



THE INFLUENCE OF SELF-CONFIDENCE ON THE PERFORMANCE OF SOCIAL SCIENCE TEACHERS IN THE NEW KEBAYORAN SUB-DISTRICT OF SOUTH JAKARTA, INDONESIA

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Abstract

This study aims to determine the influence of Self Confidence in the Performance of Social Science Teachers. The research method used is a survey, a sample of 45 teachers selected randomly from all teachers of IPS South Jakarta. The data were collected by technique with questionnaire distribution, data analysis by statistical method Test statistic Test t. The result: $\hat{Y} = 126,879 + 0.166X$, Constant of 126,879 states that if the independent variable is considered constant, then the average Y will increase by 126.879. The regression coefficient X of 0.166 states that every addition of X is 1 point, then Y will increase equal to 127,045. This means that the confidence variable influences the IPS Teacher Performance variable.

Introduction

The development of science and technology in the era of globalization is open and the demands of a competitively needed quality of human resources are excellent and quality. These excellent and qualified human resources can only be produced by the National Education System for quality processes. National Education System to the quality process can be realized if have teachers who have competence in their respective fields. Teacher competence is very important because teachers are the spearhead in the national education system.

Teacher education is determining teacher quality as the heart of education. Therefore, without the pro-active involvement of teachers in learning the education reform policy of any model, the designed learning materials will end up in futile, meaningless outcomes. "This is also confirmed by UNESCO in the report of The International Commission on Education for Twenty-First Century, that improving the quality of education first depends on improvement of recruitment, training, social status, and working conditions of teachers; They need knowledge and skills of personal character, professional prospects, and appropriate motivation if they want to meet the expectations of education stakeholders".

These empirical facts show that the performance of educational institutions in Indonesia is still far from optimal. The condition is inseparable from the role of teachers as teachers and educators. Teachers are one of the critical success factors in education. This means that the performance of education that is still far from the expectations among others due to the performance of teachers who are not optimal. Therefore, teacher performance is very influential on the process of education.

The performance of a teacher can also be reflected in his ability to achieve certain predetermined requirements or which have been the standard of the school in which the teacher works. This is in line with Simamora's performance understanding that performance is "the level to which employees achieve job requirements." (Simamora 2005: 227). The good or bad performance of teachers is not only seen from the level of quantity of graduates that can be produced by the educational unit where the teacher works, but also must be measured in terms of the quality of graduate students. As stated by Mangkunegara that performance is "the result of work in quantity and quality achieved by a person in performing his duties, in accordance with the responsibility given to him". (Mangkunegara, 2006: 134) According to Dale Furtwengler, the aspects that can be measured for one's performance are: "speed, quality, service, value, interventional skills, mental to success, open to change, creativity, communication, initiative, planning and organization." (Furtwengler 2002: 120).



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To improve the performance of Halsey's teachers as quoted by Pidarta, stated that the efforts to create work morale are as follows: 1) To give an opportunity to manifest his personality in work so that the officers feel proud and satisfied, 2) His efforts are rewarded, show the attention that work is important even Level of work is low, 3) Try to make the officer believe that every job is useful, so he will be passionate in working. (Pidarta 2007: 170).

Not optimal performance of teachers may be caused, among others, by the lack of confidence of teachers in carrying out their duties. During this time many people who love to talk about the low quality of education and teachers in Indonesia, but they are not able to provide solutions to solving it. Teacher self-confidence is not an independent issue, but it is influenced by other factors such as educational background, culture, welfare and teaching experience. Factors affecting teacher self-confidence are closely related to student achievement problems. So the teacher's self-confidence is one of the factors that affect student achievement.

Brown's self-confidence is: Self-confidence reflects the attitude and feelings of satisfaction or dissatisfaction of a person and shows the person's belief that he / she feels capable, important, successful and useless to others. (Brown 2000. p. 130)

According to Rogers, quoted by Zebua dan Nurdjayadi (2001), self-concept is composed of elements of perception of one's characteristics and abilities. A positive self-concept is a lot of self-worth that was formed in the early days under the influence of others who are respected.

The personality structure of a person consists of several properties developed. Seeing is believing, believing is seeing translating raw sensory input into idiosynthesized perceptions determines the quality of experience. Confidence and optimism are the personality traits that are at the center of self-structure, so it is crucial. There are three types of confidence levels: General or global self - esteem, situational or specific self - esteem and self - esteem tasks. General or global self-esteem (self esteem in general) is considered stable in an adult person. Global confidence is difficult to measure, except through a genuine therapy. In this sense the self-confidence has been looking for attitudes or characteristics that are united in a person. Situational or specific self-esteem, referring to one's self-assessment in relation to certain life situations, for example in terms of social interaction, work and education. Specific self-esteem is closely related to certain talents, such as intelligence, communication skills and athletic ability In addition, the self-esteem also affects the personality traits of a person such as sociable, empathic and flexible.

