

Contributing Spirituality Account for Teacher Motivation at School

by Anwar Sutoyo

Submission date: 14-Nov-2022 12:48PM (UTC+0700)

Submission ID: 1953315654

File name: buting_Spirituality_Account_for_Teacher_Motivation_at_School.pdf (2.12M)

Word count: 3381

Character count: 18253

Contributing Spirituality Account for Teacher Motivation at School

Edy Purwanto
Department of Educational Administration
Universitas Negeri Semarang, Indonesia

Anwar Sutoyo
Department of Guidance & Counseling
Universitas Negeri Semarang, Indonesia

Abstract: This study aims to obtain empirical data about the contribution of intrinsic, utility, and task spiritual values as the teachers towards the teachers' achievement motivation. The subjects of this study are 115 teachers, consisting of 71 women and 44 men, and all subjects are Muslim, having faith in the afterlife, and working in middle, high, and vocational schools. The results of confirmatory factor analysis and alpha reliability test with SPSS for Windows version 20 show that the intrinsic, use, and task spiritual values as a teacher and achievement motivation scale have proven to be valid, and the validity index moves between 0.387 to 0.832 and the alpha reliability of the scale value task is 0.817, use value is 0.885, and the task spiritual value scale is 0.825. For the scale of achievement motivation, the validity index is 0.452 to 0.815, with the reliability value of 0.842. The analysis of model testing data is done using regression analysis techniques. The results show that the interest, utility, and spiritual values have contributed significantly to the teachers' achievement motivation. Of the three task values, the intrinsic one has the greatest contribution for the teachers' achievement motivation.

Keywords: intrinsic value, utility value, spiritual value, achievement motivation

I. INTRODUCTION

The reasons why many people are willing to spend a lot of time at work, both for reasons that are fully realized and those that are not, are a source of one's motivation. Intrinsic and extrinsic motivations are driving people to take actions. If there is no feeling motivated to do something, it is a sign of lack of motivation. Conventional motivation theory states that there are two sources of motivation; intrinsic and extrinsic (Ryan and Deci, 2000). They distinguish two types of motivation based on the reasons or goals to be achieved from a motivated behavior. The intrinsic motivation refers to the motivated behavior whose purpose is to get pleasure, or by taking a certain action, someone will feel pleasure. In contrast, the extrinsic motivation refers to the motivated behavior that has the purpose of obtaining incentives or certain rewards. In another word, someone takes an action to obtain certain benefits. The motivated behavior acts as a medium to obtain an incentive.

When we are talking motivation as a variable whose measure is determined by the strength of its constituent elements, so it is absolutely correct that the idea put forward by Wigfield and Eccles (2000) with their expectancy value theory of achievement motivation, which proposes the use subjective task-intrinsic value and extrinsic task value to replace the term "intrinsic and extrinsic motivation". Theoretically, the intrinsic and utility values as the drivers of motivated behavior can be distinguished well, but in the empirical level, the two values are inseparable. Wigfield and Gambria (2010) proposed the use of the term intersequence to replace the term intrinsic value with the limitation of a pleasure someone gets from doing a task.

Since the cognitive revolution in the 1960s, most motivational researchers have changed the focus of their research to a cognitive perspective. This study of motivation from a cognitive point of view boils down to three fundamental questions related to the involvement of individuals in the achievement behavior, and one of them: why do I want to do this task? The answer to the question

shows a description of how valuable the task is for him. The task that is believed to be having high value will have an impact on the strength of his motivation, whereas the task that is seen as less valuable or insignificant will have an impact on the weak behavior of the individual motivated. In the modern expectation's theory (Wigfield & Eccles, 1992), a subject's view of how valuable the task that is intended or is being faced is called task-value.

In Western literature, the task-value element does not include the spiritual one. Eccles (1983) and Wigfield & Eccles (1992) defines the task-value operationally in attainment value, intrinsic interest, and utility value or extrinsic value. That is, a belief about the value that individuals put on a task will increase along with their increasing belief that their academic duties are important to them (attainment value), fun for them to do (intrinsic interest), and have uses or benefits for them (utility value). Bandura & Schunk (1981) revealed a contribution from successful experience in handling a task towards increasing individual appreciation of the task.

They reported that the success of achieving the standard as the goal in a task generates the effect of increasing the intellectual interest in the task. The study of spirituality in the discipline of psychology was originally only sought after by the theorists of the psychology of the eastern world, but in its development, the Western people did not want to be far left behind. Very significant progress was seen from the inclusion of the study of Religious Psychology as the 36th Division into the American Psychological Association, along with the publication of scientific journals related to the psychology studies of religion and spirituality. Therefore, incorporating spirituality studies related to the motivation is a necessity.

