

APPLICATION OF MASLOW'S THEORY MOTIVATION MODEL TO TEACHER PERFORMANCE: QUANTITATIVE CORRELATION AT MTs NEGERI 6 SUMEDANG

Dedeh Sariah & Mulyawan Safwandy Nugraha

UIN Sunan Gunung Djati Bandung

de2h.sr@gmail.com

Abstract

This study examines whether the needs-based motivation of ASN teachers at MTs Negeri 6 Sumedang is related to performance as stated by Maslow's hierarchy of needs theory. A correlational quantitative method was used in this study, involving 20 ASN teachers (both civil servants and PPPK) as respondents. Based on the results of the study, a moderate correlation was found between the two variables studied ($R=0.493$). An R Squared value of 0.243 showed that motivation could explain 24.3% of the changes in teacher performance, while the remaining 79.9% was sourced from other factors that were not studied. The results of regression analysis show that motivation affects performance positively with an F value of 5.789 p value = 0.027. The regression equation obtained is $Y = 24.058 + 0.251X$ which means that the result of increasing one unit of motivation will affect the improvement of teacher performance by 0.251 units. Based on the descriptive results, the performance and motivation of most teachers were classified as 'good', with aspects of self-actualization and professional development receiving the highest scores. This study also revealed that motivation is one of the determining factors that can improve teacher performance at MTs Negeri 6 Sumedang.

Keywords: Motivation, Maslow Theory, Teacher Performance, Correlation, MTs

INTRODUCTION

One of the successes of the educational process is influenced by the performance of teachers, especially in madrasas as educational institutions that have peculiarities in integrating Islamic values. In perspective *Organizational Psychology*, understanding teacher performance is inseparable from motivational factors that affect individual behavior and productivity in the workplace (Sarnacchiaro et al., 2019). Therefore, research on *Madrasah Teacher Performance* It is very important to do, especially by using a motivational approach that is relevant in the environment of an educational organization.

Teacher performance in madrassas is related to motivation. Motivations that support performance include finances, social needs, security and rewards or recognition. Based on the performance achievement report, the GTK program targets of the Ministry of Education and Culture (Kemdikbud) have described program performance indicators that have been systematically categorized and included in the 2023 Performance Agreement. In line with the provisions of the 2023 performance agreement, the Director General of Educators and Education Personnel (GTK) has set three (3) program objectives accompanied by five (5) program performance indicators, namely the achievement of strategic performance regarding the availability of educators and professional education personnel (SP 1) has yielded favorable results. The proportion of regions that show the teacher equity index and the presence of quality education personnel was recorded at 37.14%, exceeding the predetermined target of 34.41%, thus showing an achievement rate of 107.93%. In addition, the percentage of teachers and education personnel who have increased their competence also shows an upward trajectory, with the realization of 52.69% of the target set at 48.83%, in accordance with the achievement rate of 107.90%. In addition, the proportion of teachers and education personnel who have successfully advanced in their career paths reached 21.13%, exceeding the target of 19.39%, with an achievement rate of 108.97%. (Kemdikbudristek, 2023).

Improved competencies are intrinsically linked to educator success, as improved competencies facilitate greater efficient management of the learning process, improve student understanding and learning outcomes, and enable adaptability to evolving challenges in education. (Wahyuddin, 2016). Educators who have a high level of competence are often more confident in the implementation of innovative pedagogical strategies, thereby improving the curriculum and fostering a more supportive educational atmosphere, which

as a result of which the overall performance improvement is very significant. So that teacher competence emerges as a fundamental determinant in improving the quality of education in madrasas.

Based on this data, the achievement of teacher performance is certainly influenced by several factors, including the motivation factor. The motivation theory put forward by Abraham Maslow, Maslow's Model highlights the need to address physiological, security and safety, social, rewarding, and self-actualization needs, which are essential for teacher satisfaction and performance (Anuyah et al., 2023). Maslow argued that humans have five levels of needs, namely physiological needs, security, social, appreciation, and self-actualization. Optimal performance can be achieved if the basic needs of individuals are met and they get the opportunity to actualize their potential in the work environment. Basic needs or Physiology, namely basic survival needs such as clothing, food and board, are the first priority (Van Haitsma et al., 2020).

