

The influence of the antecedent variable on the teachers' performance through achievement motivation in senior high school

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ABSTRACT

This study aims at analysing whether the antecedent variable directly affects the performance of the high school teachers or not. In addition, this research strives to find out whether the antecedent variable indirectly affects the teachers' performance through the achievement motivation of the high school teachers. It was a quantitative research with 130 respondents using Structural Equation Model Analysis AMOS 18. The study found that the antecedent variable in the form of emotional intelligence and competence had a positive and significant effect directly on teacher performance. In addition, the variables of antecedent, emotional intelligence, and teachers' competence indirectly have a positive and significant effect on the teachers' performance through achievement motivation. It illustrates that emotional intelligence of every teacher provides convenience in teaching students at the senior high school. The teachers' competence becomes important in supporting the teaching profession and providing convenience for teachers in the teaching and learning process effectively to improve the performance of teachers through achievement motivation.

KEYWORDS

Achievement motivation, teacher's performance, emotional intelligence, competence

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Introduction

To realize the success in managing and organizing national teaching system that is governed by the Indonesian regulation, then operationally the teachers' performance should be improved in line with the changes and the dynamic development of education. The key to the successful implementation of the education system in Indonesia in relation to the achievement of the senior high

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school teachers is reflected in the attainment of the teachers' performance for the results of the performed learning activities.

Assessing the success of a school in the field of education, particularly at the senior high school can be seen in improving the teachers' performance in the learning process in accordance with the level of achievement motivation owned by the teachers. The increased performance of teachers in some schools is not entirely realized maximally because there is an antecedent variable that directly and indirectly affects the motivation and teachers' performance in the learning process at the senior high school.

The average performance of teachers based on the observations and comparative studies carried out in some senior high schools based on their field of studies shows that their performance decreases. It is proved by the percentage of student achievement based on the teachers' ability both the certified teachers and the uncertified teachers. Teacher evaluations are determined based on the ability of teachers whether they make planning and preparation, whether they understand the material, whether they know appropriate methods, whether they can manage student, and whether they conduct an evaluation.

The fact shows that the decreasing of the teachers' performance of in the last five years shows the percentages that are below 3% based on data from the Department of Education in 2015 both general subject teachers, natural science teachers, social science teachers, and linguistic teachers. The decrease indicates that efforts to improve and enhance the teachers' performance are necessary to take into considerations in terms of achievement motivation that must be owned by the teacher as an intervening variable to anticipate antecedent variable that can contribute to the influence of performance improvement.

The decreasing of the teacher performance affects the results of the learning process carried out in some senior high schools in Makassar. This decrease indicates that the student achievement decreases due to the poor teacher performance. Therefore, the performance of teachers needs to be improved by providing the achievement motivation for each teacher to be Able to provide a positive influence on the antecedent variable in relation to emotional intelligence and the increase of competence in carrying out their duties. According to Farida (2014:12), each teacher must have emotional intelligence in which they are competent in their field in motivating themselves to excel in the field of teaching according to the achievement of their performance (Farida, 2014: 12).

The percentage of performance appraisals showed that the average performance of general subject teachers reaches 79.6 percent. The average performance of natural science teachers achieves 72.08 percent. The average of social science teachers is 82.62 percent. The average of linguistics teachers is 78.74 percent. These data illustrate that performance becomes the consideration in teaching and learning process because the decreasing performance results in student achievement (National Education, 2015).

It becomes a factor to improve the teachers' performance by applying the theory of performance appraisal for educator proposed by Friedrich (2013: 96). He notes that there are some indicators in this case, namely: 1) the ability to make the planning and preparation of teaching; 2) the mastery of the material taught to students; 3) the mastery of teaching methods and strategies; 4) the ability to give assignments to students; 5) the ability to manage students; and 6) the ability to conduct appraisals and evaluation.

The decreasing of in the educators' performance in particular for the teacher can be caused by various things related to achievement motivation, emotional intelligence, and competence that are not being met. According to Queen (2010: 87), the teacher performance increases if the achievement motivation is met in accordance with emotional intelligence and able to develop competencies well.

The decreasing of the teachers' performance occurs because the achievement motivation is less optimal. The fact shows that the teachers do not have a motivation to have achievement based on self-assessment and judgment of others. Farida (2014: 12) argues that teachers are difficult to improve their performance if they have low motivation. There are some causes why the teachers have low motivation for achievement. First, the need for achievement is not met. The desired power need is not reached. The need for affiliation is not achieved.

The achievement motivation theory advanced by McClelland suggests that there are three human achievement motivation needs, namely the need for achievement, need for power and the need for affiliation. The needs for achievement motivation for teachers are very crucial in realizing the attainment of their performance. Therefore, the success of teachers to realize the performance can be enhanced by meeting the needs of achievement motivation (Farida, 2014: 15).

The study conducted by the researchers by observing the senior high school teachers shows that the achievement motivation and low performance of teachers are directly and indirectly affected by the level of emotional intelligence and competence that are less actualized by the teachers in performing their duties and functions in the teaching and learning activities in schools.

According to Giselle (2009: 71) emotional intelligence has directly a positive and significant effect on achievement motivation and performance. Robert (2010: 64) notes that competence has a simultaneous and significant effect on achievement motivation and performance. Kelly (2014: 115) reveals that interpersonal communication has a significant and simultaneous effect on performance through achievement motivation. Osvaldo (2011: 82) states that the achievement motivation has a positive and significant effect on performance. Gieselle (2009: 89) and Quenn (2010: 116) reveal that emotional intelligence and interpersonal communication have a simultaneous and significant effect on the performance through achievement motivation. Robert (2010: 70), Gieselle (2009: 90) and Osvaldo (2011: 83) find that the achievement motivation and performance are influenced positively and significantly by the emotional intelligence, competence, and interpersonal communication.

