Motivation, Compensation, and Performance for Science and Technological Teachers

R M Abast*, N M Sangi, M S S Tumanduk and R Roring
Universitas Negeri Manado, Tondano 95618, North Sulawesi, Indonesia

*rio_abast@unima.ac.id.

Abstract. This research is operationally aimed to obtain the result of analysis and interpretation about: relationship of achievement motive, compensation with performance at a junior high school in Manado, Indonesia. This research applies a quantitative approach with correlation analysis method. The research was conducted at one junior high school in Manado, Indonesia. The results showed achievement motive at the school teachers is quite high. This result means that, generally, the teachers of the school have a desire to improve achievement; the performance at the school is good enough. This result means that in general, the performance of teachers at the school is increasing, there is a linkage degree and determinative power between the achievement motive with the performance of teachers at the school amounted 0.773 or 77.3%, compensation for the school teachers in Manado is good enough. This result means that the compensation received is satisfactory; there is a linkage degree and determinative power between compensation and performance of the school teachers in Manado amounted to 0.582 or 58.2%.

1. Introduction
Education is an essential process of empowerment, which is a process to reveal the potential that exists in humans as individuals, which in return may contribute to the society empowerment within the surrounding environment. In fact, the level of educational development activities keeps on changing follows the dynamics of development achieved by human beings both in the form of mindset advancement and technological progress that accompany it, therefore it is not surprising that with those changes, it has also produced more methods and advance techniques in the implementation of educational activities itself. Indonesian government itself has given enough attention for the development of national education in producing output quality. This aspect is very important because lately the problem of quality and competitiveness of the national education system is quite a polemic. Which is understandable because in the high competition of globalization era, the level of productivity of Indonesian human resources is still low.

Indonesian human resource quality standards on average are at a low number of four [1]. This figure has achieved by the quality of Thai human resources in 1970. This low figure illustrates the lowness productivity of Indonesian human resources. Furthermore, it is argued that this low number is related to the low quality of national education therefore it is not surprising that many undergraduate graduates are unemployed because of lack of creativity and low of competitiveness. This issue should be seen from
laying of foundation of national education in the existing educational level, if the basic education is given well at a higher level, logically it will produce a qualified output. Therefore, one aspect that must be studied in this weakness is by seeing how well and how qualified the education activity at the basic level given by educator in national education environment.

The quality of human resources is basically determines the performance of an organization [2]. However, the quality hierarchically on the one hand has not been able to guarantee the performance of individuals for all employees or existing employees. It is said that because no matter how good the quality and capabilities possessed if it is not supported by motivation, especially that comes within itself, it is very difficult for these employees to be able to improve their job performance. In fact, this phenomenon is often encountered in an organization, which is true that the motivation of work is the basic framework that builds one's work performance. This is understandable because in reality, somebody, in doing something must be built from the desire to act in order to achieve or meet a need.

Theoretically a teacher will have a good performance if there are motives of achievement. This achievement motivation will build the spirit of work to continue advancing and developing so that in the educational activities will be implemented through teaching and learning process which will able to grow direct student learning behavior with the improvement achieved as a lesson. Many examples are often encountered that there are less teachers do not even have a plan, and goals during learning activities. In this case the teacher implements teaching principle which is limited to the activities based on the teaching mindset alone without considering the forward aspect to be achieved. In such a concept, the teacher gives the image that the teacher no longer has a motive for achievement and associated with the teaching performance and learning process it is said to have a low performance that will affect student learning behavior which this teaching patterns tend to be monotonous and not varied will then affects student's interest in learning. In this condition, students' learning behavior will not be improved and will even lead the students to the passive and non-creative learning behavior characterized by the lack of student response with the lessons received.

Furthermore, if people are satisfied with the compensation received in both material and non-material form, it will be able to improve the performance because basically the activities carried out by humans through the organization aimed to the fulfillment of needs, which in other words, in order to live worthily on the basis of humanity, man has a need to fulfill [3].

2. Research Methods
This research uses a quantitative approach with correlation analysis method. The research was conducted at SMP Negeri in Manado. There are 14 public junior high schools in Manado, those are: SMP Negeri 1, SMP Negeri 2, SMP Negeri 3, SMP Negeri 4, SMP Negeri 5, SMP Negeri 6, SMP Negeri 7, SMP Negeri 8, SMP Negeri 9, SMP Negeri 10, SMP Negeri 11, SMP Negeri 12, SMP Negeri 13, SMP Negeri 14. The research process took three months.