The results of the interview with the head of the Madrasah MTs Negeri 6 Sumedang showed that there were challenges in improving teacher performance motivation, namely that some teachers were still too comfortable with their existing positions. So that teachers become vulnerable if they commit a slight violation, for example in the collection of teaching administration. Then there is still an assumption from some ASN teachers who think that whether they work or not they will still be paid.

Previous research has examined the relationship between teacher motivation and performance. However, so that this research becomes more directed to one problem so that the novelty of the research will be produced, as well as directing the position of the research to be carried out. Therefore, studies for previous studies that are similar to the research theme need to be carried out by researchers. With the results of previous research, namely (1) Research on Irma Br Tarigan and Indah Rianti Panggabean with the title “*The Effect of Work Motivation on the Performance of Teachers at SMK Negeri 7 Medan*” A total of 97 people were sampled by this study. The results of the study are based on regression analysis that work motivation has a strong correlation by being linked to teacher performance with a significance value of $0.000 < 0.05$. The coefficient of determination (R^2) of 0.203 shows that 20.3% of work motivation explains the improvement in performance by (Tarigan & Panggabean, 2022). (2) Research by Ahmad Hudlori Ihsan, et al. with the title “*Work Motivation and Performance of Madrasah Teachers and Their Implications for Islamic Education*

Management” Research at MTs Mohamad Toha, Cimahi City, found a relationship between teachers' work motivation and performance with a value of 0.8888 so that the correlation was very strong. So it was concluded that H_a was acceptable, there was a relationship that influenced the level of work motivation and teacher performance at Mts Mohamad Toha, Cimahi City (Ihsan et al., 2021). (3) Research on Suranin and Nashiruddin Pilo with the title "*The Influence of Principal Leadership Management and Motivation on Teacher Performance (Study on Madrasah Aliyah Negeri 1 Makassar City)*" Motivation makes a great contribution to the performance of teachers at MAN 1 Makassar City directly, has an impact and influences each other. This influence illustrates the need for motivation to support teachers' performance for learning that occurs in MAN 1 Makassar City (Surani & Pilo, 2020).

Of the three studies, there is no Maslow motivation theory that affects teacher performance in madrasahs. Likewise, the methods and places of the research are different. So this study specifically wants to reveal whether there is a relationship between Maslow's theory motivation and teacher performance at MTs Negeri 6 Sumedang. Based on this, this study aims to reveal that meeting the needs of madrasah teachers based on Maslow's theory can improve teacher performance at MTs Negeri 6 Sumedang, using quantitative methods.

METHODS

This study uses a quantitative method with a correlation model, which emphasizes on certain patterns through imaginative interpretation (Irawan, 2019). The research population consisted of madrasah teachers at MTs Negeri 6 Sumedang consisting of civil servant and PPPK teachers who participated in 20 people. The sample used in this study is the entire population because the number of population is less than 30. The research was conducted at MTs 6 Sumedang for two months. Statistically, it is stated by the magnitude of the correlation coefficient and significance (Mustafa, 2023). Data collection follows Creswell's steps, including determining participants, obtaining permits, and selecting the right data collection instruments. Data analysis was carried out using correlation test, r test and v test. The researcher also conducted descriptive and inferential analyses to draw conclusions from the sample to the population (Creswell, 2012, hal. 145).

The research time began with the preparation stage, namely September 9-12, 2024 with activities of reviewing the literature, preparing proposals and applying for research permits. The instrument development stage is on September 13, 2024 with activities to design

the preparation of the instrument and conduct internal discussions related to the validity of the content of the instrument. The trial of the instrument will be carried out on September 14, 2024. Furthermore, the data collection stage will be on September 17-30, 2024 by distributing questionnaires to respondents. The next stage is data analysis on October 1-02, 2024. The next stage is the preparation of the research report on October 3-10, 2024. And the last stage is the revision and finalization of the research report, which is on October 11, 2024

This study uses two variables, namely the independent variable and one bound variable. For the independent variable (variable X), namely Maslow's Theory Motivation and the bound variable (variable Y), namely teacher performance. A variable that causes the occurrence of a dependent variable (variable Y) is called an independent variable. The independent variable is stated as an independent variable (Minarsih, 2019). The variable that is the cause of the independent variable is a bound variable (variable Y), the bound variable also has a characteristic, namely a variable that is influenced by other variables (Minarsih, 2019). The correlation research model is appropriate to be applied to this study because it is to find the relationship between variable X, namely Maslow's theory motivation, and variable Y, namely Teacher Performance.

