

The Effect of Instructor Pedagogic Competency and Learning Motivation on Vocational Skills of Training Participants at BLK Cilegon City

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Abstract. *This study aimed to analyze and determine the effect of instructor pedagogic competence and learning motivation on the vocational skills of trainees at BLK Cilegon City. The population consists of trainees who are members of the heavy equipment engineering profession, including forklift operator vocational training, excavator operator vocational training, and crane operator vocational training, totaling 120 people, with sample numbers of 92 people. The background of this research is due to the instructor's pedagogic competence, learning motivation, and vocational skills that have yet to be evenly distributed to all training participants. Data collection is done by distributing questionnaires, observation, and documentation. The research method uses descriptive analysis with a quantitative approach. The data is then processed using the SPSS-25 application. The study results show that: 1) the instructor's pedagogical competence has a very significantly affects the trainees' vocational skills. 2) learning motivation has a very significantly affects the trainees' vocational skills. 3) the instructor's pedagogical competence and learning motivation simultaneously has a very significantly affects the trainees' vocational skills at BLK Cilegon City.*

Keywords : *Instructor Pedagogic Competence; Learning Motivation; Vocational Skills*

Abstrak. *Tujuan penelitian ini adalah untuk menganalisis dan mengetahui pengaruh kompetensi pedagogik instruktur dan motivasi belajar terhadap kecakapan vokasional peserta pelatihan di BLK Kota Cilegon. Populasi terdiri dari peserta pelatihan yang tergabung dalam kejuruan teknik alat berat meliputi kejuruan operator forklift, kejuruan operator excavator dan kejuruan operator crane yang berjumlah 120 orang, dengan besar sampel sebanyak 92 orang. Adapun latar belakang penelitian ini yaitu dikarenakan kompetensi pedagogik instruktur dan motivasi belajar serta kecakapan vokasional yang belum merata ke semua peserta pelatihan. Pengumpulan data dilakukan dengan menyebarkan kuesioner atau angket, observasi dan dokumentasi. Metode penelitian menggunakan analisis deskriptif dengan pendekatan kuantitatif. Data kemudian diolah dengan menggunakan aplikasi SPSS-25. Hasil penelitian menunjukkan bahwa: 1) kompetensi pedagogik instruktur berpengaruh sangat signifikan terhadap kecakapan vokasional peserta pelatihan. 2) motivasi belajar berpengaruh sangat signifikan terhadap kecakapan vokasional peserta pelatihan. 3) kompetensi pedagogik instruktur dan motivasi belajar secara simultan berpengaruh sangat signifikan terhadap kecakapan vokasional peserta pelatihan di BLK Kota Cilegon.*

Kata Kunci : *Kompetensi Pedagogik Instruktur; Motivasi Belajar; Kecakapan Vokasional*

PRELIMINARY

Education is something that is important for a person because through education a person can develop his potential. This is in line with the needs of science and technology today where quality human resources are needed to keep up with developments that are always changing. The changes that occur, especially changes in science and technology that occur quickly, need to be balanced

properly. Rizka, et al stated that non-formal education is an alternative as a fulfillment for people who do not get opportunities in formal education such as children who have dropped out of school or graduates of formal education to improve their education so that they have various skills (Rosita & Rizka, 2021). Having a skill is an opportunity to be able to compete in getting a job or entrepreneurship.

One of the non-formal education programs in improving one's skills is a training program. This training is organized for people who really need additional knowledge, skills and life skills so that they can develop themselves, improve skills, increase knowledge and professional development so that they can prepare themselves for the world of work. The lack of jobs and the difficulty of getting a decent job makes training an opportunity to make it easier to find a job that fits market needs or becomes a provision for entrepreneurship.

Instructor pedagogical competence and learning motivation have a role in increasing the vocational skills of an individual in participating in a training. If the instructor's pedagogical competence is qualified and competent but is not supported by learning motivation that exists within a person, it will affect the increase in vocational skills. Conversely, if a person's motivation to learn is high but is not supported by the pedagogic competence of qualified instructors, it will also affect the improvement of his vocational skills. So that it is necessary to have a balance between the instructor's pedagogical competence and learning motivation which will shape an individual's vocational skills in participating in a training.

