



Sequential explanatory analysis on teacher performance Concerning teacher empowerment, achievement motivation, and commitment to organization at private junior high schools in Cilegon city, Indonesia

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Abstract

The objective of the research was to overcome the problem of low performance of teachers. The independent variables in this research are teacher empowerment, achievement motivation, and commitment to the organization either individually or together. The study was conducted on 201 teachers of private junior high schools in Cilegon City. The research used a combination of quantitative and qualitative analysis with the sequential explanatory design. It was concluded that there is a significant and positive relationship between independent variables teacher empowerment, achievement motivation, and commitment to the organization with the performance of teachers. Teacher empowerment contributed 13.2% to teacher performance, achievement motivation contributed 17.9% to teacher performance, and commitment to organization contributed 14.6% to teacher performance. Teacher empowerment, achievement motivation, and commitment to organization together contributed 6.7% to teacher performance, while other factors influenced 93.3% teacher performance.

Keywords: achievement motivation, commitment to the organization, teacher empowerment, the performance of teachers

1. Introduction

Educational institutions (schools) are complex institutions. The complexity is not only from various inputs but also from the learning process. Schools do not automatically become good by themselves, but it must go through the process of improvement, both in the management, as well as the competence of educators^[1].

In the world of education, teachers have a critical role because the teacher is an educator who is directly related to the students. Therefore, teachers are required to have excellent performance to create learners who have good quality^[2].

Teachers performance is an important thing to be considered by all parties, ranging from the school level, parents, government, and teachers themselves. It is necessary to empower teachers so that all teachers will have good performance following predetermined standards so as teachers can improve the quality of education which will have an impact on increasing the quality of human resources^[3].

In reality, some teachers have not been able to work optimally to suit the demands of work. Some teachers are less dedicated, both in carrying out its duties as an educator in school and excel in other fields. Based on the results of preliminary studies in schools in Cilegon City, there are problems in the learning process such as the persistence of the teachers, teachers do not prepare the lesson before teaching, teachers who have yet to develop a lesson plan before teaching, and teachers who have not been able to settle down the class. In the implementation of teaching and learning process, teachers have not been using varieties of learning strategies so that students feel bored and do not focus on participating in learning activities. Also, there are also teachers who do not

present and cannot attend the class on specific conditions for their other purposes so that the class is not conducive.

Based on preliminary study, some information obtained from teacher performance appraisal conducted by principal and school supervisor in Cilegon City Education Office in 2016 at private junior high school teachers, it was found that private school teachers in Cilegon City area are mostly under-standard performance with a range scores of 61-75 as categorized on Ministerial Decree PAN No. 16 of 2009 of Republic of Indonesia.

Teacher performance variability is determined by determinant factors or factors related to the behavioral dynamics. Factors that have a reciprocal relationship with teacher performance include transformational leadership of the principal, teacher empowerment by the school principal, teacher personality, job satisfaction, organizational culture, organizational climate, emotional intelligence, achievement motivation and commitment to the organization^[4]. In this study, it was only analyzed three factors relating to the performance of teachers, namely empowerment factors, achievement motivation, and commitment to the organization. The objective of the research was to overcome the problem of low performance of teachers.

2. Materials and methods

This research used a combination of sequential explanatory design (sequence of proof). The research method of combining sequential explanatory design is a combination research method that combines quantitative and qualitative research methods in sequence, wherein the first phase the research is done by using the quantitative approach and in the second phase is done by the qualitative way^[5].

The population of this study was all teachers of private junior high school with fixed foundation status in Cilegon city of Banten Province, amounting to 401 teachers. The sample in this study was taken as many as 201 teachers from the population by using the Slovin formula with a significance level of research which was 0.05.

Qualitative research used teacher data as crucial information. Principals, as well as vice principals data, were used as companion information and triangulation information through interviews, observation, and Forum Group Discussion (FGD). The teachers of private junior high schools in Cilegon City were asked to participate in this research by filling questionnaires.

3. Results & discussion

Performance is a work achieved by a person in carrying out the tasks assigned to him or her based on his or her skills, experience and sincerity and time [6]. Teacher performance includes learning planning, learning implementation, and learning assessment [7]. Many factors affect teacher performance, including empowerment factors, achievement motivation, and commitment to the organization [4].

