

# The Effect of Teacher Performance and Teacher Work Motivation on Student Learning Motivation at Bungoeng Seroja Elementary School Cluster in Banda Aceh, Indonesia

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**Abstract.** The role of teacher performance and teacher work motivation is vital in students' teaching and learning processes in schools. Good teacher performance and teacher work motivation will foster learning motivation in students. The purpose of this study is to determine the following: 1) Teacher performance, teacher work motivation and student learning motivation at Bungoeng Seroja Elementary School (SD) Cluster in Banda Aceh; 2) The effect of teacher performance on student learning motivation; 3) The effect of teacher work motivation on student learning motivation.

This research uses a quantitative approach with an associative type of research. Data collection techniques use observation, questionnaires, and documentation. The data analysis technique used is a simple linear regression analysis by conducting validity tests, reliability tests, normality tests, linearity tests, and hypothesis tests. The results of this study show that there is a positive and significant influence of teacher performance on student learning motivation, and there is a positive and considerable influence of teacher work motivation on student learning motivation.

**Keywords:** Teacher Performance; Teacher Work Motivation; Student Learning Motivation.

## INTRODUCTION

One factor that becomes a benchmark for educational success in schools is teacher performance and teacher work motivation because teachers determine the success of education in schools. The main task of a teacher is to educate, teach, guide, direct, train, assess and evaluate learners. In addition, a teacher also greatly influences his students because the teacher becomes a role model with norms and religious values that are exemplary to his students. Therefore, teacher performance in the learning process is very influential in the success of the learning process. According to [1], teacher performance is a form of behaviour of a teacher's activity in the learning process, namely how a teacher plans to learn, carries out learning activities and assesses learning outcomes. The author [2] argues that "Performance is influenced by ability and motivation. It goes on to say that abilities are influenced by knowledge and skills. Knowledge is influenced by

education, experience, practice and interests. Skills are influenced by talent and personality. Motivation is influenced by factors of the physical environment of the work, the social environment of the work consisting of leadership and organization".

Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 states four competencies for assessing teacher performance: pedagogical, professional, personality, and social. Author [3] explains the four competencies:

1) Pedagogic competence relates to the teacher's ability to understand learning theory and develop curriculum and students' potential.

2) Personality competence is related to the teacher's actions in line with the corridors of legal, religious, social and cultural norms. In addition, teachers also need to have maturity in thinking and show maturity and responsibility.

3) Social competence includes being objective, inclusive, communicative, and fair by not discriminating.

4) Professional competence includes the ability of teachers to master scientific materials and maps, which have concepts, structures and mindsets.

According to [4], "work motivation is something that every individual needs to achieve the target or thing achieved from the job, where this work motivation makes each enthusiastic or has the drive to influence each individual in work". It is common to find teachers who do not have passion and enthusiasm in carrying out their duties. Various problems influence this faced both from the family, community, and school environment as well as those related to tasks and workloads that are too heavy are often classic reasons that make teachers' low work motivation, this will undoubtedly result in low teacher performance. It is common to find a teacher just carrying out tasks to earn income. So educating is not a call of the heart. He works without passion, initiative, goal, or clear target.

The authors [5] said that a teacher needs the motivation to carry out his duties and responsibilities. A teacher's performance is determined by how motivated he is at work. The teacher needs a lot of inspiration from both within and from the principal, colleagues, family and others. In a school, the principal has a vital role in constantly motivating teachers so that the goals set by the school can be achieved.

The author [6] explained that teachers must be creative to generate student learning motivation so that students have the spirit of learning, can become outstanding students, and can develop themselves optimally.

The author [7] stated several things that teachers can do to encourage children to be motivated to learn, namely: giving praise, paying particular attention, fostering friendship with students, providing understanding, instilling self-confidence, keeping students away from feelings of fear, giving opportunities, and providing motivation.

Learning motivation is one of the internal factors that affect student learning outcomes. This motivation encourages students to carry out learning activities. Students will succeed if there is a will and encouragement in themselves. Good motivation will cause a better enthusiasm for learning.

On the contrary, lousy motivation will make students not passionate about the learning process. The author [8] explains that learning motivation is the overall psychic driving force in students that gives rise to a form of learning activity, ensures the continuity of learning activities and provides direction to the learning activity to achieve a goal. Researcher [9] says there are two motivations for learning: intrinsic and extrinsic. Knowledge can come from within the learner, commonly referred to as intrinsic motivation and can also come from outside the learner, called extrinsic motivation. Learning will be fun if there is a willingness to understand the material and complete learning tasks in students. However, not all students are well motivated to receive learning materials. This is what causes learning outcomes to be less than optimal.

