

Meta-Analysis Study: The Influence of Motivation on Teacher Performance in Indonesia

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ABSTRACT

This research is to examine the relationship between motivation and teacher performance in Indonesia. Researchers synthesize the results of 47 research studies that have met the criteria and find out the overall relationship of teacher motivation and performance. The data analysis technique used is a quantitative meta-analysis approach with correlation analysis, and the analysis using JASP Application. Based on the results of the study, it can be concluded that the average of the Effect size is 0.811. This value exceeds the standard value included in the high category that is 0.5. Therefore, the results of this study prove that motivation has a strong relationship with teacher performance.

INTRODUCTION

According to the Law of the Republic of Indonesia Number 20, 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, morals, good character, as well as the skills needed by himself, society, nation, and state. Education is a very important thing in life. Developed countries are usually characterized by a quality of education and it cannot be separated from competent teachers. Teachers who have competence can be seen from the results of their work or performance. If the teachers can carry out their responsibilities and obligations well, it will also have a good impact on their performances. The aim of improving teacher performance is to improve students' learning abilities. Learning is a process of searching to find something that is considered a need (Fadli et al., 2022). In the era of globalization, the 21st century has become a more dynamic and challenging environment and is associated with reforms in the education system. The degree of success or failure of an institution depends on the extent to which teachers take into account the social-emotional climate that emerges in the classroom (Azeem et al., 2019).

In addition, The Regulation of the Minister of National Education (Permendiknas) No. 41, 2007, gives the understanding that teacher performance is a teaching achievement resulting from activities carried out by teachers in their main tasks and functions in a concrete realization which is a logical consequence as professionals in the field of education. The quality of a teacher's performance as a professional is an important thing to discuss, considering the large role it plays in student learning achievement (Kanya et al., 2021). Teacher performance is the result of the teacher's work which is reflected in how to plan, implement and assess the teaching and learning process, the intensity of which is based on work ethic and professional discipline in the learning process (Yuliansyah & Herman, 2023).

Teachers who have poor performance usually lack enthusiasm for improving their competence. Therefore, there needs encouragement or motivation and it can arise from themselves or others. Motivation has a very important role in fostering enthusiasm to improve competence and carry out teaching and learning activities. Researchers done in recent years have pointed out that teachers experience a lack of motivation (Jesus & Lens, 2005).

The need to address teacher motivation also derives from teacher shortage reported by many western countries including the US, Australia, and some other European countries like the UK, Germany, and Norway. A renewed research interest in teachers' motivation to teach and to remain teaching in the past decade has highlighted possible causes of the existing and potential teacher shortages as early teacher attrition, teaching force aging, imbalance of high demand with less reward, limited career opportunities, less job security and low prestige. The significance of teacher motivation research is also self-evident as it is a crucial factor closely related to many variables in education such as student motivation, educational reform, teaching practice, and teachers'

psychological fulfillment and well-being. Therefore, it is helpful for administrators to determine how to attract potential teachers and how to retain them in teaching. (Han&Yin, 2016)

It is believed that high work motivation in a teacher will produce maximum performance, because teachers who are motivated at work try to make their work run well, because in life there is a need for satisfaction such as achievement or recognition of results (Lestari et al., 2021). Nwankwo (1982) writing on staff motivation in schools pointed out that, "the problem of what to do make teachers work hard for the interest of the school and in their interest is a fundamental one. Effective staff motivation demands that, on the one hand, the teachers be so engineered to devote themselves to achieving the objectives of education, the school, or of the students, and on the other hand, that the individual teacher's goal and needs be met. Several writers associated staff motivation with the satisfaction of the needs of staff. That the more the needs of the workers are satisfied within the organization, the more they are motivated to work and thus satisfy the needs of the organization (Meindinyo & Ikurite, 2017). By following this opinion, teachers who are still less successful in teaching because they are less motivated to teach will impact decreasing teacher productivity or performance. Therefore, for this reason, the role of the principal is needed to motivate teachers to improve their performance.

