

## Work Motivation and Psychological Well-Being on Teacher Performance at *Perguruan Alkhairaat*, Palu, Indonesia

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### Abstract

The UNESCO ranking (2016) and BAN S/M accreditation data show that the quality of Indonesian education is still low, and this is triggered by the quality of its teachers. It is predictable that approximately 1500 schools and 70 thousand teachers owned by *Perguruan Alkhairaat* in Palu, Central Sulawesi, Indonesia, also play an important role in the education process, especially in Central and Eastern Indonesia. The study aims to prove the influence of work motivation and psychological well-being on the performance of teacher at *Perguruan Alkhairaat*. This study uses a quantitative approach with 210 teachers. The sampling technique used is a non-probability sampling technique, namely accidental sampling. The teacher's performance measurement tool uses the Teacher's Job Performance Self-Rating Questionnaire (TJPSQ) developed by Amin et al. (2013), the work motivation measurement tool uses The Motivation for Teaching Scale developed by Abos et al. (2018), while the psychological measurement tool well-being using Psychological Well-Being Scales (PWBS) developed by Ryff (1989). The result of the research significance value is .000 ( $P < .05$ ) meaning there is a significant influence between work motivation and psychological well-being on the performance of teacher at *Perguruan Alkhairaat*. The results of the regression analysis test showed that R Square .282 or 28.2% showed the large influence of work motivation and psychological well-being on the teacher performance at *Perguruan Alkhairaat*.

**Keywords:** psychological well-being, teacher performance, work motivation

### Abstrak

*Pemeringkatan oleh UNESCO (2016) dan data akreditasi BAN S/M menunjukkan bahwa masih rendahnya kualitas pendidikan Indonesia, dan itu dipicu oleh kualitas gurunya. Patut diduga, kurang lebih 1500 sekolah dan 70 ribu guru yang dimiliki Perguruan Alkhairaat di Palu, Sulawesi Tengah, Indonesia, juga berperan penting dalam proses pendidikan khususnya di Indonesia Tengah dan Timur. Penelitian ini bertujuan untuk membuktikan pengaruh motivasi kerja dan psychological well-being terhadap kinerja guru di Perguruan Alkhairaat. Penelitian ini menggunakan pendekatan kuantitatif dengan sampel berjumlah 210 guru dan teknik sampling yang digunakan teknik non-probability sampling yaitu accidental sampling. Alat ukur kinerja guru menggunakan Teachers' Job Performance Self-Rating Questionnaire (TJPSQ) yang dikembangkan oleh Amin et al. (2013), alat ukur motivasi kerja menggunakan The Motivation for Teaching Scale yang dikembangkan oleh Abos et al. (2018), dan alat ukur psychological well-being menggunakan Psychological Well-Being Scales (PWBS) yang dikembangkan oleh Ryff (1989). Hasil nilai signifikansi penelitian sebesar .000 ( $P < .05$ ) artinya terdapat pengaruh yang signifikan antara motivasi kerja dan psychological well-being terhadap kinerja guru di Perguruan Alkhairaat. Hasil uji analisis regresi menunjukkan bahwa R Square .282 atau 28.2%*

*menunjukkan besar pengaruh motivasi kerja dan psychological well-being terhadap kinerja guru di Perguruan Alkhairaat.*

**Kata kunci:** kesejahteraan psikologis, kinerja guru, motivasi kerja

## Introduction

The gap between the necessity for teachers to be professional and to perform brilliantly because they are an essential and crucial element in the teaching and learning process in the classroom with data and various research results on performance, as well as their quality, qualifications, and competencies have not been encouraging. Research by Nurlaila (2013), Rahman (2016) also Cirocki & Farrell (2019) stated that all stakeholders in Indonesia believe that teacher professionalism is very essential in influencing their performance in class and with students. Regarding the trend of performance, quality, competence, and professionalism of teachers, this is still a challenge in various educational institutions in Indonesia (Raihani & Sumintono, 2010; Cirocki & Farrell, 2019), especially in the realm of mathematics education (Edwar et al., 2021). It is presumed that the same thing is not only a challenge for quality navigation in public madrasas (Syahid, 2021) but a strong tendency also occurs in private madrasas. This issue will become a crucial policy issue because there are thousands of private madrasah under major Islamic religious organizations in Indonesia such as Nahdatul Ulama, Muhammadiyah, Mathla'ul Anwar, Nahdlatul Wathan, Alkhairaat, etc. These madrasas are spread out from Sabang in the west to Merauke in the east, which in terms of age, these madrasas were at the time of the religious organization in which they took shelter (Syarif, 2020). Moreover, in terms of background and demographic factors, student input at the madrasa varies widely, so the learning strategy at the educational institution called Suprayogi, Valcke & Godwin (2017) is suitable for using differentiated instruction in the classroom.

