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Effect Pedagogical Competence and Motivation to Performance Lecturer IT (Information Technology): The Case of Bali Computer College

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Abstract: Lecturer is one crucial component to the educational process. The low level of pedagogical competence of lecturers currently caused by factors derived from the internal lecturer itself and other. The performance of some of the factors studied were the most interesting pedagogical competence of lecturers and work motivation. This research was conducted to determine how the pedagogic competence and motivation that can affect the performance of the lecturers so that the results can be used as a reference in the decision. The method used in this research is survey method with quantitative research approaches. Hypothesis testing using the Pearson product moment correlation analysis and multiple correlation. Results from this research is the interpretation of the value between pedagogical competence and motivation to work on the performance of the lectures. Case studies in this research conducted in Bali Computer College with the object of research is IT lecturer.

Key words: Pedagogical competence, motivation, performance lecturer IT, Pearson product moment, multiple correlation

INTRODUCTION

Quality human is spearheading the advancement of a nation. The developed countries have made education as a strategic factor in creating a nation progress. Quality education can produce qualified human resources and productive. For the human form in accordance with the national development goals of improving the quality of human and all Indonesian people advanced.

Lecturer is one of the educators and the crucial component to the educational process (MacIntosh, 2015). The existence of a lecturer is the main perpetrator as a facilitator of the implementation process of student learning. Therefore, the presence and professionalism is very influential in creating a national education program. The low level of pedagogical competence of lecturers currently caused by factors derived from the internal lecturer itself and other factors that come from outside. Pedagogic competence is a set of capabilities that can be displayed and which can be observed in implementing the tasks lecturers teach well.

Low pedagogical competence may affect the performance of lecturers. Factors that affect performance include pedagogical faculty lecturers, motivation, ability lecturer organizational climate, socio-economic status of lecturers (Ruesseler *et al*., 2014). The performance of some of the factors studied were the most interesting pedagogical competence of lecturers and work motivation.

This research aims to determine the influence of pedagogic competence on performance, the level of influence between work motivation on the performance and the influence of pedagogical competence and motivation to work on performance. This research is a case study Bali Computer College by giving questionnaires to a sample of lecturers who teach information technology.

The method used in this research is survey method with quantitative research approaches. The technique of collecting data using questionnaires. Analysis technique used is the Pearson product moment correlation analysis and multiple correlation. The sample used is a lecturer in information technology Bali Computer College for about 38 people.

MATERIALS AND METHODS

Pedagogic competence lecturer IT (Information Technologi): Lecturers are professional educators and scientists with the main task of transforming, develop and disseminate science, technology and the arts through education, research and community service (Liakopoulou, 2011). Lecturers must have academic qualifications, competence, educator certificate, physically and mentally healthy and meet the required qualifications college where duty (Koc, 2012). Development of pedagogical competence of lecturers

should continue to be developed over time so that the lecturers are able to plan, implement, evaluate and act on the results of the evaluation of learning. In the context of these efforts macro be of strategic importance in the realm of the era of increasingly fierce competition, where universities must be able to produce quality graduates and highly competitive in accordance with national standards and international standards of education. Instrument on pedagogic competence variables to be studied is as follows contained in Table 1.

IT lecturers work motivation: Motivation as a process that stems from deficiencies in terms of physiological or psychological or behavioral needs that activates or an impulse that is aimed at a goal or intensive (Azar and Shafighi, 2013). Based on this definition, there are three important things in motivational processes are interconnected and depend on each other: needs, impulses, incentives. Work motivation of lecturers can be interpreted as a desire or need the background a professor so he was driven to his duties as a lecturer. Instrument on IT lecturer work motivation variables to be studied is as follows contained in Table 2.

IT lecturer performance: Performance is the result or the overall success rate of a person during a certain period in the duty compared to the range of possibilities such as the standard of the work, the target or the target criteria that have been determined in advance and have been agreed. Instrument on lecturer performance variables to be studied is as follows contained in Table 3.

