can be categorized as professionals are expected to improve the learning process in the classroom and improve the quality of students into a superior human. The success of the students in the classroom learning process can not be separated from the role and competency of the teaching staff. Competence is basically a picture of what a person should do the job. According to Spencer and Spencer (1993) competency is an underlying characteristic of a person related to the effectiveness of individual performance on the job or the basic characteristics of individuals who have a causal relationship or a cause and effect with the criteria referenced, effective or excellent or superior performance in the workplace or in certain situations .

Other experts claim that competence is the basis of a personal characteristic that is the deciding factor in the success or failure of a person doing a job or in a particular situation (McClelland, 1993). While Moehariono (2009:4) states that a lot of international management consulting firm that defines competence as a basic characteristic of which consists of skills, knowledge and personal attributes more able to distinguish someone who does and does not do. So the point that competence is a decisive tool to predict the success of a person working in a certain position. Between competence with performance has a very close relationship at all, it looks at the relationship of both the causal relationship (Moehariono : 2009:8). Spencer (1993) stated that the relationship between competency employee performance is very close and important, there is relevance and strong, accurate, even they (employees) if they want to improve their performance, it should have competence in accordance with job duties. Each type of work performed by a person, including teacher competence would require a different basis in order to increase motivation and to improve its performance, both individually and organizational performance. One of the demands that must be met by the teacher in carrying out its activities, which must be able to carry out their duties in a professional manner. To become a professional teaching in performing their duties, it is required to have the competence and ability of transferring knowledge in accordance with the substance of science the scientific field.

Competencies that need to be owned by a tutor according to Government Regulation no. 19 Year 2005 on National Education Standards, namely pedagogic competence, personal competence, professional competence and social competence. Several previous studies have proved that the competence of the relationship with business performance and individual performance of his career. As stated by Wasilezuk (2002) that entrepreneurial competence or the owner may affect the growth of the company. Likewise discovered by Welsa (2006) that, the ability of businesses to have a significant impact on business performance. Other studies have found pedagogical affect performance, and does not affect the professional competence of teacher performance (Hamidi and Sri Indrastuti, 2012) as well as personal competence has a significant influence on the performance of teachers (Harycoon Angmalisang, 2011).

The quality of teaching competence plays an important role in the creation and establishment of the quality of the learning process for students, and also shows the level of professionalism of teachers according to their field and can contribute in improving learning performance. Because of the importance of these two concepts so I'm interested to conduct a study in order to determine and analyze the effect of teacher competence includes pedagogical competence, personal competence, professional competence and social competence on the performance of teachers in the learning process .

II. THEORETICAL STUDY

Each individual who works in the organization, whether the organization engaged in education and non-education, certainly have a variety of goals and targets to be achieved in the future. One of the goals to be achieved by educational institutions, namely the creation of a generation of educated and qualified and highly competitive. To realize the quality of education, as expected, the existence of a professional teacher in the field plays an important role in the learning process and the formation of mindset, attitude and follow the pattern of their students. Teaching Professional in carrying out their duties have various competence required in transferring knowledge to their students include pedagogical competence, personal competence, professional competence and social competence (pp. No.19 of 2005).

• Pedagogic Competence

Competence is the ability of a person to exercise or perform a job or task that is based on skills, knowledge and attitudes supported by work in accordance with the demands of the job. According to Spencer (1993) that, competency is an underlying characteristic of a person related to the effectiveness of individual performance on the job or the basic characteristics of individuals who have a causal relationship or a cause and effect with the criteria referenced, effective or excellent or superior performance in the workplace or at certain situations .The concept that taking about one's competence required in the learning management called the pedagogical competence. Competence is always related to the ability of a teacher associated with the level of understanding of learners, learning process and self-actualization. According Mulyasa (2007) that, pedagogical competence is the ability to manage the learning of learners includes an understanding of learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential.

Components included in the pedagogical competency, namely : (1) controls the characteristics of leas from the physical aspect, the spiritual moral, social, cultural, emotional and intellectual; (2) control of learning theories and principles of learning that educates ; (3) develop curriculum related to the subject matter; (4) conducting educational learning ; (5) utilize information and communication technology for the sake of learning; (6) facilitate the development of potential learners to actualize their potential; (7) communicate effectively, empathetic, and manner with the students; (8) conducting the assessment and evaluation processes and learning outcomes ; (9) utilize the assessment and evaluation for the sake of learning ; (10) take action to improve the quality of reflective learning (Asmani, 2009). For the purposes of analysis of the pedagogical concepts used measurement indicators, among others; level of understanding of learners, instructional design, and implementation of educational learning the diagnosis, evaluation of learning and development of learners to actualize their potential.

• Competence Personality

Modeling an educator or lecturer is needed by their students. Therefore, an educator needs to have the capability with regard to the development personality. This is a personal competence of personal competence, namely with regard to the personal ability of self-understanding, self-acceptance, self-direction and self-realization (Surya, 2003:138 in Hamidi and Indrastuti, 2012). While the PP. 19 of 2005 states that personal competence includes personal steady, stable, mature, wise, authority and example. Then Komara (2007) states that, 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.

