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The Relationship of Achievement Motivation with Teacher Performance in the Implementation Teaching and Learning Process in Senior High Schools

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ABSTRACT

The research aims to determine: 1) Find out the description of teacher achievement motivation, 2) find out teacher performance in the teaching and learning process implementation; 3) Find out the relationship between achievement motivation and teacher performance in the implementation teaching-learning process in Public Senior High School in Soppeng Regency. The method used in this research is a correlation survey. The population in this study is all teacher state high schools in Soppeng Regency. Total 612 people, the sample of this study proportional random area of 53 people. This study consists of two variables, namely achievement and teacher performance. They are collecting data through observation and documentation. Subjects in this study: principals teacher. The analytical technique is descriptive, inferential analysis. The results of this study indicate that 1) In general, the performance of public high school teachers in Soppeng Regency is in the high category; 2) Teachers, achievement motivation, is in the high category; 3) There is a significant relationship between achievement motivation and public high school teachers.

Keywords: Motivation achievement, Teaching, and Learning, Performance teacher.

1. INTRODUCTION

Currently, education problems are quality, quantity, effectiveness, efficiency, and relevance. This is due to several aspects of education that do not meet the standards [1]. Talking about systemic management, the components of teacher and students are the spearheads that will determine the success of the teaching and learning process in the classroom. The teacher regulates the classroom teaching and learning process scenario, including preparing lesson plans considering the curriculum, suggestions, and existing infrastructure. In contrast, the teacher is an actor who has the ability, motivation, and adequate readiness to carry out teaching and learning tasks in the classroom. Therefore, the implementation of a quality learning process, among others, is primarily determined by the teacher having professional competence according to the demands of the law on teachers and lecturers [2].

The regional autonomy law places authority in most areas of government and culture. To the government number. 25 of 2002 contains a shift in the authority structure of the education administration system, and this data is the right momentum to reform the education management system. The current condition that requires us to think about an effective education development strategy, namely a development strategy that empowers, gives complete trust, and returns business to be developed, is improving principals' quality of education leadership qualities and teacher performance in high schools.

In recent years, high school has faced problems in two work areas, namely educational and administrative. Among the most highlighted by experts, experts, or observers and the community are the quality of principals and the quality of teachers [3], [4]. To improve the quality of education in the context of education development, many improvements have been made to the quality of teachers and principals, namely through various upgrading and training to increase the competence of principals and teachers. These efforts make teachers aware of their duties and obligations to achieve good teacher performance. Meanwhile, other efforts are to improve the ability of schools and teachers to carry out their duties both as principals and as teachers so that educational goals can be achieved. The low quality of education so far that has been in the public's spotlight, one of which is caused by the performance of teachers, in this case, there are still many teachers who have not been able to develop their abilities in the learning process, ideally, teachers should be the low quality of education so far, the has been in the ability to carry out their primary duties as educators following their professional abilities [5]. Nevertheless, it is not, based on the results of an interview with one of the senior educators, especially at high school Soppeng Regency, it is stated that one of the causes of the inability of teachers to apply their professional abilities is because of the low achievement motivation.

Based on the description above, achievement motivation is one of the most crucial problems, especially for teachers, to be considered by the school. Because

problem will directly affect the quality and quantity of a teacher's work, ultimately affecting the success of a school in achieving educational goals [6]. However, the reality shows that work achievement motivation at an institution or school is generally low. This means that efforts to improve teacher performance need to get more attention. Self and situational factors heavily influence a person's work. The self factor in question is a factor that comes from the teacher himself [7]. Meanwhile, situational factors consist of two sub-groups: social and organizational factors and physical work environment factors.

The position and war of teachers greatly determine success in a school because teachers are the backbone of schools in realizing educational success [8]. However, in achieving school goals, there are still various problems. One of the problems faced by the government, specifically in the field of education, is the problem of teachers. Therefore, the government in this new era, especially school-based management, pays great attention to the ability and professionalism of teachers. To realize teachers as expected above, it is necessary to provide guidance and direction to increase teacher performance, especially achievement motivation. This means that high teacher achievement motivation is always influenced by performance. Every employee, especially teachers, needs to be motivated by high achievement. Achievement motivation for teachers is a problem that is always interesting to discuss because only through achievement motivation can a teacher shape the teacher's personality to carry out tasks with a complete sense of responsibility.

Given the importance of the position and role of the teacher in carrying out his noble duties as an educator, it is necessary to hold steady and directed guidance to improve the teacher's professionalism so that the teacher can carry out his functions and duties possible [9]. The guidance arrived out by the principal needs to be carried out continuously to increase achievement motivation towards a maximum level of performance to achieve educational goals [10].

