

THE EFFECT OF INTERNAL MOTIVATION AND EXTERNAL MOTIVATION ON THE PERFORMANCE OF HONORARY TEACHERS AT STATE JUNIOR HIGH SCHOOLS IN TAROWANG DISTRICT, JENEPONTO REGENCY

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Abstract

This research aims to know and explain the effects of internal motivation (X1) and external motivation (X2) on teacher Performance (Y). To figure out the internal motivation influence (X1) partially towards the teacher's performance (Y) and external motivation influence (X2) partially towards the teacher's performance (Y). This research was conducted at SMP Negeri di Tarowang Kabupaten Jeneponto Sub-district. The population and samples in this study are all honorary teachers at SMP Negeri in Tarowang Sub-district of Jeneponto district amounting to 34 people. The data collection techniques are done by providing questionnaires and observations. The data analysis technique used is multiple linear regression through the SPSS 21 application. External motivation to the performance of the honorary teachers had a very strong relationship. The results of multiple linear regression analyses showed that the contribution given by internal motivation and external motivation to the performance of the honorary teacher of the state Junior high School in Tarowang sub-district of Jeneponto was 63%.

Keywords: *Internal motivation, External motivation, and Performance.*

1. INTRODUCTION (TNR, 11 Bold)

Education is a way that is able to expand human knowledge in order to form values, attitudes, and behavior. Being a very important effort for the birth of good human resources. Education is often used as a result of the progress or decline of a country. Education is also a basic human need which is felt to be unable to meet expectations due to the large number of formal education graduates who are still unable to meet the criteria for the demands of available employment.

Improving the quality of education at every level and educational unit is important. One of the problems of education in Indonesia is the low quality of education at every level and educational unit, especially primary and secondary education (Tan & Waheed, 2011). Various efforts have been made to improve the quality of national education, such as

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Zainal Ruma

developing national and local curricula, increasing teacher competence through training, procuring books and learning tools, procuring and repairing educational facilities and infrastructure and improving school management. As for the goals of national education, as stated in the Laws of the Republic of Indonesia aim to lay the foundation of intelligence, knowledge, personality, noble character, skills for oneself, and follow further education.

The performance of an educational institution depends on teaching staff (teachers), but superiors can play a role in planning, implementing and controlling an institution they lead. In this case, superiors must have an important role in their efforts to motivate and manage their employees. Mangkunegara (2016) says that performance is the result of work in quantity and quality achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. In line with Iskandar (2013) teacher performance is a behavior or response that gives results that refer to what they do in dealing with tasks. In addition, performance can also be interpreted as the result of teacher achievement in carrying out tasks based on skill, experience, time, output produced which is reflected both in quality and quantity.

Another thing that becomes a problem in improving teacher performance is the lack of motivation given by the principal to teachers or motivation that arises from each teacher. The high and low performance of teaching staff (teachers) is closely related to the award system applied by the educational institution where they work. Improper awarding can affect one's performance improvement (Lestari, 2017). Each agency not only provides a basic salary but also provides welfare guarantees for its employees which are often called welfare benefits. If the welfare allowance provided by teaching staff (teachers) is felt to be useful then it will make them more motivated to work more optimally and optimally so that it does not rule out the possibility for them to become teaching staff (teachers) who excel, thus facilitating the achievement of organizational goals.

Motivation can come from within a person or commonly called internal motivation or intrinsic motivation. Motivation from outside oneself is called external or external motivation. Motivational factors, both intrinsic and external, can be positive or negative. The key to the success of a leader in motivating his subordinates lies in his ability to understand

motivational factors in such a way that they become an effective driving force (Mardijani, 2013). Ability and motivation can give birth to work productivity or performance. Performance is very important in determining the productivity of a teacher. Because of this, the influencing factors need to be investigated and analyzed so that they can provide direction for teacher career development as organizers of development tasks both at the national level and at the district or city level, including the State Middle School in Tarawang District, Jeneponto Regency.

The work motivation of honorary teachers at state junior high schools in Tarawang District, Jeneponto Regency, which is characterized by a learning process that only emphasizes learning from available books and the efforts made by the teacher in the learning process outside the classroom where the teacher does not vary the methods used. They only rely on conventional learning. This can be seen in the learning method used, which is only giving material according to what is contained in the textbook, so that it has an impact on optimal learning quality.

