

Analysis of the Influence of Intrinsic and Extrinsic Factors on Teachers' Work Motivation in Improving Educational Performance in Elementary Schools

Aris Sabthazi, Eva Farihah Megawaty, Moch Rahman Saleh, Efrita Norman

Bunga Bangsa University Cirebon
arissabthazi54@guru.sma.belajar.id, eva.farihah87@gmail.com,
abierahman345@gmail.com, efritanorman@gmail.com

ABSTRACT

This research investigates the influence of intrinsic and extrinsic factors on teachers' work motivation and its impact on educational performance at primary schools. The study addresses the crucial role of teacher motivation in enhancing school education quality. Using a quantitative, descriptive-correlational methodology, the study examined the statistical relationships between intrinsic factors, such as job satisfaction and commitment, and extrinsic factors, such as financial rewards and work environment, on teachers' motivation. Data was gathered from 60 respondents, selected through purposive sampling, and analyzed using multiple linear regression and Pearson correlation. The results revealed that intrinsic factors had a stronger impact on work motivation than extrinsic factors, though both were significant. Teachers who experienced greater job satisfaction and commitment exhibited higher motivation, ultimately leading to better performance in teaching. The study concludes that strategies for improving teacher motivation should prioritize intrinsic factors, while still recognizing the importance of supportive extrinsic elements. This research provides valuable insights into balancing motivational strategies and suggests further exploration in diverse educational contexts to validate the findings.

Keywords : Intrinsic Factors, Extrinsic Factors, Teacher Work Motivation, Educational Performance, Elementary School.

INTRODUCTION

An effective education system is highly dependent on the performance of teachers, as they have a central role in ensuring the quality of learning. Teacher performance is influenced by a variety of factors, including intrinsic motivations such as job satisfaction, as well as extrinsic motivations such as salary and working conditions. For example, research shows that extrinsic motivations such as financial rewards are essential in improving teacher performance, while intrinsic motivations such as job satisfaction help maintain their long-term commitment to the profession (Conference, 2021). Many previous studies have shown that teacher motivation, both intrinsic and extrinsic, plays an important role in improving learning effectiveness. Factors such as job satisfaction, commitment, financial rewards, and working conditions have proven to be the main determinants in shaping optimal teacher performance.

For example, a study in Nigeria showed that extrinsic motivations such as base salary have a significant impact on teachers' performance, while intrinsic motivation has no significant correlation to their performance (Conference, 2021). In addition, research in Ghana revealed that intrinsic and extrinsic factors do influence teachers' motivation, but they are not necessarily strongly correlated with their overall performance. This suggests

that teacher motivation depends on the complex interaction between these factors (Tindan et al., 2022).

In the context of elementary schools, teachers' motivation is often influenced by the working conditions they experience. A study in Mauritania found that most teachers are motivated more by intrinsic factors than extrinsic factors, although factors such as excessive parental involvement, lack of student discipline, as well as poor working conditions can reduce their motivation (Belle & Horil, 2020). On the other hand, another study in Russia shows that although intrinsic motivation affects students' academic performance, extrinsic motivation also has a role in mediating the relationship between students' initial skills and their future performance (Kanonire et al., 2022).

Although the importance of work motivation is well understood, there is still a gap in understanding the extent to which a combination of intrinsic and extrinsic factors can significantly affect teacher performance. Some research suggests that intrinsic factors, such as job satisfaction and professional commitment, often play an important role in keeping teachers motivated. However, extrinsic factors, such as financial rewards and working conditions, are also known to have a significant influence on teacher performance.

A study in Nigeria found that while intrinsic motivation is important, extrinsic factors, especially in the form of basic salary, are the main determining factors in driving teacher performance in the engineering education sector. These findings suggest that increased financial compensation can be more effective in improving teacher performance than simply fostering intrinsic motivation (Conference, 2021). In addition, research in Mauritius shows that teachers are often more motivated by intrinsic factors, such as commitment to their work, but extrinsic factors, such as support from the ministry of education and a conducive work environment, also play an important role in maintaining their motivation and performance. This research highlights the importance of a holistic approach that includes both intrinsic and extrinsic support to ensure optimal teacher performance (Belle & Horil, 2020).

