

The Analysis of Social Teachers' Performance in the Senior High Schools of Ciamis Regency

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Abstract

This research is intended to analyze the principal's leadership, school cultures, teachers' welfare, achievement motivation and the competence of social teachers at Senior High Schools in Ciamis regency and their effects towards the teachers' performance. Population of this research are Social teachers at Senior High Schools in Ciamis regency, with the number of analysis unit of 121. The data collection technique used is the questionnaires of Likert scale model of five choices and managed with path analysis technique in the assistance of SPSS IBM Mac version 23. Respondents' perception show that the principal's leadership, school cultures, achievement motivation, teachers' competence and teachers' performance are in the moderate category, while teachers' welfare is in the high category. The research result shows that: (1) there is a direct positive effect of principal's leadership, school cultures and teachers' welfare towards the achievement motivation; (2) there is a direct positive effect of principal's leadership, school cultures, teachers' welfare and achievement motivation towards the teachers' competence; (3) there is an indirect positive effect of principal's leadership, school cultures, and teachers' welfare through the achievement motivation towards the teachers' performance; (4) there is a direct positive effect of principal's leadership, school cultures, teachers' welfare, achievement motivation and teachers' competence towards the teachers' performance; (5) there is an indirect positive impact of principal's leadership, school cultures, and teachers' welfare, through the achievement motivation and teachers' competence towards the teachers' performance. The effect of principal's leadership, school cultures, teachers' welfare, achievement motivation and teachers' performance directly or indirectly provide low effect towards the teachers' performance. The improvement of teachers' performance can be conducted through the sustained profession development activity or Kegiatan Pengembangan Keprofesian Berkelanjutan (PKB).

Keywords: principal's leadership, school cultures, teachers' welfare, achievement motivation, teachers' competence, teachers' performance.

A. Background of the Problem

Teacher Competence Test (Uji Kompetensi Guru) on July 30, 2012, became the history milestone of teachers in Indonesia. Its result showed that the quality of teachers in Indonesia were extremely low, its average score was 44,55. Based on the fact, General Directorate of Teacher, Cultural and Educative Ministry directly declared the improvement of teacher through three ways, namely Sustained Professionalism Development or (Pengembangan Keprofesian Berkelanjutan), Teacher Performance Assessment (Penilaian Kinerja Guru), and Teacher Competence Test (Uji Kompetensi Guru) with the average target of UKG result in 2015 was 70,00.

Table 1
Result of Social Teacher Competence Test
SMA Level in Ciamis Regency Kabupaten in 2012

No.	Subject	Lowest Mark	Highest Mark	Average
1	Economics	29	68	48,90
2	Geography	32	78	61,29
3	History	33	67	49,87
4	Sociology	34	64	45,14
Average				51,30

Source : LPMP Jawa Barat

The result of Teacher Competence Test in Ciamis regency was not far from the national average, however, it was somewhat better, namely 47,52. Table 1.1 showed the Teacher Competence Test in four Social subjects in Ciamis regency for Economics, Geography, History, and Sociology. The average mark of Economics was 48,90, Geography 61,29, History 49,87, and Sociology 45,14, with the whole average of those subjects were 51,30. Those marks were under the minimal passing grade standard of National Examination of 6,0. (Source : LPMP Jawa Barat).

Teacher Performance Assessment was needed to guarantee the qualified learning process in all educational level. Teacher Performance Assessment was not purposed to render the teachers into the difficulty, but it was reversely to realize the professional teachers because the prestige and dignity of a profession was

determined by the quality of professional serve.

Bernardin and Russel in Rukky (2002:135) state the definition of performance as "performance is defined as the record of outcomes produced on a specified job function or activity during time period". Performance is a record of result obtained from function of work during a certain range of time. Hersey and Banchard (2001:43) state that performance is a function of motivation and acility to complete the task or work. Performance of a worker will be better if the worker has a high skill, readiness to work, availability of reliable reward and having future hope (Prawirosentono,1999:45).

According to Gibson (1987:73) there are theoretically three variable groups that affect the behaviour of work and performance, namely individual variable, organization variable, and psychological variable. These three variable groups finally affect someone's performance. The behaviour that relates with the performance is inter-related with the tasks that have to be completed to attain the aim of a certain position. While performance is a result obtained after performing the tasks in a certain position.

