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Effects of Work Motivation and School Culture on Early Childhood Teachers' Performance

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Abstract: The type of research used is quantitative with an ex-post facto approach. The research subjects were 98 Early Childhood teachers, while the data collection technique used documentation and questionnaires with multiple linear regression data analysis techniques. The results showed that: 1) work motivation has a positive and significant influence on the performance of Early Childhood teachers by 24.3%, the remaining 75.7% is influenced by variables other than teacher performance; 2) school culture has a positive and significant influence on the performance of Early Childhood teachers by 23%, the remaining 77% is influenced by variables other than teacher performance, and 3) work motivation and school culture have a positive and significant effect on the performance of Early Childhood teachers by 23.7%, the remaining 76.3% is influenced by variables other than teacher performance and school culture.

Keywords: work motivation, school culture, teacher performance

1. Introduction

Achieving quality education is based on the performance of qualified, reliable, and professional teachers. Teachers are professionals with dedication and full responsibility for implementing the learning process, which determines the quality of education. The development of teacher performance is a priority for improving the quality of education in schools. This case, of course, becomes a basic program in that the quality of education is primarily determined by the teacher's performance in the learning process carried out by high-quality teachers (Madubala et al., 2023).

Teacher performance can be seen from the competence of teachers who have: 1) personality development; 2) mastery of educational foundations; 3) mastery of learning materials; 4) the ability to arrange teaching programs; 5) the ability to carry out teaching programs; 6) the ability to assess the results of the learning process that has been implemented; 7) the ability to conduct simple research for teaching purposes; 8) the ability to administer the guidance program; 9) the ability to interact with colleagues and the community; and 10) the ability to organize school administration.

1.1 Conceptual Framework

Performance is a person's or nation's view and attitude toward a job (Anoraga, 2014). Performance is a comparison between the results that have been achieved with the participation of the workforce per unit of time (Kusriyanto, 2014). Meanwhile, according to the Asian Productivity Congress in Moos (2014), Performance is the ratio of what is produced (output) to all that is used (input) to get results. According to Ravianto (2015), Performance can be divided into two categories: Performance is an inverse comparison between the results and the amount of work resources used. The benchmark for this Performance is money, and every source of work used must be valued in money. Performance is measured by the effectiveness of the use of methods or ways of working and tools so that the volume and workload can be completed within the time available. Based on some of the opinions above, it can be stated that Performance is a non-material result that cannot be measured in money. Performance can only be described through personal efficiency in its main tasks. This Performance cannot be calculated precisely because the input and output are primarily abstract.

Etymologically, motivation means motive, arousing motives, or things that give rise to encouragement. The administrative dictionary, as mentioned by Manullah (2015), provides a formulation of motivating or driving

activities as stated: motivation is related to the work done by a manager in providing inspiration, enthusiasm, and encouragement to other people, in this case, his employees, to act. Giving this encouragement aims to activate people or employees so that they are enthusiastic and can achieve the desired results. School culture needs to get the attention of an education manager (school principal) because these factors at least influence the behavior of its employees. Thus, a dynamically developing organization should have a positive impact on its sustainability and profits. One of the ways to achieve organizational development is to create a conducive school culture. Culture cannot be touched, but it exists like the air in a rotating room and influences events within an organization.

1.2 Objectives of the Study

The research objectives were to describe and analyze: 1) the effect of work motivation on the performance of early childhood teachers; 2) the influence of school culture on the performance of early childhood teachers; and 3) the influence of work motivation and school culture on the performance of early childhood teachers.

2. Methodology

The type used in this study is quantitative because it tests the hypothesis using statistical test equipment with numbers and statistical data processing. This process starts with data collection, interpretation, and presentation in the form of numbers based on the results of statistical processing (Arikunto, 2015). This research uses an explanatory design, which tries to explain the causal relationship between one variable and another through hypothesis testing. This research is associated with multiple linear regression analysis. Linear regression analysis aims to explain the direct and indirect effects of a set of variables, namely the causal variable, on other variables as the dependent variable (Ghozali, 2015), as shown in the following figure.

