

The Effect of Training and Communication on Work Motivation and Its Implications in Performance of Public High School Teachers in Cirebon City

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Abstract

The purpose of this study is to determine the effect of training and communication both partially and jointly on the work motivation and the performance of PublicHigh School teachers in Cirebon City.

The research method used is descriptive-verification through surveys. The population of this study is 580 PublicHigh School teachers in Cirebon City, to determine the number of samples using the Slovin formula with a proportionate random sampling technique to obtain a sample of 237 teachers as respondents. Data collection techniques using questionnaires and data analysis techniques using Structural Equation Modeling (SEM) with Lisrel 8.7 as a data processing tool.

The results showed that training had a positive effect on teacher work motivation but was not significant, communication had a positive and significant effect on teacher work motivation, training had a positive and significant effect on teacher performance, communication had no effect on teacher performance. Training and communication together have a positive and significant effect on work motivation, with a contribution value of 73%. The dominant variable influencing work motivation is communication, and the dominant variable influencing teacher performance is work motivation.

Managerial implications are explained in this study that the variable work motivation in improving teacher performance is partial mediating for communication variables. Meanwhile, to increase work motivation need to pay attention to aspects of work intensity, especially those related to seriousness in work, high intensity of work, high creativity and high initiative.

Keywords : *training, communication, work motivation, teacher performance*

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A. Introduction

Prime human resources are no longer an issue but are an urgent demand for an organization to advance in the face of the current global era. Government and private organizations increasingly understand the importance of a real and appropriate effort on how to develop human resources within the organization so that they are aligned with organizational goals.

Various efforts have been made by the organization till the organization's human resources can develop better so that it impacts on performance. Educational institutions, especially schools, are one of the institutions that have a very large role in forming excellent character and human resources, especially in developing the potential of students. In this case, the role of the teacher as forming character and developing the potential of students is very large. The extent to

which the success of education is largely determined by how the teacher is able to carry out his main duties.

The quality and quantity of work achieved by a teacher is its ability to carry out classroom learning. Quality of work is achieved through teaching activities, guiding, directing, training, assessing, and evaluating students. While the quantity achieved by the teacher in carrying out its performance is how student achievement is achieved, especially in the academic field.

Furthermore, the success of teachers of public high schools in the city of Cirebon is also very much determined by work motivation on the teacher. Teachers who have high work motivation will work optimally. According to Al-Khalifa and Peterson (2004: 155), teacher performance as an employee will increase if the teacher/employee feels satisfied in the job and motivated to do the work. Based on the statement above, it is clear that the teacher's low performance is thought to be influenced by the teacher's low work motivation.

Teacher's work motivation has an influence on its performance. Motivation can be classified into two types, namely internal motivation that arises from within the person. This motivation is generally more influential. The motivation that arises from outside influences is external motivation namely motivation that is influenced by environmental factors.

Low teacher performance can occur, this is caused by several factors such as the weak development of teachers through training programs, low communication that supports performance, and teacher motivation is still not optimal. In the era of regional autonomy, teacher training programs for professionalism are rarely implemented in the form of continuous professional development (CPD) involving widyaswara LPMP and university experts (Mawardi, 2002: 91). Based on the results of the 2009 teacher certification

assessment, the number of teachers who are required to take part in the training is due to a lack of competency as much as 54% of the total all-public high school teachers as many as 580 people.

An intensive and continuous training program is one of the efforts to improve teacher performance. Training is a key strategy for developing human resources and in achieving organizational goals.

Another factor that can affect teacher performance is the weak interaction between the principal and the teacher, the teacher with the teacher, the teacher with students or the principal with partners, namely the business world, the world of the industry through effective communication. Teacher performance can run well if effective communication appears.

Indications of communication at school are going well,, if school policies are known and understood by the teacher, then the communication process is said to have been effective. In official communication meetings between the headmaster and the teacher have not gone well, if there has not been an expected goal. Communication constraints can occur due to teacher absences in official meetings that hinder the communication process to be achieved. Minutes of meetings often do not schedule the results of the meeting or the results of the meeting are not socialized to the teacher who is unable to attend, consequently, the information and policies agreed upon at the meeting are unknown.

Based on the phenomena that occur above, the researcher conducted research specifically on the problems related to "The Effect of Training and Communication on Work Motivation and Implications on Teacher Performance of Public High Schools in Cirebon City."