On the other hand, it also appears that some honorary teachers at Tarawang District Public Middle School, Jeneponto Regency, do not have the motivation to be responsible for their work, namely as teaching staff. This can be seen in the teacher's lack of concern for efforts to make lesson plans. The teacher only teaches according to what is stated in the existing textbooks, does not try to make his own learning by summarizing learning material from various reference books. As a result, the material presented is only in accordance with what is written in the textbook, not broad and poor with the concepts that students should understand.

2. IMPLEMENTATION METHOD

This research is a descriptive and explanatory research with a quantitative approach. The population in this study were teachers at state junior high schools in Tarawang District, Jeneponto Regency. Meanwhile, the technique for taking samples in this study used a census sampling technique, which is a data collection method in which the entire population is investigated without exception. samples taken from all existing populations amounted to 34 people. Data analysis technique using multiple regression analysis. The instrument in this

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Zainal Ruma

study is using a questionnaire or questionnaire. Sugiyono (2019) states that "an instrument is a measuring tool, a tool used in collecting research data". There are 3 variables in this study, namely internal motivation (X1), external motivation (X2) and teacher performance (Y).

Analysis Method

1. t test (Partial Test)

The t test is used to test the significant level of the influence of the independent variables partially on the dependent variable. The test was carried out by comparing the significance value (sig.) of the t test with a tolerable error rate of 5% (0.05)

2. f test (Simultaneous Test)

The f test is used to test whether the overall regression equation has a significant effect by comparing f_{count} with f_{table} . If $f_{count} > f_{table}$, it means that overall the attitude variables and subjective norms have a significant relationship and influence on behavioral interest variables. However, if $F_{count} < F_{table}$, it means that overall the attitude variables and subjective norms have no significant relationship and influence on the purchasing decision variable.

3. Multiple Linear Regression Analysis

Multiple linear regression analysis is a method used to determine the accuracy of predictions from the effect that occurs between the independent variable (x) on the dependent variable (y) where using the formula quoted from Sugiyono's book (2010: 277), namely:

$$Y = a + b_1X_1 + b_2X_2 + +e$$

4. Coefficient of Determination (R²)

In this multiple linear model, the results of the contribution of the independent variables together with the dependent variable will be seen by looking at the magnitude of the determinant coefficient (R²). If (R²) obtained is close to 1 (one), it can be said that the stronger the model explains the relationship of the independent variable to the dependent variable. Conversely, if (R²) is closer to 0 (zero), the weaker the influence of the variables on the dependent variable.

3. RESULTS AND DISCUSSION

3.1 Multiple Linear Regression Analysis

Statistical calculations in the multiple linear regression analysis used in this study were by using the help of the IBM SPSS for Windows version 21.0 computer program. The full results of data processing using the SPSS program are in the appendix and are further explained in Table 1 below:

Table 1. Results of Multiple Linear Regression Analysis

Variable	Regression Coefficient	t _{count}	t _{table}	Sig.
(Constant)	18.008	2.353		.025
internal motivation (X ₁)	.387	3.225	2.016	.003
external motivation (X ₂)	.697	3.607	2.016	.000

Dependent Variable: Educator Performance (Y)

The regression equation model that can be written from these results in the form of the regression equation is as follows:

$$Y = 18,008 + 0,387X_1 + 0,697X_2$$

The regression equation can be described as follows:

- A constant of 18.008 means that if there is no change in the variables X₁ and X₂, then the value of the educator performance is 18.008
- The regression coefficient of the internal motivation variable has a positive direction in its effect on educator performance. The coefficient value of 0.387 indicates that if there is an increase of one unit worth in variable X₁ and the other variables are fixed then Y or educator performance will increase by 0.387
- The regression coefficient of the external motivation variable has a positive direction in its effect on educator performance. The coefficient value of 0.697 indicates that if there is an increase of one unit worth in variable X₂ and the other variables are fixed then Y or educator performance will increase by 0.697

3.2 Significance Test (T Test)

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Zainal Ruma

Table 2. Significance Test Results (T Test)

Variable	t _{count}	t _{table}	Sig.
(Constant)	2.353		.025
internal motivation (X ₁)	3.225	2.016	.003
external motivation (X ₂)	3.607	2.016	.000

Dependent Variable: Educator Performance (Y)

Based on the table above, it shows that the internal motivation variable has a Sig of 0.003 which is less than 0.05 and the Thit value of the internal motivation variable is 3.225 with a Ttab value of 1.696. so it can be concluded that there is a positive and significant influence of internal motivation variables on teacher performance variables.

