

Work Motivation and Teacher's Performance

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Abstract – This study aimed at finding out the influence of work motivation on teachers' performance. Data in this study were collected through distributing the questionnaires to the respondents. The results of the questionnaire were analyzed by using simple regression analysis through t-test. The population of this study was 174 teachers from SMP Negeri 36, SMP Negeri 12, and SMP Negeri 25 Palembang. The sample of this study were 90 teachers consist of 30 teachers from SMP Negeri 36, 33 teachers from SMP Negeri 12, and 27 teachers from SMP Negeri 25 in Palembang. The results of the study showed that there was a positive influence of work motivation towards teachers' performance.

Keywords – Work Motivation, Teachers' Performance, Junior High Schools

I. INTRODUCTION

As an educator, the teacher has very complex tasks and responsibilities, not only providing knowledge, but also as a guide who can improve abilities, develop alternatives, and mobilize students in learning (Salwa et al, 2019; Fitria et al, 2019; Fitria, 2018). Teachers are not only required to master the knowledge to be taught and have a set of teaching knowledge and technical skills, but teachers are also required to display personalities that are capable of being role models for students (Kristiawan et al, 2019). For this reason, human resources must be improved, especially teachers by paying attention to the tasks, roles, and responsibilities that are very large, the teacher must be given support or motivation so that the competencies they have can be implemented optimally through good performance (Irmayani et al, 2018; Lian et al, 2018; Andriani et al, 2018).

A teacher becomes an educator because of the motivation to educate. Work motivation gives rise to enthusiasm or encouragement and works. Therefore, in psychology, work motivation is regarded as a morale booster (Anoraga, 2014: 84-96). If he/she does not have a motivation, then he/she will not succeed to educate or to teach. The success of teacher in teaching is because of encouragement or motivation, this is a

sign of what has been done by the teacher has touched his/her needs. Teaching activities carried out by teachers whom they are interested in because they are in accordance with their interests. Teachers who are motivated at work will have job satisfaction because the needs of teachers that are fulfilled will encourage teachers to improve their performance (Renata et al, 2018; Murtiningsih et al, 2019).

In carrying out their duties as educators, teachers are required to possess and master various competencies, not only pedagogical competencies, but also good personalities to be role models for students and the public. By considering the various abilities that must be possessed by a teacher, the competency or ability is a very important pillar in determining whether the teacher's professional performance are good or not.

On the other hand, the low performance of teachers is caused by internal factors such as the lack of teachers in the learning process and the weakness of teachers in creating learning communication. This is due to the needs that must be fulfilled by the teacher. The number of necessities of life that will be achieved by someone will affect the results of his/her work.

Qualified or unqualified teachers can be seen from the teachers' professionalism. The professionalism of a teacher is reflected in the teacher's appropriateness in teaching (Khasanah et al, 2019). Teachers who are worthy of teaching are teachers who are able to master the class, able to master the scientific field in-depth and have academic qualifications that are relevant to their area of expertise (Sarina et al, 2019; Lian et al, 2018). So, a teacher who does not meet the criteria for teaching is worth noting that the teacher is not qualified to teach. In this context, the government has developed an educator certification program; a program aims to assess the professionalism of educators, in order to determine the eligibility of educators in carrying out their duties. As contained in regulations of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers explained in Article 9 that teachers are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and have the ability to realize the goals of national education.

One of the professionalism of teachers is marked by the fulfillment of competency standards. Regulation Number 14 of 2005 concerning Teachers and Lecturers, that competency is a set of knowledge, skills and behaviors that must be possessed, internalized, and mastered by the teacher or lecturer in carrying out professional duties. Teacher's competence can be interpreted as a roundness of knowledge, skills, and attitudes that manifest smart and responsible actions in carrying out tasks as learning agents.

The teacher has an important role in the teaching and learning process, because the teacher has direct involvement dealing with students in teaching and learning process. A teacher must create a conducive atmosphere so that students are willing to be fully involved in learning activities, so that learning objectives that have been set can be achieved effectively and efficiently (Wandasari et al, 2019). Related to teacher competence in relation to teaching activities, Hamalik (2008: 36) argues that the learning process undertaken by the teacher and students learning outcomes are not only determined by the school, patterns, structure, and content of the curriculum, but are largely determined by teacher's competency.

Professional teachers must have good basic skills, understand or master the material and have loyalty to the task. Thus, the teacher is required to have competencies in teaching. The competency that must be possessed by a teacher is professional competency; this competency emphasizes sufficient knowledge and interviews about the content of the subjects so that it is absolutely necessary to

create a good learning process. Mastery of the material is one of the prerequisites for implementing effective learning, because the teacher is a source of knowledge for students.

