



The Influence of Professional Education and Work Motivation on The Performance of State Elementary School Teachers

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ABSTRAK

Peningkatan mutu pendidikan terus diupayakan oleh setiap sekolah melalui kinerja guru. Peningkatan kinerja guru dipengaruhi oleh banyak faktor, antara lain perkembangan profesi guru dan motivasi kerja. Tujuan dari penelitian ini adalah untuk menganalisis pengaruh positif pendidikan profesional dan motivasi terhadap kinerja. Penelitian ini dilakukan pada guru SD dengan 210 guru PNS yang telah mengikuti pendidikan profesi dan mengajar di SD negeri di daerah tersebut. Model yang digunakan dalam penelitian ini adalah kausal. Untuk menguji hipotesis yang diajukan dalam penelitian ini, teknik analisis yang digunakan adalah SEM (Structural Equation Modelling), yang dioperasikan melalui program Moment of Structural Analysis (AMOS). Partisipan dalam penelitian ini adalah guru PNS sebanyak 211 orang. Pemilihan responden tersebut menggunakan Teknik Purposive Sampling. Instrumen yang digunakan untuk mengumpulkan data yaitu angket. Temuan penelitian bahwa ada pengaruh positif langsung pendidikan profesional terhadap kinerja. Motivasi kerja berpengaruh positif langsung terhadap kinerja guru secara signifikan. Pendidikan profesi berpengaruh positif terhadap motivasi. Untuk itu, keberhasilan penyelenggaraan pendidikan profesi guru yang menjadi faktor utama dalam memotivasi guru perlu dijaga dan dikendalikan dengan melakukan evaluasi secara terjadwal.

ABSTRACT

Every school continues to strive to improve the quality of education through teacher performance. Improving teacher performance is influenced by many factors, including the development of the teaching profession and work motivation. The purpose of this study was to analyze the positive influence of professional education and motivation on performance. This research was conducted on elementary school teachers with 210 civil servant teachers who had attended professional education and taught at public elementary schools in the area. The model used in this study is causal. To test the hypothesis proposed in this study, the analytical technique used is SEM (Structural Equation Modeling), which is operated through the Moment of Structural Analysis (AMOS) program. Participants in this study were civil servant teachers as many as 211 people. The selection of respondents using the Purposive Sampling Technique. The instrument used to collect data is a questionnaire. Research findings that there is a direct positive effect of professional education on performance. Work motivation has a direct positive effect on teacher performance significantly. Professional education has a positive effect on motivation. For this reason, the implementation of teacher professional education, which is the main factor in motivating teachers, needs to be maintained and controlled by conducting evaluations on a scheduled basis.

1. INTRODUCTION

Education is a number of experiences that have a beneficial effect on attitudes, habits, and knowledge that have to do with the health of individuals, communities and nations (Malik, 2018; Mansouri & Moumine, 2017; Wang & Kuo, 2019). Therefore, to create an effective learning atmosphere and learning process, a teacher's expertise is needed (Bosica et al., 2021; Lyashenko & Malinina, 2015; Syawaludin et al., 2019). Teachers as education implementers who interact directly with students have no small role in improving the quality of education and affect the success or failure of the educational goals (Saprudin et al., 2020; Wang & Kuo, 2019). Teachers have a significant position in teaching and learning activities, because teachers are educational personnel who are directly related to students. So that teachers are required to have good performance in order to produce students who have good quality as well. The teacher is a very important person in teaching and learning activities because the teacher has the task of controlling and driving life in the classroom (Mania & Alam, 2021; Nartiningrum & Nugroho, 2021). Teacher professionalism plays a vital role in helping the development of students because only professional teachers can carry out their duties and functions as facilitators, motivators, motivators, learning engineers and provide inspiration for learning for students (Anwar & Mubin, 2020; Çepni et al., 2017). Therefore, to

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become a professional teacher, good teacher performance is needed to achieve the expected national education goals optimally (Sihotang et al., 2020).