As pointed out by Cavazos et al. (2018), the performance of teachers in any country in the world, including Indonesia, is designed to be sustainable and even job-embedded with their professional development. Such a design ensures the successful implementation of the main tasks and functions of teachers in leading the teaching and learning process in the classroom as mandated by *Undang-Undang* 14 of 2005. In such a position, the role of the teacher is called Suharsaputera (2013) in order to combine the bridge between the development of science and the condition of the students so that the latter can gain complete, fresh, and accurate understanding, skills, and attitudes. However, Adam (2014) and Buczynski & Hansen (2010) mention that the relationship between practice at the level of educational institutions and policies at the central level does not always go hand in hand, causing many unresolved problems, which eventually led to, among others, according to research by Azkiyah et al. (2014) and Sirait (2016) teacher performance is still low. In the end, it can be easily predicted, that low teacher performance has a significant impact on student achievement, and the quality of educational institutions is maintained at each type and level.

Teacher performance is one of the obstacles to the quality of Islamic education in Indonesia (Bakar, 2015). This includes educational institutions at the *Perguruan Alkhairaat*, an Islamic religious organization based in Palu, Central Sulawesi, Indonesia, whose educational and teaching institutions spread their influence to remote areas of Eastern Indonesia. With approximately 70 thousand teachers in around 1500 schools or madrasas (PB Alkhairaat data, 2020), *Perguruan Alkhairaat* play a major role in the development or decline of the quality of education in Indonesia as a whole. Considering that the madrasah teacher are under the auspices of private Islamic educational institution and are under the auspices of Islamic organizations in Indonesia, there are proposals to enrich Islamic behavior and strengthen the psychosocial aspects of Islam from all aspects. All of these efforts are in order to raise their professionalism and performance (Tambak & Sukenti, 2020), increase welfare (Chotib et al., 2020), increase socioeconomic status (Chetty et al., 2014 and Jackson et al., 2014), work environment and work climate (Kuncoro & Dardiri, 2017; Baharuddin, 2021; Hamsa & Rahman, 2019), education and training (Handayani, 2017) to pump up their achievement motivation.

Many psychological aspects mentioned by Herwanto et al. (2018) affect on teacher performance. According to Briner & Dewberry (2007) and Chotib et al. (2020), their performance is influenced by the level of welfare and achievement motivation. Meanwhile, Kuncoro & Dardiri (2017) also Baharuddin (2021) mention that teacher performance is influenced by the work environment, work climate (Hamsa & Rahman, 2019), education and training, and motivation (Handayani, 2017), also work-family conflict, psychological capital, and demography (Nashtya & Baidun, 2017). Despite the various aspects above, the fact is that the mandate of the *Undang-Undang* has not been resolved even though the regulation that requires that teachers must have the expertise, skills, and abilities in accordance with certain quality standards or norms was passed more than one and a half decades ago. According to the regulation, teachers also need professional education in order to participate in the role of learning agents whose function is to improve the quality of national education (UU No. 14/2005). However, once again, the quality of education in Indonesia, where madrasas are also included, is also recorded in the Global Education Monitoring (GEM) assessment by UNESCO (2016), being ranked 10<sup>th</sup> out of 14 developing countries while teacher quality in the lowest ranks 14 of the 14 developing countries. Teacher performance, which is supported by motivation, will have an impact on the high and low quality of learning and student achievement in schools. Moreover, poor teacher performance can damage students' self-esteem and self-concept (Koedel et al., 2018).

