

**THE INFLUNCEOF PROFESSIONALISM, ACHIEVEMENT
MOTIVATION AND EMPOWERMENT AGAINST THE WORK
DISCIPLINE AND ITS IMPLICATION ON TEACHER PERFORMANCE:
EMPIRICAL STUDY ON HIGH SCHOOL TEACHERS IN KARAWANG
REGENCY**

Rahmat Hasbullah

Lecturer at the Faculty of Business and Economics
University of Singaperbangsa Karawang (UNSIKA)

Anoesyirwan Moeins

The Professor of UPI-YAI Doctoral Management Science Program.
Jakarta Indonesia

ABSTRACT

The development of quality in education in Indonesia is inevitable matter. This can be seen on the Poor of HDI, the competitiveness index of education and educational development index (EDI of Indonesia, which have indicated the presence problems in the quality of Indonesian education. Improving the quality of education in Indonesia is never apart from the role of the teacher, the teacher holds the position of the most strategically in the front line by interacting with students, so teachers must have the quality of teacher and performed well, that can make students develop his or her potential independently. Many factors affects the performance of teachers which are; discipline of work, discipline professionalism and achievement motivation, according to some experts, they gives the largest contribution in addition to the empowerment, in establishing on teacher performance. The objective of this study is to analyze the influences of professionalism, achievement motivation, and empowerment on teacher's work discipline. and its implication on teacher performance.. The sample used totally 417 Certified of High School Teachers in Karawang regency, and the data were analyzed by using SEM (Structural Equation Modeling). The Findings were, professionalism, achievement motivation, and empowerment as partially and or jointly had influenced as partially and or jointly, with positive and significant on discipline of work, with a contribution 53% while the remaining of 47% was influenced by other factors, with achievement motivation is the most dominant influence on the discipline of work, in the other hand professionalism, achievement motivation, empowerment and discipline of work had influenced as partially and or jointly, with positive and significant on teacher performance with the contribution 85%, and the remaining 15% were influenced by other factors, with Discipline work is the most dominant influence on the performance of teachers. The result had also shown that work discipline is a partial mediating of professionalism, achievement motivation and empowerment on Teacher performance

Keywords: Professionalism, Achievement Motivation, Empowerment, Work Discipline, Teacher Performance

1. INTRODUCTION

Paradigm of education in Indonesia is experiencing a change of approach from the centralized to decentralized approach to decentralization (Merchant & K., 2009). Distinctive approach to decentralization in management that is mapping the development of each educational institution based on the specification and the perspective of history, culture, vision, mission, organization, leadership, resources, types and number of students, and the granting of autonomy to determine their own level as well as how to achieve goals according to the institutional readiness, capability, as well as the situations and conditions where the school is located.

To improve the quality of education depends on the quality of recruitment, training, social status and working conditions of teachers, teachers need knowledge and appropriate skills, personal characteristics, professional prospects and motivation to achieve optimal performance of their (UNESCO in Tilaar, 2002: 312), because teachers hold the most strategic position that is directly in front of the most forward through interaction with students, so teachers must have a quality teacher and a good performance, so that learners are able to develop their own potentials

In improving the quality of education depends on the quality of recruitment, training, social status and working conditions of teachers, knowledge and skills, personal characteristics, professional, motivation and discipline, so it will affect the competencies, professional behavior, job satisfaction and work productivity in terms levels of learning and achievement of student learning value as an indicator of the performance of teachers

The low yield of student learning outcomes as indicators of the performance of teachers, is because of the low indiscipline teacher, it can be seen from the high levels of teacher absenteeism (Kemendikbud Strategic Plan 2015-2019), and the low average teacher hours in 2009 (17.3 hours from 24 hours per rule week) in Indonesia,

Departing on the such data the data then becomes rationale if we compare high teacher of of teachers with low student achievement in Indonesia, due to a 10% increase in teacher absenteeism will result in a 7% drop in the average value of student learning outcomes EDI (Education For All Unesco 2014),

The low performance is also influenced by the professionalism (Wroom in Keban: 2008), due to the professionalism of a professional attitude to do something as a principal job and not as a pastime or hobby mere (Sagala, 2009). There are three ideas on a professional teacher; First, a professional should have the talent and skill level is high. secondly, the professional must use their knowledge to support its work. Third, the professional should have the autonomy to make decisions that combines skill and knowledge (Goodlad, et al in Webb, 2002: 50) While the professionalism of a teacher, as envisaged in the Law of the Republic of Indonesia Number 20 of 2003 and Act No. 14 2005, is a teacher certified in accordance with the standards of competence by the central government, it's intended to provide assurance to the public on standards of training and competence required by a teacher in Indonesia (Fasli Jalal, 2009).

Performance can also be affected empowerment, according to Hasan Tutar (2011: 6318-6319), the main purpose of empowering employees is to strengthen the achievement motive employees will therefore be able to increase the "contextual performance", as .diungkap Robert L. Mathis and John H. Jackson 2001: 82), which states that, the performance is the quality and quantity of a work in a particular activity caused by natural abilities or capabilities acquired from the learning process as well as the desire

for achievement (achievement motivation), which is embodied in the standard excellence, where the standard of excellence can be the perfection of the tasks performed by oneself (Mc Clelland in Thoha, 2007), so it constitute a quality factor that becomes a differentiating factor of each individual in achieving individual targets or target of professional, which is indicated feelings of pleasure deeply felt they are relatively higher than the other, when the hell achievement in his work (Epstein in Hasan Tutar; 2011).

