

Teachers' Work Motivation in Public Senior High School

(A Study in Bungo City, Jambi Province, Indonesia)

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Abstract—This research aims to describe teachers' work motivation in the State Senior High School in Bungo. The population in this study were all senior high school teachers who are civil servants at the Senior High School in Bungo. Total population of 104 people. The sample of this study selected 54 people who make use of on proportional stratified random sampling. Data were collected using a questionnaire Likert scale models that have been tested validity and reliability. Data were analyzed using correlation and regression techniques. The results showed that teachers' work motivation is in the enough category.

Keywords—work motivation

I. INTRODUCTION

Quality education is hope for every society, nation and country. For this reason, various efforts have been made by the government, ranging from planning education laws, improving facilities and infrastructure to changing the education budget. Everything aims to create quality human resources.

The contribution of teachers is very large to improve the quality of education. Therefore, it is very necessary for teachers who have high knowledge and skills. Teachers who have high abilities are expected to have a very large impact on improving the quality of human resources. Without ignoring other factors, the teacher is considered the main factor that determines the quality of education.

Based on discussions with several public senior high school teachers in Bungo city, it was impressed that the teachers felt they were good enough in carrying out their duties so they were less motivated to be better at carrying out their duties. This teacher's perception resulted in the teacher being less motivated.

II. LITERATURE STUDY

A. The Definition of Work Motivation

According to Wibowo motivation is an encouragement to a series of processes of human behavior on achieving goals [1]. According to Rifai and Sagala, motivation is a series of attitudes and values that influence individuals to achieve

specific things in accordance with individual goals [2]. Usman states that motivation is a desire found in someone who stimulates an individual to take actions or something that is the basis or reason for someone behaving [3]. Kreitner and Kinicki state that motivation is a psychological process that evokes and directs behavior towards achieving goals or gold-directed behavior [4]. Syaifurahman and Ujiati suggest motivation is a process of giving enthusiasm, direction, and persistence of behavior to achieve goals [5]. Robbins states that motivation is a process that causes intensity (intensity), direction (direction), and continuous effort (persistence) individuals toward achieving goals [6].

Meanwhile, the notion of work motivation was put forward by several experts such as Danim which states that work motivation is a strength, drive, need, enthusiasm, pressure, or psychological mechanism that encourages a person or group of people to achieve certain achievements in accordance with what they want [7]. Sasrodiningrat states that work motivation is a drive for work that originates / comes from the person himself, not because of pressure or persuasion [8]. Based on the expert opinion above, it was concluded that work motivation consisted of three aspects, namely motivation, work and purpose. So that it can be concluded that work motivation is a work motivation to achieve goals.

B. The Importance of Work Motivation

Based on the opinions above which state the importance of knowledge about work motivation, and the importance of knowing the motivation of work of personnel in an organization so that it can be determined the pattern of coaching, development and deployment of labor in an organization. So it can be concluded that work motivation is very important in an organization. For someone who is able to motivate others, then he can encourage someone's behavior to work well in accordance with the desired goals.

C. The Type of Motivation

According to Danim motivation consists of four types, namely positive motivation, negative motivation, internal motivation, and external motivation [7]. Examples of positive motivation are as follows: giving good rewards, position or

position, attention to subordinates, and considered important. Examples of negative motivation are as follows: fear of not being paid, fear of being shunned by colleagues, and fear of being excluded. Intrinsic motivation is motivation that originates in a person to carry out a job. Extrinsic motivation is motivation caused by influence from outside the individual.

Furthermore, Bangun states that motivation can be sourced from within a person (worker) in the form of awareness of the importance of the benefits of the work carried out [9]. Such motivation is called intrinsic motivation. But there is also motivation that comes from outside the person in question which is called extrinsic motivation. Yamin also said that the types of motivation in learning are divided into two types, namely intrinsic motivation and extrinsic motivation [10].

Based on the opinions above, two opinions state that motivation can be divided into two types, namely one's motivation comes from within (intrinsic motivation) and from outside the individual (extrinsic motivation), and one opinion again states that motivation can be divided into four types, namely negative motivation, negative motivation, intrinsic motivation and extrinsic motivation. It can be concluded that Sudarman's opinion can represent all other opinions that motivation can be divided into four types, namely negative motivation, negative motivation, intrinsic motivation and extrinsic motivation.

