

Improving Performance Through Teacher Empowerment, Pedagogical Competence And Achievement Motivation (Empirical Study using Correlational and SITOREM Analysis in Bogor Senior High School)

Rahmawati Alwi¹, Thamrin Abdullah², M. Entang³.

¹School Postgraduate, Universitas Pakuan Bogor, Indonesia & Institut Ummul Quro Al Islami Bogor, Indonesia.

^{2,3}Universitas Pakuan Bogor, Indonesia.

ABSTRACT

This study uses a correlational approach. The research population consisted of 525 teachers in the Bogor and a random sample was obtained with the formula as many as 228 people. Quantitative data were collected through questionnaires and statistical analysis methods using regression and correlation. The purpose of this study was to find effective efforts to improve teacher performance by examining variables related to improving teacher performance, including strengthening teacher empowerment, pedagogic competence and achievement motivation.

The results of the quantitative stage show that there is a positive and significant relationship between the three independent variables with increasing performance, sequentially based on the strength of the relationship between improving performance as follows: 1) strengthening teacher empowerment ($r_{y1} = 0.549$, $p < 0.05$); 2) pedagogic competence ($r_{y2} = 0.450$, $p < 0.05$) and achievement motivation ($r_{y3} = 0.321$, $p < 0.05$).

Keywords: Performance Improvement, Strengthening Teacher Empowerment, Pedagogic Competence and Achievement Motivation

INTRODUCTION

There are still many teachers who put aside efforts to increase achievement motivation. The low motivation of teachers to improve their performance can lead to low quality of education in schools. In fact, it can specifically affect the low performance of the previously mentioned teachers. However, the facts about the teacher's low performance are always followed by the fact that the teacher's achievement motivation is low. In general, a conducive work environment in schools can gradually affect the school's performance. Therefore, the work environment as an atmosphere that surrounds the daily life of teachers in carrying out their duties and functions as teachers in schools should always be in excellent conduciveness. The environment must provide a climate that supports the ongoing process of learning activities

and the process of improving school management, especially those that can increase teacher motivation in improving their performance. In many educational institutions the work environment has received less attention. It may be caused by a misunderstanding of the intended work environment. Therefore, it is very important to conduct studies and research regarding the teacher's performance, to find out its effect in increasing students' learning motivation. So that progress and deficiencies that exist in students can be seen to improve teacher performance in processing the teaching and learning process carried out in schools. In many educational institutions the work environment has received less attention. It may be caused by a misunderstanding of the intended work environment. Therefore, it is very important to conduct studies and research regarding

the teacher's performance, to find out its effect in increasing students' learning motivation. So that progress and deficiencies that exist in students can be seen to improve teacher performance in processing the teaching and learning process carried out in schools. In many educational institutions the work environment has received less attention. It may be caused by a misunderstanding of the intended work environment. Therefore, it is very important to conduct studies and research regarding the teacher's performance, to find out its effect in increasing students' learning motivation. So that progress and deficiencies that exist in students can be seen to improve teacher performance in processing the teaching and learning process carried out in schools.

Motivation in carrying out tasks is an important aspect for a person's performance or productivity, this is because most of the teacher's time is used for work. Teachers will try to achieve certain performance as desired by the school, if they feel happy and satisfied with their work. Any satisfied teacher will work at full capacity level.

The existence of a feeling of being able (to achieve) which is owned by a person, will make a very large contribution to the aspect of self-confidence, namely that he will feel confident in his ability to be able to achieve a certain achievement.

The desire to obtain or achieve something better than others is a need that must be met, so that he will be motivated to fulfill his needs. The mindset of people who have high achievement motivation is how the effort / struggle is made to produce a superior achievement. Expectations that arise in teachers to work or commonly referred to as achievement motivation will encourage teachers to always give the best for the school where they work. The teacher will try to find ways and do things that can improve the quality of work and the quality of the school. Motivated teachers will not be satisfied with what they get/achieve, in them

there is a desire to improve what has been achieved. Teachers will also always try to continue to get what they want, by trying to improve quality continuously it means also improving the performance of the teacher, teachers who have achievement motivation will be able to improve their performance. But not only that, the teacher is also as much as possible to motivate students to study more actively and enthusiastically.