Problems Formulation

1. Is there any influence of Professionalism on working discipline of the high school teacher on public high school in Karawang Regency?
2. Is there any influence of Achievement Motivation on working discipline of the high school teacher on public high school in Karawang Regency?
3. Is there any influence of Empowerment on working discipline of the high school teacher on public high school in Karawang Regency?
4. Is there any influence of Professionalism, Achievement Motivation, and Empowerment simultaneously on working discipline of the high school teacher on public high school in Karawang Regency?
5. Is there any influence of Professionalism on job performance of the high school teacher on public high school in Karawang Regency?
6. Is there any influence of Achievement Motivation on job performance of the high school teacher on public high school in Karawang Regency?
7. Is there any influence of Empowerment on job performance of the high school teacher on public high school in Karawang Regency?
8. Is there any influence of working discipline on job performance of the high school teacher on public high school in Karawang Regency?
9. Is there any influence of Professionalism, Achievement Motivation, Empowerment and working discipline simultaneously on job performance of the high school teacher on public high school in Karawang Regency?

The Purpose of Research

Based on the formulation of the problem, then the purpose of research is to determine and analyze:

1. The influence of Professionalism on working discipline of the high school teacher on public high school in Karawang Regency
2. The influence of Achievement Motivation on working discipline of the high school teacher on public high school in Karawang Regency
3. The influence of Empowerment on working discipline of the high school teacher on public high school in Karawang Regency
4. The influence of Professionalism, Achievement Motivation, and Empowerment simultaneously on working discipline of the high school teacher on public high school in Karawang Regency
5. The influence of Professionalism effect on job performance of the high school teacher on public high school in Karawang Regency

6. The influence of Achievement Motivation on job performance of the high school teacher on public high school in Karawang Regency
7. The influence of Empowerment on job performance of the high school teacher on public high school in Karawang Regency?
8. The influence of working discipline on job performance of the high school teacher on public high school in Karawang Regency
9. The influence of Professionalism, Achievement Motivation, Empowerment and working discipline simultaneously on job performance of the high school teacher on public high school in Karawang Regency

2. THEORETICAL FRAMEWORKS

A. Teacher's Professionalism

Mc Cully in C. Rudy Prihantoro (2011: 104) states Professionals is a "vocation with a professional knowledge of some department of a learning science is used in its application to the of other or in the practice of an art found it". Therefore professional jobs require higher education in science and technology that is used as a basis instrument to be implemented in a variety of useful activities. So that a professional is a person who lives by practicing a particular skill or to engage in certain activities according to their expertise, (Syafurudin Nurdin, 2005: 13).

While understanding the professionalism, Freidson in (Syaiful Sagala, 2000: 199) argues that "professionalism is committed to the ideas of professional and career". Commitment to professionalism itself was a reflection of the behavior, skill or quality of whom professionally person, so professionalism is a term that refers to the mental attitude in the form of a commitment from the members of a profession to continue to establish and improve the quality of the professional who comes from an understanding person to do certain work activities, whose had a high skills (Stephen Wilhoit: 2008) .because someone who have a high skills, or in other words, a professional job is a job that can only be done by those who are specifically prepared for it, (Nana Sudjana in Uzer Usman 2011), or someone whose his sense of calling as well as a pledge to accept the call, Sritomo Wignjosoebroto (2000). Stated attitude of professionalism, is a reflection of a person's attitude in doing something principal work as a profession and not as a pastime or hobby, so the professional attitude is the attitude of the members of the profession who have truly mastered, and seriously in carrying out his profession Sagala (2009)

Teachers as a profession must meet professional criteria, according to (Hamalik, 2003: 36), criteria such professionals are described as follows: 1) Physical, include: physically and mentally healthy, do not have a disability that could lead to ridicule or scorn and compassion from learners., 2) Mental or personality, include: spirit of Pancasila; live up to the guidelines; loving nation and our fellow human beings and compassion to students; noble character; creative spirit can take advantage of existing educational flavor to the fullest; able to fertilize the democratic attitude and sobriety; able to develop creativity and a great responsibility in his work; able to develop high intelligence; be open, sensitive and innovative; show love for his profession; obedience to the discipline; and have a sense of humor, 3) Scientifics or knowledge, include: understanding the science that may underlie the formation of private; understanding the science education and teacher training and can apply them in their duties as educators; understand, master, and love other sciences; enjoyed reading scientific books; able to solve problems

systematically, especially those related to field of study; and understand the principles of teaching and learning activities, 4) Skills, include: being able to act as the organizer of the learning process; able to compile teaching materials on the basis of the structural approach, interdisciplinary, functional, behavioral, and technology; able to prepare GBPP; able to solve and implement the techniques of good teaching in 5) Focused on integrity and professional dedication; 6) Have public accountability for the results of achieving educational goals; able to plan and evaluate education; and understand and implement activities and non-school education "With regard to the term profession, the term profession will always be associated with the work, as revealed Snoek. et. all (2009), the theory of the profession classics, mentioning some characteristic attributes of professional work, namely: 1) Has the Institute of professional autonomous, through a professional agency that is autonomous, then the members of the profession have control over their own work, 2) Having an institution terhadap control requirements and the professional development of each member. Institutions profession also has the power to, judging, and then even to disqualify members who do not comply with professional standards and code of ethics, 3) Has a code of professional conduct which serves as a tool to gain the trust of the government and society have the power as a license profession and its members; in the services, which serves as a governance guidelines of good conduct of the members of certain professions, 4) A professional should have basic academic knowledge that qualified (Abbott 1988), which consists of formal knowledge or technical (Goodson and Hargreaves 1996), Knowledge Academic that qualified professionals working legitimized by clarifying the search and foundation of the cultural value of their primary. In most modern profession, it has become the values of rationality, logic and science. Professionals who have basic academic knowledge capable demonstrate accuracy, clarity, and scientific character logical in doing professional work (Abbott 1988), 5) Having the freedom to work, meaning that each member does not have an employment contract, but an independent and self-employed., Then according Marco Snoek (2012: 9), reveals some of the characteristics of professionalism of teachers, namely: 1) professional autonomy, have control over their own work; 2) involvement in determining the requirements of the profession; 3) Have a good control behavior in the profession through the use of the code of ethics, which is connected with sanctions for violating the code; 4) Being responsible members in professional organizations 5) professional performance; 6) Have a broad knowledge base underlying qualified professional activity; 7) Engage in the development of knowledge through involvement in academic research, action research and experience; 8) Have a desire to develop the professional capabilities of a lifetime; 9) Have a desire to collaborate positively with peers and stakeholders; 10) Engage to constantly innovate in the profession; 11) Having an understanding and commitment to always support the people and the state to the problem of education issues