Measurement of personal competence used in this study include: (1) steady and stable personality, as measured by the indicators act in accordance with norms (laws), social norms, happy to work as a teacher and has a consistency in the act; (2) adult personality, as measured by indicators show independence in acting as educators and have a work ethic as an educator; (3) Personality wise as measured by the indicator displays the actions that are beneficial to the students, school and community and demonstrates openness in thinking and acting; (4) authoritative personality as measured by the indicators have a positive attitude towards the students, and behaviors that are respected; (5) Competence relating to the noble character, as measured by indicators, which act in accordance with religious norms and behaviors that can be followed by learners.

• **Professional Competence**

Competencies related to the skills of teachers in the learning process are included in the category of professional competence. Professional competence is the mastery of learning materials is broad and deep, covering mastery of curriculum content and substance of scientific subjects philosophically (Jamal, 2009:157). While Komara (Jamal : 2009:157) states that professional competence is the ability of dealing with the adjustment tasks and competence of lecturers is very important because it directly relates to the performance shown.

According to Wijaya (1992:25-30 in Saragih, 2008) that the ability of professionals to be possessed teacher in the learning process are: control of materials, manage learning programs, managing the classroom, using a media source, mastering the foundations of education, managing the interaction of learning teaching, assessing student achievement for the sake of teaching participants, knowing the functions and programs, guidance and counseling services, and organizes the school administration know and understand the principles and interpret the results of educational research for teaching purposes. Indicators used to measure the level of professional competence includes understanding of the teaching materials appropriate curriculum, understand the concepts and linkages with other sciences, as well as mastering the steps in the research and critical analysis to explore teaching materials.

• **Social competence**

Professional teaching in the field, in addition to the need to have a pedagogic competence, personality and professional competence is also needed competencies related to social activities (Social competence). Social competence is required by a person's ability to succeed in dealing with others, including skills in social interaction and social responsibilities (Surya : 2003:138 in Hamidi and Indrastuti, 2012). In that Regulation no 19 of 2005 stated that, social competence includes the ability to communicate, get along in school and society. Mulyasa (2007) states that social competency is the ability of teachers as part of the public to communicate and interact effectively with others include: learners, fellow teachers, parents/ guardians of the students and the community. Indicators used in the measurement of social competence of teachers include the ability to communicate and interact effectively with students, fellow teachers and education personal and the parents/guardians of the students and the community.

• **Performance Learning**

Any activity undertaken by a person would expect to obtain maximum results. On other words, can achieve performance that is in line with expectations. Performance is one's level of success in executing a job at a certain period. Samsudin (2006) states that the performance of the task execution level which can be achieved by using a person's existing capabilities and limitations which have been set to achieve organizational goals. While Nawawi (2005:234) states that performance as a result of execution of a job. This understanding implies that, the performance of an act or behavior that directly or indirectly can be observed by others. Others argue that, as the performance of job performance, job execution, job attainment, work or performance (Mulyasa , 2007: 136).

Person's success in achieving specific performance can be used as a source of information about the competence and motivation of a person so as to achieve such performance. Robbins stated that the performance as a function of the ability or the ability and motivation and opportunity. Formulation performance shows that the performance is the result of interaction between the ability, motivation and opportunity a person in completing a task. To complete a particular job with a good quality one must have some competence supporting the completion of the work.

Someone who works as a lecturer in conducting learning activities, is expected to achieve a good performance and increased from period to period. According to Sanjaya (2005) that teachers' performance on the tasks of planning learning management and assessment of student learning outcomes. While Brown in Sudirman (2000:142) describes the tasks and roles of teachers, among others : master and develop learning materials, plan and prepare lessons daily, control and evaluate the students' learning activities.

Based on these two views, it can be said that, in the task of teaching which requires a mastery learning instructional materials that will be taught to students and how to teach mastery of instructional materials into learning options. The selection of teaching materials and instructional strategies that will be used by teacher in the learning process should be adapted to the characteristics of students who will be taught and applicable curriculum. So to realize the process and the quality of learning outcomes would require teachers maximum performance. In order to improve the quality of teacher performance, at least a teacher must have a mastery of the material what to teach and how to teach so that learning can take place effectively and efficiently as well as the commitment to carry out duties in a professional manner and profession. Teacher's performance can be expressed as the overall level of a person's success in the learning process in a given period can be measured by indicators of mastery of teaching materials, the ability to manage learning and commitment in carrying out their duties properly. Helsey (1994:148) states that the requirement to be successful in teaching the true master is carefully and clearly nothing to be taught. Similarly expressed by Nurdin (2005:80) that mastery of instructional materials that will be taught are absolutely owned and controlled by each teacher. Then Woolfolk (1984:436) argues that teacher knowledge of teaching materials is one factor that can determine the success of the teacher in the learning.

