

The Correlation Between Achievement Motivation, Attitude Of Teaching And Teaching Experience With The Ability Of Teachers In Teaching And Learning At Muhammadiyah Junior Schools in Medan

Elfrianto¹,

Muhammadiyah University of North Sumatera Indonesia

Abstract: This study aimed to reveal the correlation between achievement motivation, attitude of teaching and teaching experience with the ability of teachers in teaching and learning at Muhammadiyah Junior School Medan. The research used quantitative method. The respondents were 63 teachers of Muhammadiyah Junior School who were randomly selected from a population of 272 people. Data collection techniques used in form of a questionnaire instrument for achievement motivation (X_1), attitude of teaching (X_2) and teaching experience variables (X_3) while to measure teachers' ability variable (Y) used the teacher's ability assessment tool. The findings reveal that: (1) there is a significant correlation between X_1 and Y , with a coefficient correlation $r_{Y1} = 0.606$; (2) there is a significant correlation between X_2 and Y , with a coefficient correlation $r_{Y2} = 0.498$; (3) there is a significant correlation between X_3 and Y , with a coefficient correlation $r_{Y3} = 0.574$; and (4) there is a significant correlation between X_1 , X_2 , and X_3 collectively with Y with multiple coefficient correlation $r_{Y123} = 0.439$, the determination coefficient is 0.193. The contribution between achievement motivation, attitude on teaching, and teaching experience with the ability of teachers together is 19.3%.

Keywords: achievement motivation, attitude of teaching and teaching experience with the ability of teachers in teaching

I. Introduction

Education is an important aspect for increasing standard of living in all countries, especially Indonesia. It can be noted and seen its association with the development of human resources. Therefore Indonesia government and its society give great attention to education.

Attention is given to the education world but problems in education are so numerous and always get attention of various parties in the community. The problems that always gets the spotlight is the decline in the quality of graduates at all levels of education, both basic education - primary and secondary -, secondary education - high school and vocational school -, as well as universities.

Many efforts have been taken by the Government in an effort to improve the quality of education, including facilities and infrastructure in each school, by conducting trainings for teachers through MGMPs, training principals and curriculum changes. Some of the above-mentioned efforts to improve the quality of teachers seem to get considerable attention. This is because the teacher is core functions of teaching, also the principals who have full responsibility for the implementation of the Learning Process in the classroom.

The quality of education is actually influenced by many factors including teachers, students, costs, facilities, situation / environment of learning, teaching and learning process and so on. One such factor that is being targeted and blamed as the cause is a teacher. Sudrajat (1991) suggested the education crisis is essentially a crisis of teachers. Teachers occupy important places in an effort to meet the needs of workers as well as the future national development in order to create quality human resources and can bring the country progress. Furthermore Pranarka in Semiawan (1991) states the role of the teacher is the primary key in the process of actualization of didactic education as well as at the preschool level, at the level of primary and secondary education, civic education, and higher education. Opinions like this is understandable because the teacher is one factor that plays an important role in the learning process. Teachers should be able to develop the potential of students and provide a useful learning experience for students.

Sanusi (1991) propose a conceptual performance of teachers include aspects of professional ability, social skills, personal ability, and personal appearance as a role model. One of her main tasks is to provide instruction to students, as the opinion of the Tabarani Burton (1989) said that the task of the teacher is to convey a lesson, while also attempting to influence students to be able to study the materials and achieve goals.

From the above opinion, it means that the quality of teachers is one determinant factors in achieving educational goals. However curriculum was should prepared well and also the school facilities because professional teacher is not adequate. However the actions or behavior of teachers in influencing the students in

the class are also very influential on student learning outcomes. Therefore the teacher as a major component influence in teaching and learning, are required to have the ability in order to increase the quality of education.

Based on the preliminary observations in several Muhammadiyah Junior Schools in Medan showed lower results of students achievement. From the results of National Exam it is found that, students achievements are still below average. This condition affects the quality of Muhammadiyah junior high school graduates in the city of Medan. This condition showed that the quality of education in those schools are not good. Based on this observation was the reason for the author to conduct research on the ability of teachers in the learning process. The correlation between achievement motivation, attitude of teaching and teaching experience with the ability of teachers in teaching and learning at Muhammadiyah Junior School Medan

II. Research Methodology

Population and Sample

The population of this study were all teachers of Muhammadiyah Junior high School. The number of population are 272 teachers that were spread at 12 schools. The sample in this study was 63 teachers, which is obtained by using Cochran formula. The sampling technique was conducted by proportional stratified random sampling which produces samples according to the proportion of each group.