Empowerment is an individual psychological condition in which the individual has more self-determination, feels meaningful and competent, and his/her work has an impact on the organization [8]. Achievement motivation is the drive to work to achieve a high standard of excellence and achieve success in competitive situations. The factors that indicate achievement motivation are, (a) the desire to complete the

work based on his or her ability, (b) set goals with moderate difficulty, (c) consider the risks in action, (d) eager to get feedback on their performance [9]. Organization commitment is defined as the desire on the part of an employee to remain a member of the organization. The factors that indicate commitment to the organization are: (a) affective commitment, which is the employee's emotional, identification, and involvement in the organization, (b) continuance commitment, which is a mandatory feeling to remain in the organization because it is the right thing to do, (c) normative commitment, which is a compulsory feeling to stay in the organization because it must be so, it is the right thing to do [10].

The strength of the relationship between the variables of teacher empowerment with teacher performance is shown by the correlation coefficient $r_{y1} = 0.363$ with a coefficient of determination $R_{y1} = 0,132$. This means that teacher empowerment contributes 13.2% to teacher performance, while o ther factors influence 86,8% of teacher performance. Based on the calculation results, it obtained the t-value of 5.49 while t-table value was 1.97 at a significant level (α) of 0.05 with a degree of freedom of 199. The t-value is higher than the t-table value, so the correlation coefficient between teacher empowerment with teacher performance is very significant. It can be concluded that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. The result of the significance test of the correlation between teacher empowerment and teacher performance is given in Table 1.

Table 1: The significance test of the correlation between teacher empowerment and teacher performance

Correlation Coefficient, r_{y1}	N	t-value	t-table value		Conclusion
			$\alpha = 0.05$	$\alpha = 0.01$	
0.363	201	5.49	1.97	2.60	Very significant

The strength of the relationship between achievement motivation variables with teacher performance is shown by a correlation coefficient $r_{y2} = 0.423$ with a coefficient of determination $R_{y2} = 0.179$. This means that the achievement motivation contributes 17.9% to teacher performance, while other factors influence 82.1%. Based on the calculation, it obtained t-value of 6.59 while t-table value was 1.97 at significance level (α) of 0.05 with a degree of freedom of 199. The t-value is higher than the t-table value, so the correlation coefficient between achievement motivation with teacher performance is very significant. Thus, it can be concluded that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. The result of the significance test of the correlation between achievement motivation and teacher performance is given in Table 2.

Table 2: The significance test of the correlation between achievement motivation and teacher performance

Correlation Coefficient, r_{y2}	N	t-value	t-table value		Conclusion
			$\alpha = 0.05$	$\alpha = 0.01$	
0.423	201	6.59	1.97	2.60	Very significant

A correlation coefficient shows the strength of the relationship between commitment to organization variables with teacher

performance $r_{y3} = 0.383$ with a coefficient of determination $R_{y3} = 0.146$. This means that the commitment to the organization contributes 14.6% to teacher performance, while other factors influence 85.4%. Based on the calculation, it obtained t-value of 5.84 while t-table value was 1.97 at significance level (α) of 0.05 with a degree of freedom of 199. The t-value is higher than the t-table value, so the correlation coefficient between commitment to the organization with teacher performance is very significant. Thus, it can be concluded that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. The result of the significance test of the correlation between commitment to organization and teacher performance is given in Table 3.

Table 3: The significance test of correlation between commitment to organization and teacher performance

Correlation Coefficient, r_{y3}	N	t-value	t-table value		Conclusion
			$\alpha = 0.05$	$\alpha = 0.01$	
0.383	201	5.84	1.97	2.60	Very significant

Similarly, based on qualitative research results of interviews and FGDs, in three private junior high schools in Cilegon city, it could be seen that there was a tendency relationship between teacher empowerment, achievement motivation, and

commitment to the organization with teacher performance, which reinforced the results of the quantitative research. The findings obtained in this 2-phase study obtained the fact that the empowerment of teachers by the principal, achievement motivation, and commitment to the organization was able to give an excellent contribution to improve the performance of teachers.

The strength of the relationship between teacher empowerment, achievement motivation, and commitment to the organization variables with the performance of teachers is shown by the correlation coefficient $r_{y1.2.3} = 0.258$ with the coefficient of determination $R_{y 1.2.3} = 0.067$. This means that teacher empowerment, achievement motivation and

commitment to the organization together contributes 6.7% to teacher performance, while other factors influence 93.3% teacher performance. Based on the calculation results, it obtained the F-value of 14.46 while F-table value was 3.04. Because F-value is more significant than the F-table value, the correlation coefficient between teacher empowerment, achievement motivation, and commitment to the organization with teacher performance is very significant. It can be concluded that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. Results of correlation significance between teacher empowerment, achievement motivation, and commitment to organization jointly towards teacher performance calculation are given in Table 4.

