

Analysis of The Effect of Schoology Implementation, Work Motivation and Pedagogic Competence on SMA/SMK Teacher's Performance of Catholic Religious Education in Kubu Raya Regency

Carolina Lala
Universitas Negeri Semarang, Indonesia
onalala09@gmail.com

YL. Sukestiyarno
Universitas Negeri Semarang, Indonesia
sukestiyarno@gmail.com

Rer.Nat.Wahyu Hardyanto
Universitas Negeri Semarang, Indonesia
hardy@mail.unnes.ac.id

SuwitoEko Pramono
Universitas Negeri Semarang, Indonesia
suwitoeop@mail.unnes.ac.id

Abstract--This study aims to analyze the effect of schoology implementation, work motivation and pedagogic competence on the performance of Catholic religious education teachers in Kubu Raya Regency. The method used in this study was an explanatory method, which is a study that intends to explain one variable to another. Data collection was done through questionnaires to 51 Catholic religious education teachers in the Kubu Raya regency, West Kalimantan. The research data were analyzed using multiple linear regression analysis. The results of the determination coefficient analysis concluded that the influence of schoology implementation, work motivation and pedagogic competence on the performance of Catholic religious education teachers in Kubu Raya regency was 92.8%. Apart from being influenced by the schoology implementation, work motivation and pedagogic competence, teacher performance may be influenced by other variables. Other variables include the leadership style of the principal, education and training and the amount of salary. The test results simultaneously and partially can be concluded that the variables of schoology implementation, work motivation and pedagogic competence have a significant effect on the performance of Catholic religious education teachers in Kubu Raya Regency. These findings serve as input for school administrators to explore the motivation and pedagogic competence of Catholic religious education teachers, especially during the selection process, providing resources, technical resources that can be used to support teacher performance in schools. All of these are ways of helping Catholic religious education teachers in schools so that they can influence students, according to the expectations of the Church, school, parents, state and society.

Keywords: Performance, Pedagogic Competence, Work Motivation, Schoology

I. INTRODUCTION

Quality education is one of the requirements for realizing the people's welfare of a country. According to Hidayatullah (2018), many

countries do not have adequate natural resources but they can create prosperity for their people. It turns out that the educational factor plays an important role. The quality of education in these countries is really good so that it produces good quality human resources. In Indonesia, education is also experiencing growth. There are many regulations in the form of laws and ministerial regulations, which regulate and oversee the education process produced by the government in order to develop the quality of education.

Act Number 20 of 2003 concerning the National Education System, especially in article 1 paragraph 1, mandates that education is a conscious and planned effort to create a learning atmosphere and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills possessed by themselves, society, nation and country. One of the fundamental factors determining the achievement of the national education goals mandated by the law is teacher. Teachers become an important and strategic component in supporting the quality of education, especially through their performance. However, teacher performance is not the only one. There are many other factors that also influence the teachers' role in achieving educational goals, such as motivation, competence, commitment, government support, job security, technological advances, and other factors from inside and outside the characters of each teacher.

Teacher performance is the work achievement of teachers in making lesson plans, implementing learning, mastering learning theory and learning principles that educate students, and making learning administration. The ideal teacher performance is a high-performance teacher who has competence such as knowledge, skills, and behavior that must be possessed and mastered by teachers in

carrying out their professionalism. Teacher performance will be further enhanced by the work motivation from the teacher.

Stephen P. Robbins (2006: 206) states that one of the factors that can affect performance is motivation. Robbins, then, defines motivation as follows: "Motivation is the willingness to do some thing, and is conditioned by his action's ability to satisfy some need for the individual."

Ander and Butsin (1982: 149 in Mulyasa 2003: 137) say that performance is the result of the interaction between motivation and ability. People who have high abilities but low motivation will produce low performance as well. Likewise, people who have high motivation will produce high performance.

