

The effects of work motivation on the performance and competence of extraordinary school teachers: Literatur study

Aisyah Putri Zahrani¹
Lutfiah Nur Destiana Putri²
Rayhan Islam Putra Zulkarya³
Supriyanto⁴

¹⁻⁴ Department of Islamic Educational Management, UIN Raden Mas Said Surakarta, Indonesia

ABSTRACT

This study aims to determine the effect of work motivation on the performance and competence of special school teachers. In an effort to facilitate education for children with special needs eds. The object is special school teachers and the role of pts in the development of students with special needs. The research method in compiling this scientific paper is a literature study using several related journal articles. This literature study discusses work motivation that affects the performance and the competence of special school teachers. The source of this literature of search was carried out through publication journals with the year of publication used being the last 10 years according to the topic of discussion and keywords. The results obtained from the literature review that work motivation affects the performance and competence of special school teachers.

KEYWORDS

Teacher Motivation; Special Schools; Performance; Competence

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Introduction

The excellence of a nation no longer rests on natural wealth, but on the superiority of human resources (HR), namely educated personnel who are able to answer challenges very quickly. Human resources (HR) that are efficient and highly competitive have the potential to excel in a nation. And to form human resources (HR) that have the potential to be needed for Education and training, one of which is with the help of teachers.

Natural resources (HR) need to be developed regardless of physical, race, religion, and other differences, one of which is for children with special needs (ABK). Children with special needs also have the same right to contribute to building the nation through their achievements. With the right to take the same education, children with special needs can be facilitated to develop their motor and emotional.

Children with special needs (ABK) are children with special characteristics that are different from children in general. Children with special needs have limitations in mental, emotional, or physical abilities that will affect the growth and development of children and will distinguish them from other children in general.

However, there are problems where parents deliberately do not send their children to school for several reasons, ranging from underprivileged economic conditions, the unavailability of extraordinary schools (SLB) in the surrounding area, to the disturbed and unstable emotional condition of children in the social environment or even parents who are not sure of the potential of their children who have limitations. Even though children with special needs (SLB) also need education like children in general. The government has made regulations regarding the education of Children with Special Needs (ABK). Based on [Undang-Undang No 20 Tahun, 2013](#), education for abk is special education, namely Extraordinary Schools (SLB). Sekolah Luar Biasa is a school for children with special needs (ABK) which has the aim of helping students with physical or mental disabilities to be able to develop attitudes, knowledge, and skills

In order for education for children with special needs to be maximized, it is necessary to prepare educators who are competent in their fields. In accordance with the Regulation of the [Peraturan Menteri Pendidikan Nasional Republik Indonesia 2007](#) concerning Academic Qualification Standards and Teacher Competencies which states that a teacher must not only have pedagogical competence in the teaching and learning process, but also personal competence, social competence, and professional competence. That is, there are indeed many things that an educator must prepare to deal with the differences in the characteristics of students with a diversity of needs.

CONTACT Aisyah Putri Zahrani  aisyahputri1125@gmail.com

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The teacher is one of the important aspects of education. Being a teacher of children with special needs is a very noble task that not everyone can do. Understanding the characteristics of each student to try to find the advantages they have, in addition to determining the right learning method so that knowledge is conveyed properly. Becoming an SLB teacher is not easy, it takes patience, sincerity, and readiness to deal with all situations encountered while approaching children with special needs. This relates to teachers' work motivation, how motivation is very influential on a teacher's performance and continues to serve to educate the nation's life through children with special needs.

To carry out their duties, ABK teachers must have good work motivation. Because motivation is one of the factors that affect the performance and competence of a teacher which triggers comfort in teaching and achievement in students. Remembering the task of a teacher is not only to convey knowledge but also to unite feelings and become one taste with students and also with parents of students.

