

**THE INFLUENCE OF TEACHER PEDAGOGICAL
COMPETENCE AND WORK STRESS ON TEACHER
PERFORMANCE AT STATE ELEMENTARY SCHOOL
104217 SIDOMULYO, STATE ELEMENTARY SCHOOL
104218 SIDOMULYO AND STATE ELEMENTARY SCHOOL
101807 CANDIREJO IN SIBIRU-BIRU DISTRICT**

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Abstract: This study aims to determine and analyze pedagogical competence and work stress on teacher performance at SDN 104217 Sidomulyo, SDN 104218 Sidomulyo and SDN 101807 Candirejo in Sibiru-biru District. This study is an associative study, namely: research that seeks the relationship between one variable and another. The types of data used are: secondary data and primary data collected through interviews, questionnaires, and documentation studies. The hypothesis in this study is that pedagogical competence and work stress affect teacher performance at SDN 104217 Sidomulyo, SDN 104218 Sidomulyo and SDN 101807 Candirejo in Sibiru-biru District. The data analysis method used is the multiple linear method. The sample in this study was 50 respondents. The sampling technique used in this study was the total sampling method. The results of the simultaneous significant test (F-test) were $F_{\text{count}} (26.988) > F_{\text{table}} (3.20)$ and significance value $(0.000) < \alpha (0.05)$. The results of this study indicate that simultaneously pedagogical competence and work stress have a positive and significant effect on teacher performance at SDN 104217 Sidomulyo, SDN 104218 Sidomulyo and SDN 101807 Candirejo in Sibiru-biru District.

Keywords: *Pedagogical Competence, Work Stress, Teacher Performance*

Introduction

The Teacher Performance Assessment System (PKG) is a system to assess the ability of teachers in carrying out their duties by measuring the mastery of competencies demonstrated by their performance. The benefits of teacher performance evaluation are to establish various guidelines to improve the quality and performance of teachers, thus making the education process intelligent, comprehensive and highly competitive. Teacher performance evaluation related to the implementation of learning by subject teachers or class teachers includes planning and implementing learning, assessment and evaluation, analysis of assessment results and monitoring of assessment results in implementation. 4 (four) competencies that teachers must have according to the Regulation of the Minister of Education Number 16 of 2007 concerning Academic Qualifications and Teacher Qualification Standards.

Based on the results of the pre-survey, it is known that there are problems with teacher performance at schools in SDN 104217 Sidomulyo, 104218 Sidomulyo and 101807 Candirejo in Sibiru-biru District, namely: 47% of teachers rarely hold tests to determine student abilities at the beginning of the semester, 67% of teachers rarely attend seminars or webinars so they lack references in applying research results on improving learning from the

seminars or webinars they attend and 53% of teachers rarely use various learning methods according to the level of difficulty of the material. The following are the results of the pre-survey conducted. This has an impact on teachers who rarely hold activities to test students' initial abilities, it will have a direct impact on teachers and students. Teachers who have designed or compiled learning materials in advance but do not know that the level of difficulty of the material is above the students' abilities so that the learning process and results are not effective and also teachers who do not rely on the initial abilities of students as active learning subjects, students feel that learning will not be meaningful. So it is important to hold tests to find out students' initial abilities before starting teaching at the beginning of the semester. And for teachers who rarely apply the results of evaluations and improvements obtained from teacher seminars or webinars, then the teacher has no progress in designing a learning system.

Talking about teacher performance is never separated from teacher competence which plays an important role in creating quality and competent human resources and can compete in the international world. It is explained in the Regulation of the Minister of National Affairs of the Republic of Indonesia Number 16 of 2007 Article 2 concerning academic competency standards and teacher competence that the academic qualifications of elementary school/MI, junior high school/MTs, senior high school/MA teachers are a minimum of diploma four (D4) or bachelor's degree (S1). In the Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers, article 10 states that the teacher competencies that must be possessed by teachers are pedagogical competence, personality competence, social competence and professional competence obtained through professional education.

