



## Factors affecting the teaching motivation of elementary school/madrasah ibtidaiyah teachers in west kalimantan

**Elijah<sup>1</sup>, Bahaking Rama<sup>2</sup>, Erwin Hafid<sup>3</sup>, & Afifuddin Harisah<sup>4</sup>**

<sup>1,2,3,4</sup> Universitas Islam Negeri Alauddin Makassar

Correspondence Email: [elijah.arhadi@gmail.com](mailto:elijah.arhadi@gmail.com)

### ABSTRACT

This study aims to determine the dominant factors that influence the teachers' motivation to teach at elementary schools/madrasah Ibtidaiyahs in Sambas Regency, West Kalimantan. The research was conducted in eight madrasah ibtidaiyahs and six elementary schools in six sub-districts with a population of 3936 teachers. This study used a quantitative method in the form of survey research. The data were collected using a questionnaire. The sample was determined by Roscone's theory sampling using the non-probability sampling quota technique. Questionnaires were distributed to 152 samples. 122 respondents returned the questionnaire, while 30 respondents did not. Of the 122 questionnaires, 32 were not filled out, and 23 were incomplete. As a result, only 67 data were analyzed for this study. Based on the findings, there are three factors affecting the teachers' motivation: factor 1, which consists of obligation/task/responsibility and risk avoidance (named the teacher's sense of responsibility variable), with 34.754% of the variation; factor 2, which consists of variables of curiosity, appreciation, environmental influences, and wanting to become an expert in a particular field (called the teacher professionalism factor), with a variation of 15.920%; and factor 3 which consists of prestige and salary/benefits/rewards/gifts (the variable named teacher welfare), with the variation of 14.537%. Therefore, the most dominant factor that influences the motivation of elementary school/madrasah ibtidaiyah teachers to teach in Sambas Regency is factor 1. Meanwhile, the teacher's status factor as a civil servant or honorary teacher affects teachers' motivation. This is because permanent teachers (civil servants) receive more salary than honorary teachers.

**Keywords:** Motivation, Teachers. Elementary Schools, Madrasah Ibtidaiyah

## **1. INTRODUCTION**

Motivation is an internal condition that stimulates, directs and maintains behavior, and forms a strong drive within oneself to achieve goals using the energy it has (Hoy & Miskel, 2014). When a new teacher gets a bachelor's degree, has fulfilled the qualifications and has competence as an educator, then automatically, motivation arises to apply the knowledge he has learned. So, the first thing the teacher has is internal motivation (Mugiasih et al., 2019, p. 124). However, motivation will continue to increase with the presence of external motivational factors such as compensation, appreciation, rewards (Tresia, 2019, p. 74), supervision (Rivai, 2021, p. 21), role models, discipline and continue to be motivated in carrying out their duties as teachers (Selvia et al., 2021, p. 2633).

Malone distinguished two forms of motivation, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation does not require encouragement from outside as extrinsic motivation because the encouragement already exists within the individual itself (Uno, 2002, p. 66). Intrinsic motivation, such as interests, talents and wills, move individuals to achieve something from within themselves, not because of forms of external encouragement such as punishment, prizes or incentives (Uno, 2021, p. 7). Intrinsic motivation also includes wanting to achieve, being curious, and wanting to become an expert in certain fields (Reid, 2009, pp. 20-29). According to Uno (2021, p. 9), intrinsic motivation for teachers includes: adapting assignments to interests, being creative in planning, providing feedback on student responses, providing opportunities for students to respond actively, and providing opportunities for students to adapt themselves to the assigned tasks.

According to Sardiman (2020, p. 91), extrinsic motivation is learning or teaching activities that arise within the individual, starting from encouragement outside of himself, which should not always be related to learning. External factors that can affect extrinsic motivation can be in the form of punishment, reward or social pressure (Arends, 2008: 143). Extrinsic motivation goes into several parts; for example, humans learn to meet needs, and students learn to avoid punishment or to get prizes, or increase prestige. Other motives for human learning can also be because they want to be praised by others or because of the demands of rank, position and class (Yamin, 2009, p. 164). In general, extrinsic motivation is reflected in behavior to fulfill obligations/responsibilities/tasks, to avoid risks, because of rewards, gifts/rewards that are presented, prestige, and the influence of peer groups (Reid, 2009, pp. 20-29).

