

# The Effect of Teacher Motivation on Teacher Performance

Bahriansyah, Afiah Mukhtar

Sekolah Tinggi Ilmu Ekonomi Tri Dharma, Nusantara, Indonesia

## ABSTRACT

The purpose of this study is to: To analyze the effect of motivation on the performance of the teachers at Madrasah Tsanawiyah Negeri Biringkanaya. The research method uses a quantitative research design, so the approach used is a quantitative approach (quantitative approach), which emphasizes the theories or concepts of testing through metric / numeric measurement and data analysis procedures with statistical tools for hypotheses. The data used are primary data and secondary data. The population in this study was a total of 87 teachers at Madrasah Tsanawiyah Negeri Biringkanaya, and as many as 47 respondents were sampled. Data collection was carried out through: observation, interviews, questionnaires, and documentation. The data analysis method used descriptive statistical analysis and simple linear regression. The results showed that motivation has a positive and significant effect on the performance of Biringkanayah State Madrasah Tsanawiyah teachers, but the motivation indicators have not been able to provide support for increasing overall motivation.

**KEYWORDS:** *Teacher Motivation, Teacher Performance*

## 1. INTRODUCTION

Education has a very important role in improving the quality of human life, as well as the development and survival of a nation. In line with this, the 1945 Constitution mandates efforts to educate the nation's life and the government strives and implements a national teaching system regulated in law. Another factor that influences teacher performance is motivation. The concept of motivation refers to Maslow's theory, where people try to fulfill more basic (physiological) needs before leading to behavior to meet higher needs (self-actualization). Maslow (1994: 84) develops a motivation theory known as a hierarchy of needs, which includes: (1) physiological needs, safety and security (safety and security); (2) the need for freedom from threats, namely safe from environmental threats or events, a sense of belonging (belonging); (3) the need for friends, affiliation, interaction and love; (4) the need for self-respect and respect for others; and (5) the need to fulfill oneself by maximizing the use of abilities, skills and potential.

Motivating teachers by providing fair, reasonable and proportional rewards, career development opportunities, and a more conducive learning atmosphere are expected to improve their performance. The motivation of the teachers at Madrasah Tsanawiyah Negeri Biringkanaya is still low. From the author's observations, there are still teachers who consider teaching work as a mere routine job in the sense that the teacher goes to school to give lessons after it's finished. Even though in carrying out the learning process, teachers need innovation so that there is always development in a more advanced and professional direction, so it is not just a routine. Therefore, the motivational elements used in this study are income and appreciation and

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self-actualization as variables in this study. Based on some of these phenomena, motivation is believed to be a variable that can affect teacher performance in increasing student achievement at Madrasah Tsanawiyah Negeri Biringkanaya. Based on the background of this research is whether teacher motivation affects teacher performance.

## 2. LITERATURE REVIEW

### 2.1. Teacher Performance

According to Rivai (2008: 309), performance is a real behavior that is displayed by everyone as a work achievement produced by a person in accordance with their role in the organization. Therefore, individual performance is very important in the organization's efforts to achieve its goals. Furthermore, Prawirosentono (2007: 2) suggests that performance is the result of work that can be achieved by a person or group of people in an organization in accordance with their respective authorities and responsibilities in an effort to achieve the goals of the organization concerned legally, does not violate the law and in accordance with morals and ethics.

Simamora (2007: 231) says that performance is an activity related to the elements involved in a process that produces an output. Furthermore, it is said that individual performance is basically the ability to achieve predetermined job requirements in order to maintain the quality of work. Furthermore, Gie (2001: 73) performance is the implementation of activities and spirituality carried out by humans to achieve certain goals, especially those related to their survival.

Based on the description above, it can be concluded that teacher performance is the teaching ability shown in the implementation of daily teacher duties and this ability is basically a reflection of the teacher's mastery of the competencies they have.

