

The Influence of Work Motivation and Work Environment on Teacher Performance at MA Ittihadul Ulum Lubuklinggau City

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Abstract

The problem in this research is there is any influence of work motivation and work environment on teacher performance at MA Ittihadul Ulum Lubuklinggau? The purpose of this study was to determine the effect of work motivation and work environment on teacher performance at MA Ittihadul Ulum Lubuklinggau. This type of research is quantitative. Sampling using saturated samples as many as 40 people. Data collection was carried out by means of a questionnaire. Data analysis using f test. The result of the research is that there is an influence of motivation on teacher performance at MA Ittihadul Ulum, Lubuklinggau City with $t_{count} = 5.082$, greater than $t_{table} = 2.042$. There is an Influence of Work Environment on Teacher Performance at MA Ittihadul Ulum, Lubuklinggau City with $t_{count} = 3.200$ greater than $t_{table} = 2.042$. The Influence of Motivation and Work Environment on Teacher Performance at MA Ittihadul Ulum, Lubuklinggau City with a value of $t_{count} = 17.360$, greater than $t_{table} = 2.042$. This proves the hypothesis in the research is proven and the hypothesis is accepted.

Keywords: motivation, environment, performance.

1. Introduction

Education plays a very important role in changing the behavior of human life through several ways, namely the formation of character, personal and mental so as to create human qualities that are able to analyze problems, find answers and implement them in social life. According to Soekidjo, education in general is all efforts planned to influence other people, both individuals, groups, and communities so that they can do what is expected by the perpetrators of the education (reni listyawati, 2017) Human resources are a very important aspect for the progress and development of a company or organization. Quality human resources can increase the success and achievement of goals for companies or organizations and schools. The spearhead in efforts to improve the quality of education is the teaching staff, namely the teacher. In this case teachers are very influential in the education system, therefore they must get the main attention. In addition, teachers also get the main role in educational development, they are very directly responsible and as a determinant of the quality of student output, especially in the learning process. Therefore, any efforts and programs implemented in order to improve the quality of education will not be successful if there is no support by professional teachers.

One of the efforts to produce human resources who have competence, personal quality and have a creative attitude is through the education sector. Education basically plays an important role in the process of improving the quality of human resources. This is explained in Law No. 20 of 2003 concerning the National Education System, which states

that the National Education System functions to develop abilities and form the character and civilization of a dignified nation in order to educate the nation's life. In connection with the function of the national education system, the government is required to work smart to build Indonesian people who are able to face competition armed with superior creativity and life skills.

Providing motivation to someone is a chain that starts from needs, raises desires, causes tension, causes action, produces decisions, the beginning of the motivation chain starts with needs being met, looking for ways to meet needs, goal-oriented behavior, performance generation, causing rewards and punishments. Unmet needs are assessed from decisions, tension, encouragement, search behavior, needs are satisfied, and stress reduction. teachers who have high work motivation and are supported by conducive work environment conditions will strive to master materials, manage teaching and learning programs, manage classes, use media / sources, master educational foundations, manage teaching and learning interactions, assess student achievement, recognize the functions and programs of guidance and counseling services, recognize and organize school administration, understand the principles and interpret the results of educational research for teaching purposes.

2. Literature Review

There are several factors that affect teacher performance, including the work environment. The work environment for teachers can be interpreted as a scope or area in developing competencies and knowledge, as well as insights that are owned to help carry out work activities that lead to improved teacher performance. Therefore, a good work environment participates in helping achieve the expected school goals in accordance with the vision and mission that have been formed. The more fulfilled the needs of a teacher carrying out learning activities, the higher the teacher's desire to improve their performance, especially in carrying out their duties and obligations in educational institutions. This is due to a comfortable work environment, as well as meeting the standards of decent needs, both physical and non-physical work environment, where the work environment will always contribute to the comfort of teachers in performing their duties.

Teachers as educators must be able to improve the quality of human resources (HR), namely students. Teachers are able to equip students with knowledge and skills so as to create human resources that are able to compete. One way that teachers can participate in achieving educational success is by improving their performance as a teacher. Supriadi argues that teacher performance is the teacher's effort in improving student learning achievement through teaching. This means that teachers must be able to improve student learning achievement so that it is optimal, namely by the way teachers carry out teaching and learning activities (KBM) using a variety of learning methods so that the material is easily understood by students and not boring when KBM (Handayani, 2009) Teacher performance contains three elements, namely the first element of time, the performance achieved by the teacher is assessed in one round of time, for example 3 months, semester, or year. Second, the results element, the performance achieved by the teacher is assessed from the results or achievements of the students who have been taught. Third, the method element, the performance achieved is measured by the method or process of KBM carried out by the teacher must be effective and efficient, and teachers who work motivated by

themselves. So the performance of a teacher can be seen from these three elements.

