

CORELLATION OF SELF-  
CONCEPT, ATTITUDE AND  
CHIEVEMENT MOTIVATION  
WITH TEACHERS  
PERFORMANCE IN DISTRICT ILIR  
TIMUR I PALEMBANG CITY

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# CORELLATION OF SELF-CONCEPT, ATTITUDE AND CHIEVEMENT MOTIVATION WITH TEACHERS PERFORMANCE IN DISTRICT ILIR TIMUR I PALEMBANG CITY

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## Abstract

The objectives of this study were to find out: the relationship between self-concept and the performance of sports teachers, the relationship of attitudes with the performance of sports teachers, the relationship of achievement motivation with the performance of sports teachers, the relationship of self-concept, attitudes and achievement motivation together with the performance of sports teachers. This research was carried out at the Upper High School and Vocational High School (SMA / SMK) in the Ilir Timur 1 sub-district of Palembang City on April 16, June 16, 2018. Research data collection techniques using questionnaire. Test the validity of the instrument using the product moment formula. Reliability testing uses the Spearman Brown formula. Test The research method used is with multiple correlation techniques resumed with multiple regression with three independent variables. The results of the study show; 1) Self concept with the performance of sports teachers in Ilir Timur District 1 Palembang, the amount of Relationship contribution is 96% while the rest is influenced by other variables. 2) attitudes with the performance of sports teachers in Ilir Timur 1 Sub-district, Palembang, the amount of the contribution of the relationship of the remaining 2% is influenced by other variables. 3). Teacher's achievement motivation with the performance of sports teachers in the Ilir Timur 1 Subdistrict in Palembang. The amount of the relationship contribution of the remaining 28% is influenced by other variables. Results and simultaneously 98%, the regression significance is obtained  $\hat{Y} = -11,425 + 0.960X_1 + 0,020X_2 + 0,028X_3$ .

**Keywords:** Self concept, attitude, Chievement Motivation, Teacher Performance

## 1. INTRODUCTION

The success of improving the quality of education achieved by schools is certainly not just the headmaster himself, but also the involvement of educators. According to Law No. 20 of 2003 concerning the National Education System said that Educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting guidance, training and conducting research and development to the community, especially for educators in universities. Educators in this case referred to at school are teachers. In fact, it can be said that teachers are very influential on improving the quality of schools. The teacher plays a direct role in the education process, namely in the learning process. The success of improving the quality of schools is certainly seen also in the learning process, it requires good performance from the teacher, high loyalty, work ethic and persistence that is required to exist in the teacher so that the performance is good. Although in Law No. 14 of 2005

concerning Teachers and Lecturers it is said that teachers must have academic qualifications, competencies (pedagogic competencies, personality competencies, social competencies and professional competencies), educator certification, physically and mentally healthy and have the ability to realize goals national education, even teachers who already have these qualifications and competencies but in fact have not been able to guarantee the teacher has a good performance especially until now there are still teachers who teach that are not in accordance with their academic qualifications with subjects taught, so this is a bit more will greatly affect performance.

Performance is the result of work that has a strong relationship with the goals of organizational strategy, customer satisfaction and giving to the economy (amstrong and barong in Wibowo, 2007: 7). In contrast to the opinion of mangkunegara in wardana (2013) that performance is work performance or output (output) both quality and quantity achieved by the HR union period of time in carrying out their work in accordance with the responsibilities given to them. This is also supported by the opinion of Mangkunegara (2000: 67) which was quoted from Wikipedia that "Performance (Work Performance) is the work quality and quantity achieved by an employee in carrying out their duties in accordance with the responsibilities given to him".

According to Wibowo (2007: 7) performance comes from understanding performance. There are also those who provide an understanding of performance as a result of work or achievement. But actually performance has a broad meaning, not only the results of work, but includes how the work process takes place. Some expert opinions of researchers conclude that teacher performance is a work achievement that is achieved through a quality process and good quantity in order to achieve the objectives of the national education system.