Table 1: Research instruments pedagogical competence

Sub variables	Indicators
Mastering the material	Examines the lessons taught material
	Analyze textbook
Managing teaching and learning program	Make every teaching program
	Using a variety of methods
	Create semester program
Manage class	Reviewing learning difficulties
	Perform remidi
Using media sources	Using media
	Using the library
	Using student worksheets
Master educational foundation	Applying the principles of learning
	Master the foundations of education
Manage teaching and learning interactions	Motivate students

Table 2: Research instruments work motivation

Sub-variables	Indicators
Motive	Fair and decent salaries
	The opportunity to go forward or promotion
	Security work
	Recognition of achievement
Expectation	Good working condition
	Appreciation
	Loyalty leaders
	Feeling involved
Incentive	Financial
	Promotion

Research methods influence pedagogical competence and motivation to work on the performance of lecturers IT (Information Technology) used survey method with quantitative research approaches. Survey research in question is explanatory causal and hypothesis testing. Data retrieval technique using a questionnaire, using a Likert scale questionnaire form the range of scores 1-5. The object of research is a lecturer in IT (Information Technology) all the majors in Bali Computer College numbered 94 people and for sampling using Slovin formula and standard error of 10%. Slovin equation:

$$n = \frac{N}{1+Ne^2} = \frac{62}{1+62\times(0.1)^2} = \frac{62}{1+0.62} = \frac{62}{1.62} = 38.3$$

Where:

n = Sample size
N = Size of population
e = Standard error

Frame of mind is the rationale of the research that is synthesized from the facts and observations. Description in frame of mind to explain the relationship and linkages between the study variables. This study will photograph the relationship between independent variables namely motivation and pedagogical competence and the dependent variable is the performance of lecturers (Fig. 1).

The analysis technique used to express the relationship between one independent variable and one dependent variable is the Pearson product moment correlation analysis and analysis techniques to examine the relationship between two variables with one dependent variable is the multiple correlation analysis. Both analytical techniques used to test the hypothesis that:

Table 3: Research instruments IT lecturer performance

Sub-variables	Indicators
Ability	Mastery of the material
	Mastery of teaching methods
Initiative	Positive thinking better
	Grow creativity
	Achievement
Punctuality	Utilization time of arrival
	Utilization time return
Quality of the work	Student satisfaction
	Student understanding
	Student achievements
Communication	Quality delivery of content
	State control of the class

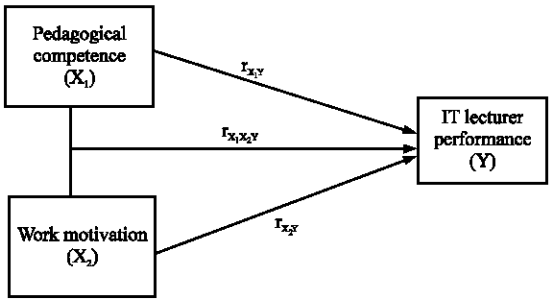

Fig. 1: Relationships between variables

- H_1: competence pedagogical significant effect on the performance of lecturers in Bali Computer College
- H_2: motivation significant effect on the performance of lecturers in Bali Computer College
- H_3: pedagogic competence and motivation work together significant effect on the performance of lecturers in Bali Computer College

RESULTS

In this study described the results of the analysis of the results of research that influence the performance of pedagogical competence of lecturers, working motivation influence on the performance of lecturers as well as the influence of pedagogical competence and motivation to work on the performance of the lecturer.

Pedagogic competence influence on performance lecturer IT: Here are the results of 38 respondents by summing the score each answer of 21 questions for pedagogic competence variables. The following are the results of calculations answers from respondents.

$$\Sigma X_1 = 2722, \Sigma Y = 3394, \Sigma X_1 Y = 245138,$$
$$\Sigma X_1^2 = 201000, \Sigma Y^2 = 309298$$

Where:

ΣX_1 = The number of answers variable pedagogical competence

ΣY = The number of answers variable performance lecturer IT

To determine the relationship or significant influence between pedagogical competence to the performance of the lecturer is to use the technique of product moment correlation analysis with the assumption that the data chosen randomly (random), the data are normally distributed, the data associated linear patterned and linked data corresponding pair have the same subject dengann the same one. Here are step-by-step calculation of product moment correlation.

