

Relationship Pattern of Pedagogic Competence with Moderating Structural Equation Modeling Score Factor (MSEM-SF)

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ARTICLE INFO

Article history:

Received 15 August 2017

Revised 6 December 2017

Accepted 9 January 2018

JEL Classification:

I23

Key words:

Pedagogic Competence,
Personality Competence, and
Education Quality.

DOI:

10.14414/jebav.v20i3.932

ABSTRACT

The quality of education depends highly on the capacity of educational units in transforming the learners to gain added value, whether it is related to the aspects of thinking, taste, heart, and body. Among the components of education, teachers and lecturers are very important and strategic factors in an effort to improve the quality of education in every educational unit. The purpose of this research is to know the effect of professional competence, social competence on pedagogic competence with personality competence as moderation variable based on students' perception. The analytical method used is Confirmatory Factor Analysis (CFA) to confirm the validity and reliability of the indicator of the latent variables and Moderating Structural Equation Modeling Score Factor (MSEM-SF) to determine the effect of moderation. The results show that personality competence moderates the relationship of the effect of professional competence on pedagogic competence but personality competence does not moderate relationship of the effect of social competence on pedagogic competence. This implies that, a good professional competence can accelerate the improvement of pedagogic competence quality supported by good personality competence.

ABSTRAK

Pendidikan yang bermutu sangat tergantung pada kapasitas satuan-satuan pendidikan dalam mentransformasikan peserta didik untuk memperoleh nilai tambah, baik yang terkait dengan aspek olah pikir, rasa, hati, dan raganya. Dari sekian banyak komponen pendidikan, guru dan dosen merupakan faktor yang sangat penting dan strategis dalam usaha meningkatkan mutu pendidikan di setiap satuan pendidikan. Tujuan penelitian ini adalah mengetahui pengaruh profesional competence, social competence terhadap pedagogic competence dengan personality competence sebagai variabel moderasi berdasarkan persepsi mahasiswa. Metode analisis yang dipakai adalah Confirmatory Factor Analysis (CFA) untuk mengkonfirmasi (validitas dan reliabilitas) indikator terhadap variabel latennya dan Moderating Structural Equation Modeling Score Factor (MSEM-SF) untuk mengetahui pengaruh moderasi. Hasil penelitian menunjukkan bahwa Personality competence memoderasi hubungan pengaruh kompetensi profesional terhadap kompetensi pedagogik dan Personality competence tidak memoderasi hubungan pengaruh kompetensi sosial terhadap kompetensi pedagogik. Hal ini menunjukkan bahwa dengan profesional competence yang baik akan mempercepat peningkatan kualitas pedagogic competence didukung dengan personality competence yang baik.

1. INTRODUCTION

Education quality depends highly on the capacity of educational units in transforming the learners to gain added value, whether it is related to the aspects of thinking, taste, heart, and body (Sulindra 2009). Among the components of education, teachers and lecturers are the very important and

strategic factor in efforts to improve the quality of education in every unit (Udiyono 2011). Whatever the amount of investment is invested to improve the quality of education, without the presence of teachers and lecturers who are competent, professional, dignified, and prosperous certainly, education institution cannot achieve their desired goals

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(Udiyono 2011).

RI Law No. 14 of 2005 about Teachers and Lecturers stated that an educator should have competence (RI Law No. 14 of 2005 on Teachers and Lecturers Chapter I, clause 1, verse 10). As it is stated in the clause 1, the competence is a set of knowledge, skills, and behaviors that must be owned, lived, and mastered by teachers or lecturers in performing professional duties. In relation to this competence, Suderadjat (2004: 25) also provides signs about the meaning of it. In general, competence is defined as the possession of knowledge (basic concepts of science), skills required in completing a job in the field, and values and attitudes. Thus, competence has three dimensions, namely: (1) mastery of concepts, (2) skills to implement concepts, and (3) ownership of values and attitudes of concepts that are mastered and implemented.

