

THE EFFORTS TO IMPROVE TEACHERS' ACHIEVEMENT MOTIVATION IN ACHIEVING NATIONAL EDUCATION GOAL

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THE EFFORTS TO IMPROVE TEACHERS' ACHIEVEMENT MOTIVATION IN ACHIEVING NATIONAL EDUCATION GOAL

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ABSTRACT

According to UNESCO in Global Education Monitoring report on 2016 mentions that Indonesia's education rankings were number 10 from 14 developing countries. The teacher as the main component of education was ranked 14th or the last rank. These data indicate that teachers' achievement motivation needs to be improved. Achievement motivation is the teachers' desire to teach and do the task well . Based on the literature review, the authors concluded at there were four characteristics of teachers who have achievement motivation. In addition, in this study also obtained three ways that can be done to improve teachers' achievement motivation.

Keywords: *Improving, Achievement Motivation, Educational*

INTRODUCTION

The quality of Indonesian education is still lagging behind other countries in the world. UNESCO's Data in Global Education Monitoring (GEM) on 2016 shows that Indonesia's education rankings is number 10 from 14 developing countries (Source: news.detik.com). considering of this condition are needed the participation of all elements to advance the quality of national education.

National education is an opening system that is influenced by some factors. Education is influenced by external factors such as government regulations, the environment, business atmosphere and industry development. The quality of education is also influenced by internal factors such as students, teacher, education officers and facilities of school.

Teachers are the key of educational achievement. According to Hattie states the dominant factors of student achievement are: (1) student characteristics (49%), and (2) teachers (30%), (3) others (21%) (source: /www.pikiran-rakyat.com/). The successful of teachers are the teachers who have high achievement motivation. The high motivation of teachers' achievement will make teachers able to do the job better, and ultimately can improve the quality of education. Griffin and Moorhead (2014: 99) suggested that the need for achievement is the desire to accomplish a task or goal more effectively than was done in the past.

At this time, the motivation of teachers' achievement still need to **27** improved. GEM data states that **an**

important component of education is teacher. The ranking 27 Indonesian teacher is 14th from 14 developing countries in the world (Source: news.detik.com). This rating illustrates the achievement motivation of Indonesian teachers is still low. In addition, the presence of teachers in schools as a form of achievement motivation is still low. Eka Simanjuntak, a member of The Institute for Good Governance and Regional Development (IGGRD), in a media breafing in FX Jakarta, Wednesday (24/8/2016) mentions that "The problem of this teacher is still a problem such as still struggling with teacher mapping and teacher attedance ". (Source: <https://www.okezone.com/>). The result of Puspita Sari research (2013: 92-104) mention that there is an effective contribution of giving achievement motivation toward education quality equal to 30,3%.

REVIEW OF LITERATURE

Achievement Motivation

Achievement motivation is the desire to do the job well. Some experts delivered their opinions on achievement motivation. Richard Daft (2010: 529) suggests achievement motivation is the desire to accomplish something difficult, attain a high standard of success, master complex tasks, and surpass others. Furthermore, Hellriegel and Slocum (2008: 164) proposed achievement motivation as his achievement motivation model that the team is motivated according to the standard of excellence or to succeed in competitive situations.

Someone who has achievement motivation will be more active in working to realize the goal. The need for achievement causes people to do different ways from the past to realize their goals. Griffin and

Achievement motivation can also be seen from teacher's real achievement. Teacher Competence Test Results (UKG) in 2015 shows that Indonesian teachers got an average grade 44.5 or still below the national average. Currently, the number of teachers who follow the UKG reached 243,619 and got the average score in 44.55. In fact, no teacher gained a maximum score (100). The highest score of UKG was 91.12. This score is not different with the average score of Initial Competency Test (UKA) in the last test, it was 42. (source: [/www.kompasiana.com](http://www.kompasiana.com)).

The above problems must be resolved soon. Teachers 6 could have the achievement motivation for the purpose of education can be achieved optimally. Therefore, the writers are interested in writing about *the effort to improve teachers' achievement motivation in achieving national education goal*.

Moorhead (2014: 99) suggested the need for achievement is the desire to accomplish a task or goal more effectively than was done in the past. In addition, it is mentioned the need for achievement is a desire to take responsibility, set challenging goals, and obtain performance feedback. The same thing is said by McShane and Von Glinow (2010: 139) which is need for achievement: A need in achievement: A need in achievement. Based on definition above it is clear that to realize a maximum achievement is needed the motivation of achievement .