Mastery of a faculty member teaching materials will appear in his behavior while carrying out the learning process. Such authorization appears on the ability of teachers to explain, organize teaching materials, and the attitude of teachers in the learning process and skills in creating and maintaining optimal conditions for the process of interaction between the parties concerned. The better mastery of teaching materials, the ability of teachers to explain and organize teaching materials can also be certain to run well. Thus it can be said that the mastery of teaching materials is one of the determinants of performance of teachers in the learning process. Measurement of the performance of teachers in the learning process can be seen from its ability to manage the learning process Management skills associated with creating and maintaining optimal conditions for the process of interaction between the parties concerned (Djamarah, 2005:144). According to Woolfolk (1984:436) that the success of the teacher in learning, in addition to be determined by the teacher's knowledge of teaching materials and teaching methods are also determined by the management class. Therefore, the ability of teachers to manage the learning becomes important because it is directly related to teaching and learning activities in the classroom.

A teacher must strive to think and plan carefully to improve the quality of teaching and learning opportunities for their students. Thus it can be interpreted that the ability to manage the learning becomes important things that must be owned by the teacher. According to Usman (2002:21) that the management of learning related to the efforts of teachers to create the conditions for effective learning so that the learning process can take place, developing teaching materials well, and improve the ability of students to understand the learning materials according to the learning objectives they need to accomplish. In addition to the ability to master the teaching materials and the ability to manage the learning that must be owned by the teacher that the learning process is working well, then the factor of commitment to the task is one indicator of the success of teachers in the learning process. Commitment is a self-regulation in the implementation of each or one's psychological attachment to the organization. Commitment is always directly related to the willingness, awareness, interest and involvement of someone over something with full responsibility. Mulyana (2007:151) stated commitment needs to be built independently at each individual school community including teachers, especially for setting eliminates bureaucratic rigidity of thought and culture, such as the user must wait for the boss to turn it into a creative and innovative thinking.

Commitment to a task alignments teachers psychologically in directing and guiding student learning activities so as to create an effective learning indicators: awareness of student learning difficulties, participation in guiding student learning activities, creating a fun learning atmosphere, high willingness to educate students as well as having responsibility in the learning task. In the foregoing description has been presented by Spencer (1993) that the relationship between competency employee performance is very close and important, there is relevance and robust, accurate, and even they (employees) if they want to improve their performance, it should have competence in accordance with job duties. Then Moehariono (2009:8) states that the competence of the performance has a very close relationship at all, it looks at the relationship of both the cause and effect relationship.

The relationship between competence and performance have been studied by previous researchers, and found that, entrepreneurial competence may affect the growth of the company (Baum, 2011 and Wasilezuk, 2002). The study examines the relationship between competence to teacher performance has been examined by previous researchers, and found that competence has a positive and significant effect on the performance of lecturers (Rachman, 2012), the pedagogical competence effect lecturers performance, personal competence has no effect on lecturers performance, social competence affects the performance of lecturers and professional ability have no effect on the performance of lecturers (Hamidi and Indrastuti, 2012). Then Udiyono (2011) found that there is a positive and significant relationship between the professional competence of the teacher 's performance .

III. FRAMEWORK CONCEPT

One of the factors that determine the quality of learning and the quality of students is the quality of teachers in the learning process. Quality of learning provided by the teacher is largely determined by their competency related to the profession. Teacher professional in carrying out their duties are required to have competence in transferring knowledge to their students, namely: pedagogical, personal competence, professional competence and social competence (pp. No.19 of 2005). Theoretically stated that competence have a person in relation to the performance of its activities, as suggested by Spencer (1993) that the relationship between competency employee performance is very close and important. Likewise Moehariono (2009:8) states that the competence to have a performance very close relationship at all, it looks at the relationship of both the cause and effect relationship. Results of previous studies have shown that, entrepreneurial competence may affect the growth of the company (Baum, 2011 and Wasilezuk, 2002). Other findings suggest that, competency has a positive and significant effect on the performance of lecturers (Rachman, 2012). Pedagogical competence is the ability of a teacher associated with the level of understanding of learners, learning process and self-actualization. Mulyasa (2007) states that, pedagogical competence is the ability to manage the learning of learners that includes an understanding of learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential. Competence is judged to have contributed directly to the success rate of teachers in transferring their knowledge to their students. It has been proved by Hamidi and Indrastuti (2012) that pedagogical competence influence lecturer performance.

Pedagogical relationship with performance concept study wanted to know how big the observed association. The indicators used to measure the pedagogic competence in this study include: the level of understanding of learners, instructional design, the implementation of learning that educates and diagnosis, evaluation of learning, and the development of learners to actualize its potential. The attractiveness of the students in the learning process to follow because there are exemplary values held by teacher. Exemplary value of an educator is needed by their students. Therefore, an educator needs to have the capability with regard to personality development. A Personal competence is personal competence with regard to self-understanding, self-acceptance, self-direction and self-realization. Endang Komara (2007) states that, 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. Results of previous studies found that personal competence not have a significant influence on the performance of lecturers (Hamidi and Indrastuti, 2012). While the theoretical study revealed that these two concepts have relevance. Therefore, the personal competence of teachers as one of the variables used in this study. Indicators used to measure the personal competence of teachers include : steady and stable personality, especially with regard to the suitability of the action with norms (laws), social norms, happy to work as a teacher and has a consistency in the act; Mature personality, which is associated with independence in acting as educators and work ethic as an educator; Personality wise relating to the benefits of the act of teachers for students, school and community and demonstrates openness in thinking and acting; Authoritative personality, including positive behavior towards learners, and behaviors that are respected; Competence relates to the noble character, which is acting in accordance with religious norms and behaviors that can be followed by learners.