RI Law No. 14 of 2005 on Teachers and Lecturers also includes aspects of competence that need to be possessed by lecturers' namely pedagogic competence, professional competence, personality competence and social competence. Through these dimensions can be done an assessment that can be used to improve competence in supporting the performance of teaching and learning activities. Thus, it should be noted carefully that the competence of lecturers will greatly affect the quality and competence of the college graduates. Pedagogical competence is described as the ability to (a) understand learners, (b) ability to plan, implement, and assess learning, and (c) ability to develop learners. Personality competence consists of a stable personal, wise, dignified, and noble character. Then, the professional competence is detailed into mastering the field of study and critical study of the content of the field of study. Furthermore, social competence is detailed into the ability to communicate with learners, colleagues, and the community.

According to Fahrudin (2007), teaching is a complex and integrative system of a number of skills to convey a message to a person, therefore in teaching the lecturers not only provide information orally to students, but also in teaching lecturers must be able to create a learning environment situation allowing children to be active in learning. Therefore, in teaching lecturers can use some teaching skills, which includes; (a) questioning skills, (b) strengthening skills, (c) variation skill, (d) skill of opening and closing lessons and (e) explain skill.

Based on the above review, it can be seen that some elements of pedagogic competence is a direct result of the competence of existing elements in professional competence, in addition to the ele-

ments in social competence is closely related to the competence of the personality. The manifest variable grid for endogenous latent variables taken directly from Kepmendiknas number 16 of 2007 on Academic Standards and Teacher Competencies can be seen that some elements of the pedagogic competence are the direct result of the competence of the elements present in professional competence; elements in social competence are closely related to personality competence. This research is related to the influence of personality competences as a moderating variable that influences the relationship between professional competence and social competence on pedagogic competence. Sugiyono (2007: 40-41) on variables and relationship paradigm states that personality is one of the moderating variables because of its nature that is not easily changed in addition to variable of age, work period and culture. Kreitner and Kinicki (2005) on the relationship between stress and personality to performance also gave rise to personality as a moderation. In his research concluded that the personality effect on the relationship between the level of problems encountered (stress) on performance.

There are several studies on lecturer's performance evaluation, such as Riduwan (2007) about lecturer's performance by path analysis method concluded (1) professional competence directly contribute and significant to lecturer's performance, (2) work motivation directly contribute and significant to the performance of lecturers, (3) simultaneously professional competence and work motivation contribute significantly to the performance of lecturers. From the research is implied the influence of lecturer's competence on lecturer's performance. Suhendar (2009) in his research on "The Influence of Organizational Learning Culture, Management Support, Supporting Power of Facilities, and Quality of Internet Utilization on Teacher Competence", concluded (a) the quality of discussion forum utilization and quality of blog utilization is a significant indicator to the quality of the utilization Information and Communication Technology (ICT), (b) efforts to apply approaches, strategies, methods, and instructional techniques are the most significant indicators of pedagogic competence, (c) exemplary, work ethic, and self-confidence are the most influential indicators (d) the effort of scientific improvement by the teacher is the most significant manifest variable measuring professional competence of teacher, and (e) there is relation between teacher competence which is not hypothesized before in research that is social competence influence to personality competence and professional compe-

tence have an influence on pedagogic competence. Thus, to produce a profile of college graduates who have the competence should be supported by a competent lecturer or lecturer as well. This research is important to be done because it will develop the teaching model based on lecturer competence as stated in RI Law No. 14 Year 2005 on Teachers and Lecturers. As one of the empirical studies that can be used to evaluate the process of education in learning in college.

2. THEORETICAL FRAMEWORK AND HYPOTHESES

Lecturer Achievement Index

Lecturer Achievement Index has a purpose to see to what extent the lecturer can give a good teaching method appropriate for the students. In this case, the lecturers are expected to become a professional in their field. Professional lecturers or teachers are required to have a strong science base as a solution to the technological community and the scientific community. Given the professionalism requirements of lecturers or teachers, a new paradigm is needed to create professional profiles of lecturers/teachers in Indonesia that is to have a mature and growing personality, where the lecturers will be able to develop the potential that they have because of the greater experience (Imron 1995, Ismail 2010 & Mulyasa 2013).