Based on the researcher's observation at SDN 104217 Sidomulyo, 104218 Sidomulyo and 101807 Candirejo in Sibiru-biru District, the teachers who teach still use the old learning methods, namely the lecture model, not using interesting learning models, strategies and methods. This is evidenced by the fact that teachers rarely use media tools as learning support that has been provided by the school where the learning media is quite sophisticated. Teachers also only focus on how a learning event can take place without paying attention to whether students have understood the learning. When the learning process takes place in real conditions, many students feel they understand and nod their heads to the explanation of the material given by the teacher, but in reality students do this only to avoid questions that will be asked by the teacher during the evaluation. This is evident when the teacher finishes explaining and then gives assignments related to the material being taught, students do not understand how to work on and solve the questions given, then some teachers use concise and written teaching techniques, after students summarize some of the material the teacher asks students to memorize the material which is predicted that students will understand the material without any guidance and explanation from the teacher. And finally, teachers have not been able to manage the class to be more conducive to the learning process. Researchers noticed that when the learning process was taking place, many students did not pay attention and chatted with other friends and even walked around while the teacher was explaining.

In addition, related to work stress experienced by teachers at SDN 104217 Sidomulyo, SDN 104218 Sidomulyo and SDN 101807 Candirejo in Sibiru-biru District, from several teachers interviewed by researchers, they stated that the cause of the work stress they experienced was due to changes in education policy, namely the change in the 2013 curriculum to the independent curriculum where several teachers did not receive training or socialization related to the implementation of learning, preparation of RPP and syllabus according to the curriculum so that teachers indirectly had to try as hard as possible to understand and implement the policy. With these conditions, teachers tend to have unstable

emotions and get angry easily because of confusion about the new education policy. Second, technological changes are so rapid that older teachers find it difficult to adapt in providing IT-based learning media and completing tasks that require technological skills. However, teachers are able to overcome work stress by utilizing colleagues who understand technological skills better. Third, students' different learning abilities in understanding and mastering learning so that teachers have difficulty continuing the next material with the demands of time to achieve targets in implementing school exams. This causes teachers to sometimes experience negative emotions because students have difficulty understanding, which drains all of the teacher's energy, resulting in teachers often getting angry with the students. Fourth, and there are conflicts with colleagues due to differences of opinion with colleagues. This can have an impact on the teacher's physiology, where teachers are easily exhausted and fall ill.

Based on the problem phenomena that have been described, this study was conducted with the aim of knowing and analyzing the influence of teacher pedagogical competence and work stress partially and simultaneously on teacher performance at Elementary Schools in Cluster II of Sipoholon District.

Literature Review

Competence

Competence is a person's ability and characteristics in carrying out work or tasks based on the knowledge and behavior possessed by the individual with effectiveness.(Tjahyanti & Chairunisa, 2020). Therefore, the importance of the competence possessed by individuals becomes a reference for determining the right knowledge and skills for success in completing the work. Teacher competence is a collection of knowledge, behavior and skills that teachers must have to achieve learning and education goals.(Karmizan, 2018). Teacher competence is a combination of personal, scientific, technological, social and spiritual abilities that comprehensively form standard competencies that include mastery of material, understanding of students, educational learning, personal development and professionalism.(Faisal, 2018).

In Government Regulation Number 19 Chapter VI Article 28 Paragraph 3 of 2005 concerning National Education Standards, teacher competencies are outlined as follows:

1. Pedagogical Competence

Ma'rifatullah, Ampa, & Azis (2019) stated that pedagogical competence is the most core competence, which is the teacher's ability related to theoretical mastery and its application process in learning, both in managing learning by designing and implementing a learning process in accordance with the applicable education curriculum and having the ability to develop the potential of students.

2. Personality Competence

Teacher personality competencies include attitudes, values, personality as behavioral elements in relation to ideal performance in accordance with the field of work based on educational background.

3. Social Competence

Explained through National Education Standards No. 19 of 2005 in article 28 paragraph 3 in saying that social competence is the ability of educators as part of society to communicate and interact effectively with students, fellow educators, education personnel, parents/guardians and the surrounding community. According to Rahmati & Nartani (2018) in this case teachers must have good and effective communication skills. This is also supported by the opinion of Mazrur (2018) who said that teachers are figures who will be role models and examples for students who have the responsibility

not only to teach knowledge but to foster and guide students according to applicable norms so that it is important for teachers to have good social competence.