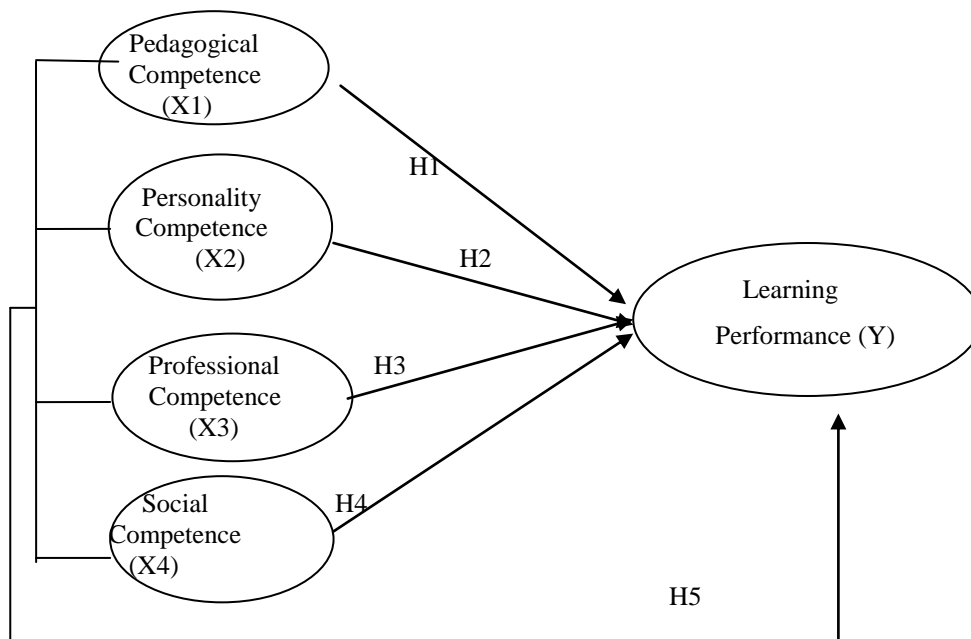
Other important competencies needed by the teacher in improving learning performance is professional competence, namely competence related to mastery learning material is broad and deep, covering mastery of curriculum content and substance of scientific subjects philosophically (Jamal, 2009:157). This competence has contributed to the performance of teacher in learning, such as is found Udiyono (2011) that there is a positive and significant relationship between the professional competence of the teacher's performance, while Hamidi and Indastuti (2012) states that professionals capabilities not have a significant on the performance of lecturer. Professional competence in this study was measured by the indicator: the level of understanding of teaching materials based curriculum; to understand the concepts and linkages with other sciences; master the steps of research; a critical review of the teaching materials explore and resolve any problems.

Professional teaching in the field, in addition to need to have a pedagogic competence, personality and professional competence is also needed competencies related social activities (Social competence). Social competence is required by a person 's ability to succeed in dealing with others, in this case, including skills in social interaction and social responsibilities (Surya: 2003:138 in Hamidi and Indrastuti, 2012). Results of previous studies have shown that social competence with regard to the achievement of performance, as found by Hamidi and Indrastuti (2012) that social competence affects the performance of the lecturer. In that Regulation. 19 of 2005 stated that, social competence includes the ability to communicate, get along in school and society. Social competency in this study were measured using indicators, namely: the ability to communicate; the ability to interact effectively with students; the ability to get along with fellow educators; the ability to get along with educational personnel; as well as the ability to get along with parents/guardians of the students and the community.

Fourth competencies (pedagogical competence, personal competence, professional competence and social competence) should be owned by the professional teaching in the field, because these competencies is linked directly to the achievement of the performance of teachers in the learning process. Performance of teachers on the tasks of planning, learning management and assessment of student learning outcomes (Sanjaya, 2005). Brown in Sudirman (2000:142) states that the role of teachers, among others: master and develop learning materials, plan and prepare lessons daily, control and evaluate the students' learning activities. Teacher performance measurement in this study, namely: mastery of teaching materials, the ability to manage learning and commitment in carrying out their duties properly. Mastery of teaching materials include: the ability of teachers to explain; organize the teaching materials; the attitude of teachers in the learning process; skill in creating interactions with others; skill in maintaining optimal conditions for the process of interaction between the parties concerned.

The ability to manage constantly learning skills associated with creating and maintaining optimal conditions for the process of interaction between the parties concerned (Djamarah, 2005:144). Indicators used to measure the ability to manage learning include: the teacher's knowledge of teaching materials; teaching methods and classroom management; create the conditions for effective learning; develop instructional materials properly; improve the ability of students to understand the material in accordance with the purpose of learning. Commitment to the task of teaching a psychological bias in directing and guiding student learning activities so as to create an effective learning indicators: concern for students' learning difficulties; participation in guiding student learning activities; create a fun learning atmosphere; the presence of high willingness in teaching students; has a responsibility in the learning task.

