



MOTIVATION OF TEACHERS IN SENIOR HIGH SCHOOLS

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Abstract

This study examined the effect of communication, conflict, and leadership style on the teaching motivation of teachers in Banda Sakti subdistrict, Lhokseumawe City. This study used primary data obtained by distributing questionnaires to 173 respondents selected using the Proportional sampling technique. The data analysis method used was multiple linear regression with SPSS. The results showed that communication positively and significantly influenced the teaching motivation of teachers in Banda Sakti subdistrict, Lhokseumawe City, the conflict negatively and not significantly influenced the teaching motivation of teachers in Banda Sakti subdistrict, Lhokseumawe City, and transformational leaderships positive significantly influenced the teaching motivation of teachers in Banda Sakti subdistrict, Lhokseumawe City.

Keywords : *Communication, Conflict, Leadership Style, Teaching Motivation.*

1. INTRODUCTION

In the era of globalization, the quality of human resources determines the progress of a nation. The quality of human resources is closely related to the quality of education. The role of education is vital to creating an intelligent, peaceful, open and democratic society. Therefore, educational reforms must always be carried out to improve the quality of education of a nation. The progress of the Indonesian nation can only be achieved through good educational arrangements. Efforts to improve the quality of education are expected to raise the dignity of Indonesian people, one of the efforts achieved is to improve the quality of teachers who are an important element in the process of implementing education. Therefore, the motivation of teachers is an important indicator to be observed because it affects the results of the educational process carried out. Motivation is one of the important aspects that needs to be studied in optimizing the performance of the teaching staff (Musthofa, 2018).

Motivation refers to the process by which a person's efforts are energized, directed, and sustained towards achieving a goal (Robbins and Coulter, 2018). Based on previous literature, there are several factors that affect work motivation including the reward system (Leitao et al., 2022), conflict (Nurismilda et al., 2018, Agustina and Febrian, 2021) and leadership style (Eyal and Roth, 2010; Khuong and Huang, 2015; Abubakr et al, 2018; Leitao et al., 2022) and communication (Ramadanty and Martinus, 2016). Communication is very important in carrying out organizational activities (Ramadanty and Martinus, 2016), with communication people can convey ideas, facts, thoughts, feelings, and values to others. Communication can be likened to a bridge between people so that they can share the things they feel and know. Focusing on communication well is very necessary because it has an important role in organizational life (Morissan, 2013), and ineffective communication can cause conflict.

Conflict is a symptom when individuals or groups show hostile attitudes or behavior towards other individuals or groups that affect the motivation and performance of one or all of the parties involved (Umam, 2012), so conflict describes the contradiction between what a person expects from himself, others, the organization and the reality he expects (Mangkunegara, 2013). Conflict in organizations is related to work organizations or tasks that have a negative impact, such as absenteeism, worsening workplace engagement (Agustina and Febrian, 2021). Conflict makes obstacles that can reduce work motivation due to the mental pressure faced, which disrupts the professionalism of the teacher so that the teacher is not enthusiastic when working. However, not all conflict negatively impacts work behavior, on the contrary, moderate levels of focused conflict can stimulate new ideas, encourage healthy competition, and promote effective work behavior

(Nurdin et al., 2023). Then conflicts that occur can be avoided if the leadership style of the superior is able to coordinate the problems that occur so that it can affect the teacher's Teaching Motivation.

Leadership style describes the process of how leaders move their subordinates to achieve goals, by using the power they have to influence them. So that cooperation and the same vision and mission will be formed to achieve common goals in the organization. Principals are central to educational leaders who have a policy to be able to lead a school to achieve predetermined goals. So that the leadership style determines how the future of the organization. Leadership style describes a consistent combination of skills, traits and attitudes that underlie a person's behavior (Roscahyo et al., 2013). The right leadership style will be able to increase the enthusiasm and excitement of employees at work so that it can improve their performance (Musthofa, 2018). Meaning that leadership can affect the performance of its employees (Faliza, 2023; Meldawati et al., 2023). Based on the results of an initial survey of teachers in Banda Sakti District, Lhokseumawe City. It was found that there were still many teachers who had low teaching motivation. This can be seen from the less than optimal work preparation and the lack of participation of teachers in guiding students in educational activities, and tends to only focus on working in the classroom. Then ineffective communication and frequent conflicts and ineffective leadership style of the principal. Problematic communication can lead to conflicts that will hinder teacher motivation at work.