As for the results of a preliminary survey of permanent teachers at SMA Negeri Bogor, it shows that there are still problems in teacher performance as described below:

1. There are 35% of teachers who have problems in the quality of work, this can be seen when analyzing the absorption of each student's subject matter based on the evaluation of learning outcomes and in carrying out learning using appropriate methods on the characteristics of basic competencies.
2. There are 30% of teachers with problems in dedication. This can be seen from the fact that there are still many teachers who have not been involved in teaching as a dedication to the school and being a teacher is not yet considered to have a meaningful meaning in life.
4. There are 35% of teachers who have problems in teacher attachment, This can be seen in teachers who have not been carried away when carrying out work and feel that it takes so long at work.
5. There are 35% of teachers who have problems with loyalty, which can be seen from the number of teachers who have not implemented school policies to become a medium of communication with the environment.

The results of this initial preliminary survey prove that the quality of teachers in the city of Bogor has not been maximized. The facts from the results of the preliminary research indicate that efforts are needed so that

the performance of Bogor State Senior High School teachers gets optimal results.

From the explanation above, it can be seen that in order to realize Teacher performance in order to achieve superior education holistically, one of which needs human resource development because it is undeniable that it is an important thing that needs to be done on an ongoing basis, to support the achievement of this success can be obtained through teacher empowerment, increasing pedagogic competence, and achievement motivation. Therefore, in the performance effort, it is interesting to study further on strengthening teacher empowerment, pedagogic competence and achievement motivation for state high school teachers, especially those in the city of Bogor.

LITERATURE REVIEW

1. Performance

Performance is the appearance of the work of employees both in quantity and quality. Performance can be in the form of individual or group work performances (Ilyas, 2002: 125). Organizational performance is the result of the complex interaction and aggregation of the performance of a number of individuals in the organization. Performance is a translation of the English word performance. Bernardin and Russell in Ruky (2001:62) provide a definition of performance as a result or what comes out of a job and their contribution to the organization.

Performance is a translation of the word performance (Job Performance), etymologically, performance comes from the word to perform which means to display or carry out, while the word performance means "The act of performing; execution" (Webster Super New School and Office Dictionary), according to Henry Bosley Woolf performance

means "The execution of an action" (Webster New Collegiate Dictionary). Performance is often also defined as work appearance or work behavior.

SeAlong with this, Dharma (2001:76) argues that performance is something that is done or a product/service produced or provided by a person or group of people. This is in accordance with the opinion of Suprihanto (2008:122) which suggests that the work of an employee during a certain period is compared with various sizes such as standards, targets/targets or criteria that have been determined in advance and have been mutually agreed upon.

Sewhereas As'ad (2003:45) gives an understanding of performance as a result achieved by a person according to the size applicable to the work in question. In line with the understanding of performance above, Moenir (2009:34) defines performance as the result of a person's work on a certain unit of time or measure.

Lain the case of Whitmore (2007: 86) who defines performance as the execution of functions that are required of a person, but it sounds like doing the least necessary to succeed. Actual performance goes far beyond what is expected. Performance sets the highest standards of the person himself, always standards that exceed what others ask or expect. This is of course an expression of one's potential. This is close to the second meaning of performance as defined by Whitmore as an act, an achievement, a general display of skill.

2. Empowerment

Quoting the definition of empowerment from ifz (1995: 182) (in Lansantha: 2012), "Empowerment means preparing the community for resources,

opportunities, knowledge and expertise to increase the capacity of the community in determining their future, as well as to participate and influence life in the community itself. Empowerment according to Suhendra (2006:74-75) (in Hasrulloh, 2015) is "an activity that is sustainable, dynamic, synergistically encourages the involvement of all existing potentials in an evolutionary manner with the involvement of all potentials".

Furthermore, according to Ite (in Suhendra, 2006:77) empowerment is "increasing power over those who are less fortunate (empowerment aims to increase the power of disadvantage)". Meanwhile, Sufyaran (2003:63) defines empowerment as an effort to build human power or potential by encouraging, motivating, and raising awareness of its potential and trying to develop it. Henry Simamora (2005:76) says that empowering leadership implies a desire to delegate responsibility and try to help determine the conditions under which others can succeed.

