

## The Effect of Class Management and Work Motivation on The Performance of Public Elementary School Teachers in Pulau Beringin District, Sout Oku Regency

\*Hisnah Amidawati<sup>1</sup>, Yasir Arafat<sup>2</sup>, Alhadi Yan<sup>3</sup>

<sup>1</sup> Education Management Study Program, PGRI University of Palembang

<sup>2</sup> Education Management Study Program, PGRI University of Palembang

\*Corresponding Author. Email: [hisnahpulau@gmail.com](mailto:hisnahpulau@gmail.com).

### Abstract

This study aims to determine and analyze the effect of classroom management and work motivation partially or jointly on the performance of public elementary school teachers in Pulau Beringin District, South OKU Regency. This research uses quantitative methods. Data were analyzed using multiple linear regression. This study resulted in the conclusions 1) Classroom management affects the performance of public SD teachers in Pulau Beringin District, South OKU Regency; 2) Work motivation affects the performance of SD Negeri teachers in Pulau Beringin District, OKU Selatan Regency; and 3) Class management and work motivation together have a significant effect on the performance of public elementary school teachers in Pulau Beringin District, South OKU Regency. The magnitude of the influence of all independent variables on the performance of SD Negeri teachers in Pulau Beringin District is 92.4%, the remaining 7.6% is influenced by other variables not examined in this study.

**Keywords:** Class management, work motivation, teacher performance.

### INTRODUCTION

Etymologically according to the Big Indonesian Dictionary, performance is performance. Terminologically, performance is the implementation of work tasks at a certain time and a process to achieve work results. Performance according to the performance of an employee is related to work performance, work results, and performance shown at a certain time. The goal is to meet the work goals of employees who will later contribute to the goals of the organization [1].

Based on some relevant previous research, it has been concluded that the researched performance of employees is influenced by various factors. Research states that stress significantly reduces performance [2]. Stated that organizational commitment and individual competence have a significant positive effect on teacher performance [3].

An individual will be a good teacher when he becomes part of his students who try to understand all students and their words.), understanding others, having a strong, consistent determination, etc. is an attitude in emotional intelligence. The better the teacher's personality, the better the dedication in carrying out their duties and responsibilities as an educator. The influence of personality aspects and high dedication to performance can increase job awareness and be able to show satisfactory performance in an organization. Teachers who have a good personality can generate the will and dedication in doing educational work. Teachers who are able to provide positive motivation or reinforcement to students with good character, students will get positive stimulation.

Based on observations in the field, the performance of teachers in schools is still felt to be less than optimal due to many factors: for example teaching is not based on their abilities, the development of teaching materials for learning in class is lacking, teachers are not active in self-development activities. Monitor the low performance of teachers by: competence, work discipline, job satisfaction, the organization where teachers teach, the leadership of the school principal, as well as the existence of government policies on education [4].

According to citing Arikunto is the administration, regulation or arrangement of an activity [5]. That classroom management is a teacher's skill to create a conducive learning climate and control it in learning [6].

The objectives of class management are as follows: 1) Fostering and guiding students according to various social, economic, cultural, and individual traits. 2) Helping students learn and work according to their potential and abilities. 3) Creating a good social atmosphere in the classroom, so that this condition can provide satisfaction, an atmosphere of discipline, intellectual, emotional, attitude, and positive appreciation for students. 4) Helping students to work in an orderly manner, so that the objectives of teaching effectively and efficiently in the classroom can be achieved [7]. Motivation is an impulse that arises in a person who moves him to do something. Teachers who have high work motivation will always work hard to overcome all kinds of problems faced in the hope of achieving better results [8].

Based on the description above, class management and work motivation play an important role in teacher performance. If the performance of teaching teachers is carried out well, the quality of education at SD Negeri in Pulau Beringin District will specifically increase. Based on the background of the problems above, the researcher will conduct a study entitled "The Effect of Classroom Management and Work Motivation on the Performance of Public Elementary School Teachers in Pulau Beringin District". This research is very important to be studied considering the improvement of teacher quality through improving teacher performance in schools which will certainly have an impact in achieving educational goals.

Based on the problem identification above, it turns out that the problem is very broad, complex, and complex. However, researchers are limited to the effect of classroom management and teacher work motivation on teacher performance in SD Negeri Pulau Beringin District, South OKU Regency. In this study focused on research problems on the effect of classroom management (X1) and work motivation (X2) on teacher performance (Y) in SD Negeri Pulau Beringin subdistrict, South OKU district.

