

THE INFLUENCE OF TEACHERS' WORK MOTIVATION AND PRINCIPALS' MANAGERIAL COMPETENCE ON TEACHERS' PERFORMANCE

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Abstract

This study aimed at determining the effect of work motivation and principal managerial competence on teachers' performance. This research used descriptive quantitative. The populations of the research were 150 teachers as State High School in Banyuasin. The samples were 60 teachers. Sampling technique in this research was Proportionate Stratified Random Sampling. The instruments were questionnaires. Data were analyzed using correlation and multiple regressions. The results showed that 1) teachers' work motivation influences the teachers' performance in SMA Banyuasin with 89,3%; 2) the principal's managerial competence influences teachers' performance in SMA Banyuasin with 76,6%; and 3) teachers' work motivation and principal's managerial competence influence teachers' performance in SMA Banyuasin with 89,3%.

Keywords: Principal's Managerial Competence, Teachers' Work Motivation, Teachers' Performance

INTRODUCTION

This study started from exploration on Internet site about the quality of education in Indonesia. The results of the internet browsing received information that the quality of education in Indonesia is currently low as disclosed by Director of Education and the National Development Planning Agency (Bappenas), Subandi Sardjoko, education in Indonesia is low compared from some neighbor countries such as Malaysia, Singapore and Brunei Darussalam. The statement of Sardjoko based on United Nations Development Program (UNDP) (2011), Human Development Index (HDI) Indonesia ranks 124 from 187 countries surveyed by the index 0,67 percent. Meanwhile, Singapore and Malaysia have a much higher index, 0.83 percent and 0.86 percent. It also occurs in the higher education level index, Indonesia also still considered low at 14,6 percent, in contrast to Singapore and Malaysia already has an index that better education levels 28 percent and 33 percent.

The survey of international education study by the World Bank (2013), states that the education system in Indonesia is the worst from 101 countries, the survey as quote, "Education experts say less than half of the country's teachers possess even the minimum qualifications to teach properly; lack of materials, methods, technologies and text books (The survey Human Development Index, 2016)

Indonesia occupies 108 from 187 countries under survey in Palestine, Malaysia and Thailand. While the results Indonesia - Program for International Student Assessment (PISA) (2015), "Inscience literacy, 15-year-olds in Indonesia score was 403 points compared from an average 493 points in OECD countries. 386 points in Mathematics

compared from an average 490 points in OECD countries. In Indonesia, the average performance in reading 15-year-olds is 397 points, compared from an average 493 points in OECD countries".

Ahmad (2013: 2), states that, "the quality of teachers in Indonesia is very alarming". It is based on data Political and Economic Risk Consultancy (PERC) (2012) which states that the quality of education in Indonesia was ranked 12 from 12 countries in Asia. The survey shows that education in Indonesia needs to be fixed from the bottom where education acquisition process and the activity occurred between students, teachers, stakeholder education, and Principal.

Musbakin (2014: 48) argues that "the principal has a duty and responsibility in improving the professionalism of teachers includes the implementation of managerial functions, planning, organizing, implementing, monitoring and evaluation of education". Another opinion state that the quality of education (Dinham, 2005) the teachers and school principals in Indonesia is still low". This becomes further studies for the researchers on teachers' performance, motivation and principal's managerial competence because the principal is the key for school development and effectiveness.

Sartono (2010), the issue of educational quality is an issue that has always been a major concern. The problem of low educational quality has always been associated in terms of inputs, processes, outputs, and outcomes. The process is conducted in a school that includes teachers, and principal as the heart of the educational quality. Rector of Universitas Pendidikan Indonesia (UPI), "based on the research of Harvard University (2016), When speed Indonesian education not changed, then Indonesia takes 300 years to be able to match the educational quality in the OECD (The Organization for Economic Co-operation and Development)".

