

Mediation Of Motivation In Improving teacher's Performance: Personality Traits Support

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Abstract: This study aims to review the teacher's personality traits support as an educator, in improving teacher's performance through motivation. Remember many studies explain the importance of motivation in improving performance, also the uniqueness of personality traits as a supporting factor of human resources behavior. The study is conducted in Jakarta with a teacher analysis unit is 200 teachers who have a certificate as an instructor or teacher. This experimental study reviews the correlation among variable which is related to personality traits, motivation, and performance, through path analysis by using PLS also hypothesis to test the research model. The research finding is known that personality traits correlate directly and indirectly to teacher's performance improvement. Particularly, by the existence of mediation from the teacher's motivation, it can increase motivation achieved by the teacher as an instructor. Personality traits are a tendency of emotional, cognitive, and behavior from the teacher during conducting tri dharma. Through supporting motivation, emotional behavior, cognitive and behavior from the teacher are more supportive of performance achievement as a teacher. So it is considered to be important that personality traits improvement for the teacher, with the final objective, is an educational level improvement from students and school

Index Terms: Personality Traits, Motivation, Teacher's Performance.

1 INTRODUCTION

Along with the rapid progress of the times, human needs are increasing, especially in the field of information and communication technology, so it is applied in daily life [1]. Information technology and communication are very limited at the beginning of supporting daily needs, such as in supporting educational performance in Indonesia [2]. In line with information and communication development, today the fulfillment of those needs can be obtained by the more modern media which is using internet technology development [3]. It is good at supporting education in finding new science through education [4]. However, not a bit of knowledge gained by teacher is not well spread, the main obstacle is related to the low publication of teacher and the most important is teacher's motivation to improve their capabilities [5]. Especially in Indonesia which is represented by DKI Jakarta which tries to improve teacher's performances to improve educational quality [6]. Educational quality is started from the knowledge quality obtained by students [7], it is surely related to the teacher as a disseminator of knowledge [8]. However, many factors can influence a teacher's ability as an educator [9]. One of that is often mentioned is self-motivation as a teaching staff [10]. The teacher is obligated to fulfill their tasks as an educator, through some criteria and supports either from school management or government, where this support is very easy to get and control [11]. But other supports need to be noticed is internal support from the teacher, it is known as motivation [12]. Because it appears from self as a soul or intention to do the task, sometimes self-motivation is not created perfectly from the teacher itself and it is often flaring up and down. Motivation is surely one of the factors that often to give the best performance for someone else [13]. Besides motivation, the previous research theory is found that personality traits are other personalities from human internal support which can manage and it is supporting someone's performance optimally [14].

Besides that, personality traits sometimes control someone's motivation level [15]. It seems from the basic theory of personality traits that is a combination of someone's physically and non-physically in behaving that can change self-behavior [16]. This phenomenon explains the importance of personality traits related to motivation and performance on educators, in this case, is a teacher; particularly, in the effort of increasing teacher's performance in school. Reviewing from research problem phenomenon related to teacher's performance and the correlation to self-motivation and personality traits support. So, research focuses on studying mediation from motivation owned by the teacher and its impact on teacher's performance supported by personality traits.

2 LITERATURE REVIEW

2.1 Personality Traits

Personality is one of the sources from individual effect; it will influence human personal behavior in acting [17]. Personality is someone's feeling both emotion and mood [18]. Personality traits are explained as the combination of physic and mental characteristic, included is appearance, thinking, action and someone's feeling [16]. The physical character rolls smoothly in a person depends on the knowledge and the experience possessed [19]. It is stated by other theories explained that personality traits relate to the employee in the company; it is an emotional tendency, cognitive and behavior which are settled and it is presented by the employee as a response towards some environmental situation [20]. Attitude is a whole of behavior patterns, needs, characteristics, and someone's behavior. Patterns mean something standard, it is applied continuously inconsistency in facing situations faced [21]. Those behavior patterns are standard behavior, that tends to be presented by someone if it is faced in a certain living situation [15]. Personality traits are also possessed by every human-like teacher as an educator, it becomes basic from a teacher in behaving as an educator. Personality is a dynamic organization from psychological systems in individual who determines someone's ability to adjust uniquely with its environment [14]. Furthermore, it is explained as an association of some backgrounds that people choose and how they use it in a job [5]. From several previous theories, it can

