The Impact of Work Motivation on Teacher Performance

Nur Ahyani[1], Happy Fitria[2]
[1]Universitas PGRI Palembang
Corresponding Author E-mail: nurahyani63@gmail.com

Abstract: The purpose of this research is to determine and analyze the effect of teacher work motivation on the performance of SMK teachers in the Banyuasin III Ogan Ilir District of South Sumatra. This is a quantitative study using a survey method. This study was conducted in State Vocational High Schools Banyuasin III and Vocational High Schools, with 80 teachers serving as respondents. Questionnaires and documentation are used to collect data. Construction and content validity are used in the validity test. Cronbach's Alpha is used in the reliability test. The normality, homogeneity, and linearity tests were used in the analysis prerequisite test, and the data were analyzed using descriptive and inferential data analysis techniques. The findings revealed that motivation had an effect on the performance of SMK teachers.

Keyword: Work, Motivation, Teacher Performance

1. Introduction

One of the factors that determine the quality of an educational institution is teacher performance. Because teacher performance is the result of work that a teacher creates, According to Supardi (2016), teacher performance in learning is the most important factor in supporting the development of an effective educational process, particularly in developing disciplined attitudes and the quality of student learning outcomes. Thus, the teacher has a significant impact on educational quality, learning process success or failure, achievement of educational and learning objectives, facility and infrastructure organization,

students, media, tools, and learning resources. Good teacher performance can improve learning effectiveness and efficiency while also shaping the discipline of students, madrasas, and teachers (Sobirin, 2018).

As a leader, the principal must be able to motivate, train, educate, and invite teachers to work effectively and efficiently both individually and collaboratively. The principal is expected to be able to effectively manage the organization by providing motivation that can be used as an example in the school he leads (Wirawan, 2013). A common goal must be achieved, and this must be done collaboratively by maximizing all of the capabilities available in the school environment. So it is in the teacher's best interests to work as efficiently as possible in order to achieve the desired results (Munandar, 2001).

In general, motivation is defined as a need that encourages action toward a specific goal; work motivation is defined as something that generates enthusiasm or work motivation. As a result, in work psychology, work motivation is commonly referred to as a morale booster. The size of a worker's achievements will be determined by the strength and weakness of his or her work motivation (Anoraga, 2009). One of the most important factors influencing human behavior and performance is motivation. Various researchers have discussed and conceptualized motivation theory. The level of motivation that an individual or group has for their task or work, which can have an impact on all aspects of organizational performance. Uno (2017) defines motivation as the drive and strength within a person to carry out certain goals he wishes to achieve.

There are teachers who carry out learning that is not in accordance with the Learning Implementation Plan, the teacher does not engage students in the learning process, so students appear inactive and only listen to the teacher's explanation (Sobirin, 2018). One of the causes of this condition is a lack of teacher work motivation, particularly in the preparation of learning tools. These symptoms must be addressed as soon as possible because they will have an impact on teacher performance. Low teacher performance has an effect on the quality of schools/institutions.

The goal of this study was to describe the effect of work motivation on SMK teachers' performance. Theoretically, this study should make a scientific contribution to the study of work motivation and teacher performance. Practically, this research is expected to be useful for 1) teachers, specifically to increase the motivation of vocational school teachers so that teacher performance improves; 2) principals, specifically to provide motivation to teachers so that teacher

performance improves; and 3) schools, specifically as reference materials and decision-making considerations in solving problems of education quality, work motivation, and teacher performance.

2. Methods

This study was conducted at the State Vocational School in the Banyuasin III District and lasted six months, from June to December 2021. This study's population included all teachers from State Vocational High Schools in Banyuasin III District as well as State Civil Apparatus teachers and honorary teachers, for a total of 80 people. According to Arikunto et al, (2011), if the total population is less than 100 people, the total sample is taken; however, if the population is greater than 100 people, 10-15% or 20-25% of the total population can be taken. Because the total population in this study is not greater than 100 respondents, we used 100% of the existing population. To obtain accurate data that can be verified, it must be collected in the proper manner or process (Ali, 2010).

