

# Influence of Ability and Work Motivation of Teachers in Civic Education Toward the Teaching Learning Process Junior High School

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**Abstract-**This study aims to determine how much influence the teacher's ability to prepare teaching devices, how much influence the teacher's work motivation in teaching and learning and how much influence the teacher's ability to prepare teaching devices and teacher's work motivation together in the teaching and learning process for subjects Pancasila and Citizenship Education at Ambon City Public Middle School. This research is a quantitative study using evaluation methods. Data collection techniques in research is to use a questionnaire for teachers of Pancasila and Citizenship Education subjects. The data obtained were analyzed using simple regression analysis techniques. There is a positive and significant effect between the teacher's work ability on teaching and learning, where the correlation between the teacher's work ability and teaching and learning process gives a coefficient value of 0.978. Because the coefficient is close to 1, it can be concluded that the relationship between teacher's work ability and teaching and learning process is very close. There is a positive and significant effect between teacher's work motivation on teaching and learning where the correlation between teacher's work motivation and teaching and learning process gives a coefficient value of 0.937. Because the coefficient is close to 1, it can be concluded that the relationship between work motivation of teachers and teaching and learning process is very close. There is a positive influence on the ability of teachers to work and work motivation of teachers together on teaching and learning where the test results of the positive coefficient shows a positive relationship, if the teacher's work ability is good, the teacher's work motivation will increase and if the teacher's work motivation increases, the process teaching and learning will be better and get results as expected

**Keywords:** *work ability, work motivation, teaching learning process*

## I. INTRODUCTION

### A. Background

Education is the government's effort to educate the nation's life, because education is one of the important aspects in creating quality, superior, virtuous, and competitive human beings. Formation of quality human resources can be done through formal and informal education. Formal education is held in schools, while non-formal education such as tutoring and private tutoring.

In general, the achievement of quality human resources is focused on the formal education process through learning activities in schools. Education in schools as a planned learning process, involves students to actively learn so as to form quality human resources in the sense of having intellectual, spiritual and emotional intelligence. This is in accordance with the Law of the Republic of Indonesia Number 20 of 2003 Article 1 paragraph 1 of the National Education System stated that education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to develop religious spiritual strength, control self, personality, intelligence, noble character, and the skills needed by himself, society, nation, and country.

Seeing the importance of education in creating quality human resources, encourages the government to expand and improve various levels of education. The level of education is carried out both from primary, secondary, to Higher Education (PT). Basic education (starting from play groups, kindergarten, elementary school equivalent), secondary education (SLTP, SLTA, equivalent) and higher education (universities and high schools).

The success of curriculum implementation is greatly influenced by the ability of educators who will implement and actualize the curriculum. The ability of educators is mainly related to knowledge and abilities, as well as the tasks assigned to them. Not infrequently the failure of curriculum implementation is caused by a lack of knowledge, skills, and abilities in understanding the tasks that must be carried out. These conditions indicate that the functioning of the curriculum lies in how it is implemented in schools, in learning activities that are the key to success.

Poor way of learning is one of the factors causing the low learning outcomes, which causes a decrease in the quality of education. Suggests that the factor of poor learning is the cause of many students who are actually smart but only achieve no better performance, and students who are actually less smart but are able to achieve high achievements because they have good learning methods [1]. Another aspect that needs attention with regard to the way students learn is the characteristics of the subject being studied. Unconsciously because of the routine work,

resulting in educators do not really care about or care whether students have or have not gained a meaningful learning experience. The routines carried out include the use of learning methods that tend to be monotonous. How to learn is not the only variable related to learning achievement achieved by students. There are still many other variables that influence, among others, motivation and interest in learning, the environment, facilities, infrastructure, teachers, and so forth. Based on the background of the problems above, the authors intend to carry out research on the effect of the ability and work motivation of (PPKn) Civic Education teachers on teaching and learning in Ambon City Junior High School.

#### B. Problem Formulation

In accordance with the above background, the formulation of the problem in this study is as follows:

1. Whether the teachers work ability has a significant effect on the learning process
2. Whether teacher work motivation has a significant effect on teaching and learning
3. Whether the teachers work skills and teachers work motivation together have a significant effect on the teaching and learning process

## II. THEORETICAL REVIEW

### A. Understanding Learning

According to Hamalik "Learning is a modification or reinforce behavior through experience (learning is defined as the modification or strength of silence of behavior through hexprienicing)"[2]. While learning is a combination that is composed including human elements, materials, facilities, equipment, and procedures that affect each other to achieve learning objectives. Learning is a substantive need for a person, a need for science in order to maintain its existence as a human being [3]. With learning someone will solve ignorance of a problem. The learning process is said to be learning if there are elements in learning. Learning elements according to Riduwan [4] are:

1. The existence of teaching staff, teaching staff is called the teacher. The teacher is a professional educator. It is said by professional educators, because a teacher is equipped with academic or knowledge provision, including understanding of a field of knowledge, knowledge in providing learning.
2. There are study participants. Learning will not take place if there are no learning participants called students or students. Students are people or objects that receive a learning.
3. Learning material. Learning material is an important learning element that gets the attention of the teacher, with that material students can learn things that are needed in an effort to achieve learning goals.

