

IMPACT OF TEACHER ACHIEVEMENT MOTIVATION ON TEACHER PEDAGOGIC COMPETENCE AT PRIMARY SCHOOLS IN MUARADUA SUB-DISTRICT, SOUTH SUMATERA, INDONESIA

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ABSTRACT

The aim of this research is to test the influence of achievement motivation toward pedagogic competence of elementary school teacher in Muaradua sub-district. The research used ex post facto approach. The sample of this research is elementary school teacher in Muaradua sub-district, which is 106 teachers. The data collection tool uses questionnaire and data analysis using regression. The results showed that achievement motivation has positive and significant effect on pedagogic competence of elementary school teachers in Muaradua sub-district. This is significant if achievement motivation increases, pedagogic competence of elementary school teachers in Muaradua sub-district will also increase.

Keywords: *teacher, achievement motivation, pedagogic competence*

A. INTRODUCTION

Teachers have a very important role in determining the quality of learning that ultimately plays a role in improving the quality of national education. Teachers act as managers of the teaching and learning process, acting as facilitators who seek to create effective teaching and learning processes, develop lesson material well and improve students' ability to listen to lessons and master educational goals they must achieve.

As a standard of competence that teachers need to have in implementing their profession, the government issued Permendiknas Number 16 Year 2007 about Academic qualification and Teacher Competence. This teacher's competency standard is developed in full from four main competencies, namely pedagogic, personality, social, and professional competence.

Of the four forms of competence, teacher pedagogic competence has a very central role in the process of learning in the classroom. Therefore, this competency includes one of the important competencies that must be mastered by the teachers. Pedagogic competence is the ability to manage learners' learning that includes understanding of learners, design and implementation of

learning, evaluation of learning outcomes, and the development of learners to actualize the various potentials it has (Madhavaram, 2010, pp. 5).

The low quality of education is basically caused by many factors, one of which is the competency factor of teachers, where teachers have no competence, especially teacher pedagogic competence. Mulyasa (2011) explained that there are at least some indicators that indicate the weakness of teacher competence in performing their main teaching tasks, namely: low understanding of learning strategy, lack of skills in managing the class, low ability to do and utilizing classroom action research, , low achievement motivation, lack of discipline, low professional commitment, and low time management ability.

Pedagogic Competence

Competence is always related to the ability of a teacher related to the level of understanding of learners, the process of learning and self-actualization. According to Yaman (2015) pedagogical competence is the ability to manage the learning of learners including learners' understanding, instructional design and implementation, evaluation of learning outcomes, and development of learners to actualize their potential. Competence can be interpreted as knowledge, skill and ability mastered by someone who has become part of him so that he can perform cognitive, effective and pskimotorik behavior with the best (Saroni, 2011).

According to Prins (2008: 141), pedagogical competence as "the ability of an individual to use a combination of real, coordinated and synergistic resources (e.g. instructional materials such as books, articles and cases and technologies such as software and hardware) and intangible resources eg knowledge, skills, experience) to achieve efficiency or effectiveness in pedagogy".

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According to Cees (2002), teachers are no longer accustomed to discussing the pedagogical aspects of their work: how to deal with students with relational, personal, and moral reasons. They have difficulty discussing pedagogical issues with pedagogical vision and pedagogical vision. The data show how many teachers can appear in their classes, and they avoid situations where they have to resolve disputes, deal with behavior, morals, and assess what is worth studying. According to Becker and Riel (1999), teachers' practices and beliefs continue to be shaped by their on-going experience as teachers, with the values and opinions expressed by those around them, and by the expectations of others influential transmitted through formal and informal, norms, rules, and procedures.

Achievement Motivation

Many factors that influence the competence of one of them is achievement motivation. This is in accordance with the opinion of Keith Davis in Mangkunegara (2006) factors that affect the

achievement of competence is a factor of ability and motivation factors (motivation), motivation factor is defined an attitude (leadership) and employees to the situation work (situation) in the environment organization. In the world of work, motivation occupies the most important element that must be owned by employees. For motivation is the ability of a person's business to achieve goals and accompanied by the ability of individuals to satisfy their needs.