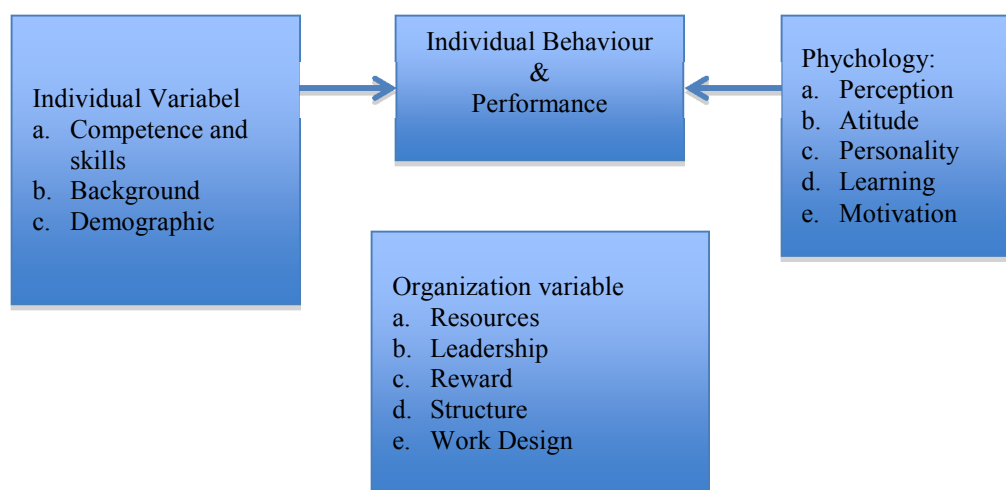


Figure 1 : Diagram of Gibson Theory of Behaviour and Performance

This research was conducted to analyze the effect of principal's leadership, school culture, teachers' welfare, teachers' competence, and achievement motivation to the teachers' performance. Based on the background of research, the problems were formulated as follows:

1. How is the illustration of principal's leadership, school cultures, teachers' welfare, achievement motivation, teachers' competence, and teachers' performance of Social subjects at Senior High Schools in Ciamis regency?
2. Is there any effect of principal's leadership, school cultures, teachers' welfare, achievement motivation, teachers' competence, and teachers' performance of Social subjects' teacher at Senior High Schools in Ciamis regency?
3. Is there any effect of principal's leadership, school cultures, teachers' welfare, and achievement motivation towards the teachers' competence of Social subjects' teacher at Senior High Schools in Ciamis regency?
4. Is there any effect of principal's leadership, school culture, teachers' welfare, motivation to achievement, and teacher's competence towards the performance of Social subjects' teacher at Senior High Schools in Ciamis regency?

B. Approach and Research Method

The approach used in this research was quantitative approach with *survey explanatory method* and correlation test technique. The data was collected by questionnaire, observation, and documentation. Prior to the use in the field of research, the research instruments had been tried out and examined by validity test and reliability test.

This research used saturated samples namely to 121 social subjects' teacher from 18 Senior High Schools in Ciamis regency. The data of research was managed by descriptive analysis and parametric analysis as in line with Path analysis. Test of research prerequisite involved normality test, multi-colinearity test, and auto-correlation test.

The operational research variable involved the principal's leadership (X_1), teachers' competence (X_2), school cultures (X_3), teachers' welfare (X_4), achievement motivation to (X_5), and teachers' competence (Y). Path Analysis was arranged with the structural equation as follows:

- 1) Equality of Sub-Structure Model 1
 - $X_4 : X_4 = f(X_1.X_2.X_3)$

- $X_4 = \rho_{x_4x_1}.X_1 + \rho_{x_4x_2}.X_2 + \rho_{x_4x_3}.X_3 + e_1$
- 2) Equality of Sub-Structure Model 2
 - $X_5 : X_5 = f(X_1, X_2, X_3, X_4)$
 - $X_5 = \rho_{x_5x_1}.X_1 + \rho_{x_5x_2}.X_2 + \rho_{x_5x_3}.X_3 + \rho_{x_5x_4}.X_4 + e$
- 3) Equality of Sub-Structure Model 3
 - $Y : Y = f(X_1, X_2, X_3, X_4, X_5)$
 - $Y = \rho_{yx1}.X_1 + \rho_{yx2}.X_2 + \rho_{yx3}.X_3 + \rho_{yx4}.X_4 + \rho_{yx5}.X_5 + e_3$
- **Sub-Structure Model 1 (Hypothesis 1)**