Table 4: Interpretation of correlation coefficient r value

Interval coefficient	Relationship level
0.80-1.000	Very strong
0.60-0.799	Strong
0.40-0.599	Strong enough
0.20-0.399	Low
0.00-0.199	Very low

Table 5: Values r product moment correlation

	Significance level			Significance level			Significance level	
N	5%	1%	N	5%	1%	N	5%	1%
3	0.997	0.999	16	0.497	0.623	29	0.367	0.470
4	0.950	0.990	17	0.482	0.606	30	0.361	0.463
5	0.878	0.959	18	0.468	0.590	31	0.355	0.456
6	0.811	0.917	19	0.456	0.575	32	0.349	0.449
7	0.754	0.874	20	0.444	0.561	33	0.344	0.442
8	0.707	0.834	21	0.433	0.549	34	0.339	0.436
9	0.666	0.798	22	0.423	0.537	35	0.334	0.430
10	0.632	0.765	23	0.413	0.526	36	0.329	0.424
11	0.602	0.735	24	0.404	0.515	37	0.325	0.418
12	0.576	0.708	25	0.396	0.505	38	0.320	0.413
13	0.553	0.684	26	0.388	0.496	39	0.316	0.408
14	0.532	0.661	27	0.381	0.487	40	0.312	0.403
15	0.514	0.641	28	0.374	0.478	41	0.308	0.398

Step 1 (write a hypothesis): Writing hypothesis in the form of sentences:

- H_0: there is no significant influence between pedagogical competence with performance lecturer
- H_a: there is significant influence between pedagogical competence with performance lecturer

Writing hypothesis in statistical form:

- H_0: $r = 0$
- H_a: $r \neq 0$

Step 2: Calculating the correlation coefficient, called r count:

$$r_{xy} = \frac{n\sum XY-\left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left\{n\sum X^2-\left(\sum X\right)^2\right\}\left\{n\sum Y^2-\left(\sum Y\right)^2\right\}}}$$

$$= \frac{38(245138)-(2722)(3394)}{\sqrt{38(201000)-(2722)^2(38(309298)-(3394)^2)}}$$

$$= \frac{9315244-9239468}{\sqrt{(7638000-7409284)(11753324-11519236)}}$$

$$= \frac{76776}{231386.41}$$

$$= 0.33$$

Then, the count r interpretable level relationships contained in Table 4.

Step 3 (determining the significance level): Significance level is 5% or 0.05 and determine r tables contained in Table 5. Number of samples: 38 with a significance level of 5% then r table is 0.320.

Step 4 (define the testing criteria): If $-r_{table} \leq r_{count} \leq +r_{table}$ then H_o accepted. In this research, the r_{count} = 0.33 and r_{table} = 0.320 tables that mean $r_{count} \geq r_{table}$ so the conclusion H_o rejected and H_a accepted. In this research, the r_{count} = 0.33 and r_{table} = 0.320 (Table 5) that mean $r_{count} = r_{table}$ so the conclusion H_o rejected and H_a accepted.

Step 5 (calculate the coefficient determinant): To declare the size of the contribution of variable X_1 to Y can be determined by calculating the coefficient determinant are as follows:

$$KP = r^2 \times 100\%$$
$$KP = (0.33)^2 (100)$$
$$= 0.1089.100\%$$
$$= 10.89\%$$

This means that pedagogical competence to contribute to the performance of lecturers by 10.89% and the remaining 89.11% is determined by other variables.

Where:
KP = Value diterminan coefficient
r = Correlation coefficient values

Step 6 (onclusion): Based on calculations using the Pearson product moment it can be concluded that there is significant influence between pedagogical competence of lecturers performance in Bali Computer College with a low interpretation.

Influence motivation work to performance lecturer IT (Information Technology): Here are the results of 38 respondents by summing the score each answer 30 questions on work motivation. The following are the results of calculations answers from respondents:

$$\sum X_2 = 3147, \sum Y = 3394, \sum X_2 Y = 288661,$$
$$\sum X_2^2 = 275755, \sum Y^2 = 309298$$

Where:
ΣX_1 = The number of answers variable motivation work
ΣY = The number of answers variable performance lecturer IT

To determine the relationship or significant influence between work motivation and performance of the lecturer is to use the technique of product moment correlation analysis with the assumption that the data chosen randomly (random), the data are normally distributed, the data associated linear patterned and linked data corresponding pair have the same subject dengann the same one. Here are step-by-step calculation of product moment correlation.

