

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

Andreas Au Hurit ^{1*}, Trinovianto GR Hallatu ², Yonarlianto Tembang ³

^{1,2,3} *Departmen of Pre-School and Elementary School Education, Universitas Musamus, Merauke, Indonesia*

Abstract. The purpose of this study was to determine whether there was an effect of work motivation on the performance of Public Elementary School 2 teachers in Merauke. This study uses a survey method with a quantitative approach. The research data was obtained through the distribution of questionnaires to 32 teachers. The data analysis technique used is simple linear regression statistics. To get the results of accurate data analysis, software assistance is used in Statistical Product and Service Solutions (SPSS) version 24. The results of data analysis show that there is a significant effect of work motivation on teacher performance ($0.000 < 0.05$), and the magnitude of the effect of work motivation on teacher performance. is 76.7%. Based on the results of the study, it can be concluded that there is a significant effect of work motivation on the teacher's performance.

Keywords: Work motivation, Teacher, Performance.

1 Introduction

The teacher is one of the important components in an educational institution or school. Teachers as role models in education have a role in improving the quality of education in accordance with the expectations and needs of the community. Teachers have a very big role in education, on their shoulders they bear the responsibility for the quality of education [1]. As educators, teachers are required to produce quality students. Through this role, teachers must always try to give their best in carrying out their duties as professional educators [2].

Teacher performance in schools is the basis for achieving the expected educational goals. The high and low quality of education graduates has a close relationship with teacher performance because the presence of teachers in the learning process plays an important role [3]. Therefore, to improve the quality of education, the main aspect is the quality of teachers. Teachers who have good performance are teachers who are coveted by every school and their students to continue to carry out their duties and responsibilities well.

The teacher's performance concerns all activities or behavior that he or she experiences and what has been done to give results or goals. The teacher's relationship with his performance is related to all activities shown in his duties as a person who carries a mandate and responsibility to educate, teach, guide, direct, and guide students to achieve development towards maturity [4].

Teacher performance is related to the effectiveness of learning which includes various aspects, namely *input*, process, and *output*. Learning will be effective if students experience new experiences and changes in behavior in accordance with competency standards [5]. This means that in learning the teacher must have the ability to plan, implement, and assess learning, both related to the process and results.

The performance of a teacher reflects how a teacher is in carrying out his duties and responsibilities. This can be seen from how far the required competencies are met, namely personality, pedagogic, professional, and social competencies. However, the fact is that in addition to adequate competence, there are also various factors that affect teacher performance, namely, principals' leadership, working conditions, career development opportunities, work motivation, work discipline, wages, and so on. Of these many factors, one of the important factors that affect teacher performance is work motivation.

There are several previous studies that have examined the effect of work motivation on teacher performance. Research conducted by Edy, Harapan, and Tahrun states that work motivation has a positive effect on teacher performance [6]. Research by Irhan, Ahmad, and Destiniar also states the same thing, namely work motivation has a significant influence on teacher performance. Work motivation in a teacher is able to arouse work enthusiasm so that it can produce quality teachers [7].

* Corresponding author: andreashurit@unmus.ac.id

Motivation is the desire to act or do something that allows a person to always be directed to the future [8]. Motivation is an impulse that moves someone to do something or not to do it [9]. Unmotivated people do not feel compelled to immediately act and/or do something, while motivated people are always actively moving and acting towards the goals that have been set [10]. In addition, motivation can also be interpreted as a psychological process that generates and directs behavior to achieve goals or goal-directed behavior [11]. Motivation can move someone to work hard so that they can achieve their goals [12]. Motivation can increase work productivity so that it affects the achievement of individual, group, and organizational goals [13]. In other words, motivation can affect performance, although it is not the only factor that shapes performance.

Teacher work motivation is the driving force that influences, arouses, directs and maintains the behavior of a teacher to carry out his duties as educators and teachers with all his abilities and expertise in order to realize the educational goals that have been determined [14]. To achieve the expected educational goals, teachers must be able to motivate themselves to always be enthusiastic in carrying out their duties and responsibilities. If the teacher has high work motivation, he will work hard, diligently, happily, and with high dedication so that the results are in accordance with the goals to be achieved. Therefore, the formulation of the problem in this study is whether there is an effect of work motivation on the performance of SDN 2 Merauke teachers?

2 Research Methods

This study uses a quantitative approach with a survey method. The quantitative approach is oriented to the use of numbers, starting from data collection, interpretation of data, and appearance of research results [15]. While the survey method is a quantitative research method that uses a questionnaire as a data collection tool for large and small populations and also on samples from the population [16].