In this study, questionnaires and documentation were used as techniques and data collection tools. In this study, each respondent's response was graded on a Likert scale. The Likert scale, according to Sugiyono (2015), has a very positive and very negative gradation. Members who were not included in the selected sample were used to test the validity and reliability of this instrument. SPSS and corrected item total correlation were used to perform a validity test. The instrument grid differs from the determined instrument items; this is done to obtain a valid and reliable instrument. The outcomes of these trials are then used to guide us in gathering research data. Furthermore, the questionnaire's validity and reliability will be evaluated. The questionnaire was administered to 20 respondents, all of whom were teachers at SMK Muhammadiyah Pangkalan Balai in Banyuasin III District. The author conducts this test with the assistance of Microsoft Office Excel 2013.

3. Results and Discussion

The data were analyzed using the SPSS Software For Windows Version 22 application program, with the questionnaire instrument being tested, namely the teacher's work motivation, with a total of 25 questionnaire items, based on the validity test results. The instrument trials in this study were conducted on teachers at State Vocational High Schools in the Banyuasin III District, with up to 20 teachers tested to determine whether the questionnaire instrument used was valid

or not. This trial was conducted outside of the research sample, so the data obtained was unknown to the sample teachers who were used as research.

Based on the results of the teacher's work motivation questionnaire instrument test with a total of 25 statements, the results are all valid and have a significant value r-count > from 0.444 for the r-table value with a significance level of 5%, so it can be included in further research.

Based on the results of testing the teacher's performance questionnaire instrument with a total of 25 statements, the results are all valid and have a significant value r-count > from 0.444 for the r-table value with a significance level of 5%, allowing it to be included in future research.

Calculate reliability to see if the dependent variable is consistent with the independent variable. The reliability test aims to assess the effect of teacher work motivation on the performance of reliable State Vocational High School teachers in Banyuasin III District. The Cronbach's Alpha method was used in this study to assess reliability. The reliability of a variable is determined by comparing its Cronbach's Alpha value to a value of 0.6. If Cronbach's Alpha is greater than 0.6, the variables under consideration are reliable.

Based on the results of the calculation reliability of the teacher's work motivation, a value of 0.912 > 0.6 was obtained, and the results of the calculation of the reliability of the teacher's performance, a value of 0.919 > 0.6 was obtained. Thus, all variables have Cronbach's Alpha coefficients greater than 0.6, indicating that all measurement concepts of each variable from the questionnaire tested are reliable, implying that the questionnaire distributed and used in this study is a suitable questionnaire for further research.

Test the normality of the questionnaire instrument data on the influence of teacher work motivation on the performance of Banyuasin III District State Vocational High School teachers.

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Work Motivation	Teacher Performance
N		74	74
Normal Parameters[a,b]	Mean	3,3095	2,9800
	Std. Deviation	,24110	,22428
Most Extreme Differences	Absolute	,083	,086
	Positive	,057	,086
	Negative	-,083	-,057
Kolmogorov-Smirnov Z		,711	,741
Asymp. Sig. (2-tailed)		,693	,643

According to the description in table 1, the influence of teacher work motivation on the performance of State Vocational High School teachers in Banyuasin III District is normally distributed. Asymp. Sig (2 tailed) using the SPSS version 22 software application yielded a value of $0.693 > 0.05$.

The homogeneity test can be seen in the following table based on the results of the questionnaire distribution of the effect of work motivation on the performance of State Vocational High School teachers in Banyuasin III District.

Table 2. The Homogeneity Test

Test Statistics

	Work Motivation	Teacher Performance
Chi-Square	22,865[b]	33,784[c]
Df	19	22
Asymp. Sig.	,442	,081

According to the homogeneity test description in table 2, the effect of teacher work motivation on the performance of State Vocational School teachers

in Banyuasin III Asymp.Sig. obtained a value of 0.442 > 0.05. Thus, the effect of teacher work motivation on the performance of State Vocational School teachers in Banyuasin III District partially meets the homogeneity test requirements, because it is homogeneous. The linearity test is shown in the table below.

