

The Influence of Personality and Motivation on Teacher's Job Performance

Ridwan Nasution¹, Zulkifli Musannip Efendi Siregar^{2*}, Rachmat³, Kurnia Tika Sari⁴

^{1,3,4} Students at Postgraduate Programs Universitas Labuhanbatu, Rantauprapat, Indonesia

¹Lecturer at Postgraduate Programs Universitas Labuhanbatu, Rantauprapat, Indonesia

**Correspondence Author: zulkiflimusannipefendi@gmail.com*

Abstract

This study aims to determine the effect of personality and motivation on teacher job performance at SMA Negeri 1 Panai Tengah, Labuhanbatu Regency. The population of this study were teachers at SMA Negeri 1 Panai Tengah, Labuhanbatu Regency, with a total of 30 respondents. The sample used is as many as 30 respondents. The data analysis technique used was path analysis with the help of Amos Software Version 23. The results showed that there was a positive and significant influence between personality and teacher work motivation. Teacher work motivation has a positive and significant effect on teacher work performance. Meanwhile, personality does not have a significant effect on teacher work performance.

Keywords : *Personality, Motivation, Job Performance*

1. Introduction

Teachers as human resources in schools, have a very important role to achieve organizational goals (Syafitri, 2016) . The role of the teacher is very crucial on the development of human resources through education. Teachers are the determinant of the success of education in Indonesia (Giantoro et al., 2019) . The profession as an educator has the task of educating, teaching & training students to have good knowledge and skills (Siregar & Suhendro, 2019b) . Work performance can be interpreted as an achievement obtained by someone in carrying out their duties (Hasibuan, 2002). The success of an organization is highly dependent on human resources as the driving force of the organization (Harefa, 2020) . Also added by Amanda, (2020) stated that high work performance is something that is highly expected by every organization. A teacher must have high work performance, because a teacher is the spearhead in educating the nation's generation (Budiantono, 2008) .

SMA Negeri 1 Panai Tengah is one of the senior high schools located in the Coastal area of Labuhanbatu Regency. The role of teachers in efforts to improve the quality of education is always improved, and teachers are required to continuously improve performance at work. teacher attendance, and so on.

Many factors can be tested as predictors for improving teacher work performance. In this study, we will look at the influence of personality and motivation on teacher work performance at SMA Negeri 1 Panai Tengah. According to Damanik, (2019) one of the problems in the world of education, especially for a teacher, is motivation. Motivation is very important for improving the work performance of a teacher. Previous research has shown that there is an influence between personality on performance (Rashid et al., 2016) . Research conducted by Ghani et al., (2016) also shows a relationship between personality and performance. Contrary to research conducted by Miranda et al., (2015) did not find any significant influence between personality on performance.

Besides personality, motivation also has a very important role to improve teacher performance. Teacher work motivation is a driving force in carrying out their duties as educators in order to obtain good and maximum work results. The organization in this case SMA Negeri 1 Panai Tengah needs to encourage a teacher to carry out his duties with enthusiasm so that maximum teacher work performance can be achieved. The results of previous studies indicate that there is a positive and significant influence between motivation on work performance. The results of research conducted by Sarah & Nilam, (2020) prove that teacher work performance is influenced by motivation. Agustina et al., (2020) also added that there is an influence between motivation on teacher work performance. Motivation to choose

From the background of the problem above, the objectives of this research are:

1. To find out the influence of personality on teacher work performance at SMA Negeri 1 Panai Tengah?
2. To find out the effect of motivation on teacher work performance at SMA Negeri 1 Panai Tengah?
3. To determine the effect of the mediating role of teacher work motivation on teacher work performance at SMA Negeri 1 Panai Tengah?

