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The influence of online learning workshops and intrinsic motivation on teacher performance in SD Al-Hidayah Majalengka

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ABSTRACT

The purpose of this study is to analyze the effects of e-learning workshops and intrinsic motivation on teacher effectiveness in Al Hidayah Primary School. The research method used quantitative research methods. Data collection techniques using questionnaire. The general population is 51 people and the sample is 6 people (deviation 5%). Data analysis methods used in this study include validity test, reliability test, classical hypothesis test (normality test, multicollinearity test and heteroskedasticity test), linear multiple regression analysis, hypothesis testing and coefficient of determination. The results of the study using SPSS 26.0 program calculations resulted in an f-number of 9.163, while the f-table was 3.209 and the R-square was 0.696. Thus, the independent variables, i.e. e-learning workshops and internal motivation, positively influence the dependent variable of the teacher's work efficiency by 69.6%.

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INTRODUCTION

Since March 2020, the government has declared the coronavirus pandemic (Covid-19) an exceptional event that has affected several sectors, one of which is education (Aulia et al., 2021) (Akrim et al., 2020) (Pratama et al., 2022). Changes in the type of face-to-face (offline) learning and online learning are raising the barriers experienced by teachers and students (Awwaliyah et al., 2022). Online learning practiced since last March is considered ineffective (Pamungkas et al., 2021). This shows that online learning has not been effective because there are still many teachers who lack the skills to effectively and efficiently implement distance learning. On the other hand, online learning requires the teacher to use technology. However, not all teachers are used to using technology and applying appropriate learning models in online learning. Improving the quality of education is an important educational program in Indonesia. The world of education requires advanced human

resources that match the times and technological development. Almost all reform efforts in the education sector depend on teachers, because teachers play an important role in education. If the teacher controls the teaching materials, educational and learning strategies and is able to motivate the students to learn to achieve achievements, to do everything to improve the quality of the teaching as much as possible, satisfactory results are also obtained. In order to improve human resources, the Indonesian government continues to make efforts in various sectors, one of which is the education sector, because personnel plays an important role in the development of the country (Hartanto et al., 2019). Teachers with real professional skills and teaching achievements and high commitment should be selected for school management (Isrokatun et al., 2022). The development of technology and information also requires expertise to adapt to it. With the implementation of online learning, students can finish their studies freely, because the study time can be completed anywhere and anytime without time and location limitation. The process of implementing online learning can be done through several applications such as classrooms, video conferences such as Zoom or WhatsApp groups. Learning takes place through different learning tools such as text, images, videos or audio. Students can use this study material by viewing or reading it several times. Such sources are capital for the implementation of online learning, because teachers package learning in an interesting way, so that the learning goals are optimally achieved, even though the learning takes place online (Isrokatun et al., 2022).

Workshops are also called workshops or trainings. This workshop is a place to talk about the difficulties of online learning and in this workshop we can also solve problems. Workshops where teachers can discuss with other teachers can be used to provide important information and additional information to new e-learning teachers and to develop knowledge and improve the quality of e-learning (Chen, 2021), knows how to use an online learning method. In this case, teachers can share their knowledge with each other, with the help of this workshop, it is hoped that it will help teachers become more familiar with e-learning, so that their performance in this e-learning is more optimal. Every person needs motivation, although actually motivating someone is not easy. This is due to various factors and differences in the characteristics of each individual in response to something that happens in their life related to abilities (Syaparuddin & Elihami, 2020). This ability can be used to provide skills, energy and time dedicated to the achievement of established organizational goals. Employees who find their work boring, bored, stuck, even stressed, and do not receive motivation to improve either from the internal organization, family or friends, automatically lower the work results of the employee (Sulaiman & Mawati, 2019). Therefore, this problem must be avoided and solutions must be sought for HR management or organizational leaders in managing employees with a high work ethic and sense of responsibility.

RESEARCH METHODOLOGY

The type of research used in this study is a quantitative study. In the data processing that the researchers did to improve the calculation, the researchers used the analysis tool that is the Statistical Package for Social Sciences (SPSS) 25 for Windows. In this study, there are two independent variables (independent) and one dependent variable (dependent), namely the independent variable Online Learning Workshop (X1) and intrinsic motivation (X2) and the dependent variable namely teacher performance (Y). These three variables are measured using Likert scale indicators (Azizah et al., 2021). Slovenian counting technique was used to determine the sample to be used in the study, where there were 6 sample results. Research data collection in ALhidayah Majalengka Primary School was done through a questionnaire.

