

The Influence of Teachers' Emotional Skills and the Application of Pedagogical Skills on Teachers' Teaching Competence

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Abstract

This article explores the impact of teachers' emotional skills and the application of pedagogical skills on their teaching competence. This study aims to determine the extent to which both factors contribute to teachers' basic teaching abilities. The method used is a survey with quantitative analysis, involving a number of teachers from various educational institutions. The results of the study indicate that emotional skills contribute significantly to teacher competence, with an influence of 9%, while the application of pedagogical skills contributes 6%. Overall, both factors contribute 14% to teaching ability, while the rest is influenced by other factors. These findings emphasize the importance of developing emotional skills, such as empathetic communication and sensitivity to student characteristics, as well as the application of effective pedagogical strategies. This study recommends that teacher training programs focus on improving emotional and pedagogical skills to optimize teaching competence.

1. Introduction

The background of this study emphasizes the importance of teacher emotional skills and the application of pedagogical skills to teacher teaching competencies that will later create a conducive learning environment. In the midst of the complexity of today's education world, teachers are not only required to convey material, but also to understand and manage their own emotions and students' emotions. Emotional skills are considered a crucial element that can influence student learning motivation, so they need to be studied further.

The literature review shows that a number of previous studies indicate a positive relationship between teacher emotional skills and student learning motivation. The theory of emotional intelligence, as explained by Goleman (2010), emphasizes that teachers' ability to recognize and regulate emotions can create a better and more positive classroom atmosphere, and can increase student engagement. This is the basis for the problems to be solved in this study.

The significance of this study lies in the context of thinking for understanding how emotional aspects in teaching can affect student motivation. When teachers are able to maintain calm and confidence in the teacher, it will have a positive impact on students, it makes students feel more comfortable to learn and actively participate in the classroom (Lestari & Yasir, 2020). By finding this relationship, it is expected to provide new insights for curriculum developers and teacher training programs. The justification for publishing this study focuses on the need to improve the quality of education through the development of teachers' emotional skills, which are often under-recognized in training programs. The hypothesis proposed in this study is that teachers' emotional skills have a significant positive influence on students' learning motivation. Therefore, the purpose of this study is to explore and analyze the influence of teachers' emotional skills on students' learning motivation, as well as to provide recommendations for emotional skills training in the context of education. Thus, the results of the study are expected to provide a positive contribution to improving the quality of learning.

2. Method

In R. Sutanto's (2022) study entitled Analysis of emotional support and application of pedagogical competency models to basic teaching skills, the study used a quantitative approach

with a correlation method. And as respondents were 100 teachers from 10 schools in West Jakarta City. The data collection used was a questionnaire carried out by distributing the platform online with a saturated sampling technique where the entire population was used as a sample in the study.

Furthermore, the author developed 3 instruments used to measure the variables of emotional support, pedagogical competence and basic teaching skills that have been tested for validity and reliability so that they are suitable for use in data collection. The author utilized a research instrument using a Likert model scale with four answer choices to measure the frequency of behavior, namely always, often, rarely, never. Then the data was analyzed using simple linear regression analysis techniques and multiple linear regression.

3. Results and Discussion

The results of the study include, the first is how teachers apply their pedagogical competency model which includes the ability to interpret professional spirituality. Spiritual competence is related to efforts to make students have individuals who believe and are devoted to God Almighty (Susanto, Rozali and Agustina, 2019). Spiritual competence refers to immaterial human values (Melda, 2021). A teacher should have sincerity in carrying out his duties as a teacher. Teachers should have a nature that is easy to forgive others, especially those concerning their students making mistakes, teachers also need to have patience and be able to control their anger, always open themselves and maintain their dignity or honor as educators (Junaid & Baharudin, 2020).

The second element is the ability to interpret the vision and mission of an educational organization. Understanding the vision and mission of the organization is the basis for teachers' reference in acting to realize the goals of education.

The third element is the ability to apply competency development strategies in the sense of being able to implement teacher pedagogical competence in learning. The application of these learning strategies includes the teacher's ability to apply learning designs, the teacher's ability in the learning process, the teacher's ability in implementing learning and the teacher's ability to evaluate and carry out learning assessments (Hermawati & Andayani, 2020; Riyana, 2010).

In R. Sutanto's research (2022), the analysis of emotional support and the application of the pedagogical competency model to basic teaching skills can be illustrated in the table below.

Table 1. Multiple Regression Analysis of Emotional Support and Application of the Pedagogical Competence Model on Teachers' Basic Teaching Skills

Model	R	R ²	Adjusted R ²	Sig
1	0.120	0.014	-0.006	0.000

Based on table 1 shows the coefficient of determination (R²) value of 0.014 proving that emotional support and the application of the pedagogical competency model simultaneously contribute 14% to the basic teaching skills of teachers. Then the alternative coefficient of determination value shows negative, which is -0.006, this is indicated because the coefficient of determination value of the dependent variable is small. This means that the contribution of emotional support and the application of the pedagogical competency model simultaneously to the basic teaching skills of teachers is only 14% while 86% is influenced by other factors.