Competence Definitions

Human resources competencies have been discussed lately. One area that has an interesting competence issue to look at is the field of education. The prevailing problem recently is that of educator competence, as an important component in education. Educators are the important part in producing qualified human resources through the educational process. Therefore, they need to have competencies that can support the learning process (Selvi 2010 & Bhargava et al. 2011). Competence is a key term in this research. The word "competence" comes from English competence, which means ability, expertise, authority and power. Suderadjat (2004: 25) gives signs about the meaning of competence. In general, competence is defined as the possession of knowledge (basic concepts of science), skills required in completing a job in the field, and values and attitudes (Setiawati 2009). Thus, competence has three dimensions: (1) mastery of concepts, (2) skills to implement concepts, and (3) ownership of values and attitudes of concepts that are mastered and implemented (Boyatziz 2008). Competence is also defined as a description skill, the necessary

knowledge and attitudes needed to achieve effective performance in work (Baso 2003). Another opinion put forward by Mitrani et al. (1992) that competence is a certain characteristic, ability, skill, behavior, motive, nature, capacity and quality of individual needed by manager to execute certain managerial activity in order to achieve job performance successfully. From the government through the RI Law No. 14 of 2005 on Teachers and Lecturers Chapter I, clause 1, paragraph 10, defines competence as a set of knowledge, skills, and behaviors that must be possessed, experienced, and mastered by teachers or lecturers in performing professional duties.

Based on Government Regulation No. 19 of 2005 on National Education Standards, Clause 28, it is stated that: Educators must have academic qualifications and competencies as learning agents, physically and mentally healthy, and have the ability to realize the goals of national education. Meanwhile, according to the provisions of Law No. Law competence is divided into four, (1) pedagogic competence, (2) personality competence, (3) professional competence and (4) social competence. Pedagogical competence is detailed into the ability to (a) understand learners, (b) ability to plan, implement, and assess learning, and (c) ability to develop learners. Personality competence is detailed into a stable personal, wise, dignified, and noble character. Then the professional competence is detailed to master the field of science study and critical study of the content of the field of study. Furthermore, social competence is detailed into the ability to communicate with learners, colleagues, and the community.

Sudjana (2002) & Aziz (2014), professional competence of teachers or lecturers can be grouped into three areas: pedagogic, personal and social. Pedagogic competencies concerning intellectual ability such as subject mastery, knowledge of teaching, knowledge of individual learning and behavior, knowledge of extension counseling, knowledge of class administration, knowledge of how to assess learning outcomes, knowledge of society and other general knowledge. Personal area competence concerns readiness and willingness of teacher/lecturer to various matters relating to duty and profession. For example, the attitude of appreciating his work, loving and having a happy feeling for the subjects he coached, the tolerance of his fellow profession, has a strong willingness to improve the results of his work. Social competence involves the ability of teachers in a variety of skills or behavior, such as teaching skills, guiding, assessing, using