Psychological factors that impinge on teacher performance include work motivation (Handayani, 2017; Eliyanto, 2018). Not only madrasas in Indonesia, the need for motivation for teachers has also been reported in the United States, Australia, and several other European countries such as England, Germany, and Norway (Kyriacou & Kunc, 2007). Teacher motivation in teaching and continuing to teach in the last decade has revealed other things such as the lack of teacher staff that triggers the emergence of teacher intrinsic and extrinsic motivation, in addition to, among others, the aging of teachers, the imbalance between high demands and lower salaries, career opportunities limited, and lack of job security (Richardson & Watt, 2006; Sinclair et al., 2006; Watt & Richardson, 2007; Watt et al., 2012). Mitchcell's research (1978) explains that a person's performance is the added result of motivation and ability. The performance will be good if the teacher's competence is qualified and there is an ideal motivation to encourage his enthusiasm to achieve goals. Other research also states that work motivation is important to improve performance in teaching-learning, while work motivation is related to their well-being in the classroom, excellence teaching-learning engagement, and high motivation of students. Teacher motivation is strictly also related to the perception of the teacher self-efficacy themselves in the teaching and learning process (Saman, 2018; Rochmawati & Nurcholis, 2019). Other research by Riyadi & Mulyapradana (2017) and Mimbar et al. (2018) also shows a positive and significant influence between work motivation variable on teacher performance. Meanwhile, research by Abos et al. (2018) found that the intrinsic motivation variable had a negative effect on teacher performance.

Teacher motivation is also a variable that proves itself because it is an important variable that is closely related to a number of variables such as student motivation, teaching-learning practice, and engagement, also fulfillment of psychological well-being, and teacher quality (Daniels & Harris, 2000a; Zaki, 2018). Research on the psychological well-being of educators has attracted the attention of experts, because this variable in educational institutions serves as an incentive for the development of mental health and professionalism of a teacher in improving the quality of education (Daniels & Harris, 2000b). However, there is also research by Ahmed & Malik (2019) which states that psychological well-being acts as a mediator for teacher performance, seen as a concept that marks the quality of life concerned at work, which in turn can be a major determinant of productivity at the individual, environmental, and social levels and wider society (Noviantoro & Saloom, 2019).

Psychological well-being of teachers is an important factor in improving their performance. In practice, psychological well-being has an influence in various fields, one of which is learning activities by teachers. Understanding the psychological well-being of teachers in carrying out their duties aims to change individual teachers for the better (Fanani & Riyadi 2014). Fanani, & Riyadi (2014) also stated that psychological well-being had a significant and positive effect on teacher performance. The results of

research in the United States, Turkey, and Pakistan by Ozu et al. (2015) also mention that the psychological well-being of teachers has a significant direct impact on improving teacher performance. Meanwhile, the researches by Wright et al. (2007) also Wadhawan (2016) mention psychological well-being as a predictor and has a positive correlation to the level of performance at work.

The higher the psychological well-being level of the teacher, the happier and less stressed he will be, in the next roll the teaching performance in the classroom will also be better (Poormahmood et al., 2017). The psychological well-being variable in this research is important in order to balance the workload and pressure of teachers in Indonesia, as well as in various countries, which are so heavy that they experience high levels of stress which triggers about 30% of them to leave their profession (Johnson et al., 2005; Chan, 2006). Therefore, one direction of research on mental health among teachers to date has been around psychological well-being, stress levels, and fatigue (Fleming et al., 2013; Maslach & Leiter, 2008). High levels of stress and fatigue not only threaten the physical health of teachers but also the self-confidence and self-esteem of teachers which in turn reduces performance (Eatough et al., 2012) also causes increased dissatisfaction with work which results in decreased teacher performance (Burke et al., 1996). The impact of stress disrupts teacher-student relationships which affects students' low academic achievement (Fleming et al., 2013; Spilt et al., 2011), while teachers and students who suffer psychologically affect teacher performance and student achievement (McGrath & Huntington, 2007). Stress and the inability of teachers to cope with it affect their level of psychological well-being (Roffey, 2012; Vesely et al., 2014). Based on the various arguments and research findings above, this study aims to examine the effect of psychological well-being and motivation variables on the performance of madrasah teachers at *Perguruan Alkhairaat*.

