

## **Teachers' Pedagogical Competence Toward Students' Achievement in Studying EFL at SMP IT Insan Cendekia Indonesia**

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### **Abstract**

*This study aims to examine the impact of teachers' pedagogical competence on students' achievement in learning EFL at SMP IT Insan Cendekia Indonesia. The research subjects consisted of all students at SMP IT Insan Cendekia Indonesia, totaling 93 students, using a proportional stratified random sampling technique. Data collection was conducted through questionnaires and document analysis. The data analysis techniques employed included descriptive percentage analysis, instrument testing, and hypothesis testing. Through simple linear regression analysis, the regression equation obtained was  $Y = 59.055 + 0.325X$ , indicating that learning outcomes increase by 0.325 units for each point increase in teachers' pedagogical competence. Meanwhile, the Pearson product-moment correlation analysis showed a correlation value of 0.582, which falls within the positive range of 0.400–0.599 and is categorized as moderate. This indicates that teachers' pedagogical competence has a fairly significant influence on students' learning outcomes. The coefficient of determination ( $r^2$ ) test yielded a value of 0.339 or 33.9%, suggesting that 33.9% of the variance in learning outcomes is influenced by teachers' pedagogical competence, while the remaining 66.1% is influenced by other variables. Furthermore, the t-test result showed a significance value of 0.000, which is less than 0.05. Therefore, the proposed hypothesis is accepted.*

**Keywords:** *Teacher's Pedagogical Competence, Learning Achievement, English Proficiency.*

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## **INTRODUCTION**

English as a Foreign Language (EFL) education has become a key priority within Indonesia's national curriculum. English proficiency is viewed as a strategic necessity to face global challenges, both in the context of higher education and the labour market. In this regard, the role of teachers—as the main facilitators in the learning process—is absolutely crucial. One of the primary factors influencing the success of EFL instruction is the teacher's pedagogical competence, which encompasses their ability to design, implement, and evaluate the learning process effectively.

The primary issue in EFL instruction lies not only in the varying levels of teachers' pedagogical competence, but also in the diverse competencies and motivations of students learning EFL. This is due to many schools still not implementing standardized competency criteria in teacher recruitment, and the absence of placement testing for grouping students by proficiency. Consequently, it remains unclear whether student achievement in EFL stems from the teachers' pedagogical competence or from the students' own competence and motivation. The urgency of this study lies in identifying the strategies and underlying factors that contribute to successful EFL instruction.

Pedagogical competence not only reflects a teacher's knowledge of learning theories, but also their skill in contextually applying those theories in accordance with students' characteristics. In integrated Islamic school settings—such as SMP IT Insan Cendekia Indonesia—the challenges of teaching English become more complex due to the integration of Islamic values alongside the national curriculum. Therefore, it is essential to investigate the extent to which teachers' pedagogical competence can influence students' achievement in EFL, particularly within the context of modern Islamic educational institutions.

SMP IT Insan Cendekia Indonesia, an Integrated Islamic Junior High School located at Jalan Datuk Kabu No. 3 in Medan, is accredited at level B and implements the 2013 curriculum (K-13) across grades VII, VIII, and IX. The school comprises 93 students, who were surveyed using a questionnaire. The initial determination of respondent count followed Abubakar (2021:64). If the population is fewer than 100, it is better to include them all; if it exceeds 100, sample 10–15 % or 20–25 %.

Analysis of the distributed questionnaire revealed that teachers' pedagogical competence indicators averaged 70.96 %, classified as "high." In contrast, students' learning outcomes in English were relatively low, averaging only 40 %. From these data, it may be inferred that teachers' pedagogical competence appears to have a negative effect on student achievement in English—contrary to (Ayu Dewi Novitasari & Shofwan (2024), who found the influence of pedagogical competence on critical thinking skills, with a coefficient of determination of 0.249, indicating that educators can positively influence students' critical thinking abilities by 24.9% meaning a positive influence on students in creating a competitive generation.

Drawing from this background, the principal research questions are a. what is the level of EFL teachers' pedagogical competence at SMP IT Insan Cendekia Indonesia? b. to what extent does this competence affect students' academic achievement in English? c. what factors facilitate or hinder the effectiveness of teachers' pedagogical competence in the context of EFL instruction? Accordingly, the aims of this study are twofold: to examine the influence of teachers' pedagogical competence on students' success in EFL learning at SMP IT Insan Cendekia Indonesia, and to provide recommendations that assist the school in formulating policies to foster both teacher development and student achievement in English.

Based on this rationale, the researcher is interested in conducting a study titled "Teachers' Pedagogical Competence Toward Students' Achievement in Studying EFL at SMP IT Insan Cendekia Indonesia."