Teacher performance can be influenced by several factors, in addition to self-concept and attitude, other factors are high achievement motivation. Based on the above description, it is necessary to focus on the source of the problem, namely whether there is a relationship between self-concept, attitudes and achievement motivation of teachers with the performance of the PJOK teacher, especially the PJOK teachers in the district of Ilir Timur 1 Palembang.

## 1.2 Problem Identification

Based on the background of the above problems, then several problems that arise can be identified as follows:

1. There are still teachers who have negative self-concept.
2. There are still teachers who have a negative attitude
3. Low teacher achievement motivation.
4. There is still a low teacher performance in the teaching and learning process.

## 1.3 Problem Formulation

From the identification and limitation of the above problems, the following problems can be formulated:

Is there a relationship of self-concept  $(x)$  \_1) with the performance of teacher PJOK (y)?

Is there an attitude relationship  $[(x)]_{-2}$  with the performance of teacher PJOK (y)?

Is there a relationship between achievement motivation  $[(x)]_{-3}$  with the performance of the teacher PJOK (y)?

Are there self-concept relationships  $[(x)]_{-1}$ , attitude  $[(x)]_{-2}$  and achievement motivation  $[(x)]_{-3}$  together with the performance of teacher PJOK (y)?

#### 1.4 Research Objectives

The purpose of this research was to find out:

Self-concept relationship  $[(x)]_{-1}$  with teacher PJOK (y) performance?

Attitude relationship  $[(x)]_{-2}$  with teacher PJOK (y) performance?

Relationship between achievement motivation  $[(x)]_{-3}$  with teacher PJOK (y) performance?

#### 1.5 Benefits of Research

Researchers hope that the results of this study can be useful both theoretically and practically:

##### 1. The theoretical benefits:

Provide information to teachers regarding the importance of understanding of self-concept, attitudes and achievement motivation in improving teacher performance

Provide input to teachers regarding the relationship between self-concept, attitudes and achievement motivation of teachers with teacher performance.

##### 2. Practical benefits:

Avoiding a false understanding of teacher performance and the teacher's self-concept in the teaching and learning process.

Provide an overview to the teacher regarding the formation of a positive self-concept

Provide an overview to the teacher regarding the formation of a positive self attitude.

Provide an overview to the teacher about the importance of achievement motivation

As consideration for the next researcher.

As an effort to improve the quality of education through improving teacher performance.

#### 1.6 Hypothesis

There is a positive and significant relationship between self-concept  $[(x)]_{_1}$  and the performance of teacher PJOK (y)?

There is a positive and significant relationship between attitudes  $[(x)]_{_2}$  and the performance of teacher PJOK (y)?

There is a positive and significant relationship between achievement motivation  $[(x)]_{_3}$  and the performance of teacher PJOK (y)?

There is a positive and significant relationship between self-concept  $[(x)]_{_1}$ , attitude  $[(x)]_{_2}$  and achievement motivation  $[(x)]_{_3}$  together with the performance of teacher PJOK (y)?

The relationship of self-concept  $[(x)]_{_1}$ , attitude  $[(x)]_{_2}$  and achievement motivation  $[(x)]_{_3}$  together with the performance of teacher PJOK (y)?

## 2. LITERATURE REVIEW

Performance comes from understanding performance. There are also those who provide an understanding of performance as a result of work or work performance. But actually performance has a broader meaning, not just the work, but including how the work process takes place. According to Armstrong and Baron in Wibowo (2016: 7) Performance is the result of work that has a strong relationship with the goals of organizational strategy, customer satisfaction, and contributes to the economy.

Whereas according to Martha (2013) suggests that performance is the result of work in quality and quantity achieved by an employee in carrying out their duties according to the responsibilities given to him. In line with the opinion of Sistiwati (2013) Performance as a set of real behaviors shown by a teacher when giving lessons to his teacher. Supported by the opinion of mangkunegara in sulastr (2007) performance (work performance) is the work quality and quantity achieved by an employee in carrying out their duties in accordance with the responsibility given to him.

