

Conditions of Work Motivation and Teacher Performance at Madrasah Tsanawiyah in North Sumatra

Naila Amna

Kementerian Agama Kota Medan

Yuda Syahputra

Universitas Indraprasta PGRI

Email: naila3amna@gmail.com

Abstract: This study aims to describe the conditions of work motivation and teacher performance in terms of culture in North Sumatra. This research is a quantitative descriptive research on educators in North Sumatra. The sample in this study amounted to 81 teachers (male = 29.6%; female = 70.4%) consisting of various cultures, namely: Javanese = 32.1%; Malay = 13.6%; Batak = 38.3%; Sundanese = 11.1%; and Betawi = 4.9%. Data were collected through two instruments, including the work motivation instrument, which consisted of 12 items and the employee performance instrument (the employee here is a teacher) which consisted of 12 items. Data were analyzed using JASP software analysis with descriptive techniques. The results show that Sundanese ethnicity is the highest in showing good performance compared to other ethnic groups. While the highest work motivation comes from ethnic Malay and Sundanese, meaning that teachers from ethnic Malay and Sundanese have higher work motivation than Javanese, Batak, and Betawi.

Keywords: Work Motivation, Teacher Performance, Ethnicity

INTRODUCTION

Teacher performance in Indonesia is still far from optimal (Harefa, 2020). Even though the teacher is the component that has the most influence on the creation of quality educational processes and outcomes. Teacher performance is a manifestation and success of a teacher's work in achieving educational goals (Harefa, 2020). Performance is the level of success of a person or group of people in carrying out their duties and responsibilities as well as the ability to achieve the goals and standards that have been set (Aprida, Fitria, & Nurkhalis, 2020). Teacher performance is the ability or skill of teachers in creating an atmosphere of educative communication between teachers and students that includes a cognitive, effective, and psychomotor atmosphere as an effort to learn something based on planning up to the evaluation and follow-up stages in order to achieve teaching goals.

Mulyasa mentioned several indicators that indicate the weak performance of teachers, including: low understanding of learning strategies, lack of skills in managing the classroom, low ability

to conduct and utilize classroom action research (classroom action research), low achievement motivation, lack of discipline, low professional commitment, and low time management skills (Mulyasa, 2011; Wardana, 2013). Widyastono argues that there are four clusters that are closely related to teacher performance, namely the ability to plan KBM, implement KBM, carry out interpersonal relationships, and conduct assessments. (Fathurrahman, 2019; Widyastono, 1999). Meanwhile, Suyud develops professional teacher performance including: mastery of teaching materials, understanding of student characteristics, mastery of classroom management, mastery of learning methods and strategies, mastery of learning evaluation and personality (Bute, 2020; Fathurrahman, 2019; Kota, 2019). Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Standards of Academic Qualification and Teacher Competence. It was explained that the Academic Qualification Standards and Teacher Competencies were developed as a whole from four main competencies, namely: educational

competence, personality competence, social competence and professional competence. The fourth competency integrated in teacher performance.

Basically, teachers have a high enough potential to be creative and improve performance, but there are many factors that hinder them from developing their various potentials optimally. (Aprida et al., 2020), One of them is work motivation (Anoraga, 2006; Aprida et al., 2020; Mathis & Jackson, 2006). That high work motivation allows the achievement of optimal teacher performance (Aprida et al., 2020). Teachers who have high work motivation will not just carry out routines as a teacher but continue to think about improving performance productivity (Amalda & Prasojo, 2018).

Motivation is an encouragement for individuals both internally and externally that can affect work ethic or individual work quality (Aprida et al., 2020). Anoraga explains that motivation is a need that drives actions towards a certain goal (Aprida et al., 2020; Mundakir & Zainuri, 2018; Tawale, Budi, & Nurcholis, 2011). Work motivation is a willingness to carry out high efforts to achieve certain goals (Amalda & Prasojo, 2018; Putra & Frianto, 2013; Sumbangsih & Nelisa, 2013; Warouw, Sumayku, & Tumbel, 2017). In essence, work motivation is not only in the form of economic interests, but usually also in the form of a psychological need to do work more actively. Some experts have pointed out that teacher motivation acts as a key factor in student learning, not teacher professional skills (Gokce, 2010). Motivation is often said to be the key to work creativity. The results of research in the field show that work motivation has a positive effect on teacher performance with a contribution of 80.6% (Ardiana, 2017). Based on these conditions, researchers are interested in conducting research on the conditions of work motivation and performance of MTs teachers in terms of culture in North Sumatra.

