

## **THE INFLUENCE OF WORK MOTIVATION ON TEACHER PERFORMANCE IN REALIZING EFFECTIVE EDUCATIONAL GOALS**

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### **ABSTRACT**

This research aims to determine the effect of work motivation on teacher performance in realizing effective educational goals. By using a quantitative approach and correlational research type, a survey design was applied in this research to collect data through distributing questionnaires. The population of this research is all junior high school teachers in Mesjid Raya District, totaling around 85 people. Data was collected using a questionnaire consisting of two parts, namely the work motivation scale and the teacher performance scale, which have been tested for validity and reliability. The analysis technique used is descriptive statistics to describe the characteristics of the data, as well as the Spearman's rho test to examine the relationship between work motivation and teacher performance. The research results show that there is a significant influence between work motivation and teacher performance in realizing effective educational goals, with a correlation coefficient of 0.566, which shows a moderate positive relationship between these two variables. These findings indicate that increasing work motivation can improve teacher performance, which ultimately contributes to achieving educational goals more effectively.

*Keywords: motivation, work, performance, teacher, education.*

### **INTRODUCTION**

Education is one of the main pillars in building civilization and progress of a nation. The main goal of education is to create individuals who

have competence, skills and good character, who can contribute to society and the development of the country. Dirgantoro (2016) stated that the role of schools as educational institutions is increasingly important in preparing the young generation to face future challenges. In addition to providing the necessary knowledge and skills, schools also have a responsibility to create an inclusive learning environment, which supports the holistic development of each individual. This includes not only cognitive aspects, but also social, emotional and character aspects of students. By creating a learning climate that supports diversity, paying attention to student welfare, and encouraging the development of personal potential, schools can help students prepare themselves to become individuals who are competent, independent, and ready to face changes in the future.

Astuti (2019) further explained that a school is an educational service institution that has a vision, mission, goals and functions. "To realize its vision, mission, goals and functions, schools need professional teaching staff, efficient organizational work procedures, as well as good school-based management. In addition, adequate resources, both financial and non-financial, are very important to support the achievement of these educational goals. Competent and highly competent teaching staff, supported by effective management, will create an optimal learning environment for students. Thus, good management of resources, including funds, facilities and support from various parties, is a key factor in achieving the goal of quality and sustainable education.

In the educational process, the role of teachers is very crucial, because they not only function as teachers, but also as guides, motivators and role models for students. Izzuddin (2020) states that teachers have a main role as educators who directly interact with students in the classroom environment. Furthermore, Abdullah dkk., (2023) said that the role of teachers is very important in educational success because they shape the quality of education through an effective learning process.

However, to achieve optimal performance, a teacher needs high work motivation. Good work motivation can encourage teachers to be more enthusiastic, creative and innovative in carrying out their duties. Conversely, a lack of motivation can negatively affect the quality of teaching and, ultimately, affect the achievement of educational goals themselves. Work motivation for teachers can be influenced by various factors, both intrinsic and extrinsic, such as job satisfaction, appreciation, recognition, and a supportive work environment. Sitorus (2020) says that motivation is a change in energy within a person's self which can be characterized by the emergence of feelings and passion to achieve goals.

Pianda (2018) said that teachers have an influence on the quality of education, so that teacher performance is one of the factors that determines the quality of education because teachers are at the forefront of schools who directly process learning with students. There are many challenges faced by

teachers, both in terms of the quality of education, facilities and infrastructure, as well as the teacher's own internal factors. Therefore, it is important to understand how much influence work motivation has on teacher performance, and how it contributes to achieving effective and quality educational goals. High motivation is expected to improve teacher performance in designing and implementing learning processes that are not only of high quality, but also in accordance with the needs and developments of the times. Work motivation has an impact on performance (Supriyanto, 2019). When someone has high motivation, they tend to be more committed to the tasks given, are more proactive in completing work, and are able to produce higher quality results.

