The Effect of Work Motivation on The Performance of Elementary School Teachers

Sopiati, Laily[1*], Madjdi, Hilal[2] & Kanzunnudin, Mohammad[3]

[1,2,3]Universitas Muria Kudus, 59327 Central Java, INDONESIA

*Corresponding author email: lailysopiati22@gmail.com

Abstract: Teacher motivation is a teacher's encouragement or desire to educate, teach (plan, implement, and evaluate), instruct, instruct, and educate students to do the best they can to channel all existing potential. This study aims to analyze the effect of principals' leadership and work motivation on the performance of elementary school teachers throughout the Dabin II Karangtengah District. This study uses a quantitative approach, using the expo facto method with correlational techniques. The population in this study were elementary school teachers throughout the Dabin II Karangtengah sub-district totaling 100 people, then 80 samples were taken from population data using the proportional random sampling technique. The results of the hypothesis test show that there is a positive and significant influence between the principal's leadership and work motivation on the performance of elementary school teachers in Dabin II, Karangtengah sub-District by 66%. Increasing teacher motivation in working must be done because not all teachers have the motivation to carry out their duties. The smooth learning process can run smoothly if the teacher has work motivation on duty.

Keywords: Effect, work motivation, teacher performance, elementary school

1.   Introduction

Suwati (2013) argues that motivation is the driving force that causes a member of the organization to be willing and willing to mobilize abilities in the form of expertise or skills, energy, and time to carry out various activities that are their responsibility and fulfill their obligations, in the context of achieving goals and various predefined organizational suggestions.

Work motivation is a condition that makes a person have the will or desire to achieve certain goals through the implementation of his duties. This agrees with Setiyati (2014) that work motivation is something that can generate enthusiasm or encouragement to work individually or in groups towards work to achieve goals. While teacher work motivation is a condition that makes teachers have the will or need to achieve certain goals through the implementation of a task.

Work motivation is the process of stimulating someone to do his job so that the desired goals are achieved. In this case, motivate someone by using an effective motivation to produce satisfaction and commitment to their work. Teacher work motivation is a condition that makes a person have the ability or desire to achieve certain goals through the implementation of teacher duties. The teacher's work motivation will provide the strength to do his job well, such as teaching, educating, and providing direction, so that the desired goals will be achieved. Motivation is the most important factor in improving one's performance.

To improve the quality of education, individually and in groups, teachers are expected to have good performance in carrying out their duties at school. Teachers are also one of the main factors in the success of education through their performance in the educational environment and the community environment. So that the quality of education must start with the performance of teachers.

To see the high or low performance of teachers can be seen from the results of their work. The results of the teacher's work include Teacher reports regarding the development of their students, the behavior of the teacher concerned, and also the minimum standard of learning provisions. Teachers whose performance is low can be seen from their behavior, such as the teacher being undisciplined, lacking work motivation, teaching less creative and innovative, paying less attention to the quality of work, and rarely evaluating the results of their work. Meanwhile, teachers who have good performance are reflected in their appearance, both in terms of academic ability and professional ability to become a teacher, which means that the teacher can manage to learn inside and outside the

classroom as well as possible. From these problems, researchers can see that this problem needs to be investigated further to produce a change for the better.

Based on the opinions of several experts above, it can be concluded that teacher performance is the result of work that can be achieved by a teacher, following their respective duties and responsibilities to achieve the goals of the institute. The teacher performance indicators are preparing lesson plans, implementing learning, evaluating learning outcomes, and implementing remedial programs.

The hypothesis in this study is that there is a significant influence on work motivation on the performance of elementary school teachers in the Karangtengah District, Demak Regency.

The purpose of this study was to analyze the effect of work motivation on the performance of elementary school teachers in the Karangtengah District, Demak Regency. Through the results of this study, it is hoped that teachers can increase their work motivation so that they can improve their performance optimally.

2.   Literature Review

Nasrun (2016) states motivation comes from the word motive, which has the meaning of a stimulus, desire, and driving force of one's willingness to work. Motivation is the provision of a driving force that creates enthusiasm for one's work so that they want to work together effectively and are integrated with all their efforts to achieve satisfaction.

Setyawan (2013) argues that motivation is a set of attitudes and values that influence individuals to achieve specific things with individual goals. Riyanto, Kuat, & Tentama (2020) argues that motivation is the result of an outcome to be achieved by a person, and the concerned estimate that his actions will lead to the results he wants.

Ismaya (2021) argues that motivation is an effort towards achieving goals through a series of activities that indicate individual intensity, direction, and persistence of effort leading to the achievement of goals. Meanwhile, according to Han & Yin (2016), motivation is a driving force that causes a member of the organization to be willing and willing to use abilities in the form of expertise or skills, energy, and time to use various activities that are their responsibility and fulfill their obligations to achieve goals. Predetermined goals and objectives of the organization.

