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The Effect of Achievement Motivation and Teacher Participation in Course Teacher Consultations (MGMP) in Dumai, Riau Province

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ABSTRACT

This research is motivated by the competence of the Mathematics teacher of Dumai Junior High School which is below the national average value. This study aims to analyze how much influence of achievement motivation, teacher participation, and teacher participation in MGMP together on teacher competence. To achieve this goal, this paper used a survey research type with a quantitative approach. The research population was all Mathematics teachers of Dumai for Middle School who had participated in the 2015 UKG, totaling 88 people. With the total sampling technique, the entire population was determined as a sample. The data analysis used is descriptive statistical analysis and inferential statistical analysis. The results showed that there was a positive and significant influence of achievement motivation on the competence of Mathematics teachers by 26.3%. There is a positive and significant effect of teacher participation in the MGMP on the competence of Junior High School Mathematics teacher by 22.5%. There is a jointly significant effect of 30.8% achievement motivation and teacher participation. The achievement motivation variable has a greater influence than the teacher participation variable. This means that the high and low competence of junior high school mathematics teachers in Dumai can be influenced by achievement motivation and teacher participation in MGMP.

1. Introduction

Teachers are one of the cornerstones of the state in terms of education. With the existence of professional and qualified teachers, it will be able to produce quality children of the nation as well. The key that every teacher must have is

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competence. Competence is a set of knowledge and teaching skills of teachers in carrying out their professional duties as a teacher so that the goals of education can be achieved properly.

The competency standards contained in the Regulation of the Minister of National Education regarding standards of academic qualifications and teacher competencies where the regulation states that professional teachers must have 4 professional teacher competencies, namely pedagogic competence, professional competence, social competence, and personality competence. Teacher competence is assessed by various groups as a professional description of whether or not the teacher is. Even teacher competence has an influence on the success achieved by students (Janawi, 2019).

According to the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, it is stated that competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and controlled by teachers or lecturers in carrying out their professional duties. According to the Big Indonesian Dictionary (KBBI) online, competence means the power of authority to determine or decide something. The basic understanding of competence is ability or skill (Syah, 2019). The teacher competencies referred to in this study are teacher competencies which include pedagogic competence, professional competence, social competence, and personality competence.

Based on the results of the teacher competency test (UKG) in 2015, it was concluded that the average competence of Mathematics teachers in Dumai City Junior High School with details of the average pedagogic competence score of Mathematics teachers was 61.2 and the average professional competence of Mathematics teachers was 63.1. The results of observations made by researchers for the social competence of teachers at the Mathematics MGMP of Dumai City Junior High School, showed that there were still some Mathematics teachers who had communication problems with both students and colleagues, teachers had not been able to use ICT, teachers still prioritized the ego in carrying out their main tasks. each. Meanwhile, the personality competence of teachers at the Mathematics MGMP of Dumai City Middle School has shown that Mathematics teachers have a steady and stable personality, act according to norms, have an attitude of maturity and independence in acting, and have a work ethic.

The data above is a brief description of the competence of junior high school mathematics teachers in the city of Dumai which still needs to be improved. It can be seen from the average value of professional competence and the average value of pedagogic competence which is still below the average UKG value nationally. On social competence, it shows that the Mathematics teachers of Dumai City Junior High School are still experiencing some problems that need to be solved. While on personality competence, Dumai City Junior High School Mathematics teacher already has a steady and stable personality.

Basically improving the quality of one's self must be a personal responsibility. Therefore, efforts to improve the quality of teachers lies in the teachers

themselves. For this reason, it is necessary to have an awareness of the teacher to always and continuously improve the knowledge and abilities needed to improve the quality of work as a professional teacher. According to Susmiatun et al (2020) the results of the study show that the factors that influence the professional competence of teachers include: achievement motivation, MGMP participation.

Achievement motivation in influencing teacher competence, it is seen that achievement motivation plays a role as capital to achieve success. Humans are equipped with reason to think in order to be better. According to David Mc. Clelland, in Sobur (2016) the need for achievement is a power in the human mentality to carry out an activity that is better, faster, more effective, and more efficient than previous activities. Achievement motivation is an important element as a driving factor to achieve the desire to achieve success and success. Motivation is absolutely necessary in one's life, because without motivation life has no direction and purpose. Humans feel proud when they have achievements that they can be proud of, so they need achievement motivation.

