TEACHER DEVELOPMENT INTENSITY AND RESPONSIBILITY WITH PERFORMANCE IN SENIOR HIGH SCHOOL

Iman Rais Juliawan Galuh, Agus Iwan Mulyanto
Program Study Pascasarjana
Sheikh-Yusuf Islamic University
Email: imanrais21@gmail.com; ai_mulyanto@unis.ac.id

ABSTRACT

Teacher performance affects the intensity relationship between teacher job satisfaction, organizational culture, teacher responsibility, and the intensity of coaching and teacher welfare from the principal. The aim is to see the intensity of coaching and responsibility with the productivity of teacher performance. The research method used in this study is the Crocoational Survey which is associative of the relationship between two or more variables. The data used is quantitative data, namely numerical data in statistical counts that are collected through a research questionnaire from a number of respondents. Validity test such as (a). Classical Assumption Test (b). Hypothesis Test (c). Multiple Linear Regression (d). Correlation Coefficient Test (e). Determination Coefficient Test Conclusion: There is a positive and significant relationship between the coaching intensity variable and teacher performance, and a significant positive relationship between the responsibility variable and the teacher performance variable, as well as a positive and significant relationship between the coaching intensity variable and the responsibility variable with the teacher performance variable.

Keywords : Intensity Relationship, Teacher Development, Responsibility, Performance

A. INTRODUCTION

Many factors affect teacher performance including: teacher welfare, teacher job satisfaction, organizational culture, teacher responsibility, and intensity of coaching from school principals. The results of observations, the intensity of coaching and teacher responsibility are the factors that most influence on teacher performance. Likewise, human civilization in the world can only be created through an educational procession, because human life is not something that happens by itself, but a process that must be deliberate, planned, and continuous.

Based on the two quotes above, it is clear that the authenticity of human life can only be realized through education, in connection with that education can also be said to be the process of humanizing human children, because at birth humans only have human potentials that need to be developed through the educational process. Because it can be said that education is the only thing that can lead humans to reach their maximum maturity.

Soeryani (2010: 144) argues: Education is one of the keys to social development, which includes all aspects of the quality of life. First of all and most importantly

education must be able to develop and answer the intellectual curiosity of humans. Education can improve the quality of life and empower people to solve all social and environmental problems, this is spread in both official and unofficial curricula.

However, to date, the quality of education graduates in Indonesia is generally not encouraging enough, according to the 2019 Human Development Index report issued by the United Nations, Indonesia has a 111th quality of life ranking out of 189 countries. This is of course very concerning, especially now that we have entered the era of globalization and free trade which really needs quality human resources. In order to realize the above educational goals and improve the position of the Indonesian Human Development Index, a quality education and learning process is needed with the support of various factors, among others; conditions of facilities and infrastructure, teaching materials or curriculum that must be studied, conditions of students, the leadership of the principal with its management system, and environmental conditions including the quality or performance of teachers. Of the various important aspects above, the most urgent thing to get attention in school education is the performance of the teacher, because the teacher has a strategic position in the learning process both as a learning resource and as a facilitator.

Performance is a result of the work of an employee in an organization that can be seen and as a manifestation of achievement, therefore Smith in Mulyasa (2017: 136) performance is "Output drive from processes, human or otherwise". Performance as an output or result of a process. Performance can also be interpreted as work performance, work implementation, work achievement, work results or work performance. This is as expressed by Jasmani (2013: 155) "the term performance comes from the word job performance or actual performance (work performance or actual achievement achieved by someone)".

Dessler (2007: 513) states, "the notion of performance is almost the same as work performance, which is the comparison between actual work results and established work standards. In this case performance focuses more on work results. This means, performance is related to the comparison between performance and the established work standards.

Teacher performance is a teaching achievement resulting from activities carried out by teachers in their main tasks and functions in a concrete realization is a logical consequence of being a professional in education". Based on some of the opinions above, it can be concluded that teacher performance is the result of work or teacher work performance in an organization (school), in accordance with the professional duties and responsibilities given by the school, and in line with the provisions that bind the profession.

Guidance Intensity according to Hazim (2015: 191): "Intensity is the unanimity of energy exerted for a business". This means that intensity is the effort that a person takes seriously and repeatedly until what is meant is achieved. Intensity is a person's level of frequency in carrying out a certain activity based on a feeling of pleasure in the activity being carried out. Feeling happy about the activities to be carried out can encourage the person concerned to carry out these activities repeatedly. Conversely, people who have feelings of dislike for an activity will rarely do activities that are not liked.

