
Teacher training, family support, self-efficacy, and achievement motivation a case study of madrasah tsanawiyah Negeri Lubuk Pakam, Deli Serdang, North Sumatera, Indonesia

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Abstract

This study discusses how teacher training, family support and self efficacy have an effect on achievement at motivation of Madrasah Tsanawiyah Lubuk Pakam, Deli Serdang, North Sumatera, Indonesia. The purpose of this study was to examine and analyze the effect of teacher training with the role of self efficacy as mediation on achievement motivation and influence of family support to motivation achievement teacher of State at Madrasah Tsanawiyah of Lubuk Pakam, Deli Serdang, North Sumatera, Indonesia. The sampling technique used a census technique with 43 respondents teacher of State at Madrasah Tsanawiyah Negeri Lubuk Pakam, Deli Serdang, North Sumatera, Indonesia and have attended teacher certification training. The analytical tool used is SmartPLS v.3.2.7 with SEM (Structural Equation Modeling) analysis method. Finally, results revealed a positive and significant effect on self-efficacy, self-efficacy a positive and significant effect on achievement motivation, family support a positive and significant impact on achievement motivation, self-efficacy proven to mediate the influence of teacher training on achievement motivation.

Keywords: Teachers training, family support, self-efficacy, achievement motivation

INTRODUCTION

The ideals of the Indonesian state lies in the 1945 Constitution of the fourth alenia, one of which is the intellectual life of the nation, therefore the need for human resources management. Therefore, human resources have an important role in improving an organizational performance (Siswanti, 2010). Then, to realize these ideals the holding of teacher training. Teacher training is provided to develop teaching skills and overall performance (Gambhir, 2013). By determining the need for teacher training through training programs organized by the government through teacher certification training. The training is based on the problems faced by a teacher such as difficulties in making the lesson plan, making the method of learning fun and so on. In overcoming these problems MTsNLubukPakam has created and invited the teachers in upgrading, training, seminars and workshops. It can facilitate ease of learning, cultivate interest in learning, clarify learning, foster self-learning, and overcome learning difficulties (Diharto, 2018).



The Decentralized Basic Education Three (DBE3) program is a teacher self-development program. The program is a five-year project designed by the United States Agency for International Development (USAID) Indonesia to support the improvement of decentralized decentralized basic education in Indonesia. The results of BTL training have a significant impact on addressing these issues.

The teacher training has an impact on the teacher's self-efficacy, supported by previous research results saying the relationship has had a significant impact between teacher training on teacher self-efficacy (Priya and Lochan, 2015). The concept of self efficacy is considered an important construct in social cognitive theory (Bandura, 1986). This theory explains human behavior to consider causal phenomena, ie individuals and environments that affect each other. Thus, it is understood that they can regulate their own behavior through motivation, safe conditions, and level of trust. Teachers with high self-efficacy tend to choose tasks with higher levels of challenge and difficulty and vice versa (Bandura, 1997). In the academic context, research shows that belief in efficacy is an important role in the teaching and learning process (Skaalvick and Skaalvick, 2007; Tschannen-moran and Hoy, 2001).

The role of self efficacy will affect one's motivation which in turn affects one's behavior (Cheng, 2011). Ultimately, one's behavior will increase awareness of self-efficacy and achievement motivation in teachers and has proven to be a strong indicator of their motivation to regulate their competence (Leet et al 2007). Therefore, it is very important to provide teacher training in improving achievement motivation. Modern society today expects everyone to excel. Therefore, a good and supportive home environment provides high achievement motivation. The family environment plays an important role in academic achievement (Jong, 1993). Because the achievement gap is not just about what happens so the teacher goes into class. This is also about what happened to them before and after teaching. So that Home environment is as important as what happens in school (Hammer, 2003).

