

The Relationship between Teacher Performance Motivation and Learning Outcomes in Physical Education, Sport and Health

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ABSTRACT (9 pt)

Keywords:

Motivation

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This study aims to determine the level of motivation of PJOK teachers in elementary, junior high, high school / MI / MTS / MAN education units in realizing optimal learning strategies and being able to contribute to improving students' physical fitness at school in achieving ideal teaching strategies, both professionally. By using the survey method with participants of MGMP members of PJOK Teachers in Surabaya City, the sampling technique used purposive sampling technique from a population of 30 teachers from a population of 256 PJOK teachers in Surabaya City. Data collection techniques using surveys and questionnaires. Loyalty questionnaire indicators include: work motivation, optimal performance strategies, adherence to regulations, responsibility for regulations, willingness to continue to work professionally, relationships between PJOK teachers, participation of PJOK teachers in special training to increase teacher competence in education units oriented towards physical fitness achievements, professionalism as a PJOK teacher.

INTRODUCTION

Leadership in the context of education refers to the ability to influence, coordinate, and mobilize individuals or groups in achieving educational goals. According to Karimah Tauhid (1), Educational leadership is essential to ensure that the vision and mission of educational organizations can be achieved effectively and efficiently. Education chief not only responsible for administrative management (2), but must also be able to create an environment that supports the teaching and learning process. (3). Leaders in educational organizations have great responsibilities, including setting educational goals, streamlining the teaching and learning process, and creating a productive organizational climate. Educational leaders act as change agents who must be able to inspire and motivate staff and learners to achieve common goals. (4). This responsibility includes managing human and material resources in educational institutions. This study aims to analyze the various factors that influence the motivation and performance of education personnel in the context of the Relationship between Teacher Performance Motivation and Physical Education Learning Outcomes (5) This study also aims to identify how policies, organizational culture, and leadership simultaneously influence the motivation and performance of PJOK teachers. To achieve these objectives (6), This study used a quantitative approach with a descriptive-analytic design. The study population was PJOK teachers in Surabaya City, whose samples were taken using the stratified random sampling method. Data collection was carried out with a Likert scale-based questionnaire covering the variables of kemdikbud policy, leader contribution, organizational culture change, work motivation, and educational staff performance. Data analysis was carried out using SPSS with the stages of validity, reliability, descriptive analysis, correlation, and multiple regression tests.

The results of this study are expected to be able to make a practical contribution to higher education management, especially in facing the challenges of implementing PJOK

Teachers. The resulting recommendations are expected to help college leaders strengthen organizational culture, increase the motivation of education personnel, and school policies aim to create an environment that is more responsive to the needs of society and the world of work. However, achieving this goal requires support from all parties, including the role of college leaders and education personnel. Effective leaders can act as drivers of change, provide motivation, and create an organizational culture that supports the performance of education personnel (7).

One important aspect of this status change is how the organizational culture in higher education adapts to the new demands. An adaptive and flexible organizational culture is the key to facing challenges in the digitalization era. Research by Kasuweri (8) revealed that a positive organizational culture can increase the work motivation of education personnel, thus having an impact on their performance. Therefore, changes in organizational culture must be the main focus in efforts to improve the motivation and performance of education personnel. Work motivation is an important factor affecting the performance of education personnel. According to Luthans (9), work motivation is the result of an individual's perception of how well their job meets their needs and expectations. When education personnel feel motivated, they tend to perform better in carrying out their tasks.(10).

However, challenges arise when policy changes are not matched by adequate support for education personnel. Many education personnel feel burdened with increased job demands after the change in status. The importance of the leader's role in this context cannot be ignored. Leaders must be able to create a supportive work environment, provide positive feedback, and accommodate the needs of education personnel. Thus, the leader functions as a catalyst in the process of organizational change.

Based on the description above, several problem formulations can be formulated that will be discussed in this study, namely 1) How does school policy affect the motivation of PJOK teachers? 2) What is the contribution of leaders in improving the motivation and performance of PJOK teachers? 3) How do changes in organizational culture affect the motivation and performance of PJOK teachers? 4) Is there a relationship between work motivation and performance of PJOK teachers? 5) How is the simultaneous influence between school policies, the contribution of the principal/foundation, and changes in organizational culture on the motivation and performance of PJOK teachers? The results of this study are expected to provide recommendations for PJOK teachers who take part in PPG, such as Pre-Service and In-Service can integrate skills and academic abilities when becoming a teacher at school and high motivation to work and educate students.

