



RESEARCH ARTICLE

Enhancing Indonesian Teachers Pedagogical Competence and Professionalism: A Regional Case Study in East Nusatenggara

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ARTICLE INFO	ABSTRACT
Received: Oct 16, 2024	<p>This research, conducted in collaboration with UNIKA St. Paulus Ruteng and the West Manggarai Regional Government Education Service (Dinas PPO Jabar), aimed to investigate the factors contributing to teacher pedagogical competence in West Manggarai, East Nusa Tenggara Province. Spanning 6 months (July-December 2023), the study involved 141 schools, including 10 kindergartens, 96 elementary schools, and 36 middle schools, with a target of 1181 teachers across 12 sub-districts. Seven psychological variables, including Attitude towards Students, Work Discipline, Resilience, Emotional Stability, Attitude towards the Teaching Profession, Conflict Management, and Teacher Work Motivation, were examined. The research focused on exploring the contribution and relationship between three independent variables—Teacher Resilience, Conflict Management Ability, and Teacher Innovation—and pedagogical competence. Findings revealed that teacher resilience contributed 32.5%, conflict management ability 33.4%, and teacher innovation 51.3% to pedagogical competence performance. This highlights the significant impact of these variables on teachers' overall performance. The study employed a mixed-method approach, combining qualitative methods such as Focus Group Discussions and interviews with quantitative techniques like questionnaire distribution. The integration of these methods allowed for a comprehensive exploration of each variable's contribution. Based on the findings, it is recommended that local governments design precise, targeted strategies to enhance teacher pedagogical competence and improve the quality of education in the West Manggarai region. Such strategies should address the identified factors, including resilience, conflict management, and innovation, to support teachers in delivering effective teaching practices and achieving optimal learning outcomes for students.</p>
Accepted: Dec 8, 2024	
Keywords	
Pedagogical Competence	
Professionalism	
Resilience	
Conflict Management	
Innovation	
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INTRODUCTION

West Manggarai Regency, comprising 12 sub-districts, hosts a significant number of teachers, totaling approximately 7,000 educators across various educational levels, ranging from Kindergarten/PAUD to high school/vocational school. This constitutes around 6% of the total number of educators in the East Nusa Tenggara Province. The distribution of these teachers across sub-districts illustrates the scale and diversity of the educational landscape within the region.

The Government of West Manggarai, particularly through its Education Office, has shown a strong commitment to improving the quality of education and the professionalism of teachers. Collaborating

with Universitas Katolik Indonesia Santu Paulus Ruteng, the Education Department embarked on a study aimed at understanding the psychological factors influencing teacher pedagogical competence. The study, informed by Focus Group Discussions involving stakeholders in West Manggarai, identified seven key psychological variables assumed to significantly impact teacher pedagogical competence: *Attitude towards Students, Work Discipline, Resilience, Emotional Stability, Attitude towards the Teaching Profession, Conflict Management, Teacher Work Motivation, and Innovation*.

The objectives of this study are multifaceted. *Firstly*, it seeks to analyse various aspects of teacher psychology and their influence on performance within the educational environment. *Secondly*, it aims to assess the contribution of these psychological factors to pedagogical competence, shedding light on the extent of their influence on teachers' ability to design and implement effective learning strategies. *Thirdly*, it endeavours to explore the relationship between teacher psychology and the enhancement of pedagogical competence, including how these factors impact teachers' ability to adapt to changes in curriculum, technology, and other educational demands.

As such, this research delves into the role of psychology in classroom management, examining its implications for creating conducive learning environments and enhancing interaction with students. It also provides policy recommendations for the development of teacher psychology at both educational unit and governmental levels, with a focus on training and development programs to support teachers' mental and emotional well-being, thereby enhancing their performance and dedication to education service delivery.

Employing a mixed-methods approach, this research collects both quantitative and qualitative data to provide a comprehensive analysis. Data analysis techniques are tailored to the characteristics of the data, involving descriptive analysis through simple descriptive statistics for quantitative data and qualitative descriptive analysis for qualitative data. The findings, enriched by feedback from teachers, school principals, and administrative staff obtained through Focus Group Discussions, serve as a valuable reference for analyzing the results of the study and informing future actions and policies in educational development within the West Manggarai region.