The individual values related to the motivated behavior are also related to the values derived from religion or culture that has been lived out. Bell and Smith (2003) called it a personal motivation based on religion. Humans as the spiritual beings have basic needs to find and seek for meaning in their lives. Grine, Fares, &

Meguelli (2015) suggested that Islamic spirituality is based on the principle of life that the main goal pursued by humans in their lives is to worship God in order to obtain His love, and that all things done must be ensured to bring God's love. Bonab, Miner, & Proctor (2013) showed that the basis of human relations with God is love, and the humans do various actions that are commanded / taught by God to obtain His love.

The Islamic spiritual values. When an individual is faced with a task, one of the questions that comes to mind is "why I want to do this task". The individuals will consider the value of each possible action option (Ancok & Suroso, 2001). The values taught by Islam related to the motivated behavior can be found from the verse of Al Quran (94:7), that if you have finished working on a job, you are told to do the next job seriously (working optimally, using time efficiently). In the verse of Al Quran (62:9), it is stated that "when you pray, you will scatter on the earth and seek the grace of Allah, and remember Him as much as possible so that you will be lucky" (an order to spend the time to work productively). In al-Hadith: Verily Allah SWT sees His servants when he is struggling (tired) in seeking lawful sustenance (*halal*) (an order to work hard and not to be lazy) Three dimensions of the task value in short, valuable things related to the tasks of achievement that must be done can be classified into three, namely:

1. Utility value or extrinsic value, meaning that the individuals believe that there are rewards or benefits that they will get through a series of activities carried out by individuals in a task. In other words, a series of actions taken by an individual are instruments or tools to obtain something valuable for the individual; In the context of teachers' tasks, the extrinsic value of carrying out duties as a teacher can be in the form of salary acquisition, certification allowances, and acquisition of social status in the community.
2. Intrinsic value, which means there is curiosity that the answer is about to be found through the task done, and there is a feeling of pleasure (enjoy) that is obtained through a series of activities undertaken, there are certain competencies to be mastered through a series of activities carried out; In the context of teachers' task at schools, the intrinsic value of a teacher's job may be the acquisition of meaningful feelings when he is able to successfully help the students mastering a skill or the success of changing students' behavior from being motivated to being highly motivated, including perhaps changing from mall-adaptive behavior to the more adaptive one.
3. Islamic spiritual values. Through a series of activities carried out, the individual is sure to obtain spiritual benefits (blessing, love) from God. The teachers who internalize spiritual values in carrying out their tasks are very likely to get a feeling close to God, and their prayers will be easily granted, and life is more peaceful, because they get blessings from Allah SWT

In a previous study (Purwanto, 2014), with research subjects of 393 junior and senior high school students, the trident motivation model proved to be a valid model. In this study, the contribution of intrinsic, utility and spiritual values toward the achievement motivation was

tested with the subject of the teachers.

II. METHOD

The subjects of this study are 115 teachers, consisting of 71 women and 44 men, all subjects are Muslim, working in junior, senior, and vocational schools. The results of confirmatory factor analysis and alpha reliability test with SPSS for Windows version 20 show that the intrinsic, utility, and task spiritual value as a teacher and achievement motivation scale has proven to be valid, the validity index moves between 0.387 to 0.832 and the alpha reliability of the intrinsic value scale is 0.817, the utility value is 0.885, and task spiritual value scale is 0.825. For the scale of achievement motivation, the validity index is between 0.452 to 0.815, with the reliability of 0.842. The analysis of model testing data is done using regression analysis technique.

III. RESULT

The theoretical model whose reliability is tested in this study is the effect of three task value elements on the achievement motivation on the teachers as the research subjects. The three elements of the task value include intrinsic value (pleasure or exciting feeling obtained from carrying out work tasks as the teachers), extrinsic value (obtaining material and social rewards from carrying out work task as the teachers), and spiritual value (acquisition of spiritual meaning, sense of closeness and loved by God related to the implementation of the duties as a teacher. The results of the research data analysis as presented in Table 1 show that the three predictor variables, consisting of intrinsic, extrinsic, and spiritual values significantly influence the achievement motivation ($F = 234.432$; $p < 0.01$).