Some of the opinions of the experts above, the researchers concluded that performance is a process of achieving the given tasks which are expected to have good quality and quantity. The teacher is a position or profession that requires special skills as a teacher (Uzer, 2011: 5). This work cannot be done by people who do not have the expertise to do activities or work as teachers. People who are good at speaking in certain fields cannot be called teachers. Whereas in the Great Indonesian dictionary, the teacher is a person whose job (his profession, his profession) teaches To be a teacher special requirements are needed especially as professional teachers who must master education and teaching with various other sciences that need to be fostered and developed through education certain.

According to Andrews; Harter, in Boden, Fergusson & Horwood in Suhron (2016: 2) Self esteem becomes one of the important factors in determining success or failure in various tasks of life of orphaned teenagers and can support orphaned youth in achieving their goals and learning achievements. This opinion is reinforced by Stuart and

Sundeen (1991), saying that self esteem is an individual's assessment of the results achieved by analyzing how far the behavior fulfills its goals.

According to Calhoun and Acocella in Suhaimi in Burniat (2013: 3 states that self-concept is an individual's personal view of him which includes three dimensions namely knowledge of self, expectations about self and self-assessment. According to Martin Hagger and Chatzisarantis (2005) Self esteem can also predict motivational tendencies because people look for behaviors in the field of certain competencies to maintain or enhance self-perception. Based on the above opinion, the researcher concludes that self-concept is an assessment of oneself in the form of physical or psychological as well as the advantages and disadvantages of

This attitude then underlies and leads to a number of related actions. Further opinion that attitude is a reflection of the quality and principle of a person in determining the direction and objectives to be achieved (Sukirno, 2014: 29)

Jenny (2012) suggested the definition of attitude as a pattern of behavior, anticipatory tendencies or readiness, predisposing to adjust to social situations, or simply, attitude is a response to conditioned social stimuli. Furthermore Soetarno (1994) provides a definition of attitude is a view or feeling accompanied by a tendency to act on a particular object. Attitude is always directed to something meaning there is no attitude without objects. Attitudes are directed to objects, people, events, views, institutions, norms and others.

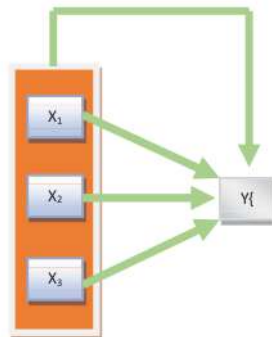
Achievement motivation was first introduced by Murray (in Martaniah, 1998) which was termed the need for achievement and popularized by Mc Clelland (1961) as "n-ach", which assumed that the motive for achievement was a mental virus because it was a thought related to the way doing activities better than the way that was done before (Pasaribu: 2016).

Santrok (2003: 103) explains that achievement motivation is a desire to get things done to achieve a standard of success, and to do a business with the aim of achieving success. According to Frederick Herzberg developed into a two-factor theory based on 'motivators' and 'hygiene factors' (Wibowo, 2007: 323). Furthermore, according to David Mc Clelland in Burniat (2012: 104) motivation to perform is divided into three needs, namely the need for achievement, the need for power (Need of Power) and the need for friendship (need of affiliation).

### **3. RESEARCH METHOD**

The research method is the general strategy adopted in the collection and analysis of data needed to address the problems faced. This research method is a solution plan for the problem being investigated

Figure 3.1: Correlation Constellation



### 3.2. Types of research

This type of research is included in quantitative research, because in this study researchers used data collection obtained by conducting research directly in the field using a questionnaire method which was then processed in the form of numbers to obtain further data or results. Questionnaire or questionnaire is a number of written questions that are used to obtain respondent information in the sense of a report about his person, or things that are known (Arikunto: 2006: 151)

### 3.3 Subject Determining Methods

#### 3.3.1 Data source

Data sources in this study are subjects from which data can be obtained. Data must be collected in the form of primary data and secondary data. Primary data is data that is directly collected by researchers from the first source. In this study the promoter data sources are the principal, PJOK teacher and teacher, while secondary data is data that is directly obtained or collected by researchers from existing sources, including data in the form of documents or archives that already exist .

