



The Effect of Motivation and Work Effectiveness on Teacher Performance with Online Learning as Intervening Variables at SMA Negeri 7 City of Bekasi

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

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ABSTRACT

This study aims to determine how much influence motivation, effectiveness, online learning have on teacher performance at SMA Negeri 7 Kota Bekasi. This study uses a quantitative descriptive method. The population in this study was SMA Negeri 7 Kota Bekasi with 56 teachers using non-probability sampling technique. The data analysis technique in this research SEM PLS with the help of SmartPLS 3.0 software. The results showed that the influence of motivation, effectiveness on teacher performance at SMA Negeri 7 Kota Bekasi positive and significant by directly or by intervening with online learning methods.

Keywords: Motivation; effectiveness; online learning methods and teacher performance.

1. INTRODUCTION

The Ministry of Education and Culture (KEMENDIKBUD) issued Circular No. 15 of 2020 concerning Guidelines for the Implementation of Learning From Home in the Emergency Period for the Spread of COVID-19. The Expert Staff of

the Minister of Education and Culture for the Regular Sector delivered this Circular Number 15 to strengthen the Circular Letter of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Education in the Coronavirus Disease (COVID-19) Emergency Period [1-4].

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Table 1. Supervision Data

| Rate | Year | | |
|------------|-----------|-----------|-----------|
| | 2018-2019 | 2019-2020 | 2020-2021 |
| Excellent | 65% | 51% | 28% |
| Good | 19% | 37% | 14% |
| Sufficient | 16% | 15% | 56% |

Source: Internal Data (2021)

Teaching and learning activities must continue to run by maximizing technology that supports distance learning [5,6]. According to data released by UNESCO (2021) the quality of Indonesian teachers as a key component in education is in the last order, which is ranked 14th out of 14 developing countries in the world. This one thing certainly needs to be a concern because teachers are the key to successful education in schools [7-11].

Regarding teacher supervision of SMAN 7 Bekasi from 2018 to 2021 the value of supervision is still volatile. During the COVID-19 pandemic, there was a decline in performance appraisals with a very good rating category of 23%. In the sufficient grade category in 2020, the increase in grades is thought to have arisen due to a decrease in the average percentage of teacher performance scores during the COVID-19 pandemic by 41% [12-15].

During the COVID-19 pandemic, based on interviews, several teachers at schools admitted that online learning was not as effective as conventional learning activities (face to face), because some materials had to be explained directly and more completely. In addition, the material delivered online may not necessarily be understood by all students [16-19]. Based on online teaching experience, this system is only effective for giving assignments, and it is possible that the results of working on these assignments are given when students are about to enter, so it is likely to accumulate [20-22].

2. MATERIALS AND METHODS

2.1 Motivation

According to Hasibuan & Handayani, (2017) motivation arises from a sense of need and encouragement directed at the goal of obtaining satisfaction, therefore motivation is often interpreted as a driving factor for one's behavior. This motivation is important, because with motivation it can be expected that every

individual employee will work hard and be enthusiastic to achieve high work productivity [23-26].

2.2 Work Effectiveness

A.H Rahadian (2016) states that work effectiveness is the achievement of business in accordance with the plan (doing the right things) or the planned results compared to the realization of results.

2.3 Learning Method

The learning method is a technique that is mastered by educators or teachers to present subject matter to students in class, both individually and in groups so that the subject matter can be absorbed, understood and utilized by students properly (Ahmadi & Prasetya, 2015) [27-29].

2.4 Performance

Rivai and Sagala (2014:25) state that performance refers to the level of success in carrying out tasks and the ability to achieve the goals that have been set.

2.5 Framework

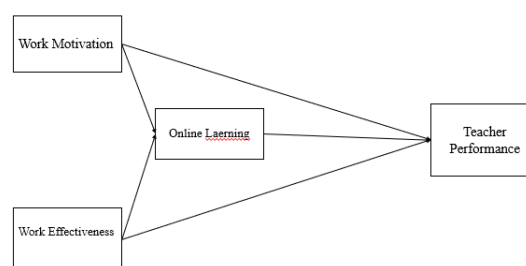


Fig. 1. Framework

2.6 Research Design

This research is descriptive quantitative, which explains the relationship between variables by

analyzing numerical data (numbers) using statistical methods through hypothesis testing.

