



## RESEARCH ARTICLE

### THE EFFECT OF TEACHER'S COMPETENCY, ACHIEVEMENT MOTIVATION AND CREATIVITY ON THEIR TEACHING PERFORMANCE: A STUDY IN DISTANCE LEARNING EDUCATION PROGRAM

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#### ABSTRACT

The national education achievement requires the improvement of education system quality. The most influence factor needed for educational quality improvement is teachers. Teacher competeness will also enhance teacher's achievement motivation. This reaseach using path analysis, indicate that there is positive influence of teacher's creativity on teaching performance. In fact, there is no impact of competency and achievement motivation on teaching performance. Teacher's competencies and their achievement motivation influence teaching performance significantly through variable of creativity. The whole research showed that competency and achievement motivation influence the quality of seducation.

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## INTRODUCTION

The end result of national education requires the improvement of quality components of education system, both human resources and material resources. Teachers, as educator agents, are one of the human resources components that receive more attentions than others these days. The attentions are meant to develop the professional teachers to teach, educate, and mentor the learners (students). To create the teachers quality performance, government has been trying to give enormous attention to the teachers through Ministry of Empowerment of the State Apparatus Decree (*Surat Keputusan Menteri Pendayagunaan Aparatur Negara*) num. 26/MENPAN/1989 about the promotion for class/room IV/e through credits collection; automatically promotion; and with functional allowance, profession allowance. Moreover, government also conducts the upgrading programs, trainings, workshops, scholarship for further study, and so on. Despite of the efforts given by the government and the society as stated above, the result is still far from desired. One of the factors is some of the teachers in every education level have not implement the full education process in class yet.

The factor that stated above allegedly happened to the teachers which has tendency to see their task as solely daily routine. Teachers' competencies and motivation are predicted irrelevant and quite low. Even though education qualification and work experience qualification dimension are classified as adequate, it seems that the teachers have not shown optimum performance in organizing education process yet. The teachers' apathy is shown because there is a misperception about the same treatment for the ones that have good performance and the ones that not. The injustice treatment to the teachers also given by the school principle and causing the teachers' low performance. Principle's concern is relatively non-existent. This condition is seen from the tendency of the teachers that have not caring enough to the student achievement. Some teachers only give notes when teaching in class, which is considered as monotonous way to study. To overcome that, the teachers' performance in elementary schools needs to be evaluated by a qualified method. To improve the teachers' performance, some attempts are needed to streamline teacher performance and stimulate the teachers' achievement drive. Teachers' competencies and motivation is expected can influence the teachers' performance because competencies, motivation, also the creativity can make teachers' performance quality, as well as optimum teaching quality, meet the desired result. Therefore, these factors need to get serious attention from the education activists. The research is needed as a way

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to understand the correlation between these two factors toward the teacher performance.

## Objectives

Based on the background, this research is to evaluate the impact teachers' competencies, achievement drive motivation, and creativity toward elementary school teachers' performance.

## Literature Review and Hypothesis Proposal

### Teacher Performance

Stephen P. Robbins stated that performance as an analysis toward the activity that is being done or already done in their task to help them to do their task better. On the other hand, James H. Donely, James L. Gibsondan John M. Ivancevich, (1987:328) stated that performance is related with satisfaction and reward rate. Good performance influenced by skills, abilities, and individual properties. Appreciation toward individuals' performance, once again, influences to their performance. Performance, in carrying out its function, does not stand alone and related with many factors, such as expectations, abilities, reward rate, motivation, satisfaction, and so on. Performance could be an analysis because performance itself has its own standards. According to Simamora (1997:147-149), performance standard is: 1) relevant with individual and organization; 2) stable and reliable; 3) differentiate the good, moderate, and poor work standard; 4) expressed in number; 5) easily measured; 6) easily understandable; and 7) unambiguous. Hence, performance standard functioned as vision and target of the worker, and is the success measurement criteria. Robert M. Gagne (1974) expressed that good teachers' performance lie on three functions that role by the teacher in teaching, that are: teacher as teaching planner, teacher as teaching organizer, and teacher as evaluator. Teachers' performance can be measured by seeing the value that achieved by the teacher in those three teachers' functions.