## Methods

This study utilizes a quantitative approach. The collected data is processed applying statistics. The population in this study were teachers at *Perguruan Alkhairaat* in the Palu Province with a total of 502 teachers, with accidental sampling as many as 210 peoples were selected using non-probability sampling technique. The instrument used in collecting data in this research is a questionnaire, in the form of a Likert scale, which is an instrument that uses four answer options starting with strongly agree (SA), agree (A), disagree (DA), and strongly disagree (SDA). The teacher performance measurement tool used in this research is the teachers' job performance self-rating questionnaire (TJPSQ) which was compiled by Amin et al. (2013) with reference to Peretemode theory (1996). The theory consists of 4 dimensions, namely teaching skills, management skills, discipline and regularity, and interpersonal relations with 25 items. Measurement of work motivation uses a measuring instrument the motivation for teaching scale by Abos et al. (2018) which was adapted by Deci & Ryan (1985) which consists of 19 items, with 5 dimensions, namely intrinsic motivation, identified regulation, introjected regulation, external regulation, and amotivation. Meanwhile, the psychological well-being scale (PWBS) uses Ryff (1989) with 6 dimensions, namely self-acceptance, positive relationship with other, environmental mastery, purpose in life, and personal growth, which are arranged in 42 items. Respondent data obtained were analyzed in two steps, namely confirmatory factor analysis (CFA) to test the validity of the measuring instrument utilizing Lisrel 8.80 and data analysis techniques to answer research questions using multiple linear regression with SPSS software.

## Results and Discussion

## Results

After being analyzed using CFA, it was found that there were eight invalid items so that all invalid items were discarded and not used in the regression analysis, while other valid items were used to test all hypotheses using multiple linear regression.

**Table 1.** R Square

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.531	.282	.242	7.008

Based on **Table 1.** above, it can be seen that the R Square is .282 or 28.2%. Thus, it means that the proportion of variance on teacher performance is explained by all independent dimensions which include intrinsic motivation, and then identified regulation, introjected regulation, external regulation, amotivation, self accepted, positive relationship with other, autonomy, environmental mastery, purpose in life, and also personal growth in this study amounted to 28.2% while the remaining 71.8% was affected by other variables outside the variables in this study.

After identifying through statistical tests the overall effect of the independent variable into the dependent variable, the next step is to examine the effect of two independent variables on teacher performance. The results of the F test can be seen in the table below.

**Table 2.** Anova

Model	Sum of Squares	Df	Mean Squares	F	Sig
Regression	3816.608	11	346.964	7.064	.000
Residual	9725.316	198	49.118		
Total	13541.924	209			

According to the results of the F test as presented in **Table 2.** above, it can be seen that the value of p (Sig.) in the rightmost column is  $p = .000$ , which means it is smaller than .05. While it is known that the conditions for the fulfillment of the value of sig. is smaller than .05, so it can be concluded that there is a significant influence simultaneously between the variables intrinsic motivation, identified regulation, introjected regulation, external regulation, amotivation, self accepted, positive relationship with other, autonomy, environmental mastery, purpose in life and also personal growth on teacher performance.

Then the next step is to find the regression coefficient of each dimension on the independent variable to the dependent variable. If the value of sig < .05, the regression coefficient generated by each independent variable on teacher performance is significant.

**Table 3.** Regression Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig
(Constant)	41.534	6.431		6.458	.000
Intrinsic Motivation	.935	.358	.226	2.610	.010
Identified Regulation	1.229	.441	.251	2.788	.006
Introjected Regulation	.538	.235	.225	2.288	.023
External Regulation	-.626	.290	-.238	-2.159	.032
Amotivation	-.465	.368	-.117	-1.266	.207
Self-Accepted	.302	.362	.086	.834	.405
Positive Relationship With Other	.409	.276	.134	1.484	.139
Autonomy	.064	.193	.024	.331	.741
Enviromental Mastery	-.036	.337	-.011	-.108	.914
Purpose in Life	.329	.243	.114	1.353	.177
Personal Growth	-.351	.287	-.119	-1.223	.223

Based on **Table 3.** above, the regression test in this study appear that there were 4 dimentions that influenced teacher performance ( $\text{sig} < .05$ ), namely the work motivation variable on the intrinsic motivation dimension (.010), the identified regulation dimension (.006), the introjected regulation dimension (.023). and dimensions of external regulation (.032).