## 2.2. Faktior-Factors Affecting Teacher Performance

Theoretically, the factors that influence performance achievement are the ability and motivation factors. According to Harsey and Blanchard (1993), performance is a function of motivation and ability. Motivation (M) and Opportunity (O) or Performance = f (A x M x O), meaning that to complete a task or job, a person must have a certain degree of willingness and level of ability, but the will and skills are not effective enough without a clear understanding about what to do and how to do it. This opinion is in accordance with Keith Davis in Mangkunegara (2006: 13) which formulates: Human Performance = Ability x Motivation, Motivation = Attitude x Situation, Ability = Knowledge x Skills. Psychologically, the ability consists of potential abilities (IQ) and reality abilities (knowledge + skills), meaning that someone who has an IQ above average (IQ 110-120), especially IQ is superior, very superior, gifted, and a genius with education. adequate. For positions and skills in doing work, it will be easier to achieve maximum performance.

The motivation factor (motivation) is defined as an individual's attitude towards a work situation in the organization. Those who are positive (pro) towards the work situation will show high work motivation and vice versa if they are negative (contra) towards the work situation it will show low work motivation. The work situation in question includes work relations, work facilities, work climate, leadership policies, work leadership patterns and working conditions. According to Denny, Gibson and Ivancevich (1994), individual performance is basically influenced by factors: (1) expectations regarding rewards, (2) encouragement; (3) abilities, needs and characteristics; (4) perception of duty; (5) internal and external rewards; and (6) perceptions of the level of reward and job satisfaction. Thus, performance is basically determined by three main things, namely: (1) ability; (2) desire; and (3) environment. This means that in order to have good performance, a person must have a high desire to do and know his job because without knowing these three factors, good performance will not be achieved, in other words, individual performance can be improved if there is a match between work and ability.

According to Simamora (2007: 500) that performance is influenced by three factors, namely: (1) individual factors consisting of: abilities and expertise, background, and demographics; (2) psychological factors consisting of: perceptions, attitudes, personality, learning, and motivation; and (3) organizational factors consisting of: resources, leadership, awards, structure, and job design. Individual performance is the result of employee work both in terms of quality and quantity based on predetermined work standards. This individual performance will be achieved if it is supported by individual attributes, work effort and organizational support. Individual attributes include individual factors and psychological factors. Individual performance is also the result of work efforts that shape the desire to achieve something.

Rivai (2008: 146) states that there are five important factors that indicate individual performance, namely: (1) Quality & quantity of work, what is meant is the extent to which a person can complete work both in quality and quantity according to the standards applicable in the organization and the capacity has been targeted; (2) Promptness, namely the level of individual ability to comply with all applicable rules in the organization, including working hours, work clothes and methods and rules of the game; (3) Capability, namely the level of individual responsibility in carrying out the work that is their job; (4) Communication, namely the individual's ability to communicate and cooperate with related parties is also an assessment material; and (5) Initiative, namely a person's ability to create and innovate to develop work procedures and improve the quality of work results, both the quantity and quality of work results.

## 2.3. Teacher Motivation

According to Mc Donald in Sardiman (2003: 62), motivation is a change in energy in a person which is marked by the emergence of feelings and is preceded by a response to a goal. From the meaning put forward by Mc Donald there are three main elements / characteristics in motivation, namely; motivation initiates a change in energy, characterized by feeling, and is stimulated because of a goal. Furthermore, Maslow (1994: 84), developed a motivation theory known as a hierarchy of needs covering needs: physiological, safety and security (safety and security); the need for freedom from threats, namely safe from environmental threats or events, a sense of belonging (belongingness); social and love; the need for friends, affiliation, interaction and love; self-esteem (estimates); the need for self-esteem and the respect of others; self-manifestation (self actualization); the need to fulfill oneself by maximizing the use of abilities, skills and potential. Maslow's theory, assumes that people try to meet more basic needs (physiological) before leading to the behavior of meeting higher needs (self-realization).

Furthermore, Maslow in Sutrisno (2009: 122-124) argues that basically all humans have basic needs. He shows it in 5 levels in the form of a pyramid, namely: (1) Physiological needs (hunger, thirst and so on). (2) The need for safety (feeling safe and protected, away from danger). (3) The need for social relationships / affiliation (affiliation with others, being accepted, having). (4) The need for recognition / esteem, namely the need for self-esteem and self-esteem awards from the environment (achievement, competence, and support and recognition). (5) Self-actualization needs (positive needs: knowing, understanding and exploring; aesthetic needs: harmony, order and beauty; self-actualization needs: obtaining self-satisfaction and realizing its potential).

