Welfare Relationship and Achievement Motivation on Teacher Performance: Survey in Private Madrasah Tsanawiyah in Tebet District, South Jakarta

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Abstract: This study aims to analyze and reveal the presence or absence of teachers and teachers who excel either partially or collectively on teacher performance in Private Madrasah Tsanawiyah Tebet District, South Jakarta. The population of this study were teachers in Madrasah Tsanawiyah in Tebet Sub-District, South Jakarta, with a sample of three schools, namely Private Attahiriyah Mts, Assyafiiyah 01 Private Mts, and Syarif Hidayatullah Private Mts. The research method by doing variables between teachers (X1) and teacher achievement motivation (X2) on the independent variables (dependent variable) is teacher performance (Y). Using descriptive research methods, using a questionnaire with a correlational approach. Based on the results of data analysis carried out and the results of calculations both manually and manually using computer programs that can be used. (1) Teacher welfare has a significant relationship with teacher performance with an increase of 39.8%. the significant between teacher achievement motivation and performance of 38.5% (teacher) (3) shows a significant relationship between teacher and teacher with different teachers. teacher achievement on teacher performance is 57.9% and the remaining 42.1% by other factors.

1 INTRODUCTION

There are several factors that influence the quality of education, namely teachers, funds, curriculum, non-teacher resources, facilities, and learning resources. Among these factors, teacher factors have a great influence on the quality of education.

The teacher is the main key to the implementation of education that will lead students to changes in behavior, intelligence and will determine the progress of the nation in the future. According to Samana (1994: 15), the teacher is a lifelong student. If the existing teacher in a nation has a low level of qualification or competence, then the quality of education in the nation can be ascertained to be low as well. But on the contrary, if the level of qualification or competence of teachers in a nation is high, the quality of education in the nation can be ascertained high.

Currently, based on global mapping, Indonesia is ranked 40th or last of 40 countries. Then according to international scientific literacy research, Indonesia ranks 40th out of 42 countries. This reflects that the quality of education in Indonesia is still very low. Even though the level of literacy in Indonesia is currently quite high, reaching 94% and the illiteracy rate in Indonesia is only 6%. The low teacher competency in Indonesia can be seen from the results of the national teacher competency test conducted in 2012. Based on the results of the teacher competency test, the average score of teachers across Indonesia is only 44.5. While the value of teacher competence reaches a minimum of 70 from a maximum score of 100 (Kurniasih and Sani, 2015: 21).

Law of the Republic of Indonesia number 14 of 2005 concerning Teachers and Lecturers, suggests that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education through formal education, basic education and secondary education. Professionalism in education needs to be interpreted that teachers

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must be people who have instincts as educators understand and understand students.

Many factors determine a school to be of high quality, but various studies on the effectiveness of teacher teaching, can be concluded that teachers have a very dominant influence on student learning achievement. This can be understood because the teacher is an active resource, while other resources are passive. The best curriculum, facilities, learning infrastructure, but the teacher's quality level is low, it will be difficult to get high-quality education results.

Good teachers always try to improve the quality of their profession and themselves, teachers who always evaluate their own performance, where the purpose of self-performance evaluation is to improve the learning process in the future. Teachers must have strong motivation to improve their profession and quality.

One place to give birth to intelligent generation and character is a madrasa. The word madrasa is a more well-known word because this word is in Law Number 20 of 2003 concerning the National Education System (National Education System). It is said that the madrasa is a public school characterized by Islam. Since the Act was enacted we know two kinds of public schools, namely schools and madrasas. Schools are public schools consisting of elementary, junior high, high school / vocational high school while madrasas are public schools consisting of MI, MTs, and MA / MAK there is no difference between schools and madrasas both in their goals and curriculum; the difference lies in the system. Madrasas use Islamic systems while schools use general systems.

2 THEORY

2.1 Definition of Teacher Welfare

Welfare comes from a prosperous word which means safe, safe and prosperous (apart from all kinds of disturbances, difficulties and so on) (Poerwadarminta, 2006: 1051). While welfare is security and safety (enjoyment of life, prosperity, etc.) (Poerwadarminta, 2006: 1051).

According to Supriyadi (1998: 7) said welfare in a broad sense includes salaries, allowances, incentives and others given for carrying out their duties. Furthermore, welfare is said to include material aspects in the form of salaries, incentives, provision of facilities such as housing, libraries, health benefits and so on. And non-

material aspects such as ease of promotion, work atmosphere, legal protection, social security and others.