#### 3.3.2 Research Population

The research population is an area of generalization which consists of objects or subjects that have certain qualities and characteristics set by researchers to be studied and then drawn conclusions. The population in this study were sports and health physical education teachers in Ilir Timur I sub-district, Palembang City.

#### 3.3.3 Determination of research samples

The sample is the sum of the amount and characteristics possessed by the income. According to Suharsimi Arikunto, who taught his subject from 100, it would be better for everyone who was there to be a larger number if the subject was greater than between 10% -15% or 20% - 25% or more.

Sampling was done by cluster sampling technique and this research was conducted with independent variables, attitudes and achievement motivation, while the independent variables were teacher performance.

### 3.4 Data analysis techniques and Data Collection Instruments

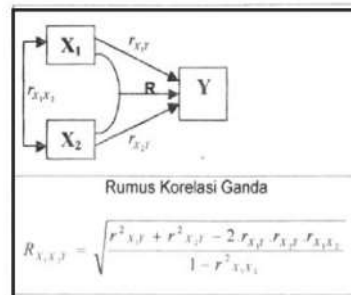
#### 3.4.1 Data Analysis Techniques

Various statistical techniques that will be used to test hypotheses can be used as a Product Moment as follows:

$$r_{xy} = \frac{n \cdot (\sum XY) - (\sum X) \cdot (\sum Y)}{\sqrt{\{n \cdot \sum X^2 - (\sum X)^2\} \cdot \{n \cdot \sum Y^2 - (\sum Y)^2\}}}$$

(Riduwan, 2003: 227)

Followed by multiple problems to prove the relationship between variables of self-concept, attitude and motivation together with teacher performance:



Riduwan (2003: 238)

Correlation can be accessed again with multiple regression with three independent variables:

$$\hat{Y} = a + b_1X_1 + b_2X_2 + b_3X_3$$

Riduwan (2006:253)

#### 3.4.2 Data Collection Instrument

In this study the data instrument used was questionnaire containing the questions used for information from respondents in the information or things that he explained. In the implementation the researcher uses a closed questionnaire that expects the right answer to choose an alternative answer for each question that is available. This method is the main method used to collect data on variables of self-concept, attitudes and achievement motivation with teacher performance. (attached grid and questionnaire instruments)



### 3.4.3 Instrument Testing Instruments

Instrument testing is an action taken in research for the validity of the instrument used. Testing is done by doing a good research on the same sample and different samples but with the same character. As a result of this trial, the correct or inappropriate instrument items will be discussed.

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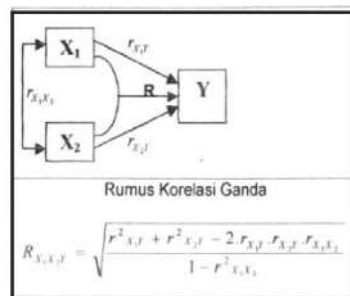
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### 3.4.3 Instrument Testing Instruments

Instrument testing is an action taken in research for the validity of the instrument used. Testing is done by doing a good research on the same sample and different samples but with the same character. As a result of this trial, the correct or inappropriate instrument items will be discussed. The test instruments in this study include the validity and reliability of the existing questionnaire items. There is nothing valid and unreliable, except the ones that are mentioned are missing. If there is a problem that is invalid or trusted, the researcher must be able to replace it with a new item. (attached grid and questionnaire). The instrument used to measure the Likert scale is each given a score with the following references:

Table 4 : Criteria for Awarding Questionnaire

statement	Score	
	Positive statement	Negatif statement
Strongly agree	5	1
Agree	4	2
Doubtful	3	3
Disagree	2	4
Strongly disagree	1	5

## 4. DISCUSSION OF RESEARCH

Based on the results of data analysis that researchers have conducted on various calculations that the teacher's self-concept score range is between 159 and 183 and most of the scores are moderate at 68%. The range of attitude scores was between 107 and 139 and most of the scores in the moderate score were 52%. The range of achievement scores between 35 and 65 and the majority in the moderate score classification is 49%, while the teacher performance score ranges from 146 to 170 and the majority in the moderate score classification is 51%.