Literature review

No	Writer	Title	Country	Study
1	(Sadli & Usman, 2022)	Analysis of the Effect of Teacher Competence and Work Motivation on Teacher Performance in Private Extraordinary Schools (SLB) in Bekasi City	Indonesian	Direct observation (observation), interview, and using a list of questions (questionnaire)
2	(Hapsari & Mardiana, 2016)	Empathy and work motivation of extraordinary school teacher	Indonesian	Quantitative method
3	(Zulkifli, 2022)	Factors affecting employee performance: leadership, motivation and job satisfaction	Indonesian	Quantitative approach and literature research (library research)
4	(Putri & Sudarto, 2019)	A descriptive study of teacher competence in the learning process of children with special needs	Indonesian	Qualitative approach

Methods

This study uses the literature review method, which is a systematic method to identify and analyze related to the discussion, which will then be understood and concluded to be drawn. The source of this research source is obtained from published journal articles in the last 10 years.

Results

Based on the results of journal searches through the online database data, there are several journals that are qualified and in accordance with the discussion. Furthermore, from the journal, systematic data collection is carried out which can be used as a research mahan. The search results are systematically arranged and presented in the following table:

No	Title	Authors	Method	Results
1	Analysis of the Effect of Teacher Competence and Work Motivation on Teacher Performance in Private Extraordinary Schools (SLB) in Bekasi City	(Sadli & Usman, 2022)	Direct observation (observation), interview, and using a list of questions (questionnaire)	Based on the results carried out, it shows that there is a significant influence between competence and motivation together on the variables of outstanding school teacher performance. This suggests that partially stating motivation has a positive and significant influence on performance
2	Empathy and work motivation of extraordinary school teacher	(Hapsari & Mardiana, 2016)	Quantitative method	This study examines the problem of the influence of empathy on the work motivation of SLB teachers. Based on the results of research, analysis, and discussion that has been carried out, it can be concluded that there is a significant influence between empathy and teacher work motivation. In this study, the resulting influence was positive,

No	Title	Authors	Method	Results
2	Factors affecting employee performance: leadership, motivation and job satisfaction	(Zulkifli, 2022)	Quantitative approach and literature research (library research)	which means that the higher the empathy of an SLB teacher, the higher the teacher's work motivation. Based on theory, relevant articles and discussions can then be formulated as hypotheses for the next reset. 1. Leadership affects employee performance. The better the policy of the leadership, the more comfortable and good the employee will be in doing his job. 2. Motivation has a strong effect on employee performance. This means that with high motivation, the more enthusiastic employees will be in working, that way it will also increase employee performance. 3. Job satisfaction greatly impacts employee performance. When employees are happy with their work, productivity and performance inevitably increase.
3	A descriptive study of teacher competence in the learning process of children with special needs	(Putri & Sudarto, 2019)	Qualitative approach	The pedagogical competence of 6 teachers at SDLB/C Alpa Kumara Wardhana II Surabaya has mostly reached the seven aspects set although there are several indicators in the aspects of learning that educate and develop the potential of students have not been achieved. Mastery of learning theory and learning principles has been reflected in the use of varied methods in teaching children including lectures, demonstrations, exercises/, assignments, and field trips.

Discussion

Motivation is the force that exists within a person, which drives his behavior to perform Actions to achieve predetermined goals. Motivation comes from within oneself (intrinsic) and also from outside Acknowledgmentssic). Intrinsic motivation is the motivation to involve oneself in an activity because of the value/benefit of the activity itself and is contextual, while extrinsic motivation is the motivation to involve oneself in an activity as a way to achieve a goal (Muzdalifah & Listyasari, 2013).

Some definitions of motivation according to experts:

1. According to Hamalik (2009), the definition of motivation is a change in energy in a person or person characterized by the emergence of feelings and reactions to achieve goals.
2. According to Sardiman (2006), the notion of Motivation is a change in energy in a person characterized by the appearance of feeling and preceded by a response to the existence of a goal.
3. According to Mulyasa (2003), the definition of motivation is a driving force or puller that causes behavior toward a certain goal. Students will mean it because they have high motivation.
4. According to Vroom (1995), motivation is an effect of a result that a person wants to achieve or achieve and an estimate that what he does will lead to the desired result.
5. According to Judge & Robbins (2009), motivation is a process that explains the intensity, direction, and perseverance of the individual in order to achieve his goals.

Whereas According to Robbins (2002) Work motivation is the willingness to carry out high efforts, to achieve the goals of organizational goals, which are conditioned by the ability of such efforts, to meet the needs of certain individuals.