From the above description the author defines professionalism as the quality of teacher attitudes (profession) to his profession that comes from the desire to seriously and strive to master the profession tercrmin of the degree of knowledge and expertise they have to be able to perform his duties. The dimensions of the professionalism of teachers consists of:

1. Knowledge (Knowledge), as measured by the indicators:
 - a. The level of in-depth knowledge of the subject, 2
 - b. Level-depth knowledge about teaching and learning,
 - c. The level of understanding of the community,
 - d. The level of knowledge of policy and organization in education

2. Skills (Skill)), as measured by the indicators:
 - a. The ability to communicate and discuss educational issues with a wider audience,
 - b. Level of ability to explain the quality of her work to outsiders,
 - c. Level of ability to conduct research actions class,
 - d. Level of ability to contribute to the learning in collaboration with professional societies,
 - e. the extent to translate the results of educational research as an innovation in the classroom / school
3. Attitude (attitude)), as measured by the indicators:
 - a. The level of dedication to teaching,
 - b. The level of commitment to the profession and the professional groups,
 - c. The level of knowledge contributes to the development of professional groups,
 - d. The level of commitment to abide by the code of professional conduct and integrity of the profession,
 - e. focus on the level of continuing professional development,
 - f. the level of focus on the improvement and innovation of teaching

B. Achievement Motivation

McClelland achievement motivation in Djaali (2007) states that motivation will always be associated with the achievement of several standard intelligence or skill standard. Meanwhile, according to Heckhausen in Djaali (2007), achievement motivation is a drive contained within the individual who is always trying or struggling to improve or maintain their ability as high as possible in all activities using the standard of excellence, thus reflecting a high need for achievement (achievement), (Robbins and Judge, 2009: 215), namely: 1) The desire to accept responsibility for solving the problem. 2) Tend to set goals and the achievement of moderate and tend to take calculated risks. 3) The desire to receive feedback on the performance.

There are at least three requirements are obtained which is the primary motivator in the work, namely:

1) The need for achievement (Nach), need for achievement is a boost to surpass the standard set, grappling for success. Individual characteristics that indicate a high orientation among others are willing to accept the risk is relatively high, the desire to get feedback on their work, and the desire to get the responsibility of solving the problem. In this type of achievement motivation of employees will try to achieve the highest achievement, the achievement of these goals are realistic but challenging, and progress in work, employees need to get feedback from the environment as a form of recognition of their achievement.

1. People with high n-ach always choose to work for tasks that have a moderate degree of challenge because they want their success. They do not enjoy an easy task and does not provide a challenge. In contrast to perform the tasks were very tough they do not want to, if they believe that the task is difficult to implement. If successful then they will tend to raise their aspirations so as to increase toward tasks that are more difficult

2. The need for power (nPow), is the need to direct other people behave in the desired way, or a form of expression of the individual to control and influence others. McClelland stated that the need for power is closely connected with the need to achieve a leadership position. Employees have the motivation to affect the environment, has a strong character to lead and have ideas to win and to increase personal status and prestige.
3. the need for affiliation (Naff), which is the desire for relationship antrapribadi familiar and close, need for affiliation is the desire to have interpersonal friendly and familiar. the desire to have a close relationship, full of attitude and cooperative friendship with other parties. Individuals who have a high need for affiliation were generally successful in jobs requiring a high social interaction.

McClelland in Munandar (2001) states that most people have a combination of these characteristics, the consequences will affect the behavior of employees in the work or managing the organization. So people who have achievement motivation will have an urge within him to achieve, namely a desire to be able to do, and resolve and achieve the standard of success. Santrock (2003). By doing a variety of efforts to control, manipulate and organize social environment around him as well as physical, a person will be able to overcome all obstacles and maintain the high quality work, unable to compete with efforts to exceed the work of the past, and can surpass the work of others (Lindgren, 2006), by personal effort to improve or make personal capacity as high as possible in all activities and the size of these advantages is used as a comparison, though in an effort to perform these activities, there are two possibilities that fail or succeed,

According to Fernald and Fernald (Luxori, 2005) many factors that may affect the achievement motivation of individuals, one of which is if an individual believes that he is able to do something, then people will be motivated to do so influential in behavior. Apart from that, according Mastuti and Aswi (2008), confidence can make the individual to act and if the individual is acting on the basis of confidence will make the individual is able to take decisions and make the right choice, accurate, efficient and effective, able to motivate to develop and improve themselves and be able to perform a variety of innovations as it goes. Gage and Berliner Daslam Manggarani (2014), suggests that achievement motivation is a desire to succeed and be the best at doing something, so that people who have achievement motivation will always have a desire to succeed, try hard, and surpass others on the basis of a standard quality certain that it determines (in Sharif Woolfolk, 2013).