Teacher's performance will be good if the teacher has carried out elements consisting of loyalty and high commitment to teaching assignments, mastering and developing learning materials, discipline in teaching, having creativity in implementing learning, cooperation with all school members, leadership that is a role model for students, good personality, honest, and objective in guiding the students, as well as responsibility for their assignments (Tobari et al, 2018; Fathurrochman et al, 2019). Related to the elements that must be carried out by a teacher, the principal's job as the manager should conduct an assessment of the teachers' performance (Apriana et al, 2019). The objective of the Principal's assessment is as a motivational tool for the leader to the teacher and to the teacher himself.

We choose SMP Negeri 36 Palembang, SMP Negeri 12 Palembang, SMP Negeri 25 Palembang as research object. Based on the data obtained through a preliminary study, it was found that in the last 3 years, the learning achievements had not shown a significant improvement. Teachers' performance was not optimal in carrying out their duties as educators. For these reasons, it was necessary to guide the teachers of State Junior High School at Kertapati Palembang so that the problems faced by the teachers in the teaching and learning process in the classroom were known and could be solved.

The observation results of the preliminary study showed that some teachers had low motivation in carrying out their profession as teachers, and there were some teachers who came late to school. In addition, some teachers taught the lesson which was not in accordance with their educational background, some teachers were not able to teach because of their limitations in mastering teaching methodologies, and some teachers had not carried out classroom action research.

Based on the descriptions above, we did research influence of work motivation on teachers' performance. The formulation of the problem in this study was whether there was any influence of work motivation on teachers' performance.

II. THEORETICAL DESCRIPTION

1. Work Motivation

Motivation cannot be observed directly, but it can be interpreted from one's behavior. In carrying out tasks and work, teachers require work motivation both from themselves and from outside. Teacher will be eager to do all

activities when there is already high motivation in work, and motivation contains understanding that is in accordance with what is underlying it. Teacher's work motivation means a motivation that underlies the teacher in carrying out his/her work (Andriani et al, 2018).

According to Uno (2013: 72), teacher's work motivation includes; (1) responsibility in doing work, the teachers who have high motivation can be seen from their responsibilities in doing work. The teacher will complete the work with maximum results in accordance with the specified time limit. The teacher will plan, carry out, and evaluate learning in accordance with applicable regulations; (2) achievements, obtained by the teacher shows that the teacher has a high work motivation. The achievement can be in the form of an award from the school principal, educational institution or the work created; (3) self-development, the teachers in carrying out their profession need to develop themselves. Teachers' participation in trainings conducted by educational institutions shows that teachers have enthusiasm so that high work motivation is created; (4) independence in acting, someone who has entered the productive age certainly has an independent nature in acting. This independence reflects the attitude of the teacher who always does the tasks and responsibilities even if he/she is not instructed.

2. Teacher's Performance

Hasibuan (2012: 2) stated that performance is a result achieved by someone in carrying out the tasks assigned to him. Zalika (2010: 14) define performance as follows, "Job performance is defined as the value of the set of employee behaviors that contribute, either positively, to organizational goals occurrence. This definition of a job performance includes behaviors that are within the control of employees, but places are boundary on which behaviors that are (and are not) relevant to job performance. It means that performance

is the value of a set of employee behaviors that contribute, whether positive or negative, to the achievement of organizational goals, which means that performance includes behaviors that are within employee control, but are still within the limits of work behavior and are relevant to performance.

Furthermore, performance is the result of an employee's work both in quality and quantity that has been achieved by an employee in carrying out tasks in accordance with the responsibilities given to him (Tobari, 2016: 74). Operationally, to measure a teacher's performance, the dimensions and performance indicators are; 1) dimensions of work quality, the indicators are accuracy, precision, skills, and cleanliness; 2) Dimensions of work quantity, the indicators are: Regular output and non-routine output; 3) Dimensions of reliability, the indicators are: Instruction, capability, and initiative; 4) attitude dimensions, the indicators are; attitudes towards the organization, attitudes towards other employees, attitudes towards work, and attitudes towards cooperation (Tobari, 2016: 74-75).

III. METHODS

In this study, the type of research used was quantitative. Quantitative is a research in which the data are quantitative, so the analysis used quantitative analysis (inference). The design used was causality by using a survey to see the relationship between the independent variable of work motivation and the dependent variable, the performance of the teachers of SMP Negeri in Kertapati, Palembang. The population in this study was all of teachers who taught at state junior high Schools in Kertapati, Palembang, consist of 186 people as listed in Table 1.