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be concluded that personality traits are a characteristic inside a relatively settled individual, sustained that influence individual adaptation to the environment. In the theory of the big five personalities [22], the attitude has five measurements dimensions which are:

1. Neuroticism identifies an individual's tendency whether they are easy to get anxiety, stress, having unrealistic ideas, having copying response.
2. Extraversion, quantity, and intensity of interpersonal interaction, its activity level, needs to support, ability to be happy.
3. Openness to experience, through its effort proactively and its appreciation to experience for its interests.
4. Agreeableness accesses a quality of individual orientation with a continuum; it starts from gentle until the antagonist in thinking, feeling and acting.
5. Conscientiousness, accesses individual ability in the organization, both its concerns about diligence and motivation in achieving the goal as the direct behavior.

2.2 Motivation

Term of motivation is derived from the Latin language, which is more means "move"; there are some types of formulation for a term of motivation [23]. Motivation is a condition inside of someone else that drives individual interest to do certain activities to achieve a goal [24]. The existence motivation on people will achieve behavior that is led to a goal in achieving satisfaction target [25]. Sometimes motivation in people is integrated between valence, hope, and instrumentalization [26]. Valence is the power of someone's preference to get honor [27]. Hope is stated as a strong level of confidence that the work effort will produce an accomplishment of a task [28]. While instrumentation shows someone's belief that they will produce the accomplishment of a task [26]. Motivation built on someone else, factors exist inside of someone else who drives to lead their behavior to fulfill a certain goal [29]. The process of the emergence of someone's motivation is a combination of the concepts of needs, encouragement, goals, and rewards [26]. Someone is considered to have a high achievement of motivation if they have any intention to achieve better from others in any situation [30]. Focusing his attention on three human needs, namely the need for achievement, the need for affiliation and the need for power [31]. There are three characteristics of people who require high achievers, namely the first person who has high achievement needs has a high sense of responsibility towards carrying out a task or looking for a solution to a problem [32]. Second, people who require high achievers tend to set moderate levels of task difficulty and calculate the risk [29]. Third, people who have high achievement needs have a strong intention to obtain feedback or responses on the implementation of their duties, as well as they want to know the results of their work [32]. People who have low-performance needs will not perform well without financial incentive, this study does not mean that what is not unimportant is for people who have high-performance needs, but it is rather to seek economic rewards as proof of success. In motivation explained the need for affiliation which is an intention to make a friendly and warm relationship with others [23]. People who have high affiliation needs have characteristics such as having a strong intention to get approval and peace from others [29]. It tends to adjust to the

intention and norms of others in the environment. Having a genuine attention concern for the feeling of others.

People who have high affiliation needs also tend to perform better in situations where there is personal and moral support [13]. The implication for the organization is that managers can create a cooperative and sporting work environment for employees who have affiliation needs, and will be able to increase their productivity [33]. Conversely for employees who have a low need for affiliation should be placed on a task that it makes possible to work independently because people who have low affiliation needs prefer to work alone. Another needs that often occurs and it is highly expected by a human is the need for power [13]. It is explained as the need to influence and control others and to be responsible to him [29]. People who have a high need for power are followed by several characters including the intention to directly influence others, the intention to exercise control over others, and an effort to maintain the leadership and follower relationship. Besides that, it refers to Maslow's motivational theory of needs hierarchy [23], where there is a dynamic condition of one's needs in working and carrying out tasks as self-motivation revealed, namely from physiological needs, security needs, group needs, appreciation needs, and self-actualization needs.

