

The Effect of Pedagogical Competency on Teacher Performance at SMK YPI Darussalam 1 Cerme

Oryza Hafshah Syafira¹, Ananda Ditasari², Abdurrohman Hanifah Al-Fajr³,
Azizah Lailatus Syifa⁴

^{1,2,3,4}State University of Surabaya, Indonesia



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ABSTRACT

Objective: This study aims to investigate the impact of pedagogical competence on teacher performance at SMK YPI Darussalam 1 Cerme. **Method:** A quantitative approach was employed, utilizing questionnaires as the primary data collection method. A total of 30 active teachers participated as respondents. The data were analyzed using simple linear regression techniques. **Results:** The findings reveal a significant positive relationship between pedagogical competence and teacher performance, with a total positive effect of 72.1%. This indicates that higher pedagogical competence is directly associated with improved teacher performance. **Novelty:** This research highlights the importance of pedagogical competence in enhancing teacher performance, providing empirical evidence that can guide educational policy and professional development programs. By focusing on pedagogical competence, schools can achieve better educational outcomes and quality teaching.

INTRODUCTION

Teachers, or educators, are a key component of the education system. They play a strategic role in determining the success of the learning process and the quality of educational outcomes. From the perspective of national education, teachers function not only as transmitters of knowledge but also as guides, educators, and role models for students. A teacher's duties encompass moral, intellectual, social, and spiritual dimensions, thus this profession demands significant responsibilities. This role places teachers as the primary key in shaping the character, personality, and intelligence of students who are competitive and possess noble morals [1], [2]. As pedagogical beings, humans have the potential to be both educated and educator. Therefore, the educational process can only take place with professional and competent educators. Teachers, as professional educators, must be able to guide students to develop their potential optimally, in terms of knowledge, attitudes, and skills. In this context, teacher quality is a primary indicator of a nation's educational success [3].

Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers stipulates that teachers must possess four basic competencies: pedagogical, professional, social, and personality competencies. Of the four, pedagogical competence occupies a central position because it is directly related to teachers' abilities to design, implement, and evaluate learning. Pedagogical competence encompasses an understanding of student characteristics, mastery of learning theory, the ability to design effective learning strategies, classroom management, and the implementation of

educational and ongoing evaluations. Pedagogical competence also requires teachers to be able to utilize information technology, communicate empathetically, and adapt learning to the needs and potential of students. Teachers with strong pedagogical competence are able to create an active, creative, and student-centered learning environment. Conversely, weak mastery of this competence often leads to low learning effectiveness, student motivation, and learning outcomes [4].

The challenges of education in the 21st century further emphasize the urgency of improving pedagogical competence [5], [6], [7]. Advances in information technology, globalization, and social change require teachers not only to master teaching materials but also to act as facilitators, innovators, and motivators in the learning process. 21st-century teachers are required to think critically, creatively, collaboratively, and be able to utilize technology to create relevant and contextual learning processes. In this context, pedagogical competence serves not only as a foundation for teaching skills but also as a tool for transformation towards adaptive and meaningful digital-age learning [8]. However, conditions in the field still indicate that some teachers face obstacles in optimally implementing pedagogical principles. Limited understanding of student characteristics, lack of innovation in the use of technology-based learning media, and weak evaluation skills are factors contributing to low teacher performance. These problems directly impact the quality of the learning process and the expected educational outcomes.

As a vocational education institution, YPI Darussalam 1 Cerme Vocational School plays a crucial role in producing work-ready and competitive human resources in the global era. To achieve this, teachers are needed who not only master their fields of expertise but also possess strong pedagogical competence to manage an effective, contextual learning process that aligns with the demands of the industrial world.

