

Effect of Work Motivation and Work Climate on Teacher's Performance

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Abstract – This quantitative study examined 1) the effect of work motivation on teacher's performance; 2) the effect of the work climate on teacher's performance; 3) the effect of work motivation and work climate on teacher's performance. Data were collected using questionnaire and documentation. Data were analyzed using simple linear regression formula and multiple linear regressions. The results concluded that there is influence of work motivation and work climate on the teacher's performance partially and simultaneously.

Keywords – Work Motivation, Work Climate, Teacher's Performance.

I. INTRODUCTION

Education is a very important factor in shaping personality and developing human resources. For this reason, the government is very serious providing quality education. With a quality education system, it is able to produce students as the next generation of quality people and able to carry out their development tasks optimally towards more effective direction. In carrying out its main tasks and functions, teachers as a profession bear certain requirements as stipulated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the national education system, In articles 39 (1) and (2) it is stated that educators are professionals who are tasked with planning and carry out the learning process, assess learning outcomes, conduct guidance and training, and conduct research and community service, especially for educators at tertiary institutions.

To carry out the tasks and responsibilities above, the teacher is required to have certain abilities and skills. These

abilities and skills are part of the teacher's professionalism competence (Khasanah et al, 2019). Competence is an ability that is absolutely owned by the teacher so that his job as an educator can be done well. The task of the teacher is closely related to the improvement of human resources through the educational sector (Irmayani et al, 2018; Tobari et al, 2018; Fitria et al, 2017; Fitria, 2018). Therefore, it needs to improve the quality of teachers to become professionals. Improving the quality of education can be successful. As stated by Tilaar (2009) improving the quality of education depends on many things, especially the quality of the teacher.

To make teachers as professionals, coaching is held continuously and making teachers as workforce needs to be respected and professionally recognized. To make them become professionals do not merely improve their competence either through upgrading, training, or getting the opportunity to learn again but also need to pay attention to teachers from other aspects such as increased discipline, motivation, optimal teacher performance, supervision,

giving incentives, decent salaries with professionalism so as to enable teachers to be satisfied in working as educators (Wandasari et al, 2019; Lian et al, 2018; Andriani et al, 2018).

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 and other assignments, creativity in the implementation of teaching, collaboration with all school members, leadership that becomes student role models, good personality, honest and objective in guiding students, and responsibility for their assignments. Teachers as educators are required to have and master a variety of competencies, not only pedagogical competencies but also teachers must have a good personality to be an example for students and the general public. By considering the various abilities that must be possessed by teacher, the competency or ability is a very important pillar in determining whether or not the performance of the teaching profession. Work motivation is something that gives rise to enthusiasm or drive and work. Therefore, work motivation in psychology as a morale booster (Renata et al, 2018; Murtiningsih et al, 2019; Salwa et al, 2019; Anoraga, 2012).

The teacher becomes an educator because of the motivation to educate. If you do not have the motivation then he will not succeed in teaching. The success of the teacher in teaching because of motivation is a sign of what has been done by the teacher has touched his needs. Teaching activities carried out by teachers whom they are interested in because they are in accordance with their own interests. Teachers who are motivated at work will cause job satisfaction, because the needs of teachers who are met encourage teachers to improve their performance (Fathurrochman et al, 2019; Andriani et al, 2018).

Motivation that can support the birth of good teacher performance, in addition the implementation of school principal's leadership tasks in accordance with the characteristics of their subordinates (educative staff and administrative staff) to encourage them to carry out their duties and responsibilities to the maximum extent must also be accompanied by work abilities optimal and competent. The success of teachers in improving the quality of education can be seen from its performance. Furthermore, the teacher's performance can be seen from the ability and skills in carrying out the task, especially in creating the learning process. On the one hand the low performance of teachers is caused by internal factors, such as lack of

teachers in the learning process and the weakness of teachers in creating learning communication. This is due to the many needs that must be met by the teacher.

Considering the quite heavy tasks that must be done by a teacher, it is appropriate for the teacher to get many things that can arouse his enthusiasm in working. This is important, because a teacher will produce good performance if they have good competence and have enough work motivation. Explicitly stated that the factors that influence the success of the learning process in the classroom include teacher competency, learning methods used, curriculum, facilities and infrastructure, as well as the learning environment both the natural, social and cultural environment. It can be interpreted here that the social environment of learning in the classroom and in schools (offices of teachers and administrative staff) has a direct or indirect effect on the teaching and learning process.

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 and other assignments, creativity in the implementation of teaching, collaboration with all school members, leadership that becomes student role models, good personality, honest and objective in guiding students, and responsibility for their assignments. Therefore the principal's job as a manager is to assess teacher performance. This assessment is important to do considering its function as a motivational tool for leaders to the teacher and to the teacher itself (Apriana et al, 2019).