The population in this study is all the characteristics related to professional competence variables and teacher performance. While the members of the population are all teachers amounted to 600 people. Determination of sample is taken by Proportional random sampling technique, with Krejcie Table and nomogram of Harry King, if the sample of population is 95% or error rate of 5%, then the number of samples taken from each member of the population is 234 teachers.

To measure the research variables that include the variables of achievement motif (X1) and Compensation (X2) and Performance (Y) as well as to describe, to determine and to analyze the relationship both associative relationships and the influence of the variable between the variables requires research data collected by certain techniques. In this study, the technique used to collect data is a questionnaire technique (questionnaire) which is a list of questions in the form of Likert Scale.
3. Results and Discussion

3.1. SMP Negeri Teachers Achievement Motive in Manado

Based on the results of Z test obtained it can be said that the achievement motive of SMP Negeri teachers in Manado is quite high. This means that in performing their duties as educators, the Public SMP Negeri teachers in Manado have a motive, desire or drive for achievement. Teachers are the main drivers of educational activities implemented in a school institution. Therefore, the declining output of education produced by school institutions is strongly influenced by the ability of teachers in managing all activities of school education.

These concepts apply as well in the role of the teacher as the implementer who regulates educational activities. Those teachers are considered to have managerial skills to able to carry out various activities as stated at the top. Teacher managerial ability is also seen from the ability to formulate strategy. In the concept of strategy formulation, a teacher must have a strategy stratification that can examine what are the strengths, weaknesses, opportunities and threats of the scope of school education activities so that it can formulate the formulations designed for the school's own progress [4].

All the above concepts could be implemented if the teacher has a motive for achievement. If there is an achievement motive, then it will grow a desire to improve performance itself and have the ability in terms of:

1. To Define goals and objectives
2. To Formulate a strategy
3. To Plan
4. To Determine the work program
5. To Organize
6. Mobilizing human resources
7. To Monitor operational activities
8. To Carry out supervision
9. Carry out an assessment

It is fully realized that achievement motive is the most determining factor of teacher performance because it is a human problem related to psychological aspects personally. That can be said because no matter how well and how qualified human resources and existing supporting facilities, if the implementing element itself does not have the desire or motivation to carry out all the work responsibilities given it will not produce a good performance and optimal performance.

3.2. Relationship achievement motive with the performance at SMP Negeri teachers in Manado

Based on the results of correlation analysis obtained that the level of relationship between achievement motive variables (X1) and performance (Y) is 0.727. The value means that there is a functional relation between achievement motive with teacher performance at SMP Negeri teacher in Manado.

States that the achievement of a person's performance is determined with how much the thrust or motive that drives the individual for further improve performance [5]. This aims to encourage people or employees to be enthusiastic and reach the desired outcome of those people. Achievement motives can be generated within the power of an individual which is known as internal or intrinsic and can also be sourced from outside a person or the power that exists outside the individual which stimulates or affects him to voluntarily willing carrying out activities or work, known as external or Extrinsic. This understanding is also encountered to every SMP Negeri teacher in Manado where psychologically have a desire to always improve performance in accordance with their ability and expertise, in hope it will be
States that the desire to progress and develop, the fulfillment of economic needs and the desire to gain promotion at a higher level are the main motivators for individuals to improve performance [6]. Fulfillment of all needs is important to grow the achievement motive with the assumption that in each individual there is a reservoir of capabilities that need to be developed to change its nature from potential to something tangible so that with a clear final goal, the employees are encouraged to develop potential for then later can be proven through the implementation of work more effectively and productively together with positive behavior to be able to achieve various goals and objectives and on the other hand will achieve a higher level of satisfaction. In addition, the desire to improve performance is also a driving force to further develop not only in terms of mental intellectual, but also in a professional sense. This benefit is very important because an individual will be able to achieve progress if the individual is trying to grow and develop in all aspects of life and livelihood which then leads to the motive of a person to become the best worker in his work even though the conditions are not supported by appropriate facilities and infrastructure which in other words, through the existing potential it will be able to optimize all the existing supporting elements.

3.3. Compensation relation with the performance SMP Negeri teachers in Manado

The functional contributive relationship between compensation and teacher performance is 0.905. This value means that there is a constitutive functional relationship between compensation and performance. Compensation affects a person's performance at work. The value of compensation in both material and non-material forms has a relationship with the performance level at which the high compensation value is likely to have a high productivity effect whereas in the medium and low compensation values it will produce the effect of moderate and low performance outcome. This is understandable because basically every human being has a need in life that must be met every day whether it is primary needs or secondary needs, which in order to obtain these needs, people works in the hope that the wages or compensation given as a payment is in accordance with the amount of responsibility in work undertaken, in other words economic needs and self-actualization is one thing that is valuable to encourage someone to give his effort in realizing what is the purpose of the organization, in other words can be said that someone doing activities or work between Driven by economic needs. When the stimulus is given in accordance with the rules set it will affect the productivity of work generated.