This study used descriptive correlational method. According Sudjana (1983) descriptive study is an analysis to answer the questions about the relationship between the various variables. In this research, variables are divided into two variables, namely the independent variables and the dependent variable, which consists of independent variables on achievement motivation, attitude teaching, and teaching experience, while the dependent variable is the ability of teachers in teaching and learning in schools. In accordance with the nature of descriptive correlational research, the study of this research focused on the contribution of achievement motivation, attitude, teaching and teaching experience on the ability of teachers in teaching process.

Operational Definition

The ability of the teacher was questioned by a superior to a subordinate teacher in the form of assessment of learning plans, learning and assessment procedures interpersonal relationships in the teaching process, which can affect students both of individuals and as a group to achieve its goals. While the achievement motive is one of the efforts to achieve success and aim to succeed in competition with some measure of excellence associated with the task, dealing with self and relating to others.

The attitude of teaching is a statement expressing agree and disagree, happy or pleased in teaching profession which consists of cognitive, affective, and psychomotor with a tendency to take action. While teaching experience is the length of the teacher concerned has served as a teacher, expertise in their field, highly disciplined, active in their positions.

Data Analysis Technique

In this study there were four hypotheses to be tested. The first hypothesis, the second and third tested using regression analysis and partial correlation. The fourth hypothesis testing was done by using multiple regression analysis with three independent variables.

III. Finding And Discussion

1. The Correlation between achievement motivation (X_1) with Teachers' Ability (Y)

Hypothesis testing using simple regression technique revealed that achievement motivation variable with teachers' ability has coefficient regression $b = 0.24$ and constant $a = 35.68$. Thus the form of the relationship between two variables can be described by the equation: $Y = 35.68 + 0.24 X_1$. The strength of the relationship between achievement motivation variable (X_1) with the ability of teachers (Y) is indicated by a correlation coefficient $r_{y_1} = 0.606$.

The coefficient of determination between X_1 and Y is equal to 0.3672 means that 36.72% variation in the ability of teachers (Y) can be explained by the achievement motivation (X_1). The results of this study concludes that there is a significant correlation between achievement motivation of teachers with the ability of teachers in teaching and learning in Muhammadiyah Junior high schools in Medan, which means the higher the achievement motivation of teachers the higher the ability of teachers in the learning process will be.

2. The Correlation between Teaching Attitude (X_2) with Teachers' Ability (Y)

Hypothesis testing using the simple regression technique revealed that attitude of teaching variable with teachers' ability has coefficient regression $b = 0.20$ and constant $a = 39.78$. Thus the form of the relationship between these two variables can be described by the equation: $Y = 39.78 + 0.20 X_2$. The strength of the relationship between the teaching attitude (X_2) with the ability of teachers (Y) by controlling the

achievement motivation (X_1) obtained partial correlation coefficients teaching attitude (X_2) with the ability of teachers (Y) $ry_{2,1} = 0.163$.

The coefficient of determination between X_2 and Y is 0.2480, it means that 24.80% variation in the ability of teachers (Y) can be explained by teaching attitude (X_2). The results of this study concludes that there is a significant relationship between the teaching attitude with teachers' ability in the learning process.

3. The Correlation between Teaching Experience (X_3) with Teachers' Ability (Y)

Hypothesis testing using the simple regression technique revealed that of teaching experience variable with teachers' ability has coefficient regression $b = 0.34$ and constant $a = 39.32$. Thus the form of the relationship between these two variables can be described by the equation: $Y = 39.32 + 0.34X_3$. The strength of the relationship between the teaching experience (X_3) with the ability of teachers (Y) (Y) $ry_3 = 0.163$.

Test the hypothesis by using regression analysis techniques and simple correlation of the data variables teaching experience or the ability of teachers generate directions regression constant $b = 0.34$ and $a = 39.32$ thus the shape of the relationship between the two variables can be described by the equation: $y = 39, 32 + 0.34 X_3$. The strength of the relationship between teacher experience variable (Y) is indicated by the correlation coefficient (ry_3) = 0.573.

The coefficient of determination between Y and X_3 is equal to 0.3294 means that 32.94% variation in the ability of teachers (Y) can be explained by the experience of teaching (X_2) through regression $y = 39.32 + 0.34 X_3$. The results of this study concludes that there is a significant relationship between teaching experience with the ability of teachers in the learning process.

4. The Correlation between Achievement Motivation (X_1), Teaching attitude (X_2), and Teaching Experience with Teachers' Ability (Y)

The fourth hypothesis proposed in this research was to examine the correlation between achievement motivation (X_1), the attitude of teaching (X_2), and teaching experience (X_3) with the ability of teachers (Y). Hypothesis testing using multiple regression analysis between achievement motivation (X_1), the attitude of teaching (X_2), and teaching experience (X_3) collectively with the teachers' ability of teachers (Y), obtained by the equation: $Y = 36.717 + 0.196 X_1 + 0.071 X_2 + 0.058 X_3$. The coefficient determination is 0.193. This shows that 19.30% of variance that occurs on the ability of teachers explained by achievement motivation, teaching attitude and teaching experience.