### Teachers Competencies

According to Daniel Lenox Barlow (1985), teachers' competencies is an individual ability to carry out their duties responsibly and reasonably. Teachers' roles and competencies in education process covers: teachers as demonstrator, class organizer, mediator, facilitator, evaluator, and counselor. Teachers' competencies can be interpreted as teachers' abilities and authorities in carry out their profession that is, competent teachers. Crow and Crow (1958:26) stated that teachers' competencies cover: a) the mastery of the subject that is taught, b) health and physical condition, c) understanding the nature and human evolution, e) knowledge and ability to apply the learning principle, f) sensitivity and aspiration toward culture, religion, and ethnicity, g) interest to the professionalism improvement and cultural enrichment sustainability. Educational environment in Indonesia acknowledges "Teachers' Development Based on Competencies" (*Pendidikan Guru Berdasarkan Kompetensi*). "Ten Competencies of Teachers" (*Sepuluh Kompetensi Guru*), that developed in bachelor's program considered as the basic ability profile of teachers. Ten Competencies of Teachers are: a) ability to master language, b) ability to organize teaching program, c) ability to organize the class, d) ability to use

technology, e) ability to master the foundation of education, f) ability to organize teaching interaction, g) ability to evaluate the students' achievement in education and teaching, h) ability to recognize the guidance and counseling function and program, i) ability to recognize and execute school administration and j) ability to understand the principles and translate the result of educational research for teaching needs. According to Educational and Cultural Department (*Departemen Pendidikan dan Kebudayaan*), teachers' competencies could produce positive results, such as the knowledge improvement for teacher in order to dynamicize the teaching materials and the improvement of education and teaching in general.

### Achievement Motivation

According to Tery George R. Terty (1991), motivation is a desire from individual that stimulates him/her to action. Motivation is also an active impetus. Motivation appears in order to pursue the satisfaction from the desire or result. Motivation reflects the interaction between attitude, need, perception, and decision in every individual. The internal factors are attitude, expectation, ambition, and need, while the external factors are working environment, condition, culture, etc. Porter (1963:141-148) stated that individual motivation influenced by individual characters, duty characteristics, working environment, and working condition. Strong motivation from teachers could produce better behavior so that can improve the students' development. Teachers' success could impact their own satisfaction. Mohamad Surya (1997:111-112) stated that factors that influence teacher satisfaction are: 1) work reward or benefit, 2) work safety, 3) good working environment, 4) opportunity for self-development, and 5) personal relationship.

### Teacher Creativity

T.M Amabile (1983) explained that creativity is a product or response. A creative individual is determined by the experts' observation. Creativity in education environment is not about what is produced from the process, but about the meaning in the learning process itself, in the other words, creative teaching to achieve the real learning objectives. The most important driver is how the teacher can use external factors to boost the students' internal to develop their creativity. To support the creativity development, teachers need to give the psychology security and freedom to their students. Psychology freedom will be incurred if the teachers are giving the opportunity to the students to express their thoughts and opinions, so that the students are confident to speak freely. Psychology security that boosts the creativity will incur if the teachers: a) accept the students as they are with their own strengths and weaknesses; b) believe that their students are capable and with their help, students can make the achievements; c) work on stealthy evaluation, to ensure the students do not feel pressurized; and d) give understanding and empathy. Teachers should understand and observing the students feelings, thoughts, acts, as well as consider the students' perspective to give the sense of security to their students.

According the theories stated above, the research hypotheses that proposed are:

**H1:** Teachers' competencies have direct and significant influence toward the elementary school teachers' performance.

**H2:** Teachers' achievement motivation has direct influence and significant toward the elementary school teachers' performance.

**H3:** Teachers' competencies have direct, positive, and significant influence toward the elementary school teachers' performance in Bogor, Tangerang, and Jakarta.

**H4:** Teachers' achievement motivation, has direct, positive, and significant influence toward elementary teachers' performance in Bogor, Tangerang, and Jakarta.

**H5:** Teachers' creativity has positive and significant influence toward elementary school teachers' performance.

**H6:** Teachers' competencies and creativity, altogether, have a significant influence toward elementary school teachers' performance.

**H7:** Teachers' achievement motivation and creativity, altogether, have a significant influence toward elementary school teachers' performance.

**MATERIALS AND METHODS**

The research is conducted to the elementary school teachers that recorded as bachelor's degree students at Universitas Terbuka. The sample is the students from UPBJJ-UTBogor, UPBJJ-UTBandung, UPBJJ-UT Jakarta, UPBJJ-UT Serang, UPBJJ-UT Pekanbaru, UPBJJ-UT Kupang, danUPBJJ-UTPadang totaled 148 respondents. Method that used is survey to examine the causal relationship between independent variables and dependent variable. The independent variables are Teachers' Competencies (X1), Teachers' Motivation to Success (X2) and Teachers' Creativity (X3).

