

Teachers' Performance in Indonesian Secondary Schools: Does Motivation Matter?

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Abstrak. *Profesionalisme seorang guru sangat dipengaruhi oleh faktor internal dan eksternal. Faktor internal dipengaruhi oleh motivasi yang berasal dari dalam jiwa guru itu sendiri. Penelitian ini bertujuan untuk mengetahui pengaruh motivasi guru terhadap kinerja guru, khususnya Sekolah Menengah Atas (SMA) Negeri di Banda Aceh, Indonesia. Survei ini dilakukan dengan menggunakan pendekatan kuantitatif dengan sampel sebanyak 254 guru. Kuesioner digunakan untuk mengumpulkan data, dan teknik analisis data yang digunakan adalah Structural Equation Modeling (SEM). Temuan penelitian ini menunjukkan bahwa motivasi guru berpengaruh signifikan terhadap peningkatan kinerja guru di lembaga pendidikan.*

Kata kunci: *Lembaga Pendidikan; Sekolah Menengah Atas; Motivasi Guru; Kinerja Guru.*

Abstract. *A teacher's professional is greatly influenced by internal and external factors. Internal factors are influenced by the motivation that comes from within the teacher's own soul. This study aims to investigate the effect of teacher motivation on the teacher's performance, especially public senior secondary schools (Sekolah Menengah Atas Negeri, or SMA Negeri) in Banda Aceh, Indonesia. This survey was conducted using a quantitative approach with a sample of 254 teachers. Questionnaires were used to collect data, and the data analysis technique employed was Structural Equation Modelling (SEM). The findings of this study indicate that teacher motivation has a significant effect on improving teacher performance in educational institutions.*

Keywords: *Education Institution; Senior Secondary School; Teacher Motivation; Teacher Performance.*

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Introduction

Human Development Index (HDI) is an indicator to observe the level of human development in a region (Nurhasanah et al., 2021). Banda Aceh is one of the cities in Indonesia that is trying to improve the performance of its educational institutions to create quality human development. According to Statistics Indonesia (2018), the HDI in Banda Aceh has increased in recent years. In 2014, the HDI value was 82.22 and gradually increased year-over-year (YOY) (2015: 83.25; 2016:83.73, and 2017: 83.95). When the HDI figures for the city of Banda Aceh show an increase in the last three years, the average value of the performance of Aceh's provincial teachers for senior secondary schools, which was analyzed based on the human development indicator, was at the level of 78.29 which was categorized as poor. The performance was reflected by the following data of eligible teachers 96.42, female teachers 73.80, permanent teachers 65.62, government service (*pegawai negeri sipil*, or PNS) teachers 61.52, and retired teachers 94.10 (Kintamani, 2016). Furthermore, some teachers are not able to fulfill their obligation to teach at schools.

The teacher plays significant roles in teaching-learning management, both as educators, facilitators, mediators, instructors, or moderators (*Direktorat Jenderal Peningkatan Mutu Pendidik dan Tenaga Kependidikan* - Directorate General for Quality Improvement of Teacher and Education Personnel, 2008). Teachers must be productive in educating and teaching under predetermined standards to produce a quality generation of the nation. The issues encountered can be observed from the teacher's performance.

Teachers commit less time to curricular activities, instructional preparation, and grades, according to Wanakacha et al. (2018). In addition, professional behavior is deteriorating in some secondary schools in Siaya District, with serious bad behavior (both within and outside the school) and low professional performance. This, according to Anusu & Omulando (Wanakacha et al., 2018), suggests a lack of motivation among instructors, which affects their performance in their primary tasks.

According to Wanakacha et al. (2018), both intrinsic and extrinsic motivation can help teachers perform better. Other research by Oluremi (2013) and Selvam & Chamundeswari (2015) found a link between teacher motivation and performance. Kwapong (2015) also underlines a large positive association between teaching staff motivation and performance. Poor teacher performance, according to Herviel & Winful (2018), is caused by a lack of office training, a lack of teaching and learning resources, a lack of incentives and motivation, and incorrect supervision. Work-related obligations, accomplishments, teacher self-development, and acting independence are all indicators of teacher work motivation (Uno, 2013).