The external motivation variable has a significance of 0.000 less than 0.05 and the thit value of the external motivation variable is 4.607 with a Ttab value of 1.696. so it can be concluded that there is a positive and significant influence of external motivation variables on teacher performance variables.

3.3 Simultaneous Test (Test F)

Table 3. Significance Test Results (T Test)

ANOVA ^a			
Model		F	Sig.
1	Regression	26.533	.000 ^b
	Residual		
	Total		

Dependent Variable: Educator Performance (Y)

Based on the table above, it shows that the Significance value for Variables X1 and X2 is 0.000b greater than 0.05 and the Fhit value is 26,533 greater than the Ftab value of 3.29, so it can be concluded that there is a positive and significant effect simultaneously X1 and X2 on Y.

3.4 Discussion

Motivation is a factor in increasing the performance of honorary teachers at state junior high schools in Tarowang District. The importance of motivation because motivation is something that causes, distributes, and supports human behavior, so that they want to work

hard and enthusiastically achieve optimal results. In general, the results of this study indicate that internal motivation and external motivation simultaneously have a positive and significant effect on the performance of honorary teachers. This can be shown from the respondents' responses to the questionnaire on the research variables. Based on the results of multiple linear regression tests, internal motivation and external motivation can positively improve the performance of honorary teachers at state junior high schools in Tarowang District. This means that motivation has a positive influence on improving the performance of honorary teachers. The results of this study indicate that internal motivation and external motivation have a simultaneous effect of 63% on improving the performance of honorary teachers at public junior high schools in Tarowang District.

The results of testing the hypothesis for the internal motivation variable show that there is a positive and significant influence of internal motivation on the performance of honorary teachers at State Junior High Schools in Tarowang District. The results of this study indicate that increasing internal motivation will improve teacher performance. The results of the t test obtained that the Tcount value is greater than the Ttable value and is significant. The results of this study are the same as the results of Darmadi's research (2018) which states that internal motivation has a positive and significant effect on the performance of Kindergarten, Elementary, Middle School and High School Teachers. The results of research conducted by Shaykh, Saad, and Bhutto (2012) state that internal motivation has a significant effect on the performance of elementary school teachers in Sindh, Pakistan. The results of research that are not in line with this study by Anwar (2019) stated that there was no effect of internal motivation on employee performance at the Banjarmasin religious education and training center.

The results of testing the hypothesis for the external motivation variable show that there is a positive and significant effect on the performance of honorary teachers at State Junior High Schools in Tarowang District. The results of this study indicate that increasing external motivation will improve teacher performance. The results of the t-test test obtained that the Tcount value is greater than the Ttable value and is significant. This research is supported by previous research by Darmadi (2018) which states that external motivation has a positive and significant effect on the performance of Kindergarten, Elementary, Middle

THE EFFECT OF INTERNAL MOTIVATION AND EXTERNAL MOTIVATION ON THE PERFORMANCE OF HONORARY TEACHERS AT STATE JUNIOR HIGH SCHOOLS IN TAROWANG DISTRICT, JENEPONTO REGENCY

Zainal Ruma

School and High School Teachers. The results of previous research by Inayatullah and Jehangir (2012) also state that external motivation has a positive and significant effect on the performance of public and private teachers in Peshawar City, Khyber Pakhtunkhwa.

4. CONCLUSION

The results of this study indicate that external motivation has a positive and significant effect on the performance of honorary teachers at state junior high schools in Tarowang District. This shows that the increasing external motivation will affect the performance of honorary teacher performance at State Junior High Schools in the Tarowang District. The results of this study also show that external motivation has more influence on improving the performance of honorary teachers at public junior high schools in Tarowang District.

This study also shows that internal motivation and external motivation simultaneously have a positive and significant effect on the performance of honorary teachers at public junior high schools in Tarowang District. This explains that increasing internal motivation and external motivation will affect the performance improvement of State Middle School teachers in Tarowang District. The effect of internal and external motivation is 63% while the remaining 37% (100% -63%) is explained by other factors that are not included in this study.

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