

# The Influence of Self-Efficacy and Training Towards the Teacher Performance whom Mediated by Achievement Motivation (Case Study of PAUD Teachers in Kudus Regency, Central Java)

Saktiana Dwi Hastuti

Student of Magister Management, Mercu Buana University  
Jakarta, Indonesia

Singmin Johanes Lo

Lecturer of Postgraduate Program, Mercu Buana University  
Jakarta, Indonesia

**Abstract:-** This research has purposed to analyze the influences of self-efficacy and training towards the teacher performance whom mediated by the achievement motivation. This research exerts a descriptive method with quantitative approach. The object of this research was PAUD teachers in Kudus Regency with total sampling of 52 respondents. The sampling technique that used in this research was purposive sampling technique with populations of 1619. This research was conducted from December 2018 to December 2019. Data were analyzed by path analysis using SmartPLS (Partial Least Square) software 3.2.8. The results showed that self-efficacy and training had a positive and significant influences towards teacher performance. Another result is there's a positive and significant influence on achievement motivation to mediated the influence of self-efficacy and training on teacher performance.

**Keywords:-** *Self-Efficacy, Training, Achievement Motivation, and Teacher Performance.*

## I. INTRODUCTION

The quality of education is one of the benchmarks of Human Resources' quality. In an effort to build quality of Indonesian people, the teacher or educator factor is very important because the teacher has functions to develop the humans themselves. Teachers have strategic functions, roles and positions in national development in the field of education so that the teaching profession needs to be developed, including Early Childhood Education (PAUD) teachers. With the issuance of Government Regulation Number 2 of 2019, which concerning about the Minimum Service Standards for Early Childhood Education Services (PAUD) so then PAUD is one of the obligatory education services organized by the Regional Government. That's the Government Regulation was strengthened the Presidential Regulation No. 59 of 2017 which concerning about the implementation of Achievement the Sustainable Development Goals, in objective 4.2 which has mandates to the provision of access for boys and girls to quality, inclusive and equal Early Childhood Education in order to support education throughout life.

Teachers as the frontliners who plays an important role in improving the quality of education. But apparently,

the portrait of teacher performance as the spearhead of education in general is still not optimal. Teacher performance can be seen and measured based on the competency specifications that should be possessed by each teacher. Based on the Regulation of the National Minister Education of Republic of Indonesia Number 16 of 2007 which concern about the Academic Qualification Standards and Teacher Competencies explained that the teacher Competency Standards was fully developed by four main competencies, namely (1) pedagogical competencies, (2) personality competencies, (3) social competencies, and (4) professional competence.

Based on the average data of scores from Teacher Competency Test in 2015 the results was achieved for the kindergarten education level were the lowest thou compared to other levels of education. The average UKG score for kindergarten teachers in Kudus ranks 26th out of 35 regencies in cities in Central Java. Meanwhile, the elementary school ranks 22nd, the 10th junior high school, the 13th high school, and the 13th vocational school.

Based on these data it can be seen that the performance of PAUD teachers in Kudus Regency central Java is still very low. Based on this data, the researcher was conducted pre-research study by questioning the Head of the PAUD Kudus District, the Head of the Kudus District PAUD Section, the Kudus District PAUD Supervisor, the IGTKI Kudus Chairman I and the 3 of the IGTKI Kudus Chairman II just to find out the factors which influence the performance of the teacher there. From these interviews, there are 3 main factors that influences the performance, namely the need for training, the need of great achievement motivation, also the PAUD teacher's confidence itself.

From the results of the prior research by Sultan (2013) and Noe (2010) it was showed that the training is a key factor to improve the performance. However, Tjeng (2013) shows that the training and development do not have significant influence towards the employee performance. Meanwhile for achievement motivation, research shows that achievement motivation has a significant influence on teacher performance. These results are in line with previous research who was conducted by Gorda, Lestari and Budhi (2016), Khanan (2014), Jeffrey and Soleman (2017), and Ogunleye and Osekita (2016). Meanwhile, the different results found by Lie

Liana and Tristiana Rijanti (2016) show that motivation does not affect teacher performance. The results of existing research was indicated that there is still a research gap between the training and the performance.

Based on these problems so very interest to discuss consider that teacher is the main factor in education. Therefore, the authors are very interested in conducting the research on *"The Influences of Self-Efficacy and Training towards the Teacher Performance whom Mediated by Achievement Motivation in PAUD teachers in Kudus Regency, Central Java."*

## II. THEORITICAL REVIEW

### A. Self-efficacy

Robbins and Judge (2015:139) revealed that the theory of self-efficacy known as social cognitive theory or social learning theory which refers to the individual's belief that he / she is capable to carry out the duties. The higher someone's self-efficacy, the greater confidence in his/hers ability to succeed. According to Bandura in Schultz and Schultz (2010:360) Self-efficacy is a personal assessment or belief about how individuals can carry out a series of actions that needed to deal with prospective situations. Meanwhile, Cervone & Pervin (2012:230) self-efficacy is defined as a person's perception of their capacity to act in future situations. From some of the notions of self-efficacy, it can be concluded that the self-efficacy is one's faith or belief in one's ability to complete those certain tasks. This faith or belief in his / hers abilities drives the motivation and ways to act in order to successfull which carry out tasks in certain contexts.

