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# The Effect of Work Motivation on Teacher's Work Performance in Pekanbaru Senior High Schools, Riau Province, Indonesia

## ABSTRACT

*This study was aimed to examine the perceptions of Pekanbaru State Senior High School teachers, Riau Province, Indonesia about the effect of work motivation on teacher's work performance. This study used a mixed-model approach as stated by D. Timpe (1998) and P.A. Sahertian (2000). A questionnaire was used in this study. Descriptive analysis and inference based on Statistical Package Social Sains (SPSS-11.5) were used to analyze the data. The findings of the study showed that the level of teacher's work motivation is medium high with the Mean = 3.390 and SD = 0.483. Whereas, teacher's work performance is at the medium low level with the Mean = 3.008 and SD = 0.681. T-testing of motivation aspect based on gender was significant. Correlation analysis showed that there was a significant correlation between work motivation and teacher's work performance. Regression analysis showed that work motivation contributes 61% to teacher's work performance and this showed that work motivation factor had significant contribution on teacher's work performance. The implication of this study found that such factor is essential to improve teacher's performance in Pekanbaru, Riau, Indonesia. However, there are other effects that might have significant effect on teacher's work performance.*

**Key words:** Work motivation, work performance, and State Senior High School teachers in Pekanbaru City, Riau Province.

## INTRODUCTION

Discussions of the education world will always refer to discussion of teacher's roles in controlling classroom and managing students, especially in relevant to the realization of conducive learning climate and teacher's initiative to manage student-centered activities. Teacher is a professional qualified person who had undergone training and is assumed to have specific skills and competencies to develop teacher's knowledge and skills. Therefore, it is not suprising if society hopes that teachers educate their children and develop their potentials in line with the education and curriculum objectives.

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Teacher plays various roles in managing learning situation, either as educator, facilitator, mediator, instructor or moderator. Students will give good cooperation to the teacher if he/she shows seriousness, teaching ethics and initiative-making to improve his/her students, patiently and highly-committed.

Nowadays, most teachers do not fully aware of the challenges in the education world. There are a lot of critiques on teaching methods and activities managed by teachers in their classroom. Therefore, teachers should fully equip themselves with teaching skills and competencies and be sensitive to the recent development of the education world. Teachers should always think positively, be innovative, and try to use new methods in teaching and learning. However, all of those will depend on internal and external motivations and teachers need to undergo training and attend series of upgrading programs held by the Ministry of National Education.

Teachers also need to have high motivation as well as knowledge and expertise. Moreover, there is a parable stated that the higher teachers' motivation, the higher their work performance is.

### **STATEMENT OF THE PROBLEM**

National development is a principal agenda stated in the national education system. This is due to the fact that good education system will result in progress of the nation. Indonesia is a developing nation, with an education system which is based on the Number 20 Act, Year 2003 related to the National Education System.

There are a lot of quality problems in the education world such as the qualities of graduates, teaching methods, teachers' counseling and training, professionalism and teachers' performances. Such qualities are related to the administration of educational leaders, limitation of budget, accessibility, media, school climate, school environment, and support from various responsible parties. All quality limitations of the education components lead to the lower quality of graduates.

School has an important role in creating knowledgeable, skillful students who have religious and social values. Therefore, school is a social agent that should be paid attention in teaching process implementation (Davies, 2000) and the teacher's role cannot be ignored. Teacher is the one who determines the implementation of the teaching and learning process in the classroom. Teacher's seriousness in teaching depends on teacher's work motivation and professional competencies (Sahertian, 2000).

Teacher is the controller of education and teaching leadership in a classroom, thus a motivated and competent teacher will result in excellent teaching. Teacher should utilize all available sources as optimal as he/she can to make the teaching process runs effectively and efficiently (Aminuddin Mohd Yusof, 1994).

Work motivation is very important because it explains why the employees do their work (Hoy & Miskel, 1996; and Charles & Margaret, 2000). The essential stimulus of work motivation is needs. Needs are the driving factors in developing work motivation while working in an organization. Thus, the objective of a person to work is similar with a teacher who is actually work to earn income and fulfill his/her needs, with hopes, desires and wishes that can be realized in his workplace.

