

# Professional education improves performance and teacher achievement motivation

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## Abstract

The pressure to improve the quality of education today has required teachers to improve their performance in schools and society. In the aspect of responsibility, teachers should carry out programs according to plans and goals, dare to make decisions and take risks at work, be satisfied because they are complete in work, and always learn to adapt to changing times. This study intends to examine the effect of professional education and achievement motivation on the performance of Christian Religious Education (CRE) teachers. The method used is a survey with a quantitative approach, involving 550 teacher respondents as participants in teacher professional education from all over Indonesia. Data collection used a questionnaire with descriptive and inferential statistical data analysis techniques. The results of the study show that teacher professional education and achievement motivation have an effect on teacher performance. The effect of teacher professional education on teacher performance is 49.5%. The magnitude of the influence of achievement motivation on teacher performance is 41.6%. While the effect of teacher professional education and achievement motivation on teacher performance simultaneously with a value of 61.9%. These findings confirm that through in-service teacher professional education and with the motivation of each teacher to excel, low teacher performance automatically experiences a sustainable increase.

**Keywords:** Professional education; achievement motivation; teacher performance

## Introduction

Teachers are one of the determining factors for the high and low quality of educational outcomes. They have a strategic position, so every effort to improve the quality of education needs to pay great attention to increasing teachers in terms of quantity and quality (Setyati, 2014). Seeing teachers' role and strategic position in improving the quality of human resources, it is only appropriate that teachers always improve their professional abilities in carrying out their duties and obligations (Mohson, 2004). The teacher forms and

plays a role in the process of achieving learning objectives (Munte, 2016).

The teacher becomes important because of his special role and profession which reaches out to everyone's interests, even the interests of society, the interests of the nation, and the State (Amtu, 2016). Becoming a professional teacher is of course a must. Even teachers are required to produce a high performance as professionals. Therefore, any improvement efforts made to improve the quality of education will not make a significant contribution without the

support of professional and qualified teachers (Manik, E., & Bustomi, 2011).

Several studies on teacher quality and performance have found some surprising facts. There are still some teachers who have not performed well, of course, this will indirectly affect teacher performance at a macro level (Hasanah, D. S, Fattah, N. & Prihatin, 2010), low teacher performance will affect the implementation of tasks which in turn will also affect the achievement of educational goals (Karweti, 2010), they are less motivated to teach which has an impact on decreasing teacher productivity or performance (Ardiana, 2017), the facts show that teacher performance is still not optimal. It was found that teachers did not prepare Learning Implementation Plans (LIP), ignored the completeness of teacher administration, gave assignments without face-to-face processes, used monotonous models and methods, and evaluated learning that was not optimal (Koswara & Rasto, 2016), and the implementation of the teacher certification program has not had the maximum impact on improving the quality of education in general (Abubakar, 2016).

Based on the findings stated above, it is reasonable to suspect that the low performance of Christian Religious Education teachers is caused because they are less motivated to work to produce the expected achievements and the teacher professional education program (TPE) is not optimally carried out so that it affects their professionalism improvement. as a national Christian teacher. This reality underlies this research with the main objective of testing whether there is an effect of teacher professional education and achievement motivation on the performance of Christian Religious Education teachers. Indeed, there are still many factors that contribute to encouraging a teacher to produce a good performance, therefore providing clear boundaries will reduce research bias which tends to affect the objectivity of the findings. The results of this study are expected to provide conclusions as well as determine alternatives to overcome the problem of low performance of CRE teachers in schools.

## Research Methods

This study was designed with a quantitative method. A quantitative approach is used because it is carried out on a certain population or sample with a survey design (Werang & Pure, 2017). In the research context, a survey was conducted to test the effect of two independent variables, namely teacher professional education and achievement motivation, and one dependent variable, namely the performance of Christian Religion Education (CRE) teachers. Use surveys because they assume (a) high representativeness; (b) low cost; (c) easy data collection; (d) good statistical significance; (e) the subjectivity of small researchers (Agung, 2017).

