

## **THE EFFECT OF TEACHER'S MOTIVATION THROUGH TEACHING PERFORMANCE AT THE VILLAGE**

by

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### ***ABSTRACT***

*Penelitian ini menitik beratkan pada motivasi guru mengajar di daerah kabupaten Bogor dengan fokus penelitian faktor-faktor guru terhadap kinerja mengajar. Tujuan dari penelitian ini adalah untuk memperoleh informasi objektif tentang motivasi guru dalam mengajar di daerah terpencil pada Sekolah SMK Siliwangi Mandiri Kabupaten Bogor dengan sumber data utama adalah 7 orang informan. Penelitian ini bersifat kualitatif, dengan pendekatan studi kasus. Sedangkan teknik pengumpulan data melalui wawancara, observasi, dan studi dokumentasi. Teknik analisis data dalam penelitian ini melalui tahapan reduksi data, display data, verifikasi data, dan penarikan kesimpulan. Hasil penelitian ini adalah faktor motivasi guru mengajar yaitu rasa tanggung jawab terhadap pendidikan anak di daerah pedalaman, guru menyenangi pekerjaan sebagai profesi yang mulia, dan guru memperoleh penghargaan yang baik dari masyarakat setempat. Sementara faktor motivasi adalah kerja sama guru, lingkungan yang kondusif dan evaluasi/supervise kepala sekolah.*

**Keywords:** *The Influence, Teacher's motivation and Teaching's Performance .*

## **INTRODUCTION**

Low motivation will affect the performance in this case will arise in the teacher if there are factors that influence the increased of motivation of the teachers in performing their duties, the pattern and can also affect the way of teaching and learning activities such as for the intrinsic and extrinsic factors. Intrinsic factors include; fulfillment of needs, achievement of goals, attitudes, and abilities, whereas extrinsic factors include; adequate salary, safety in work, cooperation, control, compliment and the job it self.

Teachers in Bogor district, particularly in SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor, West Java were able to survive to serve in underdeveloped areas. The teachers have served wholeheartedly, with the distance of about 75 kilometers from the capital city of Bogor district with timescales ranging from 1 hour to 2 hours by land. The access to reach Cigudeg is very difficult because there is no public transportation that cross so the teachers must have their own vehicle, in addition the ruined streets is so perceived by the teacher.

The teachers have been serving in SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor. The government has not issued regulations governing the provision of additional subsidy for teachers who serves in an inland areas or at the villages that out of range. Even the communication and the internet a bit hard to find, so sometimes the Teachers only equipped with student work sheet or LKS that given by the government without any additional material. Ironically there are so many mistakes in the arrangement and the distribution of the student work sheet or LKS, it is many found , one of it in the television media, there are so many unproper books as their contain porn story even about drugs. It's tragic, education in Indonesia, who should be blame in this case? The President, the Minister of Education or the local government? No one wants to be blamed in this case.

It surely cause lot of questions why the teachers in Cigudeg village stay and serve in the next 5 to 15 years without asking for mutation to another school that closer to the centre of the village, like Parung Panjang which is almost

seems to be like a city with lots of access that can be used. Based on the explanation above, the authors were interested to make a research that aims to understand the motivation of teachers to teach at SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor.

Motivation comes from the Latin word "movere" which mean push or move. Motivation in only aimed at the management of human resources in general and especially subordinates. Motivation questioned how direct the power and potential of subordinates, to cooperate productively and be able to achieve and realize its intended purpose.

The Importance of motivation is that motivation is a cause, distribute and support human behavior, so that they work hard enthusiastically to achieve optimal results. Motivation is become more important for managers to share the work on his subordinates to be done well and integrated the desired goal.

Luthans (2006) states that motivation, related with:

1. The need for power
2. The need for achievement
3. Need for affiliation
4. The need for security
5. The need for status

Teacher's teach Motivation said to be low, especially of part-time teachers who only given fewer hours of teaching. Since the provision of certified teachers must have a fix schedule teaching hours.

While before their certification process, the unigue number of the teacer or NUPTK process as allowances and benefits, they will obtain after teaching for five years from their last diploma. How teachers survive with all existing polemic. Certification is also a difficult process, many teachers shoul repeat more than three times.how they can teach without a wholehearted foundation.