B. Theoretical Review

Employee performance in an organization has a role and determines in achieving organizational goals. Achievements achieved by employees in completing their work and can contribute to the organization, it can be said that these employees achieve good performance. Mangkunegara (2009: 67) which gives an understanding of work performance as “quality work results and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him”.

The role of the teacher in the classroom is very essential, then the teacher must have the ability to fulfill the elements that support learning in the classroom in the form of the teacher's performance. Delfi and Kadarko (2007) suggest that the elements that play a role in improving learning in the classroom include the main elements, they are: (1) mastery of the basics of education, (2) mastery of learning theory and the principles of learning and its application in the learning process, (3) the ability to understand the characteristics of students as learning institutions, (4) the ability to have and develop learning strategies, which are in accordance with the objectives and subject matter, (5) the ability to choose and develop teaching tools and materials and utilize media and learning resources (6) the ability to choose and develop learning outcome evaluation tools that are suitable for learning objectives, (7) the ability to plan learning, (8) the ability to manage classroom interactions and create optimal learning processes, (9) the ability to demonstrate learning performance, (10) the ability to assess learning processes and outcomes, (11) the ability to teach the knowledge they have professionally. Whereas capability as a supporting element is mastering the field of study that is relevant to the field that it provides so that it fits the demands of the community's needs. The eleven main elements and one supporting element

proposed by Delfi are more referring to the quality of work that must be achieved by a teacher.

Work motivation is needed by every organization to achieve its goals (Robbins, 2006: 168). Work motivation is a need that always lives in employees. Motivation is one aspect of work that together with other aspects to create work value. Motivation refers to the causes of the emergence of behavior, such as factors that encourage someone to do or not do something. For each individual, motivation can actually be seen as the basis for achieving success in various aspects of life through capacity building, training, and expansion of knowledge. Motivation is a fundamental thing in human life, but that does not mean that every human being has a high motivation for achievement.

Work motivation is one of the factors that determine the level of work performance of employees. According to Robbins (2006: 189), company goals will not be achieved without the motivation reflected in the form of high commitment to achieving company goals. Robbins (2006: 168) defines motivation as follows: “Motivation as the willingness to exert high level of effort toward organizational goals, conditioned by the effort's ability to satisfy some individual needs.” Motivation is “While general motivator, is concerned with effort toward any goal, we'll narrow the focus to organizational goals in order to reflect our singular interest in work-related behavior. The three key elements in our definitions are effort, organizational goals, and needs”. Efforts are basically a measurement of intensity. When someone is motivated, he will strive continuously, he will work ape. These efforts will provide benefits to the company in the form of expected work performance if these efforts are directed directly and are consistent with the objectives of the company, needs that are not or have not been fulfilled can be a stimulant for individuals to make efforts that can satisfy these

needs. The greater the encouragement, the greater the effort made. With the above rationale, it becomes a requirement that individual needs must be in line with and consistent with the company's objectives so that the efforts made are instruments for achieving company goals and satisfying individual needs.

Sukmalana (2007: 225) suggests the definition of communication as “conveying (transfer) information and understanding from one person to another.” Djatmiko (2005: 56) defines communication as “the process by which management functions, planning, organizing, leading, and controlling carried out.” Kartono (2005: 133) defines communication as “the capacity of individuals or groups to convey feelings, thoughts, and will to individuals or other groups.” Mangkunegara (2009: 145) suggests communication as “the process of transferring information, ideas, understandings, from someone to someone else in the hope that the other person can interpret it according to the intended purpose.” Worth and Gross in Gaines (2007: 91) provides a definition of communication as “a social process within a context, in which signs are produced and transmitted, perceived, and treated as messages from which meaning can be inferred”. That is, communication is a social process in the context expressed by symbols produced and executed as messages from the giver of the message to the recipient of the message.

In contrast to Van, Mangkunegara (2009: 149) expressed his opinion that basically the supporting factors that play a major role in the effectiveness of communication are human factors, namely skills, attitudes, knowledge possessed by either the sending party or the communicator, even though the communication media factor as a channel tool is a factor that cannot be ruled out for the way of communication.

Effective communication can help organizations deliver messages in achieving organizational

goals. Communication can encourage organizational members to improve their performance. Allan in De Voe and Precipe (2001) states that “The key to motivation is communication.”

In the education process, there is training as a part of the process of learning activities to improve skills outside the applicable system. Bernardin and Russel (2004: 297) state the importance of training, “Training is defined as any attempt to improve employee performance on currently held job or one related to it.” It is known that training is intended as an effort to improve employee performance. Sikula in Mangkunegara (2009: 44) suggests training as a “short-term education process that uses systematic and organized procedures in which non-managerial employees learn the knowledge and technical skills in limited goals.”