The steps in the calculation and testing are, as follows: Maslow theory motivation (X) (Independent Variable) Teacher Performance (Y) (Bound Variable) with 20 respondents 1 teacher. Developing research instruments 2. The research instrument is in the form of a questionnaire, then in expert judgment to the expert to be tested for the feasibility of the research instrument 3. Carry out research tool tests in the form of validity tests and reliability tests on questionnaires that have been in expert judgment 4. The results of the questionnaire that have been corrected are then distributed to the respondents, namely the teacher to be answered 5. The questionnaire that has been answered by the teacher is then given a score of 6. The next stage is to conduct tests in the form of data normality tests and linearity tests 7. After the normality test and the data linearity test, the next stage is to calculate the correlation test. 8. Determine the value of the determination coefficient 9. Giving conclusions.

RESULTS

Data Description Analysis

This research was conducted at MTs Negeri 6 Sumedang by distributing a questionnaire to 20 teachers consisting of ASN teachers (PNS and PPPK). The results of the data description analysis for both Maslow's theory motivation and teacher performance variables showed that the mean value of Maslow's theory motivation was 86.65, indicating that the motivation based on Maslow's theory of needs was in the very good category, and the mean value of Teacher Performance of 46.15 showed that the teacher's performance was in the good category. The standard deviation value of Motivation was 9.05 and Teacher Performance was 4.43. Which means that the distribution of the data is varied and has different levels of variation.



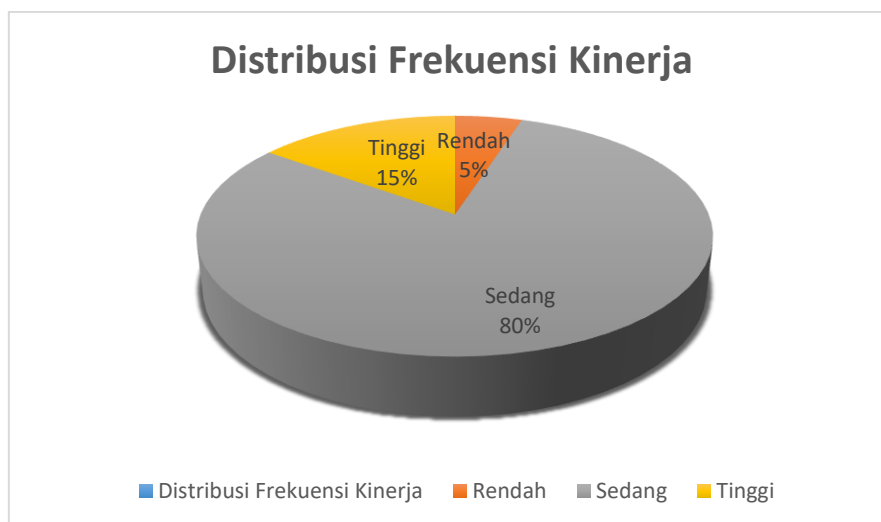
Figure 1 Presentation of Motivational Answer Category

Teacher Motivation at MTs Negeri 6 Sumedang, with a level of 15%, is in the High category, 75% is in the Medium, 10% is in the low category, according to the results shown in the figure. Thus, the motivation of teachers based on Maslow's theory at MTs Negeri 6 Sumedang is in the good category based on the majority of the percentage. Then to find out the average magnitude of each indicator of Maslow's theory motivation, it can be seen from the following table:

Table 1 Qualification Criteria for Maslow's Theory Motivational Indicators

Indicators	Average Score	Criterion
Physiological Needs	3,79	Good
The Need for a Sense of Security	3,95	Good
Social Needs	4,42	Good
Award Needs	4,03	Good
Self-Actualization	4,45	Good

Based on the table above, the largest average value for the Maslow theory Motivation indicator is found in the self-actualization indicator, which is 4.45 and is included in the good criterion. Furthermore, it was followed by the social needs indicator, with an average score of 4.42 and included in the good category. Furthermore, the indicator of the need for awards with an average score of 4.03 with good criteria. The need for a sense of security is 3.95 with good criteria. Finally, the smallest average value lies in the physiological needs indicator, which is 3.79 and is included in the good category.

