

The Analysis of Role of Motivation, Career Development and Compensation on Performance of Vocational High School Teachers.

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Abstract

The purpose of this study is to ascertain how motivation, pay, and career advancement affect teachers' performance. The study's sample consisted of 51 teachers. Multiple regression is the statistical tool utilized, with the sample method being simple random sampling. Using the statistical program SPSS 16.0, data were examined. With a sig F value of $0.000 < 0.1$ and an f-count of 18.976, the findings of this study demonstrate that motivation, compensation, and career growth strongly influence teacher performance. The findings of the motivation t-test, with a sig t value of $0.025 < 0.1$ and a t-count value of 2.310, have a significant impact on teachers' performance. With a significant value of $0.000 < 0.1$ and a t-count of 4.439, career growth strongly influences teacher performance.

Keywords: Motivation, Compensation, Career Development, Performance, Teacher.

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana motivasi, gaji, dan kemajuan karir mempengaruhi kinerja guru. Sampel penelitian terdiri dari 51 guru. Regresi berganda adalah alat statistik yang digunakan, dengan metode pengambilan sampel acak sederhana. Menggunakan program statistik SPSS 16.0, data diperiksa. Dengan nilai sig F sebesar $0,000 < 0,1$ dan nilai f-hitung sebesar 18,976, temuan penelitian ini menunjukkan bahwa motivasi, kompensasi, dan pertumbuhan karir berpengaruh kuat terhadap kinerja guru. Temuan uji t motivasi dengan nilai sig t $0,025 < 0,1$ dan nilai t-hitung 2,310 berpengaruh signifikan terhadap kinerja guru. Dengan nilai signifikan $0,000 < 0,1$ dan t-hitung 4,439, pertumbuhan karir berpengaruh kuat terhadap kinerja guru.

Kata Kunci: Motivasi, Kompensasi, Pengembangan Karir, Kinerja, Guru.

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INTRODUCTION

The teacher's commitment to school institutions is very much influenced by the teacher's own motivation to teach in a school institution. A person's dedication to the company is supported by motivation. Various works of literature have written that motivation encourages the emergence of behavior (Susiloningsih et al., 2023). Motivation exists because there is a need in the individual that must be fulfilled. Motivation is the intention of behavior (Sutagana et al., 2022). As is the intention of the behavior, the behavior that appears is in accordance with the existing motivation. Thus, it can be said that work motivation is needed to improve work behavior (Astuti et al., 2023). The thing that motivates a person's work enthusiasm is to meet the needs and satisfactions of both material and non-material things that he receives; if he receives more satisfying things, then his enthusiasm for work, commitment, and employee work performance will increase. Many factors affect work motivation.

Two aspects that are considered quite important are compensation and career development (Parlina et al., 2022).

Anything that is received as compensation, whether it be material or intangible, must be quantified and provided to the recipient, who is typically the recipient of an item that is exempt from income tax (Wahab et al., 2022). Because it encompasses the criteria for eligibility, logic, rationality, and accountability as well as emotional considerations from the worker perspective, compensation is a complicated and challenging topic (Luturmas, 2022). The goal of compensation is to stimulate and motivate employees to improve work performance and increase the effectiveness and efficiency of production (Siagian, 1995). Hence, when pay is properly distributed, employees will be happier and more driven to accomplish corporate goals. But, if workers feel that their pay is insufficient, their productivity, drive, and job happiness may all significantly decline. Employees' personal well-being depends on their salary, which indicates how highly the workers themselves value their own contributions (Watimena, 2007). Thus, creating and managing employee remuneration is typically one of the responsibilities of the personnel department (Kamaruddin et al., 2023).

Career development is a systematic strategy adopted by businesses to guarantee that people in the organization have the proper credentials, abilities, and experience when needed. Career development has an impact on organizational commitment and employee performance (Lingga et al., 2022). In order to preserve employee productivity and to urge workers to always provide their best effort and prevent work-related stress, which lowers company performance, employers must manage and develop employees' careers appropriately. In order to support the organization in accomplishing its objectives, career management and development will boost human resources' efficacy and inventiveness. This can promote a strong dedication and improve their performance (Luturmas et al., 2022).

Employees who have high opportunities to improve their careers will be more motivated to work. Businesses with a structured approach to employee career development will do well. According to Appelbaum et al. (2001), which supports the findings of this study, organizations with effective career management will boost their employees' willingness to engage in development activities and their behavior in doing so, which will enhance their performance (Salehan et al., 2022). Based on these two studies, it can be said that career development has a substantial impact on employee performance and that when individuals accomplish strong career development, their performance will rise (Setiawan et al., 2022).

METHOD

Sample data collected by taking random samples, or, in other words, simple random sampling. The number of teachers selected based on the total population used was 105. data collection through questionnaires, interviews, and documentation. With the help of the Statistical Product and Service

Solution, the acquired data is then verified and examined (SPSS). The data used in this study came from hypothesis testing, traditional assumption testing, and data quality tests.