## RESEARCH METHODS

This study aims to examine the relationship between teachers' pedagogical competence as the independent variable (X) and students' learning outcomes as the dependent variable (Y) at SMP IT Insan Cendekia Indonesia. A quantitative approach was employed, utilizing proportionate stratified random sampling to select the student sample. Data were gathered through questionnaires and documentation, then analyzed using descriptive percentage analysis, instrument testing, and hypothesis testing.

The findings will provide a clear depiction of the relationship between pedagogical competence and student achievement, thereby supporting the conclusions derived from the study. A sample of 93 students was drawn from a total population. Data processing was conducted to assess the influence of teachers' pedagogical competence on students' learning outcomes. Student achievement was measured via their midterm examination scores in English, while teachers' pedagogical competence was evaluated using a Likert-scale questionnaire administered directly to students. The data analysis was performed using SPSS Version 25 for Windows. This quantitative approach is intended to yield deeper insights into the relationship between teachers' pedagogical competence and student learning outcomes in the context of English instruction at SMP IT Insan Cendekia Indonesia.

## RESULT AND DISCUSSION

At the beginning of the research on teachers' pedagogical competence toward students' achievement in studying EFL, the researcher found out the teachers' English proficiency through TOEFL ITP.

**Table 1.** Teachers' English Proficiency

NO.	ENGLISH TEACHER	CONVERSION SCORE			TOEFL SCORE PREDICTION	REMARKS
		LISTENING	TWE	READING		
1	Teacher A	530	560	540	543	Very good
2	Teacher B	560	570	540	557	Very good

Based on the result of ITP TOEFL tes above, it shows teacher A and teacher B had TOEFL score 543 and 557. These scores indicate that all EFL teachers in SMP IT Insan Cendekia Indonesia had very good English Proficiency level in listening, structure and reading.

The next step, a descriptive percentage analysis was conducted based on the questionnaires distributed on teachers' pedagogical competence, calculated as the percentage of the total scores from all respondents across seven indicators. Students' learning outcomes were taken from their Mid-Term Examination scores, as presented in the following table:

**Table 2.** Summary of Percentage Data for the Variable: Teachers' Pedagogical Competence

NO.	ITEMS	ACTUAL SCORE	IDEAL SCORE	%OF ACTUAL SCORE	REMARKS
1	Understanding educational insight or foundational pedagogy.	926	1065	86,95%	Very good
2	“Understanding of learners	890	1065	83,57%	Very good
3	Lesson Planning	870	1065	81,69%	Very good
4	Implementation of Educative and Dialogical Instruction	890	1065	83,57%	Very good
5	Utilization of Educational Technology	893	1065	83,85%	Very good
6	Evaluation of Learning Outcomes	870	1065	81,69%	Very good
7	Development of Learners to Actualize Their Various Potentials	880	1065	82,63%	Very good
<b>Total</b>		<b>6219</b>	<b>7455</b>	<b>82,63%</b>	<b>Very good</b>

Based on Table 2, the actual percentage score for the variable teachers' pedagogical competence is 82.63%, falling into the “very good” category according to (Abubakar, (2021): 53).

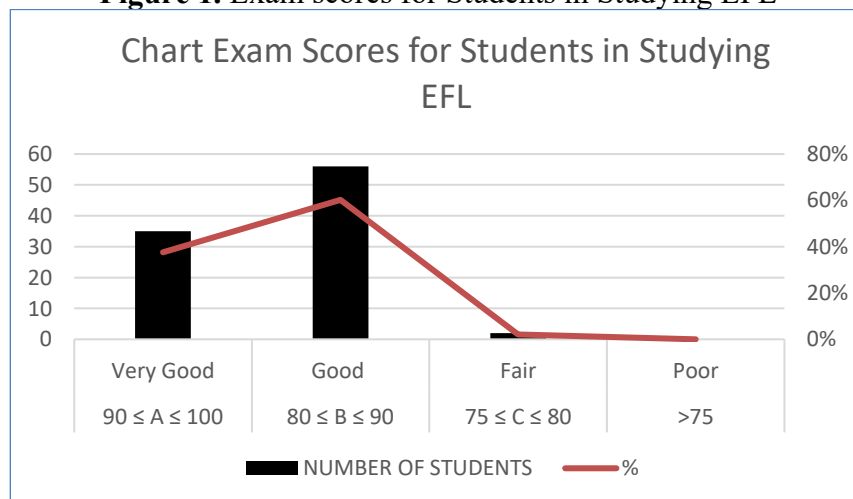
**Table 3.** Mid-Term Exam Scores for Students in Studying EFL at SMP IT Insan Cendekia Indonesia, Academic Year 2024/2025

INTERVAL SCORE	PREDICATE	NUMBER OF STUDENTS	%
$90 \leq A \leq 100$	Very Good	35	38%
$80 \leq B \leq 90$	Good	56	60%
$75 \leq C \leq 80$	Fair	2	2%
$>75$	Poor	0	0%

<b>TOTAL</b>	<b>93</b>	<b>100%</b>
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The following chart shows learning outcome for students in studying EFL in SMP IT Insan Cendekia Indonesia. The chart shows that 98% EFL leaning outcome are dominated in range good and very good. It is shown that 38% students achieved very good score and 60% students achieved good score in studying EFL. Meanwhile there are only 2% students achieved fair score.