Based on observations and observations at MA Ittihadul Ulum Lubuklinggau that there are still obstacles or problems in achieving teacher performance. The problem that is still faced by teachers in achieving performance is not optimal in the learning process. The teacher's job is to create a learning program, carry out learning, conduct evaluations, carry out analysis and carry out follow-up of the analysis results.

The working environment in the scope of MA Ittihadul Ulum Lubuklinggau is good, the facilities and infrastructure that support the performance of teachers have been fulfilled, there are only a few Madrasahs that are still developing in improving the quality of the work environment, because the Madrasah is a Madrasah that is classified as young. In terms of professionalism, there are still many teachers who carry out their learning in the old way and with the same media, in the sense that teachers do not carry out learning using the methods and media provided, there are even teachers who only use book media in teaching. This includes not preparing learning administration at the beginning of learning activities, they will prepare these documents when there is accreditation and or when there are assessment activities only.

There are still teachers who lack discipline at work, this is because their work motivation is lacking, this is related to their unfulfilled job satisfaction. Teachers who are less creative in teaching are because the salaries they receive are not maximized, such as teachers who have not been certified and in passing, they only get salaries from the foundation. However, on the contrary, there are some teachers who are increasingly increasing their creativity, even though they have not received the maximum salary. This happens because they think that their careers are not finished, so they always improve their performance in the learning process. Although teachers do not create academic documents at the beginning of learning and do not use methods and media creatively, teaching and learning activities are still conditional and can run smoothly. Based on these conditions, researchers are interested in conducting a more in-depth study. In connection with that, the researcher took the title "The Effect of Work Motivation and Work Environment on Teacher Performance at MA Ittihadul Ulum Lubuklinggau.

3. Research Method

This research is the design in this study, namely, associative research design in which research is conducted to determine the effect, relationship, and to test the hypothesis. To complete this research, first the researcher made observations at MA Ittihadul Ulum Lubuklinggau City to observe the phenomena of existing problems. After making observations, the researcher identified existing problems from the results of observations and limited the research problem so as not to expand on the problem to be studied. After that, the researcher makes a framework that contains the independent variable and the dependent variable to be studied.

4. Findings and Discussions

Madrasah Aliyah Ittihadul Ulum is $\pm$ 200 meters from the highway, precisely on Malabar Street No. 11 Rt 8 Kel. Jawa Kiri, Lubuklinggau Timur II Subdistrict, Lubuklinggau City. Madrasah Aliyah Ittihadul Ulum Lubuklinggau City in 1993. This information was obtained by the author based on the results of interviews on October 17, 2019 with the Chairman of the Darma Foundation who is now held by his son and the Head of MA Ittihadul Ulum Lubuklinggau City at his home, so the author can briefly compile the

history of the establishment of Madrasah Aliyah Ittihadul Ulum Lubuklinggau City. As mentioned above, MA Ittihaadul Ulum Lubuklinggau City was established in 1993 by the Darma Foundation with 12 students. In the beginning, Madrasah Tsanawiyah Ittihaadul Ulum Lubuklinggau City was named Madrasah Tsanawiyah Hubbul Aitam. However, because Madrasah Tsanawiyah Hubul Aitam was made into an Islamic Boarding School (Pondok Pesantren Ittihadul Ulum), then in 1994 it was renamed MA Ittihadul Ulum Lubuklinggau.

The validity test conducted at MA Hubbul Aitam Lubuk Kupang aims to see the extent to which the indicators that form the concept can represent the variables formed in the study. A concept can represent the variables formed if the corrected item total correlation value (validity value) $> r(0.444)$ with an alpha value of 5%. if the test results are compared with the rtable value, with the validity level ($\alpha 5\%$) = 20, namely 0.444. The validity of all respondent data in this study is presented in table 4.1 below:

Table 1. Results of the Motivation Variable Validity Test (X1)