METHOD

This research is a quantitative descriptive research on educators in North Sumatra. The sample in this study amounted to 81 teachers (male =

29.6%; female = 70.4%) consisting of various cultures, namely: Javanese = 32.1%; Malay = 13.6%; Batak = 38.3%; Sundanese = 11.1%; and Betawi = 4.9%. Sampling using incidental sampling technique (non-probability sampling). Data were collected through two instruments, including the work motivation instrument developed from the Vroom theory (1964) which amounted to 12 items (Bernardin & Russell, 1993; the employees here are teachers). The questionnaire uses 4 points with a Likert scale model including the answer choices: strongly agree, agree, disagree, and strongly disagree. The instrument has been validated using the Rasch . model (Alizamar, Afda, Syahputra, Ifdil, & Ardi, 2019; Bond & Fox, 2015; Sandjaja et al., 2020; Syahputra et al., 2020, 2019). The results of the RASCH analysis model on the work motivation instrument show the item reliability of 0.96; person reliability (Extreme and Non-Extreme) of 0.80; Cronbach's alpha value (KR-20) was 0.85; and Raw Variance Explained by measures of 40.6%, meaning that the instrument has good quality to measure work motivation. While the results of the analysis of the RASCH model on the employee performance instrument show the item reliability of 0.96; person reliability (Extreme and Non-Extreme) of 0.87; Cronbach's alpha value (KR-20) was 0.91; and Raw Variance Explained by measures of 52.9%, meaning that the items have very good quality for the measurement conditions carried out, namely measuring employee performance. Furthermore, the data were analyzed using JASP software analysis with descriptive techniques.

RESULT AND DISCUSSION

Result

The results showed that the mean value of Sundanese ethnicity (M = 41) was the highest compared to other ethnic groups (table 1). Meanwhile, the highest work motivation came from Malay (M = 41) and Sundanese (M = 41), meaning that teachers from Malay and Sundanese ethnicity had higher work motivation than Javanese (M = 39), Batak (M = 39), and Betawi (M = 37; table 1). Furthermore, to clarify these conditions can be seen from Figure 1 below.

Table 1. Descriptive Test Results of Teacher Performance and Work Motivation Based on Ethnicity

	Teacher Performance					Work motivation				
	Java	Malay	Batak	Sundanese	Betawi	Java	Malay	Batak	Sundanese	Betawi
N	26	11	31	9	4	26	11	31	9	4
Mean	39	39	37	42	39	39	41	39	41	37
SD	4	6	5	5	5	4	5	5	7	3
Min	32	32	28	35	35	32	29	31	29	34
Max	48	48	48	48	48	48	48	48	48	48

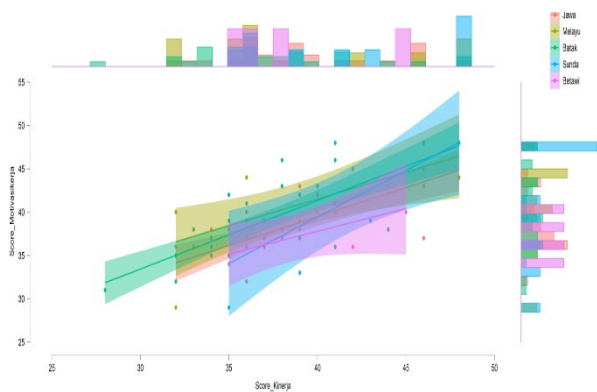
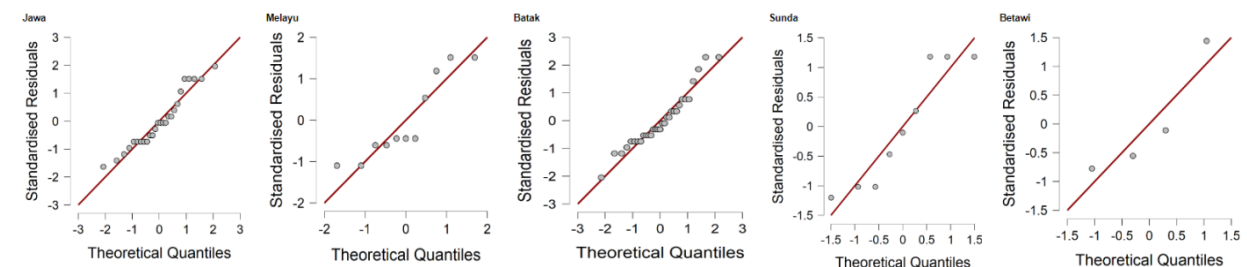