## Discussion

In this study, the variables studied were the influence of work motivation and psychological well-being of teachers at *Perguruan Alkhairaat* on their performance. The results showed that there was an influence of work motivation and psychological well-being variables on teacher performance at *Perguruan Alkhairaat*. Of the eleven variables tested, there are only 4 variables that have a significant effect on teacher performance, namely the dimensions of intrinsic motivation, identified regulation, introjected regulation, and external regulation, all of which come from work motivation variables.

The first variable dimension that has a significant influence on teacher performance at *Perguruan Alkhairaat* is intrinsic motivation. The dimensions of this work motivation variable have a positive direction of influence, This means that the higher the intrinsic motivation they have, the higher the performance of teachers at *Perguruan Alkhairaat*. The researcher saw that teachers at the *Perguruan Alkhairaat* had high motivation because the academic culture built by the first founders of *Perguruan Alkhairaat* was based on sincerity in teaching and without any strings attached. This then forms the teachers at *Perguruan Alkhairaat* to teach sincerely based on their intrinsic motivation. This finding is in inline with the research of Sinclair et al. (2006) and Sirait (2016) that motivation in general, also research by Abos et al. (2018) which suggests that the intrinsic motivation dimension has a positive influence on teacher performance. Intrinsic motivation encourages a sense of independence, creativity, and high-quality learning because a teacher acts based on his interest in teaching so that a teacher's performance will be high. Teachers who teach and carry out their duties at school or madrasah with motivation from within will get more satisfaction and pleasure in their work (Deci & Ryan, 1985; Wadhawan, 2016).

The second dimension that has a significant influence on teacher performance at *Perguruan Alkhairaat* is identified regulation. The dimension of this variable has a positive direction of influence, meaning that the higher the identified regulation, the higher the teacher's performance at *Perguruan Alkhairaat*.

Teachers who serve the *Perguruan Alkhairaat* can easily identify how important the task of teaching is so that their teaching enthusiasm is based on their desire to teach in order to spread knowledge to the next generation. Driven by this awareness, a teacher will be serious in his work so as to produce good and brilliant performance. This is in accordance with research (Fernet et al., 2008; Ruiz-Quiles et al., 2015) which states that identified regulation has an influence on teacher performance.

The third dimension that has a significant influence on teacher performance at *Perguruan Alkhairaat* is introjected regulation. The dimension of this variable has a positive direction of influence, which means that the higher the introjected regulation, the higher the teacher's performance at *Perguruan Alkhairaat*. The researcher's assumption is that although this type of motivational dimension encourages a teacher to work just because he wants to be free from his obligations and seems insincere. But this motivation can at least encourage a teacher to keep coming disciplined on time to carry out his work because it does not require external encouragement such as rewards and punishments. This motivation arises because a teacher feels compelled to do his job so that he is free from guilt because his work is not finished and completed. The compulsion to carry out this task and duty surprisingly improves the performance of teachers at *Perguruan Alkhairaat*, although this finding is in line with the research of Fernet et al. (2012) which clearly states that introjected regulation has an effect on teacher performance.

While the fourth dimension that has a significant influence on teacher performance at *Perguruan Alkhairaat* is external regulation. This dimension has a negative direction of influence, meaning that the higher the external regulation, the lower the performance of teachers at *Perguruan Alkhairaat*. The researcher assumes that with the encouragement of rewards and punishments the performance of teachers in *Perguruan Alkhairaat* decreases because this motivation cannot be maintained continuously. Because teachers who are accustomed to getting rewards when working will tend to decrease their work ethic if the reward factor is removed so that their performance also decreases. This finding is in accordance with the research of Fernet et al. (2008) which states that external regulation has a significant effect on teacher performance. External regulation is often used to encourage the teacher to take part in the task that the teacher has to complete but the teacher is not really interested, with the task, even if the teacher does not want to be involved in the behavior, the teacher does it to get an award or reward. However, it should be noted immediately that teachers who perform a series of tasks simply to get rewards and avoid punishment will tend to produce low performance.