RESEARCH METHOD

In this study, a survey was used as the research method. The survey method is used to collect data from a certain natural population. Researchers distribute questionnaires for data collection, unlike experimental methods that use treatment. The subjects in this study were members of the PJOK Teacher totaling 30 people.

Data collection techniques were carried out by giving questionnaires as instruments to respondents. The data analysis technique uses descriptive analysis which presents the minimum value, maximum value, mean value, standard deviation and percentage

analysis with the formula $P = f / N \times 100\%$, where P is the percentage number, f is the frequency of respondents' answers, and N is the total value. Data analysis techniques were assisted using Excel and SPSS applications.

To interpret the loyalty and enthusiasm scores, categorization groups based on levels are applied using the average (x) and standard deviation (SD) formulas.

RESULTS AND DISCUSSION

3.1. Description of Respondents' Characteristics

This study involved 30 Physical Education, Sports and Health (PJOK) teachers who were the research subjects. Of the total 30 respondents, the majority (70%) were between 30 to 45 years old, with more than 5 years of teaching experience. A total of 60% of respondents had a Bachelor's degree (S1), while the other 40% had a Master's degree. Most of the teachers (80%) teach at the junior high school level, and the rest (20%) at the high school level.

3.2. Teacher Performance Motivation

The results of the data analysis on teacher performance motivation show that the majority of teachers (85%) have high performance motivation, with an average score of 4.3 on a scale of 5. This indicates that most teachers have a very good level of motivation in carrying out their teaching duties. The main factors influencing their motivation are appreciation from the school and support from parents.

The following table shows the distribution of teachers' performance motivation scores:

Table 1. The distribution of teachers' performance motivation score.

Categori Motivation	Frequency (f)	Presentage (%)
Very high	15	50%
High	10	33.33%
Moderately high	4	13.33%
Low	1	3.33%

3.3. Student Learning Outcomes

Student learning outcomes are measured by end-of-semester exam scores. The average score of student learning outcomes was 78.5, with a range of scores between 65 and 92. Of the 30 teachers involved, the learning outcomes of students taught by highly motivated teachers showed higher average scores compared to those with lower motivation. The following table illustrates the distribution of student learning outcome scores:

Table 2. The distribution of teachers' performance motivation score.

Categori Motivation	Frequency (f)	Presentage (%)
Very high	10	33.33%
High	15	50%
Moderately high	5	16.67%

Low	0	0%
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3.4. Correlation Analysis

The correlation analysis between teacher performance motivation and student learning outcomes using the Pearson correlation formula showed significant results ($r = 0.68$, $p < 0.01$). This result indicates that there is a strong positive relationship between teacher performance motivation and student learning outcomes. This means that the higher the teacher performance motivation, the better the learning outcomes obtained by students. The results of this study indicate that teacher performance motivation has a significant influence on student learning outcomes in Physical Education, Sports and Health. This finding is in line with previous research which shows that high motivation in teachers can improve the quality of teaching and improve student learning outcomes (Ryan & Deci, 2000). High teacher motivation contributes to increased engagement in teaching, better planning and more constructive feedback, all of which play a role in improving student learning outcomes.

One of the key findings of this study is that highly motivated teachers tend to adopt more interactive and engaging teaching methods for students, leading to better learning outcomes. Rewards from the school and parental support are the main factors that increase teacher motivation, which in turn improves teaching quality and student learning outcomes.

Although most teachers are highly motivated to perform, some respondents reported challenges in terms of facility support and classroom management that could affect their teaching effectiveness. Therefore, it is important for schools to continue to provide sufficient support to teachers in the form of training, adequate facilities and more recognition to boost their motivation.

CONCLUSION

This study aims to determine the level of motivation of PJOK teachers at the elementary, junior high, high school / MI / MTs / MAN levels in realizing optimal learning strategies and contributing to improving students' physical fitness at school, as well as in achieving ideal teaching strategies professionally. This study used a survey method with participants from MGMP members of PJOK teachers in Surabaya City. The sampling technique used was purposive sampling with a sample size of 30 teachers from a total population of 256 PJOK teachers in Surabaya.

Data collection was done through surveys and distributing questionnaires. Indicators measured in the questionnaire include work motivation, optimal performance strategies, compliance with regulations, responsibility for regulations, willingness to continue working professionally, relationships between fellow PJOK teachers, participation of PJOK teachers in special training to improve teacher competence, and professionalism of PJOK teachers in education units oriented towards achieving physical fitness.

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