Achievement motivation is a power in the human mind to do something better than previous activities in achieving success. Because if a teacher has achievement motivation, then the teacher is on his way to success. People who are motivated by a high need for achievement will set goals with high standards of achievement and perfection, but are realistic (Noho et al., 2016). So that it can be ascertained that if a teacher has good achievement motivation, he will have considerable opportunities in increasing his competence and can obtain maximum work performance compared to teachers who have poor achievement motivation.

In addition to achievement motivation, teacher competence can also be improved through education and training programs held in the MGMP (Subject Teacher Conference) forum, both at the school level and at the Regency / City level. The target of the MGMP is to increase the knowledge and teaching performance of teachers. The MGMP Forum as an implementation of collegial supervision techniques uses a collaborative supervision approach with material sourced from members. In this way, the delivery of coaching materials will suit their needs, besides they feel more comfortable because they can discuss with their own colleagues who have no boundaries between superiors and subordinates (Susmiatun et al., 2020).

The principal's encouragement of teachers to participate in the professional development program (MGMP program) is very important, because the principal's encouragement can influence the behavior and commitment of teachers to be intensive in the program (Sumardi, 2016). The principal's encouragement is manifested in the form of moral encouragement and instructions for teachers to actively participate in the MGMP program.

Subject teacher meetings are one of the most effective teacher competency development programs for improving the quality of teachers in managing learning so that they become professional teaching staff. This step can be taken by teachers who act as facilitators in order to be able to streamline the subject teacher

deliberation program in schools in order to hone teacher abilities in a better direction (Sholihatunnisa et al., 2018).

Various problems that affect the competence of Dumai City Junior High School Mathematics teachers, including teachers who teach not in accordance with their field of expertise, teachers are also less proficient in using ICT, so that in the implementation of UKG in 2015 many of these Mathematics teachers received scores below the average. Another thing that also affects teacher competence is the work environment and superiors who do not give attention and motivation so that teachers are less enthusiastic in carrying out their duties and in increasing their competence. Furthermore, it is also because teachers are less than optimal in participating in activities related to developing their competencies, such as training, workshops, and MGMP.

The formulation of the problem in this study is as follows:

- 1). Does achievement motivation have a significant effect on the competence of SMP Mathematics teachers in Dumai City, Riau Province?
- 2). Does teacher participation in MGMP significantly affect the competence of junior high school mathematics teachers in Dumai city, Riau Province?
- 3). Can achievement motivation and teacher participation in MGMP together have a significant effect on the competence of SMP Mathematics teachers in Dumai City, Riau Province?

The objectives to be achieved in this study are 1) to analyze the significant influence of achievement motivation on the competence of SMP Mathematics teachers in Dumai City, Riau Province; 2) to analyze the significant effect of teacher participation in MGMP on the competence of junior high school mathematics teachers in Dumai city, Riau Province; and 3) to analyze the significant effect of achievement motivation and teacher participation in MGMP on the competence of junior high school mathematics teachers in Dumai city, Riau Province.

2. Methodology

This research was conducted in all public and private junior high schools in the city of Dumai. The research implementation time starts from November 2020. The type of research carried out is survey research with a quantitative research approach. The population in this study were all junior high school mathematics teachers in Dumai city who had participated in the 2015 UKG. UKG SMP in 2015 amounted to 88 teachers. The sampling technique used was Total Sampling.

Data collection techniques in this study include: 1) a questionnaire (questionnaire), used to measure the effect of the independent variable on the dependent variable; 2) documentation, used to collect data on the results of the 2015 teacher competency test (UKG), data on educators and education personnel (PTK) which includes a list of teacher names, number of teachers (population) for sample determination, place of teaching, gender, staffing data, and certification

data as a reference in research. Sources of data used in this study are: 1) primary data obtained directly from respondents through a list of questions (questionnaires) which were circulated to all Mathematics teachers in Dumai City; 2) secondary data, in the form of data on the number of teachers and UKG scores in 2015 obtained from the Junior High School Division of the Dumai City Education and Culture Office.

