

Measuring The Performance of Teachers of SMPN 6 Cilegon Based on Self-Concept and Teaching Motivation

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ABSTRACT

Increased teacher performance is influenced by many factors, one of which is self-concept and teaching motivation. This study aims to explain the results of a field study on teacher performance measurement based on self-concept and teaching motivation. This research is correlational quantitative research. The research subjects were 36 teachers of SMPN 6 Cilegon. Collecting data using a Likert scale questionnaire technique. Research hypothesis testing with product-moment correlation analysis and multiple regression analysis. The results showed that self-concept and teaching motivation affected teacher performance. And among the variables that have the most influence on teacher performance is work motivation as much as self-concept. Based on the research results, the teacher should improve self-concept and teaching motivation. With the increase in these two things, it is hoped that teacher performance can increase.

Keyword: Self-Concept, Teaching Motivation, Teacher Performance

INTRODUCTION

Education is one of the important aspects that have a role in national development, especially in the field of human resources. To realize the role of education, it is formulated in educational objectives. National education aims to create a complete Indonesian people.

One of the fundamental factors determining the achievement of the aforementioned national education goals is the teacher. The teacher's role is one of the important and strategic components through their performance. Teacher performance is very important in realizing the goals of national education and determining the level of quality of education, but the performance of these teachers is much influenced by various factors, both from within and from outside the individual concerned.

Teachers in schools are one of the elements that influence the achievement of educational goals in schools in addition to other elements, such as students and educational facilities. However, in carrying out their duties and obligations as educators at school, it is determined by their work morale or work motivation. Because the smoothness and success of the implementation of the educational process or the teaching and learning process in schools will not be achieved if teachers as educators in schools do not have high work morale or have low work motivation.

In line with the mandate of the Republic of Indonesia Law on Teachers and Lecturers No. 14 of 2005 article 1 paragraph 1, it is stated that "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through the education pathway. formal, basic education and secondary

education". To find out the implementation of the teacher's duties, a performance appraisal is required with the appropriate assessment criteria under the objectives to be achieved.

This is under what Maler stated (in Kusumastuti, 2001) that performance as performance is the success of a person in carrying out a job. Ilyas (2001) also states that current work is the appearance of the work of personnel both in quantity and quality in an organization. Performance can be the appearance of an individual or a workgroup of personnel. The appearance of the work is not limited to personnel who hold functional or structural positions, but also to all personnel within the organization.

Teacher performance is an important element in education, besides that, it is also a determinant of the level of education quality. Teacher performance is carried out by the teacher in carrying out the duties of a teacher as an educator. The quality of teacher performance determines the quality of educational outcomes because the teacher is the person who most often interacts directly with students during the learning process. Teachers are an important component in the world of education, therefore more attention needs to be given to creating quality teachers so that this can support teacher performance. Teachers also play an important role in the world of education, especially in the formal field at school, teachers greatly determine the success of students, especially in terms of the teaching and learning process that is usually carried out in schools. The success of the teacher's performance is influenced by the surrounding environment. Therefore the surrounding environment, especially in this case the school, such as the principal who can motivate and empower teachers to create good performance and be able to act as a professional teacher besides the teacher himself can improve the quality of his work

Teachers must have high motivation and enthusiasm in their dedication to educating the nation's children. This motivation can be seen from the teacher's way of preparing everything to support the success of the goals to be achieved. A teacher must have readiness in learning.

Motivation is an inner process or psychological process within a person that is strongly influenced by several factors. The factors that influence it include internal factors (originating from within the individual) and external factors (originating from outside the individual).

In addition to motivation that supports teachers, performance is individual traits. And self-concept is part of the individual nature. The same thing was stated by Jeny (2012) as quoted by Made Pasek Widiarta, which states that self-attitude is a state of the self in humans that moves to act or act in social activities with certain feelings in response to situation objects or conditions in the surrounding environment. Besides, attitude also provides readiness to respond positively or negatively to objects or situations. Based on this, the teacher's attitude towards his profession can be seen from the way he reacts or responds to his profession as a teacher. A teacher's positive or negative reactions will determine his efforts or his willingness to accept or refuse to pursue and carry out his profession with full responsibility and pleasure.

Based on the author's observations in the field, it can be seen that the work motivation of SMPN 12 Cilegon City teachers shows that there are still teachers who have low performance in performing tasks. Of the 37 teachers at SMPN 6 Cilegon, only 20 teachers have complete teaching administration, more details can be seen in the table below,

The results of the teacher performance assessment at SMPN 6 Cilegon were carried out by the foster supervisors for the 2019/2020 school year period, shown in table 1 below:

Table 1
Period Teacher Performance 2019/2020

No	Category	Total	Percentage (%)
1	excellent	5	13,5 %
2	good	18	48,7 %
3	quite	14	37,8 %
4	less	-	-
		37	100 %

Source: *Teacher Assessment at SMPN VI Cilegon in 2019/2020*

Thus the performance appraisal for the 37 teachers at SMPN 6 Cilegon for the 2019/2020 school year tends to be in a good category, but there are still those who get the sufficient category. So it can be indicated that the performance of teachers at SMPN 6 Cilegon in the 2019/2020 school year is not optimal.