Work motivation is a condition that makes a person have the will or desire to achieve certain goals through the implementation of his duties. This agrees with Setiyati (2014) that work motivation is something that can generate enthusiasm or encouragement to work individually or in groups towards work to achieve goals. While teacher work motivation is a condition that makes teachers have the will or need to achieve certain goals through the implementation of a task.

From some of the opinions above, it can be concluded that teacher work motivation is a condition that makes a person have the ability or desire to achieve certain goals through the implementation of teacher duties. The teacher's work motivation will provide the strength to do his job well, such as teaching, educating, and providing direction, so that the desired goals will be achieved. Motivation is the most important factor in improving one's performance.

According to Van Waeyenberg, Peccei, & Decramer (2022), performance is a result of work achieved by a person in carrying out the tasks assigned to him based on experience, skills, and sincerity time. Performance is a combination of three important factors, namely the ability and interest of a worker, acceptance of the explanation of task delegation and the role, and level of motivation of a worker. The higher the level of the factors above, the greater the employee's performance.

Pamungkas & Jabar (2014) argue that teacher performance is one of the keys to the successful implementation of learning in schools. Learning is the key to education. Teacher professionalism in work is an obligation for every teacher in school.

Teacher performance is the ability demonstrated by a teacher in carrying out their duties to achieve planned goals. Various factors affect teacher performance, both internal and external. Internal factors are determined by the ability and teaching skills as well as work motivation. External factors can be physical such as the location of the school, the condition of the school building, and the cleanliness of the school environment, as well as social relationships among teachers, school culture, and leadership of the school principal (Kholid & Madjdi, 2020).

Suprayitno, Su'ad, & Sukirman. (2022) argues that teacher performance is the willingness of teachers to carry out an activity and perfect it according to their responsibilities with the expected results.

3.   Methodology

3.1   Research Design

The research design used in this research is quantitative research with the expo facto method. The approach taken is a correlational approach to determine the effect of work motivation on the performance of elementary school teachers in Karangtengah District, Demak Regency.

3.2   Research Respondents

The population in this study were all teachers of Elementary School No. 2 Dabin in Karangtengah Subdistrict, Demak Regency, amounting to 100 people. The sample used in this study was 80 people. Who were taken using the

proportional random sampling technique. Sugiyono (2016) explains that probability sampling is a sampling technique that provides equal opportunities for every member of the population to be selected as a member of the sample. The independent variable (X) is work motivation and the dependent variable (Y) is the performance of elementary school teachers in the Karangtengah District.

The data collection technique for this study used a questionnaire method or a closed questionnaire. The data analysis technique in this study uses multiple regression data analysis techniques with the help of the SPSS for Windows Version 25 program. The data analysis includes instrument testing (validity and reliability tests), data descriptions, analysis prerequisite tests (normality and homogeneity tests), and hypothesis testing.

3.3   Instruments

The instrument in this study was developed using a Likert scale with four scales. The choice of response on a scale of four has better response variability when compared to a scale of three so that it can reveal more maximally the differences in respondents' attitudes. The four alternative answers used in this study include always, often, sometimes, and never.

Table 1. Likert scale instrument

No.	Statement	Positive Statement Score	Negative Statement Score
1	Strongly Agree	5	1
2	Agree	4	2
3	Doubtful	3	3
4	Disagree	2	4
5	Strongly Disagree	1	5

4.   Findings

4.1   Classical Assumption

Classical assumption test as an initial requirement before testing the research hypothesis. Two prerequisite tests will be used, namely the normality test, and linearity test.

4.1.1   Normality Test

Table 2 show one-sample Kolmogorov-Smirnov test normality test variable work motivation (X) and teacher performance (Y). The results can be seen that the significant value of Asymp. (2-tailed) signature is 0.200 which indicates greater than 0.05 according to the decision-making basis on the Kolmogorov-Smirnov normality test. It can be concluded that the data on the professional competence variable (X) on the teacher performance variable (Y) is normally distributed so that the assumptions or requirements for normality in the regression model have been met.

Table 2. One-sample Kolmogorov-Smirnov test

		Unstandardized Residual
N		80
Normal Parameters [a,b]	Mean	0.0000000
	Std. Deviation	2.68032643
Most Extreme	Absolute	0.058
Differences	Positive	0.058
	Negative	-0.057
Test Statistic		0.058
Asymp. Sig. (2-tailed)		.200[c,d]
a. Test distribution is Normal.		

4.1.2   Linearity Test

Table 3 can be seen the significance value (Sig.) of SPSS Version 25 for Windows output with Deviation from linearity Sig value. is 0.474 which is greater than 0.05. Therefore, it can be concluded that there is a significant linear relationship between the work motivation variable (X) and the teacher performance variable (Y).

