

PERFORMANCE EFFECTIVENESS OF VOCATIONAL MIDDLE SCHOOL TEACHERS IN MINAHASA DISTRICT

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Abstract

This research aims to examine and analyze the effectiveness of the performance of Vocational High School (SMK) teachers in reviewing the principal's managerial skills and achievement motivation. The problem of this research is based on the results of the study of students who tend to get poor ratings on a national scale, this is allegedly caused by the low quality and performance of teachers, lack of teacher achievement motivation, lack of managerial ability from school principals. The variables in this study are the principal's managerial skills and achievement motivation and teacher performance. The object and subject of the research are vocational school teachers throughout Minahasa Regency. Collecting data through a questionnaire with a measurement scale using a Likert scale. With data analysis techniques using multiple linear regression.

The research findings show that: 1) Principal leadership managerial skills affect teacher performance with a positive contribution of 50.1%; 2) Achievement motivation has an effect on teacher performance with a positive contribution of 48.3%; and 3) Principal leadership managerial skills (X1) and achievement motivation (X2) significantly influence the performance of SMK teachers (Y) in Minahasa district, with a significant contribution of 53.4%.

Keywords: teacher performance, principal leadership managerial skills, achievement motivation

INTRODUCTION

Management is very important in all areas of life. Through good management, an educational institution will be able to develop optimally as expected. Education management in Indonesia is a central point in realizing the goals of human resource development. In his observation, education management in Indonesia has not shown the desired professional ability, the problem of education management is one of the main problems that causes a crisis in the world of Indonesian education. One of the contributing factors is the absence of professional education administrators.

The success of education in schools is largely determined by the success of the principal in managing the available education personnel at the school. The principal is one of the components of education that has an effect on improving teacher performance. The school principal is responsible for the implementation of educational activities, school administration, coaching other educational staff, and the utilization and maintenance of facilities and infrastructure. This becomes more important in line with the increasingly complex demands of the principal's duties, which require more effective and efficient performance support.

According to Nasrun, as the highest leader, the principal has influence and determines the progress of the school [1]. Good principal leadership must be able to seek to improve teacher performance through education staff capacity building programs. Therefore, the principal must have the personality or traits and abilities and skills to lead an educational

institution. In his role as a leader, besides the principal helping teachers and students, the principal must also be able to pay attention to the needs and feelings of the people who work so that teacher performance is always maintained.

Principals in carrying out so many tasks, principals must have managerial skills to achieve educational goals. Managerial skills are skills in managing schools, creating comfortable schools, and also being able to correct mistakes[2]. The success or failure of a school organization is determined by a school principal. When the principal has good managerial skills, it will affect teacher performance. The better the managerial skills of a principal, the teacher's performance will be good, and vice versa if the principal's managerial skills are not optimal, the teacher's performance is not optimal either. Research conducted by Adi Anwar Faisal[3], stated that the managerial ability of the principal makes a very large contribution to teacher performance.

In addition to the principal's managerial skills, achievement motivation also influences teacher performance. Achievement motivation is an impulse from within a person to want to try to excel in achieving a goal[4]. When experiencing an obstacle or problem, someone who has achievement motivation will immediately try to find a solution. Teachers when given good motivation will have good motivation at work. The results of research conducted by Wardana (2013) stated that achievement motivation has a positive influence on performance. The higher the achievement motivation possessed by a teacher, the higher the teacher's performance[5].

The teacher is someone who has the responsibility to guide students. The teacher is a very important element in teaching and learning activities[6]. A teacher must actively play a role as a professional, in accordance with the demands of a growing society. Professional teachers will be reflected in the implementation of responsibilities in carrying out their duties. In this case the teacher is not merely a teacher who transfers knowledge, but also as an educator who transfers values as well as a mentor who provides direction and guides students in learning.

In an effort to realize educational goals, management is a very important factor. Therefore, in order for education to progress, it must be managed by professional education administrators. Besides the importance of professional education administrators, an important effort in achieving educational goals is good cooperation between all existing elements, including utilizing all educational facilities and infrastructure. In this context, educational administrators play an important role.

Based on the facts found in several secondary schools in Minahasa Regency, it shows that: the quality of student learning outcomes is still low, the teacher's achievement motivation is low in carrying out tasks, the lack of work experience of principals and teachers and the lack of teacher discipline to carry out their responsibilities, the ability and managerial skills of the principal is still low, the leadership style of the principal is also not optimal and satisfactory.

Teachers in carrying out their duties have varied behaviors and characteristics. There are teachers who have a full sense of responsibility and not infrequently teachers often come late, go home early and do not obey the rules that have been set. The condition of teachers like that is a problem in every formal education institution. With teachers who have low performance, schools will find it difficult to achieve the expected results. This condition is a scourge in the world of formal education. Teacher performance that is not optimal makes it difficult for schools to achieve goals, difficult to advance and compete.

Based on the theory and problems that have been described above, researchers are motivated to carry out research. The purpose of this research is to study and analyze the effectiveness of the performance of vocational high school (SMK) teachers.

