

Analysis of Factors Affecting Work Motivation of Teachers at State Private Vocational School 08 Kab. Sleman

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Abstract

Human resources are still considered a very important factor in various industrial sectors, one of which is the education sector. To be able to compete with other countries, a country must have good quality education and education personnel. Teachers who become educators need to have the motivation to continue serving the country. This study aims to determine the motivational factors that are the most dominant among the 13 factors in public elementary schools' cluster 08 Kab. Sleman. This research uses quantitative methods with descriptive research type. The sample used is a saturated sample involving the entire population of 50 teachers. The data analysis technique used in this study is the factor analysis technique, to determine which motivational factors are the most dominant in teachers in public elementary schools' cluster 08 Kab. Sleman. This research produces five dominant factors, namely, promotion, need for power and work stability, need for affiliation and status, work environment, and need for achievement. Where the largest component was achieved by a position increase with a percentage of 35.6%.

Keywords

Motivation, education, management

1. Introduction

In this highly advanced technology era, human resources are still one of the most important factors in various industrial sectors. One of the industries that still need human resources is the education sector. To make a country able to compete with other countries, it requires good quality education. The quality of good education cannot be separated from the quality of the teaching staff. The quality of teaching staff can be seen through the Education Quality Assurance System (SPMP) in Permendiknes No. 63 of 2009 that quality assurance is a series of processes and systems related to collecting, analyzing and reporting quality data on the performance of staff / teachers, programs, and institutions.

In the dimension of education quality assurance which has 8 indicators, one of which is the standard indicator for educators and educational personnel. From the standpoint of Educator Standards and Education Personnel Standards, it turns out that Sleman Regency also has the lowest standard scores for teaching staff compared to other districts, this shows that the performance of teachers in the district is also relatively low. While the target of education quality in the district. Sleman has a value of 84.01.

Teacher performance is the ability and success of the teacher in carrying out learning tasks [1]. Things that affect a person's performance, namely: (1) Motivation; (2) Job satisfaction; (3) stress level; (4) Working conditions or environment; (5) Compensation; (6) Design work [2].

To find out what factors influence the performance of teachers at the Cluster 08 Public Elementary School in Yogyakarta, researchers conducted questionnaires (pre-survey). The results of the pre-survey conducted by researchers are as follows: Motivation has a percentage of 46%, job satisfaction of 90%, stress level of 76.7%, work environment of 75%, compensation of 65% and work design of 63%. Motivation has the lowest percentage. For this

reason, the researcher tried to conduct a study entitled "Analysis of Factors Affecting the Work Motivation of the Cluster 08 State Elementary School Teachers in Sleman Regency".

The objectives of this study are as follows:

- 1) This is to determine the factors that affect the work motivation of teachers at the Elementary School Cluster 08, Sleman Regency.
- 2) This is to find out what factors are the most dominant in the work motivation of teachers in Elementary School Cluster 08, Sleman Regency.

2. Literature Review

2.1. Human Resource Management

Human resource management is an approach taken to individuals based on the individual's assessment with the organization. [3]

2.2. Motivation

Motivation is a drive that comes from both internal and external to the individual with indications of desire, need, expectation, appreciation, and respect. [4]

2.3. Motivation Factors

Motivation is formed by several factors, here are motivational factors according to experts:

