

EMPLOYEE EMPOWERMENT AND ACHIEVEMENT MOTIVATION ON THE PERFORMANCE OF MADRASAH TEACHER ALIYAH PRIVATE DARUL ARAFAH DELI SERDANG

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Abstract

Therefore, attention to the improvement of teacher performance becomes important and becomes a necessity. Especially with the various developments of science and technology today, then a teacher is required to be able to adapt himself so that knowledge and skills given to students are not left behind by the development of science itself. The study aimed to find out: (1) the relationship between the empowerment of subject teachers and teacher performance, (2) the relationship between achievement motivation and the performance of teacher teachers, and (3) the relationship between empowerment of teacher meetings. The population of this research is all teachers of Madrasah Aliyah Swasta Darul Arafah Deli Serdang are 54 people. The entire population is used as the research sample. The test requirement is done to test normality, linearity, and independence among independent variables. The data analysis technique used correlation and regression and simple correlation and regression and multiple correlation at significance level $\alpha = 0,05$.

I. INTRODUCTION

The teacher as a professional is someone who can develop his creativity and teaching ability to develop the potential of qualified students and be able to compete with the global community. The teacher's ability to teach, guide, and train students accumulatively will determine the future of education in Indonesia.

The participation of the teachers in the process of improving performance, it is demanded to always make a variety of breakthroughs that will later build quality education. Based on the above concept, high-performance teachers must be supported by the achievement motivation possessed by the teacher. Winardi, (2007:3) Besides, teachers who have high achievement motivation will strive earnestly so that their work can obtain maximum results through their hard work.

Referring to the background explanation above, it can be seen that there are many factors related to teacher performance, including educational background, organizational climate, rewards for work performance, supervision/supervision received by teachers, training attended, teacher's deliberations, the leadership of

madrasah leaders, teachers' deliberations as an appropriate forum for teachers to develop their teaching abilities, achievement motivation, availability of facilities and infrastructure related to work and the tasks and workloads of teachers.

Based on the factors that affect performance as stated in the previous problem identification section, the researcher feels the need to create a boundary of the problem that is studied and analyzed in this study. In this regard, the scope of this study is limited to the performance of the Darul Arafah Deli Serdang Private Madrasah teachers from the perspective of empowering teachers' deliberations, and teacher achievement motivation.

Based on the above problem limitation, the problem in this study can be formulated as follows

1. What is the relationship between the empowerment of teachers' meetings, and the performance of Darul Arafah Deli Serdang Private Madrasah teachers?
2. How is the relationship between achievement motivation and the performance of Deli Serdang Private Madrasah Aliyah teachers?
3. Is there a relationship between the empowerment of teachers' deliberations, and achievement motivation with the performance of the Darul Arafah Deli Serdang Private Madrasah teacher?

The purpose of this study is as follows:

1. To find out the relationship between empowering the deliberations of the teachers, with the performance of the Darul Arafah Deli Serdang Private Madrasah Aliyah teacher.
2. To find out the relationship between achievement motivation and the performance of Darul Arafah Deli Serdang Private Madrasah teachers.
3. To find out the relationship between empowerment of teachers' deliberations, and achievement motivation with the performance of Darul Arafah Deli Serdang Private Madrasah teachers.

II. LITERATURE REVIEW

Teacher Performance

When connected with the teacher, the teacher's performance is nothing but the result of the desired performance of the teacher in the context of carrying out their duties. The main task of teachers in schools is of course to carry out teaching to students. Teaching involves planning teaching, implementing, and evaluating learning outcomes (planning, actuating, evaluation).Yuniarsih, (2008:153)

As a teacher needs to be aware of the duties and meaning of his profession that the teacher is a professional educator 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. His professionalism will improve the performance of a teacher.

