

THE RELATIONSHIP BETWEEN MOTIVATION TO ACHIEVE AND PROFESSIONAL COMPETENCE WITH THE PERFORMANCE OF STATE ELEMENTARY SCHOOL TEACHERS IN BEKASI WEST JAVA

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ABSTRACT

This research aimed to define the relationship of achievement motivation and professional competence to the job performance of teachers in public elementary schools in the district of Bekasi Central Java.. The method used in this research is a quantitative method. The results of this reseach found that: (1) There is a significant positive relationship between achievement motivation and work performance of elementary school teachers. The first independent variable gives the relative contribution of 30 % and the effective contribution of 29% with a total contribution of 59% of the predictors of job performance of teachers. (2) There was a significant positive relationship between the professional competence of teachers with job performance of elementary school teachers. The second independent variable relative contribution of 36% and the effective contribution of 35% with a total contribution of 71% of the predictors of job performance of teachers. (3) There is a significant positive relationship between achievement motivation and professional competence of teachers together with elementary teacher job performance, achievement motivation and professional competence of teachers leave the relative contribution of 100% and 96% effective contribution to the achievement of elementary school teachers' work.

Keywords : Motivation to Achieve, Professional Competence, Elementary School Teacher Job Performance

INTRODUCTION

One of the main problems which predicts the low quality of education and the need of attention is the low teacher working achievement in a variety of basic education. This is indicated by the underdeveloped competencies that should be owned by the teacher. Teachers should have good competence in the learning process. The learning process should be able to show the ability to plan, implement learning and skills in personal relations, and supported by adequate facilities. Teachers need to improve their ability to teach and master the subject, teachers must understand the conditions of learners, and be able to competently create active learning activities, so that the implementation can form qualified students.

But in fact, efforts to improve the job performance of teachers is very difficult to implement. Based on existing data performance of State primary school teachers in the district of Tangerang City Pamulang showed low satisfactory condition, the problems concerning human resources. Many factors affect the job performance of teachers, including teacher salaries are low, the style of leadership that is not appropriate, the facilities do not support the learning process, and low teacher motivation. To improve the quality of education, teachers need to work properly. By conducting better effort of working, the better result will be gained. Teachers need to improve the quality of education by having a high work performance. The task of a teacher should be professional, which prosecutes a number of professional competences in order to educate

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students to become the generation of hope in the future. Empirical evidence shows the number of teachers who have not made the task of teaching as a professional job. Most teachers make teaching jobs as compensation for the salary received every month. A large number of teachers have not made the task of teaching as professional tasks. Thus, it then requires a number of competencies to be the prerequisite to work professionally.

This research generally aims to obtain empirical facts about (1) Determining the relationship between achievement motivation and work performance of elementary school teachers. (2) Determining the relationship between the professional competence of teachers with elementary school teacher job performance. (3) Determining the relationship between both motivation to achieve and professional competence of elementary school teachers job performance

Job performance is derived from the definition of "performance", the implementation of the work or the results of performance (Rusman, 2010). Job performance can also be interpreted performance. Job performance is the result of actual performance achieved by a person in the quality and quantity in performing its functions in accordance with the responsibilities given to him. Colquitt defines performance as: the value of the set of employee behaviors that contribute, either positively, or negatively, to organizational goal accomplishment. "(Colquitt, 2013). Job performance is a set of values which is contributed by the employees of both positive and negative for the purpose of development of an institution. Job performance is the quantity and quality of the work completed by an individual, group or organization (Wahyudi, 2012). In this case the work performance related to the quality and quantity of work. Referring to the view of the performance above, it appears that work performance is the result achieved by a person in doing his or her job effectively and efficiently. This means that the performance of work related to the success gained from the actions According to Edy Sutrisno, , individual performance is a function of a combination of three factors: 1) The ability, temperament, and interests of worker. 2) Explanation, clarity and acceptance of the role of a worker, 3) the level of work motivation (Sutrisno, 2015). While Rusman stated that teacher work performance was related to a form of teachers' behavior in the activities of the learning process, such as how teacher prepared lesson plan, implemented learning activities and assessed learning outcomes (Rusman, 2010).

