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## The Effect of Pedagogic Competency, Personality, Professional and Social Competency Teacher to Study Achievement of Economic Lesson in State Senior High School of East Lombok District Academic Year 2015/2016

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### ABSTRACT

The purpose of this research was to: 1) Know the direct positive effect of pedagogy competency, personality, professional and social competencies to study achievement of economic lesson in state senior high school of East Lombok District Academic Year 2015/2016. 2) Know the positive indirect effect of pedagogy competency, personality, social competency to study achievement of economic lesson in state senior high school of East Lombok District academic year 2015/2016 with professional competency as an intervening variable. This research uses descriptive with kind of survey research. This research uses research population by using 32 state senior high school economic teachers as the subject in East Lombok. The Data in this research were collected through questionnaires and documentation, and then Analyzed with path analysis uses SPSS Version 19. The result showed pedagogical competencies that teachers had direct effect positively to study achievement of economic study lesson by 18.7%, personality competency directly effect to study achievement of the economic lesson by 26%, the professional competency directly effect to study achievement of the economic lesson by 30.8%, social competence of teachers directly effect to study achievement of the economic lesson by 28.8%, pedagogical competence indirectly effect to study achievement through professional competency by 0,074, personal competence indirectly effect to study achievement through the professional competence by 0.082, and social competence indirectly effect to study achievement through professional competence by 0.158.

**Keywords:** study achievement of economic lesson, pedagogical competence, personal competence, professional competency, social competency

## 1 INTRODUCTION

The learning result is a measure of student success in learning the material presented during the specified period. Teachers need to evaluate the learning objective is to determine the ability of current students to understand the material presented through learning outcomes obtained by the students. The purpose of education is said to be achieved when the student achievement or learning outcomes or achievement student learning experience development or improvement.

The problems that occur in the field of teachers that nearly half of the approximately 2.7 million teachers in Indonesia has not fulfilled the requirements of high competency to teach. Master's weak competence in teaching numbered as many as 916.505 in which a high school teacher/high school 75.684. At the high school level of

230.114 qualified teachers only 72.75% undergraduate (S1) and graduate (S2) are qualified only 0.33%.

The Other facts show that the quality of teachers in Indonesia is still far from adequate. According to statistics about 43% of high school teachers and 34% of vocational teachers considered weak in teaching at their respective levels. In addition, 17.2% of teachers or the equivalent of 69.477 teachers teach not her area of expertise. Human resources (HR) our teacher ranks 109 out of 179 countries according to the *Human Development Index* (Dharma: <http://suarakita.com/artikel>).

Based on data from the Education and Sports Department (DIKPORA) Province that the competencies of teachers in West Nusa Tenggara is still low. It can be seen the value of the competence of teachers in East Lombok district is still below the national average score is 40 out of the national value of 43. This fact illustrates the teacher's competence in East Lombok district is still relatively weak. In line with this, teachers are required to increase mastery of competencies. Teachers should be more creative in developing learning so that students do not feel bored in learning activities that will have an impact on learning outcomes for the economy. Therefore, the competence of teachers assessed the economic effect on learning outcomes. According to Law No.14 in 2005 on Teachers and Lecturers and PP 74 on 2008, the government has formulated four types of teacher competence as listed in the explanation of government regulation No.19 of 2005 on national education standards, namely: Pedagogical Competence, Personality, Professional and Social,

Pedagogical competence is the existing competence of teachers with regard to the ability of teachers to manage or mastery learning, an understanding of learners, learning management, use of IT, the use of model of learning, curriculum development in the learning process, evaluation of learning and development potential of learners in the learning process in school activities. Competence personality plays a role in student achievement. Competence personality is the existing competence on a teacher that include values that existed at the personality of a teacher who can be channeled to the learners in the learning process so that the creation of a conducive learning

Competencies that are closely related to the teacher as a profession that professional competence. Professional Competence is expected to be fulfilled that teachers must master the ways of learning that are effective, should be able to create a model unit of lessons, is able to understand the curriculum as well, able to teach in the classroom, to become a model for the students, was able to provide a useful, mastering the techniques leave guidance and counseling, is able to develop and implement learning capability assessment procedure. Social competence is the competence of teachers with regard to the relationship between teachers and the environment or the public good, the people who are in school or out of school, communicate and interact with both the students and have the values, manners and etiquette.