The validity test of this research instrument was carried out on respondents who were not included in the research sample in the population, namely the Mathematics Teacher of Dumai City Middle School, amounting to 25 people. The value of r_{table} through Pearson's r product moment table with df (degree of freedom) $n-2$, is $df = 25 - 2 = 23$, with a significance level of 5%, then obtained $r_{table} = 0.396$. The statement item is said to be valid if the value of $r_{count} > 0.396$.

To find out whether there is a significant relationship or not between a variable and other variables, it is necessary to do a significant test with a significance level of 0.05. Hypothesis H_0 if there is no significant relationship between X and Y. Hypothesis H_a if there is a significant relationship between X and Y. With the test criteria, if significance > 0.05 then H_0 is accepted, and if significance < 0.05 then H_0 is rejected. Interpretation of correlation can be seen in table 1.

Table 1. Interpretation of Correlation

Interval Koefisien	Tingkat Hubungan
0,000 – 0,199	Sangat Lemah
0,200 – 0,399	Lemah/ Rendah
0,400 – 0,599	Sedang/ Cukup
0,600 – 0,799	Tinggi
0,800 – 1,000	Sangat tinggi

Testing with Simple and Multiple Linear Regression Analysis

Linear regression analysis is an analysis used to find the effect of the independent variables on the dependent variable. In this test, simple linear regression and multiple linear regression were performed, using the following formula:

a. The simple linear regression equation is formulated:

$$\hat{Y} = a + bX$$

Information:

\hat{Y} = (read Y hat) projected dependent variable subject

X = Independent variable that has a certain value to be predicted

a = Constant

b = The value of the direction as a predictor which shows the increasing value (+) or decreasing value (-) of the Y . variable

b. Multiple Linear Regression Equation

Multiple linear regression equations related to the formulation of the problem are as follows:

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

Information:

\hat{Y} = (read Y hat) projected dependent variable subject

X_1, X_2 = Independent variable that has a certain value to be predicted

a = Constant

b_1, b_2 = The value of the direction as a predictor which shows the increasing value (+) or decreasing value (-) of the Y variable.

In this section, the results of the research that have been carried out will be discussed, which include: 1) a description of the data in terms of the demographics of each variable; 2) the contribution of the independent variable to the dependent variable; 3) testing requirements analysis; and 4) testing the research hypothesis.

3. Results and Discussion

After descriptive testing, hypothesis testing, and calculating the influence between independent variables on the dependent variable, the results obtained can be seen in table 2.

Table 2. Summary of Regression Analysis Results

NO	Hubungan Antar Variabel	Koef. Korelasi	Kontribusi	Tingkat Hubungan	Hasil
1.	Motivasi berprestasi terhadap kompetensi guru.	0,513	26,3%	Rendah	$\hat{Y} = 52,101 + 0,417X_1$
2.	Partisipasi guru dalam MGMP terhadap kompetensi guru.	0,475	22,5%	Rendah	$\hat{Y} = 70,020 + 0,238X_2$
3.	Motivasi berprestasi dan partisipasi guru dalam MGMP terhadap kompetensi guru.	0,555	30,8%	Rendah	$\hat{Y} = 52,160 + 0,290X_1 + 0,132X_2$

The relationship pattern of the three research variables can be seen in Figure 1.

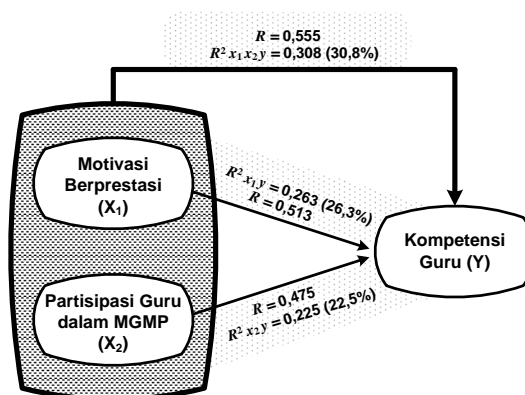


Figure 1. Level of Influence between Research Variables

Analysis of Research Variable Description

The description of the variables in this study explains three things, namely 1) the competence of junior high school mathematics teachers in the city of Dumai, Riau Province in terms of demographics; 2) achievement motivation of junior high school mathematics teachers in the city of Dumai, Riau Province in terms of demographics; and 3) teacher participation in the Mathematics MGMP of SMP in the city of Dumai, Riau Province in terms of demographics.