4. Professional Competence

Teacher professionalism is needed to increase students' enthusiasm in learning so that it has a positive effect on improving student learning achievement. Teachers are said to be professional because they have creative, innovative learning strategies by presenting materials well and pleasantly which are not only centered on learning completion but also participate in the process of growing and developing students' potential which includes cognitive, affective and psychomotor aspects.

Teacher Pedagogical Competence

Etymologically, pedagogy comes from the Greek word "Paedos" which means child and "agogos" which means to guide. The quality of teachers is emphasized in the learning process so that learning outcomes are mastered by students optimally according to their potential. According to the Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2007, pedagogical competence is the ability of teachers to manage student learning. According to Lubis (2018), pedagogical competence is one of the absolute competencies that must be mastered by teachers who are directly related to managing student learning.

Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2007 discusses the standards of Academic Qualifications and Teacher Competencies which must include several indicators of teacher pedagogical competence, namely:

1. Mastering the characteristics of students.
2. Mastering learning theories and educational learning principles.
3. Curriculum development.
4. Educational learning activities.
5. Developing students' potential.
6. Communication with students.
7. Assessment and Evaluation

Teacher Job Stress

Stress is a negative action from a person who experiences excessive pressure placed on him due to excessive demands, obstacles or opportunities.(Asih, Hardani, & Rusmalia, 2018). Definition of Work Stress according to Vanchapo (in Fardah & Ayuningtias, 2020) is an emotional state that arises due to the imbalance of workload with the individual's ability to deal with the pressure they face. Stress is a condition of tension that creates a physical and psychological imbalance that affects the emotions, thought processes and conditions of a worker.(Lubis, Nasution, & Tanjung, 2022). So Mangkunegara (in Ellyzar, Yunus, & Amri, 2017) explains the effects of work stress experienced by someone, namely unstable emotions, feelings of unhappiness, isolation, difficulty sleeping, inability to relax, anxiety and others.

According to Tua (2021), the factors that cause teacher stress are as follows.

1. Bad Student Behavior
2. Inappropriate Leadership Practices
3. Lack of coworker support
4. So many job demands
5. Underpayment of salary
6. Changes in Education Policy

According to Suparman (2018), the symptoms of work stress experienced by teachers are as follows:

1. Psychological symptoms include the emergence of negative feelings that should not

occur, such as anxiety, tension, confusion, irritability, suppressing feelings, boredom, job dissatisfaction, decreased self-confidence, and mental fatigue.

2. Behavioral symptoms include procrastination, avoiding work, decreased productivity, and decreased quality of interpersonal relationships..
3. Physical symptoms include fatigue due to excessive work demands, headaches, difficulty concentrating, loss of appetite, difficulty sleeping, and a lack of desire to communicate with others.

According to Afandi (in Makrifah, Widjajani, & Utomo, 2021) indicators of work stress are:

1. Task demands are factors related to a person's job such as working conditions, work procedures and physical location.
2. Role demands relate to the pressures placed on a person as a result of a particular function and role played in an organization.
3. Interpersonal demands relate to interpersonal or inter-employee pressure.
4. The organizational structure is related to the image of the agency which is characterized by an unclear organizational structure, lack of clarity regarding positions, roles, authority and responsibilities.
5. Organizational leadership that creates an organizational climate of tension, fear and anxiety.

Teacher Performance

Performance is a comparison of the results achieved and the overall workforce participation.(Mangkunegara, 2017). Performance is the result of work achievement in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him.(Dalimunthe & Nurhayati, 2022). Performance is the output or work results produced in terms of quality and quantity in carrying out the tasks assigned to an employee in realizing the targets, vision, mission and goals of an organization.(Harahap & Tirtayasa, 2020).