This training can be carried out by private or government institutions to provide access to the whole community so that they can improve their skills and abilities within themselves. One of the institutions formed by the government in collaboration with private institutions is by creating a training institution called the Vocational Training Center or abbreviated as BLK. In 2022 the BLK Cilegon City opened a vocational training program for the community which was divided into 4 waves with various training courses opened including public speaking training, sewing training, automotive training, culinary training, drafter training, hairdressing training, bridal makeup training, security training, electrical automation training, welding training, forklift operator training, excavator operator training, crane operator training or others.

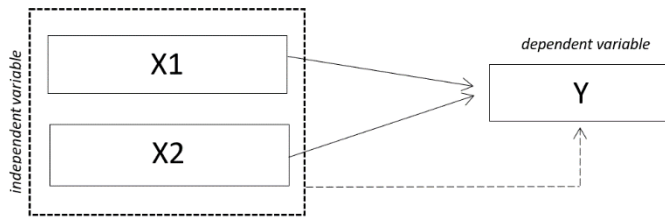
The people who attended the training were mostly unskilled in an area of expertise, so they attended the training with the hope that they could improve their skills and abilities which they could immediately use after completing the training, namely as a provision for finding decent jobs or entrepreneurship. Thus, instructor competence, especially pedagogical competence and learning motivation, is the key to the success of the training participants in increasing vocational skills in participating training at BLK Cilegon City.

Seeing this phenomenon made researchers interested in conducting research on " The Effect of Instructor Pedagogic Competency and Learning Motivation on Vocational Skills of Training Participants at BLK Cilegon City". Aims to determine the effect of instructor pedagogical competence and learning motivation on the vocational skills of trainees.

RESEARCH METHODS

This study uses a descriptive method with a quantitative approach. Instructor pedagogic competence (X1) and learning motivation (X2) as independent variables and vocational skills (Y) as the dependent variable. This research is located at the Vocational Training Center (BLK) Cilegon City. The population is training participants who are members of the heavy equipment engineering profession including forklift operator training, excavator operator training and crane operator training with a total of 120 people. The samples obtained using the Slovin formula were 92 people. Data collection technique by distributing questionnaires to training participants via the g-form link. As for each instrument item used in this questionnaire using a Likert scale model with 5 answer choices.

The research framework is described as follows:



Information:

X1 : Instructor Pedagogic Competence

X2 : Learning Motivation

Y : Vocational Skills



: The effect of each variable independent to the dependent variable



: The effect of the independent variable simultaneously on the dependent variable

RESULTS AND DISCUSSION

a. Instructor Pedagogic Competence

Pedagogic competence is often said to be a skill in managing learning including readiness in teaching which is shown how in the ability to master knowledge and teaching skills (Wibowo, A., & Hamrin, 2017:110). The competency standards of an instructor consist of: pedagogical competency, personal competence and social competence as well as professional competence (Permendikbud No. 90 Tahun 2014 Tentang Standar Kualifikasi Dan Kompetensi Instruktur Pada Kursus Dan Pelatihan).

Table 1. Achievement Level of Instructor Pedagogic Competence Indicator (X1)

| No | Indicator | Achievements | Percent |
|----------------|---|--------------|---------------|
| 1 | Understanding the characteristics of students | 8,29 | 82.93% |
| 2 | Mastering learning theory and learning principles of courses and training | 8,41 | 84.13% |
| 3 | Mastering the concepts, principles and procedures for curriculum development or expertise in courses and training | 8.33 | 83.37% |
| 4 | Mastering the theory, principles and learning strategies | 9.57 | 63.8% |
| 5 | Creating active, interactive, communicative, effective and fun learning situations as well as effective student learning guidance | 11,6 | 77.2% |
| 6 | Mastering the use of media, information and communication technology and reflection actions to improve the quality of learning | 10,8 | 72.2% |
| 7 | Mastering the concepts, principles and strategies of learning assessment | 12.53 | 83.55% |
| 8 | Understand the process and results as well as the impact of courses and training on students | 8,5 | 85% |
| Average | | 9.75 | 79.02% |