2.3 Teacher's Performance

Term of performance is derived from the word employee's performance or actual performance (job achievement or the real achievement achieved by someone) which is work result as quality and quantity achieved by the employee in doing her tasks depend on the responsibility given [34]. It explains that the teacher's performance as the result given by the teacher as an educator on her tasks [35]. As an organization, the company wants to develop and survive environmental changing and organizational needs [36]. An organization that connects directly to the public needs a good performance so service quality given to the customer is satisfied [37]. A good performance is one of the organizational goals in achieving high work productivity. The achievement of good performance is inseparable from the quality of good human resources [38]. Factors influence individual performances generally [39], such as ability, motivation, support received, the existence of work they do, and the relationship with organizations. Other cases are explained that there are determining factors in gaining work achievement or individual performance in an organization [34], such as:

1. Individual Factor

Psychologically, normal individuals are individuals who have high integrity between their psychological (spiritual) and physical functions [40]. By the existence of high integrity between psychological and physical functions, the individual has a good concentration. This good concentration is the main capital of an individual human being to be able to manage and use his potential optimally in carrying out activities or daily work activities in achieving organizational goals.

2. Organizational Environmental Factor

Organizational work environment factors are very supportive of individuals in achieving work performance [38]. The intended organizational environmental factors include clear job descriptions, adequate authority, challenging work targets, effective work communication patterns, harmonious working

relationships, respectful and dynamic work climate, career opportunities and relatively adequate work facilities.

3 SECTIONS

The research method was a scientific way to obtain data by having a certain objective and use; in this study, it was explained that it had the final objective was reviewing mediation from teacher's motivation on a performance that was supported by personality traits. This study was the experimental research with research object to the teacher at DKI Jakarta as a sample with was 200 teachers. Data and information obtained from respondents through a questionnaire, while to test data conducted model testing and hypothesis test. There was research variable focuses on three variables were personality traits with 10 dimensions, motivation with seven dimensions and teacher's performance with eleven dimensions. The study conducted by using path analysis through SmartPLS and here was a research hypothesis test design as follows.

- H1. Personality traits can influence Teacher's self-motivation
- H2. Teacher's motivation can influence a teacher's performance
- H3. Personality traits can influence directly to the improvement of teacher's performance

4 RESULT AND DISCUSSIONS

The research result is found, where it is collected 200 respondents who have processed its data through SmartPLS to test the research hypothesis. It is stated that all of the research objects are a teacher who has the experience and it is showed by an educator certification. So this experimental research is considered to be able to represent teachers generally in Indonesia. It is for emphasizing the result that can be known in the hypothesis test result. Here is the data processing result presented by the research model in Figure 1.

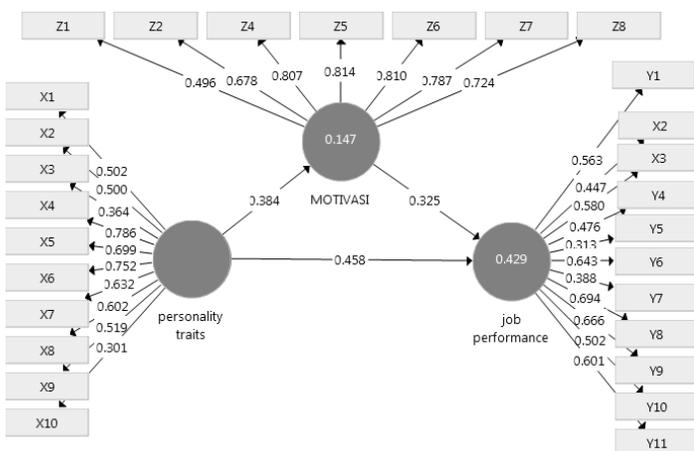


Fig. 1. Research Result

The result of the research model is being processed and it is then subjected to a research model test, which is in the least Square-Structural Equation Modeling (smartPLS) party, the model can be done through an evaluation on the outer and inner model. Convergent validity is measured through outer loading where the individual reflective size is stated to be high if it correlates more than 0.50 with the variable measured.