There are some factors influencing teacher's work performance in Indonesian contexts and the studies stated by Mulyasa (2006) put forward that work motivation is indeed influenced teacher's work performance. It was also supported by Sardiman (2004) on the aspects influencing teacher's performance.

Actually, this study is focusing more on work motivation in measuring the performance of State Senior High School teachers in Pekanbaru, Riau Province, Indonesia. The writers chose motivation factor because there are many similar studies in the country or other countries, especially Indonesia.

Motivation is an essential aspect for teachers to achieve certain performance. Gagne (1999) and Oemar Hamalik (2002) had stated that whatever the curriculum designed, it would not be successful if the teachers did not have seriousness and that seriousness would function if the teachers had high motivation. Based on the above assumption and discussion, the writers had chosen work motivation as the aspect to be studied in measuring the performance of State Senior High School teachers in Pekanbaru, Riau Province, Indonesia.

## **THE AIM AND METHODOLOGY OF THE STUDY**

This study was aimed to find out motivation and work performance level of the State Senior High School teachers in Pekanbaru, Indonesia, from the differing aspects of gender and work experiences. Besides that, this study examined the correlation between work motivation and work performance aspects from teachers' perspectives. This study was hoped to help improving quality teacher professionalism, especially in Riau, Pekanbaru area in order to achieve the objectives of educational vision and mission in Indonesia to stabilize the educational system.

This study was based on theories and models proposed by Bernardin (1993), D. Beach (1995), F. Herzberg (1996), D. Timpe (1998), G. Herbert and R. Gullet (1998), and E.B. Flippo (1999) to follow survey approach using questionnaire about teacher's motivation and work performance. The population of this study consisted of 682 teachers of 12 State Senior High Schools all around Pekanbaru, Riau. The sample was chosen randomly based on sample size of Krejcie & Morgan (in Arikunto, 2000). And the number of sample chosen in this study was 327 people.

## THEORITICAL FOUNDATION

Motivation usually refers to intrinsic and extrinsic factors. In doing professional duty as a teacher, motivation is very important because without motivation, the work being done will not achieve the objective and will not be done well.

According to Gagne (1999), work motivation will have positive impact on performance, employees' attitude, creativity, and support responsibility toward profession. Moreover, S.P. Robbins (1994) defined motivation as a will to do something and decide the competency to fulfill individual needs. Motivation means a condition to stimulate or a cause for someone doing something/activity, which takes place consciously. Based on this definition, motivation can be defined as: "*person only does an activity that is enjoyable to do.*"

Every individual has work motivation and according to D. Beach (1995), D. Timpe (1998), and G. Herbert and R. Gullet (1998) can be measured by some indicators: (1) a will to succeed, (2) having initiative, (3) responsibility, (4) high spirit in working, and (5) diligence in working. In fact, motivation has close relationship with work performance because the employee who is highly motivated will always show performance.

According to A. Joseph de Vito (1996), work performance is an important measure of an employee's efforts in organization. He stated that work performance related closely to work value and individual group that gathered to comprehend value related to work value can improve their organization performance.

D. Timpe (1998) defined performance as work level measurement that was done clearly. Performance means a competency to do a job. Performance is a contribution measured quantitatively and qualitatively to reach a group of objectives in a working unit. According to Zainol bin Sailan (1996), as an employee, teacher showed performance, which was influenced and influenced others. Performance was assumed to be important because it was related to other human resources activities such as acknowledgement, training program and work design. This aspect was an input and giving output for other human resources activities.

S.P. Robbins (1994) defined teachers performance as the ability of a teacher to achieve the objectives and goals of the organization. According to McClelland (1961), establishing a specific and challenging goal will motivate teachers to work harder, and significantly improving work motivation and work performance. This statement is supporting Tubbs' suggestion that providing a good support in setting a specific and challenging goal will improve teachers' performance (in Ahmad Rafaai Ayudin, 2000).