Teachers' job performance is the results achieved by teachers in their job efficiently and effectively within a certain time frame, include: (a) the quality of work, (b) speed, (c) accuracy, (d) initiatives, (e) ability, and (f) establishing communications which is related to: (1) mastering the ins and outs of the field of duties and other related fields learning tasks, (2) acquisition of skills in carrying out the task, (3) the mastery of broad experience in the field of duty and other related fields, (4) persistence in carrying out the task, (5) having the physical fitness and good spirituality, (6) performing their duties efficiently and efficiently, (7) the results of work in excess of demand by the organization, unit, or institution of employment, (8) carrying out the task effectively, and (9) performing efficient task.

Menurut Fred Luthans *Motivation is a basic psychological process. Motivation interacts with and acts in conjunction with other mediating processes and the environment. It must also be remembered that, like the other cognitive processes, motivation cannot be seen. All that can be seen is behavior* (Luthans, 2011). Motivasi berprestasi dapat diartikan sebagai suatu dorongan dalam diri seseorang untuk melakukan atau mengerjakan suatu kegiatan atau tugas dengan sebaik-baiknya agar mencapai prestasi dengan predikat terpuji (Mangkunegara, 2013).

According to Fred Luthans, Motivation is a basic psychological process. Motivation interacts with and acts in line with other mediating processes and the environment. It must be underlined that, like the other cognitive processes, motivation can not be seen. All that can be seen is behavior (Luthans, 2011). Motivation to achieve can be interpreted as an encouragement to characterize a person to do or perform an activity or task as well as possible in order to achieve a commendable achievement by the predicate (Mangkunegara, 2013).

According to Djaali, motivation to achieve is the motivation that drives a person to do more than what was ever created or achieved before or that was created or achieved by other person (Djaali, 2008). This means that when a person already has a desire to outperform from others, it means the person has the motivation to achieve.

Motivation to achieve is a series of perceptions or desires that rise from someone who can encourage himself to do better than what has been created or achieved before or has been created or achieved by others which can be measured through trying to excel in certain group, like the challenge, rational success, a well-done

job, passion for job situation with personal responsibility, feedback, and a medium level of risk and accept personal responsibility for success.

According to Moh. Uzer Usman, competence means something that describes the qualifications or ability, whether qualitative or quantitative (Usman, 2009). Mangkunagara explained competency is related with knowledge, skills, abilities and personality characteristics which directly influence the performance (Mangkunagara, 2014). Competence, according to Spencer in Moeheriono, "A competency is an underlying characteristic of an individual that is causally related to referenced effective and or superior performance in a job or situation", which means that competence is the underlying characteristics of a person related to the effectiveness of individual performance in the job or basic characteristics of individuals who have a causal relationship or causal criteria referenced, effective or excellent or superior performance at work or in certain situations (Moeheriono, 2009). Thus competence is an essential factor of a person who has more capabilities, which makes it different from the one that has the average ability.

Professional competence is the ability of mastering the learning materials widely and deeply that allows learners to meet the standards of competence specified in national education standards (Aqib and Rohmanto, 2007). Professional competence of teachers can be defined as a skill or ability to carry out basic tasks that can be seen from the teachers learning skills, skills to implement or manage the learning process, and assess the skills of teaching and learning process.

The concept of professional competence of teachers can be defined as a skill or ability to carry out basic tasks that can be seen from the teachers plan learning skills, skills to implement or manage the learning process, and assess the skills of teaching and learning process.

Professional competence of teachers are grouped into two parts, which are the competence of the substantive and non-substantive. Substantive competence is defined as the ability to carry out tasks that can be seen from the teacher's ability to plan teaching and learning program, managing and implementing the learning process, and evaluate the results of the learning process. Competence is defined as the ability of non-substantive in terms of grounding and insight into education, as well as personality, professional development of teachers. Professional competence of teachers is very necessary to develop the quality and activity of

education personnel, in this case the teachers. Teachers are the determinants of the education's quality and educational success in school. Therefore, the level of professional competence of teachers in a school sets the standard for quality and success of education in schools.

Professional competence of teachers as the ability of a teacher in carrying out the task of teaching profession as a teacher, counselor or administrator in the class consisting of (1) control of learning materials (2) managing the teaching and learning program (3) managing the class (4) using the media or learning resources (5) controls the cornerstone of education (6) manage teaching and learning interactions (7) assess learning achievement (8) know the functions and services counseling (9) identify and administer the school (10) to understand and interpret the results of research for the purpose of learning.

METHODS

The method used is quantitative correlation method. This technique is performed to analyze the relationship between the two (2) independent variables, achievement motivation (X1), professional competence (X2), and 1 (one) dependent variable; elementary teachers' work performance (Y).