Step 1 (write hypothesis): Writing hypothesis in the form of sentences:

- H_o: there is no significant influence between work motivation with performance lecturer
- H_a: there is significant influence between work motivation with performance lecturer

Writing hypothesis in statistical form:

- H_o: r = 0
- H_a: r≠0

Step 2: Calculating the correlation coefficient, called r count:

$$r_{xy} = \frac{n\sum XY - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left\{n\sum X^2 - \left(\sum X\right)^2\right\}\left\{n\sum Y^2 - \left(\sum Y\right)^2\right\}}}$$
$$= \frac{38(288661) - (3147)(3394)}{\sqrt{38(275755) - (3147)^2 (38(309298) - (3394)^2)}}$$
$$= \frac{10969118 - 10680918}{\sqrt{(10478690 - 9903609)(11753324 - 11519236)}}$$
$$= \frac{288200}{366905.38}$$
$$= 0.785$$

Based on the interpretation of r values contained in Table 5 with r values count = 0.785 it can be concluded that the correlation between work motivation of performance lecturers in Bali Computer College is strong.

Step 3 (determine side significant): The significant level of 5% or 0.05 and determine r_{tables} contained in the Table 6. Number of samples: 38 with a significance level of 5% then r_{table} is 0.320 can be seen in Table 5.

Step 4 (define the testing criteria): If $-r_{table} \leq r_{count} \leq +r_{table}$ then H_o accepted. In this research, the r_{count} = 0.785 and r_{table} = 0.320 (Table 5) mean count r = r_{tables} so conclusions H_o rejected and H_a accepted.

Step 5 (calculate the coefficient diterminan): To declare the size of the contribution of variable X_2 to Y can be determined by calculating the coefficient diterminan are as follows:

$$KP = r^2 \times 100\% = 0.785 \times 100\% = 61.62\%$$

Step 6 (conclusion): Based on calculations using the pearson product moment it can be concluded that there is significant influence between motivation to work with lecturer IT performance in Bali Consultan with strong influence interpretation.

Effect of pedagogic competence and motivation work to performance lecturer IT: In this discussion was to determine the relationship of two pieces of independent variables with the dependent variable. The independent variable in this study is variable pedagogical competence (X_1) and work motivation $(X)_2$ while the dependent variable is the performance of lecturers Y.

The analysis technique used to express the relationship between independent variables with the dependent variable in this study is the use of multiple correlation analysis so that it can be seen the contribution of all independent variables were the object of research on the dependent variable. Steps in multiple correlation analysis of two independent variables with one dependent variable is as follows:

Calculating a double coefficient: The formula to calculate the coefficient double:

$$R_{YX_1X_2} = \sqrt{\frac{r_{YX_1}^2 + r_{YX_2}^2 - 2r_{YX_1} r_{YX_2} r_{X_1X_2}}{1 - r_{X_1X_2}^2}}$$

Where:

$R_{YX_1X_2}$ = Multiple correlation coefficient between the variables X_1 and X_2
r_{YX_1} = Correlation coefficient X_1 to Y
r_{YX_2} = Correlation coefficient X_2 to Y
$r_{X_1X_2}$ = Correlation coefficient X! to X_2

This research will be counted double correlation independent variables pedagogical competence (X_1) and work motivation (X_2) on the dependent variable is the performance of lecturers (Y). $r_{X_1Y} = 0.33$, $r_{X_2Y} = 0.785$. $r_{X_1X_2}$ = the independent variables are the relation coefficient pedagogic (X_1) and motivation $(X)_2$ The following are the results of calculations answers from respondents:

$$\sum X_1 = 2722,\ \sum X_2 = 3147,\ \sum X_1X_2 = 227856,$$
$$\sum X_1^{\ 2} = 201000,\ \sum X_2^{\ 2} = 271635$$

To calculate the correlation coefficient using the equation:

$$r_{X_1X_2} = \frac{n\sum X_1X_2 - \left(\sum X_1\right)\left(\sum X_2\right)}{\sqrt{\left\{n\sum X_1^{\ 2} - \left(\sum X_1\right)^2\right\}\left\{n\sum X_2^{\ 2} - \left(\sum X_2\right)^2\right\}}}$$
$$= \frac{38(227856) - (2722)(3147)}{\sqrt{38(201000) - (2722)^2\,(38(271635) - (3147)^2)}}$$
$$= \frac{9858528 - 8566134}{\sqrt{(7638000 - 7409284)(10322130 - 9903609)}}$$
$$= \frac{92394}{\sqrt{(228716)(418521)}}$$
$$= \frac{92394}{309390.45}$$
$$= 0.299$$