According to S.P. Robbins (1994), teachers' performance was not seen from the number of resulted outputs, but it was based on behavior, personality, responsibility, and attitude observation. Moreover, the measurement of teacher's performance might be done by various parties on the observed teacher. Besides that, the students' point of view can be a basic measure to determine teacher's performance value (Sardiman, 2004). Teachers who had higher work

performance will always search for situations in which they might get personal responsibility to find the solution of problems. They also need instant response about the achievement to make sure whether they showed progress in the job or they did not.

Mathis and Jacson stated that teachers performance involved these following components: (1) Efforts such as interest, personality, and talent; (2) Work force such as self-intensive, the will to work, work presence, and self-disipline in doing the job; and (3) Competency such as knowing what to be desired, having needed competence, and trying to control the job (in Ahmad Rafaai Ayudin, 2000).

## PROFILE OF RESPONDENTS AND RESEARCH ANALYSIS

Respondents of this study consisted of 327 Pekanbaru State Senior High School teachers. Details of the respondents that be chosen in this study were 25 teachers of SMAN (*Sekolah Menengah Atas Negeri*) 1 Pekanbaru; 30 teachers of SMAN 2 Pekanbaru; 22 teachers of SMAN 3 Pekanbaru; 31 teachers of SMAN 4 Pekanbaru; 36 teachers of SMAN 5 Pekanbaru; 27 teachers of SMAN 6 Pekanbaru; 25 teachers of SMAN 7 Pekanbaru; 33 teachers of SMAN 8 Pekanbaru; 32 teachers of SMAN 9 Pekanbaru; 24 teachers of SMAN 10 Pekanbaru; 26 teachers of SMAN 11 Pekanbaru; and 16 teachers of SMAN 12 Pekanbaru. The complete profile of respondents was showed in table 1.2.

**Table 1.2.**  
The Profile of Studied Respondents

Background	Respondent	Frequency	Percentage
Gender	Male	132	40.2
	Female	195	59.5
Education	Diploma	271	82.6
	Bachelor	56	17.1
Teaching experience	4-9 years	120	36.6
	10-15 years	134	40.9
	16-25 years	73	22.3

Based on gender, female teachers were more than male teachers, with 195 female teachers (59.5%) and 132 male teachers (40.2%). From educational background, the most respondents were those who had diploma degree qualification. So, 271 respondents (82.6%) were teachers who had diploma degree, and 56 respondents (17.1%) were teachers who had bachelor degree. The respondents of this study had various teaching experiences, in which 120 (36.6%) of them had of four-to-nine years teaching experience, 134 (40.9%) respondents had ten-to-fifteen years of teaching experience, and 73 (22.3%) respondents had sixteen-to-twenty-five years teaching experience.

Based on the questionnaire related to motivation and work performance aspects, the analysis had been done using descriptive analysis (Mean and

Standard Deviation) and Inference Analysis (t-testing, ANOVA, MANOVA, correlation and regression using SPSS 11.5 analysis).

The result of teacher's work motivation and work performance analysis was gained using descriptive statistic method, of percentage and mean. Teacher's work motivation and work performance aspects were measured using questionnaire based on Likert Scale divided into four levels: low (1.00 – 2.00), medium low (2.01 – 3.00), medium high (3.01 – 4.00), and high (4.01 – 5.00). This determination had been used in studies of program success evaluation by the researchers such as Jamil Ahmad in 1993, Mohd. Sahandri Gani Hamzah in 1998, and Mohamad Hussin Mohamad Yusof in 2006. Such determination based on a mean score could describe respondents' achievement level from affective aspect and other related matters.

## THE FINDINGS

The findings were discussed as following. *First, Teacher's Work Motivation Level of Pekanbaru State Senior High School, Indonesia.* This section consisted of items to get responses from respondents about State Senior High School teacher's work motivation in Pekanbaru. The analysis result of State Senior High School teacher's work motivation in Pekanbaru, Indonesia was showed in table 1.3. Based on the table, it was found that work motivation level was entirely in medium high level.

