

THE INFLUENCE OF WORK MOTIVATION AND WORK ENVIRONMENT ON THE PERFORMANCE OF SPECIAL SCHOOL TEACHERS IN TULUNGAGUNG REGENCY

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Abstract: This research aims to analyze the influence of work motivation and work environment on the performance of teachers at Special Schools (SLB) in Tulungagung Regency. Optimal teacher performance is crucial in supporting education for students with special needs. The research method used is quantitative with survey techniques, where data is collected through questionnaires distributed to 100 special school teachers. Data analysis is conducted using linear regression to test the influence of each variable. The research results show that work motivation has a positive and significant effect on teacher performance, where teachers with high motivation tend to be more active and creative in the learning process. In addition, a conducive work environment also positively contributes to performance, with adequate facilities and good management support enhancing teacher productivity. The conclusion of this study is that both work motivation and the work environment play important roles in improving the performance of special education teachers in Tulungagung Regency. Therefore, recommendations to improve motivation and enhance the work environment need to be implemented to support the performance of teachers and the quality of education for students with special needs.

INTRODUCTION

The performance of teachers at Special Schools (SLB) greatly influences the quality of education received by students with special needs. In this context, two critical factors that can influence teacher performance are work motivation and work environment. Work motivation refers to the drive that encourages teachers to excel in carrying out their duties. Meanwhile, the work environment includes the physical, social, and cultural conditions at the workplace that can affect the comfort and productivity of teachers.

This study aims to analyze the influence of work motivation and work environment on the performance of special education teachers in Tulungagung Regency. By understanding the influence of these two factors, it is hoped that strategies can be found to improve teacher performance, thereby contributing better to the education of students with special needs. In this study, a quantitative method will be used with survey techniques. Data will be collected through questionnaires distributed to special education teachers, and data analysis will be

conducted using linear regression. The results of this study are expected to provide useful insights for stakeholders in improving the quality of education in special schools through increased motivation and improved working conditions.

RESEARCH METHODS

1. Work Motivation

Work motivation is the drive that encourages individuals to perform a job well. According to Herzberg (1966), work motivation consists of two main factors: motivator factors and hygiene factors. Motivator factors, such as achievement and recognition, contribute to job satisfaction, while hygiene factors, such as working conditions and salary, can cause dissatisfaction if not met. Research by Ryan and Deci (2000) also shows that intrinsic motivation, which is the drive from within the individual, can enhance performance and job satisfaction.

2. Work Environment

The work environment encompasses the physical and psychological conditions at the workplace that can affect individual performance. According to Sundaray (2011), a conducive work environment can enhance productivity and job satisfaction. A positive work environment includes good facilities, social support from colleagues, and harmonious relationships with management. Research by Ghafoor et al. (2011) shows that a good work environment contributes to the improvement of employee performance.

3. Teacher Performance

Teacher performance is the result of the interaction between various factors, including motivation, ability, and work environment. According to Arikunto (2010), teacher performance can be measured through the teaching process, classroom management, and interaction with students. Good performance not only impacts students' academic achievements but also their social and emotional development. Research by Hattie (2009) shows that the quality of teaching is one of the main factors influencing students' learning outcomes.

4. The Relationship between Work Motivation and Performance

Many studies show a positive relationship between work motivation and performance. Research by Judge and Bono (2001) found that individuals with high motivation tend to have better performance. Strong motivation encourages teachers to innovate in their teaching methods and to be more committed to their responsibilities.

5. The Relationship between Work Environment and Performance

A good work environment can enhance individual performance. Research by Kahn (1990) shows that a supportive environment can encourage employee engagement in their work, which in turn improves performance. A positive work environment, including managerial support and adequate facilities, can enhance teachers' motivation and productivity.

6. Framework of Thought

Based on the literature review above, it can be concluded that work motivation and work environment have a significant influence on teacher performance. This research will examine the relationship between these three variables in special schools in Tulungagung Regency. By understanding the interaction between work motivation, work environment, and teacher performance, it is hoped that effective solutions can be found to improve the quality of education for students with special needs.

RESULTS AND DISCUSSION

The data gathered from questionnaires given to 100 instructors at Special Schools (SLB) in Tulungagung Regency served as the basis for compiling the study's findings. The impact of work environment and motivation on teacher performance is the main topic of this study. The specifics of the research findings are as follows.:

1. Respondent Description

The respondents in this study are 100 SLB teachers with the following characteristics.:

- 1) Gender: 60% female and 40% male.
- 2) Age: The average age of the respondents is 35 years, with an age range between 25 and 50 years.
- 3) Teaching Experience: The average teaching experience is 8 years, with 20% of respondents having more than 15 years of experience.

2. Analysis Results

2.1. Work Motivation

- a. Average Score: The average work motivation score of the respondents is 4.2 out of 5.
- b. Supporting Factors:
 - 1) Recognition: 75% of feel that their efforts are acknowledged by management and colleagues.
 - 2) Personal Satisfaction: 80% of respondents stated that they are satisfied with their work and feel that they are positively contributing to the development of students.

2.2. Work Environment

- a. Average Score: The average work environment score is 3.8 out of 5.
- b. Environmental Aspects:
 - 1) Facilities: 70% of respondents feel that the existing facilities are quite good, but there is a need for improvement, especially in terms of classrooms and teaching aids.
 - 2) Managerial Support: 65% of respondents stated that they received adequate support from management, but some complained about the lack of communication in decision-making.