There are still many problems related to teacher performance. Teachers who have good performance will help teachers achieve educational goals and try to achieve those educational goals by developing better teaching methods and procedures. In addition, many teachers are less successful in teaching because they are less motivated to teach so that the impact on decreasing teacher productivity. For this reason, the principal's role is needed to motivate teachers in improving their performance.

Based on observations conducted in State Elementary School Karang Agung Ilir, Banyuasin that the work motivation of teachers in carrying out the learning process was still not optimal, as evidenced by teacher absenteeism where around 75% of teachers were late for class and were stalling for time teaching. In addition, in the Teacher's Law to improve teacher performance, teachers must have a minimum educational qualification with a Bachelor Degree (S1) education, but there are still teachers who still do not

meet academic qualifications. In addition, the coordination of training programs for the ability of various teaching staff in accordance with teacher competencies has not been organized or mapped.

The need to improve a good work climate by establishing brotherhood among teachers in a harmonious atmosphere coupled with an increase in adequate facilities and infrastructure. Teacher's performance which includes aspects of work quality, timeliness of implementation, attendance, and initiative in learning that refers to the standard provisions of the formal learning process still needs to be improved. In dealing with these problems, the need to improve performance as an effort to improve the quality education in State Elementary School Karang Agung Ilir, Banyuasin. In fact the results of interviews with the principal, that the issues of motivation, work climate, and teacher performance need to be considered and serious handling involving all elements and stakeholders in education in general, more specifically in State Elementary School Karang Agung Ilir, Banyuasin.

This is supported by the results of a study conducted by Komari (2010) that motivation, management competence and ability show a very significant influence on teacher's performance. Motivation has a very significant effect on teacher's performance. Management competence has a significant effect on teacher performance. Ability has a significant effect on teacher's performance. Supriono (2013) states 1) the supervision of school principals which includes teaching preparation, the use of methods and instruments, and the determination of evaluation procedures and the utilization of the evaluation results of the level of accuracy in both categories; 2) teacher's performance which includes the preparation of lesson plans, opening learning, learning processes, closing learning, evaluating learning outcomes, and evaluating learning accuracy in the good category; 3) the supervision of the principal gives an effective contribution of 79% to the teacher's performance. Then Windrawati (2012) mentions that there is a positive and strong influence of school principal's academic supervision on the performance of teachers of State Elementary Schools in Botupingge. Furthermore, Timumu (2013) obtained the results of the study that there was an influence of the principal's academic supervision on teacher performance Primary school in Botupingge.

Performance is a translation of the word performance, etymologically performance comes from the word to perform which means to display or implement. So, performance is a work performance performed by someone,

while performance means the act of displaying or carrying out an activity (Suharsaputra, 2018) what is done or not done by employees (Mathis, 2016). Performance is the result of quality and quantity of work achieved by an employee in carrying out his duties in accordance with the responsibilities given to him, or performance is the result of a job that can be measured quantitatively using certain measuring devices (Daryono, 2012). Performance appraisal is a systematic evaluation of the work done by employees and is intended for development. Whereas Hasibuan (2013) defines performance appraisal as a formal procedure carried out within the organization to evaluate employees and their contributions and interests for employees.

From various notions of performance above, it can be concluded that performance is the result or level of success achieved by someone in their field of work according to certain criteria and evaluated by certain people, especially the employee's employer concerned. Philosophically, especially in the realm of philosophical thought of Imam Al-Ghazali, the teacher is someone who gives good, positive, creative or constructive things to humans who want, at any stage of their lives, in any way, without Expecting any kind of cash compensation, Imam Al-Ghazali also revealed some basic principles of the psychological psychological teacher, namely: 1) the teacher should cultivate a sense of the four imaginations with the people he taught; 2) the teacher should teach and care for his students as if they were their own biological children; 3) education does not mean anything if it does not change quickly the way students look at life in a moral, intellectual and spiritual style; 4) students are directed towards learning with love, sympathy, attention and not any strength and / or coercion; 5) while teaching certain subjects, teachers should not underestimate the importance of ability in other sciences; 6) the teacher should speak with regard to the level of intelligence of his students; 7) should treat students who are less intelligent in such a way that the student does not feel awkward in front of his peers; and h) the teacher should be fair and wise to all his students. In addition, Robbins (2010) suggests that employee performance is a function and interaction between abilities, motivation, and opportunity.

Motivation is a series of attitudes and values that influence individuals to achieve specific things in accordance with individual goals, attitudes and values is an invisible that gives the power to encourage individuals to behave in achieving goals (Rivai, 2015).