Figure 1. Scatter Plots of Work Motivation and Teacher Performance Based on Ethnicity

Figure 1 shows the color differences for each ethnic group, including: Javanese-Red, Malay-Brown, Batak-Green, Sunda-Blue, and Betawi-Ungu. This condition shows that teachers from the Sundanese ethnic group have high work motivation and performance compared to other ethnic groups. However, on work motivation, teachers from Malay ethnicity also have high motivation at work.

Q-Q Plots

Score_Kinerja



Score_MotivasiKerja

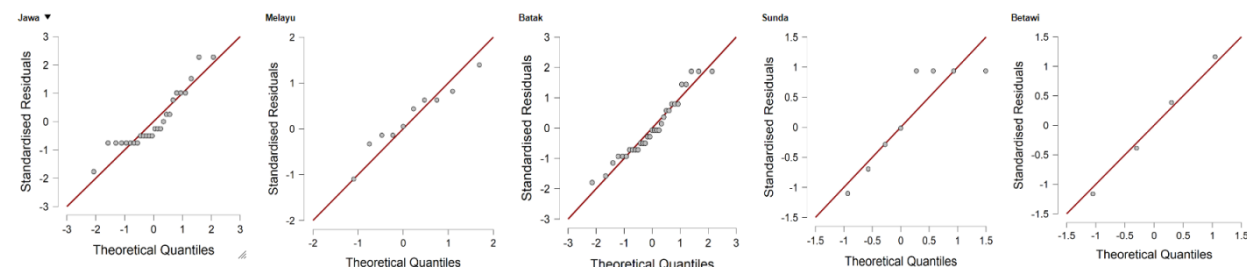


Figure 2. Results of Q-Q Plots of Work Motivation-Performance Based on Ethnicity

DISCUSSION

Teacher motivation is an important indicator of the teaching and learning process that a greater level of motivation indicates a higher level of teacher involvement or higher dedication to work (Thoonen, Slegers, Oort, Peetsma, & Geijsel, 2011; Watt & Richardson, 2008), help the school achieve its goals (Müller, Alliata, & Benninghoff, 2009), and increase student motivation and learning

outcomes (Harris, 2020; Viseu, De Jesus, Rus, & Canavarro, 2016). Researchers agree that motivation directs teachers' actions in the classroom and improves their work performance (P. W. Richardson & Watt, 2010). Some experts have pointed out that teacher motivation acts as a key factor in student learning, not teacher professional skills (Gokce, 2010). Researchers have studied how teachers can motivate students to learn; However, research on teacher motivation is still not focused (Daumiller, Stupnisky, & Janke, 2020; Han & Yin,

2016; Thoonen et al., 2011), there are significant differences in research between countries, especially in countries with multiple ethnicities.

Literature studies in developing countries show poor teacher motivation due to low job satisfaction, unpleasant work environment, unsatisfactory incentives, and problematic relationships with administration in which teachers feel deprived of their psychological and material rights which lead to chaos throughout the school education system (Richardson, 2014). Study by Katzell & Thompson (1990) revealed that work motivation and performance have a positive relationship. In summary, happy workers are good workers, meaning that when workers are happy with their work, they will give the best results. Inspired by the role of motivational factors on individual performance, (Perry & Wise, 1990) work motivation has a positive impact on individual performance. Naff & Crum (1999) examined this relationship with nearly 10,000 employees and concluded that work motivation has a significant positive relationship with individual performance. Performance is directly related to motivational factors (Lindner, 1999). Bolman & Deal (2003) by encouraging employees to work in teams, employees become more competent, motivated and flexible enough to multi-task and deliver outstanding products and services that customers need. Afful-Broni (2004) examining the relationship between motivation and performance with a sample of 200 university employees, findings suggest that lack of motivation was identified as a major contributing factor to poor performance. Uche, Fiberesima, & Christiana (2011) Studying the relationship between motivational factors and teacher performance at work, the findings show a significant relationship between motivational factors and teacher performance. Finding (Uche et al., 2011) also supports that higher individual performance is the basis of higher organizational performance. Motivation does help employees perform better (Uche et al., 2011), and it is widely shown that individual performance contributes to organizational performance.