**Figure 2 Percentage of Teacher Performance Answer Category**

According to the results shown in the figure, the performance of teachers at MTs Negeri 6 Sumedang is in the good category based on the majority of the percentage. A score of 15% was in the High classification, 80% was in the medium classification, and 5% was in the low classification.

Table 2 Performance Indicator Qualification Criteria

Indicators	Average Score	Criterion
Teaching Planning and Implementation	3,82	Good
Professional Development and Collaboration	4,43	Good
The Impact of Teaching on Students and Parents	4,25	Good

The teacher performance indicator with the largest average score lies in the professional development and collaboration indicator, with an average score of 4.43 and is included in the good category. The performance indicator with the smallest average score lies in the teaching planning and implementation indicator, with a score of 3.82 and is included in the good category. The Teaching Impact Indicator on Students and Parents of 4.25 has good criteria.

Validity and Reliability Test of Motivational Instruments

Before analyzing the relationship between teacher motivation and performance, a validity and reliability test is carried out to ensure that the measurement instruments used in the questionnaire are of good quality.

Table 3 Interpretation of the Summary Model Table

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.493a	.243	.201	4.32599
a. Predictors: (Constant), Motivasi				

From the table above, an R value of 0.493 was obtained, which interpreted that there was a relationship between motivation and performance of 49.3%. In addition, the R Square score explains that there is an influence of motivation on performance. With the influence given by the motivation variable of 20.1% and the remaining 79.9% influenced by other variables.

Table 4 Interpretation of the Anova Table

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Mr.
1	Regression	108.344	1	108.344	5.789	.027b
	Residual	336.856	18	18.714		
	Total	445.200	19			

a. Dependent Variable: Kinerja
b. Predictors: (Constant), Motivasi

The table is known to have an F value of 5.789 with a sig value of 0.027, a sig value smaller than 0.05. Therefore, it is stated that the regression model can be used to estimate the influence of performance variables on motivation variables.

Table 5 Interpretation of the Coefficient Table

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	24.058	9.088		2.647	.016
	Motivation	.251	.105	.493	2.406	.027

a. Dependent Variable: Kinerja

It is known that the constant value is 23.058, while the motivation value is 0.251, so the equation is as follows:

$$Y = a + bX$$

$$Y = 24.058 + 0.251$$

From the above equation, it can be concluded that:

1. A constant value of 24.058 interprets that the consistent value of the performance variable is 24.058.
2. The motivation regression coefficient of 0.251 is expressed with every 1% increase in motivation value, then the motivation value increases by 0.251. With a positive coefficient value, the direction of influence is positive.

Decision making based on t-calculated and t-table values

$$\begin{aligned} t \text{ table} &= (a/2 : n-k-1) \\ &= (0,05/2 : 20-1-1) \\ &= (0,0025 : 18) \\ &= 2.101 \end{aligned}$$

$$t \text{ count} = 2.406$$

From the calculation above, it is known that the t-value of the table < t calculation is 2,101 < 2,406, so it is stated that the performance variable is influenced by the motivation variable.

DISCUSSION

Looking at the Model Summary Table, the relationship between motivation and performance is shown with an R value of 0.493 which shows a 49.3% correlation rate. This is shown by the moderate correlation between the two variables. The R Square value obtained at 0.243 explains that motivation can explain 24.3% variation in performance. Meanwhile, the Adjusted R Square of 20.1% shows that how much the influence of motivation in performance measurement still recalculates the number of predictor variables and the number of samples, still strong, the remaining 79.9% is caused by factors other than motivation.

In the ANOVA Table, the number F is obtained of 5.789 with a significance of 0.027 which indicates that there is significance in the regression model used. Because the Sig. value is less than 0.05, this model is considered to be able to predict the influence of motivation on performance. This means that the motivation variable is significant enough to be able to vary the performance variable. The results of ANOVA also prove that motivation has a very important role in employee performance.