Table 1. Population of the Study

SMP Negeri 36 Palembang	57 Teachers
SMP Negeri 12 Palembang	65 Teachers
SMP Negeri 25 Palembang	52 Teachers
Total	174 Teachers

In this study, we used a systematic Nonprobability sampling technique based on the order of the population members who had been given a sequence number based on the odd number sequence, they were no 1, 3, 5, 7, 9, 11, and so on (Sugiyono, 2017: 95). Thus, the sample of this study were 90 teachers consist of 30 teachers from SMP Negeri 36, 33 teachers from SMP Negeri 12, and 27 teachers from

SMP Negeri 25 in Palembang. In this study, the data were collected from the questionnaire distributed to the teachers and data were also collected from documentation of school profile.

The validity testing of the instrument aimed at determining the extent of the accuracy and thoroughness of

the measuring instrument in carrying out its size function. The validity testing used in this study was Pearson Product Moment correlation analysis, to calculate the correlation between each statement with the total score by using Statistical Product and Service Solution version 21. The software calculates 30 trial samples outside the research sample. The results of the calculation of all items of the questionnaire were consulted with the "r-table" of product moment by using a significance level of 5% r count obtained > r table, it showed that all the items on the questionnaire were valid so that they could be used for this research. To measure the reliability of the questionnaire in this study, the Cronbach's Alpha technique was used with the help of Statistical Product and Service Solution version 21. The reliability testing found that the Cronbach alpha value was greater than 0.07. It showed that the data used in this study were reliable and can be used for this research.

The data from the respondents in the questionnaire that had been distributed were processed and used to provide an overview or explanation of the responses of respondents to each item of questionnaires given. The inferential statistics used was simple regression analysis aimed at predicting the size of the dependent variable by using data of independent variables which were already known to be of magnitude. The simple regression analysis technique used in this study were the test of coefficient determination (R^2), regression testing (t-test). Whereas the classic assumption test carried out in this research were normality testing and heteroscedasticity testing.

IV. RESULTS AND DISCUSSION

The subjects of this study were 90 teachers are 30 teachers from SMP Negeri 36, 33 teachers from SMP Negeri 12, and 27 teachers from SMP Negeri 25 in Palembang. The respondents' responses toward the

questionnaires were arranged in the form of a frequency distribution based on the respondents' answers to each statement on the questionnaire indicators on the variables of work motivation and teachers' performance.

1. Normality Testing Result

Normality testing of the data was carried out with the aim to identify whether the data used from this research variable had a normal distribution or not. The Normality testing result showed that Kolmogorov Smirnov-z value 1.306 with Asymp value. Sig. 0.066 was greater than 0.05. From this result, it can be concluded that the research variables used in this study had a normal distribution.

2. Heteroscedasticity Testing Result

The scatterplot graph was used to detect the presence of heteroscedasticity in this study by seeing whether there was a certain pattern on the scatterplot graph between SRESID and ZPRED, where the Y axis was the predicted Y and the x axis was the residual (actual Y-predicted Y) which has been studentized (Ghozali, 2013: 139). Heteroscedasticity testing result showed the distribution of data located around the zero point on the Y axis, and no visible patterns or certain trend lines on the distribution of research data. Heteroscedasticity testing result showed that there was no heteroscedasticity; and the data can be used for further research.

3. Hypothesis Testing Result

This test was carried out to find out whether independent variable, work motivation had an influence on teachers' performance. This hypothesis testing used simple regression analysis through t-test. If the statistics t-count < t table, then H_0 is accepted, if statistics t-count > t-table, then H_0 is rejected. The hypothesis testing result can be seen on Table 2.

Table 2. Hypothesis Testing Result

Model	Coefficients ^a		Standardized Coefficients	t	Sig.
	Unstandardized Coefficients				
	B	Std. Error	Beta		
(Constant)	38.880	4.975		7.815	.000
1 Work Motivation	.290	.062	.396	4.712	.000

a. Dependent Variable: Work performance

Hypothesis:

$H_a: \beta_1 \neq 0$: Work Motivation has a positive influence on teachers' performance

$H_0: \beta_1 = 0$: Work motivation does not have a positive influence on teachers' performance

From Table 2, it can be seen that the t-test result for work motivation variable (X) on teachers' performance (Y) showed the significance value of 0,000, meaning that the significance value was lower than the probability value of 0.05 ($0,000 < 0.05$) and the t-count showed the value of 4.712, meaning that the t-count was greater than the t-table ($t\text{-count } 4,712 > t\text{-table } 1,98729$). It can be concluded that H_0 was rejected and H_a was accepted, meaning that work motivation had a positive influence on teachers' performance and it can be said that work motivation variable had a significant influence on teachers' performance. The coefficient value of work motivation variable had a positive value indicating that, if work motivation increases, teachers' performance will significantly increase, and contrarily if work motivation decreases, teachers' performance will significantly decrease as well.