From the description above, it can be concluded that welfare is an atmosphere of birth and inner being that is safe, prosperous, and peaceful, and that the level of welfare can be seen in terms of being born as prosperous if the income budget is greater than expenditure. So that in this case materially can be fulfilled daily needs, and in terms of his mind is said to be prosperous if in carrying out his duties with a sense of pleasure and with the intention of worship, so that in this case there is a sense of comfort and peace in living his life.

2.2 Definition of Motivation

The term motivation comes from the Latin word "movere" which means encouragement or movement. Motivation questions how to direct power and the potential to work towards the goals set (Hasibuan, 2006: 141).

According to Bejo Siswanto, (2006: 119), motivation can be interpreted as a mental state and mental attitude of people who provide energy, encourage activities (moves), and lead or channel behavior towards achieving needs that give satisfaction or reduce imbalances.

Motivation can be grouped into two types according to Malayu S. P Hasibuan (2006: 150), namely (1) positive motivation (positive incentives), managers motivate subordinates by giving prizes to those who perform well (2) negative motivation (negative incentives), managers motivate subordinates by giving punishment to those whose jobs are poor (low achievement).

2.3 Understanding Performance

According to the A.A. Anwar Mangkunegara (2009: 67), the term performance comes from the word job performance or Actual performance (work performance or actual achievement achieved by someone). Definition of performance (performance achievement) is the result of work that is in the quality and quantity achieved by an employee in carrying out their duties in accordance with the responsibilities assigned to him.

According to Prawirasentono (1999: 2):
Performance is the result of work that can be achieved by a person or group of people in an organization, in accordance with the authority and responsibility of each, in order to achieve the goals

of the organization concerned legally, not violating the law and in accordance with moral or ethical ".

With regard to teacher performance standards, Sahertian as quoted by Kusmianto (1997: 49) in the teacher performance appraisal handbook by supervisors explains that:

Teacher performance standards are related to the quality of teachers in carrying out their duties such as: (1) working with students individually, (2) preparation and planning of learning, (3) utilization of learning media, (4) involving students in various learning experiences, and (5) active leadership from the teacher.

3 METHODOLOGY

3.1 Research Methods

The method used in this research is quantitative explanatory descriptive research based on primary and secondary data collected from teachers in 3 (three) Private Madrasah Tsanawiyah (MTs) schools registered in education units (schools) in Tebet Subdistrict.

3.2 Research Variables

There are three types of variables that will be used as data collection tools in this study, namely teacher performance variables (Y), teacher welfare variables (X1), and achievement motivation variables (X2). The three variables are expressed in the form of instruments using attitude scales with ranges, strongly agree (SS), agree (S), agree enough (CS), disagree (TS), strongly disagree (STS).
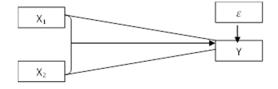
The problems in the research are as follows:

Figure 1: Model of Relationship Between Variables X1 and X2 to Variables Y

3.3 Population and Sample

According to Furqon (2002: 135) what is meant by the population is a set of objects, people or circumstances that at least have the same general characteristics. The population targeted in this study

as well as data sources are teachers from 8 MTs schools. Private registered in the education unit (school) in Tebet District, South Jakarta.

Sample 50% of teachers from 3 MTs schools. Private registered in the education unit (school) in Tebet Subdistrict.

3.4 Data Collection Techniques

Data collection techniques used in this study consist of (1) Secondary Data, namely from books or other documentary materials that have to do with research conducted (2) Primary Data that is collecting data directly into the field by observation, interview and questionnaire.