Motivation arises due to factors within a person called intrinsic and external or extrinsic factors (Wahyosamidjo, 1987). According to Munandar (2010) People who have a strong drive to succeed, they are more pursuing personal achievement than in return for success. They are passionate about doing something better and more efficient than the previous results. This encouragement is called the need for achievement (the achievement need = nAch). McClelland (in Mangkunegara, 2006) achievement motivation can be interpreted as an impulse in a person to perform or do an activity or task as well as possible in order to achieve achievement with a commendable title.

Hilgard in Hidayat (2008) suggests the motivation of beprestasi is a social motive to do something valuable or important well and perfect to meet the standard of excellence of what someone does. Meanwhile, according to Jackson in Hidayat (2008) that the motivation of achievement is a very strong drive to try and work hard in order to achieve a success and excellence.

Motivation of high achievement of teachers in work in a school will have a positive impact for both individuals and organizations or schools, and vice versa. The existence of high achievement motivation can improve teacher work result or competence, school management, in this context must give the best way, by paying more attention to the teachers so that they can work effectively. High achievement motivation will have great passion, desire and energy in individuals to work optimally. A high achievement motivation in teachers will have a positive impact on teaching and learning in schools and improve teacher competitiveness.

Based on the results of research by McClelland (1961), Edward Murray (1957), Miler and Gordon W. (1970), Anwar Prabu Mangkunegara, (2000) concluded that there is a positive relationship between achievement motivation and achievement of competence. That is, leaders, managers and employees who have high achievement motivation will achieve high competence, and vice versa those whose competence is low due to low work motivation (Mangkunegara, 2006).

B. RESEARCH METHOD

The approach used in this study is the ex post facto approach, ie research that aims to investigate events that have occurred and then trace backward to determine the factors that cause the occurrence. The type of research is quantitative, which is an approach that allows the recording of data research results in real terms in the form of numerical data or numbers so as to facilitate the process of analysis and interpretation by using statistical calculations (statistical analysis).

The population in this study is all elementary school teachers in Muaradua District academic year 2017/2018. This study is a sample study because the subject studied only part of the population. The sample of this study consists of seven schools with 106 teachers. Nine of this sample using cluster random sampling technique.

Data collection was done through questionnaire/questionnaire technique. Questionnaires through a number of written questions are used to obtain information from respondents in the

sense of a report on achievement motivation and teacher pedagogic competence. If there are difficulties in understanding the questionnaire, the responden can directly ask the researcher. Data analysis techniques used include simple linear regression analysis. To test the hypothesis of the influence of teacher achievement motivation on teacher pedagogic competence use t statistic with simple linear regression model.

C. RESULT AND DISCUSSION

The test was conducted to see the partial effect of achievement motivation variable (X3) on pedagogic competence (Y) of elementary school teacher in Muaradua sub-district.

The hypothesis is as follows:

H0: = 0, meaning X3 partially has no significant effect on Y

H1: ≠ 0, meaning X3 partially significant effect on Y

Decision making in this test can refer to two things, namely by comparing the value of $t < t_{table}$ then H0 accepted H1 is rejected, and if $tcount > t_{table}$, then H1 received H0 rejected. Likewise if $sig > \alpha$ (0.05), then H0 received H1 is rejected and if $sig < \alpha$ (0,05), then H0 rejected H1 accepted. The t_{table} value with degrees of freedom (df) = $n-k = 106-4 = 102$ (n is the number of samples k is the number of variables) at the 5% significance level (0.05) is 2.051. The test results are as follows:

Table 1
Achievement Motivation Test on Teacher Pedagogic Competencies:

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	22.617	3.816		5.928	.000
	Motivasi	.737	.063	.755	11.741	.000

a. Dependent Variable: kompetensi

Based on test result of achievement motivation (X3) to teacher pedagogic competence resulted tcount equal to 11,741 with significance (sig) equal to 0,008. Thus $t_{hitung} > t_{table}$ ($11,741 > 2,051$) and $sig. 0,008 < 0,05$ then H0 is rejected and H1 accepted mean achievement motivation (X3) have a significant effect to teacher pedagogic competence (Y).