Teacher Training and Self-Efficacy

Training aims to improve the mastery of a variety of skills and techniques of specific, detailed, and routine work execution (Bohlander, 2012). Meanwhile, according to Bohlander (2012) there are four phases in the training and development of strategic human resources such as needs analysis, design, implementation, and evaluation. The training will have an effect on the teacher's self efficacy (Priya and Lochan., 2015; Kissau and Algozzine., 2014). Self efficacy is a belief in one's ability to succeed in something (Bandura, 1994). This is a separate theory, as well as a social cognitive theory. Self-efficacy Theory tells us that people in general will only try things they believe they can achieve and will not try things they believe will fail. People like this will set challenging goals and maintain a strong commitment. In the face of impending failure, they increase and defend their efforts to be successful. They approach a difficult or threatening situation in the belief that they have control over the difficult situation and have this view of reducing stress and lowering the risk of depression.

Research conducted by Priya and Lochan (2015) resulted in teacher training having a positive and significant effect on self-efficacy. This is evidenced by the training conducted in an intensive manner with role behavior that will shape a person's personality better. Similar conclusions were also expressed by Kissau and

Algozzine (2014) that a teacher will improve his competence in teaching so training is needed on an ongoing basis. This training is considered important when the training is given according to one's needs (Bohlander, 2012).

H1. Teacher Training positively significant effect on self-efficacy.

Family Support and Achievement Motivation

The assets of healthy human resources is a key component in healthy organization to increase prosperity and life standards of the employee (Muafi, 2017). Among them are ordinary family units as the main place where the needs of children are fulfilled, including physical needs, such as shelter, food, clothing, and the need for love, new experiences, recognition and responsibility provided by the primary carer in the family. The improving of individual career should be suitable with career path policy in each institution (Siswanti, 2010). The career path often changes when the individual face the complexity of organizational reality and changing (Siswanti, 2010). A successful, well-worked, happy and strong family is not just enough to pay attention to other family members, spend time together, have a good communication pattern, have a high level of religion but can also face a pattern crisis positive which gives benefits to family members whose work the teacher will have a significant effect on achievement motivation of a teacher (Gartia, 2012; Joshi and Acharya, 2013; Whitaker and Graham, 2012). Motivation is a hypothetical concept for the activities undertaken by one's perceptions and behaviors to change the minds that are lacking and unpleasant or unpleasant.

Research conducted by Shiu and Lin (2012) resulted in self-efficacy having a positive and significant effect on achievement motivation. The higher a person's self-efficacy towards the work given to him, the greater the motivation for completing the job properly. Where these results will bring it to good competence and enthusiasm for increased achievement. Similar conclusions are also conveyed by (Mojaveni and Tamiz, 2012; You and Dang, 2015) that the motivation for achievement comes from internal (self) and external (family) factors. The family environment has an important role in motivating someone to achieve. This is research supported by Gartia (2012) which says that the family environment will greatly influence one's achievement motivation. Similar conclusions are also expressed by (Joshi and Acharya, 2013; Whitaker and Graham, 2012) saying a quiet, comfortable home environment and family support in the teaching profession will have a significant impact on his motivation to do a good job. Then according to (Schunk, 1995; Tai, 2006) said that the role of self-efficacy as a variable mediates the relationship between antecedent factors (training) and final results (achievement). Then this study discusses the relationship of self-efficacy with motivation and performance. Self-efficacy refers to someone's trust in completing a task and can influence the choice of activity, effort, perseverance, and achievement. Self-efficacy also helps predict motivation and performance, and studies examine causal models that highlight the important role played by self-efficacy.

H2. Self-efficacy positively significant effect on achievement motivation.

H3. Family support positively significant effect on achievement motivation.

H4. Self-efficacy mediates the influence of teacher training and achievement motivation.

