



## Influence of Motivation and Communication on Performance Teacher UPT. 1 Time SMPN

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### ABSTRACT

Human resources in each school organization consist of several levels of position from the top (school principal) to the lowest (employees or workers). Therefore, with this position level, good communication is needed between superiors and subordinates, subordinates and superiors or fellow colleagues. Communication is quite important in a company system. Poor communication causes difficulties in collaboration between co-workers. However, we need to realize that communicating well without offending others is not an easy thing. This is because the quality of the available resources, skills, talents and abilities is generally heterogeneous. Good communication between superiors and subordinates or between co-workers, indirectly increasing productivity is not an easy job, because it is not only influenced by communication factors but also my own individual abilities. Because every individual has different backgrounds, experiences, expectations, emotions, and ambitions.

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### 1. Introduction

In the era of increasingly rapid globalization and the development of the world of education at this time, every effort in the field of education, both formal and non-formal, is required to mobilize and make the resources they have as optimal as possible to get results that are as effective and efficient as possible. One of the resources owned by each school is Human Resources. Therefore it needs to be emphasized that the workforce, both teachers and administrative staff, must receive special attention.

In achieving both long-term goals and short-term goals in each school organization, it is not easy, because in doing so it is not separated from a problem that can ultimately hinder the school organization. The goal that every school organization wants in general is the achievement of productive Human Resources who can create high levels of performance. The failure to achieve the goals of a school organization is due to the fact that the school organization has very low work motivation which affects the decline in employee morale, so that employee performance also decreases.

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### 2. Theoretical Basis

#### 2.1 Definition of Motivation

To find out the meaning and motivation, the following theory of motivation will be proposed. According to Stoner (1996: 51) motivation is the motivation for someone to do something. Thus motivation means a condition that encourages or causes someone to do an action or activity that takes place consciously. Meanwhile, according to Handoko (1990: 67) "Motivation is a skill in combining the interests of employees and the interests of the organization so that employee desires are satisfied together with the achievement of organizational goals.

#### 2.2 Definition of Communication.

Communication is an important issue for every manager, because communication is an event where the news provider and the news receiver get the same view about a news.

Although the classical organizational structure allows downward and upward communication, it seems that in most organizations the downward communication system is used more than the upward communication system. As a result, most of the organization is carried out in one direction, from a higher level to a lower level without getting a reaction from questions and subordinates.

As a result, managers must encourage free upward communication and encourage subordinates to express their opinions or provide suggestions to make the company happen. Because communication is a process, communication between people is not dependent on technology, but depends on the inner abilities of the person himself and in his environment.

The term communication has many different meanings, according to Handoko (1994: 272): "Communication is the process of transferring meaning in the form of ideas or information from one person to another. The transfer of meaning involves more than just the words used in conversation but also facial expressions.



Meanwhile, according to Kaluku (1995: 1) in his book entitled "planning", as follows: "Communication" is the process of conveying understanding and inviting all elements of the procedure that can reconcile a thought with usage. Meanwhile, according to Hadiprodjo and Handoko (1990: 195) are as follows: "Communication is the act of persuading other people to interpret an idea in the way intended by the speaker or writer".

### 2.3 Performance Overview

According to the results of Projo and Handoko (1990: 46-47), performance is the result achieved by a person according to the size that applies to the job concerned. Usually people with high performance are called productive people, and conversely, people whose levels do not reach the standard are said to be unproductive or underperforming. While Barthos (1995: 61) defines that performance is a person's ability to achieve better or more prominent work results towards achieving goals. Employee performance is a driving tool for increasing work productivity and achieving goals and organization. For this reason, employee awareness in order to improve their performance must be fostered and need to get attention, because basically their work goals will greatly affect their awareness to be able to improve their respective performance.

