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The effect of teacher competency and leadership mediated by hybrid learning model on increasing student learning motivation

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Abstract
This study aims to examine the direct effect (direct effect) of Teacher Competence and Leadership on Increasing Student Learning Motivation, also to examine the indirect effect (indirect effect) of Teacher Competence and Leadership on Increasing Student Learning Motivation mediated by the Hybrid Learning Learning Model as intervening/mediating variables. The type of research used is structural equation modeling (SEM) or causal modeling with a quantitative approach. The population and sample in this study were Catholic Religious Education Teachers in Gunungsitoli-Nias City, with the sampling technique used in this study was power analysis. This study uses multiple regression analysis, processed using the STATA program. The results showed that Teacher Competence and Leadership both directly (direct effect) and indirectly (indirect effect) affected increasing students' learning motivation. Likewise, it is proven by the results of the indirect effect that the Hybrid Learning Learning Model can mediate the influence of Teacher Competence and Leadership on increasing student learning motivation. It is hoped that in further research, there will be a national education development and development pilot project for teacher education and training that is innovative to welcome the 4.0, even 5.0 era of stakeholders and also to welcome the Implementation of the Independent Curriculum (IKM) in 2022.

Keywords: teacher competence, teacher leadership, hybrid learning, student learning motivation

Introduction

Motivation is the driving force that has become active. Motives become active at certain times, especially when the need to achieve goals is felt or urgent (Sardiman, 2005) [1]. So, learning motivation can be interpreted as a driving force to carry out certain learning activities that come from within and outside the individual to foster enthusiasm for learning (Monika and Adman, 2017) [2]. In connection with learning motivation as a driving force for students to study activities, the 2003 National Education System Law states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential [3]. The 2007 Permendiknas states that the learning process in each primary and secondary education unit must be interactive, inspiring, fun, challenging, and motivating students to actively participate, and provide sufficient space for initiative, creativity, and independence following their talents, interests, and development-physical and psychological learners [4]. In order to realize activeness as a form of student motivation in learning during the transition period of the Covid-19 pandemic, the Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs, Number 04/KB/2020, Number 737 of 2020, Number HK.01.08/Menkes/7093/2020, and Number 420-3987 of 2020, dated 20 November 2020 confirm to immediately organize face-to-face and mixed online learning (hybrid learning) starting January 2021 [5].

Along with the transition of active cases of the Covid-19 pandemic in the world, UNESCO (April 2020) shows data that for the first time in human history, one generation of children worldwide has had their education disrupted [6]. It means that it has resulted in students' learning motivation needing to be more enthusiastic. Furthermore, a survey conducted by the FSGI (Federation of Indonesian Teachers Union) and KPAI (Indonesian Child Protection Commission) among 64,448 students (11-18 December 2020) from various provinces showed that 78.17 percent of students in the survey agreed that schools would open soon in January. 2021. Then another 10 percent disagree, and 11.83 percent say they are still unsure [5]. It means that of the 10 percent who disagree and 11.83 percent who are unsure, it proves that there is still a certain percentage of students who do not have the motivation to learn. Likewise, the results of interviews conducted by the researchers themselves during fieldwork visits in the first semester of the 2020/2021 Academic Year to several elementary and junior high school principals and teachers in Gunungsitoli-Nias City regarding the seriousness of students working on Student Worksheets (LKPD), it turns out that there are still many students who did not return the LKPD. Some returned the LKPD blank [6]. These phenomena prove that not all students are enthusiastic or motivated to learn. It can be caused by the Competence and leadership of teachers who need more synergy with students' motivation in learning. So to overcome this gap, we need a learning model, namely hybrid learning.

First of all, teacher competence is needed to motivate students to learn. According to the research of Kurniadi A., Popoi I., and Mahmud M. (2020), teachers' professional Competence has a positive and significant influence on student learning motivation [7]. It is supported by the research of Arism A.a., Getteng AR., and Nuryamin N. (2018), which states that teacher personality competence has a positive influence on students' learning motivation [8]. The same thing is supported by Hikmah N.'s research (2018) which states that teacher competence significantly affects student learning motivation [9]. Teacher competence has a

significant effect on increasing student learning motivation. In addition to teacher competence, teacher leadership is also needed to motivate student learning. Muhsin's research (2008) states that there is a positive influence on teacher leadership in the form of teacher communication on student learning motivation [10]. It is supported by Kasmawati's research (2017) which states that teacher leadership has a pretty good influence on students' learning motivation [11]. The same thing is supported by Mainda Indra Lestari's research (2020) which states that teacher leadership significantly affects student learning motivation [12]. Teacher leadership has a significant effect on increasing student motivation.