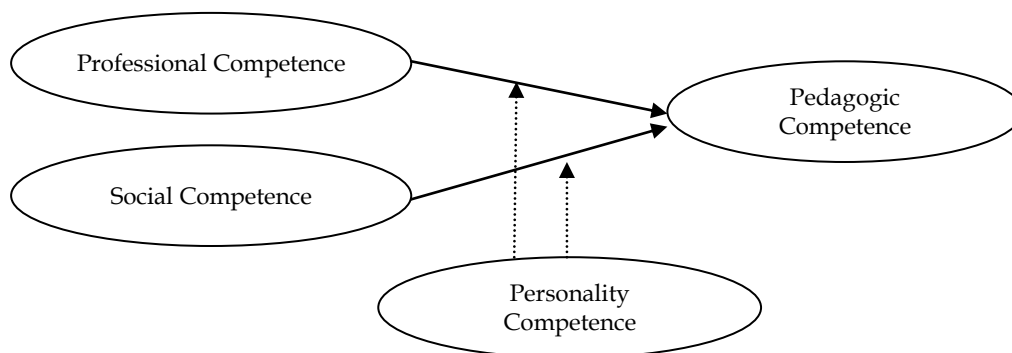


Figure 1
Conceptual Framework Model

teaching aids, socializing or communicating with students, encouraging students' learning skills, skill of preparing/planning teaching, etc.

Fahrudin (2007), stated that teaching is a complex and integrative system of a number of skills to convey a message to a person, therefore in teaching the lecturers not only give information orally to the students, but in teaching the lecturer must be able to create the learning environmental situation that enables students to be active in learning. Therefore, in teaching process, lecturers can use some teaching skill, which includes; (a). Questioning skills, (b) strengthening skills (c) variation skill (d) skill of opening and closing lessons, and (e) explain skills.

In higher education organizations, the lecturer competence is a qualification that must be fulfilled in the learning process, so that it requires them for the evaluation of their competence. Ramsden (1992) stated that lecturer evaluation is a way to see the influence of lecturers' teaching on students. The lecturer's evaluation involves collecting information on how the lecturer performs work, interprets the information, and makes judgments about what actions should be taken to improve the quality of teaching. Lecturer evaluation is an analytical process in a good teaching. In other words, evaluation of lecturers is a unity in good teaching and learning activities (good teaching). Good teaching helps students to achieve good quality learning (high quality learning). The quality of teaching and academic standards needs to be always evaluated and enhanced because higher education is an expensive activity. Miarso (2008) said that comprehensive evaluation of lecturers' performance will consist of self-evaluation, classroom observation by assessors, structured interviews with colleagues and students, student opinion surveys, lecture material analysis, assessment of student learning outcomes, lecture reports, and assessments by the department's chairman. A frequent evaluation is self-

evaluation and student opinion surveys. Based on the assumption, the most important lecturer activity is the effectiveness of learning. There are seven characteristics for this such as: 1) organizing the lecture well; 2) effective communication; 3) mastery and enthusiasm in the course; 4) positive attitude toward students; 5) awarding exams and fair values; 6) flexibility in the lecture approach; and 7) satisfactory student learning outcomes (Walberg 1983, Sanaky 2005, Yusrizal et al. 2011).

Research Hypotheses

H1: There is Influence of Professional Competence on Pedagogic Competence

H2: There is Influence of Social Competence on Pedagogic Competence

H3: There is Influence Personality Competence on Pedagogic Competence

H4: Personality Competence moderates the relationship between Professional Competence on Pedagogic Competence

H5: Personality Competence moderates the relationship between Social Competence on Pedagogic Competence.

3. RESEARCH METHOD

The purpose of this study is to determine the effect of professional competence and social competence on pedagogic competence with personality competence as a moderation variable (see Figure 1). The sample was taken using a purposive sampling method. The populations in this study are students at private universities that are accredited at least B and have majoring in economics or management or accounting in Surabaya. The samples in this study are students who have taken the odd semester in the period 2015/2016. Variables in this study consisted of 3 variables, namely, exogenous variables (competence of professionalism and social competence), endogenous variable (pedagogic competence) and moderation variable (personality competence).