Jacobs and Russ-Eft; Torraco and Swanson in Staples (2009: 15) suggest that training also plays an important role in shaping labor behavior, which is related to behavior and perception and significantly influences organizational change as a result of training.

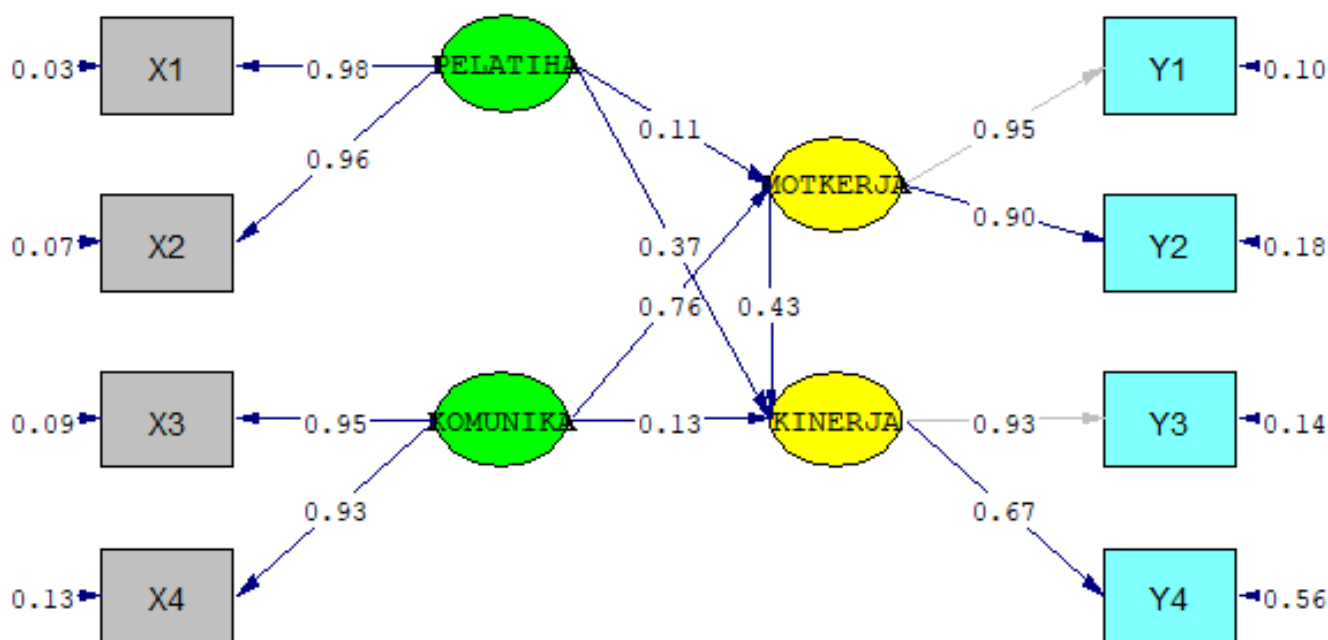
Bernardin and Russel (2004: 180) state that the success of actual training can be seen from how effectively the trainees can apply the knowledge and skills they have learned. The training model from Bernardin and Russel is a model that examines training as a comparison to other training models. The application of this model in the employee perspective measures the assessment of needs and implementation as a training environment and measures its evaluation as a result of training.

C. Research Method

The research method used is descriptive-verification through surveys. The study population is 580 Public High School teachers in Cirebon city, to determine the number of samples using the

Slovin formula with a proportionate random sampling technique to obtain a sample of 237 teachers as respondents. Data collection techniques using questionnaires and data analysis techniques using Structural Equation Modeling (SEM) with Lisrel 8.7 as a data processing tool. Hypothesis testing carried out in this study is to use SEM (Structural Equation Modeling). According to Yamin (2008: 3) there are two reasons for using SEM, they are:

- 1) SEM has the ability to estimate the relationship between variables that are multiple relationships.
- 2) SEM has the ability to describe patterns of relationships between latent (unobserved) extracts and manifest variables (manifest variables or variable indicators).