The drive consists of 2 components, namely the direction of behavior (work to achieve goals) and the strength of

behavior (how strong the individual effort at work). Motivation includes unique feelings, thoughts and past experiences that are part of the institution's internal and external relations. In addition, motivation can also be interpreted as encouraging individuals to take action, because they want to do it. When individuals are motivated, they will make positive choices to do something, because it can satisfy their desires. (Rivai, 2015).

The motivation process starts from an insatiable need, so that there is a tension, which creates impulses to look for certain behaviors in the form of effort. Efforts will produce performance (output) as an output and have a relationship with the reward (reward) as a result (outcome) for employees individually. With the rewards the needs are met and the pressure will be reduced.

Something from the urge to push someone in the company for a job, career, level of study, or activity. These impulses by Maslow are illustrated in the motivation theory of the human needs hierarchy, which is used as a guide in efforts to motivate employees. External motivators in the form of needs in the lower order, while the impulses from within oneself an employee is a need in a higher order. These impulses are also called intrinsic motivators, while the needs of the lower order are called extrinsic motivators.

Understanding the work climate is closely related to the perceptions of members who are in the organization. Litwin and Stringer in Wirawan (2017: 122) define work climate as:

"... The perceived subjective effects of the formal system, the information style of managers and other important environmental factors on the attitudes of belief values and motivation of the people who work in particular organizations." (Work climate is anything that exists in the work environment that is lived as a subjective influence of the formal system, the style of information from managers, and other important environmental factors on the attitudes, beliefs, values, and motivations of people who work in certain organizations).

The work climate is important to be created because it is a person's perception of what is given by the organization and is used as a basis for determining the behavior of future members. Robert Stringer (Wirawan. 2017) suggested that there are five factors that cause a work climate: 1) External Environment. Economic and market uncertainties affect climate; 2) Organizational Strategy. The performance of an organization depends on the strategy (what is strived to do), the energy owned by members to carry out the work required by the strategy (motivation) and environmental

factors that determine the energy level; 3) Leadership Practices. The leader's behavior influences the work climate which then drives the motivation of members; 4) Organizational Settings. Organizational arrangements have the most powerful influence on the work climate; 5) Organizational History. The older the organization, the stronger the influence of its historical power.

Based on the description above, the work climate is a condition or working atmosphere in an organization. A pleasant working climate will be created, if relations between humans develop harmoniously. This harmonious climate situation is very supportive of one's performance. In relation to the school climate, Muhlisin (2011) divides the school climate into 2 namely: 1) Negative climate which shows forms of competitive, contradictory, jealousy, opposition, indifference, individualism, and selfishness; 2) A positive climate shows a close relationship with one another in many cases there is mutual cooperation between them, all the problems that arise are resolved together through deliberation.

The climate dimension is realized in the context of communication between people who are working. Thus the questions need to be asked are 1) what is the level of supportive people who are working each other; 2) what is the collegial level of the people who are working; 3) what is the level of intimate people who are working. Because behavior can be observed, can be measured, and has a high value of openness compared to other dimensions.

II. METHODS

In this study, we used quantitative research designs to see the effect partially and simultaneously between the variables that exist (Sugiyono, 2014). The purpose of quantitative research is to develop and use mathematical models, theories or hypotheses relating to natural phenomena (Sugiyono, 2014). Quantitative research variables tested in this study consisted of work motivation (X_1) on teacher's performance (Y), work climate (X_2) on teacher's performance (Y). While testing hypotheses simultaneously work motivation (X_1) and work climate (X_2) on teacher performance (Y), then all the data obtained is processed and processed with a quantitative analysis.

III. RESULTS AND DISCUSSION

1. Effect of Work Motivation on Teacher's Performance

Principal's management obtained from the results of the study in the form of distributing questionnaires to respondents 58 teachers in SD Negeri Karang Agung Ilir

Banyuasin, South Sumatera. The questionnaire consisted of 20 items and it had been previously validated. The data collected was then analyzed to determine the effect of motivation on teacher's performance. In descriptive analysis, the average score of motivation from item statement number one to item number twenty, obtained an average result of 3.96 or 79.20% of respondents who stated that the motivation of elementary school teachers Karang Agung Ilir is included in both categories. So overall the motivation indicators are in the good category, which is in the interval from 3.40 to 4.19 (Sudjana, 2015: 32). For inferential analysis showed that partially motivation variables have a significant influence on teacher's performance, where from the partial test results (t test) the significance of t is 0.004. This means that the motivation in carrying out the tasks and roles has been done well or as expected.

This is in line with the results Choliq (2015) testing of the accuracy of the regression model obtained from the F test. Based on the analysis results, the value of F-count = 68.333 while F-table = 2.674 so F-count > F-table with a probability of 0.000 is smaller than 0.05. This showed that the variable of teacher effectiveness can be explained by variations in the variables of motivation, school climate, and significant job satisfaction at the real level of 5%. Thus the multiple linear regression model used is accurate. The coefficient of determination (R²) 0.618 means that the variables of achievement motivation, school climate, and job satisfaction contribute 61.8% to change teacher's effectiveness, or can explain teacher's effectiveness by 61.8%.