Table 1
Summary of the Analysis of Line Regression Variance

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	9760.070	3	3253.357	234.432	.000 ^b
Residual	1540.417	111	13.878		
Total	11300.487	114			

- a. Dependent Variable: Achievement Motivation
b. Predictors: (Constant), spiritual, Extrinsic, and intrinsic values

From the three predictor variables, it turns out that the intrinsic value has the greatest contribution to the achievement motivation, followed by the spiritual one. From Table 2 it can be seen that the intrinsic value has a contribution of 48.1%, the extrinsic value has a contribution of 0.91% and spiritual one has a contribution of 45% to the achievement motivation. The utility or extrinsic value has a significant influence on teachers' achievement motivation, but its contribution is very low (less than 1%).

Table 2
Summary of Path Analysis using Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-24.935	3.472		-7.182	.000
Interes	.760	.081	.481	9.424	.000
Nilai-guna	.198	.104	.095	1.904	.059
Spiritual	1.130	.141	.450	7.999	.000

- a. Dependent Variable: MOTIVATION

IV. DISCUSSION

1. Intrinsic value has significant contribution on the achievement motivation

The intrinsic value of the task is a factor that determines the level of achievement motivation. The task value has contributed 48.1% to the achievement motivation. The teachers who get pleasure from carrying out their professional work tasks, feel the preoccupation, will result in having high achievement motivation. These results can be explained by the theory of drifting within the tasks (Schunk, Pintrich, and Meece, 2008), that the teachers who experience flow or are swept away in the tasks due to the joy in their work tasks are very valuable capital to have the achievement motivation in teaching process. These results support the results of Purwanto (2014) study with the junior high school student as the subjects, that the task value, which consists of intrinsic value, has a significant influence on the achievement motivation.

2. The extrinsic value has a significant influence on the teachers' achievement motivation but its contribution is low

The results show that the contribution of extrinsic value to the achievement motivation of the teachers is relatively small, only by 0.91%. The utility or extrinsic value of the teachers' work tasks are the rewards or benefits obtained through a series of professional tasks that are carried out in the form of salary and various other financial income and obtaining social status in the community. This implies that for the subjects of the study, the amount of salary obtained from their professional work as a teacher does not have a big impact on their motivation to perform well. Likewise, their social status as a teacher does not have an important effect on their achievement motivation

This result is somewhat surprising because the salary as a teacher is now quite high, especially those who have become civil servants, and also with the existence of certification benefits. It may be that this is related to the swift influence of the flow of capitalism and materialism that is covering the community today, where the need for material acquisition is driven very hard, making people always feel they are still "poor". They don't feel any effect from extra income from certification allowances because they directly spend it to meet their increasing needs, such as car payments and so on.

The social status as a teacher which is also not a source of teacher achievement motivation may be related to the current public appreciation of this profession which is not yet high. The mass media which often report about some teachers who are involved in certain legal cases and easily put to the court due to giving punishment to their students is a clear picture of the weakness of the teaching profession.

3. The spiritual value has a significant influence on the achievement motivation

The research subjects who have high Islamic spirituality value also have a strong belief that by performing work tasks optimally, using time to complete the work tasks productively will bring God's love, and they show high achievement motivation. The high value of

Islamic spirituality in the research subjects is apparently and significantly correlated with their high belief in God and towards the Hereafter. The belief that God the Almighty does exist, and the main purpose they want to pursue in this life is to worship Him in order to obtain His blessing (His love).

The findings of this research are in line with Barmola (2016) who found a positive and very significant correlation between spirituality and the students' motivation. The students with high spirituality are more motivated than those who are less-spiritual. On the other hand, those who are highly motivated are more spiritual than the students who are lack of motivation. These results are also similar with the research of Amalia & Yunizar (2015) and Bhunia & Das (2010) who found that the workplace spirituality has a significant effect on the employees' attitudes, and Mehta & Joshi (2010) who stated that workplace spirituality plays a significant role in strengthening organizational culture through improving employee motivation. This research supports Purwanto (2014) research on the junior and senior high school students, who found that spiritual values had a significant effect on the achievement motivation. Purwanto & Sutoyo (2007) also found that giving an intervention in the form of internalizing spiritual-Quranic values is a strong source of motivation for the students' achievement motivation. The students who find the existence of spiritual values from a series of academic activities carried out show higher persistence in learning. Strictly speaking, the studies in the psychology of religion and spirituality have contributed well when it is applied in the workplace (Benefiel, Fry, & Geigle, 2014).

V. CONCLUSION

Based on the results of analysis of research data and discussion, it can be concluded that the Islamic spiritual values have a significant contribution to the teachers' achievement motivation. Below are some comparisons of the influences of three-dimensional value-tasks on the achievement motivation. The source of the task value has the most influence on teacher achievement motivation is intrinsic value. Spiritual value ranks second, and extrinsic value is the task value element that has the least effect on teacher achievement motivation

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