The formulation of the problem in this study are:

1. Is there an effect of classroom management on the performance of public SD teachers in the Banyan Island sub-district, Oku Selatan district?
2. Is there an effect of work motivation on the performance of public elementary school teachers in the Banyan Island sub-district, Oku Selatan district?
3. Is there an effect of classroom management and work motivation on the performance of public elementary school teachers in the Banyan Island sub-district, oku selatan district?

This study aims to identify and describe the following matters:

4. The effect of classroom management and work motivation on the performance of public SD teachers in Pulau Beringin District, South OKU Regency
5. The effect of classroom management on the performance of public SD teachers in Pulau Beringin District, South OKU Regency
6. The effect of teacher work motivation on the performance of public elementary school teachers in Pulau Beringin District, South OKU Regency

### **Teacher Performance**

Etymologically according to the Big Indonesian Dictionary, performance is performance. Terminologically, performance is the implementation of work tasks at a certain time and a process to achieve work results. The performance of an employee is related to work performance, work results, and performance shown at a certain time. The goal is to meet the work goals of employees who will later contribute to the goals of the organization [9]

Teacher performance is the ability of a teacher to carry out his duties or work. Good teacher performance can be assessed from the results achieved according to predetermined standards. " teacher performance is the ability shown by the teacher in carrying out the task or job. Good performance is when the results achieved are in accordance with predetermined standards.

Based on these opinions, it can be concluded that teacher performance is the result or achievement of the teacher. The achievement of these results or achievements is of course related to the implementation of the teacher in his duties and functions which are carried out professionally.

### ***Class Management***

Management according to language is management. Management is a word that comes from English, management. Meanwhile, according to the term, management is a process of using resources effectively to achieve certain goals or objectives[10]. According to Djamarah, by citing Arikunto, management is the administration, arrangement or arrangement of an activity [11]

Based on some of the opinions above, it can be concluded that a class is a place or location in which there is a group of people who carry out the teaching and learning process to achieve educational goals. States that classroom management is a teacher's skill to create a conducive learning climate and control it in learning [12]. This is in states that classroom management is the skill of a teacher as a leader as well as a manager in creating a classroom climate that is conducive to achieving teaching and learning activities [13].

### ***Work Motivation***

Motivation is an impulse that arises in a person who moves him to do something. Teachers who have high work motivation will always work hard to overcome all kinds of problems faced in the hope of achieving better results [14].

## **METHODOLOGY**

In this study, quantitative research methods were used and the research design was in the form of an influence study, namely to determine the effect of the three variables, namely the independent or independent variables of Class Management (X1), Teacher Work Motivation (X2) and the dependent or dependent variable Teacher Performance (Y).

The two independent variables, namely (X1) and (X2) are associated with the dependent variable, namely (Y) with the pattern of the relationship between variables X1 and Y, the relationship between variables X2 and Y and the relationship together X1 and X2 with variable Y. The population of this study are all SD Negeri teachers in Pulau Beringin District, totaling 259 people. Simple Random Sampling is a method of taking samples from members of the population at random without paying attention to the strata (levels) in the members of the population. So from the above definition, it can be explained that the sample is a part of the total population that is selected for focused research and aims to reduce the scope of the study. This research data collection using questionnaires and documentation. The research data were processed using SPSS version 23.00

**Tabel 1. Research Sample**

No	School Name	Total
1	SDN 12 Pulau Beringin	18
2	SDN 09 Pulau Beringin	12
3	SDN 15 Pulau Beringin	14
	Total	44

## **RESULTS AND DISCUSSION**

### ***Results***

Inferential statistical analysis is a multiple linear regression analysis that explains the output of the SPSS version 23 program which is used to test existing hypotheses. This analysis consists of multiple linear regression analysis, F test analysis (Simultaneous), t test (partial), and the coefficient of determination..