In order to anticipate the implementation of exciting and fun learning to build students' motivation to learn more optimally, it is essential to have a learning model that can answer the transitional challenges of the Covid-19 case, namely the Hybrid Learning Learning Model, which is also called Mixed or Blended Learning. According to research by Sulihin B. Gratitude (2012), there is an increase in student learning motivation due to the application of blended learning [13]. It is supported by Lina Rihatul Hima's research (2017) which states that the application of blended learning is proven to increase student motivation [14]. The same thing is supported by research by Prastyo G.M., Kurniawan F., and Resita C. (2020), which states that student motivation increases after using the blended learning model [15]. The Hybrid Learning learning model has a significant effect on increasing student motivation.

The superiority and uniqueness of this research compared to previous research turns out that the novelty of this research lies in Teacher Competence (X1) and Teacher Leadership (X2) on Student Learning Motivation (Y), which is mediated through the Hybrid Learning Learning Model (Z). Thus the title of this study is "The Effect of Teacher Competency and Leadership Mediated by Hybrid Learning Model on Increasing Student Learning Motivation."

Literature review

According to Nursyamsi (2014), Competence is a set of attitudes, knowledge, and skills that must be possessed, internalized, and mastered by students after studying a learning content, completing a program, or completing a particular educational unit. It clearly shows that every teacher must possess pedagogical Competence, personal Competence, Social Competence, and professional Competence obtained through professional education [16]. So, according to Muhibbin Syah (1995: 229), Teacher competence is the ability and authority to carry out the teaching profession [17]. According to Andaru Werdayanti's research (2008), there is a significant influence of teacher competence in the teaching and learning process in the classroom and student learning facilities on student motivation [18]. Likewise, Roy Wahyuningsih (2017), in his research, said that there was a significant influence of Competence (pedagogic and professional) on student motivation [19]. Meanwhile, Mualimul Huda (2017) emphasized that there is a strong and significant correlation between teacher competence (personality) and learning motivation [20].

According to Siagian (2000), leadership is the ability of someone who occupies a position as a leader to lead, which consists of directing, guiding, and influencing the behavior of people who are led to think and act in such a way through positive behavior in order to achieve goals. A leader should have the ability to lead that can support achieving the expected goals [21]. So, teacher leadership is an ability and readiness that a teacher must possess to influence, guide and direct or manage his students so that they want to do something to achieve learning goals [22]. Nanang Mulyana's research (2017) shows a significant relationship between teacher leadership (style) and student learning motivation [23]. Meanwhile, research by Marimin and Dian Ratna Sari (2006) says that there is an influence of teacher leadership (and teacher communication skills) on student motivation [24]. Likewise, research by Rizki Nugrahani and Margunani (2014) shows that (student perceptions) leadership (and teacher communication) affect student motivation [25].

According to Kaye Thorne (2003), the Hybrid Learning Learning Model is a learning model that integrates innovation and technological progress through online learning systems with interaction and participation from traditional learning models [27]. Izuddin Syarif's research (2012) showed a significant increase in learning motivation and student achievement due to the application of the blended learning model [27]. Meanwhile, research by Manggabarani A.F., Sugiarti, and Masri M., said that the blended learning model affected student motivation and learning outcomes [28]. Meanwhile, Elmeida I.F.'s research and Pranajaya R.'s (2017) showed that there was a significant difference between learning motivation (students) who used the blended learning method and (students) who used conventional methods. There was a significant increase in motivation due to applying the blended learning method [29]. The third hypothesis of this study is to reveal that the hybrid learning model can mediate the effect of teacher competence and leadership on increasing student learning motivation.