According to Act Number 14 of 2005 on the Act of teachers and lecturers, it is said that teachers are required to have academic qualifications, certification of educators, are physically and mentally healthy and have the ability to realize the goals of national education. Competencies that must be possessed by teachers are pedagogic competence, personality competence, social competence and professional competence. Pedagogic Competence is one of the competencies that must be required for a teacher. Pedagogic competence consists of: (1) mastering the students' characteristics; (2) mastering learning theory and teaching learning principles; (3) curriculum development; (4) educational learning activities; (5) developing the students' potential; (6) communication with students and (7) assessment and evaluation. Mastering these four competencies is a very important element for teachers that has functions to form effective teacher performance. This is based on T.R. Mithcell (1978) who states that $\text{Performance} = \text{Motivation} \times \text{ability}$. This formula shows that motivation and competence (knowledge and skills) are elements that function to shape teacher performance in carrying out their duties as teachers (Depdiknas, 2008: 37)

The use of modern tools for learning is one of the alternative solutions for student learning in the disruption era and during the current pandemic. Murni's Research (2016) shows that the use of *schoolology*-based e-learning has a positive effect on student achievement. The effectiveness of using *schoolology* as a means of modern learning is also supported by teacher motivation and competence. Teachers who have strong motivation and adequate competence will use *schoolology* as a learning tool that stimulates students' interest in learning and broadens their knowledge. Research by Fitrianiingsih, et al (2020) proves that teacher competence plays an important and influential role in the use of *schoolology* as a learning medium for students. Meanwhile, Supratman and Purwaningtias' research (2018) confirms that the use of *schoolology* as a learning medium has a positive effect on student learning motivation and teacher teaching motivation.

Catholic religious education teachers in senior high/vocational school (SMA/SMK) in Kubu Raya regency are actually familiar with the use of technology media in the learning process, especially *schoolology*, although it is not evenly distributed and some teachers still use it at a simple level. This is due to the different conditions of the place where the teachers work, such as those who work in urban, suburban and rural areas. In addition, there are several Catholic religious education teachers whose performance has not been optimal, according to an interview with one of the parish priests. There are even Catholic religious education teachers who have not been able to present themselves as role models in schools, in accordance with the noble mission they have received both for fellow teachers and for students.

The general objective of this study is to find out the effect of *schoolology* implementation, work motivation and pedagogic competence on the performance of SMA/SMK Catholic religious education teachers in Kubu Raya Regency.

The specific objectives are: (1) to analyze the effect of *schoolology* implementation on the performance of SMA/SMK Catholic religious education teachers in Kubu Raya Regency. (2) to analyze the effect of work motivation on the performance of SMA/SMK Catholic religious education teachers in Kubu Raya Regency (3) to analyze how much the effect of pedagogical competence has on the performance of SMA/SMK Catholic religious education teachers in Kubu Raya Regency (4) to analyze how much the effect of *schoolology* implementation and work motivation on the performance of SMA/SMK Catholic religious education teachers in Kubu Regency (5) to analyze how much the effect of *schoolology* implementation and pedagogic competence on the performance of SMA/SMK Catholic religious education teachers in Kubu Regency (6) to analyze how much effect of work motivation and pedagogic competence on the performance of SMA/SMK Catholic religious education teachers in Kubu Regency (7) to analyze how much the effect of *schoolology* implementation, work motivation and schoolological competence on the performance of SMA/SMK Catholic religious education teachers in Kubu Raya Regency

Looking at the existing reality, the author tries to dig deeper through research: does the use of technology media in learning, especially *schoolology* affect the performance of Catholic religious education teachers, although it is still in general with a limited scope. In addition, do motivation and pedagogical competence, which are the means for applying *schoolology* in the learning process, affect the performance of teachers? This is the problem formulation that will be investigated by the author.