Teacher performance is the work performance carried out by teachers in carrying out their duties as educators, which will be seen in terms of teacher quality, which has a direct influence on the quality of education.(Burnalis, Kartikowati, & Baheram, 2019). According to Permendikbud No. 16 of 2007 Teacher Performance is the work performance carried out by teachers in carrying out their duties as educators which will be seen in terms of teacher quality which directly affects the quality of education. Performance is all the results of teacher efforts in delivering the learning process to achieve educational goals including activities related to their duties as teachers including educating, teaching, guiding, directing, training, assessing and evaluating students.(Putri & Imaniyati, 2017). This opinion is also supported by Febriantina, Lutfiani, & Zein (2018) who said that teacher performance in teaching and learning activities is the ability or skill of a teacher in creating an educational communication atmosphere between teachers and students which includes a cognitive, effective, and psychomotor atmosphere as an effort to learn something based on planning to the evaluation and follow-up stages in order to achieve teaching goals.

According to Pratiwi, Prasetyo, & Shabrina (2021), factors that influence teacher performance include personality and dedication, professional development, teaching skills, communication, relationships with the school community, discipline, welfare and work climate.

According to Pratiwi (2022), the performance of teachers or education personnel can be measured using five aspects that can be used as measurement dimensions, namely:

1. Quality of work in the form of mastering the material, managing the teaching and learning process and managing the class.
2. Promptness in the form of using media or learning resources, mastering educational foundations, planning teaching programs.
3. Initiatives include leading classes, managing teaching and learning interactions, and

assessing student learning outcomes.

4. Capability to use various methods in learning, understand and implement the functions and services of extension workers.
5. Communication (Communication) understands and organizes school administration and understands and interprets research results to improve the quality of learning.

Based on the theories that have been put forward, the following hypothesis can be formulated:

1. Teacher Pedagogical Competence and work stress have a simultaneous and partial effect on teacher performance at SDN 104217 Sidomulyo, 104218 Sidomulyo and 101807 Candirejo in Sibiru-biru District.
2. Teacher Pedagogical Competence has a positive and significant influence on teacher performance at SDN 104217 Sidomulyo, 104218 Sidomulyo and 101807 Candirejo in Sibiru-biru District.
3. Work stress has a positive and significant effect on teacher performance at State Elementary Schools SDN 104217 Sidomulyo, 104218 Sidomulyo and 101807 Candirejo in Sibiru-biru District.

Method

In this study, the type of research used is a quantitative method, namely the associative research method. The variables that are linked in this study are the pedagogical competence variables (X1) and work stress (X2) and the dependent variable is teacher performance (Y). The scale that will be used is the Likert scale.

In this study, the population was all teachers at SDN 104217 Sidomulyo, 104218 Sidomulyo and 101807 Candirejo in Sibiru-biru District, totaling 50 teachers. The sampling technique uses the total sample technique. The reason for taking total sampling is because the population is less than 100, the entire population is used as a research sample. (Anggita, Masturoh, & Nauri, 2018). The researcher used a sample of 50 teachers.

This study uses questionnaire and interview data collection methods. Validity and Reliability Testing is carried out to test the questionnaire before being distributed to respondents. The data analysis method used is descriptive analysis. The multiple linear analysis method is used to determine how much influence the independent variables have on the dependent variable. Previously, a classical assumption test consisting of a normality test, multicollinearity test and heteroscedasticity test will be carried out on the data obtained to determine whether there are any errors in the data. The coefficient of determination (R²) test is also carried out to measure how far the model's ability to explain variations in the dependent variable. Then a hypothesis test is carried out consisting of a simultaneous test (F-test) and a partial test (t-test).

Respondent Characteristics Analysis

1. Respondent Characteristics Based on Age
Respondents with an age range of 21-30 years were 42 percent, an age range of 31-40 years was 20 percent, an age range of 41-50 years was 8 percent, and an age range above 50 years was 10 percent. It can be seen that the majority of teachers at SDN 104217 Sidomulyo, SDN 104218 Sidomulyo and SDN 101807 Candirejo are 21-30 years old. This is due to several reasons, namely: First, Many teachers have just graduated from college education. Second: Job opportunities are available, namely in the three schools included in the category of areas that have problems, namely a shortage of educators or teachers so that educational institutions or the government are more active in recruiting new graduates to fill vacant teacher positions.
2. Respondent Characteristics Based on Gender

Respondents with female gender dominate with a total of 43 respondents (86%) then male gender as many as 7 people (14%). So the majority of teachers at SDN 104217 Sidomulyo, SDN 104218 Sidomulyo and SDN 101807 Candirejo are female. This means that the majority of women work as teachers because women have their instincts as mothers who are tasked with educating, caring for, and looking after children.

