



The Effect of Work Motivation Performance of Elementary School Teachers

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Abstract

This research is used the effect of work motivation performance of elementary school teachers in the fulfillment of competitive human resources in the development of science and technology as well as substantial aspects, namely spiritual in order to be able to produce quality products. To avoid the rampant degradation of character, it is necessary to implement character education management in educational institutions. The purpose of this study was to determine the implementation of character education management through the principal's academic supervision on the performance of elementary school teachers. This research uses qualitative methods. Qualitative research is research that presents data with a description. Data collection techniques are carried out by observation methods. This type of research is field research. Data analysis consists of three components, namely data reduction, data presentation and drawing conclusions. Based on the results of research, the implementation of character education management is integrated in school activities, namely the principal's academic supervision on the performance of elementary school teachers. Character education management activities are carried out in order to achieve the vision and mission of the school. So, teacher work motivation is an encouragement that excites the teacher's personality to play an active role in achieving learning goals. The encouragement comes from other people or comes from oneself. The process of the emergence of teacher work motivation is a combination of the components of needs, encouragement, goals and rewards.

Keywords: character education, motivation, elementary school

Introduction

Teacher performance can be interpreted as the results achieved by a teacher after the teacher carries out obligations based on skills, experience, duration with the output obtained looks good in terms of quantity or quality (Martinis et al, 2010). The teacher's internal aspect that influences the teacher's ability is work motivation. Mulyapradana (2017) work motivation is a potential power contained in an individual, which can be raised by outside authorities which essentially revolves around monetary rewards, as well as non-monetary compensation that can affect performance results in a positive or negative way. This relates to the atmosphere and situation experienced by the people involved. Differences in work motivation for a teacher are usually reflected in various activities and even achievements. Teacher work motivation is an encouragement that excites the teacher's personality to play an active role in achieving learning goals.

The encouragement comes from other people or comes from oneself. The process of the emergence of teacher work motivation is a combination of the components of needs, encouragement, goals and rewards.

Another external factor that affects teacher performance is the principal's academic supervision. Supervision is the duty of the principal as a manager. To deal with changes and continuous improvement in the quality of education, it is necessary to have supervision activities carried out by school principals as a measure of the extent to which schools are successful in dealing with these changes. Supervision is essentially to supervise the educational process in schools in the sense of activities carried out by superiors (leaders) to subordinates that are more general and human in nature. In its implementation, supervision is not to find teacher mistakes in learning activities, but supervision is more directed to efforts to provide

assistance for teachers in order to carry out these tasks better. In essence, supervision activities are a coaching process carried out by a supervisor to schools in general and teachers in particular so that the quality of learning in the school increases (Yudana, 2011).

Based on the results of interviews with several state elementary school teachers that (1) the work motivation shown by the teachers is still not optimal, it is proven that some teachers who come late, at class 1,2 and lesson hours 6,7, 8 there are often no teachers teaching , sometimes filled with assignments that are not corrected, (2) Some teachers have low motivation due to lack of financial rewards, so many teachers seek additional income outside of school to meet their daily needs. (3) From the data obtained from field observations, there is a large financial gap related to teacher income.

From the results of interviews with elementary school supervisors, information was obtained that (1) Supervision carried out by school principals as leaders, so far has received less serious attention from school principals, the impact of the low frequency of supervision carried out by school principals and not sustainable is the existence of teachers who carry out the learning process in an effective manner. less professional, this will have an impact on the low quality of learning in schools. (2) The teacher's view of supervision tends to be negative which assumes that supervision is a model of supervision of teachers by suppressing the teacher's freedom to express opinions. From the explanation above, the researcher is very interested in examining whether there is an effect of work motivation, academic supervision of the principal either individually or collectively on the performance of elementary school teachers for the 2020/2021 school year.

Method

The research approach used in this research is to use ex post facto research, namely after the fact, by taking data by survey. According to Sugiyono in Riduwan (2013) ex post facto research is a study conducted to examine an event that has occurred and then look back to find out the factors that can cause the incident.

In this study, researchers conducted research on the effect of work motivation and academic

supervision of principals on teacher performance. In this study, there are two independent variables (independent) and one dependent variable (dependent). The type of data used is quantitative data. Quantitative data is data obtained in the form of numbers from the results of the questionnaire. The data obtained from the questionnaire will then be processed statistically using the SPSS application.

In this case the version used is version 23.