Education

Education is the most important way 2 realize the progress of a nation. In the National Education System Act No. 20 of 2003 stated that

education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills that he needs, society, nation and state.

Based on the above understanding can be seen three main things, namely: 1) that education is a conscious and planned effort, namely the implementation of education must be based on a mature and sustainable plan. 2) realizing the learning and learning atmosphere. It means that education should be able to actively engage learners to develop their potential. 3) have religious spiritual power and so on. This illustrates that with education will increase the human value of human beings both from the aspect of the divine, personal and social.

³⁰ The function and purpose of education is also clearly contained in Law No. 20 of 2003. National education functions to develop the ability and form the character and civilization of a dignified nation in order to educate the nation. The purpose of national education is the development of the potential of learners to become human beings who believe and cautious to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible.

To realize the goals of national education is certainly necessary efforts of all components of the nation. One of them is a teacher who has achievement motivation in order to perform their duties better. Efforts for teachers to have achievement motivation will be described in the discussion section.

⁶ RESEARCH METHODOLOGY

The research method used in this article is literature review. ¹⁸ According to Mestika Zed literature is a series of activities related to library data collection methods, reading and recording and processing of research materials. In addition, according to

¹¹dul Rahman Sholeh (2005: 63), library research is a study that uses a way to obtain data information by placing existing facilities in the library, such as books, magazines, documents, historical stories.

FINDING AND DISCUSSION

1. The characteristics of teachers who have achievement Motivation

Nowadays, teachers should have high achievement motivation. It will be able to improve student's learning motivation. In teaching and learning process, teachers who have achievement motivation will come early to school and do the teaching and learning process better than the teachers who just have the motivation .

By having the motivation of achievement, teachers will also be able

to improve their performance. It will facilitate the achievement of educational goals. Hardianto (2015: 43-52) mentions the achievement motivation contributed significantly and predictive of 62.6% on the performance of lecturers. Achievement motivation and leadership style contributed significantly and predictive of 68.3% to performance. Yarniasti Maiyulita (2015: 20-26) also mentions that achievement motivation contributes (10.6%) to teachers' performance of elementary

school in Bukit Sundi of Solok regency of 10.6%. In addition, Derdik Surya (2012: 98-109) also states there is a positive and significant relationship between achievement motivation and performance with correlation coefficient $(r) = 0.636$, they have the coefficient of determination $(R^2) = 0.877$ and the probability of error $(p) = 0,000$. The value of the effective contribution of achievement motivation to the performance is 87.7%.

The Characteristics of people who have high achievement motivation are more responsible for their behavior and trying to find a solution of the problem. Champoux (2011: 160) points out :

3
“People with a strong need for achievement of responsibility for their results of their behavior and want to solve problems. Such people like to find the means for overcoming obstacles. They want to take calculated risks. High need for achievement people analyze situations, try to understand the chances of success, and set moderate achievement goals for themselves”

5 Luthans and Doh (: 407) argue that Achievement motivation theory holds that individuals can have a need to get ahead, to attain success, and to reach objectives. High achievers like situations in which to find solutions, tend to be moderate risk takers, and want concrete feedback on their performance.

Based on some opinions above is known that teachers who have achievement motivation has the following characteristics:

- a) taking risks by deep considering
Teachers who have achievement motivation will always try to do

new things to improve their performance. Such as using new teaching methods and use of new media and up date sources. They apply methods and use media that they are comprehended first before they are thought.

- b) Be able to explore opportunities and take opportunities

Teachers who have achievement motivation will always look for opportunities and use them well. They always participate in seminars or training activities to develop their competence. they always have a strong desire to continue their education.

- c) Accept criticism and suggestions

Teachers who have achievement motivation accept critique and suggestions. they will be regarded as an effort to improve their knowledge. They also always expect feedback from leaders or supervisors to improve their performance. In addition, they also accept the critique about their teaching and learning activities from the students.

- d) Find out the solutions to face their problem

Teachers who have achievement motivation never fear to face the problems. They are more excited to solve the big problem and be seen it as a challenge.