Motivation is displayed as behavior that responds to stimuli to achieve goals and is consistent with the behavior set to achieve goals. Motivation is closely related to needs, behavior, goals, and satisfaction. So, motivation is characterized by the emergence of

behavior, responses, and reactions to achieve goals and are consistent in the same attitude to achieve these goals. Motivation is related to needs, behavior, goals and satisfaction with relationships. Morgan saw that humans do things for their own pleasure or to please others, to achieve achievements, and to overcome difficulties. So that encouragement can be identified from within and outside the individual (Reid, 2009, pp. 14-15).

On the surface, the teachers' motivation in Sambas district's Madrasah Ibtidaiyyah and Elementary Schools appears to be good, yet conditions are different further inland. It is understandable to see teachers arrive late or missing class frequently due to regional-owned infrastructure. However, teachers do frequently—in fact, face difficulties due to subpar transportation options. Despite the streets being destroyed, they continue to battle for the education of the nation's youth. Surprisingly, a large number of them are honorary teachers. As a result, their pay is less than a teacher who works for the government. However, all of their challenges and difficulties are overridden by their sincerity.

With time, this condition becomes better. Additionally, the conditions for development are improving. Unfortunately, Sambas Regency is a relatively large area, so many locations are difficult to reach. While the population is spread over various locations, elementary schools and Madrasahs are spread according to the location of the population, so there are still areas whose development is still late, but educational development never waits. This indicates that, in light of the development of national education, teachers must continue to advance.

Therefore, it is necessary to conduct research related to the factors that motivate elementary school/madrasah ibtidaiyah teachers to teach in Sambas District. In addition to contributing practically to improve policies in basic education, especially at the regional level, this research also contributes theoretically, particularly as a reference for scientific discoveries in the area of basic education. This is due to the fact that it is challenging to locate sources that discuss the situation of elementary school teachers in Sambas Regency. The need for this research is very urgent.

## **2. METHODS**

This study used a quantitative method in the form of survey research. The data was collected using a questionnaire. This research was conducted in eight primary schools and six elementary schools from six sub-districts in Sambas district. The study population was 417 MIS teachers and 3519 elementary school teachers, so the total population is 3936. The number of samples is determined through Roscone's theory, which suggests that if the research is carried out using multivariate analysis (correlation

or regression), the minimum number of samples is 10 times the number of variables studied (Sugiyono, 2020, p. 162). For example, if there are 10 research variables, the sample size is at least  $10 \times 10 = 100$ . Therefore, in this study, the sample is 152 teachers.

Each of the 152 samples received a questionnaire. 122 respondents returned the questionnaire, while 30 respondents did not. Of the 122 questionnaires, 32 were not filled out, and 23 copies of the answers were incomplete, so they could not be used in data analysis. As a result, only 67 data were analyzed for this study.

The research problem studied is an association problem, namely seeking influence between variables. As for the research variable, the motivation of SD/MI teachers in Sambas district is denoted by Y. The factors analyzed are indicators of motivational sub-variables namely extrinsic motivation and intrinsic motivation as many as nine indicators which function as independent variables denoted from X1-X9. These variable factors can be described by the following research questionnaire instrument lattice table.

**Table 1.** Research Factors

Variabel	Dimensi-dimensi	Indikator	No item	Jml Item
Motivation to teach teachers (Y).	a. extrinsic motivation.	To fulfill obligations/responsibilities/duties (X1).	1, 2, 3	3
		Avoid the risk (X2).	4, 5	2
		Because of the award (X3).	6, 7, 8	3
		Salary/benefits/gifts/rewards (X4)	9, 11, 10, 12	4
		Because of prestige. (X5).	13	1
		Influence of peer groups (X6)	14	1
	b. intrinsic motivation	Want to achieve. (X7).	15	1
		Curious (X8)	16	1
		Want to become an expert in a certain field (X9)	17, 18	2

This teaching motivation questionnaire grid was developed by Winkel (Yamin, 2009, pp. 164-165), Gavin Reid (Reid, 2009, pp. 20-29), and Sardiman (Sardiman, 2020, pp. 89-91). Previously, the instrument consisted of 22 questions to be tested on 18 teachers. From the results of the instrument trials, 18 valid instruments were obtained. 4 are invalid because the instrument correlation value is  $<0.2$  (Nisfiannoor, 2013, p. 233).