Based on some of these issues, then without prejudice to the role and function of other factors, the researchers chose pedagogical, personal, professional and social hereinafter defined as variables in the research. Four, the researchers defined as the study

variables for allegedly dominant in achieving the learning outcomes of economics students in East Lombok.

Based on the background of the above problems, the researchers are interested in doing research titled "The Effect of Pedagogic Competency, Personality, Professional and Social Competency Teacher to Study Achievement of Economics Lesson in State Senior High School in East Lombok District Academic Year 2015/2016. The objectives of this research are:

1. To know the effect of direct pedagogical, personal, professional and social economics teachers to study achievement of students in senior high schools in the district East Lombok academic year 2015/2016.
2. To know the effect of indirect pedagogical, personality and social skills through professional competence of teachers on student achievement economics senior high school in East Lombok district in the academic year 2015/2016.

### **1.1 Teacher Competence**

In the generally accepted terminology, the term competency is derived from the English language competence is the same as being competent and competent equally with having ability, power, authority, skill, knowledge, attitude, etc. According to Fullan in Uno (2012: 62): "Competence is broad capacities as fully human attribute. Competence is supposed to include all qualities of personal effectiveness that are required in the workplace", it is Certain that we have here a very diverse set a qualities indeed: attitude, motives, interests, personal attunements of all kinds, perceptiveness, receptivity, openness, creativity, social skills Generally, interpersonal maturity, kinds of personal identifications, etc.-as well as knowledge, understanding, action and skill

Uno (2012: 62) Competence is the ability and skill. A person who is declared competent in certain subject is the one who controls the work skills or expertise in tune with the demands of field work is concerned. According to Deakin Crick (2008) in the article Zlatko Bukvić entitled "Teachers Competency for Inclusive Education" states competence as a "complex combination of different knowledge, skills, understanding, values, attitudes and desire which leads to effective, embodied human action in the world, in a particular domain".

According to Vijay Kumar (2013: case 2278-8719) in his article, entitled "The Influence of Teacher's professional competence on Students' Achievement" regarding competence are: "competency standards are concerned with the application of professional knowledge and skills within the workplace and are underpinned by teachers' professional values Competence is usually associated with highly professional performance and there is a direct link in the field of education between a teacher's professional competence and pupil performance.

According Westera (2001) in the article Vijay Kumar (2013: case 2278-8719) entitled "The Influence of Teacher's Professional Competence on Students' Achievement state "Apparently, when thinking about competences, concepts such as performance and effectiveness are directly involved because competence is linked with effective

performance in complex situations as it is thought to serve as a causal factor for success Because "competent performance presumes competence".

According to Law No. 14, 2005 about Teachers and Lecturers, competence is a set of knowledge, skills and behaviors that must be owned, lived and ruled by teacher or lecturer in performing the duties of professionalism. Things According Hamalik (2008: 27), Professional teachers are people who have been through the teacher education program and has a master's level and has got a diploma of state and have experience in teaching in large classes.

According to Gutek, G. L. In his book *Philosophical and ideological* (2004) regarding the competence of teachers, namely: "Moreover, a competent teacher is one who Engages student in dialogue and manages through dialogue to Achieve genuine learning because when student and teachers are engaged in a shared critical dialogue, they mutually create and construct knowledge instead of passively transmitting it, since they can share Reviews their experiences, reflect upon them and finally the make critical evaluations regarding the way they Themselves have Obtained that knowledge and Reviews those experiences ".

On the other hand According Kiymet Selvi (2010: 167), in his article, entitled "Teachers Competencies "on the competence of teachers is: "The general framework regarding teacher competencies were explained in nine different dimensions as field competencies, social-cultural competencies, emotional competencies, communication competencies, competencies information and communication technologies (ICT) and environmental competencies. Teachers' competencies affect and reviews their values, behaviors, communication, aims and practices in school and also they support professional development and curricular studies. Thus, the discussion on teacher's competencies to improve the teaching learning process in school is great important".