## **METHODS OF RESEARCH**

According Narbuko, Cholid et.al (2004) in Muhammad Yuri Gagarin,

Saleh Pallu, Baharuddin ST (2012: 5) method of the research was a study in learning the rules contained in the study. In this research THE method used is survey to participants who become the object of study. Creswell (2012: 376) says that the survey Researches is collecting the data using questionnaire or interview and statically analyze the data is to describe trends about responses to questions. The study is a survey research using questionnaires or interview in obtaining the data and analyze the data statistically to describe the event obtained from the responses in question.

In this study, a survey was conducted on all participants or informants who becomes the object of research and primary data source in this study. The informant was given the questions in the form of interviews related to the intrinsic and extrinsic motivation. This research is a study that focuses on the phenomenon of the teachers who servi in an inland areas so that the approach used in this study is a phenomenological approach. Denim Sudarwan cited in Maryono (2012 : 28) says that basically the purpose of research fenomenologikal that describe one's experience in life, including interactions with other people.

While this type of research used in this research is qualitative research. This means that the data collected is not the form of numbers, but the data comes from text interviews, field notes, personal documents, records memos, and other official documents. Sugiyono (2003: 15) reveals qualitative research is a research method that is based on the philosophy postpositivisme, used to examine the condition of natural objects, where the researcher is as an instrument of key sampling data source is purposive and snowball, gathering techniques by triangulation, analysis Data is inductive/qualitative and qualitative research results further emphasize the significance of the generalization. More Sudijono (2010: 8) said that qualitative research which is a method that is used to examine the object of nature, where the researcher is an instrument keys, data collection techniques triangulation (combined), the nature of the data analysis and qualitative research results further emphasize the significance of the generalization.

This study will describe the motivation of teachers and the description of

the performance of teachers' duty in an inland areas at SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor. Based on the explanation above, this study uses qualitative descriptive research approach. The source of the data are all subjects that can provide information on all issues of research, according to Arikunto (2010: 172), is the source of the data in the study is the subject where the data was obtained. In this study, there are 7 teachers of SMK Siliwangi Mandiri Kabupaten.

Subjects were teachers who had served between 5 to 15 years of service at one school and never moved to and from school or a school that is not undeveloped area.

The data collection instruments in this study is observation, interview and documentation. In that instrument of observation, researchers used the instrument performance assessment suggested by Hamzah and Nina (2012: 187-204) is a personal performance assessment instrument measuring instrument development performance evaluation of civil servants. However, such instruments be adjusted to the needs of this research. Interviews conducted by the researcher if there are data that are deemed inadequate under observation. Documentation considered essential to prove under the participants in this study correctly in accordance with the criteria required in this research that served between 5 years to 15 years of service at one school and never moved to and from school or a school that is not undeveloped area.

Data collection techniques used in this study were participant observation, in-depth interviews, and documentation. Interviews and observations carried out in a systematic and structured. by Lexy J Moleong (2013: 186) explained that the interview is a conversation with certain intentions, the interviewer who ask questions and interviewees which gives an answer to that question. Further Lincon and Guba (1985: 256) in Moleong (2013: 186), among others construct about people, events, organizations, feelings, motivations, demands, concerns and others. According to Guba and Lincoln (1981: 228) in Moleong (2013: 216) says that the document is any written material or a movie, another record.

Analisis data in qualitative research conducted before entering the field,

on the field during and after its completion in the field. Nasution in Sugiyono (2013: 336) states: "Analysis has started to formulate and explain the problem, before plunging into the field and continue until the writing of the research results. Data were obtained from interviews, collected the data, then steps will be conducted by researchers with the analysis of the following stages: data reduction, data presentation, drawing conclusions and verification of data.

## **RESULTS AND ANALYSIS**

### **Results**

Based on the data described above can be summarized the findings in this study. From the results of in-depth interviews to 7 informants can be found that the motivation to 7 teachers who served in SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor can be described as follows;

1. Intrinsic motivation at SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor, are as follows:
  - a. Sense of responsibility towards the education of children in rural areas,
  - b. Teacher enjoys work as a noble profession
  - c. Getting a good appreciation of the local community, although the award is not a material but in the form of co-operation with good teachers, and to provide protection against the teacher and his family.
2. Extrinsic motivation at SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor, are as follows:
  - a. Working relationships among teachers who teach at SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor.
  - b. Conducive environment and make friends with them, teachers feel comfortable teaching in schools survive on average more than 5 years even up to 15 years.

While salary, policy, oversight and respect for teachers was not a factor

extrinsic to teachers who are nonpermanent. It can be seen from the results of interviews from the 7 informants in the study that they get paid very minimal because five of them are temporary teacher, as well as other awards, supervision and policies such as the appointment of civil servants have not been implemented.