From the results of the table above, it was found that the lowest indicator achievement was in the indicator of mastering the theory, principles and learning strategies, namely 63.8%. The highest indicator is the indicator of understanding the process and results as well as the

impact of courses and training on students, which is 85%. If seen as a whole the instructor's pedagogic competency variable is 79.02%. So it can be said that mastery of good pedagogic competence will affect optimal learning outcomes. Pedagogic competence itself describes how an instructor in carrying out learning, understands the characteristics of students, masters learning theory, strategies and principles of courses and training, curriculum development and is able to use evaluation as an improvement in the quality of learning.

Table 2. T test results

| Coefficients ^a | | | | | | | | |
|---------------------------|---------------------------------|-----------------------------|------------|---------------------------|-------|----------------|----------------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | | |
| | | B | std. Error | Betas | | 0.05 (t-table) | 0.01 (t-table) | |
| 1 | (Constant) | 7,199 | 4,613 | | 1,561 | | | .122 |
| | Instructor Pedagogic Competence | .353 | .069 | .474 | 5,091 | 1,986 | 3,184 | .000 |
| | Learning Motivation | .291 | .073 | .372 | 3,998 | 1,986 | 3,184 | .000 |

a. Dependent Variable: Vocational Skills (Y)

The results of the t-test with SPSS-25 software were obtained as follows: the t-count value of 5.091 was conditioned by the t-table value at a significance level of 0.01 which was obtained at 3.184 so that (5.091 > 3.184) and sig (0.000 < 0.01). It can be concluded that there is a very significant influence between the instructor's pedagogic competence on the vocational skills of the trainees at BLK Cilegon City.

The low pedagogic competence of educators indicates that the educator is not professional (Syahrial et al., 2019). The instructor's ability to actualize these pedagogic competency values will determine the formation of the vocational skills of the trainees. Thus, the pedagogic competence possessed by an instructor will give the best results in increasing the vocational skills of the trainees.

b. Learning Motivation

Learning motivation is a driving force within or outside a person to carry out a learning activity so that they are enthusiastic about learning (Monika & Adman, 2017). Someone who has motivation will be directed towards the path of his life and try to leave all things that are not good in himself in order to achieve the expected goals (Juliya & Herlambang, 2021).

Table 3. Achievement Level of Learning Motivation Indicator (X2)

| No | Indicator | Achievements | Percent |
|----|--|--------------|---------------|
| 1 | There is passion and desire to succeed | 14 | 93.3% |
| 2 | There is a drive and need for learning | 16,9 | 84.6% |
| 3 | There are hopes and aspirations for the future | 13.67 | 91.16% |
| 4 | There is an appreciation in learning | 8.02 | 80.22% |
| 5 | There is an interesting desire to learn | 13,12 | 87.46% |
| 6 | The existence of a conducive learning situation, allowing students to learn well | 21 | 84% |
| | Average | 14.45 | 86.79% |

From the results of the table above, it is found that the lowest indicator achievement is the indicator of appreciation in learning, which is equal to 80.22%. The highest indicator is the indicator of passion and desire to succeed, which is 93.3%. If seen as a whole the learning motivation variable is 86.79%. Learning Motivation becomes an influence in carrying out training activities, because with high learning motivation it will encourage an individual to achieve the expected goals, namely in this case, increasing vocational skills.

Table 4. T test results

| Coefficients ^a | | | | | | | | |
|---------------------------|---------------------------------|-----------------------------|------------|---------------------------|-------|----------------|----------------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | | |
| | | B | std. Error | Betas | | 0.05 (t-table) | 0.01 (t-table) | |
| 1 | (Constant) | 7,199 | 4,613 | | 1,561 | | | .122 |
| | Instructor Pedagogic Competence | .353 | .069 | .474 | 5,091 | 1,986 | 3,184 | .000 |
| | Learning Motivation | .291 | .073 | .372 | 3,998 | 1,986 | 3,184 | .000 |

a. Dependent Variable: Vocational Skills (Y)

The results of the T-test with SPSS-25 software were obtained as follows: the t-count value of 3.998 was conditioned by the t-table value at a significance level of 0.01 which was obtained at 3.184 so that (3.998 > 3.184) and sig (0.000 < 0.01). It can be concluded that there is a very significant influence between learning motivation on the vocational skills of trainees at BLK Cilegon City.

