

THE INFLUENCE OF MOTIVATION AND JOB PLACEMENT ON VOCATIONAL SCHOOL TEACHER PERFORMANCE IN SUKABUMI CITY

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Abstract

This study aims to analyze the influence of motivation and job placement on the performance of vocational high school teachers in Sukabumi City. The background of the study is based on the teacher performance assessment of 96.99% in 2024, which is still below the target of 100% and the importance of improving the quality of teacher performance as a determining factor for the success of the educational process in vocational high schools, especially in facing the challenges of the globalization era and job market needs. The study used a quantitative approach with a survey method of 100 respondents selected through the Slovin sampling technique from a population of 642 vocational high school teachers. The research instrument was a Likert-scale questionnaire that had undergone validity and reliability tests. Data analysis was carried out through classical assumption tests, multiple linear regression, t-tests, F-tests, and coefficients of determination (R^2). The results of the study indicate that motivation and job placement each have a positive and significant effect on teacher performance, both partially and simultaneously. The job placement variable has a more dominant influence than motivation, with a larger regression coefficient and a significance level of 0.000. Simultaneously, the two variables explained 67.4% of the variation in teacher performance, while the remaining 32.6% was influenced by factors outside the research model. These findings confirm that increasing motivation and appropriate job placement are important strategies for improving the performance of vocational high school teachers in Sukabumi City. This research is expected to serve as a reference for schools and policymakers in designing more effective and sustainable human resource management policies.

Keywords: Motivation, Job Placement, Teacher Performance, Human Resources.

1. INTRODUCTION

Education is the main foundation in developing quality and competitive human resources (HR). In the era of globalization and the industrial revolution 4.0, which is now developing into the era of society 5.0, the world of education is faced with various complex challenges, including the need for excellent teacher performance, relevant to job market needs, and able to shape the character and competencies of students. Vocational High Schools (SMK) have a strategic role in preparing a competent and ready-to-use workforce. The success of SMK in producing graduates who meet market needs depends heavily on the quality of the learning process controlled by teachers as the main actors. However, general data from Sukabumi City shows a decrease in the TPT (Open Unemployment Rate) to around 8.34% of 2024 (around 14,000 people) from before, with a downward trend, even though vocational schools are often cited as the highest contributor to national unemployment (around 8%) (Sukabumikini.com, 2025). Therefore, efforts to improve teacher performance have become a priority for education policymakers in Indonesia, especially in Sukabumi City.

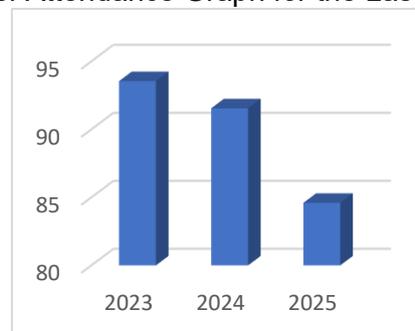
"Teacher performance is the degree to which a teacher meets job requirements. Meanwhile, Suprihanto stated that a teacher's performance is essentially the result of a person's work over a certain period compared to possibilities, such as standards, targets, or goals, or performance that have been predetermined and mutually agreed upon." (Simamora, 2012). Teacher performance is influenced by various factors both internal (competence, motivation, welfare) and external (school policies, placement systems, facilities or compensation). Two variables that are very influential and often become the focus of human resource management are Motivation and Job Placement, based on initial observations and informal dialogues with teachers at SMK throughout Sukabumi City. Other data that shows teacher performance is the teacher performance assessment of 96.99% in 2024, which is still below the target of 100% then supported by the average attendance list from the Mobile Attendance Application (K-MOB) at SMK Sukabumi City in 2023, 2024 and 2025 can be presented in the following table:

Table 1.
Monthly Attendance of Vocational High School Teachers in Sukabumi City

Month	2023 (%)	2024 (%)	2025 (%)
January	98	94	90
February	97	94	86
March	91	90	87
April	89	86	85
May	89	86	86
June	92	90	80
July	99	91	85
August	93	93	85
September	94	95	82
October	93	98	80
November	94	90	-
Rate-rate	93,55 %	91,55 %	84,60 %

(Source: K-MOB)

Figure 1.
Teacher Attendance Graph for the Last 3 Years



(Source: K-MOB)

Based on this background, this study aims to analyze the influence of Motivation and Job Placement on the performance of Vocational High School Teachers in Sukabumi City.

2. METHODOLOGY

This study uses a quantitative approach with a sample method to determine and analyze the influence of motivation and job placement on the performance of vocational high school teachers in Sukabumi City, West Java Province. This study is associative in nature, with the main objective of examining the causal relationship between the independent variables (motivation and job placement) and the dependent variable (teacher performance). Data collection techniques were carried out through the distribution of questionnaires to a sample.