Table 3. ANOVA table work motivation variables (X) with teacher performance (Y)

			Sum of Squares	df	Mean Square	F	Sig.
Teacher Performance* Work Motivation	Between Groups	(Combined)	1221.636	18	67.869	9.321	0.000
		Linearity	1098.252	1	1098.252	150.830	0.000
		Deviation from Linearity	123.384	17	7.258	0.997	0.474
	Within Groups		444.164	61	7.281		
	Total		1665.800	79			

4.1.3 Hypothesis Test

The results of the study indicate that work motivation has a significant influence on the performance of teachers at State Elementary Schools in the Karangtengah District, Demak Regency. Based on Table 4, it can be seen that the constant a = 12.345 and the regression coefficient b = 0.900, so the simple linear regression equation is 12.345 + 0.900 X1. In this equation, the constant number of unstandardized coefficients is 12.345 which implies that if there is no work motivation, the consistent value of teacher performance is 12,345. The equation also shows that the coefficient value is positive at 0.900, which means that if the value of work motivation (X1) increases by 1 point, the teacher's performance value (Y) will increase by 0.900 points. In addition, the value of t-test arithmetic = 12.286 while t-table = 1.990. Because t-arithmetic > t-table then Hypothesis 1 is accepted. This means that there is an influence of work motivation on teacher performance.

Table 4. SPSS output results hypothesis test

	Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	Constant	12.345	5.227		2.362	.021
	Work Motivation	.900	.073	.812	12.286	.000

Dependent Variable: Teachers' Performance

4.2 Discussion

The results of the descriptive analysis show that of the 80 respondents who responded to the work motivation variable in their school, there were 7.5% or 6 people in the very low category, 28.75 % or 23 people in the low category, 33.75% or 27 people are in the medium category, 23.75% or 19 people are in the high category, and 6.25% or 5 people are in the very high category. The average acquisition result in this study is 71.20 located in the interval 70 – 73 and is included in the medium category.

The results of the F-test show that F-count = 150.936, while F-table is 3.96 (N=80), then F-count = 150.936 > F table = 3.96 with a significance level of 0,000 < 0.05 thus means Ho is rejected and Ha accepted. Thus, the regression model used in this study is significant, where the work motivation variable has a significant effect on the teacher performance variable. Furthermore, to find out how much influence the work motivation variables have on a teacher on performance, an R test is carried out, the results of the R-test (test of determination) above can be seen that the value of the coefficient of determination (R2) is 0.659, which means that the effect of work motivation on teacher performance is 65.9%.

The results of this study are in line with research conducted by Rahmatullah (2016). The results of his research stated that there was a positive and significant influence between work motivation on teacher performance. Judging from the existing data, namely the influence of work motivation on teacher performance of 0.230 or 23%.

The results of this study are different from those of Erlangga, Sos, & Erlangga (2021). The results of the research were obtained t-table 0.257 > 1.96 and the P value of 0.054 > 0.050, so it can be concluded that Ha is rejected so that motivation does not have a significant effect on teacher performance. An increase in motivational variables will not be

followed by an increase in teacher performance and conversely a decrease in motivational variables will not be followed by a decrease in teacher performance.

The results of this study are also in line with Somantri (2020), the results of the study showed that there was a significant influence between work motivation variables (X) on teacher performance (Y), both simply and partially, it was concluded that the second hypothesis which reads "there is a positive influence between work motivation (X) and teacher performance (Y)" is accepted and tested significantly. The results of the significance test of the correlation coefficient obtained 0.436 and are rejected and Ho F-count = 1.107, with a p-value of 0.044 <0.05. This means that Ha is accepted. While the coefficient of determination is 0.301, which means that 30.1% of the teacher performance variables can be influenced by work motivation variables. Thus, the work motivation variable has a positive effect on the teacher performance variable.

The results of this study indicated that the work motivation variable (X) affects the teacher performance variable (Y). The higher the work motivation, the higher the teacher's performance, and conversely the lower the work motivation, the lower the teacher's performance. Thus, it can be said that the second hypothesis in this study is accepted, which means that there is a positive and significant influence between work motivation on teacher performance.

5.   Conclusion

Based on the results of data analysis, hypothesis testing, and discussion, it can be concluded that there is a significant influence between work motivation on the performance of elementary school teachers in the Karangtengah District. Motivation is very necessary because with this motivation everyone is expected to work hard and be enthusiastic to achieve high work efficiency. Instilling motivation is basically instilling values. Therefore, daily communication and counseling are the keys, and under the spirit of the teacher to carry out his duties, to maximize the smooth and orderly learning process, which is conducive to the realization of the school's educational goals. Increasing teacher motivation through the principal can help teachers to act and behave responsibly.

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