### B. Training

According to Dessler (2015: 284) stated that training is a process of teaching new employees or existing employees to the basic skills that they need to do their jobs. Meanwhile, according to Mathis and Jackson (2011: 250) training is a process where people get the knowledge which help them to carry out the work. Noe et al., (2010:351) added that training is a planned effort to facilitate employee to learn knowledge, skills and anything related to work. From some of these expert opinions who mentioned above, it can be concluded that the training is an effort which made for someone who made people experienced a learning process that could improve knowledge, skills, and behavior related to work.

### C. Achievement Motivation

According to McClelland's view in Robbins and Judge (2015) human motivation is the emergence of certain impulses to achieve a state or goal so that it would lead to individual behavior to achieve it. McClelland in Robbins and Judge (2015:131) divides into three human needs that could motivate the performance passion, namely the need for achievement, the need for affiliation, and the need for power. Singh (2011: 163-164) says that achievement motivation is the tendency to achieve success and chosen goals for success or avoid the failure of activity. McClelland in Mangkunegara (2015:97) defines

that the achievement motivation is the need for achievement which reflected of the drive for responsibility as problem solving. Based on the description above, it can be concluded that the achievement motivation is the motivation that exists in a person to achieve success and avoid failure, which gives rise to behavioral tendencies to maintain and enhance a success that has been achieved by referring to the benchmark of the best achievement ever achieved by both himself and the other person. With high achievement motivation, someone will try to complete the difficult tasks to overcome obstacles, and master it the abilities or ideas and reach the high standards and defeat the others.

### D. Teacher Performance

Supardi (2014: 54) said that teacher performance is a form ability of teacher in carrying out the learning tasks in schools or madrassas and responsible for students by fostering good relationships thus helping to improve student learning achievement. According to Uno (2013: 93) teacher performance is a picture of the work done by educators related to the tasks that they carry and responsibility Mitchell in Yusrizal (2008: 1) argues that performance is a function of ability and motivation. This means that if there has change in the function of those factor, it will directly affect the performance in question. According to Mitchell (2008) there are five things related to the teacher performance which namely work quality, timeliness, initiative, ability, and communication. From some of the explanations about the notion of performance above it can be concluded that the teacher performance is the ability shown by the teacher in carrying out his/her tasks or work.

### E. Prior Research

This previous research was discusses about those previous researches related to this research. The previous research would described in this research as follows:

- The results of the research by Jumari et al (2013) found that self-efficacy had a positive effect against the achievement motivation. This is in line with research by You and Dang (2015) said that self-efficacy has a positive influence towards the achievement motivation.
- Khairunnisak's research (2014) found that training had a significant positive effect on achievement motivation. This is In line with Khairunnisak, Sutopo (2014) also conducted a research which showed that training had a positive effect on achievement motivation.
- Lie Liana (2016) found that self-efficacy had a significant positive effect on employee performance. The same thing was also found by Behzad Ghonsoly (2014) that self-efficacy had a positive and significant effect on teacher performance.
- Kus Margono's research results (2017) found that training had a positive effect on performance. The same thing was also found by Laila (2018) and Rachmawati (2016) that training had an influence towards the performance.
- Haryati's research results (2017) found that achievement motivation had a significant positive effect on teacher

performance. The same thing was also found by Khairunnisa (2015), but in Ratnasari research (2018) there showed different results. Her research shows that a person's achievement motivation has no effect on his performance.

*F. Thinking Framework*

The thinking framework of this research is explained in Figure 1 below.