In this study, there are also dimensions of variables that do not have a significant effect on teacher performance variables, including amotivation from work motivation variables, as well as dimensions of self-accepted, positive relationship with other, autonomy, environmental mastery, purpose in life, and personal growth, all of which come from psychological well-being variable. The amotivation dimension in this study did not significantly affect teacher performance with a regression coefficient of  $-.465$  and Sig. of  $.207$ , which means that amotivation has no significant effect on teacher performance. This finding is not in line with research by Dörnyei & Ushioda (2013), Handayani (2017) also Eliyanto (2018) which state that amotivation influences on teacher performance. This insignificant finding is caused by repetitive and repetitive work.

The positive relationship with other dimensions in this study also did not significantly affect teacher performance. This is not in line with the research conducted by Ilgan et al. (2015) which found that positive relationships with others had a significant effect on teacher performance. In addition, Korkmaz & Sadık (2011) found a positive and strong relationship between age and also quality of work life. In line with the study, it was found that teachers who already had worked for 15-19 years in their job had more positive emotions towards school. Another finding, according to the studies of Karahan (2007) and Delen & Erisen (2010) which states that teachers aged about 40 years and over have more positive attitudes towards their work than their younger teachers.

The dimensions of autonomy and environmental mastery in this study did not significantly affect teacher performance. This is not in line with the research of Ilgan et al. (2015) which states that there is an influence of autonomy and environmental mastery on teacher performance. The dimensions of Self accepted, Purpose in Life and Personal Growth in this study did not significantly affect teacher

performance. This is not in line with the research of Ilgan et al. (2015) which states that there is a significant influence between self-accepted, purpose in life, and personal growth. Even in the study, it was said that the role of these three dimensions had a large proportion of influencing the performance of teachers. This finding may be related to the fact that work that focuses on helping others allows workers to fulfill basic psychological needs and be more interested in their work (Spilt et al., 2011). This applies to teachers because teachers show special interest and concern for their students. Teachers have close relationships with students and receive feedback come from students, and teachers contribute to the psychosocial development of students and thereby increase teacher performance (Aelterman et al., 2007).

At the end, it can be stated that in this study there are 4 dimensions of variables that have a significant influence on teacher performance and 7 dimensions of variables that have no effect. The majority of dimensions that have no effect come from the psychological well-being variable. This finding is different from the research results of Daniels & Harris (2000b). The assumption made by previous researchers is that demographic variables such as age, length of work, gender, etc. play an important role in the psychological well-being variable, but in this study, these variables were not included as factors that were also tested. Ryff (1989) found that psychological well-being, especially in the dimensions such as autonomy, also environmental mastery, and personal growth, increased with age. However, according research finding, the relationship between age and psychological well-being is not that simple, there is a so-called U-shaped relationship, which means that middle-aged people tend to have lower psychological well-being than younger as their junior and older people as their senior (Huppert, 2009). According to Barr et al. (2005) research finding, that high psychological well-being was found in respondents aged 45-54 years.

There are difficulties and obstacles especially in this research, especially because it is still ongoing during the COVID-19 pandemic, which makes researchers have to adapt. This external factor makes researchers unable to freely interact directly with research subjects because social distancing is enforced. The method of data collection is done online by distributing google forms in a chain to research subjects. This method raises concerns that it will trigger bias and faking good tendencies from respondents as research subjects. Another disturbing thing is that filling in online means relying on the availability of internet network access, where each respondent has unequal abilities. Research by taking data directly is highly recommended. Another thing is that the theory used in this study is also quite old, the use of a newer theory is highly recommended.

## Conclusion

Based on the results of statistical tests that have been presented in the previous sub-chapter, the conclusion in this study is that there is a significant influence of work motivation and psychological well-being on teacher performance at *Perguruan Alkhairaat*, amounting to 28.2%, while the remaining 71.8% is influenced by other variables outside of the variable. tested in this study. The results of testing the effect of each independent variable on the dependent variable in this study are that there are four dimensions with significant regression coefficient values, namely: the intrinsic motivation dimension; dimensions of identified regulation, dimensions of introjected regulation, and external regulation of the work motivation variable. In addition, there are seven dimensions in two independent variables that are not significant, including the amotivation dimension of the work motivation variable, as well as the self-accepted, positive relationship with other, autonomy, environmental mastery, purpose in life, and personal growth dimensions from the psychological well-being variables.



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