The empirical research referenced in this context is a study by [4] that examined teachers at SMA Negeri 1 Soppeng. The results of their regression analysis conclusively confirmed a significant positive relationship between the level of mastery of pedagogical competencies and teacher performance in carrying out their duties. This finding indicates that the higher the teacher's ability in pedagogical aspects – such as a deep understanding of student characteristics and potential, mastery of learning theories, relevant curriculum development, and the implementation of authentic assessment systems – the more optimal the performance demonstrated. The findings of [4] do not stand alone, but rather strengthen a broader corpus of research that emphasizes the urgency of pedagogical competencies. Various other studies also conclude that superior mastery of pedagogy enables teachers to create a conducive learning environment, increase student engagement, and ultimately have a direct impact on the achievement of instructional objectives. However, the majority of existing research, including the study above, was conducted in the context of Senior High Schools (SMA) oriented towards general education. There is a research gap that needs to be filled regarding the validation of these findings in the context of vocational education (SMK), which has different characteristics and challenges. Vocational high school education demands a deep integration of

vocational theory and practice, so the application of pedagogical competence may require different emphases and strategies. Therefore, this study aims to specifically examine the significance of the influence of pedagogical competence on teacher performance within the unique educational environment of SMK YPI Darussalam 1 Cerme. The results are expected to provide contextual empirical evidence and serve as a foundation for developing teacher professionalism relevant to the demands of vocational education.

This research is expected to provide an empirical overview of the extent to which pedagogical competence contributes to improved teacher performance, while also serving as a foundation for formulating future strategies for teacher professional development. Therefore, improving pedagogical competence is expected to impact not only teacher performance but also the overall quality of education at SMK YPI Darussalam 1 Cerme.

Literature Review

Pedagogical Competence

Pedagogical competence aims to reflect teachers' basic skills in designing, implementing, and assessing the learning process so that it occurs effectively and efficiently. Furthermore, based on research by Suryani and Rofiqoh (2022), pedagogical competence includes the ability to understand student characteristics, comprehend learning theories, create curricula, and consistently assess learning outcomes. Teachers with strong pedagogical competence are able to create an engaging, innovative, and enjoyable learning environment that supports the achievement of learning objectives.

[5] Meanwhile, Mulyasa (2013), as cited in [6], adds that pedagogical competence encompasses more than just understanding theory, but also its practical application in the classroom context, such as adapting strategies, managing classroom dynamics, interacting with students, and responding to individual learning needs. In the context of vocational high schools, pedagogical demands become increasingly complex: teachers must not only convey theory but also relate it to vocational practice to ensure its relevance to the workplace. Therefore, the integration of project-based approaches, industrial practice, and technology is an integral part of pedagogical competence in vocational education. Pedagogical competence is also considered to have a significant influence on the effectiveness of learning in vocational high schools. Teachers who understand the learning needs of vocational students can design contextual learning that integrates theory and work practice, in accordance with the demands of the industrial world. Pedagogical competence in the context of vocational education also requires teachers to adapt project-based learning strategies and digital technology [7]. Furthermore, a literature review by [8] states that pedagogical competence can be used as a benchmark for overall teacher professionalism. Teachers with high pedagogical competence tend to be able to increase student motivation, encourage their active participation in class, and consistently improve academic achievement.

Teacher Performance

Teacher performance reflects the extent to which teachers carry out their professional mandate, which includes lesson planning, quality of implementation,

assessment, administration, and contributions to student development and the school environment. Several studies confirm that measuring teacher performance is not solely based on final student grades, but also on the processes involved, such as the quality of lesson plans, classroom management, collaboration with fellow teachers, and administrative responsibilities [9]. Another study found that teachers with higher levels of competency consistently demonstrated stable and adaptive performance. This indicates that pedagogical, professional, and social skills play a significant role in shaping teacher performance. Furthermore, research [10] highlights that educational institutions that provide regular training and a constructive evaluation system can strengthen the positive effects of competency on teacher performance.