Empowerment of Teachers' Meetings

Empowerment is the translation of the word "empowering" which means developing both human and material resources. The teacher's deliberations are an association used by teachers to solve all problems in the teaching and learning process in schools. The teacher functions as a means to communicate with each other, learn, and exchange ideas and experiences to improve the teacher's performance as a practitioner/behavior change in reorienting learning in the classroom. Syafaruddin, (2008:141)

Achievement motivation

Teachers with high achievement motivation will seek situations where they can achieve personal responsibility to find solutions to problems, for example, what causes students to not achieve maximum results? Why does the fostered student never succeed in every subject Olympics? The teacher who has high achievement motivation likes to face and work on challenging tasks, he will make every effort to succeed, and solve problems and accept personal responsibility for success or failure. Robbins, (2007:223)

Research results that are relevant to the variables of this study are:

1. The results of Firman's research (2015) show that the subject teacher deliberation program contributes to the development of the teacher's ability in developing learning tools and making teaching materials.
2. The results of Kurnia's research (2015) show that the activities of taking part in the deliberations of teachers significantly improve teacher competency. This is indicated from the results of the study an increase in teacher competence of 26.80% after teachers are motivated to follow the activities of the teachers' deliberations.

The Relationship between the Empowerment of Teacher Deliberations and Teacher Performance.

The existence of deliberations conducted between teachers will provide knowledge and experience that can be used as input to become better and more directed in teaching. The experiences possessed by each teacher can provide separate lessons for other teachers and can be used as performance evaluation material. The existence of deliberations between teachers can unite the perceptions of each teacher in the learning process so that the teacher's performance in teaching can be equalized.

The teacher requires participation in the teacher's discussion so that various deficiencies and desires can be conveyed in the teacher's discussion forum. In this case what the teacher wants in realizing a good performance can be done by participating in the teacher's deliberations.

The Relationship Between Achievement Motivation and Teacher Performance.

Teacher performance seen from the planning and implementation of learning conducted by Maaka will be said to be effective is one form of teacher performance in carrying out tasks. Achievement motivation is encouragement arising from a

person to do something. A highly motivated teacher will try to give the best he can, because he has a high commitment to the calling of his profession.

The Relationship Between Empowerment of Teacher Deliberation and Achievement Motivation with Teacher Performance.

The existence and function of teachers is one of the most significant factors in the world of education because teachers are the most important part of the teaching and learning process. Therefore, every effort to improve the quality of education in the country cannot be separated from various matters relating to the existence of the teacher itself. The success of education in a madrasa is inseparable from the role of the teacher. High and low quality of education in madrassas is positively correlated with the high and low quality of teachers. Therefore, government and madrasa management policies related to improving teacher quality must be prioritized.

III. METHODOLOGY

The study was carried out at Darul Arafah Deli Serdang Private Madrasah. This location was chosen with the consideration that there has been no research in this madrasa previously related to the title of this thesis research. The time of the study was conducted in the odd semester of the 2019-2020 school year. This research is a quantitative study with a correlation research method (correlational research), intending to describe three things, namely:

- a. To find out the relationship between the variables of teacher empowerment (X1) and the variable performance of Darul Arafah Deli Serdang Private Madrasah teachers.
- b. To find out the relationship between the achievement motivation variable of the Deli Serdang Darul Arafah Private Aliyah Madrasah teacher (X2) with the performance variable of the Darul Arafah Deli Serdang Private Madrasah teacher (Y)
- c. To find out the relationship between the variables of teacher empowerment (X1) and achievement motivation variables of the Deli Serdang Madulah Aliyah Private Madrasa teacher (X2) with the performance variable of the Darul Arafah Deli Serdang Private Madrasah Madrasah teacher performance variable (Y).

The population included in this study were all teachers of the Darul Arafah Deli Serdang Private Madrasah, totaling 54 people. Because the population is not too much, the whole population is used as a research sample, thus the sampling technique is done utilizing total sampling (Arikunto, 2005: 87). Thus the study sample was 54 teachers.

