

Relationship between Work Motivation and Teaching Methods to Teacher Performance in Raudhatul Athfal Kecamatan Cipayang Jakarta Timur

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Abstract: This study aims to identify and analyze the relationship between motivation and teaching methods on the performance of teachers in Raudhatul Athfal AZIZ AL East Jakarta Munjul Cpayung. The research method used is survey method. Samples were selected by the use of saturated sample method, the entire population of some 47 teachers Raudhatul Athfal subdistrict Cipayang research sample. The data analysis was done by using simple regression and correlation analysis, and multiple regression and correlation analysis, which is used to analyze the indicators work motivation of teachers and the teaching method as improving performance of teachers in the learning process. The results of the study can be seen: (1) there is a positive and significant relationship between work motivation and performance of teachers represented by the equation regression = $28.462 + 0,849X_1$, the correlation coefficient (r_{yx1}) = 0.927 and determination coefficient of 0.860; (2) there is a positive and significant relationship between teaching methods with a regression equation = $19.694 + 0,892X_2$, the correlation coefficient (r_{yx2}) = 0.884 and determination coefficient of 0.781; (3) there is a positive and significant relationship between motivation and teaching methods together with the performance of teachers represented by the regression equation = $10.851 + 0,554X_1 + 0,430X_2$, multiple correlation coefficient ($R_{y1.2}$) = 0.968, and the coefficient of determination amounting to 0.937.

1 INTRODUCTION

Development methods that are not in accordance with the objectives will be the goal to achieve the objectives that have been formulated. The problem that arises is the ability to learn in accordance with learning techniques with the ability to learn continuously with regularity, how to use and make normal ways that produce optimal results. The quality of teacher performance will greatly determine the quality of educational outcomes, because teachers are the people who are most connected with students in the learning process in school. The teacher is obliged to plan learning, apply a quality learning process and evaluate and evaluate learning outcomes. Teachers must always strive to improve their performance in achieving school or program activities to realize the goals, mission and vision of the school. The teacher's performance in the learning outcomes of students or students produced by students shows that the teacher uses a very important role in the learning process. Raudhatul Athfal AL-AZIZ munjul cipayang East Jakarta as one of the educational institutions

established in 1998 and until now is a development that can be categorized as good in terms of education management. As an educational institution that has a vision as Raudhatul Athfal that is able to unite the world globally with the knowledge, knowledge and potential of students with freedom to the nobility and independence, make all components of the school to move the goal as a driver towards the goal. So with regard to this matter, it is necessary to conduct research in this school with the hope that this study can provide clear information to determine the effectiveness of work motivation and methods for teacher performance in Raudhatul Athfal in Cipayang District. kabupaten, Kecamatan Munjul Cipayang, East Jakarta.

Raudhatul RA AL-AZIZ is one Raudhatul RA who familiarize instill five aspects namely berakhlakul karimah habituation, social, emotional and independence, Islamic religious education, language ability, cognitive, and physical motor skills that include gross motor and fine motor skills. (Eni Rosda Syarbaini, 2012: 70-78). Motivation teacher work we've seen in RA AL-AZIZ very less, as teachers come to school often too late, lack of method in

teaching, so it will affect the performance of teachers in educational success in RA AL-AZIZ is less than optimal. Based on the research we saw that the teaching method that is often used by teachers in teaching in RA AL-AZIZ is only the classical method, lectures, and story telling, even though there are still many good and suitable methods that must be used and applied in education in this Raudhatul Athfal.

The selection and use of appropriate methods in accordance with the objectives of competency is needed. Because the method is a method used by the teacher to establish relationships with students during teaching and learning activities. For that the teacher as a director and mentor is not only good at choosing learning methods, but the efforts of teachers to optimize the components of learning are needed in order to improve learning achievement. Where Raudhatul Athfal Park is a Basic Preschool Park that really needs patience, tenacity and perseverance in developing the talents that exist in students. So, the learning method must be appropriate in order to get maximum results.