However, there is a lack of research that measures the specific influence of the combination of these two factors on educational performance, especially in primary schools and in certain areas. For example, a study in the Philippines found that a combination of intrinsic and extrinsic motivation in millennial teachers did not always provide significant results on their performance. This suggests that further research is needed to understand how a combination of intrinsic and extrinsic motivation can be effectively managed to improve teacher performance in various educational contexts (G et al., 2023).

In conclusion, to address these challenges, there needs to be more research examining the simultaneous impact of intrinsic and extrinsic factors on teacher performance, especially at the primary school level and in certain areas that may face different educational dynamics. Along with this, a holistic approach that includes both factors is important to ensure an improvement in overall teacher performance.

The urgency of this research lies in the need to identify more deeply how intrinsic and extrinsic factors can be combined to increase teachers' work motivation, which in turn will improve the quality of education. Filling this research gap is important because with a better understanding, strategies to improve teacher motivation and performance can be

prepared more on target. This research is expected to provide a solution through a new approach that combines the influence of these two motivational factors in one comprehensive analysis. The purpose of this study is to analyze the extent to which intrinsic and extrinsic factors affect teachers' work motivation in elementary schools, as well as their impact on improving educational performance. Thus, this research is expected to make a real contribution to improving the quality of education at the elementary school level.

RESEARCH METHODS

This study uses a quantitative method with a correlational descriptive approach. This design was chosen to statistically measure the relationship between intrinsic factors (job satisfaction, commitment) and extrinsic factors (financial rewards, work environment) on teachers' work motivation. This study also aims to analyze the extent to which these two factors affect teacher performance in elementary schools. Using a correlational design, this study will explore how strong the relationship between the independent variables (intrinsic and extrinsic factors) and the bound variables (work motivation and teacher performance) is strong.

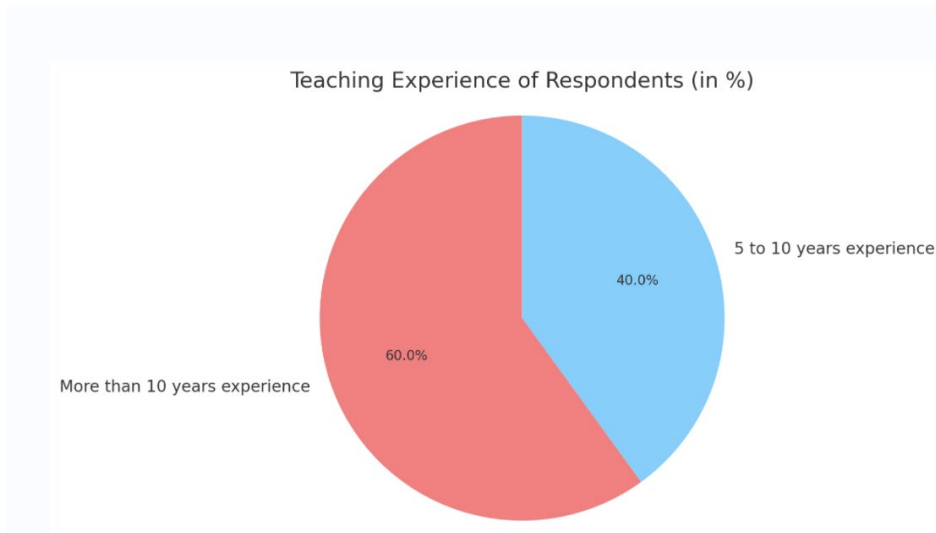
The population in this study is all teachers of State Elementary Schools in Taman Kalijaga Permai District, Cirebon City, which totals around 150 people. From this population, the sample will be selected using the purposive sampling technique, where the inclusion criteria include teachers who have a minimum of 5 years of service, have the status of permanent teachers, and are willing to be research respondents. By using the Slovin formula at an error rate of 5%, a sample of 60 teachers was obtained who will be used as respondents in this study.

The main instrument in this study is a closed questionnaire with a 5-point Likert scale, which is designed to measure the research variables. This questionnaire consists of three parts, the first part contains questions related to intrinsic factors such as job satisfaction, commitment, and interest in the teaching profession. The second section contains questions related to extrinsic factors, including financial rewards, job stability, and work environment conditions. The third part measures teachers' work motivation with indicators such as work intensity, involvement in tasks, and productivity. And the data collection process will begin with an instrument trial (pre-test) to measure the validity and reliability of the questionnaire. The questionnaire will then be distributed to the selected sample, either in person or through online media, if needed.

