
The Impacts of Work Motivation on Elementary School Teachers' Performance

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Abstract

This research aimed to determine the effect of work motivation on elementary school teachers' performance. The research method used was a quantitative method with correlational descriptive techniques. The research population was 258 students from 34 public elementary schools in the Lubuk Sikaping district, Pasaman Regency. The research sample was taken 30% of the total population, so the research sample totaled 77 students by the stratified proportional random sampling technique. The data collection technique used in this research was a Likert scale questionnaire consisting of 5 alternative answers. The data analysis technique used was product-moment correlation and simple linear regression analysis, which was analyzed using the SPSS Version 24 program. The results showed that work motivation had a significant effect on teacher performance (41.7%). The rest was affected by other variables. The implication of this research is the need to increase teacher work motivation so that teachers can have higher performance.

Keywords

Professional teachers, teacher performance, teacher work motivation

Article History

Received 14 May 2023

Accepted 20 June 2023

How to Cite

Mardianton, Nellitawati, & Widiawati. (2023). The impacts of work motivation on elementary school teachers' performance.

Indonesian Research Journal in Education | IRJE |, 7(1), 268 – 279.

<https://doi.org/10.22437/irje.v7i1.27850>

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Introduction

Some improvement efforts made to improve the quality of education will not make a significant contribution without the support of professional teachers (Pandipa, 2020; Sari, 2018). In other words, improving the quality of education must start with teachers and end with teachers. Therefore, teachers must have high performance in carrying out their essential role. Teacher performance is a picture of the work done by the teacher (Uno, 2008), which is shown by the teacher carrying out his duties and responsibilities according to his profession (Syamra, 2016). Teacher performance is reflected in the implementation of the learning process inside and outside the classroom, school administration, guidance, and services to students (Utari, 2019).

Teachers are professional educators who can determine what is good for their students based on their professional considerations, so teachers become one of the main determinants in maintaining continuity and ensuring a conducive atmosphere for their schools (Eryana, 2016). The existence of teachers determines the quality of education and graduates born in a school, besides the general quality of the school itself. If the teachers perform and are of high quality, then the quality of the school will also be high, and vice versa. No matter how good the educational program is proclaimed, if it is not supported by high-performing and high-quality teachers, it will end in unsatisfactory results. Teachers with good performance in education can create good and quality future students for the nation (Indriawati et al., 2022). Therefore, performance is paramount in assisting the completion of each educational goal. In addition, Hasibuan (2016) stated that school success or achievement of school goals relies on the teacher's performance in carrying out their duties as educators, starting from planning, implementation, and evaluation.

Based on the results of preliminary observations at public elementary schools in the Lubuk Sikaping district, Pasaman Regency, several phenomena related to teacher performance problems were found, including the following:

- There are still several teachers who carry out activities outside of their job during teaching hours, like teachers who use their time to rest and leave the classroom only to gather and chat with colleagues.
- There are still teachers who have not collected or completed learning device documents, even though this learning tool should have been submitted to the school principal according to the agreed deadline.
- There are still some teachers who are less loyal to the school and more concerned with personal matters than the interests of the school they are responsible for.
- There are still teachers who are less creative in using methods in providing learning material which results in students becoming bored in participating in the learning process.
- There is a lack of teacher initiative to learn new things related to digital-based learning methods, while nowadays, new digital-based learning methods are needed much in the education world.

- There are still teachers who arrive late in carrying out learning tasks for students caused by personal matters outside of teaching and learning activities. It causes learning to be ineffective because the time spent on learning becomes less.

The phenomenon above shows that teacher performance is still not optimal. Not optimal teacher performance can cause various problems in the learning process. Teacher performance that is not optimal, of course, does not appear immediately without any causal factors. The researchers suspected that the low performance of teachers is most likely due to the not optimal work motivation of teachers. Teacher work motivation is an essential factor in improving teacher performance because it is the main driver for each teacher to carry out his professional duties according to applicable regulations (Pratiwi et al., 2021). Becoming a teacher without work motivation will quickly feel boring because there is no driving force. The implementation of learning requires maximum work motivation from the teacher. Motivation is reflected in attitude, work habits, and a person's behavior which is manifested by hard work, independence, responsibility, discipline, and the ability to progress. Teachers with good work motivation will have a better work ethic tendency than those with a lack of work motivation (Pramesti & Muhyadi, 2018).