According to Rivai (2008: 455), motivation is a series of attitudes and values that influence individuals to achieve specific things in accordance with individual goals. These attitudes and values are invisible which provide the strength to encourage individuals to behave in achieving their goals. The drive consists of two components, namely: the direction of behavior (work to achieve goals), and the strength of the behavior (how strong the individual effort is at work). When individuals are motivated, they will make positive choices to do something because it can satisfy their desires.

Robbins (2007: 213) defines motivation as a process that determines the intensity, direction and persistence of individuals in an effort to achieve goals. Intensity is related to how hard a person tries, and high intensity is unlikely to produce the desired performance if that effort is not channeled in a direction that benefits the organization. According to Gibson (2003: 10) that people are basically motivated or driven to behave in a certain way that is felt to lead to the acquisition of rewards or to achieve results, motivation starts from a perceived need and then causes efforts to achieve goals. Furthermore, Dessler (2003: 20) states that people are basically motivated or driven to behave in a certain way that is felt to lead to the acquisition of rewards or to achieve results, motivation starts from a perceived need and then causes efforts to achieve goals or objectives.

According to Siagian (2004: 40-45), in terms of people's behavior in the organization, there are at least 9 types of non-material needs which organizations see as influencing individual performance and motivational factors that need to be satisfied. and therefore it is necessary to always get the attention of every leader in the organization, namely: 1) Good learning conditions, especially those concerning the physical aspect of the work environment; 2) The feeling of being included, various studies have proven that no one likes being excluded, which this principle applies to all class levels and all positions. From an operational and motivational perspective, participation is very important in order to foster a greater sense of responsibility in carrying out tasks; 3) Giving awards for the implementation of duties properly; 4) Loyalty of the leadership to employees, among others: occasional visits to the residence of subordinates, whether or not there is an event that occurs in the subordinate's family; visit when the subordinate is sick; defend subordinates against other parties, even though internally they receive a warning; 5) Promotion and development provides a clear picture to the organization of the career paths that the subordinates can move up if they are able to prove satisfactory work performance; 6) Sympathetic understanding of subordinates' personal problems, so that subordinates who face personal problems will feel that they really are members of the extended family of the organization concerned; 7) Job security, namely the assurance of someone obtaining a job and position in the organization as long as they carry out their duties properly and with satisfactory work performance; 8) An interesting job assignment means that every normal organizational human being gets an interesting job, which in completion requires imagination, innovation and creative power that continues to grow and expand.

Furthermore, according to Robbins (2007), measuring work motivation can be done by looking at several aspects, namely: 1) having an aggressive nature; 2) creative in carrying out work; 3) the quality of work increases day by day; 4) adhere to working hours; 5) the tasks given are carried out according to their abilities; 6) high work initiative can encourage work performance; 7) loyalty and honesty; 8) there is a working relationship between subordinates and leaders; 9) individual and organizational goals are achieved; and 10) produce accurate and precise information.

According to Mangkunegara (2006: 69), the characteristics of people who have high motivation, namely: 1) do something as well as possible; 2) creative and innovative; 3) do something to achieve success; 4) completing tasks that require effort and skill; 5) always looking for something new; 6) wish to become famous or master certain fields; 7) doing difficult work with satisfactory results; 8) High work initiative; and 9) doing something better than other people.

According to Sigit (2002), the role of intrinsic motivation is very important in the world of education, considering that the educational process is not a knowledge transaction process with commercial principles. The educational process is a moral process that is not based on the mere interest of obtaining material benefits or profit margins, but is based on social goals.

Intrinsic motivation of teachers is usually seen from the theory of Winter (1973) and Ames and Ames (1984) as quoted by Djalali (2001). According to Winter, a person's motivation in doing ordinary work can be seen from the individual's autonomous response in anticipating their tasks.

