The Effect Of Achieving Motivation On Teacher Performance In Bayumanik Semarang City

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Abstract. The purpose of this research is to investigate the effect of achievement motivation on teacher performance in Bayumanik, Semarang. This research uses a quantitative approach. The method used in this study is a survey method with a path analysis approach. The sample in this study amounted to 272 teachers using a simple random sampling technique. The criteria for the study sample were teachers from grade 1 to grade 6, ages between 35 years and 49 years, and educator certificates and ten to 15 years of teaching time. Collecting research data using a questionnaire. Achievement Motivation contains 35 questions and 64 questions related to Teacher Performance that must be answered by respondents. The results of this study reveal based on the t-value on the achievement motivation variable towards performance. teacher şebesar 6.43. Because 6.43> 1.96 which means that there is a significant influence between achievement motivation on teacher performance. The results of research on the factors that have an influence on teacher performance so that it becomes a reference in facing challenges to improve the quality of education is expected to provide information.

Keywords: Achieving motivation, teacher performance, and elementary school

1. INTRODUCTION

Education in Law Number 20 Year 2003 concerning the National Education System is a process carried out consciously or planned to create an atmosphere of learning and learning process to be fun so that students become active and develop their potential to add knowledge, insight and experience to determine the purpose of life so that they can have a broad view for a better future National education is explained in Article 3, which aims to develop the potential of students to become human beings who believe and fear God Almighty, have good, noble, healthy. knowledgeable, capable. creative, independent, disciplined and be a democratic and responsible citizen (Afandi, Ms, & Neolaka, 2018).

Efforts to achieve educational goals are inseparable from the role of the teacher. In order to achieve these educational goals, each teacher is expected to have competence in the field of knowledge. skills, and behavior (Undang-undang Nomor 20 Tahun 2003). Efforts to achieve educational goals are inseparable from the role of the teacher. In order to achieve these educational goals, each teacher is expected to have competence in the field of knowledge. skills, and behavior (Celik, 2011;
It must be dumped in carrying out its professional duties. According to Zakaria (2016) explains that teachers have an important role in the implementation of educational programs in schools. Teachers are required to have academic qualifications, competence, certificate of educator physically and mentally healthy, and has the ability to realize the goals of national education (Gadusova & Predanocyova, 2018; Rahmatullah, 2016).

Competent teachers produce better teacher performance (Mckim, Sorensen, Velez, & Henderson, 2017; Rahmatullah, 2016). The work that can be achieved by a teacher in an educational institution in accordance with their duties and responsibilities in achieving educational goals (Emda, 2016; Pohan, & Yulia, 2018) (Pohan et al., 2018). Teacher performance can be influenced by motivation for teachers to excel. Achievement motivation can be interpreted as the need to develop maximum abilities and to achieve successful goal standards (Stussi, Ferrero, Pourtois, & Sander, 2019). In addition, achievement motivation is a necessity in improving the past performance of a person or as a desire to complete challenging tasks to the maximum (Takeuchi et al., 2014). In line with this statement, achievement motivation according to Schuler, & Kuster (2011) is an expectation to exceed one's success and satisfaction standards in completing tasks and responsibilities. In this case, a high level of achievement motivation will be able to encourage someone to work according to certain achievement standards. This is because achievement motivation is a concept of one's psychology that measures how much someone carries out tasks and challenges (Zhao, Jia, & Maes, 2018).

Every teacher has work motivation, although there is a range of teachers who have high work motivation and those who have low work motivation. In general, teachers are willing to work hard if they do not encounter obstacles in realizing what is expected. Therefore, this study aims to find out how much influence motivation achievement in the performance of elementary school teachers in Bayumanik, Semarang.

2. METHOD

This research uses a quantitative approach. The method used in this study is a survey method with a path analysis approach to determine the effect of achievement motivation on teacher performance.