Competence in pedagogy encompasses a multifaceted set of knowledge, skills, attitudes, and values that empower teachers to effectively plan, deliver, and evaluate their teaching practices. Schulman (1986) identified three essential types of knowledge necessary for pedagogical competence: content knowledge, pedagogical content knowledge, and general pedagogical knowledge. Content knowledge pertains to a teacher's understanding of the subject matter they teach, while pedagogical content knowledge involves knowing how to effectively teach that content. General pedagogical knowledge encompasses broader educational principles, such as understanding cognitive processes and metacognitive strategies in student learning (Kirschner et al., 2006).

In addition to knowledge, various factors influence the development of pedagogical competence. Access to quality teacher education programs and ongoing opportunities for professional development are crucial (Darmuh & Ramdani, 2022; Jam et al., 2011). Effective teacher training ensures educators are proficient not only in their subject matter but also in the pedagogical processes necessary for effective teaching. Moreover, continuous professional development enables teachers to stay abreast of the latest educational trends and practices (Kayatarno et al., 2021).

Pedagogical competence is intricately linked with psychological factors and the school environment. Several psychological factors, including attitudes towards students, work discipline, resilience, emotional stability, attitude towards the teaching profession, conflict management abilities, teacher work motivation, and innovation, influence teacher performance (Namaziandost & Heydarnejad, 2023; Helaudho et al., 2024). Of these, resilience, conflict management abilities, and innovation stand out as particularly impactful.

Resilience plays a vital role in delivering quality education. Teachers who are resilient can adapt to changes in the educational environment, overcome challenges, and manage stress effectively (Ismail & Nikpoo, 2023). Additionally, resilient teachers foster positive relationships with students and

create productive learning environments. Resilience is influenced by individual characteristics, professional development, and social support systems (Bhayangkara & Raya, 2023).

Conflict management skills are essential for fostering a positive learning atmosphere. Teachers proficient in conflict management create environments where collaboration and mutual respect thrive, leading to improved learning outcomes (Zee & Koomen, 2016). Effective conflict management also enhances communication skills and student engagement (Omidian et al., 2019).

Innovation is a cornerstone of effective teaching, facilitating the creation of engaging learning environments and the integration of new insights, skills, and technologies (Makki & Makki, 2012). In today's rapidly evolving educational landscape, innovative teaching methodologies are indispensable (Kharismawati, 2022). Teachers must adapt to technological advancements and diverse pedagogical approaches to equip students with the skills needed for success in the 21st century (Jumini, 2023).

Encouraging a culture of innovation among teachers can significantly enhance student engagement and learning outcomes (Wilian et al., 2020). Innovative teaching practices motivate students, encourage exploration and experimentation, and foster critical thinking and problem-solving skills (Rahmania et al., 2020). By embracing innovation, teachers can create dynamic learning environments that inspire curiosity and lifelong learning.

In conclusion, pedagogical competence is shaped by a combination of knowledge, skills, attitudes, and environmental factors. Resilience, conflict management abilities, and innovation play pivotal roles in enhancing teacher performance and student learning outcomes. By addressing these psychological factors and fostering a culture of innovation, educators can create transformative learning experiences that prepare students for success in an ever-changing world.

MATERIAL AND METHOD

This study employs a mixed-methods approach, integrating both quantitative and qualitative methodologies to provide a comprehensive understanding of the factors influencing teacher pedagogical competence in the West Manggarai region. The research design is tailored to the unique characteristics of the data, ensuring a robust analysis of the relationships between key variables.

Quantitative data collection is facilitated through the distribution of Likert Scale questionnaires, interviews, and Focus Group Discussions (FGD). These instruments gather perceptual opinions on various aspects, including satisfaction with teacher performance, perceptions of innovative teaching practices, assessments of teachers' conflict management abilities, evaluations of sustainable professionalism development programs, and identification of factors inhibiting or supporting teacher performance in schools (Subandi, 2011).

Likewise, qualitative data collection utilizes Likert Scale questionnaires, interviews, and FGDs to delve deeper into perceptions of performance, evaluations of implemented innovative teaching practices, assessments of conflict management abilities, judgments regarding the effectiveness of professionalism development programs, and identification of factors influencing teacher performance in schools (Yan, 2019; Adom et al., 2020).