## METHOD

This research uses a quantitative approach with an associative type. The author [10] explaining quantitative methods can be interpreted as research methods based on the philosophy of positivism, used to research specific populations or samples, data collection using research instruments, and data analysis are quantitative/statistical to test the hypotheses that have been determined. At the same time, associative research is a formulation that asks about the relationship between two or more variables.

The population in this study was all class teachers at Bungoeng Seroja Elementary School (SD) Cluster in Banda Aceh, which amounted to 24 people and 24 students.

The instruments used in this study consisted of observations, questionnaires, and documentation. The questionnaire used a Likert scale with a very positive to negative gradation. Data collection in the study aims to determine teacher performance, teacher work motivation, student learning motivation, the influence of teacher performance on student learning motivation, and the influence of teacher work motivation on student learning motivation.

*Normality and Linearity Testing.* This test is carried out to determine whether the data analysis for hypothesis testing can be continued. Meanwhile, the data must be expressed as customarily distributed and linear-positioned in simple linear regression and multiple regression analyses. For this reason, it is necessary to test the analysis

prerequisites in the form of normality and linearity testing. The following are the results of the normality test using the SPSS, namely the Kolmogorov-Smirnov and Shapiro-Wilk tests, which can be seen in Table 1.

Table 1 - Normality Test Table

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Work Motivation Teacher	.105	24	.200*	.975	24	.782
Student's Motivation To Study	.106	24	.200*	.979	24	.877
Teacher Performance	.066	24	.200*	.978	24	.865

Notes: \*) This is a lower bound of the true significance;  
a) Lilliefors Significance Correction

Table 1 shows that the significance value (Sig) of each variable shows a value greater than 0.05, so it can be concluded that the population comes from a normal distribution.

Linearity testing is performed to determine whether free variables (X1), (X2) and bound variables (Y) have a linear relationship. From Table 2, it can be seen that the significance value of the teacher performance variable (X1) and the student learning motivation variable (Y) is more significant than 0.05 ( $0.702 > 0.05$ ), and the F value of the F <table is  $0.745 < 2.44$ . It can be concluded that the variables X1 and Y have a linear relationship.

From Table 3, it can be seen that the significance value of the teacher work motivation variable (X2) and the student learning motivation variable (Y) is more significant than 0.05 ( $0.696 > 0.05$ ), and the F value is calculated < from the F table, which is  $0.749 < 2.37$ , it can be concluded that the variables X2 and Y have a linear relationship.

Table 2 - Linearity Test X1 Against Y

			Sum of Squares	Df	Mean Square	F	Sig.
Motivation Study Student* Teacher Performance	Between Groups	(Combined)	285.500	16	17.844	1.350	.358
		Linearity	137.811	1	137.811 10.429		.014
		Deviation from Linearity	147.689	15	9.846	.745	.702
	Within Groups		92.500	7	13.214		
	Total		378.000	23			

Table 3 - Linearity Test X2 Against Y

			Sum of Squares	Df	Mean Square	F	Sig.
Motivation Study Student* Motivation Teacher's Work	Between Groups	(Combined)	265.667	15	17.711	1.261	.383
		Linearity	118.413	1	118.413	8.433	.020
		Deviation from Linearity	147.254	14	10.518	.749	.696
	Within Groups		112.333	8	14.042		
	Total		378.000	23			

*Research Hypothesis Testing.* The first hypothesis to be tested in this study is "there is a positive and significant relationship between teacher performance and student motivation". The test uses

simple regression analysis with the help of the SPSS version 26 program. The results of the test can be seen in Table 4.

Table 4 - Summary of X1 Regression Analysis Results against Y

Regression Coefficient	R	R <sup>2</sup>	t-count	t-table	Sig
a = 33.010 b = 0.445	0.604	0.365	3.553	1.717	0.002

Based on the results of this analysis, the regression line equation can be stated as follows:

$$Y = a + bX_1 = 33,010X_1 + 0.445$$

This equation shows that the value of the regression coefficient is positive by 0.445, which means that if the teacher's performance (X1) increases by one unit, the importance of student motivation (Y) increases by 0.445 or 44.5%.