## **1.2 Competence Pedagogical**

Statement of Ryegard (2008) Michael Olalekan Olatunji stated that "Pedagogical competence implies that the teacher from definite goals and frameworks, through continuous development of teaching and personal professional development, support and facilitates the learning of the students in the best way. This pedagogical competence Also Reflects the teacher's competence in regard to collaboration, comprehensive view and contribution to the development of pedagogy for higher education. "

According to the National Education Standards Agency (BSNP) in Musfah (2012: 30) is a pedagogical competencies are: The ability in the management of learners that includes (a) understanding of insight or educational foundation; (b) an understanding of learners; (c) the development of the curriculum / syllabus; (d) the design instructional; (e) the implementation of learning that educates and dialogue; (f) evaluation of learning outcomes; and (g) the development of learners to apply various potentials.

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According Mulyasa (2009: 26), states that the pedagogical competence is the ability of teachers in the management of education of students who at least include: 1) The ability to manage learning, 2) Understanding of the learners. 3) Design of learning. 4) Execution of educational learning and dialogue. 5) Utilization of Technology Education, 6) Evaluation of Learning Outcomes and 7) Development of learners.

### **1.3 Competence Personality**

According to Bhargava & Pathy (2011) concerning the competence of personality in his article Morallo entitled Personal and Professional Competencies of Senior Teacher Education Students stated that the "Teacher's personal competencies include knowledge of the subject matter, effective communication skills, punctuality, being a disciplinarian and understanding the nature of child psychology. The conclusion of this statement is the personal competence of teachers include knowledge of the subject matter, effective communication skills, punctual, disciplined and understand the character of psychology children.

According Mulyasa (2009: 121) states that there are some personal competence that must be possessed by a teacher namely: 1) personality steady, Stable and Adults, 2) Discipline, wise, and charismatic, 3) Being a role model For Students, and 4) Noble. Indicators of personal competence in this study based on the opinion of Mulyasa (2009: 121) and the development of questionnaires by researchers from higher education (higher education), which shows a mature person and by example, work ethic, high responsibility and pride a teacher, discipline, wise and authoritative, a role model for students and noble.

### **1.4 Professional Competence**

According Wibowo and Hamrin (2012: 118), the professional competence of teachers is mastery over the subject matter is broad and deep. According to the Wina Sanjaya in Wibowo and Hamrin (2012: 118), Professional competence is the competence or skills related to the completion of the tasks of education. Professional competence has mastered the characteristics of teaching materials are broad and deep, and master the structures and methods science field of study is taught. The material is controlled not just a teaching material that is taught in school or in accordance with a flyer in the school curriculum, but also the material overriding.

Professional competence is a mastery of the subject matter is broad and deep that include mastery of curriculum subjects at school and substance of knowledge that overshadow the material, as well as mastery of structure and methodology of science. Some indicators that can demonstrate professional competence of teachers are: (1) Mastering the substance of science related to the field of study, has the indicators to be essential to understand the teaching materials in the curriculum of the school, understand the structure, concepts and methodology of science that houses the teaching material, understand the concept of inter related subjects, and apply the concepts of science in everyday life, (2) mastering the structure and the scientific

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method, have an essential indicator: mastering the steps of research and theoretical studies to deepen the knowledge or study material.

### **1.5 Social Competence**

According to S. Reitz (2012: 8) in the article Genute Gedviliene et. al entitled "The social competence concept development in higher education" who stated that "Social competence is the sum of knowledge and skills of a person that determines the quality of socially competent behavior". According Mulyasa (2009: 173), social competence that is: 1) get along and communication effectively, 2) relationship between the school and the community, 3) the role of teachers in the community, and 4) the teacher as an agent of social change.