In the context of SMK YPI Darussalam 1 Cerme, the dynamics of vocational learning require that pedagogical competency be combined with industrial practice skills. Teachers at this vocational school must be able to align teaching materials with the needs of the business or industrial world, choose project-based or hands-on learning strategies, and manage a classroom atmosphere that is not far from the real world. Therefore, it is important to examine whether the correlation between pedagogical competence and teacher performance remains strong in vocational settings, or whether there are moderating variables (e.g., practice facilities, industry support, specialized training) that alter the strength of this influence.

RESEARCH METHOD

This study employed a quantitative approach enriched with qualitative data through interviews and field observations [11]. The quantitative approach focused on measurably examining the causal relationship between pedagogical competence and teacher performance. The qualitative approach served as a supporting tool to provide contextual understanding of the numerical data obtained. The study subjects included all teachers actively teaching at SMK YPI Darussalam 1 Cerme. A minimum of 30 respondents was set to ensure the data met the requirements for statistical analysis.

The primary research instrument was a closed-ended Google Form questionnaire with a four-level Likert scale ranging from "never" to "always." The questionnaire covered two main variables: pedagogical competence (X) and teacher performance (Y). Pedagogical competence is shaped by several dimensions, including understanding student characteristics, mastery of learning theory, ability to design learning, utilization of educational technology, and implementation of learning evaluations. Meanwhile, teacher performance indicators include: lesson planning, implementation of teaching and learning activities, implementation of administrative duties, professional responsibility, and participation in self-development activities.

This study used simple linear regression analysis. The selection of the simple linear regression method based on the data obtained by the researcher indicates a linear relationship between the two variables. This research method was chosen because the study aimed to analyze the extent of the influence of pedagogical competence (X) on teacher performance (Y). Linear regression was used because this study only involved

two main variables [12]. Through this method, the researcher was able to determine the direction of the relationship between the two variables and the extent of the influence of pedagogical competence on teacher performance. This method is relevant to the quantitative approach used in the study, because the data obtained from the questionnaire were processed in numerical form and analyzed statistically. Therefore, simple linear regression was chosen to provide objective, measurable results that clearly illustrate the influence of pedagogical competence on teacher performance.

The research procedure was carried out in several stages. The first stage was the preparation and pilot testing of the questionnaire to ensure each item was clearly understood by respondents. The second stage, the researcher distributed the questionnaire via a Google Form link that could be accessed online by teachers at SMK YPI Darussalam 1 Cerme. In the third stage, researchers conducted interviews and observations according to a schedule agreed upon with the school. The entire data collection process was conducted with due regard for research ethics, including obtaining informed consent from respondents, ensuring confidentiality of personal data, and obtaining official permission from the school.

The collected data were then analyzed using the Statistical Package for the Social Sciences (SPSS). The initial analysis involved descriptive statistics to describe the characteristics of the respondents and trends in the data for each variable. Validity and reliability tests were then conducted, followed by classical assumptions such as normality, linearity, and homoscedasticity to ensure the data's validity before further analysis. To measure the influence of pedagogical competence on teacher performance at SMK YPI Darussa, the Spearman's Rho correlation test and simple linear regression analysis were used. The statistical test results were then interpreted comprehensively, taking into account the data from the interviews and observations. This provides a comprehensive overview of the contribution of pedagogical competence to teacher performance at SMK YPI Darussa.

RESULTS AND DISCUSSION

Results

Variabel	Dimensi	Item	r Hitung	r Tabel	Kesimpulan
Kompetensi Pedagogik	Pemahaman Peserta Didik	X1_1	0.493	0,361	Valid
		X1_2	0.640	0,361	Valid
		X1_3	0.515	0,361	Valid
		X1_4	0.671	0,361	Valid
		X1_5	0.581	0,361	Valid
		X1_6	0.796	0,361	Valid
		X1_7	0.388	0,361	Valid
		X1_8	0.438	0,361	Valid
		X1_9	0.603	0,361	Valid
	Perencanaan Pembelajaran	X2_1	0.714	0,361	Valid
		X2_2	0.762	0,361	Valid
		X2_3	0.784	0,361	Valid
		X2_4	0.810	0,361	Valid
		X2_5	0.656	0,361	Valid
	Pelaksanaan Pembelajaran	X3_1	0.821	0,361	Valid
		X3_2	0.710	0,361	Valid
		X3_3	0.854	0,361	Valid
		X3_4	0.784	0,361	Valid
		X3_5	0.656	0,361	Valid
		X3_6	0.692	0,361	Valid