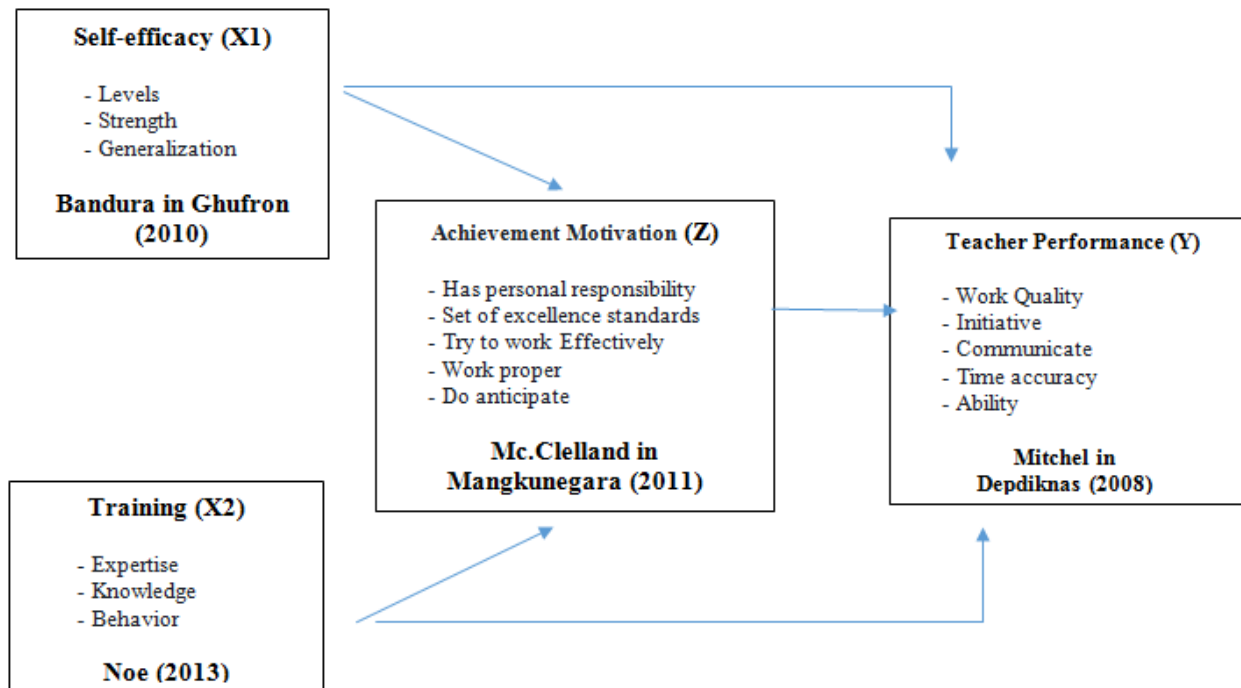


Fig 1:- Thinking Framework

*G. Hypothesis*

The hypothesis of this research

- There is an effect of Self Efficacy on Achievement Motivation
- There is an effect of the Training on Achievement
- There is an effect of Self-Efficacy on the Teachers Performance
- There is an effect of Training on the Teachers Performance
- There is an effect of Achievement Motivation mediating the effect of Self-Efficacy and Training on the Teachers Performance

**III. RESEARCH METHODS**

The method was exert in this research was descriptive method with quantitative approach and causal research method. The descriptive analysis used to describe the characteristics of an object, person, group, organization or environment (Zikmund et. al., 2013: 53). Quantitative methods are used to examine a particular population or sample, data collection using research instruments, quantitative / statistical data analysis with the aim of testing predetermined hypothesis (Sugiyono, 2015:35). Causal research used to identify the causal relationship Zikmund et. al. (2013:54).

In this research, the observed variables are of two kinds, namely exogenous variables and endogenous variables. Exogenous variables are those that affect

endogenous variables. Exogenous variables is any variables that affect other variables, but are not influenced by previous variables. In this research, the exogenous variables are teacher performance and achievement motivation. Meanwhile, the endogenous variables are self-efficacy and training.

According to Sekaran and Roger (2016:236-237) Population refers to the whole group, events, or things that are interesting to be investigated by researchers in order to draw conclusions based on existing statistical samples, while the sample is part of a population consisting of several members That selected. Samples are elements which are not all taken from the population. The population in this research are PAUD teachers in Kudus who have never participated in Play Based Learning Training. The PAUD teacher population is amounted of 1619 PAUD teachers. The sampling technique used is nonprobability sampling with purposive sampling design. Purposive sampling is sampling which has limited to certain types of people who can provide the desired information, either because they are the only party who has or they meet some of the criteria determined by the researcher (Sekaran, 2017:67). The type of collecting is quota sampling. Quota sampling aims to ensure that certain groups are adequately represented in the study through the use of quotas (Sekaran, 2017: 68). By using this technique, it could determined that the sample in this research was amounted 52 respondents.

To examine the influence of self-efficacy, training and achievement motivation as mediation in an effort to improve the performance of PAUD teachers, researchers collected the primary and secondary data through the pre-research process and the research process directly in the field, while the analytical method used was SEM (Structural Equation analysis technique) Model.

**IV. RESULTS AND DISCUSSION**

The examine on this research uses the outer model test and the inner model test.

*A. Outer Model Test*

Evaluation of convergent validity from checking individual item reliability can be seen from the standardizef loading factor value. The Standardizef loading factor illustrates the magnitude of the correlation between each measurement item (indicator) with its construct. The loading factor value used in this study is > 0.7, so if the loading factor value is < 0.7, then the indicators in this research will be excluded from these model.

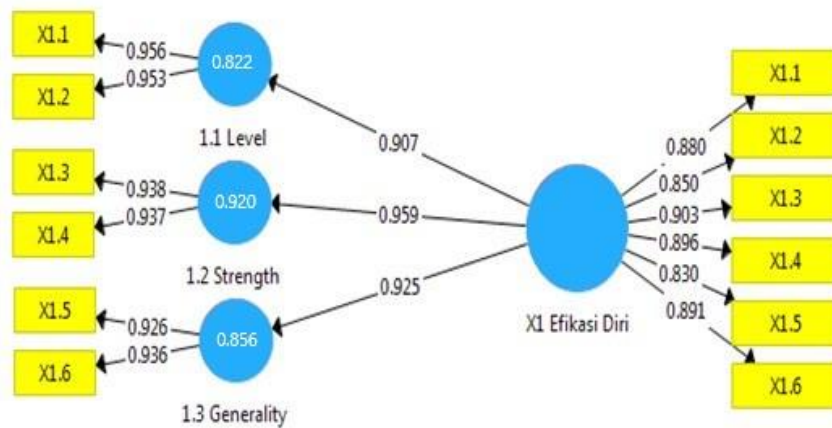


Fig 2:- Value of Loading Factor from the Self-efficacy Variable (X1)  
Source: Results of analysis using SmartPLS 3.2.8

From the convergent validity test results on each indicator of self-efficacy variable has the loading factor value > 0.70. This shows that the six indicators of self-efficacy variables are valid and still used on the model.