### 4.2.1 Relationship of Self Concept with Performance

The results showed that the self-concept variable contributed 95.6% to the performance of sports and health physical education teachers (PJOK) in Palembang Ilir Timur I sub-district. This indicates that the contribution of the influence of teacher work motivation variables is quite large, while 5% is influenced by other factors. The self-

concept of sports and health physical education teachers (PJOK) in Palembang's Ilir Timur I sub-district is large enough to give and contribute a lot to their performance in school. Therefore, it is appropriate if the teacher has a good self-concept, it will have a direct effect on the attitude and eventually affect the teacher's own performance.

#### 4.2.2 Relationship between Attitudes and Performance

The results showed that the contribution of the influence or contribution of attitude variables to the performance of sports and health physical education teachers (PJOK) in the Ilir Timur I sub-district of Palembang was 43.3%. This large contribution value indicates that the attitude with a fairly strong performance gives effect to the performance of sports and health physical education teachers (PJOK) in the Ilir Timur I sub-district of Palembang, the attitude possessed by the teacher greatly influences the performance of teachers in the success of the learning process carried out in school. Although the teacher already has a good self-concept, but still must be supported by good teacher attitudes, in order to improve its performance. A good attitude is reflected in a good person too, it is closely related to teacher competence, namely personality competence.

#### 4.2.3 Relationship between Achievement Motivation and Performance

The results showed that there was a positive relationship between teacher achievement motivation and teacher performance. From the regression regression analysis of R is 0.261 with the significance of the multiple regression coefficient F of F = 2.556 and the linear regression equation  $\hat{Y} = 94.496 + 1293.777 X_3$ . This shows how much the role and contribution of achievement motivation in improving the performance of sports and health teacher-physical education (PJOK) has the same important position.

#### 4.2.4 Relationship of Self-Concept, Attitude, and Achievement Motivation with the performance of physical education teachers Sports and health together

The results showed that there was a positive relationship between self-concept, attitudes and achievement motivation with teacher performance. From the multiple regression analysis,  $R_{y12}$  multiple regression obtained is 0.746 with the significance of the multiple F regression coefficients of 18.7791 and the linear regression equation

$$\hat{Y} = -11,425 + 0.960X_1 + 0,020X_2 + 0,028X_3 .$$

The contribution of these three variables together to 97% can mean that the better the self-concept, attitudes and achievement motivation of the teacher is followed by the improvement of teacher performance otherwise the lower the self-concept, attitudes and motivation of the teacher's achievement followed by the decrease in teacher performance the lower the teacher's performance .

Interpretation of the degree of closeness of the relationship between variables X and Y is used in the interpretation table correlation coefficient of the relationship of self-concept with teacher performance is in the very strong category (0.981), the relationship of self-concept with performance is in the strong category (0.658) while the relationship of achievement motivation with performance is in the low category ( 0.261). The

relationship between self-concept, attitude and achievement motivation with performance together on the teacher's performance is included in the very strong category that is equal to 0.978.

## 5. CONCLUSIONS

Based on the results of research and analysis that has been done on the teachers in the district ilir timur 1 palembang, it can be concluded as follows:

- 1) There is a relationship between self-concept and PJOK teacher performance. Based on the results of data analysis it is known that the concept of self contributes to the teacher's performance of 9.81%.
- 2) There is an attitude relationship with the performance of the teacher of the eastern corner of ilir 1 in Palembang. Based on the results of data analysis it is known that the attitude variable contributes to teacher performance by 65.8%.
- 3) There is a relationship between achievement motivation and teacher performance. Based on the results of data analysis it is known that the variable of achievement motivation with teacher performance is 2.61%.
- 4) There is a joint relationship between self-concept, attitudes and achievement motivation with the teacher performance of the ilir Timur 1 palembang sub-district teacher teacher 97.8%

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