**Table 1.3.**  
Mean Score and Standard Deviation of Teacher's Work Motivation Aspect

Work motivation aspect	N	Mean	Standard deviation	Level
The firm will to succeed	327	4.195	0.5992	High
Initiative when working	327	3.191	0.7115	Medium high
Professional accountability	327	3.005	0.6090	Medium low
Working spirit	327	3.225	0.5374	Medium high
Working diligence	327	3.329	0.4994	Medium high
Entire teacher's work motivation level	327	3.390	0.4839	Medium high

Data in table 3 analyzed teacher's work motivation from the aspect of firm will to succeed that was in the highest level with Mean score of 4.195 and Standard Deviation of 0.5992. Next, initiative aspect when working was in medium high level with Mean score of 3.191 and Standard Deviation of 0.7115. The professional accountability aspect was in medium low level with Mean score of 3.005 and Standard Deviation of 0.6090. Next, working spirit aspect was in medium high level with Mean score = 3.225 and Standard Deviation = 0.5374. While Mean score for working diligence was in medium low level with Mean = 3.329 and Standard Deviation = 0.4994. In the whole, Mean for teacher's work motivation in State Senior High School in Pekanbaru, Indonesia was in medium high level with the Mean = 3.390 and Standard Deviation = 0.4839.

*Second, Teacher's Work Performance Level of Pekanbaru State Senior High School, Indonesia.* This section consisted of items to get the response of respondents about Pekanbaru State Senior High School teacher's work performance. The analysis result of State Senior High School teacher's work performance in Pekanbaru, Indonesia was showed in table 1.4. Based on the table, it was found that work performance level was in medium low level.

**Table 1.4.**  
Mean Score and Standard Deviation of Teacher's Work Performance Aspect

Teacher's Work Performance Aspect	N	Mean	Standard Deviation	Level
Teaching planning	327	3.121	0.8839	Medium high
Learning process	327	3.077	0.8280	Medium high
Evaluation implementation	327	2.892	0.6921	Medium low
Remedial and reinforcement	327	2.973	0.6001	Medium low
Entire teacher's work performance	327	3.008	0.6813	Medium low

Data in table 1.4. analyzed teaching planning which was at medium high level with Mean score = 3.121 and Standard Deviation = 0.8839. Next was learning process which was at medium high level with the Mean = 3.077 and Standard Deviation = 0.8280. For evaluation implementation aspect, it was at the medium low level with Mean = 2.892 and Standard Deviation = 0.6921. And remedial and reinforcement aspect which was in medium low level with Mean = 2.973 and Standard Deviation = 0.6001. The entire Mean for teacher's work performance of Pekanbaru State Senior High School, Indonesia was in the medium low level with Mean = 3.008 and Standard Deviation = 0.6813.

*Third, Difference of Teacher's Work Motivation and Work Performance Based on Gender.* Comparison to see the difference between teacher's work motivation and work performance based on gender was analysed separately as described by the following table. Table 1.5. described the difference of work motivation according to gender.

**Table 1.5.**  
T-Testing of Work Motivation Comparison Based on Gender

Work Motivation	N	Mean	Standard Deviation	T-Score	Sig.
Male	132	3.271	0.4709	-3.706	0.000
Female	195	3.470	0.4773		

Based on table 1.5. there was a significant difference of work motivation for female teachers with  $t = -3.706$  and  $p = 0.000$  ( $p < 0.05$ ). It meant that there was a significant difference from the mean score of work motivation between male teachers and female teachers in Pekanbaru State Senior High School,

Indonesia. Female teachers had higher work motivation with the Mean = 3.471 and Standard Deviation = 0.4709. Whereas, male teachers had the Mean = 3.271 and Standard Deviation = 0.4773.

For teacher's work performance aspect, the difference work performance based on gender would be described in table 1.6. as follows:

**Table 1.6.**  
T-Testing of Work Performance Comparison Based on Gender

Work Performance	N	Mean	Standard Deviation	T-Score	Sig.
Male	132	2.878	0.6410	-2.857	0.005
Female	195	3.095	0.6953		

Based on table 1.6. there was significant Mean difference of work performance between male and female teachers with  $t = -2.857$  and  $p = 0.005$  ( $p < 0.05$ ). It meant that there was a significant difference of Mean in the aspect of female and male teachers' work performance in Pekanbaru State Senior High School, Indonesia. Female teachers had higher work performance with a Mean = 3.095 and Standard Deviation = 0.6953; whereas male teachers had a Mean = 2.878 and Standard Deviation = 0.6410.