These theories produce a grand theory of work manifestation advanced by Lorenzo (2012: 55) that emotional intelligence and competence become an influential for a person in achievement to improve his or her performance. Based on the understanding, this theory distributed EQ theory on emotional intelligence, the theory of educator competence, the theory of achievement motivation and the theory of performance appraisal. The results of the research show that emotional intelligence affects the teachers' performance through achievement motivation.

Goleman (2012: 5) in the theory of EQ (emotional quotient) suggests that emotional intelligence is a person's emotional quality in which the person is intelligent in understanding self-consciousness, can organize themselves, motivates herself, has empathy and skill. This theory is widely used by the



developers of human resources to improve performance through achievement motivation. Startdman (2011:49) states that through emotional intelligence conducted by the organization, then the improvement of human resource performance through the fulfilment of achievement motivation can be realized.

It cannot be denied that the competence is one of the considerations which directly affect customer satisfaction and teacher performance. The teachers who have competence in teaching is different to teachers who have the lack competence viewed from the aspect of pedagogic, professionalism, personality and social interaction in performing their duties and functions in teaching. The teachers who have competence are easy in increasing their performance through the provision of the fulfilment of achievement motivation. Meanwhile, the teachers who have lack competence demonstrate the performance that is not as expected although by fulfilling their achievement motivation.

Allince (2012: 24) states that competence is the potential possessed by a person to perform work activities. The competence in relation to the teacher is teaching competencies in the form of pedagogical, professional, personal and social competence. It corresponds to the assessment of competence according to the Law Number 14 in 2005 about Teachers and Lecturers.

Based on the description associated with the phenomenon and the fact which is supported by data, the researchers are interested in conducting a research entitled "the Effect of Antecedent Variable on the Teacher Performance through the Achievement Motivation in Senior High School".

Research Questions

Referring to the above description, then the research problems are formulated as follows:

Does the antecedent variables affect the performance of Senior High School teachers in Makassar?

- 1) Does the antecedent variable affect the teachers' performance through the achievement motivation of Senior High School teachers in Makassar?

Method

This research was a quantitative descriptive study. The populations in this study consisted of 368 people. Researchers took 35% of the total population as the sample of the research. Therefore, the number of samples in this study were 130 teachers from senior high schools in Makassar.

The data were collected through observation and questionnaires. The validity of the data to find the feasibility of the studied indicators was performed through validity and reliability test. The data were then analysed using descriptive statistical analysis techniques and inferential analysis using Structural Equation Modelling (SEM).

Results and Discussion

After testing the assumptions and the necessary action against the errors that occurred, the analysis of model fit was performed with the criteria of model fit such as GFI (Goodness of fit index), adjusted GFI (AGFI), Tucker-Lewis Index (TLI), CFI (Comparative of fit index), and RMSEA (Root Mean Square Error of

Approximation) either for individual models or complete model. The results of measurements of the dimensions or the indicator or variables can form constructs or latent variable with confirmatory factor analysis.

The measurement model shows that the model is not fit. It means that there is still a mismatch between data and models. It is proved from the eight criteria that no one has met the criteria. It shows the level of reception that is not good. Therefore, it should be analysed further.

Furthermore, to determine the variables that can be used as an indicator of the teachers' performance, it can be observed from the value of the regression and the significance level (p^{***}). It means that a probability value of <0.05 or 0.000 reflects each variable as an indicator.

The results showed loading factor. Based on the critical ratio, the results of SEM analysis showed that the variables antecedent consisting of emotional intelligence (X1) toward teacher performance (Y2) has a positive and significant effect with the significant level of 0.002 . It also shows that emotional intelligence (X1) toward teacher performance (Y2) through achievement motivation (Y1) has a positive and significant effect with the significant level of 0.000 . In addition, the competence (X2) toward the teachers' performance (Y2) has a positive and significant effect with the significant level of 0.005 . The competence (X2) toward the teachers' performance (Y2) through achievement motivation (Y1) has a positive and significant effect with the significant level of 0.004 .

Based on the results of research and discussions that have been described previously, the findings of this research are: 1) the antecedent variable in the form of emotional intelligence has a positive and significant effect on teacher performance through achievement motivation, either directly or indirectly. Emotional intelligence owned by every teacher provides convenience in teaching the Senior High School students in Makassar; 2) the antecedent variable in the form of competence has a positive and significant effect on teacher performance through achievement motivation, either directly or indirectly. The competence becomes necessary in supporting the teaching profession, and it provides convenience for teachers in the teaching and learning process effectively.

Conclusion

Based on the analysis of the results and discussion, to answer the research questions, the researchers draw several conclusions as follows: 1) the antecedent variables consisting of emotional intelligence and competence have a positive and significant effect on teacher performance directly, and 2) the antecedent variables consisting of emotional intelligence and competence have a positive and significant effect on the teacher performance through achievement motivation indirectly.

Based on the above conclusions, the researchers propose some recommendations. First, the schools, in this case, the senior high schools in the city of Makassar need to pay attention to the importance of teachers. Therefore, education can run effectively with the high-quality. Second, to improve education in schools, every teacher should be able to realize the quality of education. Third, the value of local knowledge should be used as education and teaching as the value of the noble dedication. It should be a local wisdom for life by making the role of the teacher in a professional role in enhancing the contribution of teachers as an unsung hero in the world of education. Fourth, the future research is needed to be



a scientific study that can be compared with some research that is relevant and specific to the studied variables.

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