Based on the theoretical description above, it is an achievement motivation in this research is a desire to succeed, succeed and be the best with the best possible working with earnest effort to achieve a standard of excellence. Achievement motivation were measured with six dimensions, namely:

1. The dimensions of the task risk, measured by indicators:
 - a. The degree of difficulty of the task given,
 - b. The level of challenge given task,
2. Dimensions feedback, as measured by the indicators:
 - a. The need for appreciation of the principal,
 - b. Level of need tribute from other educators,
 - c. The level of appreciation of learners

3. Dimensions persistence, measured by several indicators, namely:
 - a. The level of force / perseverance in the learning process,
 - b. No sooner desperate task of the school,
 - c. The level of persistence developing teaching materials
4. Dimensions of Excellence, measured by several indicators, namely:
 - a. The level of interest in competitive tasks,
 - b. The level of excellence on learners,
 - c. The level of excellence on school
5. The dimensions of achievement, measured by several indicators, namely:
 - a. Always wanted most outstanding in learning on students and schools,
 - b. The success rate in finding and using opportunities on learners and schools

C. Empowerment

Conger and Kanungo in Isaiah O. Ugboro (2006: 237) defines empowerment as a process of increasing feelings of self-efficacy among members of the organization through the identification of the condition of hopelessness, as well as through the elimination of the practice of formal organizations and informal techniques with proven efficacy information. This definition means strengthening business expectations in the performance or increase the perceived benefits of the employees themselves. According to Conger and Kanungo, the effect of empowerment is the initiation and persistence of behavior of employees who are empowered to achieve the goal. This definition is rooted in the theory of power management and delegation authority that gives employees the right to control and use organizational resources to bring the desired organizational results. Thomas and Velthouse (2000), the concept of empowerment is an intrinsic motivation tasks that can and can manifest in four individual cognition (meaningfulness, competence, impact and choice or self-determination), reflecting the orientation of the individual against his or her job role. Rose's (2001: 2) Empowerment is the extent to which one of the parties may be associated with other parties with no compulsion to do something that is done voluntarily. Furthermore Vogt and Murrell in Hasan Tutar, Altinoz, and Cakiroglu (2011: 6319) Empowerment is the period in improving the decision making abilities of employees through cooperation, sharing, training, education and team work. Therefore Empowerment is personal relationships to build trust between employees and management.

Based on the above, it is the empowerment of teachers in this study is the management practices of the delegation of the decision of the leader / principal in an effort to increase access to information and resources of individuals in the lower levels (either through a structural perspective and psychological), which is capable of build motivation in cognition that can be reflected through the orientation of teachers who play a role in learning. Empowerment is measured in two dimensions, namely:

1. Giving responsibility and authority with the following indicators:
 - a. Compliance the responsibility of the teacher with his competencies,
 - b. Suitability work with the expertise of teachers,
 - c. The accuracy of decisions made by the teacher,
 - d. Suitability promotion of teachers,
 - e. teacher education and training opportunities.

2. Personal relationships with the following indicators:
 - a. trust of the principals to teachers,
 - b. Suitability cooperation between principals and teachers,
 - c. The tightness of the working relationship between the principal and teachers,
 - d. Appropriateness of teachers guidance

D. Discipline of Work

Muchdarsyah Sinungan (2005) discipline is a mental attitude that is reflected in the actions or behavior of individuals, groups, or communities, in the form of obedience (Hasibuan: 2005) manifested in an attitude of willingness and a readiness, and awareness and someone obey all organizational rules and social norms prevailing (Singodimejo in Sutrisno, 2010: 86). or the requirement established for the specific purpose ". Siswanto Sastrohadwiryo (2003) states that the discipline of work can be defined as an attitude of respect the regulations that apply both written and unwritten and able to run and do not swerve to accept sanctions if he violates the duties and the authority given to him, peroses in order to create awareness for the discipline that should have to be naturally formed, in accordance with the opinion, Harlie (2010) stated naturally, self-awareness among individuals in the discipline of work should be developed in order to complete the tasks given by the organization through the development of motivation and commitment of the people within the organization. In addition, work discipline is a policy shift people to become self-responsibility to comply with environmental regulations (organization). Furthermore Wirawan (2009), said the main purpose of the discipline of work, namely: 1) Motivating employees to comply with the performance standards of the company, 2) empower employees by maintaining respectful relationships between subordinates and their superiors or otherwise let employees often do their job badly and break the rules on purpose, then the attitude of behavior must be corrected through a disciplinary process to avoid interpersonal conflicts that would interfere with the performance of the employee, 3) improve morale, morale, work ethics and the effectiveness and efficiency of work, 4) Increase the peace and kinship organization. In addition to the four that underlie the process of disciplining employees to maintain or improve the performance of these two concepts above, Siagian (2013) adds that, the process of disciplining employees is also a form of training that seeks to improve and establish professionalism of employees through knowledge, attitudes and behavior of employees so that these employees will be able to voluntarily seek to work cooperatively with other employees that could result in improved performance

From the explanation of the above theory, it can be concluded that the discipline of work in this research is the awareness of individuals to be self-responsible embodied in the attitudes and behavior of teachers is docile, obedient and honors and respects the provisions of the applicable written or unwritten and able to accept the sanction of the offense. The dimensions of labor discipline in this study are:

1. The dimensions of timeliness, as measured by several indicators:
 - a. The rate of school attendance,
 - b. Attendance of teaching,
 - c. Timeliness of teaching,
 - d. Suistability time with teaching material,
 - e. Timeliness assess students,
 - f. timeliness evaluate students.,
 - g. timeliness making student report book

2. Dimensions of Attitudes and Behavior, measured by several indicators:
 - a. Always obey all the rules that apply in school,
 - b. Appreciate and respect the leadership of the school,
 - c. Respect and honor fellow teacher,
 - d. Cooperate with other teachers,
 - e. Being role model for students,
 - f. Do not discriminate against students
3. Dimensions Responsibility, measured by several indicators:
 - a. The level of responsibility for the task,
 - b. Level of responsibility for student success,
 - c. Level of responsibility to maintain order in the school environment,
 - d. The level of responsibility to maintain order in class,
 - e. The level of responsibility in making planning / syllabus teaching materials,
 - f. the level of responsibility in the process of teaching and learning activities,
 - g. the level of responsibility in the process of teaching and learning activities,
 - h. Level of responsibility in providing teaching materials to students,
 - i. Level of responsibility for facilities / facility use today teaching, 10) the level of responsibility in society
4. Dimensions obedience of the rules, measured by several indicators:
 - a. The level of obedience to wear clothes according to the provisions of the school,
 - b. Permission when unable to attend,
 - c. Inform when it comes to school late,
 - d. Always fill the attendance list,
 - e. Willing penalized for rule violations,