Performance results from work that a person or group of people can achieve in an organization per their respective authorities and responsibilities (Özgenel, 2019; Rulitawati et al., 2020). Performance results from a process that refers to and is measured over a certain period based on pre-determined provisions or agreements (Alwis et al., 2020; Wahyudi, 2019). Thus, the understanding of teacher performance is the ability of teachers to achieve learning goals, which is seen in their appearance in carrying out the teaching and learning process. The learning process's success and student achievement depend on the teacher's performance (Prihatini et al., 2021; Sulisworo et al., 2016). Several factors affect teachers' performance, namely teachers' professional development and work motivation (Farmawaty et al., 2018; Pratiwi et al., 2021). Seeing what has been said, it is very contrary to what was conveyed by Syarifudin Yunus (Lecturer at Indraprastha University PGRI). He stated that of the 3.9 million teachers currently available, 25% of teachers do not meet the academic qualification requirements, and 52% of teachers do not have professional certificates (Baihaki, 2020). Many teachers do not have professional certificates; of course, this can lead to a decrease in teacher competence. Where according to the Subject Teacher Consultation (MGMP), the average result of the DKI Jakarta Teacher Competency Test (UKG) in 2019 is 54 on a scale (0-100). This number decreased compared to the 2015 UKG results, which were 58 (0-100). This problem certainly can affect teacher motivation in teaching and impact teacher performance. It is evidenced by the decrease in the National Examination (UN) average value from 2015 to 2019. A decrease in the average value of the National Examination indicates the low performance of teachers in guiding and teaching.

The professional ability is different; to improve teachers' abilities and competencies per national standards, there is a need for teacher professional development. The development of the teaching profession in the educational environment is more directed at increasing the professional competence of teachers, evaluating performance in an objective, transparent and accountable manner, and motivating to improve performance and achievement (Hoque et al., 2020; Putri & Imaniyati, 2017; Schles & Robertson, 2019). One way that can improve the professional ability of a teacher is with Teacher Professional Training Education (PLPG) or what is now called Teacher Professional Education (PPG) (Daud et al., 2020; Farih, 2015). Teacher Professional Education is a government program listed in Permendikbud No. 87 of 2013. The purpose of PPG is to prepare educational and non-educational graduates who are interested in becoming teachers to have teacher competence per national education standards to obtain a professional educator certificate (Ambarriyah & Fachrurrozie., 2019; Indraswati et al., 2020). The government's teacher professional education is structured professional learning to produce changes in teacher practice and refresh new ideas in the learning process. With an increase in teacher competence in the learning process, it shows an increase in the quality of learning and student learning outcomes, which improve teachers' performance (Handayani, 2020; Lailatussaadah et al., 2020). Therefore, Teacher Professional Education (PPG) is seen by many parties as a solution to improve teacher performance as expected (Yaumi, 2018).

In addition to professional development, work motivation is one of the factors that can affect teacher performance (Smirnova et al., 2019; Zaqiah et al., 2018). Every activity carried out by a person is driven by force within that person; this driving force is called motivation. Work motivation is the interaction between the individual and the situation. Hakim (2006) stated that motivation is the drive, effort, and desire in humans that activates empowers, and directs behavior to carry out tasks well within the scope of work (Desthiani, 2018; Herman & Didin, 2020; Sumantri & Whardani, 2017). Thus, a teacher who is motivated at work will try and maximize in completing the tasks given by his superiors. Meanwhile, a teacher who has very high motivation will try to achieve what he wants and complete the currently being undertaken task. Other research found that, where people who have high motivation have characteristics, among others: ambition, hard work, diligent effort, and give a high assessment of creativity and productivity (Suyanto, 2018; Trisnowali MS., 2017). Other research show that teachers who have motivation at work can support the smooth implementation of tasks as educators, which ultimately affects the performance of the teacher itself (Lisnawati, 2018). Based on the existing problems, this research was an exit. The basis of this research is to see whether the achievement of a teacher's performance is influenced by professional education and motivation. Meanwhile, the object of this research is limited to PNS teachers of SD Negeri in Region II, North Jakarta. The final objective of this study was to determine the effect of professional education and work motivation on the performance of elementary school teachers in North Jakarta Region II. The expected benefit of this research is to contribute knowledge about the effect of professional education and work motivation on teacher performance in SD Negeri Se-Region II, North Jakarta.