2. Literature Review

2.1 Personality

Personality is a very important factor for individuals, how a person thinks, behaves and feels in various situations and different circumstances is influenced by personality (Fatmala et al., 2019) . According to Robbins & Judge (2013) personality is a psychological system within an individual that determines a person's ability to uniquely adapt to his environment. An employee who has a good personality in his work has better work performance than those who do not have a good personality in the company or organization (Amanda, 2020) . Personality is the sum total of unique characteristics, behaviors, attitude patterns, and needs of a person. Personality can be interpreted as a distinctive pattern of thoughts, feelings and behavior that distinguishes one person from another so that personality as a stable set of characteristics and tendencies determines the generality and differences in behavior in thinking, feeling and moving from a person in a long time and cannot be understood (Martin, 2016). Another opinion states that personality has meaning as an individual trait in everyday life and the personality of the individual can be seen clearly how to make an impression on others (Siregar & Suhendro, 2019a) .

2.2 Motivation

According to Sutrisno (Sutrisno, 2017) motivation is "a factor that encourages someone to do a certain activity, therefore motivation is often interpreted as a factor driving a person's behavior". A teacher's work motivation is a stimulus or mover for a teacher to be more enthusiastic in carrying out their duties (Damanik, 2019) . According to Damanik, (2019) in order to improve the work performance of a teacher, it is necessary to have motivation or work passion, so that later teachers will want to give all their abilities in carrying out their duties.

2.3 Job performance

The success of an organization in achieving its goals is highly dependent on the reliability, capabilities and human resources of the organization. Performance refers to the achievements of

an employee at work. Performance is a person's success in carrying out a job or the results of one's work (Siregar & Suhendro, 2019b) . According to Sunyoto, (2015) work performance is something that is achieved by a person in carrying out the work assigned to him.

If a worker has a feeling of achievement, then he must have a way to measure his progress. Another opinion explains that the performance or work performance of a teacher can show the skills of a teacher in carrying out learning tasks (Giantoro et al., 2019) . According to Berdi (2019), work performance is a manifestation of the results of one's work at work. In simple terms, performance is the accumulation of the management process and can be seen from the results of the work that has been done based on the standards that have been set (Siregar & Suhendro, 2019a)

2.4 Hypothesis

The results of research conducted by Damanik, (2019) showed that there was an influence between a teacher's work motivation and teacher work performance. The level of motivation of a person is very dependent on the personality of the person. (Syafitri, 2016) . The results of research conducted by Syafitri, (2016) show that a person's motivation can be determined by personality. A person's personality also affects the teacher's work performance. Personality is an important factor that affects a person's performance (Ghani et al., 2016). Besides personality, motivation is also very important to improve teacher work performance. Motivation is very crucial _ _ in order to increase the morale of the teachers and will have an influence in achieving school goals (Budiantono, 2008) . Previous research has proven that there is an influence between motivation on teacher work performance. Research conducted by Budiantono, (2008) found that there is an influence between motivation on teacher work performance. Research conducted by Riyadi & Mulyapradana, (2017) also found that teacher performance was influenced by the teacher's work motivation.

3. Research methods

This study uses a survey method because to find information through the distribution of questionnaires through the Google Form application which was distributed to 30 teacher respondents at the Education Unit of SMA Negeri 1 Panai Tengah on 05 January 2022 to 08 January 2022 The sampling technique used was a random method with the provisions that if it is already If 30 respondents are satisfied, then filling out the online instrument is immediately closed.

The research instrument is in the form of questionnaire data which is divided into 3 parts, the first is the respondent's perception of the teacher's personal competence which consists of 8 indicators including (1) calm, (2) relaxed, (3) original, (4) curiosity, (5) ability socializing, (6) socializing, (7) conflict handling, and (8) alert, respondents' perceptions of teacher motivation which consist of 5 indicators which include: (1) Enthusiasm; (2) Competency Utilization; (3) Responsibilities; (4) Work Planning; and (5) job satisfaction, while the teacher's work performance consists of 3 indicators including (1) the ability to be responsible, (2) the ability to maintain work quality, (3) sensitivity to instructions,. Descriptive analysis technique using the average score is used to obtain a description of the level of respondents' perceptions of personality competence, motivation and teacher work performance with an assessment interval of: Strongly Agree: 5 Points; Agree : 4 Points ; Disagree : 3 Points; Disagree : 2 Points; Strongly Disagree : 1 Point.