In addition, financial rewards appear to play an important motivating factor. conducted a study based in Indonesia and found that participants who were given certain benefits performed better than those who were not given the same incentives. Achie & Kurah (2016) studied the role of financial incentives as motivators in employee productivity and they suggested organizations should increase incentives for all staff strata to effectively promote

high productivity. Furthermore, the cause of the low motivation of teachers is an unpleasant work environment and poor leadership skills of the principal (Inayatullah & Jehangir, 2012). Nawaz & Yasin (2015) found that the level of motivation of secondary school teachers was influenced by the school work environment, such as ineffective assessment processes, small classrooms, lack of staff space and unavailability of learning resources. Nadeem et al. (2011) stated the condition of the education system in Pakistan, in making promotion policies not based on work performance, only based on qualifications and years of service. Another factor that affects the intrinsic motivation of teachers is the lack of opportunities for professional development (Khan et al., 2017) and job protection (Sajid, Rana, & Tahir, 2018).

In a school setting, each teacher brings a unique set of abilities, skills, and cultural values compared to their peers. Given this diversity, treating unique individuals or groups of people in the same way can mislead stakeholders (Robbins & Coulter, 2012). Therefore, it is very possible that individual differences of teachers can affect intrinsic motivation, and motivation affects teacher performance (Uche et al., 2011). The findings in this study reinforce previous research, the findings show that the performance of teachers from the Sundanese ethnic group ($M = 41$) is the highest compared to other ethnic groups. Meanwhile, the highest work motivation came from Malay ($M = 41$) and Sundanese ($M = 41$), meaning that teachers from Malay and Sundanese ethnicity had higher work motivation than Javanese ($M = 39$), Batak ($M = 39$), and Betawi ($M = 37$).

CONCLUSION

Based on the mean value, Sundanese ethnicity is the highest in showing good performance compared to other ethnic groups. While the highest work motivation comes from ethnic Malay and Sundanese, meaning that teachers from ethnic Malay and Sundanese have higher work motivation than Javanese, Batak, and Betawi. Contrary to the results of the mean value, the Q Plot shows that Batak ethnicity gives a very good response to both instruments (work motivation and performance). This study is regionally focused, limited in scope (ie, single organization/MTs) and methodology (ie, small sample size, and uses only descriptive analysis). For this reason, further research is needed on work motivation and

performance in terms of culture, with a wider scope and a more representative sample size.