The population of this study was 550 teachers participating in the Christian religion teacher professional education program from all over Indonesia which took place in Ambon. This study used stratified random sampling

because the characteristics and number of participants from each province were not the same (Sugiyono, 2019). The sampling technique was according to the Slovin formula with a population of 582, so a sample of 213 respondents was determined with an error rate of 5%. This study proposes three hypotheses namely; (1) Teacher Professional Education Influences Teacher Performance (TPE); (2) Achievement Motivation Influences Teacher Performance (AM); and (3) Teacher Professional Education (TPE) and Achievement Motivation (AM) affect teacher performance.

The research data was in the form of a questionnaire collected from 213 respondents who were tabulated and sorted based on the specified variables. This study uses descriptive analysis and also inferential analysis with multiple regression models to determine the variables involved in the study (Amanah, 2018). The purpose of the correlation analysis is to provide a comparison with the results of the path analysis because the correlation analysis is not influenced by the correlation of other variables. By carrying out the analysis test, the researcher can formulate conclusions about whether the hypotheses that have been described previously are accepted or rejected (Probo et al., 2008).

## Findings

### *The Effect of Professional Education on Teacher Performance*

Testing the hypothesis of whether there is an effect of teacher professional education (X1) on teacher performance (Y) uses simple regression analysis. From the results of the analysis of the simple linear regression equation, the values are  $(b_1) = 73.477$  and  $b_0 = 572$ , with the simple linear regression equation formed,  $\hat{Y} = 73.477 + 572X_1$ . After testing the regression equation and regression coefficient it is concluded that because  $H_0$  is rejected and  $H_a$  is accepted, thus there is a significant effect of teacher professional education on teacher performance. A simple linear coefficient test obtained  $t \text{ count} > t \text{ table}$  or  $14.375 > 1.65$  meaning that there is an influence of teacher professional education on teacher performance.

Based on the significance test according to the ANOVA table,  $f \text{ count}$  is 206.644. While the  $f \text{ table}$  value with a significant level of  $\alpha = 0.05$   $dk = 213 - 2 = 2011$ , the  $f \text{ table}$  value = 2.65 is obtained. It turns out that  $f \text{ count} > f \text{ table}$  or  $206.644 > 2.65$ , then  $H_0$  is rejected and  $H_a$  is accepted, meaning it is significant or there is an influence of teacher professional education on teacher performance. Thus, a correlation coefficient of  $R = 0.703$  and a determination coefficient of 0.495 or 49.5% is obtained. So it can be concluded that 49.5% of teacher performance is influenced by teacher professional education while the remaining 50.5% is influenced by other factors not included in this study.

## ***The Effect of Achievement Motivation on Teacher Performance***

Testing the hypothesis that there is an effect of achievement motivation on teacher performance using simple regression analysis, the value of the simple linear regression equation is obtained ( $b_1$ ) = 39.394 and  $b_0 = 0.774$ , with the simple linear regression equation formed, is  $\hat{Y} = 39.394 + 774X_2$ . Testing the significance of the regression equation and the regression coefficient obtained the result that because  $H_0$  was rejected and  $H_a$  was accepted, it was decided that there was a significant influence of achievement motivation on teacher performance. A simple linear coefficient test obtained  $t_{count} > t_{table}$  or  $12.264 > 1.65$ . This means that there is an influence of achievement motivation on teacher performance.

Based on the significance test according to the ANOVA table,  $F_{count}$  is 150.411. While the  $f$  table value with a significant level of  $\alpha=0.05$   $dk = 213-2=211$ , the  $f$  table value = 2.65 is obtained. It turns out that  $f_{count} > f_{table}$  or  $150.411 > 2.65$ , then  $H_0$  is rejected and  $H_a$  is accepted, meaning it is significant or there is an influence of achievement motivation on teacher performance. Thus, a correlation coefficient of  $R = 0.645$  and a determination coefficient of 0.416 or 41.6% is obtained. So it can be concluded that 41.6% of teacher performance is influenced by achievement motivation while 58.4% is influenced by other factors not examined.