The instrument that has been filled in by the respondent through the google form is then downloaded so that it can immediately become qualitative data. The qualitative data that has been obtained is then processed into tabulated data so that it becomes quantitative data by scoring the answers that have been selected by the respondents.

4. Research Results and Discussion

4.1 Normality Test Results

The normality test is one of the requirements in the classical assumption test in path analysis. The test is carried out with the aim of assessing the distribution of data in a group of data or variables, whether the distribution of the data is normally distributed or not . Normality can be seen from the value of skewness and kurtois, the recommended value is -2.58 to 2.58 (Schumacker & Lomax, 2010) . The table below shows that the value of cr multivariate is -0.277. The value is between -2.58 to 2.58. So it can be concluded that the data in this study are normally distributed.

Table 1. Normality Testing

Variable	min	max	skew	cr	kurtosis	cr
Personality	30,000	40,000	.029	.066	-1.033	-1.155
Motivation	19,000	25,000	.017	.039	-1,365	-1,526
Job_Performance	10,000	15,000	.243	.543	-1.212	-1.355
Multivariate					-.553	-.277

4.2 Hypothesis Testing

The results of hypothesis testing can be seen in Table 2. Hypothesis testing was carried out using path analysis with the help of Amos software version 23.

Table 2. Hypothesis Testing

	Estimate	SE	CR	P-value	Decision
Motivation <--- Personality	.635	.065	9,751	***	Significant
Job_Performance <--- Motivation	.507	.169	2,996	.003	Significant
Job_Performance <--- Personality	.067	.123	.543	.587	Not significant

The results regression coefficient weights show that statistically the influence of personality on motivation, and the influence of motivation on teacher performance can be accepted. This can be seen from the path coefficient between personality and motivation which has a p-value of 0.000 ($P = 0.000 < 0.05$). Therefore, it can be explained that personality has a positive and significant influence on teacher work motivation. The path coefficient of teacher work motivation on work achievement is 0.003 ($P = 0.003 < 0.05$). Thus, motivation has a positive and significant influence on teacher work performance. Meanwhile, testing the hypothesis between personality and work

performance cannot be proven. This can be seen from the p-value of 0.587 ($P = 0.587 > 0.05$). Thus, personality has a positive, but not significant, effect on teacher work performance.

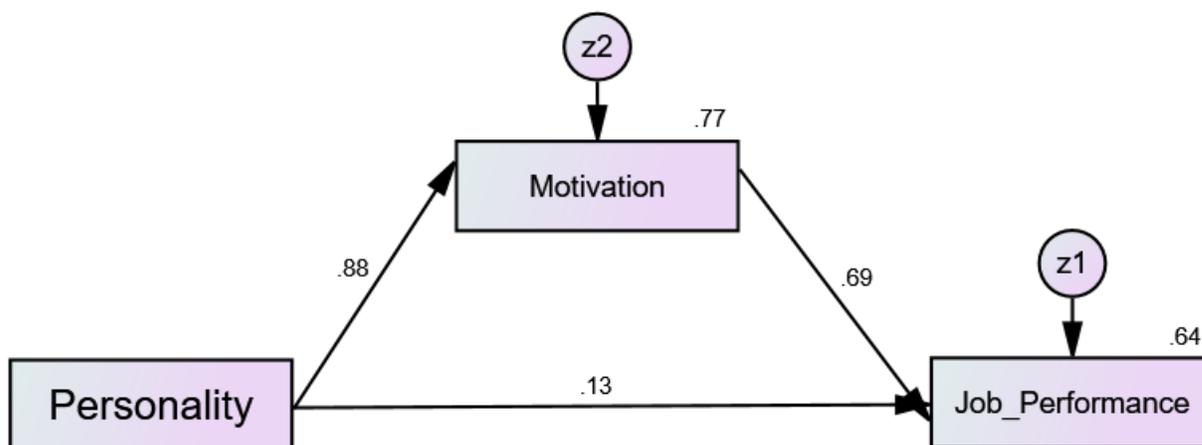


Figure 1. Path Analysis

4.3 Discussion

This study examines the influence of personality and motivation on teacher work performance at SMA Negeri 1 Panai Tengah. In descriptive analysis, the average personality, motivation, and teacher work performance variables at SMA Negeri 1 Panai Tengah are as follows:

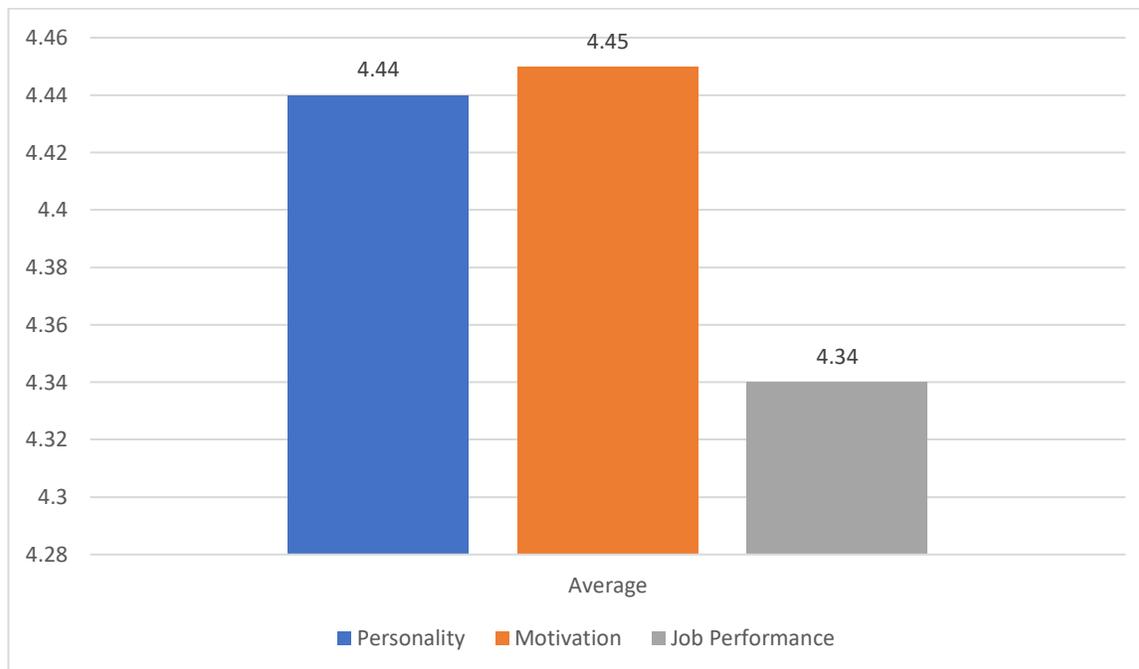


Figure 2. Descriptive Analysis

The graph above shows that the average score of personality, motivation, and work performance has a fairly good average score. The lowest average score is employee performance with a score of 4.34. Based on the results of hypothesis testing using path analysis, it is known that personality has a positive and significant influence on teacher work motivation. This is from the p-value of 0.000 ($0.000 < 0.05$). Thus it can be concluded that there is a positive and significant influence between personality on teacher work motivation at work. In other words, the better the value of the teacher's personality, the motivation of the teacher to work will increase. Conversely, the lower the personality, the teacher's work motivation will decrease. The results of this study are in accordance with the findings of previous research by Mohd et al., (2016) who found that personality is one that can improve performance. It is also strengthened by research by

The second hypothesis in this study is about work motivation on teacher work performance. The results of hypothesis testing indicate that teacher work motivation has a positive and significant effect on teacher work performance. The path coefficient of teacher work motivation on work achievement is 0.003 ($P = 0.003 < 0.05$). This implies that every increase in teacher work motivation, will be accompanied by an increase in teacher work performance. Conversely, if the work motivation of teachers is low, then this will have an impact on decreasing teacher work performance. The findings of this study are in line with previous research conducted by Giantoro et al., (2019), which showed that there was an influence between a person's motivation on duty on a teacher's work performance. This means that a teacher with high motivation will show work results that are full of responsibility, have clear targets, enjoy working and strive to outperform other work. It is also strengthened by the findings of a study conducted by Berdi, (2019) finding an influence between a teacher's motivation on teacher work performance.