2. METHODS

This study uses data analysis that is adapted to the research pattern, and the variables studied. The model used in this study is causal. To test the hypothesis proposed in this study, the analytical technique used is SEM (Structural Equation Modeling), which is operated through the Moment of Structural Analysis (AMOS) program. SEM is a multivariate statistical technique that combines factor analysis and regression analysis (correlation), which aims to examine the relationships between variables that exist in a model, be it between indicators and their constructs or relationships between constructs. Participants in this study were civil servant teachers in Jakarta, Indonesia, as many as 211. The age range of participants in this study were teachers aged 25-60 years and had five years of work experience. The selection of these respondents used the Purposive Sampling Technique, which is a technique to determine the research sample with specific considerations to make the data obtained later on more representative.

The teacher's performance instrument (Y) is arranged in a questionnaire consisting of 40 statement items. Each statement item has five alternative answers: Strongly Agree given a weight of 5, Often given a weight of 4, Sometimes given a weight of 3, Never given a weight of 2, and never given a weight of 1. Instrument professional education (X₁) is arranged in a questionnaire consisting of 40 grains statement. The statement of answers to the questionnaire uses a *Likert measurement scale* with five ranges. Each statement item has 5 alternative answers, namely: (a) always; (b) often; (c) sometimes; (d) ever; (e) never. While negative statements are given the opposite value, namely 1 (one) to 5. The motivational instrument (X₂) was arranged in a questionnaire consisting of 40 statement items. The statement of answers to the questionnaire uses a *Likert measurement scale* with five ranges. Each statement item has five alternative answers: Always given a weight of 5, Often given a weight of 4, Sometimes given a weight of 3, Never given a weight of 2, and never given a weight of 1. Analysis of the data in this study using the *structural equation modeling* (SEM) analysis technique was carried out to explain the relationship between the variables in the study thoroughly. *Structural equation modeling* (SEM) is used not to design a theory but rather to examine and justify a model. Therefore, the main requirement for using *structural equation modeling* (SEM) is to build a hypothetical model consisting of a structural model and a measurement model in the form of a path diagram based on theoretical justification. The model used in this study is the correlation structure model, in which the model hypothesizes that the correlation matrix has a specific shape.

3. RESULT AND DISCUSSION

Results

Based on the results of the total SEM model test output. It can be seen that several observed variables or constructs do not meet the requirements to be used in calculating the CFA model on each variable. The goodness of fit criteria in a research model is not met, so the model is respecified by removing the observed variables/constructs. From the CFA model of each variable. The significance test of the direct influence path coefficient can be seen in the Path Coefficient and CR (t-value) in [Table 1](#).

Table 1. Path Coefficient and CR (t-value)

			Standardized Estimate (Path Coefficient)	SE	CR (t-count)	P
PERFORMANCE_Y	<---	PPG_X1	0.011	0.1	0.11	0.912
PERFORMANCE_Y	<---	MOTIVATION_X2	0.12	0.044	2,735	0.006
PPG3	<---	PPG_X1	1			
PPG2	<---	PPG_X1	0.321	0.073	4.4	***
PPG1	<---	PPG_X1	0.483	0.052	9.283	***
M2	<---	MOTIVATION_X2	1.325	0.057	23,279	***
M1	<---	MOTIVATION_X2	1			
K3	<---	PERFORMANCE_Y	1			
K2	<---	PERFORMANCE_Y	1.098	0.098	11,147	***
K1	<---	PERFORMANCE_Y	0.893	0.08	11,099	***
M3	<---	MOTIVATION_X2	0.923	0.04	23.052	***
PPG4	<---	PPG_X1	0.757	0.066	11,446	***
M4	<---	MOTIVATION_X2	0.807	0.046	17,527	***
M5	<---	MOTIVATION_X2	0.18	0.031	5.723	***

Based on the output of the research model above, all of the observed variables or construct variables have a significant loading factor value in measuring or forming latent variables because the loading factor value is ≥ 0.5 . The path coefficient value of the direct influence of exogenous variables on endogenous variables is statistically significant because of the value of CR $> 1,96$.