Motivation to pursue professional growth is one of the traits that determine a teacher's performance (Kennedy, 2016; Opfer & Pedder, 2011). Hope for success, a sense of self-efficacy, personal values, and perceived ease of use are some of the most important attributes of teacher motivation in professional development (Wozney et al., 2006; Yin & Lee, 2011). Teacher motivation is a critical component of effective formal professional development programs, and having a valid and accurate measure of teacher motivation is crucial in this regard (Osman & Warner, 2020). There are two sorts of motivation in activities, according to self-determination theory (Ryan & Deci, 2000): extrinsic motivation and intrinsic motivation. Intrinsic motivation in an activity is appealing because of the activity's inherent character and enjoyment (for example, exploring, learning, and improving one's capacities). Students with stronger initial intrinsic motivation are more likely to succeed in tasks they enjoy, which can have an impact on subsequent accomplishment.

In addition, students' previous achievements can significantly impact subsequent achievements (Xu et al., 2020), which is also applied to teachers who carry out learning activities. Meanwhile, extrinsic motivation in an activity refers to involvement for its instrumental qualities or consequences that can be separated. For example, seeking approval, receiving an award, or avoiding guilt (Ryan & Deci, 2000). Furthermore, Gore et al. (2015)

and Heinz (2015) categorize teaching motivation, namely, the concept of intrinsic, extrinsic, and altruistic motivation. Ilgen & Schneider (1991) define that the performance of behavior seen as everything that is completed by an individual or a system. The performance consists of someone who engages in certain situations behavior to achieve the desired result. Campbell et al. (1993) determined that performance is identical to behavior if it focuses on behaviors that are relevant to the achievement of organizational goals.

Employee performance is a crucial factor in forming organizations in general. As a result, the variables that underpin excellent performance lead the organization's success, and the execution of these goals must be scrutinized (Abbas & Yaqoob, 2009). One of the key reasons for poor performance, according to Altan (2006), is a lack of motivation and a bad reward system. This is supported by Vosloban (2012) which stated that the main factor that affects performance is motivation (Vosloban, 2012). Joshi (2016) also stated that all remuneration in their financial and moral form is something that determines and motivates factors for employees to improve performance and job satisfaction.

There is a correlation between total performance management and the two sub-dimensions of emotional intelligence: self-motivation and empathy and change adaptation (Birol et al., 2015). The next section of this paper presents the research methods in section 2, the results and discussion in section 3, and finally, the conclusions of this paper in section 4.

Research Methodology

The method used in this research was a survey with a quantitative approach. The population in this study was 684 teachers at senior secondary schools in Banda Aceh. The research sample was determined by the Slovin formula, and 254 teachers were randomly selected as respondents. The data for teacher motivation and teachers' performance was collected through a questionnaire using a Likert scale, and the data were analyzed by using Structural Equation Modeling (SEM). In this study, the following were employed: exogenous latent variables consist of teacher motivation (MG), variables that affect the endogenous latent variables of teachers' performance (KG). The measurement model is as follows.

Table 1. Measurement Model, Indicator, and Equation

Measurement Model	Indicator	Equation
Teacher Motivation (MG)	X1	$\lambda_1 MG + \delta_1$
	X2	$\lambda_2 MG + \delta_2$
	X3	$\lambda_3 MG + \delta_5$
	X4	$\lambda_4 MG + \delta_4$
Teachers' Performance (KG)	Y1	$Y_1 = \lambda_1 KG + \epsilon_1$
		$Y_1 = \lambda_2 KG + \epsilon_2$
	Y2	$Y_2 = \lambda_3 KG + \epsilon_3$
		$Y_2 = \lambda_4 KG + \epsilon_4$
	Y3	$Y_3 = \lambda_5 KG + \epsilon_5$
		$Y_3 = \lambda_6 KG + \epsilon_6$
	Y4	$Y_4 = \lambda_7 KG + \epsilon_7$
		$Y_4 = \lambda_8 KG + \epsilon_8$
	Y5	$Y_5 = \lambda_9 KG + \epsilon_9$
		$Y_5 = \lambda_{19} KG + \epsilon_{10}$
Structural Equation Model	Teachers' performance (KG) = $\beta_1 MG$	