Hazim (2015: 191),: "Intensity is the unanimity of energy exerted for a business". This means that intensity is the effort that a person takes seriously and repeatedly until what is meant is achieved. This is as expressed by Alwi (2008: 384),: The word intensity is an adoption of the English word, namely intensity, which means strong, hard, or great. The next word intensive in Indonesian is known as the word intensive or intensity, which means serious, active, or great in doing something.

Meanwhile, what is meant by coaching is an effort made consciously and programmed and systematically to change a situation for a person or group of people to be better than before. This is as expressed by Simanjuntak (2010: 84),: Coaching is an effort to make formal and non-formal education consciously, planned, directed, regularly and responsibly in order to introduce, grow, guide, and develop the basics of a personality balanced, whole and in harmony, knowledge and skills in accordance with talents, interests and abilities as provisions for further enhancing, enhancing and developing themselves, others and their environment towards achieving optimal dignity, quality and human capabilities and an independent person.

Ivancevich (2008: 46), which states "coaching is an effort to improve employee performance in their current job or in other jobs that will be held soon". In the Big Indonesian Dictionary (2005: 152), "coaching is a process, method, act of fostering, renewing, refinement, and effort, action and improvement, and efforts, actions and activities carried out effectively and efficiently to obtain the best results".

Mulyasa (2017: 21) defines coaching more broadly and comprehensively: Coaching is a series of professional control efforts for all elements of the organization so that organizational elements can function properly so that plans to achieve goals can be carried out effectively and efficiently. Coaching is a multidimensional quality improvement activity that is preservation, repair, renewal, and progressive development.

The opinion above shows that coaching can be said to be a programmed activity to maintain, improve or improve the quality of the personality and the ability an organization to become better and contribute more in achieving organizational goals. As for what is meant by teacher coaching, according to the Department of Education (1994: 5), teacher coaching is an effort to provide assistance to teachers to expand knowledge, improve teaching skills and foster professional attitudes, so that teachers become more skilled in managing teaching and learning activities in teaching students.

Imron (2015: 9) argues: In terminology, teacher coaching is often interpreted as a series of assistance efforts to teachers, especially assistance in the form of professional services carried out by school principals, supervisors, and other supervisors to improve learning processes and outcomes in schools. Satori (2010): Teacher professional development is an effort that is to provide assistance, encouragement and opportunities to educators to improve their professionalism so that they can carry out their main tasks better, namely improving the teaching and learning process and increasing the quality of teaching and learning outcomes.

Some of the opinions above lead to the same understanding or there are no strong differences. The core of the coaching is to provide assistance that is professional in nature, so that teachers improve their performance in carrying out their duties so that they can improve the quality of the process and learning outcomes. Related to the

definition of teacher intensity and coaching above, the conceptual definition of teacher coaching intensity in this study is repetition, seriousness, and the ability to provide assistance in the form of professional services to teachers carried out by the principal to improve the quality of the learning process and student learning outcomes. Hawari (2015: 199) "Responsibility is a behavior that determines how we react every day, whether we are responsible enough to hold commitments, use resources, be tolerant and patient, be honest and fair, build courage and show collaboration"

Mustari (2017: 21), "being responsible is the attitude and behavior of a person to carry out his duties and obligations as it should be done to oneself, society, the environment (natural, social and cultural), the State and God". This definition places responsibility as morally based behavior with the aim of bringing about the common good. Hawari (2015: 199): responsibility is a behavior that determines how we react every day, whether we are responsible enough to hold on to commitments, use resources, be tolerant and patient, be honest and fair, build courage and show collaboration.

Abdullah (2016: 90), "responsibility is the ability of a person to carry out an obligation because of an impulse within him or it can be called a soul calling". The opinion above shows that responsibility is an important moral value in social life. Responsibility is human awareness of human behavior or actions. Responsibility is human nature, meaning that it has become part of human life. In fact, humans have a great demand to be responsible considering that they perform a number of roles in a social, individual or theological context.

In the social context, humans are social beings who cannot live alone with their own set of values. The values played by a person in social security must be accounted for so that they do not interfere with the consensus of values that have been agreed upon. The problem of responsibility in the individual context relates to the theological context. Humans as individual beings mean that humans must be responsible for themselves (physical and spiritual balance) and must be responsible to their Lord (as the creator). The human responsibility to himself will be stronger in intensity if he has a deep awareness. The responsibility of man to himself also arises as a result of his belief in a value.

Likewise, human responsibility towards goodness, humans are aware of His beliefs and teachings. Therefore, humans must carry out His commands and stay away from His prohibitions so that humans are kept away from evil and evil deeds. Responsibility in the context of human interaction is courage. A responsible person is a person who dares to take risks for everything that is their responsibility. He is honest with himself and honest with others, not cowardly and independent. With a sense of responsibility, the person concerned will try to go through all his potential. In addition, a responsible person is a person who is willing to sacrifice for the sake of others.