2.7 Population

Total population was saturated so that the entire population was used as the research sample by Sujarweni (2019). The population in this study were all teachers in SMAN 7 Bekasi 70 respondents.

2.8 Sample

The sample in this study were all teachers 70 respondents.

2.9 Methods of Data Analysis

Data collection was obtained by distributing questionnaires to research respondents by distributing a list of questions. by using a table with descriptive statistical analysis and reliability and validity tests using the PLS program. The data analysis technique used in this research is SEM technical analysis with Partial Least Square (PLS).

3. RESULTS AND DISCUSSION

3.1 Validity Test

Convergent Validity test can also be seen from the AVE value generated from the model. The

AVE value limit is considered good if it is at least 0.50. The AVE results for the model formed in this study are as follows.

From the table above, it can be concluded that the AVE value is more than 0.50 and is declared valid.

3.2 Realibility Test

Value of composite reliability for all constructs is above the value of 0.70. With the resulting value, all constructs have good reliability in accordance with the minimum value limit that has been required.

3.3 Test of Coefficient of Determination

Based on the adjusted r-square value in Table 4.6, it shows that motivation and work effectiveness are able to explain the variability of online learning constructs by 52.0%, and the remaining 48.0% is explained by other constructs outside those studied in this study [30,31]. Meanwhile, motivation and work effectiveness were able to explain the variability of the teacher performance construct of 84.9%, and the remaining 15.1% was explained by other constructs outside those studied in this study [32-35].

Table 2. Result of Average Variance Extracted (AVE)

| | Average Variance Extracted (AVE) |
|---------------------|----------------------------------|
| Motivation | 0.728 |
| Effectiveness | 0.678 |
| Online Learning | 0.859 |
| Teacher Performance | 0.744 |

Source: Processed Data (2022)

Table 3. Composite Reliability dan Cronbach's Alpha

| Variabel | Composite Reliability | Cronbach's Alpha |
|---------------------|-----------------------|------------------|
| Motivation | 0.937 | 0.949 |
| Effectiveness | 0.951 | 0.955 |
| Online Learning | 0.979 | 0.982 |
| Teacher Performance | 0.956 | 0.963 |

Source: Processed Data (2022)

Table 4. R-square

| Variabel | R-square | R-square Adjusted |
|---------------------|----------|-------------------|
| Online Learning | 0.537 | 0.520 |
| Teacher Performance | 0.858 | 0.849 |

Source: Processed Data (2022)

3.4 Testing for Partial Variables (t-Test)

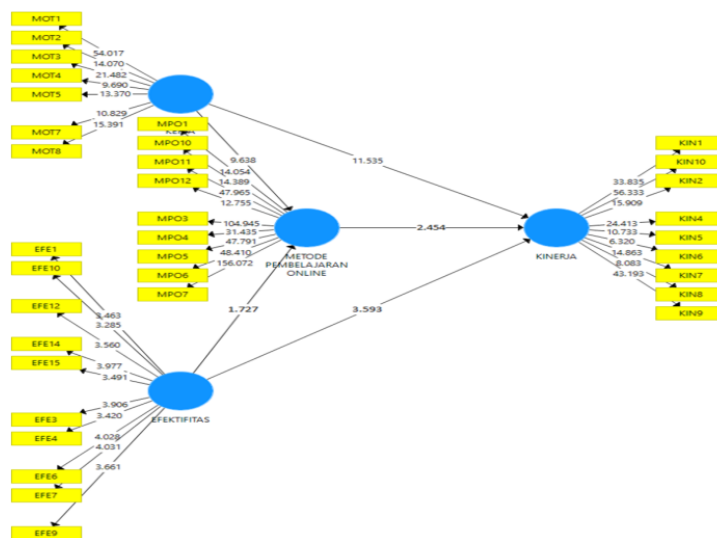


Fig. 2. Inner Model

Table 5. Path Coefficients and Special Indirect Effect

| Hypothesis | Original Sample (O) | Sample Mean (M) | Standar Deviation (STDEV) | T Statistik (O/STDEV) | P Values |
|---|---------------------|-----------------|---------------------------|-------------------------|----------|
| Motivation -> Performance | 0.832 | 0.844 | 0.072 | 11.535 | 0.000 |
| Effectiveness -> Performance | 0.212 | 0.219 | 0.059 | 3.593 | 0.000 |
| Online Learning -> Performance | 0.216 | 0.215 | 0.088 | 2.454 | 0.000 |
| Motivation -> Online Learning | 0.735 | 0.729 | 0.076 | 9.638 | 0.000 |
| Effectiveness -> Online Learning | 0.209 | 0.211 | 0.121 | 1.727 | 0.037 |
| Motivation -> Online Learning -> Performance | 0.459 | 0.483 | 0.065 | 7,062 | 0.000 |
| Effectiveness -> Online Learning -> Performance | 0.145 | 0.142 | 0.018 | 8.056 | 0.000 |