Based on the background, problem formulation and research objectives, framework of thinking and theoretical foundation, the hypotheses

in this study are: (1) there is a positive and significant effect of the *schoolology* implementation on the performance of SMA/SMK Catholic religious education teachers in Kubu Raya regency; (2) there is a positive and significant effect of work motivation on the performance of SMA/SMK Catholic religious education teachers in Kubu Raya regency; (3) there is a positive and significant effect of pedagogic competence on the performance of SMA/SMK Catholic religious education teachers in Kubu Raya regency; (4) there is a positive and significant effect of the *schoolology* implementation and work motivation on the performance of SMA/SMK Catholic religious education teachers in Kubu Raya regency; (5) there is a positive and significant effect of the *schoolology* implementation and pedagogical competence on the performance of SMA/SMK Catholic religious education teachers in Kubu Raya regency; (6) there is a positive and significant effect of work motivation and pedagogical competence on the performance of SMA/SMK Catholic religious education teachers in Kubu Raya regency (7) there is a positive and significant effect of *schoolology*, work motivation and pedagogical competence on the performance of SMA/SMK Catholic religious education teachers in Kubu Raya regency.

II. RESEARCH METHODS

This study used an explanatory method which is a research that intends to explain the effect of one variable on another (Sugiyono 2010: 11). This study would explain the effect of *schoolology* implementation, motivation and pedagogical competence on the performance of Catholic religious education teachers.

The population in this study were 51 SMA/SMK Catholic religious education teachers in Kubu Raya regency. Because the population is less than 100 people, the sample of this study is all existing populations or total sampling.

In this study, there are four variables, consisting of three independent variables and one dependent variable, namely (1) independent variables of *schoolology* implementation (X1), work motivation (X2), pedagogical competence (X3) and dependent variable of Catholic Religious Education teacher's performance (Y).

Data collection in this study used a questionnaire that is Likert scale rule with a score range of 1 to 4 with a score value such as Disagree (Score 1) to Strongly Agree (score 4). According to Sugiyono (2013:72), the Likert scale can be used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena.

Hypothesis testing in this study used multiple regression analysis. Previously, normality, linearity, multicollinearity, heterocadity and significance tests were done (t test and f test) were statistically analyzed using SPSS version 20.

III. RESEARCH RESULTS AND DISCUSSION

Respondent Identity

From the empirical data of respondents, it can be concluded that the majority of the sample is male (58.82%) with the largest distribution in the suburbs of Kubu Raya regency. This is because men who have stronger physical resistance to work in suburban areas with a certain level of difficulty. Quantitatively, the majority of respondents who receive the noble call to become Catholic religious education teachers through catechetical and pastoral education institutions is women. The age of respondents is productive and mature. This can be seen from the majority of the respondents who are at an average age of 40 years old and over (58.82%). The educational background is very adequate, that is, almost all of them are undergraduate level (92.15%). Most of the teaching experiences range from over 10 years (58.82%), meaning that they have sufficient competence in teaching in class and experience in facing difficulties in the field. Most teachers are assigned in the suburbs (49.01%) and the rest were spread in cities and remote areas.

Data Description

1. The results of the analysis requirements test

Before testing the research hypothesis, the analysis requirements test was carried out including normality, linearity, multicollinearity, and heterocedasticity tests. Data normality test used Kolmogorov Smirnov test. Data is normally distributed if the coefficient value of Asymp. Sgat Kolmogorov-Smirnov test output > the specified alpha that is 5% (0.05). The result of the normality test is the significance value of the four variables which is greater than the alpha value (0.05). Based on the analysis results, it can be concluded that the data distribution of each variable is normal.

Linearity test aims to determine whether the independent and dependent variables partially have a significant linear relationship or not. The test in this study used the Test for Linearity at a significance level of 0.05. If the significance value is less than (<) 0.05, it can be said that the two variables have a linear relationship. The test result shows that the relationship between research variables is linear, so that linear regression analysis can be done partially.

A good regression model requires the absence of multicollinearity problems because one impact of multicollinearity is that the effect of each independent variable is difficult to detect. The basis for decision making in the multicollinearity test is carried out in two ways which are by looking at the Tolerance value and the VIF (Variance Inflation Factor) value. If the Tolerance value is greater than or equal to (\geq) 0.10 and VIF is less than (<) 10, it

means that there is no multicollinearity problem. From the test results, it is known that the three independent variables have a Tolerance value greater than (>) 0.1 and a VIF value less than (<) 10.0 which indicate that the data tested from the three independent variables do not have multicollinearity problems.