**Table 2.** Instrument Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,862	19

The results of the instrument reliability test with Cronbach's Alpha, obtained a reliability value:  $0.862 > 0.70$  (Ghozali, 2018: 46). This means that the instrument's reliability is high.

**Tabel 3.** Instrument Validity Test

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MO1	70,00	80,235	,565	,853
MO2	70,06	78,291	,644	,850
MO3	70,11	84,340	,239	,862
MO5	70,67	81,176	,273	,863
MO6	70,67	79,647	,438	,856
MO7	70,22	80,301	,434	,856
MO8	70,89	75,752	,711	,846
MO9	71,28	71,507	,585	,850
MO10	70,72	77,624	,476	,855
MO11	71,06	72,761	,650	,846
MO12	70,89	75,752	,560	,851
MO13	71,39	76,840	,350	,864
MO14	71,00	82,588	,227	,864
MO15	70,28	84,565	,105	,868
MO17	70,61	80,134	,423	,857
MO18	70,56	76,144	,682	,847
MO20	70,22	79,948	,460	,855
MO21	70,28	76,330	,622	,849
MO22	71,11	78,458	,505	,853

Based on the table, question no. 15 was not valid, so it was discarded. The instrument continued to get data as many as 18 questions. Then the questions were sequentially numbered from 1 to 18.

In analyzing the data, factor analysis was used with regression and path analysis. Data analysis was also carried out using Manova with the aim of seeing whether there were differences in the motivation of teachers who teach in elementary schools and Madrasah Ibtidaiyahs. The data processing uses the IBM SPSS 26 application.

### 3. RESULTS AND DISCUSSION

#### Factor Analysis

This research aims to determine the relationship between a number of variables that are indicators of motivation. There are two sub-variables of motivation, namely extrinsic motivation consisting of 6 indicators which later become independent variables. Intrinsic motivation indicators: to fulfill obligations/responsibilities/tasks, to avoid risks because of rewards, salaries/allowances/prizes/rewards, because of prestige, and the influence of peer groups. Intrinsic sub-variable indicators include 3 indicators, want to achieve, want to know and want to become experts in the field of teacher training. The nine indicators will be simplified or condensed into new variants/components through factor analysis.

Factor analysis can be done because the value of KMO = 0.648 > 0.5 for the first test. However, from the results of the anti-image, the MSA value for achievement = 0.487 < 0.5. So, the indicator of wanting to achieve must be removed. Factor analysis was repeated a second time. The value of KMO = 0.681 > 0.5 is obtained. Likewise with Bartlett's Test of Sphericity = 0.000 < 0.05, so it is significant.

The anti-image value for each variable (MSA) shows:

To fulfill obligations/responsibilities/duties (X1) = 0.618 > 0.5.