3. Pedagogic competence

According to Hoogveld (Netherlands) pedagogy is a science that studies the problem of guiding children towards certain goals, namely so that later they are "able to independently complete their life tasks". So pedagogy is Child Education. Langveld (1980) distinguishes the term "pedagogy" from the term "pedagogy". Pedagogy is defined as the science of education, which focuses more on thoughts, reflections on education. An idea of how we guide children, educate children.

While the term pedagogy means education, which emphasizes more on practice, concerning educational activities, activities to

guide children. Pedagogy is a theory that carefully, critically and objectively develops its concepts regarding human nature, the nature of children, the nature of educational goals and the nature of the educational process.

According to Dwi Siswoyo, pedagogic competence is not a mere technical competence, namely "competence in managing students." (which was formulated in PP RI No. 19 of 2005), because "pedagogy" or "pedagogy" is "the art and science of teaching and educating" (Dwi Siswoyo: 2006). In this regard, teachers are required to have adequate competence in managing learning. Operationally, the ability to manage learning involves three managerial functions, namely planning, implementation, and control.

4. Achievement Motivation

Motivation is a fundamental psychological process, and is one of the elements that can explain a person's behavior. Motivation is one of the determining factors in achieving goals. Motivation is related to the drive or strength that is in humans. Motivation is in humans to display behavior towards the achievement of a certain goal. There are several expert opinions who argue about the notion of motivation, including:

- a. Abu Ahmadi (2004), motivation is an impulse that has been tied to a goal.
- b. Gerungan (2001), states that motivation is an impulse in humans that causes him to do something.
- c. Lindzey, Hal, and Thompson (2005) state that motivation is something that causes behavior.

If a person already has motivation, then he is in tension and ready to do the things that are needed according to what he wants.

That's because motivation involves the fulfillment of a set of needs, which Maslow classified according to the driving force of five groups, namely:

- a. Physiological needs, such as thirst, hunger and sex.
- b. The need for security, such as saving lives and order.
- c. The needs of relatives, such as identification, affection and friendship.
- d. The need for esteem, such as success, self-confidence and self-esteem.
- e. Business needs, such as self-development.

If the lower-level needs are met, then the higher-order needs appear, this does not mean that one need must be met in order for another need to arise.

According to Maslow, the eight levels of needs consist of:

- a. Transcendence; needs that are very difficult to understand, beyond the human mind, such as human relationship with God is transcendent.
- b. Needself-actualization (highest level of need); the need to fulfill themselves, to grow and to use their abilities to the fullest and to be creative.
- c. Beauty needs.
- d. The need to know and be understood.
- e. Needesteem; need for respect from others, respect, prestige, recognition, self-esteem and personal competence.
- f. Social needs;the need for love, affection and belonging in one's relationships with others.
- g. Safety needs; need for security, and the need for protection both physically and interpersonally.
- h. Physiological needs; the most basic human needs, such as the need for biological maintenance, food, water, sex, etc.

Maslow states that the needs are graded from the highest in succession to the lowest: self-esteem, ego needs, love needs, safety needs and physiological needs. Maslow's classical theory

asserts that appreciation is one of the basic human needs among several other needs. Efforts to fulfill these needs will lead to motivation to carry out activities optimally.

David C. Mc Clelland based on the results of his research that the achievement motive has a much more important influence on the success or failure of an industrial company, compared to any other motive. This motive has the main character of trying to achieve certain excellent standards, increasing himself emotionally to complete tasks that are considered valuable and difficult.

METHODS

PeThis study uses a combination research method between correlational research and SITOREM analysis. Correlational Research and SITOREM Analysis is a combination research method that combines correlational research methods whose results are strengthened by using SITOREM analysis. Through the SITOREM analysis, the results of correlational research are analyzed in more detail on the indicators of the research variables, so as to find indicators that need to be improved and maintained or developed immediately. The population of this research is all public teachers in SMA Negeri in Bogor City with a total of 525 teachers and a sample of 228 respondents (Slovin).