The third hypothesis in this study was rejected. This means that testing the hypothesis between personality and work performance cannot be proven. This can be seen from the p-value of 0.587 ($P = 0.587 > 0.05$). Thus, personality has a positive, but not significant, effect on teacher work performance. The findings are not in accordance with the findings by Siregar & Suhendro, (2019a)

who found the influence of personality on teacher performance. The results of this study contradict the opinion of (Amanda, 2020) . Based on the results of the analysis of direct and indirect influences, it is known that the direct influence of personality on work performance is lower than the indirect influence of personality through motivation on teacher work performance. The influence of personality through teacher work motivation on teacher work performance is 0.603 or 60.3%, while the direct influence of personality on teacher work performance is 0.125 or 12.5%. Thus, it can be informed that work motivation in research has a role as a mediation that forms the relationship between personality and teacher work performance.

5. Conclusion

The research findings indicate that personality has a positive and significant influence on teacher work motivation. In other words, a good personality tends to increase teacher motivation at work. Furthermore, the results of the study indicate that personality has a positive influence on teacher work performance, but the effect is not significant. The influence of teacher work motivation on performance has a positive and significant effect. This means that teachers with high work motivation will tend to have better performance, compared to teachers with low work motivation.

REFERENCES

- Agustina, A., Ibrahim, M. M., & Maulana, A. (2020). Pengaruh Motivasi Kerja Guru Terhadap Kinerja Guru Pada Mtsn Di Kecamatan Bontotiro Kabupaten Bulukumba. *Idaarah: Jurnal Manajemen Pendidikan*, 4(1), 111. <https://doi.org/10.24252/idaarah.v4i1.14164>
- Amanda, G. (2020). Pengaruh Kepribadian dan Kompetensi Karyawan Terhadap Prestasi Kerja Karyawan Divisi SDM PT. Pupuk Sriwidjaja Palembang (Persero) Giska Amanda 1 , Rismansyah 2 , Reva Maria Valianti 3 2. *Jurnal Manivestasi*, Vol., 2(1), 60–75.
- Berdi, B. (2019). Pengaruh Motivasi Dan Kompensasi Terhadap Prestasi Kerja Guru Sma St. Carolus. *Jurnal Mitra Manajemen*, 3(1), 121–130. <https://doi.org/10.52160/ejmm.v3i1.198>
- Budiantono, B. (2008). Pengaruh Motivasi dan Kepemimpinan terhadap Prestasi Kerja Guru Sekolah Menengah Atas Negeri di Kota Malang. *Manajemen, Akuntansi Dan Bisnis*, 6(1), 348–356.
- Damanik, B. E. (2019). Pengaruh Motivasi Dan Komitmen Terhadap Peningkatan Prestasi Kerja Guru. *Jurnal Ekonomi Dan Bisnis*, 2(1), 178–188. <http://jurnal.murnisadar.ac.id/index.php/EKBI/article/view/93>
- Fatmala, K., Lie, D., Efendi, E., & Nainggolan, L. E. (2019). Pengaruh Kepribadian Dan Motivasi Terhadap Kinerja Pegawai Pada Kantor Kementerian Agama Kota Pematangsiantar. *Maker: Jurnal Manajemen*, 5(1), 66–76. <https://doi.org/10.37403/maker.v5i1.108>
- Ghani, N. M. A., Yunus, N. S. N. M., & Bahry, N. S. (2016). Leader's Personality Traits and Employees Job Performance in Public Sector, Putrajaya. *Procedia Economics and Finance*, 37(16), 46–51. [https://doi.org/10.1016/s2212-5671\(16\)30091-0](https://doi.org/10.1016/s2212-5671(16)30091-0)
- Giantoro, H. M., Haryadi, H., & Purnomo, R. (2019). Pengaruh Kompetensi Guru, Kepemimpinan Kepala Sekolah Menurut Persepsi Guru Dan Motivasi Kerja Terhadap Kinerja Guru Smk Negeri Di Kabupaten Purbalingga. *Jurnal Ekonomi, Bisnis, Dan Akuntansi*, 21(2).