Teacher Competency Variable (Y) Seen from Demographic Side

The variable of teacher competence is seen from the gender side, statistically it can be seen that female teachers have higher competence than male teachers. This is indicated by the average score of 3.71 for women and 3.59 for men. The teaching profession is identical to that of women, seen from the comparison of the number of teachers in each school. The number of female teachers is always more than the number of male teachers. The motherly nature of women so that they always feel called to educate students at school. Efforts to increase teacher competence are carried out in order to provide more knowledge to students, so that the desired learning objectives are met. One of the factors that female teachers' competence is higher than male teachers is the desire to always develop knowledge to be more professional and also because educating is an obligation. In line with this, Sum & Talu (2018) stated that the task of nurturing and educating early childhood is the duty of a woman. This was conveyed by the respondents for several reasons: women are more steadfast in dealing with children, it has been a woman's duty since ancient times, from the Manggarai culture perspective, which adheres to patriarchal law, considers that women have the task of giving birth, educating and caring for children while men only to make a living. The results of this study are in accordance with what was done by Prihastuty et al (2020) which stated that the value of the quality of personality competence in female madrasah teachers was higher than that of male madrasah teachers. The quality of personality itself is a trait, character and positive things that characterize the individual. Some traits or characters that are part of the quality of personality are exemplary or in Islam known as *uswatun repertoire*, discipline, noble character, honesty, creative and innovative, responsible, polite, and others. Some of the traits and characters above are part of a professional teacher's competence, namely personality competence.

Meanwhile, in terms of age and working period, teachers aged 21 – 30 years and 41 – 50 years old have higher competence with an average mean of 3.76 compared to teachers aged 31 – 40 years of 3.66 and 51 – 60 years is 3.68. This is because teachers aged 21-30 years have high competence because they are still classified as new teachers who are young people who have creative and ambitious characteristics. And teachers who are in the age range of 41-50 years are teachers who have experience in competency development activities such as teacher upgrading, education and training, and MGMP.

This is in line with Ikbal (2018) which states that after developing professional competence, teachers will experience improvements both in their physical, personality, scientific, knowledge and skills. Teachers take an important role in efforts to educate students. Becoming a professional and characterized teacher who is able to realize, respond and present himself as a teacher with character who is ready to move forward in the front row provides examples and examples of a complete human figure. Teachers always develop their professionalism as evidenced by their attitude, discipline, teaching methods, using teaching materials, following the times and also trying to develop themselves.

This finding is also in line with research by Agustina et al (2018) which states that when viewed in terms of age, teachers aged 31 years and over have a higher level of competence compared to teachers aged 21-30 years. This is because teachers aged 31-60 years have more work experience and play more roles in school. Overall, competence is seen from the mean score and demographically, it is in a fairly high interpretation.

Achievement Motivation Variable (X1) Seen from Demographic Side

The achievement motivation variable in terms of gender, in general female teachers have higher achievement motivation than male teachers. This can be seen in the mean mean of female teachers of 3.39 and the mean mean of male teachers of 3.34. Although actually the mean is only slightly adrift. Instinctively female teachers have more desire to excel. Female teachers also have a focus and can carry out their role as teachers well and have a good concept in achieving an achievement and working on each task given. This is in accordance with research conducted by Djazimi (2017), the results of his research show that the achievement motivation of female teachers is higher than the achievement motivation of male teachers.

Meanwhile, in terms of age, the achievement motivation of teachers aged 21-30 years (mean 3.45) is higher than the age group of teachers who are more than 30 years old (with mean 3.41, 3.29, and 3, respectively). 37). This is the influence of the young age that teachers have so they are still very enthusiastic in competing and getting achievements. However, the achievement motivation of teachers in terms of age is only slightly adrift. So it can be concluded that at each age level, the achievement motivation of teachers is not much different.

The variable of achievement motivation is seen from the period of service, teachers with a tenure of 31-40 years have high achievement motivation compared to the group of working years of less than 31 years. This is in line with the opinion which states that there are differences in achievement motivation based on length of work in line with Ranupandojo's view in Djazimi (2017), length of work is the amount of time stating that a person has become an employee at a company and an important factor that can improve abilities and skills so that can do the job better.