Kinerja Guru	Pemanfaatan Teknologi Pembelajaran	X4_1	0.728	0.361	Valid
		X4_2	0.757	0.361	Valid
		X4_3	0.693	0.361	Valid
		X4_4	0.622	0.361	Valid
		X4_5	0.728	0.361	Valid
		X4_6	0.684	0.361	Valid
		X4_7	0.705	0.361	Valid
	Evaluasi dan Penilaian	X5_1	0.601	0.361	Valid
		X5_2	0.513	0.361	Valid
		X5_3	0.679	0.361	Valid
		X5_4	0.487	0.361	Valid
		X5_5	0.711	0.361	Valid
		X5_6	0.547	0.361	Valid
		X5_7	0.835	0.361	Valid
		X5_8	0.721	0.361	Valid
	Pengembangan Potensi Peserta Didik	X6_1	0.426	0.361	Valid
		X6_2	0.741	0.361	Valid
		X6_3	0.788	0.361	Valid
		X6_4	0.721	0.361	Valid
		X6_5	0.772	0.361	Valid
		X6_6	0.829	0.361	Valid
		X6_7	0.781	0.361	Valid
		X6_8	0.521	0.361	Valid
		X6_9	0.546	0.361	Valid
	Evaluasi Pembelajaran	Y3_1	0.645	0.361	Valid
		Y3_2	0.657	0.361	Valid
		Y3_3	0.654	0.361	Valid
		Y3_4	0.797	0.361	Valid
		Y3_5	0.531	0.361	Valid
		Y3_6	0.440	0.361	Valid
		Y3_7	0.734	0.361	Valid
		Y3_8	0.713	0.361	Valid
	Motivasi Instrinsik Guru	Y4_1	0.684	0.361	Valid
		Y4_2	0.615	0.361	Valid
		Y4_3	0.668	0.361	Valid
		Y4_4	0.660	0.361	Valid
	Motivasi Ekstrinsik Guru	Y5_1	0.685	0.361	Valid
		Y5_2	0.396	0.361	Valid
		Y5_3	0.444	0.361	Valid
		Y5_4	0.568	0.361	Valid
		Y5_5	0.621	0.361	Valid
		Y5_6	0.670	0.361	Valid
Kinerja Guru	Refleksi dan Perbaikan	X7_1	0.803	0.361	Valid
		X7_2	0.775	0.361	Valid
		X7_3	0.719	0.361	Valid
		X7_4	0.721	0.361	Valid
		X7_5	0.744	0.361	Valid
		X7_6	0.628	0.361	Valid
		X7_7	0.693	0.361	Valid
		X7_8	0.750	0.361	Valid
		X7_9	0.716	0.361	Valid
		X7_10	0.824	0.361	Valid
	Perencanaan Pembelajaran	Y1_1	0.693	0.361	Valid
		Y1_2	0.744	0.361	Valid
		Y1_3	0.751	0.361	Valid
	Pelaksanaan Pembelajaran	Y1_4	0.686	0.361	Valid
		Y2_1	0.462	0.361	Valid
		Y2_2	0.455	0.361	Valid
		Y2_3	0.679	0.361	Valid
		Y2_4	0.800	0.361	Valid
		Y2_5	0.657	0.361	Valid
		Y2_6	0.611	0.361	Valid

Figure 1. Validity Test Table

Source: Processed Data Results from SPSS 2025

The validity test results show that all statement items have a calculated r value $>$ table r value. With an r value of 0.361, it can be concluded that all statements in the pedagogical competence (X) and teacher performance (Y) variables are valid.