The collected data will be analyzed using the latest version of SPSS software. The data analysis steps include: Validity testing uses factor analysis to ensure that each item in the questionnaire significantly measures the variables it represents. The reliability test uses Cronbach's Alpha to test the internal consistency of the questionnaire. Classical assumption tests such as normality, multicollinearity, and heteroscedasticity will be performed to ensure that the data are eligible for regression analysis. Multiple linear regression analysis was used to test the influence of intrinsic and extrinsic factors on teachers' work motivation. In addition, a Pearson correlation test will be conducted to measure the relationship between work motivation and teachers' educational performance. The results of the analysis will be translated into a significant interpretation at an error level of 5% ($\alpha = 0.05$).

RESEARCH RESULTS

This study involved 60 respondents from a total population of 150 State Elementary School teachers in Taman Kalijaga Permai District, Cirebon City. Respondents were selected using purposive sampling, with the criteria: permanent teachers who have a minimum of 5 years of service. From the results of the distribution, the majority of respondents have more than 10 years of teaching experience (about 60%), while the remaining 40% have between 5 and 10 years of work experience. Permanent teacher status ensures that the respondents have sufficient experience and job stability to provide valid data on work motivation, as seen in the graph below:



Before the main analysis, the questionnaire instrument was tested for validity and reliability. The results of the validity test showed that all questionnaire items had a KMO (Kaiser-Meyer-Olkin) value of > 0.5 and a significance < 0.05, which means that all items were valid for use in this study. Meanwhile, the results of the reliability test with Cronbach's Alpha of 0.875 showed that the instrument used had an excellent level of internal consistency.

The multiple linear regression test is used to measure the influence of intrinsic and extrinsic factors on teachers' work motivation. The results of the analysis showed:

The F-count value is 15.678 with a p-value of 0.001 (< 0.05), which means that the regression model is significant at a confidence level of 95%. This means that intrinsic and extrinsic factors together have a significant effect on teachers' work motivation.

Adjusted $R^2 = 0.547$, indicating that 54.7% of the variation in teachers' work motivation could be explained by intrinsic and extrinsic factors, while 45.3% was explained by other variables that were not included in the model.

The regression coefficient for intrinsic factors of 0.612 ($p < 0.05$) indicates that an increase in one unit in intrinsic factors (such as job satisfaction and commitment)

will increase teachers' work motivation by 0.612 units. This intrinsic factor has been proven to have a very significant influence on teachers' work motivation.

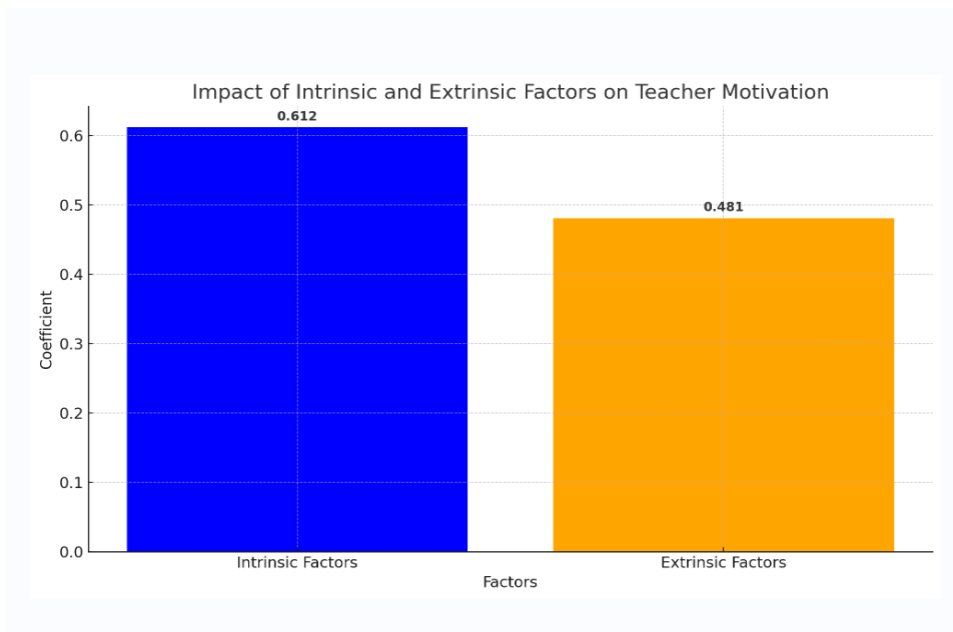
The regression coefficient for extrinsic factors of 0.481 ($p < 0.05$) shows that an increase in extrinsic factors (such as financial rewards and work environment) will increase teachers' work motivation by 0.481 units. Extrinsic factors also play a significant role, although their influence is slightly lower than intrinsic factors.