Conflicts experienced by teachers while working are very complete and dynamic which refers to horizontal conflicts and vertical conflicts, horizontal conflicts occur among working teachers and vertical conflicts that occur tend to relate to principals and students who establish higher or lower level communication relationships so that conflicts that occur tend to be protracted to affect the motivation of teachers while working. Conflict with superiors will hinder work motivation which will have an impact on work preparation that is less mature which will result in the work-learning process not being carried out optimally so that the learning outcomes obtained by students are ineffective. Conflicts that occur can be avoided if the leadership style of the superior is able to coordinate the problems that occur so that it can affect the teacher's Teaching Motivation. The leadership style of the principal who is less supportive will hinder the process of work preparation and briefings carried out to equalize the goals and objectives of the learning curriculum will affect the motivation and morale of the teachers. Problems began to arise in response to students described by one of the teaching staff who said that the low student interest and enthusiasm during the learning process was influenced by the communication used by students and teachers so that it affected the work motivation of the teaching staff. Based on the phenomenon described above, this study aims to examine the effect of communication, conflict and leadership style on teacher motivation. This research contributes to the development of science, especially those related to organizational behavior, especially motivation at work.

2. IMPLEMENTATION METHOD

This study uses a survey method for data collection, by distributing research instruments, namely questionnaires to respondents to measure their perceptions of teaching motivation. In this study, the respondents are all teachers who work in senior high schools, both public and private, in Banda Sakti District, Lhokseumawe City, totaling 289 teachers in 2021 (<https://dapo.kemdikbud.go.id>). Furthermore, determining the sample frame is a (physical) representation of all elements in the population from which the sample is taken (Sekaran and Bougie, 2016). In Banda Sakti District of Lhokseumawe City there are four public high schools namely SMAN 1, SMAN 2, and SMAN 3 and MAN (Madrasah Aliyah Negeri) of Lhokseumawe city. Then one Private Senior High School and Private Madrasah Aliyah in Lhokseumawe city, as shown in table 1. Based on table 1, the number of samples taken from each teacher population in six high schools using proportional sampling, namely by taking 60 percent of each population in the six schools and the total sample size was 173 teachers. Then the sampling technique used was simple random sampling, namely random sampling, namely the questionnaire was distributed to 173 respondents randomly. Of the 173 questionnaires distributed, 166 questionnaires were returned and 166 became the final sample used for data processing.



Table 1. Sampling Based on Proportional Sampling

Nama SMA	Jumlah Populasi	Jumlah Sampel
MAN Lhokseumawe	78	46,8
MAS Ihyaaussunnah	32	19,2
SMAN 1 Lhokseumawe	76	45,6
SMAN 2 Lhokseumawe	73	43,8
SMAN 3 Lhokseumawe	23	13,8
SMAS Muhammadiyah	7	4,2
Total	289	173,4

In this study, the data that has been collected is analyzed using multiple linear regression methods with SPSS software. Data that has been collected before being analyzed with multiple linear regression, must fulfill the classical assumption test. In this study, the data fulfills the classical assumption test, namely the data has met the normality of the data, the absence of multicollinearity and heteroscedasticity. In this study, the goodness of fit test refers to Montgomery and peck (2012) who suggest that goodness of fit in regression analysis can be seen in the coefficient of determination and the value of the F statistical test. With the criteria that if $F_{count} > F_{table}$ at a significance level $< \alpha 0.05$ then the multiple regression regression model can be used for this study. This means that the independent variables together (joint) are able to influence the independent variables. Then to test the effect between variables in this study, using the t statistical test. The t statistical test was conducted to determine the extent of the influence of the independent variables partially, namely communication, conflict and leadership style on teacher teaching motivation as an independent variable in Banda Sakti District, Lhokseumawe City with a confidence level (P-value 5%, 10%).

3. RESULTS AND DISCUSSION

In this study, the results of the validity and reliability tests are in accordance with what Ghozali (2016) states that the validity test with bivariate correlation by looking at the calculated r value is greater than r table so that it can be said that each item or indicator of the variable under study is valid. In this study, the calculated r value of each variable indicator above 0.6 is greater than r table is 0.1524, so it can be concluded that all statements in this study are valid. Then the reliability test results in this study above 0.60 as suggested by Ghozali (2016). Based on Table 2, shows that the value of R² is 0.153 or 15.3%, meaning that the magnitude of the influence of communication, conflict and transformational leadership on teaching motivation is 15%. The remaining 84.7% is influenced by other factors not examined in this study.