Ardiana (2017) Based on the research results, there have been many studies that discuss the influence of teacher motivation and performance, including the research of Irianto and Junaini (2021); Sugito, et al (2019) who concluded that motivation has a positive effect on performance. Jefri et al (2020) Based on research results, they are not focused on the Indonesian country. This research aims to analyze the relationship between motivation and teacher performance based on a meta-analysis review of some the published studies. The research data used were 30 correlational research results from journal articles published from 2010 to 2019. Previous studies have not widely used the Meta-Analysis approach and the year of sampling and the data collection website is also different, thus providing an opportunity for researchers to research and focus only on teacher motivation and performance. Data collection for journal articles is only in Indonesia. This study wants to answer questions related to how motivation influent teacher performance in Indonesia. The research objective of this study is to analyze the effect of motivation on teacher performance in Indonesia using the Meta-Analysis correlation approach.

THEORETICAL REVIEW

Motivation

According to Morgan, motivation is a psychological process that occurs in a person due to the interaction between attitudes, needs, decisions, and perceptions of a person and his environment. Another view is that motivation is defined as a driving force that comes from within the individual to act towards a certain goal (Yawan, 2016). Arafat said motivation can also be categorized as a factor that affects teacher performance. Work motivation is an activity to provide strength or encouragement to someone who can cause an action to

carry out an activity in accordance with the goals to be achieved. On the other hand, teacher performance is also influenced by the leadership of the principal. Leadership is an activity to influence people or subordinates and strive to achieve a goal, in this case the success of educational goals (Filgona, Sakiyo, Gwany, & Ukoronka, 2020).

Teacher motivation is a key to the quality learning in schools. Sinclair's (2008) definition provides an overarching framework to understand what teacher motivation is and how it is linked with teacher professional development. For Sinclair, teacher motivation is about "what attracts individuals to teaching, how long they remain in [...] the teaching profession, and the extent to which they engage with [...] the teaching profession". This definition indicates that teacher motivation refers to teachers' attraction towards teaching profession and their longterm concentration and commitment in the profession (Khanal & Phyak, 2021)

Having looked at teacher motivation for the past years, many researchers have proved that teacher motivation depends on their beliefs towards the motivating factors, their knowledge, assumptions and attitudes they hold about their work (Naseer Ud Din, Tufail, Shereen, Nawaz and Shahbaz, 2012). Based on Skaalvik and Skaalvik (2009) the field of education presently acknowledges that teacher motivation contributes to the understanding of the dynamism in the teaching and learning processes. Accordingly, past studies have confirmed that teachers who are not motivated may experience chronic drop in performance that over long period may lead to teacher burn-out. In this regard, teachers who have been victims of de-motivation may develop emotional exhaustion, low personal accomplishment, and depersonalization (Wanakacha & Aloka, 2018).

Motivation can be seen as an important organizational behavior in continuity (existence) of an organization. To increase employees' work motivation; efficiency, satisfaction and performance of a workplace are seen as important facts (Mitchell, 1982). In addition, it is determined that motivation enables teachers to become integrated (Akman, 2015, 2017) with their schools and positively affect their commitment (Ertürk, 2014, Memişoğlu & Kalay, 2017) to them. Barnabé and Burns (1994) stated that motivational theories were classified under two groups, content and process theories when the literature was examined. Content theories have tried to explain what factors strengthen and maintain the individuals' behaviors are. In other saying, they have investigated what motivates people. Process theories have examined the interactions between personal characteristics and job specifications. These theories have tried to explain how environmental factors are activated and maintained or terminated with individuals' personal characteristics and mental state. Within this period, an autonomous and supportive workplace is seen as a factor which provides teachers to make selections and take decisions about their studies. They have emphasized that this situation will decrease the stress in the workplace, give a chance to see their levels of competence and reveal teachers' feelings and opinions (Deci, Eghrari, Patrick & Leone, 1994). Lewis, Goodman and Fandt (1995) emphasized that workers' motivation would dominate the

future of the organization by expressing that neither public organizations nor private ones have any importance in effectiveness of an organization (Akman, 2018)

Motivation is defined as a process in which target-oriented activities are initiated and maintained (Cook & Artino, 2016). It can be said that motivation influences human behaviors and directs them and contributes to ensuring continuity (Wright & Wiediger, 2007). Based on Guay, Marsh, Dowson, & Larose (2005, the importance of the concept of motivation has been understood more in recent years and recently it has attracted the attention of the field of educational sciences due to its effectiveness in education, training and success. However, it is seen that the studies on how motivation tools are used in school activities and how they affect educational success are not sufficient in number (Kilic & Kilic, 2021).