Relationship between teacher competence with learning performance can be described in a model as follows :



Based on the theoretical study and the results of previous research it can be concluded while (hypothesis) that, in partial competence of teachers include: pedagogical competence (H1), personal competence (H2), professional competence (H3) and social competence (H4) has influence significant positive learning performance (Y) , and simultaneously the competence of teachers has a positive and significant effect on the performance of learning (Y).

IV. METHODS.

This study aimed to determine the contribution of the competence of teachers in relation to the performance of the learning that has been implemented in order to establish and create quality students with high competitiveness. For the observation of the teaching who have been certified to be a lecturer as a professional in the field in this population. By population size is too large for the majority of samples taken proportionately much as 117 faculty spread of 25 high schools spread over in Konawe Southeast Sulawesi .

Observed variables were pedagogic competence, personal competence, professional competence and social competence are categorized as independent variables, and learning performance variables as the dependent variable. To collect all the required data related to the use of instruments of observation variables in the form of a questionnaire that was circulated directly to the target respondents, and using a Likert scale of measurement. While statistical analysis tool used is multiple linear regression, and its processing using SPSS version 13 for windows, and processed products were analyzed descriptively.

After testing the feasibility of the instrument in this study is worthy of note that the respondents for further analysis of 115 respondents and two of them were killed because they do not have validity and reliability standards. Competence variables portray the ability of teachers to implement the learning task in a professional manner includes pedagogical competence (X1), which is measured using five indicators, personal competence (X2), which is measured by five indicators, professional competence (X3), and is measured by five indicators and social competence (X4) as measured by five indicators. Furthermore, the learning performance variables expressed as a success rate in the overall teaching learning process in a given period based on indicators of mastery of teaching materials, the ability to manage learning and commitment in carrying out their duties properly.

V. RESULTS AND DISCUSSION

• Description of Research Variables

This study examines four variables competencies are categorized as independent variables, namely pedagogical, personality competence, professional competence and social competence and learning performance variables as dependent variables. Based on the analysis it appears that the general pedagogical been categorized well, especially with regard to the level of understanding of learners at 83.5% or 96 respondents out of 115, which states are good, while the remaining 16.5% is still in the unfavorable category, while the design of the learning achieved a score of 84.4%, the implementation of learning that educates and diagnosis by 82.6%, amounting to 80.9% of the evaluation study and the development of learners to actualize different potentials of 82.7%. Judging from the contribution of each indicator variable in shaping the pedagogical highest pedagogical value of the score is related to the level of understanding of teachers to students, and the lowest contribution in shaping pedagogical variables, namely the ability to conduct an evaluation of 80,9%, and there are still about 19.1% of the respondents expressed less well observed and need to be improved with either.

Exemplary value is an important factor and is needed by the students, and the value is much more reflected by the personality competence of teachers. The analysis showed that personal competence associated with steadiness and stability to act as per the norm (law) and social norms based on the perception of respondents said has been good with a score of 79.2%, while the remaining 28.8% is still in the unfavorable category. Then the personal competence indicators related to the level of excitement to the profession as a teacher of a number of 115 respondents were observed, the results obtained are an average of 81.8% claimed to have received a well, while the personality associated with independence in acting as educators and work ethic as an educator based on the perception of respondents was 82.6%, and the benefits of the action of teachers to student and 77.4% of the school, community and openness in thinking and acting, and competence related to the noble character gets an average score of 80.8%. These conditions illustrate that, personal competence with has been certificated teachers as professionals, can be categorized been good, and the most dominant in shaping the personality variables associated with the level of independence and work ethic as an educator, and is still to be improved, the benefits of the indicator action for students and teachers personal competence related to stability and stability to act as per the norm (law) and social norms got a score below 80% .

The reality of professional competence variables in this study showed that the level of understanding of teaching materials based on the average curriculum has been categorized well, having achieved a score of 81.7%, the ability to understand concepts and linkages with other sciences showed a score of 84.6%, as well as mastery of the steps in the research and critical analysis to explore the teaching materials and finding solutions to problems by 82.6%. This means that most of the respondents stated that the professional competence of teachers have been categorized either, but there is still a small part that needs to be improved for the better.

Social competence is a competence that can establish the level of professionalism of teachers in the field. The analysis showed that, social competence related to communication skills, ability to interact effectively with learners scored an average score of 86.1%, and the ability to get along with fellow teachers and by 84.3%, as well as the ability to get along with parents/guardians of the students and the community at 79.1%. In general it can be stated that the social competence of teachers that have been observed in this study is based on the perception of most respondents stated already in both categories. Performance profile of teachers in the learning process based on the perception of respondents showed that, the level of mastery of teaching materials on average been categorized either associated with the ability of teachers to explain the teaching materials with a score of 83.5%, organize teaching materials by 80%, the attitude of teachers in the learning process by 80%, skills in creating interaction with other parties 81.7%, skill in maintaining optimal conditions for the process of interaction between related parties amounted to 84.3%.

