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The Effect of Work Motivation on Teacher Performance at Private Vocational High Schools in Biak Numfor District, Papua

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ABSTRACT

Teacher work motivation is a very important factor in affecting teacher performance to achieve educational goals. Quality teacher performance can improve the quality of educational institutions and vice versa. Therefore, this research was conducted to analyze the effect of work motivation on teacher performance in selected private vocational high schools in Biak Numfor district, Papua. This research used quantitative approach with correlational type. The population in this research was teachers at four private vocational high schools in Biak Numfor district, Papua. The sampling technique used saturated samples. The research object consisted of 115 teachers who work in four private vocational schools in Biak Numfor district, Papua. This research instrument is a closed questionnaire and several supporting documents. The data analysis technique used simple linear regression. The research findings identified that there is a significant positive effect of work motivation on teacher performance in private vocational high schools in Biak Numfor district, Papua, with 37.1% indicating that it is in the low category. Furthermore, according to the research results, teachers perform better when they are more motivated at their work.

Keywords: Educational Contexts, Teacher Performance, Work Motivation

INTRODUCTION

A teacher is an important factor with a strategic role to improve the learning process and the quality of students. In accordance with Law No. 14/2005 on Teachers and Lecturers Article 1 Paragraph 1, teachers are professional educators with the primary duties of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education.

Basically, work performance can be defined in two terms, such as individual performance and organizational performance (Fattah, 2017). Work performance is an individual's success in completing his/her duties which can be known in aspects of the attachment dimension, planning skills, effort in work and overall performance. In addition, work performance is also the effort of a worker in achieving the organization's goals (Busro, 2018). There are a number of aspects that should be given more attention in improving the quality of education and teacher performance, such as punctuality, work quality, work quantity, and cooperation (Pandipa, 2019). As a leader in an educational institution, the school principal needs to develop a certain strategy to develop the work motivation of educators in their work environment. The principal needs to increase efforts to improve teacher performance by increasing teacher professional competence and teacher work motivation (Hartanti & Yuniarsih, 2018).

Teachers need to be respected and appreciated as a human resource that educates the nation's children. Some appreciation, such as giving awards, incentives, or decent salaries, will enable teachers to improve their performance as educators. Low motivation to improve self-quality explains low and unqualified teacher performance (Sutrisno, 2016). Teachers with high commitment will provide their best effort voluntarily for the growth of the organization, participate and are actively involved in advancing the organization and are responsible for the tasks entrusted to them (Zein & Hadijah, 2018). However, in general, learning activities in a number of schools in Indonesia can only be accomplished well with professional teachers who are proficient in teaching, skilled, innovative, and have high morale. (Nurhayati, 2016).

The output of learning outcomes of high school or vocational high school students in Papua found that students' literacy skills were under the minimum competency (Kemendikbudristek, 2022). The data indicated that less than 50% of students had reached the minimum competency limit for reading literacy. In addition, based on the researcher's experience as a teacher at one of the private vocational high schools in Biak Numfor district from 2015 to 2022, there were always 3 to 7 students who could not read and write during the admission of new students each year. When the students were asked about the reason for their inability to read, most of them stated that their teachers only came to school to teach before the semester exams. This fact indicates that teacher performance in this district is

still very low. The education authority, supervisors, and principals must handle this issue immediately to prevent matters from getting worse.

Teacher work motivation is significantly related to teacher performance (Benu, 2018). The results of previous research conducted by Sugito et al. (2019) suggest that there is a positive effect of motivation variables on teacher performance, as indicated by the correlation coefficient value of 0.496 and the regression coefficient value of 0.416. The data indicates that work motivation can affect the performance of a teacher. Teachers may have different work motivations from one another as professionals in the field of education. Furthermore, it leads to disparities in teacher performance in improving education standards. On the other hand, Rosalina and Rahmat (2021) states that work motivation and work environment significantly affected on teacher performance. In addition, Nitawati et al (2023) stated that motivation is the crucial part for the employee in an organization, because motivation itself has an important role as support, channeling, and causing the human behaviour to work hard and enthusiastically in achieving the optimal result.