Variables of Teacher Participation in MGMP (X2) Viewed from the Demographic Side

The variable of teacher participation in MGMP in terms of gender, female teachers have a mean mean of 3.25 and male teachers 3.17. From the mean, it can be seen that the participation of female teachers in the MGMP is higher than that of male teachers. This is due to the nature of women prefer to socialize with colleagues or relatives than men. So that more female teachers are present in participating in MGMP activities than male teachers. This is supported by the results of research by Konrad et al (in Rahman, 2014) suggesting that work behaviors such as helping other individuals, making friends and collaborating with other individuals are more prominently carried out by women than men. Meanwhile, in terms of age, teacher participation in MGMP has an average mean of 3.28 for the 21-30 year age group. The mean mean is higher when compared to the age groups of 31 – 40 years, 41 – 50 years, and 51 – 60 years with the mean respectively 3.26, 3.10, and 3.25. Meanwhile, based on years of service, the participation rate of teachers in MGMP with a tenure of 31-40 years is higher than the group of working years under 31 years. This can be seen from the mean working period of 31-40 years, which is 3.38. According to Marhaendro (2011) the results of his research stated that the knowledge and understanding that had been possessed was only a small part used for involvement, so that the capital for participation was already owned but had not been able to be maximized into active participation in softball coaching in DIY. If you pay attention to their background, which is less than 6 years of service, then they are relatively physical education teachers who still have a new tenure, so they can be given assistance in participating in softball coaching in DIY.

The Effect of Achievement Motivation (X1) on Teacher Competence (Y)

From the results of the study, it was found that, there was a significant influence between achievement motivation (X1) on teacher competence (Y) in the Mathematics MGMP of Dumai City Junior High School. The magnitude of the effect that arises is 0.263 or 26.3%. This figure is in the low interpretation, because there is still a remaining 73.7% determined by other factors that are not part of this study. The regression equation formed between achievement motivation (X1) and teacher competence (Y), is $= 52.101 + 0.417X1$. The equation illustrates that every time there is an addition of one unit of achievement motivation, it will be followed by an increase in teacher competence of 0.417.

The statistical results indicate that achievement motivation has a positive and significant influence on teacher competence. This means that if the perception of achievement motivation is positive, the better the teacher's competence will be. On the other hand, if the perception of achievement motivation is negative, the teacher's competence will be worse.

This is in line with the opinion of Setyanti (2020) which states that competence is the ability to carry out the duties and responsibilities of a teacher. Teachers who are able to carry out their duties well will be motivated to excel. This is reinforced

by Adhinugraha et al (2019) which states that there is a positive relationship between achievement motivation and teacher competence, namely the higher the teacher's achievement motivation, the higher the teacher's competence. The results of this study are supported by the mean score of achievement motivation based on each indicator being in the high interpretation, meaning that the achievement motivation of teachers in the Dumai City Mathematics MGMP environment is in the high category.

The Effect of Teacher Participation in MGMP (X2) on Teacher Competence (Y)

From the results of the study, it was found that, there was a significant influence between teacher participation in MGMP (X2) on teacher competence (Y) in MGMP Mathematics at Dumai City Junior High School. The magnitude of the effect is 0.225 or 22.5%. This figure is in the low interpretation, because there is still a remaining 77.5% determined by other factors that are not part of this study. The regression equation formed between teacher participation in MGMP (X2) and teacher competence (Y), is $= 70.020 + 0.238X_2$. The equation illustrates that every time there is an addition of one unit of teacher participation in the MGMP, it will also be followed by an increase in teacher competence of 0.238.

The statistical results indicate that teacher participation in MGMP has a positive and significant effect on teacher competence. This means that if the teacher's participation in the MGMP is positive, the better the teacher's competence will be. On the other hand, if the teacher's participation in the MGMP is negative, the teacher's competence will be worse.

This is in accordance with the opinion of Praptono (2021) in the results of his research which states that 1) There is an increase in the ability of teachers to utilize the school environment as a learning resource through the discussion approach of the Subject Teachers' Deliberation at SMP Negeri 2 Pacitan; 2) By utilizing the advantages of discussion in the Subject Teacher Conference, it will be able to solve problems faced by teachers, especially those related to the use of the school environment as a learning resource in the teaching and learning process at SMP Negeri 2 Pacitan.