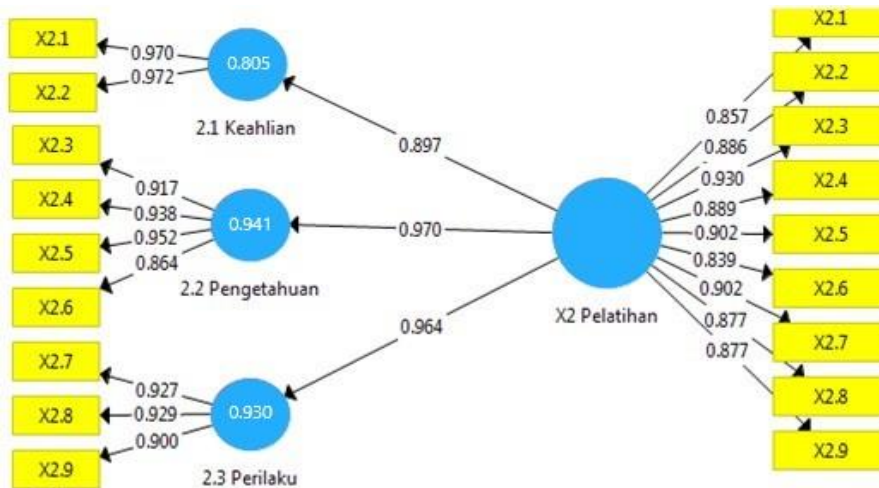


Fig 3:- Value of Loading Factor of Training Variables (X2)  
Source: Results of analysis using SmartPLS 3.2.8

Base on convergent validity test results on each indicator of the training variable has the loading factor value > 0.70. This shows that the nine indicators of the training variables are valid and still use on the model.

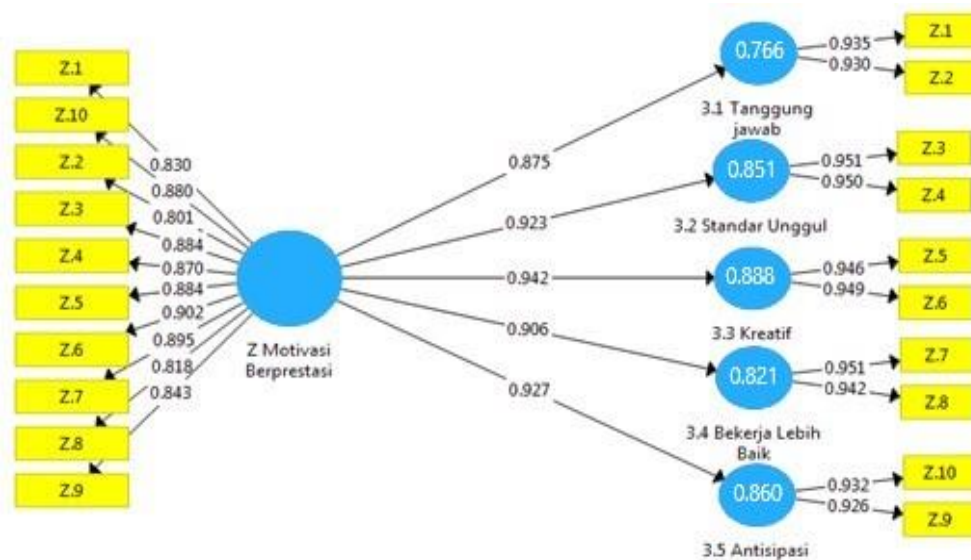


Fig 4:- Value of Loading Factor from Achievement Motivation Variables (Z)  
Source: Results of analysis using SmartPLS 3.2.8

Base on convergent validity test results on each indicator of achievement motivation variable has the loading factor value > 0.70. This shows that the nine indicators of achievement motivation variables are valid and still use on the model.

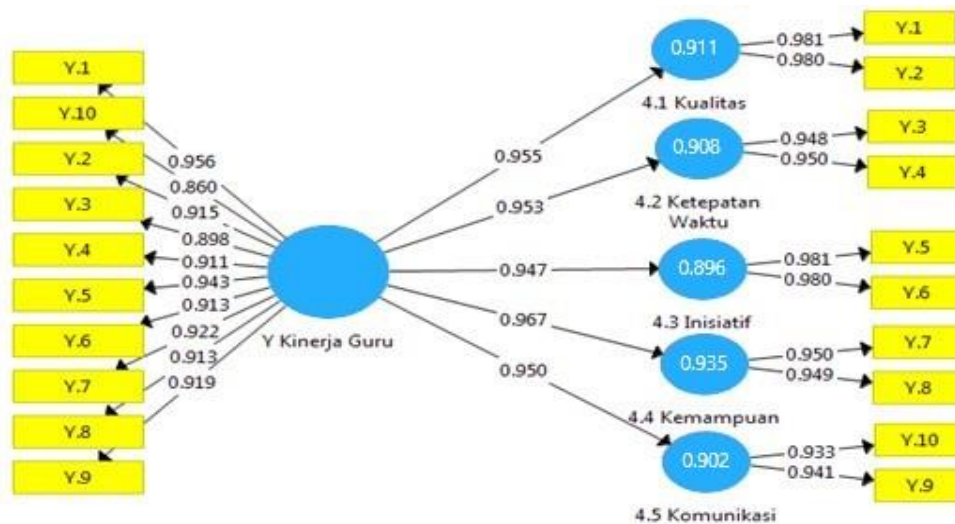


Fig 5:- Value of Loading Factors from Teacher Performance Variables (Y)  
Source: Results of analysis using SmartPLS 3.2.8

Base on convergent validity test results on each indicator of teacher performance variable has the loading factor value > 0.70. This shows that the nine indicators of teacher performance variables are valid and still use on the model.

Variable	Composite Reliability	Conditions	Cronbach's Alpha	Conditions	Information
Self efficacy (X1)	0.952	> 0,7	0.939	> 0,6	<b>Reliable</b>
Training (X2)	0.970	> 0,7	0.965	> 0,6	<b>Reliable</b>
Achievement Motivation (Z)	0.981	> 0,7	0.978	> 0,6	<b>Reliable</b>
Teachers Performance (Y)	0.966	> 0,7	0.961	> 0,6	<b>Reliable</b>

Table 1:- Cronbach's Coefficient Alpha and Composite Reliability (CR) Value  
Source: Results of analysis using SmartPLS 3.2.8

The reliability test results in Table 1 show that the research model has met the values of Cronbach's alpha. From these model above, it can also be concluded that the

model meets the composite reliability and cronbach's Alpha criteria so that the research model meets the reliability

criteria and also a measuring tool that could be Trusted and reliable.