A good regression model requires no heteroscedasticity problems. This is because heteroscedasticity can cause the estimator to be

inefficient and the determination coefficient can be very high. The result of heteroscedasticity testing shows that there is no heteroscedasticity problem in this research model.

2. Hypothesis Test Results

Hypothesis 1: The Analysis Results of the Effect of Schoology Implementation (X1) on Teacher Performance (Y)

Table 1

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.540	3.448		6.827	.000
	Schoology_Implementasi	.612	.058	.836	10.647	.000

a. Dependent Variable: Teacher_Performance

In table 1, the regression coefficient is 0.612 and a constant is 23.540, so that the regression model is obtained: $Y = 0.612 X_1 + 23.540$ (1)

Equation (1) shows that every one percent change in teacher *schoology* implementation will be followed by a change in teacher performance of 0.612%. The change of better *schoology* implementation will be followed by an increase in better teacher performance, and vice versa that is changes in *schoology* implementation towards a negative

direction will be followed by a decrease in teacher performance.

The regression model was tested for its meaning using the t test. It can be seen from the table that the t_{count} value is 10.647 with a significance value of $0.000 < 0.05$, so that hypothesis 1 is accepted. This means that there is a significant positive effect of *schoological* implication on teacher performance.

Table 2

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.836 ^a	.696	.692	1.763

a. Predictors: (Constant), Schoology_Implementation
b. Dependent Variable: Teacher_Performance

The the determination coefficient value (R square) of *schoology* implementation on teacher performance is 0.696, meaning that changes in teacher performance due to the effect of changes in *schoology* implementation are 69.6%.

Hypothesis 2: The Analysis Results of the Effect of Work Motivation (X2) on Teacher Performance (Y)

Table 3

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.688	3.224		.214	.832
	Motivation	1.002	.054	.935	18.467	.000

a. Dependent Variable: Teacher_Performance

In table 3, it can be seen that the regression coefficient is 1.002 and a constant is 0.688, so that the regression model is obtained: $Y = 1.002 X_2 + 0.688$ (2)

Equation (2) shows that every one percent change in teacher work motivation will be followed by a change in teacher performance of 1.002%. Changes

in teacher work motivation towards the better will also be followed by an increase in better teacher performance, and vice versa. Changes in work motivation towards a negative direction will be followed by a decrease in teacher performance.

The regression model was tested for its meaning using the t test. It can be seen from the

table that the t_{count} value is 18.467 with a significance value of $0.000 < 0.05$, so that hypothesis 2 is accepted, which means that there is a significant

positive effect of work motivation on teacher performance.

Table 4

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.935 ^a	.872	.870	1.138
a. Predictors: (Constant), Motivation				

In table 4 it can be seen that the coefficient of determination value (R square) of work motivation on teacher performance is 0.872, which means that changes in teacher performance due to the effect of work motivation changes are 87.2%.

Hypothesis 3: The Analysis Results of the effect of Pedagogic Competence (X3) on Teacher Performance (Y)

Table 5

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.123	2.660		4.934	.000
	Pedagogic Competence	.782	.044	.930	17.719	.000
a. Dependent Variable: Teacher Performance						

In table 5, it can be seen that the regression coefficient is 0.782 and a constant of 13.123 so that the regression model is obtained: $Y = 0.782 X_3 + 13.123 \dots (3)$
Equation (3) shows that every one percent change in teacher pedagogic competence will be followed by a change in teacher performance of 0.782%. Change in pedagogic competence towards a better direction will be followed by an increase in teacher performance towards a better direction and vice

versa. Changes in pedagogic competence towards a negative direction will be followed by a decrease in teacher performance.