Motivation is closely related to needs. An employee will have motivation when his needs are met, thus the needs of employees affect their motivation. Needs can be seen as physiological or psychological deficiencies that stimulate behavior. They can be strong or weak and are influenced by environmental factors, so that a human's needs will vary at different times and in different places. Psychologist Abraham Maslow developed a theory of motivation known as Maslow's hierarchy of needs that has been useful in explaining the entire spectrum of human behavior. Maslow argued that motivation is a function of five basic needs that make up the different levels in his hierarchy, comprising physiological, security, social, esteem, and self-actualization needs (Kreitner & Kinicki, 2014). Woolfolk (2009) said once each level of need is met, however, one's motivation does not disappear; rather, an individual will be motivated to seek increased fulfillment by moving to the next level. For example, the more successful an individual is in their attempt to develop as a teacher, the harder that individual will strive to attain greater improvement (Utomo, 2018).

Teacher Performance

The performance of a teacher, among others, can be seen from discipline, mastery of learning materials, teaching abilities, and activities in various teacher professional development activities (Permenpan RB No. 16, 2009). Teacher performance has certain specifications. Teacher performance can be seen and measured based on specifications or competency criteria that must be possessed by every teacher. The Law of the Republic of Indonesia No. 20, 2003 concerning the National Education System, article 39 paragraph (2), states that educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training as well as conducting research and community service, especially for educators at universities.

Regulation of the Minister of National Education (Permendiknas) No. 41, 2007, giving the understanding that teacher performance is teaching achievement resulting from activities carried out by teachers in their main tasks and functions in a concrete realization is a logical consequence as professionals

in the field of education. The definition of results-oriented performance is agreed upon by all experts, including Armstrong (2006). According to him, performance is not only related to the output or results (output), but also relates to how the output is achieved. Performance is often defined simply in output terms – the achievement of quantified objectives. But performance is a matter not only of what people achieve but how they achieve it” (Amstrong, 2006). This definition generally means that performance is defined simply by the term 'output'. But performance is not only about what a person achieves, but how they achieve it. Brumbach also defines that performance is behavior and results. Behavior comes from the actor (performer) and changes in performance from abstraction to action (Moridu et al.,2021).

METHODOLOGY

The method used in this research is meta-analysis. Meta-analyses are powerful study designs that combine existing published and unpublished studies to pool the effects of interventions. There is no meta-analysis without a previous systematic review; therefore, solid methods for systematic reviews are required for all meta-analyses. A systematic review involves several steps that can be described in a protocol: defining a clear research question, describing a search strategy, defining clear inclusion and exclusion criteria for studies, using several search engines for searches. Meta-Analysis research is one form of research, using data from other existing studies (secondary data) (Hernandez et al., 2020). Therefore, meta-analysis is a quantitative research method by analyzing quantitative data from the results of previous studies to accept or reject the hypotheses proposed in these studies. Retnawati, et al (2018)

Samples and Data Collection

The population in this study were journal articles obtained from the Mendeley Website. From the results of a search conducted by researchers, they found 128 journals that have been published in Indonesian and also in English related to the influence of motivation on performance. The sample was half of the population studied. The sampling method that the authors used was purposive sampling, with the aim of limiting and selecting the research studies to be studied. The sample in this study were 47 journal articles that focus on the effect of motivation on teacher performance. Then the criteria from the journals used in this study were journals in the last 7 years that use the quantitative correlation method.