According to Saputro (2017), teacher performance is their ability to carry out their duties at the madrasah, which reflects the actions that occur when they carry out learning activities. A teacher's performance is said to be good if the teacher has carried out elements related to learning well, such as mastering and developing learning materials, discipline in teaching, creativity in teaching, collaboration with all school members, having an example that students should emulate, and being objective in guiding and assessing students (Ritmanto, 2017). This shows that teacher performance is not only measured from the learning outcomes achieved by students, but also from the processes carried out by the teacher himself in creating a conducive learning environment. Thus, factors such as motivation, professional development, and support from the school play an important role in improving the quality of teacher performance, which ultimately influences student learning outcomes and overall madrasa development.

In the midst of increasingly complex challenges in the world of education, teacher work motivation is one of the determining factors in achieving quality and effective educational goals. This research can provide insight into the extent to which work motivation plays a role in improving the quality of learning, teacher involvement, and student learning outcomes at Mesjid Raya District Middle School. It is hoped that the results of this research can become a basis for designing more appropriate policies in increasing teacher work motivation, such as through training, providing incentives, or increasing managerial support from the school. Thus, this research not only makes a scientific contribution, but also has a practical impact on developing the quality of education in the area.

## **METHODS**

This research uses a quantitative approach with a correlational type of research which aims to find out how much influence work motivation has on teacher performance in realizing effective educational goals at Mesjid Raya District Middle School. The research design used was a survey design, where data was collected by distributing questionnaires to teachers in junior high schools in Mesjid Raya District. The population in this study were all junior

high school teachers in Mesjid Raya District, numbering around 85 people. Data collection was carried out through a questionnaire consisting of two parts, namely the work motivation scale and the teacher performance scale, which had been tested for validity and reliability. A questionnaire is a data collection method in the form of a series of written questions/statements given to respondents to answer. This research will use a questionnaire to make data analysis easier (Sugiyono, 2019).

The collected data will be analyzed using descriptive statistical techniques to describe the characteristics of the data, and a simple linear regression test to examine the relationship and influence of work motivation on teacher performance. It is hoped that the results of this analysis will provide a clear picture of how big a role work motivation plays in improving teacher performance, as well as implications for the development of more effective education in the region.

## **RESULTS AND DISCUSSION**

The results of this research aim to provide a comprehensive picture of the influence of work motivation on teacher performance in realizing effective educational goals at Mesjid Raya District Middle School. Based on the data analysis that has been carried out, this research has succeeded in identifying a significant relationship between the level of teacher work motivation and the quality of their performance in the classroom which is presented as follows.

**Table 1. Descriptive Statistical Test Results**

	N	Minimum	Maximum	Mean	Std. Deviation
Motivation	85	76	84	80.12	2.190
Performance	85	77	89	82.98	2.600

The table above shows the results of descriptive analysis regarding teacher motivation and performance variables in this research. For the motivation variable, the minimum value obtained was 76, while the maximum value was 84, with an average of 80.12 and a standard deviation of 2.190. This shows that the majority of respondents have a relatively high level of motivation, although there is slight variation in motivation values between respondents. Meanwhile, for the performance variable, the minimum value recorded was 77 and the maximum value was 89, with an average of 82.98 and a standard deviation of 2.600. This shows that the performance of teachers in Mesjid Raya District is also at a good level, although there are slightly greater differences between individuals in terms of their performance. The relatively high average scores on these two variables depict quite positive conditions, which gives an indication that good work motivation tends to be related to adequate teacher performance.

Overall, the results of the descriptive analysis show a positive trend in teacher motivation and performance in Mesjid Raya District. The fairly high average scores for these two variables indicate that the majority of teachers have good work motivation and are able to carry out teaching tasks with effective performance. However, the standard deviations recorded for both variables—namely 2.190 for motivation and 2.600 for performance—indicate variations that need to be considered. This indicates that although the majority of teachers have good motivation and performance, there are some teachers who may experience obstacles or challenges that affect their level of motivation and performance. Therefore, it is important for schools and related parties to identify factors that can increase work motivation more evenly, so that teacher performance can be more optimal and effective educational goals can be achieved more consistently.