Research Methodology

The population of this study is Gunungsitoli City Elementary School (SD) and Junior High School (SMP) Catholic Religious Education Teachers, both public and private. In 2020, there will be 120 people, with a sample of 25% of the total population, namely 30 people. The sampling technique used in this study was purposive sampling, meaning that the sample was taken according to the research objectives, namely: a) Catholic Religious Education teachers at the elementary level who are non-PNS; b) Elementary-level Catholic Religious Education teachers with PNS status; c) Catholic Religious Education teachers at the junior high school level with non-PNS status; c) Catholic Religious Education teachers at the junior high school level with PNS status. The source of data in this research is secondary data. This study's secondary data collection process used a questionnaire with a Likert scale with multiple choice of 7 options. This type of research is quantitative research, with structural equation modeling (SEM) or causal modeling using STATA software. It is shown by a relationship between one variable that is explained/influenced (The Explained Variable) and several variables that explain/influenced (The Explanatory Variable), aiming to test hypotheses on existing theories. Based on the level of explanation, this includes descriptive research, which collects data to test hypotheses so that researchers get complete and accurate descriptions, with certain situations in multiple regression tests (Multiples) on independent (independent) and dependent (bound) variables,

with a measure samples in data collection for the analysis carried out sample adequacy test α = 0.05. The required minimum sample size is calculated based on the desired power analysis. The use of STATA supports the processing of research data.

Result and Discussion

The validity Test is a test that is used to show the extent to which the measuring instrument used in a measure measure what is being measured. Ghozali (2009) states that the validity test is used to measure the legitimacy or validity of a questionnaire. A questionnaire is said to be valid if the questions can reveal something that the questionnaire will measure. In determining whether or not an item is appropriate, a correlation coefficient significance test is usually carried out at a significance level of 0.05, meaning that an item is considered valid if it correlates significantly with the total score. If r count ≥ r table (2-tailed test with sig. 0.05), then the instrument or question items have a significant correlation with the total score (declared valid).

Table 1: Validity Test Results using the Stata application.

Item	Obs	Sign	Item-test correlation	Item-rest correlation	Average Interitem Covariance	Alpha
x11	30	-	0.3391	0.1764	.9795019	0.8671
x12	30	+	0.9272	0.8944	.6346743	0.7313
x13	30	+	0.9212	0.8857	.6369732	0.7327
x14	30	+	0.9166	0.8772	.6260536	0.7299
x21	30	+	0.6315	0.4845	.4641762	0.7051
x22	30	+	0.5390	0.3819	.5095785	0.7321
x23	30	+	0.7007	0.5632	.4250958	0.6805
x24	30	+	0.6138	0.4691	.4758621	0.7107
z1	30	+	0.8987	0.8350	.5659004	0.6738
z2	30	+	0.4260	0.2202	1.002299	0.8809
z3	30	+	0.8706	0.7954	.6057471	0.6950
y1	30	+	0.9873	0.9770	.3022989	0.5226
y2	30	-	0.2911	0.0450	.8570881	0.8985
y3	30	+	0.9862	0.9757	.3191571	0.5362

Table 2: Validity Test Results per Variable

No	Variables and Indicators	r_{count}	Standard/r_{table}	Description
1	X1: 1	0.8671	0.352	V
2	2	0.7313	0.352	V
3	3	0.7327	0.352	V
4	4	0.7299	0.352	V
5	X2: 1	0.7051	0.352	V
6	2	0.7321	0.352	V
7	3	0.6805	0.352	V
8	4	0.7107	0.352	V
9	Z: 1	0.6738	0.352	V
10	2	0.8809	0.352	V
11	3	0.6950	0.352	V
12	Y: 1	0.5226	0.352	V
13	2	0.8985	0.352	V
14	3	0.5362	0.352	V

From the results of the Validity Test above, it turns out that r count ≥ r table (2-sided test with sig. 0.05), then the instrument or question items significantly correlate with the total score or are declared valid.

In general, reliability is defined as something that can be trusted or a condition that can be trusted. In the statistical analysis of research, the reliability test determines the level of consistency of a questionnaire used by researchers so that the questionnaire can be relied upon to measure research variables, even though this research was carried out repeatedly with the same questionnaire or questionnaire. The basis for the decision in the Croncbach's Alpha Reliability Test, namely: a) If the value of Cronbach's alpha > 0.60, the questionnaire or questionnaire is declared reliable or consistent; b) Meanwhile, if the value of Cronbach's alpha <0.60 then the questionnaire or questionnaire is declared unreliable or inconsistent.