From the analysis of the data, the results obtained from this study need attention on:

1. Correlation between Teachers' Ability with Achievement Motivation

Achievement motivation is necessary for each individual in his efforts to build/improve performance. Achievement motivation is not only based on their own achievements, but also based on the achievements of others. Teachers are controlled by the achievement motivation in carrying out its duties are always striving for success in competing with some of the standard of excellence. With a standard of excellence teacher is trying to find a more precise and efficient than ever in completing tasks.

Based on data obtained from the achievement motivation of teachers are in a state of "being", for the highest score as many as 6 teachers (9.52%) and the lowest score as many as 24 teachers (38.09%). It is expected of teachers can improve both the achievement motivation associated with the task, the teacher is expected to carry out the task of teaching and learning process should be able to solve problems that arise. This situation must be considered by every teacher, considering the era of modern globalization (advanced) achievement motivation of teachers must be improved so that the students can acquire knowledge as much as possible.

A teacher has to teach good behavior, it can be characterized by the behavior of the teacher, as she/he pursues to develop/improve performance in carrying out their teaching duties, tried to maintain a good relationship with the students, and tried to be the one who could make an impact for students. Teachers who have high achievement motivation prefers the responsibility, face the risk that can be calculated are not too big, like the feedback on the results of his efforts.

2. Correlation between Teaching Attitude with Teachers' Ability

Attitude is a mental process that affects a person's thought patterns, which in turn affect behavior. Therefore, the attitude can be a pretty good predictor of the behavior of people, including teachers. Based on data obtained from teachers attitude on teaching is still "low". The highest score is 6 teachers (9.52%), 22 teachers (34.92%) in medium and the lowest score is 35 teachers (55.56 %). It is expected of teachers can improve their teaching attitude. They should able to improve their cognitive and tried to be a competent teacher.

A teacher has to teach good behavior when the teacher is concerned, in carrying out its duties always shows the optimal action, either to the orientation on duty or in connection with the student. Furthermore, to realize the teaching behavior of teachers, of course, a teacher should love their profession. Implementation of the learning process that is based on a good attitude (positive) greatly affects the ability of teachers to deliver lessons.

3. Correlation between Teaching Experience with Teachers Ability

Teaching experience is meaningful lessons for a teacher in the learning process, given the more often the teacher to repeat something. They should improve the skill and knowledge on the issue of education, and they are master and lead to the maturation of behavior, which in turn affect the ability of teaching.

Based on data obtained from the teachers' teaching experience, the highest score consists of 22 teachers (34.92%), medium scores consists of 25 teachers (39.68%), and the lowest score consists of 16 teachers (25, 40%). Thus teachers should be more active in teaching and learning activities in order to improve their skills, often participated in meetings of teachers, representing the school in activities outside of school, able to plan a program of activities and highly disciplined.

4. Correlation between Achievement Motivation, Teaching Attitude and Teaching Experience with Teachers' Ability in Teaching and learning Process.

Achievement motivation is an attempt to achieve the success. The aims to succeed are associated with the task of judging based on the perfection of the results, as well as dealing with yourself comparing with the results of his own or his own previous accomplishments, and relate to others. In addition to the achievement motivation, the teachers must have teaching attitude, because the attitude of good teaching can make the teacher feel confident to work that can bring success to its ability in teaching and learning.

Teachers have to improve their ability in the learning process and should be even better in the lesson plan form of the determination of the learning materials and formulate goals, selecting the right method, scenario planning, classroom management plans, and the design and preparation of the evaluation procedure. On the other side, teachers must also be able to make a better assessment procedures involved managing routine tasks, using learning strategies, communication. They have to encourage student skills and carry out the evaluation of learning outcomes, develop positive attitudes, be open, showing enthusiasm and seriousness in learning activities and manage the interaction behavior in the classroom.

With the increasing ability of teachers to teach in the classroom, the teacher is more competent in carrying out his duties school. Nasution (1990) suggested a competent teacher should demonstrate the ability to: (a) recognize the students, (b) know about learning, (c) able to generate motivation, (d) is able to generate activity, (e) tailor lessons to individual differences, (f) know the school environment, (g) is able to evoke a sense of cooperation, (h) always pay attention to the problem of appreciation when starting the interaction of teaching and learning. This is in line with the statement in Hamalik Medley (2002) that a competent teacher should demonstrate characteristics: teacher use of time, organizing of instruction, environmental maintenance, and individual attention.