### 2.4 Conceptual Framework

To better understand writing, make a conceptual framework as follows:

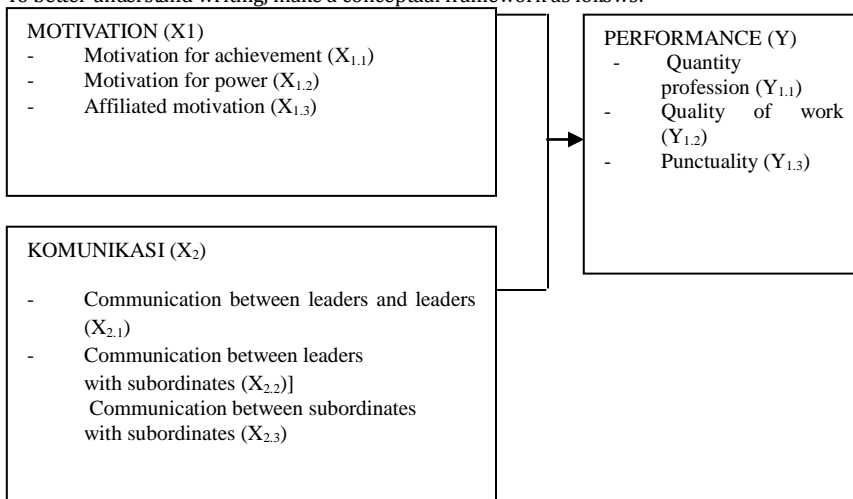


Fig 1 Conceptual Framework

In selecting the research variables above, it is based on theoretical considerations and previous research that examined variables concerning motivation and communication. Therefore, the research that the author is currently doing consists of two independent variables consisting of motivation, communication consists of two dependent variables, namely teachers at SMPN 1 Kalianget.

## 3. Research Methods

### 3.1 Types of research

In accordance with the objectives to be achieved in this study, namely to explain the effect of the variables that have been determined, this type of research is an explanatory quantitative research, which is to highlight the influence between the research variables and test the previously formulated hypotheses. According to Singarimbun (1989: 5), explanative research does not make observations (non-experimental), but only explains the causal relationship between variables through hypothesis testing without treatment. This explanative research according to Kerlinger (2000: 278) is to test the Olpatesiska variables.

### 3.2 Population and Sample

The population in this study were teachers of SMPN 1 Kalianget. The number of teachers at SMPN 1 Kalinget is 50 people with diversity in rank and class. Thus the population in this study was 50 people. Given the small population. Then the sampling is carried out by census or as a whole. So that the number of samples observed was 50 teachers, which means there were 50 respondents / teachers. This census sampling is based on considerations.

## 4. Results and Discussion

This test was conducted to see which motivation variable (X1), communication (X2) had the most dominant influence on the related variable, namely teacher performance at UPT SMPN 1 Kalianget (Y). The greater the coefficient of determination of the persial, the greater the influence. The results of the cakulation of the correlation coefficient and partial determination by SPSS are presented in the table below.

Table 1  
Coefficients

model		B	Error	Beta	T	sig	Zero.order	Partial	part	Tolerance	VIF
2	(constant)	15,593	,998		15,618	000					
	Modval	,172	,042	,397	4,103	,000	,788	,514	264	511	1,958
	Communication	,307	,053	,558	5,747			642	397	,511	1,958



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From the results of statistical testing simultaneously, it can be seen that the two independent variables, namely "The Influence of Motivation, Communication, have a significant positive effect on Teacher Performance, proving that whatever the form of the Principal's leadership style, will greatly affect Teacher Performance. This is due to the increased motivation of teachers if they are involved in any work at school, so that they also own the school. If this is the case, the teachers will feel satisfied at work.

In addition to work motivation, work communication variables and work morale are also variables. If the work environment in the school which consists of students, parents, parents of students, superiors of fellow teachers and others supports all the work of the teacher, then their motivation will increase so that satisfaction will also increase. Likewise with work seminagt variables, if a teacher is always active in carrying out his job, it is an indicator that they are satisfied at work.

By explaining the above, it means that the two variables are independent if a teacher's work performance. The two independent variables consisting of work motivation, work communication encourage a teacher to work harder, because they feel "pushed" and needed by the school. If so, in the hearts of the teachers will grow awareness and a feeling of belonging to the school. Responsibility and participation are problematic when schools experience a setback.