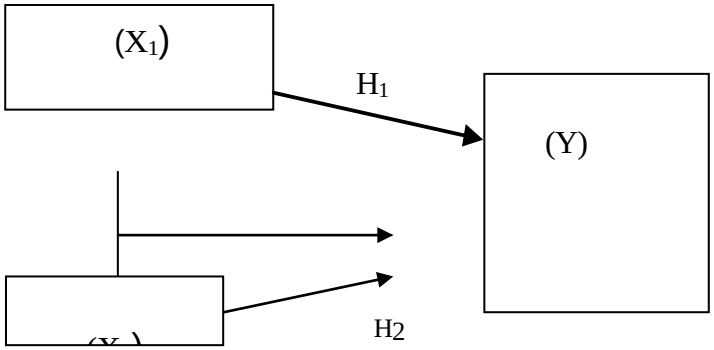

Fig. 1 - Research design.

Description:

X1 = Work motivation X2 = School Culture

Y = Teacher Performance

The subjects of this study were all early childhood teachers in Nalumsari District, Jepara Regency, Central Java Province, totaling 98 people as presented in the following table.

Table 1 - Research subjects.

No	Sex	Subject
1 2	Male Female	3 people 95 people
	Total	98 people

(Source: Primary Data Analysis, 2023).

Considering the number of subjects is 98 teachers, all subjects are taken as a whole to be investigated, so

this research is a population study with saturation.

The data collection instrument was a questionnaire to obtain data on work motivation, school culture, and teacher performance. The work motivation variable (X1) is examined with 12 indicators covering food needs, clothing needs, housing needs, health needs, threat protection, conflict with the environment, affiliation, interacting with others, being respected by others, being accepted in groups, potential expectations, and expressing ideas, covered with 24 statement items. Furthermore, the school culture variable (X2) is analyzed with eight indicators, including workload, innovation, work requirements, physical structure, communication between superiors and colleagues, laws, and regulations, netted with 14 statement items. Then the teacher performance variable (Y) is presented in 8 indicators, including preparation of lesson plans, material readiness, use of methods, use of infrastructure, use of instruments, the principle of justice, implementation of remedial, provision of motivation, further study plans, and training, parsed by 16 statement items.

3. Results & Discussion

Overall, the results of the trial of the work motivation questionnaire instrument for 10 early childhood education teachers were obtained as shown in the following table.

Correlations

Table 2 - Work motivation variable validity test (x1).

No	Mean	Std. Deviation	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha if Table
MK1	2,81	,681	34,54	10,942	,660	,034	.050
MK2	3,24	,570	34,12	11,415	,664	,026	.050
MK3	3,24	,630	34,12	9,629	,592	,042	.050
MK4	2,99	,645	34,36	9,663	,596	,049	.050
MK5	3,24	,570	34,12	11,415	,664	,033	.050
MK6	3,24	,630	34,12	9,629	,592	,019	.050
MK7	2,81	,681	34,54	10,942	,660	,021	.050
MK8	3,24	,570	34,12	11,415	,664	,033	.050
MK9	3,24	,630	34,12	9,629	,592	,019	.050
MK10	2,99	,645	34,36	9,663	,596	,014	.050
MK11	3,15	,699	34,20	13,067	,733	,030	.050
MK12	3,22	,624	34,13	10,495	,633	,039	.050
MK13	2,81	,681	34,54	10,942	,660	,023	.050
MK14	3,24	,570	34,12	11,415	,664	,033	.050
MK15	3,24	,630	34,12	9,629	,592	,019	.050
MK16	3,15	,699	34,20	13,067	,733	,030	.050
MK17	3,22	,624	34,13	10,495	,633	,024	.050
MK18	2,81	,681	34,54	10,942	,660	,023	.050
MK19	3,21	,599	34,14	11,932	,686	,037	.050
MK20	3,19	,607	34,16	10,734	,641	,019	.050
MK21	3,24	,570	34,12	11,415	,664	,026	.050
MK22	3,24	,630	34,12	9,629	,592	,019	.050
MK23	2,99	,645	34,36	9,663	,596	,039	.050
MK24	3,24	,570	34,12	11,415	,664	,033	.050

(Source: Primary Data Analysis, 2023).

Based on Table 2 above, it is known that all items or questionnaire instruments are valid categories because the

Corrected Item-Total Correlation is greater than Cronbach's Alpha in the table (table α = 0.50), so all work motivation item instruments (X1) are feasible to be used as a data collection tool in the field, which was given to 98 early childhood teachers as respondents.

The following table presents the results of processing the SPSS program assistance data in testing the validity of the school culture variable instrument (X2), which is presented in the following table.

Correlations

Item-Total Statistics

Table 3 - School culture variable validity test (x2).