Pearson's correlation test was conducted to see the relationship between teachers' work motivation and their educational performance. The results showed a correlation value of 0.732 ($p < 0.05$), which indicated a strong positive relationship between work motivation and teacher education performance. This means that the higher the teacher's work motivation, the better their performance at school.

Before interpreting the regression results, a classical assumption test is carried out which includes:

1. The normality test showed that the data was normally distributed ($p > 0.05$).
2. The multicollinearity test showed that there was no multicollinearity between variables ($VIF < 10$ and tolerance > 0.1).
3. The heteroscedasticity test showed that there was no heteroscedasticity problem ($p > 0.05$).

The results of the multiple linear regression and Pearson correlation test show that intrinsic and extrinsic factors significantly affect teachers' work motivation, which in turn is closely correlated with the improvement of educational performance. Intrinsic factors, such as job satisfaction and commitment to the profession, contribute more strongly than extrinsic factors in increasing work motivation. However, extrinsic factors such as financial rewards and a supportive work environment still have an important role in maintaining teachers' morale and motivation.



Discussion

The results of this study show that intrinsic factors, such as job satisfaction and commitment to the profession, have a significant and stronger influence on teachers' work motivation than extrinsic factors. A regression coefficient of 0.612 indicates that increased job satisfaction and commitment will substantially increase work motivation. This finding is in line with Herzberg's Two-Factor Theory (Herzberg, 1966) which states that intrinsic motivators such as achievement, recognition, and the work itself play an important role in increasing a person's job satisfaction and motivation. In the context of this study, teachers who are satisfied with their profession and have a high commitment tend to have greater work motivation.

Previous research also supports these findings. Research by Prasetya (2019) concluded that intrinsic factors such as professional commitment have a significant influence on teachers' work motivation and performance. In addition, Sari (2021) in her research on teacher motivation in elementary schools found that teachers who have high job satisfaction are more enthusiastic in carrying out their duties.

Extrinsic factors, such as financial rewards and the work environment, also have a significant influence on work motivation, albeit to a lesser extent than intrinsic factors. The regression coefficient of 0.481 shows that these factors are also important in maintaining teachers' work motivation. This is also in line with Herzberg's Two-Factor Theory, which categorizes extrinsic factors as hygiene factors that, while not directly increasing motivation, prevent dissatisfaction. Extrinsic factors such as financial rewards, job stability, and a conducive work environment are indispensable to create a stable and comfortable working atmosphere for teachers.

Research by Nugraha (2020) shows that financial rewards and a supportive work environment play a role in maintaining teachers' work motivation, especially in school environments that have a high workload. In addition, Rahman (2022) found that external awards such as salary increases and allowances greatly affect teachers' motivation to stay afloat and excel in their jobs.

The results of the Pearson correlation test showed that there was a strong relationship between work motivation and teacher performance with a correlation value of 0.732. This means that teachers who have high work motivation tend to show better performance in school, both in terms of delivering learning materials, engaging with students, and achieving learning targets. These findings are supported by Vroom's (1964) Expectancy Theory, which states that individuals will be motivated if they are confident that their efforts will result in good performance, which in turn will provide the desired rewards. In this study, teachers who had high intrinsic and extrinsic motivation tended to have greater expectations that good performance would bring positive results to them and their students. Research by Aulia (2020) also found that high work motivation is closely correlated with improved teacher performance in the basic education environment. Kusuma, (2021) stated that motivated teachers tend to be more proactive in developing innovative teaching methods that directly improve student learning outcomes.

This study provides practical implications for policymakers in primary schools, that strategies to improve teacher motivation and performance must pay attention to the

balance between intrinsic and extrinsic factors, by providing appropriate rewards and creating a conducive work environment for teachers.