In addition, Uno (2008) stated the implementation of the teacher's duties and responsibilities is affected by work motivation. With high motivation, teachers work enthusiastically, earnestly, sincerely, and disciplined. Mulyasa (2004) argued that employees (teachers) will work seriously if they have high motivation. If he has positive motivation, he will show interest and concern and want to participate in a task or activity. With this opinion, teachers are still less successful in teaching because they are less motivated to teach, which has an impact on decreasing teacher productivity or performance (Ardiana, 2017). Work motivation is an encouragement that occurs in a teacher to carry out his duties as well as possible and is based on enthusiasm, enthusiasm, and dedication in carrying out his duties (Ayu et al., 2022).

Scholars have found a positive relationship between motivation and performance (Suriagiri et al., 2021). Riyadi and Mulyapradana (2017) concluded that the effect of work motivation on the performance of Radhatul Atfal teachers in Pekalongan. Additionally, Fazira et al. (2023) stated that there is a positive and significant effect of work motivation on teacher performance. In addition, Hasan and Sumarni (2023) and Panjaitan and Tiarpuspa (2021) also showed that teacher performance is affected by work motivation. Some studies show that work motivation affects teacher performance, but these research results cannot be generalized to other regions. Hence, many areas still need to be studied related to the effect of work motivation on teacher performance, one of which is in public elementary schools in the Lubuk Sikaping district. Therefore, this research aims to find out whether there is an effect of work motivation on the performance of public elementary school teachers in the Lubuk Sikaping district and how much it affects them.

Methodology

Research design, site, and participants

This research was quantitative research using the correlational method to determine the effect of work motivation on the performance of public elementary school teachers in

the Lubuk Sikaping district. The population in this research were all teachers with the status of civil servants (PNS) who taught at public elementary schools in the Lubuk Sikaping district, Pasaman Regency. The research population totaled 258 people obtained from 34 public elementary schools. Meanwhile, the research sample was determined using a proportional stratified random sampling technique. This model sampling technique was chosen so that members of the population have the same opportunity to be a representative sample.

The characteristics of the population considered in this sampling consisted of (1) educational level strata, which was $\leq S1$ and $> S1$; and 2) group, which consisted of those $\leq III$ and $> III$. These two strata were considered because different educational strata offer different knowledge and abilities to carry out instructor duties. Meanwhile, grade strata impact how a person carries out their responsibilities, and protracted work time offers a better understanding of how tasks are carried out. Considering the higher a person's class means the working period is longer. In other words, education and group are thought to affect teacher performance. The proportion for each stratum is education level $\leq S1 = 250$, $> S1 = 8$ and group $\leq III = 131$ and $> III = 127$ teachers. The size of the research sample was determined, and if the subject is less than 100 people, it should be taken altogether. If the subject is large or more than 100 people, it can be taken 10-15% or 20-25% or more (Arikunto, 2010). Based on this opinion, the researchers determined that the sample size was 30% of the research population, so the total sample of the research was 77 teachers.

Data collection and analysis

The instrument used in this research was a questionnaire prepared using the Likert scale model with five alternative answers, namely Always (SL), Often (SR), Sometimes (KD), Rarely (JR), and Never (TP). Before the questionnaire was used in this research, it was first tested to determine the validity and reliability of the instrument. The questionnaire results in the trial show that the research questionnaire is valid and reliable. Valid and reliable questionnaires are used as instruments to collect data in field research. Data collection was carried out directly by submitting a questionnaire to the respondent. Before the questionnaire was filled in, the researchers explained in advance the procedure for filling out the questionnaire. The visit was carried out two times. The first visit was to give a questionnaire, and the second was to take a completed questionnaire. The research data were analyzed using a simple regression method with the help of SPSS Version 24 software. Data analysis included 1) data description, 2) analysis prerequisite test: normality test, linearity test, and homogeneity test, 3) testing the hypothesis by determining the level of effect through correlation analysis, significance level, analysis of the coefficient of determination, and regression analysis.

Findings and Discussion

Normality test

Based on research data processing, the normality test results were carried out with the SPSS application informed that the Kolmogorov Smirnov test results obtained a

significance value of 0.200. The criterion for testing the normality test via the Kolmogorov-Smirnov test is the sig value. Kolmogoro-Smirnov test ≥ 0.05 , the data is said to be normal, and if sig. Kolmogorosmirnov test < 0.05 means the data is not normal. Based on this, the significance value exceeds alpha 5% (0.05), namely 0.200, which means the data is normally distributed, so the prerequisite test for normality is fulfilled.