No.	Statement Item	<i>r_{count}</i>	<i>r_{tabel}</i> N=20	Validity
1	you always complete the tasks from the Principal well	0,723	0,444	<i>Valid</i>
2	You always guide and direct every student who faces problems / difficulties	0,687	0,444	<i>Valid</i>
3	You look for various information to complete the task at hand	0,950	0,444	<i>Valid</i>
4	You are always active in participating in organizational activities at school	0,723	0,444	<i>Valid</i>
5	You have the opportunity to participate in activities outside of school to develop your knowledge.	0,691	0,444	<i>Valid</i>
6	When faced with a difficult task, you are more motivated to work harder.	,613	0,444	<i>Valid</i>
7	You do not give up easily in facing the task at hand	0,723	0,444	<i>Valid</i>
8	You complete your own tasks without depending on others.	0,687	0,444	<i>Valid</i>

9	You always complete your assignments within the allotted time.	0,950	0,444	Valid
10	You always think innovatively and creatively	0,723	0,444	Valid
11	You like to look for new things that are useful for knowledge.	0,691	0,444	Valid
12	You like to solve difficult (challenging) problems	0,950	0,444	Valid

From the table above, it can be seen that all question items on the Motivation variable (X1) all question items above the rcount value are greater than the rtabel (0.444). So it is feasible to use for further research instruments. While the results of the environmental validity test can be seen in the following table:

Table 2. Results of the Work Environment Variable Validity Test (X2)

No.	Statement Item	rcount	rtabel N=20	Validity
1	Your classroom/workplace is always cleaned by staff.	0,625	0,444	Valid
2	Office equipment is always cleaned	0,904	0,444	Valid
3	Your workspace is always bright because there is sunlight from outside.	0,897	0,444	Valid
4	Your workspace is always bright because of the lights	0,904	0,444	Valid
5	Air exchange in your classroom/workspace is always smooth	0,897	0,444	Valid
6	Is the air conditioner/fan in your classroom/workspace always turned on?	0,679	0,444	Valid
7	The atmosphere where you work (school) is always calm	0,802		

	and comfortable		0,444	<i>Valid</i>
8	The environment around / outside the school is always calm so that it supports KBM	0,904	0,444	<i>Valid</i>
9	The school is always guarded by a 24-hour security guard.	0,802	0,444	<i>Valid</i>
10	Valuables left in the teacher's room are always safe	0,625	0,444	<i>Valid</i>
11	The arrangement of office/school equipment is always neatly organized	0,904	0,444	<i>Valid</i>
12	Principals and teachers always greet each other when they meet.	0,625	0,444	<i>Valid</i>
13	Principal and teachers complete tasks together	0,904	0,444	<i>Valid</i>
14	The principal always helps if a teacher/employee is affected by a disaster	0,897	0,444	<i>Valid</i>
15	There is always good communication between teachers	0,904	0,444	<i>Valid</i>
16	Fellow teachers/peers greet each other	0,897	0,444	<i>Valid</i>
17	In completing tasks at school you always cooperate with your peers	0,679	0,444	<i>Valid</i>
18	Fellow teachers/colleagues always help if someone is affected by a disaster	0,802	0,444	<i>Valid</i>

From the table above, it can be seen that all question items on the environmental variable (X2) have rcount greater than the rtable value (0.444). So it is feasible to use for further research instruments.

Table 3. Teacher Performance Variable Validity Test Results (Y)

No.	Statement Item	<i>r_{count}</i>	<i>r_{tabel}</i> N=20	Validity
1	You always make lesson plans for every meeting	0,893	0,444	Valid
2	You always plan learning objectives before carrying out learning	0,674	0,444	Valid
3	You always plan the management of KBM well, so that learning takes place smoothly	0,917	0,444	Valid
4	You always make plans in assessing student achievement	0,781	0,444	Valid
5	You conduct an assessment of students' readiness to receive the lessons/materials to be given.	0,786	0,444	Valid
6	You always use a variety of learning methods in teaching so that students can easily understand the material presented.	0,694	0,444	Valid
7	You always choose learning media in accordance with the learning objectives, subject matter, and students' abilities and interests.	0,893	0,444	Valid
8	You always determine learning materials/resources for students	0,674	0,444	Valid
9	You always use the learning facilities at school	0,917	0,444	Valid
10	You always manage the class well so that learning activities run effectively	0,781	0,444	Valid

11	You conduct question and answer activities during the teaching and learning process	0,786	0,444	<i>Valid</i>
12	You always involve the role of students in teaching and learning activities	0,694	0,444	<i>Valid</i>
13	You always conduct an initial test to students before the KBM starts	0,893	0,444	<i>Valid</i>
14	You always conduct an evaluation at the end of the lesson topic	0,674	0,444	<i>Valid</i>
15	Assessment of students' cognitive abilities	0,917	0,444	<i>Valid</i>
16	Assessment of students' affective abilities	0,781	0,444	<i>Valid</i>
17	Assessment of students' psychomotor skills	0,786	0,444	<i>Valid</i>
18	You always analyze the results of the evaluation that has been carried out	0,694	0,444	<i>Valid</i>
19	For students who have not completed the learning, remedial work is carried out.	0,781	0,444	<i>Valid</i>