## ***The Influence of Professional Education and Achievement Motivation on Teacher Performance***

Testing the hypothesis of whether there is an effect of professional education and achievement motivation on teacher performance using simple regression analysis obtained  $b_0 = 16.746$ ,  $b_1 = 0.417$ , and  $b_2 = 0.481$  so that the regression model obtained is as follows:  $\hat{Y} = 111.159 + 0.183X_1 + 0.138X_2$ . The model shows that (a) every time there is an increase in the teacher's professional education score, it will be followed by an increase in the teacher's performance score of 0.417, if other variables are held constant, and (b) every time there is an increase in one achievement motivation score, it will be followed by an increase in teacher performance by 0.481 if other variables are considered fixed.

Based on the significance test obtained  $f_{count}$  170.796. While the  $f$  table value with a significant level of  $\alpha=0.05$   $dk = 213-2=211$ , the  $f$  table value = 2.65 is obtained. It turns out that  $f_{count} > f_{table}$  or  $170.796 > 2.65$ , then  $H_0$  is rejected and  $H_a$  is accepted, meaning it is significant or there is an influence of teacher professional education and achievement motivation on teacher performance. Thus, a correlation coefficient of  $R = 0.787$  and a determination coefficient of 0.619 or 61.9% is obtained. So it can be concluded that 61.9% of teacher performance is influenced by teacher professional education and achievement motivation while the remaining 38.1% is influenced by other variables not included in this study.

## **Discussion**

### ***Professional Education and Teacher Performance***

The results of the research findings described previously support the hypothesis put forward, namely that there is a positive and significant effect of professional teacher education on the performance of CRE teachers. Thus it is concluded that teacher professional education plays an important role in improving the performance of CRE teachers in schools. The magnitude of the influence of professional teacher education on improving teacher performance needs to be considered properly. This at least provides confirmation as well as a recommendation that the government program to revitalize the teacher certification approach through portfolio assessment into in-service teacher professional education needs to be implemented in a planned and measurable manner and is empowering teacher potential. Teacher performance, which is considered low, requires the right approach and strategy so that it can be improved through professional education programs.

Professional education, which continues to experience improvement in terms of management and curriculum weighting, is a new framework for the Ministry of Religion to revitalize the administration system, especially from the aspects of recruitment, selection, implementation of mentoring, and competency tests to the determination of graduation. Improvements and improvements are needed apart from aspects of the curriculum, methods, and strategies used, consideration of time, teaching staff, and managerial abilities of managers both at the central level and at the main Educational Institutions and Education Personnel (EIEP) administering TPE. On another aspect, the need for certified teachers according to the needs of each school at the national level has not been balanced with the tasks carried out every day. There is an urgent need to improve the quality of religious education, but it is hampered by the adequacy level of teachers who have passed professional education. This needs to be stated so that the demands on teacher performance that have not been maximized are expected to continue to increase from time to time.

Teacher performance is the actualization of teacher competence related to learning management, scientific mastery, attitude or personality, and social interaction (Koswara & Rasto, 2016). Teacher performance appraisal is an important part of the overall process of the teacher's performance in question (Susanto, 2012). The performance of teachers who have passed certification, especially performance related to the teaching and learning process, is very closely related to efforts to improve the quality of education. The quality of educational processes and outcomes lies in the performance of teachers' teaching behavior (Yusrizal et al., 2013).

To find out this, it is necessary to evaluate teacher performance periodically to ensure that teacher performance still meets professionalism requirements

(Sanaky, 2005). It is undeniable that teachers play an important role in improving the quality of education. Because every day it is the teacher who interacts directly with students or students through the learning process (Hotimah & Suyanto, 2017). In the implementation of education, the teacher is the spearhead, so it is necessary to develop teacher professionalism. Every teacher has the potential and needs to develop and realize himself (Supriadi, 2009). Professional teachers will be reflected in the appearance of carrying out tasks marked by expertise in both material and methods. With this expertise, a teacher can show his autonomy, both personally and as a stakeholder in his profession (Hamid, 2017).