Based on some of the above understanding can be concluded that social competence is the competence of teachers with regard to the relationship between teachers and the environment or the public, that society is in school or out of school, communicate and interact with both the students and have the values and manners and etiquette in the mix and adhere to the values and norms that apply in school and society. Indicators of social competence in this research refers to the opinion of the Mulyasa (2009: 173) and the development of a questionnaire higher education (Higher Education), which contains about communicate and interact effectively, to act as per the norm, religion, law, social and culture Indonesian national, be inclusive, objective, and not discriminative, and communication among teachers, education personnel, parents of students, and the community.

### **1.6 Learning Outcomes**

According to Purwanto (2014:44), learning outcomes can be explained by understanding the two words that make it up are the "results" and "learning". Definition of results (product) refers to an acquisition as a result of doing an activity or process that result in changes in the functional input. The results are the acquisition were obtained as a result of activities change materials(raw materials) into finished goods(finished goods).According to Winkel in Purwanto (2014: 45), the learning outcomes are changes that led to humans change in attitude and behavior. Aspects of the change refers to the taxonomy of educational objectives developed by Bloom, Simpson and Harrow include cognitive, affective and psychomotor.

According to Jihad and Haris (2012: 14), learning outcomes is an achievement form of behavioral changes that tend to settle on the cognitive, affective and psychomotor of the learning process is done in a certain time. According to Benjamin S.Bloom in Jihad and Haris (2012: 14) states that learning outcomes can be grouped into two kinds of knowledge and skills. According to Anni (2006: 5), learning outcomes is an achievement of learning objectives and outcomes of the learning process, means changing behavior obtained learners after an activity to learn about what it learned of learning itself.

Based on the explanation above, it can be described some research hypothesis as follows:

1. There is a direct influence pedagogical competence against learning outcomes of economics at the State high school students in East Lombok district in the academic year 2015/2016.
2. There is a direct influence on the personal competence on student learning outcomes economics Senior High School in East Lombok district in the academic year 2015/2016.
3. There is a direct effect of professional competence on learning outcomes in the economy State high school students in East Lombok district in the academic year 2015/2016.
4. There is a direct effect of social competence on learning outcomes of economics at the State high school students in East Lombok district in the academic year 2015/2016.
5. There pedagogical indirect effect on learning outcomes in the economy through professional competence State high school students in East Lombok district in the academic year 2015/2016.
6. There is a personal competence indirect effect on learning outcomes of the economy through professional competence in students of SMA in East Lombok district in the academic year 2015/2016.
7. There is a social competence indirect effect on learning outcomes economy through professional competence in students of SMA in East Lombok district in the academic year 2015/2016.

## **2 METHODS**

In accordance with expectations achieved in this study to determine the influence of pedagogical, personal, professional and social, economic teachers to the learning outcomes of students, it can be considered that this research is a survey research by using path analysis.

In this study defined that the population is a whole subject or individuals that have certain characteristics to be studied. Based on the understanding of the expert opinion, then, the population of this research is all economics teacher SMA in East Lombok totaling 32 people distributed in 18 public schools.

Collecting data in this study using techniques of documentation used to obtain data on the average student learning outcomes of economic subjects XI of the school year 2015/2016, and a questionnaire to obtain primary data on pedagogical competence, personal competence, professional competence and social competency of teachers senior high schools in East Lombok district in the academic year 2015/2016.

The research instrument the use of a check list with the Likert scale where respondents live affixing grass (√) in the column of the answers that have been provided which consists of 4 scale as follows: a) Strongly Agree (SS) with a score of 4, b) Agree (S) with a score of 3, c) Disagree (TS) with a score of 2, d) Strongly Disagree (STS) with a score of 1, which appropriate conditions encountered or experienced by respondents. Instrument development pursued through several stages: 1) to develop indicators of research, 2) develop grating instruments of research, 3) to test the research instruments, and 4) to test the validity and reliability of the instrument.

### 3 RESULTS AND DISCUSSIONS

Overall results of hypothesis testing in this research can be presented in the discussion as follows:

#### 3.1 The effect of Teachers Competence Pedagogical to Study Achievement of Economic Lesson (Hypothesis 1 and Hypothesis 5).

