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RESEARCH ARTICLE

EVALUATION OF TEACHER PERFORMANCE: A CASE OF LEARNING MANAGEMENT AND COMMITMENT TASK IN ELEMENTARY SCHOOL

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ABSTRACT

Background: This research intends to acquire data on the influence of mastery learning materials, learning management and commitment to perform tasks to the performance of primary school teachers, and this research approach using quantitative and survey methods.

Method: Population research are primary school teachers in Tomohon city that ad's up to 700 people. With drawl of samples using the techniques Proportional Stratified Random Sampling and the number of samples obtained 195 teachers. Research data collection using the questionnaire form and test instruments. By using Path Analysis Technique (Path Analysis)

Result: The result of the research are: (Arends, 1997) There is direct positive influence management learning to teachers performance; (Bengkoff, 1997) There is direct positive influence commitment to perform tasks to teacher performance; (Bishop, 2000) There is direct positive influence on management learning to commitment of perform task.

Conclusion: Management of learning and commitment had a directly positive effect on commitment to perform the task. This indicates that the improvement of teaching management by elementary school teachers will result in increased commitment to perform the task.

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INTRODUCTION

Education is a conscious effort that is planned to create an atmosphere of learning and learning process so that learners can actively develop their own potential. Therefore education needs to be interpreted by the values of humanity, religion, empathy, willingness to accept, willingness to help and make the world of education as a safe and better place. Thus in essence education is a human need that can provide a safe environment so that students can develop the various potentials it has. Studies conducted by Heyneman and Loxley (1983) in 29 empirical found that, among the various inputs that determine the quality of education, (shown by student achievement). The teachers determine a third class. The role of teachers is even more important amid the limitations of facilities and infrastructure as experienced by developing empirical. Research results in developing empirical, teachers contributed to learning achievement of 34%, while management 22%, learning time 18% and physical facilities 26%. In industrialized empirical, teachers' contribution is 36%, management 23%, learning time 22% and physical facilities 19%.

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Furthermore, the results of research conducted by Nana Sudjana shows that 76.6% of student learning outcomes are influenced by the performance of teachers, with details: the ability of teachers to contribute 32.43%, mastery of the subject matter to give contribution of 32.38% and attitudes of teachers to subjects Contributed 8.60%. Bloom (1999) Performance is the ability of a person to be able to complete the job efficiently and effectively through the use of all the resources contained in the work environment, so that ultimately will result in optimal quality of work. Therefore, job assessment is tailored to the work context and type of work that is fundamentally related to the three dimensions of general assessment. First, the results of the implementation of individual tasks (individual task outcomes) with assessment criteria such as the quantity produced, the amount of damage and cost per unit. Second, behaviors include helping others, making suggestions for improvement, volunteering extra to make the members of the organization more effective. Third, traits include good attitude, self-confidence, self-reliance, diligence, and good experience. From the description above, it can be concluded that: (Arends, 1997) performance is a performance that can be achieved by a person in carrying out his duties of work in accordance with the authority and responsibility in an effort to achieve organizational goals with indicators of completing the task properly and correctly, Rules of work, having initiative in working, maintaining the quality of work, being well behaved

and responsive to the improvement of work demands, achieving the stated goals according to the work agenda, (Bengkoff, 1997) performance is the result of work (factuality, relevance, truth, equilibrium, equity and a empiricalability / Trustworthiness, interest, variety of presentation, authenticity, personal satisfaction), work completion (timeliness of process, accuracy, accuracy of distribution), work behavior (following scientific ethics), and mastering the professional activities of a person in charge and responsible to manage and present data and Information in various forms as consumption in Wide society. According to Newstrom and Davis (2005), commitment in carrying out duties, or teacher loyalty, is the level of identification of a teacher with the organization and the desire to actively participate in which often reflects teacher's confidence in the mission and objectives of the school, the willingness to develop the business in the completion of their work, Keep working at the school. In this case, a good indicator of commitment is a good introduction to the task so that they are willing to develop a business in achieving goals and mission.