Table 3. The Linearity Test

The Effect of Work Motivation on Teacher's Performance

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Teacher Performance * Work Motivation	Between Groups	(Combined)	1,188	19	,063	1,360	,187
		Linearity	,619	1	,619	13,456	,001
		Deviation from Linearity	,570	18	,032	,688	,807
	Within Groups		2,484	54	,046		
	Total		3,672	73			

Table 3 shows that F-count > F-table, that is, the value in the deviation from linearity column is 0.688 > 0.05, based on the description of the linearity test of the influence of teacher work motivation on teacher performance (Srisiska et al, 2021). Thus, it can be stated that teacher work motivation has a significant effect on the performance of State Vocational High School teachers in Banyuasin III District and meets the linearity test requirement.

As previously stated, the hypothesis proposed in this study is that teacher work motivation has a significant effect on the performance of State Vocational High School teachers in Banyuasin III District. A statistical hypothesis is defined as a mathematical statement about the parametric to be tested, as well as the extent to which sample data supports the hypothesis's truth. The hypothesis is a provisional conclusion that must be tested for accuracy. Inferential statistical analysis, which is a simple linear regression analysis, is used to explain the results of analysis using the SPSS version 22 software application program, which is used to test the existing hypotheses. This partial linear regression analysis

examines the coefficient of determination as well as the partial linear regression coefficient (t-test).

With reference to the following analytical steps, it is assumed that there is a significant effect of teacher work motivation on the performance of State Vocational High School teachers in Banyuasin III District based on the proposed research hypothesis (Miftahun and Sugianto, 2010; Omollo and Oloko, 2015). The following results were obtained based on the results of a simple linear regression analysis performed using the SPSS For Windows software application program version 22.

Table 4. The Coefficient of Determination of Variable X Against Variable Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,411ᵃ	,369	,157	,20592

a. Predictors: (Constant), Work Motivation

b. Dependent Variable: Teacher Performance

Based on simple linear regression analysis, the Summary R Model output value is 0.411, indicating that the influence of teacher work motivation on the performance of State Vocational High School teachers in Banyuasin III District is quite strong (Chukwuna and Obiefuna, 2014). Because the correlation coefficient has a value between 0.400 and 0.599. Thus, teacher work motivation has a significant impact on the performance of State Vocational High School teachers in Banyuasin III District (Yuliana et al, 2020). The term "Estimated Standard Error" refers to the variation in the predicted value. The standard deviation in this study was 2.0592. The model performs better when the standard deviation is low.

According to the analysis of the coefficient of determination used to determine the percentage of the contribution of the influence of the independent variable on the dependent variable, it is explained in table 4 that the coefficient of determination R Square (R2) is 0.369, which means that teachers' work motivation (X) is able to contribute to the performance of State Vocational High

School teachers in Banyuasin III District with a contribution of 36.9 percent influence.

Based on the results of the t-test linear regression analysis, the percentage contribution of each variable, namely X on Y, can be demonstrated using the theoretical pattern of the research framework of thinking. The teacher's work motivation variable (X) has a 36.9 percent influence on the performance of state vocational school teachers in Banyuasin III District.

The effect of teacher work motivation (X) on the performance of State Vocational High School teachers in Banyuasin III District (Y) using the SPSS For Windows software application version 22 is shown based on the results of partial linear regression analysis (t-test). Based on the coefficient constant = 1.716 and the coefficient number X2 = 0.382, a simple linear regression equation = 1.716 + 0.382 X2 is obtained, or the partial regression equation between the variables X and Y is = 1.716 + 03825. This equation is also used to explain the effect of teacher work motivation (X) on the performance of State Vocational High School teachers in Banyuasin III District (Y).

The findings of this analysis are consistent with the findings of Yulia's (2017) research, where the relevant research findings state that there is a partial effect, with the value obtained being t-count > t-table. The study's findings are also supported by the research of Sri Siska, Ahyani, and Missriani (2020), who found that work motivation has an effect on the performance of State Junior High School teachers in Wonosari Prabumulih Utara District.

The coefficient analysis yielded tcount of 5.174 hypothesis testing criteria; if tcount> ttable, Ha is accepted; if tcount ttable, Ha is rejected; and to determine ttable, look for = 5 percent : 2 = 2.5 percent (2-sided test) with degrees of freedom (df) = n-k or df = 74 – 2 = 72. (n is the number of samples and k is the number of independent variables). The results for the t table were obtained using a two-tailed test (significant = 0.025). Based on the above explanation, t-count = 5.174 and t-table = 1.716, t-count > t-table, indicating that Ho is rejected and Ha is accepted.