Based on the results of the path diagram shown in the figure above, there are a significant pathway linking variable pedagogical competence of teachers to student learning outcomes on economic subjects (sig. = 0.028 < 0.05). This means that there is a direct influence positive pedagogical competence of teachers to student learning outcomes on economic subjects, which is equal to 0.187.

In addition, note the path diagram that connects the variable pedagogical competence of teachers with professional competence, was a significant difference (sig. = 0.035 < 0.05) so that no reason to remove the path diagram proficiency level. This means that when seen from its impact on student learning outcomes on economic subjects, it turns pedagogical competence has indirect influence on learning outcomes of students' economic namely through professional competence ( $X_1 \rightarrow X_3 \rightarrow Y$ ) with effect indirect amounted to 0,074.

This shows that teachers' pedagogical high economic competence, will result in higher student achievement on economic subjects, and vice versa, if teachers have pedagogic competence is low will affect the results of the economic study low school as well. Pedagogical competence is reflected in some indicators such as the teaching methods used by teachers to make contact with learners or students in the learning process. Given a good method used in the process of learning it will cause the spirit of the students in the learning process and can achieve maximum learning results. So also in the pedagogical competence is reflected in the style of teaching that is done by the teacher in learning and teaching and learning situations change so that the achievement of learning goals. To determine whether or not the learning objectives achieved can be seen from the student learning outcomes of the evaluation process of student learning outcomes. This assessment aims to determine how much students' ability to master the material that has been presented by the teacher.



### 3.2 The Effect of Personality Competence to Study Achievement of Economic Lesson. (Hypothesis 2 and Hypothesis 6).

Based on the path diagram above there are a significant pathway connecting personal competence on learning outcomes of economics students ( $\text{sig} = 0.005 < 0.05$ ) so there is no reason to remove those lines. This means that there are significant personal competence with the learning outcomes of students of economic high schools in East Lombok regency is 0.26.

In addition, note the path diagram that connects the variable competence of the teacher's personality with professional competence, was a significant difference ( $\text{sig.} = 0.026 < 0.05$ ) so that no reason to remove the path diagram proficiency level. This means that when seen from its impact on student learning outcomes on economic subjects, turns personal competence has indirect influence on learning outcomes of students' economic namely through professional competence ( $X_2 \rightarrow X_3 \rightarrow Y$ ) with effect indirectly by 0.082.

Based on the analysis lines above can be an understanding that when the competence of the teacher's personality increases, student learning outcomes will also increase, and vice versa if the competence of the teacher's personality is low, student learning outcomes will also be low or down. Competence personality is the existing competence on a teacher that include the values of personality that can be distributed to students in the learning process so that conducive learning achievement. The essence of learning is a change in behavior. Teachers will be able to change the behavior of the student if the behavior of a teacher was also good. With the changes in behavior that will have a positive impact on learning outcomes of students.

Teachers who have competence good personality while teaching in the classroom will indirectly have an impact on learning outcomes of economics students due to their personal competence and good fun the students will be more comfortable to learn and students will be motivated to learn. Vice versa learning activities undertaken by teachers' competence personality better but the professional competence of a teacher is less it will yield a low learning as well as a lack of mastery of the material held by the teacher.

Based on the analysis of these pathways can also be concluded that there are significant not direct personal competence on student learning outcomes through professional competence has a meaning that learning activities undertaken by teachers competence his personality better, it will enhance the professional competence which will then improve student learning outcomes senior high school on economic subjects in East Lombok with the indirect effect of 0.082.

### 3.3 The Effect of Teachers Professional Competence to Study Achievement of Economic Lesson (Hypothesis 3).

Based on the path diagram above, there is a significant pathway connecting personal competence on learning outcomes of economics students ( $\text{sig} = 0.025 < 0.05$ ) so there is no reason to remove those lines. This means that there are significant professional

competence of teachers on student learning outcomes economics senior high school in East Lombok district in the amount of 0,308.