The population is a group of individuals or objects to be studied. This is in accordance with (Sugiyono, 2019) which states that the population is a collection of objects or subjects with certain characteristics that are set to be studied for further conclusions to be drawn.

The population of this study were all teachers who were civil servants at SDN 1,2,3,4,5 Rupert District, totaling 66 people. The details are as follows:

NO .	School name	Total number of teachers
1	Elementary School 1	16
2	Elementary School 2	11
3	Elementary School 3	11
4	Elementary School 4	11
5	Elementary School 5	13
	Amount	66

Results and Discussion

he normality test using the Liliefors test is intended to test whether the population is normally distributed or not. With the following hypothesis: Ho: Data normally distributed H1: Data not normally distributed Test criteria: If $L_{count} < L_{table}$ then Ho is accepted, ie data is normally distributed. If $L_{count} > L_{table}$ then Ho is rejected, that is, the data is not normally distributed. The Y variable normality test is carried out by first calculating the Z values, the next step is to determine the value from the Z table, determine $F(z_i)$, determine $F(kum)$, determine $S(z_i)$, and specify $F(z_i) - S(z_i) |$. L_{count} is taken from the highest value of $F(z_i) - S(z_i) |$. The result of calculating the value of L_{count} is smaller than L_{table} . Because $L_{count} < L_{table}$, then Ho is accepted, that is, the data is normally distributed and the results of the normality test are as follows.

Tabel 6. Pengujian Normalitas Motivasi Kerja (X1), Supervisi Akademik (X2), dan Kinerja Guru (Y)

No	Lilliefors Significance Correction (Kolmogorov-Smirnov)	Variabel		
		Motivasi Kerja	Supervisi Akademik	Kinerja Guru
1	Signifikan	0,200	0,200	0,200

Based on the table above, it is known that the significance value for the variables of Work Motivation and Academic Supervision on Teacher Performance is 0.200. And this sig value is greater than $\alpha = 0.05$. Thus it can be concluded that the variables of Work Motivation and Academic Supervision on Teacher Performance have data that are normally distributed, or accept H_0 .

b. Multicollinearity test

Multicollinearity test is a statistical test to see whether or not there is a high correlation between independent variables in a multiple linear regression model. If there is a high correlation between the independent variables, then the relationship between the independent variable and the dependent variable will be disturbed. The results of the multicollinearity test are as follows:

Tabel 7. Pengujian Multikolinieritas Motivasi Kerja (X1) dan Supervisi Akademik (X2)

No	Variabel Penelitian	Collinearity Statistic	
		Tolerance	VIF
1	Motivasi Kerja	0,965	1,036
2	Supervisi Akademik	0,965	1,036

Dependent Variable: Kinerja Guru

From the table above, it can be seen that the value of tolerance for the variables of Work Motivation and Academic Supervision of 0.965 is greater than 0.1, then the value of VIF for the two variables is 1.036 smaller than 10 or $VIF < 10$. Thus it can be concluded that multicollinearity between the independent variables does not occur.

c. Research Hypothesis Testing

Multiple linear regression analysis was used to determine the magnitude of the influence of each and the overall effect of the variables of Work Motivation and Academic Supervision on Teacher Performance. To determine the effect of these variables, then use linear regression analysis, namely simple linear regression and multiple linear regression.

d. Work Motivation Variable (X1) on Teacher Performance (Y)

From the results of the study, it was found that, there was a significant influence between Work Motivation (X1) on Teacher Performance (Y) at SDN Rupert District. The magnitude of the effect is 0.294. This means 29.4% of the work motivation variable and the remaining 70.6% of the variables are explained by other variables or factors that cannot be mentioned in this study.

$y = 18.114 - 0.605X$ The regression equation can be explained as follows: 1) $a = 18,114$ is an intercept (constant) indicating the value of the teacher's performance. If Work Motivation is constant, then the teacher's performance will increase by 0.605, meaning that each increase of one unit of Work Motivation will increase Teacher Performance by 0.605 with a note that the Work Motivation variable is considered constant.

The statistical results indicate that work motivation has a positive and significant effect on teacher performance. This means that if the perception of work motivation is positive, the better the teacher's performance will be. On the other hand, if the perception of work motivation is negative, the teacher's performance will be worse.