### B. PPKn Learning

The vision of learning Citizenship Education is the realization of a subject that functions as a means of fostering the nation's character (nation and character building) and the empowerment of citizens. The mission of this subject is to form good citizens, namely citizens who are able to carry out their rights and obligations in the

life of the nation and state, in accordance with the 1945 Constitution.

The purpose of Civics Education according to the Ministry of National Education is to develop the following competencies [5]:

1. Having the ability to think rationally, critically, and creatively, so as to be able to understand various citizenship discourse.
2. Have intellectual skills and skills to participate democratically and responsibly.
3. Having a good character and personality, in accordance with the norms prevailing in social and state life. The formulation of these objectives is in line with the aspects of competency that are to be developed in Citizenship Education learning. These aspects of competency include civic knowledge, civic skills, and civic dispositions. This is analogous to Benjamin S. Bloom's concept of developing students' abilities which includes cognitive, psychomotor, and affective domains.

The scope of competency aspects in learning Citizenship Education can be described as in the following diagram. The competency aspect of civic knowledge concerns academic- scientific abilities developed from various political, legal and moral theories or concepts. As such, Citizenship Education subjects are a multidisciplinary field of study. In more detail, citizenship knowledge material includes knowledge about citizens' rights and responsibilities, human rights, democratic principles and processes, government and non-government institutions, national identity, rule of law and free justice. and impartiality, the constitution, and the values and norms in society. Civic skills include intellectual skills and participatory skills in the life of the nation and state.

Hamzah B. Uno (2006:20) objectives of Civics, the eight main subject matter standards of Civics in Indonesia for primary and secondary education units contain the following components [6]: 1 national unity, 2. legal and regulatory norms, 3. human rights, 4. citizens' needs, 5. State constitution, 6. power and politics, 7. Pancasila, and, 8. globalization. If sorted out from the eight main subjects into standard competencies and basic competencies, the learning dimensions include aspects of the study of political administration, law and constitution, and, the moral values of Pancasila.

### C. Teacher Competency

Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 Year 2007 concerning Academic Qualification Standards and Teacher Competencies [7]. It was explained that Teacher Competency Standards were fully developed from 4 main competencies, namely: 1. Pedagogical competence, 2. Personality, 3. social, and 4. Professional. The fourth competency integrated in teacher performance.

#### 1. Pedagogical Competence.

Pedagogic competence is the ability that must be possessed by the teacher regarding student characteristics

seen from various aspects such as moral, emotional, and intellectual. This implies that a teacher must be able to master learning theories and learning principles, because students have different characters, traits, and interests. With regard to the implementation of the curriculum, a teacher must be able to develop a curriculum at the level of each educational unit and adapt it to local needs. Teachers must be able to optimize the potential of students to actualize their abilities in the classroom, and must be able to conduct assessments of learning activities that have been carried out.

## 2. Personality competence

The implementation of duties as a teacher must be supported by a feeling of pride in the tasks entrusted to him to prepare the nation's future quality generation. Even though the challenges and obstacles faced in carrying out their tasks must remain strong in carrying out their duties as a teacher. Education is a planned process so that all develop through the learning process. Teachers as educators must be able to influence the direction of the process in accordance with the values that are considered good and apply in society.

## 3. Social Competence

Teachers in the eyes of the community and students are role models who need to be emulated and become role models in their daily lives. Teachers need to have social skills with the community, in order to implement an effective learning process. With this ability, the relationship between the school and the community will automatically run smoothly, so that if there is a need with parents, the teachers will not get into trouble.

## 4. Professional Competence

Competence is the ability that teachers must have in planning and implementing the learning process. The teacher has the task to direct student learning activities to achieve learning objectives, for that teachers are required to be able to deliver learning material. The teacher must always update, and master the subject matter presented.

### III. RESEARCH METHODS

#### A. Research Type

This research is a quantitative study using an evaluation approach. According to Djamarah S. B (2002 :52) Evaluation research is a decision-making process to see an event with established standards and programs [8]. The reason the evaluation method is used in this study is to get feedback from an activity in the process so that it can be used to improve certain programs or products.