**Multiple Regression Statistical Analisis**

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	15.026	3.047		4.932	.000
Motivasi Kerja	.376	.073	.416	5.133	.000
Manajemen Kelas	.519	.072	.583	7.191	.000

a. Dependent Variable: Kinerja guru

The Class Management variable (X1) has a positive and significant effect on the performance of SDN teachers in Pulau Beringin District. This can be seen from the significance value of Class Management (X1)  $0.000 < 0.05$ . Work Motivation Variable (X2) has a positive and significant effect on the performance of SDN teachers in the Pulau Beringin district. This can be seen from the significant value of Work Motivation (X2)  $0.000 < 0.05$

**F Test Results (Simultaneous)**

Based on the test results, it is obtained that the Fcount value is 247.775 with the Ftable value is 3.23 so that the Fcount value  $> Ftable$  or  $247.775 > 3.23$ , and the significant level is  $0.000 < 0.05$ , so  $H_0$  is rejected and  $H_3$  is accepted, it can be concluded that the Class Management variable (X1) and Work Motivation (X2) simultaneously have a significant effect on the performance of SDN teachers in Pulau Beringin District

**T Test Results (Partial Hypothesis)**

Hypothesis testing in regression can also be done using the t test. with the following criteria: if the probability value (significant)  $<$  than 0.05 then  $H_0$  is rejected and  $H_a$  is accepted. Conversely, if the probability value (significant)  $>$  than 0.05 then  $H_0$  is accepted  $H_a$  is rejected.

**Effect of Classroom Management on Teacher Performance**

The Class Management variable (X1) has a positive and significant effect on the performance of SDN teachers in Pulau Beringin District. This can be seen from the significant value of Class Management (X1)  $0.000 < 0.05$ .

Furthermore, the value obtained by tcount is 17.105. The t table can be seen in the statistical table with a significant  $0.05 / 2 = 0.025$  in the degrees of freedom  $df = n - k$  or  $44 - 2 = 42$ , the results obtained for the t table are 2.01808. It means that the value of T is greater than the value of t table ( $17.105 > 2.01808$ ), so  $H_0$  is rejected and  $H_1$  is accepted. So the hypothesis which says there is an effect of classroom management on the performance of SDN teachers in Pulau Beringin District is partially accepted.

**Effect of Work Motivation on Teacher Performance**

The t value of the regression coefficient is 20.441 with a significant level of 0.000. t table can be seen in the statistical table with a significance of  $0.05 / 2 = 0.025$  in degrees of freedom  $df = n - k$  or  $44 - 2 = 42$ , the results obtained for t table are 2.01808 (see attachment t table). If tcount  $>$  ttable ( $14.179 > 2.01808$ ), then  $H_0$  is rejected and  $H_a$  is accepted. So it can be concluded that work motivation has a significant effect on teacher performance.

**Coefficient of Determination**

The coefficient of determination is found in the Adjusted R Square value of 0.924. This means that the ability of the independent variable to explain the dependent variable is 92.4%, the remaining 7.6% is explained by other variables not discussed in this study.

## **Discussion**

### **Effect of Classroom Management on Teacher Performance Guru**

Hasil Hasil penelitian menunjukkan bahwa Manajemen Kelas berpengaruh secara signifikan terhadap kinerja guru SD Negeri di Kecamatan Pulau Beringin sebesar 87,4%. Semakin baik Manajemen Kelas, maka semakin baik kinerja guru.

Pada pembahasan sebelumnya banyak teori yang menyebutkan faktor – faktor yang mendukung kinerja guru dalam pembelajaran salah satunya yaitu Manajemen Kelas. Dengan adanya manajemen kelas yang baik akan membuat kinerja guru menjadi lebih baik. Hal ini sejalan dengan hasil penelitian jasmani (2013) yang menyatakan bahwa terdapat pengaruh yang signifikan antara Manajemen Kelas dan kinerja guru. Guru yang dapat melakukan manajemen kelas dengan baik akan menunjukkan kinerja yang baik daripada guru yang tidak bisa melakukan manajemen kelas dengan baik [15]

### **Effect of Work Motivation on Teacher Performance**

Based on the results of hypothesis 2 testing, it is known that work motivation has a significant effect on teacher performance as shown by the results of the t test, the tcount price is  $14.179 > 2.02619$ . At a significant level of 0.05 with a dterminan coefficient of 0.827, it can be concluded that teacher performance is influenced by work motivation by 82.7%.

The results of research that are structured show that work motivation has a positive influence on teacher performance. Good work motivation will make the teacher have a passion for the task of educating and carrying out teaching and learning activities. Work motivation of a teacher describes the state of work conditions both physical and non-physical which can affect the teacher in carrying out their duties as a teacher and educator.

This is supported by previous research by Septiana (2013) which states that the result is that there is a positive and significant effect of Work Motivation on teacher performance by 8.5% with a value of  $t_{count} > t_{table}$  ( $0.835 > 0.620$ ), so it is concluded that work motivation on performance teachers accepted and tested the truth [16].