No	Mean	Std. Deviation	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha if Table
Bs1	3,24	,630	34,12	9,629	,592	,042	.050
Bs2	2,81	,681	34,54	10,942	,660	,021	.050
Bs3	3,24	,570	34,12	11,415	,664	,033	.050
Bs4	3,24	,630	34,12	9,629	,592	,024	.050
Bs5	2,99	,645	34,36	9,663	,596	,040	.050
Bs6	3,15	,699	34,20	13,067	,733	,030	.050
Bs7	3,22	,624	34,13	10,495	,633	,039	.050
Bs8	2,81	,681	34,54	10,942	,660	,023	.050
Bs9	3,24	,570	34,12	11,415	,664	,033	.050
Bs10	3,24	,630	34,12	9,629	,592	,025	.050
Bs11	3,15	,699	34,20	13,067	,733	,030	.050
Bs12	3,22	,624	34,13	10,495	,633	,039	.050
Bs13	2,81	,681	34,54	10,942	,660	,023	.050
Bs14	3,21	,599	34,14	11,932	,686	,037	.050

(Source: Primary Data Analysis, 2023).

Based on Table 3 above, it is known that all items or questionnaire instruments are valid criteria because the Corrected Item-Total Correlation is greater than Cronbach's Alpha in the table (α = 0.50), so all questionnaire instruments are feasible to be used as data collection tools in the field, which was given to 98 early childhood education teachers as respondents.

The final validity test is calculated by calculating the validity test of the teacher performance variable (Y) using the SPSS program data processing assistance, with the results presented in the following table.

Correlations

Item-Total Statistics

Table 4 - Teacher performance variable validity test (y).

No	Mean	Std. Deviation	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha if Table
Kg1	3,24	,570	34,12	11,415	,664	,033	.050
Kg2	3,24	,630	34,12	9,629	,592	,012	.050
Kg3	2,99	,645	34,36	9,663	,596	,020	.050
Kg4	3,15	,699	34,20	13,067	,733	,030	.050
Kg5	3,22	,624	34,13	10,495	,633	,011	.050
Kg6	2,81	,681	34,54	10,942	,660	,023	.050
Kg7	3,24	,570	34,12	11,415	,664	,033	.050
Kg8	3,24	,630	34,12	9,629	,592	,025	.050
Kg9	3,15	,699	34,20	13,067	,733	,033	.050
Kg10	3,22	,624	34,13	10,495	,633	,022	.050
Kg11	2,81	,681	34,54	10,942	,660	,023	.050
Kg12	3,21	,599	34,14	11,932	,686	,037	.050
Kg13	3,19	,607	34,16	10,734	,641	,019	.050
Kg14	2,81	,681	34,54	10,942	,660	,034	.050
Kg15	3,24	,570	34,12	11,415	,664	,026	.050
Kg16	3,24	,630	34,12	9,629	,592	,019	.050

(Source: Primary Data Analysis, 2023).

Based on Table 4 above, it is known that all items or questionnaire instruments are valid criteria because the Corrected Item-Total Correlation is greater than Cronbach's Alpha; if the table = 0.50, it can be argued that the questionnaire instrument is feasible to be used as a tool for collecting data in the field, which was given to 98 early childhood teachers as respondents.

Based on the presentation of the three validity test tables above, it can be argued that all 54 item statements are valid because the results of calculating all items in the Corrected Item-Total Correlation are higher than 0.50 in the Cronbach's Alpha table (α = 0, 50), so it can be stated that the entire questionnaire instrument can be used as a data collection tool in the field, which is distributed to 98 early childhood teachers as respondents.

3.1 Effect of Each Variable

Based on the results of data processing and analysis, the influence of each variable is presented as follows:

3.1.1 The Effect of Work Motivation on Teacher Performance

The effect of work motivation on teacher performance obtained a standard beta coefficient of 0.243 with a

significance of 0.000. The equation is 0.000 <0.05. It can be explained that work motivation has a positive and significant effect on teacher performance by 0.243, or 24.3%. This teacher's work motivation can be seen individually by the teachers themselves, which results in the ownership of work motivation at the institutional level in the school where the teacher works. Even if it is deeply studied, work motivation with its various encompassing dimensions, be they physiological needs, safety needs, social needs, the need for self-esteem, or the need for self-actualization, are all related to individual motives that, if implemented, will appear in institutional motivation. This case is related to the items examined, such as food, clothing, housing, and health needs. Besides that, teachers also need to feel safe when carrying out their duties. This condition can be seen in protection from threats, conflict with the environment, and the need for social feeling, including the need to affiliate with and interact with others.