*Fourth, Difference of Teacher's Work Motivation and Work Performance Based on Working Experience.* Comparison to see difference of teacher's work motivation and work performance based on working experience was analyzed separately as described in the following table. This hypothesis testing used one-tail ANOVA test. Table 1.7. and table 1.8. showed a difference of work motivation based on working experience.

**Table 1.7.**  
Mean and Standard Deviation Analysis

Work Experience	N	Mean	Standard Deviation
4-9 years	120	3.600	0.4328
10-15 years	134	3.406	0.4142
16-25 years	73	3.015	0.4662

**Table 1.8.**  
ANOVA Analysis of Work Motivation Difference Based on Working Experience

Work Motivation	Type III Sum of Square	df	Mean Square	F	sig
Inter-group	15.599	2	7.800	41.592	0.000
Intra-group	60.760	324	0.188		
<b>Total</b>	<b>76.359</b>	<b>326</b>			



Based on table 1.7. and table 1.8. there was significant difference of work motivation based on working experience with  $F = 41.592$  and  $p = 0.000$  ( $p < 0.05$ ). It meant that there was a significant difference of Mean based on teachers' working experience of Pekanbaru State Senior High School, Indonesia. Teachers who had 4-to-9 years working experience had higher work motivation with a Mean = 3.600 and Standard Deviation = 0.4328. It was followed by teachers who had 10-to-15 years working experience with a Mean = 3.406 and Standard Deviation = 0.4142. While teachers who had 16-to-25 years work experience had Mean = 3.015 and Standard Deviation = 0.4662.

For the difference between teacher's work motivation aspect with working experience, ANOVA analysis was done as described in table 1.9. and 1.10. as follows:

**Table 1.9.**  
Mean dan Standard Deviation Analysis

Work Experience	N	Mean	Standard Deviation
4-9 years	120	3.231	0.6262
10-15 years	134	3.019	0.6629
16-25 years	73	2.620	0.6378

**Table 1.10.**  
ANOVA Analysis of Work Performance Difference Based on Work Experience

Work Motivation	Type III Sum of Square	df	Mean Square	F	sig
Inter-group	16.934	2	8.467	20.412	0.000
Intra-group	134.394	324	0.415		
<b>Total</b>	<b>151.327</b>	<b>326</b>			

Based on table 1.9. and table 1.10. there was a significant difference of work performance based on working experience with  $F = 20.412$  and  $p = 0.000$  ( $p < 0.05$ ). It meant that there was a significant difference of Mean based on teachers' working experience of Pekanbaru State Senior High School, Indonesia. Teachers who had 4-to-9 years working experience had higher work performance with the Mean = 3.231 and Standard Deviation = 0.6262. It was followed by teachers who had 10-to-15 years working experience with a Mean = 3.231 dan Standard Deviation = 0.6262. Whereas teachers who had 16-to-25 years working experience had a Mean = 2.620 and Standard Deviation = 0.6378. .

**Fifth, Correlation between Teacher's Work Motivation and Working Performance.** Correlation analysis was used to find out the significance of teacher's work motivation on teacher's working performance. Summary of the analysis could be seen in table 1.11. below.

**Table 1.11.**

Correlation Among Work Motivation, In-Service Training and Professional Competencies

Variable	r	Sig	The Significance of Correlation
Work motivation	0.780**	0.000	High

Significant in 0.05 level

Pearson Correlation Product Moment proved positive correlation of work motivation, in-service training, and professional competencies on teacher's working performance. Based on the score gained based on the aspect, it was found that work motivation had higher correlation with  $r = 0.780$  and  $\text{Sig} = 0.000$ . It could be concluded that work motivation aspect had positive and significant correlation, meaning that the higher work motivation, the higher teacher's work performance. It was also prevailed for the reverse.