The result of the correlation coefficient of 0.604 is positive, so teacher performance positively affects student learning motivation. The result of the coefficient of determination is 0.365. This indicates that teacher performance influences student motivation by 36.5%, while other factors influence 63.5%.

The significance test aims to determine the significance of the teacher's performance variable on student learning motivation. Based on the t-test results, the calculated t-value is more significant than the t-table,  $3,553 > 1,717$ , so teacher performance significantly influences student learning motivation.

Based on the description of the results of the simple regression analysis, it can be concluded that "there is a positive and significant relationship between teacher performance and student learning motivation". This shows that the first research hypothesis is accepted.

The second hypothesis to be tested in this study is "there is a positive and significant relationship between teacher work motivation and student motivation." The test uses simple regression analysis with the help of the SPSS. The results of the test can be seen in Table 5.

Table 5 - Summary of X2 Regression Analysis Results against Y

Regression Coefficient	R	R <sup>2</sup>	t-count	t-table	Sig
a = 33.810 b = 0.457	0.560	0.313	3.168	1.717	0.004

Based on the results of the analysis, the regression line equation can be expressed as follows:

$$Y = a + bX_2 = 33,810X_2 + 0.457$$

The equation shows that the value of the regression coefficient is positive by 0.457, which means that if the teacher's work motivation (X2) increases by one unit, the student learning motivation value (Y) increases by 0.457 or 45.7%.

The result of the correlation coefficient of 0.560 is positive, so teacher performance positively affects student learning motivation. The coefficient of determination of 0.313 shows that teacher performance influences student learning motivation by 31.3% while other factors influence 68.7%.

Significance testing aims to determine the significance of teacher work motivation variables to student learning motivation. Based on the t-test results, the calculated t-value is more significant than the t-table,  $3,168 > 1,717$ , so teacher performance significantly influenced student learning motivation.

Based on the description of the results of the simple regression analysis, it can be concluded that "there is a positive and significant relationship between teacher work motivation and student learning motivation". This suggests that this second research hypothesis is accepted.

## RESULTS AND DISCUSSION

*Teacher Performance.* In educational competence, the role of this teacher dominates more in the learning aspect. This can be seen in the ability of a teacher to plan teaching and learning programs, the ability to carry out interactions and the ability to conduct assessments. In this educational aspect, the teacher's performance is excellent. This can be seen from the results of research data processing where from the 24 teachers studied. There were 21 teachers with high categories, while the other three teachers were categorized as medium.

In personality competence, teachers, whose main task is to teach, have characteristics that greatly influence the success of human resource development. The steady personality of an educator will set an excellent example for students and the community. Regarding personality competence, teacher performance is in an outstanding category. This can be seen from the data processing of

research results, where from the 24 teachers studied, 22 teachers had high types while the other two were categorized as medium.

In professional competence, a teacher must have a mastery of the learning material broadly and deeply, allowing them to guide students in mastering the material taught. Regarding professional competence, teacher performance is in the high category of 21 teachers, and three teachers are in the medium category.

In social competence, a teacher must have the ability to communicate and associate effectively with students, education staff, parents, and the community. Regarding social competence, teacher performance is in the high category of 18 people, and six people are in the medium category.

This study assessed teacher performance based on these four aspects of competence, which were categorized into high, medium, and low. The results of the categories can be seen in Table 6 below.

Table 6 - Frequency Distribution of Teacher Performance

No	Category	Frequency	Interval	%
1	Height	23	76-100	95,8
2	Currently	1	51-75	4,2
3	Low	0	25-50	0
Amount		24	Amount	100

From Table 6, it is explained that of the 24 teachers of the Bungoeng Seroja Elementary School (SD) Cluster in Banda Aceh City studied, 23 teachers had high performance (95.8%) while one teacher had moderate performance (4.2%).

*Teacher Work Motivation.* Teacher work motivation is encouraging teachers to act, determining the direction of actions, selecting deeds, and driving teachers to achieve a goal. The teacher's work motivation is assessed through intrinsic motivation and extrinsic motivation.

In intrinsic motivation, teacher work motivation is in the high category. This can be seen from the results of research data processing where from the 24 teachers studied. There were 23 teachers with high types and one teacher with medium categories.

Meanwhile, teacher work motivation is in a high category in extrinsic motivation. This can be seen from the results of research data processing

where of the 24 teachers studied, all of them have high types.

