The Effect Of Motivation Towards Work Culture And Performance Of Basic Honorary Teachers In The City Of Makassar

Sitti Nurbaya¹, Muh. Nur R²
(sitti.nurbaya@unismuh.ac.id¹, muhnur@unismuh.ac.id²)

Faculty of Economics, Muhammadiyah University, Makassar¹²

Abstract. The purpose of this study is to find out and explain the effect of motivation on work culture; know and explain the effect of motivation on performance; know and explain the influence of culture on work; know and explain the influence of motivation through work culture on the performance of elementary school honorary teachers in Makassar City. The study was conducted in Makassar City Elementary School with a population of elementary school honorarium teachers who have a Limited Time Contract SK in 8 sub-districts totaling 1,495 people. A sample of 317 respondents used the Slovin formula. Data from the questionnaire were analyzed using the Structural Equation Model using AMOS 18. The study found that motivation directly had a positive and significant effect on the work culture of elementary honorary teachers. Motivation directly significant and positive impact on teacher performance honorary SD of Makassar. Work culture has a direct and significant positive effect on the performance of elementary honorary teachers. Motivation through work culture in the direct significant influence and positive on teacher performance honorary SD.

Keywords: motivation, work culture and honorary teacher performance

1 INTRODUCTION

Education strongly determines the progress and quality of a country. Countries that still have quality education. Education quality have developed countries. Another teacher is an educator who is a key principal to the creation of quality early and progress of a country. The teacher has a duty as a public servant in the world of education. Profession teacher must provide maximum service in the world of early to the community. The teacher is obliged to provide services professional to the students so that learning objectives already achieved. Teachers can be said to be professional if they have high motivation in teaching.

Things that affect the success or failure of education in addition to teachers and students, there is also something else, namely infrastructure, environment, and curriculum. Some of these things, the teacher who occupies a very important position in the learning process activities in school and by not ignoring the other supports, the teacher as the subject that determines the success of education itself. It is recognized that the teacher is the main key in the education process. Although the education facilities are complete and high-tech, but if it is not supported by the high motivation of teachers in educating the children of the nation, it is impossible to bring up the learning process and optimal learning [4]. Teachers as drivers of national education are a key factor in the success of education in Indonesia. Teachers are required to give birth to generations of quality and competitiveness in all fields of science. However, the reality is not as expected, the teacher’s performance still needs to be improved.

Teacher performance has not been maximized because the school has not implemented a work culture in the school environment. The school is a formal organization and as a place of implementation or embodiment of the 1945 constitution, namely Chapter XIII about education Article
31 paragraph (1) Every citizen has the right to receive teaching, paragraph (2) The government seeks and organizes a national education system which is regulated by law. Each school will certainly be influenced by the culture of each school's organization, even though the main basis for conducting education is based on existing government regulations. Organizational culture in each school is a guideline or a guide for the behavior of people involved in the learning process of students in school. From the above description it means that organizational culture is the assumption or statement received in a group of organizations on a reaction member for the environment of people in the organization. Likewise, organizational culture can not be separated from work culture, but each school certainly has a different work culture in accordance with a concept that is believed to be owned by those who join in it, agreed to be implemented together.

The phenomenon that occurs in the world of education in Makassar City, especially in primary schools, most of the teachers who teach are still honorary. The number of honorary teachers who have Limited Time Contract Decrees is 2,328 people with details of 270 for junior high school honorary teachers, 1,909 people for elementary school teachers, 4 for kindergarten teachers, and 145 people for education personnel, and about 327 who have not received a Limited Time Contract SK because educational qualifications that are not linear and have not worked enough for 2 years [8]. Teachers who have a Limited Time Contract SK get a salary of Rp. 850.000,- per month the BPJS is deducted and which is certainly far below the Regional Minimum Wage standard so that there are still honorary teachers who are looking for additional income by selling (food and drink) at school, becoming a grab motorcycle driver, opening private lessons to meet their daily needs. Not to mention the honorarium teacher who is still contracting or boarding-lodging must of course have to cover the rent costs.

The phenomenon that occurs in the world of education in Makassar City, there is omission in the classroom related to the learning process because teachers feel unsafe in educating. Many teachers reported by parents of students to the police just because they want to discipline their students. Teachers are not valued for the efforts made to shape the character of their students. That is because there is no communication that is well established between the teacher and the students 'parents so that the students' parents only hear information from their children without clarifying the issue to the teacher and the school. With the phenomenon that occurs in elementary schools in Makassar City, the theory that [13] researchers use is the Maslow's Hierarchy of Needs theory, where physiological needs still rank first, security needs rank second, social needs rank third, award fourth and self-actualization in fifth in terms of motivation of Primary School honorary teachers in Makassar City.