2.3. Teacher Performance

- a. Average Score: The average teacher performance score is 4.0 on a scale of 5.
- b. Performance Indicator:
 - 1) Classroom Management Skills: 85% of respondents feel capable of managing the class well.
 - 2) Innovation in Teaching: 78% of respondents apply creative and innovative teaching methods in the learning process.

3. Statistical Analysis

To evaluate the relationship between work motivation, work environment, and teacher performance, linear regression analysis was conducted. The results of the analysis show:

- a) The Influence of Work Motivation: There is a positive and significant influence of work motivation on teacher performance ($p < 0,05$).
- b) The Influence of the Work Environment: The work environment also shows a positive and significant influence on teacher performance ($p < 0,05$).
- c) Interaction Between Variables: Interaction analysis shows that a good work environment can strengthen the influence of work motivation on performance.

This discussion aims to explain and interpret the research results regarding the influence of work motivation and work environment on teacher performance at Special Schools (SLB) in Tulungagung Regency. This research provides in-depth insights into the factors affecting teacher performance, as well as the implications of the obtained results.

1. The Influence of Work Motivation on Teacher Performance

The research results indicate that work motivation has a positive and significant impact on teacher performance. The average work motivation score, which is high (4.2 on a scale of 5),

shows that many teachers feel motivated in carrying out their duties. Factors that support this motivation, such as recognition and personal satisfaction, play an important role in enhancing teachers' commitment.

Interpretation: High work motivation encourages teachers to be more active and innovative in their teaching. Teachers who feel appreciated for their efforts tend to strive harder to achieve educational goals. This is in line with Herzberg's motivation theory, which states that motivator factors such as achievement and recognition can enhance job satisfaction and, in turn, performance.

2. The Influence of the Work Environment on Teacher Performance

A conducive work environment has also been proven to significantly contribute to teacher performance, with an average score of 3.8. Although most teachers feel that the existing facilities are quite good, there is still a need for improvement, especially regarding teaching aids and classrooms. Interpretation: A supportive work environment, such as adequate facilities and good relationships with colleagues and management, can enhance teachers' comfort and productivity. A positive environment allows teachers to focus on teaching and contribute to student development. Previous research also shows that a good work environment positively affects employee satisfaction and performance.

3. Interaction between Work Motivation and Work Environment

The analysis of the interaction between work motivation and work environment shows that both influence each other in improving teacher performance. A good work environment can strengthen the positive impact of work motivation.

Interpretation: When teachers work in a supportive environment, their motivation to excel will increase. Conversely, when work motivation is high, teachers can better utilize the existing work environment to improve their performance. This shows the importance of creating synergy between individual motivation and environmental conditions to achieve optimal results.

4. Practical Implications

The results of this research have several practical implications for education managers and stakeholders in special schools (SLB):

- a) Development of Motivation Enhancement Programs: Programs focused on improving teachers' work motivation are needed, such as professional training, awards, and recognition of achievements.

- b) Improvement of Work Environment: Investment in facilities and the work environment should be a priority. Creating a positive and supportive work atmosphere will help teachers feel more comfortable and in teaching.
- c) Collaboration and Communication: Improving communication and collaboration between management, teachers, and other staff to create a more harmonious work environment.

CONCLUSIONS AND RECOMMENDATION

This research aims to analyze the influence of work motivation and work environment on teacher performance at Special Schools (SLB) in Tulungagung Regency. Based on the data analysis obtained from questionnaires distributed to 100 teachers, several conclusions can be drawn:

1. The Positive Influence of Work Motivation: Work motivation has a positive and significant impact on teacher performance. Motivated teachers tend to be more active and innovative in teaching, which positively impacts student learning outcomes.
2. Impact of the Work Environment: A conducive work environment also significantly contributes to teacher performance. Adequate facilities and support from management and colleagues create an atmosphere that allows teachers to work optimally.
3. Interaction between Variables: There is an interaction between work motivation and work environment in influencing teacher performance. A supportive environment can strengthen the positive impact of work motivation.
4. Implications for Performance Improvement: The findings of this study highlight the importance of efforts to enhance work motivation and improve the work environment to boost teacher performance in special schools (SLB).

Recommendation

Based on the research findings and conclusions obtained, here are some recommendations that can be implemented:

1. Improvement of Work Motivation:
 - a) Award and Recognition Program: Implement a reward system for teachers who demonstrate outstanding performance.
 - b) Professional Training and Development: Hold regular training sessions for the development of teaching skills and classroom management.

- c) Involvement in Decision-Making: Involve teachers in the decision-making process related to school policies.
2. Improvement of the Work Environment Improvement of Work Environment:
 - a) Improvement of Facilities: Investment in the improvement of physical facilities in schools and teaching aids.
 - b) Strong Managerial Support: Improve communication between management and teachers, and provide adequate professional support.
 - c) Creating a Collaborative Work Environment: Facilitate collaborative activities among teachers to share experiences and teaching strategies.
 3. Monitoring and Evaluation:
 - a) Performance Evaluation System: Develop a transparent and fair performance evaluation system to provide constructive feedback.
 - b) Job Satisfaction Survey: Conduct regular surveys to measure teacher job satisfaction and gather input on working conditions.
 4. Further Research Further Research:
 - a) Further Study on Other Factors: Subsequent research can explore other factors that influence teacher performance.
 - b) Comparison with Other Special Schools: Further research can also compare the conditions and performance of teachers in other special schools in different regions to gain broader insights.

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