<https://ijbtob.org>

<https://doi.org/10.32424/jeba.v21i2.1290>

- Harefa, D. (2020). Pengaruh Antara Motivasi Kerja Guru IPA dan Displin Dengan Prestasi Kerja. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 6(3), 225. <https://doi.org/10.37905/aksara.6.3.225-240.2020>
- Miranda, V., Titisari, P., & Syaharudin, M. (2015). Pengaruh Motivasi Dan Kepribadian Terhadap Kinerja Karyawan Melalui Organizational Citizenship Behavior (OCB) Pada Karyawan STIE Mandala Jember. *Artikel Ilmiah Mahasiswa*.
- Rashid, N. M., Sah, N. F. M., Ariffin, N. M., Ghani, W. S. W. A., & Yunus, N. S. N. M. (2016). The Influence of Bank's Frontlines' Personality Traits on Job Performance. *Procedia Economics and Finance*, 37(16), 65–72. [https://doi.org/10.1016/s2212-5671\(16\)30094-6](https://doi.org/10.1016/s2212-5671(16)30094-6)
- Riyadi, S., & Mulyapradana, A. (2017). Pengaruh Motivasi Kerja Terhadap Kinerja Guru Radhatul Atfal Di Kota Pekalongan. *Jurnal Litbang Kota Pekalongan*, 13, 106–117. <https://doi.org/10.54911/litbang.v13i0.60>
- Sarah, N. N., & Nilam, L. (2020). Pengaruh Tingkat Pendidikan Dan Motivasi Kerja Dengan Prestasi Kerja Guru Pada Yayasan Pendidikan Al-Hidayah Ciputat – Kota Tangerang Selatan. *Jurnal Sekretari Universitas Pamulang*, 7(1), 39. <https://doi.org/10.32493/skr.v7i1.4557>
- Schumacker, R. E., & Lomax, R. G. (2010). *A Beginner's Guide to Structural Equation Modeling* (3rd ed.). Taylor & Franciss Group.
- Siregar, Z. A., & Suhendro, D. (2019a). Pengaruh disiplin belajar, kepribadian dan profesionalitas guru terhadap kinerja guru. *Jurnal Akuntabilitas Manajemen Pendidikan*, 7(2). <https://doi.org/10.21831/amp.v7i2.23714>
- Siregar, Z. A., & Suhendro, D. (2019b). Pengaruh Disiplin Belajar, Kepribadian dan Profesionalitas Guru terhadap Kinerja Guru di SMP Negeri 10 Pematangsiantar. *Jurnal Akuntabilitas Manajemen Pendidikan*, 7(2), 120–132. <https://journal.uny.ac.id/index.php/jamp/article/view/23714>
- Sunyoto, D. (2015). *Manajemen dan Pengembangan Sumber Daya Manusia (Cetakan Pertama)*. Yogyakarta: CAPS (Center for Academic Publishing Service). Yogyakarta: CAPS (Center for Academic Publishing Service). [https://www.google.com/search?q=Sunyoto%2C+Danang.+2015.+Manajemen+dan+Pengembangan+Sumber+Daya+Manusia+\(Cetakan+Pertama\).+Yogyakarta%3A+CAPS+\(Center+for+Academic+Publishing+Service\)&oq=Sunyoto%2C+Danang.+2015.+Manajemen+dan+Pengembangan+Sumber+Daya+Manus](https://www.google.com/search?q=Sunyoto%2C+Danang.+2015.+Manajemen+dan+Pengembangan+Sumber+Daya+Manusia+(Cetakan+Pertama).+Yogyakarta%3A+CAPS+(Center+for+Academic+Publishing+Service)&oq=Sunyoto%2C+Danang.+2015.+Manajemen+dan+Pengembangan+Sumber+Daya+Manus)
- Sutrisno, E. (2017). Manajemen Sumber Daya Manusia. *Manajemen Sumber Daya Manusia*, 244.
- Syafitri, A. (2016). Pengaruh Kepribadian Dan Kemampuan Terhadap Motivasi. *Jurnal Ilmu Dan Riset Manajemen*, 5(September).