Based on the researcher's perspective as a vocational high school teacher in Biak Numfor district, the decrease in teacher performance in learning is affected by teacher work motivation factor which has not been fulfilled. This is evident and in accordance with data obtained by researchers from teacher-employee data from four private vocational high schools in Biak Numfor. There are still 71.30% of 115 private vocational high school teachers in Biak Numfor district who still need to receive certification allowances. Among the 115 teachers, there are only 11 teachers who have been hired as civil servants and 71 non-civil servant teachers who have not yet received the certification allowance. The 71 non-civil servant teachers still earn wages ranging from IDR 650,000 to IDR 1,155,000. These non-civil servant teachers still need to complete the teacher competency test conducted by the Ministry of Education. Among the teachers who took the competency test, there are some teachers who have taken the competency test several times but have not passed until now. It indicated that the performance of current teachers still needs to be improved in fulfilling their duties as teachers.

These issues will have an adverse impact on learning outcomes in schools, if teacher performance is not properly managed. High teacher performance will have a strong impact on students' success in achieving their competency level. Teachers prioritize altruistic and interpersonal motives (Lailatussaadah, 2015). While the teachers reported higher intrinsic motivation in the program, their students tended to feel they received more support from them and reported higher intrinsic motivation in the learning experience (Waterschoot et al., 2019).

The results of further research observations found that some teachers needed to complete their duties properly in completing lesson planning tools and tasks in implementing learning. There were a number of teachers who were absent from school for various reasons: some teachers came late to school, some teachers had

not completed the lesson material until the end of the semester, some teachers did not know how to create minimum completeness criteria for subjects, and some teachers were still using old lesson plans that had not been revised.

In order to examine empirically the previous background, it is important to analyze the effect of work motivation, which includes motivation to achieve goals, work enthusiasm, initiative, creativity, and responsibility on teacher performance. As determined by the Ministry of National Education regarding the planning of learning programs, implementation of learning, and evaluation of teacher learning, this research aims to determine the effect of work motivation on teacher performance in private vocational high schools in Biak Numfor district, Papua.

RESEARCH METHODOLOGY

This research uses a descriptive quantitative approach of causal correlation type. Causal correlational research can also be referred to as influence research (Arikunto, 2020). Correlational research has the main characteristic of connecting two variables. The correlation between two variables is based on the correlation coefficient and there is no data manipulation as in experimental research. This research data is quantitative with an interval scale. The researcher intends to examine the relationship between phenomena related to work motivation and its influence on teacher performance.

The population in this research is all teachers in four private vocational high schools in Biak Numfor district, Papua, with a total of 115 teachers. Since the population is relatively small, saturated sampling method was also used in this research. Sugiyono (2021) defines saturated sampling as a sampling methodology when all members of the population become the research subject. In order to obtain data on variables X and Y, a Likert model interval scale closed questionnaire was used and supported by checking documents. The preparation of the questionnaire is based on a research instrument lattice, including the types of variables and sub-variables (indicators). Then, the grid is made with positive items and negative items. Next, a construct test was conducted where the finished questionnaire was sent to 4 lecturers to examine the suitability of the statement with variable indicators of work motivation and teacher performance by paying attention to proper editorial and grammar. After the questionnaire was declared feasible, the test was carried out to determine the level of reliability of the research instrument.