In the scope of work, work motivation is closely related to the effort expended by a person in work. Motivation is an important factor in achieving high performance. The key in the principle of motivation states that performance is a function of ability and motivation that significantly has a positive influence on employee performance so that it can produce superior and competitive human resources.

The work done by a person needs to provide mental and physical movements, encouragement, or energy to act, and this driving force is called motivation. Therefore, work motivation is commonly referred to as a motivating factor for morale, and the level of motivation itself determines the level of work performance of the employee himself.

Factors of work motivation

Saydan in Sayuti (2006), mentioned that a person's work motivation in carrying out his work is influenced by several factors, namely internal factors derived from psychological processes in a person, and external factors that come from outside the self (environmental factor). These factors consist of:

- a. Personal maturity, people who are selfish and indulgent will usually be less sensitive in accepting the motivation given so it is rather difficult to be able to work together in making motivations.
- b. Level of education, an employee who has a higher level of education will usually be more motivated because they already have broader insights.
- c. Personal desires and expectations, a person is willing to work hard if there are personal expectations that are to be realized into reality.
- d. Needs, the greater a person's needs to be met, the greater the motivation that the employee has to work hard
- e. Fatigue and boredom, fatigue and boredom factors affect passion and morale which in turn will also affect his work motivation.
- f. Job satisfaction, employees who are satisfied with their work will have high motivation for their work.

While competence is an ability whose required ability is needed to do or to do or carry out work based on knowledge, skills, and work attitudes to support success.

Teachers in extraordinary education units are teachers in a national sense. Therefore, as a special education teacher, it is expected to have abilities that can support the implementation of tasks in providing services to different students.

The duties of teachers for children with special needs (ABK) include the following:

- a. Develop educational assessment instruments together with class teachers and subject teachers
- b. Build a coordination system between teachers, schools, and parents.
- c. Provide guidance to different children, so that children are able to overcome obstacles/difficulties in learning
- d. Providing assistance (sharing experiences) to class teachers and/or subject teachers so that teachers can provide special education services to extraordinary children in need

In an effort to achieve professionalism in the implementation of Education, an extraordinary educational institution must provide personnel who can lead students towards the intended goal, provide energy that meets the abilities and skills and supportive traits, for example, the emotions are stable, honest and like to work, so as to facilitate the creation of the expected educational situation. In addition, it also meets the requirements according to the conditions of students in each of the existing extraordinary education units. In this case, teachers must have complete and integrative competencies that include aspects of knowledge, skills, and behavior. One of the competencies that must be mastered by teachers is pedagogic competence.

Pedagogic competence is the ability of teachers related to theoretical and practical mastery in learning. Not only have knowledge but must be able to apply their knowledge related to how to educate, train, guide, assess, and direct students in learning. This is in accordance with the tasks that fill the largest portion of the teaching profession, namely mastering learning materials, designing teaching and learning programs, implementing, leading, and managing the teaching and learning process, as well as assessing (evaluating) teaching and learning activities (Hamdayana, 2016).

The quality of pedagogical competence of extraordinary school teachers (SLB) has an important role in the process of teaching and learning interaction. The competence or ability possessed by the teacher is an important factor in determining the ability to master the knowledge that has been achieved by students. Students mastery of knowledge can be seen or known through student learning achievements. Student learning achievement is a measurement assessment with a test tool, the results are in the form of quantitative data or numbers. The potential or ability of children with special needs can be improved if special education services are provided, namely if they are carried out by teachers who are competent in their fields, namely extraordinary education teachers. Thus, the learning

achievement of children with special needs can be improved if educational services are carried out by extraordinary school teachers (SLB).

The learning process in schools involves teachers as educators. The teacher is not only someone who carries out knowledge transfer but also becomes a second parent who has the task of guiding and setting a good example, to achieve the educational goal of educating the nation's life.

Likewise, in ordinary schools, teachers are also an important factor in the process of conducting education in SLB (Extraordinary Schools). An extraordinary school teacher (SLB) is someone who devotes himself to being an educator for children with special needs (ABK) who generally attend Extraordinary Schools (SLB). They can teach students who are visually impaired, deaf, deaf, mentally impaired, autistic, visually impaired, or other specificities. Who of course must have extra patience and also a high teaching spirit in dedicating himself to serve.