3. Respondent Characteristics Based on Length of Service

Respondent characteristics based on length of service, teachers with 0 to 5 years of service are 62 percent, teachers with 6 to 10 years of service are 10 percent, teachers with 11 to 20 years of service are 20 percent, teachers with 21 to 30 years of service are 4 percent, and teachers with more than 30 years of service are 4 percent. Therefore, the majority of teachers with a length of service are 0 to 5 years. This is because in the 3 schools there is a career cycle where many have become teachers after completing their education so that they first enter the world of teaching and also a high turnover rate of teachers with less work experience who have reasons to replace retired teachers..

Variable Description Analysis

1. Distribution of Respondents' Answers to the Teacher Pedagogical Competence Variable (X1)

Table 1. Distribution of Respondents' Answers to Pedagogical Competence Variables

No. Statement	STS		TS		KS		S		SS		Total		Mean	Note
	F	%	F	%	F	%	F	%	F	%	F	%		
1	0	0	0	0	0	0	35	70	15	30	50	100	4,300	SS
2	0	0	0	0	0	0	35	70	15	30	50	100	4,340	SS
3	0	0	0	0	1	2	31	62	18	36	50	100	4,460	SS
4	0	0	0	0	0	0	27	54	23	46	50	100	4,320	SS
5	0	0	0	0	0	0	34	68	16	32	50	100	4,060	S
6	0	0	1	2	1	2	42	84	6	12	50	100	4,280	SS
7	0	0	1	2	0	0	33	66	16	32	50	100	4,340	SS
8	0	0	1	2	0	0	30	60	19	38	50	100	4,540	SS
9	0	0	0	0	1	2	21	42	28	56	50	100	4,060	S
10	0	0	0	0	1	2	45	90	4	8	50	100	4,180	S
11	0	0	0	0	10	20	21	42	19	38	50	100	4,340	SS
12	0	0	0	0	0	0	33	66	17	34	50	100	4,100	S
13	0	0	1	2	3	6	36	72	10	20	50	100	4,200	SS
14	0	0	0	0	4	8	32	64	14	28	50	100	4,400	SS
15	0	0	0	0	1	2	28	56	21	42	50	100	4,360	SS
16	0	0	0	0	1	2	30	60	19	38	50	100	4,180	S
17	0	0	0	0	0	0	41	82	9	18	50	100	4,240	SS
18	0	0	0	0	0	0	38	76	12	24	50	100	4,260	SS
19	0	0	0	0	1	2	31	62	18	36	50	100	5,745	SS
20	0	0	0	0	1	2	35	70	14	28	50	100	4,340	SS

Source: Research results

2. Distribution of Respondents' Answers to the Work Stress Variable (X2)

Table 2. Frequency Distribution of Respondents' Answers to Work Stress Variables

No. Statement	STS		TS		KS		S		SS		Total		Mean	Note
	F	%	F	%	F	%	F	%	F	%	F	%		
1	7	14	7	14	17	34	12	24	7	14	50	100	3,100	KS
2	5	10	16	32	10	20	12	24	7	14	50	100	3,000	KS
3	12	24	9	18	9	18	13	26	7	14	50	100	2,880	KS
4	12	24	11	22	10	20	10	20	7	14	50	100	2,780	KS
5	11	22	14	28	9	18	15	30	1	2	50	100	2,620	KS
6	6	12	18	36	11	22	10	20	5	10	50	100	2,800	KS
7	4	8	15	30	13	26	10	20	8	16	50	100	3,060	KS

Source: Research results

3. Distribution of Respondents' Answers to Teacher Performance Variables (Y)

Table 3. Frequency Distribution of Respondents' Answers to Teacher Performance Variables