Motivational Factors Psychologist and management consultant Herzberg in Gibson (1993: 197) developed a motivation theory of two factors of satisfaction. The theory views that job satisfaction stems from the existence of an intrinsic motivator and that job dissatisfaction stems from the absence of extrinsic factors, Herzberg's initial study yielded two conclusions. First, there is a group of extrinsic conditions, the work context which includes: wages, quality of supervision, quality of interpersonal relationships between colleagues, superiors and subordinates. The existence of this condition with a person's satisfaction does not necessarily motivate them but its absence causes dissatisfaction for workers because they need to maintain a level of "no satisfaction". This condition is called dissatisfaction. Second, there is an intrinsic group, the content of work includes achievement, recognition, responsibility, progress of the work itself, the possibility of developing. The absence of this condition does not mean that the condition is very dissatisfied, but if there is, it will form a strong motivation that results in good work performance, therefore they are called satisfiers or motivators.

Motivation is generated by internal or external factors depending on the origin of the activity. Internal motivation comes from a person's personal self, while external motivation is built on internal motivation and existence in the organization which is highly dependent on the assumptions and techniques used by the leadership in motivating their subordinates (Moekijat, 2002: 45).

#### **A. Internal Motivation**

The needs and desires that exist within a person will cause internal motivation. This power will affect his mind. The generally accepted classification of internal motivation has not received agreement from experts. However, psychologists agree that motivation can be grouped into two groups, namely:

1. Physiological motivation which is natural (biological) motivation
2. Psychological motivation, which can be grouped into three basic categories, namely:

- A. Affectional motivation, namely motivation to create and maintain warmth, harmony and inner satisfaction (emotional) in dealing with others.
- B. Self-defense motivation (ego-defensive motivation), namely motivation to protect the employee's personality.
- C. Self-strengthening motivation (ego-bolstering motivation), namely motivation to develop employee personality.

**B. External Motivation**

External motivation theory explains the forces that exist outside the individual who are influenced by external factors controlled by the leadership, which include: the work atmosphere such as salary, working conditions, and organizational policies, and work relationships such as rewards, promotions and responsibilities.

Leaders need to know the type of external motivation to get positive responses from subordinates. This positive response shows that subordinates work for the betterment of the organization. A leader can use positive or negative external motivation. Positive motivation provides rewards for doing a job well, while negative motivation treats punishment for poor work performance.

**C. Internal and External Motivation**

The theory of motivation that combines internal and external motivation was developed by Douglas McGregor to formulate differences in two basic theories regarding human behavior. The two theories he called the theory X and theory Y. The traditional theory regarding the organizational life of many organizational members is directed and controlled on the basis of theory X. The assumptions underlying theory X are:

- A. The average worker is lazy, doesn't like to work and will avoid it.
- B. Workers basically do not like to work, so they must be forced, controlled, treated with punishment and workers directed to achieve organizational goals.
- C. On average, workers prefer to be guided, try to avoid responsibility, have little ambition, have their security above everything else.

According to Rivai (2008: 456), there are three sources of motivation, namely: 1) the possibility to develop; 2) type of work; and 3) whether they can feel proud to be part of the organization where they work. Furthermore, it is also stated that there are several aspects that affect work motivation, including: feeling safe at work, getting a fair and competitive salary, a pleasant work environment, appreciation for work performance and fair treatment. By involving workers in decision making, interesting and challenging jobs, pleasant groups and colleagues, clarity of standards of success, output expected, and pride in work.

According to Gomes (2003: 125), which are classified as individual factors are needs, goals, attitudes and abilities. While those belonging to the factors originating from the organization include: pay, job security, co-workers, supervision, praise, and the job itself (job). itself).

Gibson et. al (2003), classifies individual variables into three groups, namely: (1) abilities and physical and mental skills, (2) demographic variables, among others: gender, age and race, (3) background such as: family, social class and

experience. Meanwhile, Luthans (2005) states that attitudes and personality affect job satisfaction and will further affect individual performance.