D. Resultand Discussion

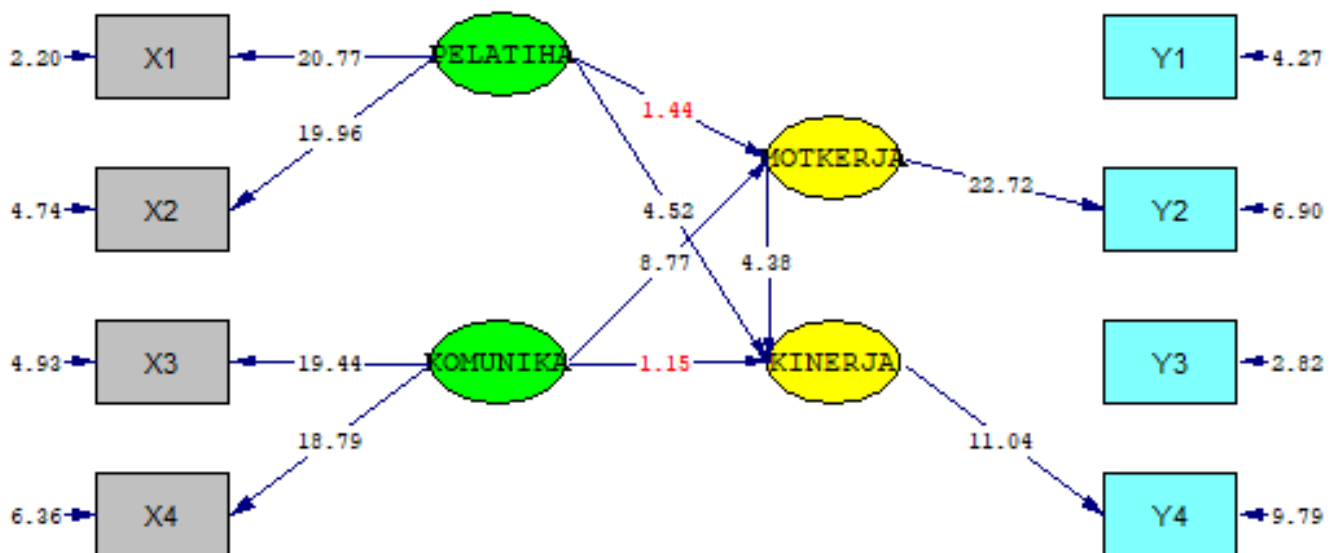
Based on Figure 1 and 2below, the research findings can be described as follows:

The training path coefficient on work motivation shows a coefficient of 0.11 and t_{count} of 1.44. Training does not significantly influence work motivation considering the value of $t_{count} = 1.44$ is smaller than $t_{table} = 1.97$. These results indicate that H_0 is rejected and the research hypothesis regarding the influence of training partially on work motivation is accepted. Thus, it can be concluded that the dimensions of training have a positive influence but the effect is not significant on work motivation.

quare=85.26, df=14, P-value=0.00000, RMSEA=0.147

Source: Results of Data Processing Lisrel 8.7

Figure 1. Measurement and Structural Model



Chi-Square=85.26, df=14, P-value=0.00000, RMSEA=0.147

Source: Results of Data Processing Lisrel 8.7

Figure 2. Parameter Significance Test Results

The communication path coefficient on work motivation shows a coefficient of 0.76 and t_{count} of 8.77. Communication has a significant effect on work motivation considering the value of $t_{\text{count}} = 8.77$ is greater than $t_{\text{table}} = 1.97$. These results indicate that H_0 is rejected and the research hypothesis regarding the influence of communication partially on work motivation is accepted. Thus, it can be concluded that the dimensions of communication have a positive and significant influence on work motivation.

The equation obtained from the work motivation model: $\text{MOTKERJA} = 0.11 \cdot \text{PELATIHA} + 0.76 \cdot \text{KOMUNIKASI}$ (Errorvar. = 0.27; $R^2 = 0.73$). The *R square* number implies that variations in work motivation can be explained by training and communication by 73%, and the remaining 27% is influenced by other factors not examined in the model.

The training path coefficient on teacher performance shows a coefficient of 0.37 and t_{count} of 4.52. Training has a significant effect in

teacher performance because the value of $t_{\text{count}} = 4.52$ is greater than $t_{\text{table}} = 1.97$. These results indicate that H_0 is rejected and the research hypothesis regarding the influence of training partially on teacher performance is accepted. Thus, it can be concluded that the training dimensions have a positive and significant influence on teacher performance.

The communication path coefficient on teacher performance shows a coefficient of 0.13 and t_{count} of 1.15. Training does not significantly influence teacher performance considering the value of $t_{\text{count}} = 1.15$ is smaller than $t_{\text{table}} = 1.97$. Thus, it can be concluded that the training dimensions have a positive influence and yet the effect is not significant on teacher performance.

