

The Relationship between Professional Competence and Teachers' Pedagogy in Media Literacy with Students' Motivation to Learn Economics during the Covid-19 Pandemic

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Abstract: This research aimed to understand the relationship between teachers' professional and pedagogic competences in media literacy with students' motivation to learn Economics during the Covid-19 pandemic. This correlational research was conducted from April to June 2022. The research samples were 269 students at State High School 1 Ngaglik, Sleman Regency, Special Province of Yogyakarta, Indonesia that were chosen by using purposeful sampling technique. The data collection method used questionnaires. The data were analyzed by using Spearman rank correlation. The results showed that there was a relationship between students' perception of teachers' professional competence in media literacy with students' motivation to learn Economics and there was a relationship between students' perception of teachers' pedagogic competence in media literacy with students' motivation to learn Economics.

Keywords: Professional Competence, Pedagogic Competence, Media Literacy, Learning Motivation

1. Introduction

The final result of learning activities in the classroom is the acquisition of learning outcomes by students. The learning outcomes are teachers' assessment calculations by the end of the learning activities. The aspects that are assessed by the teacher during the students' learning process include three instructional domains, namely cognitive, affective, and psychomotor (Anderson & Krathwohl, 2001). Student outcomes are likely to vary. Good or bad students depend on various students' internal and external factors. One of the external factors is the teacher's presence during their learning process. In general, the lower the level of education, the higher the level of dependence of students on their teachers is. But at all levels of education, ideally the teacher is a motivator for students while studying at school. Many aspects of teacher behaviors and teaching will affect students' learning motivation (Tanveer et al., 2012) and have a positive impact on their learning outcomes (Legault et al., 2006). Students' academic results in learning can be predicted by students' motivation in learning (Stipek, 2002).

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Motivation is a desire or drive within a person to take an action to achieve one or more specific goals (Hoy & Miskel, 1987). In the learning context, motivation is generally seen in the form of certain expressions while students are participating in the learning activities (Tanveer et al., 2012).

Motivation manifests in the commitment, involvement, and fortitude of students to complete their academic tasks (Johnson, 2008). Even though each student may be different in terms of their learning motivation, yet the efforts of teachers in student learning activities are important to do. After all, every teacher wants their students to continue moving forward to achieve the learning goals.

There are many aspects of the teacher that will affect students' learning motivation. One of these aspects is teacher competence. Competence is a characteristic that underlies a person and is related to the effectiveness of an individual's performance in his work (Spencer & Spencer, 1993; Boulter, et al., 2003). A professional, therefore, is someone who is able to apply his knowledge, skills, and experience to do certain jobs to achieve the results set (Trinder, 2008). In the context of teachers, teacher competence is the ability of teachers to carry out their main work in the classroom for carrying out the teaching activities (Abe, 2014; Carreker & Boulware, 2015). The teachers' competencies are obtained through the process of education and training before and during their profession as a teacher. Based on the Law of the Republic of Indonesia Number 14 of 2005, teachers' competencies include personality competencies, pedagogical competencies, social competencies, and professional competencies that will be obtained if following professional education. By having these four teachers' competencies, teachers are expected to support the implementation of good learning. Meanwhile, good learning is learning that encourages students to continue having eagerness to learn throughout their lives.

Learning activities during the Covid-19 pandemic are not easy for teachers to carry out. The impossibility of carrying out face-to-face learning of teachers and students and limited facilities on both sides have an impact on decreasing students' motivation in learning. The state of the learning environment forces teachers and inevitably carries out online learning activities. In this learning, like it or not, teachers need to have good media literacy. In general, media literacy is the skill to access, evaluate, and communicate messages that have been received (Limilia & Aristi, 2019) and have the ability to determine the right choice of media based on its purpose (Darmastuti et al., 2018). This study is intended to investigate whether professional and pedagogical competence in media literacy is related to students' motivation in learning Economics.

2. Theoretical Overview

2.1. Teacher Competencies

Teachers have distinctive characteristics compared to other professions. Therefore, teachers are required to have certain different competencies. From a teaching point of view, teacher competence involves the individual teacher's ability to function as expected in a job and perform a specific job or perform a set of tasks under various conditions including the ability to cope with contingencies. A teacher quality is sometimes associated with academic achievement while taking certain programs (Kosgei et al., 2013), but are also viewed from a personal and experiential perspectives (Ashton, 1996). Based on some relevant sources, teachers' competencies are classified into four categories: first, personality aspects that are

relevant to the professional role to be carried out; second, the teaching aspects (pedagogic-didactic) that are related to the theoretical principles of teaching, mastery of teaching strategies, and teaching techniques; third, aspects of special knowledge that are relevant and support teachers to be able to effectively organize the teaching activities; fourth, aspects of teachers' attitudes towards knowledge and its application to their actions (Liakopoulou, 2011).