Table 1
Variables and Indicators of Pedagogic, Professional, Personality and Social Competency

Variables	Indicators
Pedagogic competence is the understanding of teachers and lecturers to learners, design and implementation of learning, evaluation of learning outcomes, and development of learners to actualize the various potentials it has.	At the beginning of the lecture, the lecturer explains the general objectives and subject matter that will be taught as in the lesson plan/syllabus (PC1) Readiness to give lectures and/or practice/lab work (PC2) Regularity and ordering of lectures (PC3) Ability to live the classroom (PC4) Clarity of material delivery and answers to questions in class (PC5) Utilization of media and learning technology (PC6) Diversity of measurement of learning outcomes/ explains how this course is assessed (PC7) Giving feedback on the task (PC8) The suitability of the exam and/or task materials with the purpose of the course (PC9) Conformity of value provided with learning outcomes (PC10)
Professional competence is a mastery of learning materials widely and deeply, covering the mastery of curriculum materials subjects in schools and scientific substances that overshadow the material, as well as the mastery of the structure and scientific methodology.	Subjects taught in accordance with the field of lecturer expertise (ProfC1) Ability to explain the subject/topic appropriately (ProfC2) Ability to give relevant examples of the concepts taught (ProfC3) Ability to explain the relevance of the field/topic taught to other fields/topics (ProfC4) Ability to explain the relevance of the field/topic taught to the real life/field/context (ProfC5) Mastery of current issues in the field being taught (ProfC6) Use of research results to improve the quality of lectures (profC7) Student involvement in research/study and/or development/engineering/design by lecturers (ProfC8) Ability to use a variety of communication technologies, the Internet, scientific journals (ProfC9)
Personality competence is a personal ability that reflects a steady, stable, mature, wise, and authoritative personality, a role model for learners, and noble character.	Authority as a personal lecturer (PerC1) Wisdom in making decisions (PerC2) Be an example in behaving and behaving (PerC3) Lecturers are always consistent in words and actions (PerC4) The ability to control oneself in various situations and conditions (PerC5) Fair in treating students (PerC6)
Social competence is the ability of teachers to communicate and get along effectively with learners, fellow educators, education personnel, parents/guardians of learners, and the surrounding community.	Ability to express an opinion (SC1) The ability to accept criticism, suggestions, and opinions of others (SC2) Familiar with the students who follow the lecture (SC3) Easily get along with colleagues, employees, and students (SC4) Tolerance to the diversity of students (SC5) Discussion/question and answer/presentation/seminar, or assistance, which takes place in lectures (SC6)

Source: Academic manuscript of Directorate General of Higher Education 2007.

tence). Indicators of each variable referred to the academic script of the Directorate General of Higher Education Ministry of National Education 2007 presented in Figure 2 and Table 1.

The data analysis was done using Moderating Structural Equation Modeling Partial Least Square (MSEM-PLS) Score Factor. MSEM-PLS analysis is divided into 3 stages namely, outer model, Inner model and Score Factor. The Outer model is divided into two parts: explanatory factor analysis (EFA) is used if the indicator that measures the latent variable is formative and the confirmatory

factor analysis (CFA) is used if the indicator measuring the latent variable is reflective. The indicators in this study are reflective so that the outer model analysis in this study used CFA method. Outer model analysis with CFA method is used to see the validity and reliability of the indicator against the latent variable. An indicator is said to be valid and reliable if the loading value of the indicator factor measures the latent variable > 0.4 and the average variance extracted (AVE) value > 0.5 and the value of composite reliability (CR) > 0.7 (Lee 2007 & Raykov 2006). Inner model in this study is

used to see the significance of the path/test of influence between latent variables, a path is significant if the value of T-statistic > 1.96 (Johnson et al. 2007). Score factor in this research is used to see the influence of moderation of personality competence on the relationship of Social Competence toward Pedagogic Competence and influence of moderation of Personality competence on relationship of professional competence to pedagogic competence.

4. DATA ANALYSIS AND DISCUSSION

The result of tabulation of research data survey, 10 private universities with accredited minimum B and have economics/management/accountancy department in Surabaya on students who have taken odd semester in 2015/2016 period, showing that from 541 filled questionnaires there are 18 not complete questionnaires that should be discarded. The result of data tabulation shows that the student response rate fill the questionnaire is high enough 77.3%, it is indicated that there are 541 questionnaires returned/filled from 700 questionnaires distributed. The results of screening data informed that the interest rate of students on each option question is high enough for 96.7%, it is indicated that there are 523 complete questionnaires. Data analysis in this research is divided into 3 stages namely, outer model, inner model and MSEM score factor. Outer model in this research using Confir-

matory Factor Analysis method. Inner model in this study using T-statistic value while MSEM score factor method used to know the significance of moderation variable.

