

Research Article

Pedagogical Competence of Teachers at Pasundan 1 Senior High School Bandung in the Academic Year 2021–2022**Muhammad Arief Rakhman¹, Harni Marisa²**Universitas Pendidikan Indonesia (UPI), Indonesia ¹SMA Negeri 11 Bandung, Indonesia ²Corresponding Author, Email: arief_rakhman@upi.edu**Abstract**

This study examines the impact of pedagogical competence, educational infrastructure, and non-physical work environment on the performance of teachers at SMA Pasundan 1 Bandung. The research aims to identify the extent to which these factors contribute to enhancing teacher performance, which is crucial for improving educational outcomes. The findings reveal that pedagogical competence has a strong positive correlation with educational infrastructure, and both factors significantly influence the non-physical work environment. Furthermore, the study highlights the importance of continuous professional development and the adaptation of innovative teaching methods, especially in the transition to hybrid learning in the new normal era. The study concludes with recommendations for school administrators to prioritize the improvement of these critical areas to foster a more effective and conducive teaching environment.

Keywords: Pedagogical, Competence, High School, Pasundan, Bandung.**INTRODUCTION**

The strength of a nation is largely determined by the quality of its human resources, which in turn depends on the level of education of its people. Higher levels of education contribute to stronger human resources, and vice versa. Quality education



requires competent and professional educators.

Education is essentially an effort to pass down values that guide humanity in life and improve human destiny and civilization. Martono (2011, p.195) emphasizes that without education, humanity today would not be much different from past generations, who lagged in both quality of life and empowerment. Sanaky (in Martono, 2011, p.195) also asserts that the rise or decline of a nation's civilization is determined by the quality of its education. Education can thus be understood as a process of shaping human behavior toward positive change. Freire (in Martono, 2011, p.196) defines education as a process of humanizing humans, while Dewey (in Martono, 2011, p.196) describes it as the organization and reconstruction of life experiences. From this perspective, education is a transformative process that reshapes human behavior for the better through accumulated experiences.

The Preamble to the 1945 Constitution states that the purpose of establishing the Republic of Indonesia is to educate the nation. An educated nation can better withstand challenges. To achieve this, education must be viewed as a system designed to develop individual potential through knowledge, principles, creativity, responsibility, and skills, supported by essential elements such as teachers, curriculum, school leadership, infrastructure, students, and the learning environment.

The goal of education at every level is to prepare students to live as individuals, members of society, citizens, and part of humanity, as well as to prepare them for further education. Families are expected to support this process, both by enabling students to function in society and by encouraging them to pursue higher education if they have the potential. The GBHN 1999–2004, as outlined in TAP MPR No. IV/MPR/1999, highlights the need for systematic and comprehensive efforts to improve the quality of human resources so that the younger generation can develop optimally. Achieving this mandate requires commitment and hard work from educators, particularly teachers.

Teacher performance is a key factor in the success of education. The quality of learning and outcomes largely depends on the teacher's role, making teachers indispensable even in an era of rapid technological growth. Sagala (2011, p.117) warns, however, that the teaching profession is increasingly viewed as merely a source of income rather than a calling to educate the nation.

One of the most crucial factors in improving teacher performance is pedagogical competence, or the ability to manage the learning process effectively. This competence

is vital for successful teaching and learning outcomes because it reflects the teacher's role as both an educator and a moral guide for students. Research conducted at SMA Pasundan 1 Bandung shows that teachers' pedagogical competence has not yet reached its full potential, resulting in suboptimal teacher performance.

In addition, infrastructure and educational facilities also play a significant role in shaping teacher performance. At SMA Pasundan 1 Bandung, limited facilities hinder efforts to maximize teacher effectiveness. This demonstrates the interconnectedness of pedagogical competence, infrastructure, and the learning environment in determining the success of education.

Therefore, improving education quality must begin with strengthening teacher performance through the development of pedagogical competence, the provision of adequate facilities and infrastructure, and the creation of a supportive work environment.