E. Teacher Performance

Mangkunagara (2007: 66) said that the term job performance comes from the word of actual performance (actual job performance or achievements attained by someone). According to Mathis and Jackson (2006: 378) employees performance are common to most jobs include some elements such as the quantity of results (output), quality of results, timeliness of results, attendance, and ability to work together

In the context of the teacher, the performance often associated with the question, already justified the teachers working in the classroom; what teachers do for students; what has been done for the school teachers, the contributions that teachers give to the school and the government, and some other questions, related to the job performance of teachers (Shukla: 2008; Akhmad Sudrajad: 2008)

To assess the performance of teachers required standards or benchmarks. In daily practice standards for teacher performance appraisal which can either be sought agreement of the parties will assess (the principal) and teachers will be assessed (Agus Sumarno, 2008). However, in the context of professional teacher performance, the criterion should be based on existing standards.

In Indonesia, in the era of teacher certification, standards for measuring the performance of professional teachers is four teacher competence (or standard of professionalism of teachers), which shows the figure of a professional teacher intact (Raka Joni, 2008). As has been mentioned in terms of performance that teacher performance is the work that is visible from a series of capabilities possessed by

someone who is a teacher by profession. As stated in the government regulation of the Republic of Indonesia Number 19 Year 2005 on National Education Standards Article 28, paragraph 3, which reads: competence as an agent of learning at the level of primary and secondary education as well as in early childhood include: a) Competence Pedagogy, b) competence Personality, c) Professional Competence, d) social competence. In its development, there is an explanation that in fact all four competencies (professional, pedagogical, personality, and social) that in practice constitute a coherent whole (DITNAGA-Higher Education, 2009). An official explanation is led to the view of some experts of education, as the improvement (correction) on the meaning of the four competencies of teachers that have been codified in Regulation number 19 of 2005 on the National Education Standards. The views (about the figure intact Professional Competence Master) mentions that as a teacher is competent, should have (1) an understanding of the characteristics of learners, (2) control of fields of study, both in terms of science and education, (3) the ability of organized learning that educates and (4) the willingness and ability to develop professionalism and personality in a sustainable manner (DITNAGA-Higher Education, 2009).

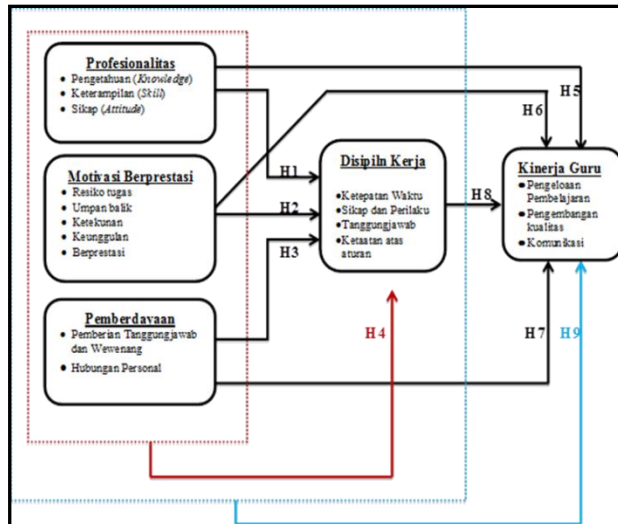
Teacher performance can also be seen from 1) a sense of responsibility to carry out the mandate, a profession to which it aspires, a sense of moral responsibility on her shoulder. This attitude will give a sense of responsibility to prepare for any consequences teaching equipment before carrying out the learning process, including methods, teaching materials, media, and techniques and instruments assessment tool (Isjoni, 2004). (3) mastery of skills pedagogical-methodological, to improve the quality of learning ranging from the preparation, execution of learning, methods, media, evaluation, and follow-up; (4) acquisition of communications, (5) the willingness to develop professionalism further with the master, application, and product of science and technology, wrote a paper book, study, create props, and application aspects of technology in learning (Akhmad Sudrajat, 2008) ,

Based on the description of the theory mentioned above, in this study the performance of the teachers are all activities are already shown by teachers in their responsibility as those who carry out a mandate and a responsibility to educate, direct and guide the learners in order to progress of learners towards mental maturity spiritual as well as physical-biological. The dimensions and indicators:

1. Dimensions Management of Learning, measured by several indicators:
 - a. The level of understanding of the learners,
 - b. The level of the learning plan (methods, materials, media, assessment instruments,
 - c. The level of the implementation of learning,
 - d. The level evaluation of learning outcomes,
 - e. The level follow-up of the assessment of learning,
 - f. the improvement and enrichment of learning,
 - g. the level of development of learners,
 - h. the level of counseling / guidance on student learners,
 - i. the level of responsibility for student success
2. Dimensional Development of the quality of learning, including:
 - a. The level of development of the quality of learning,
 - b. level of mastery of science and technology.,
 - c. The level of developing learning materials of teaching creatively,
 - d. The level of creativity in learning
3. Dimensions of communication, including:

- The level of effective communication and interaction with students,
- The level of effective communication and interaction with fellow educators,
- The level of communication and interaction effectively with staff,
- The level of communication and interaction effectively with parents of students,
- The level of effective communication and interaction with the surrounding communities,
- The level of effective communication and interaction with the surrounding community.