The instrument used in this research was Microsoft Excel for providing codes and values in the journals that had been studied. Besides, in finding information related to teacher motivation and performance in meta-analysis research, namely article data consisting of the name of the researcher, the name of the journal and the year of publication and looking for the values of N (sample), r (correlation), t, and F from each study. Meanwhile, for the data analysis the researchers used the JASP application. Information on citations and abstracts from this study was carefully checked, to ensure that the journal articles cited met the inclusion criteria, namely; [1] the study only discussed the effect of motivation on teacher performance in accordance with the objectives of

this study. [2] the tools used to browse journal articles were; Mendeley website. [3] The downloaded articles were local indexed journals that were designated as samples in this study. [4] the research methodology used in the referenced article was Correlation. [5] the article listed the statistical measures relevant for the meta correlation analysis, namely sample size and correlation coefficient.

Exclusion criteria set in previous studies, namely; [1] studies that did not include samples, [2] studies that focused on employee performance, not teacher performance. [3] journal articles that were not correlation and, [4] studies in countries other than Indonesia.

The following is a picture of the study collection process from the beginning of the literature review stage to the meta-analysis process, as presented in Figure 1 below.

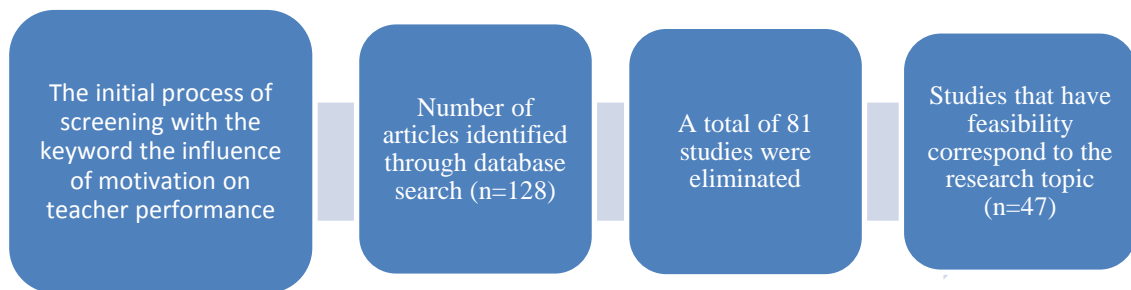


Figure 1. Journal Data Tracing Scheme

Analyzing of Data

Data were processed by using JASP application. The data entered were the name of the author, the year of publication, the correlation coefficient (r) between social support and adjustment and the number of samples involved. This meta-analysis was based on the effect size value of r , it is said to be small effect size if $r=0.1$, medium effect size if $r=0.3$ and large effect size if $r=0.5$ (Cooper et al., 2019). This study would look at the effect size of social correlation support in adjustments. Effect size was seen from the correlation value (r) and sample size (N). The heterogeneity of the study was obtained from the I^2 value. The greater the value produced, the greater the diversity of results.

RESULTS AND DISCUSSION

Based on search results from several websites such as Mendeley and Google Scholar, 128 journals related to teacher motivation and performance were obtained. The journals that mapped in this research were 47 journals from various levels of education including; Kindergarten (TK), Elementary School (SD), Junior High School (SMA) to Senior High School (SMA) or Vocational High School (SMK). The coding carried out in the meta-analysis was adjusted to the research objectives, so that through coding it could make it easier to convert the information contained in the research into numerical data containing

relevant statistical measures. The coding of previous research included 3 categories, namely; research and year, sample size and correlation coefficient.

Based on several journals that would be mapped, the total number of respondents obtained were 3354. The journals used by researchers were obtained from Indonesia only, so the number of samples varied greatly from 22 to 176. The search results consisted of researchers, year, sample size and correlation coefficient. For more details, it can be seen in table 1.