![Research Constellation](image)

**Figure 1. Research Constellation**

This study uses a simple random sampling technique. The population in this study is the elementary school teacher in Bayumanik, Semarang. This research was conducted in 31 public elementary schools in Semarang City, Central Java. The sample in this study was 272 teachers. The research sample criteria were grade 1-6 teachers, ages between 35-49 years and having an educator certificate and 10-15 years of service life. The instrument used to measure all three variables was the
Likert scale questionnaire. The hypothesis used the Pearson product moment correlation technique, using SPSS 20. The samples of this study are as follows.

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher Working Group</th>
<th>UPTD Education</th>
<th>Number of Sampel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cluster Dwarawati</td>
<td>UPTD Banyumanik</td>
<td>48</td>
</tr>
<tr>
<td>2</td>
<td>Cluster Sawojajar</td>
<td></td>
<td>44</td>
</tr>
<tr>
<td>3</td>
<td>Cluster Madukoro</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>4</td>
<td>Cluster Pringgodani</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>Cluster Ayodya</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>Cluster Amarta</td>
<td></td>
<td>48</td>
</tr>
<tr>
<td>7</td>
<td>Cluster Plangkawati</td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>


Research data collection related to Achievement Motivasi was carried out using a questionnaire. The questionnaire instrument contained 35 questions that had to be answered by respondents. The number of statements has four alternative answers. The questionnaire measurement scale was made based on a Likert scale with four alternative answers, namely: Always with a score of 4, Often with a score of 3, Sometimes with a score of 2, and Never with a score of 1.

![Figure 2. Indicators of Achievement Motivation Modifications (Dendik, 2013; Ansyah & Maryam, 2016)](image.png)
Furthermore, research data collection related to Teacher Performance was carried out using a questionnaire containing 64 questions that had to be answered by respondents. The number of statements has four alternative answers. The questionnaire measurement scale was made based on a Likert scale with four alternative answers namely Always with a score of 4, Often with a score of 3, Sometimes with a score of 2, and Never with a score of 1.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Number of Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Try to excel</td>
<td>This indicator includes Utilizing various learning resources, Following various activities, Working hard Achieving success, Willing to compete.</td>
<td>8</td>
</tr>
<tr>
<td>Complete tasks</td>
<td>This indicator includes completing the task as well as possible, looking for solutions to problems encountered.</td>
<td>6</td>
</tr>
<tr>
<td>Rational in achieving success</td>
<td>This indicator includes; consider the past, pay attention to the future, set clear goals.</td>
<td>7</td>
</tr>
<tr>
<td>Accept and carry out responsibilities</td>
<td>These indicators include: Accepting responsibility for success, Carrying out responsibility for progress.</td>
<td>6</td>
</tr>
<tr>
<td>Receive feedback on work taking into account risks</td>
<td>This indicator includes; Appraisal of work, Appreciation of work, Consider risk carefully</td>
<td>9</td>
</tr>
</tbody>
</table>

**Figure 3.** Teacher Performance Indicator. Modifictions (Manik & Nova, 2018, Ardiana, 2017)
Instrument Calibration.

Before the actual data collection activities are carried out, the questionnaire to be used is first tested with the same respondent or respondents who have the same characteristics as the actual respondent. In this research. The researcher conducted a questionnaire test on 40 class teachers in UPuman Elementary School Bayumanik Education Semarang City. After the questionnaire has been tested, a statistical analysis is then performed to test its validity and reliability.

Validity and Reliability Testing

To calculate validity, used to calculate the correlation coefficient with Product Moment and Pearson. The criteria used to test $\alpha = 0.05$. If $\beta$-value $> 0.05$, then the question items referred to as not later are dropped or not used or use a comparison between $t_{counts}$ with $t_{tables}$. If $t_{counts}$ is smaller in the $t_{tables}$, the question items are valid. Reliability calculation, measuring the consistency of the measuring instrument used the Reliability test, and the statistical tool used was the calculation of the reliability coefficient using the Alpha Cronbach 0.05 formula.