Pedagogic competence is the ability to manage students' learning which includes understanding the students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials (Government Regulation of the Republic of Indonesia Number 19 of 2005). This ability individually underlies teachers so that they can carry out functions in certain jobs or a series of tasks in various conditions and cope according to the conditions at hand (Trinder, 2008; Lawyer, 2019). In general, the quality of a teacher's pedagogical competence is related to the level of educational background, ownership of teacher certificates, and teacher involvement with other professional colleagues in the same field organization, as in Indonesia it is called the Subject Teacher Conference (Siregar et al., 2016).

Based on the Regulation of the Minister of National Education Number 16 of 2007, the core competencies of teacher pedagogic competencies include ten core competencies, namely: 1) mastering the characteristics of students from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspects; 2) mastering learning theories and educational learning principles; 3) developing a curriculum related to the subjects taught; 4) executing educational learning; 5) utilizing information and communication technology for learning purposes; 6) facilitating the development of the students' potentials to actualize their various potentials; 7) communicating effectively, empathically, and politely with students; 8) conducting assessments and evaluations of learning processes and outcomes; 9) utilizing the results of the assessment and evaluation for the better learning; and 10) taking reflective actions to improve the quality of learning.

In addition to pedagogic competence, the teacher is a professional who should have professional competencies. These competencies lead to specific knowledge and skills to support their performance in teaching and learning processes. This knowledge needs to be continuously honed and sharpened with various developments of information, processing, and its application in work (Khimmatalliev et al., 2021). Professional competence is the ability of teachers to master the materials, structures, concepts, and scientific mindsets that support the subjects being taught (Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007). The ability to master the learning materials is supposed to be broader and deeper which allows educators to guide students to meet the competency standards set out in the Indonesian National Education Standards. A good teacher is a teacher who can utilize and combine knowledge of various relevant fields (Turner-Bisset, 2001).

A teacher is considered to have good professional competencies if he meets the indicators (Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007), namely: a) mastering the materials, structures, concepts and scientific mindsets that support the subjects being taught; b) mastering competency standards and basic competencies of the subjects taught; c) developing guided learning materials creatively; d) developing professionalism in a sustainable manner by taking reflective actions; utilizing information and communication technology to develop themselves. It is important for a teacher to have professional competencies, because the teacher is the main factor who determines the

success of the learning process. By having professional competencies, teachers are expected to be able to carry out a conducive learning process so that it creates education with quality. The professional competence of a teacher has a positive influence on the quality of the learning process, which is able to facilitate students to be active and involved in the learning process and be able to find new concepts as well (Batari et al., 2018).

2.2 Media Literacy

Media literacy is a skill that a person needs to be able to decode, evaluate, analyze, and produce printed and electronic media (Aufderheide, 1992). Someone who is literate in media means that he consciously chooses information, can understand his surroundings, and is able to create meaning personally from verbal and visual symbols that are seen, taken, and produced through the media (Schwarz, 2000). The media include television, technology, films, advertising, and popular culture in general (Flores-Koulish, 2006). In other words, a person who has media literacy is not only receptively able to receive information through printed and/or electronic media, but also is able to use and produce new information through these media, either in texts, audios, or videos. In addition, media literacy is more than just a person's ability and skills to understand and use media, but also the ability to control minds that requires continuous monitoring (Rosenbaum, et al., 2008).

Media literacy, especially in digital competencies that are possessed by teachers determine their ability to adopt, adapt, appropriate (using media without permission), and innovate in the use of information and communication technologies (ICT) as learning media (Krumsvik, 2014). There are some important elements that must be considered when integrating ICT in the learning process: the attitudes and willingness of teachers and students towards the use of ICT, the level of technological competence of teachers and students, and access of teachers and students to technology. Teachers as learning media users are expected to be able to follow the development of the types and forms of learning media and utilize the technology in the learning process. It is intended that its use can be optimal so that learning runs effectively and efficiently in achieving learning objectives (Wahidin, 2018).