Avoiding risk (X2) = 0.639 > 0.5

Because the award (X3) = .723 > 0.5

Salary/benefits/gifts/rewards (X4) = .626 > 0.5

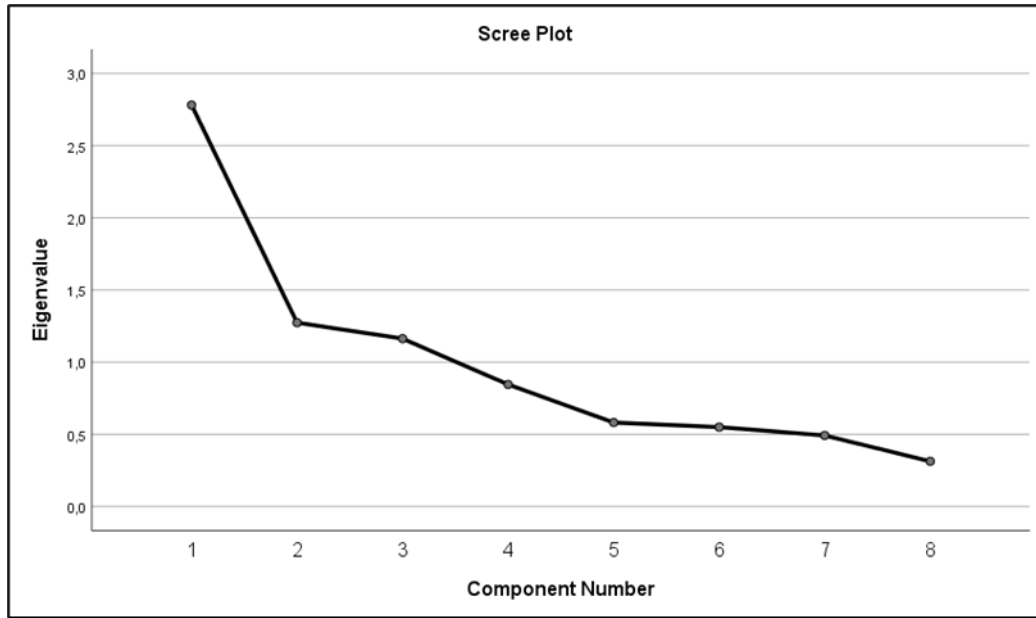
Because of prestige. (X5) = 0.786 > 0.5

The influence of peer groups (X6) = .606 > 0.5

Want to know (X8) = .699 > 0.5

Want to become an expert in a certain field (X9) = .758 > 0.5. So it can be concluded that factor analysis can be continued.

Variables that meet the eligibility to be extracted are 8 variables from the existing variables extracted from factor analysis into 3 factors. This can be seen from the eigenvalue > 1 = being a new factor (Ghozali, 2018, p. 393). The Extraction Sums of Squared Loadings results show that factor 1 is able to explain 34.754% of the variation with a total Initial Eigenvalues of 2.781 > 1. Factor 2 is able to explain 15.920% of the variation with an eigenvalue of 1.274 > 1. Factor 3 is able to explain 14.537% of the variation with an eigenvalue of 1.163. So the overall factors formed are able to explain 65.216% of the variation. The other 5 factors have eigenvalues, factor 4 = 0.845, factor 5 = 0.582; factor 6 = 0.550; factor 7 = 0.492; factor 8 = 0.313 < 1 so it cannot be a new factor.



**Figure 1.** Eigenvalue in eigenvalue initials

After the 3 new factors are formed from the original 8 factors, the communalities will find the variable with the largest variance capturing the solutions of the three factors. The biggest variable is teaching motivation due to prestige, with a communality value of 0.764. The lowest variance captures the solution of the three factors, which are variables due to the influence of peers (environmental influences) of 0.336.

Furthermore, the variables are classified into factors 1, 2 and 3 of the 9 original variables based on the Rotated Component Matrix table.

**Tabel 4.** Rotated Component Matrix<sup>a</sup>

	Component		
	1	2	3
To fulfill obligations/responsibilities/duties	,853	,143	-,036
Avoid the risk	,817	,143	,184
Because of the award	,201	,570	,560
Because of prestige	-,112	,141	,855
Peer group influence	,258	,491	,168
Want to know	-,148	,839	-,148
Want to become an expert in a certain field	,368	,636	,172
Salary/benefits/gifts/rewards	,431	-,102	,674

Extraction Method: Principal Component Analysis.  
 Rotation Method: Varimax with Kaiser Normalization.  
 a. Rotation converged in 5 iterations.

The following are the new factor components formed based on table 4.

**Tabel 5.** New Factors

Factor 1	Factor 2	Factor 3
Duties/duties/responsibilities	Want to know	Because of prestige
Avoid the risk	Award	Salary/benefits/rewards/gifts
	Environmental influence	
	Want to be expert	

Factor 1 is named as a sense of responsibility factor. Factor 2 is named the professionalism factor, and factor 3 is named welfare. Finally, Table 5. Component Transformation Matrix.