Teacher's performance is the result obtained by a teacher in carrying out the tasks that have been given to him/her. In this study, the result of t-test of work motivation variable on teachers' performance found that work motivation had an influence on teachers' performance and it can be said that work motivation variable had a significant effect on teachers' performance with sig. value lower than the probability value and t-count was greater than t-table value. It also means that, if work motivation, shown from the diligent and diligent dimensions, work enthusiasm, feeling of joy, attention, and a sense of belonging and confidence have increased, then teachers' performance will increase also and vice versa if work motivation has decreased, teachers' performance will also decrease significantly. Descriptive analysis results also found that more than 50% of respondents stated strongly agree with the statement of the research questionnaire on work motivation variable, in other words respondents gave very good responses about work motivation they received.

Teacher's work motivation was quite high in Kertapati, Palembang SMP Negeri 36, SMP Negeri 12, and SMP Negeri 25 in Palembang, which had an effect on increasing in teachers' performance because it was the main factor for every teacher to carry out their professional duties in accordance with the stipulated provisions. This study found that there was an influence of work motivation on performance. This means that one of the factors that influences the teacher in obtaining optimal performance was motivation. This is in line with the theory stated by Kaswan (2011), that the factors influence a person's performance are one's characteristics, namely (1) ability and skill, attitude, and motivation; (2) input: understanding the need for

achievement, resources, disruption of work demands, and opportunities for achievement; (3) outputs: standards for determining performance success; (4) consequences: positive consequences or achievement incentives, there are not many negative consequences for achievement; and (5) feedback: frequent and directed feedback on how the work is done. In this case, work motivation was one of the characteristics of the teacher that could affect performance. Therefore, work motivation is related to or has a very close correlation with increasing teacher performance or vice versa. The higher the work motivation, the better the teacher's performance will be.

This was in line with the opinion of Sardiman (2006: 73), which stated that motivation is a change in the strength or energy of a person that is indicated by the emergence of feelings and marked the emergence of responses to the existence of a goal. Hamalik (2004: 173) stated that the origin of the word motivation is a meaningful motive as a driving force that has an influence on readiness to start carrying out a series of activities in a behavioral attitude. According to Jason A. Colquitt, Jeffery A. Lepine, Michael J. Wesson (2011: 179), motivation is defined as a set of energetic forces that originates both within and outside an employee, initiates work-related effort, and determines its direction, intensity, and persistence.

Work motivation is an attempt to prepare a certain condition, so that someone has the desire to do something to realize a goal. Motivation can arise because of external factors, but that motivation also arises from within a person (internal) so that they have the desire to change from an attitude to behavior or a better condition than before. Problems that often occur related to work motivation in junior high schools as a research sample were including the low motivation in carrying out the profession as a teacher, this was seen from the writer's daily experience during work, often there were empty hours in the classroom because the teacher was absent in class with various reasons so that teaching and learning activities became disrupted, the frequency of teachers who arrived late to school was quite common. This of course was a form of attitude that was less responsible and could affect the teachers' performance in schools.

The motivation of a teacher in carrying out their duties needs to be improved, because without encouragement from someone to do something, that person will not be able to achieve the desired goals. Motivation is necessary for a teacher, because people who have motivation will always try

to finish the job on time and in accordance with predetermined goals. Mulyasa (2013: 120) stated that the teachers will carry out the work seriously if they have high motivation. If he/she has positive motivation, he/she will show interest, has attention, and wants to be involved in a task or activity. Based on this opinion, teachers who are still unsuccessful in carrying out teaching because they lack of motivation to teach results in the declining of teachers' performance. Therefore, the role of the principal is needed in motivating teachers to improve their performance.

This research was also supported by the results of Ardiana's (2017), Enri Cofermi Batubara's (2009), Djalil's (2009), Mur'aniah's (2008), Isman Komari's (2010), Erdi A. Hamid's (2011), and Haryono and Arafat's (2017) researches who found that there was a positive and significant relationship between work motivation and teachers' performance.

V. CONCLUSIONS

There was a positive influence of work motivation on the performance of teachers at SMP Negeri 36, SMP Negeri 12, and SMP Negeri 25 of Kertapati Palembang. Motivation of teachers in Palembang is expected to be enhanced further by giving of praise, enthusiasm, and encouragement from the principal to these teachers in carrying out their tasks, especially teaching and learning tasks in class for optimal performance.

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