#### B. Research Design

Information:

X1 = Teacher's work ability

X2 = Teacher's work motivation

y = Teaching and Learning Process  
 $R_{yx1}$  = Correlation of X1 with Y  
 $R_{yx2}$  = Correlation of X2 with Y  
 $R_{yx1x2}$  = Correlation x1 and x2, to y

#### C. Place and Time of Research

This research was carried out in Ambon City Middle

School. The research was carried out in five stages, namely 1) the observation stage to all Ambon City Junior High Schools, 2) the stage of making research instruments, 3) the stage of data collection, 4) the stage of research data analysis, and 5) the stage of research report preparation.

#### D. Population and Research Samples

The population in this study were teachers at Ambon City Middle School. According to Arifin Z. (2011 :15) <sup>[9]</sup> if the population is small then the entire population can be used as a sample known as a census. The sample in this study was 34 teachers of PPKn Ambon City Public Middle School

#### E. Research Variables

In this study the variables studied consisted of:

1. The independent variable (*Independent variable*)  
 The independent variables in this study are: Teacher's work ability (X1), and teacher's work motivation (X2),
2. The dependent variable (*dependent variable*)  
 The dependent variable in this study is the teaching and learning process (Y)

#### F. Data Collection Techniques and Instruments

Data collection in this study used a questionnaire sheet that was modified from the Guttman scale. Research uses the Guttman scale to get answers that are firm and certain. The guttman scale uses two (2) alternative answer choices, namely:

Yes = 1

No = 0

#### G. Data Analysis Techniques

Data analysis techniques used in this study are:

1. Normality Test  
 Normality test is used to test whether in a regression model, the dependent variable, the independent variable or both have normal distribution or not.
2. Linearity test  
 Linearity test is performed to determine whether there is a relationship between the independent variable and the dependent variable. To find out whether the data meets the linearity requirements, see the *Anova table output*. If the p value > 0.05 on the *deviation from linearity*, it can be proven that at the 95% confidence level there is no significant deviation from linearity.
3. Multicollinearity Test  
 Multicollinearity means that between independent variables contained in the regression model have a perfect or near perfect linear relationship (the correlation coefficient is high or even 1).
4. Hypothesis Test  
 To test the hypothesis there is a positive influence between the work ability of teachers and teacher work motivation on teaching and learning in Ambon City Middle School (SMP) using simple correlation analysis with the help of *SPSS 16.0 for windows*

#### H. Test Requirements Analysis

1. Variable Normality Test Teacher Work Ability

As seen in the *Standard PP residual plots of regression Standardized Residual* for the teacher's workability variable, it is seen that the points spread around the diagonal line, and the distribution follows the direction of the diagonal line (forming a straight line), so it can be said that the data are normally distributed and the regression model is feasible worn.

2. Variable Normality Test Teacher Work Motivation As seen in the *Standard PP Residual Standardized Residual plot of regression* for teacher work motivation variables, it appears that the points spread around the diagonal line, and the distribution follows the direction of the diagonal line (forming a straight line), so it can be said that the data are normally distributed and the regression model is feasible worn.
3. Variable Normality Test of Teaching and Learning Process. As seen in the *Standard PP Residual standardized plot plot of regression* for teaching and learning process variables, it appears that the points spread around the diagonal line, and the distribution follows the direction of the diagonal line (forming a straight line), so it can be said that the data are normally distributed and the regression model is feasible worn.

**IV. RESULTS AND DISCUSSION**

**4. Data Linearity Test**

Data linearity to display ANOVA tables and test the linearity between the dependent and independent variables. The difference test (F test) is used to test the difference. The testing steps are:

1. Formulate a hypothesis
  - a. Teachers' work ability has a significant effect on the teaching and learning process
  - b. Teacher's work motivation has a significant effect on the teaching and learning process
  - c. Teachers' work ability and teacher's work motivation together have a significant effect on the teaching and learning process
2. Determine t arithmetic

T arithmetic is significance test to find out the effect of variable X on Y, whether it has a significant effect or not. To find out the significant results or not, the calculated t value will be compared with t table.

3. Determine t table
 

T table can be seen in the t table statistics at a significance level of  $0.05 / 2 = 0.025$ , with degrees of freedom  $df = N-2$  or  $34-2 = 32$ . The results obtained for t table are 2, 037.

4. Testing criteria
 

If  $t \text{ table} \leq t \text{ arithmetic}$ ,  $H_0$  is accepted and if  $t \text{ arithmetic} < t \text{ table}$  then  $H_0$  is rejected  
 Based on significance: if significance  $< 0.05$ , then  $H_0$  is accepted and if significance  $> 0.05$ , then  $H_0$  is rejected.

**5. Make conclusions.**

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
(Constant)	15.806	2.976		5.312	.000
Teaching and learning process	.129	.200	.114	8.647	.522

**a. Dependent Variable: Teacher's Work Ability**

Data is calculated using the *SPSS 16.0 for Windows program* as shown in the *Anova Table* in the *Deviation from Linearity* section showing that:

The influence between the teacher's work ability variables produces the calculated t value ( $8.647 > 2, 037$ ) and the significance  $< 0.05$  then  $H_0$  is rejected. So it can be concluded that the ability of teachers to affect the teaching and learning process.