This level of confidence in each person is different, depending on the situation and the person's nature. Task self - esteem is defined as the confidence associated with specific tasks in certain situations. For example in the field of education, confidence is related to someone in certain subjects. In the field of sports, the task of self-esteem is related to certain types of bodies. Specific esteem cells are closely related to language learning. While the self-esteem task refers more to one's self-assessment of specific aspects of language learning such as speaking skills, writing skills, acceptance of special materials and exercises on specific questions held in the classroom.

Method

The method used in this research is survey research. According to MohNazir Survey method is an investigation held to obtain the facts of the symptoms that exist and seek factual information about the social, economic, or political institutions of a group or a region. Ridwan (2002) said that the population is the whole of the characteristic, from some opinions above, the authors use a limited population, yes The population of this research is the teacher of First High School State Rayon 04 KebayoranBaru South Jakarta special teachers IPS as many people and State Junior High School 11 Jakarta as many as 12 people, 12 State Junior High School 12, State Junior High School 13 for 12 people, State Junior High School 19 as 13, State Junior High School 29 as much 9. So the total population as population in this study as much 310 respondents.

Results

Research data obtained from questionnaires for research samples consisting of 45 obtained the highest value 180 and the lowest value of 142. Furthermore the average self-confidence of students is 162.42 with standard



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deviation of 10.738 and supported also by median 160.00 and 160 modes, 00. While from the test in the form of questionnaires with five choices of answers, for research samples consisting of 45 IPS teachers obtained the highest score of 187 and the lowest score 166. Furthermore the average performance of IPS teachers is 177.36 with standard deviation 5.729 and supported also by Median 178 and mode 177.

Correlation Coefficient of 0.645. This means the relationship between the variables of Confidence. The coefficient of determination of Adjusted R Square is 0,388 or 38,8%. This means that 38.8% of IPS Teacher Performance (Y) variable can be explained by the Confidence Self variable.

Based on the Anova test, the Thitung Value of Self Confidence variable is $2.302 > T_{table} 2.02$ with the sig value (probability) is $0.026 < \alpha = 0.05$. Ttable value is calculated by $df = n - k$ (k is the number of independent variables) $45 - 2 = 43$. This means that H_0 is rejected means the variable of Trust Trust partially affect the variable Y.

Discussion

From hypothesis testing obtained that the value Sig = 0.026 and tcount = 2.302, while ttable = 2.02. Because the value of Sig $< 0,05$ and tcount $> t_{table}$ then H_0 is rejected which means there is significant influence of independent to dependent variable Y (teacher performance). According to the synthesis theory, teacher performance is the result of the implementation of work achieved by someone who works as an educator and has the legality as a teacher. Indicators of teachers' performance measurement are based on teacher's duties and functions: 1) teacher's ability as an educator, 2) teacher's ability as a teacher, and 3) teacher's ability as a professional.

The goal of the duties and functions of a leader are employees or subordinates. School organizational structure of teachers is located as a subordinate of the principal, so the teacher is the target of the task and function of the principal. If the teachers in the school have a good perception of the principal's leadership and according to the principal teachers can perform all duties and functions properly, then the teacher will also carry out their duties and functions properly. If all school components, both school principals and teachers, can perform their duties and functions properly, then good results can undoubtedly be obtained, and if someone or a group of people get good results then it can be said that the person or group of people have a good performance.

Conclusion

Based on the results of testing the hypothesis that has been exposed There is a positive influence between self-confidence with the performance of IPS teachers. Where the two are interrelated, meaning that the higher the confidence that is owned by a teacher the higher the performance presented by the teacher. The correlation coefficient for the relationship of these two variables is 0.64. Coefficient of determination 38,8%, t count (2,3%) $> t$ value table (2.02) and regression equation $Y = 6,00 + 3,23 X$. This result shows if the confidence is getting better, then the performance of teachers will be better.

Suggestion

From the above conclusions and implications, the author tries to give suggestions as follows: The confidence in SMP Negeri rayon 04 in KebayoranBaru South Jakarta needs to be maintained and improved because empirically proven to have a positive effect on teacher performance. Efforts that can be taken for it is to always increase the confidence by following training exercises, reading a lot of literature or by continuing education to a higher level. This is important because it is in tune with the demands of school and government residents about teachers' self-confidence.

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