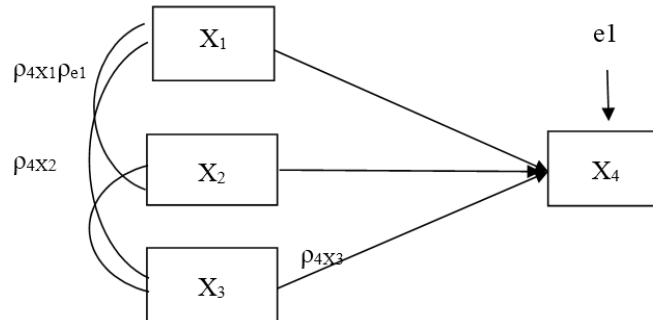


Figure 2. Path Model Diagram of Sub-Structure 1

- **Sub-Structure Model 2 (Hypothesis 2)**

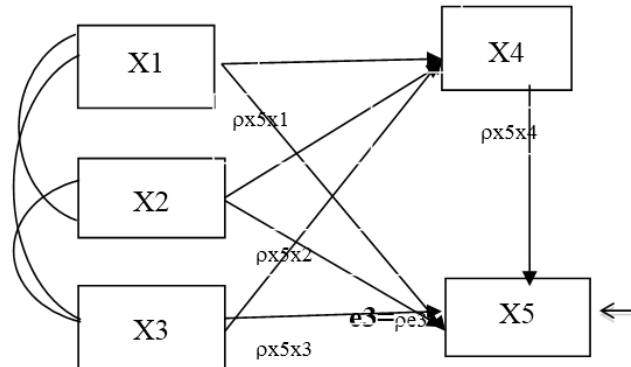


Figure 3. Diagram of Path Model Sub-Structure 2

- **Sub-Structure Model 3 (Hypothesis 3)**

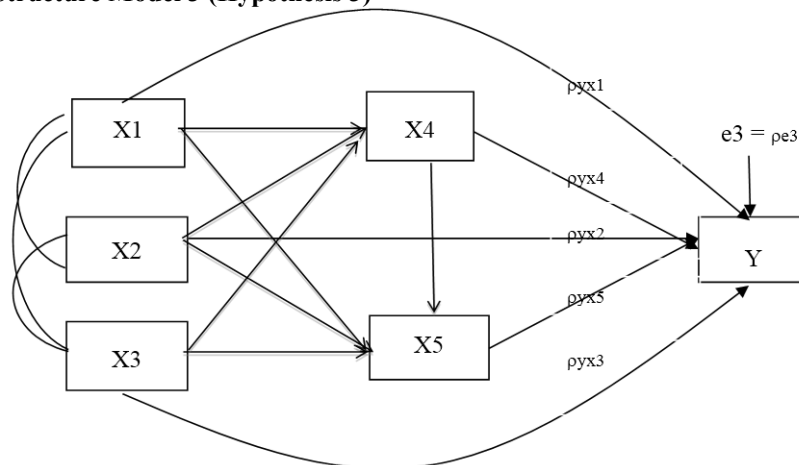


Figure 4. Sub-Structure Model Diagram 3

C. Discussion

Following is the complete test result of empirical-causal relationship diagram:

