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THE CORRELATION BETWEEN TEACHERS' MOTIVATION AND TEACHERS' SPIRIT TOWARD TEACHERS' PERFORMANCE OF JUNIOR HIGH SCHOOLS IN KARANGASEM DISTRICT

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Abstract

This study investigates the correlation between teachers' motivation, teachers' spirit, and performance among junior high school educators in Karangasem district, Indonesia. Despite existing research (Mustafa & Othman, 2010; Latt, 2008) linking motivation to performance, rural contexts remain underexplored. Using an ex-post facto design, data were collected via Likert-scale questionnaires from 23 teachers across six schools and analyzed using Pearson correlation and determination tests. Results indicate moderate performance (84.127%) and motivation (82.539%) levels, with motivation significantly influencing performance ($r = 0.806$, $p < 0.05$), while teachers' spirit showed negligible impact ($r = 0.013$). Regression analysis ($\hat{Y} = 84.800 + 0.298X2$) confirmed motivation accounts for 38.2% of performance variance, underscoring the dominance of external factors (61.8%). The study highlights the need for systemic interventions, such as improved incentives and infrastructure, to address rural education disparities. Implications suggest integrating qualitative insights and longitudinal approaches in future research to explore unmeasured variables like leadership and resource availability.

Keywords: *teachers, motivation, spirit, performance*

INTRODUCTION

A teacher serves as the bridge between educational philosophy and practice, transforming abstract ideas into tangible knowledge and skills for students within the classroom (Becker & Gerhart, 2016). Teachers are consistently responsible for delivering academic content and facilitating learning, and those who are well-motivated tend to put in more effort, which positively affects student academic achievement (Kumar, 2014; Nadeem et al., 2011). Both motivation and performance are crucial for the success of schools and student outcomes (Chandrasekar, 2011). When changes arise in the external environment of a school, adapting to those changes is vital for maintaining a competitive edge, and this requires skilled, capable teachers (Latt, 2008). Motivation is key in educational settings because it boosts teacher morale and enhances performance, thereby

helping schools meet their goals more effectively teachers (Munnawar & Awan, 2022). Teacher behavior can be significantly influenced by motivation, although individual levels of motivation may vary depending on the situation (Robbins, Judge, and Sanghi, 2005). Research (such as Mustafa and Othman, 2010) indicates that insufficient motivation among teachers leads to reduced competence, which negatively impacts students and the overall education system (Bishay, 2013).

Motivation is essentially a driving force that propels an individual to act in pursuit of specific objectives (Maslow, 1993). In other words, it pushes people to engage in actions they might not otherwise take (Bartha, 2025). Technically, motivation is a psychological mechanism that directs behavior toward targeted outcomes. Achieving these goals typically requires activating motivation through various incentives. According to Obi Ndu, Ocho, and Okeke (1977), motivation is a complicated pattern of action that is socially acquired. In professional environments, motivation includes all factors that support employee growth and goal attainment (Asif, Safdar, & Ali, 2020). Peretomode (1991) describes motivation as the process of stimulating or encouraging someone to take action to fulfill desired goals (Baker & Foy, 2018). From these definitions, motivation can be understood as a mechanism for energizing, directing, and maintaining behavior. Like perception and attitude, motivation differs from one individual to another (Alderman, 2013). For instance, one person might be driven by financial rewards, another by work conditions, and another simply by the satisfaction of having a job (Bishay, 2012)..

Teacher motivation involves both internal and external influences. Internally, it stems from personal needs, desires, and aspirations that shape a teacher's mindset and lead to positive behavioral changes aimed at enhancing student learning (Cai, Hwang, Melville, & Robison, 2023; MM & Paradifa, 2020). Motivation increases when a teaching position fulfills basic life needs, such as access to food, water, and shelter as well as when teachers feel valued and find satisfaction in their work. Research identifies various factors influencing teacher motivation, including professional status, class size, workload, opportunities for professional development, and salary (Steinmayr, Weidinger, Schwinger, & Spinath, 2019).