Based on the test results, it was determined that there were several invalid statements. Regarding the work motivation variable (X), from 40 statement items, there are seven statements that are categorized as invalid. Meanwhile, for the teacher performance variable (Y), out of 40 statement items, seven statement items were categorized as invalid. These statements, both from variables X and Y, were eliminated and not used in the research questionnaire because the indicators to be achieved were already represented by other statements. The statements that were declared valid continued with the reliability test. The reliability test results show

that the 33 items of variables X and Y that have been declared valid are reliable. For work motivation and teacher performance variables, each has Cronbach's Alpha (0.947 & 0.951), where the value is more than 0.60. For more details, it can be presented in the reliability test results table below:

Table 1. Reliability Test Results

Variable	Cronbach's Alpha	Criteria	Details
Work Motivation	0.947	0.60	Reliable
Teacher Performance	0.951	0.60	Reliable

Source: Primary Data processed by Researchers (2023)

Therefore, the instruments of work motivation and teacher performance variables are valid and reliable. Before the simple linear test is conducted, normality and linearity tests are first conducted. The normality test uses the Kolmogorov-Smirnov analysis technique with a Sig (2-tailed) test result of $0.242 > 0.05$, indicating normal distribution. The results can be presented in the following table of normality test results:

Table 2. Normality Test Results

Kolmogorov-Smirnov	Sig (2-tailed)	Criteria	Details
0.108	0.242	> 0.05	Normal Distribution

Source: Primary Data processed by Researchers (2023)

While the linearity test uses deviation. The results of the linearity test can be presented in the table below:

Table 3. Linearity Test Results

Relationship between Variables	Deviation from linearity. Sig	Criteria	Details
Teacher performance and work motivation	0.062	> 0.05	There is a linear relationship

Source: Primary Data processed by Researchers (2023)

The linearity test results obtained a Sig. value of $0.062 > 0.05$ which indicates a linear relationship. The data analysis technique uses parametric inferential statistics (simple linear regression) using SPSS software version 25.0.

RESULT AND DISCUSSION

Based on the simple linear regression analysis results using a significance level of 0.05, the significance value obtained is $0.000 < 0.05$, so H_0 is rejected, and H_a is accepted. This indicates that the hypothesis that there is a significant impact of work motivation on teacher performance in private vocational high schools in Biak Numfor district, Papua, is accepted. There is a correlation between the effect of work motivation variable (X) on teacher performance (Y), it can be seen in the R Square column that the effect of work motivation on teacher performance is 0.371 and has a positive sign (+), which means that every time there is an increase in the work motivation variable (X), there will also be an increase in teacher performance by 37.1% (low category), More details can be seen in the table below:

Table 4. The Effect of Work Motivation on Teacher Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.609 ^a	.371	.364	11.26547
a. Predictors: (Constant), Work Motivation				

Source: Primary Data processed by Researchers (2023)

The hypothesis testing which indicates that work motivation has a positive and significant effect on teacher performance in private vocational high schools in Biak Numfor district, Papua is validated. The role of the teacher is one of the main structural elements in the education system, especially in schools. All other components of education, such as curriculum, infrastructure, financing, and others, will have only a small impact on learning, but the interaction between teachers and students is main priority. In fact, there is no quality education without a sufficient number of qualified professional educators. Therefore, research on teacher performance continues to be conducted by various academics and practitioners in order to achieve quality education. Teacher performance is affected by several factors, one of which is the teacher work motivation factor. In general, teachers with good work motivation can be identified by their high enthusiasm and dedication in fulfilling their duties, that is, educating students. On the other hand, teachers with low work motivation will tend to work with low enthusiasm without clear targets, so that their performance becomes not optimal.

This research indicates that work motivation variables are tested to significantly affect teacher performance. The research results indicate that the higher the level of work motivation, the higher the teacher performance. This research also indicates that work motivation is able to contribute to teacher performance by 37.1% which is in the low category. The results of this research are more or less the same as the results of previous studies which found that there is a significant positive effect of work motivation on teacher performance, with the results of the analysis of the average coefficient of determination in the low category. The results of Setiyati's research (2014) indicate that work motivation has a positive and significant effect on teacher performance, with an

effective contribution of 13.03% with a low category. The findings of research conducted by Ardiana (2017) indicate that work motivation has a significant positive effect on teacher performance, with a contribution of 80.6% or in a high category. According to previous research, work motivation is only one of the many factors to improve teacher performance. Principal leadership, socioeconomic background, qualifications, and infrastructure are also factors that improve teacher performance.