The variables in this study consisted of two independent variables, namely empowerment of teachers (X1) deliberation and achievement motivation of Darul Arafah Deli Serdang Private Madrasah teachers (X2) and one dependent variable,

namely the performance of the Darul Arafah Deli Serdang (Y) Private Madrasah teachers. Each variable is defined as follows:

Teacher performance or teacher work performance is defined as an expression of ability based on knowledge, attitudes, skills, and motivation in producing something that is in terms of planning, implementing, and evaluating learning.

Empowerment of teachers' deliberations intended in this study is the institutional role of teachers' deliberations as well as the participation of teachers in a forum to: (a) develop a teacher's deliberation program for subjects, (b) motivate teachers to take part in regular teacher deliberations; (c) increasing teacher professionalism, (d) developing clinical academic supervision service programs, (e) developing learning tools, (f) seeking scientific meetings, and (g) formulating varied learning models.

Achievement motivation intended in this study is encouragement from within the Madrasah Aliyah Private Darul Arafah Deli Serdang teacher to achieve maximum goals in his assignments which are manifested in the form of (a) being responsible for the given task, (b) trying to seek feedback, (c) dare to take risks, (d) try to do something innovative and creative in learning, (e) feel chased by the time when on duty, and (f) work hard and be proud of the results that have been achieved.

Data collection techniques used are non-test techniques. Non-test techniques are questionnaires and observation. The questionnaire was used to capture data on the variables of teacher empowerment deliberation and achievement motivation variables, while observation was used to capture data on teacher performance variables.

This research instrument measures the research variables, namely: empowerment of teachers' deliberations, achievement motivation, and teacher performance. The measurement of the variable of teacher subject empowerment is carried out using a research instrument based on a Likert scale. The instruments are arranged in the form of statements based on indicators of research variables to be filled in by respondents.

The statements were compiled from a grid which became the items that had five alternative answers, namely SS (strongly agree); S (agreed); KS (less agree); TS (disagree); and STS (strongly disagree). Each of these answers is valued as follows: SS = 5; S = 4; KS = 3; TS = 2 and STS = 1.

The item of the research instrument is said to be valid (valid) if the calculation of the correlation value (r) > the price of criticism r with a 95% confidence level. Conversely, if the value of the calculation of correlation (r) < the price of criticism is stable, then the item is said to be invalid (fall).

The results of the trial instrument variable empowerment of teachers' deliberations from 30 items questionnaire before the trial two items are invalid or

fall, namely items 11 and 18. Thus to retrieve research data on the empowerment of teachers' deliberations used 28 items.

The results of testing the achievement motivation instrument of the Darul Arafah Deli Serdang Private Madrasah teacher out of 30 questionnaire items before the trial then there are two invalid or invalid items namely item numbers 16 and 19. Thus to retrieve research data about the achievement motivation of the Private Madrasah Aliyah Darul Arafah Deli teacher Serdang used 28 items.

Furthermore, by referring to Sudijono (2002: 125) an instrument is said to be reliable if the calculation of the reliability coefficient ≥ 0.70 . The results of the reliability testing of the teacher empowerment questionnaire showed a reliability coefficient of 0.990. Furthermore, the results of the reliability testing of the achievement motivation questionnaire Madrasah Aliyah Private Darul Arafah Deli Serdang teacher showed a reliability coefficient of 0.968. Thus this research instrument is reliable.

To describe data for each variable, descriptive statistics are used. The use of descriptive statistics aims to find the highest score, lowest, mean, median, mode, and standard deviation as well as test the tendency of data for each variable. Furthermore, to test the hypothesis used inferential statistics. Before conducting a hypothesis test, first test the analysis requirements, including:

IV. RESULTS AND DISCUSSION

Data Description

The research data presented in this study were questionnaire scores from each variable, namely the teacher empowerment consultation variable (X1), the achievement motivation variable of the Darul Arafah Deli Serdang Private Madrasah teacher (X2) and the performance variable of the Madrasah Aliyah Private Darul teacher Arafah Deli Serdang (Y) given to respondents.