Figure 1 Conceptual Framework



The hypothesis

- There is any influence of Professionalism on working discipline of the high school teacher on public high school in Karawang Regency
- There is any influence of Achievement Motivation on working discipline of the high school teacher on public high school in Karawang Regency
- There is any influence of Empowerment on working discipline of the high school teacher on public high school in Karawang Regency
- There is any influence of Professionalism, Achievement Motivation, and Empowerment simultaneously on working discipline of the high school teacher on public high school in Karawang Regency
- There is any influence of Professionalism effect on job performance of the high school teacher on public high school in Karawang Regency
- There is any influence of Achievement Motivation on job performance of the high school teacher on public high school in Karawang Regency
- There is any influence of Empowerment on job performance of the high school teacher on public high school in Karawang Regency?

8. There is any influence of working discipline on job performance of the high school teacher on public high school in Karawang Regency
9. There is any influence of Professionalism, Achievement Motivation, Empowerment and working discipline simultaneously on job performance of the high school teacher on public high school in Karawang Regency.

3. THE METHODS

The method used is survey explanatory descriptive data collection is done to the certified school teacher in the 23 private and government High School (SMA) , with sampling techniques using saturation sampling, obtained a number of 417 respondents certified teacher (rule of thumb SEM , Hatcher; 1994) with the details of 20 teachers come from Private and 397 came from government teacher in Karawang regency of West Java province, a study from 27 Januar1 2016 to the date of January 27, 2017, Data Analysis was done to some sources, both secondary and primary, such as the perception of teachers against each statement in the questionnaire, which revealed every state regarding professionalism, achievement motivation, empowerment, work discipline, and teacher performance, validity and Reliability using a sample of 30 teachers, to any of the questions, which consists of 15 questions variables professionalism, achievement motivation 13 questions, 9 questions empowerment, work discipline 27 questions and 18 questions of teacher performance. analysis tools (tool analysis) using Structural Equation Model (SEM). The reasons for selecting this method is due to its ability to measure the construct indirectly through the indicators and simultaneously analyze the indicator variables and latent variable, and the relationship between latent indicator variables, and relationships between variables with each other latent variables, together involving measurement error. The results of this study are expected to provide an overview of clarity the relationship and level of influence between the variables that are very useful to explore in detail the various factors that can improve work discipline and teacher performance in order to provide comprehensively for the parties concerned in an effort to improve the quality of education in Indonesia especially in Karawang district.

4. RESEARCH RESULT

Full model equations SEM with using program lisrel 8.70 obtained two models trajectory, diagram namely standardized model and the model t-values, as each model shown in figure follows

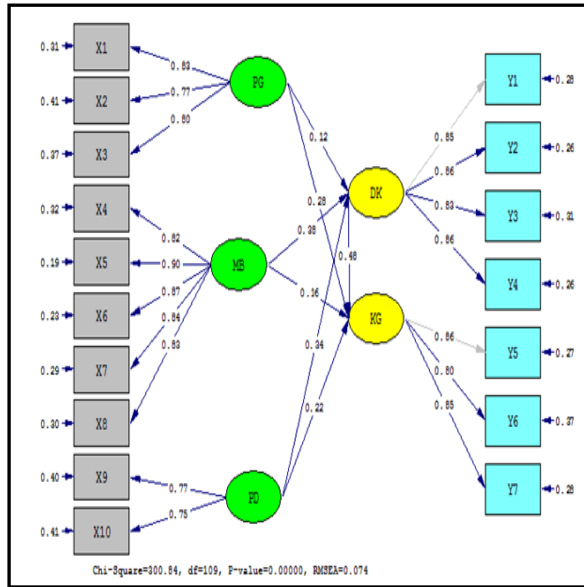


Figure1. Model Hybrid SEM
(Standardized Coefficient)

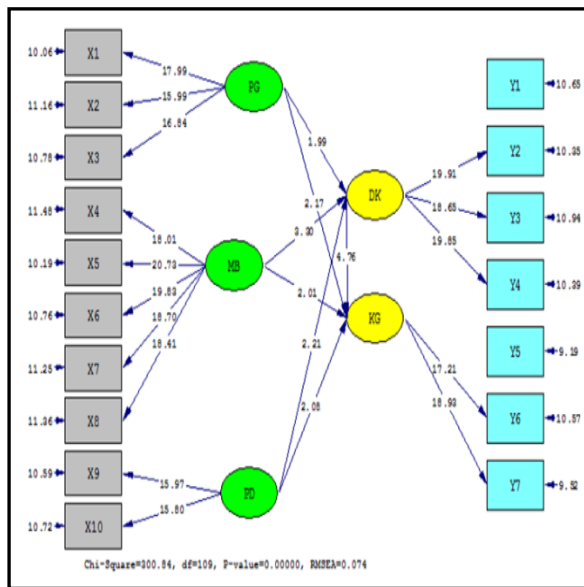


Figure 2.
Model Hybrid SEM (t-value Model)

Based on figure 1 and picture 2, above these calculations will be presented next testing parameters and the coefficients (loading factor on the model of an exogenous) structural dimension and endogenous. Testing is intended to find causal relationships or the influence of one variable latent to other latent variables, an indicator of each variable of latent (construct).