No. Statement	STS		TS		KS		S		SS		Total		Mean	Note
	F	%	F	%	F	%	F	%	F	%	F	%		
1	0	0	0	0	3	6	27	54	20	40	50	100	4,340	SS
2	0	0	0	0	3	6	22	44	25	50	50	100	4,440	SS
3	0	0	0	0	1	2	15	30	34	68	50	100	4,660	SS
4	0	0	0	0	2	4	16	32	32	64	50	100	4,600	SS
5	0	0	1	2	7	14	33	66	9	18	50	100	4,000	S
6	0	0	0	0	3	6	39	78	8	16	50	100	4,100	S
7	0	0	0	0	6	12	36	72	8	16	50	100	4,040	S

Source: Research results

Results and Discussion

Reporting Research Results

Table 4. Validity Test

Statement	rhitung	rtable	Information
Pedagogical Competence (X1)			
X1.1	0.764	0.361	Valid
X1.2	0.701	0.361	Valid
X1.3	0.807	0.361	Valid
X1.4	0.828	0.361	Valid
X1.5	0.929	0.361	Valid
X1.6	0.888	0.361	Valid
X1.7	0.720	0.361	Valid
X1.8	0.860	0.361	Valid
X1.9	0.811	0.361	Valid
X1.10	0.821	0.361	Valid
X1.11	0.920	0.361	Valid
X1.12	0.878	0.361	Valid
X1.13	0.821	0.361	Valid
X1.14	0.957	0.361	Valid
X1.15	0.868	0.361	Valid
X1.16	0.957	0.361	Valid
X1.17	0.957	0.361	Valid
X1.18	0.718	0.361	Valid
X1.19	0.830	0.361	Valid
X1.20	0.825	0.361	Valid
Job Stress (X2)			
X2.1	0.926	0.361	Valid
X2.2	0.975	0.361	Valid
X2.3	0.955	0.361	Valid
Statement	rhitung	rtable	Information
X2.4	0.903	0.361	Valid
X2.5	0.853	0.361	Valid
X2.6	0.969	0.361	Valid
X2.7	0.902	0.361	Valid

Teacher Performance (Y)			
Y1.1	0.730	0.361	Valid
Y1.2	0.867	0.362	Valid
Y1.3	0.733	0.363	Valid
Y1.4	0.827	0.364	Valid
Y1.5	0.773	0.365	Valid
Y1.6	0.773	0.366	Valid
Y1.7	0.813	0.367	Valid

Source: Research results

Table 5. Reliability Test

Variables	Cronbach's Alpha	N of Items	Cut Off	Information
X1	0.977	19	0.70	Reliable
X2	0.973	7	0.70	Reliable
Y	0.898	7	0.70	Reliable

Source: Research results

Normality Test

Based on the histogram approach shows that the regression model used has a normal distribution, this can be seen from the histogram line not deviating to the left or right, so that the data distribution has a normal distribution. Results of normality test using graphical approach it is known that the distribution of points is around the diagonal axis of the graph. Normality test with statistical approach shows that the Asymp Sig value (2-tailed) is $0.076 > \alpha (0.05)$, thus the residual variable is normally distributed.

Heteroscedasticity Test

Based on the Glejser test, it is known that the significant value of the pedagogical competence variable (X1) is $0.174 > 0.05$ and for work stress (X2) the value is $0.221 > 0.05$. From the two variables studied, it shows that all sig values are > 0.05 . This means that it can be concluded that there is no heteroscedasticity problem.

Multicollinearity Test

Based on the Multicollinearity test, it is known that the Tolerance value of the Pedagogical Competence and Work Stress variables is > 0.1 and the VIF value is < 10 . This shows that there is no multicollinearity problem between the independent variables in the regression model.

Multiple Linear Regression Analysis

Table 6. Multiple Linear Regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2,723	4.163		.423	.516
1 Pedagogical Competence	.333	.047	.700	2,767	.000
Job Stress	-.052	.031	-1.668	2,952	.102

a. Dependent Variable: Teacher Performance

Source: Research results

Based on Table 6, the multiple linear regression equation is obtained as follows:

$$Y = 2.723 + 0.333X_1 - 0.052 X_2$$

1. Constant (β_0) = 2.723. This shows the constant level, where if the variables of Pedagogical Competence (X1) and Work Stress (X2) are 0, then Teacher Performance (Y) will remain at 2.723 assuming other variables remain constant.
2. Pedagogical Competence Coefficient (β_1) = 0.333 > 0. This shows that the Pedagogical Competence variable (X1) has a positive effect on Teacher Performance. If the Pedagogical Competence variable is increased, then Teacher Performance will also increase assuming other variables remain constant, and vice versa.
3. Job Stress Coefficient (β_2) = -0.502 > 0. This shows that the Job Stress variable (X2) has a negative effect on Teacher Performance. If the Job Stress variable is increased, then Teacher Performance will decrease assuming other variables remain constant, and vice versa.