B. METHOD

The purpose of this study was to analyze the relationship between the intensity of development and responsibility with the productivity of the work of teachers. The data used is quantitative data, namely numerical data or in statistical counts that are collected through a research questionnaire from a number of respondents. Crocoational

survey used in this study, namely "a formulation of research problems that are associative asking the relationship between two or more variables". Yahya (2017: 42). Martono (2011: 24). "The sample is part of the population that has certain characteristics or circumstances to be studied", while according to Prasetyo & Jannah (2005: 119) "the sample is part of the population to be studied, is part or representative of the population under study". Named sample if it intends to generalize the results of the research under study. If the population is less than 100 relatively small, it is better if all samples are taken, so that the research is a population study (Arikunto, 2012: 112). Thus, the number of samples in this study, namely the entire population of 55 civil servant and non-civil servant teachers were the research respondents. The questionnaire is used as a research instrument in accordance with the data collection techniques in this study. The measurement scale used in this study is SPSS.

C. RESULT AND DISCUSSION

This research was conducted in the environment of Senior High School, from January to April 2020. The research process began by proposing a research problem which was continued by compiling a research proposal to a thesis report, with details of time which can be seen in the table as follows:

a. Normality test

Table 1.
Normality Test for Y Estimates of X through the KS Test (n = 100)

No.	Dependent variable Teacher Performance (Y)	Independent Variable	The significance of the K-S value	Significance	Distribution
1		Teacher Development Intensity (X1)	0.040	0.05	Normal
2		Responsibility (X2)	0.019	0.05	Normal

Based on the calculation results in the table above, it is known that the data comes from a normal distribution. This is because the significance of the K-S value is smaller than the significance ($\alpha = 0.05$) so that H0 is accepted, which means that the data comes from a normal distribution.

b. Homogeneity Test

Tabel 2.
Test of Homogeneity of Variances

Variabel			
Levene Statistic	df1	df2	Sig.
1,195	2	162	,035

Based on the calculation results in the table above, it is known that the group variance is homogeneous. This is because the significance of 0.035 < (0.05) means that the hypothesis is accepted, in other words the population is homogeneous. The formulation of the first hypothesis in this study is that there is a positive relationship between the intensity of teacher development (X1) and teacher performance (Y). After testing the requirements analysis through normality, homogeneity and linearity tests, the calculation of the functional relationship between the teacher coaching intensity variable (X1) and teacher performance (Y) is in accordance with the statistical hypothesis. The calculation of the relationship between the intensity of teacher development and teacher performance using the product moment correlation technique obtained a correlation coefficient of ry.1 = 0.633> r table (r table = 0.266 at α = 0.05 and r table = 0.345 at α = 0.01).

Thus, H0 is rejected and H1 is accepted, meaning that there is a very significant positive relationship between the intensity of teacher development (X1) and teacher performance (Y). The contribution of teacher coaching intensity (X1) to teacher performance (Y) is calculated based on the coefficient of determination, namely r2 = (ry.1) 2 = 0.426. This means that the teacher coaching intensity variable contributes 42.6% to teacher performance (Y).

Coaching is an absolute thing that must be done for employees of an organization, both in government and private circles. This is a strategic action to improve the performance of employees, which in the end can make the achievement of organizational goals effective, as expressed by Mathis (2002: 112), "coaching is a process where people achieve certain abilities to help achieve organizational goals". Also said by Ivancevich (2008: 46), "coaching is an effort to improve employee performance in their current job or in other jobs that will be held soon".

Based on the results of data processing and data restrictions in the previous chapter, the following conclusions are obtained: 1). There is a significant relationship between the intensity of teacher development and the performance of teachers, with a correlation coefficient of ry.1 = 0.653> r table (rtabel = 0.266 at α = 0.05); 2). There is a significant relationship between responsibility and teacher performance in Senior High School with a correlation coefficient of ry.2 = 0.834> r table (rtabel = 0.266 at α = 0.05); 3). There is a significant relationship between the intensity of teacher development and responsibility together with the performance of teachers with the correlation coefficient ry.1.2 = 0.846> r table (rtabel = 0.266 at α = 0.05).

D. CONCLUSION

Based on the description above, it can be concluded that intensity is an activity that is carried out repeatedly or the level of frequency of a person doing an activity with all serious effort to get maximum results. Teacher coaching is a series of efforts or assistance provided to teachers, especially assistance in the form of professional services carried out by school principals, supervisors and other supervisors to improve the quality of the learning process and student learning outcomes. Based on the results of data processing and data restrictions in the previous chapter, the following conclusions are obtained: 1). There is a significant relationship between the intensity of teacher development and teacher performance; 2). There is a significant relationship between responsibility and teacher performance; 3). There is a significant relationship between the intensity of teacher coaching and responsibility together with the performance of teachers.