2. The Efforts to Improve Teacher Achievement Motivation

However, to improve teacher achievement motivation can be done by their self and others or leaders. Hellriegel and Slocum (2008: 168) state that the following insights for leaders are recommended to foster achievement motivation in employees:

1. Arrange tasks so that employees receive periodic feedback on their performance. Feedback enables employees to modify their behaviors as necessary.
2. Provide good role models of achievement. Employees should be encouraged to have heroes to emulate.
3. Help employees modify their self-images. High-achievement acceptance and seek job challenges and responsibilities.
4. Guide employee aspirations. Employees should think about setting realistic goals and the ways in which they can attain them.
5. Make it known that the motivation is in motivation

Based on literature review, there are three efforts that can be done to improve teacher motivation achievement. They can be seen the following:

a) Building a conducive organizational culture.

Organizational culture can be an existing environment in an organization. Suparno Eko Widodo (2015: 187) argues good environment of working can stimulate motivation in making the working atmosphere more comfortable. Leaders (headmasters, supervisors or officials of the education office) can create a conducive organizational culture to increase teacher achievement motivation. Organizational culture affects the teachers' achievement motivation. There are some opinions suggest that organizational culture affects motivation.

Clampoux (2011-160) suggests McClelland felt people acquired the need for achievement through socialization to the values of their culture. The mythology, and the art of various societies. Gibson et al (2012: 135) also explains David C. McClelland has proposed a learned needs theory of motivation closely associated with learning concepts. He believes that many needs are acquired from the culture of a society.

Based on the explanation above can be concluded that a conducive of organizational culture can improve the teachers' achievement motivation.

b) Provide the reward to the teacher

A reward will inspire a teacher's achievement motivation. Griffin and Moorhead (2014: 161) argue the purpose of the reward system in most organizations is to attract, retain, and motivate qualified employees. This opinion is reinforced by Hellriegel and Slocum (2008: 213) which states that reward programs represent a powerful means for motivating high levels of individual and team.

Awards are given based on achievement of the teacher. A successful teachers in work should be given the reward to keep their motivation and their achievements. rewarded accordingly in order to maintain their motivation. Burke (2008: 9) points out ... there were high rewards to those that met their goals. Reward is also called a powerful way to maintain one's motivation. Hellriegel and Slocum (2008: 213) stated that Reward programs represent a powerful means for motivating high levels of individual and team.

One of the most rewarding forms of reward is money. It is

undeniable, today the award of money seems more effective to increase achievement motivation than other forms. Hellriegel and Slocum (2008: 167) describe money has a complex effect on high achievers. They usually value their services highly and place a high price tag on them. High achievers are usually self-confident. They are aware of their abilities and limitations and thus are confident when they choose to do a particular job. Miner (2005: 48) also suggests money is important only as a source of feedback on how one is doing.

In addition, rewards can also be given such as praise, or refreshing opportunities etc. McShane and Von Glinow (2010: 132) suggest Rewards, social events, strength-based feedback, and various celebrations for good performance are designed to maintain and improve employee motivation. Non-financial rewards are also important in maintaining a teacher's achievement motivation. Luthans (2011: 90) suggests Organizations provide rewards to their personnel in order to try to motivate their performance and encourage their loyalty and retention. Further Luthans (2011: 191) states Although it is important that employees are genuinely interested and motivated to perform well, it is equally important that organizations reward people for their performance.

c) Building teacher confidence in the school

Teacher's belief in school is very important in order to achieve in work. Teachers who do not believe in the school (including to leaders and academicians) will not be able to carry out the work well. If trust is low, then work will not be done optimally. Jessica (2010: 156) suggests the most important thing about low trust is the high price everyone pays for it.

Someone will work well if they have trust in the work environment. A person who does not trust his organization will not be motivated to work. It come from the unfair feeling. Martini Jamaris (2013: 178) states if a person is not treated fairly by the organization / institution, this will cause the individual's motivation to decline.

The emphasis on building trust with the principle of justice is also explained by Daussler (2007: 33), which states that Perceptions of shared values, fair decision making processes and / or fair treatment, are the resultant trust of an organization, while they may be minimal or absent features of interpersonal trust relationships.

Building a teacher's confidence in the school is absolutely necessary. It will be able to increase achievement motivation. Farradina (2012: 53-59) mentioned that there is significant relationship between achievement motivation and confidence. Teachers will not be able to perform when they do not believe in their environment.

CONCLUSION

There are four the characteristics of teachers who have achievement motivation; 1) teachers who take risks carefully, 2) teachers who are able to find and take the

opportunities, 3) teachers who accept criticism and suggestions from others and 4) teachers who are always looking for solutions to all the problems. While there are three efforts to build teachers

achievement motivation;1) creating a conducive organizational culture, 2)

Provide an reward to the teacher and 3) building teachers' trust .

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