Determinant Coefficient (R2)

Table 7. Test of Determination Coefficient (R2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.731a	.535	.515	1.82247
a. Predictors: (Constant), Work Stress, Pedagogical Competence				
b. Dependent Variable: Teacher Performance				

Source: Research results

Based on Table shows that the value (R2) is 0.535, meaning only 53.5% of the dependent variation, namely: Teacher performance can be explained by Work Stress and Pedagogical Competence.

Simultaneous Test (F-Test)

In this study, the known number of samples (n) is 50 people and the total number of variables (k) is 3, so that we get: $Df1 = k - 1 = 3 - 1 = 2$. $Df2 = n - k = 50 - 3 = 47$. So at $\alpha = 0.05$ we get $F_{table} = 3.20$.

Table 8. Simultaneous Significance Test (F-Test)

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	179,274	2	89,637	26,988	.000b
	Residual	156.106	47	3.321		
	Total	335,380	49			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Pedagogical Competence, Work Stress

Source: Research results

Based on the table, the F count value (26.988) > F table (3.20) and significance (0.000) < α (0.05) were obtained. This means that the variables of pedagogical competence and work stress simultaneously have a significant effect on teacher performance.

Partial Significance Test (t-Test)

The value with $df = n - k$ is $50 - 3 = 47$, so the value at the 0.05 significance level in the t table is 2.012.

Table 9. Results of Partial Significance Test (t-Test)

	Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	2,723	4.163		.423	.516	
	Pedagogical Competence	.333	.047		.700	2,767	.000
	Job Stress	-.052	.031		-1.668	2,952	.102

a. Dependent Variable: Teacher Performance

Source: Research results

1. The Pedagogical Competence variable (X1) has a coefficient (β_1) = 0.047 > 0 with tcount (7.014) > ttable (2.012) and significance (0.000) < 0.05. Thus, the Pedagogical Competence variable has a positive and significant effect on Teacher Performance at SDN 104217 Sidomulyo, SDN 104218 Sidomulyo and SDN 101807 Candirejo in Sibiru-biru District. If Pedagogical Competence increases, Teacher Performance at SDN 104217 Sidomulyo, SDN 104218 Sidomulyo and SDN 101807 Candirejo in Sibiru-biru District will also increase significantly, and vice versa.
2. The Job Stress variable (X2) has a coefficient (β_2) = 0.31 > 0 with tcount (-1.668) < ttable (2.012) and significance (0.002) < (0.05). Thus, the Job Stress variable has a negative and significant effect on Teacher Performance at SDN 104217 Sidomulyo, SDN 104218 Sidomulyo and SDN 101807 Candirejo in Sibiru-biru District. If Job Stress increases, Teacher Performance at SDN 104217 Sidomulyo, SDN 104218 Sidomulyo and SDN 101807 Candirejo in Sibiru-biru District will also decrease significantly, and vice versa.

Discussion

The Influence of Pedagogical Competence on Teacher Performance

The results of the study through the t-test showed that the independent variable of teacher pedagogical competence partially had a positive and significant effect on teacher performance. It is known that the coefficient value of the Pedagogical Competence variable is 7.014, which is positive, meaning that Pedagogical Competence has a positive relationship. Then it is also known that the statistical value of t count is (7.014) > t table (2.012) and significant (0.000) < 0.05, which shows that the Pedagogical Competence variable shows a significant relationship to teacher performance. This means that if the teacher's pedagogical competence increases, the teacher's performance will also increase.