**RESULTS AND DISCUSSION**

After the data is collected, validity and reliability test are conducted. Validity test result using 5% error is 0.361 (bigger than *r* table for *n* = 30) and proven valid. On the other hand, reliability test cronbach alpha (0.361) is bigger than *cut value* 0.7 and proven reliable. Sehingga dapat disimpulkan bahwa pertanyaan sudah mampu mengukur variable dan responden secara konsisten mampu menjawab pertanyaan dengan baik

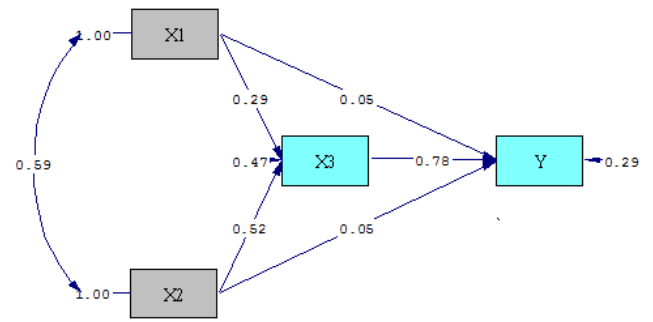
**Hypotheses Testing Result**

The hypotheses testing is done with Path Analysis to examine the relationship between Teachers' Competencies (X1), Teachers' Achievement Motivation (X2), and Teachers' Creativity (X3) toward Teachers' Performance (Y). The result is shown in Figure 1.

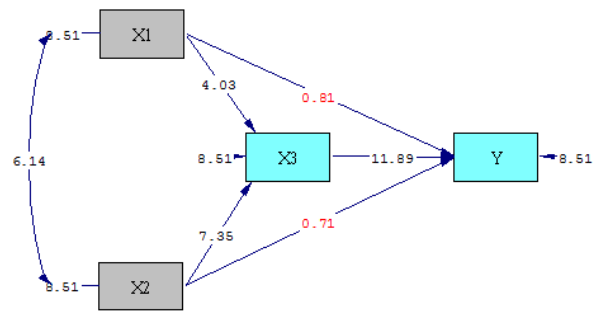
**H1:** Teachers' Competencies(X1) has direct, positive, and significant influence toward Teachers' Creativity(X3) in elementary school level.

The coefficient, based on path result, is 0.29 with t-value 4.03, therefore, H1 is accepted.

**H2:** Teachers' Achievement Motivation(X2) has direct and significant influence toward Teachers' Creativity in elementary school level. The coefficient, based on path result, is 0.52 with t-value 7.35, therefore, H2 is accepted.



Chi-Square=0.00, df=0, P-value=1.00000, RMSEA=0.000



Chi-Square=0.00, df=0, P-value=1.00000, RMSEA=0.000

**Figure 1. Standardized Loading Factor**

**H3:** Teachers' Competencies(X1) has direct, positive, and significant toward Teachers' Performance (Y) in elementary school level. The coefficient, based on path result, is 0.05 with t-value 0.81. t-value (0.81) is less than *t* table (1.96), therefore, H3 is rejected.

**H4:** Teachers' Achievement Motivation(X2) has direct, positive, and significant toward Teachers' Performance (Y) in elementary school level. The coefficient, based on path result, is 0.05 with t-value 0.71. t-value (0.71) is less than *t* table (1.96), therefore, H4 is rejected.

**H5:** Teachers' Creativity(X3) have direct, positive, and significant influence toward Teachers' Performance (Y) in elementary school level. The coefficient, based on path result, is 0.78 with t-value 11.85, therefore, H5 is accepted.

Indirect influence X1 and X2 toward Y through X3 (Indirect influence X on Y)

	X1	X2
X3	--	--
Y	0.22 (0.06) 3.81	0.41 (0.06) 6.25

**H6:** Teachers' Competencies (X1) and Teachers' Creativity (X3), altogether, have significant influence toward Teachers' Performance (Y) in elementary school level. Coefficient of indirect influence X1 toward Y through X3 is 0.22 with t-value 3.81, therefore, H6 is accepted.

**H7:** Teachers' Achievement Motivation (X2) and Teachers' Creativity (X3), altogether, have significant influence toward

Teachers' Performance (Y) in elementary school level. Coefficient of indirect influence X2 toward Y through X3 is 0.41 with t-value 6.25, therefore, H7 is accepted.

Based on Path Analysis result, teachers' competencies and achievement motivation are significantly influence teachers' performance, even though the values are not similar. Teachers' creativity is the most significant variable influencing teachers' performance. Teachers that have high creativity, that supported by their competencies, tend to have high performance (shown in H6 hypothesis). Teachers' competencies and achievement motivation are not directly influence teachers' performance, yet mediated by teachers' creativity. It means that teachers' competencies and motivation produce teachers' creativity. The result of this research can become one of the foundations for the principles and related decision maker to improve the teachers' competencies and motivation so it can indirectly influence teachers' performance in elementary school.

### Conclusion

Based on Path Analysis, the conclusions for the effect of teacher's competency, achievement motivation and creativity on their teaching performance are:

- Teachers' creativity variable has the most positive influence on teachers' performance
- Teachers' competencies and achievement motivation are insignificantly influence the teachers' performance
- Teachers' competencies and achievement motivation have significantly indirect influence teachers' performance by using teachers' creativity variable as intermediary variable.

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