The regression model was tested for its meaning using the t test. It can be seen from the table that the t_{count} value is 17.719 with a significance value of $0.000 < 0.05$, so that hypothesis 3 is accepted, which means that there is a significant positive effect of pedagogic competence on teacher performance.

Table 6

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.930 ^a	.863	.862	1.179
a. Predictors: (Constant), Pedagogic_Competence				

In table 6, it can be seen that the determination coefficient value (R square) of pedagogic competence on teacher performance is 0.863, which means changes in teacher performance due to the effect of changes in pedagogic competence are 86.3%.

Hypothesis 4: The Analysis Results of the Effect of Schoology Implementation (X1) and Work Motivation (X2) on Teacher Performance (Y)

Table 7

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.194	2.849		.770	.445
	Schoology_Implementation	.204	.051	.279	3.986	.000
	Motivation	.771	.075	.719	10.270	.000
a. Dependent Variable: Teacher_Performance						

In table 7, it can be seen that the regression coefficient of the schoology implementation variable

is 0, 204, the regression coefficient of the work motivation variable is 0.771, and the constant value

is 2.192 so that the regression model is obtained: $Y = 0.204 X_1 + 0.771 X_2 + 2.194 \dots$ (3)

The model shows that (1) every increase in schoology implementation score will be followed by an increase in teacher performance of 0.204, if other

variables are considered constant; (2) every increase in work motivation score will be followed by an increase in teacher performance of 0.771, if other variables are considered constant.

Table 8

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	457.103	2	228.551	230.266	.000 ^b
	Residual	47.643	48	.993		
	Total	504.745	50			
a. Dependent Variable: Teacher_Performance						
b. Predictors: (Constant), Motivation, Schoology_Implementation						

The regression model was tested for its meaning using the F test. It can be seen from the table that the F_{count} value is 230.266. Because the significance value <0.05 , it can be concluded that

H_0 is rejected and H_a is accepted, which means that simultaneously there is a positive and significant effect.

Table 9

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.952 ^a	.904	.902	.996
a. Predictors: (Constant), Motivation, Schoology_Implementation				

In table 9, it can be seen that the determination coefficient value of *schoology* implementation (R square) and work motivation on teacher performance is 0.904. This shows that simultaneously the *schoology* implementation and work motivation contributes to performance by

90.4%. For the rest, there are other factors beyond these two variables.

Hypothesis 5: The Analysis Results of the Effect of Schoology Implementation (X1) and Pedagogic Competence (X3) on Teacher Performance (Y)

Table 10

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.150	2.691		4.886	.000
	Schoology_Implementation	.015	.087	.020	.167	.868
	Pedagogic_Competence	.767	.100	.912	7.706	.000
a. Dependent Variable: Teacher_Performance						

In table 10, it can be seen that the regression coefficient of the *schoology* implementation variable is 0.015, the regression coefficient of pedagogic competence variable is 0.767, and the constant value is 13.150 so that the regression model is obtained: $Y = 0.015 X_1 + 0.767 X_3 + 13,150 \dots$ (4)

The model shows that (1) every increase in schoology implementation score will be followed by an increase in teacher performance of 0.015, if the other variables are considered constant; (2) every increase in pedagogic competency score will be followed by an increase in teacher performance of 0.767, if other variables are considered constant.

Table 11

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	436.647	2	218.324	153.890	.000 ^b
	Residual	68.098	48	1.419		
	Total	504.745	50			
a. Dependent Variable: Teacher_Performance						
b. Predictors: (Constant), Pedagogic_Competenece, Schoology_Implementation						

The regression model was tested for its meaning using the F test. It can be seen from the table that the value of F_{count} is 153,890. Because the

significance value is <0.05 , it can be concluded that H_0 is rejected and H_a is accepted, which means that

simultaneously there is a positive and significant effect.