Table 4: Correlation significance between teacher empowerment, achievement motivation, and commitment to organization jointly towards teacher performance

Correlation Coefficient, $r_{y1.2.3}$	The degree of freedom (numerator)	The degree of freedom (denominator)	F-value	F-table value		Conclusion
				$\alpha = 0.05$	$\alpha = 0.01$	
0.258	2	199	14.457	3.041	4.713	Very significant

Hypothesis testing suggested that every increase in the value of teacher empowerment, achievement motivation, and commitment to the organization would increase the value of teacher performance. Based on the results of hypothesis testing, the proposed hypothesis can be accepted significantly. Overall, this study showed that there was a positive relationship between 1) teacher empowerment and teacher performance, 2) achievement motivation with teacher performance, 3) commitment to the organization with teacher performance, 4) teacher empowerment, achievement motivation, and commitment to organization together with

teacher performance. The results of this study were analyzed in regression and correlation, then examined the Scientific Identification Theory for Operation Research in Education Management (SITOREM) [11]. Based on the results of SITOREM analysis, it can be seen that there was a positive relationship between the three independent variables of teacher empowerment, achievement motivation, and commitment to the organization with the dependent variable of teacher performance. The results of the SITOREM analysis are presented in Figure 1.

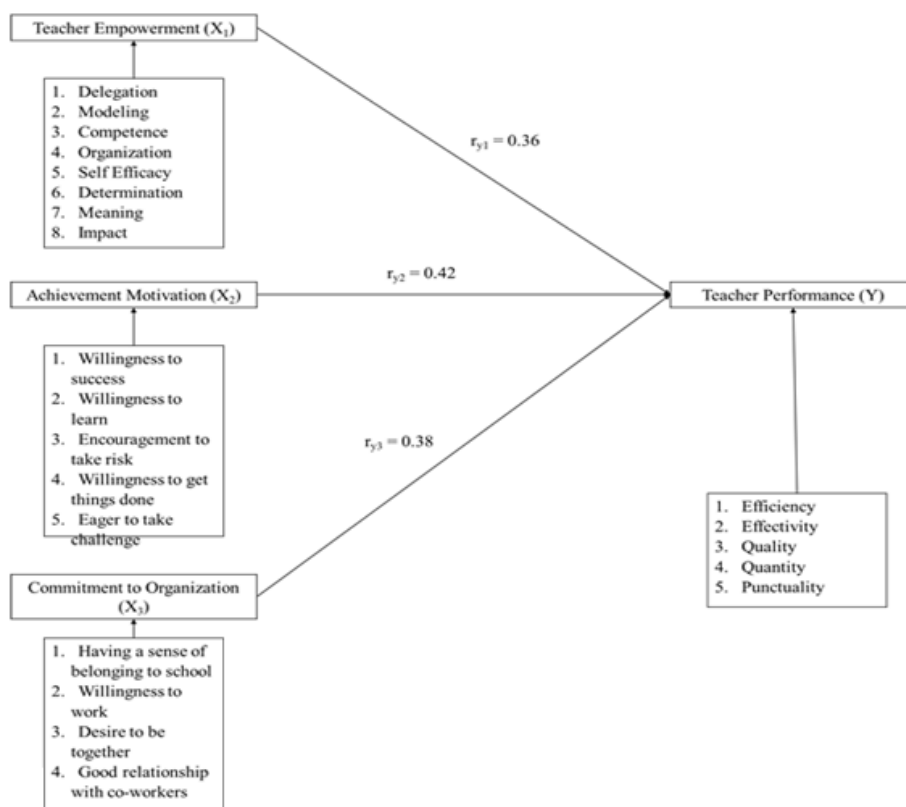


Fig 1: Results of the SITOREM analysis

4. Conclusions

The findings in this study prove that there was a positive and very significant relationship between teacher empowerment, achievement motivation, and commitment to the organization with teacher performance among permanent teachers who work in private junior high schools in Cilegon. Teacher empowerment contributed 13.2% to teacher performance, achievement motivation contributed 17.9% to teacher performance, and commitment to organization contributed 14.6% to teacher performance. Teacher empowerment, achievement motivation, and commitment to organization together contributed 6.7% to teacher performance, while other factors influenced 93.3% teacher performance. It can also be concluded that the variables of achievement motivation and commitment to the organization have a more significant effect on teacher performance compared to the teacher empowerment variable.

5. References

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