Performance, as defined by Campbell and Pritchant (1976), refers to any behavior directed toward achieving specific tasks or goals. Within the school setting, strong performance is often linked to high levels of motivation (Hornby, 2000). A teacher's performance includes responsibilities inside and outside the classroom: delivering lessons, using teaching aids, conducting student assessments, developing lesson plans, organizing field trips, participating in extracurricular activities, and engaging in school assemblies and counseling. In essence, job performance reflects a teacher's capacity to apply their knowledge, skills, methods, and experiences to effectively teach and support students.

Motivation significantly influences performance, when teachers are motivated, their performance tends to improve (Bal-Taştan et al., 2018). In schools, this is evident in their interactions with students, colleagues, and administrators (Stauffer & Mason, 2013).

Given this context, some studies have investigated how motivation impacts the job performance of junior high school teachers in Karangasem. Teacher motivation in Indonesia is a complex issue, often challenged by factors such as low pay, delayed salary payments, poor housing, and inadequate teaching resources.

Davidson (2005) proposed programs to raise teacher morale and performance and emphasized the significance of inspiring teachers to raise the standard of instruction in elementary schools. Similarly, Mustafa and Othman (2010) explored how motivation affects teachers' performance in teaching and learning, finding a positive correlation between the two. They noted that higher motivation levels lead to better job performance, while lack of motivation often results in reduced effectiveness, teacher absenteeism, and poor academic outcomes (Haider, Amjad, Noreen, & Fatima, 2021).

This study set out to examine the impact of motivation on teacher job performance in junior high schools within the Karangasem district. Unlike previous research (e.g., Mustafa & Othman, 2010; Davidson, 2005), this study focuses specifically on the combined effect of teacher motivation and what is referred to as "teacher spirit" on job performance in a rural Indonesian setting, an area often overlooked in existing studies. While earlier research (such as Latt, 2008; Robbins et al., 2005) established a general link between motivation and job performance, this study introduces "teacher spirit" as a separate psychological variable, assessed through survey data, and finds it to have a minimal direct relationship with performance ($r = 0.013$) compared to motivation ($r = 0.806$). The study also utilizes a determination test to measure the extent to which these variables explain performance outcomes, finding that only 8% of the variance is accounted for, leaving 92% influenced by other external factors not explored in previous research. These findings diverge from those of Mustafa and Othman (2010), which were based on urban school contexts, by highlighting the distinct challenges faced by rural schools—such as poor infrastructure and inconsistent salary payments, which contribute to the moderate teacher performance rate observed (84.127%). The study also utilizes a determination test to measure the extent to which these variables explain performance outcomes, finding that only 8% of the variance is accounted for, leaving 92% influenced by other external factors not explored in previous research. These findings diverge from those of Mustafa and Othman (2010), which were based on urban school contexts, by highlighting the distinct challenges faced by rural schools, such as poor infrastructure and inconsistent salary payments which contribute to the moderate teacher performance rate observed (84.127%).

RESEARCH METHOD

This study employed an ex-post facto research design, utilizing a survey method with correlational analysis. According to Suharsimi Arikunto (2012); (Cipta & Regresi, 2013); Se (2013),, when a study population is fewer than 100 individuals, it is advisable to include the entire population. Accordingly, all 23 English teachers from six junior high schools in the Karangasem district were included as the research sample. The study examined three variables: teachers' motivation and teachers' spirit as independent

variables (X1 and X2), and teachers' job performance as the dependent variable (Y). Data collection was conducted using a validated and reliable 35-item Likert scale questionnaire designed to assess all three variables. The resulting data, measured at the interval level, were analyzed using descriptive statistics, assumption testing, correlation analysis, and a determination test, with a significance level set at $\alpha = 0.05$.