Achievement motivation is a way to change the habits of employees or teachers in schools; thus, it is necessary to emphasize that achievement motivation will result in high performance to achieve school goals. Achievement motivation is a condition that causes or provides encouragement to employees to act and carry out all activities according to established norms or rules [11]. Talking about the implementation of development in the field of education, in this case, the achievement motivation of state high school teachers in Soppeng Regency is one part that has a task that will contribute to development in the field of education. In every school. The low and high achievement motivation in high school in Soppeng Regency can be seen from teachers' performance in preparing lesson plans, implementing the teaching-learning process, and following up with an evaluation of learning outcomes. On the description above, achievement motivation and teacher performance are still important

issues to be studied; with high achievement motivation, teachers are expected to improve their performance in carrying out their duties and responsibilities as educators. If the teacher does not have a complex achievement motivation, they are expected to develop themselves and carry out their tasks according to parents, society, nation, and state. Therefore, it is necessary to carefully examine the relationship between achievement motivation and teacher performance in implementing the learning process in Senior High Schools, especially in Soppeng Regency. The factor determining a person's achievement is the person's motivation for achievement, and it is often found in someone who has high intelligence but low achievement. As a result, his intellectual abilities do not / do not function optimally. One of the supporting factors so that a person's intellectual abilities can function optimally is the motivation for high achievement in him [12].

Motivation is a change in energy characterized by effective impulses and reactions to achieve goals [13]. From this understanding, three things appear: (1) motivation begins with a change in energy in a person, (2) motivation is characterized by affective impulses that are sometimes visible and sometimes difficult to observe, (3) motivation is characterized by reactions to achieve goals. A teacher will try his best if he has great motivation to achieve his educational goals. Teachers will carry out the teaching and learning process in schools seriously without being forced if they have great motivation, so they are expected to achieve high achievements. The existence of high achievement motivation in teachers is a requirement that teachers are motivated by their own will to overcome various difficulties in the learning process they face, and teachers will be able to carry out their duties as teachers and educators. Indicators that can be used to measure the level of achievement motivation are: (1) drive for success, (2) work hard, (3) take responsibility, (4) like to compete, (5) take the initiative, (6) feedback. an unsatisfied need will create a tension that stimulates the drive that triggers goal-seeking behavior [14].

Biological and psychological needs drive an activity [15]. Based on this opinion, motivation will be related to the issue of needs, where the need arises due to an atmosphere that requires an unstable situation: mismatch or the presence of a force that demands satisfaction. Thus, if the strengths and needs have been met, there will be demands to carry out an activity so that human needs that are dynamic and usually change according to their own needs. The relationship between teacher performance and work achievement in educational organizations has always been the public's talk that must get attention. Teacher performance should not be ignored to spur student learning achievement, which is the dream of the community as for the problems that can be shown to get good teacher performance (performance) is the teacher's ability to:

- a) Making lesson plans
- b) Ability to organize study groups
- c) Ability to encourage students to learn
- d) Ability to foster student learning discipline

- e) Ability to assess student learning
- f) Ability to guide students
- g) Ability to complete class administration.

2. METHOD

This research is a survey. This research includes descriptive research with a correlational approach based on the problem. The location of this research is Senior High School at Soppeng Regency. This study consists of two independent variables (independent), namely: Achievement motivation (X), while the other variable is teacher performance as the dependent variable, which is given the symbol (Y). The design of this research can be seen in the following figure:

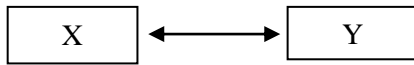


Figure 1. Design of research

The operational definitions of these variables are as follows:

- a. Achievement motivation is the teacher's desire from within himself accompanied by a high spirit to carry out his duties and responsibilities with optimal results: a) drive for success, b) work for hand. c) responsible, d) likes to competence, e) takes the initiative, f) feedback.
- b. Teachers' performance is the workability or appearance of teachers in carrying out daily takes according to planning implementation evaluation the results of teaching and learning process in the classroom.

Population and Sample Research, all teachers and sampling that the research uses are by using proportional random sampling area, namely the sampling of population members is carried out based on the district where the high school is located. Namely high school in the sub-district of the city, outskirts and outside the city (Table 1).