Table 3: Reliability Test Results per Variable

Variable	Cronbach Alpa	Standard/r_{table}	Description
X1	0.8144	0.60 / 0.352	R
X2	0.7362	0.60 / 0.352	R
Z	0.7944	0.60 / 0.352	R
y	0.7610	0.60 / 0.352	R

The results of the Reliability Test above show that Cronbach's alpha value is > 0.60, so the questionnaire or questionnaire is declared reliable or consistent.

Multiple linear regression is a regression analysis that explains the relationship between response variables (the dependent variable) and factors that influence more than one predictor (the independent variable). Multiple linear regression is almost the same as simple linear regression, and it is just that in multiple linear regression, the

independent variables are more than one predictor variable. Multiple linear regression analysis aims to measure the intensity of the relationship between two or more variables and make predictions about the estimated value of Y over X. This study has three independent variables, namely X1, X2, and one dependent variable, Y.

In general, the steps taken are to carry out the Classical Assumption Test before carrying out a multiple linear regression test. The classical assumption test is an analysis conducted to assess whether there are problems with classical assumptions in a linear Ordinary Least Square (OLS) regression model. There are three types of test stages in carrying out the classic assumption test using the Stata application, including:

a. Residual Normality Test (Skewness and Kurtosis Test Method)

Skewness/Kurtosis tests for Normality

Variable	Obs	Pr(Skewness)	Pr(Kurtosis)	joint adj chi2(2)	joint Prob>chi2
res	30	0.2732	0.9721	1.29	0.5254

Fig 1

Interpretation

From the output of the normality test using the Stata application, it can be seen that the Prob > Chi2 value is 0.5254, which is greater than 0.05, and the data is normally distributed.

Table 4: Heteroskedastisitas

Abs res	Coef.	Std. Err.	T	P>|t|	Beta
x1	.0307991	.0297713	1.03	0.311	.4564843
X2	-.0257702	.0200933	-1.28	0.211	-.3341906
z	.0245338	.0156014	1.57	0.128	.4345964
_cons	.1493466	.0849812	1.76	0.091	.

Interpretation

It can be seen that the probability value of X1 = 0.311; X2=0.211; Z=0.098.

These three variables have a value greater than 0.05, so it can be concluded that the data does not have heterosticity.

b. Table 5: Multicollinearity

Variable	VIF	1/VIF
x1	6.49	0.153996
z	5.75	0.174062
x2	2.26	0.441598
Mean VIF	4.26	

Interpretation

It can be seen that the VIF value of variable X1 = 6.49; Z=5.75; X2=2.26.

These three variables have a value lower than 10 (standard multicollinearity value). It can be concluded that the data does not have multicollinearity.

From the results of the Classical Assumption Test above, the data is declared to pass and meet the Multiple Linear Regression Test requirements.

The output results of the Multiple Linear Regression Test using the Stata Application.

Table 6

. regress y x1 x2 z, beta				Number of obs = 30 F (4, 25) = 394.19 Prob > F = 0.0000 R-squared = 0.9844 Adj R-squared = 0.9819 Root MSE = .06721	
Source	**SS**	**D f**	**MS**		
Model	7.12265615	4	1.78066404		
Residual	.112930917	25	.004517237		
Total	7.23558706	29	.249503002		
y.	Coef.	Std. Err.	t	P>|t|	Beta
x1	.6580415	.060799	10.82	0.000	.6891302
X2	.2670384	.0410345	6.51	0.000	.2446865
z	.1722478	.0543055	3.17	0.084	.1899581
_cons	-.193905	.1735486	-1.12	0.274	.

From the results of the output above, we can find out the results of the hypothesis, including:

Partially :

It can be seen that the probability value of variable X1 = 0.000; X2=0.000.

It can be concluded that the two variables are smaller than 0.05, then:

"X1 has a significant and positive effect on Y."

"X2 has a significant and positive effect on Y."

Simultaneously

It can be seen that the value of Prob > F = 0.0000 is less than 0.05. It can be concluded that simultaneously the variables X1 and X2 have a significant and positive effect on Y

1. Coefficient of Determination (R-squared)

It means how much directly (direct effect) and indirectly (indirect effect) the independent variable can explain the dependent variable. It can be seen from the output results above that the value of R-squared = 0.9844, which means that all independent variables can explain the dependent variable at 98.44%. Then other variables outside the regression model influence the remaining 100% - 98.44% = 1.5%.