Source: Processed Data (2022)

1) The first hypothesis examines whether motivation positively affects teacher performance. The test results show the t-statistic value of competence on teacher performance is $11.535 > 1.645$. From these results, it is stated that the t-statistic has a positive and significant effect because the p-value is $0.001 < 0.05$ so that the first hypothesis is accepted. This proves that competence is proven to have a positive influence on teacher performance.

2) Work effectiveness positively affects teacher performance. The test results show that the t-statistic value of the training on teacher performance is $3.593 > 1.645$. From these results, it is stated that the t-statistic has a positive and significant effect because the p-

value is $0.000 < 0.05$ so that the second hypothesis is accepted. This proves that training is proven to have a positive effect on teacher performance.

3) The third hypothesis examines whether online learning positively affects teacher performance. The test results show that the t-statistic value of work motivation on teacher performance is $2.454 > 1.645$. From these results it is stated that the t-statistic has a positive and significant effect because the p-value is $0.009 < 0.05$ so the third hypothesis is accepted. This proves that work motivation is proven to have a positive influence on teacher performance [36-39].

4) The fourth hypothesis examines whether motivation positively affects online learning. The

test results show that the t-statistic value of competence on work motivation is $9.638 > 1.645$. From these results, it is stated that the t-statistic has a positive and significant effect because the p-value is $0.000 < 0.05$ so that the fourth hypothesis is accepted. This proves that work motivation is proven to have a positive influence on teacher performance

5) The fifth hypothesis examines whether work effectiveness positively affects online learning. The test results show that the t-statistic value of training on work motivation is $1.723 > 1.645$. From these results, it is stated that the t-statistic has a positive and significant effect because the p-value is $0.037 < 0.05$, so the fifth hypothesis is accepted. This proves that work motivation is proven to have a positive influence on teacher performance

6) The sixth hypothesis tests online learning to have an intervening effect on the relationship between teacher motivation and performance. The test results show that the t-statistic value of motivation as an intervening variable on the relationship between competence and performance is $7.062 > 1.645$. From these results, it is stated that the t-statistic has a positive and significant effect because the p-value is $0.000 < 0.05$ so that the sixth hypothesis is accepted. This proves that motivation is proven to have an effect as an intervening variable on the relationship between competence and teacher performance.

7) The seventh hypothesis tests online learning to have an intervening effect on the relationship between work effectiveness and teacher performance. The test results show that the t-statistic value of motivation as an intervening variable on the relationship between training and performance is $8.056 > 1.645$. From these results, it is stated that the t-statistic has a positive and significant effect because the p-value is $0.000 < 0.05$ so the seventh hypothesis is accepted. This proves that motivation is proven to have an effect as an intervening variable on the relationship between training and teacher performance.

5. CONCLUSIONS

1. Motivation has a positive and significant effect on teacher performance, while the indicator that has a big influence is being ready to face work challenges.

2. Work effectiveness has a positive and significant effect on teacher performance, while the indicator that has a big influence is working on time.

3. Work online learning has a positive and significant effect on teacher performance, while the indicator that has a big influence is that the teacher has attended online learning training

4. Motivation has a positive and significant effect on online learning, while the indicator that has a big influence is being ready to face work challenges.

5. Work effectiveness has a positive and significant effect on online learning, while the indicator that has a big influence is working on time.

6. Work motivation has a positive and significant effect on intervening the influence of competence on teacher performance

7. Work motivation has a positive and significant effect on intervening the effect of training on teacher performance.

6. RECOMMENDATION

It can be suggested to conduct research on teacher performance on other variables that may affect it because there is still a large portion of other variables affecting teacher performance, using similar data processing techniques using Path Analysis or it can also use other research methods.

CONSENT

As per international standard or university standard, respondents' written consent has been collected and preserved by the author(s).

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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