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Factors Influencing Teacher Performance at SDN 10 Pantaloon Palu

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ARTICLE INFO	ABSTRACT
<p><i>Historis:</i> Submit 3 January 2024 Review 14 February 2024 Revision 19 March 2024 Accepted 15 April 2024 Publish 27 April 2024</p> <hr/> <p><i>Keywords:</i> Work Motivation; Work Stress; Teacher Performance</p> <hr/> <p><i>Corresponding Author:</i> Bella Cahyaningrum Manoppo email: bella.manoppo26@gmail.com</p>	<p>This Research investigates the impact of work motivation and stress on teacher performance. Through a search using the keywords "motivation," "stress," and "teacher performance" in the period 2020 to 2023, this Research produced 20 relevant articles. The literature review study method is used in the Indonesian context. The research results show that motivation and stress significantly contribute to teacher performance directly. These findings confirm that work motivation and stress are essential in influencing teacher performance. Other factors influencing teacher performance in educational institutions include job satisfaction, teacher compensation, and teacher competency. Therefore, school leadership management, discipline, working conditions, teacher productivity, rewards, and organizational culture can minimize this negative impact. It is hoped that further Research will be more in-depth, especially in exploring the education sector in Indonesia.</p>

INTRODUCTION

Work motivation is a condition that encourages someone to carry out tasks or work according to their respective functions (Albert & Widjaja, 2021). Motivation can be defined as a process that triggers, directs, strengthens, and maintains individual behavior to achieve desired goals (Ye et al., 2022). When employees have excellent work motivation, this can develop their creativity and activeness in the classroom to produce more extraordinary achievements (Suratman et al., 2020). Therefore, this can affect a person's work and relationships in their work environment, including in the world of education, namely the motivation found in teachers.

When discussing teacher motivation, most Research focuses on teachers' initial motivation, namely why they chose to be teachers (Ye et al., 2022). Because the teaching profession is considered an "unsung hero," its material and non-material welfare is still questionable. The paradigm regarding teachers developing in society, even by some teachers themselves, is that teacher salaries must first be increased (Yusvenda et al., 2023). Therefore, poor working environmental conditions can cause a decrease in work performance, including in the teaching profession (Ndandara et al., 2023), which can cause work stress.

Work stress is an imbalance between the job demands given and the abilities possessed, which causes pressure (Albert & Widjaja, 2021). Job stress can trigger teachers to have difficulty thinking processes and increase emotional tension and chronic anxiety (Wulandari et al., 2020). This is supported by many previous studies that reveal that teaching is a profession/job that causes the most stress compared to other professions/jobs (Asaloei et al., 2020), for example, poor working conditions. Teachers who experience levels of stress tend to experience decreased work performance. Work stress can be seen in unstable emotions, feelings of unease, like being alone, difficulty sleeping, excessive smoking, inability to relax, anxiety, tension, nervousness, increased blood pressure, and digestive disorders (Leonardi & Astuti, 2023).

The Self-Determination Theory (SDT) emphasizes that a work environment that supports basic psychological needs contributes positively to employee motivation, performance, and well-being while providing benefits for the continuity of the organization (Chiu, 2022). Therefore, based on SDT, three general motivations are essential in teaching motivation in the literature: intrinsic, extrinsic, and altruistic (Ye et al., 2022). So, there are several things to raise motivation in employees; in this Research, it is teachers. Therefore, motivation will help teachers to increase enthusiasm for work, increase discipline, create a good working atmosphere, and many other good things.

Teachers are one of the strategic factors in determining the success of education because they lay and prepare the foundation for the development of student's potential for the nation's future (Mumtaz et al., 2023). Based on SDT, teachers are responsible for motivating themselves to stay enthusiastic and inspiring students to increase their enthusiasm for learning and achievement at school (Chiu, 2022). However, some teachers face stress in reality due to the burden of heavy teaching assignments.

Being a teacher in an educational institution carries quite a heavy burden, which can cause stress. This can occur due to teachers' heavy workload being disproportionate to their salary, lack of appreciation, lack of work motivation, and environmental conditions that are not conducive to causing work pressure or stress on teachers (Madigan & Kim, 2021). Stress related to work or position is considered the biggest problem in the work environment. Job stress is associated with adverse impacts on employees' psychological and physical well-being (Ekawarna, 2020). The resulting stress on teachers will subconsciously affect teacher performance in schools.

Performance management is a crucial element of Human Resource Management (HRM) and is the primary foundation for achieving individual performance (Van Waeyenberg et al., 2022). Employee performance is critical for a company to achieve its operational targets (Surya et al., 2022). However, to assess teacher performance, increasing teacher professionalism is done through a certification process that aims to provide teachers with knowledge and technology and form attitudes and character that can survive in the era of hypercompetition (Sudirman et al., 2021). Therefore, performance appraisal aims to assess a person's skills in their work, demonstrate confidence, and obtain standards and success in achieving goals (Albert & Widjaja, 2021). In Indonesia, teachers are expected to have educational values, competence, certification, physical and mental health, and be able to achieve national education goals (Sudirman et al., 2021).