Table 1. *Normality test results*

One-Sample Kolmogorov-Smirnov Test			
N		Performance	Work motivation
		77	77
Normal Parameters ^{a,b}	Mean	170.44	156.17
	Std.	12.637	14.820
	Deviation		
Most Extreme Differences	Absolute	.076	.064
	Positive	.046	.064
	Negative	-.076	-.042
Test Statistic		.076	.064
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.200 ^{c,d}

- a. Test distribution is Normal.
 - b. Calculated from data.
 - c. Lilliefors Significance Correction.
 - d. It is a lower bound of the true significance.
- Source: processed research data in 2023

The results of data normality can also be seen in the following figure.

Figure 1. *Work motivation*

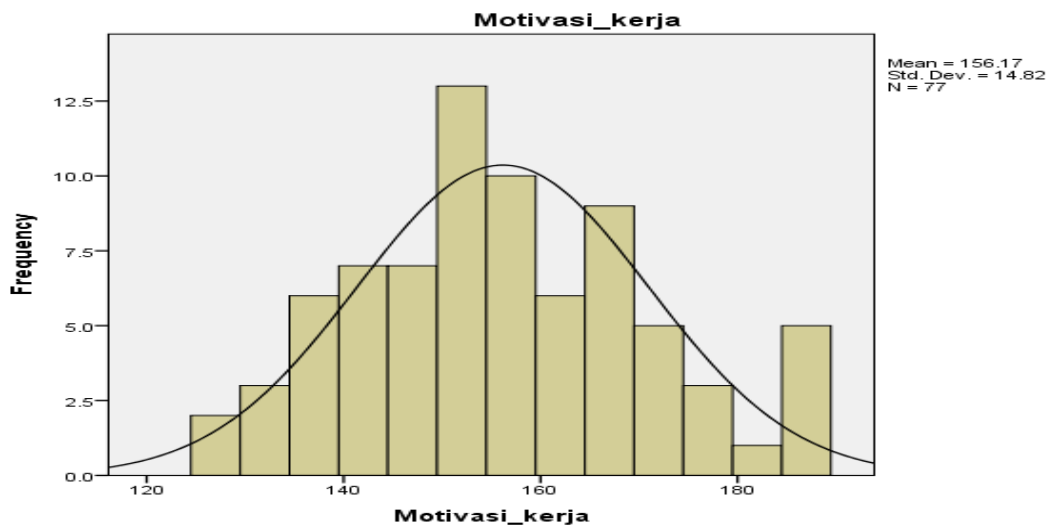
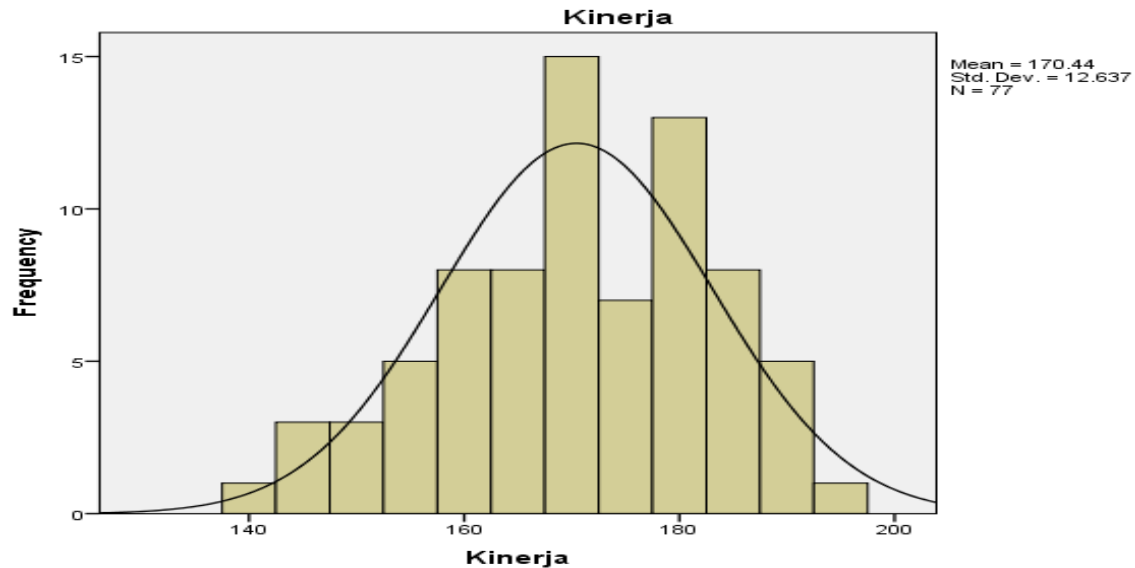