CONCLUSION

The conclusion of this study shows that both intrinsic and extrinsic factors have a significant effect on teachers' work motivation in elementary schools, which in turn affects educational performance. The purpose of the study to analyze the influence of these two factors was achieved, with the result that intrinsic factors such as job satisfaction and commitment to the profession have a stronger influence than extrinsic factors, such as financial rewards and work environment. These findings support motivational theories such as Herzberg's Two-Factor Theory, which asserts that intrinsic motivators tend to increase motivation more than extrinsic factors. This research makes an important contribution by offering a comprehensive approach that combines the two factors in a single analysis, providing strategic insights for schools in improving teacher motivation and performance. In particular, an emphasis on improving intrinsic factors can be a priority in education policy in primary schools.

However, this study has some limitations. One is that the research is only conducted in one specific geographical area, so generalization of results to other regions may be limited. In addition, other factors that can affect work motivation, such as organizational culture or school policies, are not discussed in depth in this study. Thus, the next step for the world of education is to integrate a balanced motivational strategy between intrinsic and extrinsic factors, as well as conduct further research in various contexts to expand the application of these results.

REFERENCES

- Aisyah Dwityas, N., Briandana, R., & Aulia, P. (2020). Consumer Journey of Culinary Products Through Social Media in Indonesia. *Humanities & Social Sciences Reviews*, 8(1), 306–314. <https://doi.org/10.18510/hssr.2020.8141>
- Belle, L. J., & Horil, K. S. (2020). Teacher Motivation: Does It Matter to Primary School Teachers in Their Practice? *Asian Journal of Education and Social Studies*, 8(3 SE-Original Research Article), 16–26. <https://doi.org/10.9734/ajess/2020/v8i330224>
- Conference, F. M. S. I. (2021). *Faculty of Management Sciences (FMS) FMS 1 st International Conference 2021 Theme Resilient and Sustainable Economic Transformation in Africa* ". October, 1–51.
- Feranita, N. V., Nugraha, A., & Sukoco, S. A. (2020). Effect of transformational and transactional leadership on SMEs in Indonesia. *Problems and Perspectives in Management*, 18(3), 415–425. [https://doi.org/10.21511/ppm.18\(3\).2020.34](https://doi.org/10.21511/ppm.18(3).2020.34)
- G, C., A, B., R, C., & M, S. (2023). the Effect of Intrinsic, Extrinsic Motivation and Organizational Commitment on Millennial Educator'S Job Performance. *Cognizance Journal of Multidisciplinary Studies*, 3(5), 46–63. <https://doi.org/10.47760/cognizance.2023.v03i05.005>
- Irawan, D. S., Sari, D. A. P., & Putriahalya, R. A. A. (2021). Study of The Carrying Capacity of The Environment Case Study: The Simanindo Area, Samosir Regency, North

- Sumatra. *Agro Bali: Agricultural Journal*, 4(1), 72–86.
<https://doi.org/10.37637/ab.v4i1.688>
- Kanonire, T., Lubenko, J., & Kuzmina, Y. (2022). The Effects of Intrinsic and Extrinsic Reading Motivation on Reading Performance in Elementary School. *Journal of Research in Childhood Education*, 36(1), 1–13.
<https://doi.org/10.1080/02568543.2020.1822961>
- Kusuma, L., & Suwartono, T. (2021). EFL teachers' beliefs about students' motivation towards learning English during emergency remote learning at an Indonesian junior high school. *AMCA Journal of Science and Technology*, 1(2), 31–38.
<https://doi.org/10.51773/ajst.v1i2.101>
- Rahman, R. (2022). Analisis Pengaruh Pengawasan Dan Keterampilan Kerja Serta Gaji Terhadap Kinerja Karyawan Pada Bengkel Cv. Teguh Harapan Di Kabupaten Berau. *Journal of Economic, Bussines and Accounting (COSTING)*, 5(2), 844–856.
<https://doi.org/10.31539/costing.v5i2.2440>
- Tindan, T. N., Abukari, M. A., Antwi, V., Dorsah, P., & Kwakye, D. O. (2022). Contribution of Intrinsic and Extrinsic Factors to Teacher Motivation. *International Education Studies and Sustainability*, 2(2), p19. <https://doi.org/10.22158/iess.v2n2p19>