Several studies have been conducted on work motivation, work stress, and performance (Asaloei et al., 2020; Sudirman et al., 2021; Suratman et al., 2020; Van Waeyenberg et al., 2022). For example, Suratman et al. (2020) found that teacher motivation in Indonesia influences teaching performance. However, this Research does not investigate how work stress affects teachers in Indonesia. Then, Research by Asaloei et al. (2020) found that stress can influence performance and effectiveness in teaching. Meanwhile, this Research did not investigate the influence of motivation on teachers in Indonesia. Research by Rosyadi (2020) also stated that work motivation and stress positively and significantly impacted teacher performance at Gondang Pekalongan Vocational School by 91.6%, and the most influential variable was work motivation.

In SDT's view, this Research suggests that workplace frustration experiences correlate with increased levels of work-related stress, which is linked to several indicators of poor health at work (Chiu, 2022). This approach provides in-depth insight into the impact of the work environment on employee well-being and notes its implications for organizational productivity and sustainability. The Research also supports the idea that work stress is one of the variables that influences teacher performance at SDN 10 PANTOLOAN PALU. Work discipline and work environment variables support teacher productivity at SDN 10 PANTOLOAN PALU (Wulandari et al., 2020). There are gaps in research findings, so it is essential to investigate the impact of urgency on teacher motivation, job stress, and performance. Research on teacher performance factors is essential, especially in Islamic educational institutions. This is because very little Research was conducted in 2020-2023. Hopefully, this Research will inspire researchers to conduct more profound Research on the factors that influence teacher performance.

RESEARCH METHOD

This Research uses a literature review or Research as the type and method. This Research uses the Literature Review (LR) method. They start with a literature search process from research articles or articles on the same topic. This Research includes a review of various research articles that have been published. Researchers choose the suitability of research articles based on the source, background of the article, research methods, results discussed, discussion, and conclusions. In this Research, the data source used is a secondary data source.

In the first step, researchers used the Lens.org website to conduct a literature search with the keywords "motivation," "stress," and "teacher performance" for the years 2020 to 2023. As a result, there were 61 articles found. Then, the researchers used the keyword "work motivation," and there were 10,386 articles. Then, the keyword "work stress" contains 2,498 articles. Moreover, the keyword "teacher performance" contains 5,206 articles.

Then, the researcher turns to analysis to determine the quality of the article or journal after completing the inclusion and exclusion procedures. Research methods and analysis methods are all components of methodological quality assessment. The next stage is analyzing five articles matching the keywords using the Literature Review method.

RESULTS AND DISCUSSION

Results

Four articles meet the criteria and are the researcher's objectives for searching literature on the impact of work motivation and stress on school teacher performance. The four articles identified were research articles covering the last four years. Peer-reviewed journals are the only journals that publish Research conducted in schools. The four selected journals will be summarized to find out about the research location, sample size, design, instruments, and research results in Table 1 below.

Table 1. Literature review

Author/Year	Research Title	Research design	Research result
Imam Rosyadi, Indonesian Journal of Strategic Management, Vol 3, No 1,2020	Influence Stress Work, Motivation Work, Training Work On Teacher Performance	<ul style="list-style-type: none"> - Use quantitative methods - Independent variables are work stress, work motivation, and training - The dependent variable is teacher performance - Data analysis With analysis Linear regression multiple, t-test, f-test, and correlation test 	<ul style="list-style-type: none"> - It is known that the variable work stress, work motivation, and training have a significant effect of 91.6% on the performance of Gondang Vocational School teachers. - The work motivation variable is considered to have the most influence on teacher performance
Heni Fitri Ratna Sari, Ekawarna and Urip Sulistiyo, Educative: Journal of Educational Sciences, Vol 4, No 1, 2022	Effect of Job Stress, Motivation Work and Job Satisfaction on Teacher Performance	<ul style="list-style-type: none"> - Use quantitative methods - Take population with Technique <i>probabilistic sampling</i> - Test the hypothesis using the personally administered technique <i>questionnaires</i> using Smart PLS 3.2.7 Software 	<ul style="list-style-type: none"> - There is an influence of work stress on job satisfaction of 62.4% - There is an influence of work stress on teacher performance at 56.8% - There is an influence of motivation on job satisfaction of 85.2% - There is an influence of motivation on teacher performance of 37.9% - There is an influence Job satisfaction with teacher performance was 15.7%

Author/Year	Research Title	Research design	Research result
Munawar, Sri Mifayetti and Zainuddin, Visipena Journal, Vol 11, No 2,2020	Influence of Principal Leadership, Work motivation, Job Stress on Public High School Teacher PerformanceBireuen Regency	- Use quantitative methods - Taking the population using a proportional random sampling technique - Data analysis with SPSS and path analysis	- Leadership headschoolhas a direct positive effect on work motivation - Leadership headschoolhas a direct positive effect on work stress - Leadership headschoolhas a direct positive effect on teacher performance - Work motivation has a positive effect on performance - Work stress has an influence negative impact on performance
Ratri Widya Wulandari, Umi Farida, Adi Santoso, ASSET: Management Journal And Business, Vol 3, No 1, 2020	Influence of Work Discipline, Non-Physical Work Environment, and Job Stress on Teacher Work Productivity in Vocational SchoolsPonorogo Service	-Use quantitative methods -Data analysis With multiple linear, t-test, f-test, and correlation test	-DisciplineWorkpositive and significant effect on teacher work productivity -The non-physical work environment has a positive and significant effect on teacher work productivity -Work stress has a negative and significant effect on teacher work productivity -Discipline work, non-physical work environment, and work stress influence teacher work productivity -Variable work environment is the variable that has the most dominant influence on teacher work productivity