D. Motivation Theory

- a) Social needs
- b) The need for "esteem"
- 2) The need for self-actualization The need theory as a hierarchy with Abraham H. Maslow as the main theoretical point of view that there are five levels of human needs, that is:
 - a) Physiological needs
 - b) Need for security
- 3) The "X" theory and the "Y" theory proposed by Douglas McGregor emphasize that according to the perceptions of managers, employees can be classified into two main types, that is:
 - a) Those who do not like to work and if possible avoid it with the consequence that such employees need to be monitored, forced and even threatened because if they are not treated they will try to avoid responsibility in carrying out their respective duties and their orientation in fulfilling their needs is more aimed at material things. This group is classified as type "X".
 - b) Conversely, those belonging to the type "Y" have the opposite characteristics of the type "X". It is clear that understanding this theory shows its benefits to the importance of efforts so that subordinates in the organization become "Y" type employees. This also requires the selection and use of appropriate motivational techniques.
- 4) The Hygiene Motivation Theory developed by Frederick Herzberg, the point lies in understanding two sources of motivation, namely those originating from within the worker concerned which bring satisfaction to him and

which come from organizations that act as "safety valves" so that workers obey various provisions that apply in the organization.

5) Theory of Existence, Relatedness and Growth (ERG) developed by Clayton Alderfer. This theory emphasizes the importance of satisfying human needs that revolve around existence, relationships with others and growth that must be fulfilled simultaneously.

6) Theory of "Three Needs" known as the need for success (need for achievement), the need for power or influence (need for Power) and the need for affiliation (need for Affiliation).

7) Cognitive evaluation theory, which basically means that if extrinsic motivational factors are introduced, intrinsic motivational factors tend to decrease.

8) The goal-setting theory which emphasizes how important a manager is to encourage his subordinates to have specific goals in organizational life because of the various studies conducted it has been proven that the more specific the goals of a person the greater the motivation in him to achieve these goals.

9) Strengthening theory that teaches that if a manager's actions by his subordinates are seen as encouraging positive behavior, the subordinates concerned will tend to repeat these actions and vice versa, if a manager's actions indicate that the subordinates do not repeat certain actions, the subordinates will tend to avoid them.

10) 9. The theory of justice which suggests the importance of cultivating perceptions among subordinates that they are treated fairly in their organizational lives compared to the treatment of others, treatment based on the prevailing system and compared to the perceptions of the subordinates concerned about justice.

11) The theory of hope lies in the teaching that the strong tendency of a person to act in a certain way depends on the power of hope that the action will be followed by a certain outcome and the attractiveness of the result for the person concerned. This theory contains three variables, namely attraction, the relationship between work performance

E. The Assessment of Work Motivation

In the previous discussion it was concluded that work motivation is a work motivation to achieve goals. From this conclusion it can be identified that one indicator of work motivation for someone is the drive to achieve goals. This is supported by the Hygiene Motivation theory developed by Frederick Herzberg, the point of which lies in understanding two motivational factors, namely the encouragement that comes from within the worker concerned which brings satisfaction to him and which is sourced from the organization as a safety valve so that workers obey various provisions that apply in the organization. Siagian's opinion also states that one indicator of work motivation is an intrinsic impulse, originating from within a person [11]. Syahyuti reinforces that work motivation can be measured through four indicators, namely: (1) encouragement to achieve goals, (2) enthusiasm for work, (3) initiative and creativity, (4) sense of responsibility [12]. If a person performs his duties according

to the four indicators above properly, it can be assessed that a person has good work motivation. Uno states that important indicators in tracing teachers' work motivation are: (1) responsibility in doing work, (2) achievement achieved, (3) self-development, (4) having initiative in acting [13].

Based on the description above, the theory of hygiene, Siagian's opinion, Syahyuti and Uno states that responsibility and initiative are indicators of work motivation, while the other four indicators are different. So it can be concluded that there are six indicators of teachers' work motivation, namely: (1) encouragement to achieve goals, (2) enthusiasm for work, (3) initiative and creativity, (4) sense of responsibility, (5) achievement achieved, and (6) self-development.