3.5 Data Analysis Techniques

Analysis of the data used in this study includes (1) Descriptive Analysis. The type of descriptive analysis used in the form of presentation in the form of frequency distribution tables and presentation in the form of tables and charts (2) Correlation Analysis. After the required data is obtained, then the multiple correlation method is used to find the relationship between teacher's welfare level (X1), teacher's teaching motivation (X2) and student learning achievement (Y). Correlation analysis is used to measure the relationship between variables so that it is useful to know how strong the relationship or influence between independent variables with the dependent variable between X1 and Y or between X2 and Y. The correlation coefficient has a value between -1 and +1 as follows:

a. If r is positive then the variables are positively correlated and strong (meaning) meaning that if the variable X rises then the variable Y also rises as well as vice versa. The closer the r value to +1, the stronger the correlation, and vice versa.

b. If r is negative then the variables are negatively correlated meaning that if the variable X rises then the variable Y goes down and vice versa. The closer the 1st r value is, the stronger the correlation, and vice versa.

c. If r is 0 (zero), the variables do not show correlation, meaning that if the variable X rises or falls, the Y variable does not change.

d. If r +1 or -1 then the variables show a perfect positive or negative correlation.

To determine the closeness of the relationship or correlation between variables, the values of the correlation coefficient (KK) are as follows:

a. Correlation coefficient = 0 means there is no correlation.
b. 0 <KK≤0.20 means that the correlation is very low or very weak.
c. 0,20 <KK≤0,40 means low or weak correlation but certain.
d. 0.40 <KK≤0.70 means a significant correlation.
e. 0.70 <KK≤0.90 means high or strong correlation.
f. 0.90 <KK≤1.00 means that the correlation is very high or very strong.
g. KK = 1 means perfect correlation.

To measure the degree of closeness the relationship between the two variables in this study can be calculated with a relative value that can be shaped:

a. Correlation coefficient (r)

The linear correlation coefficient can be calculated by product moment method with the following formula:

$$r = \frac{\sum xy}{\sqrt{\sum x^2 . \sum y^2}}$$

Where:
r = correlation coefficient
x = average deviation of variable X
y = variable devisionation of variable Y

b. Multiple linear correlation coefficients

The multiple correlation coefficient is the index or number used to measure the closeness of the relationship between three or more variables.

c. Determination Coefficient

The coefficient of determination is a value to measure the contribution of variable X to the rise and fall of Y with the formula as follows KD = r2 x 100%

d. Regression Analysis

In this study using multiple linear regression analysis, namely analysis for more than two variables (multiple linear regression) expressed by linear equations:

Y = a + b1x1 + b2x2

Where:
Y = dependent variable
X1X2 = independent variable
a = Y value, if X1 = X2 = 0
b1 = the amount of increase or decrease in Y in units, if X1 rises or falls one unit and X2 is constant.
b2 = the amount of increase or decrease in Y in units, if X2 rises or falls one unit and X1 is constant.
a, b1, b2 = multiple linear regression coefficients.

3.6 Statistical Hypothesis

The statistical hypothesis to be tested can be formulated as follows:

1. Hypothesis I:	H0	: Py1	= 0
	Ha	: Py1	> 0
2. Hypothesis II:	H0	: Py2	= 0
	Ha	: Py2	> 0
3. Hypothesis III:	H0	: Py12	= 0
	Ha	: Py12	> 0

4 RESEARCH RESULTS

4.1 Data Description

Primary data in this study obtained from data collection using questionnaire research instrument in the form of a total score of respondents' answers. The total score of respondents' answers from the teacher welfare questionnaire as primary data teacher welfare variables, the total score of respondents' answers from the questionnaire teacher achievement motivation as primary data variable teacher achievement motivation, and the total score of respondents' answers from teacher performance as primary data variable teacher performance. The research objective is to calculate the level of influence between each variable, then the primary data then needs to be processed and analyzed by multiple linear regression methods. To process the data in order to obtain more accurate results, the SPSS (Statistical Program for Social Science) computer program version 22 is used. The 3 (three) variables that will be analyzed consist of the dependent variable is Teacher Performance (Y), while Independent variables used are teacher welfare (X1) and teacher achievement motivation (X2). Furthermore, the three variables will be described based on research data.

4.1.1 Description of Data about Teacher Performance (Y)

Testing the validity of teacher performance data instruments (Y) uses trial data with the number of respondents (N) = 20 samples and the number of statements as many as 40 items. Search results with dk = 20-1 = 19 and α = 0.05 obtained rtable = 0.361 then compare the rtabel with each item count. If it is obtained r count t rtabel then the statement item is considered valid. From the results of the search it was found that items 22, 34 and 35 were declared invalid (drop), so the number of statements to be used in the study was 37 items.