RESULT AND DISCUSSION

The result obtained a calculated F value of 18,976. The fact that this number exceeds the F-table value of 4.03 indicates that all independent factors have an impact on the dependent variable in a positive way. Also, it is evident that the significance value is far lower than the necessary $0.000 < 0.05$. Indicating that the dependent variable is significantly influenced by each of the independent variables. Conclusion: Teacher performance can be predicted using motivating compensation and career development factors. The findings of this analysis are in line with those of a study by Abubakar Watimena, who discovered that career growth and motivation work well together to improve performance. This indicates that the more motivational incentives provided by school administration in the form of both money and non-material prizes, the more of an impact they will have on raising teacher performance. Likewise, compensation and career development, which are part of the motivation to increase teacher performance, need to be maintained and improved so that teachers always show superior performance.

According to Abubakar, earlier research's findings about the impact of motivation and compensation on performance were both encouraging and significant. The successful outcomes of this analysis, based on observations in the field, show that school management, especially school principals, always pay special attention to teachers. One of them is that the school pays attention to the amount of compensation and levels of promotion that are given fairly according to the performance and results of the achievements of the teachers in creating the success of students who excel. As stated by previous researcher, the higher the motivational factor is cultivated, it will create superior employee performance and make the organization a formidable competitor. So, there is a need to create the performance of teachers, which of course must be directly proportional to the provision of motivation, career development, and compensation consistently and prospectively.

The first hypothesis states that motivation influences teacher performance. The motivating variable has a significance value of 0.025, which is less than 0.05, and a t-count value of 2.310, which is higher than t-table 2.0076. This indicates that the motivation variable influences teachers' and employees' performance characteristics in a favorable and meaningful manner. Teachers' and staff members' performance is impacted by motivation by 25.3%. It indicates that H_{a1} is valid and the motivation variable can account for 25,3% of the instructor and employee performance variables; the remaining 25,3% is accounted for by factors not included in this study. This research is also in line with the opinion of previous researcher, who sees motivation as a determinant of achieving a goal. Then motivation becomes one of the strongest drivers for working better. In other words, motivation has a very important role in improving performance, which can give birth to work performance.

The second hypothesis states that compensation affects the performance of teachers and employees. The compensation variable is statistically significant at 0.128, which is higher than 0.05. The t-table value of 2.0076 is more than the t-count value of 1.548. It is clear that the remuneration component has no discernible, beneficial impact on how well teachers perform. However, this research is still included in the assumption of compensation theory, which still has an influence value of 16.4%. In other words, the Ha2 hypothesis is accepted, this model is feasible, and the compensation variable can explain the performance variable to the tune of 16.4%; several factors not related to this study account for the remaining data. The findings of this study support a prior researcher's theory, according to which employee performance and remuneration are inversely related. It is not surprising that compensation has a very close relationship with increased performance or vice versa. The fairer the compensation given, the better the performance of the teachers.

According to the third theory, professional advancement significantly improves teacher performance. The t-table value of 2.0076 is less than the t-count value of 4.439, which is higher. The significance value is 0.000, which is less than the necessary 0.05. Indicating that the career development variable significantly and favorably affects teachers' performance. As in the previous discussion, career development among teachers can spur these teachers to give their best and maximum performance. And this can be used as a benchmark for teachers or other employees to be able to provide good performance compared to their previous performance. When viewed from the standard coefficient of career development, it has the highest standard coefficient value of 0.512 compared to the coefficient values of other variables used to test the effect on teacher performance as the dependent variable. In other words, the career development variable can explain the performance variable by 51.2%; several factors not related to this study account for the remaining data.

The findings of this study are consistent with those of earlier research, which indicates that career development is a somewhat significant influence in enhancing employee performance. This means that career development for teachers needs to be done because a teacher teaching in an educational institution does not only want to get compensation or a salary. More than that, he also hopes that there will be changes, progress, and opportunities provided by related institutions for teachers to advance to a higher and better level. Efforts to create career development are more about the individual abilities of teachers in achieving them. To be able to reach a higher level of office, of course, this is a strong incentive to demonstrate ability, knowledge, professionalism, and expertise in teaching.

CONCLUSION

Motivation has an influence on teacher performance. This means that motivation is formed because of encouragement from oneself, which is visualized through attitudes and actions in carrying out work. So that motivation becomes energy for someone to do, act, and work at their best. Because of the availability of this motivation, teachers now have the chance to advance their skills. Simply

said, motivation is an action or circumstance that inspires someone to give something their all. Compensation has an influence on teacher performance. meaning that school management and school principals should pay attention to what is needed and provide fair compensation in order to improve the performance of teachers on an ongoing basis. Career development has an influence on teacher performance. This means that schools that have a systematic system of career development will have good teacher performance. It can be concluded that employees who pursue strong career development will perform better, or that career development has a big impact on teacher performance. The simultaneous effects of remuneration, career advancement, and motivation on teaching performance. This means that performance can improve properly if it is accompanied by increased teacher self-motivation, fair compensation, and an open and competitive promotion and career development system.

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