The research analysis focuses on several independent variables, namely resilience, ability to manage conflict, and teacher innovativeness, with the dependent variable being teacher pedagogical competence. Descriptive statistics are utilized to explore the characteristics of each variable in-depth, providing insights into their individual contributions to pedagogical competence. Additionally, inferential statistics are employed to determine the extent of their collective influence, using correlation and regression analysis techniques.

Descriptive statistics offer a detailed examination of each variable's distribution, central tendency, and dispersion. This enables a nuanced understanding of the nuances within resilience, conflict management abilities, and teacher innovativeness. By analysing the mean, median, mode, standard deviation, and variance, the research unveils the range and variability of each variable, shedding light on their relative importance in shaping pedagogical competence.

Furthermore, inferential statistics are utilized to assess the relationships between independent and dependent variables. Correlation analysis examines the strength and direction of associations between resilience, conflict management abilities, teacher innovativeness, and pedagogical competence. This statistical technique elucidates the interplay between these factors, identifying potential patterns and trends.

Regression analysis, on the other hand, quantifies the predictive power of the independent variables on the dependent variable. By estimating regression coefficients and significance levels, the research discerns the relative contributions of resilience, conflict management abilities, and teacher innovativeness to pedagogical competence. This analytical approach elucidates the extent to which these psychological factors impact teachers' effectiveness in delivering quality education.

Overall, the mixed-methods research design employed in this study ensures a comprehensive exploration of the factors influencing teacher pedagogical competence. By integrating quantitative and qualitative methodologies, the research offers valuable insights into the complex interplay between resilience, conflict management abilities, teacher innovativeness, and pedagogical competence, thereby informing targeted strategies for enhancing teacher professionalism and improving educational quality in the West Manggarai region.

RESULTS

1. Data Processing

Initially, the study collected data from a sample of 1203 participants. However, after validation, only 1181 data points were deemed eligible for processing due to incomplete or missing information in 22 samples. Descriptive statistics were then calculated using SPSS IBM 20 to analyse the variables of interest, including resilience, conflict management abilities, innovativeness, and pedagogical competence.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Resilience	1188	24.00	60.00	51.0253	6.15191
ManConflict	1188	17.00	48.00	38.6002	5.75204
Innovativeness	1188	11.00	48.00	37.3157	6.34335
Pedagogy	1188	61.00	160.00	130.9512	18.35967
Valid N (listwise)	1188				

The correlation and regression tests were carried out of each variable independent to variable dependent use technique correlation Pearson Moment Products .

2. Relationship Between Teacher Resilience and Pedagogical Competence

The regression analysis revealed a significant linear relationship between teacher resilience (X1) and pedagogical competence (Y). The ANOVA test (Table 2) indicated a high F-value of 570.9, far exceeding the threshold for significance. The regression equation $\hat{Y} = 44.146 + 1.701X1$ suggests that for every unit increase in teacher resilience, there is a corresponding increase of 1.701 units in pedagogical competence. Further analysis using Pearson correlation showed a correlation coefficient of 0.57 between teacher resilience and pedagogical competence, with a coefficient of determination of 0.325, indicating that 32.5% of the variance in pedagogical competence can be explained by teacher resilience.

Table 2. ANOVA a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	130015.076	1	130015.076	570,900	,000 ^b
	Residual	270096.092	1186	227,737		
	Total	400111.168	1187			
a. Dependent Variable: Pedagogy						
b. Predictors: (Constant), Resilience						

Interpretation: These findings highlight the significant role of teacher resilience in enhancing pedagogical competence. Teachers with higher levels of resilience are better equipped to adapt to challenges in the classroom environment, manage stress effectively, and establish positive relationships with students, ultimately leading to improved pedagogical outcomes.

3. Relationship Between Conflict Management Abilities and Pedagogical Competence

Similarly, the regression analysis demonstrated a significant linear relationship between conflict management abilities (X2) and pedagogical competence (Y), with an ANOVA F-value of 593.9. The regression equation $\hat{Y} = 59.779 + 1.844X_2$ suggests that for every unit increase in conflict management abilities, there is a corresponding increase of 1.844 units in pedagogical competence. Pearson correlation analysis revealed a correlation coefficient of 0.578 between conflict management abilities and pedagogical competence, with a coefficient of determination of 0.334, indicating that 33.4% of the variance in pedagogical competence can be attributed to conflict management abilities.