Based on data processing results, it can be stated that the value of the outer loading of all research indicators has fulfilled the criteria, where all values are above 0.50, which means that convergent validity has fulfilled the requirements. Composite reliability is a measure of discriminant validity that indicates whether the variable size has high reliability if it has composite reliability above 0.7. Examining the analysis results shows that each variable fulfills the reliability criteria, where the value is more than 0.7. Examining those results is stated that the research instrument fulfills the requirements of being a research model. Average Variance Extracted (AVE) is a measure of discriminant validity. AVE must be greater than 0.3, and it is based on data processing results can be seen that each variable has an AVE value above 0.5. Cronbach Alpha is also a measure of discriminant validity that is suggested to have a value of 0.7. Examining data processing results can be shown that each variable has a Cronbach Alpha value above 0.7. Motivation variable of 0.855, employee's performance variable of 0.761, and personality traits variable of 0.770. Based on the inner and outer test results, it is clear that the research model is valid and reliable so that it can be used as a reference in research finding with the ultimate goal of teacher performance. The next stage is the research hypothesis test that the results are showing in Figure 2.

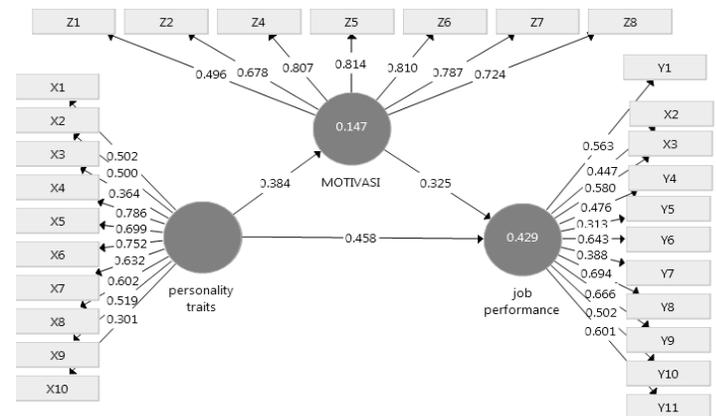


Fig. 2. Research Hypothesis Test Result

In hypothesis test shows all the values of $t_{count} > t_{table}$ is above 1.6. Therefore, it can be concluded that all hypotheses can be accepted. In the testing model and research hypothesis, it can be concluded that the interrelated variables have a relationship.

4.1 The Influence of Personality Traits on Teacher's Motivation

The first finding related to this study can be explained that there is an influence of personality traits possessed by the teacher with a teacher's motivation. It depends on Figure 1, where personality traits have a correlation of 0.384 with a teacher's motivation. This positive correlation explains that teacher's motivation as an educator will be increased if it is supported by personality traits. Some cases that need to be noticed on personality traits are related to neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness. This research result emphasizes the previous research findings explained the importance of developing personality traits and their relation to self-motivation level [16]. In personality traits, it is known as

neuroticism; this can identify teacher's tendencies in anxiety, stress, ideas, and responses to all the impulses which appear around them. It seems clear that this ability as a basis of forming motivation as well as extraversion behavior. The quantity and intensity of teacher interaction with students are needed as a level of self-actualization, the level of activity and the need to be supported, it can provide a level of happiness for teachers. The study results explained that the teacher was proactive in his efforts and his appreciation of the experience for his own sake was very much realized. So as short as the teacher's self-benefit through motivation that arises. So it is strongly recommended for the teacher to continue to be open to all of the knowledge acquired and able to be disseminated to their students. Continuously, teacher's behavior has already it's bonding truly with students, this is commonly known by the orientation of the individual as a teacher. So, it is considered necessary to assess teacher's abilities in schools, both regarding perseverance and motivation in achieving goals as teachers who carry out the tri dharma instructor.