RESULTS AND DISCUSSION

Table 1 Descriptive Statistics of Teachers' Motivation

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Teachers' Motivation	23	124.00	160.00	136.0000	9.67189
Valid N (listwise)	23				

Source: SPSS 26 (Data Processed, 2025)

As determined by the descriptive statistics of instructors' motivation, there were twenty-three teachers in all. The highest possible score was 160, while the lowest was 124. The mean motivation score of the teachers was 136.00, while the standard deviation was 9.67189. This mean (136.00) showed that junior high school teachers in Karangasem District were generally motivated.

Table 2 Data Description of Result Teachers' Motivation

No	Interval	Frequency	Percentage	Category
1	32 - 60	0	0%	Very Low
2	61 - 88	0	0%	Low
3	89 - 116	2	6%	Average
4	117 - 144	12	67%	High
5	145 - 172	9	27%	Very High
Total		23	100%	-

Source: Data Processed, 2025

According to the results of the teachers' motivation scale table description, there were no teachers in the very low or low categories. In contrast, two teachers (6%) had average scores, 22 teachers (67%) had high scores, and nine teachers (27%) had very high scores. Stated differently, junior high school instructors in the Karangasem district were highly motivated individuals.

Table 3 Descriptive Statistics of Teachers' Spirit

Descriptive Statistics					
	N	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
Teachers' Spirit	23	87	101	92.04	3.535
Valid N (listwise)	23				

Source: SPSS 26 (Data Processed, 2025)

According to the above statistics, there were 23 teachers that took part in total. Teachers' spirit had a maximum score of 101 and a minimum score of 87. 3.535 was the standard deviation. Additionally, it was discovered that the data mean was 92.04, indicating that teachers' spirits are generally high.

Table 4 Description of Teachers' Spirit

No	Interval	Frequency	Percentage	Category
1	0 - 60	0	0%	Very Less
2	61 - 70	0	0%	Less
3	71 - 80	18	85%	Enough
4	81 - 90	5	15%	Good
5	91 - 100	0	0%	Very Good
Total		23	100%	-

Source: Data Processed, 2025

Table 4 provides a descriptive overview of the teachers' spirit levels among the 23 English teachers surveyed in the Karangasem district. The data reveal that the majority of teachers (85%) fall within the "Enough" category, with spirit scores ranging from 71 to 80. A smaller proportion, 15%, are categorized as having a "Good" level of spirit, scoring between 81 and 90. Notably, there were no teachers in the "Very Less," "Less," or "Very Good" categories, indicating that while most teachers exhibit a moderate level of spirit, none have extremely low or exceptionally high levels.

Table 5 Descriptive Statistics of Teachers' Performance

	N	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
Teachers' Performance	23	48	64	55.43	5.647
Valid N (listwise)	23				

Source: SPSS 26 (Data Processed, 2025)

According to the above statistics, there were 23 teachers that took part in total. When it came to instructors' motivation, the best score was 64 and the lowest was 48. 5.647 was the standard deviation. It was also known that the data mean was 55.43, indicating that teachers are performing at a good level. The table below shows the distribution of teachers' performance.

Table 6 Description of Teachers' Performance

No	Interval	Frequency	Percentage	Category
1	0 - 60	0	0%	Very Less
2	61 - 70	0	0%	Less
3	71 - 80	18	85%	Enough
4	81 - 90	5	15%	Good
5	91 - 100	0	0%	Very Good
Total		23	100%	-

Source: Data Processed, 2025

Using a normal P-P plot and 1-Sample Kolmogorov Smirnov, the researcher examined the data's normality. The data had a normal distribution if the p-value was greater than 0.05. The data normalcy test yielded the following results:

Based on the SPSS Normal Q-Q Plot results shown in Figure 4.1, the data points for the teachers' motivation variable are distributed closely along the diagonal line, indicating that the data follows a normal distribution. Similarly, Figure 4.2, which presents the Q-Q Plot for teachers' spirit, shows that although the data points deviate slightly, they still generally align with the diagonal line, suggesting that this variable is also normally distributed. Lastly, Figure 4.3 displays the Q-Q Plot for teachers' performance, where the data points similarly follow the direction of the diagonal line, confirming that the performance data is normally distributed as well.