Development of methods that are not in accordance with the objectives of teaching will be an obstacle to achieving the goals that have been formulated. The problem that arises for students is how to learn effectively which is in accordance with standard learning techniques by practicing training their brain to learn continuously with regularity, how to adjust to the teacher and how to create regular habits so as to achieve optimal learning outcomes. the quality of teacher performance will greatly determine the quality of educational outcomes, because the teacher is the party that has the most direct contact with students in the learning process at school. The teacher is obliged to plan learning, implement a quality learning process and assess and evaluate the results of learning. Teachers must always strive to improve their performance in achieving school activities or programs to realize the goals, mission and vision of the school. Teacher performance is reflected in student learning outcomes or achievements achieved by students, this shows that the teacher plays a very important role in the learning process. Audhatul Athfal AL-AZIZ munjul cipayung East Jakarta as one of the educational institutions established in 1998 and up to now experience development that can be categorized as good in terms of education management. As an educational institution that has a vision as Raudhatul Athfal that is able to compete fairly in the global world by optimizing the intelligence, knowledge and potential of students by focusing on nobility and independence,

making all components of the school work in order to realize the vision of the role of the principal as the driver towards the goal. Then with regard to this, it is necessary to conduct research in this school in the hope that this research can provide a clear picture to find out how effective the relationship between work motivation and teaching method for teacher performance at Raudhatul Athfal in Cipayung sub-district, Munjul Cipayung sub-district, East Jakarta.

2 LITERATURE STUDY

2.1 The Work of Motivation

Motivation is "encouragement"; a conscious effort to influence a person's behavior to move his heart to act to do something to achieve a certain outcome or goal, (Ngalim Purwanto, 1998: 71).

2.1.1 Understanding Motivation

Here are some understandings of motivation according to experts including: 1. According to Morgan, the term motivation has something to do with psychology in general. According to motivation related to three things which are at the same time aspects of aspects of motivation, these three things are conditions that encourage motivating state.

2.1.2. Work Motivation Function

The purpose of motivation is a means to achieve a certain goal. For a teacher, the purpose of motivation is to be able to move or spur students so that there can be a desire and willingness to improve learning achievement so that the educational goals are achieved in accordance with the expectations and set in the school curriculum.

2.1.3. Scope of Work Motivation

In the form of objects needed in the implementation of education, such as tools in the house, school equipment, etc. This is often called "educational means". Objects that are used to assist the implementation are called educational facilities, especially in schools, such as: school buildings, study rooms, study chairs tables, etc. Not an object but in the form of educator actions used for educational attainment.

2.2 Teaching Method

2.2.1 Definition of Teaching Method

Methods according to Djameluddin and Abdullah Aly in the *Kapita Selekta Islamic Education*, (1999: 114) derived from the word *meta* means through, and *hodos jalan*. So, the method is the path that must be passed to achieve a goal. Meanwhile, according to the Indonesian Ministry of Religion in the book on *Methodology of Islamic Religion Education* (2001: 19) Method means a systemic way of working to facilitate the implementation of an activity in order to achieve the specified goals

2.2.2 Functions and Objectives of the Teaching Method

Learning at school at this time began to be adjusted to the development of information technology, so that there was a change and a paradigm shift in education. The rapid development in the field of information technology, especially the internet, accelerates the flow of knowledge that penetrates the boundaries of the dimensions of space, bureaucracy, stability, and time. Learning Media serves to stimulate learning by:

1. Presenting actual objects and objects that are direct
2. Creating duplication of actual objects
3. Making abstract concepts into concrete concepts
4. Giving common perception

2.2.3 Teaching Method Techniques

In the learning process there are several terms that have similar meanings, so that often people feel confused to distinguish them. These terms are: (1) learning approaches, (2) learning strategies, (3) learning methods, (4) learning techniques, (5) learning tactics, and (6) learning models. The following will explain the meaning of these terms, in the hope of providing clarity about the use of the term.

2.2.4 Scope of Teaching Method

The scope of the teaching and learning strategy includes; material, media, approaches, time allocation, methods, integrated coaching patterns, students' basic competencies and evaluation.

2.3 Teacher Performance

2.3.1 Definition of Teacher Performance

The term performance is derived from the word job performance or actual performance (work performance or actual achievement achieved by someone). Understanding performance (work performance) is the work quality and quantity achieved by an employee in carrying out their duties in accordance with the responsibilities given to employees.

2.3.2 Teacher Performance

Teacher performance is basically a performance or performance performed by the teacher in carrying out his duties as an educator.

2.3.3 Teacher Performance Standards

Teacher performance is an achievement or achievement of the work achieved by the teacher based on the specified assessment standards and measures.

2.3.4 Teacher Performance Indicators

To find out whether a teacher's performance is optimal or not yet seen from various indicators. According to Simamora (2000: 423), performance indicators include:

- 1) Decisions on all rules established by the organization;
- 2) Can carry out their work or tasks without error (or with the lowest error rate).