The success or achievement of learning objectives in school will be determined by how a person carries out the learning process. This depends on the level of motivation which is determined by the level of pleasure or suitability for the learning process being carried out and the high and low expectations. Motivation as one of the individual factors has a big influence in determining teacher performance.

**Hypothesis**

Based on the main problems that have been stated, the hypothesis is proposed that teacher motivation has a positive and significant effect on the performance of the Biringkanaya State Madrasah Tsanawiyah teachers.

**3. RESEARCH METHODS**

The location of the research was carried out in Makassar City, precisely at the Biringkanaya State Madrasah Tsanawiyah. The types of data used are primary and secondary data. The population in this study is the total number of teachers at Madrasah Tsanawiyah Negeri Biringkanaya, which number as many as 87 people with the sample in this study were 47 teachers at Madrasah Tsanawiyah Negeri Biringkanaya. Data were analyzed using descriptive analysis and simple regression analysis. The data analysis used in this research is descriptive analysis and simple linear regression analysis is used to analyze the effect of teacher motivation on teacher performance at Madrasah Tsanawiyah Negeri Biringkanaya.

With the formula:

$$Y = b_0 + b_1 \times X + e$$

Y = teacher performance

X1 = Motivation

b0 = The regression intercept

e = Error

A statistical test or partial test was carried out to measure the effect of motivation on the performance of the Biringkanaya State Madrasah Tsanawiyah teachers. Proof of the hypothesis is by using the t statistical test in the coefficient table with an alpha test of 5%. If sig t < 0.05 then the hypothesis is accepted.

**4. RESEARCH RESULTS AND DISCUSSION**

**Respondents by Gender**

The composition of respondents according to gender is dominated by women. The data show that the male gender is 16 people (34.04%) when compared to the female gender the number is relatively small. Female gender, namely 31 people (66.95%). Even though there are these differences, it is hoped that the teachers will help each other based on their competence and motivation in carrying out the duties and responsibilities that have been given, as a form of their performance as a teacher at the Biringkanaya State Islamic Senior High School.

**Respondents by Age Level**

The age of a teacher who is still productive will have an impact on the quality of his understanding, especially in assessing his work and tends to have an adequate mindset and abilities so that it affects his performance improvement.

The lowest respondent age level is 27 years and the highest is 58 years. It can be explained that there were 3 respondents aged 31 years and under (6.38%), 7 people aged 31-40 years (14.89%), 29 people aged 41-50 years (61.70%), and those aged 51 years and over were 8 people (17.02%). This means that in general the respondents have a sufficient age level, so that it can support the achievement of better teacher performance at Biringkanaya State Madrasah Tsanawiyah. Thus, Madrasah Tsanawiyah Negeri Biringkanaya teachers who are still young, can make adult teachers a place to accumulate experiences which are expected to increase their motivation in the hope that they can influence their performance in a better direction, if they have adequate knowledge and skills according to their respective fields.

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### Respondents by Education Level

The level of formal education that the respondent has received will shape character and increase motivation, a way of thinking that will affect the performance of teachers at Madrasah Tsanawiyah Negeri Biringkanaya. Respondents who have undergraduate education level (S1) are 40 people (85.10%), who are relevant to the field of study they teach, and Postgraduate education level (S2) are 7 people (14.89%), with majors; Mathematics 2 people, Biology 1 person, PPKN 2 people, and Indonesian Language 2 people, each of whose majors are still linear with the field of study taught at school. From these data, it can be said that the level of teacher education at most is Bachelor (S1), this means that the level of education of Madrasah Tsanawiyah Negeri Biringkanaya teachers is adequate as a form of motivation ownership which is expected to affect their performance as a form of completing their duties and responsibilities properly.