RESEARCH METHODS

This study uses primary and secondary data. Primary data is data obtained from the first source either from individuals or individuals (Creswell, 2007). The first in this study was conducted by researchers directly by giving questionnaires to permanent teachers in Madrasah TsanawiyahNegeriLubukPakam as many as 43 people and have attended teacher certification training. Meanwhile, secondary data is primary data that has been processed further and presented by primary data collectors (Creswell, 2007). Secondary data in this study was conducted by researchers indirectly as evidence and records that have been compiled in published archives and unpublished archives obtained directly from the school. The population in this study were all permanent teachers at Madrasah TsanawiyahNegeriLubukPakam, Deli Serdang, North Sumatra, Indonesia. The reason is that in Madrasah TsanawiyahNegeriLubukPakam requires teacher training to develop teaching skills and overall performance (Gambir, 2013). The researchers also conducted interviews with several teachers at the school to explore further and more detailed and reinforce the results of the study. This research uses census technique so population is same as sample. Description of respondents analyzed by sex, age, and education. The Likert scale is used with a score of 7 (strongly agree) and 1 (disagree). The number of questionnaire items can be explained as follows:

1. 22 items for teacher training referenced and modified from Martono (2013).
2. 14 items for family support are referenced and modified from Wadsworth (2003).
3. 10 items for self-efficacy are referenced and modified from Jerusalem and Schwarzer(1995).
4. 4 items for achievement motivation referenced and modified from Smith (2015).

The statistical techniques used to analyze the data are Structural Equation Modeling (SEM) and Partial Least Square (PLS), because by using SEM the causal relationships between variables or constructs become more informative, complete and accurate (Abdullah, 2015). When using PLS data does not have to be a normal multivariate distribution, the sample size should not be large, and PLS can not only be used to confirm the theory, but can also be used for validity and reliability testing.

RESULTS AND DISCUSSION

Characteristics of the majority of respondents were women (79%), age 41-50 years (58%), recent education S1 (88%)

SEM Analysis with Mediation Effect

Testing of mediation effects in analysis using PLS using procedures developed by (Baron and Kenny, 1998, in Ghazali and Latan 2015) with the following stages:

1. The first model Test the influence of exogenous variables of TeacherTraining (TT)on endogenous variable Achievement Motivation (AM) and should be significant at $t_{statistics} > 1.96$, can be seen in Table 1.
2. The second model examines the influence of exogenous variables of TeacherTraining (TT) on Self-Efficacy (SE) and Self-Efficacy (SE) variables and should be significant in $t_{statistics} > 1.96$, can be seen in table 1.

Table 1. Partial significance test

Construct	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Value
TT ->SE	0,879	0,878	0,052	16,970	0,000
SE ->AM	0,895	0,895	0,037	24,012	0,000

Source: Primary data processed, 2018

In Table 1, shows the variable of teacher training on partial self-efficacy and self-efficacy towards achievement motivation has significant value. Each variable of teacher training on self-efficacy has a t-statistic value of $16.970 > 1.96$ and self-efficacy against achievement motivation $24.012 > 1.96$. Then the test of significant variables.

- The third model, simultaneously test the influence of exogenous variables Teacher Training (TT) and Self-Efficacy (SE) mediation toward endogenous variable Achievement Motivation (AM). In the last test if the influence of exogenous variable on endogen is not significant while the effect of mediation variable on endogenous variable is significant at t-statistic value $> 1,96$, then Self-Efficacy (SE) mediation variable proven to mediate exogenous exogenous variables influence Teacher Training (TT) against endogenous variable Achievement Motivation (AM).

Table 2. Simultaneous test of simultaneousmediation

Construct	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	TStatistics (O/STDEV)	P Value
TT-> AM	0,281	0,232	0,205	1,372	0,171
TT-> SE	0,895	0,895	0,040	22,614	0,000
SE-> AM	0,668	0,714	0,195	3,432	0,001

Source: Primary data processed, 2018

Table 2, shows that teacher training t-statistics (TT) for Achievement Motivation (AM) is not significant with values of $1.372 > 1.96$, Teacher Training (TT) for Self-Efficacy (SE) is significant with values of $22.614 > 1, 96$ and Self-Efficiency (SE) to Achievement Motivation (AM) is significant with a value of $3.432 > 1.96$. The results showed that Teacher Training did not have a significant influence on Achievement Motivation so it can be concluded that Teacher Training is not proven to mediate the influence of Teacher Training on achievement motivation. While the results of Teacher Training for Self-Efficacy are significant, it can be concluded that teacher training is proven to mediate the effect of Teacher Training on Self-Efficacy. Similarly, the results shown in the Self-Efficacy variable for Achievement Motivation have a significant effect. So it can be concluded that Self-Efficacy is proven to mediate Self-Efficacy for Achievement Motivation.