Figure 2. *Performance*



Linearity test

The results of the data linearity test show that the data is linear. The results of data processing with the statistical program show that the sig. deviation from linearity ≥ 0.05 , which is 0.622. By the rules of linearity testing, if the value is a significant deviation from linearity with the category if the value is sig. ≥ 0.05 means the data is linear, and if sig. ≤ 0.05 , it means the data is not linear. Therefore, the model is linear. In detail, the results of the statistical linearity test are in the following table.

Table 2. *Linearity test results*

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Performance * Work motivation	Between Groups	(Combined)	9042.820	45	200.952	2.013	.022
		Linearity	5057.515	1	5057.515	50.671	.000
		Deviation from Linearity	3985.305	44	90.575	.907	.622
	Within Groups		3094.167	31	99.812		
	Total		12136.987	76			

Source: Results of research data processing in 2023

Hypothesis testing

The hypothesis testing in this research was conducted to determine whether there is an effect of work motivation (X) on teacher work performance (Y). To determine the effect, it used a simple regression analysis. The test was carried out using a significant level of 0.05

which was tested using the SPSS 24.0 Simple Linear Regression program. Based on the results of testing simple linear regression analysis, below are the results obtained.

Table 3. *Hypothesis test results*

		Coefficients				
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	84.481	11.796		7.162	.000
	Motivasi_kerja	.550	.075	.646	7.320	.000

a. Dependent Variable: Kinerja

Source: Processed research data in 2023

Based on the test results, the value of Constanta (a) is 84.481, while the value of work motivation (b/regression coefficient) is 0.550, so the regression equation is $\hat{Y} = \alpha + bx$, namely $\hat{Y} = 84.481 + 0.550 X$. It means that if motivation (X) the value is 0 (zero), then the teacher's performance (Y) value is 84.481. The regression equation $\hat{Y} = 84.481 + 0.550 X$ explains that every increase in work motivation by one scale will affect increasing teacher performance by 0.331 scales. Meanwhile, the teacher's performance value already exists at 84.481 scales without work motivation. For example, if a teacher has a work motivation score of 100 on a scale, then the next teacher's performance can be predicted at $84.481 + 0.550 \times 100 = 138.481$.

Based on Table 3 above, the regression coefficient t is 7.320, and the significance level is 0.000. A significant value of 0.000 means less than 0.05 ($0.000 < 0.05$), so the hypothesis H_a is accepted. It means that the regression coefficient = 0.550 is significant and can be used to affect the performance of teachers who work at public elementary schools in the Lubuk Sikaping district. Furthermore, to test the significance of the regression, this equation is then tested for significance with the F test. Based on the F test that has been carried out, F count = 53,579 with $p = 0.000 < \alpha 0.05$. It means that the regression equation $\hat{Y} = 84.481 + 0.550 X$ is significant at the 95% confidence level and can be used to affect teacher performance. The summary of the results of the analysis of significance calculation (F test) is in the following table:

Table 4. *F test significance of work motivation regression (x) on teacher performance (y)*

ANOVAa						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5057.515	1	5057.515	53.579	.000b
	Residual	7079.472	75	94.393		
	Total	12136.987	76			

a. Dependent variable: Performance

b. Predictors: (Constant), work motivation

Source: Processed research data in 2023

Furthermore, the effect of work motivation (X1) on teacher performance (Y) can be seen from the R-value. Based on statistical tests, an r-value of 0.646 is obtained with an R-squared

value of 0.417. It means that the effect of work motivation on teacher performance is 41.7%. It is obtained by applying the formula proposed by Usman (2010) that the effect of an independent variable on the dependent variable can be determined by calculating using the following formula $KP = r^2 \times 100\%$. Therefore, $KP = 0.417 \times 100\% = 41.7\%$. In detail, the results of calculating the value of R are in the following table.

Table 5. *The effect of work motivation (X1) on teacher performance (Y)*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.646a	.417	.409	9.716

a. Predictors: (Constant), work motivation

Source: Processed research data in 2023

After reviewing the analysis results above, the research hypothesis, which states "work motivation affects the performance of teachers in public elementary schools in Lubuk Sikaping district can be accepted at the 95% level of confidence. Furthermore, it can be interpreted that work motivation factors have significant predictive power on teacher performance. The effect of work motivation on the performance of public elementary school teachers in the Lubuk Sikaping district is 24.6%.