REFERENCES

Abdullah, M. 2015. Quantitative Research Methodology. Yogyakarta: Aswaja Pressindo.

Anik, Herminingsih., 2011. The Influence of Transformational Leadership on Organizational Culture. Journal of Economics and Entrepreneurship

Ardana, et al. 2016. Human Resource Management. Revised Edition. Yogyakarta: Graha Science.

Azwar. 2016. Big Indonesian Dictionary, Ministry of National Education. (3rd edition). Jakarta: Balai Pustaka.

Cahyaningrum, B.A. 2018. "The Relationship Between Work Discipline and Employee Productivity (Case Study on Field Employees of CV. Candi Agung Plywood, Temanggu)". Journal of Business Management. Sanata Dharma University, 2 (3), ISSN: 1191-1402.

Dessler, Garry., 2016. Human Resource Management, Volume 2, 7th Edition, Translation: Benyamin Mollan, Prehallindo, Jakarta.

DeVito A. Joseph., 2016. The Interpersonal Communication Book. 6th ed., New York: Harper Collins.

Devi Risma., 2012 The Effect of Emotional Intelligence on Employee Performance: Experimental Research for Pg Paud Fkip Unr Educhild Lecturer. Vol.01 No.1 of 2012

Djatmika, S. 2015. Civil Service Law in Indonesia, Jakarta: Ghalia Indonesia.

Engus. 2017. Indonesian Civil Service Administration in the Public Sector (In the Approach of the State Civil Apparatus). Bandung: Social and Political Sciences Unpas Press.

Fathoni, A. 2016. Human Resource Management. Bandung: Rineka Cipta.

Hamalik. 2015. Human Resource Management. Bandung: Rafika Aditama.

Handoko.T.H. 2016. Management. Eighth Printing, Yogyakarta: BPFE.

Hasibuan, M.S.P. 2016. Management: Basics, Understanding, and Problems. Jakarta: PT. Earth Literacy.

Indiahono, D. 2018. Comparison of Public Administration. Yogyakarta: Gava Media.

Ishak and Tandjung H. 2017. Human Resource Management. Jakarta: PT Gramedia Widiasarana Indonesia.

Keban, T. Y. 2017. Six Strategic Dimensions of Public Administration, Concepts, Theories and Issues. Revised Edition. Yogyakarta: Gava Media.

Kokom. 2017. 'The Influence of Achievement Motivation on Employee Work Discipline in Realizing the Quality of Education Services at SMPNs in Cigedug Garut District'. Journal of Public Administration. Garut University. 11 (1), ISSN: 1412-7083.

Kusdarini, E. 2016. Basics of State Administrative Law, Revised Edition. Yogyakarta: UNY Press.

Maksudi, B. I. 2017. Basics of Public Administration. Depok: Rajawali Press.

Mendra, N.P. 2016. 'Relationship of Organizational Commitment, Work Motivation and Professionalism of External Auditors in Bali Province'. Journal of Accounting and Economic. 11 (1). ISSN: 1129-1140.

Mulyadi. 2015. Human Resource Management. Jakarta: Four Salemba.

Nugroho, R.A, et al. 2016. 'The Effect of Organizational Commitment, Achievement Motivation And Leadership Style On Employee Performance Of PT. Wangsa Jatra

Lestari '. Journal of Business and Economics (JBE). Surakarta Batik Islamic University. 23 (2). ISSN: 1412-3126.

Pamungkas, et al. 2012. 'The Influence of Competence, Achievement Motivation and Work Discipline on Work Productivity of Production Division Employees of PT. Fumira Semarang '. Journal of Business Administration. Diponegoro University. 2 (7). ISSN 5571-5688.

Prasetyo, B. 2016. Quantitative Research Methods: Theory and Applications. Jakarta: PT RajaGrafindo Persada.

Purwanto, Ngalim, (2017), Educational Psychology, Bandung: PT. Youth Rosda Karya.

Rakhmat, Jalaludin. (2016). Psychology of Communication. Bandung, PT. Youth Rosda Karya

Suranto, (2011), Interpersonal Communication. Yogyakarta: Graha Science,

Wulantika, Lita., 2011. Organizational Culture in Improving Organizational Effectiveness. UNIKOM Scientific Magazine, Volumes. ISSN 1411-9374

Yanti, Budiasih., 2012. Organizational Structure, Work Design, Organizational Culture and Its Effect on Employee Productivity (Case Study at PT.XX in Jakarta).