**Figure 1.** Exam scores for Students in Studying EFL



The validity test for the teachers' pedagogical competence instrument yielded a critical r-table value of 0.244, while the computed r values ranged from 0.382 to 0.703, all exceeding the threshold, indicating the instrument is valid.

Reliability analysis showed a Cronbach's Alpha of 0.870, surpassing the commonly accepted minimum of 0.60—firmly categorizing the instrument as reliable.

From the simple linear regression model, the intercept (constant) is 59.055, meaning that when the teacher's pedagogical competence is 0, the predicted student learning outcome at SMP IT Insan Cendekia Indonesia would still be 59.055 (i.e.,  $Y = 59.055 + 0.325 \times 0$ ). The regression coefficient ( $\beta$ ) of 0.325 indicates that for each one-unit increase in pedagogical competence, the student's learning outcome increases by 0.325 units. This model was derived via simple linear regression analysis, where the intercept represents the expected value of Y when  $X = 0$ .

Student learning outcomes in the EFL subject at SMP IT Insan Cendekia Indonesia showed a value of 0.325 units, as indicated by a coefficient value of 0.325. This suggests that the teacher's pedagogical competence increased by 0.325 for each item. Based on the Pearson product-moment correlation analysis, it was found that the variable of teacher pedagogical competence contributed to student learning outcomes in the EFL subject at SMP IT Insan Cendekia Indonesia, as indicated by a significance value of 0.000, which is lower than the threshold of 0.05.

The correlation between the teacher's pedagogical competence and student learning outcomes in the EFL subject at SMP IT Insan Cendekia Indonesia falls within the range of 0.400 to 0.599, categorized as moderate, with a Pearson correlation coefficient of 0.582, which is positive. Therefore, it can be concluded that there is a moderate relationship between teacher pedagogical competence and student learning outcomes in the EFL subject at SMP IT Insan Cendekia Indonesia.

Furthermore, the coefficient of determination revealed a value of 33.9 percent. This indicates that 66.1 percent of student learning outcomes are influenced by other factors, while the teacher's pedagogical competence accounts for 33.9 percent of the variance in student achievement. The results of the t-test also demonstrate that the pedagogical competence variable

has a significant and positive effect on student learning outcomes in the EFL expertise program at SMP IT Insan Cendekia Indonesia, with a significance value of 0.000. Therefore, the hypothesis proposed in this study is accepted.

These findings are consistent with the theory proposed by Richardson (2021: 33), which states that a teacher's pedagogical competence influences student learning outcomes through well-developed lesson planning, mastery of instructional technology, and the ability to analyse student learning outcomes. These results are also in line with the research conducted by (Rusdiono et al., (2021), which found a significant positive relationship between teacher pedagogical competence and student achievement. Additionally, research conducted by (Cedefop (2024) also supports the presence of a significant positive correlation between pedagogical competence and learning outcomes.

Thus, this study confirms the proposed hypothesis that teacher pedagogical competence has a positive and significant influence on student learning outcomes in the EFL subject at SMP IT Insan Cendekia Indonesia.

## CONCLUSION

The pedagogical competence of English teachers at SMP IT Insan Cendekia Indonesia is excellent, and as a result, students' learning outcomes in the EFL subject are also outstanding. No student received a score below the predetermined minimum passing grade. This conclusion is based on data analysis and discussions presented in the previous chapter, which examined the influence of teachers' pedagogical competence on student learning outcomes. In summary, the higher the teacher's pedagogical competence, the higher the students' academic achievement.

The recommendations provided by the researcher are highly relevant and beneficial to all related parties. For schools, there should be a strong focus on improving the quality of education in order to nurture a generation of excellence. For teachers, it is important to enhance pedagogical competence, particularly in assessing learning outcomes, to support continuous student development. Students, on their part, must actively engage in the learning process with sincerity and dedication. Future researchers are encouraged to expand this study by including additional variables such as personality competence, social competence, and professional competence, as these may contribute significantly to a deeper understanding of the factors influencing student learning outcomes.

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