2. Mediation Test

Table 7

Structural equation model Estimation method = m1 Log-likelihood = -1.2545174				Number of obs =		30
	Coef.	OIM Std. Err.	z	P>|z|	[95% Conf. Interval]	
Structural y						
z	.1722478	.0495739	3.47	0.001	.0750848	.2694109
x1	.6580415	.0555016	11.86	0.000	.5492603	.7668227
X2	.2670384	.0374592	7.13	0.000	.1936197	.3404572
_cons	-.193905	.1584274	-1.22	0.221	-.5044171	.1166071
z						
x1	.7282247	.155256	4.69	0.000	.4239286	1.032521
X2	.1901694	.133517	1.42	0.154	-.0715191	.4518578
_cons	-.184876	.5824902	-0.32	0.751	-1.326536	.9567838
Var (e.y)	.0037644	.000972			.0022694	.0062441
Var (e.z)	.051058	.0131831			.0307811	.0846922
LR test of model vs. saturated: chi2(0) = 0.00, Prob > chi2 =.						

Table 8

Direct effects						
	Coef.	OIM Std. Err.	Z	P>|z|	[95% Conf. Interval]	
Structural y						
z	.1722478	.0495739	3.47	0.001	.0750848	.2694109
x1	.6580415	.0555016	11.86	0.000	.5492603	.7668227
X2	.2670384	.0373746	7.13	0.000	.1936197	.3404572
z						
x1	.7282247	.	4.69	0.000	.4239286	1.032521
X2	.1901694	.	1.42	0.154	-.0715191	.4518578

So, X1 has a direct effect on Y X2 has a direct effect on Y

Table 9

Indirect effects						
	Coef.	OIM Std. Err.	Z	P>|z|	[95% Conf. Interval]	
Structural y						
z	0	(no path)				
x1	.1254351	.0449271	2.79	0.005	.0373797	.2134905
X2	.0327563	.0248553	1.32	0.188	-.0159592	.0814717
z						
x1	0	(no path)				
X2	0	(no path)				

So, Indirect Influence X1→Y through Z Indirect Influence X2→Y through Z

Table 10

Total effects						
	Coef.	OIM Std. Err.	Z	P>|z|	[95% Conf. Interval]	
Structural y						
z	.1722478	.0495739	3.47	0.001	.0750848	.2694109
x1	.7834766	.0499231	15.69	0.000	.6856292	.881324
X2	.2997947	.0429328	6.98	0.000	.2156479	.3839415
z						
x1	.7282247	.155256	4.69	0.000	.4239286	1.032521
X2	.1901694	.133517	1.42	0.154	-.0715191	.4518578

So, Influence X1→Y through Z Effect of X2→Y through Z

With a discussion room built for several Catholic Religious Education Teachers and Catholic Students via SMS HP/WA or Video Conference, it shows a conclusion that in order to increase student motivation and achievement, it is also necessary to increase teacher competence and leadership through the Education and Training program (training).). In addition, teachers need role models in teaching or conveying learning, one of which is the Hybrid Learning (Online and Onsite) learning model.

Amid the transition of the Covid-19 outbreak, which is still

whacking, fragile student learning motivation will affect the student's learning achievement. For this reason, teachers in general, and Catholic Religious Education Teachers or Christian Religious Education Teachers, in particular, are expected to be able to appear creative in presenting renewable (innovative) learning with exciting learning methods and models to motivate students to study and learn non-stop, to produce children of the nation who have quality and character and are active in learning to achieve more brilliant achievements, especially in welcoming the Implementation of the Independent Curriculum (IKM) in 2022.

Conclusion

The following conclusions were drawn referring to the research results above: a) Teacher competence has a direct effect on increasing student learning motivation; b) Teacher leadership has a direct effect on increasing student learning motivation; c) Teacher Competence and Leadership have an indirect effect on Increasing Student Learning Motivation through the Hybrid Learning Learning Model. In other words, the Hybrid Learning Learning Model can mediate the effect of Teacher Competence and Leadership on Increasing Student Learning Motivation.

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