Based on the results of the study, the researchers intend to test the validity of these results with a preliminary investigation by observation and documentation done on Thursday, March 16, 2017 in SMA Negeri 1 Banyuasin III, SMA Plus Negeri 2 Banyuasin III and SMA Negeri 3 Banyuasin III. The selection of SMA 1 Banyuasin III because it was the oldest educational units in the Banyuasin established in 1986. SMA Negeri 2 Banyuasin III Plus is a superior school in Banyuasin according to the decision of the Regent Banyuasin January 23 2004 and SMA 3 Banyuasin III is the youngest school in the Banyuasin that established in 2010.

The researchers will conduct testing on work motivation, principal's managerial competence and teachers' performance in each school. This study aimed at determining the influence of teachers' work motivation on teachers' performance; the influence of principals' managerial competence on teachers' performance; and the influence of work motivation and principals' managerial competence on teachers' performance. Several studies of the principal' managerial competence, teachers' motivation and performance have been done before by Wahyudi (2006) showed that there is 78,8% of school leadership greatly influence the motivation and performance of teachers in schools. Rumiati (2008) showed that 72.2% school leadership influence the work motivation of teachers.

The above research proves the positive influence between the leadership of principal on the motivation and teachers' performance. Here, researchers will test the managerial competence of the principal effect on the motivation and teachers' performance.

Alius (2013) says there are 68.8% principal competencies influence the development of organizational culture and job satisfaction of teachers in MTS Jambi Province. Martini (2016) states “there are 74,4% leadership style influenced on cultural, professionalism and between the style of leadership and professionalism principals together”.

The results of the study proved that the leadership of the principal influence on organizational climate, job satisfaction and motivation of teachers. Researchers intend to conduct more in-depth study whether work motivation, principals’ managerial competence and teachers’ performance have mutual influence on each variable.

RESEARCH METHOD

This research was survey with descriptive method. The descriptive survey takes sample from population and using questionnaires as a data collection technique. In this study, the data and information collected from respondents using questionnaire. Once the data is obtained and the results will be presented descriptively and in the end of the study it will be analyzed by testing the hypothesis proposed at the beginning of this study.

In descriptive method described the studies of variables examined. Researchers will explain the variables before and after the study (Arikunto, 2009). This is in line proposed by Sugiyono, (2008) that the descriptive method is a method in researching the status of group of people, set of conditions, system of thought and class of events in the present.

The purpose of this descriptive study was to create a description, picture or painting in a systematic, factual and accurate about facts and relationships between phenomena. Based on the understanding of some experts, it can be concluded that the descriptive survey suitable for this study to gain a clearer picture of the influence of motivation and principals’ managerial competencies on teachers’ performance of high schools in Banyuasin III. The instruments used this study were questionnaire and documentation. Data analysis techniques in this study using a simple correlation, multiple correlation test, t-test, and f-test.

RESULTS AND DISCUSSION

The Influence of Work Motivation on the Teachers’ Performance

The results showed that work motivation significantly influence the teachers’ performance with 89,3%. The better of work motivation will create the better teachers’ performance. The results are consistent with the results conducted by Ristiani (2012). The results also supported by theory Freederick Hezberg (Umam, 2010) which states the teacher's performance is influenced by two factors, individual and situational factor. On individual factor, if someone sees a high performance track to meet their needs, then it would follow that path. While mentioning the situational factor is the result of interactions between motivation and basic capabilities. If the motivation is high but the basic ability is low, then the performance will be low and if the ability is high but low motivation, the performance will be low, or vice versa.

Another study conducted by Rawung (2013) states, "...the result of research hypothesis, can be said according to the hypothesis of leadership had a significant effect on work motivation. It can be seen in α below 0.05 or below 5%. It indicates that one accepted hypothesis or relationship between leadership and work motivation is significant in this research. Leadership influences employee work motivation. That is, leadership motivation to work in higher education employee especially in Manado State University Tondano, North Sulawesi, Indonesia. Leadership is useful to motivate employee work in the organization especially in higher education or university organization". The improved teacher performance and motivation effectively can be increased with an Increase in the work environment. This research showed that the results for improving the teachers' performance of elementary school in Surakarta could be done by improving the work environment.