### **The Effect of Class Management and Work Motivation on Teacher Performance**

From the results of the study it was found that class management and work motivation together had a significant effect on the performance of public elementary school teachers in Pulau Beringin district by 92.4%. From these findings it can be interpreted that classroom management and work motivation together have a significant strength on teacher performance. Good classroom management will make teaching and learning activities better so that teachers are better able to improve their abilities in processing learning activities. Likewise, if the creation of positive work motivation can improve the teacher's performance.

## **CONCLUSIONS**

Based on the results of data analysis and discussion through proof of the hypothesis which includes three variables, namely Class Management (X1), Work Motivation (X2) and Teacher Performance (Y), it can be concluded that: There is a significant influence between Class Management on the performance of SD Negeri teachers in Pulau Beringin District. There is a significant influence between work motivation on the performance of public elementary school teachers in Pulau Beringin district. There is a significant influence between Classroom Management and the environment together on the performance of SD Negeri teachers in Pulau Beringin District.

Based on the above conclusions from this study, the authors suggest the following: Class management in teaching and learning activities at SD Negeri in Pulau Beringin sub-district is good enough, it's just that creativity in class management is still uneven. It is expected that each existing teacher provides something new in each teaching and learning activity so that the learning atmosphere will be better and the learning objectives are achieved. In this study, the effect of work motivation on the performance of public elementary school teachers in the Beringin Island district was 83.7%. This is very good, but still needs to be improved. Work motivation is the basic capital of a teacher to always try to give the best

for work, students and school. With high work motivation, it will motivate a teacher to continue to be creative in carrying out tasks. With the existing theory, the results of this study can be developed by other researchers to improve or enhance this research as well as to study and examine other variables related to improving teacher performance and the factors that influence it.

## REFERENCES

- [1]. Susanto, H. (2012). factors affecting the performance of vocational high school teachers. *Journal of Vocational Education*, Vol 2, Number 2, June 2012.
- [2]. Zulkifli. (2010). Contribution of Teacher Creativity and School Principal Supervision on Teacher Performance of SMP Negeri Lubuk Basung District, Agam Regency, Padang: Thesis of Padang State University Postgraduate Program.
- [3]. Irawadi. (2013). The Effect of Class Visit Supervision and Motivation on the Performance of Public Elementary School Teachers in Lintau Buo Utara District, Batusangkar Thesis, Post-Graduate Program at BatusangkarPidarta Islamic State High School, 2011
- [4]. Ahyani et al. (2020) The Effect of Certification Allowances and Achievement Motivation on Teacher Performance. *Tambusai Education Journal*. Volume 4 Number 2 1802-1811
- [5]. Djamarah, S. B., & Zain, A. (2010). *Teaching and Learning Strategies*, Cet. IV; Jakarta: Rineka Cipta.
- [6]. Priansa, D. June. (2015). *Student Management and Learning Models*, Cet. I; Bandung: Alfabeta
- [7]. Nugraha, Muldiyana. "Classroom Management in Improving the Learning Process." *Tarbawi: Educational Management Scientific Journal* 4.01 (2018): 27-44.
- [8]. Mangkunegara, A. Anwar. King. 2009. *Human resource management of companies*, 2011.
- [9]. Susanto, H. (2012). factors affecting the performance of vocational high school teachers. *Journal of Vocational Education*, Vol 2, Number 2, June 2012
- [10]. Muhaimin. (2009). *Education Management*. Jakarta: Godenl
- [11]. Djamarah, S. B., & Zain, A. (2010). *Teaching and Learning Strategies*, Cet. IV; Jakarta: Rineka Cipta.
- [12]. Priansa, D. June. (2015). *Student Management and Learning Models*, Cet. I; Bandung: Alfabeta
- [13]. Wiyani, Novan Ardy. 2013. *Classroom Management: Conducive Theory & Application*.
- [14]. Mangkunegara, A. Anwar. King. 2009. *Human resource management of companies*, 2011.
- [15]. Jasmani, S. M. (2013). *New Breakthroughs in Performance Improvement of School Supervisors and Teachers*. Yogyakarta: Ar-Ruz Media Hope et al (2020). The Effect of Teacher Certification and Work Motivation on Teacher Performance. *Journal of Management, Leadership, and Educational Supervision*. Palembang, Volume 6, No 1.
- [16]. Septiana, R., Ngadiman, N., & Ivada, E. (2013). The influence of principal leadership and work motivation on teacher performance at SMP Negeri Wonosari. *Sebelas Maret University Economic Education Journal*, 2 (1), 13537.