Similarly, in economic learning, teachers who have high professional competence will have an impact on students' learning outcomes economy. Based on the results of path analysis above can be an understanding that when the professional competence of teachers in East Lombok increases the learning outcomes of students senior high school in East Lombok will also increase, and vice versa if the professional competence of teachers is low, student learning outcomes will also be low or down. Professional competence is the existing competence on a teacher that include mastery learning materials widely and deeply the guiding learners to meet the standards of competence which is already in the set. With their mastery of the material by the teacher or professional competence possessed by the teachers will contribute to student learning outcomes senior high school in East Lombok. Professional teachers are teachers who master the scientific field in this case is a matter of economic subjects that can be distributed to students whose purpose is the achievement of improvements in student learning outcomes.

The results of research and analysis on the influence of professional competence for learning outcomes within their statement of Kiyemet Selvi (2010: 167) in the journal entitled "Teachers Competencies" which states that the competence of a teacher within the general framework of the competency of teachers that can be explained in nine different dimensions as competency, competency research, curriculum competence, competence, lifelong learning, social cultural competence, emotional competence, competence, communication, information and communication technology competence (ICT) and environmental competence. Teachers who have the competence to influence their values, behavior, communication, goals and practices in schools and they also support the professional development and curricular studies. So, discussions about the competence of teachers to improve the teaching and learning process in schools is very important.

### **3.4 The Effect of Teachers Social Competence to Study Achievement of Economic Lesson (Hypothesis 4 and Hypothesis 7).**

Based on the path diagram above there are a significant pathway connecting personal competence on learning outcomes of economics students ( $\text{sig} = 0.00 < 0.05$ ) so there is no reason to remove those lines. This means that there are significant personal competence with the learning outcomes of students of economic high schools in East Lombok district in the amount of  $0.288 = 28.8\%$ .

In addition, note the path diagram that connects the variable competence of the teacher's personality with professional competence, was a significant difference ( $\text{sig.} = 0.000 < 0.05$ ) so there is no reason to remove the path diagram proficiency level. This means that when seen from its impact on student learning outcomes on economic subjects, turns personal competence has indirect influence on learning

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outcomes of students' economic namely through professional competence ( $X_4$   $X_3$   $Y$ ) with large effect indirect amounted to 0.158.

Based on the results path analysis above can be an understanding that when the social competence of teachers increases, student learning outcomes will also increase, and vice versa if the social competence of teachers down or lower the learning outcomes of students also will drop or lower. Social competence which refers to the ability of teachers to be part of a social or community school environment. The interaction and communication between all elements in a good school was the interaction between teachers and students, it will create conditions conducive. Intensive communication to the learners have a significant impact on student learning outcomes. Given these interrelationships it will provide a significant impact to the learners in implementing the learning process.

The relationship and interaction is a picture that will be the creation of improving student learning outcomes for their good interaction between teachers and students. Communicate with verbal well in the delivery of learning material will give effect to the students in understanding the explanation given by the teacher so that the impact on student learning outcomes.

Based on the path analysis above, it can be concluded that there are significant indirect social competence on student learning outcomes through competence professional, who has the meaning that learning activities undertaken by teachers social competence better, it will enhance the professional competence which will further enhance the learning outcomes of students' economic state senior high school on economic subjects in East Lombok with the indirect influence of 0.158.

This shows that the learning activities done by teachers who have good social competence or will increase the professional competence of teachers and the impact on student learning outcomes. The existence of reciprocity between teachers and students will provide a meaningful impact for students in implementing the learning process in the classroom professional competence of teachers is high will have an impact on student learning outcomes is high, and vice versa with the social competence of teachers is high in the absence of professional competence of teachers low or less it will have an impact on student learning outcomes are low because students do not get the material from the teacher in the learning process in the classroom.

Based on the results of data analysis can be concluded that the dominant factor affecting the results of studying economics senior high school East Lombok is competence professional teachers, this is indicated by the size of the total effect by 30.8%, then the second order is influenced by social competence enormous impact that a total of 28.8%, the third order learning outcomes economy is influenced by the personality competence of the enormous impact that a total of 26% and the sequence of the last or fourth, learning outcomes are influenced by pedagogical competence of teachers with the influence of a total of 18.7%.