Teacher Empowerment Variable (X1)

The results of data processing showed that the variables for the empowerment of teachers had an average value or mean = 117.64; mode = 117.14; median = 117.77; variance = 100.34; standard deviation = 10.01; maximum score = 135; and minimum score = 86.

Table 4.1. Data Distribution of Teacher Empowerment Variables

Interval Class	f_{absolu}	$f_{\text{relatif}} (\%)$
86 - 92	1	1,85
93 - 99	1	1,85
100 - 106	5	9,26
107 - 113	9	16,67
114 - 120	18	33,33
121 - 127	10	18,52

128 - 134	9	16,67
135 - 141	1	1,85
Amount	54	100

Based on the data in Table 4.1 it can be explained that the variable empowerment of teachers' deliberations with a mean (mean) of 117.64 is in the class interval 114-120, this means there are 33.33% of respondents on the average score of the class, 29, 63% below the class average score and 37.04% above the class average score.

Achievement Motivation Variable (X2)

The results of data processing of achievement motivation variable for Madrasah Aliyah Private Darul Arafah Deli Serdang teachers show an average value or mean = 115.92; mode = 114.44; median = 115.83; variance = 56.67; standard deviation = 7.52; maximum score = 130; and minimum score = 98.

Table 4.2 Data Distribution of Achievement Motivation Variables

Interval Class	f_{absolut}	f_{relatif (%)}
98 - 102	3	5,56
103 - 107	4	7,41
108 - 112	8	14,81
113 - 117	18	33,33
118 - 122	11	20,37
123 - 127	6	11,11
128 - 132	4	7,41
Amount	54	100

Based on the data in Table 4.3, it can be explained that the achievement motivation variable of the Private Madulah Aliyah Darul Arafah Deli Serdang teacher with a mean of 115.92 is in the class interval 113-117, this means there are 33.33% of respondents on the average grade score, 27, 78% below the class average score and 38.89% above the class average score.

Teacher Performance Variable (Y)

The results of data processing on the performance variable of Madulah Aliyah Private Darul Arafah Deli Serdang teachers showed an average value or mean =

112.94; mode = 112.1; median = 113.1; variance = 66.43; standard deviation = 8.15; maximum score = 128; and minimum score = 94.

Table 4.3 Teacher Performance Variable Data Distribution

Interval Class	f_{absolut}	$f_{\text{relatif}} (\%)$
94 - 98	3	5,56
99 - 103	5	9,26
104 - 108	6	11,11
109 - 113	14	25,93
114 - 118	11	20,37
119 - 123	10	18,51
124 - 128	5	9,26
Amount	54	100

Based on the data in Table 4.3, it can be explained that the performance variable data of the Deli Serdang Madulasa Aliyah Private Madrasah teacher that with an average of 112.5 was in the interval class 109 - 113, this means that there were 25.93% of respondents on the average score class average, 25.93% below the class average score and 48.14% above the class average score.

First Hypothesis

The first hypothesis tested reads: there is a positive and significant relationship between the empowerment of the teachers' deliberations and the performance of the Darul Arafah Deli Serdang Private Madrasah teachers.

Table 4.11 Correlation Analysis Results X1 with Y and Test Meaning

Correlation	Coefficient Correlation (r)	Coefficient Determinant (r^2)	t_{count}	t_{table} ($\alpha = 0,05$)
r_{X_1Y}	0,386	0,148	3,015	1,674

Based on the above analysis, it can be concluded that the empowerment of subjects' teacher deliberation has a positive and significant and significant predictive relationship with the performance of the Darul Arafah Deli Serdang Private Madrasah teacher. This shows that the first hypothesis of this research has been empirically tested.