No	Variabel	Nilai Cronbach's Alpha Pengukuran	Nilai Cronbach's Alpha Standar	N of Items	Keterangan
1.	Kompetensi Pedagogik (X)	0,978	0,60	54	Reliabel
2.	Kinerja Guru (Y)	0.941	0,60	28	Reliabel

Figure 2. Reliability Test Table

Source: Processed Data Results from SPSS 2025

Based on Table 2, it is known that the Pedagogical Competence (X) variable has a Cronbach's Alpha value of 0.978, while the Teacher Performance (Y) variable has a Cronbach's Alpha value of 0.941. Both values are significantly higher than the standard reliability value of 0.60. Therefore, all statement items related to each variable are declared reliable, meaning the instrument used in this study is consistent and can be trusted to measure these variables.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Kompetensi Pedagogik	.184	30	.011	.902	30	.010
Kinerja Guru	.165	30	.036	.891	30	.005

a. Lilliefors Significance Correction

Figure 3. Normality Test Table

Source: Processed Data Results from SPSS 2025

For the variables Teacher Performance (Y) and Pedagogical Competence (X), the significance values (Sig.) were less than 0.05, respectively, according to the Kolmogorov-Smirnov and Shapiro-Wilk normality tests. This indicates that the data for each variable did not meet the assumption of normality. Therefore, it can be concluded that the data for variables lettered X and Y are not normally distributed. Consequently, the nonparametric Spearman's rho test was used to continue the analysis, which does not require a normal distribution in the research data.

Correlations				
Spearman's rho	Kompetensi Pedagogik	Kinerja Guru		
	Correlation Coefficient	Correlation Coefficient		
	1.000	.906**		
	Sig. (2-tailed)	.000		
	N	30		
	Kinerja Guru	Correlation Coefficient		
		.906**		
		Sig. (2-tailed)		
		.000		
		N		
		30		

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 4. Spearman's Rho Test Table

Source: Processed Data Results from SPSS 2025

Based on the Spearman's rho correlation test results in Table 4, the correlation coefficient between Pedagogical Competence (X) and Teacher Performance (Y) was 0.906, with a significance value (Sig. 2-tailed) of 0.000. This significance value is less than 0.01 ($0.000 < 0.01$), thus it can be concluded that there is a positive and significant relationship between pedagogical competence and teacher performance. The level of relationship between the two variables is very strong, as indicated by the correlation coefficient value of 0.906. This indicates that teachers' pedagogical expertise is greater.

			Sum of Squares	df	Mean Square	F	Sig.
Kinerja Guru * Kompetensi Pedagogik	Between Groups	(Combined)	2613.633	20	130.682	9.201	.001
		Linearity	1975.702	1	1975.702	139.098	.000
		Deviation from Linearity	637.931	19	33.575	2.364	.093
	Within Groups		127.833	9	14.204		
Total			2741.467	29			

Figure 5. Linearity Test Table

Source: Processed Data Results from SPSS 2025

The linearity test results show a linearity sig. value of $0.000 < 0.05$, and a deviation sig. value of $0.093 > 0.05$. These results indicate that, without any significant deviation from the linearity assumption, the relationship between pedagogical competence and teacher performance is linear. Therefore, the analysis can proceed to the correlation or regression test stage.

Heteroscedasticity Test Scatterplot Graph

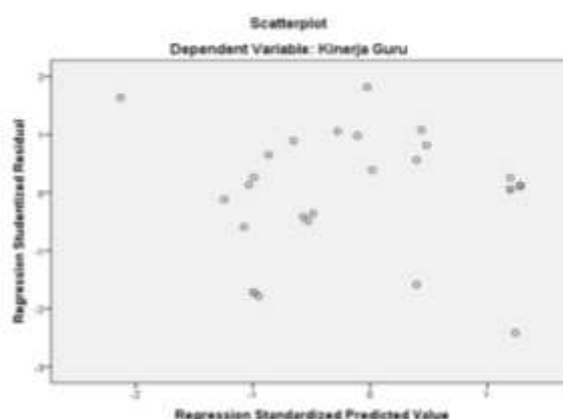


Figure 6. Scatterplot Graph

Source: Processed Data Results from SPSS 2025

The scatterplot graph above displays the relationship between the standardized predicted value (Regression Standardized Predicted Value) on the X-axis and the standardized residual value (Regression Studentized Residual) on the Y-axis. This test is performed by observing the distribution pattern of the data points on the graph. Observing the visual output, it appears that the data points are randomly distributed around the horizontal line without forming any particular pattern, such as wavy, tapered,