*B. Inner Model Test*

To evaluate the path coefficient, based on the results of calculations using calculate SmartPLS version 3.2.8 bootstrapping the path coefficient results obtained which illustrates in the strength of the relationship between constructs / variables as shown in Table 2 and Figure 6 below.

Variable Connection	Original Sample (O)	T Statistics ( O/STDEV )	P Values	Information
<b>Direct Effect</b>				
X <sub>1</sub> Self-Efficacy -> Z Achievement Motivation	0.440	3.162	0.002	has an positive significant influence
X <sub>2</sub> Training -> Z Achievement Motivation	0.510	3.244	0.001	has an positive significant influence
X <sub>1</sub> Self-Efficacy -> Y Teachers Performance	0.280	2.047	0.041	has an positive significant influence
X <sub>2</sub> Training -> Y Teachers Performance	0.267	2.157	0.031	has an positive significant influence
Z Achievement Motivation -> Y Teachers Performance	0.436	3.602	0.000	has an positive significant influence
<b>Indirect Effect</b>				
X <sub>1</sub> Self-Efficacy -> Z Achievement Motivation -> Y Teachers Performance	0.192	2.356	0.019	has an positive significant influence
X <sub>2</sub> Teachers -> Z Achievement Motivation -> Y Teachers Performance	0.222	2.337	0.020	has an positive significant influence

Table 2:- Path Coefficient Test Results Direct Effects and Indirect Effects  
Source: Results of analysis using SmartPLS 3.2.8

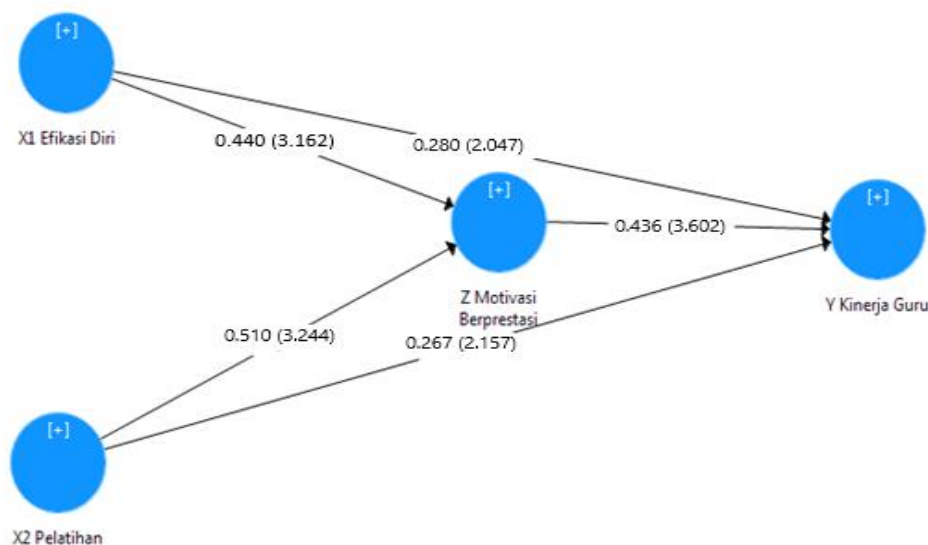


Fig 6:- Coefficient and T Statistics Model  
Source: Results of analysis using SmartPLS 3.2.8

Based on Table 2 and Figure 6 the structural equation of this research could be formulated as follows:

Achievement Motivation (Z) = 0.440 X<sub>1</sub> + 0.510 X<sub>2</sub>

Teacher Performance (Y) = 0.280 X<sub>1</sub> + 0.267 X<sub>2</sub> + 0.436 Z

Based on Table 3 it can be concluded that:

1) Self-efficacy has an influence of 0.440 on Achievement Motivation with a T-Statistic value of 3,162 and P-Values of 0.002.

- 2) Training has an influence of 0.510 on Achievement Motivation with a T-Statistic value of 3,244 and P-Values of 0.001.
- 3) Self-efficacy has an influence of 0.280 on Teacher Performance with a T-Statistic value of 2.047 and P-Values of 0.041.
- 4) Training has an influence of 0.267 on Teacher Performance with a T-Statistic value of 2.157 and P-Values of 0.031.

5) Achievement motivation has an influence of 0.436 on Teacher Performance with a T-Statistic value of 3,602 and P-Values of 0,000.

**C. R<sup>2</sup> Evaluation and F Statistic Test**

The coefficient of determination aims to measure how far the model's ability to explain the variance of the dependent variable. The value of the coefficient determination is between 0 and 1. The value of the coefficient determination (R<sup>2</sup>) approaches the value 1. The value of R<sup>2</sup> describes how much the independent variable hypothesized in the equation is able to explain the dependent variable.

Based on the R-square Adjusted value it can be explained that the Teacher Performance variable (Y) is equal to 0.904. This shows that 90.4% of Teacher Performance variables (Y) can be influenced by Self-Efficacy variables (X1), Training (X2), and Achievement Motivation variables (Z), while the remaining 9.6% was influenced by other variables beyond the researched.