Hypothesis Testing

The results of hypothesis testing between variables can be seen in figure 1.

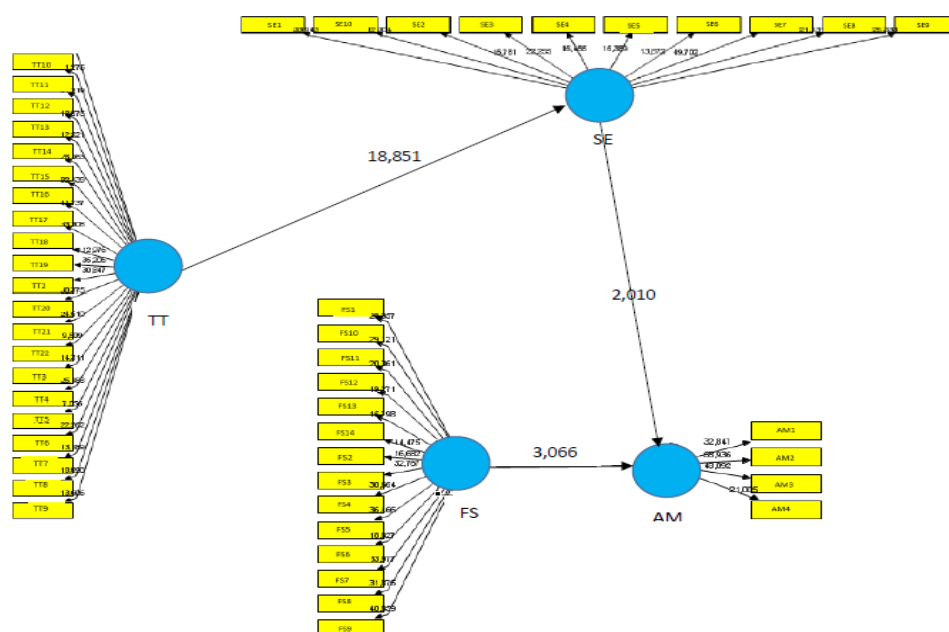


Figure. 1. Result of the structural model

CONCLUSION

This study concludes that there is a positive effect of teacher training on self efficacy. The results of this study support the research of Priya and Lochan (2015) who say that there is a significant and positive influence on self efficacy. To that end, the relevant agencies should seriously create teacher training programs that meet the needs of teachers. Then self efficacy also has a positive effect on achievement motivation. This is supported by that done by Shiau and Lin (2012) who said that positively self-efficacy affects the achievement motivation. Similarly, research conducted by Mojavezi and Tamiz (2012) that support research conducted by researchers with the results that say that there is a significant influence on self efficacy with achievement motivation.

While family support has a positive influence on achievement motivation of a teacher. Positive influence means that the higher the family support the higher the achievement motivation, and vice versa. Family support is a phrase that has often been used so that it almost loses its meaning or more precisely includes more meaning so it is difficult to decipher it (Penn and Gough, 2002). Family support can be defined as a support provider and service to ensure all children and youth are given the opportunity to develop their full potential. It aims to promote their development primarily by supporting and empowering families and families to strengthen society. The results also support research conducted by Gartia (2012) which says that the correlation between family support with achievement motivation.

Finally, Self Efficacy mediates the effect of Master's training on Achievement Motivation. These results are supported by research conducted by Schunk (1995). Gain the result that there is a role of self efficacy as a variable mediating the relationship between antecedent factors (eg training) and outcomes (achievement). Thus, the results

show that self efficacy mediates the effect of teacher training on achievement motivation with the assumption that to improve achievement motivation in a teacher not only get family support but also need intensive training given by related institution.

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