Pedagogical Competence is an important skill to support the achievement of good and satisfactory teaching performance. Competence affects teacher performance. Theoretically, high teacher competence can build teachers towards a better direction. A teacher's pedagogical ability starts from the ability to understand the characteristics of students, namely characteristics related to the physiological, psychological and environmental characteristics of students. Then the teacher's ability in educational learning activities where teachers always carry out creative and innovative learning that aims to create enjoyable teaching and learning activities so that it is easier for students to understand the material and is able to increase student learning motivation. In addition to the ability to carry out learning, teachers are also required to be able to carry out assessments and evaluations of the learning process and outcomes in accordance with the instruments that have been developed during the planning of the learning process where the results of the assessment can be used by teachers to produce follow-up plans for students.

Based on the research distributed by the researcher to 50 respondents on the pedagogical competence variable, the researcher found that there were three statements with negative responses. First, 10 respondents with a percentage of 20% answered disagree with the statement "I provide teaching materials according to the design that has been prepared in the RPP". This shows that there are still respondents who do not provide teaching materials that have been designed in the RPP so that teachers will find it more difficult to carry out the learning process where the learning objectives become unfocused. Second, there are 3 respondents with a percentage of 6% for the statement "I actively use audio-visual learning media including ICT to increase student learning motivation". This shows that there are some teachers who do not use ICT-based learning media due to age factors that are unable to meet the demands of the times including using additional technology-based learning media and finally, there are 4 respondents

with a percentage of 8% for the statement "I always direct students to think critically in responding to learning (teaching with the discussion method). This means that teachers still use the lecture teaching method where only learning is done one way. The importance of inviting students to think critically in responding to learning aims to improve students' thinking skills as provisions for them to face the future.

The Influence of Work Stress on Teacher Performance

The results of the study through the t-test showed that the independent variable of Work Stress (X2) partially had a negative and insignificant effect on teacher performance. It is known that the statistical value with t count is $(-1.668) < t \text{ table } (2.012)$ and the significance value $(0.002) < (0.05)$ which shows that the Work Stress variable has a negative relationship to teacher performance. This shows that if teacher Work Stress increases, teacher performance will decrease.

Definition of Work stress according to Vanchapo (in Fardah & Ayuningtias, 2020) is an emotional state that arises due to the mismatch of workload with the individual's ability to deal with the pressure they face. If someone experiences work stress, it will have an impact on physical, psychological and behavioral. The causes of teachers experiencing work stress range from bad student behavior, inappropriate leadership practices, poor relationships with coworkers, excessive work demands, lack of salary, and changes in education policies.

Based on the research that has been distributed by researchers to 50 respondents on the Job Stress variable, researchers found that there were 3 statements with positive responses. First, 20 respondents with a percentage of 40% answered agree and strongly agree with the statement "Technological changes that are too fast and sophisticated in the use of learning media make me feel stressed (headaches, sleep disorders, muscle tension and digestive disorders). This shows that teachers experience work stress due to rapid technological changes that require teachers in the use of learning media. Second, 16 respondents with a percentage of 32% answered agree and strongly agree with the statement "The relatively minimal income makes me feel dissatisfied with my job". This shows that wages that are not sufficient for teachers' daily living needs cause teachers to feel frustrated due to the imbalance between job demands and the wages received. Finally, 18 respondents with a percentage of 36% answered "Poor relationships with coworkers can reduce my productivity". This shows that support from coworkers is very important in dealing with stress and dissatisfaction felt by teachers.

Conclusion

Based on the results of this study, the following conclusions can be drawn:

1. Pedagogical Competence and work stress have a significant simultaneous influence on teacher performance at SDN 104217 Sidomulyo, SDN 104218 Sidomulyo and SDN 101807 Candirejo in Sibiru-biru District.
2. Pedagogical Competence has a positive influence on Teacher Performance at SDN 104217 Sidomulyo, SDN 104218 Sidomulyo and SDN 101807 Candirejo in Sibiru-biru District.
3. Work stress has a negative effect on teacher performance at SDN 104217 Sidomulyo, SDN 104218 Sidomulyo and SDN 101807 Candirejo in Sibiru-biru District.
4. Teachers' Pedagogical Competence has a greater influence on teacher performance at SDN 104217 Sidomulyo, SDN 104218 Sidomulyo and SDN 101807 Candirejo in Sibiru-biru District with a coefficient value of 0.333.

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