Based on the results of the validity test above, the reliability of the teacher performance data instrument (Y) is then tested using a trial data with a total of 20 samples and a valid number of statements (N) of 37 items. Search results with dk = 20-1 = 19 and α = 0.05 obtained rtable = 0.355 and r count = 0.989 so that r count ≥ rtable then the statement item is considered reliable as a measuring tool.

4.1.2 Description of Data about Teacher Welfare (X1)

Testing the validity of teacher welfare data instruments (X1) uses trial data with the number of respondents (N) = 20 samples and the number of statements as many as 20 items. Search results with dk = 20-1 = 19 and α = 0.05 obtained rtable = 0.361 then compare the rtable with each item count. If it is obtained r count t rtabel then the statement item is considered valid. From the results of the search, it is known that all the statement items are declared valid, then the number of statements to be used in the study is 20 items.

Based on the results of the validity test above, reliability testing of teacher welfare data instruments (X1) is then performed using trial data with a total of 20 samples and a valid number of statements (N) of 20 items. Search results with dk = 20-1 = 19 and α = 0,05 obtained rtable = 0,355 and r count = 0,975, thus r count t rtable then the statement item is considered reliable as a measuring tool.

4.13 Description of Data about Teacher Achievement Motivation (X2)

Testing the validity of teacher achievement motivation data instruments (X2) using trial data with the number of respondents (N) = 30 samples and the number of statements as many as 35 items. Search results with dk = 30-1 = 29 and α = 0.05 obtained rtable = 0.361 then compare the rtabel with each item count. If the rtable ≥ rtable is obtained, the whole statement item is considered valid. From the results of the search, it was found that there were no items declared invalid (drop), so all statements could be used in the study as many as 35 items.

Based on the results of the validity test above, reliability testing of teacher achievement motivation data instruments (X2) was then used using trial data with a total of 34 samples and a valid number of statements (N) of 35 items. Search results with dk = 34-1 = 33 and α = 0,05 obtained rtable = 0,388 and r count = 0,949, thus r count ≥ rtable then the statement item is considered reliable as a measuring tool.

4.2 Test Requirements for Analysis

1. Test for Normality Error Estimates

The normality test of regression Y error estimates for X is intended to find out whether the population is normally distributed or not.

Summary of Estimated Error Normality Test

Information:
Y: Teacher's performance
X1: Teacher welfare
X2: Teacher's achievement motivation

2. Homogeneity Test Population Variance

After testing the normality, then the homogeneity of variance is tested with the aim to test the homogeneity of variance between groups of Y scores grouped based on the similarity of X scores.

Regression Estimation Error Y above	N	Sig.	Test Limit	Information
Y	34	0,200	0,05	Sig. > 0,05, means normal distribution
X_1	34	0,200	0,05	Sig. > 0,05, means normal distribution
X_2	34	0,200	0,05	Sig. > 0,05, means normal distribution

Table 1: Summary of Homogeneity Variance Test Results
Information:
Y: Teacher's performance
X_1: Teacher welfare
X_2: Teacher's achievement motivation

4.3 Hypothesis Testing

4.3.1 Relationship between Teacher Welfare (X1) and Teacher Performance (Y)

In this first test, the hypothesis proposed was "There is a positive relationship between teacher welfare and teacher performance".

Table 2: Meaning Test of the Correlation Coefficient between X_1 and Y Information:

Sample	dk	r_{y1}	t_{count}	t_{table} α = 0,05	Information
34	32	0,631	4,603	1,694	Significant

dk = degree of freedom
ry1 = correlation coefficient between teacher welfare (X_1) and teacher performance (Y).

Based on the results of this analysis it can be concluded that there is a significant relationship between teacher welfare and teacher performance. The findings of this study have successfully accepted the research hypothesis which states "There is a significant relationship between teacher welfare and teacher performance".

4.3.2 The Relationship between Teacher Achievement Motivation (X2) and Teacher Performance (Y)

In this second test, the second hypothesis proposed in this study is "there is a positive relationship between teacher achievement motivation and teacher performance".

Table 3: Meaning Test of the Correlation Coefficient between X_2 and Y Information:

Sample	dk	r_{y2}	t_{count}	t_{table} $\alpha = 0,05$	Information
34	32	0,625	4,526	1,694	Significant

dk = degree of freedom
ry2 = correlation coefficient between teacher achievement motivation (X_2) and teacher performance (Y)

From the results of the simple analysis it can be concluded that there is a significant relationship between teacher achievement motivation and teacher performance. The findings of this study have successfully accepted the research hypothesis which states **"There is a significant relationship between teacher achievement motivation and teacher performance"**.