METHOD

Research Location and Duration

This study was conducted at SMA Pasundan 1 Bandung, West Java, from March to May 2022.

Population and Sample

The population consisted of all teachers at SMA Pasundan 1 Bandung, both civil servants (ASN) and non-ASN. The sample was selected using purposive non-probability sampling, based on specific criteria to ensure representativeness (Sugiyono, 2006).

Research Design

This study used a quantitative approach, based on positivism, to examine the relationship between independent variables (pedagogical competence, school facilities, and non-physical work environment) and the dependent variable (teacher performance). Data were collected with research instruments and analyzed statistically to test hypotheses (Sugiyono, 2006).

Descriptive analysis was applied to describe conditions of the variables, followed by path analysis to verify the partial and simultaneous effects of the independent variables on teacher performance.

Research Variables

X₁: Pedagogical competence

X₂: School facilities and infrastructure

X₃: Non-physical work environment

Y: Teacher performance

Independent variables (X₁, X₂, X₃) were analyzed to determine their influence on the dependent variable (Y).

RESULT AND DISCUSSION

Respondent Characteristics Based on Gender

The teachers who participated in this study came from diverse backgrounds, analyzed through gender, years of service, age, and educational attainment. Based on gender, most teachers at SMA Pasundan 1 Bandung were female (55.27%), while male teachers accounted for 44.73%.

Respondent Characteristics Based on Length of Service

Based on years of service, most teachers at SMA Pasundan 1 Bandung had worked for more than five years (78.95%). Meanwhile, 11.84% had between one to five years of experience, and 9.21% had less than one year.

Respondent Characteristics Based on Age

In terms of age, half of the teachers at SMA Pasundan 1 Bandung were over 41 years old (50%). Meanwhile, 26.31% were between 21–30 years, and 23.69% were between 31–40 years.

Respondent Characteristics Based on Last Education

Regarding educational background, the majority of teachers at SMA Pasundan 1 Bandung held a Bachelor's degree (94.74%), while only 3.95% had a Master's degree and 1.31% held a Diploma.

Condition of Educational Facilities and Infrastructure at Pasundan 1 High School, Bandung

The condition of educational facilities and infrastructure at SMA Pasundan 1 Bandung was assessed through various dimensions, including classrooms, land and buildings, laboratories, storage, ventilation, learning media, library, sports facilities, and counseling rooms. The overall average score was 3.13, which falls into the “fairly good” category. This indicates that, while some aspects such as IT-based media, ventilation, and counseling facilities were rated good, other areas like classrooms, buildings, and sports facilities still require improvement.

Non-Physical Work Environment Conditions of Pasundan 1 High School, Bandung

The non-physical work environment at SMA Pasundan 1 Bandung was assessed through dimensions such as supervision, work atmosphere, reward systems, fair treatment, security, harmonious relationships, and objectivity. The overall mean score was 3.11, categorized as “fairly good.” While aspects like a comfortable work atmosphere, motivation, and objective assessment were rated positively, issues such as salary adequacy, equal treatment, and the gap between civil servant and non-civil servant teachers showed weaker results.

Performance of Teachers at Pasundan 1 High School, Bandung

Teacher performance at SMA Pasundan 1 Bandung was evaluated across dimensions such as educating, teaching, guiding, directing, training, assessing, and evaluating. The overall mean score was 3.16, categorized as “fairly good.” While strengths appeared in directing student abilities, accommodating interests and talents, and maintaining evaluation records, weaker areas included patience in guidance and fostering student independence.

Descriptive Statistics of Mean Score of Variables

The descriptive statistics show that all variables—pedagogical competence, educational facilities, non-physical work environment, and teacher performance—fall into the “fairly good” category. Among them, teacher performance scored the highest, though overall, none of the variables reached an optimal level.