Of the results obtained by the use of the program lisrel 8.70 to model structure, equation in accordance with hypothesis advanced by can be seen as an equation structural below

$$DK = 0.12*PG+0.38*MB+0.34*PD, \text{ Errorvar} = 0.47, R^2 = 0.53$$

$$KG = 0.48*DK+0.28*PG+0.16*MB+0.22*PD \text{ Errorvar.} = 0.15, R^2 = 0.85$$

The professionalism has directly influenced on teacher performance variable is equal to 0.0784 or 7.84%. While professionalism has indirectly influenced on teacher performance through the discipline of work amounted to 0.632 or 6.32%. so that The professionalism can be increase the teacher performance is greater as directly than through discipline of work

The magnitude of the direct influence of achievement motivation toward teacher performance variable is equal to 0.0256 or 2.56%. While major contribution indirect influence of achievement motivation on teacher performance through the discipline of work amounted to 0.0392 or 3.92%.so thattheachievement motivationcan be increase the teacher performance is greater indirectly through discipline of work than as directly

The magnitude of the direct influence of variables empowerment of teacher performance variable is equal to 0.048, or 4.84%. While the amount of indirect influence through work discipline variable is equal to 0.0475 or 4.75%.so thattheempowerment can be increase the teacher performance is greater indirectly through discipline of work than as directly

The magnitude of the direct influence of work discipline variable on variable teachers performance with the contribution is 0.2304 or 23.04%

Referring to the test results, the variable professionalism, achievement motivation and empowerment directly affects on work discipline variable with a total contribution of 53%, and directly affects on the teachers performance variables with a total contribution of 32%, while if it through the discipline of work, then the variable professionalism, achievement motivation and empowerment will have the greater effect with a total contributions of 85% on the performance of teachers,

The total contribution of the most dominant influence on teacher performance is variable work discipline, with the contribution of 38.02%, it becomes the greatest contribution rather than a variable professionalism, achievement motivation, and empowerment that each only amounted to 20.94%, 10.82% and 15.68%.

Further due to partial or jointly, either directly or indirectly professionalism, achievement motivation and empowerment variable has positive effect either on variable work discipline and teacher performance, thus if it refers to the type of mediating, the work discipline variable in this study is a partial mediating of variable professionalism, achievement motivation and empowerment on teacher performance

5. CONCLUSION

1. Professionalism is partially positive and significant impact on the Work Discipline of teachers certified in Karawang
2. Achievement motivation is partially positive and significant impact on the Work Discipline of teachers certified in Karawang
3. Empowerment is partially positive and significant impact on the Work Discipline of teachers certified in Karawang
4. Professionalism, achievement motivation and empowerment simultaneously is positively and significantly impact on the Work Discipline of teachers certified in Karawang
5. Profesiolitas is partially positive and significant impact on certified teacher performance in Karawang
6. Achievement motivation is partially positive and significant impact on certified teacher performance in Karawang
7. Empowerment partially positive and significant impact on certified teacher performance in Karawang
8. Work Discipline is partially positive and significant impact on on certified teacher performance in Karawang
9. Professionalism, achievement motivation, empowerment, and work discipline partially or simultaneously positive and significant impact on certified teacher performance in Karawang with the coefficient of determination (R^2) of 85%, it shows that 85% of the variable performance of the teachers to be explained jointly by variable professionalism, achievement motivation, empowerment, and work discipline while 15% influenced by other variables.

Managerial Implication

1. Work discipline of Public high school teachers in Karawang regency of West Java province, especially in the dimension of attitudes behavior and adherence to the rules will be able to be improved if the school are able to increase achievement motivation, especially on the dimensions of the feedback, can improve teacher empowerment especially on the dimensions of given responsibility and authority which is supported by the ability to improve the professionalism of teachers, especially in the dimension of knowledge.
2. Teachers Performance of public high school in the Karawang regency of West Java province, especially in the dimension of learning management will be able to be improved if high school in Karawang district can improve work discipline, especially on the dimensions of attitudes behavior and obedience to the rule, where the work discipline of teachers will be increased when the High School is able to increase achievement motivation, especially on the dimensions of the feedback, is able to increase the empowerment of teachers mainly on the dimensions of responsibility and authority In addition to the Teacher Performance high school in Karawang regency, West Java province, especially in the dimension of learning management will be able to be improved if high school in Karawang regency is able to increase the professionalism of teachers, especially in the dimension of knowledge

*Suggestion**Managerial Suggestion*

Based on results of the research and discussion, hence can put forward suggestions as follows.

1. The Work discipline of certified High School Teachers in the Karawang regency is relatively high so that will be able to improve teachers performance in implementing the learning process. Increased work discipline teachers are affected predominantly by an increase in achievement motivation, especially on the dimensions of the feedback
2. Certified Teachers performance of the high school in the Karawang regency has been relatively high in implementing the learning process, even though the increase teacher performance variable dominantly by variable of work discipline, especially in the dimensions of attitude and behavior of obedience to the rule. However, there are several indicators on teachers discipline which is advised to note and enhanced by school as the indicator of the level of school attendance, attendance of teaching, timeliness taught, suitability of timeliness with teaching materials, timeliness in giving evaluation timeliness filling out student report book, becomes a role model for students, the responsibility for using facility / facilities when teaching, responsibility to society, Permit when unable to attend, Inform when came late to school, and the willingness to be penalized for rule violations, other than that, it is recommended the necessity of improved achievement motivation of teachers especially in dimension Feedback, recommending to upgraded the variable of empowerment especially on giving responsibility and authority, and variable of Profesiolism especially in the dimension of knowledge