IV. Conclusion, Implication And Suggestion

A. Conclusion

Based on research data and analytical results through the instrument is any verbal elaboration of indicators, the conclusion that can be generalized, namely:

1. There is a significant relationship between achievement motivation with teachers' ability in teaching and learning process at Muhammadiyah Junior High Schools in Medan, which means the higher the achievement motivation of teachers the higher the teachers' ability in the learning process will be. The coefficient of determination between X_1 and Y is 0.3672, it means that 36.72% variation in the ability of teachers (Y) can be explained by the achievement motivation (X_1) by the equation: $Y = 35.68 + 0.24 X_1$.
2. There is a relationship between teaching attitudes significantly to the ability of teachers in learning process at Muhammadiyah Junior High Schools in Medan, which means the higher the attitude of teachers to teach the higher the ability of teachers in the learning process will be. The coefficient of determination between X_2 and Y is 0.2480. it means that 24.80% variation in the ability of teachers (Y) can be explained by the attitude of teaching (X_2) through the equation: $Y = 39.78 + 0.20 X_2$.
3. There is a significant relationship between teaching experience with the ability of teachers in teaching and learning at Muhammadiyah Junior High Schools in Medan, which means the higher teaching experience the higher the ability of teachers in the learning process will be. The coefficient of determination between X_3 with Y is 0.3294. It means that 32.94% variation in the ability of teachers (Y) can be explained by the experience of teaching (X_3) through the equation: $Y = 39.32 + 0.34 X_3$.

4. There is a significant relationship between achievement motivation (X_1), the attitude of teaching (X_2), and experiential learning (X_3) together with the ability of teachers (Y) with coefficient correlation (r_{y123}) = 0.439. The coefficient of determination is 0.193. It shows that 19.30% of variance that occurs on the ability of teachers explained by achievement motivation, teaching attitude and learning experiences together through the equation: $Y = 36.717 + 0,196X_1 + 0,071X_2 + 0.058 X_3$.

B. Implikasi

Based on the research results can be put forward some implications of the results of the study as follows:

1. The results showed that teachers have the ability in medium categorize. In other words, most of the teachers have had considerable ability in creating/maintaining good relationships with learners, and is able to realize the achievement of the objectives of teaching. These results hint that the ability of teachers still need to be improved again at a higher classification, by increasing the lesson plans, instructional procedures and interpersonal relationships.
2. The results proved that the attitude of teacher is in low categorized, it is expected to improve cognitive teachers should be more like trying to develop general knowledge in accordance with the development, follow the development of science by means of participating in the training of field of study.
3. The results proved that the achievement motivation is in medium categorized, but there should be an increase towards more higher in relation to the task, to do with themselves and their relationships with others.
4. The results showed that teachers' teaching experience is in medium categorized, it is expected the teacher to be able to further enhance the teaching experience be more active in all activities both in school and out of school in order to improve the quality of expertise and to improve better discipline.
5. The strength of the relationship between achievement motivation, teaching attitude, and teaching experience with the ability of teachers together have accounted for 19.3%, it indicates that there are 80.7% support capabilities aspect that has not been described in this study. This means that in order to achieve optimal results in performance can not be done only with the achievement motivation, teaching attitude and teaching experience, but there are a number of other components that helped establish or support the creation of high-ability teachers.

C. Suggestion

Based on the research that has been concluded and the implications that has been described above, it can be put forward suggestions as follows:

1. All variables needs to be improved in scaling teachers ability, achievement motivation, teaching attitude, and teaching experience.
2. School principals should provide an opportunity for each teachers to follow any kind of training in order to improve the quality of their ability in teaching and learning process.
3. Teachers should improve underachievement motivation, teaching attitudes and teaching experience, in order to achieve maximum ability of teachers.
4. To keep information up dated in the era of globalization, it is time for the schools to be equipped with advanced facilities.
5. For the researchers, for further follow up this research by developing independent variables that can improve the teachers ability in teaching and learning in schools. This is because there are other factors that affect the ability of teachers at 80.7%.

References

- [1]. Cochran, W.G. 1974. Sampling Techniques. New York: John Wiley & Sons Inc.
- [2]. Hamalik, Omar. 1991. Pendidikan Guru Konsep dan Strategi. Bandung: Maju Mandar
- [3]. Nasution, S. 1990. Didaktik Asas-Asas Mengajar. Jakarta: Bumi Aksara
- [4]. Sanusi, Ahmad. 1991. Studi Pengembangan Model Pendidikan Profesional Tenaga Kependidikan. Bandung: IKIP Bandung
- [5]. Sudjana. 1983. Teknik Analisis Regresi dan Korelasi. Bandung: Tarsito
- [6]. Tabrani, A. 1989. Pendekatan dalam Proses Belajar Mengajar. Bandung: Remaja Karya
- [7]. Setiawan, Lilis dan Moh. Uzer Usman. 1993. Upaya Optimalisasi Kegiatan Belajar Mengajar. Bandung: Remaja Rosdakarya.