### Respondents by Working Period

The tenure of a person is directly related to the level of experience. The longer a person works, the more experienced, skilled and productive they are at work. The respondent's tenure is the length of time a person has been in the profession as a teacher or since being appointed as a teacher at Madrasah Tsanawiyah Negeri Biringkanaya. The lowest teacher tenure is 7 years, while the highest teacher

tenure is 35 years. The work period of the respondents is between 7 - 35 years, namely 9 people (19.14%) for work periods of less than 10 years, 25 people (53.19%) for 11-20 years, and 21 working periods. 30 years as many as 9 people (19.14%) and a working period of more than 30 years as many as 4 people (8.51%). From these data it can be said that the most dominant teacher tenure is 11 to 20 years, this means that the Biringkanaya State Madrasah Tsanawiyah teachers generally have teaching experience which is expected to support their motivation, this is expected to affect their increased performance as a result of completion. his job.

Based on the descriptions of the respondents above, it shows that there is diversity. This is not intended to directly relate to the performance level of Madrasah Tsanawiyah Negeri Biringkanaya teachers, but at least it illustrates that in the study the various characteristics of the respondents were netted and made it possible to vary their responses and statements to the research variables.

### Description of Research Variables

Description of the description of each of these variables can be presented as follows:

#### 1. Teacher Performance (Y)

Teacher performance is the process of the work of the teacher in carrying out educational tasks and implementing them according to the size that is suitable for their work. Based on the tabulation calculation, the research results show that the performance of Madrasah Tsanawiyah Negeri Biringkanaya teachers varies according to their experience and abilities. The results of research conducted in the field using a sample of 47 Orang teachers, obtained data from descriptive tabulation.

Can provide responses that the respondents' responses about the performance of Madrasah Tsanawiyah Negeri Biringkanaya teachers are based on indicators which include; teaching according to the right curriculum, teaching by mastering the material well, having mastery of methods and interactions, having the ability to be less than the class and having the ability to use this media show that they are in the category between agreeing to strongly agree.

The teaching indicators according to the applicable curriculum show 1 person (2.1%) respondents who disagree, 23 people (48.9%) respondents who agree, and 23 people (48.9%) respondents who agree. In teaching indicators by mastering the material well, it shows 1 person (2.1%) respondents who disagree, 29 people (61.7%) respondents who agree, and 17 people (36.2%) respondents who strongly agree. On the indicators of mastery of methods and interactions in teaching well, it shows 2 people (4.3%) of respondents who disagree, 30 people (63.8%) of respondents who agree, and 15 (31.9%) of respondents who stated strongly agree. On the indicator of the ability to manage the class well, it shows 7 people (14.9%) respondents who disagree, 29 people (61.7%) respondents who agree, and 11 people (23.4%) respondents who strongly agree. On the indicator of being able to use teaching media well, it shows 2 people (4.3%) respondents who disagree, 30 people (63.8%) respondents who agree, and 15 people (31.9%) respondents who strongly agree.

From these data, in general, the respondents agreed to strongly agree. This means that the performance of Madrasah Tsanawiyah Negeri Biringkanaya teachers can be categorized as supporting in carrying out their duties and responsibilities as teachers.

## 2. Teacher motivation (X2)

Motivation is a driving force that is within a person to carry out certain activities to have basic needs in living his nature as a human being. The motivation variable that is used as the basis for this research is referring to Maslow's theory in Sutrisno (2009: 122 - 124) which is known as needs theory. Motivation in this case is the motivation of the teacher in carrying out his duties and responsibilities as an educator.

Respondents' responses about the motivation of Madrasah Tsanawiyah Negeri Biringkanaya teachers based on indicators which include physiological needs (income), need for recognition (appreciation) and self-actualization (self-satisfaction) indicate that they are in the category of disagree to strongly agree.

The income indicator shows 2 people (4.3%) respondents who disagree, 4 people (8.5%) respondents who disagree, 28 people (59.6%) respondents who agree, and 13 people (27, 7%) of respondents who strongly agree. The award indicator shows 3 people (6.4%) respondents who disagree, 16 people (34.0%) respondents who disagree, 20 people (42.6%) respondents who agree, and 8 people (17, 0%) respondents who strongly agree. The self-actualization indicator shows 3 people (6.4%) respondents who disagree agree, 25 people (53.2%) respondents who agree, and 19 people (40.4%) respondents who agree very much.