Outer Model - Confirmatory Factor Analysis

Outer model was done using Confirmatory Factor Analysis method. Confirmatory Factor Analysis is used to determine the validity and reliability of indicators against latent variables. Confirmatory Factor Analysis is divided into 2 stages of validity and reliability. The validity criteria are met if the value of loading factor is more than 0.4 and the Average Variance Extracted (AVE) value is more than 0.5 while the reliability criteria are met if the composite reliability value is more than 0.6. The result of validity and reliability test of pedagogical competence, professionalism, social and personality inform each indicator not yet able to explain well its latent variable, it is indicated that all of the value of loading factor indicator to latent variable > 0.4 but there is still value of AVE < 0.5 i.e. pedagogic AVE = 0.493622 and professional AVE = 0.498764. Furthermore, we do modification of the model to get the value of AVE more than 0.5. One of the ways to get the value of AVE more than 0.5 is to eliminate one by one indicator that has the least loading factor. After modifying the model by removing ProfC6 (professional competency variable

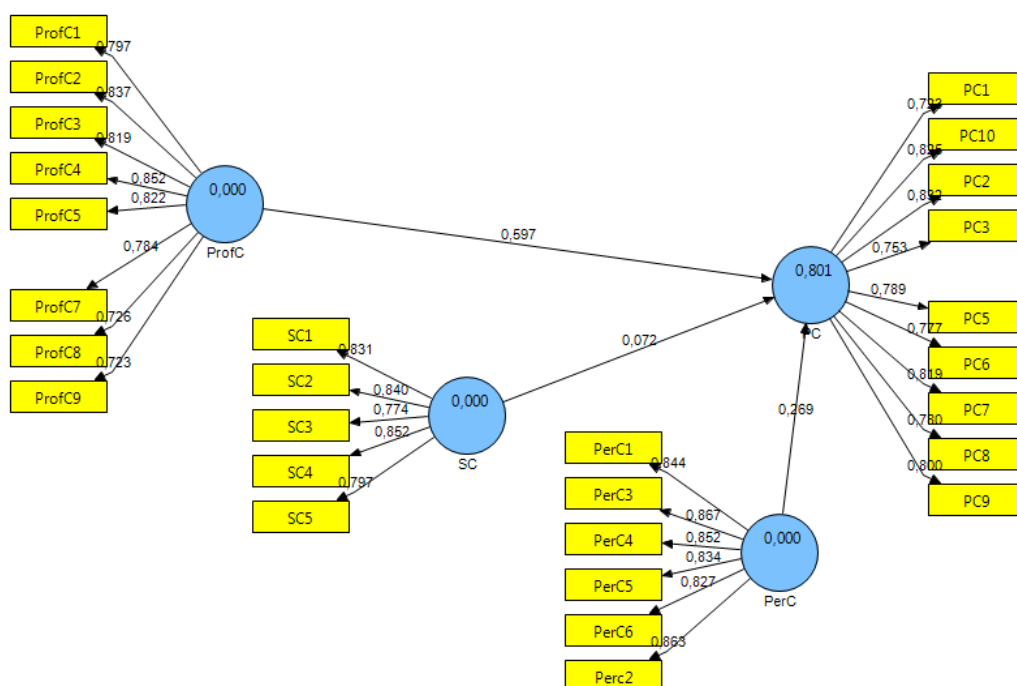


Figure 2
Structural Modeling of Pedagogic, Professional, Personality and Social Competency

Source: Processed results by SMART-PLS.