2.4 Islamic Review of Work Motivation for Education

The glory of a human being depends on what he does. With that, a practice or work that brings someone closer to God is very important and deserves attention.

3 RESEARCH METHODOLOGY

3.1 Research Operational Objectives

The operational objectives of this research are to describe and test whether or not there are relationships between the variables that have been

established, using relevant statistical measurement tools, so that they can obtain valid, correct, and reliable data, information and knowledge about the problem under study. The variables studied consist of the relationship between work motivation (x_1), teaching method (X_2), and teacher performance (Y).

3.2 Research Methods

The research approach used is a quantitative, factual and accurate research approach by making a questionnaire to respondents (RA teachers in Cipayung District) who will answer questions about the relationship between work motivation and teaching methods on teacher performance in RA AL AZIZ Munjul Cipayung, East Jakarta.

3.3 Research Design

The design used is descriptive associative, which aims to describe or describe the facts about the population systematically and accurately, which is then analyzed by a statistical approach that is relevant to link the independent variables with the dependent variable with the following design:

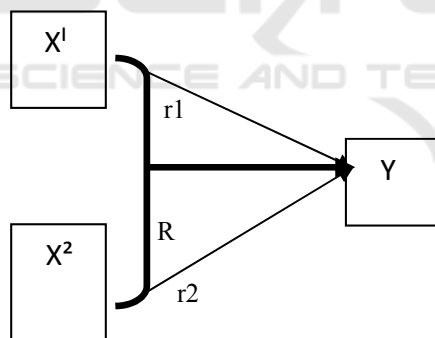


Figure 1: Research design

Information: design with two independent variables X_1 and X_2 , and one variable dependent Y . To find the relation X_1 with Y and X_2 with Y , using simple correlation techniques. To look for a relationship X_1 .

3.4 Operational Definition of Research Variables

Variables are objects of research, or what is the focus of research (Arikunto, 2013: 161). The research variable is basically everything that is in the form of

what is determined by the researcher to be studied so that information is obtained about it, then the conclusions are drawn (Sugiyono, 2013: 38).

3.4.1 Work Motivation Variables (X_1)

Work motivation is Giving the driving force that creates the excitement of one's work, so that they want cooperation, work effectively and integrated with all their efforts to achieve satisfaction. (Hasibuan, 1999: 95).

3.4.2 Teaching Method Variables (X_2)

The formation of teaching methods is a score obtained from questionnaires about teaching methods with indicators of teaching methods which include: 1) Information delivery orally, 2) attitude of students who listen, 3) Maateri delivered, 4) Class atmosphere that is conducive when learning, 5) Use of teaching aids when teaching and learning.

3.4.3 Teacher Performance Variables (Y)

Teacher performance is a score obtained from questionnaires about teacher performance in the learning process with indicators: 1) Learning Planning, 2) Learning Implementation, 3) Learning Evaluation, 4) Implementation of Learning Analysis, 5) Improvement and Enrichment.

3.5 Population and Research Sample

3.5.1 Population

The population in this study was the teacher of Raudhatul Athfal in Cipayung sub-district totaling 47 people who were teaching in the 2015/2016 school year

3.5.2 Sample

The sampling method used is the saturated sample method. Saturated sampling is a sample determination technique if all members of the population are used as a sample (Sugiyono, 2013: 96), which is taking a whole population of 47 teachers in the cipayung district as a research sample, or a saturated sample.

3.6 Data Collection Technique

The data in this study were collected by field research techniques to obtain primary data, and library research to obtain secondary data.

3.6.1 Primary Data

Primary data was obtained and collected by the researcher directly from the respondent by distributing questionnaires (list of statements) distributed and filled out by respondents on statements relating to the relationship between work motivation and teaching methods on teacher performance, questionnaires used were closed questionnaires so respondents only have the answers provided.

3.6.2 Secondary Data

Secondary data is data obtained from literature review, research results, and relevant theories, documents that describe the state of the object of research both about the number of students, teachers and employees or other conditions in the school environment that are still related to this research.

4 RESULTS AND DISCUSSION

The results of the study to determine the relationship between work motivation and teaching methods with the performance of Raudhatul Athfal AL AZIZ teachers are explained as follows.

4.1 Teacher's Work Motivation

Overall the results of the descriptive statistical analysis of the work motivation of Raudhatul Athfal AL AZIZ showed a very varied distribution. It is known that 85.11% of teachers have good perceptions, and 14.89%

4.2 Teaching Method

Overall the results of the statistical analysis of the description of the teaching method of Raudhatul Athfal AL AZIZ showed a very varied distribution. It is known that 80.85% of teachers consider teaching methods to be good, and 19.15% have a perception that teaching methods are good enough.