Work culture that cannot be applied because it is still constrained by the above phenomena. Teachers as social beings always interact with each other both with the principal as a leader, fellow teachers as peers and students as students, teachers are required to interact socially in order to realize the fulfillment of motivational social needs, but a manifestation of social needs to interact properly often cause gaps or miscommunication misrepresentation, there tends to be individualism often shown by principals and teachers, this is due to the lack of help activities in carrying out the vision, mission and goals of the school ignored even often lead to conflicts that are not leads to mutual respect. Even though the teacher really wants the motivation of social needs is built based on four elements, namely communication, cooperation, help and mutual respect.

Teachers in carrying out their activities always understand and interpret that success and achievement are a form of self-actualization. On this basis the teacher strives to develop his self-actualization based on work performance approaches in accordance with the development of knowledge, skills development orientation, work understanding based on responsible experience, and disciplined ability in leadership both himself and the position attached to the teacher.

[3] in realizing the achievement of organizational goals, human resources must be motivated based on the level of needs. Motivation is a driving element both from within and from outside the human resources that must be met in order to show optimal work results. The motivation needs in Maslow are divided into five hierarchical ladder fulfillment needs from the lowest level to the top level, namely psychological needs, security, social, appreciation and self-actualization.
Based on the data and phenomena mentioned above, it is necessary to make efforts by the Makassar City Government to improve teacher performance. Teacher performance improvement from basic education to secondary education both public and private to continue to be improved. Teacher performance improvement must work together with the implementation of a work culture that influences high motivation. This means that teacher motivation is expected to be increased through the fulfillment of physical needs, security needs, social needs, the need for appreciation and self-actualization in influencing performance.

[9] research results state that a strengthening of performance achieved is inseparable from the contribution of facilities, motivation, culture and work capacity improvements that determine the occurrence of performance strengthening to produce an achievement in improving human resources. This means that the research conducted by researchers is different because this research is not research on companies but on educational institutions that have different characteristics of the implementation of a performance. That to achieve good performance in obtaining work in quantity, in quality, be efficient and effective in educational institutions is necessary to work culture supported by the motivation to pitch his form learning process a good effect on the improvement of teacher performance.

From to above description of the phenomena and the results of previous studies, it can be said that the variables of this study have similarities in previous studies but the difference is the indicators so that researchers are interested in conducting research based on the concentration of human resource management with the title: "The Effect of Motivation toward Work Culture and Performance of Honorary Teachers in Makassar City" with the formulation of the problem 1) What does motivation affect the work culture of primary school teachers in Makassar city? 2) What does motivation affect the performance of the honorary primary school teachers in Makassar city? 3) What does work culture affect the performance of the honorary primary school teachers in Makassar city? 4) What does motivation through work culture affect the performance of honorary primary school teachers in Makassar city?

The objectives of this study are: 1) To find out and explain the influence of motivation on the work culture of honorary primary school teachers in Makassar city. 2) To find out and explain the motivation for the performance of the Makassar elementary school honorary teacher. 3) To find out and explain the effect of work culture on the performance of honorary primary school teachers in Makassar city. 4) To find out and explain the influence of motivation through work culture on the performance of honorary elementary school teachers in Makassar.

2 LITERATURE REVIEW AND HYPOTHESIS

In this study, there were three observed variables consisting of one exogenous variable and two endogenous variables. The exogenous variable in this research is motivation. While endogenous variables are intervening variables, namely work culture and the dependent variable, namely teacher performance.

2.1 Motivation

Maslow's theory [1] that said states that the hierarchical and chronological order according to Maslow, human needs are at the first level, physiological needs. After these needs are met or satisfied, then step on the second (higher) need, namely the need for security. The third requirement is only implemented after the second (requirement) is fulfilled. This process goes on until finally the fifth need (self-actualization) is fulfilled. The process shows that the needs are interdependent and mutually supportive.

2.2 Work Culture
Work culture is an indication of the behavior of people who play a role in the learning process of students. [6] Culture is “an implied set of assumptions that an organization has for granted that the organization holds and determines how to look, think, and react to its environment.

2.3 Teacher Performance

[2] stated that the quality of education will be lost if performance is not improved. [5] suggests the "brain" theory states that the brain of human resources lies in the performance it produces.