Table 2
Loading Factor, Average Variance Extracted, Composite Reliability and R-Square

Variables	Indicator	Loading Factor	Average Variance Extracted	Composite Reliability	R-Square
Pedagogic competence	PC1	0.723289	0.518025	0.941706	0.8014
	PC 2	0.831833			
	PC 3	0.752965			
	PC 5	0.788584			
	PC 6	0.776991			
	PC 7	0.818893			
	PC 8	0.779588			
	PC 9	0.799779			
	PC 10	0.825356			
	Professional Competence	ProfC 1			
ProfC 2		0.837152			
ProfC 3		0.819383			
ProfC 4		0.852162			
ProfC 5		0.822197			
ProfC 7		0.783855			
ProfC 8		0.725745			
ProfC 9		0.723397			
Social Competence		SC1	0.830509	0.646156	0.916268
	SC2	0.839964			
	SC3	0.774147			
	SC4	0.851537			
	SC5	0.797212			
	SC6	0.830509			
Personality competence	PerC1	0.844049	0.583409	0.893462	-
	PerC2	0.863213			
	PerC 3	0.867421			
	PerC 4	0.852304			
	PerC 5	0.833608			
	PerC 6	0.827196			

Source. Processed results by SMART-PLS.

indicator) and PC4 (indicator of pedagogic competence variable), the modification model validity test informs that all loading values of indicator factor to latent variable measured over 0.4 and all AVE values > 0.5. The modified model reliability test results inform that the composite reliability value of all latent variables is more than 0.7. The results of validity and reliability test show that all indicators are able to measure/can explain well the latent variables (valid and reliable) are presented in Table 2.

Inner Model - T-statistic & R-Square

Inner models illustrate the relationship between latent variables. Inner model is divided into 2 stages of influence test and coefficient of determination. In the effect test, the relation of the variable is significant if the value of T-statistic > 1.96, whereas the coefficient of determination is divided into five criteria i.e. the influence between latent variables is

very strong if the value of $R^2 > 0.85$, strong $0.67 < R^2 \leq 0.85$, strong enough if the value of $0.33 < R^2 \leq 0.67$, weak if the value of $0.19 < R^2 \leq 0.33$ and very weak if the value of $R^2 \leq 0.19$. The result of inner model parameter estimation informs that the R-square value of Pedagogic Competence is strong 0.8014, it can be concluded that professional, social and personality competence variable is able to explain pedagogic competence with 80.14%. The result of inner model parameter estimation inform the competence of professional, Social Competence and Personality competence significantly influence pedagogic competence, it is shown with T-statistic value of each competency, professional competence, Social Competence and Personality competence toward Pedagogic Competence more than 1.96 and presented in Table 3.

H1: There is an effect of professional competence on pedagogic competence.

Table 3
Hypothesis Testing 1 - 3

Variables	Path Coefficient	Testing Result	Conclusion
Professional C on Pedagogic C	0.597	10.001	Affected
Social C on Pedagogic C	0.072	1.319	Not Affected
Personality C on Pedagogic C	0.269	4.543	Affected

Source. Processed results by SMART-PLS.

Table 4
Hypothesis Testing 4 -5

Variables	Path Coefficient	Testing Result	Conclusion
Sub Group low Personality			
Professionalism C on Pedagogic C	0.860	12.834	Affected
Sub Group high Personality			
Professionalism C on Pedagogic C	0.468	7.476	Affected

Source. Processed results by SMART-PLS.

The results of the first hypothesis testing informed that the value of Professional Competence (ProfC) path coefficient toward Pedagogic Competence (PC) was 0.597 with a T-statistic value of 10.001 > 1.96. These results indicate that the Professional Competence significantly influences Pedagogic Competence (Hypothesis 1 is accepted) and the influence of Professional Competence on Pedagogic Competence is positive, which means that any change in Professional Competence improvement will influence the improvement of Pedagogic Competence and vice versa.

H2: There is an effect of social competence on pedagogic competence.