Bishop, Scott and Burroughs (2010) define commitment as the relative strength of the identification of shared individuals and their engagement with organizations. The fact showed that, some teachers began to decline against the duties and responsibilities as educators. They focused more on how their prosperous were fulfilled or the rewards of them can be achieved in terms of economic, social, and ethical. The fact that the performance of teachers tend to decrease due to over-concentrate to survive in welfare issues, certification or preoccupation in follow-up education for elementary teachers who have not bachelor education as required in the Education System Act. Learning is the process of changing behavior. However, it will be difficult to see how the process of behavior change occurs in a person, because the behavioral changes associated with changes in the nervous system and energy changes are difficult to see and touched.

Therefore, the process of behavior change is a mystery or a psychologist named it as a black box. Thus they are less able to organize and manage the learning well, in accordance with the expected stages in terms of planning, implementation, organizing and evaluation. Teachers tend not to plan the learning process well until the evaluation. As a result before the National Examination, always held additional lessons, which actually makes the students feel tired by continuing to learn. In addition, the teacher has not been able to master the learning materials so that the learning achievement of students is not in accordance with the desired. It causes the teacher was using simple learning materials, which have been prepared by the National Education Department. As a result they were not creative and innovative, to elaborated the material. According the case, researchers are interested in conducting research in connection with the performance of teachers. Therefore, the direction of this study is to describe the level of influence between the mastery of learning materials, learning management, and, commitment to perform the tasks of the performance of elementary school teachers in Tomohon City consisting of 66 elementary schools. The main problem in this research is how to improve the quality of performance of elementary school teachers in Tomohon City with the focus of study seen from the learning management and commitment to perform the task.

Hypothesis

Hypothesis of study could be elaborated such as:

- The commitment of duty directly affect the performance of elementary school teachers
- The learning management has a direct impact on commitment to perform tasks
- The learning management has a direct effect on the performance of learning materials

MATERIALS AND METHODS

Participant

The target population became the generalization area of the research results, were all elementary school teachers in Tomohon City scattered in 66 elementary schools consisting of 21 public schools and 44 private schools totaling as many as 700 teachers. Furthermore, the researchers determine the size of the sample using the method proposed Isaac and Michael (Sugiyono, 2007), furthermore, it can be known the sample size of 195 elementary school teachers. The determination of 195 elementary school teachers on the population was done randomly.

MATERIALS

This study uses quantitative approach associative with method using path analysis technique that is analyze influence one variable to other variable. The data collection of this research is using the instruments in the form of test mastery of learning materials and questionnaires. Instruments for measuring performance variables (Y), learning management (X1), and task commitment (X2) are very frequent (score 5), often (score 4), rare (score 3), very rare (score 2), and Never (score 1). The technique used in data analysis of the results of this study is the analysis of descriptions and inferential analysis. Descriptive analysis is used to describe the state of the research data of each variable in the form of frequency distribution, histogram, median, mode, average, variance, and standard deviation, namely: (Arends, 1997) description of performance variable data (Y).

Procedure

Before the test had implementation to the elementary school teacher, the researcher had been arranged the instruments according their empirical study. On December 2015 elementary school teachers in Manado city had taken test of the competence. After the teachers taken the UKG (competence test of teacher), the professional of elementary school teacher had been action to analyze the impact factor according the data. The competence of data such as, performance teacher, learning management and, commitment task had been conducted to statistical descriptive and inferential analysis. In order to the impact factor of elementary school teacher have been interpreted and given the contribution to society especially Indonesian.

RESULTS AND DISCUSSION

This study has three steps analysis, it consist of descriptive statistic to described variables, determined the linearity correlation between variables and proofed hypothesis.

Description of Teacher Performance Variables (Y)

Instrument of performance variables in this study amounted to 26 items (items), with the lowest score 26, the highest score 130, and the average score 78. Based on the results of empirical data processing using descriptive statistics, obtained the lowest score 80, the highest score 119, the average score 100.67, mode 102, median 101, standard deviation 9.09, and variance 82.7. Furthermore, the performance variable scores are grouped in the form of frequency distributions in Table.1 and histogram is then made as shown in Figure 1.