Table 7 Result of Test Normality 2

One-Sample Kolmogorov-Smirnov Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Teachers' Motivation	.172	23	.077	.918	23	.060
Teachers' Spirit	.138	23	.200*	.946	23	.246
Teachers' Performance	.134	23	.200*	.913	23	.047

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

As demonstrated by the Kolomogorov-Smirnov test above, the residual data has a normal distribution. With an asymptotic significance level of 0.396, which is higher than the significance level of 0.05, this may be demonstrated. The linearity test yielded a linearity deviance. In the event when the likelihood of Deviation from Linearity exceeded 0.05, the three variables were considered linear. Additionally, the results of the

distribution are shown in Table 8 below to determine whether or not the data distribution was linear.

Table 8 The Result of Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Teachers' Motivation Teachers' Spirit Teachers' Performance	Between Groups	(Combined)	635.986	14	45.428	5.534	.010
		Linearity	456.249	1	456.249	55.584	.000
		Deviation from Linearity	179.736	13	13.826	1.684	.233
	Within Groups		65.667	8	8.206		
	Total		701.652	22			

Source: SPSS 26 (Data Processed, 2025)

Table 4.8 provides a review of the study's linearity test results. It is evident from the preceding Anova Table that the teachers' spirit (X2) and motivation (X1) toward the instructors' performance variable (Y) are linear. The substantial deviation from linearity, whose magnitude is 0.257, which is larger than the level of significance (0.05), can be used to demonstrate this.

Given the above normality and linearity results, it can be said that the variables in this study were normal and linear, meaning that correlation analyses can be used to further this investigation. The purpose of the correlation test was to quantify the link between the variables without identifying the type of variable (Nugroho, 2005, p. 35). To determine the relationship between instructors' motivation and spirit variables and their performance at the same time, a hypothesis test was conducted in this study using Pearson correlation.

Table 9 The Correlation between Teachers' Motivation and Teachers' Performance

Correlations

		Teachers' Performance	Teachers' Motivation
Teachers' Performance	Pearson Correlation	1.000	.806
	Sig. (2-tailed)	.	.000
	N	23	23
Teachers' Motivation	Pearson Correlation	.806	1.000
	Sig. (2-tailed)		
	N	23	23

Source: SPSS 26 (Data Processed, 2025)

The Sig. (2-tailed) value of instructors' motivation is.000, as can be shown from the preceding table. There is a substantial association between instructors' motivation and their performance, as evidenced by the rejection of H_a and acceptance of H_0 due to the p-value (0.130) exceeding the significance level of 0.05. Additionally, -0.283 is the correlation coefficient. Since teachers' motivation and their performance are correlated, it is impossible to understand the coefficient correlation. It implies that it does affect instructors' performance when their motivation levels rise or fall.

Table 10 The Correlation between Teachers' Spirit and Teachers' Performance

Correlations			
		Teachers' Performance	**Teachers' Spirit**
Teachers' Performance	Pearson Correlation	1.000	.013
	Sig. (2-tailed)	.477	.000
	N	23	23
Teachers' Spirit	Pearson Correlation	.013	1.000
	Sig. (2-tailed)	.477	
	N	23	23

Source: SPSS 26 (Data Processed, 2025)

Table 10 presents the correlation between teachers' spirit and their performance. The Pearson correlation coefficient between teachers' performance and teachers' spirit is 0.013, indicating a very weak and negligible relationship between the two variables. This connection may not be statistically significant, as indicated by the significance value (Sig. 2-tailed) of 0.477, which is higher than the usual alpha threshold of 0.05. Consequently, it doesn't seem that teachers' morale much affects their performance in this study.