Research data obtained from the distribution of questionnaires using a Likert scale. The questionnaire contains a closed statement to measure the variables studied. Questionnaires were distributed to respondents, namely teachers, totaling 32 people and each teacher filling out a questionnaire personally. The work motivation variable questionnaire totaled 19 statement items and the teacher performance variable questionnaire totaled 21 statement items.

The data analysis technique uses simple linear regression statistics to determine whether there is an influence of work motivation variables on teacher performance variables and to determine the magnitude of the influence of work motivation variables on teacher performance variables. To get accurate data analysis results, the help of the *Statistical Product and Service Solutions (SPSS)* version 24 software is used.

3 Results and Discussion

3.1 Result

The purpose of this study was to determine whether there was an effect of work motivation on the performance of SDN 2 Merauke teachers. As previously stated, the research data were analyzed using simple linear regression analysis with the help of the *Statistical Product and Service Solutions (SPSS)* version 24 software. The criteria for making statistical test decisions to determine whether or not work motivation on teacher performance is if the score $P < 0.05$ or t count is greater than t table, then there is an effect of work motivation on teacher performance. However, if $P > 0.05$ or t count is smaller than t table, then there is no effect of work motivation on teacher performance. The results of the analysis of the effect of work motivation on the performance of SDN 2 Merauke teachers are shown in table 1 below.

Table 1. The results of the analysis of the effect of work motivation on teacher performance.

Model	Coefficients ^a			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
Constant	25,270	4.871		5.188	0.000
Work motivation	0.752	0.076	0.876	9.943	0.000

The data in table 1 above shows that the significance level of work motivation is $0.000 < 0.05$. This means that there is a significant effect of work motivation on teacher performance. Or can also be compared with t table, then obtained t count is greater than t table that is $9943 > 2.042$ so as to produce the same conclusion.

Table 2. The results of the analysis of the magnitude of the effect of work motivation on teacher performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.876 ^a	0.767	0.759	2.84895

In table 2 of the *Summary Model* above, it is known that the coefficient of determination obtained in the *R Square column* is 0.767. This shows that the magnitude of the influence of the work motivation variable on teacher performance is 76.7%. While the remaining 23.3% is influenced by other factors outside of work motivation.

3.2 Discussion

Teachers who have high work motivation will always work hard to overcome all kinds of problems they face in the hope of achieving better results. There is a significant effect of work motivation on teacher performance, indicating that the higher the work

motivation, the higher the teacher's performance. And conversely, the lower the work motivation, the lower the teacher's performance. To improve the quality of education and the achievement of educational goals itself, teachers should carry out their duties with responsibility and always try to improve their performance.

Looking at the contribution or magnitude of the influence of work motivation on the performance of SDN 2 Merake teachers, which is 76.7%, it shows that of the many factors that affect teacher performance, work motivation has a greater influence on teacher performance. Work motivation has a very important role and position for improving teacher performance in carrying out their duties and responsibilities in schools in order to achieve the expected educational goals.

Teacher performance in schools can be improved by growing awareness of the importance of motivation in teachers to be responsible for the noble tasks that have been entrusted to them. Teachers who have high work motivation will be able to improve their performance in carrying out their duties and responsibilities as teachers in schools [17]. A person is considered to have the motivation to excel if he has the desire to do a work that performs better than the achievements of other people's work.

Teachers who have a desire or need for achievement will always try to do a better job than before, always want to achieve higher achievements so as to increase their activities in work. Thus the opportunity to improve performance will be greater. Meanwhile, teachers who have low work motivation will tend to reduce their efforts, give up easily, and lack enthusiasm to achieve high work performance [18].

The results of this study show that motivation has a very important role for teacher performance at SDN 2 Merauke. Therefore, teachers should always try to foster motivation in themselves to work harder. Even so, in an organization, work motivation cannot be separated from the leadership involved in it which serves to provide motivation both verbally and in writing. The principal's leadership provides work motivation for increasing teacher work productivity and student learning outcomes. As the leader of an educational institution, the principal must be the driving force for the education process.

4 Conclusion

Based on the results of this study, it can be concluded that there is a significant effect of work motivation on teacher performance at SD Negeri 2 Merauke. This is evidenced by the acquisition of a work motivation significance level of $0.000 < 0.05$ or the t count is greater than t table, namely $9.943 > 2.042$. The amount of contribution or influence of work motivation on the performance of SD Negeri 2 Merauke teachers is 76.7%. These findings can be a record for school principals and heads of education offices at the local government level to take strategic actions to increase teacher work motivation in carrying out their duties and responsibilities in order to achieve educational goals.

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