RESULT

The results of this quantitative research were obtained through a quantitative research stage which included analysis of the results of data processing, descriptive statistical calculations and hypothesis testing. From the results of the research discussion, namely regarding the relationship between teacher empowerment, pedagogic competence, and

achievement motivation towards teachers, the conclusions are as follows:

1. There is a very significant positive relationship between teacher empowerment and teacher performance. With the regression equation $1 = 67.12 + 0.41X_1$ the correlation coefficient $r = 0.549$ ($\alpha = 0.05$) and the coefficient of determination $r^2_{y1} = 0.302$ which shows the contribution of teacher empowerment to the principal's performance of 30.2%, meaning that the higher teacher empowerment, the higher the teacher empowerment. This will result in an increase in teacher performance.
2. There is a very significant positive relationship between pedagogic competence on teacher performance. With the regression equation $2 = 110.96 + 0.58X_2$ the correlation coefficient $r = 0.450$ ($\alpha = 0.05$) and the coefficient of determination $r^2_{y2} = 0.202$ which shows the contribution of pedagogic competence to the performance of the principal of 20.2%, meaning the higher the teacher's pedagogical competence This will result in an increase in teacher performance.
3. There is a very significant positive relationship between achievement motivation and teacher performance. With the regression equation $3 = 116.82 + 0.07X_3$ the correlation coefficient $r = 0.321$ ($\alpha = 0.05$) and the coefficient of determination $r^2_{y3} = 0.103$ which shows the contribution of achievement motivation to the principal's performance is 10.3%, meaning the higher the teacher's achievement motivation This will result in an increase in teacher performance.
4. There is a very significant positive relationship between teacher empowerment and pedagogic competence together on teacher performance with the regression equation $12 = 63.59 + 0.35X_1 + 0.44X_2$ the correlation coefficient $r = 0.640$ ($\alpha = 0.05$) and the correlation coefficient $r = 0.640$ ($\alpha = 0.05$) and The determination of r^2_{y12} is 0.410 which shows the contribution of teacher empowerment and pedagogic competence together to teacher performance is 41.0%, meaning that the higher teacher empowerment and teacher pedagogic competence together, it will result in an increase in teacher performance.
5. There is a very significant positive relationship between pedagogic competence and teacher achievement motivation together with teacher performance with the regression equation is $23 = 102.83 + 0.54X_2 + 0.06X_3$ correlation coefficient $r = 0.529$ ($\alpha = 0.05$) and the coefficient of determination r^2_{y23} is 0.280 which shows the contribution of pedagogic competence and achievement motivation together to teacher performance is 28.01%, meaning that the higher the teacher's pedagogic competence and achievement motivation together, the higher the teacher's performance will also be.
6. There is a very significant positive relationship between teacher empowerment and achievement motivation together on teacher performance. with the regression equation is $13 = 62.11 + 0.38X_1 + 0.06X_3$ correlation coefficient $r = 0.606$ ($\alpha = 0.05$) and the coefficient of determination r^2_{y13} is 0.368 which shows the contribution of

teacher empowerment and achievement motivation together to teacher performance is 36.8%, meaning that the higher the teacher empowerment and achievement motivation together, the higher the teacher's performance.

7. There is a very significant positive relationship between teacher empowerment, pedagogic competence and achievement motivation together on teacher performance with the regression equation is $123 = 59.20 + 0.33X1 + 0.41X2 + 0.05X3$ correlation coefficient $r = 0.682$ ($\alpha = 0.05$) and the coefficient of determination r^2 of 0.465 which shows the contribution of teacher empowerment, pedagogic competence and achievement motivation together to teacher performance is 46.5% meaning the higher teacher empowerment, pedagogic competence and achievement motivation together This will result in an increase in teacher performance.

CONCLUSION

1. There is a positive relationship between teacher empowerment and teacher performance, meaning that teacher empowerment will affect teacher performance.
2. There is a positive relationship between teacher pedagogic competence and teacher performance, meaning that improving pedagogic competence will affect teacher performance.
3. There is a positive relationship between achievement motivation and teacher performance, meaning that increasing achievement motivation will affect teacher performance.