On the other hand for the teachers were civil servants can be described that intrinsic motivation to teach at SMK Desa Mandiri Siliwangi Cigudeg Bogor District, such as :

1. The working relationship among teachers who teach at SMK Siliwangi Mandiri at Cigudeg Kabupaten Bogor.
2. A conducive environment and make friends with them, teachers feel comfortable teaching in schools survive on average more than 5 years even up to 15 years,
3. salaries,
4. policy,
5. supervision.
6. respect for teachers.

Motivation on the role of teacher performance at SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor is crucial. From the two factors that are intrinsic and extrinsic we can conclude an opinion that the role of intrinsic and extrinsic motivation of teachers to teach in an inland areas as follows:

1. Motivation plays a role as a driver of a person's will and desire.
2. Motivation hefty raises a sense of doing earnest, purposeful and energetic, so is likely to succeed is greater.
3. The strength that encourages someone to perform an activity well. Thus it is clear that the motivation is closely related to the performance of teachers to teach and last place in the Siliwangi Mandiri SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten.

## **Analysis**

Intrinsic Motivation of the teacher from SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor.

Motivation comes from the Latin word “movere” which mean push or move. Motivation in management only aimed at the human resources in general and especially subordinates. Motivation questioned how directs the power and potential of subordinates, to cooperate productively, managed to achieve and realize its intended purpose.

The Importance of motivation because motivation is a cause, distribute and support human behavior, so that they work hard and achieve results optimal. Motivation enthusiastic increasingly important for managers to share the work on his subordinates to be done well and integrated the desired goal.

Luthans (2006) states that motivation, among others, with respect to:

1. The need for power
2. The need for achievement
3. Need for affiliation
4. The need for security
5. The need for status

In June Priansa’s book (2014: 218), there are three kinds of basic characteristics with respect to the motivation of employees, namely:

1. Effort: The strength of the person's behavior or how much effort is expended in doing a job.
2. Persistence: Perseverance that carried people to use his efforts on the tasks given.
3. Direction: This characteristic leads to a person's quality of work in the working behavior.

According to international journals (Emerald Insight Downloaded by PPM School of Management at 28 June 2015 19:18 (PT)) "Motivation is a term associated with the forces acting on a person causing him to act in a certain way.



Therefore, understanding the dynamics of motivation is a requisite for identifying what drives people to act in the certain ways. Motivation is inferred in terms of behavioral changes brought in by internal or external stimuli. In this case, Reviews those stimuli are deduced with respect to the knowledge work environment. "

Perterson and Plowman in Hasibuan (2007) say that people want to work because of the following factors:

1. The desire to live
2. The desire for position
3. The desire for power
4. The desire for recognition

Guay et. al. (2010) states that motivation refers to the reasons underlying the character. Armstrong (2009) stated that the motive Problem excuse to do something. Motivation and direction related behavior and the factors that predispose a person to behave in a certain way.

Robbins (2006) states that motivation is a process that shows the individual intensity, direction, and persistence of effort toward achieving the goal. Paraphrase Gredler, Broussard, and Garrison (Lai, 2011) defines widely that motivation as an attribute that drive a person to do or not to do something. Robbins and Couter (2004) states that motivation is the willingness to implement high effort to achieve organizational objectives are conditioned by the effort's ability to meet the needs of a particular individual. Luthans (2006) looked at motivation as a system consisting of:

1. Requirement
2. Encouragement
3. Incentives

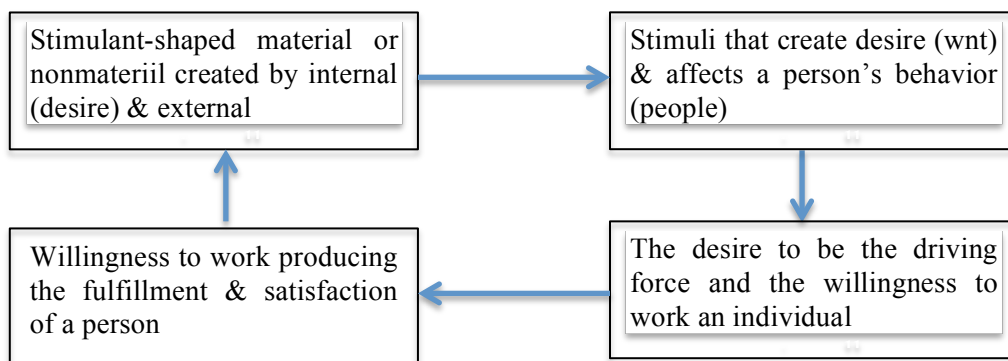
John. P. Campbell and his colleagues add details of the definition to include therein suggested that the motivation of direction or purpose behavior, strength and persistence of behavioral response. In addition, the term also covers a number of concepts such as impulse (drive), needs (need), stimulation

(incentive), rewards (rewards), reinforcement (reinforcement), provisions goal (goal setting), hope (expentacy) and so on.