### ***Achievement Motivation and Teacher Performance***

The results of the research findings described earlier essentially support the hypothesis put forward that there is a positive and significant influence of achievement motivation on teacher performance. In general, it can be concluded that achievement motivation has a very important role in improving teacher performance in schools. Every teacher, of course, wants to excel through every job he does. Motivation for achievement appears in every teacher in the form of encouragement to be responsible for every task given. When producing high performance because it creates achievement, then personally, the teacher has proven that everyone can be creative to improve learning processes and outcomes. Teachers who are motivated to excel have programs that are arranged according to plan with clear achievement targets, dare to make the right decisions and are willing to take risks for each job, always ensure that the achievements of the activities carried out produce benefits for the interests of students, schools and society at large. generally,

The most important aspect is that the teacher's achievement motivation will encourage a strong desire to master certain fields that directly support teacher learning activities in schools. The motivation of CRE teachers to have achievements like other teachers is, of course, a natural thing. They need training and development programs to add scientific insight, encourage creativity and adequate competence in order to improve their performance both at school and in society. They need to be given the opportunity to demonstrate their ability to manage school activities and occupy other functional positions. Of course achievement is an option but at the same time a driving force for CRE teachers so that they remain productive in producing performance for the progress of the school and the surrounding community.

Thus, motivation is an emotional tendency that guides or facilitates the achievement of goals consisting of achievement, initiative, and optimism (Pramudjono, 2015). As a driving force, the motivation that arises in a person is always oriented towards the results achieved through a work process. Motivation is a commodity that is needed by everyone, including teachers. Achievement motivation can occur if the teacher has pride in the success (Liana, 2012).

Teacher work motivation is a condition that makes the teacher have the will or need to achieve certain goals through the implementation of a task (Setyati, 2014). The teacher's assessment performance will increase if the teacher carries out his duties and obligations professionally. Teachers who are knowledgeable about their field of knowledge will be able to assess themselves and assess the ability of their students to understand the material as a form of learning achievement. (Sappaile, 2017).

In accordance with Permenpan-RB number 16 of 2009, teacher performance indicators can be measured from several aspects, namely: (1) education and training evidenced by the existence of diplomas, and pre-service certificates; (2) learning/guidance, in the form of implementing learning, mentoring, and other related tasks; (3) developing the profession through functional and collective training; scientific publications, in the form of publications of research results and textbooks, enrichment and innovative works; and (4) other supporting tasks for teachers. The results of this study provide recommendations that achievement motivation needs to be encouraged at all times by school principals, colleagues, the community, and especially elements of the bureaucracy at the Office of Education and Culture both at the provincial and district/city levels in all corners of Indonesia.

### ***Professional Education and Achievement Motivation to Improve Teacher Performance***

The results of the research findings presented earlier in principle support the hypothesis put forward that there is a positive and significant effect of teacher professional education and achievement motivation on the performance of CRE teachers. In general, it can be concluded that teacher professional education and achievement motivation have a very important role to play in improving teacher performance in schools. It should be recognized that teacher performance is influenced by many factors including teacher professional education and motivation in each teacher to continue to excel. This assertion does not deny the existence of a number of achievements that have been achieved by teachers so far. However, in line with the dynamic demands of the changing times, every teacher must continue to innovate and be creative to improve and enhance learning processes and outcomes in schools.

In-service teacher professional education (TPE) for Christian Religious Teachers is a model of performance improvement for every professional teacher. Through TPE CRE teachers are trained, given reinforcement and weighting regarding the competencies that must be played in every job both at school, in the community and even in the surrounding environment. To produce professional teachers does require process and time. But by revitalizing the teacher professional education program (TPE), each teacher as a participant will implement the experience and skills acquired to improve their performance at school. In line with that, the combination of experience and skills acquired while participating in the teacher professional education



program (TPE) will spur every CRE teacher to always compete with colleagues at school to produce high achievements.