Table 1. Research Data Search Result

Researcher	Year	Sample Size	Correlation Coefficient
Syafe'I Alhadi Yan Putra, Nur Ahyani	2021	104	0,739
Nurul Fauzyah	2020	45	0,615
Muhammad Suskawationo, Bukman Lian, Syaiful Eddy	2021	49	0,764
Titin Eka Ardiana	2017	97	0,33
Ahmad Fauzi dan Anik Hermaningsih	2021	45	0,721
Sri Fitria Ningsih, Yasir Arafat, Mulyadi	2021	100	0,819
Yudha Pratama, Tatag Herbayu	2021	65	0,671
Dita Anggrayni, Hery Sawiji, Susantiningrum	2018	52	0,634
Ajabar, Resi Marina	2019	31	0,918
Yopi Aprida, Happy Fitria, Nurkhalis	2020	104	0,467
Ruth Yawan	2016	72	0,676
Petrina Gabriella, Hendy Tannady	2019	22	0,681
Anis Syamsu Rizal	2019	135	0,681
Nelwati Tanius	2018	90	0,722
Bahrudi Efendi Damanik	2018	30	0,755
Noor Miyono, Hasan Taukhid	2019	128	0,863
Nerodia Helniha	2019	72	0,241
Slamet Riyadi, Aria Mulyapradana	2020	109	0,236
Tiara Anggia Dewi	2015	82	0,530
Fitriana, Happy Fitria, dan Syaiful Eddy	2021	75	0,528
Winarty Sudarman, Syaiful Eddy, Bukman Lian	2021	49	0,899
Sustri Yanti, Yasir Arafat, Achmad Wahidy	2021	43	0,562
Retno Widia Astuti, Happy Fitria, Rohana	2020	85	0,414
Untung	2019	51	0,562
Mustika Sulistio Ningsih	2017	37	0,648
Diajeng Tyas Pinru Phytanza, Erick Burhaein	2020	45	0,621
Mustahyi, Joni Rakhmat, Fahrudin	2021	136	0,733
Fadhila Rahmi, Zulminiati	2019	82	0,715
Muhammad Iqbal Baihaqi	2015	23	0,423
Debby Marthalia	2018	37	0,842

Sugito, Y, Suyitno, Kuntoro	2019	50	0,496
Solikatun Uswatun Hasanah	2019	37	0,193
I Gede Mahendra, I Made Yudana, I Gusti Ketut Arya Sunu	2017	43	0,793
Misrina	2020	176	0,262
Noor Miyono, Rakhmat Basuki	2016	150	0,852
Yuniarti	2021	40	0,625
Dwi Handayani	2017	145	0,734
Rizka Tri Nurani, Alit Sarino	2017	52	0,245
Hamdana	2020	56	0,297
Khairil Efendi	2020	64	0,746
Janse Tresia Leimena, Siti Zulaikha, Heru Santosa	2020	60	0,179
Hariman Syaleh	2018	24	0,576
Purnomo, Bukman Lian, Mulyadi	2021	60	0,985
Amin Alhusaini, Muhammad Kristiawan, Syaiful Eddy	2020	50	0,499
Irianto, Junaini	2021	92	0,850
Nani Suryani, Guswandi, Wachyudi	2020	60	0,755
Umar Paruq, Yasir Arafat, Alhadi Yan Putra	2021	100	0,847

Fixed and Random Effect

Based on the effect size data for each study, the lower and upper limits can be calculated. Effect size is key in meta-analysis research which represents quantitative findings so as to provide standardization of research findings (Hutama & Suparji, 2021). Likewise, on the weighted average effect size, the lower and upper limits can be estimated. The results of the estimated lower and upper limits are then used to draw the forest plot. This image is used to interpret the results of the meta-analysis, both trend and magnitude. Retnawati, et al, (2018). Effect Size measurement can be seen in the table below:

Tabel 2. Fixed and Random Effects

	Q	df	P
Omnibus test of Model Coefficients	170.037	1	< .001
Test of Residual Heterogeneity	554.160	46	< .001

Note. *p* -values are approximate.

Note. The model was estimated using Restricted ML method.

Table 2 showed the results of the analysis of 47 effect sizes that obtained heterogeneous values ($Q = 554.160$; $p < 0.001$). Based on the results obtained, the results of random effects were more suitable to be used to estimate the mean effect size of the 47 analyzed studies. The results of the analysis indicated that

there was potential to investigate moderating variables that influence the relationship between motivation and teacher performance.

Summary Effect

After calculating the effect size, the next step is to analyze the summary effect. The purpose of conducting a Summary effect analysis is to find out a summary or general description of the effect size that will be observed. As explained by (Retnawati et al, 2018) to calculate the summary effect size, it is not possible to directly average the effect size of all analyzed studies. This is because the analyzed studies have diversity, especially in terms of sample size and characteristics. This diversity needs to be taken into account in making a summary effect. The most widely used effect size values in the literature can be found. The following table shows the effect size calculation or Summary Effect, for more details it can be seen in table 3.

