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

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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 Performance = Motivation x 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 schoology-based e-learning has a positive effect on student achievement. The effectiveness of using schoology as a means of modern learning is also supported by teacher motivation and competence. Teachers who have strong motivation and adequate competence will use schoology as a learning tool that stimulates students' interest in learning and broadens their knowledge. Research by Fitrianingsih, et al (2020) proves that teacher competence plays an important and influential role in the use of schoology as a learning medium for students. Meanwhile, Supratman and Purwaningtias’ research (2018) confirms that the use of schoology 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 schoology, 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 schoology 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 schoology 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 schoology 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 schoology implementation and pedagogic competence on the performance of SMA/SMK Catholic religious education teachers in Kubu Raya Regency (6) to analyze how much effect of work motivation and pedagogical competence on the performance of SMA/SMK Catholic religious education teachers in Kubu Regency (7) to analyze how much the effect of schoology 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 schoology 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 schoology 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 schoology 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 pedagogical 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 schoology 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 schoology 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 schoology, 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 schoology 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 schoology 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, heterocedasticity 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. Small value 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 linearity, 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 (≥) 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

| Model | Unstandardized Coefficients | Standardized Coefficients | t | Sig. |
|-------|-----------------------------|---------------------------|---|------|
| 1     | (Constant) 23.540            | 0.612                      | 6.827 | .000 |
| Schoology_Implementasi            | .612              | .836                       | 10.647 | .000 |

In table 1, the regression coefficient is 0.612 and a constant is 23.540, so that the regression model is obtained: 

\[ Y = 0.612X_1 + 23.540 \]  (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 | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|---|----------|-------------------|---------------------------|
| 1     | .836 | .696 | .692 | 1.763 |

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

| Model | Unstandardized Coefficients | Standardized Coefficients | t | Sig. |
|-------|-----------------------------|---------------------------|---|------|
| 1     | (Constant) .688             | .214                      | .832 |
| Motivation | 1.002          | 935                       | 18.467 | .000 |

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: 

\[ Y = 1.002X_2 + 0.688 \]  (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.

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

In table 4 it can be seen that the coefficient of determination value ($R^2$) 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%.

Table 4

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

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: $Y = 0.782 \times X3 + 13.123... (3)$

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.

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

In table 6, it can be seen that the determination coefficient value ($R^2$) 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%.

Table 6

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

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: \( Y = 0.204 \, X_1 + 0.771 \, X_2 + 2.194 \ldots \) (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**

| Model          | Sum of Squares | df | Mean Square | F       | Sig. |
|----------------|----------------|----|-------------|---------|------|
| 1. Regression  | 457.103        | 2  | 228.551     | 230.266 | .000 |
| 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 \( F_{\text{count}} \) value is 230.266. Because the significance value <0.05, it can be concluded that Ho is rejected and Ha is accepted, which means that simultaneously there is a positive and significant effect.

**Table 9**

| Model      | R       | R Square | Adj. R Square | Std. Error of Estimate |
|------------|---------|----------|---------------|------------------------|
| 1          | .952*   | .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**

| Model         | Unstandardized Coefficients | Standardized Coefficients | t    | Sig. |
|---------------|-----------------------------|---------------------------|------|------|
| (Constant)    |                             |                           |      |      |
| 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: \( Y = 0.015 \, X_1 + 0.767 \, X_3 + 13.150 \ldots \) (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**

| Model      | Sum of Squares | df | Mean Square | F       | Sig. |
|------------|----------------|----|-------------|---------|------|
| 1. Regression  | 436.647        | 2  | 218.324     | 153.890 | .000 |
| Residual    | 68.098         | 48 | 1.419       |         |      |
| Total       | 504.745        | 50 |             |         |      |

a. Dependent Variable: Teacher_Performance  
b. Predictors: (Constant), Pedagogic_Competence, 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 \( F_{\text{count}} \) is 153,890. Because the significance value is <0.05, it can be concluded that Ho is rejected and Ha is accepted, which means that
simultaneously there is a positive and significant effect.

Table 12

| Model | R    | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|------|----------|-------------------|---------------------------|
| 1     | .930 | .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

| Model | Unstandardized Coefficients | Standardized Coefficients | t     | Sig.  |
|-------|-----------------------------|---------------------------|-------|-------|
| (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 X2 + 0.401 X3 + 3.120 ……… (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

| Model | Sum of Squares | df | Mean Square | F     | Sig.  |
|-------|----------------|----|-------------|-------|-------|
| Regression | 468.205 | 2  | 234.103 | 307.525 | .000* |
| 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 Ho is rejected and Ha is accepted, which means that simultaneously there is a positive and significant effect.

Table 15

| Model | R    | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|------|----------|-------------------|---------------------------|
| 1     | .963 | .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)**
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.

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%).

In table 18: The effect of schoology implementation, work motivation and pedagogical 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 schoology 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 schoology 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 schoology implementation (R square) and pedagogical competence on teacher performance is 0.863. This shows that simultaneously the schoology 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 schoology 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. Schoology Implementation, Work Motivation and Pedagogical Competence contributes 92.60%. This indicates that the higher the Schoology 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 (schoology 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 schoology. 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 schoology, 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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