This finding is supported by research conducted by Sukirman (2020) which states that the Teacher Working Group (KKG) has an effect on increasing the professionalism of teachers at Palambuta Elementary School in Bululoe Village, Turatea District, Jeneponto Regency. Thus, the results of this study are in line with the results of previous relevant studies.

MGMP activities carried out at the district/city level provide positive benefits to its members, especially in terms of improving teacher competence. In these MGMP activities, teachers can exchange new knowledge and discuss problems experienced by teachers in the classroom during the learning process with students. Thus, teacher participation in MGMP will always provide positive support for teacher competency improvement.

The Effect of Achievement Motivation (X1) and Teacher Participation in MGMP (X2) on Teacher Competence (Y)

The results of this study indicate that there is a significant effect of achievement motivation (X1) and teacher participation in the MGMP (X2) on the competence (Y) of teachers in the Mathematics MGMP of Dumai City Junior High School. Based on multiple regression analysis, the correlation coefficient is 0.555 with r^2 of 0.308.

The amount of effective contribution of achievement motivation variable (X1) and teacher participation in MGMP (X2) on teacher competence (Y) in MGMP Mathematics at Dumai City Junior High School, which is 30.8%, is in the low interpretation. While the remaining 69.2% is determined by other factors that are not part of this study.

This is in line with the opinion of Susmiatun et al (2020) which states that as an educator, teachers are required to always work hard to achieve more and add to their expertise. For that a teacher must have high achievement motivation. With high achievement motivation can encourage a teacher to maximize his professional competence. In addition to achievement motivation, a teacher's professional competence can also be influenced by the teacher's active participation in the MGMP. Because through the programs in the MGMP, the professional competence of a teacher can be further increased. With the active role of teachers in MGMP and supported by high achievement motivation, the professional competence of a teacher will increase. Therefore, based on the description above, both achievement motivation and participation in MGMP can affect the professional competence of teachers. The results showed that there was a positive influence of achievement motivation on teacher professional competence, there was a positive influence of teacher participation in MGMP on teacher professional competence, there was a positive influence of achievement motivation and participation in MGMP together on teacher professional competence.

This is also reinforced by Susmiatun et al (2020) who state that the influence of teacher achievement motivation and teacher participation in MGMP together contributes significantly to the professional competence of junior high school English teachers in Kendal Regency. According to Fitriyah (2019), based on the results of her research, education and training as an integral system is a set of components or elements or sub-systems that interact with each other to change teacher competencies so that teachers can excel, be more competent and professional in accordance with the demands of their position. The implementation of effective education and training as a demand for the 4.0 industrial revolution era begins with the identification of information related to the ideal competencies of the 21st century, the real competencies possessed by teachers in the field.

4. Conclusion

In this study it can be concluded that the variable of teacher competence in the Mathematics MGMP of Dumai City Junior High School in terms of demographics, namely in terms of gender, age, and years of service is in high interpretation; achievement motivation variables in the Mathematics MGMP of Dumai City Junior High School in terms of demographics, namely in terms of gender, age, and tenure are in high interpretation; the variable of teacher participation in the MGMP in the Mathematics MGMP of the Dumai City Junior High School in terms of demographics, namely in terms of gender, age, and years of service is in a high interpretation; there is a positive and significant influence between the variables of achievement motivation on teacher competence in the Mathematics MGMP environment of Dumai City Junior High School. The higher the achievement motivation given by the teacher, the higher the competence possessed by the teacher; there is a positive and significant influence between the variables of teacher participation in MGMP on teacher competence in the Mathematics MGMP environment of Dumai City Junior High School. The higher the level of teacher participation in the MGMP, the higher the competence possessed by the teacher; there is a jointly significant influence between the variables of achievement motivation and teacher participation in the MGMP on the competence of teachers in the Mathematics MGMP environment of Dumai City Junior High School. The higher the achievement motivation possessed by the teacher, the higher the level of competence possessed by the teacher with the assumption that teacher participation in the MGMP remains. Furthermore, the higher the level of teacher participation in the MGMP, the higher the level of competence possessed by the teacher with the assumption that achievement motivation remains.

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