Elements forming the learning performance can be viewed in terms of managing learning, it appears that the teacher's knowledge of teaching materials based on the perception of the respondents stated already in the good category with a score of 80%, teaching methods and classroom management by 81%, creating the conditions for effective learning amounted to 84.5%, developing teaching materials well by 80.8%, improving the ability of students to understand the material in accordance with the learning objectives of 79.1%. Then views of the commitment of teachers psychologically in directing and guiding student learning activities so as to create an effective learning shows that, concern for students' learning difficulties was 84.4%, participation in guiding students' learning activity by 80%, creating an atmosphere of learning fun of 84.4%, a high willingness in teaching students at 83.4%, have a responsibility in the learning task at 80.9%. The results show that the performance of teachers with regard to the level of commitment in guiding and directing students in general would already be in either category.

• Results of Analysis

This study aimed to determine the contribution of variable competence of teachings in improving learning performance, and at the same time while trying to prove allegations that have been raised in the previous description, that the pedagogic competence, personal competence, professional competence and social competence partially suspected to have contributed positive and significant effect on the performance of learning, and together the components forming the competence of teachers suspected of having a positive and significant contribution to the performance of learning. To answer the hypothesis and also to know the answer, either partially or simultaneously then performed multiple regression analysis were processed with SPSS for window. Results of statistical analysis with multiple regression program can be seen the results as follows:

Table 1 . Summary of Results of Multiple Regression Analysis of Variables Competence Lecturer to Learning Performance.

Independent Variables	Coefficient Regression	t-test value	t – Significance
Pedagogical Competence (X1)	1.238	8.719	0.000
Personality Competence (X2)	0.811	6.448	0.000
Professional Competence (X3)	0.560	3.229	0.002
Social Competence (X4)	0.726	3.083	0.003
Constant Value		1.416	
R		0.983	
R Square		0.967	
Adjusted R Square		0.965	
F-Calculated Value		794.526	
F-Signifikan		0.000	
Standar Error		2.30064	
Alpha		5%	

Based on the results of statistical analysis as shown briefly in Table 1 above, it can be interpreted that, multiple variable regression model of competence of teachers (pedagogical competence, personal competence, professional competence and social competence) on the performance of learning as follows : $Y = 1.416 + 1.238X_1 + 0.811X_2 + 0.560X_3 + 0.726X_4$. While the constant value obtained at 1.416 with a significance value of 0.000. If the results compared to the standard significance value (α) of 5%, it can be stated that the statistical value is significantly different from zero so it can be incorporated into a model of research that is being studied.

The results of the simultaneous analysis of variable competence of teachers to acquire the learning performance of the F-calculated value of 794 526, with significant value of 0000. If the significance value (0.000) compared to the standard alpha of 5%, it can be concluded that the significance value (0.000) $< \alpha$ 5%. Thus it can be said that, as a statistical variable pedagogical, personal, professional and social competencies simultaneously have a significant impact on learning performance (Y) at the 95% confidence level. The magnitude of the correlation or relationship between variables workforce competencies against learning performance can be seen from the results or the value of the correlation coefficient R (0,983). The results of this analysis indicate that, correlation or relationship between the variables of learning performance with competence fourth variable (the independent variable) is strong, because the result is above 0.5.

The results of the analysis of the coefficient of determination (R Square) obtained at 0.967. This value can give an idea of how powerful the learning performance variables can be explained by the variable competency. Based on the value of the coefficient of determination (R Square), it can be stated that, 96.7% variation in learning performance variables can be explained by variations in pedagogical variables, personality, professional and social. While the remaining 3.3% were outside the model that is being observed in this study. Focused on the summary results of the analysis are contained in Table 1, shows the results of testing the partial contribution of pedagogical variables, personality, professional competence and social competence on the performance of learning. Based on the analysis it appears that, t-test values and probabilities between pedagogical variables on the performance of 8719, with a significance value of 0.000. When comparing the significance value (0.000) with α value of 5%, it can be concluded that, pedagogical variables (X1) has a positive and significant contribution to the performance of learning, because the significance value (0.000) $< \alpha$ 5%. The results of this analysis indicate that, pedagogical (X1) has a positive and significant contribution to the achievement of learning performance (Y).

The results of testing the competence of personality variables on the performance of learning can be seen by looking at the value of t-count obtained for 6,448 or significance value of 0.000. If the significance value (0.000) compared with standard alpha (α) of 5%, it can be concluded that personal competence variables (X2) has a significant influence on the improvement of learning performance (Y). In table 1 it appears that professional competence variable (X3) gain coefficient (B2) of 0.560 and t- value of 3,229 as well as the significant value of 0.002. If the value significance 0.002 compared with the value of α 5%, it can be said that the significance value (0.002) $< \alpha$ 5%. This means that the professional competence (X3) has a significant impact on learning performance (Y). The relationship between social competence variables (X4) with variable learning performance (Y) can be seen from the results of statistical analysis as shown in the data in Table 1. Appear in the table the value of the coefficient (0.726) and the value of t-test with a significance level of 3,083 amounted to 0.003. Social competence significance value (0.003) $< \alpha$ value of 5%. This means that there is significant relationship between social competence to the achievement of the performance of teachers in the learning process.