Table 12

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.930 ^a	.863	.859	1.191
a. Predictors: (Constant), Pedagogic_ Competence, Schoology_Implementation				

In table 12 it can be seen that the determination coefficient value (R square) of schoology implementation and pedagogical competence on teacher performance is 0.863. This shows that simultaneously the schoology implementation and pedagogical

competence contributes to performance by 86.3%. For the rest, there are other factors beyond these two variables.

Hypothesis 6: The Analysis Results of the Effect of Work Motivation (X2) and Pedagogic Competence (X3) on Teacher Performance (Y)

Table 13

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.120	2.506		1.245	.219
	Motivation	.555	.086	.517	6.443	.000
	Pedagogic_ Competence	.401	.068	.477	5.941	.000
a. Dependent Variable: Teacher_Performance						

In table 13, it can be seen that the regression coefficient of work motivation variable is 0.555, the regression coefficient of the pedagogic competence variable is 0.401, and the constant value is 3.120 so that the regression model is obtained: $Y = 0.555 X_2 + 0.401 X_3 + 3.120 \dots\dots\dots (5)$

The model shows that (1) every increase in work motivation score will be followed by an increase in teacher performance of 0.555, if the other variables are considered constant; (2) every increase in pedagogic competency score will be followed by an increase in teacher performance of 0.401, if other variables are considered constant.

Table 14

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	468.205	2	234.103	307.525	.000 ^b
	Residual	36.540	48	.761		
	Total	504.745	50			
a. Dependent Variable: Teacher_Performance						
b. Predictors: (Constant), Pedagogic_ Competence, Motivation						

The regression model was tested for its meaning using the F test. It can be seen from the table that the F_{count} value is 307,525. Because the significance value <0.05 , it can be concluded that

H_0 is rejected and H_a is accepted, which means that simultaneously there is a positive and significant effect.

Table 15

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.963 ^a	.926	.925	.872
a. Predictors: (Constant), Pedagogic_ Competence, Motivation				

In table 15 it can be seen that the determination coefficient value (R square) of work motivation and pedagogical competence on teacher performance is 0.925. This shows that simultaneously work motivation and pedagogical competence contribute to performance by 92.5%.

For the rest, there are other factors beyond the two these variables.

Hypothesis 7: The Analysis Results of the Effect of Schoology Implementation (X1), Work Motivation (X2) and Pedagogic Competence (X3) on Teacher Performance (Y)

Table 16

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.149	2.527		1.246	.219
	Motivation	.556	.087	.519	6.406	.000
	Pedagogic Competence	.368	.096	.438	3.820	.000
	Schooly Implementation	.031	.064	.043	.486	.629

a. Dependent Variable: Teacher Performance

In table 16, it can be seen that the regression coefficient of the work motivation variable is 0.556, the regression coefficient of the pedagogic competence variable is 0.368, the regression coefficient of the *schoology* implementation variable is 0.031 and the constant value is 3.149 so that the regression equation is obtained: $Y = 0.31 X_1 + 0.556 X_2 + 0.368 X_3 + 3,149$

The model shows that (1) every increase in the *schoology* implementation variable will be followed

by an increase in teacher performance by 0.31, if the other variables are considered constant; (2) every increase in the work motivation variable will be followed by an increase in teacher performance of 0.556, if other variables are considered constant. (3) every increase in the pedagogic competence variable will be followed by an increase in teacher performance of 0.368, if the other variables are considered constant.

Table 17

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.963 ^a	.926	.923	.880

a. Predictors: (Constant), Schooly_Implementation, Motivation, Pedagogic_Competence

In table 17 it can be seen that the determination coefficient value (R square) of *schoology* implementation, work motivation and pedagogical competence on teacher performance is 0.926. This shows that simultaneously

implementation, work motivation and pedagogical competence contribute to performance by 92.6%. For the rest, there are other factors beyond the variables of *schoology* implementation, work motivation and pedagogic competence (7.4%).