R-square value of Adjusted Achievement Motivation variable (Z) is 0.857. This shows that 85.7% of the Achievement Motivation variable (Z) can be influenced by the variables Self-Efficacy (X1), and Training (X2). While the remaining 14.3% is influenced by other variables outside these research.

Construct	R Square	R Square Adjusted
Z Achievement Motivation	0.863	0.857
Y Teachers Performance	0.910	0.904

Table 3:- Test Results for the Coefficient of Determination  
Source: Results of analysis using SmartPLS 3.2.8

To evaluate the R<sup>2</sup> value based on the calculation results using calculate SmartPLS version 3.2.8 algorithm, the result value of 0.910 has obtained for the Teacher Performance variable. The value of R<sup>2</sup> indicates that the level of determination of exogenous variables (Self-Efficacy and Achievement Motivation) towards endogen was high. The simultaneous influence of the variables Self-Efficacy, Training, and Achievement Motivation on Teacher Performance can be done by calculating f arithmetic / f statistics using the formula as below.

R<sup>2</sup> = 0,910

$$F \text{ count} = \frac{R^2}{(k-1)} \div \frac{1-R^2}{(n-k)}$$

$$F \text{ count} = \frac{0.910}{(4-1)} \div \frac{1-0.910}{(52-4)}$$

F count = 0.303 / 0.0018

F count = 161.81

Significant test results simultaneously showed that the calculated F value in this research was 161.81. Meanwhile, the F table value at alpha 0.05 is 2.57. This means that f count > f Table (2.57). Therefore, togetherness the

variables Self-Efficacy, Training, and Achievement Motivation has an influences on the Teacher's Performance.

**D. Goodness of Fit Index (GoF)**

The purpose of examined the Goodness of Fit Index (GoF) was to validated the combined performance between the measurement model ( outer model)and the structural model (inner model) which obtained through calculations as follows:

$$GoF = \sqrt{AVE \times R^2}$$

$$GoF = \sqrt{0.782 \times 0.886}$$

$$GoF = \sqrt{0.693}$$

GoF = 0.83

The results of these Goodness of Fit Index (GoF) calculation showed a value of 0.83. Based on these results it can be concluded that the combined performance between the measurement model (outer model) and the structural model (inner model) as a whole was good because the Goodness of Fit Index (GoF) value was more than 0.36 (large scale GoF).

**E. Hypothesis Examination**

The Hypothesis test between those constructs was done by bootstrapping resampling method. The calculation of Hypothesis Test by using SmartPLS 3.2.8 which can be seen from the Path Coefficient value and whereas is the t-statistic value of the relationship between variables in these research. The hypothesis test result in this research as its follows:

1) There is a Significant influence of Self Efficacy (X1) on Achievement Motivation (Z)

The value of t statistics is 3.162 which is greater than the value of t table = 2.01, and the value of P-Values = 0.002 which is smaller than α = 0.05. The coefficient value is positive that is equal to 0.440 meaning that the Self-Efficacy variable (X1) has a positive effect on the Achievement Motivation variable (Z) of 44.0%. Thus the H1 hypothesis in this research which states that "Self-efficacy (X1) has a significant influence towards the Achievement Motivation (Z) was accepted."

2) There is a Significant influence of Training (X2) on Achievement Motivation (Z)

The value of t statistics is 3.244 which is greater than the value of t table = 2.01, and the value of P-Values = 0.001 which is smaller than α = 0.05. The coefficient value is positive that is equal to 0.510 meaning that the Training variable (X2) has a positive influence on the Achievement Motivation variable (Z) of 51.0%. Thus the hypothesis, H2 in this research which states that " The Training (X2) has a significant influence towards the Achievement Motivation (Z) was accepted."

3) There is a Significant influence of Self-Efficacy (X1) on Teacher Performance (Y)

T statistics value of 2.047 is greater than the value of t table = 2.01, and the value of P-Values = 0.041 which is smaller than α = 0.05. The coefficient value is positive that is equal to 0.280 meaning that the Self-Efficacy variable

(X1) has a positive effect on the Teacher Performance variable (Y) of 28.0%. Thus the H3 hypothesis in this research which states that " Self-efficacy (X1) has a significant influence towards the Teacher Performance (Y) was accepted."

4) There is a Significant influence of Training (X2) on Teacher Performance (Y)

The value of t statistics is 2.157 which is greater than the value of t table = 2.01, and the value of P-Values = 0.031 which is smaller than  $\alpha = 0.05$ . The coefficient value is positive is equal to 0.267 meaning that the Training variable (X2) has a positive effect on the Teacher Performance variable (Y) of 26.7%. Thus the H4 hypothesis in this research which states that " The Training (X2) has a significant influence towards the Teacher Performance (Y) was accepted."

5) There is a significant influence of achievement motivation (Z) on teacher performance (Y)

The value of t statistics is 3.602 which is greater than the value of t table = 2.01, and the value of P-Values = 0.000 which is less than  $\alpha = 0.05$ . The coefficient value is positive that is equal to 0.436 meaning that the Achievement Motivation variable (Z) has a positive influence on the Teacher Performance variable (Y) of 43.6%. Thus the H5 hypothesis in this research which states

that " Achievement Motivation (Z) has a significant influence towards Teacher Performance (Y) was accepted."

6) There is an Effect of Self-Efficacy (X1), and Training (X2) significantly on Teacher Performance (Y) through mediating variable Achievement Motivation (Z).