• Discussion

Based on the results of the statistical analysis as discussed in the previous description that the coefficient of determination (R²) obtained at 0.967. The value of the coefficient of determination (R²) indicates that, the contribution of the competence of teachers, both pedagogic competence, personal competence, professional competence and social competence in improving the performance of the learning process. The magnitude of the contribution of teachers or teachers' competence in the performance improvement of teachers in the learning process by 96.7%. These results show that both the competence of teachers as pedagogical, personal, professional and social competencies have a strong enough contribution to encourage the creation of learning performance, both with regard to the level of mastery of learning materials as well as the ability to manage the learning and the level of commitment of teachers in carry out their duties properly. While the remaining 3.3% is not included in the model of this study. This means that there are other contributing factors beyond the models that have been studied, but its contribution is very small.

Another meaning is to be explained in this study, is the magnitude of the variable force pedagogic competence, personal competence, professional competence and social competence in improving the quality of learning performance. The results show the value of the correlation coefficient (R) of 0.983 or by 98.3%. This value implies that, pedagogical competence, personal competence, professional competence and social competence or the relationship has a very strong correlation (98.3%) in improving the performance quality of the learning process, both associated with an increased mastery of teaching materials as well as an increased ability to manage the learning as well as the magnitude of the commitment of teachers in carrying out their duties in a professional manner. To improve all the hypotheses that have been presented in this study will first need to see the results of statistical analysis of each of the independent variables include pedagogical, personal, professional and social on the dependent variable (learning performance). Variable pedagogical competence describes the ability of a faculty member associated with the level of understanding of learners, learning process and self-actualization, and this variable is measured by the indicators; level of understanding of learners, instructional design, and implementation of educational learning the diagnosis, evaluation of learning, the development of learners to actualize their potential. All the indicators are very valid and reliable in forming variable pedagogical, even found that most of the respondents have expressed pedagogical already be in either category, while that still needs to be improved about 19.1%.

Based on the results of statistical analysis showed that pedagogical competence has a significant contribution in improving learning performance. This is evidenced by the significant value $(0.000) < \alpha 5\%$. This finding implies that, in order to improve the quality of teaching performance is mainly related to the mastery of the instructional materials, improvements in managing learning and a commitment to doing a good job, then the pedagogical factors play an important role in improving learning performance. The results of this study may provide support for the view that Robbins's performance is a function of competence and motivation. Similarly to Spenser (1993) which states that competency is an underlying characteristic of a person related to the effectiveness of individual performance on the job. These findings enrich the results of previous studies which state that pedagogical competence affects Lecturer performance (Hamidi and Indrastuti, 2012), and findings Wasilezuk (2002); Baum (2011) which states that can affect the growth of the entrepreneurial competencies of the company. These finding came of to follow to prove the hypothesis that, pedagogical competence has a positive and significant contribution to the performance of learning.

Based on analysis of personal competence variables description it appears that all the indicators have given good support in the form of competence, particularly with regard to independence in acting as educators and work ethic as an educator, noble character, steadiness and stability to act as per the norm (law) and social norms, the benefits of actions teachers for learners. Then the result of statistical analysis results show that the significance test value of 0.000 with a t-test (6448), whereas α standard used was 5 %. If the value is compared it is seen that, the value of significance $(0.000) < \alpha 5\%$. This means personal competence of teachers with regard to the degree of independence, work ethic, character, stability in the act and the benefits provided to their students contribute significantly to improving the quality of performance of teachers in the learning process. Thus the hypothesis that personal competence has a significant influence on the performance of learning proven true. The results of this study at the same time enrich the results of previous studies which state that personal competence has a significant influence on the performance of teachers (Angmalisang, 2011), and supporting opinions Moeheriono (2009:8) that the competence of the performance has a very close relationship at all. Another meaning that can be drawn from these results that, to improve the performance of teachers in the learning process the personal competence factors need serious attention, because this is a personal competence of personal competencies related to personal skills related to self-understanding, self-acceptance and embodiment themselves. These things are needed by educators in order to improve the exemplary value that are needed by the students. In addition to pedagogical competence and personal competence required by a professional teaching staff in the field, it is a prerequisite that professional competence is also required for faculty members who want to work in a professional manner. Based on the results of the descriptive analysis that all the indicators used in measuring professional competence is valid and reliable and has been well worth the category, because the value of the average score obtained mostly above 80 %, although there is still poor and still needs to be improved in order be better in the future.

Based on the results of statistical analysis showed that, t- test results of 3.229 and 0.002 for the significance test. The significance value is less than 5% of the value of α ($t - sig 0.002 < \alpha 5\%$), because the value is smaller, it can be concluded that the professional competence has a significant contribution in improving learning performance. This means that, the professional competence of teachers is reflected in the level of understanding of teaching materials, the ability to understand concepts and linkages with other sciences , the mastery of the steps in the research and critical analysis to explore the teaching materials and finding

solutions to problems faced plays an important role in order improve the quality of learning performance, both in terms of mastery of instructional materials as well as the ability to manage learning and a commitment to doing a good job. This finding proves the hypothesis that, professional competence has a significant influence on the performance of learning. The results of this study support the findings Udiyono (2011) that, there is a positive and significant relationship between the professional competence of the teacher's performance although not in line with the results of research and Indrastuti Hamidi (2012) that, professional ability has no significant effect on the performance of the lecturer.