The higher one's motivation, the more effort will be made to achieve success in learning (Pratama et al., 2019). Thus, the greater the learning motivation a person has in participating in training, the more expected results will be in his vocational skills. So that it can be said that the variable of learning motivation is the encouragement of the training participants in carrying out learning to increase vocational skills to the fullest.

c. Vocational Skills

Vocational skills are a form of specific skills which lead to an individual's ability to work or produce a work (Chotim et al., 2016). Vocational skills are carried out by placing more emphasis on psychomotor skills so that they can be immediately applied in everyday life for changes in a better direction.

Table 5. Achievement Level of Vocational Skills Indicator (Y)

| No | Indicator | Achievements | Percent |
|----|--|--------------|---------|
| 1 | Get to know the vocational field occupied | 7,15 | 71.52% |
| 2 | Get to know the vocational tools occupied | 4,41 | 88.26% |
| 3 | Have knowledge in how to use the tools on the operator's machine | 4.47 | 89.57% |
| 4 | Knowing how to manage the tools on the operator's machine | 3.74 | 74.8% |
| 5 | Skilled in maintaining work safety | 4,43 | 88.7% |

| | | | |
|----------------|---|-------------|---------------|
| 6 | Skilled in applying the applicable Standard Operating Procedures (SOP). | 4.39 | 87.8% |
| 7 | Skilled in operating machine operators | 8,73 | 87.3% |
| 8 | Skilled in repairing damage to the machine | 8.03 | 80.33% |
| 9 | Skilled in maintaining the machine | 6.97 | 69.79% |
| 10 | Able to move goods from one place to another | 7,64 | 76.41% |
| Average | | 5.99 | 81.44% |

From the results of the table above, it is found that the lowest indicator achievement is the skilled indicator in maintaining machines, namely 69.79%. The highest indicator is the indicator of having knowledge in how to use the tools on the machine operator which is equal to 89.57%. If seen as a whole the variable of vocational skills is 81.44%. Alignment between pedagogic competence and learning motivation in learning activities will maximally influence vocational skills for each individual trainee. Vocational skills themselves include basic skills and special skills, both of which are expected benchmarks of achievement, namely that they can be immediately applied in finding a decent job.

Table 6. F test results

| ANOVAa | | | | | | |
|---|------------|----------------|----|-------------|--------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 5304.367 | 2 | 2652,184 | 70,532 | .000 ^b |
| | residual | 3346622 | 89 | 37,602 | | |
| | Total | 8650989 | 91 | | | |
| a. Dependent Variable: Vocational Skills | | | | | | |
| b. Predictors: (Constant), Learning Motivation, Instructor's Pedagogic Competence | | | | | | |

The results of the F test with SPSS-25 software were obtained as follows: the f-count value was 70.532 and the f-table was 3.10 so that ($70.532 > 3.10$) and the significance value was obtained < 0.01 which is equal to 0.000. It can be concluded that the instructor's pedagogic competence and learning motivation simultaneously have a very significant influence on the vocational skills of the trainees at BLK Cilegon City.

Thus, the instructor's pedagogic competence and learning motivation should always be improved because both have a positive influence on vocational skills. So as to get the results expected by students in participating in the training, namely an increase in vocational skills and getting a decent job.

CONCLUSION

It was concluded that the instructor's pedagogic competence had a very significant effect on the vocational skills of the trainees at BLK Cilegon City, the higher the instructor's pedagogic competence, the higher the vocational skills. Learning motivation also has a very significant effect on the vocational skills of trainees at BLK Cilegon City, the higher the learning motivation, the higher the vocational skills. Instructor pedagogic competence and learning motivation have a very significant simultaneous effect on the vocational skills of trainees at BLK Cilegon City, the higher the instructor's pedagogic competence and learning motivation, the higher the vocational skills.

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