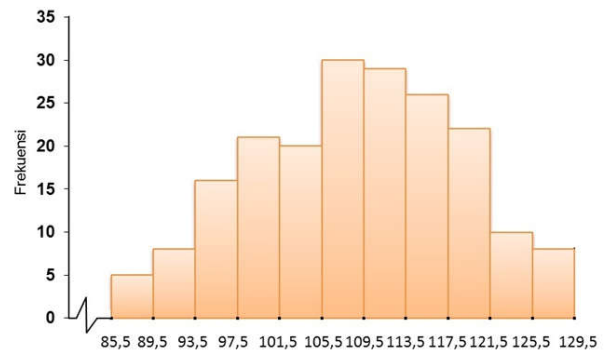


Fig.2 Learning Management Variable Histogram

Description Commitment Task Variable

Instrument of commitment variable in carrying out duties in this research amounted to 27 items (item), so the lowest theoretical score of 27, the highest score 135, and the average score 81. Empirical data processing results using descriptive statistics, obtained the lowest score 93, the highest score 138, an average score of 117.51, 117 mode, median 118, standard deviation of 10.58, and variance 111.92. Furthermore, the performance variable scores are grouped in the form of frequency distributions.

Table 3. Frequency Distribution of Commitment Tasks (X2) Variable

No.	Interval	Absolute Frequency (f)	Cumulative Frequency (fc)	Relative Frequency (%)
1.	93 - 97	5	5	2,56
2.	98 - 102	14	19	7,18
3.	103 - 107	20	39	10,26
4.	108 - 112	25	64	12,82
5.	113 - 117	23	87	11,79
6.	118 - 122	36	123	18,46
7.	123 - 127	28	151	14,36
8.	128 - 132	24	175	12,31
9.	133 - 137	15	190	7,69
10.	138 - 142	5	195	2,56
Total		195		100

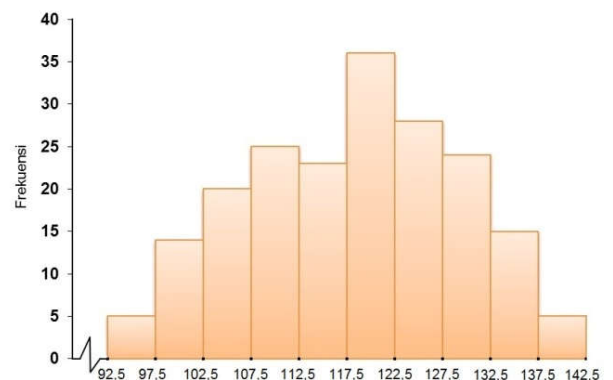


Figure 3. Commitment Task Histogram

Significant Test and Linearity of Regression Model

Testing the linearity of the data using the F test. To calculate the F test is used SPSS program for Window Release 19.0. The conclusion of the F test results is based on the provisions, if F-empirical is less than F-table at the 0.05 significance level, then the data is expressed following the linear regression model, and vice versa if F-empirical is greater than F-table at

Table 1. Frequency Distribution of Performance Variable (Y)

No.	Interval	Absolute Frequency (f)	Frequency cumulative (fc)	Relative Frequency (%)
1.	80 - 83	5	5	2,56
2.	84 - 87	15	20	7,69
3.	88 - 91	20	40	10,26
4.	92 - 95	22	62	11,28
5.	96 - 99	33	95	16,92
6.	100 - 103	30	125	15,38
7.	104 - 107	30	155	15,38
8.	108 - 111	18	173	9,23
9.	112 - 115	15	188	7,69
10.	116 - 119	7	195	3,59
Total		195	-	100

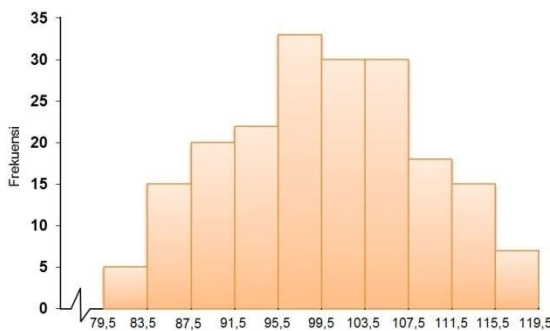


Fig.1 Performance Variable Histogram

Description of Learning Management Variable

Instrument of learning management variables in this research amounted to 27 items (items), so the lowest theoretical score of 27, the highest score 135, and the average score 81. Empirical data processing results using descriptive statistics, obtained the lowest score 86, the highest score 129, average score 108.77, mode 108, median 109, standard deviation 9.78, and variance 95.59.