3.4. Relationship of achievement motive and compensation together with teacher performance SMP Negeri in Manado.

The relationship between achievement motive and compensation is together to the performance of the teacher that is equal to 0.912 or 91.2%. This result means that there is a contextual relationship between the motivation of achievement and compensation (collectively) with the performance SMP Negeri teachers in Manado.

All activities carried out by humans are based on the principle of meeting the needs of both primary and secondary needs. In this case every human individual needs money as a means of fulfilling all the necessities in supporting diverse daily life needs according to the circumstances that exist in their lives. This necessity then causes why every human individual will always look for a job to earn wages. The problem of fulfillment is a crucial and very complex that greatly affects the implementation of the work. The fulfillment of this need was very influential and most fundamental in motivating the employees. This condition motivates teachers strongly to always carry out the job responsibilities in the hope that if they perform the task well then by itself they will get compensation in return, especially the material compensation from the organization.
3.5. *Degree of associative linkage and determinative power between achievement motives with SMP Negeri teachers in Manado.*

The results of simple regression analysis obtained the coefficient of determination (R2) of 0.773 in other words that the 77.3% of teacher performance is determined by achievement motive. This value means that the degree of associative associates and determination of achievement motive to teacher performance is 77.3%.

States that encouragement given aims to encourage individual workers to be enthusiastic and be able to achieve the desired outcomes where the motivation given is essential in the effort to mobilize and to direct all the potential power of the existing workforce towards optimal utilization, within the limits of human capability with the help of tools and other facilities [7]. Achievement motives within the scope of the organization include the teachers in educational institutions which greatly determine in how high performance can be generated. Without the achievement motive the performance is unlikely to increase.

3.6. *Degree of associative associate and determinative power between compensation and performance SMP Negeri teacher in Manado.*

The result of simple regression analysis resulted in the coefficient of determination (R2) of 0.582 in other words there is 58.2% of teacher performance is determined by compensation. This value means that the degree of associative associate and determination of compensation with teacher performance is 58.2%.

In fact, humans formed organization to work in order to meet their needs, while on the contrary that needs also is the reason for human to formed organization. In order to work to meet his needs and vice versa based on his ability to meet the needs in quality and quantity respectively, humans obtain socioeconomic status in the society, because basically humans are not only different by the ability to do something but also different by the terms of desire or motivation. In this case, one's motivation according to [8] Depends on the strong or weakness of the one’s motive for the needs, desires, impulse where the motive itself is directed at a particular goal. This is the main reason why humans have the motivation to increase work productivity.

4. **Conclusions**

Based on results of the research, the conclusions are: the achievement motive SMP Negeri teacher in Manado is quite high. This result means that in general teachers of SMP Negeri in Manado have a desire to improve achievement; the performance SMP Negeri teacher in Manado is good enough. This result meant that in general the performance SMP Negeri teacher in Manado is increasing; there is a positive relationship between achievement motives, compensation with the performance SMP Negeri teachers in Manado; there is a degree of linkage and determinative power between the achievement motive with the performance SMP Negeri teachers in Manado of 0.773 or 77.3%; compensation for SMP Negeri teachers in the city of Manado is good enough. This result means that the compensation received is satisfactory; there is a degree of linkage and determinative power between compensation and performance SMP Negeri teachers in Kota Manado amounted to 0.582 or 58.2%.

**References**

[1] Tilaar H A R 2004 Permasalahan Pendidikan Indonesia Perlu Dipetakan Kembali. Kompas. 12 Oktober 2004.

[2] Siagian S P 2003 *Teori dan Praktek Kepemimpinan* (Jakarta: Rineka Cipta)

[3] Dubin R 1998 *Industrial Society and Human relation* (New York: Prentice-Hall)

[4] Dephilipps F 2003 *Human Resources and Organization Homewood* Richard D Irwin Taronto

[5] Sedarmayanti 2001 *Sumber Daya manusia Dan Produktivitas Kerja* (Bandung: Mandar Maju)

[6] Siagian S P 2004 *Teori Motivasi & Aplikasinya* (Jakarta: Rineka Cipta)

[7] Manullang M 1983 Organisasi pendidikan Dalam Era Reformasi *Jurnal Ilmu Pendidikan*
[8] Blanchard K 2007 *Leading a Higher Level Upper saddle River* (New Jersey: Prentice Hall)