or clustered on one side. The data also appear to be scattered above and below the zero line on the Y-axis, with an irregular distribution. Throughout the range of predicted values, this random distribution pattern indicates that the residual variance remains the same, or homoscedastic. Therefore, it can be concluded that heteroscedasticity symptoms are not found in the regression model. This indicates that the assumption of homoscedasticity in the model has been met, meaning the regression model is suitable for further analysis.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	11.873	4.838		2.454	.021
Kompetensi Pedagogik	-.044	.026	-.304	-1.687	.103

a. Dependent Variable: Abs_RES

Figure 7. Glejser Heteroscedasticity Test Table
Source: Processed Data Results from SPSS 2025

The significance value (Sig.) of the regression results was assessed and compared with the established significance level, $\alpha = 0.05$. The criteria for making a decision using the Glejser test are as follows:

1. A Sig. value above 0.05 indicates no heteroscedasticity in the model.
2. A Sig. value below 0.05 indicates the presence of heteroscedasticity in the model.

Based on the test results displayed in the Coefficients table, the significance value for the Pedagogical Competence variable is 0.103. This value is greater than the 0.05 threshold, thus concluding that the independent variable does not significantly influence the absolute value of the residuals. This means that no signs of heteroscedasticity were found in the regression model.

This finding also aligns with the previous scatterplot analysis, which showed a random distribution of residual points without forming any particular pattern. Thus, it can be confirmed that the regression model used is free from heteroscedasticity issues and meets the basic assumptions of classical linear regression. This condition indicates that the error variance is constant, so the model estimation results are considered valid and can be used for the next stage of analysis.

Hypothesis Testing

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	36.438	7.640		4.769	.000
Kompetensi Pedagogik	.347	.041	.849	8.499	.000

a. Dependent Variable: Kinerja Guru

Figure 8. Simple Linear Regression Test Table
Source: Processed Data Results from SPSS 2025

In this study, two hypotheses were proposed:

H0 (null hypothesis): states that there is no significant relationship between pedagogical competence (X) and teacher performance (Y).

Ha (alternative hypothesis): states that there is a significant relationship between pedagogical competence (X) and teacher performance (Y).

Based on the results of a simple linear regression analysis, the following regression equation was obtained:

$$Y = 36.438 + 0.347X$$

The constant (a) value of 36.438 indicates that if pedagogical competence (X) is zero, teacher performance (Y) is estimated to be 36.438. Furthermore, assuming other variables are held constant, teacher performance will increase by 0.347 units for every unit increase in pedagogical competence, according to the regression coefficient (b) of 0.347.

H0 is rejected and Ha is accepted, based on the t-test results, which show a calculated t-value of 8.499 with a significance value of $0.000 < 0.05$. This means that pedagogical competence has a positive and significant effect on teacher performance.

The test parameters used are as follows:

If the significance value is less than 0.05, H0 is rejected and Ha is accepted, indicating a significant effect.

If the significance value is greater than 0.05, H0 is rejected and Ha is rejected, indicating an insignificant effect.

Furthermore, the Beta value of 0.849 indicates a very strong relationship between pedagogical competence and teacher performance. Therefore, it can be concluded that the higher a teacher's pedagogical competence, the higher their performance.