RESEARCH METHODS

This research design uses a quantitative approach with a survey method, which aims to find out how much Principal leadership and achievement motivation influence on the performance of teachers in Minahasa district. The total population is 403 SMK teachers in Minahasa Regency. Sampling using the Slovin formula and obtained a sample of 80 respondents.

There are variables in this study, namely the independent variable and the dependent variable. There are 2 independent variables, namely the principal's managerial skills (X1) and achievement motivation (X2), while the dependent variable is the performance of SMK teachers in Minahasa Regency.

The data collection technique was used with a questionnaire containing statements. The research instrument test includes validity and reliability tests. The data analysis techniques used are; (1) descriptive analysis, (2) prerequisite test, (3) multiple regression analysis and (4) hypothesis testing.

RESULTS AND DISCUSSION

Validity and Reliability Test Results

The statements used in this study were 20 items and all were declared valid because $r_{count} > r_{table}$. This means that the validity requirements are met, so that the data can be processed and proceed to the testing phase. Reliability test using Cronbach's alpha, the variables of principal managerial skills, achievement motivation and teacher performance are declared reliable because the value of $r_{11} = 0.6$.

Prerequisite Test Results

The normality test was used with the Kolmogorov-Smirnov test. If the value of $sig > 0.05$, then the data is normally distributed, and if the value of $sig < 0.05$, then the data is not normally distributed. The results of this test obtained $sig < 0.05$, it can be concluded that the data is normally distributed.

This linearity test uses the Compare Means test. If value $Deviation from Linearity >$ than 0.05, it means linear, and vice versa if $Deviation from Linearity <$ from 0.05, means linear, means non-linear. The first linearity test is, kPrincipal managerial skills (X1) on Teacher Performance (Y), it is obtained that $Deviation from Linearity X1$ to $Y >$ from 0.05 of 0.351, meaning that the principal's managerial skills on teacher performance (Y) are linear. Second, namely, Achievement Motivation (X2) on Teacher Performance (Y). The results show that the value of $Deviation from Linearity X2$ to $Y >$ from 0.05 of 0.351, meaning that achievement motivation (X2) on teacher performance (Y) is linear.

Regression Analysis Results

The Effect of Principal Managerial Skills on Teacher Performance

Table 1. Coefficients X1 against Y

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model	B	Std. Error	Beta			
1	(Constant)	18.373	3,802		4.833	.000
	Principal managerial skills(X1)	.707	.080	.708	8.853	.000

a. Dependent Variable: Y

The regression equation obtained is as follows:

$$Y = 18.373 + 0.707X_1 + e_1$$

From the table above, it can be seen that the magnitude of the coefficient is 0.708a, with a tcount of 8.853 and Sig t of 0.000. Because $t_{count} > t_{table}$ ($8.853 > 1.980$) and $Sig\ t < 0.05$ ($0.000 < 0.05$) it can be concluded that there is an effect of principal managerial skills (X_1) on teacher performance (Y). Because the coefficient is positive, it indicates that there is a positive relationship. This means that the higher the value of the principal's managerial skills (X_1), the higher the teacher's performance (Y). Furthermore, the contribution of the principal's managerial skills to explain teacher performance can be seen in the Summary Model table (R Square value).

Table 2. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.708a	.501	.495	3.00624	.708a

a. Predictors: (Constant), X_1

b. Dependent Variable: Y

The value of R Square obtained is 0.501 or 50.1%. This means that the teacher's performance (Y) is influenced by 50.1% by the managerial skills of the principal (X_1), and the remaining 49.9% is influenced by other variables not examined.

The effect of achievement motivation on teacher performance

Table 3. Coefficients X_2 test against Y

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.064	3.978		4,541	.000
	Motiv_Berpretasi (X_2)	.783	.092	.695	8,538	.000

a. Dependent Variable: Y

The equation obtained is:

$$Y = 18.064 + 0.783X_2 + e_2$$

From the table above, it can be seen that the magnitude of the coefficient is 0.739a, with a tcount of 8.838 and Sig t of 0.000. Because $t_{count} > t_{table}$ ($8.838 > 1.980$) and $Sig\ t < 0.05$ ($0.000 < 0.05$) it can be concluded that there is an effect of achievement motivation (X_2) on teacher performance (Y). Because the coefficient is positive, it indicates a positive relationship. This means that the higher the value of achievement motivation (X_2), the higher the teacher's performance (Y). Furthermore, the contribution of achievement motivation to explain teacher performance can be seen in the Summary Model table (R Square value).

Table 4. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.695a	.483	.476	3.06033	2.406

a. Predictors: (Constant), X_1

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.695a	.483	.476	3.06033	2.406

b. Dependent Variable: Y

The value of R Square obtained is 0.483 or 48.3%. This means that teacher performance (Y) is influenced by 48.3% by achievement motivation (X2), and more than 51.7% is influenced by other variables not examined.

The influence of managerial skills and achievement motivation on teacher performance

Table 5. Coefficients

Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.
		B	Std. Error		
1	(Constant)	14,580	3.899	3.739	.000
	Leader_Head (X1)	.422	.129	.422	.002
	Motiv_Berpretasi (X2)	.401	.145	.356	.007

Based on the coefficients table, the equation formed/obtained is: $Y = 14,580 + 0.422X1 + 0.401X2 + e3$.