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
(Constant)	16.355	2.624		6.232	.000
Teaching and learning process	.97	.176	.097	4.550	.000

**b. Dependent Variable: Teacher's Work Motivation**

Data calculated using the *SPSS 16.0 for Windows program* as seen in the *Anova Table* in the *Deviation from Linearity* section shows that: The influence between the teacher's work motivation variables produces a t-count value ( $4,550 > 2, 037$ ) and significance  $< 0.05$  then  $H_0$  is rejected. So it can be concluded that the teacher's work motivation affects the teaching and learning process.

**B. Data Multicollinearity Test**

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.59 <sup>a</sup>	.005	-.130	5,324

- a. Predictors: (Constant), Teacher's Work Motivation
- b. Dependent Variable: Teacher' Work Ability

Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.965 <sup>a</sup>	.860	.645	8.18228

- a. Predictors: (Constant), Teacher's Work Ability, Teacher's Work Motivation
- b. Dependent Variable: Teaching and Learning Process

From the table above it can be seen that the coefficient value of  $r^2$  obtained is entirely smaller than the value of the coefficient of determination (R<sup>2</sup>). So it can be concluded that there is no multicollinearity between independent variables. By looking at the *tolerance* value and *inflation factor* (VIF) in the regression model, the variable that causes multicollinearity can be seen from the *tolerance* value that is smaller than 0.1 or the VIF value greater than 10.

Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
(Constant)	217.24	38.12		5.51	.00
Teacher Work Motivation	5	9	.676	1	.0
Teacher Work Ability	32,576	5,482	.448	6.92	.05
Teacher Work Ability	16.586	5.360		2.23	.12
				7	.05

- a. Dependent Variable: Teaching and Learning Process
- From the table above it can be seen that the *tolerance* value of the three variables is more than 0.10 and the VIF is less than 10. Then it can be concluded that there is no multicollinearity between the independent variables

C. Hypothesis Testing

1. First Hypothesis Test

The first hypothesis formulation that will be tested in this study is that there is a positive and significant relationship between the work ability of teachers with the learning process. Hypothesis testing is done with a simple *Pearson Product Moment* correlation test with the help of *SPSS 16.0 for Windows*.

Correlation analysis can be seen in the *output correlations* which show that the correlation coefficient (r) between work motivation variables (X1) and teaching and learning process (Y) is 0.338. This figure when connected with the correlation interpretation guidelines has a strong correlation.

Correlations<sup>a</sup>

		Teaching and learning process	Teacher Work Ability	Teacher Work Motivation
Teaching and learning process	Pearson Correlation	1	.978	.937
	Sig. (2-tailed)	.34	.000	.000
	N	.956	1	.905
Teacher Work Ability	Pearson Correlation	.000	.000	.000
	Sig. (2-tailed)	.34	.34	.34
	N	.918	.908	1
Teacher Work Motivation	Pearson Correlation	.000	.000	.000
	Sig. (2-tailed)	.34	.34	.34
	N			

The correlation between teacher's work ability and teaching and learning process gives a coefficient value of 0.978. Because the coefficient is close to 1, it can be concluded that the relationship between teacher's work ability and teaching and learning process is very close. Meanwhile the correlation between teacher's work motivation and teaching and learning process gives a coefficient value of 0.937. Because the coefficient is close to 1, it can be concluded that the relationship between work motivation of teachers and teaching and learning process is very close. The positive coefficient figure shows a positive relationship, namely if the teacher's work ability is good, the teacher's work motivation will increase and if the teacher's work motivation increases, the teaching and learning process will be better and get the results as expected.

V. CONCLUSION

Based on the results of research and discussion of the work ability of teachers and teacher work motivation towards the learning process it can be concluded as follows:

1. There is a positive and significant effect between the teacher's work ability on teaching and learning, where the correlation between the teacher's work ability and teaching and learning process gives a coefficient value of 0.978. Because the coefficient is close to 1, it can be concluded that the relationship between teacher's work ability and teaching and learning process is very close.
2. There is a positive and significant effect between teacher's work motivation on teaching and learning where the correlation between teacher's work motivation and teaching and learning process gives a coefficient value of 0.937. Because the coefficient is close to 1, it can be concluded that the relationship between work motivation of teachers and teaching and

learning process is very close.

3. There is a positive influence on the ability of teachers to work and work motivation of teachers together on teaching and learning where the test results of the positive coefficient shows a positive relationship, if the teacher's work ability is good, the teacher's work motivation will increase and if the teacher's work motivation increases, the process teaching and learning will be better and get results as expected.

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