The value of t statistics is 2.356 which is greater than the value of t table = 2.01, and the value of P-Values = 0.019 which is less than  $\alpha = 0.05$ . The coefficient value is positive that is equal to 0.192 (0.440 x 0.436) meaning that the Self-Efficacy variable (X1) has a positive effect on the Teacher Performance variable (Y) through the Achievement Motivation variable (Z) of 19.2%. As for the Training variable (X2) it is known that the value of t statistics is 2.333 which is greater than the value of t table = 2.01, and the value of P-Values = 0.020 which is less than  $\alpha = 0.05$ . The coefficient value is positive that is equal to 0.222 (0.51 x 0.436) meaning that the Training variable (X2) has a positive effect on the Teacher Performance variable (Y) through the Achievement Motivation variable (Z) of 22.2%.

*F. Correlation Between Dimensions*

Correlation analysis between dimensions was purposed to measure the level of relationship between dimensions in variable X with dimensions in variables Z and Y as well as dimensions in variable Z with dimensions in variable Y. Following these results of correlation between dimensions in this research.

Correlations						
Variable	Dimension	Teachers Performance Variables (Y)				
		4.1 Quality	4.2 Time Accuracy	4.3 Initiative	4.4 Ability	4.5 Communication
Self Efficacy (X1)	1.1 Levels	0,812	0,756	0,753	0,765	0,823
	1.2 Strength	0,867	<b>0,882</b>	0,855	0,848	0,853
	1.3 Generalization	0,821	0,821	0,833	0,777	0,796
Training (X2)	2.1 Expertise	0,807	0,679	0,762	0,712	0,767
	2.2 Knowledge	<b>0,912</b>	0,870	0,806	0,889	0,894
	2.3 Behavior	0,864	0,828	0,803	0,832	0,849
Achievement Motivation (Z)	3.1 Responsibility	0,801	0,712	0,706	0,726	0,745
	3.2 Superior Standards	0,872	0,856	0,722	0,793	0,802
	3.3 Creative	0,847	0,874	0,706	0,826	0,839
	3.4 Work Proper	0,838	0,824	0,828	<b>0,913</b>	0,882
	3.5 Anticipation	0,868	0,843	0,776	0,846	0,869

Table 4:- Correlation Results Between Dimensions of Self-Efficacy, Training and Achievement Motivation Towards Teacher Performance

Source: Results of analysis using SmartPLS 3.2.8

Correlation Results between Dimensions of Self-Efficacy, Training and Achievement Motivation Against Teacher Performance shows that:

1) The Self-Efficiency Dimension (X1) and Teacher Performance (Y) has the highest value of 0.882, which is the correlation between dimensions between strength and time accuracy.

2) The Training Dimension (X2) with Teacher Performance (Y) has the highest r value of 0.912, which is the correlation between dimensions knowledge and work quality.

3) The Dimension of Achievement Motivation (Z) and Teacher Performance (Y) has the highest r value of 0.913 which namely the correlation between dimensions working proper and ability.



Correlations						
Variable	Dimension	Achievement Motivation (Z)				
		3.1 Responsibility	3.2 Superior Standards	3.3 Creative	3.4 Work Proper	3.5 Anticipation
Self Efficacy (X1)	1.1 Levels	0,793	0,723	0,670	0,752	0,783
	1.2 Strength	0,790	0,726	0,799	<b>0,840</b>	0,788
	1.3 Generalization	0,827	0,737	0,774	0,827	0,807
Training (X2)	2.1 Expertise	0,828	0,809	0,797	0,682	0,725
	2.2 Knowledge	0,749	0,812	0,815	0,789	<b>0,862</b>
	2.3 Behavior	0,702	0,708	0,671	0,750	0,822

Table 5:- Correlation Results Between Dimensions of Self-Efficacy, and Training Against Achievement Motivation  
Source: Results of analysis using SmartPLS 3.2.8

Correlation Results between Dimensions of Self-Efficacy, and Training towards Achievement Motivation shows that:

- 1) The Self-Efficacy Dimension (X1) with Achievement Motivation (Z) has the highest r value of 0.862, namely the correlation between dimensions between strength and anticipation.
- 2) The Training Dimension (X1) with Achievement Motivation (Z) has the highest r value of .887 which is the correlation between dimensions knowledge and superior standards.

#### G. Discussion

##### ➤ The Analysis of Influence on Achievement Motivation

- 1) The results showed that self-efficacy had a significant influence on achievement motivation. This is in line with previous research which conducted by You and Dang (2015) it said that self-efficacy has a positive influence towards achievement motivation. If these related to the correlation between dimensions self-efficacy with achievement motivation shows a strong direct relationship and occupies the highest position between the dimensions of strength with the anticipation dimension. From these results it shows that teachers need to develop their strengths by having targets and abilities, so that they can anticipate their work.
- 2) Other results from this research was indicated that training has a significant influence on teacher achievement motivation. These results are in line with previous research which conducted by Khairunnisak (2014) who found that training had a significant positive influence on achievement motivation. If related to the correlation between dimensions in the results of research above both between training and achievement motivation shows a strong direct relationship and occupies the highest position between the dimensions of expertise with superior standards. From these results it shows that the dimension of knowledge is needed to improve performance, especially in the dimensions of superior standards.

##### ➤ The Analysis of Influence on Teacher Performance

- 1) The results showed that self-efficacy had a significant influence on teacher performance. These results are in line with Lie Liana's (2016) research whose finding that

teacher efficacy itself has a significant positive influence on performance. If related to the correlation between dimensions self-efficacy and teacher performance shows a direct relationship that is strong and occupies the highest position between the dimensions of strength and the time accuracy dimension. The results show that teachers who have knowledge and skills in teaching can have good time accuracy.