Model Summary^b

Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.849 ^a	.721	.711	5.230

a. Predictors: (Constant), Kompetensi Pedagogik
b. Dependent Variable: Kinerja Guru

Figure 9. Determination Test Table

Source: Processed Data Results from SPSS 2025

Based on the results of the regression analysis, the R Square value was obtained at 0.721. This value indicates that pedagogical competence (X) contributes 72.1% to teacher performance (Y). This means that 72.1% of the variation that occurs in teacher performance can be explained by the pedagogical competence variable. Meanwhile, the remaining 27.9% is influenced by other factors outside the variables examined in this study. Thus, it can be concluded that pedagogical competence has a positive and strong influence on teacher performance, which means that the higher a teacher's pedagogical competence, the higher their performance.

Discussion

The results of a simple linear regression test indicate that pedagogical competence has a positive and significant effect on teacher performance at SMK YPI Darussalam 1 Cerme. The equation is ($Y = 36.438 + 0.347X$), with a t-value of 8.499 and a significance value of $0.000 < 0.05$. The R-square value of 0.721 indicates that pedagogical competence contributes 72.1% to teacher performance. This finding confirms that the higher a teacher's pedagogical competence, the higher their performance level.

These results align with the theory proposed by Mulyasa (2013) in [6], which states that pedagogical competence is a teacher's ability to effectively manage learning from planning, implementation, and evaluation. Teachers with this competence will be able to adapt learning methods to student needs and create an interactive and enjoyable learning environment. Therefore, pedagogical competence influences the success of the learning process in addition to improving teacher professionalism and performance [13], [14].

The results of research [4] also reinforce the idea that pedagogical competence has a positive and significant impact on teacher performance. Teachers who understand student characteristics, comprehend learning theories, and are able to create appropriate curricula tend to achieve the best results. Furthermore, [8] states that pedagogical competence can be used as a measure of teacher professionalism because it directly influences student motivation, learning effectiveness, and learning outcomes. Furthermore, the findings of this study support the opinion of [7], who emphasizes that pedagogical competence is becoming increasingly important in vocational education (SMK) because teachers are required to link theory to industrial practice. To increase student interest and skills in the workplace, teachers who can implement project-based learning and real-world work experience will be more capable. Therefore, improving pedagogical competence for vocational school teachers is a strategic step in creating contextual learning relevant to the needs of the industrial world [15].

The results of the determination test showed a contribution of 72.1%. This indicates that pedagogical competence is the main component influencing teacher performance at SMK YPI Darussalam 1 Cerme. However, other factors may still influence it. This is in line with the opinion [9] that internal and external factors also influence the improvement of teacher performance. These factors include welfare, principal supervision, and the school environment [16]. Overall, the results of this study strengthen the view that pedagogical competence plays an important role in improving teacher performance, both in general and vocational education contexts. Therefore, improving pedagogical competence should be a primary focus in teacher professional development programs so that the quality of education at SMK YPI Darussalam 1 Cerme can improve sustainably.

CONCLUSION

Fundamental Finding : This study concludes that pedagogical competence has a significant positive impact on teacher performance, with a contribution of 72.1%. The

findings highlight that improvements in pedagogical competence are directly associated with enhanced teacher performance. **Implication** : The results suggest that investing in the development of teachers' pedagogical skills is essential for improving educational quality, particularly in vocational education where a balance between theoretical and practical aspects is crucial. **Limitation** : However, the study is limited by its focus on a single institution, and other factors influencing teacher performance were not explored in depth. **Future Research** : Future studies could broaden the scope by incorporating additional variables, such as professional competence, work motivation, and school environment support. A mixed-methods approach could also provide a more comprehensive understanding of the factors influencing teacher performance.

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***Oryza Hafshah Syafira (Corresponding Author)**

State University of Surabaya, Indonesia

Email: 24010714071@mhs.unesa.ac.id

Ananda Ditasari

State University of Surabaya, Indonesia

Abdurrohman Hanifah Al-Fajr

State University of Surabaya, Indonesia

Azizah Lailatus Syifa

State University of Surabaya, Indonesia