Second Hypothesis

Tests to determine the relationship between achievement motivation variables of Deli Serdang (X2) Private Madrasah Aliyah Private Darul Arafah Madrasah teachers with Deli Serdang Darul Private Aliyah Madrasah (Y) teachers used a simple correlation analysis, while to test its significance the t-test was used.

Table 4.12 Correlation Analysis Results X2 with Y and Test Meaning

Correlation	Coefficient Correlation (r)	Coefficient Determinant (r^2)	t_{count}	t_{table} ($\alpha = 0,05$)
r_{X_2Y}	0,340	0,116	2,607	1,674

Through the t-test that has been done, it turns out obtained t count = 2.607 while the value of t table = 1.674. Therefore count (2.607) > table (1.674), this shows that there is a positive and significant relationship between the achievement motivation variables of the Darul Arafah Deli Serdang Private Madrasah teacher and the performance of the Darul Arafah Deli Serdang Private Madrasah teacher with the form of a linear and predictive relationship the regression line $\hat{Y} = 69.48 + 0.37X_2$.

Based on the above analysis it can be concluded that the achievement motivation variable of the Darul Arafah Deli Serdang Private Madrasah teacher has a positive and significant and significant predictive relationship with the variable performance of the Darul Arafah Deli Serdang Private Madrasah teacher. This shows that the second hypothesis of this research has been empirically tested.

Third Hypothesis

The third hypothesis tested reads: there is a positive and significant relationship between the empowerment of teachers' deliberations and achievement motivation together with the performance of Madulasa Aliyah Private Darul Arafah Deli Serdang teachers.

Table 4.13 Correlation Analysis Results and Test Mean-Variance X1 and X2 with Y

Corelation	Coefficient Corelation(r)	Coefficient Determinant(r^2)	t_{count}	t_{table} ($\alpha = 0,05$)
$R_{yX_{12}}$	0,476	0,226	11,3	3,178

The results of the analysis in the table above show that the coefficient of multiple correlations between the variables of empowerment of teachers' deliberations (X1) and achievement motivation of Madulah Aliyah Private Madulah Deli Serdang (X2) teachers against the performance variables of Madrasa Aliyah Private Madulah Deli Serdang teachers ($R_{y1.2}$) is 0.476. After performing the F test it turns out that Fount (11.3) > Fable (3.178) at $\alpha = 0.05$ thus the multiple correlation coefficient is significant and positive.

V. CONCLUSION

Based on the data description, hypothesis analysis, and discussion, the research conclusions are:

1. There is a positive and significant relationship between teacher empowerment and teacher performance. This means that the higher and more positive teacher empowerment, the higher and more positive teacher performance by making an effective contribution of 13.82%. This can be interpreted that variations that occur in the variable of teacher empowerment of 13.82% can be predicted in improving teacher performance.
2. There is a positive and significant relationship between achievement motivation and teacher performance. This means that the higher and more positive achievement motivation, the higher and more positive the teacher's performance by making an effective contribution of 8.74%. This can be interpreted that variations that occur in achievement motivation of 8.74% can be predicted in improving teacher performance.
3. There is a positive and significant relationship together between teacher empowerment and achievement motivation and teacher performance. This means that the higher and more positive teacher empowerment and achievement motivation, the higher and more positive teacher performance by making an effective contribution of 22.60%. This means that 22.60% of the variations that occur in teacher performance can be predicted by the two independent variables.

VI. SUGGESTION

Some suggestions that can be drawn from this research are:

1. Teacher performance can be improved by the teacher by always following the activities of the teacher. Also, teachers should improve their insights, knowledge, and skills by attending seminars, training, and upgrading, and no less important is the teacher always "up-date" knowledge and insights by exploring the latest sources.
2. The Madrasah Head should be able to support the motivation of teacher achievement by providing teachers with involvement in decision making at school, allowing teachers to develop their potential to attend higher education (S.2) and last but not least is to exercise rights normative received by the teacher according to the procedure.

VII. REFERENCE

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