This study assessed teacher work motivation based on these two aspects of reason, which were categorized into high, medium, and low. Categories can be seen in table 7.

Table 7 - Frequency Distribution of Teacher Work Motivation

No	Category	Frequency	Interval	%
1	Height	24	70-92	100
2	Currently	0	47-69	0
3	Low	0	2-46	0
Amount		24	Amount	100

From Table 6, it is explained that of the 24 teachers of the Bungoeng Seroja Elementary School (SD) Cluster in Banda Aceh City studied, all of them had high work motivation.

*Student Learning Motivation.* Learning motivation is the overall driving force from within and outside the student, thus causing desire, desire, enthusiasm and passion in learning activities. Students learning motivation is assessed through intrinsic motivation and extrinsic motivation.

On intrinsic motivation influenced by the student's desire to achieve a specific goal, for example, excelling, the drive that comes from within the student will provide tremendous power to make them persistent in learning. In the aspect of intrinsic motivation, student learning motivation is in a high category. This can be seen from the results of research data processing where from the 24 students studied, the overall type is high.

While extrinsic motivation is influenced by the student who encourages him to carry out learning activities, this form of extrinsic motivation is an impulse that is not related to learning activities. For example, students study diligently to obtain gifts promised by their parents, praise and gifts, and rules or regulations at school. Regarding extrinsic motivation, student learning motivation is in a high category. This can be seen from the research data processing results where all 24 students studied were in high categories.

In this study, student learning motivation was assessed based on these two aspects of reason, which were categorized into three categories high, medium, and low. The results of the categories can be seen in Table 8.

Table 8 – Distribution of Student Learning Motivation Frequency

No	Category	Frequency	Interval	%
1	Height	24	61-80	100
2	Currently	0	41-60	0
3	Low	0	20-40	0
Amount		24	Amount	100 %

The table explains that of the 24 students of Bungoeng Seroja Elementary School (SD) Cluster in Banda Aceh studied, all had high learning motivation.

*The Effect of Teacher Performance on Student Learning Motivation.* The results of this study show that teacher performance has a positive and significant effect on student learning motivation. This is evidenced by the value of a simple regression analysis with a correlation coefficient of 0.604 and a coefficient of determination of 0.365, so the correlation is positive. The t-value of the table  $> t$  is  $3,553 > 1,717$ , so there is a significant influence between teacher performance on student learning motivation. Teacher performance influences student learning motivation by 36.5%, while other factors affect an additional 63.5%. A summary of the calculation results of regression analysis can be seen in Table 9.

Table 9 - Summary of X1 Regression Analysis Results Against Y

Regression Coefficient	R	R <sup>2</sup>	t-count	t-table	Sig
a = 33.010 b = 0.445	0.604	0.365	3.553	1.717	0.002

*The Effect of Teacher Work Motivation on Student Learning Motivation.* The results of this study show that teacher work motivation has a positive and significant effect on student learning motivation. This is evidenced by the value of a simple regression analysis with a correlation coefficient of 0.560 and a coefficient of determination of 0.313, so it can be said that the correlation is positive. The value of t count  $> t$  table is  $3.168 > 1.717$ , so there is a significant influence between teacher work motivation and student learning

motivation. Teacher work motivation influences student learning motivation by 31.3%, while other factors affect an additional 68.7%. A summary of the calculation results of regression analysis can be seen in Table 10.

Table 10 - Summary of X2 Regression Analysis Results against Y

Regression Coefficient	R	R <sup>2</sup>	T count	T table	Sig
a = 33,810 b = 0.457	0,560	0,313	3,168	1,717	0,004

## CONCLUSIONS

Based on the results and discussion of the study, the following conclusions can be drawn:

1. Teachers' performance is assessed on pedagogical, personal, professional, and social competence. Explained that of the 24 teachers studied, 23 teachers had high performance or 95.8% and one teacher with moderate performance or 4.2%.
2. Teachers' work motivation is assessed from intrinsic and extrinsic motivation. Explained that all 24 teachers studied had high or 100% work motivation.
3. Students learning motivation is assessed from the aspects of intrinsic and extrinsic motivation. Explained that all 24 students studied had high or 100% learning motivation.
4. There is a positive and significant influence between teacher performance on student learning motivation. Teacher performance affects student learning motivation by 36.5%.
5. A significant positive influence exists between teacher work motivation and student learning motivation. Teacher work motivation affects student learning motivation by 31.3%.

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