- 2) Other results from this research has indicated that the training has a significant influence on teacher performance. These results are in line with previous research which conducted by Rosdiana (2018) who found that training had a significant positive effect on performance. If related to the correlation between dimensions training and teacher performance shows a strong direct relationship and occupies the highest position between the dimensions of knowledge and the dimensions of work quality. The results show that teachers need to develop their knowledge in training in order to produce better quality work.
- 3) The results of this research has indicated that achievement motivation has a significant influence on teacher performance. These results are in line with previous research which conducted by Haryati (2017) found that achievement motivation has a significant positive effect on teacher performance. If related to the correlation between dimensions training and teacher performance shows a strong direct relationship and occupies the highest position between work proper with ability. From these results it shows that teachers who has motivation to be able to work better can produce better performance abilities.

## V. CONCLUSIONS AND SUGGESTION

### A. Conclusion

Based on the research result and discussion on the influence of Self-Efficacy and Training on Teacher Performance whom Mediated by Achievement Motivation, the following conclusions can be drawn as follows:

- 1) There is a positive and significant influence of Self Efficacy on Achievement Motivation in Kudus District PAUD Teachers.

- 2) There is a positive and significant influence of the Training on Achievement Motivation in Kudus District PAUD Teachers.
- 3) There is a positive and significant influence of Self-Efficacy on the Performance of Kudus District PAUD Teachers.
- 4) There is a positive and significant influence of Training on the Performance of Kudus District PAUD Teachers.
- 5) There is a positive and significant influence of Achievement Motivation mediating the effect of Self-Efficacy and Training on the Performance of PAUD Teachers in Kudus Regency.

#### B. Suggestion

From the research result which conducted now, the authors suggest the following of suggestion :

##### ➤ For Organizations

- 1) School leaders should provide the confidence to teachers to be able to do their job well and increase their motivation to achieve.
- 2) School leaders should provide teacher training to improve their motivation to achieve.
- 3) School leaders should give teachers confidence to be able to improve their performance.
- 4) School leaders should provide the teacher training to be able to develop the teacher performance.
- 5) School leaders has to motivate the teachers so that they would be able to excel and their performance can be improved.

##### ➤ For Further Research

- 1) The author feels that there are still many weaknesses in this research. Therefore For the next further research who interested in the same topic, it is recommended to explore the effect of independent variables on employee performance and involve other variables such as organizational support and job satisfaction to predict teacher performance.
- 2) For further research can be develop through research models by developing qualitative and quantitative research models so it can be produce useful input for the organization.

- [5]. Khairunnisa. (2015). “Pengaruh Motivasi Berprestasi dan Kepuasan Kerja terhadap Kinerja Guru SDN di Kecamatan Banjarmasin Tengah.” *Jurnal Paradigma*, Volume 10, Nomor 2, Juli 2015.
- [6]. Liana, Lie dan Tristiana Rijanti. (2016). “Pengaruh Motivasi dan Self Efficacy terhadap Kinerja Guru Dimoderasi Gaya Kepemimpinan Transformasional”. *Unisbank*. Semarang.
- [7]. Mangkunegara, Anwar Prabu. (2015). *Sumber Daya Manusia Perusahaan*. Remaja Rosdakarya. Bandung.
- [8]. Margono, Kus. (2017). “Analysis of Factors Influencing Staff Performance at the General Affairs Bureau of The Ministry of Marine Affairs and Fisheries”. *The International Journal of Business and Management*, 5: 177-183.
- [9]. Noe, Raymond A., et. Al. (2010). *Human Resource Management, Gaining Competitive Advantage 3<sup>rd</sup> Edition*. McGraw-Hill.
- [10]. Peraturan Presiden Nomor 59. (2017). *Pelaksanaan Pencapaian Tujuan Pembangunan Berkelanjutan*.
- [11]. Rachmawati, Watie. (2016). “Pengaruh Pelatihan dan Motivasi Kerja terhadap Karyawan PT Bank BJB Kantor Cabang Suci Bandung”. *Jurnal Manajemen dan Pemasaran Jasa*, Vol. 9, No. 1: 1-6.
- [12]. Robbins and Judge. (2015). *Organizational Behaviour, 16<sup>th</sup> Editions*. London: Pearson Education Ltd.
- [13]. Sekaran, Uma dan Roger Bougie. (2016). *Research Methods for Business: A Skill-Building Approach*. Seventh Edition. Wiley. United Kingdom.
- [14]. Schultz, D. and Svultz, E. S. (2010). *Psychology and Work Today*. Pearson. New York.
- [15]. Zikmund, William dkk. (2013). *Business Research Method*. Ninth Edition. South Western. United States.

## REFERENCES

- [1]. Cervon, D dan Pervin, L. A. (2012). *Kepribadian: Teori dan Penelitian Edisi 10 Buku 2 (terjemahan)*. Salemba Humanika. Jakarta.
- [2]. Departemen Pendidikan Nasional. (2003). Undang-Undang No.20 Tahun 2003, tentang Sistem Pendidikan Nasional. Departemen Pendidikan Nasional Jakarta.
- [3]. Dessler, Gary. (2015). *Manajemen Sumber Daya Manusia*. Salemba Empat. Jakarta.
- [4]. Ghonsooly, Behzad dkk. (2014). “Self Efficacy and Metacognition as Predictors of Iranian Teachers Trainees Academic Performance: A Path Analysis Approach”. *Social and Behavioral Sciences* 98 (590-598).