**Sixth, Contribution of Work Motivation on Teacher's Work Performance.**

In order to see the contribution of work motivation on teacher's work performance, the writers used stepwise regression analysis to analyze the data and then to answer the sixth question. Some data that would deviate reliability of regression result was rejected (through *Casewise Diagnostics Analysis*). Besides that, some linear regression probability such as varian similarity testing and normality testing, and colonearity aspects followed the method that had been determined. However, those probabilities could be corrected by checking normal probability plot table and scatterplot. The sixth problem was the contribution of work motivation on teacher's work performance. The result of regression analysis was showed in table 1.12. and table 1.13. below.

**Table 1.12.**

Varian Analysis

	Type III Sum of Square	df	Mean Square	F	Sig.
Regression	92.109	1	92.109	505.506	0.000
Residual	59.219	325	0.182		
<b>Total</b>	<b>151.327</b>	<b>326</b>			

Based on table 1.12., stepwise regression analysis found that teacher's work motivation was a significant varian to estimate teacher's work performance, which was  $F = 505.506$  and  $\text{Sig} = 0.000$  ( $p < 0.05$ ).

Based on Beta value, it was found that work motivation contributed 61 percent ( $\text{Beta} = 0.780$ ,  $t = 22.483$ ,  $\text{Sig} = 0.000$ , and  $R^2 = 0.609$ ). In this case, there was a probability of other percentage residual, which was about 39 percent contributed by other factors which were not considered in this study. Based on the analysis of regression result, it can be formulated that if work motivation factor improved by one unit, then work performance would improve by 0.780.

**Table 1.13.**

Regression Analysis of Contribution Among Work Motivation In-Service Training and Professional Competencies on Teacher's Work Performance

Estimate	B	Ralat Piawai	Beta	t	Sig	R2	Contribution (%)
Teacher's work motivation	1.098	0.049	0.780	22.483	0.000	0.609	61
<b>Pemalar</b>	-0.715	0.167		-4.274	0.000		

## DISCUSSION AND RECOMMENDATION

Based on the result analyzed using Mean score, it was found that teacher's work motivation of Pekanbaru State Senior High School was in medium high level, with the entire Mean = 3.390 and SD (Standard Deviation) = 0.4839. It showed that teacher's motivation might be categorized into better level. This finding was similar with study finding of W.K. Hoy and C.C. Miskel (1996) stated that most teachers had motivation to learn because teachers had interest and responsibility to educate students. The most prominent aspect was the will to succeed in which teachers of Pekanbaru State Senior High School had the will to succeed in higher mean level. It showed that teachers' attitude to be successful in their work was high. However, it is predicted that the teachers' income was lower than other profession.

Whereas other motivation aspects related to initiative when working, working spirit, and working diligence were in medium high level with Mean score between 3.191 to 3.329. This situation described that Pekanbaru Senior High School teachers had positive attitude on such aspects. It may be because of those teachers felt that school climate could be a quite conducive situation in line with study of Aminuddin Mohd Yusof (1994) and Ahmad Rafaa Ayudin (2000) stated that school climate and condition might help improving teacher's work motivation and initiative when working, working spirit and working diligence. However, the difference of professional accountability of Pekanbaru State Senior High School teachers was only in medium low level with a Mean of 3.005 and SD = 0.6090. It showed that the teachers in Pekanbaru State Senior High School were not fully committed in improving their quality and responsibility as teachers. The finding of this study is contrasting with the study by Oemar Hamalik (2002), which showing that teachers had commitment on their profession as teachers.

Based on the discussion of findings about the motivation of Pekanbaru State Senior High School teachers, although it was in the satisfactory level, it needs to be improved in the future by holding various activities, especially by the Ministry of Education and schools, to improve teachers' motivation and it must be done consistently to guarantee teacher's educational quality in line with more challenging education in the global era.