Tabel 3 Summary Effect/ Mean Effect Size

Coefficients

	Estimate	Standard Error	Z	P	95% Confidence Interval	
					Lower	Upper
Intercept	0.811	0.062	13.040	< .001	0.689	0.933

Note: Wald Test

Table 3 showed the results of the analysis using the random effects model. Based on the results of data analysis, there was a positive and significant correlation between teacher motivation and performance. Z value of 13,040; P < 0.001; and significance value at 95% confidence interval. The lower and upper limits were 0.689 and 0.933. The relationship between motivation and teacher performance was included in the high category* (rE= 0.811). This is based on the opinion of Cohen, 1988 which states that there are several categories of variable relationships, namely r = 0.1 in the low category, r = 0.3 in the medium category and r = 0.5 in the high category. Because the value of rE obtained in this study was 0.811, it could be categorized as high because its value was greater than 0.5. Taking into account the value of Z > 1.96 and p < 0.05, then H0 was rejected, meaning; Motivation has an effect on teacher performance in Indonesia. This is in line with research conducted by Effiyanti et al., (2023) that teacher performance shows very diverse correlation coefficients. These variations result in confusion in concluding how important the role of motivation is in teacher academic performance. Besides that Suprihatin et al., (2022) the influence of motivation on performance shows that the causal correlation with employee performance is a positive relationship.

Forest Plot

Furthermore, to understand the summary effect size of the aggregation results, a forest plot can be made. In making this plot, it consists of bars, and each bar is a confidence interval for the point estimation results from each

study. This confidence interval is determined by a certain level of significance used by the researcher. If you determine the significance level of 5%, then the confidence interval presented is 95%. In this forest plot, the effect size results of the aggregation are also presented. Retnawati, et al, (2018). The picture of the forest plot in more detail can be seen in Figure 2.