The population was primary school teacher in District East of Bekasi, and the population of inaccessibility is the Elementary School Teachers in Cluster 2 districts East of Bekasi. The sample in this study were drawn from the three elementary schools in the cluster 2 of 250 respondents.

Data was collected through questionnaires on achievement motivation techniques, professional competence and job performance of teachers.

Table2: Motivation to Achieve Test of Normality

| | Tests of Normality | | |
|-----------------------|--------------------|-----|------|
| | Statistic | Df | Sig. |
| Motivation to Achieve | ,055 | 250 | ,062 |

a. Lilliefors Significance Correction

Based on calculations using SPSS, it can be seen that the value of r is less than the level of α used (ie 0.05) or $0.62 > 0.05$, thus H_0 is accepted . This means that the motivation to achieve has normal distribution.

Table 3: Normality Test of Professional Competence

| Tests of Normality | | | |
|-------------------------|---------------------------------|-----|------|
| | Kolmogorov-Smirnov ^a | | |
| | Statistic | df | Sig. |
| Professional Competence | ,055 | 250 | ,064 |

a. Lilliefors Significance Correction

Based on the calculation using SPSS, it can be seen that the value of r is less than the level of α used (ie 0.05) or $0.064 > 0.05$. Thus, H_0 is accepted. This means that the professional competence is normally distributed. One way ANOVA F test with the help of SPSS 20 results from the linearity test between variables X1 with Y, and X2 and Y can be seen in the table below:

| | | Sum of Squares | Df | Mean Square | F | Sig. |
|--------|--------------------------|----------------|-----|-------------|---------|------|
| X1 * Y | (Combined) | 81242,89 | 70 | 1160,61 | 46,936 | ,000 |
| | Between Groups | 79066,31 | 1 | 79066,31 | 3197,49 | ,000 |
| | Deviation from Linearity | 2176,58 | 69 | 31,545 | 1,276 | ,103 |
| | Within Groups | 4426,23 | 179 | 24,728 | | |
| | Total | 85669,12 | 249 | | | |

| | | Sum of Squares | Df | Mean Square | F | Sig. |
|--------|--------------------------|----------------|-----|-------------|---------|------|
| X2 * Y | (Combined) | 80290,92 | 70 | 1147,01 | 77,705 | ,000 |
| | Between Groups | 79417,24 | 1 | 79417,24 | 5380,17 | ,000 |
| | Deviation from Linearity | 873,673 | 69 | 12,662 | ,858 | ,766 |
| | Within Groups | 2642,23 | 179 | 14,761 | | |
| | Total | 82933,15 | 249 | | | |

Tabel 8 : Rekapitulasi Uji Linieritas dan keberartian

| No. | Variabel | F _{hitung} | Hasil Hitungan | F _{tabel} | Keputusan Uji |
|-----|----------|---------------------|---|---------------------------|---|
| 1 | (X1) | 3197,49 | $\alpha = 0,05$; N = 250 F _{hitung} 3197,499 F _{hitung} 1,276 | F _{tabel} = 3,98 | Berarti F _{hitung} < F _{tabel} 1,276 < 3,98 Linier |
| 2 | (X2) | 5380,17 2,032 | $\alpha = 0,05$; N = 30 F _{hitung} 5380,177 F _{hitung} ,858 | F _{tabel} = 3,98 | Berarti F _{hitung} < F _{tabel} 0,858 < 3,98 Linier |

The first hypothesis, based on calculations by product moment correlation, $r = 0.961$. The result of this calculation is then consulted with r table with N = 250 and a significance level of 0.05 was obtained r table = 0.113, r calculation > r table

or $0.560 > 0.113$, the null hypothesis (H_0) is rejected. The results of significance test of correlation with t test was proves that the correlation coefficient obtained is meaningful because $t = 54,495$ is greater than t table = 0.683 or $54.495 > 0.683$. From the results of hypothesis testing above, it can be concluded that the first hypothesis stated that there was a positive and significant relationship between motivation to achieve and teachers' job performance proved to be true. Coefficients r 0.961 indicates that the high level of relations between variables. This is in accordance with the opinion of David Mc Clelland in Alex Sobur, to make a successful job, the most important is the attitude towards work (Sobur, 2013). Therefore the need for achievement (Need of Achievement / n-Ach) will encourage someone to develop creativity in moving all its energy in order to achieve optimal achievement.