If it was seen from the gender aspect, there was a significant difference between female and male work motivation. Female teachers had higher work motivation with Mean = 3.471 and Standard Deviation = 0.4709; while male teachers had a Mean of 3.271 and Standard Deviation = 0.4773. From working experience aspect, teachers who had 4-to-9 years of experience had higher work motivation with Mean = 3.600 and Standard Deviation = 0.4328. Next, 10-to-15 years experienced teachers had Mean = 3.406 and Standard Deviation = 0.4142. The teachers who had 16-to-25 years of experiences had Mean = 3.015 and Standard Deviation = 0.4662. It was similar with McClelland's (1961) opinion stated that motivation level of each individual was different, depending on one's needs for performance. Those who had motivation to have high performance will have initiative in performing their duty. If they faced challenges and obstacles in performing their duty, they would always try to handle and create authorized people to act on.

If it was seen from correlation between work motivation and teacher's work performance, work motivation aspect had high correlation with  $r = 0.780$  and  $\text{Sig} = 0.000$ . Work motivation aspect had positive and significant correlation, meaning that the higher work motivation is the higher teacher's work performance and the reverse as well. The finding of this study was in line with the opinion of S.P. Robbins (1994) and Gagne (1999) stated that motivation actually had close relationship with work performance because the motivated employees will always show performance.

When analyzing contribution of work motivation on teacher's work performance, it was found that work motivation gave contribution by 61 percent ( $\text{Beta} = 0.780$ ,  $t = 22.483$ ,  $\text{Sig} = 0.000$ , and  $R^2 = 0.609$ ). In this case there was a probability of other percentage residual, which was about 39 percent contributed by other factors that were not considered in this study. This finding showed that work motivation was very important to improve work performance. It was in line with Gagne' (1999) opinion that work motivation will have positive impact on performance, employee's attitude, creativity, and support responsibility toward profession. The finding of S.P. Robbins' study (1994) also showed that work motivation as a will to do something and decide the competency to fulfill individual needs.

According to Djamarah (1998) and Davies (2000), highly-motivated one would give effects such: (1) a collective will to reach the objectives; (2) loyalty to the organization and leader; (3) high and good work discipline; (4) ability to handle difficulties in doing job; and (5) obedience to regulation. Therefore, work motivation is important to improve work performance of State Senior High School teachers in Pekanbaru, Riau, Indonesia.

## **THE IMPLICATION OF THE STUDY AND RECOMMENDATION OF FUTURE STUDY**

Improving teacher's motivation is very important because it can improve teacher's work competency. The improvement of teacher's motivation will directly influence student's achievement. Therefore, in order to enhance

teachers' motivation, they should be: (1) given opportunity to feel challenges in work intellectually and emotionally; (2) given opportunity to develop personally and professionally; (3) given opportunity to be involved in decision-making process related to their work; (4) acknowledged as an important part of an enterprise; and (5) informed that they have contribution toward organization and should be given acknowledgement.

Based on this study, the teacher's prosperity and work environment should be maintained to improve work performance. If these are done, the result will be in great benefit because sufficient income and enjoyable work environment will decrease tension and develop work quality improvement.

To follow-up this study, the writers proposed some recommendations for future study:

*First*, this study only covered 327 teachers of Pekanbaru State Senior High Schools, Riau province, Indonesia, to describe correlation of motivation and performance involving all teachers in Riau rovince because the sample was more and inclusive of various school locations, especially remote areas, will be more meaningful to reach the objectives to develop education which is entirely related to the teacher's quality.

*Second*, this study only emphasized on teachers of Senior High School and it was recommended that in future this study will involve Elementary Schools. It is important because the quality of Elementary School teachers has direct benefit on students' learning in Secondary School. If the teachers of Elementary Schools do not have adequate motivation and less competent, they may influence the students of Elementary Schools. This benefit will be felt in Secondary School level. And such, a study to know the related aspects should be done for the teachers of Elementary School level.

*Third*, this study only emphasized on constructs related to work motivation to measure teacher's work performance. Other constructs that should be studied to measure the teacher's performance are in-service training, professional competencies, incentives, work ethics, facilitators, school climate and leadership.

And finally, *fourth*, this study only used a survey method and testing, and depended on the teachers' will in responding the items of the questionnaire and the testing as well. The teachers in this study responded quickly of the testing given. A more detail study should be conducted to measure teacher's performance through qualitative method, including interview and observation.

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