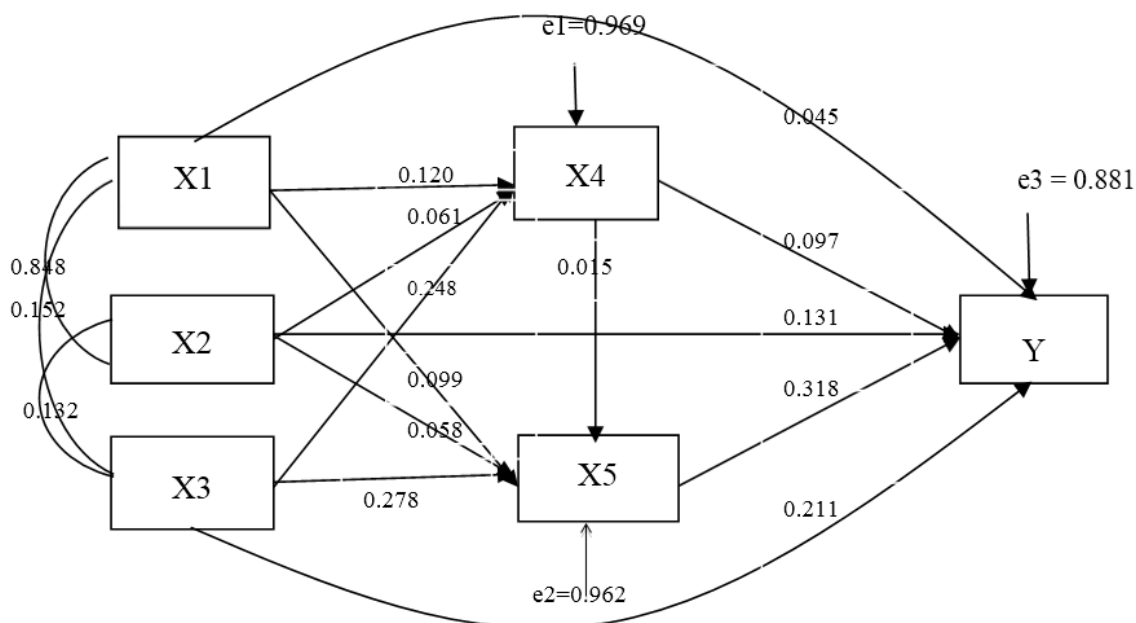


Figure 5.

Empirical-causal relationship among the research variables
 The result of research hypothesis was summarized to calculate the total effect:

Tabel 2
 Result of Total Calculation Effect

Effect of inter-variable	Causal Effect			Total
	Langsung	Indirect		
		via X4	via X5	
X ₁ towards X ₄	0.120	-	-	0.171
X ₂ towards X ₄	0.061	-	-	0.061
X ₃ towards X ₄	0.248	-	-	0.248
X ₁ towards X ₅	0.099	0.002 (0.120 x 0.015)	-	0.101
X ₂ towards X ₅	0.058	0.001 (0.061 x 0.015)	-	0.059
X ₃ towards X ₅	0.278	0.004 (0.248 x 0.015)	-	0.282
X ₄ towards X ₅	0.015	-	-	0.015
X ₁ towards Y	0.045	0.038 (0.120 x 0.318)	-	0.083
X ₂ towards Y	0.297	0.019 (0.061 x 0.318)	-	0.316
X ₃ towards Y	0.131	0.079 (0.248 x 0.318)	-	0.210
X ₁ towards Y	0.045	-	0.021 (0.099 x 0.211)	0.066
X ₂ towards Y	0.297	-	0.012 (0.058 x 0.211)	0.309
X ₃ towards Y	0.131	-	0.028 (0.278 x 0.211)	0.159
X ₄ towards Y	0.318	-	0.003 (0.015 x 0.211)	0.321
X ₅ towards Y	0.211	-	-	0.211

Based on the discussion above, it could be inferred that the findings of research were as follows:

1. Principal's leadership positively affected towards the achievement motivation. This finding implicated that the achievement motivation could be directly improved through the Principal's leadership. The better the