From the respondents' responses to the data, it shows that the statement does not agree to strongly agree, but in general there are respondents' answers who agree to strongly agree. This means that the motivation possessed by the Madrasah Tsanawiyah Negeri Biringkanaya teacher is classified as good so that it is believed to have an influence on their performance.

## Hypothesis Testing Analysis

To find out whether teacher motivation (X1) affects the performance (Y) of Madrasah Tsanawiyah Negeri Biringkanaya teachers, a statistical analysis model is used, namely multiple linear regression. For more details, the results of regression processing can be seen in the simple linear regression equation model in this study, namely:

$$Y = 0.344 + 0.581 X1$$

The equation for the multiple linear regression model can be interpreted as follows:

1.  $b_0 = 0.344$  indicates that the performance of the Madrasah Tsanawiyah Negeri Biringkanaya (Y) teacher has increased by 0.344 if all the independent variables, which consist of the motivation variable (X1), do not change (constant).
2.  $b_1 = 0.581$  indicates that if the motivation variable (X2) is increased, the performance of the Madrasah Tsanawiyah Negeri Biringkanaya (Y) teacher will increase by 0.581 if the other independent variables, in this case the variable (X1), do not change (constant). This shows that if the teacher always feels that their basic needs are fulfilled in carrying out their duties and

responsibilities in this case, getting additional income, always getting appreciation and self-actualization, it can increase the performance of the Biringkanaya State Madrasah Tsanawiyah teachers.

Multiple linear regression model, the following describes the results of the t test and partial. The t test results are as follows:

Partial test (t test) of the motivation variable (X2) on the performance variable (Y) Sig = 0.004 < 0.005, which means that the motivation variable (X1) has a significant effect on the performance variable (Y).

## 5. DISCUSSION OF RESEARCH RESULTS

### The Effect of Teacher Motivation on Teacher Performance

Teacher motivation in this study includes: physiological needs (income), recognition (appreciation) and self-actualization (self-satisfaction). With adequate income and fair rewards and self-actualization provided will motivate teachers to work better or achieve the highest possible achievement in their work. Teacher motivation greatly impacts the behavior of the Madrasah Tsanawiyah Negeri Biringkanaya teachers in carrying out their duties and responsibilities towards achieving the stated goals.

The results of this study state that income and appreciation and self-actualization have an influence on the performance of the Madrasah Tsanawiyah Negeri Biringkanaya teachers, because teachers who get a decent income and fair rewards of self-actualization will be motivated to do their job well. As stated by Maslow (1994: 84), the theory of motivation which is known as the theory of needs can be seen briefly as physiological needs, appreciation and self-actualization. And in previous research by Nurhayati (2006) with the title of research on the Factors Affecting Teacher Performance at Madrasah Alia in Palu City. The research results of the variables studied indicate that the variable that has the most dominant influence on teacher performance is the variable of motivation.

The factors causing the low motivation of the Madrasah Tsanawiyah Negeri Biringkanaya Madrasah teachers are due to the low motivation to work harder and the teacher's low competitive spirit, where the teacher considers teaching as a mere routine job and there is no innovation to develop themselves in a more advanced direction. So, teacher performance can increase if a teacher grows motivation to excel. One thing that becomes an obstacle for the teachers of Madrasah Tsanawiyah Negeri Biringkanaya is that they feel that there is a difference in the appropriate opportunity to get the indicators covered in the motivation variable. Even so, teacher motivation through income and appreciation and self-actualization in this study still has a positive and significant effect, because in the teacher there are moral values and a passion for giving the best for students so that they don't feel left behind with other schools.

## Conclusion

Motivation has a positive and significant influence on the performance of the Madrasah Tsanawiyah Negeri Biringkanaya teachers, but income, appreciation and self-actualization have not been fully able to provide support that can increase teacher motivation equally. However, as teachers, they are aware of the moral duties and

responsibilities they carry. In this case, as a teacher as well as an educator in teaching, it must always be based on a sense of moral responsibility and dedication in improving the quality of education.

### Suggestion

Income, appreciation and self-actualization are motivational variables that have a positive influence on teacher performance so that it can be maintained or further improved, including the provision of fair and proper awards for each teacher who achieves

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