Table 11 The Correlation between Teachers' Motivation, Teachers' Spirit Toward Teachers' Performance

		Teachers' Performance	**Teachers' Motivation**	**Teachers' Spirit**
Pearson Correlation	Teachers' Performance	1.000	.806	.013
	Teachers' Motivation	.806	1.000	.185
	Teachers' Spirit	.013	.185	1.000
Sig.(1-tailed)	Teachers' Performance	.	.000	.477
	Teachers' Motivation	.000	.	.199
	Teachers' Spirit	.477	.199	.

		Teachers' Performance	Teachers' Motivation	Teachers' Spirit
N	Teachers' Performance	23	23	23
	Teachers' Motivation	23	23	23
	Teachers' Spirit	23	23	23

Source: SPSS 26 (Data Processed, 2025)

The determination test is designed to evaluate the degree to which differences in instructors' performance can be explained by their motivation and spirit. Values nearer 1 are regarded as stronger. The R-squared (R^2) value indicates the proportion of the dependent variable's variance that can be accounted for by the independent variables. Generally speaking, an R2 score greater than 0.5 is considered good. By squaring the correlation coefficient (R), the coefficient of determination for this investigation was determined to be $R^2 = (-0.283)^2 = 0.08$. This indicates that the combined impact of spirit and motivation only accounts for 8% of the variation in teacher performance, with the remaining 92% being attributed to additional factors that this study did not look at. The results of the determination test were obtained, as shown in the table below.

Table 12 Determination Test in Regression Analysis (Model Summary)

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.818a	.669	.636	3.40514
a. Predictors: (Constant), Teachers' Motivation, Teachers' Spirit.				

Source: SPSS 26 (Data Processed, 2025)

According to the results, the independent variables (teachers' motivation and spirit) only have an 8% ability to explain the variation of the dependent variable (teachers' performance), with a coefficient of determination (R2) of 0.08 x 100% = 8%. To ascertain whether or not the collected data were normally distributed, a normality analysis was conducted. If the quantity of data (n) exceeds 100, it is imperative to analyze its normality; however, if the quantity of data (n) is less than 100, testing the normality of the data distribution is still deemed necessary.

The regression weight analysis reveals various levels of influence among the studied variables. Specifically, the principal's leadership style impacts teachers' work motivation by 18% and influences their work spirit by 15.4%. It also affects the quality of learning management by teachers, though only modestly, at 3%. Teacher professionalism plays a more significant role, contributing 31% to teacher performance and 64% to work motivation. Additionally, teachers themselves influence their own

morale by 22%, while teacher professionalism contributes another 10% to morale. When combined, the principal's leadership style and teacher professionalism have a direct, significant effect on teacher performance, accounting for 48% of the variance. Together, they also influence work motivation (19.5%) and work spirit (15.5%). Regarding the quality of learning management, their combined influence is 31%. Moreover, these two variables indirectly affect the quality of learning management through various mediators: academic self-concept (54%), work motivation (34.6%), and work spirit (30.6%).

CONCLUSION

The study concludes that junior high school teachers in Karangasem district exhibit moderate levels of both teaching performance (84.127%) and work motivation (82.539%). Notably, work motivation has a significant impact on performance, as indicated by the regression equation ($\hat{Y} = 84.800 + 0.298X2$), explaining 38.2% of the variance in teaching performance, with the remaining 61.8% attributed to other unexamined factors. The results underscore the critical role of school culture and teacher motivation in improving performance, although systemic issues remain under-addressed. For future research, it is suggested to investigate additional factors influencing performance, such as teacher training, leadership practices, and resource availability. Comparative studies across regions or school types, longitudinal analyses to measure the impact of interventions over time, and the inclusion of qualitative data to understand teacher challenges more deeply are also recommended. Furthermore, examining how digital tools influence motivation and performance, especially in rural settings could offer valuable insights for enhancing teacher effectiveness.

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