The result of the second hypothesis testing informs that the coefficient value of Social Competence (SC) to Pedagogic Competence (PC) is 0.072 with the value of T-statistic 1.319 < 1.96. These results indicate that Social Competence has no effect on Pedagogic Competence (Hypothesis 2 is rejected).

H3: There is an effect of the personality competence on pedagogic competence.

The results of the first hypothesis testing informed that the coefficient value of Personality Competence (PerC) to Pedagogic Competence (PC) was 0.269 with the T-statistic value of 4.543 > 1.96. These results indicate that Personality Competence significantly influences Pedagogic Competence (Hypothesis 3 is accepted) and the influence of Personality Competence on Pedagogic Competence is positive, which means that any change in Personality Competence will affect the change of Pedagogic Competence and vice versa.

Table 3 suggests that professionals competence significantly influence pedagogic competence while social competence does not affect pedagogic com-

petence, it shows that moderate competence test of personality competence toward pedagogic competence cannot be done. Moderation test in this research using subgroup method based on score factor of personality competence, if score factor personality competence is negative included in criteria of personality competence low while positive score factor of personality competence included in criteria high personality competence. The moderation hypothesis test is presented in Table 4.

H4: Personality competence moderates the relationship between professional competence and pedagogic competence.

The results of the fourth hypothesis testing can be seen in Table 3, indicating that the personality competence significantly influence the pedagogic competence and Table 4 informed that the value of T-statistic sub group low personality, influence of Professional Competence on Pedagogic Competence is 12.834 > 1.96 (significant) and T-statistic sub group high personality, influence of Professional Competence on Pedagogic Competence equal to 12.834 > 1.96 (significant), hence can be concluded that Personality Competence moderate relationship between Professional Competence and Pedagogic Competence (Hypothesis 4 is Accepted). H5: Personality competence moderates the relationship between social competence and pedagogic competence.

The results of the fourth hypothesis testing can be seen in Table 3, indicating that social competence has no effect on pedagogic competence so that no moderation test because the mandatory requirement is not fulfilled. It can be concluded that Personality Competence does not moderate the relationship between social Competence and Pedagogic Competence (Hypothesis 5 is rejected).

5. CONCLUSION, IMPLICATION, SUGGESTION, AND LIMITATIONS

The results show that usable data survey is 523 of 541 that is the returned questionnaires. All indicators could measure well each of the latent variables, except PC4 (Pedagogic indicators) and ProfC6 (Professional indicators). The result of hypothesis test shows that Professional Competence has a significant effect on Pedagogic Competence (Hypothesis 1 is accepted), but social competence has no effect on Pedagogic Competence (hypothesis 2 is rejected), Personality Competence significantly affects Pedagogic Competence (hypothesis 3 is accepted), Personality Competence moderates the relationship between the Professional Competence against Pedagogic Competence (hypothesis 4 is accepted) and Personality Competence does not moderate the relationship between Social Competence toward Pedagogic Competence (hypothesis 5 is rejected). Thus it can be concluded that to obtain Pedagogic Competence of high lecturer, a lecturer must have a high competence and personality competence. Personality competence of the lecturer strengthen/weaken the influence of professional relationship competence to pedagogic competence, which means that a lecturer who has a high level of professionals competence does not necessarily have a high pedagogic competence, and highly influenced by the high level of lecturers' personality competence.

This study also indicates that the lecturer's personality competence is in the control in generating the lecturers' achievement index as a whole. This study with the sample of students at private universities with accredited at least B and have majoring in economics or management or accounting in Surabaya. Therefore, the results may in general be different when it is done at private universities with different statuses of accreditation. It will also be different when it is done in public or government universities such as even other than in Surabaya cities. If the different varieties most likely demographic factors greatly affect the relationship pattern of these four variables. Furthermore, for the next research can be added demographic variables with more varied samples. The results of this study can be used a benchmark measurement of lecturer achievement index.

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