The Effect of Motivation on Teacher Performance at MA Ittihadul Ulum Lubuklinggau City. Motivation is a condition that moves teachers in achieving educational goals. The higher the teacher's motivation, the higher the performance and vice versa, the lower the teacher's motivation, the lower the performance. Motivation is the power that results from a person's desire to satisfy and fulfill their needs. Simple Linear Regression Motivation on Teacher performance at MA Ittihadul Ulum Lubuklinggau City obtained a value of $a = 15.588$ and a value of $b = 0.876$ then the values of a and b are arranged into a simple linear regression equation $Y = a + bX$, then the regression equation is: $Y = 15.588 + 0.876X$. From the equation of the estimated value of the regression function above, it can be seen that the constant value obtained is 15.588, this illustrates that without being influenced by the independent variable environment, Teacher performance is equal to the value of $\beta / a = 15.588$. The regression coefficient value representing the performance variable obtained is 0.876, indicating that any change in the Motivation variable will change Teacher performance directly proportional, which is 0.876 with the assumption that the other independent variables are constant. The results of the calculation of the correlation coefficient obtained the value of R is 0.405. which means that the relationship

between the Motivation variable (X1) and teacher performance (Y1) shows a moderate relationship and the positive correlation value means that the correlation or relationship between Motivation (X1) and teacher performance (Y) is unidirectional. Someone who has work motivation has the characteristics mentioned above. If someone has these characteristics, it means that person has a strong enough motivation. Such motivational characteristics will be very important in teaching and learning activities. Because teaching and learning activities will succeed well, if the teacher is diligent in carrying out his work, tenacious in solving problems and obstacles independently. Productive teachers will not get stuck in something routine. In addition, they must also have the courage to defend their opinions if they are sure and rational. Even sensitive and responsive to various general problems and think about how to solve them. The results of the t test above can be explained that the Motivation variable on teacher performance at MA Ittihadul Ulum Lubuklinggau City shows the value of $t_{count} = 5.082$ greater than $t_{table} = 2.042$ with $dk = n-2 = 40 - 2 = 38$ and a significant level of $sig = 0.004$, this means that partially the environmental variable has a significant effect on teacher performance at MA Ittihadul Ulum Lubuklinggau City. This proves that the hypothesis in the study is proven and the hypothesis is accepted.

The Effect of Work Environment on Teacher Performance at MA Ittihadul Ulum Lubuklinggau City. The environment is something that exists in nature that has a certain meaning and/or influence on individuals. The work environment can be interpreted as everything that is around the workplace. The work environment is defined as everything that is around the employee that can affect him in carrying out and completing the tasks assigned to him in an area. Simple Linear Regression of Work environment on Teacher Performance at MA Ittihadul Ulum Lubuklinggau City obtained a value of $a = 26.177$ and a value of $b = 0.311$ then the values of a and b are arranged into a simple linear regression equation $Y = a + bX$, then the regression equation is: $Y = 26.177 + 0.879X$. From the equation of the estimated value of the regression function above, it can be seen that the constant value obtained is 26.177, this illustrates that without being influenced by the independent variable environment, the teacher's performance is equal to the value of $\beta / a = 26.177$. The regression coefficient value representing the environmental variable obtained is 0.311, indicating that any change in the environmental variable will change teacher performance directly proportional, which is 0.311 with the assumption that the other independent variables are constant. The results of the calculation of the correlation coefficient obtained the value of R is 461. which means that the relationship between the Motivation variable (X1) and performance (Y2) shows a moderate relationship and the positive correlation value means that the correlation or relationship between Motivation (X1) and teacher performance (Y) is unidirectional. Factors of the work environment from a physical point of view that are directly felt by humans, for example, sultry, noisy, dirty, cramped. In addition, there are also non-physical (psychological) factors, namely harmonious working relationships between superiors and subordinates. A clean, comfortable and quiet work environment will give teachers a sense of pleasure. Therefore, a pleasant work environment can have a positive effect on teacher performance. Motivation variable on teacher performance at MA Ittihadul Ulum Lubuklinggau City shows the value of $t_{count} = 3.200$ greater than $t_{table} = 2.042$ with $dk = n-2 = 40 - 2 = 38$ and a significant level of $sig = 0.004$, this means that partially the environmental variable has a significant influence on the performance of teachers at MA Ittihadul Ulum

Lubuklinggau City. This proves that the hypothesis in the study is proven and the hypothesis is accepted. The function of the work environment is to create work passion, so that productivity and work performance increase. Meanwhile, the benefit of working with motivated people is that the work can be completed appropriately, which means that the work is completed according to the correct standards and within the specified time scale. Their work performance will be monitored by the individual concerned and will not cause too much supervision and their morale will be high.

