

Professional education improves performance and teacher achievement motivation

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Abstract

The pressure to improve the quality of education today has required teachers to improve their performance in schools and society. In the aspect of responsibility, teachers should carry out programs according to plans and goals, dare to make decisions and take risks at work, be satisfied because they are complete in work, and always learn to adapt to changing times. This study intends to examine the effect of professional education and achievement motivation on the performance of Christian Religious Education (CRE) teachers. The method used is a survey with a quantitative approach, involving 550 teacher respondents as participants in teacher professional education from all over Indonesia. Data collection used a questionnaire with descriptive and inferential statistical data analysis techniques. The results of the study show that teacher professional education and achievement motivation have an effect on teacher performance. The effect of teacher professional education on teacher performance is 49.5%. The magnitude of the influence of achievement motivation on teacher performance is 41.6%. While the effect of teacher professional education and achievement motivation on teacher performance simultaneously with a value of 61.9%. These findings confirm that through in-service teacher professional education and with the motivation of each teacher to excel, low teacher performance automatically experiences a sustainable increase.

Keywords: Professional education; achievement motivation; teacher performance

Introduction

Teachers are one of the determining factors for the high and low quality of educational outcomes. They have a strategic position, so every effort to improve the quality of education needs to pay great attention to increasing teachers in terms of quantity and quality (Setyati, 2014). Seeing teachers' role and strategic position in improving the quality of human resources, it is only appropriate that teachers always improve their professional abilities in carrying out their duties and obligations (Mohson, 2004). The teacher forms and

plays a role in the process of achieving learning objectives (Munte, 2016).

The teacher becomes important because of his special role and profession which reaches out to everyone's interests, even the interests of society, the interests of the nation, and the State (Amtu, 2016). Becoming a professional teacher is of course a must. Even teachers are required to produce a high performance as professionals. Therefore, any improvement efforts made to improve the quality of education will not make a significant contribution without the