Table 18

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	468.388	3	156.129	201.833	.000 ^b
	Residual	36.357	47	.774		
	Total	504.745	50			

a. Dependent Variable: Teacher Performance
b. Predictors: (Constant), Schooly_Implementation, Motivation, Pedagogic_Competence

In table 18: The effect of *schoology* implementation, work motivation and pedagogic competence on the performance of SMA/SMK Catholic religious education teachers is very significant. This can be seen in the f value of 201.833 with a significance level of 0.000.

The test results of either the classical assumption test or the t and F tests show that the model being tested can be used to interpret the effect of the independent variable on the dependent variable either partially or simultaneously. This means that there is an influence between the independent variables either partially or simultaneously on the dependent variable.

IV. CONCLUSION

Based on the results and discussion, the conclusions can be described as follow:

First, the determination coefficient value (R square) of *schoology* implementation on the performance of SMA/SMK Catholic religious education teachers in Kubu Raya Regency is 0.696, meaning that changes in teacher performance due to the effect of changes in *schoology* implementation are 69.6%.

Second, the determination coefficient value (R square) of work motivation on the performance of SMA/SMK religious education teachers in Kubu Raya Regency is 0.872, which means that changes in teacher performance due to the effect of changes in work motivation are 87.2%.

Third, the determination coefficient value (R square) of pedagogical competence on the performance of SMA/SMK Catholic religious education teachers in Kubu Raya Regency is 0.863, which means that changes in teacher performance

due to the effect of changes in pedagogic competence are 86.3%.

Fourth, the determination coefficient value (R square) of *schoolology* implementation and work motivation on the performance of SMA/SMK Catholic religious education teachers in Kubu Raya Regency is 0.904. This shows that simultaneously the *schoolology* implementation and work motivation contributes to the performance (90.4%). For the rest, there are other factors beyond these two variables.

Fifth, the determination coefficient value of *schoolology* implementation (R square) and pedagogical competence on teacher performance is 0.863. This shows that simultaneously the *schoolology* implementation and pedagogical competence contributes to performance (86.3%) For the rest, there are other factors beyond these two variables.

Sixth, the determination coefficient value (R square) of work motivation and pedagogic competence on teacher performance is 0.925. This shows that simultaneously work motivation and pedagogic competence contribute to performance (92.5%). For the rest, there are other factors beyond these two variables.

Seventh, the analysis results of the determination coefficient (R square) can be concluded that the effect of *schoolology* implementation, work motivation and pedagogic competence variables on the fluctuation of values or variations in the performance variable of SMA/SMK Catholic religious education teachers in Kubu Raya regency is 0.926. R Square 0.926 shows a positive and significant effect simultaneously. *Schoolology* Implementation, Work Motivation and Pedagogical Competence contributes 92.60%. This indicates that the higher the *Schoolology* implementation, Work Motivation and Pedagogical Competence, the better teacher performance, and vice versa.

V. SUGGESTION

The findings of this study conclude that the seven hypotheses proved significant. The highest percentage is the effect of the three variables (*schoolology* implementation, motivation and pedagogic competence of Catholic religious education teachers) on teacher performance in schools. This indicates that the performance of Catholic religious education teachers in schools is really supported by these three things, in addition to other aspects such as the recruitment and selection, awareness of the noble calling as a Catholic religious education teacher and commitment (Wea, 2020).

This finding is also an input for school administrators to seriously explore the motivation and pedagogic competence of Catholic religious education teachers, specifically during selection, to provide adequate technological means so that

teachers can use them as learning media for students, especially *schoolology*. All of these becomes a means of supporting the performance of Catholic religious education teachers in schools, so that it will affect the students' achievement, in accordance with the expectations of the Church, school, parents, state and society.

The limitation of this study is it only focuses on Catholic religious education teachers in Kubu Raya regency. This opens the possibility for further research to be carried out with a broader locus that includes Catholic religious education teachers who serve throughout the province of West Kalimantan. In addition, the independent variable is limited to the implementation of *schoolology*, motivation and pedagogic competence of Catholic religious teachers. Further research can also consider other factors (both internal and external factors of the Catholic Church), which specifically affect the performance of Catholic religious education teachers.

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