The research of teachers' performance was also showed that the practice of transformational leadership by headmasters in Temerloh, Malaysia, was at a high level and teacher's job satisfaction was high too, and there exist a significant relationship between the level of transformational leadership and teachers' job satisfaction while teachers' commitments were average. However, the results of the study showed significant relationship between the level of transformational leadership and teachers work commitment. The implication of this study that leaders should always ensure reviews their high performance leadership to have significant relationship with the staff's satisfaction and school staff's commitment.

The above research was supported by the statement Watkiss (2004), "motivation is the way to drive the person into doing something much of the driven are the thought of a potential reward, or a consequence of not doing something. Meanwhile, according to Vroom (1964) "...employee effort will lead to performance and performance will lead to rewards. Rewards may be either positive or negative. The more positive the reward the more likely the employee will be highly motivated. Conversely, the more negative the reward the less likely the employee will be motivated".

Based on this theory, the performance of teachers is an ability to work achieved by the teacher in the learning management activities in line with the subject of teaching. It will be seen how teachers prepare learning programs, including how to formulate learning objectives, preparing methods and media, as well as how to prepare evaluation of learning.

Based on the above opinion, it can be said that motivation has a close relationship with the teacher's performance in carrying out the task. Furthermore, the results about the teachers' performance showed in terms of the learning plan, implement the learning process, assess and evaluate the learning outcomes have reached the category enough, with the data obtained from the determination coefficient of 0,274.

Teacher's performance is a series of important and specific task in the school. Improved performance based on the results of research can be done by increasing the work motivation done to help teachers carry out the task of learning in the classroom.

The Influence of Principals' Managerial Competence on the Teachers' Performance

The research found that the influence of principals' managerial competence on teachers' performance was 76,6%. The finding can be interpreted that principals' managerial competence have significant influence on the improvement of teachers' performance. In other words, the teachers' performance can be enhanced by principals' managerial competence. The better of principals' managerial competence will create the better teachers' performance.

This is supported by Musbakin (2014: 46) managerial competence can be defined as the ability to manage resources through planning activities, organizing, directing, and supervising to achieve organizational goals effectively and efficiently. In addition to teachers, the most important human resource in school administration is the principal. The professionalism of teacher need to be nurtured since the success of the school is determined by the teacher and the principal. The successful school in New York "to the successful schools in New York City not good a care not good schools with bad principles" one capability that should be owned by the principal is managerial skills. Furthermore, Messick and Kramer (2004) on leadearship "...the degree to roomates individuals exhibits leadership depends on the characteristics and personal abilities, characteristics of the location and environment".

According to Ministry of Education Malaysia "schools' performance is also closely associated with the leadership approach of the principal and teachers' commitment. Without school leadership and commitment to the organization, the goals targeted are quite difficult, to achieve. The success of a school is heavily influenced by the principal's effective, with the results of his research, "the practice of transformational leadership by principal in Temerloh, Malaysia, was at a high level and teacher's job satisfaction was high too, and there is significant relation between the level of transformational leadership and teachers' job satisfaction while teachers' commitments were average. However, the results of the study showed significant relation between the level of transformational leadership and teachers' work commitment. The implication of this study is that leaders should always ensure reviews their high performance leadership to have significant relationship with the staff's satisfaction and school staff's commitment".

The most likable roommates' transformational leadership practices provide high job satisfaction for teachers. The effect of transformational leadership can be seen in two forms items, the impact on behavior, and psychology on students' achievements. According to him, the variables used to study the effect of transformational leadership on the psychology include job satisfaction. Obviously, this statement describes transformational leadership not only bring change to the organization.

Based on the above opinion, it can be said that principals' managerial competence is closely related to the teachers' performance in performing the task. Furthermore, it showed that principal's managerial competence should understand planning schools, managing the learning programs, managing student affairs, managing infrastructure, managing personal schools, managing school finances, managing the relationship between the school and the community, managing the administration of the school, managing the information system of the school, and evaluating school programs. The leading school had already achieved both categories with data obtained from the determination coefficient 0,526.