Results and Discussion

Results

In this section, Table 2 describes the motivation of teachers at State senior secondary schools in Banda Aceh. The descriptive results of the motivation among senior secondary school teachers in Banda Aceh. From 254 respondents who participated in the survey, the average value of teacher motivation is 17.77, with a minimum value of

12.00 and a maximum of 20.00 on high criteria. Table 3 provides information about the breakdown of teacher motivation indicators divided into medium and high categories. Table 3 illustrates the indicator of the highest average responsibility for doing work at 4.50. They were followed by the achievement indicator of 4.43. While self-development indicators are 4.42, and the lowest indicator is independence in acting at 4.40.

Table 2. Descriptive Statistics

Description	Statistics
Minimum	12.00
Maximum	20.00
Mean	17.77
Std. Deviation	2.14
N	254

Table 3. Description of Teacher Motivation by Indicators

Code	N	Min.	Max.	Mean	SD
MG1	254	3.00	5.00	4.4370	0.63024
MG2	254	3.00	5.00	4.5000	0.63960
MG3	254	3.00	5.00	4.4291	0.60376
MG4	254	3.00	5.00	4.4016	0.60642
Total				4.4419	

Based on Table 4, the chi-square value is 60.563 with a P-value of $0.040 < 0.05$, RMSEA $0.040 \leq 0.08$, and a CFI value of $0.988 \geq 0.90$, indicating that the suitability test of this model results in good acceptance. Therefore, it can be

concluded that the structure of modeling analysis in this study can be conducted. From the path analysis, Figure 1, the structural model is obtained as follows in Table 5.

Table 4. The Goodness of Fit SEM

The goodness of Fit Index	Cut-Off Value	Model Results	Criteria
Chi-Square	Expected to be small	60.563	Fit
P-value	$\geq 0,05$	0.040	Not Fit
RMSEA	$\leq 0,08$	0.040	Fit
CFI	≥ 0.90	0.988	Fit

Source: Results of AMOS.

Table 5. Standardized Regression Weights

			Estimate
KG	←	MG	0.207
MG4	←	MG	0.784
MG3	←	MG	0.764
MG2	←	MG	0.834
MG1	←	MG	0.878
KG1	←	KG	0.868
KG2	←	KG	0.708
KG3	←	KG	0.753
KG4	←	KG	0.758
KG5	←	KG	0.711
KG6	←	KG	0.715
KG7	←	KG	0.722

Notes: MG is teacher motivation; and KG is teacher performance.