Source: Primary data, 2024

The four reviewed articles included quantitative Research with various methods, such as simple linear regression analysis, personally administered questionnaires, path analysis, t-test, f-test, and correlation test. Each article contains several research variables. Work motivation and work stress variables, with the contribution of teacher performance variables, are the instruments used in the four articles.

For example, Research conducted by Rosyadi (2020) regarding teacher performance (Y) influenced by work stress (X1), work motivation (X2), and training (X3) has four hypotheses. The analysis used is multiple linear regression, t-test, f-test, and correlation test. The results of research

tests show that teacher performance is significantly influenced by motivation and work stress, with a significance level of 91.6%. This shows that teacher performance greatly influences teacher motivation and stress variables. Therefore, the proposed hypothesis is accepted.

Then, the results of further Research conducted by Munawar et al. (2020) found the influence of principal leadership (X1), work motivation (X2), and work stress (X3) on teacher performance (Y) at Bireuen State High School. This Research uses five hypotheses, which will be analyzed using path analysis. The linearity test produces a significant status for all variables. The research findings show that teacher motivation and stress are the variables that have the most influence on teacher performance. It can be concluded that to improve teacher performance, you must increase motivation and minimize work stress.

Discussion

Based on four previous studies, Research on teacher performance is entirely accurate in terms of work motivation and work stress. This conclusion is also supported by the contribution of several variables, including job satisfaction, teacher compensation, teacher competency, principal leadership, discipline, work environment, and teacher productivity. These are all several variables that have been proven to influence Research to improve teacher performance.

Work performance also means realizing an obligation with results that can be appreciated by the individual (Asaloei et al., 2020). Teachers must educate and provide students with knowledge, skills, manners, and good things. So, it is appropriate for teachers to appreciate the results of their efforts or performance. However, teachers are not perfect beings. Teachers also need motivation to build and increase their enthusiasm for teaching at school. Motivation is influenced by several factors, such as job success, rewards, obligations, and development (Mumtaz et al., 2023). Motivation and performance are variables that are related to each other. If teachers can build good motivation, then teacher performance will increase. One of the factors that can improve teacher performance is motivation.

Another variable that is no less important is work stress. In the Research conducted by Widjaja (2021) regarding the influence of stress, motivation, and job satisfaction on employee performance, it was concluded that stress has quite a significant influence. This is due to high demands from the company and makes employees experience stress while working. Likewise, teachers in educational institutions are likely to experience stress due to the many demands placed on them by the school principal. From here, the principal can take a positive note: It is essential to maintain the emotional level of teachers so that they do not experience stress while working.

Work stress experienced by teachers can also occur because the teacher feels disappointed with the attitude of the school principal, who likes to differentiate between teachers. The salary received needs to be commensurate with what is done, and there are additional tasks outside of the teacher's primary duties. Stress that cannot be adequately handled will hinder a person's ability to interact positively in and outside work environments (Fahmi et al., 2022). It is said to be positive if stress can make people increase their productivity at work. On the other hand, it can be damaging if it causes a decrease in the quality of a person's performance in the short or long term.

This opinion is supported by Research et al. (2022), which states that work stress is used to indicate the state of stress experienced by a person, which is caused by certain conditions or situations that occur in the work environment. Apart from that, positive stress can also be an opportunity to increase work motivation, which impacts good performance (Ramlawati et al., 2021). Therefore, it is impossible for a teacher not to experience stress. What can be done is to give appropriate assignments and appreciation to teachers so they do not experience excessive stress.

CONCLUSION

Teacher performance is influenced by motivation and work stress. Motivation and work stress cannot act independently. Examining the Research that has been carried out, the findings obtained regarding the description of influence motivation and work stress among teachers in Indonesia are considered unable to work alone. Many other factors influence teacher performance in educational institutions, such as job satisfaction, teacher compensation, teacher competency, principal leadership, discipline, work environment, teacher productivity, awards, organizational culture, etc. Giving assignments outside the main tasks is considered quite influential in increasing teacher motivation. Good teacher performance is influenced by high teacher motivation and low teacher stress levels. Therefore, it is hoped that company managers and leaders of any institution, especially in the world of education, that providing work motivation will have a significant influence on the teacher's psychology. The aim is, among other things, to improve teacher performance in schools. Apart from that, leaders must also be fair by assigning tasks according to their respective portions so that employees or teachers do not experience excessive stress because stress is considered to have a negative influence on teacher performance.

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