Thus, it can be concluded that teachers' work motivation has a significant impact on the performance of State Vocational High School teachers in Banyuasin III District. The findings of this analysis are consistent with the findings of Yulia's (2017) study, which found a partial effect, with the value obtained being t-count > t-table. As a result, professional school principals will always encourage all school components to improve their competence so that school residents' competence can grow and develop (Mulyasa, 2017).

4. Conclusions

Based on the findings of the study, it is possible to conclude that teacher work motivation has a significant influence on the performance of State Vocational High School teachers in Banyuasin III District, with a contribution of 36.9 percent. The motivation that a person possesses must be constantly improved. A person will not be able to achieve their goals unless they are motivated. Motivation is also required for people who work. The role of the teacher Motivation is the driving force that encourages teachers to do the work that has been assigned, determines the direction of action in accordance with the set of goals that have been established, and selects actions by excluding activities that are not necessary for completing the work.

5. References

Ali, S. (2010). *Statistik 1 Pengantar Untuk Penelitian [Introduction to Research Statistics 1]*. Bandung: Karya Andhika Utama.

Anoraga. (2009). *Psikologi Kerja [Occupational Psychology]*, Jakarta: Rineka Cipta.

Arikunto., Suhardjono., & Supardi. (2011). *Penelitian Tindakan Kelas [Classroom Action Research]*. Jakarta: Bumi Aksara.

Chukwuna, E.M., & Obiefuna, O. (2014). Effect of Motivation on Employee Productivity: A Study of Manufacturing Companies in Nnewi. *Journal of Managerial Stuides and Research* 2(7).

Miftahun, N. M., & Sugianto, (2010). Pengaruh dukungan Sosial dan Kepemimpinan Tranformasional Terhadap Komitmen Organisasi dengan Mediator Motivasi Kerja [The Influence of Social Support and Transformational Leadership on Organizational Commitment with Work Motivation Mediators]. *Jurnal Psikologi* 37 (1). 94-109.

Munandar, M. (2001). *Budgeting, Perencanaan Kerja Pengkoodinasian Kerja Pengawasan Kerja [Budgeting and Time Management Coordination of Work Workplace Supervision].* Yogyakarta: BPFE UGM.

Omollo, P. A., & Oloko. (2015). Effect of Motivation on Employee Performance of Commercial Banks in Kenya: A Case Study of Kenya Commercial Bank in Migori Country. *International Journal oh Human Resource Studies*, 5(2), 87-103.

Sobirin. (2018). *Kepala Sekolah, Guru dan Pembelajaran [Principals, Teachers and Learning]*. Bandung: Nuansa.

Sugiyono. (2015). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D [Methods of Educational Research: Quantitative, Qualitative, and R&D Approaches]*. Bandung: Alfabeta

Supardi. (2016). *Kinerja Guru [Teacher Performance]*. Jakarta: Rajawali Pers

Srisiska, Ahyani, N., & Missriani. (2021). Pengaruh Disiplin Dan Motivasi Kerja Terhadap Kinerja Guru [The Effect of Discipline and Work Motivation on Teacher Performance]. *Jurnal Pendidikan Tambusai*, *5*(1), 1456–1465.

Uno B. H. (2017). *Teori Motivasi dan Pengukurannya [Motivation Theory and Its Measurement]*. Jakarta: Bumi Aksara

Wirawan. (2013). *Kepemimpinan, Teori, Psikologi, Perilaku Organisasi, Aplikasi dan Penelitian [Theory of Leadership, Psychology of Organizational Behavior, Applications, and Research]*. Jakarta: Raja Grafindo Perkasa.

Yuliana, Y., Arafat, Y., & Mulyadi, M. (2020). Pengaruh Supervisi Kepala Sekolah dan Disiplin Kerja Terhadap Kinerja Guru [Principal Supervision and Work Discipline's Impact on Teacher Performance]. *Jurnal Pendidikan Tambusai*, 4(2), 1552-1560