Based on the above table generated regression equation:

$$Y = a + bx$$

$$Y = 22.617 + 0.737X$$

A Constant value of 22,617 indicates that if the achievement motivation value is 0, pedagogic competence value is 22.617. Coefficient 0,737 mean achievement motivation increase 1, hence pedagogic competence will experience increase equal to 0,737. Coefficient of positive value means there is a positive influence of achievement motivation on teacher pedagogic competence, the better achievement motivation hence increasing pedagogic competence of teacher. The magnitude of the influence of motivation berpretasi on teacher pedagogic competence can be seen in the following table.

Table 2
Coefficient of Determination of Achievement Motivation (X3)
on Teacher Pedagogic Competency (Y)

Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.755 ^a	.570	.566	5.630

a. Predictors: (Constant), motivasi

The value of R square in the calculation is 0,570 or equal to 57,0%. This shows that the influence of achievement motivation variable (X3) in explaining the variation of pedagogic competence of teacher (Y) is 57,0% and the rest 43,0% is determined by other factors outside regression model used. This result is in accordance with research conducted by Pongoh (2014) that achievement motivation has a positive effect on the pedagogic competence of public school teachers in Manado city.

D. DISCUSSION

Achievement motivation is an inherently personal concept that is the driving factor to achieve or achieve something that it wants to achieve success. Everyone has different obstacles in achieving success, and with a high achievement motivation, it is hoped that these obstacles will be overcome and the desired success can be achieved. Yaman (2015, p. 126) states that achievement motivation is the need of individuals of “escaping from failure” and “being successful”. Value attributed to success by individuals can change according to various factors as age, gender, socio-cultural environment, obtained aims in life. Achievement motivation is the individual need to "escape from failure" and "become successful". The values associated with success by individuals may change according to various factors such as age, gender, socio-cultural environment, acquired in life. Achievement motivation in teachers is the element of generating, directing and encouraging a teacher to take action and overcome all challenges and obstacles in an effort to achieve the goal of education.

This achievement motivation that causes a teacher to be passionate in carrying out his duties as an educator, especially as a teacher because it has fulfilled his need for achievement. Teachers who have achievement motivation will have a high responsibility to work with enthusiasm and as well as possible to mobilize all the skills and skills to achieve optimal performance. In accordance with the results of research and data processing has been done, so there is a significant influence of achievement motivation to pedagogic competence of elementary school teachers in Muaradua District.

E. CONCLUSION

Based on the results of research and discussion it can be concluded as follows:

The value of R square in the calculation is 0,570 or equal to 57,0%. This shows that the influence of achievement motivation variable (X3) in explaining the variation of pedagogic competence of teacher (Y) is 57,0% and the rest 43,0% is determined by other factors outside regression model

used. This shows that there is a positive and very significant relationship between achievement motivation and pedagogic competence, meaning that the higher the achievement motivation the higher the competence of pedagogic, on the contrary if the achievement motivation is lower, the lower the pedagogic competence. The effective contribution of achievement motivation toward pedagogic competence is 57.0% the rest of 43,0% influenced by other variable not examined in this research. Based on the result of research that motivation of teacher achievement give contribution which mean to pedagogic competence of teacher.

F. RECOMMENDATION

1. For the principal, to always maintain the pedagogic competence of teachers by paying attention to the motivation of achievement of teachers such as providing rewards for teachers who have shown achievement. Another thing to note is pedagogic competencies such as the socialization of new curricula to teachers.
2. For teachers, to improve their pedagogic competence by improving motivation such as preparing better learning tools and establishing good relationships with fellow teachers in order to get a better job satisfaction.
3. For the next researcher, according to the basic theory in this research there are many factors that influence pedagogic competence. Expected in subsequent research, researchers conduct research for other factors that affect teacher pedagogic competence for research conducted to provide more benefits in education.

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