4. There is a positive relationship between teacher empowerment and pedagogic competence together on teacher performance, meaning that by increasing teacher empowerment and teacher pedagogic competence together, it will affect teacher performance.
5. There is a positive relationship between pedagogic competence and achievement motivation together on teacher performance, meaning that by strengthening pedagogic competence and achievement motivation together, it will affect teacher performance.
6. There is a relationship between teacher empowerment and teacher achievement motivation together on teacher performance, meaning that by optimizing teacher empowerment and increasing motivation together, it will affect teacher performance.
7. The existence of a relationship between teacher empowerment, pedagogic competence and teacher achievement motivation together on teacher performance, meaning that by strengthening teacher empowerment, increasing pedagogic competence and increasing achievement motivation together will affect the performance of school principals.

REFERENCES

- Agiawati, T., Abdullah, T., Tukiran, M., Abidin, Z., & Riyad, M. (2020). IMPROVING TEACHER PERFORMANCE THROUGH STRENGTHENING TRANSFORMATIONAL LEADERSHIP, PERSONALITY, AND WORK MOTIVATION. *PalArch's*

- Journal of Archaeology of Egypt/Egyptology*, 17(6), 12884-12897.
- Beehr, T.A. & Newman, J.E., 2001, Job Stress, Employee Health, and Organization Effectiveness, a Facet Analysis, Model and Literature Review. *Journal: Personnel Psychology*.
- Chisman, F. P., and J. A. Crandall. 2007. *Passing the torch: Strategies for innovation in community college ESL*. New York : Council for Advancement of Adult Literacy.
- Desimone, L. (2011). Outcomes : Content-focused learning improves teacher practice and student results. *Journal of staff Development*, 32 (4), 63-68
- Dessler, Gary, *Manajemen Personalia, Teknik dan Konsep Modern*, Alih Bahasa: Agus Dharma, Jakarta: Erlangga, 2001
- Gibson, J.L., dkk, *Fundamentals of Management*, Alih Bahasa : Zuhad Ichyudin, Jakarta: Erlangga, 2006
- Gomes, F.C., *Manajemen Sumber Daya Manusia*, Yogyakarta: Andi Offset. 2001
- James L. Gibson, *Organizations behavior Structure, Processes*, (Boston, international Editin, 2006)
- McNeese-Smith, Donna, 2003, "Increasing Employee Productivity, Job Satisfaction and Organizational Commitment, " *Hospital & Health Services Administration*, Vol .41:2, Summer, p:160-175
- Murray, A. 2010. Empowering Teachers through Professional development. *English Teaching Forum*. 1 (online). ([http : // americanenglish. state. Gov / files / ae / resource_files / 10-48-1-b.pdf](http://americanenglish.state.gov/files/ae/resource_files/10-48-1-b.pdf))
- Ramdhani, N. K., Abdullah, T., Retnowati, R., Abidin, Z., & Riyad, M. (2020). TEACHER CAREER SUCCESS WITH STRENGTHENING INNOVATIVITY, TRAINING EFFECTIVENESS AND PERSONALITY (CORRELATION ANALYSIS AND SITOREM ON PUBLIC ELEMENTARY SCHOOL CIVIL SERVANT TEACHERS IN BOGOR REGENCY). *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(6), 7743-7766.
- Robbins, S.P., *Perilaku Organisasi: Konsep, Kontroversi, Aplikasi*, Jakarta: Prenhallindo. 2000
- Riyad, M. (2019). Pengukuran profesionalitas kinerja guru melalui program profesi guru dalam jabatan (PPG-Daljab). *Al-Mubin; Islamic Scientific Journal*, 2(1), 27-35.
- Soelaeman, M.I., *Menjadi Guru: Suatu Pengantar Kepada Dunia Guru*, Bandung: Diponegoro, 2005
- Whitmore, J., *Coaching for Performance, Seni Mengarahkan Untuk Mendon gkrak Kinerja*, (alih bahasa Dwi), Jakarta: Gramedia Pustaka Utama, 2007