Low performance can be caused by low motivation. This can be seen from the phenomena that arise in the problem of teacher work motivation, including the following:

1. The low willingness and seriousness of the teacher's work can be seen from the habits of teachers who are late attending school and have not complied with the existing teaching schedule.
2. There are still teachers who are less enthusiastic and enthusiastic about working, resulting in ineffective work done as a teacher.
3. The low assertiveness of superiors against teachers' negligence in carrying out their duties, so that teachers often make mistakes, such as not obeying the rules that should be implemented.
4. Most of the teachers are more loyal to their leaders if the leaders are in school and if the leaders are not in the schools the teachers on average leave their responsibilities in teaching so that the authority given by the leaders to the teachers has not been implemented optimally.

The intensity of teacher tardiness at SMPN 6 Cilegon 2019 is described in table 2.

Tabel 2
The intensity of Tardiness for Teachers at SMPN 6 Cilegon in 2019.

Month	The number of teachers who were late attending at 08.00
July	4
August	4
September	3
October	5
November	10

The phenomenon above indicates that the teacher's work motivation in carrying out tasks is still low. Teachers' work motivation in carrying out their duties is thought to have a relationship with self-concept culture and work culture. Organizational culture has a great influence on the behavior of its members, because of the high level of togetherness. If the teacher is given an understanding of organizational culture, each teacher will be motivated and enthusiastic to carry out any tasks given by the organization. This is one of the keys to obtaining optimal work performance so that productivity increases to achieve organizational goals and teacher performance.

Apart from motivation in teacher performance what is needed is potential development. The development that a person has will not just happen if it is not pursued. A person's efforts to actualize their potential will also shape their attitudes and personality (Vera, 2012). The most important thing is that the actualization of potential can be obtained if a person has a self-concept.

The self-concept is a mixed picture of what the individual thinks, what other people think about himself, and what the individual wants (Burn, 1993). According to Rogers (McLeod, 2008, in Afridella Arysa), the self-concept component consists of three things, namely individual knowledge about himself, individual assessment of himself, and individual expectations for himself. Individual assessment of himself is related to what individuals think about themselves and feelings of self-worth. A person's high self-esteem tends to lead to (1) Belief in one's abilities; (2) Self-acceptance; (3) Don't worry about what other people think; and (4) Optimism. Meanwhile, someone who has a negative view of themselves tends to cause: (1) distrust; (2) Want to be or look like someone else; (3) Always worrying about what other people might think; and (4) pessimism (Burns, 1993).

Based on the explanation above, the performance conditions of the teachers of SMPN 6 in Cilegon, Banten Province are faced with various problems. Concrete problems that exist can be observed in the teacher work motivation factors and self-concept.

Based on the results of observations and interviews conducted by researchers, information was obtained that during the busy teaching hours of the teachers at the schools of several teachers at SMPN 6 Cilegon City, therefore, the researcher was interested in conducting field research related to performance, motivation, and self-concept.

METHODS

This study uses a quantitative approach, namely using instruments (data collection tools) that produce numerical data (numbers). Data analysis was performed using statistical techniques to reduce and classify data, determine relationships, and identify differences between groups of data. Control, instruments, and statistical analysis are used to produce research findings accurately (Trianto, 2010). Thus, the conclusion of the hypothesis test results obtained through this quantitative research can be applied in general.

Questionnaires or questionnaires. The questionnaire in this study will be given to be filled in by teachers who have been assigned as research samples as well as respondents. Interview, the interview that will be used in this research is a free guided interview, that is, in conducting the interview, the interviewer brings a guideline which is only an outline of the things to be asked. The source that will be the object of the interview in this study can be the principal, especially the teachers in the school concerned.

The population is the totality of all possible values, the results of calculating or quantitative or qualitative measurements regarding certain characteristics of all members of a complete and clear group whose properties are to be studied (Ibrahim, 2007). The population in this study were all teachers at SMPN 6 Cilegon. The sampling technique used in this study was saturated samples because the population was 36 people.