Table 2. Frequency Distribution of Learning Management Variables (X1)

No.	Interval	Absolute Frequency(f)	Cumulative Frequency (fc)	Relative Frequency (%)
1.	86 - 89	5	5	2,56
2.	90 - 93	8	13	4,10
3.	94 - 97	16	29	8,21
4.	98 - 101	21	50	10,77
5.	102 - 105	20	70	10,26
6.	106 - 109	30	100	15,38
7.	110 - 113	29	129	14,87
8.	114 - 117	26	155	13,33
9.	118 - 121	22	177	11,28
10.	122 - 125	10	187	5,13
11.	126 - 129	8	195	4,10
Total		195	-	100

the 0.05 significance level, then the data is declared not follow Linear regression model.

very significant. The direct influence of learning management (X1) on the performance of elementary school teachers (Y)

Table 4. List of ANOVA for The Meaning and Linearity of Regression Y over X2 with Regression equation $\hat{Y} = -1,987 + 0,941 X2$

Source of Variant	df	SS	ASS	F-empirical	F _{t=0,05}	F _{t=0,01}
Total	195	1.992.130,00				
Coefficient (a)	1	1.976.086,67				
Regression (b/a)	1	15.472,39	15.472,39	186,132**	3,890	6,768
Difference	193	16.043,33	83,13			
Match Tuna	39	2.953,81	75,74	0,891 ^{ns}	1,478	
Galat	154	13.089,53	85,00			

Table 5. List of ANAVA for The Meaning and Linearity of Y Regression on X3 with regression equation $Y = -5,337 + 0,899 X3$

Variance	df	SS	ASS	F-empirical	F _{t=0,05}	F _{t=0,01}
Total	195	1.992.130,00				
Coefficient (a)	1	1.976.086,67				
Regression (b/a)	1	15.755,04	15.755,04	189,532**	3,890	6,768
Difference	193	16.043,33	83,13			
Tuna Match	41	3.651,64	89,06	1,092 ^{ns}	1,469	
Galat	152	12.391,70	81,52			

Table 6. List of ANAVA for Meaning and Linearity X2 Regression over X1 With regression equation $X3 = 8,885 + 1,041 X1$

Variance	df	SS	ASS	F-empirical	F _{t=0,05}	F _{t=0,01}
Total	195	2.731.376,00				
Coefficient (a)	1	2.711.877,01				
Regression (b/a)	1	18.844,78	18.844,78	186,525**	3,890	6,768
Difference	193	19.498,99	101,03			
Tuna Match	39	3.566,37	91,45	0,884 ^{ns}	1,478	
Galat	154	15.932,63	103,46			

The results of F test calculations were obtained using the SPSS for Window Release 19.0 program.

The simple linear regression model of learning management variables (X2) and teacher performance of elementary school (Y) an alleged model that $\hat{Y} = -1,987 + 0,941 X2$

The data in Table 4 showed by that F-empirical = 186.132 to this model is greater than F-table ($\alpha = 0,01$) = 6,768. The result of variance analysis (ANAOA) to this model is presented in Table 4, it could be seen that the coefficient of regression of 186.132 is greater than F-table ($\alpha = 0,01$) = 6,768. It could be thus be determined that the model of the regression allegation is very significant. The data in Table 5, showed that F-empirical = 189.532 is greater than F-table ($\alpha = 0,01$) = 6,768. it could be seen that the empirical regression of 189.532 is greater than F-table ($\alpha = 0,01$) = 6,768. Thus it can be argued that the model of the alleged regression is very significant.