Influence Teachers Work's Motivation and Principal's Managerial Competence, on Teachers' Performance.

The research found that teachers' work motivation and principal's managerial competence jointly influence significantly teachers' performance of 89,3%. From these findings it can be interpreted that the teachers' work motivation and principal's managerial competence jointly have significant predictive power on improving teachers' performance. In other words, the teacher's performance can be improved by increasing teachers' work motivation and principal's managerial competence. The better of teachers' work motivation and principal's managerial competence will create the better teachers' performance.

The results also agree teachers' work motivation influence the quality enhancement. A principal who has good managerial competence will improve the quality of education in schools and also influence the teachers' performance. The individual principal has a substantive impact on school policies, working conditions and student's outcomes. Particularly, students who attend a school with one standard deviation on average receive better principal 0:12 standard deviations higher test scores. Despite having very rich background information on principal, contrast was determined by the motivation levels of teachers is "partly satisfied" whereas the transformational leadership characteristics level of school principal is "rarely" at the end of the study.

The challenges for principals were incompetent selection panels, inadequate funds, lack of qualification, interference from sponsors, community and politicians, old age, inadequate investigation of allegations and ignorance in appraisal techniques. The challenges for principals were remuneration, motivation and inadequate funds. The study recommended that the Ministry of Education take over full payment of support staff.

Some studies have been done which states that leaders in education, especially principals, influence most of the participant educators in the research. The national policy may assist the development of innovative activities by supporting leaders and equipping them with the necessary knowledge of how to exploit motivations for the best outcome in the school community. To improve academic achievement and work motivation by improving instructional leadership of principal and the work discipline at Primary School of Central Jakarta.

In addition that lower level needs had to be satisfied before the next higher level will need motivate employees. The school principal as transformational leader is expected to make the school is compatible with society and science by providing innovation with this role. It is because schools need to change and restructure themselves in order to continue their existence in constantly changing and dynamic framework who can lead the way for changes. Furthermore, it emphasized the importance of the role of the principal plays a major role in initiating activities and facilitating. Principal who have high personal integrity is able to influence teachers' perceptions about the leadership of the principal properly to improve the teachers' performance as well. Personal integrity is an example of the principal in running the school's organization. Principal should be an example and have ease in solving the problems that arise in schools. Thus, the principal will be a motivator for teachers in performing their responsibilities, both individually and as a whole unit of the educational unit. Maslow theory is also confirmed that a very important role of educational leaders is to keep teachers motivated and enhance them to

develop their professional knowledge. They have significant role in empowering teachers' senses of job satisfaction in order to perform tasks with their sufficiency and perhaps inspire a perception for educational change in their teaching or even in their perception of education.

The results of hypothesis testing data analysis showed that the three hypotheses have been tested empirically. From the analysis of the data shows that teachers' work motivation and principal's managerial competence either individually or jointly have significant effect on the teachers' performance. This finding supports a framework of thinking that states teachers' work motivation is one of the factors in the process of improving the teachers' performance. However, principal's managerial competence in improving teachers' performance is not important. When both of these factors come along, it will be able to produce more optimal teachers' performance. The motivators or intrinsic factors, such as achievement and recognition, produce job satisfaction. Hygiene or extrinsic factors, such as pay and job security, produce job dissatisfaction.

CONSLUSION

The results showed that teachers' work motivation significantly influence the teachers' performance with 89,3%. The better of work motivation will create the better teachers' performance. The influence of principals' managerial competence on teachers' performance was 76,6%. The principals' managerial competence have significant influence on the improvement of teachers' performance. The teachers' work motivation and principal's managerial competence jointly influence significantly teachers' performance of 89,3%. From these findings it can be interpreted that the teachers' work motivation and principal's managerial competence jointly have significant predictive power on improving teachers' performance.

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