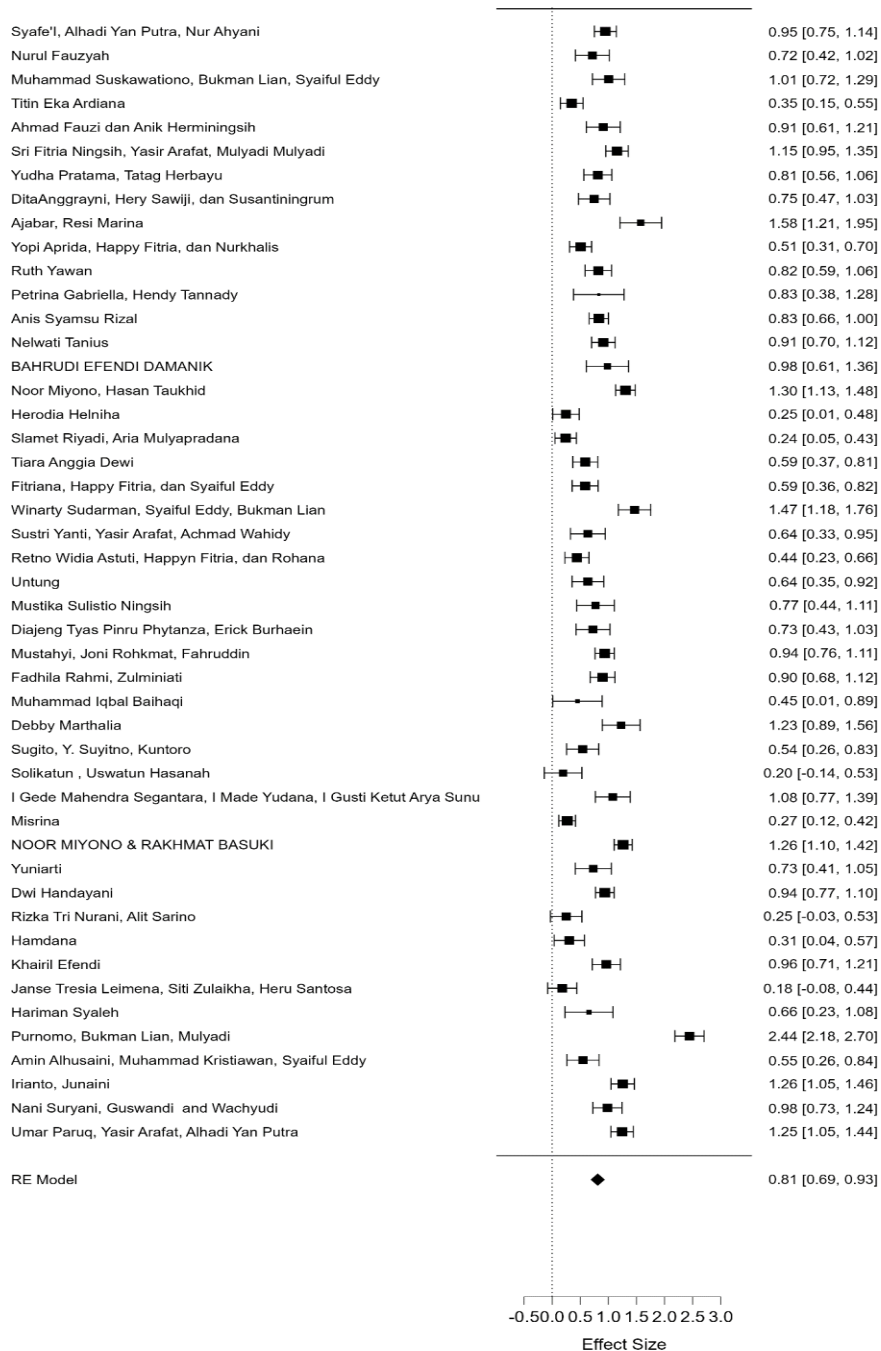


Figure 2. Forest Plot

Based on the forest plot in Figure 2, it can be seen that of the 47 studies analyzed, there were 7 studies that had an effect size that touched the aggregate line (no effect line). It showed that these studies had no significant effect. There were no studies on the left side or there were no study effect size points that

moved away from the no effect line on the left, this indicated that there was no motivation that had no effect on teacher performance. While as many as 40 studies were on the right side and tended to stay away from the no effect line, this meant that the 40 studies stated that motivation affected teacher performance. The results obtained indicate that there is an influence of motivation on teacher performance. In line with research conducted by Silsilahi & Nazmi, (2022) that without motivation, the implementation of duties and responsibilities by teachers will be half-hearted and the results will not be optimal.

Publication Bias

The next step is to test publication bias using a funnel plot and Fail-Safe Rosenthal statistic with the aim of assessing the robustness of the meta-analysis results relative to change. An examination of publication bias is presented in the following funnel plot Figure and in the Fail-Safe N Figure.