Table 1. Population and Samples

School	No. Teacher	No. Sample
Senior High School 3	65	33
Senior High School Marioriwawo	18	9
Senior High School Marioriaawa	22	11
Total	105	53

The data collection techniques used in the study were carried out following the orientation of the data sources, namely: 1) questionnaires, 2) Documentation. The data analysis technique used is the descriptive analysis of inferential analysis. The descriptive analysis explains the data characteristics of achievement motivation and performance of state high school teachers in Soppeng.

3. RESULT AND DISCUSSION

3.1. Result

3.1.1. Descriptive Statistical Analysis of Achievement Motivation

The descriptive statistical calculations based on the frequency of respondents' choice of the answer category obtained an average value (mean) of 161, indicating the frequency of respondents' answers is the largest. The median as a measure that divides the two tendencies of respondents' answers is obtained a value of 154 and in the high category indicates more than 50 percent of respondents' answers support teacher achievement motivation

3.1.2. Descriptive Statistical Analysis of Teacher Performance in General

The teacher's performance variable is described in 36 invalid items, three items with five closed answer choices using a Likert scale. The five answers are weighted from the lowest to the highest score. To facilitate the interpretation process in the description. From the results of descriptive statistical calculations based on the frequency of respondent's choice of the answer category, the average value (mean) is 153.52. Figures are in the high category, which indicates the high performance of teachers. The mode or value that appears most often is 162, indicating the frequency of the respondent's answers to the greatest. The median as a measure that divides the two tendencies of respondent's answer is obtained a value of 156 and is in the very high category indicating more than 50 percent supports teacher performance.

3.1.3. Correlation Analysis of Achievement Motivation and Teacher Performance.

The significance level was set at 5% and $n = 53$. The correlation coefficient was 0.73, and the significance was $0.006 < 0.05$. So "there is a relationship between achievement motivation and teacher performance" of 0.373. For the relationship between variable x and variable y, the determination can be used by squaring the correlation coefficient ($KP = r^2$), So the determinant coefficient is positive

Tabel 2. Determinant Coefficient

R	R Square	Adjusted R Square
0.335	0.142	0.122

Thus, it is proven that the relationship between achievement motivation and teacher performance is linear and has a relationship. The variance that occurs in the teacher performance variable 14.2% can be explained through the variance that occurs in the achievement motivation variable, or the 14.2% achievement motivation is determined by the teacher's performance.

3.2. Discussion

Another expression is in line with the results of this study, someone who has high achievement motivation tends to be open in terms of interacting and communicating with his fellow subordinates and fellow positions [16], [17]. The results of the description of the respondent's choice of answer categories obtained an average value (mean) of 153.52. Figures are in the high category, which indicates the high performance of teachers. The mode or value that appears most often is 162, indicating the frequency of the respondent's answers to the greatest. The median that divides the two tendencies of respondents' answers is a score of 156 and is in the very high category indicating more than 50 percent supports teacher performance.

After looking at the average score, the state high school teachers in Soppeng Regency are generally adequate and have high performance in their duties as educators. Teacher performance is the main thing that must consistently be grown in the teacher to foster motivation to improve performance. The correlation analysis of achievement motivation with the performance of public high school teachers in Soppeng obtained a correlation coefficient of 0.373. This value provides an understanding that there is a positive relationship between teacher achievement motivation and teacher performance, meaning that the better the teacher's achievement motivation, the better the performance of the teachers' high school in Soppeng or vice versa. To see the relationship between the achievement motivation variable and the teacher performance variable, the determinant coefficient (KP) can be used by squaring the correlation coefficient ($KP = r^2$). So, the determinant coefficient is 0.139, and this gives an understanding that the teacher's achievement motivation determines 13.9 percent of the variation in teacher performance. This shows that the high achievement motivation of teachers supports the improvement of teacher performance.

4. CONCLUSIONS AND SUGGESTIONS

4.1. Conclusion

Based on the results of data processing and discussion, the following conclusions can be drawn:

1. The performance of high school teachers in Soppeng Regency, in general, is in the high category
2. Achievement motivation of public high school teachers in Soppeng Regency. Generally, in the high category
3. There is a significant relationship between achievement motivation and the performance of high school teachers in the Soppeng Regency.

4.2. Suggestions

Based on the conclusions above, several things can be suggested as follows:

1. The Soppeng Regency High Schools teachers can better maintain their achievement motivation and performance by increasing insight and knowledge of the fields of study taught in their respective schools.
2. Principals are advised to provide guidance and supervision to teachers in carrying out the learning process in the classroom, and this is an effort to improve teacher competence, especially professional competence.
3. For the principal to pay more attention to the needs of teachers in the implementation of the learning process in schools by meeting the needs of learning media and improving teacher welfare.

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