The working motivation path coefficient on the teacher's work shows a coefficient of 0.43 and t_{count} of 4.38. work motivation has a significant effect on teacher performance considering the value of $t_{\text{count}} = 4.38$ is greater than $t_{\text{table}} = 1.97$. These results indicate that H_0 is rejected and the

research hypothesis regarding the influence of work motivation partially on teacher performance is accepted. Thus, it can be concluded that the dimensions of work motivation have a positive and significant influence on teacher performance.

The equation obtained from the teacher performance model: $PERFORMANCE = 0.37*PELATIHA + 0.13*COMMUNICATION + 0.43*MOTION$ (Errorvar. = 0.25; $R^2 = 0.75$). The *R square* number implies variations in teacher performance can be explained by training, communication, and work motivation by 75%, and the remaining 25% is influenced by other factors not examined in the model.

E. Conclusion

1. Training has a positive and insignificant effect on work motivation. This shows that training plays a role in supporting the creation of work motivation even though its role is not significant. This means that the teacher's work motivation is determined by the training provided by the Public High School in Cirebon City. The most dominant dimension in constructing training constructs is the training environment ($XI = 0.98$), the effect on work motivation is 0.11 and the value of $t_{count} = 1.44$ is smaller than $t_{table} = 1.97$.
2. Communication has a positive and significant effect on work motivation. This shows that communication plays a role in supporting the creation of work motivation. That is, the teacher's work motivation is determined by the communication that is established in the Public High School in Cirebon City. The most dominant dimension in constructing communication constructs is the ability to convey messages ($X3 = 0.95$), the effect on work motivation is 0.76 and the value of $t_{count} = 8.77$ is greater than $t_{table} = 1.97$.
3. Training and communication together have a positive and significant effect on work motivation. This shows that training and

communication play a role in supporting the work motivation of teachers of Public High School in Cirebon City. The most dominant variable influencing work motivation is the communication variable (0.76), and the most dominant dimension in building work motivation constructs is work intensity ($Y1 = 0.95$). The contribution of training variables and communication variables to work motivation is 0.73 or 73%. While the remaining 0.27 or 27% is a variable that affects work motivation but is not examined in this study. The results of the influence of exogenous variables on endogenous variables show that $F_{count} (316.33) > F_{table} (3.03)$ which means H_0 is rejected and there is an influence of training and communication together on work motivation.

4. Training has a positive and significant effect on performance. This shows that training plays a role in supporting performance. That is, teacher performance is determined by the training given to Public High Schools in Cirebon City. The most dominant dimension in constructing training constructs is the training environment ($X1 = 0.98$) the effect on performance is 0.37 and $t_{count} 4.52$ is greater than $t_{table} 1.97$.
5. Communication has a positive and not significant effect on performance. This shows that communication plays a role in supporting performance even though its role is not significant. That is, teacher performance is determined by the communication that is established in the Public High School in Cirebon City. The most dominant dimension in constructing communication constructs is the ability to convey messages ($X3 = 0.95$), the effect on performance is 0.13 and the value of $t_{count} = 1.15$ is greater than $t_{table} = 1.97$.
6. Work motivation has a positive and significant effect on performance. This shows that work motivation plays a role in supporting

performance. That is, teacher performance is determined by teacher work motivation in Public High Schools in Cirebon City. The most dominant dimension in building work motivation constructs is work intensity ($Y1 = 0.95$), the effect on performance is 0.43 and the value of $t_{\text{count}} = 4.38$ is greater than $t_{\text{table}} = 1.97$.

7. Training, communication and work motivation together have a positive and significant effect on performance. This shows that training, communication, and work motivation play a role in supporting the improvement in teacher performance of Public High Schools in Cirebon City. The most dominant variable influencing performance is the work motivation variable (0.43) and the most dominant dimension of constructing performance constructs is the implementation of learning ($Y3 = 0.93$). The contribution of training, communication and work motivation variables to performance is 0.75 or 75%. While the remaining 0.25 or 25% is a variable that affects performance but not examined in this study. The results of the influence of exogenous variables on endogenous variables show that $F_{\text{count}} (233.00) > F_{\text{table}} (2.64)$ which means H_0 is rejected and there are influences of training, communication, and work motivation together on teacher performance. The test results of direct and indirect influence indicate that the variable work motivation in improving teacher performance is partial mediating for communication variables. That is, communication aspects can further improve teacher performance indirectly through work motivation.

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