#### 4.1 The Effect of Work Motivation on Teacher Work Performance

From the results of research in the previous chapter, which states that the effect of work motivation has a significant positive effect of 4.103 on work performance, it can be concluded that work motivation has a significant influence in a positive direction on work performance. Significant influence with a positive direction on work performance. The regression coefficient of 4.103 shows, if there is an increase in work motivation of 4.103 it indicates, if there is an increase in teacher work performance of 4.103 points.

Although it has a significant positive positive effect, work motivation has the least effect on teacher work performance at UPT SMPN 1 Kalinaget. That's why, if someone is involved in every school activity, he will feel cared for and he will be more motivated to show the best work results - it's good. In practice at school. Involvement in school, work involvement in this case does not have to be physical work involvement, but a teacher is invited to discuss or ask for opinions about school problems, it is one form of work involvement of a teacher in school. Such a small thing has a very big effect on the work performance of a teacher.

Moreover, if a teacher is also involved in decision making at school, they are involved in every decision making to improve school progress, he will be motivated again at work, improving the quality of education in schools. This motivation will not arise if a teacher is not satisfied with his job. If teachers are included in the school decision, the teachers will feel they belong and belong to the school, because their voices, ideas and ideas are heard and respected by the Principal as a leader. If this is the case, the teachers will be responsible for maintaining the quality of the schools where the community is. Teachers feel they have a normal obligation to carry out their duties well, because they feel that they have a part in deciding whether or not the quality of the school where they work is good. So if the school has a problem, then all the teachers will try with full awareness to solve the problem as best as possible. So it can be said that the involvement of a teacher's workers has a major effect on teacher satisfaction at school.

#### 4.2 The Effect of Work Communication on Teacher Performance

Work communication in this study has a positive and significant effect on teacher performance at work. Work motivation can mean fellow teachers, school principals, parents of students, school committees etc. With a regression coefficient of 5.747, it shows that the more conducive communication at school is in supporting every school activity and decision, the more satisfied teachers will be in their performance.

When school communication is slow and supports every school activity. So the role of the teacher feels given information for creativity in the teaching and learning process at school. The teachers will be able to unleash all abilities in educating the nation's future young generation, because every activity carried out is supported by the environment. The regression coefficient of 5.747 shows that if there is an increase in the performance environment by 1 point, it will increase teacher performance by 0.5747.

Seeing the magnitude of the work environment regression coefficient of 5,747 shows that work communication has the second biggest influence after work motivation. The positive side that can be taken from this work motivation is that the teachers will easily do their creativity in the teaching and learning process, the teachers feel they are working without pressure with various rules that are very binding from the environment. If this is the case, the teachers will work fully enthusiastically, because they are given full confidence in carrying out their duties, so that they can be sure that their enthusiasm will be maintained, so that they can be ascertained as enthusiastically as they will be maintained on the other hand, the school environment just needs to evaluate and provide advice or build to the students. teachers about how they teach and what materials they have provided to students.

## 5. Conclusion

From the calculation results obtained the following conclusions

- a. Whereas all question items have a significance value of less than 0.05, thus it can be said that all question items are valid. From the calculation results in the SPSS appendix, it can be seen that the value is 0.6936, so it can be said that the questionnaire in this study is reliable.
- b. Multiple linear regression  

$$Y = 15.593 + 0.173 X_1 + 0.307 X_2$$
 From this equation it can be explained as follows:
  - a. The constant value is 15.593, which means that without the independent variables, namely motivation (X1), communication (X2), the value of the variables related to the performance of teachers and employees of employees at UPT SMPN Kalianget (Y) is 15.593.
  - b. The value of the slope or regression coefficient of the motivation variable (X1) is 0.17, meaning that if the value of the motivation variable (X1) is increased by one unit or 100%, it will cause an increase in the value of the teacher work variable at UPT SMPN Kalianget (Y) of 0.172 units. or 17.2%. Assuming that the value of the other independent variables is constant.



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- c. The slope or regression coefficient value of the communication variable (X2) is 0.307 which means that the value of the communication variable (X2) is increased.
- d. by one unit or 100%, it will cause an increase in the value of the teacher performance variable at the UPT SMPN 1 Kalianget (Y) by 0.307 units or 30.7 with the assumption that the value of the other independent variables is constant or zero.

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