so $r_{X_1X_2}$ is 0.299. The next step is to calculate the coefficient double with equation:

$$R_{YX_1X_2} = \sqrt{\frac{r_{YX_1}^2 + r_{YX_2}^2 - 2r_{YX_1} r_{YX_2} r_{X_1X_2}}{1 - r_{X_1X_2}^2}}$$
$$= \sqrt{\frac{(0.33)^2 + (0.785)^2 - 2(0.33)(0.785)(0.299)}{1 - (0.299)^2}}$$
$$= \sqrt{\frac{0.1089 + 0.616225 - 0.1549119}{1 - 0.089401}}$$
$$= \sqrt{\frac{0.725125 - 0.1549119}{0.910599}}$$
$$= \sqrt{\frac{0.5702131}{0.910599}}$$
$$= 0.791$$

Set a significance level: Determine the significance level of 5% or 0.05

Specify testing criteria R: Writing hypothesis in the form of sentences:

- H_o: there is no significant influence pedagogical competence and motivation to work with lecturer performance
- H_a: there is significant influence pedagogical competence and motivation to work with lecturer performance

Writing hypothesis in statistical form:

- H_o: $r_{X_1X_2} = 0$
- H_a: $r_{X_1X_2} \neq 0$

Looking for F_{count}: Test F (Fisher) was used to determine the effect of independent variables together on the dependent variable:

Table 6: F (Fisher) percentage points for the F probability distribution = 0.05

df denomerator (N2)	df the numerator (N1) 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	161	199	216	225	230	234	237	239	241	242	243	244	245	245	246
2	18.51	19.0	19.16	19.25	19.30	19.33	19.35	19.37	19.38	19.40	19.40	19.41	19.42	19.42	19.43
3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.76	8.74	8.73	8.71	8.710
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.94	5.91	5.89	5.87	5.86
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74	4.70	4.68	4.66	4.64	4.62
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	4.03	4.00	3.98	3.96	3.94
7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.60	3.57	3.55	3.53	3.51
8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.31	3.28	3.26	3.24	3.22
9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14	3.10	3.07	3.05	3.03	3.01
10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98	2.94	2.91	2.89	2.86	2.85
11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85	2.82	2.79	2.76	2.74	2.72
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75	2.72	2.69	2.66	2.64	2.62
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67	2.63	2.60	2.58	2.55	2.53
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60	2.57	2.53	2.51	2.48	2.46
15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54	2.51	2.48	2.45	2.42	2.40
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.46	2.42	2.40	2.37	2.35
17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45	2.41	2.38	2.35	2.33	2.31
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.37	2.34	2.31	2.29	2.27
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.34	2.31	2.28	2.26	2.23
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.31	2.28	2.25	2.22	2.20
21	4.32	3.47	3.07	2.84	2.68	2.57	2.49	2.42	2.37	2.32	2.28	2.25	2.22	2.20	2.18
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30	2.26	2.23	2.20	2.17	2.15
23	4.28	3.42	3.03	2.80	2.64	2.53	2.44	2.37	2.32	2.27	2.24	2.20	2.18	2.15	2.13
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25	2.22	2.18	2.15	2.13	2.11
25	4.24	3.39	2.99	2.76	2.60	2.49	2.40	2.34	2.28	2.24	2.20	2.16	2.14	2.11	2.09
26	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.18	2.15	2.12	2.09	2.07
27	4.21	3.35	2.96	2.73	2.57	2.46	2.37	2.31	2.25	2.20	2.17	2.13	2.10	2.08	2.06
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19	2.15	2.12	2.09	2.06	2.04
29	4.18	3.33	2.93	2.70	2.55	2.43	2.35	2.28	2.22	2.18	2.14	2.10	2.08	2.05	2.03
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.13	2.09	2.06	2.04	2.01
31	4.16	3.30	2.91	2.68	2.52	2.41	2.32	2.25	2.20	2.15	2.11	2.08	2.05	2.03	2.00
32	4.15	3.29	2.90	2.67	2.51	2.40	2.31	2.24	2.19	2.14	2.10	2.07	2.04	2.01	1.99
33	4.14	3.28	2.89	2.66	2.50	2.39	2.30	2.23	2.18	2.13	2.09	2.06	2.03	2.00	1.98
34	4.13	3.28	2.88	2.65	2.49	2.38	2.29	2.23	2.17	2.12	2.08	2.05	2.02	1.99	1.97
35	4.12	3.27	2.87	2.64	2.49	2.37	2.29	2.22	2.16	2.11	2.07	2.04	2.01	1.99	1.95
36	4.11	3.26	2.87	2.63	2.48	2.36	2.28	2.21	2.15	2.11	2.07	2.03	2.00	1.98	1.95
37	4.11	3.25	2.86	2.63	2.47	2.36	2.27	2.20	2.14	2.10	2.06	2.02	2.00	1.97	1.95
38	4.10	3.24	2.85	2.62	2.46	2.35	2.26	2.19	2.14	2.09	2.05	2.02	1.99	1.96	1.94
39	4.09	3.24	2.85	2.61	2.46	2.34	2.26	2.19	2.13	2.08	2.04	2.01	1.98	1.95	1.93
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08	2.04	2.00	1.97	1.95	1.92
41	4.08	3.23	2.83	2.60	2.44	2.33	2.24	2.17	2.12	2.07	2.03	2.00	1.97	1.94	1.92
42	4.07	3.22	2.83	2.59	2.44	2.32	2.24	2.17	2.11	2.06	2.03	1.99	1.96	1.94	1.91
43	4.07	3.21	2.82	2.59	2.43	2.32	2.23	2.16	2.11	2.06	2.02	1.99	1.96	1.93	1.91
44	4.06	3.21	2.82	2.58	2.43	2.31	2.23	2.16	2.10	2.05	2.01	1.98	1.95	1.92	1.90
45	4.06	3.20	2.81	2.58	2.42	2.31	2.22	2.15	2.10	2.05	2.01	1.97	1.94	1.92	1.89