Based on its function, the use of media is an important part of the learning process as a means of supporting learning to achieve a goal or set of goals. In this case, teachers are expected to be more active in developing materials by using interesting media so that learning objectives can be achieved. Therefore, teachers must have professional and pedagogical competencies in media literacy. Government Regulation of the Republic of Indonesia Number 19 of 2005 requires teachers to be able to master the materials and use online learning media in order to teach and develop teaching materials creatively. This is highly relevant to the Covid-19 pandemic situation, which inevitably requires the learning process to be converted to online learning.

Specifically, the professional competence of teachers in media literacy refers to the teacher's abilities to (Simons et al., 2017): a) master media devices technically; b) able to find and utilize various sources of information; c) know how to produce and distribute media; d) able to evaluate media contents based on certain criteria; e) able to create contents through the media; f) able to communicate and deliver contents using media.

Meanwhile, the pedagogic competencies of teachers in media literacy are the ability to design, manage, and evaluate learning to develop the potential of students through online learning media. The teacher's pedagogic competence in media literacy includes the following (Simons et al., 2017): a) developing the potential of students in mastering the technical use of media devices; b) developing the potential of students in finding and utilizing various sources of information; c) developing the potential of students to know how to produce and distribute the media; d) developing the competence of students to be able to evaluate media contents based on certain criteria; e) developing the competencies of students to be able to create media contents; f) developing the competencies of students to be able to communicate and deliver contents using media.

2.3 Learning Motivation

Motivation is a source of energy or desire that requires a person to perform a behavior, repeat it, or stay away from certain behaviors (Kalyar et al., 2018; Elliot, 2005). A motivated person will make a series of efforts to achieve certain conditions, but if someone does not want it, he will try to abolish or eliminate the feeling of dislike (Emda, 2017). Motivation is a person's internal process that encourages directing his actions to produce sustainable efforts (Wiseman & Hunt, 2001). Motivation is most easily recognized from a person's behavior because motivation is an intrinsic element in human characters (Skollingsberg, 2015). In the learning context, it means when someone has the motivation to learn, then he will be encouraged to take continuous learning actions for a certain goal that is desired to be achieved.

There are many studies showing that there are different reasons for students to be motivated to learn. Learning motivation can be positive and negative (Lucas, 1990). Sources of students' motivation can be from internal and external (Skollingsberg, 2015). A motivated student can be commonly seen from his good class participation and positive behaviors or emotions, on the contrary, a less motivated student has low achievements (Urhahne, 2015). However, in general, a student is motivated in learning because he wants to achieve certain academic achievements (Zee & Koomen, 2016). Learning motivation is considered an important factor in successful learning. There are several characteristics of students who are motivated and less motivated.

The following are the characteristics of students who have learning motivation (Mahande, 2021): a) paying attention to online learning, shown by an interest in participating in the learning process and doing assignments; b) being actively involved in learning because they know the relevance of online learning to their learning needs; c) feeling confident that online learning can increase their knowledge; d) striving to fulfill learning satisfaction during the online learning process; e) seeking to meet the need for affiliation (building close relationships with friends and teachers) during the online learning process; f) using online learning to meet the need for controlling using learning media and the process of understanding teaching materials; g) using online learning to meet the need for achievement (getting good grades, solving problems, or mastering certain materials); h) using online learning to gain autonomy (freedom to learn flexibly, decision of what is and isn't necessary during online learning, and determination of learning priorities); i) having the ability to access and be actively involved in online learning; j) actively participating in online learning to communicate and collaborate with classmates and teachers.

3. Method

3.1 Research Model

This research was conducted with a quantitative approach. Based on the research objectives, the research was categorized as correlation research. The researcher aimed to find out whether there was a relationship between professional competence and teachers' competence in media literacy with students' motivation to learn Economics, how closely the relationship between variables was, and whether or not the relationship between the variables of this study was significant.

3.2 Sampling

The population of this study was all students of State High School 1 Ngaglik, Sleman Regency, Special Province of Yogyakarta, Indonesia in the academic year 2022/2023, the number of which was 590 students. The number of samples in this study was 269 students (143 students in class X and 126 students in class XI; 110 boys and 159 girls). The samples in this study were determined based on the following criteria: a) students who were registered as active learners in Economics learning (not yet graduated); and b) students who were involved in online learning in Economics learning. The sampling technique was done by purposive random sampling.

3.3 Data Collection

The data collection of this research was done by using questionnaires. The variable of teacher professional competence in media literacy referred to the teacher's ability to master the material given to students by utilizing learning media based on students' perceptions. The measurement of this variable adapted the instrument that had been developed by Simons et al. (2017). There were 12 items in this research instrument. Each item of the statement was stated on 5 scales (1 = strongly disagree to 5 = strongly agree). The results of the validity and reliability testing were carried out on 36 students outside the sample of this study and were carried out using the application IBM SPSS 26 Statistics for Windows program. The results of the validity test showed that the value for all corrected items to total correlation was above the critical r value of .329 and the results of reliability testing showed the Cronbach Alpha value of .858.