REFERENCES

- [1]. Abbott, J. H. D. Cieri, & R. D. Iverson. 1998. *Costing Turnover : Implication of Work-Family Conflict at Gender Level. Asia Pasific Journal*. Vol. 36 No. 1, pp. 25-43
- [2]. Agus Sumarno. 2008. Delapan Pertanyaan Untuk Membantu Menilai Kinerja Guru di Sekolah. Online (<http://www.gurukreatif.wordpress.com/2008/01/23-/delapan-pertanyaan>, (diakses tanggal 27 Januari 2009)
- [3]. Akhmad Sudrajad. 2008. Manajemen Kinerja Guru. Online artikel. (<http://akhmadsudrajat.wordpress.com/2008/11/21/konsep-enilaian-kinerjaguru>) (diakses tanggal 27 Januari 2014)
- [4]. C. Rudi Prihantoro, R., 2011. Pengembangan Profesionalisme Guru Melalui Model Lesson Study. *Jurnal Pendidikan dan Kebudayaan*, Vol. 17 No. 1
- [5]. Djaali, H. 2007. Psikologi pendidikan. Jakarta : PT. Bumi Aksara
- [6]. Goodson, dan Hargreaves, k., 2006, Pathways of The Pulp, 9th Ed. Mosby, St. Louis
- [7]. Hamalik, Oemar. 2003. Guru Dalam Pendekatan Kompetensi. Jakarta: Bumi Aksara
- [8]. Harlie, M. 2010. Pengaruh Disiplin Kerja, Motivasi, Dan Pengembangan Karir Terhadap Kinerja Pegawai Negeri Sipil Pada Pemerintah Kabupaten Tabalong Di Tanjung Kalimantan Selatan. *Jurnal Manajemen*. Volume 11: Nomor 2
- [9]. Hasan Tutar, Mehmet Altinoz, et.all, 2011, *The Effects of Employee Empowerment on Achievement Motivation and The Contextual Performance of Employees*, African Journal of Business Management Vol. 5 No 15, pp. 6318-6329, 4 August, 2011
- [10]. Hasibuan, Malayu SP, 2005. Manajemen Sumber Daya Manusia, STIE YKPN, Yogyakarta.
- [11]. Isaiah O. Ugboro. 2006. *Organizational Commitment, Job Redesign, Employee Empowerment and Intent to Quit Among Survivors of Restructuring and Downsizing*. Institute of Behavioral and Applied Management, North Carolina A&T State University
- [12]. Isjoni. 2004. Kinerja Guru. Artikel online. (<http://re-searchengines.com/isjoni12.html>). (diakses tanggal 18 Januari 2013)
- [13]. Lindgren, H. C. 2006. *Educational Psychology in the Classroom*, 6th.ed.. New York: Oxford University Press
- [14]. Luxori, Y. 2005. *LTSN Hospitality, Leisure, Sport and Tourism. 2001. Resource Guide: Employee Empowerment, Participation and Involvement*
- [15]. Manggarani, K., & Supraptiningsih, E., 2015, Hubungan Antara Peran Kelompok Teman Sebaya Dengan Motivasi Berprestasi Pada Mahasiswa Fakultas Psikologi Universitas Islam Bandung Angkatan 2011. Prosiding Psikologi, Universitas Islam Bandung.
- [16]. Mangkunegara, Anwar Prabu. 2005. Perilaku dan Budaya Organisasi. Bandung, Penerbit Rafika Adi Tama
- [17]. Mangkunegara, Anwar Prabu. 2007. Evaluasi Kinerja SDM. Bandung : PT.Refika Penerbit Aditama
- [18]. Marco Snoek, A. Swennen, and M. van der Klink. 2009. The teacher educator: a neglected factor in the contemporary debate on teacher education. In: B. Hudson, ed. Proceedings of the TEPE 3rd Annual Conference Teacher Education Policy in Europe: Quality in Teacher Education: pp. 288-299. Umeå: Umeå University.
- [19]. Mastuti & Aswi. 2008. 50 Kiat percaya diri. Jakarta : PT. Buku Kita.
- [20]. Muchdarsyah Sinungan, 2005, Produktivitas. Jakarta: Bumi Aksara

-
- [21]. Munandar, A. S. 2001. Psikologi industri & organisasi. Jakarta : Penerbit UI
- [22]. Raka T Joni and Udik Budi Wibowo, , 2005, *Primary and Secondary School Teacher Management: A Review of Regulations, Policies and Practices*. Unpublished Paper.
- [23]. Robbins, Stephen P. & Timothy A. Judge. 2009. *Organizational Behavior. Thirteenth Edition*. New Jersey: Pearson Prentice Hall.
- [24]. Robert L. Mathis & John H. Jackson, 2006, *Human Resources Management*, Edisi Sepuluh, Jakarta: Penerbit Salemba Empat.
- [25]. Shukla Subir. 2008. Mulainya Sebuah Perjalanan: Peningkatan Kinerja Guru di India. <http://www.idpeurope.org/eenet/newsletter5indonesia/page24.php> (diakses tanggal 09Maret 2013)
- [26]. Siagian, 2013, *Manajemen Sumber Daya Manusia*. Jakarta: Bumi Aksara
- [27]. Siswanto Sastrohadiwiry, B. 2002. *Manajemen Tenaga Kerja Indonesia*. Jakarta : PT Bumi Aksara
- [28]. Stephen Wilhoit, 2008, *The Longman Teaching Assistant's Handbook: A Guide for Graduate Instructors of Writing and Literature*. UK: Pearson Longman
- [29]. Sutrisno, Edi. 2010. *Manajemen Sumber Daya Manusia*. Jakarta: Kencana Prenada Media Group
- [30]. Syafrudin, Nurdin. 2005. *Guru Profesional Dan Implementasi Kurikulum*, Jakarta Ciputat Pers, 2002.
- [31]. Syaiful Sagala. 2000. *Administrasi Pendidikan Kontemporer*. Bandung: Alfabeta
- [32]. Syarif, I. ,2013, Pengaruh Model Blended Learning terhadap Motivasi Dan Prestasi Belajar Siswa SMK. *Jurnal Pendidikan Vokasi*, Vol 2 No. 2.
- [33]. Thomas, K. W. & Velthouse, B. A. 2000. Cognitive elements of empowerment: An interpretive model of intrinsic motivation. *Academy of Management review*, 15(4): pp. 666-681.
- [34]. Uzer Usman. 2011. *Menjadi Guru Profesional*. Bandung: Remaja Rosdakarya
- [35]. Wignjosoebroto Verbiest, E. 2007. *Professionals moeten het verdienen. Tijdschrift voor Hoger Onderwijs*, 24 (4): pp. 239-248.
- [36]. Wirawan. (2009). *Evaluasi Kinerja Sumber Daya Manusia Teori Aplikasi dan Penelitian*. Jakarta. Penerbit: Salemba Empat.