The motivation regression coefficient of 0.661 indicates the magnitude of the effect of motivation on teacher's effectiveness with direct effect. This means that the higher the motivation, the higher the level of teacher's effectiveness. The results of the regression analysis obtained t-count of 8.440 while t-table 1.657 so t-count > t-table means H₀ is rejected, it is proven that motivation has a positive effect on teacher effectiveness.

The results of this study are in line with Herzberg's research reported back by Beck (2009) who found satisfaction factors which are commonly called the encouraging factors and dissatisfaction which are commonly called healthful factors. The factors of satisfaction and dissatisfaction are mutually exclusive.

2. Effect of Work Climate on Teacher's Performance

Work climate data obtained from the results of the study in the form of distributing questionnaires to respondents as

many as 58 teachers in the District Primary School Karang Agung Ilir Banyuasin District. The questionnaire consisted of 20 items that had been previously validated.

The data collected was then analyzed to determine the effect of the work climate on the performance of the elementary school teachers of Karang Agung Ilir, Banyuasin. From the results of both respondents' questionnaire answers on item number one to item number twenty obtained an average value of 4.10 which is in the good category. Overall indicators of the teacher's work climate are in the good category, which is in the interval 3.40 - 4.19, (Sudjana, 2015).

The results of inferential analysis showed that work climate partially has a significant influence on the teacher's performance, where the partial test results (t test) significance of t is 0.004. This is in line with the results of research conducted by Rahsel (2016) which is based on hypotheses and research results, it can be seen that there is a positive influence of the work climate on employee performance. Top score answers from all respondents, can be seen from the category table. Based on the Anova table shows that there is an influence of the work climate on employee performance in the General Administration of UNPAD Bandung. So it can be said that the research hypothesis is proven and can be accepted. The recommendations given by the author in the UNPAD General Administration section are to continue to improve employee performance and this can be realized through the conducive working climate needed to create good relations and communication, this is believed and open opportunities for employees to provide high performance.

While Fitriana (2013), the results of the regression analysis showed that 1) there was a significant influence between the school climate on the teacher's performance of elementary school teachers with a contribution of 26.4%; 2) there is a significant influence between job satisfaction on the teacher's performance of elementary school teachers with a contribution of 33%; 3) school climate and job satisfaction significantly influence the teacher's performance of elementary school teachers with a contribution of 42.2%, while 57.8% is determined by other factors not explained in this study.

3. Effect of Work Motivation and Work Climate on Teacher's Performance

Work motivation and work climate are independent variables and teacher's performance is the dependent variable. The independent and dependent variables were collected using a questionnaire of 20 items. In this third

hypothesis is a simultaneous hypothesis that there is an influence of teacher motivation and work climate on teacher's performance in SD Negeri Karang Agung Ilir, Banyuasin.

Data analysis using multiple linear regression formulas or commonly called the F-test, the results of the analysis showed that the calculated F value was 17.786. While the value of significant F is worth 0,000, where the value is less than the value of accuracy = 0.1 ($P_v <$), means that there is a significant influence between Work Motivation (X_1), and Work Climate (X_2) on Performance (Y).

This is supported by Sukari (2009) which concluded that there is a joint relationship between *widyaiswara's* perception of his position and motivation with *widyaiswara's* performance. The results of the calculation of the multiple correlation coefficient of 0.68 and the coefficient of determination of 0.474, which means 47% variation in the tendency of *widyaiswara's* performance can be explained together by *widyaiswara's* perception of his position and achievement motivation.

Many factors affect teachers who are active at work and it is often found that teachers who are actively working and high motivation. Teachers will prefer to work in a comfortable and pleasant atmosphere. Teachers who feel liked, accepted by peers or admired will be more interested in working than those who are neglected or ostracized by their peers. The desire of the teacher to know and understand something is not always the same.

The results of this study prove that the work ability of a teacher can be improved if there are factors that influence both internal and external factors of a teacher. The strength that motivates a person to work actively in doing his job depends on the reciprocal relationship between what is wanted and needed from the results of the work.

All teachers are appointed as teachers because they have a teacher certificate. Theoretically the teacher has the competence to carry out their duties. However, the problem of education is increasingly complex for teachers to deal. Teachers as imperfect individuals, therefore the teacher need help of others who are close to help him, in this case the principal. Teachers as social beings, so that their competence is influenced by the effectiveness of the supervision of principals conducted at the school.

IV. CONCLUSION

Based on the results of research and data analysis that has been done both descriptively and hypothesis testing can

be concluded that work motivation and work climate have significant effect on teacher's performance.

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