The variable of teacher pedagogic competence in media literacy is the teacher's ability to design, implement teaching, and evaluate learning activities by utilizing online learning media based on students' perceptions. The measurement of this variable adapted the instrument that had been developed by Simons et al. (2017). Each item of the statement was stated on 5 scales (1 = strongly disagree to 5 = strongly agree). The results of the validity test showed that the value for all corrected items to total correlation was above the critical r value of .329 and the results of reliability testing showed the Cronbach Alpha value of .911

Learning motivation is the encouragement to carry out learning activities in order to achieve learning objectives. The measurement of this variable adapted the instrument that had been developed by Mahande (2021). In this study, the questionnaire was used to measure students' motivation based on the students' point of view. The instrument of this research consisted of 10 items. Each item of the statement is stated

on 5 scales (1 = strongly disagree to 5 = strongly agree). The results of the validity test showed that the value for all corrected items to total correlation was above the critical r value of .329 and the results of reliability testing showed the Cronbach Alpha value of .934.

3.4 Data Analysis Technique

Before testing the correlation, the distribution of research data was tested for its normality. The normality test was done by a bivariate test. The correlation analysis chosen was Spearman Rank correlation. Both the normality test and the correlation test were carried out with the IBM SPSS 26 Statistics for Windows program.

4. Results

4.1 Normality Test Results

The results of the normality test of the teachers' professional competencies variable in media literacy with students' motivation to learn economics were presented below.

Table 1: Teachers' professional competencies in media literacy and students' motivation to learn economics

Dependent Variable: chisquare							
Model Summary						Parameter Estimates	
Equation	R Square	F	df1	df2	Sig.	Constant	b1
Linear	.723	697.862	1	267	.000	.032	.019
The independent variable was Mahalanobis Distance							

Table 1 showed the value of R Square was .723. Thus, the distribution of the variable data on the professional competence of teachers in media literacy and students' motivation to learn Economics was categorized as normal with a high category.

Meanwhile, the results of the normality test of the teachers' pedagogical competence variable in media literacy and students' motivation to learn Economics were presented as followed.

Table 2: Teachers’ pedagogic competencies in media literacy and students’ motivation to learn economics

Dependent Variable: chisquare							
Model Summary						Parameter Estimates	
Equation	R Square	F	df1	df2	Sig.	Constant	b1
Linear	.572	356.992	1	267	.000	.037	.014
The independent variable was Mahalanobis Distance							

Table 2 shows the R Square value was .572. Thus, the variable data on teachers’ pedagogic competencies in media literacy and students’ motivation to learn Economics were normally distributed with the sufficient category.

Considering that the results of the normality test showed that the data distribution for the two independent variables and the dependent variable were not very high, respectively. The data analysis in this study was carried out by Spearman rank correlation analysis.

4.2 Hypothesis Testing

The correlation testing of the teachers’ professional competencies in media literacy with students’ motivation to learn Economics was presented in table 3 below:

Table 3: Correlation of teachers’ professional competencies in media literacy with students’ motivation to learn economics

			Teachers’ Professional Competence	Students’ Motivation to Learn Economics
Spearman’s rho	Teachers’ Professional Competence	Correlation Coefficient	1.000	.514**
		Sig. (2-tailed)		.000
		N	269	269
	Students’ Motivation to Learn Economics	Correlation Coefficient	.514**	1.000
		Sig. (2-tailed)	.000	
		N	269	269
**. Correlation was significant at the 0.01 level (2-tailed)				

Table 3 showed that the correlation coefficient value was .514. This value indicated a positive value and was included in the medium category. It meant that the better the professional competence of teachers in media literacy, the better the motivation of students to learn Economics was. The value of sig. (2-tailed) was .000 (smaller than the alpha value of .025). Therefore, it could be concluded that there was a relationship between the professional competencies of teachers and students' motivation to learn Economics.