Tabel 3. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	44,146	3,659		12,064	,000
	Resilience	1,701	,071	,570	23,894	,000

a. Dependent Variable: Pedagogy

Interpretation: These findings underscore the importance of effective conflict management skills in promoting pedagogical competence. Teachers who can effectively handle conflicts in the classroom environment are better able to create a positive and conducive learning atmosphere, resulting in enhanced pedagogical outcomes.

4. Relationship Between Teacher Innovativeness and Pedagogical Competence

The regression analysis indicated a significant linear relationship between teacher innovativeness (X3) and pedagogical competence (Y), with an ANOVA F-value of 1254.554. The regression equation $\hat{Y} = 53.561 + 2.074X_3$ suggests that for every unit increase in teacher innovativeness, there is a corresponding increase of 2.074 units in pedagogical competence. Pearson correlation analysis showed a correlation coefficient of 0.717 between teacher innovativeness and pedagogical competence, with a coefficient of determination of 0.513, indicating that 51.3% of the variance in pedagogical competence can be explained by teacher innovativeness.

Table 4. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,570 ^a	,325	,324	15.09096

a. Predictors: (Constant), Resilience

Interpretation: These findings underscore the significance of fostering teacher innovativeness in promoting pedagogical competence. Teachers who embrace innovative teaching methods are better able to engage students, adapt to changing educational trends, and foster critical thinking skills, ultimately leading to enhanced pedagogical outcomes.

5. Combined Contribution of Resilience, Conflict Management Abilities, and Innovativeness

The combined regression analysis revealed a significant relationship between teacher resilience, conflict management abilities, innovativeness, and pedagogical competence. The ANOVA F-value of 575.251 indicated a highly significant linear relationship. The regression equation $\hat{Y} = 21.358 + 0.579X_1 + 0.647X_2 + 1.476X_3$ suggests that all three variables significantly contribute to pedagogical

competence. The Pearson correlation analysis showed a correlation coefficient of 0.77 between the combined variables and pedagogical competence, with a coefficient of determination of 0.593, indicating that 59.3% of the variance in pedagogical competence can be attributed to teacher resilience, conflict management abilities, and innovativeness combined.

Tabel 5. ANOVA ^a

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	133516.776	1	133516.776	593,977	,000 ^b
	Residual	266594.392	1186	224,784		
	Total	400111.168	1187			

a. Dependent Variable: Pedagogy

b. Predictors: (Constant), ManConflict

Interpretation: These findings highlight the collective impact of teacher resilience, conflict management abilities, and innovativeness on pedagogical competence. Teachers who possess a combination of these attributes are better equipped to navigate the complexities of the educational landscape, foster positive learning environments, and facilitate student growth and development.

6. Pure Contribution of Each Variable

Lastly, the partial correlation analysis revealed the pure contribution of each variable to pedagogical competence when controlling for other variables. It was found that while each variable—resilience, conflict management abilities, and innovativeness—individually contributed significantly to pedagogical competence, their pure contributions decreased slightly when controlling for other variables. This suggests that the relationship between these variables and pedagogical competence is influenced by the presence of other variables.

Interpretation: These findings emphasize the interplay between teacher resilience, conflict management abilities, and innovativeness in influencing pedagogical competence. While each variable independently contributes to pedagogical outcomes, their combined effect is greater than the sum of their individual contributions, highlighting the importance of considering multiple factors in enhancing teacher effectiveness in the classroom.

Thus, based on the data findings above, the study demonstrates the critical role of teacher resilience, conflict management abilities, and innovativeness in promoting pedagogical competence. By understanding and fostering these attributes, educators can enhance their effectiveness in the classroom, ultimately leading to improved student learning outcomes and overall educational quality. These findings have important implications for teacher training programs, professional development initiatives, and educational policies aimed at improving teaching practices and enhancing student learning experiences.