Teacher professional education will thus encourage teacher motivation to continue to excel as a professional teacher. This responsibility is to build the spirituality of future generations through the formation of good morals and personalities who are able to love their nation, their people, and encourage the faith of their students to create peace and harmony in living together as a nation. Teachers who take the initiative to excel show attitudes and personality as teachers who are professional, skilled, creative and innovative not only in the fields of education and teaching but especially in excellent service both for students, but also for the interests of society, nation and state. In line with that, the findings of this study in turn provide a recommendation that teacher performance requires serious attention from both the school, local government and other stakeholders. Activities in the form of mentoring, training and comparative studies for teachers need to be continuously improved. Attention to teacher performance needs to be appreciated through appreciation, dispensation, promotion, mentoring, coaching, empowerment and increasing welfare adequately.

Professional education is a form of further education that can be carried out after the undergraduate program and prepares students to have jobs with special skills requirements (Zulfitri et al., 2019). Teacher professional education is developing and equipping graduates with subject teacher competency standards so that graduates become professional teachers (Ningrum, 2016). In accordance with articles 1 and 2 of Permendiknas number 9 of 2010, the TPE Program aims to produce professional teachers who have competence in planning, implementing, and assessing learning; following up on the results of the assessment by conducting mentoring and training students; and able to conduct research and develop professionalism on an ongoing basis.

With professional TPE and motivation to continue to excel, it is hoped that this will improve the quality of CRE learning in schools and form teachers who are able to take part and compete in society. High achievement motivation will have enthusiasm, desire, and great energy within the individual to work as optimally as possible. High achievement motivation for teachers will have a positive impact on the teaching and learning process in schools and increase teacher competitiveness (Wardana, 2013). Teacher motivation is characterized by showing how each system evolves from a particular teacher goal orientation (Ames, C., & Ames, 1984).

## Conclusion

The effect of professional teacher education on the performance of Christian Religious Education teachers shows that teachers feel an increase in competence and skills while participating in these activities. Through teacher professional education (TPE), CRE teachers are challenged to demonstrate their abilities and skills both in theory and

practice in the field. They have been trained and equipped to perform after returning to their respective areas. After occupying the position as educators, CRE teachers have carried out their functions and responsibilities at school, but the achievements that have been achieved so far have not been maximized. TPE is a strategic model for improving teacher performance and is expected to be improved and improved both in terms of quality and quantity in the future. Apart from TPE, it turns out that achievement motivation also makes a major contribution to the performance of CRE teachers.

Motivation, both intrinsic and extrinsic, is basically a driving force for every teacher to develop. Of course it really depends on the individual teacher, but what size to expect will increase for each teacher in the workplace. CRE teachers who excel in several regions not only receive awards in the form of material but can also be promoted to become principals and/or supervisors according to their level of education. The impetus in every teacher to excel is not only for economic or material reasons, but because there is an interest in CRE teachers to be creative and innovate with other colleagues in their respective schools. Teacher performance measurement uses pedagogical, professional, social and personality competencies in the learning process, mentoring, or carrying out additional tasks that are relevant to school functions. Completeness in carrying out the intended task has actually been played by the CRE teacher. There is something far more important than the tasks and functions above, namely showing increasing achievements and becoming a role model for others so that the school, family, personal, community, nation and state can be proud.

## The Need for Future Research

This research is still limited to Christian Religious Education teachers, so future research should cover all teachers without being limited to certain fields of study. There are indeed many factors that influence teacher performance, and in the future it should also be noted that leadership, school culture, and stakeholder intervention programs to improve teacher performance as professional educators are still needed. In addition, digital literacy to foster teachers' interest and teaching skills needs to become a framework for education policies on a national and regional scale.

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