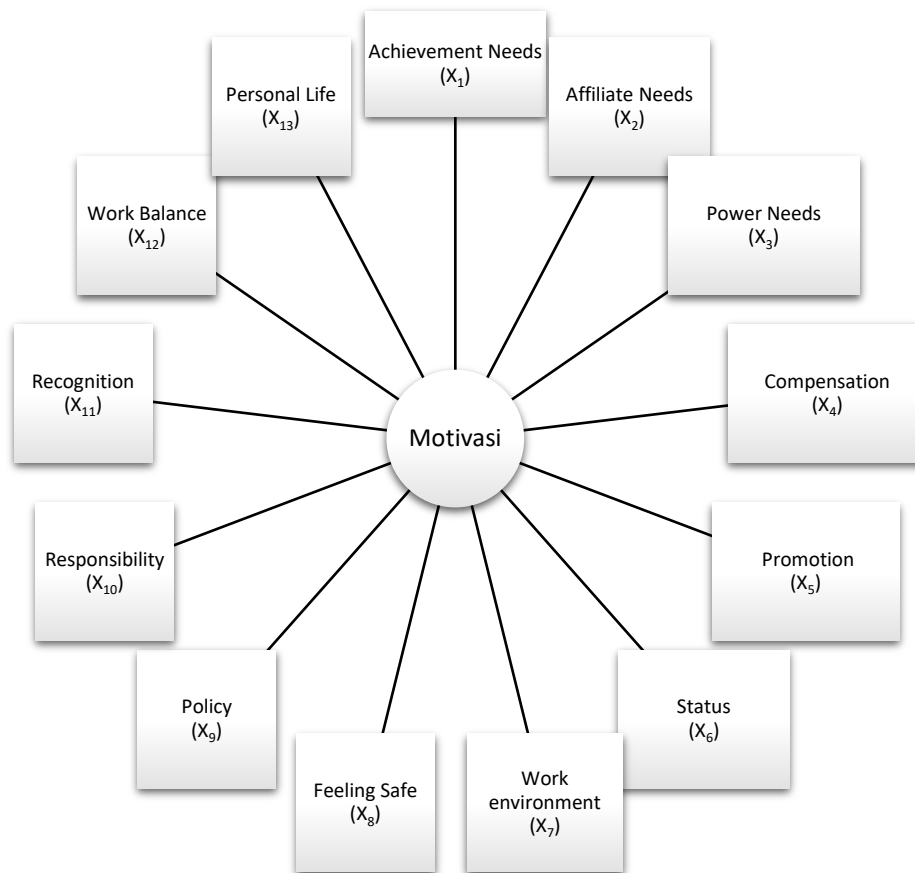
TABEL 2. 1 MOTIVATIONAL FACTORS

Expert	Motivation Dimensions
Smith (2004: 75)	<ol style="list-style-type: none"> 1. The work itself 2. Salary 3. Opportunity for promotion 4. Wisdom 5. Working group
Mangkuprawira(2009: 58)	<ol style="list-style-type: none"> 1. Work environment 2. Status 3. Job position
Siagian (2014: 169)	<ol style="list-style-type: none"> 1. Promotion 2. Confession 3. Job performance 4. Seniority 5. compensation

Expert	Motivation Dimensions
Suyanto (2007: 97)	<ol style="list-style-type: none"> 1. employee development 2. skill 3. attitude 4. behavior
Burhanuddin's(2015)	<ol style="list-style-type: none"> 1. Need for achievement 2. Need for affiliation 3. Need for power 4. Self-actualization needs 5. Self-esteem needs 6. Social needs 7. Security requirements 8. psychological needs
Herzberg(2015: 270)	<ol style="list-style-type: none"> 1. Achievement 2. Promotion 3. The work itself 4. Awards 5. Responsibility 6. Success at work 7. Personal growth and development 8. Salary 9. Working conditions 10. Status 11. Quality of supervision 12. Interpersonal relationships 13. Company policy and administration

Sumber : Insan [5], Mangkuprawira & Horison [6], Sedarmayanti [7], Yusuf [3], Suyanto[8], Mukminin .,et al. [9]

2.4. Framework of thinking



Sumber : Insan [5], Mangkuprawira & Horison [6], Sedarmayanti [7], Yusuf [3], Suyanto[8], Mukminin .,et al. [9] .

3. Methodology and Discussion

The research method used in this research is quantitative research methods with descriptive research type. Sampling using saturated sampling technique involving the entire population of teachers, namely, 50 teachers. The data analysis technique used is the factor analysis technique to determine what factors are the most dominant in motivating public elementary school teachers in cluster 08 of Sleman Regency.