The population in this study was all 642 vocational high school teachers in Sukabumi City, and a sample of 100 respondents was taken, determined using the Slovin formula with an error rate (e) of 10%. The measuring instrument used was a Likert scale of 1–5 and each questionnaire item was first tested through validity and reliability tests to ensure the accuracy of the collected data. Data analysis techniques used included classical assumption tests (normality, multicollinearity, heteroscedasticity), multiple linear regression analysis, as well as partial significance tests (t-test), simultaneous (F-test), and coefficient of determination (R^2). The validity test showed that all items in the questionnaire had a significant correlation with the total score of each variable, while the reliability test produced a Cronbach's Alpha value > 0.7 which indicated that the instrument used was reliable.

Linear regression analysis was used to determine the effect of independent variables on the dependent variable, both partially and simultaneously. With this approach, the research results are expected to provide an objective and measurable picture of the relationship between motivation and job placement on the performance of vocational high school teachers in Sukabumi City.

3. FINDINGS AND DISCUSSION

The results of the study were conducted on 100 respondents out of a total of 642 vocational high school teachers in Sukabumi City. Respondents were selected using the Slovin sampling method. Data were collected through questionnaires and analyzed using statistical methods, such as multiple linear regression, t-tests, F-tests, and validity, reliability, and classical assumption tests.

Based on descriptive analysis, respondents' responses to motivation variables were also positive. Several indicators, such as the Need for Achievement (nAch), the Need for Affiliation (nAff), and the Need for Power (nPow), were also positive. Meanwhile, for the Job Placement variable, the results were also positive, although not as high as the discipline variable. Several indicators, such as Ability, Skill, and

Expertise, still require more attention. Meanwhile, teacher performance was assessed as being in the fairly good category, with the dimensions of quality, quantity, cooperation, responsibility, and initiative showing positive results.

In the multiple linear regression test, a regression equation was obtained which showed that motivation (X_1) and job placement (X_2) simultaneously have a significant effect on teacher performance (Y). The t-test shows that both independent variables (motivation and job placement) each have a partial significant effect on performance. However, the influence of motivation is more dominant than job placement. The F-test also shows that together both variables have a significant effect. The coefficient of determination (R^2) of 67.4% indicates that motivation and job placement are able to explain teacher performance by 67.4%, while the remainder is influenced by other factors outside the model.

These results reinforce the finding that increased motivation and appropriate job placement can be effective strategies for boosting teacher performance. This research emphasizes the importance of human resource management through an approach that emphasizes systematic and sustainable work motivation and placement.

The results of the study indicate that the motivation variable has a positive and significant influence on teacher performance. This is evidenced by the significance value of $0.013 < 0.05$ in the t-test. Similarly, the motivation variable also has a significant influence on performance. Simultaneously, based on the F-test, both variables together have a significant influence on teacher performance. The R^2 value of 0.674 indicates that 67.4% of the performance variation can be explained by discipline and motivation. This finding is in line with previous research by (Wahyuni, 2019)., which states that employee placement has a significant positive effect on performance.

4. CONCLUSION

Based on the results of data analysis on 100 respondents who are teachers at vocational schools in Sukabumi City, it was concluded that the level of motivation, job placement and teacher performance in general, the results of descriptive analysis show that motivation and job placement are in the good category, although there are still several aspects that need to be improved, employee performance is also classified as good, but has not yet reached the full organizational target, as indicated by the average teacher performance assessment of 96.99% in 2024, which is still below the target of 100%.

Furthermore, the Influence of Motivation on Performance, The results of the regression test show that motivation has a positive and significant influence on the performance of Vocational High School Teachers in Sukabumi City, with a significance value of $0.013 (<0.05)$ and a regression coefficient of 0.167. This means that the higher

the level of Motivation, the better the performance achieved and the influence of job placement on Performance, job placement has a stronger influence on employee performance than Motivation. This is evidenced by a significance value of 0.000 (<0.05) and a regression coefficient value of 0.764. This shows that the higher the Job Placement, the more it will significantly improve performance.

Simultaneously, both motivation and job placement variables have a significant influence on employee performance. This is obtained from the results of the F test with a significance value (p-value) of 0.000, which is smaller than 0.05. The R Square (R^2) value = 0.674, which means that 67.4% of the variation in teacher performance can be explained by motivation and job placement. The remaining 32.6% is influenced by other factors outside this study. Because the p-value <0.05 , then simultaneously (the entire model) the motivation variable (X1) and job placement (X2) have a significant effect on performance (Y) in teachers at vocational schools throughout Sukabumi City.

Overall, the results of this study support the three proposed hypotheses: that motivation and job placement, both partially and simultaneously, significantly influence teacher performance. Therefore, to improve teacher performance in Sukabumi City, human resource management strategies need to focus on consistently strengthening motivation and appropriate job placement.

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