H1: Motivation has a positive effect on the work culture of elementary schools in Makassar City
H2: Motivation has a positive effect on honorary teachers performance of elementary school in Makassar City
H3: Work culture has a positive effect on honorary teachers performance of elementary school in Makassar City.
H4: Motivation through work culture has a positive effect on honorary teachers performance of elementary school in Makassar City

3 RESEARCH METHODS

This study is designed to answer the problem formulation and research objectives and test hypotheses. The location of the research was conducted at the Elementary School in Makassar City as an object of research to see the effect of motivation on work culture and the performance of honorary teachers of Primary Schools in Makassar City. Research time is 3 (three) months. This type of research is quantitative research and qualitative research. The data source of this study consisted of primary data and secondary data. Data collection techniques (instruments) use observation techniques, questionnaires, interviews and documentation. The population in this study were all elementary school honorary teachers in Makassar City, amounting to 1,909 people, given that Makassar City is very large, limited by population in 8 (eight) districts with honorary teachers of 1,495 people. The sample is a collection of sampling units selected from a sampling frame. Research that takes samples from the population and a questionnaire as a means of gathering basic data. Wearing Slovin formula that is derived from the number of samples of 317 respondents. Descriptive statistical analysis techniques and Structural Equation Modeling (SEM) analysis are the data analysis techniques used in explaining the phenomena in this study.

4 RESULT

Analysis of the results of the study (Analysis of Moment Structure using the AMOS 20.0 program using the structural equation model (Structural Equation Model / SEM) with confirmatory factor analysis (CFA). Critical ratio (CR) functions to see the power of the prediction of observation variable both at the individual level and at the construct level. These dimension will be said to be useful for predicting constructs or latent variables if the critical ratio showed significant. The latent variable (construct) of this study consisted of competence in work culture and performance of elementary school honorary teachers. Indicators fit model is obtained by using structural equation model of AMOS. The value of critical ratio (CR) in the regression weight with a minimum 2.0 in absolute values as the benchmarks used in testing each hypothesis.

There are 4 criteria used to test whether the proposed models have compatibility with the data or not. The four criteria for the fit model: 1) RMSEA (Root Mean Square Error of Approximation) is low. 2) incremental fit above 0.90, namely GFI (goodness of fit index), Adjusted GFI (AGFI), Tucker Lewis Index (TLI), The Minimum Sample Discrepancy Function (CMIN) divided by its degree of freedom (DF) and Comparative Fit Index (CFI), 3) degrees of freedom (degree
of freedom) must be positive and 4). non-significant Chi-square requirements \((p \geq 0.05)\) and above conservatives received \((p = 0.10)\) (Hair et al., 2006)

The examine the variables that define a construct that can not be measured directly used Confirmatory Factor Analysis. Exogenous variables and endogenous variables as test variable models. Variables whose value are determined outside the model are exogenous variables. While the variable whose value is determined through the equation or from the relationship model formed is an endogenous variable. The group of exogenous variables is a measurement of motivation while the endogenous variables are work culture and performance.

### Table 1
Goodness of Fit

<table>
<thead>
<tr>
<th>Goodness of fit index</th>
<th>Cut-off Value</th>
<th>Model Results Early stage</th>
<th>Ket.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi_Square</td>
<td>Expected to be small</td>
<td>264.253</td>
<td>Fit Model</td>
</tr>
<tr>
<td>Probability</td>
<td>≥ 0.05</td>
<td>0.117</td>
<td>Fit Model</td>
</tr>
<tr>
<td>RMSEA</td>
<td>≤ 0.08</td>
<td>0.022</td>
<td>Fit Model</td>
</tr>
<tr>
<td>RMR</td>
<td>≤ 0.05</td>
<td>0.018</td>
<td>Fit Model</td>
</tr>
<tr>
<td>GFI</td>
<td>≥ 0.90</td>
<td>0.916</td>
<td>Fit Model</td>
</tr>
<tr>
<td>AGFI</td>
<td>≥ 0.90</td>
<td>0885</td>
<td>Not Fit Model</td>
</tr>
<tr>
<td>TLI</td>
<td>≥ 0.94</td>
<td>0.989</td>
<td>Fit Model</td>
</tr>
<tr>
<td>CFI</td>
<td>≥ 0.94</td>
<td>0.986</td>
<td>Fit Model</td>
</tr>
<tr>
<td>DF</td>
<td></td>
<td>238</td>
<td></td>
</tr>
</tbody>
</table>

The results of the model evaluation show that not all of the eight goodness of fit indices criteria are not all said to meet the cut off value criteria, namely the AGFI value. In this analysis shows there are seven criteria of goodness of fit indices that have met the criteria or in accordance with the cut-off value, so that the model can be said to have been in accordance with the criteria of goodness of fit indices for in the analysis.