RESULTS AND DISCUSSION

Table. 3
Test the correlation of X₁ and X₂ to Y

Correlations			X1	Y
Control Variables				
X2	X1	Correlation	1,000	,311
		Significance (2-tailed)	.	,009
		df	0	33
Y		Correlation	,311	1,000
		Significance (2-tailed)	,009	.
		df	33	0

Based on the results of the Pearson product-moment correlation in the table above, it can be seen that the correlation coefficient (r) between the X₁ (self-concept) and X₂ (teaching motivation) variables with the variable (teacher performance) is 0.311 with sig (p) = 0.009 and the sig value. (p) < 0.05 means that there is a relationship between teaching motivation and teacher performance. Meanwhile, to determine the determination, the following coefficient of determination test was carried out:

Table 4
Coefficient of Determination X₁ dan X₂ to Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,508 ^a	,258	,213	7,00929
a. Predictors: (Constant), X ₁ , X ₂				

In the table above, it can be seen that the calculation results of the price of R (0.508) when consulted with the interpretation table of the product-moment correlation coefficient in chapter III, it is found that the value of $r = 0.508$ is classified as moderate or sufficient, while the value of R Square (R) is obtained at 0.258. This means that 25.8% of teacher performance (Y) can be explained by the discipline variable (X₁) and teaching motivation (X₂), while the rest is influenced by other variables not examined in this study.

Tabel 5.
Regression Coefficient of t-test X₁ and X₂ against Y

Coefficients ^a									
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	66,655	20,845		3,198	,003			
	X2	,345	,166	,329	2,081	,045	,423	,341	,312
	X1	,281	,150	,297	1,877	,069	,401	,311	,281

The results of the calculation of multiple regression analysis in the coefficient table obtained a constant score of 66.655 and a self-concept regression direction score (X₁) of 0.345, a regression

score of teaching motivation (X_2) of 0.281. Based on the constants and the direction of the regression, the equation for the regression line is: $Y = 66.665a + 0.345 X_1 + 0.281 X_2$. This means that the teacher's performance without the support of self-concept (constant) and teaching motivation (constant) is 66.665 and any changes or increases together between the self-concept variable and the teaching motivation variable will determine the level of teacher performance, every one-point increase in the variable 'The self-concept resulted in an increase in the score of the teacher performance variable by 0.345 and every time there was an increase in the teaching motivation variable it resulted in an increase in the score of the teacher performance variable by 0.281.

With the acceptance of the third hypothesis or the stimulant test, it means that the level of teacher performance is very much determined by the self-concept and teaching motivation of the teacher. This fact can be understood that the self-concept of teacher work is one of the important factors in supporting teacher performance, as well as teacher teaching motivation is the key to successful teacher performance both pedagogically, socially, professionally, and personally to become a professional teacher.

From the Unstandardized value, it can be seen that the independent variable that most influences teacher performance is the teaching motivation variable (X_2) of 32.9% and has a positive sign compared to the self-concept variable (X_1) of 29.7%. This informs that teacher teaching motivation has the potential to influence teacher performance.

From the results of testing the third hypothesis, it can be concluded that self-concept and teaching motivation together have a positive relationship with teacher performance. Based on the results of the SPSS calculation, the F-value = 5.743 with a significance F of 0.007. By using a significance level of 5%, the table value with $df_1 = 2$ and $df_2 = n-k-1 = 36 - 2 - 1 = 33$ obtained a F-table of 1.693. Then F-value (5,743). > F table (1.693), or a significance of F of 0.007 indicates that it is smaller than 0.05. Thus H_0 is rejected and H_a is accepted, so the hypothesis which states there is a positive and significant relationship between self-concept and teaching motivation variables together on teacher performance variables can be accepted.

The equation for the regression line is: $Y = 77,850 + 0.410 X_1 + 0.810 X_2$. This means that teacher performance without the support of discipline (constant) and work motivation (constant) is 77.850 and any changes/increases jointly between the discipline variable and the work motivation variable will determine the level of teacher performance, every one-point increase in the variable between disciplines. resulting in an increase in the score of the teacher performance variable by 0.410 and every time there was an increase in the work motivation variable it resulted in an increase in the score of the teacher performance variable by 0.810. Thus, the higher the work discipline, the higher the performance. The higher the work motivation, the higher the teacher's performance both individually and collectively.

From the unstandardized value, it can be seen that the independent variable that most influences teacher performance is the work motivation variable (X_2) of 36.4% and has a positive sign compared to the self-concept variable (X_1) of 26.9%. This informs that teacher work motivation has the potential to affect teacher performance.

CONCLUSION

Self-concept has a significant relationship with the performance of teachers at SMPN 6 Cilegon. This means that the higher the self-concept, the better the teacher's performance. Conversely, the lower the work discipline of the teacher, the less good the teacher's performance.

Teacher teaching motivation has a significant relationship with the performance of teachers at SMPN 6 Cilegon. This means that the higher the teacher's work motivation, the better the teacher's performance. Conversely, the lower the teacher's work motivation, the less good the teacher's performance.

There is a simultaneous significant relationship between teacher performance and teaching motivation and teacher performance at SMPN 6 Cilegon. This means that the higher the self-concept and motivation to teach the teacher, the better the teacher's performance. Conversely, the lower the self-concept and motivation to teach the teacher, the less the teacher's performance is.

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