$$F = \frac{R^2/k}{(1-R^2)/(n-k-1)} = \frac{(0.79)^2/2}{1-(0.79)^2/(38-2-1)}$$

$$= \frac{0.31205}{0.01074} = 29.05$$

Where:

R = 0.79

n = The number of samples is 38

k = The number of independent variables

Comparing F_{count} with F_{table} (Table 6):

dk numerator = the number of independent variables is 2

dk denominator = n-k-1 = 38-2-1 = 35

F_{count} = 29.05 and F_{tabel} = 3.27

Conclusion: If $F_{count} \leq F_{table}$ then H_o is accepted. In this research, it turns out $F_{count} \geq F_{table}$ then H_o is rejected and H_a accepted that there was a significant influence pedagogical competence and motivation to work with lecturer performance.

DISCUSSION

Based on the analysis using product moment correlation that the competence of pedagogic influence on the performance of IT lecturer in Bali Computer College with a lower value interpretation. This low value may occur due to the ability of IT lecturer at Bali Computer

College in performing its obligations still less that needs to be done to improve the quality to improve pedagogic competence so as to produce students who are well qualified. The next analysis is the relationship between motivate to work with IT lecturer performance. Results of the analysis is that the work motivation affect the performance of the IT lecturer with a strong interpretations. This proves that the motivation to work is needed in improving the performance of lecturers. Determine the relationship between pedagogic competence, motivation and performance of IT lecturer at Bali Computer College then been analysis by using multiple correlation techniques. Results of analysis is it turns out there is a relationship or significant influence of pedagogic competence, motivation and performance of IT lecturer in Bali Computer College. The conclusion was to produce a good performance IT lecturer will require pedagogic competence and high motivation to produce quality students in education.

CONCLUSION

Based on the research results obtained from the analysis to determine and test hypotheses about the influence of pedagogical competence and motivation to work on the performance of lecturers IT (Information Tecnology) in Bali Computer College we can conclude several things as follows:

- There is a significant influence between pedagogical competence of lecturers performance IT in Bali Computer College with lower interpretation, evidenced by the Pearson product moment correlation analysis
- There is a significant influence between work motivation and performance of IT lecturer in Bali Computer College with strong influence interpretation, evidenced by the Pearson product moment correlation analysis
- There is a significant influence between pedagogical competence and motivation to work with the IT lecturer performance in Bali Computer College, evidenced by the multiple correlation analysis

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