The drive to achieve positive goals is marked by the desire of teachers to realize the goals of national education, one of which is through guidance and training of students to form a brilliant generation in the future. With this encouragement the teacher will carry out his duties well. The spirit of good work is characterized by the enthusiasm of the teacher in carrying out his duties and in improving his performance. Good initiatives and creativity are characterized by an awareness of carrying out their duties well and in creative ways. The sense of responsibility is marked by the courage of the teacher to be accountable for all of his duties because of their understanding of these tasks. The achievements of the teacher are marked by the appreciation and praise they carry out in their duties. A person who has a good work motivation is also characterized by the desire of the teacher to develop themselves in carrying out their duties.

From the whole discussion about the work motivation above, it can be concluded that work motivation is a work motivation to achieve the goal. The indicators of work motivation are: (1) encouragement to achieve goals, (2) enthusiasm for work, (3) initiative and creativity, (4) sense of responsibility, (5) achievement achieved, and (6) self-development.

III. RESEARCH METHODOLOGY

A. Research Methodology

The research method in this study is a description method, where the researcher presents information from the data that has been obtained through questionnaires and then processed. The sample size in this study was 54 people from a population of 104 people who were selected using the stratified proportional random sampling technique with the Cochran formula.

B. Instrument Development

Research data from work motivation variables were collected using a Likert scale model questionnaire instrument. This scale was developed by Rensis Likert with always (SL), often (SR), sometimes (KD), rare (JR) and never (TP) categories. The instruments are arranged by steps (1) making a grid based on variable indicators, (2) compiling question items, (3) conducting rational analysis.

C. Instrument Testing

The number of respondents testing questionnaires in populations that have similar criteria as many as 30 people. Analysis of the results of the trial data was conducted to determine the level of validity (reliability) and reliability (reliability) of the instrument by using SPSS Version.16 help. The formula used to test validity is Product Moment. Whereas to test the reliability used Cronbach Alpha formula.

The results of the validity analysis of work motivation using SPSS can be seen that the items that fall are 4, 8, 12, 18, 22, 34, and 41 of the items as many as 47 items so that the remaining items are 40 items.

TABLE I. SUMMARY OF INSTRUMENT ITEM ANALYSIS RESULTS

Variable	Indicator	Number of Valid Items	Number of Falling Items	Item Amount
Work Motivation	1) the drive to achieve goals,	8	2	6
	2) work spirit,	7	1	9
	3) initiative and creativity,	11	2	7
	4) sense of responsibility,	7	-	
	5) achievements, and	6	1	5
	6) self development.	8	1	7
Total		47	7	40

The results of the instrument reliability analysis are known as the table below.

TABLE II. SUMMARY OF INSTRUMENT RELIABILITY ANALYSIS RESULTS

Variable	rtt	r table ($\alpha = 0.05$, DF=28)	Desc.
Work Motivation	0,968	0,374	Reliable / good

Based on the results of the instrument reliability analysis above it can be concluded that the work motivation instrument can be used as a research data collection tool because of the price of $rtt > r \text{ table}$ (at the level of $\alpha = 0.05$ and $DF = 28$).

D. Descriptive Analysis

The description of this data presents the state of the research variables, including the mean score, median, mode, standard deviation, frequency distribution table, frequency distribution histogram image, data frequency distribution histogram image, and respondent achievement level of each research variable using ideal score analysis using the formula:

$$Ideal_Score = \frac{Mean_Score}{Maks_Score} \times 100\%$$

By categorizing the level of achievement of respondents used according to Sudjana classification [14] as follows:

90% - 100%	Very Good
80% - 89%	Good
65% - 79%	Enough
55% - 64%	Poor
0% - 54%	Not Good

IV. RESULT AND DISCUSSION

Teachers' work motivation in the state high school in Rimbo Tengah District of Bungo District is generally known to be in the enough category with a score of 71.31% of the ideal score. The author suggests that the government strives to increase teachers' work motivation to better categories in various ways.

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