Empirical models proposed in this study can be tested on hypotheses through testing the path coefficient on the structural equation model. Table 2 is testing the hypothesis by looking at the value of \(p\) value, if the value of \(p\) value is less than 0.05 then the relationship between variables is significant. Table 20 also explains the direct effect (direct effect) meaning there is a positive direct effect between variables, the indirect effect (indirect effect) means there is a positive indirect effect between variables, and the total effect (total effect) that is accumulation the sum of the values of direct and indirect influence. The test results can be seen in the following table:
Table 2
Direct Effects, Indirect Effects and Total Effects

<table>
<thead>
<tr>
<th>HIP</th>
<th>Independent Variable / Exogenous</th>
<th>Dependent / Endogenous Variables</th>
<th>Standardized Regression p-value</th>
<th>DE</th>
<th>IE</th>
<th>TE</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-----</td>
<td>----</td>
<td>----</td>
<td>-------------</td>
</tr>
<tr>
<td>H1</td>
<td>Motivation (MOT)</td>
<td>Work Culture (BK)</td>
<td>0.00</td>
<td>0.37</td>
<td>0.37</td>
<td>Positive and Significant</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>7</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H2</td>
<td>Motivation (MOT)</td>
<td>The performance (KIN)</td>
<td>0.00</td>
<td>0.23</td>
<td>0.23</td>
<td>Positive and Significant</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H3</td>
<td>Work Culture (BK)</td>
<td>The performance (KIN)</td>
<td>0.00</td>
<td>0.53</td>
<td>0.53</td>
<td>Positive and Significant</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>6</td>
<td>36</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HIP</th>
<th>Independent Variable</th>
<th>Intervening Variable</th>
<th>Dependent Variable</th>
<th>p-value</th>
<th>DE</th>
<th>IE</th>
<th>TE</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>-------------</td>
</tr>
<tr>
<td>H4</td>
<td>Motivation (MOT)</td>
<td>Work Culture (BK)</td>
<td>The performance (KIN)</td>
<td>0.00</td>
<td>0.20</td>
<td>0.20</td>
<td>Positive and Significant</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Of all the proposed models, three direct paths and one indirect pathway were hypothesized, all of which appear to have positive and significant effects. The interpretation of table 20 can be explained as follows: 1) Motivation directly has a positive and significant effect on work culture with a value of \( p = 0.000 < 0.05 \) and a coefficient value of 0.377, meaning that honorary elementary school teachers have been motivated in teaching activities and correlated in showing culture good work; 2) Motivation directly has a positive and significant effect on teacher performance with a value of \( p = 0.001 < 0.05 \) and a coefficient value of 0.232, meaning that elementary honorary teachers have been motivated in teaching activities, so that the correlation shows good teacher performance; 3) work culture directly has a positive and significant effect on teacher performance with a value of \( p = 0.000 < 0.05 \) and a coefficient value of 0.536, meaning that the creation of work culture implemented by teachers contributes to a correlated contribution to improving teacher performance; 4) motivation through work culture has a positive and significant indirect effect on teacher performance with an indirect effect coefficient of 0.202 with a significance level of \( p = 0.001 < 0.05 \), proving that the indirect motivation possessed is actualized according to work culture, so contribute to the improvement of the performance of elementary honorary teachers.
5 CONCLUSION

Based on the analysis of the results and discussion of the study, it is concluded as follows: 1) Motivation directly influences the work culture of honorary teachers as the demands of needs, achievements, recognition and expectations to be fulfilled physiologically, security, social interaction, appreciation and self-actualization that encourage and encourage to develop work culture in accordance with external and internal adaptation and integration forms that are owned by honorary teachers; 2) Motivation directly influences the performance of honorary teachers as reflected in the enthusiasm, encouragement and stimulation that grows from within and outside themselves to always meet the demands of physiological needs in teaching, manifested a sense of security in teaching, social interaction with all school members, requires appreciation for teaching achievement, and want self-actualization in accordance with the praise or recognition given for the achievement of the performance produced in realizing the quality of teaching that is received in quantity by many students by getting lessons that are efficient and effective; 3) Work culture directly influences the performance of honorary teachers in adopting and integrating externally and internally all educational and teaching activities in schools to improve teacher performance in the quality of teaching, quantity to students taught, efficient in timeliness of teaching and effective in material learning provided; 4) Motivation through work culture indirectly influences the performance of honorary teachers. Motivation in the form of meeting physiological needs, a sense of security, interaction, appreciation and self-actualization by teachers has been actualized through work culture in adaptation and integration both externally and internally in improving the performance of honorary teachers.

References