REFERENSI

- Achie, S. T., & Kurah, J. T. (2016). The role of financial incentives as a motivator in employee's productivity in Nigeria Electricity Distribution Companies. *International Journal of Research in Business Studies and Management*, 3(1).
- Afful-Broni, A. (2004). *Theory and practice of educational leadership in Ghana*. Yamens Press Ltd.
- Alizamar, A., Afda, A., Syahputra, Y., Ifdil, I., & Ardi, Z. (2019). Rasch analysis polytomy measuring the levels of emotional intelligence at Indonesian vocational high school students. *International Journal of Health Science and Technology*, 1(1), 9–15.
- Amalda, N., & Prasojo, L. D. (2018). Pengaruh motivasi kerja guru, disiplin kerja guru, dan kedisiplinan siswa terhadap prestasi belajar siswa. *Urnal Akuntabilitas Manajemen Pendidikan*, 6(1), 11–21.
- Anoraga, P. (2006). *Psikologi kerja*. Rieneka Cipta.
- Aprida, Y., Fitria, H., & Nurkhalis, N. (2020). Pengaruh supervisi kepala sekolah dan motivasi kerja guru terhadap kinerja guru. *Journal of Education Research*, 1(2), 160–164.
- Ardiana, T. E. (2017). Pengaruh motivasi kerja guru terhadap kinerja guru akuntansi SMK di Kota Madiun. *Jurnal Akuntansi Dan Pajak*, 17(02).
- Bernardin, H. J., & Russell, J. E. (1993). *Human resource management: An experiential approach*. New York: McGraw-Hill.
- Bolman, L. G., & Deal, T. (2003). *Raframing organizations: Artistry, choice, and leadership (3rd ed.)*. Jossey-Bass.
- Bond, T. G., & Fox, C. M. (2015). *Applying the Rasch Model, Fundamentals Measurement in the Human Science (3rd edition)*. New York: Routledge.
- Bute, T. (2020). Peningkatan Kinerja Guru dalam Melaksanakan Pembelajaran yang Efektif Melalui Supervisi Observasi Kelas di SMP Negeri 5 Aimere Tahun Pelajaran 2018-2019. *Warta Pendidikan E-Journal*, 4(5), 27–35.
- Daumiller, M., Stupnisky, R., & Janke, S. (2020). Motivation of higher education faculty: Theoretical approaches, empirical evidence, and future directions. *International Journal of Educational Research*, 99(101502), 1–9. <https://doi.org/10.1016/j.ijer.2019.101502>
- Fathurrahman, L. (2019). Penerapan Supervisi Akademik dalam Upaya Peningkatan Kinerja Guru dalam Melaksanakan Pembelajaran di SDN 1 Masbagik Utara. *EDISI*, 1(2), 337–353.
- Gokce, F. (2010). Assessment of teacher motivation. *School Leadership and Management*, 30(5), 487–499. <https://doi.org/10.1080/13632434.2010.525228>
- Han, J., & Yin, H. (2016). Teacher motivation: Definition, research development and implications for teachers. *Cogent Education*, 3(1), 1–18. <https://doi.org/10.1080/2331186X.2016.1217819>
- Harefa, D. (2020). Peningkatan Prestasi Rasa Percaya Diri Dan Motivasi Terhadap Kinerja Guru IPA. *Media Bina Ilmiah*, 13(10), 1773–1786.
- Harris, J. (2020). If you can't do teach: Exploring shorttermism in the teaching profession. *International Journal of Educational Research*, 99, 1–9. <https://doi.org/10.1016/j.ijer.2019.101519>
- Inayatullah, A., & Jehangir, P. (2012). *Teacher's job performance: The role of motivation*. 5(2), 78–99.
- Katzell, R. A., & Thompson, D. E. (1990). An integrative model of work attitudes, motivation, and performance. *Human Performance*, 3(2), 63–85. https://doi.org/10.1207/s15327043hup0302_1
- Khan, A., Khan, M. F., Khan, M. M., Fakhar, M., Irshad, M. K., Shahzada, N., & Raheem, A. (2017). Factors responsible for teachers' motivation at secondary schools in district Abbottabad. *City University Research Journal, Special Issue: AIC, Malaysia*, 130–141.
- Kota, D. (2019). Peningkatan Kinerja Guru dalam Melaksanakan Pembelajaran Yang Efektif Melalui Supervisi Observasi Kelas di SMP Negeri 3 Golewa Kabupaten Ngada. *Jurnal Ilmiah Peneliti Pendidikan*, 1(1).
- Lindner, J. R. (1999). Understanding employee motivation. *Journal of Extension*, 36(3), 1–8.
- Mathis, R. L., & Jackson, J. H. (2006). Human resource management: Manajemen sumber daya manusia. In *Terjemahan Dian Angelia*. Salemba Empat.
- Müller, K., Alliata, R., & Benninghoff, F. (2009). Attracting and retaining teachers: A question of motivation. *Educational Management Administration & Leadership*, 37(5), 574–599. <https://doi.org/10.1177/1741143209339651>
- Mulyasa, E. (2011). Memahami dan Memaknai Pendidikan Karakter. *Nusantara Education Review*, 5(1), 9–9.
- Mundakir, M., & Zainuri, M. (2018). Pengaruh Kompensasi dan Motivasi terhadap Kinerja Pegawai Negeri Sipil dengan Kepuasan Kerja sebagai Variabel Intervening. *Business Management Analysis Journal (BMAJ)*, 1(1), 26–36.
- Nadeem, M., Rana, M. S., Lone, A. H., Maqbool, S., Naz, K., & Akhtar, A. (2011). Teacher's competencies and factors affecting the performance of female teachers in Bahawalpur (Southern Punjab) Pakistan. *International*