3.1. Descriptive Analysis

From the results of the descriptive analysis, the percentage scores for motivation are :

TABEL 4. 1 THE RESULTS OF DESCRIPTIVE ANALYSIS

No	Motivation Factors	Total Score	Percentage
1	Achievement Needs	423	81%
2	Affiliate Needs	462	92%
3	Power Needs	401	80%

No	Motivation Factors	Total Score	Percentage
4	Compensation	399	80%
5	Promotion	403	80%
6	Status	428	86%
7	Work Environment	386	77%
8	Feeling Safe	406	81%
9	Policy	415	83%
10	Responsibility	391	78%
11	Recognition	358	72%
12	Work Balance	396	79%
13	Personal Life	386	77%
Total Score		5.254	
Percentage		80,1%	

On table 4.1, based on the results of distributing questionnaires to 50 teachers, the percentage of respondents' responses regarding motivation is 80.1%. With the highest percentage achieved by affiliation needs, namely 92%. The percentage gain of 80.1% has a good category in the continuum line.

3.2. Factor Analysis

a) Process Factoring

Based on the results of calculations using SPSS 26, it is known that the correlation value is as follows:

TABEL 4. 2 FACTORING PROCESS

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10,748	44,782	44,782	10,748	44,782	44,782	6,359	26,496	26,496
2	2,893	12,054	56,836	2,893	12,054	56,836	5,329	22,204	48,699
3	1,803	7,514	64,349	1,803	7,514	64,349	2,991	12,462	61,161
4	1,36	5,666	70,016	1,36	5,666	70,016	1,839	7,664	68,825

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
5	1,134	4,723	74,739	1,134	4,723	74,739	1,419	5,914	74,739
6	0,961	4,005	78,744						
7	0,83	3,457	82,201						
8	0,738	3,076	85,277						
9	0,613	2,555	87,833						
10	0,42	1,752	89,584						
11	0,375	1,562	91,146						
12	0,365	1,519	92,665						
13	0,335	1,397	94,062						
14	0,276	1,15	95,212						
15	0,226	0,943	96,155						
16	0,194	0,806	96,961						
17	0,177	0,736	97,697						
18	0,143	0,598	98,295						
19	0,114	0,473	98,768						
20	0,086	0,356	99,124						
21	0,082	0,342	99,466						
22	0,055	0,228	99,694						
23	0,042	0,173	99,867						
24	0,032	0,133	100						

Based on Table 4.2, there are two analyzes used to explain a variance : Initial Eigenvalues and Extraction Sums of Squared Loadings. The requirement for the occurrence of a factor is its Eigenvalues value <1, in the table above it can be seen that there are 5 factors that have a value > 1.

b) Factor Grouping

These factors Grouping may use the resulting matrix component. The component matrix is a value that shows the correlation between variables and factors that will be formed.[10]

TABEL 4.3 COMPONENT MATRIX

No	Factors	Component				
		1	2	3	4	5
1	Achievement Needs	0.650	-0.299	-0.420	0.070	0.014
		0.410	0.257	0.052	0.115	0.710
2	Affiliate Needs	0.679	-0.159	0.038	0.355	-0.373
		0.692	-0.169	-0.001	0.406	-0.303
3	Power Needs	0.778	0.315	-0.093	0.086	-0.075