Data analysis technique

Data analysis in this research is to use path analysis. Path analysis is used to study causal relationships between independent variables and independent variables, causal relationships are arranged in the form of hypothetical models based on scholarship that is the theoretical basis and or experience of researchers.

3. RESULT AND DISCUSSION

Prices are presented after being processed from raw data using descriptive statistical methods that aim to provide a general description of the distribution of data distribution, both in the form of location measurements of frequency distribution. The prices presented are maximum value, minimum value, range, average, standard deviation and variance. The results of the descriptive statistical calculations in this study are as follows:
Based on research data on Achievement Motivation \( (X_2) \) obtained the highest score of 174 and the lowest score of 113 so that the range of data obtained by 61. Based on statistical calculations show that the average obtained from Achievement Motivation \( (X_2) \) amounted to 155.07; standard deviation of 12.782 and variance of 163.368. In addition, research data on Teacher Performance \( (Y) \) obtained the highest score of 255 and the lowest score of 125. In order to obtain a data range of 130. Based on statistical calculations show that the average obtained from Teacher Performance \( (Y) \) of 207.28; standard deviation of 31.86 and variance of 1014.85. Furthermore, hypothesis testing is performed using inferential statistical analysis, namely by using path analysis (Path Analysis). As follows: \( H_0 \); There is no significant effect between motivating achievement on teacher performance. \( H_1 \); There is a significant influence between motivational achievement on teacher performance.

Based on the value of the t-value on the motivational motivation that achieves teacher performance of 6.43. Because \( 6.43 > 1.96 \), \( H_0 \) rejects the teacher's performance. Achievement motivation as one of the independent variables on the dependent variable is the performance of teachers in the UPTD Education SDN Banyumanik District in the City of Semarang. This is in accordance with the opinion. (Stussi, Ferrero, Pourtois, & Sander, 2019) that achievement motivation can be interpreted as the need to develop maximum abilities and to achieve successful goal standards. In addition, achievement motivation is a necessity in improving the past performance of a person or as a desire to complete challenging tasks to the maximum (Takeuchi et al., 2014). In line with this statement, achievement motivation according to Schuler, & Kuster is a hope to exceed the standards of success and satisfaction of a person in completing tasks and responsibilities. Another understanding states that achievement motivation is an attitude that motivates someone to face challenges and achieve success (Deshpandé, Grinstein, Kim, & Ofek, 2013). This attitude will encourage individuals to be willing to bear the risk, the challenge of dealing with uncertainty. and finding solutions From these various meanings,
achievement motivation is very important for everyone in carrying out their tasks and work. Therefore, achievement motivation also plays an important role in encouraging leaders to focus on organizational targets (Wirawan, Tamar, & Bellani, 2019).

The results of research on performance according to Barnawi & Arifin (2014, p. 26) which explicitly explains that a person's performance will be realized by two elements, namely motivation and ability. Thus a person with high motivation produces low performance. Likewise a person with high ability but motivation Low performance will result in low performance so that we can interpret performance as an act, an achievement or what someone is showing through skills which means that there is a significant influence between real achievement motivation.

4. CONCLUSION
The results showed there was an influence between achievement motivation and on teacher performance. This study reinforces the knowledge and theory that Teacher Performance variables are influenced by achievement motivation variables. There is an influence of achievement motivation (X2) on teacher performance (Y) in elementary school teachers in UPTD Bayumanik Education in Semarang City which has implications for achievement motivation factors that will affect teacher performance. Therefore an increase in psychological factors must be really considered in order to be good in terms of teaching. Efforts to increase motivation for achievement can be done with perseverance of faith and effort that is truly in the presence of strong motivation, so the teacher will be able to carry out their duties well and try to improve the success of their performance, despite the many obstacles faced in carrying out the task.

5. REFERENCES