In the Coefficient Table, the resulting regression equation is $Y = 24.058 + 0.251X$ where Y is performance and X is motivation. It can be concluded from the equation with a constant value of 24.058 that without the influence of motivation on performance, then performance is at that level. While the motivation coefficient of 0.251 means that for every increase in motivation by 1 unit, performance is expected to increase by 0.251 units. In terms of t-count (2.406) is much larger than t-table (2.101), therefore it can be said that motivation has a significant effect on performance.

Meanwhile, based on the results of the questionnaire, it is known that physiological motivation ranks lowest with an average score of 3.79. Whereas physiological needs symbolize a hierarchy of basic needs for humans, including basic needs for survival, such as eating, drinking, shelter, rest, and other basic activities (MUKBA, 2023). Therefore, efforts are needed made by the head of the madrasah such as working facilities for teachers to meet equality standards, the availability of comfortable teacher room facilities, rest rooms and access to technology to help the learning process. Because a comfortable environment can make teachers more focused on teaching (Ade Sintia Wulandari, 2022).

For the aspect of self-actualization motivation indicators, the highest average was obtained at 4.45. By looking at these results, it can be concluded that for ASN teachers at

MTs Negeri 6 Sumedang, the average self-actualization fulfillment is high. The head of the madrasah has given freedom to teachers to innovate in learning, as well as always involve teachers in decision-making in the madrasah. The head of the madrasah also always gives opportunities for teachers to work according to the teacher's talents and expertise. With this, Teachers will feel that if they not only teach, but also develop personally and professionally (Njenga, 2023). The implementation of this strategy will not only increase motivation, but also help create a more productive and proactive work culture among educators, so that the overall performance in the madrasah can improve.

The aspect of measuring the performance of low average grades is found in the indicators of planning and implementation of teaching, namely 3.82. So that there is a need for efforts that need to be carried out by the head of the madrasah in motivating teachers to improve learning. Because higher motivation will encourage teachers to be more committed in designing and delivering better quality teaching. When teachers feel recognized and rewarded for their achievements, they are more motivated to prepare more thoroughly, use innovative methods, and keep up with the latest developments in the field of education (Pramana et al., 2021).

The performance achievement with the highest average in professional development and collaboration indicators with an average of 4.43. In this case, it can be concluded that the head of the madrasah has succeeded in motivating teachers to improve professionalism and collaboration. Because when teachers have opportunities for career development and are given the opportunity to achieve self-actualization, they will be more aware of their professional responsibilities (Resmalia Putri et al., 2023). The need for rewards and achievements in Maslow's hierarchy encourages them to increase accountability in their work. Thus, teachers will be more disciplined in carrying out administrative tasks such as collecting teaching administration, complying with madrasah rules, and meeting learning targets (Antera, 2021).

CONCLUSION

Based on the results of descriptive analysis of data at MTs Negeri 6 Sumedang, this study shows that teacher motivation based on Maslow's theory of needs and teacher performance is in the good category. The average value of teacher motivation was 86.65 (very good category), while the average score of teacher performance was 46.15 (good category).

The standard deviation of the two variables shows a variation in data, with a standard deviation of motivation of 9.05 and teacher performance of 4.43.

The motivation of teachers at MTs Negeri 6 Sumedang varies, with 15% of teachers having high motivation, 75% in the medium category, and 10% in the low category. Based on indicators, self-actualization showed the highest score (4.45), followed by social needs (4.42), appreciation needs (4.03), security needs (3.95), and physiological needs (3.79), all of which were in the good category. Meanwhile, teacher performance indicators showed that professional development and collaboration had the highest scores (4.43), followed by the impact of teaching on students and parents (4.25), as well as teaching planning and implementation (3.82), all of which were in the good category.

Regression analysis showed that there was a moderate relationship between motivation and performance with an R value of 0.493 and an R Square of 0.243. This means that motivation explains 24.3% of the variation in performance, while the rest is influenced by other factors. The significance test with an F value of 5.789 and a sig. 0.027 is shown by the significant influence of motivation on teacher performance. In addition, a motivation regression coefficient of 0.251 indicates that a 1% increase in motivation will increase performance by 0.251. The results of the t-test also support this conclusion, with the t-count value (2.406) greater than the t-table (2.101), showing that motivation plays a significant role in improving teacher performance in MTs Negeri 6 Sumedang.

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