No	Factors	Component				
		1	2	3	4	5
		0.668	0.375	0.240	-0.165	-0.056
4	Compensation	0.483	0.197	-0.504	0.454	0.050
5	Promotion	0.682	-0.289	0.241	-0.188	0.057
		0.818	-0.248	-0.125	-0.333	0.005
6	Status	0.715	-0.313	-0.415	0.204	-0.047
		0.799	-0.376	0.139	0.028	0.083
7	Work environment	0.480	0.440	0.486	0.130	0.106
		0.672	-0.371	0.314	-0.025	-0.056
8	Feeling Safe	0.699	-0.452	0.172	0.250	0.111
		0.704	0.536	0.130	-0.063	-0.146
9	Policy	0.578	0.542	-0.140	0.075	-0.049
		0.800	-0.210	-0.036	-0.327	-0.024
10	Responsibility	0.711	0.133	0.385	0.004	-0.165
		0.689	-0.487	0.131	-0.235	0.179
11	Recognition	0.619	0.459	-0.338	0.033	0.284
		0.183	0.113	0.542	0.454	0.182
12	Work Balance	0.684	0.399	-0.045	-0.277	-0.275
		0.692	0.430	-0.154	-0.278	-0.040
13	Personal Life	0.814	-0.191	-0.193	-0.096	0.270

Based on table 4.3 above, it can be seen that the 26 items will be included in 5 components, but the table above still contains items that have a correlation <0.5, so a re-rotation will be carried out.

c) Factor Rotation

Rotated component matrix or factor rotation is to find out more about which variable is included in which component. Loading factors that have been rotated are more appropriate because there are no more variables that have a value <0.5. The following is a rotated component matrix table in this study:

TABEL 4. 4 ROTATED COMPONENT MATRIX

No	Faktor Faktor	Component				
		1	2	3	4	5
1	Achievement Needs	0.536	0.126	0.574	-0.217	0.117
		0.170	0.217	0.066	0.281	0.771
2	Affiliate Needs	0.431	0.273	0.565	0.285	-0.304
		0.432	0.241	0.617	0.295	-0.230
3	Power Needs	0.279	0.671	0.409	0.129	0.124
		0.303	0.728	-0.010	0.221	0.069
4	Compensation	-0.016	0.264	0.771	-0.001	0.265

No	Faktor Faktor	Component				
		1	2	3	4	5
5	Promotion	0.754	0.238	0.015	0.136	0.023
		0.787	0.389	0.192	-0.210	0.076
6	Status	0.545	0.131	0.699	-0.129	0.065
		0.812	0.172	0.270	0.200	0.066
7	Work Environment	0.113	0.548	-0.061	0.586	0.163
		0.756	0.157	0.105	0.267	-0.117
8	Feeling Safe	0.738	-0.011	0.364	0.340	0.057
		0.165	0.854	0.141	0.216	0.050
9	Policy	-0.005	0.712	0.326	0.089	0.184
		0.763	0.415	0.138	-0.140	0.037
10	Responsibility	0.454	0.563	0.076	0.397	-0.112
		0.892	0.079	0.046	0.014	0.116
11	Recognition	0.086	0.600	0.379	-0.055	0.525
		0.047	0.031	0.022	0.750	0.113
12	Work Balance	0.251	0.831	0.124	-0.083	-0.071
		0.243	0.797	0.148	-0.134	0.181
13	Personal Life	0.696	0.292	0.340	-0.080	0.356

Based on table 4.4 above, it is obvious which item will be included in the component. The numbers in bold are the numbers *factor loading* that will determine the item entered into a component.

d) Naming Factors

TABEL 4. 5 NAME OF FACTOR

Faktor	Name Of Factor	Kontribusi
Faktor 1	Promotion	26,496
Faktor 2	Power Needs and Work Balance	22,204
Faktor 3	Affiliate Needs and Status	12,462
Faktor 4	Work Environment	7,664
Faktor 5	Achievement Needs	5,914

Based on table 4.5 of 13, which has 26 statement items entered and processed into the factor analysis, there are 5 components that are formed : promotion, power and work balance, affiliation and status needs, work environment, and achievement needs.

4. Conclusion

Based on the analysis of the results of research conducted regarding the factors that influence the work motivation of teachers in public elementary schools cluster 08, Sleman Regency, it can be concluded as follows:

- 1) There are five motivational factors, namely, promotion, need for power and work stability, need for affiliation and status, work environment and need for achievement.
- 2) Of the five factors, the most dominant factor is the promotion factor.

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