4.2 Motivation Control and its Relation to Teacher's Performance

The research result has been explained that the self-motivation of a teacher can support the improvement of the teacher's performance. It is explained in Figure 1 with a positive correlation value of 0.325 from motivation on the teacher's performance. This finding seems clear to be very supportive of previous research on the service industry which explains that there is a significant influence of controlling someone's motivation on improving performance [41]. This study completes the previous research because it seems clear that a teacher's performance will be improved if it is supported by motivation in working as a teacher. Several things are considered to be important to control related to motivation are the need for achievement, the need for affiliation and the need for power. The appreciation for performance delivered by the teacher is closely related to the need for achievement. Because every human has naturally hope to be superior and it can be valued more than his environment. So that the situation of the need for achievement often appears in teachers and it triggers them to work better. It is not easy if it is not driven by the teacher's intention of herself. So, it needs the external effort which is organization or school in triggering behavior of the state of achievement. Secondly, things that are impacted by the teacher's motivational condition are the need for affiliation with the expected environment. This situation is the second stage in controlling self-motivation. It is a good supporter of the teacher's performance achievements. Affiliation can be explained through the achievement of teacher socialization in doing their activities. So that all of the ideas are submitted and it can be accepted and it becomes a source of teacher's power in achieving their performance. Based on these findings, it is assumed to be important to notice to the social level of a teacher through the various collaboration of teachers as an educator at school for their students. The last thing that needs attention is related to motivation and teacher's performance is a supporting factor in motivation, namely the need for power. It often becomes difficult to achieve, when it comes to position. However, it should be noted that not all teachers need power through positions, the most important thing about power is recognition of teacher's performance in carrying out the tri dharma. So that teachers have self-esteem that is valued by students and

colleagues. It means that it needs to be attention from the organization, namely school, on the submission of teachers as professional educators.

4.3 Mediation of Motivation through Personality Traits Support in Improving Performance

The research findings appear in this study are the success of mediators of self-motivation of teachers in improving teacher's performance through personality traits support. It can be explained through the relationship value support between variables, where the direct and indirect relationship of personality traits on performance is positive or mutually supportive (Figure 1). Another thing is emphasized by testing the hypothesis which supports the three hypotheses are significantly positive (Figure 2). It is surely the main finding in this study, which is called "The Motivation Mediation Model through Personality Traits Support for Teacher's Performance". Personality traits and teacher's motivation are surely a behavior that arises from the teacher. Both of them are interrelated and mutually supportive, so, naturally, research findings can support performance. This is largely determined by the teacher's knowledge and experience. It means that the higher of teacher's knowledge and experience, it determines the level of personality traits and teacher's motivation as educators. So that it can encourage a teacher's performance finally. This research model has not been studied together in previous studies, especially in the educational industry. However, it has been experimentally proven capable of supporting the teacher's performance. So, these findings can be used as a starting point to examine teacher's performance which is supported by internal factors of the teacher.

5 CONCLUSION AND RECOMMENDATION

Research finding has been explained that there are correlation and influence between research variable which is personality traits to teacher's performance directly and to self-motivation. This finding produces the newest research model about mediation from motivation, where the importance of controlling teacher's motivation that can be seen from three cases are achievement needs, affiliation needs, and authority needs as a teacher in doing tri dharma of teacher. Those needs can deliver teacher finally to improve their performances. This study is conducted through the experiment to the teacher with a research model for its finding, in which many cases have not been studied particularly about external factors from a teacher who seems to have a role for teacher's performance. Besides that, it seems that the development of teacher's competencies determines the teacher's behavior in determining their career. So it becomes a recommendation from further study. Besides the extension of the research object sample because of the different school's level, also the review of teacher's characteristics as the proper moderation seeing teacher's performance in Indonesia.

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