Kreitner and Kinicki (2005) states that motivation is a psychological process that is shown through behavior. Meanwhile, according to Wood et. al. (2001) stated that the motivation to work illustrates the power of individuals to explain how the level, direction and efforts.

Motivation in Hasibuan (2005:143) is awarding the driving force that creates the excitement of one's work to get them to work in cooperation, work effectively and integrated with all its resources to achieve satisfaction. Here are some understandings of the theories of motivation, according to some experts: Flippo in Hasibuan (2005: 143) says that motivation is a skill in directing employees and organizations in order to work successfully, so that the wishes of the employee and organizational goals once achieved. While Moskowitz in Hasibuan (2005: 143) says that motivation is generally defined as the initiation and directing the behavior and learning motivation is actually a lesson in behavior. The motive is a desire stimulant (Want) and an activator of willingness to work to someone. Every motif has a specific purpose to be achieved (Author). Differences in understanding the desire (want) and needs (needs) is the desire (want) of each person is different because it is influenced by the feel, backgrounds and environment, while the needs (needs) of all people are equal.

**Picture 2.1**  
**The concept of motive and motivation**



Source: Book of MSDM, Malayu S.P. Hasibuan (2005:144)

Explanation:

1. Stimulant-shaped material or nonmateriil created by internal (desire) and externally carried out by the manager.
2. Stimuli that create desire (want) and affects a person's behavior (people)
3. The desire to be the driving force and the willingness to work a person (individual)
4. Willingness to work producing the fulfillment and satisfaction of a person.
5. Needs and satisfaction of creating incentives to encourage the next and so on.

According to Mc. Clelland in June priansa (1987) there is a pattern of motivation to introduce three types of motivation:

1. Achievement Motivation / Need for Achievement, is the need for achievement is a reflection of the boost will be the responsibility for solving the problem.
2. Affiliated Needs / Need for Affiliation, namely the urge to do relationship / interaction with other people.
3. Power Needs / Need for Power, namely the urge to control a state / authority. In this case there is a tendency to take risks and break down the barriers that happen.

Intrinsic motivation is a motivation arising from within oneself without an intervention from others. Manullang (2001) in Lutfi Fauji Ridwan (2012: 4) says, intrinsic motivation is the driving force that arises from within each such responsibilities, achievements, an admission from the other, the work itself, make possible development and progress. For example, a student learning because they want knowledge, values/score, or the skills to be able to change his behavior constructively.

Based on the explanation above that the teachers of Siliwangi Mandiri who become informants in this study put intrinsic motivation as a major factor in carrying out the task of teaching in an inland areas. The intrinsic motivation question is, sense of responsibility towards children's education in an inland

area, teacher enjoys the job, was good awarded by the local community, although the award is not a material but in the form of co-operation with good teachers, and to provide protection against the teacher and his family , the Teachers at SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor, all of them were not the civil servants, so there is a difference of motivation among teachers who are civil servants and non-civil servants (Honorary).

Intrinsic motivation of teachers to teach in SMK Desa Mandiri Siliwangi Cigudeg Bogor Regency that has civil servants' status. The teachers of SMK Desa Mandiri Siliwangi Cigudeg Bogor regency who were civil servants have a strong motivation to develop education in an inland areas. Generally teacher motivation SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor to served in a long time in an inland areas due to a sense of responsibility for education in the area. The sense of responsibility is because teachers feel protected, respected as they should be by the community around the school.

Specifically, it can be seen from the results of children's learning, school attendance's level is increasing. This is as a result of being applied by teachers SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor. According to Sri eco purwanto, Mashudi, Bambang Budi Utomo (2012: 4) says if the teacher has a high motivation to work, they will be motivated and strive to improve its performance. Thus the motivation of teachers were civil servants in SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor have a sense of responsibility, appreciation,that work itself, the development and progress of education in an inland areas. It is not much different from the motivation of the nonpermanent teachers.