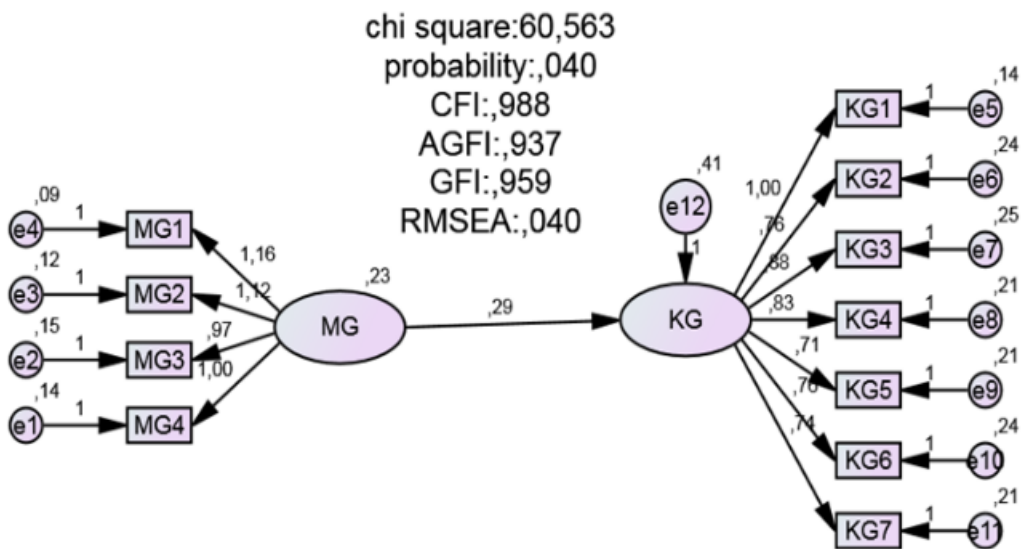


Figure 1. The Value of Goodness of Fit SEM

Table 5 illustrates the standardized Regression Weight or path coefficient. The magnitude of the effect of teacher motivation on teachers' performance is 0.277 or $0.2772 = 0.076$. That is if teacher motivation increases by one standard deviation, teachers' performance will increase by 0.277 standard deviations or 0.076%.

Table 6 illustrates teacher motivation that influences teachers' performance. This problem is caused by the probability of getting a critical ratio of 2.401 at an absolute value of 0.003. In other words, the results of the regression weight coefficient test indicate the value of $p. 0.003 \leq 0.05$. Based on the results of this study concluded that teachers' motivation affects

teachers' performance. Geen & Awotua (2011) revealed that teachers who are well motivated in the learning process tend to do their jobs well, even when the learning environment is not ideal.

Discussion

In this section, we discuss the findings of the study and compare them with previous studies. Motivation guides people's actions and behavior and improves performance, and this tends to achieve goals (Ondima et al., 2014). This is in line with what Luthans (1979) and Goldman (2002) state: motivation has direct implications for performance and satisfaction. Furthermore, Atkinson (1961) argues that motivation is

related to analyzing various factors that incite and direct individual actions. Martahadi & Anwar (2013), Meindinyo & Ikurite (2017), and Ondima et al. (2014) found that motivation has a positive effect on teachers' performance. According to Kwapong's (2015) research, there is a considerable positive association between teaching staff motivation and performance. Lack of office training, a lack of teaching and learning materials, a lack of incentives and motivation, and a mismatch of private supervision are all factors that affect teacher performance.

Teachers who are engaged in the learning process are more likely to do a good job, according to Geen & Awotua (2011), even when the learning environment is less than optimal. People's actions and behaviors are guided by motivation, which increases performance and helps them reach their goals (Ondima et al., 2014). This agrees with Luthans (1979) and Goldman (2002), who claim that motivation has a direct impact on performance and satisfaction outcomes. Then, according to Atkinson (1957), motivation is linked to the examination of many elements that motivate and direct individual activities.

Furthermore, Martahadi & Anwar (2013), Meindinyo & Ikurite (2017), and Ondima et al. (2014) found that motivation has a positive effect on teachers' performance. According to Kwapong's (2015) research, there is a considerable positive association between teaching staff motivation and performance. Lack of office training, a lack of teaching and learning materials, a lack of incentives and motivation, and a mismatch of private supervision are all factors that affect teacher performance. In addition, the development of teacher professionalism can be done through the adoption of process standards in learning (Amiruddin & Amrusi, 2019) and the application of relevant learning models such as the ADDIE Model (Hasan et al., 2021).

Conclusion

Finally, in general, the description of the motivation of secondary school teachers in the city of Banda Aceh is included in the high category. This means that the teacher's motivation is good. Based on all teacher motivation questions, the highest aspect found in the indicator shows responsibility in doing as much work, and the lowest indicator is independence in action. Motivation affects teachers' performance. The higher the motivation a teacher has, the higher the performance. However, to ensure this situation continues, it is necessary to supervise the school principal and the education supervisory unit.

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