Table 2. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.391 ^a	0.153	0.138	1.42526

Then the F statistical test value in this study amounted to 9,768 with a significance level below 0.05. Indicates that all variables examined in this study significantly affect the teaching motivation of teachers in Banda Sakti District, Lhokseumawe City. This means that multiple regression models can be used in this study. Based on the F statistical test, it can be concluded that the regression model used in this study is appropriate.

Table 3. the results of the regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	sig
	B	Std Error	Beta		
(Constant)	0.438	0.827		0.529	0.597
Komunikasi	0.136	0.061	0.417	2.231	0.027
Konflik	-0.252	0.092	-0.51	-2.740	0.007
Kepemimpinan Transformasional	0.093	0.054	0.132	1.715	0.088

Based on table 3 which shows the results of the regression analysis, the multiple regression equation model is obtained as follows:

$$Y=0.438+0.136X1-0.252X2+0.093X3$$

From this equation it can be explained that communication, conflict and transformational leadership have an effect on motivation. The results of the regression analysis show that:

1. The constant value is 0.438, meaning that if the regression coefficient value for the communication, conflict and transformational leadership variables is zero, the value of teacher motivation or the dependent variable is equal to 0.438.
2. The regression coefficient of the communication variable is 0.136, meaning that if there is an increase in communication, it will increase Teaching Motivation equal to 0.134.
3. The regression coefficient of the conflict variable is -0.252, which means that any decrease in conflict will increase the teaching motivation of teachers in Banda Sakti District, Lhokseumawe City.
4. The regression coefficient of the transformational leadership variable is 0.093, which means that any increase in transformational leadership will increase Motivation.

Based on table 3 shows that the regression coefficient of communication is 0.136 at a significance level (p value) of 0.027 below 0.05. This means that if communication increases, it will increase teacher teaching motivation, but if communication decreases, teacher teaching motivation will also decrease. So teacher communication that is positive and open and supports work has been able to increase teacher teaching motivation in Banda Sakti District Senior High School, Lhokseumawe City. The results of this study support previous research conducted by Musthofa (2018) which shows that communication has a positive and significant effect on teacher motivation. Then the regression coefficient of the conflict variable is -0.252 at a significance level (p value) of 0.007 below 0.05. This means that if the conflict increases, the teacher's teaching motivation will decrease, but if the conflict is low or decreases, the teacher's teaching motivation will increase. So conflicts related to work and personal emotions are able to influence the teaching motivation of high school teachers in Banda Sakti District, Lhokseumawe City. Furthermore, the transformational leadership regression coefficient of 0.093 at a significance level (p value) of 0.088 below who prioritizes the use of intelligence in solving problems and teaches new ways of overcoming problems and has a vision to motivate teachers to excel will be able to increase the teaching motivation of high school teachers in Banda Sakti District, Lhokseumawe City.

4. CONCLUSION

The results of this study have shown that communication is able to increase teacher motivation. Openness in communication, empathy, supportive attitudes and positive attitudes in communication and paying attention to equality in communicating vertically and horizontally are forms of increasing the teaching motivation of teachers in Banda Sakti District, Lhokseumawe City. Then conflict is able to increase motivation and also reduce the motivation of teaching teachers in Banda Sakti District, Lhokseumawe City. Transformational leadership is able to increase teacher motivation. The ideal influence of a leader, individualized consideration and inspirational motivation and intellectual stimulus from a leader have been able to encourage the



teaching motivation of teachers in Banda Sakti District, Lhokseumawe City. The suggestions and input provided by researchers to be able to evaluate and improve towards a better direction, including: Schools are expected to be able to maximize Teaching Motivation in accordance with the sacrifices made by teachers so that the motivation generated by teachers can be maximized because teachers feel valued by the school and supported in their work. Schools are expected to be able to maintain a positive communication climate because it helps avoid conflict, helps develop teacher potential and can increase teacher motivation. For schools, especially principals, must increase the intensity of communication with teachers, both in duration and quality, so that the presence of leaders in schools for teachers can be valuable as a protector, direction giver, controller of teacher attitudes and behavior and able to provide motivation to teachers. For future researchers, it is recommended to observe more other things that affect teacher motivation, such as the level of discipline, teacher confidence, income level, level of facilities and infrastructure supporting the teaching process and so on.

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