Condition of Pedagogical Competence of Teachers at Pasundan 1 High School,

Bandung

The pedagogical competence of teachers at SMA Pasundan 1 Bandung scored an average of 3.13, placing it in the “fairly good” category. This competence was measured through mastery of student characteristics, learning theories, curriculum, instructional activities, ICT use, student potential development, communication, assessment, and reflective practices.

The lowest scores were on teaching with innovative media and valid sources (2.23), adapting to student characteristics based on learning theories (2.39), and guiding students during learning (2.82). In contrast, the highest scores were on peer assessment (3.55), creating remedial and enrichment programs (3.45), and fostering harmonious two-way communication with students (3.50), all rated “good.”

The low score in innovative media use reflects challenges in adapting to hybrid learning during the new normal, as not all teachers are prepared to integrate technology. Many still rely on traditional methods, causing student disengagement. Similarly, reliance on unverified online sources reduces effectiveness. Teachers’ limited understanding of learning theories and inconsistent student guidance further highlight gaps.

These findings suggest the need for regular training, particularly in ICT-based teaching and in-house programs (IHT) to improve teachers’ ability to understand and guide students effectively.

Condition of Educational Facilities and Infrastructure at Pasundan 1 High School, Bandung

The educational facilities at SMA Pasundan 1 Bandung scored an average of 3.13, categorized as “fairly good.” Measurements included classroom capacity, land and buildings, laboratories, storage, ventilation, learning media, library, sports facilities, and counseling rooms.

The lowest scores were on having proper and adequate school buildings (2.32), sufficient classrooms (2.59), and well-maintained storage (2.61). In contrast, the highest scores were on IT-based learning media (3.72), counseling rooms for external visits (3.46), and well-maintained ventilation (3.42), all rated “good.”

Limitations stem from uneven classroom layouts, small sports fields, inadequate parking, and city noise disturbances. Some classrooms lack proper desks and chairs,

while laboratories have been repurposed due to insufficient space for 36 study groups. The storage room is also poorly maintained and placed in unsuitable areas.

To improve, the school needs construction projects tailored to its needs, such as indoor sports facilities, additional classrooms for all study groups, and a dedicated, well-maintained storage facility.

Non-Physical Work Environment Conditions for Teachers at Pasundan 1 High School, Bandung

The non-physical work environment at SMA Pasundan 1 Bandung scored an average of 3.11, categorized as “fairly good.” It was assessed through dimensions such as supervision, work atmosphere, rewards, fair treatment, security, harmonious relations, and objectivity.

The lowest score was on the perceived gap between civil servant (PNS) and non-PNS teachers (2.16), followed by the wage system without advances (2.37) and the school’s ability to create a healthy environment (2.92). The highest scores were on a motivating work atmosphere (3.53), objective policies from the principal (3.51), and good supervision (3.41).

The gap between PNS and non-PNS teachers is linked to imbalances in numbers and perceptions of prestige, causing discomfort among non-PNS teachers. Although salaries are paid on time, they remain below provincial standards, with teachers receiving Rp 60,000 per hour. Conflicts among teachers sometimes also reduce comfort at school.

To address this, the school needs stronger leadership control, inclusive activities such as team-building events, and equal distribution of roles and responsibilities between PNS and non-PNS teachers. Salary adjustments should align with the school’s financial capacity, while fostering a physically and mentally healthy environment requires responsiveness and empathy from all stakeholders.

Performance of Teachers at Pasundan 1 High School, Bandung

Teacher performance at SMA Pasundan 1 Bandung scored an average of 3.16, categorized as “fairly good,” based on dimensions of teaching, guiding, directing, training, assessing, and evaluating.

The lowest scores were on guiding students patiently (2.47) and training students

to be independent (2.55), while reflection after lessons was rated fairly good (3.01). The highest scores were on directing students' abilities (3.65), managing evaluation data (3.55), and accommodating students' interests and talents (3.44), all in the "good" category.