The second hypothesis, there is a significant positive relationship between the teacher's professional competence and job performance. Correlation analysis technique was used. Based on calculations by product moment formula correlation obtained $r = 0.979$. The result of calculation is then consulted with r table with N = 250 and a significance level of 0.05, is obtained r table = 0.113, for r calculation > r table or $0.979 > 0.113$. Then the nil hypothesis (H_0) is rejected . The test of significance of correlation with t test is concluded that the correlation coefficient obtained is meaningful because $t = 74,845$ is greater than t table = or $74,845 > 0.683$, From the results of hypothesis testing above, it can be concluded that the second hypothesis stated there was a significant positive relationship between the teacher's professional competence and job performance proved to be true. In accordance with the opinion of Moehariono that competence as a characteristic that stands out for someone and show how to behave or think in all circumstances, and sustainable in the long period of time and can result in achievement of one's work in a job that can be seen from the thoughts, attitudes and behavior (Moehariono, 2009). Professional Competence a teacher owns can influence the teachers' job performance. The magnitude r 0.979 shows a high level of correlation between variables.

The third hypothesis, there is a positive and significant between both motivation to achieve and professional competence with the job performance of primary school teachers using the correlation technique and multiple regression analysis. Based on calculations by product moment

formula, correlation obtained $r = 0.982$. The result of calculation is then consulted with r table with $N = 250$ and a significance level of 0.05 was obtained r table = 0.113 for r calculation $> r$ table or $0.982 > 0.113$. Then, the nil hypothesis (H_0) is rejected. The results of significance test, $F = 3881,22$ F calculation is greater than F table = or $3881,22 > 3$ it can be said that the model of the relationship between X_1 and X_2 with Y statistically significant so that it can be said that regression obtained is meaningful, whereas multiple regression equation or model of the relationship between the variables X_1 and X_2 to Y is $Y = 1,596 + 0.286 X_1 + 0.351 X_2$ is statistically significant. From the results of hypothesis test above, it can be concluded that the third hypothesis stated there was a positive and significant between both motivation to achieve and professional competence of the primary school teacher with job performance proved to be true. Sutrisno explains individual performance is a function of a combination of three factors: 1) The ability, temperament, and interests of a worker. 2) clarity and acceptance of the explanation of the role of a worker, 3) the level of work motivation (Sutrisno, 2015). Job performance is optimal if a teacher has the motivation and skills that match the job and have the conditions that allow them to work optimally. Teachers who have a positive attitude towards work, of course, will show a good perception and satisfaction in the job as well as high motivation, which in turn will reflect a teacher who is able to work in a professional manner. This means that the more professional teachers are, then the better the job performance would be. Thus, the relationship between motivation to achieve and professional competence is proven to improve the performance of primary school teachers.

The correlation of 0.982 shows that the level of relationship between variables is quite high. While the regression equation above means that if motivation to achieve and teachers' professional competence increase then the tendency of teachers' job performance increase at the point of 0.286 and 0.351 with constant of $1,596$.

Table10: Relative Contribution and Effective Contribution (%)

| No | X | Y | (SR) % | (SE) % | Predictor's Contribution |
|----|---------------|-----|-----------|-----------|-----------------------------|
| 1 | (X1) | | 30 | 29 | 59 |
| 2 | (X2) | (Y) | 36 | 35 | 71 |
| 3 | (X1) and (X2) | | 100 | 96 | |

CONCLUSION

Based on the results, it can be summarized that, First, there was a significant positive relationship between motivation to achieve and work performance of primary school teachers. The first independent variable gave the relative contribution of 30% and the effective contribution of 29% with a total contribution of 59% of the predictors of teachers' job performance. This meant the better sense of teachers' motivation to achieve the better performance of the primary school teachers would be. Secondly, there was a significant positive relationship between the teachers' professional competence and job performance of primary school teachers. The second independent variable relative contribution was 25% and the effective contribution was 70% with a total contribution of 95% of the predictors of teachers' job performance in shaping the linear regression between independent variables with the dependent variable. It gave a sense that professional competence had a direct relationship with performance of primary school teachers, the better the professional competencies possessed by an elementary school teacher, the better the performance would be. Thirdly, there was a significant positive relationship between both motivation to achieve and professional competence of teachers with teachers' job performance. Together motivation to achieve and teachers' professional competence displayed the relative contribution of 100% and 96% effective contribution to the job performance of primary school teachers. This meant that motivation to achieve and professional competence contributed to the performance of primary school teachers. Contributions of motivation to achieve and professional competence of 96% on the performance of teachers is a significant contribution to improve teachers' job performance.

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