Below you can see the influence of work motivation on teacher performance in realizing effective educational goals.

**Tabel 2. The Influence of Work Motivation on Teacher Performance in Realizing Effective Educational Goals**

			Motivation	Performance
Spearman's rho	Motivation	Correlation Coefficient	1.000	.566
		Sig. (2-tailed)	.	.000
	N		85	85
	Performance	Correlation Coefficient	.566	1.000
Sig. (2-tailed)			.000	.
N		85	85	

The results of the correlation test using Spearman's rho show that there is a significant relationship between work motivation and teacher performance. The correlation coefficient value of 0.566 ( $p < 0.01$ ) indicates a moderate positive relationship between the two variables. This means that the higher the teacher's work motivation, the better his performance in carrying out learning tasks. The very low significance value of  $p = 0.000$  strengthens this finding, which means that the relationship between motivation and teacher performance does not occur by chance, but rather shows a significant influence. Thus, this research indicates that increasing work motivation has the potential to improve teacher performance, which in turn can contribute to more effective achievement of educational goals.

Based on these results, it can be concluded that work motivation plays an important role in influencing teacher performance. The correlation coefficient of 0.566 indicates that although there is a moderate relationship,

the influence of motivation on teacher performance is strong enough to have a significant impact. This shows that efforts to increase teacher work motivation, either through providing incentives, professional development, or creating a supportive work environment, can contribute to improving the quality of teaching and student learning outcomes. Therefore, for schools and education managers, it is important to focus on aspects that can strengthen teacher motivation, such as awards for achievements, opportunities for self-development, and improving facilities that support the implementation of tasks. Thus, the results of this research provide a clear picture of the importance of the relationship between motivation and performance in achieving effective and quality educational goals.

This research shows that work motivation has a significant influence on teacher performance in realizing effective educational goals. The results of Spearman's rho correlation analysis revealed a moderate positive relationship between the two variables, with a correlation coefficient of 0.566. This indicates that the higher a teacher's work motivation, the better his performance in carrying out learning tasks, such as planning lessons, managing classes, and carrying out objective evaluations of students. High motivation encourages teachers to be more creative in using teaching methods, take the initiative in developing personal competence, and be committed to achieving more effective educational goals. The results of this research are supported by Dewi & Fitria (2023) who found that motivation can improve teacher performance, especially at MAN 1 Bandung Regency.

Furthermore, strong work motivation can also influence a positive and productive learning atmosphere in the classroom. Motivated teachers tend to be more disciplined in carrying out their duties and show good examples for students, which in turn creates a conducive learning climate and supports the achievement of educational goals. Thus, increasing teacher work motivation not only has an impact on improving the quality of teaching, but also contributes to the development of student character and achievement. The results of this research are in accordance with Uno (2016) statement which states that motivation is closely related to behavior and performance or work achievement. This means that the better a person's motivation in doing their work, the better their work performance or achievement, or conversely, if the worse a person's motivation is in doing their work, the worse a person's motivation in doing their work, the worse their work performance or achievement will be.

Furthermore, the results of this research are in line with research carried out by Zainudin (2016). The results of the research show that there is a significant relationship between the leadership behavior of school principals, school climate, and work motivation with the performance of State Vocational School teachers in Malang City.

## CONCLUSION

Based on the research results, it can be concluded that work motivation has a significant influence on teacher performance in realizing effective educational goals. A correlation coefficient of 0.566 indicates that there is a moderate positive relationship between work motivation and teacher performance, which means that the higher the teacher's motivation, the better their performance in carrying out learning tasks. These findings confirm that increasing work motivation through providing incentives, professional development, and creating a supportive work environment can contribute directly to improving the quality of teaching and student learning outcomes. Therefore, to achieve more effective educational goals, schools and education managers need to focus on strategies that can strengthen teacher motivation, thereby creating a productive and sustainable educational climate, which will ultimately improve the overall quality of education.

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