Social competence is the competence that need to be owned by someone who predicated the power of professionalism in the field including teacher. Descriptive analysis showed that, social competencies related to communication skills, ability to interact effectively with students, fellow teachers and education staff, parents/guardians of the students and the community, otherwise quite good and significant in shaping social competence. Then be seen from the results of statistical analysis showed that, of 3,083 t-test with a significance value of 0.003. Value of the more obscure little significance test is a requirement of the standard ($t\text{-sig } 0.003 < \alpha 5\%$), so it can be concluded that, social competence has a significant influence in improving learning performance.

To improve the performance of teachers in the learning process, especially related to the level of mastery of teaching materials (the ability of teachers to explain the teaching materials, the attitude of teachers in the learning process, skills in creating interactions with others, skills in maintaining optimal conditions for the process of interaction between related parties), and performance in the management of learning (teacher's knowledge of teaching materials, teaching methods and classroom management, create the conditions for effective learning and teaching materials properly develop and improve students' ability to understand the material in accordance with the objectives learning), as well as the psychological faculty commitment in directing and guiding students' learning activities (concern for the learning difficulties of students, participation in guiding student learning activities, creating a fun learning environmen, the presence of high willingness in teaching students as well as having responsibility in the learning task, then the social competence to be one of the factors that play an important role in determining the occurrence and performance improvement in the learning process. These findings help support the research and Indrastuti Hamidi (2012) that affects the social competence of faculty performance. This research was partially found that pedagogical competence, personal competence, and professional competence and social competence has a significant contribution in improving the performance of learning so that all the hypotheses that have been proposed have been accepted. Meaning of these findings that, to improve the learning performance pedagogical, personal competence, professional competence and social competence has been the deciding factor and the contribution is very significant when viewed from the contribution of each of these competencies.

Competence variables simultaneously teaching includes pedagogical, personal, professional and social competencies together indicate that there is a significant effect in improving learning performance. This can be evidenced by the results of F-test at 794.526 with a significance value of 0.000 is smaller than the required standard ($\alpha 5\%$). This finding proves the hypothesis that there is a significant effect between the competence of teachers with learning performance. The results of this study as well as strengthening the concept that has been presented by Spencer (1993) that, competency is an underlying characteristic of a person related to the effectiveness of individual performance on the job. While Mc Clelland (1993) stated that the competence is the basis of a personal characteristic that is the deciding factor in the success or failure of a person doing a job in a particular situation. Then Moeheriono (2009:8) states that the competence of the performance has a very close relationship at all. These findings enrich the results of previous research which states that, the competence of entrepreneurs or business owners can affect growth (Wasilezuk, 2002), and the ability of businesses to have a significant impact on business performance (Welsa, 2006) as well as the study of the Judge (2011) stated that the competence entrepreneurs have contributed to the improvement of business performance and business continuity.

VI. CONCLUSION

Base on the analysis and discussion of the contribution of the competence of teachers in improving the quality of teaching and learning, we can conclude some of the findings as follows:

Pedagogical competence is primarily concerned with the level of understanding of learners, instructional design, and implementation of learning the diagnosis, evaluation of learning, the development of learners has provided significant support in the form of professional pedagogical teaching. Thanks to the support it was found that the pedagogical significant has impact in improving the performance of learning is primarily concerned with the mastery of teaching materials, the ability to manage learning and a commitment to doing a good job.

Personality competence of teachers with regard to the independence of action, work ethic, as an educator, noble character, steadiness and stability acted by virtue of norms, the benefits to the students who have contributed positively as elements forming personal competence. Personal competence of teachers has been shown to have significantly the contribution in improving the control capability of teaching materials, the ability to manage learning and a commitment to doing a good job (learning performance). The results of this study found that professional competence has a significant contribution in improving learning performance. This means that, the professional competence of teachers is reflected in the level of understanding of teaching materials, the ability to understand concepts and linkages with other sciences, the mastery of the steps in the research and critical analysis to explore the teaching materials and finding solutions to problems faced plays an important role in order improve the quality of learning performance. Social competence is the competence associated with the ability to communicate, ability to get along with students, fellow teachers and education staff , parents / guardians of the students and the community, can provide pretty good support in the form of a social skills of teachers. The results of this study prove that, social competence has a significant influence in improving learning performance. The results showed that the variables pedagogical, personal, professional and social competencies together simultaneously have a significant effect in improving learning performance. These findings also contributed to the concept of Spencer (1993) that, competency is an underlying characteristic of a person related to the effectiveness of individual performance on the job, and Mc Clelland (1993) that competence is the basis of a personal characteristic that is the deciding factor in the success or failure of a person doing a job in a given situation.

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