Table 1.
Variable operationalization of online learning workshop (X1)

Dependent Variable	Sub Variabl 1	Indicator
Workshop Online Learning(X1)	1. Discussion	1. Conducting Workshops 2. Benefits of the Workshop
	1. Success	1. Develop online learning strategies and methods
	2. Individual	1. Increase teacher motivation to teach 2. Improving teacher performance 3. Improve teacher skills
	3. Facilities	1. Adequate equipment and facilities for online learning 2. Utilizing school facilities
	4. Practice	1. Learning media 2. Student participation 3. Communication 4. Student motivation
	5. Quantity	1. Carry out online learning and science and technology assistance/guidance

Table 2.
Operationalization of intrinsic motivation variable (X2)

Dependent Variable	Sub Variabl 1	Indicator
Intrinsic Motivation Variable (X2)	1. Responsibilty	1. Responsible For Work
	2. Time Effectiness	1. Complete task on Time
	3. Quantity	1. Prioritizing work over personal interest 2. Work according to the target 3. Finishing the job 4. Enjot Teaching
	4. Konfession	1. Every work done wants to get reward 2. Willing to work an additional task to get achievement
	5. Kreativity	1. Looking for a solution if you experience difficulty teaching 2. Guiding student who have difficulty teaching 3. Creating new things in carrying out task.
	6. Achievment	1. Trying to work had to get achievment 2. The success of the work is the main thing 3. Driven to work because there are new thing that are obtained
	7. Succeses	1. Ability in comunication 2. Can develope 3. Can motivate friends

Table 3.
Operationalization of performance teacher variables **(Y)**

Dependent Variable	Sub Variable	Indicator
Performance Teacher (Y)	1. Teaching Prepartion	1. Prepare lesson plan 2. Learning plans are arranged according to students abilities 3. Create a meetin plan from start to finish
	2. Carrying out class teaching	1. Take questions from the existing question file 2. Very careful in explaining to avoid erroneous concepts 3. Teaching using learning media
	3. Designing and evaluating lesson	1. The research hat follows is applied in learning 2. Learning media used in accordance with th material provided 3. Provide learning materials according to the curriculum
	4. Administratif	1. Student data is well organized 2. Student development data is well prepared 3. Class administration book well prepared
	5. Personality	1. Trying to do actions that become role models for students 2. Pray ogether before starting and ending the lesson 3. Students who have problem in learning will be given special guidance 4. Student assessment is given objectively
	6. Activity	1. Start learning by asking first and then giving the material 2. Hold a question and answer
	7. Comunication	1. Asking friends to assess deficiencies in teaching 2. Every input is always considered and used in the learning process 3. Able to work individually and in a team

Data analysis method with research instrument test; 1. Total Validity test using Personal Product Moment (PPM) correlation technique formula, 2. Reliability test. In addition, the classic hypothesis tests are the normality test and the multicollinearity test. Often regression analysis test, end test. Hypothesis test and F test

RESULTS AND DISCUSSIONS

A significance test is used to determine the truth of a statement in a research questionnaire. A survey is considered valid if the statements in the questionnaire can reveal something that the questionnaire measures. The criterion for making a decision is if r count > r table, Table r may declare that the declaration is Invalid (Sugiyono, 2015). Looking at the distribution table r-table DF based on N-2 = 6-2 = with a significance of 0.05, the r-table value is 0.2907.

Table 5.
Validitas test variabel *workshop* online learning

Item	r Account	r Table	Note
X1	0,443	0,2907	Valid
X2	0,549	0,2907	Valid
X3	0,651	0,2907	Valid
X4	0,562	0,2907	Valid
X5	0,711	0,2907	Valid
X6	0,477	0,2907	Valid
X7	0,447	0,2907	Valid
X8	0,668	0,2907	Valid
X9	0,613	0,2907	Valid
X10	0,617	0,2907	Valid
X11	0,507	0,2907	Valid
X12	0,510	0,2907	Valid
X13	0,644	0,2907	Valid
X14	0,689	0,2907	Valid
X15	0,586	0,2907	Valid
X16	0,588	0,2907	Valid
X17	0,688	0,2907	Valid
X18	0,381	0,2907	Valid

Based on the data processing results in Table (Table of Validity Test Results of Variables of Online Learning Workshop), the r-number X1 to X18 has a greater value than the r-table of 0.2907, so it can be concluded that all the variables of the online learning workshop are recognized as valid.

Table 6.
Test validity of intrinsic motivation variables

Item	r Account	r Table	Note
X1	0,595	0,2907	Valid
X2	0,816	0,2907	Valid
X3	0,493	0,2907	Valid
X4	0,642	0,2907	Valid
X5	0,613	0,2907	Valid
X6	0,475	0,2907	Valid
X7	0,545	0,2907	Valid
X8	0,572	0,2907	Valid
X9	0,797	0,2907	Valid
X10	0,699	0,2907	Valid
X11	0,798	0,2907	Valid
X12	0,629	0,2907	Valid
X13	0,675	0,2907	Valid
X14	0,734	0,2907	Valid
X15	0,730	0,2907	Valid
X16	0,658	0,2907	Valid

Table 7.
Validitas test variabel performance teacher

Item	r Account	r Table	Note
Y1	0,731	0,2907	Valid
Y2	0,802	0,2907	Valid
Y3	0,755	0,2907	Valid
Y4	0,807	0,2907	Valid
Y5	0,846	0,2907	Valid
Y6	0,716	0,2907	Valid
Y7	0,789	0,2907	Valid
Y8	0,686	0,2907	Valid
Y9	0,755	0,2907	Valid
Y10	0,811	0,2907	Valid
Y11	0,834	0,2907	Valid
Y12	0,768	0,2907	Valid
Y13	0,805	0,2907	Valid
Y14	0,831	0,2907	Valid
Y15	0,451	0,2907	Valid
Y16	0,718	0,2907	Valid
Y17	0,680	0,2907	Valid
Y18	0,766	0,2907	Valid
Y19	0,630	0,2907	Valid
Y20	0,675	0,2907	Valid
Y21	0,624	0,2907	Valid

Based on table above by looking at the correlation value (Pearson Correlation), namely theresults of the validity test on all research variables, it is known that rcount > rtable, which means that all of the statements are valid.