Teacher's Intrinsic Motivation who teach at SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor that in Honorary status. Temporary teacher is a teacher appointed by the school through the school principal because of an urgent need. One of the causes of school temporary teacher lifted because the number of civil servant teachers are not proportional to the number of students.

Generally teacher who became an informant for this study puts intrinsic motivation as a major factor in carrying out the task of teaching in an inland areas SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor. this can be seen from the results of interviews that have been mentioned above, while the intrinsic motivation are as follows :

1. The sense of responsibility for children's education in an inland areas.
2. The teacher love their work as a noble profession.
3. Gaining a good appreciation of the local community, although the award is not a material but in the form of co-operation with good teachers, and to provide protection against the teacher and his family.

The above intrinsic motivation that lead to motivation last teacher to teach at SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor in an inland area of SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor.

#### **Extrinsic motivation of teachers SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor.**

Extrinsic motivation is the motivation of teachers SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor to teach in an inland areas due to factors outside the teacher. According Sardiman (2006: 83), extrinsic motivation is motives for their active and functioning of the stimulus from the outside. Teachers SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor teachers were not all civil servants, so there are differences in extrinsic motivation so feel comfort to teach in school of an average of more than five years and some even up to 15 years.

Extrinsic Motivation teachers teach at SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor were civil servants. Factors Extrinsic motivation to work civil service teachers teach in an inland areas SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor is a cooperative relationship of good teachers, conducive environment and make friends with them, teachers feel Batah last taught in schools on average more than 5 years

there are even more 15 years.

On the other hand for the teachers were civil servants can be described that the motivation ekstrinsik teach at SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor as follows:

1. The working relationship among teachers who teach at SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor.
2. A conducive environment and make friends with them, teachers feel comfortable teaching in schools survive on average more than 5 years even up to 15 years,
3. Salaries,
4. Policies,
5. Supervision,
6. and respect for teachers.

Manullang (2001) in Fauji Lutfi Ridwan (2012: 4) Extrinsic motivation, is a driving force that comes from outside a person such as salaries, policies and aministrasi, working conditions, labor relations, company procedures and status. Hasibuan (2005) Lutfi Fauji Ridwan (2012: 4) says, motivation can be defined as the driving force (driving force) that causes people to do something or done because it is afraid of something. For example, when he want a promotion or a raise, then his actions will support the achievement of these desires.

Extrinsic Motivation teachers who teach at SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor, with Honorary status. Extrinsic Factors for honorary teachers to teach in an inland areas are as follows:

1. The working relationship among teachers who teach at SMK Desa Mandiri Siliwangi Cigudeg Bogor,
2. A conducive environment and make friends with them, teachers feel comfortable teaching in schools survive on average more than 5 years even up to 15 years. While salaries, policies, supervision and appreciation of honorary teachers do not become extrinsic factors.

It can be seen from the results of interviews from 7 to informants in the study that they get paid very minimal because five of them are temporary teacher, as well as other awards, supervision and policies such as lifting them into civil servants, have not been implemented.

Manullang (2001) in Fauji Lutfi Ridwan (2012: 4) Extrinsic motivation, is a driving force that comes from outside a person such as salaries, policies and administration, working conditions, labor relations, company procedures and status. From the explanation above it can be factors extrinsic for honorary teacher of SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor is a working relationship among teachers who teach to the school and work environment where work environment that consists of a place (the school building), the local community is very supportive of all the activities of teachers in the teaching process in school.

Motivation role of the Teacher Performance at S SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor. A teacher's performance is influenced by two factors, namely intrinsic and extrinsic motivation. Therefore motivation directly related to work motivation. This can be illustrated if a teacher has a high motivation to work is practiced, the performance of the teacher will be better and improving, but on the contrary, if the teacher has is a low motivation to work that he deal with, the performance of the teacher becomes low.

M. Sabry Sutekno (2012: 47) in Sri Eko Purwanto (2012: 4) says that motivation is a force that encourages someone to perform an activity well. While performance is a result of a person (teacher). Further according Prawirosentono (1999: 2) says, performance or performance is the result of work achieved by a person or group of people within an organization. Thus, it can be drawn a conclusion that the motivation to work a teacher can affect the performance of a teacher, so that the work achieved decided by the teacher's motivation.

In the other words, the performance of a teacher who serve in an inland area at SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor depends on the motivation of the teachers' work. To determine the extent of the role of

motivation on the performance of teachers serving in an inland areas SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor can be seen from the quantity of work, Reliability, Initiative, Crafts, attitude and attendance clerks.