DISCUSSION

Teacher resilience is a crucial factor in determining the success and effectiveness of educators in the classroom. It refers to a teacher's ability to persevere, adapt, and remain persistent in challenging situations due to their commitment and sense of responsibility. The data collected in this study revealed that a significant portion of teachers are honorary teachers with incomes below the Regional Minimum Wage (UMR). This indicates that many teachers face financial challenges that can impact their resilience levels.

According to the findings of the research, resilience has a substantial impact on all aspects of a teacher's professional role. Specifically, it affects teachers' pedagogical and professional competence by enabling them to adapt to students' learning needs, handle job-related challenges effectively, and collaborate more efficiently with colleagues. Previous studies by Namaziandost & Heydarnejad (2023) and Stoiber et al. (2017) support these findings, highlighting the positive correlation between resilience and various aspects of teaching effectiveness.

Additionally, resilience plays a crucial role in helping teachers manage conflict effectively. Conflict management abilities are essential for teachers to address disputes and disagreements within the school environment. Teachers with strong conflict management skills are more effective in teaching, classroom management, and collaboration with colleagues. Kohen (2010) emphasized the importance of teachers' ability to handle difficult situations, including conflicts, for achieving educational objectives.

Moreover, resilience is closely linked to teachers' innovativeness. Teacher innovativeness refers to their ability to find new ways, learn new methods, and generate new ideas in carrying out their duties. In the rapidly changing educational landscape of the 21st century, innovation is essential for teachers to keep pace with technological advancements and evolving teaching methodologies. Innovative teachers are more effective in teaching, integrating technology into learning, and collaborating with colleagues. Research by Aenulguri et al. (2023) highlights the positive impact of innovation on teaching effectiveness and student learning outcomes.

Based on the research findings, several recommendations can be made to enhance teacher resilience, conflict management abilities, and innovativeness. These recommendations can inform the development of strategic educational programs and policies aimed at improving teaching practices and fostering positive learning environments.

Firstly, efforts to improve teacher resilience should focus on providing training in stress management skills, counselling and psychological support, increasing self-awareness, strengthening social-emotional skills, and promoting work-life balance. Collaboration between teachers and the creation of supportive communities can also help build resilience among educators.

Secondly, enhancing teachers' conflict management abilities requires a holistic and sustainable approach. This can include training in effective communication, negotiation, problem-solving skills, emotional education, conflict resolution certification, mentoring programs, and periodic evaluations to ensure effectiveness and relevance.

Thirdly, improving teachers' innovativeness involves continuous training in innovative skills, mentorship programs, collaboration between teachers to exchange ideas and experiences, developing innovative curricula, integrating technology into learning, providing challenges that require creative solutions, and structured evaluation and feedback processes.

In conclusion, teacher resilience, conflict management abilities, and innovativeness are crucial factors that influence teaching effectiveness and student learning outcomes. By addressing these factors through targeted educational programs and policies, educators can enhance their professional competence and create more engaging and effective learning environments for students.

CONCLUSION

In conclusion, the role of teachers in Indonesia is pivotal in shaping the trajectory of education, necessitating a focus on pedagogical competence to ensure the delivery of quality education and competitive outcomes on both national and international scales. However, the reality is that not all teachers possess adequate competencies. Low resilience, ineffective conflict management, and a lack of innovation are key factors affecting pedagogical performance.

The analysis conducted in this study underscores the significant contribution and correlation between resilience, conflict management abilities, innovation, and teacher pedagogical competence. Teachers exhibiting higher levels of resilience, adept conflict resolution skills, and innovative thinking demonstrate superior pedagogical competence compared to their counterparts lacking these attributes.

Therefore, it is imperative for schools and governmental bodies to prioritize the support and enhancement of teachers' resilience, conflict management skills, and innovative capacities. This can be achieved through targeted training and development programs aimed at broadening teachers' perspectives and honing their abilities. Such support facilitates more effective teaching and learning

practices, leading to enhanced educational quality and the cultivation of pedagogically competent teachers.

Nevertheless, this research has its limitations, including a lack of detailed exploration of certain factors and a narrow focus on educational contexts. Thus, future studies should aim to address these limitations by expanding the scope of variables examined and increasing the diversity of research samples. By doing so, the findings of this research can be strengthened, providing valuable insights into the multifaceted dynamics of teacher competence and its impact on educational outcomes.

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