Table 6. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.739a	.546	.534	2.88583	2.406

a. Predictors: (Constant), Motivation_Berpretasi (X2), Principal managerial skills(X1)

b. Dependent Variable: Teacher_Performance (Y)

Value Adjusted R Square is obtained by 0.534 or 53.4%. This means that the influence of principal managerial skills and achievement motivation affect the performance of SMK teachers in Minahasa Regency by 54%, and the remaining 46% is influenced by other variables not examined.

Hypothesis Testing Results

The first hypothesis shows that, there is an effect of principal managerial skills (X1) on teacher performance (Y) obtained a beta coefficient of 0.708, with a t value of 8.853 and Sig t of

0.000. Because $t_{count} > t_{table}$ ($8.853 > 1.980$) and $Sig\ t < 0.05$ ($0.000 < 0.05$) it can be concluded that there is an effect of principal managerial skills (X1) on teacher performance (Y). Because the coefficient is positive, it indicates a positive relationship. This means that the higher the value of the principal's managerial skills (X1), the higher the teacher's performance (Y). It means accepting H_a and rejecting H_o .

The second hypothesis shows that the effect of achievement motivation (X2) on teacher performance (Y) is a beta coefficient of 0.739, with a t-value of 8.838 and $Sig\ t < 0.05$ ($0.000 < 0.05$) it can be concluded that there is an effect of achievement motivation (X2) on teacher performance (Y). Because the coefficient is positive, it indicates a positive relationship. This means that the higher the value of achievement motivation (X2), the higher the teacher's performance (Y). It means accepting H_a and rejecting H_o .

The third hypothesis shows that the results of the simultaneous test are obtained by the value of $F_{count} = 46,346$ while $F_{table} = 1.91$. These results indicate that $F_{count} = 46,346 > F_{table} = 1.91$. And p Value $0.000 < 0.05$, then in accordance with the above conditions means accepting the hypothesis H_a which states that simultaneously the managerial skills of the principal (X1) and achievement motivation (X2) significantly influence the performance of teachers (Y) in SMK in Minahasa district. Adjusted R Square value is 0.534. This means, teacher performance can be explained by the principal's managerial skills (X1) and achievement motivation of 53.4%, and 46.6% is explained by other variables or factors outside this study.

DISCUSSION

Based on the results of data analysis, it was found that the principal's managerial skills had an effect on the performance of SMK teachers in Minahasa Regency. The effect of this variable is 50.1% and 49.9% is influenced by variables that are not examined. The results of this study are in line with research conducted by Karweti which states that the managerial skills of principals affect the performance of teachers[7]. Therefore, as a school principal, he must be able to improve his managerial abilities, especially interpersonal skills (human relations). This is closely related to the principal's ability to build relationships and strengthen teachers and students. and educators. Leaders need the ability to empower school teachers. His position as an educator and teacher cannot be replaced by sophisticated tools. The principal is the top of school management in the formation of the nation's character. It not only makes students smarter, but also smarter to interact with the environment, discipline, manners. When establishing relationships with educators, school leaders have a duty to maintain and maintain trust.

According to Tiara (2018), the managerial skills of a principal include conceptual skills, humanist skills and technical skills[8]. Conceptual skills are the ability to create new ideas to find solutions to problems that arise. Humanist skills are the ability to perform good interactions in socializing so as to create a comfortable work environment. Technical skills are skills in carrying out school assignments.

Based on the results of data analysis, it was found that achievement motivation had an effect on the performance of SMK teachers in Minahasa Regency. The effect of this variable is 48.3% and 51.7% is influenced by variables that are not examined. The results of this study are supported by research conducted by Haryanti, which reveals that achievement motivation has a positive and strong relationship to teacher performance. If the teacher's achievement motivation is good, the teacher's performance will also be good, otherwise if the achievement motivation is low, the teacher's performance is not optimal[9]. Rismawan (2015), teacher achievement motivation is motivation that arises from within the teacher to be willing to work hard to achieve a goal. Achievement motivation becomes a very big capital in improving teaching performance[10].

The results of this study are in line with research conducted by Putri Hastuti (2017), which states that managerial ability and achievement motivation have a positive and linear relationship to teacher performance. This means that the position of the principal's managerial ability on performance is believed to be able to make a major contribution to improving the performance of teachers[11].

5 CONCLUSION

Based on the research results and the results achieved, the conclusions of the study are as follows:

1. Principal managerial skills has a significant effect on teacher performance. That is, increasing the coefficient of principal managerial skills, will provide a positive improvement for the performance of SMK teachers in Minahasa Regency.
2. Achievement motivation has a significant influence on teacher performance. That is, the increase in the coefficient of achievement motivation, will provide a positive increase for the performance of SMK teachers in Minahasa Regency.
3. Principal managerial skills and achievement motivation partially has a significant effect on the performance of SMK teachers in Minahasa Regency.

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