The correlation testing of students' perceptions of teachers' pedagogic competencies in media literacy with students' motivation to learn Economics was presented in Table 4 below:

Table 4: Correlation test results of teachers' pedagogic competencies in media literacy with students' motivation to learn economics

			Teachers' Pedagogic Competence	Student Motivation to Learn Economics
Spearman's rho	Teachers' Pedagogic Competencies	Correlation Coefficient	1.000	.536**
		Sig. (2-tailed)		.000
		N	269	269
	Students' Motivation to Learn Economics	Correlation Coefficient	.536**	1.000
		Sig. (2-tailed)	.000	
		N	269	269
**. Correlation was significant at the 0.01 level (2-tailed)				

Table 4 showed that the correlation coefficient value was .536. This value indicated a positive value and the relationship between the two variables was included in the medium category. It means that the better the students' perceptions of the teachers' professional competencies in media literacy, the better the students' motivation to learn Economics. The value of sig. (2-tailed) was .000 (smaller than the alpha value of .025). Therefore, it can be concluded that there was a relationship between teachers' pedagogic competencies and students' motivation to learn Economics.

5. Discussion

The results of the first study showed that the professional competencies of teachers in media literacy was in the good category. This was indicated by the competencies of teachers who met the indicators of educators with professional competencies as stated in the Regulation of the Minister of National Education of the Republic of Indonesia (Regulation of the Minister of National Education Number 16 of 2007).

Teachers were perceived by students as being able to find and utilize various sources of information in learning, knowing how to produce and distribute learning media, evaluating media with various criteria, creating media contents, communicating and presenting contents using media. The professional competencies of teachers in media literacy was in accordance with the expectation that teachers were able to master the materials and have the basic skills to carry out creative learning (Janawi, 2012). During the Covid-19 pandemic, teachers were seen by students as being able to use online learning media and able to motivate students.

The professional competencies of teachers in media literacy was positively related to students' motivation to learn Economics. This could be seen in students' responses stating that teachers had been able to give them attention during online learning, make them to have a passion for learning, and the need for achievements, have good self-management skills, achieve abilities according to competencies and have an interest in learning Economics. These results were supported by the research results of Kurniadi et al. (2020) and Wulantika & Sari (2022) which showed that the professional competencies of teachers had a significant effect on students' learning motivation.

The second result of this research showed that the teachers' pedagogic competencies in media literacy with student learning motivation was categorized as good. This was seen from the students' perception indicating that teachers had been able to make students able to use learning media, choose and use different media and sources of information. In addition, teachers could help students developing their knowledge to select information, create media and distribute it, and evaluate the suitability of media with target audiences and media effects. Students also had perceptions that teachers could increase their awareness of inappropriate media use and improve their ability to create contents and present the contents in appropriate media.

The pedagogic competencies of teachers in media literacy is related to students' learning motivation. This could be seen in students who responded that they paid attention when learning online, had a passion for learning, had a need for achievement, had good self-management skills, achieved abilities according to the competencies and had an interest in learning Economics. The teachers' pedagogic competencies in media literacy was actually able to motivate them to learn Economics. This could be seen from the students' responses stating that they were encouraged to learn and direct their activities to learning objectives (Prayitno, 1989). The better students' perceptions of the teachers' pedagogic competencies in the field of media literacy, the better their motivation will be. Therefore, teachers needed to always develop pedagogic competencies so that the learning effectiveness increased (Fathurrahman et al., 2019). However, pedagogic competencies provided a solid basis for humanistic actions during the learning processes (Liakopoulou, 2011). The results of this study were in line with the research of Nurhalimah et al (2020) which showed that there was a significant influence of teachers' pedagogic competencies on students' learning motivation. The results of this study generally showed that student performance was related to external factors of students, namely aspects of teachers' professional qualifications (Dodeen et al., 2012; Kosgei et al., 2013; Abe, 2014; Metto et al., 2018).

8. Conclusion

During the Covid-19 pandemic, teaching practices inevitably have to be carried out remotely. This condition requires teachers to use various online media to support teaching. Learning performance is, of course, highly dependent on the teachers' competencies in media literacy. A teacher with good competencies will certainly keep students motivated in learning. Otherwise, a teacher with bad competencies will weaken students' learning motivation. This study shows that the professional and pedagogic competencies of teachers in media literacy are positively related to students' motivation to learn Economics. Teachers, therefore, need to continuously improve both their professional and pedagogic competencies. Based on the results of this study, the Education Office of Sleman Regency, Yogyakarta, Indonesia or the school principals where the teachers work can take advantage of the results of this research to provide training for the development of their teachers' professional and pedagogic competencies in media literacy. However, students' learning motivation is an important aspect for students' success in pursuing their education. Moreover, future researchers can develop this research by considering other related variables, such as personality competencies and teacher social competencies.

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