Discussion

The proposed hypothesis in this research is that there is a positive and significant effect of work motivation (X1) on teacher performance (Y). After testing the hypothesis, information is obtained that the hypothesis is accepted. It means work motivation has a significant effect on teacher performance in public elementary schools throughout the Lubuk Sikaping district. It is evidenced by the t-test results, which show that the value of the t-regression coefficient is 7.320 and a significance level of 0.000. A significant value of 0.000 means less than 0.05 ($0.000 < 0.05$), so the hypothesis H_a is accepted. It means that the regression coefficient = 0.550 is significant and can be used to influence the performance of teachers who work at public elementary schools in the Lubuk Sikaping district.

The regression equation obtained is $\hat{Y} = 84.481 + 0.550 X$. This regression equation explains that when work motivation (X) is 0 (zero), teacher performance (Y) is 84.481. From the regression equation, it can also be interpreted that when there is an increase in work motivation of 1 scale, it will affect increasing teacher performance by 0.550 scale. Meanwhile, the effect of work motivation on the performance of public elementary school teachers in the Lubuk Sikaping district is 41.7%. It means that the work motivation factor has significant predictive power on the performance of teachers working in public elementary schools in the Lubuk Sikaping district. In other words, teacher performance can be determined by the level of work motivation in public elementary school teachers in the Lubuk Sikaping district of 41.7%. The description above means that the higher the work motivation of a teacher, the more the teacher's performance will improve. Vice versa, if the teacher is less motivated to work, the teacher's performance will also not be optimal.

Teacher performance is a crucial thing in achieving school goals. Therefore, schools need to direct and foster their teachers so that they have high performance in carrying out their duties, especially in carrying out their primary duties and functions as teachers (Andriani et al., 2018; Kartini et al., 2020; Renata et al., 2018). Furthermore, good performance can be obtained by providing motivation (Julistia, 2015). Additionally, Setiaji and Djastuti (2015) also stated that improving employee performance can be done by increasing work motivation. Teachers must be equipped with knowledge and motivation towards themselves, so they can improve their services to students through teaching skills and increasing their knowledge by continuing to learn (Kristiawan & Rahmat, 2018).

Teacher work motivation is the desire of a teacher who encourages him to take actions that can be seen from his sincerity and liking for work as a teacher and is carried out with full responsibility. Work motivation that must be possessed by teachers is something that generates enthusiasm or encouragement to serve/work, which is characterized by the need for achievement, to gain recognition, to have a great interest in work, and to have a high sense of responsibility toward work. A teacher's work motivation is one of the factors that also determines a teacher's performance in school.

Based on the research results, it has implications for regulations that should be made by related parties such as school principals and heads of offices to motivate teachers to always improve their performance. Some efforts that can be made by the principal related to increasing teacher work motivation are a) knowing all subordinate personnel well, b) placing subordinates in jobs that match their interests, abilities and expertise, and enjoyment, c) no subordinates are "close" and "far" or "golden boy" and "silver", d) develop conditions that good work productivity is to provide equal opportunities and not prioritize just one person or group of work, e) implement the strategies formulated by Ki Hajar Dewantara, which are: (a) *Ing Ngarso Sung Tulodo*, (b) *Ing Madyo Mangun Karso*, (c) *Tut Wuri Handayani* (Simarmata, 2014). With this effort, it is hoped that teacher work motivation can increase and increased teacher work motivation can also improve teacher performance.

Conclusions and Recommendations

Based on the research that has been done and the data analysis results of the effect of work motivation on teacher performance in public elementary schools in the Lubuk Sikaping district, work motivation has a significant influence on the performance of teachers in public elementary schools in the Lubuk Sikaping district. The effect is equal to 41.7%. It means that work motivation can be used to affect and improve the teacher's performance in public elementary schools in the Lubuk Sikaping district. It also means that work motivation is a factor that needs to be considered in improving the performance of teachers in public elementary schools in the Lubuk Sikaping district. This research implies that school principals and education offices need to increase motivation for teachers so they can improve their performance.

Disclosure statement

There is no potential conflict of interest was reported by the authors.

Acknowledgments

We would like to thank all respondents and participants who participated and gave information to this research.

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