The Effect of Motivation and Work Environment on Teacher Performance at MA Ittihadul Ulum Lubuklinggau City. Teacher performance can be defined as a condition that shows the ability of a teacher to carry out his duties and describes the actions displayed by the teacher during the learning process (jikap) Characteristics of effective teachers can be seen from their performance, not only from the expected student learning outcomes but by optimal learning. Supriadi stated that teacher performance is the teacher's effort in improving student learning achievement through teaching. Simple Linear Regression Motivation and work environment on Teacher Performance at MA Ittihadul Ulum Lubuklinggau City obtained a value of $a = 11.546$ and a value of $b_1 = 0.753$ and $b_2 = 0.200$ then the values of a and b are arranged into a simple linear regression equation $Y = a + bX$, then the regression equation is: $Y = 11.546 + 0,200X + 0,200$. From the equation of the estimated value of the regression function above, it can be seen that the constant value obtained is 11.546, this illustrates that without being influenced by the independent variable job satisfaction, teacher performance is equal to the value of $\beta / a = 11.546$. Internal factors are factors that come from within the teacher that affect their performance, such as abilities, skills, personality, perceptions, motivation work experience and family background. While external factors are factors that come from outside the teacher that can affect their performance, such as salary, infrastructure, work environment, and leadership. The regression coefficient value representing the job satisfaction variable obtained is 0.753, indicating that any change in the job satisfaction variable will change teacher performance directly proportional, which is 0.200 with the assumption that the other independent variables are constant. The results of the calculation of the correlation coefficient obtained the value of R is 0.696. which means that the relationship between the variables Motivation and work environment shows a moderate relationship and the positive correlation value means that the correlation or relationship between Motivation and work environment is in the same direction. The results of the t test above can be explained that the Motivation variable on teacher performance at MA Ittihadul Ulum Lubuklinggau City shows the value of $F_{hitung} = 17.360$, this means that partially the job satisfaction variable has a significant effect on teacher performance at MA Ittihadul Ulum Lubuklinggau City. This proves that the hypothesis in the study is proven and the hypothesis is accepted. The results of this study are in line with research conducted by Eliyanto in (2018), The Effect of Work Motivation and Work Environment on the Performance of Muhammadiyah High School Teachers in Kebumen Regency, it can be concluded that work motivation has a significant effect on the performance of Muhammadiyah Kebumen High School teachers, because the significant t value of 0.000 is smaller than α of 0.05 and the work environment has a significant effect on teacher performance and work motivation and work environment together have a significant effect on teacher performance at Muhammadiyah High School Kebumen Regency. Pratiwi Indah Sari entitled The Effect of Work Environment, Work

Motivation on the Performance of Teachers of SMK Negeri 10 Muaro Jambi, Based on the results of the study, it can be concluded that performance is not solely measured by how a teacher is able to be responsible for his students, but how the teacher is able to dedicate themselves to the development of education in the school (work environment) (Sari, 2018). Bella Shandy and Stefanus Rumangkit (2017) entitled The Effect of Motivation and Work Environment on Teacher Performance at Madrasah Aliyah Diniyyah Putri Lampung, simultaneously testing that motivation and work environment affect the performance of Madrasah Aliyah Diniyyah Putri Lampung Teachers.

5. Conclusion

Based on the results of research and discussion, it can be concluded that: 1. There is an influence of motivation on teacher performance in MA Ittihadul Ulum Lubuklinggau City with $t_{count} = 5.082$ greater than $t_{table} = 2.042$. 2. There is an Effect of Work Environment on Teacher Performance at MA Ittihadul Ulum Lubuklinggau City with $t_{count} = 3.200$ greater than $t_{table} = 2.042$. 3. The Effect of Motivation and Work Environment on Teacher Performance at MA Ittihadul Ulum Lubuklinggau City with a t_{count} value = 17.360 greater than $t_{table} = 2.042$.

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