Reliability Test

Reliability test is a measuring tool to measure a questionnaire which is an indicator of a variable or construct. A questionnaire is reliable if a person's answer to the statement is consistent with the provisions of Cronbach Alpha > 0.70 (Ghozali, 2015).

Table 8.
Reliability test results

Variable	Cronbach's Alpha	N of Items	Standart	Statement
Online Learning Workshop(X1)	,882	18	0,7	Realible
Intrinsic Motivation (X2)	,905	16	0,7	Realible
Teacher Performance (Y)	,957	21	0,7	Realible

Classic assumption test

The Kolmogrov-Smirnov normality test results show that the residual variable data has an Asymp value. Sig (2-tailed) of 0.200 > 0.05, it can be concluded that all variables are normally distributed.

Multicollinearity test if the value of Variance Inflation Factor (VIF) > 10 and tolerance value <0.10, then there is multicollinearity. Meanwhile, if the value of Variance Inflation Factor (VIF) < 10and tolerance value > 0.10, there is no multicollinearity (Hair, Joseph E & Al., 2014).

Table 9.
Multicollinearity test results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	3.822	9.368		.408	.685		
Workshop Online Learning	.645	.195	.460	3.310	.002	.367	2.725
Intrinsik Motivation	.562	.186	.421	3.028	.004	.367	2.725

a. Dependent Variable: Performance Teacher

Based on the data analysis results in the table above, it shows a tolerance value of 0.367 > 0.10 (Suliyanto, 2018). Therefore, it can be concluded that the regression model has no symptoms of multicollinearity. This is reinforced by the second method, which is observed by the variation inflation factor value of 2.725 andlt; 10.0. Therefore, it can be concluded that the regression model has no symptoms of multicollinearity.

Table 10.
Multiple regression analysis test results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	3.822	9.368		.408	.685		
Workshop Online Learning	.645	.195	.460	3.310	.002	.367	2.725
Intrinsik Motivation	.562	.186	.421	3.028	.004	.367	2.725

a. Dependent Variable: Performance Teacher

Often, a linear regression equation uses two independent variables as follows:

Y= a + bX1 + bX2

Y is the predicted dependent variable, a is a constant value, b is the regression coefficient, and X is the independent variable. Based on the data processing results of the linear regression analysis above, the following can be formulated: Y = 3,822 + 0,645 X1 + 0,562 X2.

Table 11.
Coefficient of determination of workshop online learning instrinsik motivation on teacher performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
	.834[a]	.696	.682	5.166	2.330

a. Predictors: (Constant), Motivasi Intrinsik, Workshop Online Learning
b. Dependent Variable: Performance Teacher

Based on the table (Determinant test table), it can be seen that the value (R-squared) is 0.696. Thus, the independent variables of e-learning workshops and internal motivation account for 69.6% of teacher results in the linear regression, while the remaining 30. % are influenced by other factors that were not investigated in this study.

Hyphotesis Testing

Effect of Workhsop Onliner Learning (X1) on Performance Teacher (Y) Performance Teacher variable sig value in the table is 0.000 <0> that means 3.310 > 2.017 which means H_o is rejected and H_a is accepted if Workhsop Onliner Learning significantly affects the performance of teachers for SD AL-Hidayah in Majalengka.

Effect of Internal Motivation (X2) on Teacher Work Performance (Y) Performance Teacher variable sig value is 0.000 < 0> table is 3.028 > 2.017 which means that H_o is rejected and H_a is accepted if Workhsop Onliner SD has a significant effect on the results of teachers in AL-Hidayah Majalengka.

F-test results Fcount > Ftable namely 71.071 > 3.209 and with a significance value of 0.000 andlt; 0.05 to conclude that the variables of e-learning workshop and intrinsic motivation together significantly affect teacher performance in SD AL-Hidayah Majalengka.

CONCLUSION

Based on the results of the discussion of the e-learning workshops of SD Al Hidayah Majalengka and the internal motivation of teacher activity described in the previous chapter, the research results can be concluded as follows: There is a significant effect between the e-learning workshops and the a teacher efficiency in SD Al Hidayah Majalengka. Based on the accepted hypothesis, the analysis shows Tcount 3.310 >Ttable 2.017 with a significance value of 0.002 <0> Ttable 2.017 with a significance value of 0.00 <0> Ftable 3.209 with a significance level of 0.000 andlt; 0.050.

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