- Principal's leadership the more improved the achievement motivation.
2. School cultures positively affected towards the achievement motivation. The implication of this finding was that to improve the achievement motivation could be conducted by improving the school cultures. The stronger the school cultures the higher motivation to the achievement.
 3. Teachers' welfare positively affected towards the achievement motivation. It contained the implication that improving the motivation to the achievement could be conducted by improving the teachers' welfare. The higher the teachers' welfare the higher to get motivation to the achievement.
 4. Teachers' welfare was the stronger variable to affect the motivation to the achievement than the principal's leadership and school culture. The principal tended to think about the teachers' teaching administration without paying attention of how the teaching administration was produced and obtained. School cultures were created not for the need of school but their existence was merely to fulfill the project demand received by school.
 5. The principal's leadership positively affected either directly or indirectly towards the teachers' competence through the achievement motivation. The implication of this finding was that the good principal's leadership would lead the achievement motivation more improved and, thus, the teachers' competence would also get more improved.
 6. School cultures positively affected either directly or indirectly towards the teachers' competence through the achievement motivation. The implication of this finding was that by the strong school culture the achievement motivation would also improved and, thus, the teachers' competence would get more improved.
 7. The teachers' welfare positively affected either directly or indirectly towards the teachers' competence through the achievement motivation. The implication of this finding was that the high teachers' welfare would create high achievement motivation and, thus, the teachers' competence would get higher.
 8. Achievement motivation positively affected the teachers' competence. It contained the implication that the teachers' competence could be improved directly through the achievement motivation. The higher achievement motivation the higher the teachers' competence.
 9. Teachers' welfare was the strongest variable to affect the teachers' competence, while the principal's leadership, school cultures, and achievement motivation was weak. However, the teachers who had received profession allowance did not use it yet to improve their competence, but using it for the consumptive needs.
 10. The principal's leadership positively affected either directly or indirectly towards the teachers' competence either through the achievement motivation or teachers' competence. The implication of this finding was that the principal's leadership would be better if he or she was supported by achievement motivation and the high teachers' competence would improve the teachers' performance.
 11. School cultures positively affected either directly or indirectly towards the teachers' performance through achievement motivation and teachers' competence. This finding implicated that the stronger the school cultures which were supported by motivation and high teachers' competence, the teachers' performance would automatically get more improved.
 12. Teachers' welfare positively affected either directly or indirectly towards the achievement motivation and teachers' competence. This finding implicated that the higher the teachers' welfare which was supported by achievement motivation and high teachers' competence, the teachers' performance would get more improved.
 13. Achievement motivation affected either directly or indirectly towards the teachers' performance through the teachers' competence. This finding implicated that high achievement motivation which was supported by high teachers' competence, the teachers' performance would also get improved.
 14. Teachers' competence positively affected towards the teachers' performance. This implicated that to improve the teachers' performance could be conducted by improving the teachers' competence. The higher the teachers' competence the more improved the teachers' performance.
 15. Achievement motivation had the strongest effect towards the teachers' performance, competence to get achieved, and teachers' welfare. The effects of principal's leadership and school cultures towards the teachers' performance were very weak.
 16. Improving the teachers' performance needed a strong principal manner namely the principal who had high managerial and supervision competences by applying the good managerial functions. In running his or her leadership, the principal had to integrate the dimension of managerial tasks with the dimension of inter-human relationship. In a long run, the principal merely developed the dimension of managerial tasks.
 17. Teachers' performance could actually be improved by joining them to the Sustained Professionalism Development or (Pengembangan Keprofesian Berkelanjutan) but most of them did not understand and join this activity as it had not ever been conducted in their school and the headmaster did not understand the strategic function of Sustained Professionalism Development or (Pengembangan Keprofesian

Berkelanjutan).

D. Conclusion

In this part, the writer would like to conclude the research results which were based on the analysis of Teachers' Performance, Principal's Leadership, School Cultures, Teachers' Welfare, Achievement Motivation and Teachers' Competence variables as follows:

1. The research result showed that the Social subject teachers in Ciamis Senior High Schools indicated the mark of Principal's Leadership was 64.77%, School Cultures was 66.06%, Teachers' Welfare was 70.87%, Achievement Motivation was 53.48%, Teachers' Competence was 60.83%, and Teachers' Performance was 55.21%. The research result showed that all of research variables were in the moderate category, Achievement Motivation and Teachers' Performance were in the lowest mark, while Teachers' Welfare got the highest mark. It meant that in improving the performance of Social subject teachers in Ciamis Senior High Schools should be supported by the good principal's leadership, strong school cultures, good teachers' welfare, high achievement motivation, and high teachers' competence. The research result showed that all of research variables should be improved.
2. Principal's leadership, school cultures, and teachers' welfare, collectively, positively affected towards the motivation of Social teachers to get achieved. It meant that the more effective of Principal's leadership would lead the stronger school culture, and the higher of teachers' welfare and thus the higher achievement motivation.
3. Principal's Leadership, School Cultures, Welfare, and Achievement Motivation, collectively, positively affected either directly or indirectly towards the competence of Social teachers in Ciamis Senior High Schools. It meant that the more effective the principal's leadership the stronger the school cultures would be, the higher the teachers' welfare and the higher achievement motivation would also lead to the higher the teachers' competence.
4. Principal's Leadership, School Cultures, Teachers' Welfare, Achievement Motivation, and Teachers' Competence, collectively, positively affected either directly or indirectly towards the Social's Teachers Performance in Ciamis Senior High School. It meant that the more effective the principal's leadership would create the stronger school cultures, the higher the teachers' welfare the higher achievement motivation would also be higher, and thus the higher the teachers' competence the teachers' performance would also lead to be higher.

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