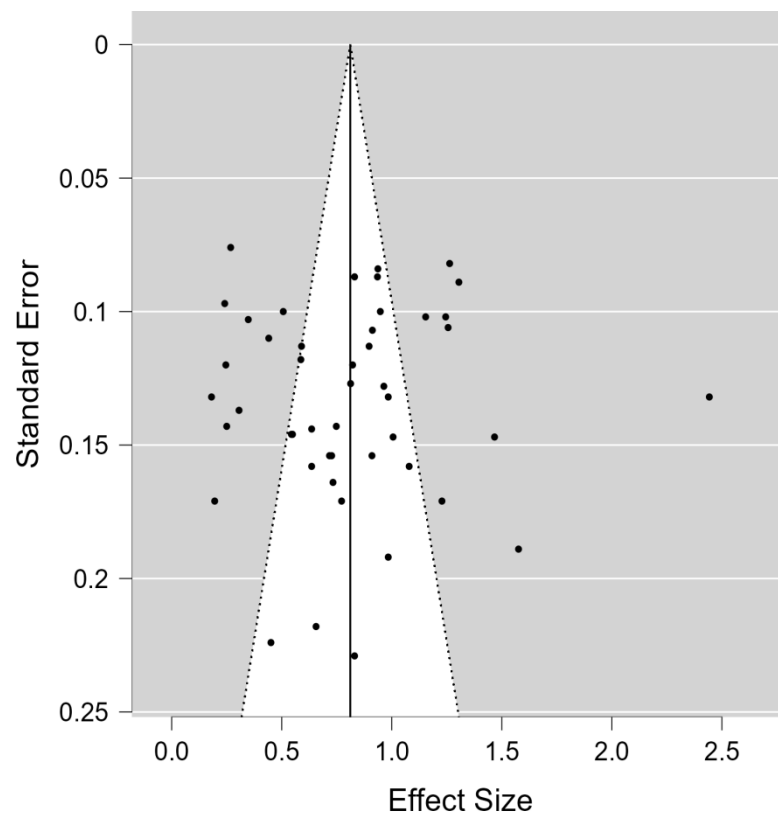


Figure 3. Effect Size

Figure 3 showed that the results of the total effect size study did not have an asymmetric distribution. It was because the data was spread evenly on all sides or not concentrated on one side and the research sample is not biased. Funnel plots could be supported and validated via Rosenthal's Fail-Safe statistics (FSN). The bias of this publication could be tested with a Fail-Safe N value as in table 4.

Tabel 4. Publication Bias Assessment
File Drawer Analysis

	Fail-safe N	Target Significance	Observed Significance
Rosenthal	34373.000	0.050	< .001

From the Table 4, Fail-Safe N value was 34373 because of $K=47$ so that $5K+10= 5 (47)+10= 245$. With the target significance was 0.05 and $p < 0,0$. Because of Fail-Safe N $> 5K+10$, therefore, it can concluded that there is no publication bias problem in this Meta-Analysis study.

CONCLUSIONS AND RECOMMENDATIONS

Teachers are the main key in improving the quality of education. If the teacher's performance increases, it will affect the quality of students. Therefore, teacher performance is an important thing that must be a concern, especially the principal. One of the factors that influence teacher performance is motivation. This motivation can come from within and from outside the individual.

This research is important to find out how motivation affects teacher performance throughout Indonesia. Motivation both from within and from outside the individual will encourage teachers to further improve their competencies, carry out various innovations related to learning and carry out their duties and responsibilities as teachers wholeheartedly. On the other hand, if the teacher does not have motivation, then it is certain that the teacher is not too enthusiastic in carrying out his duties and responsibilities as a teacher. As stated by Taryana et al., (2023) that motivation factors influence teacher performance, because motivation is one of the factors that supports successful learning and automatically supports teacher success in managing the learning process. Being a teacher without work motivation will quickly get boring because there is no driving force (Anwar et al., 2021).

Based on the results of research through a meta-analysis study, there was a positive and significant relationship between motivation and teacher performance with an average Effect Size value of 0.811 at an interval of 0.689 to 0.933. This is based on Cohen's opinion which states that there are several categories of variable relationships, namely $r = 0.1$ in the low category, $r = 0.3$ in the medium category and $r = 0.5$ in the high category. Because the value of rE obtained in this study was 0.811, it could be categorized as high because its value was greater than 0.5 (Cohen, 1988).

The summary effect size was categorized as high effect, meaning that motivation had a positive effect on teacher performance. The large effect size generated through random effect analysis could not be separated from the small standard error value generated and there was no publication bias. The results of this study were theoretically useful in the development of education. Motivation was something that greatly affects the improvement of teacher

performance. Based on the research conducted, it can be concluded that motivation has an effect on teacher performance.

The researchers recommend this research to other researchers with the same title and use meta-analysis but focus on teacher performance at one level of education and use different websites in collecting the data.

FURTHER STUDY

Limitations in this research, namely research studies or scientific articles have several limitations, first; this research does not focus on one level of education, but there are various levels of education such as kindergarten, elementary, junior high, high school / vocational school. Therefore, future researchers are expected to consider and examine the effect of teacher work motivation at one level of education only or related research is not only in Indonesia. Second, the journal articles that the researchers discussed were published only from 2015 to 2022 and the search sources used Mendeley websites.

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