4.3 Teacher Performance

As a whole, the results of the analysis of teacher performance description of Raudhatul Athfal AL AZIZ in East Jakarta totaling 47 people according to the assessment of the principal found that the teacher's performance of Raudhatul Athfal AL AZIZ

East Jakarta was 44.7% with a good category and 55.3% with a fairly good category.

4.4. Relationship between Teacher Work Motivation (X1) and Teacher Performance (Y)

The results of the study show that there is a positive and significant relationship between teacher's work motivation and teacher performance. The interpretation of the correlation coefficient is very strong with a correlation coefficient (r_{yx1}) of 0.927. While the coefficient of determination (R) = 0.860, indicating that the teacher's work motivation contributed 86% to the performance of the teacher Raudhatul Athfal AL AZIZ. The relationship between teacher work motivation and teacher performance is known through regression $\hat{Y} = 28,462 + 0,849X1$. So it can be concluded that there is a positive and significant relationship between teacher work motivation and teacher performance.

The results of the study show that the motivation implemented so far has a positive impact on aspects that affect the performance of the teacher Raudhatul Athfal AL AZIZ.

4.5 Relationship Teaching Method (X2) with Teacher Performance (Y)

The results showed that there was a positive and significant relationship between teaching methods and teacher performance. The interpretation of the correlation coefficient is very strong with a correlation coefficient (r_{yx2}) of 0.884. While the coefficient of determination (R) = 0.781, shows that the teaching method contributes 78.1% to the performance of teachers Raudhatul Athfal AL AZIZ. The relationship between teaching methods and teacher performance is known through the regression equation $\hat{Y} = 19,694 + 0,892X2$. So it can be concluded that there is a positive and significant relationship between teaching method competence and teacher performance.

4.6 Relationship between Teacher's Work Motivation (X1) and Teaching Method (X2) with Teacher's Performance (Y)

Based on the results of statistical analysis obtained regression equation which is expressed by $Y = 10.851 + 0.554X1 + 0.430X2$. This shows that there is a relationship between teacher performance (Y) with

work motivation (X1) and teaching methods (X2). The level of dependence of teacher performance variables on the variables of work motivation and teaching method is shown by the coefficient of determination (R) = 0.937, which means 93.7% of teacher performance is determined jointly by the value of the teacher's work motivation variables and teaching methods.

Good teaching methods also result in an increase in teacher performance. So that it can be said that the fact that the work motivation of the teacher and the teaching method are very important factors in the effort to improve the performance of the teacher of Raudhatul Athfal AL AZIZ.

5 RESEARCH LIMITATIONS

Limitations in the implementation of research are faced with the problem of the scope of the study, the research sample, and the conceptualization of its development. Limitations relating to the problem of the scope of the study of the three variables studied, namely Teacher Work Motivation, Teaching Method, and Teacher Performance, have many factors that influence it other than those discussed in this study, both internal factors such as work interest and motivation.

6 CONCLUSION

Based on the results of the study, it can be concluded that there are several main points as follows:

1. There is a relationship between teacher work motivation and teacher performance. The correlation between teacher's work motivation and teacher's performance results in correlation coefficient number (ryx1) of 0.927. This figure shows the very strong correlation between teacher work motivation with teacher performance, with the significance value of correlation coefficient t count $16,613 > t$ table $1,679$, and p -value = $0,000 < 0,05$, so the hypothesis of the relationship between work motivation and teacher performance proved to be significant.
2. There is a relationship between teaching methods and teacher performance. The correlation between teaching method competency and performance results in correlation coefficient (ryx2) of 0.884. This figure shows the very strong correlation between teaching method

competence and teacher performance, with the significance value of the correlation coefficient t arithmetic $12,666 > t$ table $1,679$, and p -value = $0,000 < 0,05$, so the hypothesis of the relationship between teaching methods and teacher performance proved significant.

3. There is a relationship between teacher work motivation and teaching methods together with teacher performance. The correlation between teacher work motivation and teaching method and teacher performance results in multiple correlation coefficient (Ry1.2) = 0.968. This figure shows very strong, the correlation between work motivation and teaching methods with teacher performance, with the significance value of the correlation coefficient f count $328,385 > f$ table $3,209$, so that the hypothesis of the relationship between teacher work motivation and teaching methods with teacher performance proved significant.

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