According Heidjrahman and Suad Husnan (1990: 126), in Purnama True (2012: 5) factors to performance to be assessed are as follows: (a) Quantity of Work, (b) Quality of work, (c) Reliability, (d ) initiative, (e)diligence (f) Employee's attitude, (g) presence.

Viewed from the side of the teacher that closely motivational role with the level of performance of a teacher, the teacher at SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor which can be an indicator of the increasing role of teacher motivation can be seen from the level of attendance and employee attitudes in carrying out the task of teaching.

Moreover, it can be seen from the aspect of the quality and quantity of work. According Mangkunagara (2009: 67) in Purnama Sejati (2012), work performance is the result of the quality and quantity of work accomplished by an employee in performing their duties in accordance with the responsibilities given to him.

In terms of the role of student motivation to work has implications for the level of student success in learning that is written in the final evaluation of learning usually in the form of report cards. According Poerwadarminta (1990, p. 260), in Theresia Linneke Widiastuti (2008: 13) learning achievement is the outcome of a student in a certain period and recorded in the school report cards. Further Winkel (1996, p. 475) in Theresia Linneke Widiastuti (2008: 14) learning achievement is a result has achieved in learning.

In formal education, learning indicate a change in positive way so at the last stage will obtain the skills, expertise and new knowledge. The Results of the Study abroad is reflected in academic achievement. A description of the achievement of these learning can usually be obtained through school report cards which distributed at certain times. In the study, a person's attitude has always had the hope to achieve optimal results in order to attain high academic



achievement.

The learning achievement is often said to be the outcome of the study that describes the level of a person's ability after learning and practicing intentionally causing behavioral changes towards more advanced. Suryabrata (1984, p. 26) in Theresia Linneke Widiastuti (2008: 14) argues that learning achievement is the result of someone who has achieved in learning. This achievement expressed in value or grade report cards are obtained based on the measurement of the learning process.

From the two factors that are intrinsic and extrinsic can be drawn a suggestion that instrumental in motivating the work of teachers to serve in SMK Siliwangi Mandiri ,Cigudeg Kabupaten Bogor is the principal and the community around the school.

This is because teachers who serve in this school was able to work with the community, the level of public awareness is very high. While the government in recent years have started to pay attention to the condition of the road infrastructure leading to SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusion**

From these two factors intrinsic and extrinsic motivation of teachers to teach in an inland area it can be concluded a conclusion that factors intrinsic and extrinsic motivation of teachers to teach in an inland areas as follows:

1. Intrinsic factors that motivate teachers to teach in an inland areas at SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor; sense of responsibility towards the education of children in an inland area, the teachers enjoy their work as a noble profession and teachers get a good award from the local community, although the award is not a material but in the form of co-operation with good teachers, and to provide protection against the teacher

and his family.

2. Extrinsic factors that motivate teachers to keep teaching in an inland areas is a cooperative relationship teacher, conducive environment and make friends with them and Evaluation / supervision of the principal who often charging a warning and advice when teachers lack of discipline. While salary is not an extrinsic factor because teachers who teach in an inland areas 73% is honorary paid by the student's helping operational or BOS.
3. From the two factors that are intrinsic and extrinsic the most instrumental in motivating the work of teachers to serve in SMK Siliwangi Mandiri, desa Cigudeg, Kabupaten Bogor is the principal and the community around the school. This is because the very high public awareness to support and cooperate with the community, the level of public awareness is very high.

### **Suggestion**

Based on the research results and conclusions above, it can be given suggestions as follows:

1. Advice for the schools: they should be able to take steps to improve the job performance of teachers and employees. Efforts they have to do, one of them is to increase the motivation of teachers and employees to be able to optimize its potential. This motivation also plays a role in improving the job performance of teachers and employees, so that if a teacher or employees are well motivated of course they will work as well as possible to resolve any given job. Schools must also provide a variety of training and educational training to support their skills either as a teacher or as an employee, as well as increase the salaries or wages in accordance with the work they do.
2. Advice to the governments of Bogor district, especially for education department, to give a concern for the teachers who are still in honorary status to point them to be a civil servants if it possible, without breaking and opposite the existing regulation with the central and local government regulations.

3. Suggestions for further research this study provides information that work motivation factors affect the job performance of teachers and employees. This shows that to achieve work of teachers and employees are still influenced by several other factors and it's not only because of work motivation. It is therefore expected in future studies find and determine the other factors that affect the job's performance, than those examined in this study. Hopefully this research can be useful as an additive and motivation of teachers as well as additional knowledge to the reader.

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