The results of this empirical research indicate that sufficient work motivation is needed to improve teacher performance. This research also indicated that teachers of private vocational high schools in Biak Numfor district, Papua, have implemented the indicators of work motivation although it is still in the low category. Work motivation indicators can be represented as motivation to achieve goals, work enthusiasm, initiative, creativity, and responsibility (Nurdin & Hartati, 2019). Teachers' work motivation also has an impact on their performance as stipulated in the Minister of National Education Regulation, including the ability to plan learning programs, implement learning, and evaluate learning.

The contribution of work motivation to teacher performance in this research is quite low due to various factors. This factor is due to the fact that some teachers still need to be on time to class to teach. There are also some teachers who end learning hours earlier than the specified time without a clear reason. When teachers are unable to teach, they only leave notes for students. Some teachers even deliberately do not teach in class even though they are already at school. Teachers' motivation to achieve goals and responsibility in their work are not optimal, so they often commit irregularities. The school principal's firm and responsible guidance and supervision are needed to improve teachers' work motivation at school. Basically, motivation encourages and inspires others to work harder and better. According to respondents' perceptions at private vocational high schools in Biak Numfor district, teachers' work motivation is assessed based on several aspects, such as motivation to achieve goals, work enthusiasm, initiative, creativity, and responsibility. Uno (2016) stated that teacher work motivation is a process used to encourage teachers to be moved to direct their behavior to real efforts in achieving predetermined goals. Therefore, it is necessary to make various efforts to increase teacher work motivation. Frederick Herzberg's motivation theory in Mataputun (2020) suggests two ways to motivate employees, such as preventing employee dissatisfaction, such as the work environment, superiors, rewards, security, and company policies; and fulfilling employee satisfaction by providing opportunities for employees to achieve recognition and employee responsibility.

Motivated teachers are usually willing to work hard and with enthusiasm to achieve high work productivity. Instilling motivation is about practicing workplace values in a positive and fun way. In addition, the school community's perception of quality also affects teacher motivation. Saalino and Mataputun (2022) stated that in an effort to equalize perceptions in the work environment, principals need to socialize the vision and mission to the school community by involving stakeholders in school management, providing key support in learning, monitoring the implementation of the

learning process; facilitating teacher coaching in the Continuous Professional Development (PKB) program. As Supriadi (2018) stated, in order to improve teachers' motivation and performance, principals need to carry out supervision effectively, including reflection and feedback from principals to supervised teachers. Teachers are motivated through praise and practical guidance in working with peers and even with stakeholders. Munthe & Mataputun (2021) argued that in order to increase the enthusiasm of the school community, cooperation with the organizers of the Business and Industrial World (DUDI) internship program is necessary for various interests, especially the quality of graduates. It is expected that teachers can get used to adjusting tasks, both through peers and through cooperation programs based on predetermined standards. The strong or weak motivation of each individual highly determines the high and low performance of teachers. It is necessary to make various efforts on an ongoing basis to motivate teachers, including optimizing the role of the Biak Numfor district Education Department, School Supervisors, Principals, peer organizations, Subject Teacher Consultation (MGMP) and further study at the Masters and Doctoral program levels in the education sector.

CONCLUSION

Based on the results of the previous analysis and discussion, it can be concluded that work motivation has a significant positive influence on teacher performance in private vocational high schools in Biak Numfor district, Papua, by 37.1%, which is in the low category. This illustrates that the better the work motivation, the better the performance of teachers in private vocational high schools in Biak Numfor district, Papua. Based on the above conclusions, it can be recommended that work motivation, such as motivation to achieve goals, work enthusiasm, initiative, creativity, and a sense of responsibility, need to be implemented in every educator to improve teacher performance in terms of learning program planning, learning implementation, and learning evaluation. Activities to increase work motivation need to be carried out by various parties in a variety of scientific activities, such as being active in various teacher Continuing Professional Development (PKB) meetings, independent learning programs, peer discussions of Subject Teacher Consultation (MGMP) and further study at the Masters and Doctoral program levels in the education sector.

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