These conditions indicate that the teacher needs to have work motivation as the application of motives so that the teacher feels comfortable at work. As a result, the teacher's work motivation will positively impact the performance that is owned and carried out. When viewed from the number obtained by 0.243, this means that teacher work motivation positively affects teacher performance, with an increase of 24.3%, in addition to other factors influencing teacher performance. Thus, the better the work motivation created and owned by the teacher, the better or greater the performance that is carried out and owned by the teacher. Conversely, the less good (read: low) the work motivation of the teachers, the lower the performance of teachers teaching in early childhood schools, Nalumsari District, and Jepara Regency.

3.1.2 Effect of School Culture on Teacher Performance

The influence of school culture on teacher performance is obtained from the results of a standardized beta of 0.230 with a significance of 0.016. The equation is 0.016 <0.05; this can be explained by the fact that the school culture created where the teacher teaches positively and significantly influences teacher performance by 0.230, or 23%. These results can be further elaborated by showing that the existing school culture can awaken teachers to work more actively and optimally, as shown by their performance. This result is related to work culture indicators or items that examine it, including psychological, structural, social, and bureaucratic dimensions.

These four dimensions are broken down into several indicators: workload, innovation, work requirements, physical structure, communication between superiors and colleagues, and regulations. While related to teacher performance, it is discussed through questionnaires for planning learning, implementing learning, evaluating learning, implementing improvement or enrichment, and implementing development. These five dimensions are thoroughly discussed through several indicators, such as the preparation of lesson plans, the readiness of materials, the use of methods, the use of facilities and infrastructure, the use of instruments, principles of justice, the implementation of remedies, the provision of motivation, further study plans, and training.

In carrying out their duties and obligations, teachers are always related to educational tasks. As an illustration, if someone loves his job, he will carry out the job duties well and optimally. This condition will undoubtedly be balanced and manifested in the form of performance that leads to quality, so it is not surprising that the teacher's performance, one of which results in the quality of learning carried out by the teacher, has various dimensions and indicators. The results of calculating the effect of work culture on teacher performance are 0.230, or 23%; this can be stated briefly: the higher or better the school culture created, the more teachers' performance will increase. On the other hand, the lower the teacher's performance, the lower or less good the work culture that is created in schools for teachers teaching in early childhood education, Nalumsari District, and Jepara Regency.

3.1.3 Effect of Work Motivation and School Culture on Teacher Performance

The effect of work motivation and school culture on teacher performance is the accumulation of the two variables (X) together in influencing the performance of teachers. The influence of work motivation and school culture on teacher performance is obtained from the addition of each variable X (X1 + X2) to Y with a coefficient of 0.243 + 0.230 = 0.473/2 = 0.237 and a significance of 0.000 + 0.016 = 0.008, which means that it has a positive and significant influence. This is evidenced by a probability number of 0.008, the 0.008 number is smaller than the significance level = 5% (0.05), or an equation can be made: 0.008 <0.05, so it can be stated that the null hypothesis (Ho) proposed is rejected and conversely the working hypothesis (Ha) is accepted, so it can be interpreted that partially (together) work motivation and school culture have a positive and significant effect on teacher performance.

4. Conclusion & Recommendation

Based on the research results, it can be concluded that work motivation and school culture have a positive and significant effect on teacher performance, so it can be stated briefly that the better and higher the work motivation and school culture are created, the teacher's performance will increase. Conversely, the less good or low the work motivation and school culture that are created, the lower the performance of teachers who teach in early childhood schools, Nalumsari District, and Jepara Regency.

Recommendations are given to: 1) for the education office, it can implement policies by holding periodic meetings with teachers; this is thought to be able to provide motivation so that teachers are triggered to improve the quality of learning and improve their performance; 2) for school principals to implement policies related to providing work motivation and teacher performance, one of which is procuring or completing learning facilities and infrastructure so that the quality of teacher learning can increase; 3) for teachers, to improve the quality of learning,

improve performance, have innovation and learning creativity, as well as use learning support facilities and infrastructure so that the quality of learning can increase; and 4) for future researchers, they can modify variables other than those in this study, namely the variables of motivation, learning quality, and teacher performance, so that new findings are obtained that aim to increase and contribute to the progress of the field and the world of education.

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Conflict of Interest

The authors declare no conflicts of interest.

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