4.3.3 Relationship between Teacher Welfare (X1) and Teacher Achievement Motivation (X2) with Teacher Performance (Y)

The third hypothesis proposed in this study is **"there is a positive relationship between teacher welfare and teacher achievement motivation together with teacher performance"**.

Table 4: Variance Analysis (ANAVA) for Meaning Test Dual Regression (Y = 38,033 + 0,641 X_1 + 0,435 X_2)

Regression Estimation Error Y above	Dk	Sig.	Signification Limit	Information
X_1	36	0,114	0,05	Homogeneous
X_2	30	0,290	0,05	Homogeneous

From the table above, the results of testing the significance of multiple regression obtained Fcount of 21,342 is greater than Ftable of 3,28 at the numerator 2 and the denominator is 33 at the significance level $\alpha = 0,05$. Thus it can be concluded that multiple regression equations for teacher welfare data and teacher achievement motivation together have a significant (meaningful) effect on teacher performance.

Table 5: Test Significance of Multiple Correlation Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	37.297	13.232		2.819	.006
	Welfare teacherTeacher's achievement motivation	.330	.073	.415	4.518	.000
		.455	.100	.419	4.556	.000

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1774.207	2	887.103	21.342	.000[b]
	Residual	1288.529	31	41.565		
	Total	3062.735	33			

a. Dependent Variable: Teacher performance
b. Predictors: (Constant), Teacher's achievement motivation, teacher welfare

The statistical hypothesis:
H_0: $\rho y12 = 0$ (there is no relation X_1 and X_2 to Y)
H_1: $\rho y12 \neq 0$ (there are relations X_1 and X_2 to Y)
By comparing t_{count} with t_{table}, a decision can be made:

If $t_{count} < t_{table}$ accepts H_0 and rejects H_1
If $t_{count} > t_{table}$ rejects H_0 and accepts H_1
From the calculation results obtained $t_{count} = 2.819 > t_{table} = 1.694$ (N = 34 and $\alpha = 0.05$) with sig. = 0.000 and smaller than 0.05, this means that the

coefficient of the independent variable is significant, so it can be concluded that there is a significant relationship between teacher performance and teacher welfare and teacher achievement motivation.

Based on the calculations in the table above, shows that the two independent variables namely teacher welfare (X_1) and teacher achievement motivation (X_2) together contribute to the teacher's performance. This shows a significant relationship between teacher welfare (X_1) and teacher achievement motivation (X_2) with teacher performance (Y). The strength of the relationship between the two independent variables with one dependent variable is expressed through the multiple regression equation $\hat{Y} = 38.033 + 0.641 X_1 + 0.435 X_2$.

The coefficient of determination between teacher welfare (X_1) and teacher achievement motivation (X_2) together with teacher performance (Y) is equal to $(0.761) 2 = 0.579$, so that the amount of teacher welfare variables (X_1) and teacher achievement motivation (X_2) on teacher performance (Y) of 57.9%, meaning that the variance that occurs in teacher performance can be explained by (X_1) and (X_2) through the regression equation $\hat{Y} = 38.033 + 0.641 X_1 + 0.435 X_2$.

Thus the research hypothesis states that **"There is a significant relationship between teacher welfare and teacher achievement motivation with teacher performance"** received.

5 CONCLUSION

Based on the results of data analysis carried out and the results of statistical calculations either manually or using a computer program a conclusion can be drawn:

1. Teacher welfare has a significant relationship with teacher performance with a contribution of 39.8% of changes in teacher performance. Thus, the principal as a leader has considerable responsibility to manage the school and the processes that occur in the school, so that it is expected to provide welfare for the teacher.

2. There is a significant relationship between teacher achievement motivation and teacher performance with a contribution of 38.5% change in teacher performance. Thus, teacher performance can be improved by providing teacher achievement motivation on a regular basis. Because one of the factors that potentially affect teacher performance is teacher achievement motivation.

3. There is a significant relationship between teacher welfare and teacher achievement motivation together in providing teacher performance which expressed the magnitude of the contribution of teacher welfare variables and teacher achievement motivation to teacher performance by 57.9% and the remaining 42.1% influenced by factors other.

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