Teachers were less patient in handling diverse student characteristics, often spending class time giving advice rather than teaching. Independence among students was low because learning remained teacher-centered, leaving students unprepared to study on their own, even in higher grades. Reflection after lessons was limited due to time constraints and school activities.

Encouraging patience and independence requires consistent daily practices, which, over time, can shape these values into strong student character at SMA Pasundan 1 Bandung.

The Influence of Pedagogical Competence on Teacher Performance at Pasundan 1 High School, Bandung

The analysis shows that pedagogical competence (X_1) has a direct effect of 19.80% on teacher performance, while its indirect effects through educational facilities (X_2) and non-physical work environment (X_3) are 9.30% and 7.20% respectively, totaling 16.50%. Since the direct effect is greater, pedagogical competence can independently influence teacher performance without strong support from other variables.

This confirms that pedagogical competence plays a dominant role in improving teacher performance. As Ali (2014) notes, teachers who master pedagogical competence can organize learning systematically and use ICT effectively, which positively impacts students' knowledge, skills, and attitudes. Similarly, Moehariono (2009) states that pedagogical competence is an inherent attribute of teachers that can predict their performance level.

The Influence of Educational Facilities and Infrastructure on Teacher Performance at Pasundan 1 High School, Bandung

The analysis shows that educational facilities (X_2) have a direct effect of 8.00% on teacher performance, while indirect effects through pedagogical competence (X_1) and the non-physical work environment (X_3) are 9.30% and 5.00%, totaling 22.30%. Since indirect effects are stronger, educational facilities cannot stand alone and must be

supported by other variables.

Educational facilities significantly influence teacher performance. Djatmiko (2006) found that facilities affect teacher performance, and Barnawi & Arifin (2012) emphasized that adequate facilities strongly support the teaching and learning process for both teachers and students.

The Influence of Non-Physical Work Environment on Teacher Performance at Pasundan 1 High School, Bandung

The analysis shows that the non-physical work environment (X_3) has a direct effect of 8.10% on teacher performance, while indirect effects through pedagogical competence (X_1) and educational facilities (X_2) are 7.20% and 5.00%, bringing the total to 20.30%. Since indirect effects are stronger, this variable cannot stand alone and must be supported by other factors.

A positive work environment significantly improves teacher performance. As Kasmir (2016) noted, workplace conditions—including facilities and colleague relationships—affect productivity. A comfortable, supportive environment fosters better results, while discomfort hinders performance. In practice, teachers view a pleasant school atmosphere as essential, often treating the school as their second home.

The Influence of Pedagogical Competence, Educational Facilities and Infrastructure, and Non-Physical Work Environment on Teacher Performance at Pasundan 1 High School, Bandung

The coefficient of determination (R^2) shows that pedagogical competence (X_1), educational facilities (X_2), and the non-physical work environment (X_3) together contribute 79.3% to teacher performance, while 20.7% is influenced by other factors such as leadership, discipline, compensation, and motivation.

Teacher performance improves when strong pedagogical competence is supported by adequate facilities and a positive work environment. Conversely, even competent teachers may experience reduced performance if resources are lacking or the school environment is uncomfortable.

CONCLUSION

The study found that teachers' pedagogical competence at SMA Pasundan 1

Bandung is generally in the “fairly good” category, though weaknesses remain in using innovative media, applying valid learning resources, and aligning teaching with student characteristics. Facilities and infrastructure are also rated “fairly good,” but issues include inadequate buildings, limited classrooms, and poorly maintained storage. The non-physical work environment shows similar results, with concerns over the gap between civil servant (PNS) and non-PNS teachers, salary systems, and overall well-being at school.

Teacher performance is likewise “fairly good,” though challenges exist in fostering student independence and reflecting on lessons. Among the three variables, pedagogical competence has the strongest impact on performance, with a total effect of 36.3%. Facilities contribute 22.3%, and the non-physical work environment 20.3%. Together, these factors explain 79.3% of teacher performance, while 20.7% is influenced by other aspects such as leadership, discipline, compensation, and motivation.

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