- Journal of Business and Social Science*, 2(19), 217–222.
- Naff, K. C., & Crum, J. (1999). Working for America: Does public service motivation make a difference? *Review of Public Personnel Administration*, 19(4), 5–16. <https://doi.org/10.1177/0734371X9901900402>
- Nawaz, N., & Yasin, H. (2015). Determinants of motivation in teachers: A study of private secondary schools chain networks in Bahawalpur.
- Perry, J. L., & Wise, L. R. (1990). The motivational basis of public service. *Public Administration Review*, 50(3), 367–373. <https://doi.org/10.2307/976618>
- Putra, A. K., & Frianto, A. (2013). Pengaruh motivasi intrinsik dan motivasi ekstrinsik terhadap kepuasan kerja. *BISMA (Bisnis Dan Manajemen)*, 6(1), 59–66.
- Richardson, E. (2014). Teacher motivation in low-income contexts: An actionable framework for intervention. Retrieved from [Report prepared for the Teacher Motivation Working Group at CIES 2014]. UNESCO website: <http://www.teachersforefa.unesco.org/tmwg/blog2/wpcontent/uploads/2015/03/Teacher-Motivation-in-Low-Income-A-Contexts.pdf>
- Richardson, P. W., & Watt, H. M. G. (2010). Current and future directions in teacher motivation research. In T. C. Urdan & S. A. Karabenick (Eds.). *In The decade ahead: Applications and contexts of motivation and achievement (1st ed., pp. 139–173)*. Emerald Group Publishing Limited.
- Robbins, S. P., & Coulter, M. (2012). *Management International (11th ed.)*. A Pearson Education Company.
- Sajid, M., Rana, R. A., & Tahir, S. N. (2018). Development of teacher motivation scale at secondary level. *Journal of Research and Reflections in Education*, 12(2), 286–295.
- Sandjaja, S. S., Syahputra, Y., & Erwinda, L. (2020). Validasi skala penilaian instrumen perencanaan karier menggunakan Andrich Threshold. *Persona: Jurnal Psikologi Indonesia*, 9(1), 105–117.
- Sumbangsih, N., & Nelisa, M. (2013). Pengaruh pemberian insentif terhadap motivasi kerja pustakawan di perpustakaan Universitas Bung Hatta Padang. *Ilmu Informasi Perpustakaan Dan Kearsipan*, 2(1), 178–185.
- Syahputra, Y., Rangka, I. B., Solihatun, S., Folastris, S., & Oktasari, M. (2020). Mengukur Sifat Psikometri Phubbing Scale (PS): Rasch Measurement Tool (RMS). *In Seminar Nasional Daring IIBKIN 2020*, 120–128.
- Syahputra, Y., Sandjaja, S. S., Afdal, A., & Ardi, Z. (2019). Development an inventory of homosexuality and transgender exposure (IHTE): A Rasch analysis. *Konselor*, 8(4), 120–133.
- Tawale, E. N., Budi, W., & Nurcholis, G. (2011). Hubungan antara motivasi kerja perawat dengan kecenderungan mengalami burnout pada perawat di RSUD Serui–Papua. *Jurnal Insan*, 13(2), 74–84.
- Thoonen, E. E., Slegers, P. J., Oort, F. J., Peetsma, T. T., & Geijsel, F. P. (2011). How to improve teaching practices: The role of teacher motivation, organizational factors, and leadership practices. *Educational Administration Quarterly*, 47(3), 496–536. <https://doi.org/10.1177/00A0013161X11400185>
- Uche, A., Fiberesima, D., & Christiana, O. (2011). Relationship between motivational factors and teachers' performance on the job in Ogb/egbema/ndoni local government area, of rivers state. *Mediterranean Journal of Social Sciences*, 2(5), 23–26.
- Viseu, J., De Jesus, S. N., Rus, C., & Canavarró, J. M. (2016). Teacher motivation, work satisfaction, and positive psychological capital: A literature review. *Electronic Journal of Research in Educational Psychology*, 14(2), 439–461. <https://doi.org/10.14204/ejrep.39.15102>
- Vroom, V. H. (1964). *Work and Motivation*. New York: John Wiley & Sons, Inc.
- Wardana, D. S. (2013). Motivasi berprestasi dengan kinerja guru yang sudah disertifikasi. *Jurnal Ilmiah Psikologi Terapan*, 1(1), 98–109.
- Warouw, C., Sumayku, S. M., & Tumbel, T. M. (2017). Pengaruh Lingkungan Kerja terhadap Motivasi Kerja pada Pt BPR Prisma Dana Manado. *Jurnal Administrasi Bisnis (JAB)*.
- Watt, H. M., & Richardson, P. W. (2008). Motivations, perceptions, and aspirations concerning teaching as a career for different types of beginning teachers. *Learning and Instruction*, 18(5), 408–428.
- Widyastono, H. (1999). Kinerja Guru Sekolah Dasar. *Jurnal Pendidikan Dan Kebudayaan*, (20).