This finding is in line with the research of Ndapaloka, et al (2016) in their research on the Effect of Academic Supervision of Supervisors and Academic Supervision through Achievement Motivation as Mediation on Teacher Performance at the State Vocational School of Ende Regency. From the results of the analysis, it is found that there is a direct influence of supervisory academic supervision on teacher performance, there is a direct influence of Academic Supervision on teacher performance, there is a direct influence of supervisor's academic supervision on achievement motivation, there is a direct influence of leadership on achievement motivation, there is an indirect effect of achievement motivation on performance teachers, there is an indirect effect of academic supervision of supervisors on teacher performance

through achievement motivation, there is an indirect effect of academic supervision on teacher performance through achievement motivation.

e. Academic Supervision Variable (X2) on Teacher Performance (Y)

From the results of the study, it was found that there was a significant influence between Academic Supervision (X2) on Teacher Performance (Y) at SDN Rupert District. The magnitude of the effect is 0.272. This means that 27.2% of the Academic Supervision variable and the remaining 72.8% of the variables are explained by other variables or factors that cannot be mentioned in this study.: $y = 20.304 - 0.6572X$ 2The regression equation can be explained as follows: 1) a =20.304 is an intercept (constant) indicating the value of teacher performance. If Academic Supervision is constant, then Teacher Performance will increase by 0.567 which means that each increase of one unit of Academic Supervision will increase Teacher Performance by 0.567 with a note that the Academic Supervision variable is considered constantThe statistical results show that Academic Supervision has a positive and significant effect on Teacher Performance. This means that if the perception of academic supervision is positive, the better the teacher's performance will be. On the other hand, if the perception of academic supervision is negative, the teacher's performance will be worse.

This research is in line with research by Zulfakar (2020) in his research on the Implementation of Academic Supervision in Improving Teacher Performance. From the results of the analysis, it was found that the academic supervision process was carried out by the principal through several stages, namely 1) planning of academic supervision activities; 2) implementation of academic supervision; 3) provide feedback on the results of academic supervision; and 4) follow up on the results of academic supervision. The results of academic supervision can improve teacher performance at SD Negeri 16 Gelumbang.

f. Variables of Work Motivation (X1) and Academic Supervision (X2) on Teacher Performance (Y)

From the results of the study, it was found that, there was a significant influence between Work Motivation (X1) and Academic Supervision (X2) on Teacher Performance (Y) at SDN Rupert District. The magnitude of the effect is 41.9% with a low interpretation, because there are still 58.1% determined by other factors that are not part of

this study. This effect is illustrated by every one unit increase, it will be followed by an increase in work motivation of 0.457 one unit.

: $Y = 13,298 - 0,457X_1 + 0,412 X_2$ The regression equation can be explained as follows: 1) a = 13,298 is an intercept (constant) indicating the value of Teacher Performance. If work motivation increases by 0.457 and Academic Supervision is constant, then Teacher Performance will increase by 0.411, meaning that every increase in one unit of Academic Supervision will increase Teacher Performance by 0.411 with a note that the Academic Supervision variable is considered constant.

The statistical results show that work motivation and academic supervision together have a positive and significant influence on teacher performance. This means that if the perception of work motivation and academic supervision is positive, the better the teacher performance will be. Conversely, if the perception of work motivation and academic supervision is negative, the teacher's performance will be worse.

This research is in line with Ardana's research (2020) in his research on

Contribution of Teacher Certification, Work Motivation and Academic Supervision of Principals on Teacher Performance. The results showed that there was a significant contribution between teacher certification, work motivation, principal's academic supervision and the performance of state junior high school teachers in Marga sub-district. performance of state junior high school teachers in Marga sub-district either separately or simultaneously.

Conclusion

Based on the results of the research that has been done, the following conclusions can be drawn:

- 1) There is a positive and significant influence between work motivation on teacher performance. The higher the work motivation given, the higher the teacher's performance.
- 2) There is a positive and significant effect between the variables of Academic Supervision on Teacher Performance in Elementary Schools. The more frequent the supervision carried out by the principal, the higher the level of performance possessed by the teacher.
- 3) There is a jointly significant influence between the variables of Work Motivation and Academic Supervision of Elementary School Teacher Performance The higher the work motivation and the

more frequent the academic supervision carried out by the principal, the higher the level of performance possessed by the teacher with the assumption that work motivation is fixed. With a note that the variable work motivation has a greater influence as much as 2.2% than the variable Academic Supervision on Teacher Performance.

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