Table 2. Results of the multiple regression significance analysis of Emotional Support and the Application of the Pedagogical Competence Model on Teachers' Basic Teaching Skills

	B	Std. Error	Beta	
(Constant)	24.790	3.401		7.288
Support Social Implementation Design	.199	.216	.093	.922
	.198	.282	.071	.703

Competention Pedagogic

Based on the results of the multiple regression analysis in table 2, it is known that emotional support and the application of learning models contribute positively to basic teaching skills. Furthermore, the multiple regression equation can be written as follows:

$$\hat{Y} = a + b_1X_1 + b_2X_2 = 24,790 + 0,199X_1 + 0,198X_2$$

This equation model implies that the constant value (a) is 24.790. This means that if there is emotional support and the application of the learning model is worth 0, then the basic teaching ability is worth 24.790. And the regression coefficient value of emotional support (b1) is positive, meaning that every increase in emotional support by 1 will increase the basic teaching ability by 0.199, assuming other variables remain constant. Furthermore, the regression coefficient value of the application of the learning model (b2) is positive, meaning that every increase in the application of the pedagogical competency model by 1 will increase the basic teaching ability by 0.198, assuming other variables remain constant. From the results of the study above, it is known that the correlation between teacher emotional support and the application of the pedagogical competency model simultaneously has an effect of 14% on the basic teaching skills of teachers. Basic teaching skills are special abilities or skills to be able to carry out teaching tasks effectively, efficiently and professionally. Basic teaching skills are closely related to several important skills or abilities that must be mastered when teachers carry out their teaching duties. The parts of the teacher's basic teaching skills include the skills of asking questions, the skills of giving reinforcement, the skills of holding variations, the skills of explaining, the skills of opening and closing lessons, the skills of guiding discussions, the ability to manage the class, the skills of using learning media, and the skills of using technology (Amini, 2022; Asniar, Adnan, & Jafar, 2022). The basic teaching skills of teachers are estimated to be able to be developed through several determinant factors, including the teacher's emotional support which is a manifestation of the teacher's emotional intelligence (Susanto & Rachmadtullah, 2019). Penilaian emosi positif terhadap guru berhubungan dengan hasil pendidikan yang positif (Romano, Buonomo, Callea, Fiorilli, & Schenke, 2020).

Furthermore, students who receive emotional support from teachers will have a higher interest in learning, as well as good learning outcomes (Schenke, Ruzek, Lam, Karabenick, & Eccles, 2018). Teacher emotional support can be in the form of teacher competence when communicating using empathy, full of warmth, understanding, and understanding the characteristics of their students. Furthermore, teachers also need to be sensitive to student conditions where teachers are able to understand that each student has their own uniqueness, weaknesses and strengths that need to be known and understood. It would be good if teachers also have the competence to create positive educational interactions.

The results of the study show that teacher emotional support is a type of support that influences students' social skills and academic competence (Ruzek et al., 2016; Yoenanto, 2017). In addition to emotional support, another determinant factor in developing basic teaching skills of teachers is the application of pedagogical competency strategies (Klaassen, 2002). Teachers are expected to have the competence to understand knowledge and teaching materials according to their scientific studies. Furthermore, teachers must also be able to have the competence to interpret the spirituality of their profession by working hard, understanding that the teaching profession is a noble job that contributes to educating the nation's generation so that a selfless soul and sincerity are needed in carrying out the learning process. Teachers must also be able to understand the vision and mission of the work organization as a guideline in working so that they can realize educational goals in accordance with the law. Furthermore, teachers also have the competence to apply their professional development strategies through an understanding of their main tasks and functions as professional educators (Hermawati & Andayani, 2020; Sari & Setiawan, 2020). The results of this study are expected to be used as a reference in developing basic teaching skills of teachers through optimizing teacher competence in providing emotional support to students, as well as teacher competence in implementing appropriate strategies in their pedagogical competence. When teachers are able to provide emotional support and implement pedagogical competence models well, it is certain that it will support the optimization

of basic teaching skills of teachers so that an effective, efficient education process can be realized and educational goals can be met.

4. Conclusion

Based on the results of the study, teachers' basic teaching skills are influenced by two main factors: emotional support and the application of learning models. Separately, emotional support contributes 9%, while the application of pedagogical competency models contributes 6% to basic teaching skills. Overall, both factors contribute 14%, while the rest is influenced by other factors outside this study. These findings can be a guide to improving teachers' basic teaching skills by developing emotional support, which can be done through empathetic communication training, increasing sensitivity to student characteristics, and the ability to create positive educational interactions. In addition, teachers also need to apply pedagogical competency by developing an understanding of the spirituality of the profession, the vision and mission of educational organizations, and competency development strategies. The development of emotional support and the application of pedagogical competency models are expected to optimize teachers' basic teaching skills, which are fundamental skills for an educator.

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