Motivation in relation to exceptional school teachers (SLB) has an influence on teacher performance. Performance is the level of success of a person or group in carrying out tasks in accordance with their responsibilities and authorities based on performance standards that have been established during a certain period within the framework of achieving goals. When an extraordinary school teacher (SLB) does not have the motivation to teach his students with special needs (ABK), this will have an impact on the teacher's performance in teaching. Because motivation is related to many things, such as one's thoughts, beliefs, and desires are related to one's feelings, a person who has feelings of empathy will be able to know the thoughts and state of the soul or mood of others (Danim, 2015).

A teacher can be said to have high work motivation if he is satisfied with his work and has high enthusiasm. This job satisfaction has an effect on increasing morale, increasing productivity, reducing absenteeism, and increasing the loyalty of a teacher. Motivation is the attitude of a group of people to work together to achieve goals with full responsibility so that the process of achieving the goals goes well and by what is planned. Teacher performance is indispensable in efforts to provide education for children with special needs (ABK) in schools. Because with good performance, it will also improve the quality of education, especially in extraordinary schools (SLB). Considering the role of extraordinary school teachers (SLB) is not easy, because they have to deal with children who have difficulty controlling their own emotions, and often hurt those around them. In addition, the lack of support from parents makes it difficult for children to accept the learning provided by the teacher.

The development of the times, the ability and performance of human resources must also run accordingly, for example, extraordinary school teachers (SLB) must also keep up with the times in the world of education, especially in effective learning methods or ways suitable for children with special needs (ABK). As well as the use of technology media that is increasingly sophisticated and has entered the world of education through online platforms that can support learning. From here, extraordinary school teachers (SLB) must also be technologically literate by starting to use technology as a learning medium. However, considering that the object of this education is children with special needs (ABK), it will be a bit of a problem for extraordinary school teachers (SLB).

Computer technology is one of the important devices for the education of children with special needs (ABK), by using assistive technology methods to help children with special needs (ABK) learn to do tasks related to learning and daily life and allowing students with disabilities to access computers and information while improving psychological conditions with the emergence of new technological tools that support it. The emergence of technology can also help stimulate abilities and as an introduction to children with special needs (ABK).

With the advancement of technology, the role of teachers in providing education is getting heavier. For this reason, it requires work motivation from teachers who will lead their students to success. Teacher motivation is very influential in increasing student achievement in learning at school. This is one of the characteristics that the educational process is said to be achieved if students can prove it with a good enough achievement. The high and low achievement of student learning, one of which is influenced by the motivation of teachers in learning both at school and home.

Work motivation is not only meant for economic purposes but also a psychic need to do work actively. Work motivation is closely related to work behavior and achievements. The higher a person's motivation in doing work, the better his behavior in its implementation to provide better work performance.

Teacher work motivation is a process carried out to move teachers so that their behavior can be directed towards real efforts for the goals that have been implemented. The inductor of the teacher's work motivation variable will appear through:

1. Responsibility is doing work
2. Achievements achieved
3. Self-development
4. Independence in action

Therefore, work motivation in extraordinary school teachers (SLB) in addition to affecting the performance and competence of teachers themselves, also affects the course of the learning process and improves the quality of education for children with special needs (ABK). Because with high motivation, it becomes support and motivation also for students with special needs so that they rise and are excited in taking education and become outstanding children to realize the nation's ideals, namely educating the nation's life.

Conclusion

The conclusion that can be drawn from this review literature study is that the work motivation of an extraordinary school teacher affects teacher performance and competence. This indirectly affects also the learning process and achieving the goals of the Educational Institution is extraordinary. In addition, the teacher's work motivation also affects student development and affects the achievements achieved. Because children with special needs (ABK) also have the right to take the same education as children in general.

In addition, the performance of teachers is one of the events in developing extraordinary education so as not to be left behind by general education. And it will affect the response of parents of children with special needs not to be discouraged by the limitations of their children.

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