Significant and linearity of task commitment (X2) with teacher performance (y)

Simple linear regression model of learning material mastering variable (X1) and commitment to perform the task (X2) yielded the alleged model that $X2 = 8,885 + 1,041 X1$. The data in Table 6 shows that F-empirical = 186,525 is greater than F-table ($\alpha = 0,01$) = 6,768. The results of variance analysis (ANOVA) on this model are presented in Table 4.8. In Table 4.8 it can be seen that F-empirical of regression model is 186,525 bigger than F-table ($\alpha = 0,01$) = 6,768. Thus it can be argued that the model of the alleged regression is

From the calculation of path coefficient value obtained β_2 equal to 0,110 and F-empirical of 2,372 while Table at level of Significance, 0,05 equal to 1,972. The result of t-empirical is greater than t-table, then H0 is rejected and H1 is accepted. Thus, it can be concluded that the management of learning has a direct positive effect on the performance of elementary school teachers. The directly influence of commitment to perform task (X2) to teacher performance (Y) from the calculation of path coefficient value obtained β_3 of 0.448, and t-empirical of 7.644 while t-table at the level of significance 0.05 of 1.972. The result of t-empirical is greater than t-table, then H0 is rejected and H1 is accepted. Thus, it can be concluded that there is a positive direct influence of commitment to perform tasks on teacher performance. The directly influence of learning management (X2) on commitment to perform task (X1). From the calculation of path coefficient value obtained β_2 for 0,566 and t empirical equal to 14,102 while t-table at level of significance equal to 0,05 equal to 1,972. The result of t-empirical is greater than t-table, then H0 is rejected and H1 is accepted. Thus, it can be concluded that there is a direct positive influence of management learning on commitment to perform the task.

DISCUSSION

From result of calculation known that there is a positive correlation between management of learning (X2) with performance (Y) with degree of relationship coefficient equal to 0,982 and significance test show result that coefficient significant relation. Therefore, it can be said that the performance variance (Y) can be explained by the variance of learning management (X1). After the calculation of path

coefficient between management of learning (X1) with performance (Y), the value of coefficient of path equal to 0,110, with T-empirical 2,372 bigger than T-table value using $\alpha = 0,05$ equal to 1,972. Based on this, it can be said there is a direct influence of management of learning (X1) on performance (Y). From the calculation result known that there is a positive relationship between management of learning (X1) with commitment to perform task (X2) with degree of relationship coefficient equal to 0,987 and significance test show result that coefficient significant relation. Therefore it can be said that the variance of commitment to perform the task (X2) can be explained by the variance of management of learning (X1). After the calculation of path coefficient between management of learning (X1) with commitment to perform task (X2), obtained by coefficient value of 0,566, with t-empirical of 14,102 bigger than t-table value using $\alpha = 0,05$ equal to 1,972. Based on this, it can be said there is a direct influence of management of learning (X1) on commitment to perform task (X2). This supports the theory of Sagala who said that the management of learning is related to the learning process of students who use the principle of education and learning theory. In this process using two-way communication is the teaching done by the teacher as an educator, and learning done by learners or students. This concept affects the commitment to carry out the task as revealed by Sagala where a teacher needs to reflect, identify, and fully involve himself in his duties at school.

Conclusion

Learning materials mastery have a direct positive effect on the performance of elementary school teachers. This indicates that improving the learning material authority will result in improved performance of elementary school teachers. Management of learning has a direct positive effect on commitment to perform the task. This indicates that the improvement of teaching management by elementary school teachers will result in increased commitment to perform the task. Indicators of learning management variables in this study are measured by indicators: (Arends, 1997) learning planning, (Benkgoff, 1997) organizing learning, (Bishop, 2000) learning implementation, and (Blanchard, 1988) monitoring/ evaluation of learning. The result of the measurement test by factor analysis shows that the four indicators are significant to explain the learning management variables. For further study, researcher could be study on teacher performance related with another factors, such as physical environment, stress management, educational competence and motivation.

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