Based on the results of the data analysis that all the competence of teachers have low impact on student learning outcomes. This is because the state senior high school economics teacher in East Lombok district poorly or weak in mastering pedagogical,

personal, professional and social. Indicators of success teacher is mastery of each competency and improve student learning outcomes and can motivate students to continue to improve the results of their study.

The variables of social competence has the effect 0.288 or 28.8% or classified as moderate to student learning outcomes. This is because the economics teacher state senior high school in East Lombok district is not optimal practice the values of social competence as associate and communicate effectively, act according to the norms and laws, attitude inclusive, and communicate with fellow teachers, educators, parents students and community. Not optimal mastery of social competence has a low impact or influence on student learning outcomes. On the other hand also about the effect of variable personal competence of 0.26 or 26%, meaning that the competence of the teacher's personality variables affect student learning outcomes low to mean that the teacher mastery of the variables personal competence is still weak as indicators show a mature person, work ethic, high responsibility, and a sense of pride to be a teacher, discipline, wise and noble. Mastery of these indicators have an impact on student learning outcomes so that the effect of lower personal competence to the learning outcomes of students of senior high school in East Lombok.

Professional competence also affect student learning outcomes that a maximum of 0.308 or 30.8%. The result shows the professional competence of teachers influence on student learning outcomes is still weak. Weak influence of professional competence of teachers on student learning outcomes are influenced by factors mastery of variable indicators of teacher professional such as mastery learning theory, curriculum development dang done by teachers, mastery of materials science is still low and do a professional development is still minimal so the impact on the weak impact of professional competence teachers to the learning outcomes of students of economic high schools in East Lombok. The lowest competencies influence the outcomes of student learning is the pedagogical competence of 0,187 or 18.7%. Weak influence pedagogical competence of teacher's impact on student learning outcomes. This is caused by the appreciation and practice of variable pedagogical competence of teachers as showing a mature person, work ethic, discipline, wisdom and morality is still so weak that show the results or effects of the weak against the results of studying economics state senior high school in East Lombok.

The results are in accordance with the theory raised by Oemar Hamalik, (2008: 40) that teachers are responsible for carrying out educational activities in schools in terms of providing guidance and instruction to students and every teacher must have competence relevant to these responsibilities. In the world of education is not only students who are required to develop themselves, but the role of the teacher is also required to have competence. Competence according to Usman (2005: 5), Guru is the office or profession that requires specialized skills as a teacher. This job cannot be done by people who do not have the expertise to perform activities or work as a teacher. Because the tasks that teachers can add his prestige and its presence is indispensable teacher community.

The results show that good teachers' pedagogical competence, personal, professional and social teachers impact directly and indirectly on student learning

outcomes Senior High School in East Lombok. Based on these explanations can be seen that in order to improve the learning outcomes of economics students could do to improve the competence of teachers both pedagogical, personal, professional and social teacher.

#### **4 CONCLUSION**

Based on the study of the theory of the research findings above that, pedagogical competence, personal competence, professional competence and social competence of teachers have a positive influence directly and indirectly to the learning outcomes of students of economic high schools in East Lombok district in the academic year 2015/2016. This meant that learning outcomes of students will be increased or higher if pedagogical, personal, professional and social high teacher as well. Researchers have implications that are useful in order to improve the economic competence of teachers in East Lombok district that provides practical implications for economics teacher in eastern Lombok to improve their competence with positive activities whose purpose is to improve the quality of learning and learning outcomes. Many ways are to do by teachers in improving the competence of such deliberations to follow the activities of subject teachers (MGMP) and seminars, as well as education and training whose purpose is to increase the competence of the teacher. So in this case each teacher economies in East Lombok district to improve their competence both pedagogical, personal, professional and social in which the purpose of these activities is to improve the quality of each teacher that will have an impact on student learning outcomes. To that end, economics teachers to develop pedagogical competence, personal, professional and social development with the aim of achieving or optimal in contributing to the achievement of student learning outcomes.

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