**Tabel 6.** Component Transformation Matrix

Component	1	2	3
1	,639	,561	,526
2	-,554	,810	-,191
3	-,533	-,169	,829

Extraction Method: Principal Component Analysis.  
 Rotation Method: Varimax with Kaiser  
 Normalization.

The transformation matrix component explains whether the new factors that are formed really deserve to summarize the 8 variables extracted. The results of the formed diagonal correlation show  $> 0.5$ . It can be concluded that the 3 new factors that have been formed are worthy of summarizing the original 8 factors of the motivational variable for elementary school/madrasah ibtidaiyah teachers in Sambas Regency.

The three groups of new factors formed are directly proportional to the motivational theory developed by Maslow. Namely: physiological needs, the need for security, social needs, the need for 'esteem', and the need for self-actualization (Siagian, 2012, p. 146). Herzberg also classifies appreciation, responsibility, achievement, and growth as indispensable for individuals in facing work as motivation to face challenges and gain the necessary knowledge (Uni & Lamatenggo, 2016, p. 113).

**ANOVA Analysis**

The second is the two-way ANOVA analysis. The aim is to determine the factor of the type of school (elementary schools with Madrasah Ibtidaiyahs), the factor of graduates when teaching (high-school equivalent, Diploma, Bachelor, and/or Master) and the third factor is the teacher's status as a civil servant or as a non-permanent



teacher affecting the teacher's teaching motivation. Following are the results of the two-way ANOVA analysis.

**Tabel 7.** Tests of Between-Subjects Effects

Dependent Variable: Motivasi Mengajar MIS dan SD					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	984,047 <sup>a</sup>	10	98,405	1,566	,145
Intercept	171388,981	1	171388,981	2727,806	,000
Pegawai	416,564	1	416,564	6,630	,013
Pendidikan	9,243	2	4,621	,074	,929
Jenis	38,453	1	38,453	,612	,438
Pegawai * Pendidikan	70,024	2	35,012	,557	,576
Pegawai * Jenis	29,412	1	29,412	,468	,497
Pendidikan * Jenis	167,954	2	83,977	1,337	,272
Pegawai * Pendidikan * Jenis	9,234	1	9,234	,147	,703
Error	3078,687	49	62,830		
Total	330554,000	60			
Corrected Total	4062,733	59			

a. R Squared = ,242 (Adjusted R Squared = ,088)

Of the three factors, only the employee factor, whether the teachers work as civil servants or honoraries, has a different impact on teachers' motivation to teach. The motivation of the permanent teachers (civil servants) is 77.37%, while the motivation of non-permanent teachers is 70.82%. The two groups are still in the good category, only having a difference of 7.5%. As for the factors of teachers teaching in elementary schools and Madrasah Ibtidaiyahs and teachers who graduated from high school with a diploma or bachelor's degree, there was no difference in teachers' motivation. This means that the teachers' motivation is not influenced by where they teach or their educational background.

The difference that occurs between teachers and employees that is clearly visible is the salary they receive. Permanent teachers receive a basic salary, allowances and some are already certified. This is in contrast to non-permanent teachers. Although some of them are already certified, the salary is less than permanent teachers. In addition, the educational background certificate must be appropriate. Meanwhile, in reality, most of the teachers still graduated from high school.

#### 4. CONCLUSION

There are three factors affecting the teachers' motivation in this study. Factor 1 consists of obligation/task/responsibility and risk avoidance (named the teacher's sense of responsibility variable), with 34.754% of the variation. On the other hand, factor 2 consists of variables of curiosity, appreciation, environmental influences, and wanting to become an expert in a particular field (called the teacher professionalism factor), with a variation of 15.920%. In addition, factor 3 consists of prestige and salary/benefits/rewards/gifts (the variable named teacher welfare), with the variation of 14.537%. The overall factor total explains 65.216% of the variation. So it can be concluded that the most dominant factor that influences the motivation of elementary school/madrasah ibtidaiyah teachers to teach in Sambas Regency is factor 1, which includes a sense of responsibility, professionalism, and teachers' welfare. Meanwhile, the teacher's status factor as a civil servant or honorary teacher affects teacher motivation. This is because permanent teachers (civil servants) receive more salary than honorary teachers.

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