Dominant Variable Indicator in Structural Model

Of the fifteen indicators on the three research variables (in [table 1](#)), not all of them meet the significance of the *loading factor* > 0.05 . There is one less dominant indicator variable, namely $X_{1.2}$, or an indicator of security needs. Furthermore, the indicators of the dominant and less dominant variables of the research model. In the professional education variable (X_1) with four indicators, the dominant indicators are: **First**, PPG1 of 0.64, which means less than the *loading factor* ($>$) 0.700, meaning that it is not necessary to have an Instructor Quality indicator. **Second**, PPG2 is 0.32, which means that it is below the *loading factor* ($>$) 0.700, meaning that it is not necessary to indicate the Quality of Infrastructure. **Third**, PPG3 of 0.79 means that it exceeds the *loading factor* ($>$) of 0.700, meaning that it is necessary to have an indicator of the Quality of Educational Materials. **Fourth**, PPG4 of 0.92, which means it exceeds the *loading factor* ($>$) 0.700, meaning that an indicator of effectiveness is necessary.

The motivation variable (X_2) with five indicators has dominant indicators on: **First**, M1 is 0.92, which means that it exceeds the *loading factor* ($>$) 0.700, which means that the Comfort indicator is necessary. **Second**, M2 is 0.92, which means it exceeds the *loading factor* ($>$) 0.700, meaning that an indicator of the recognition aspect is necessary. **Third**, M3 is 0.92, which means that it exceeds the *loading factor* ($>$) 0.700, which means that an indicator must affect other people. **Fourth**, M4 is 0.83, which means that it exceeds the *loading factor* ($>$) 0.700, meaning that it is necessary to indicate the individual Needs aspect. **Fifth**, M5 is 0.38, which means it does not exceed the *loading factor* ($>$) 0.700, meaning that it is unnecessary to have an aspect indicator to be proud of. The Performance variable (Y) with three indicators has dominant indicators on: **First**, K1 is 0.87, which means it exceeds the *loading factor* ($>$) 0.700, meaning that an indicator is necessary—work Effectiveness. **Second**, K2 of 0.91, which means that it exceeds the *loading factor* ($>$) 0.700, meaning that an indicator of the Work Efficiency aspect is necessary. **Third**, K3 is 0.69, which means that it does not exceed the *loading factor* ($>$) 0.700, meaning that it is unnecessary for indicators of Work Quality aspects.

The Goodness of Fit (GOF) Structural Equation Model

The model suitability test is expected to accept the null hypothesis. In SEM, the test is carried out using several measures of conformity (Goodness of Fit Test-GOF). The model suitability test or Goodness of fit aims to measure the suitability of the research data with the research model, measuring the suitability of the observation or actual input (covariance/correlation matrix) with the predictions of the proposed model. Model fit test the full SEM model fit test can be seen in [Table 2](#).

Table 2. Model Fit Test for full SEM Model

Absolute Fit Measure			
	Cut-off Value	Results	Compatibility
Goodness-of-Fit			
p-value (Sig.)	> 0.05	0.107	good fit
Chi-Square/df	3	1.37	good fit
GFI (Goodness of Fit)	0.90	0.93	Marginal fit
RMSEA (Root Mean square Error of Approximation)	0.08	0.04	good fit
RMR (Root Mean Square Residual)	0.05	0.01	good fit
Incremental Fit Measure			
	Cut-off Value	Results	Compatibility
Goodness-of-Fit			
AGFI (Adjusted Goodness of Fit Index)	0.90	0.98	Marginal fit
CFI (Comparative Fit Index)	0.90	0.99	good fit
Incremental Fit Index (IFI)	0.90	0.993	good fit
Relative Fit Index (RFI)	0.95	0.95	Marginal; fit
Parsimonious Fit Measure			
	Must be small	Results	Compatibility
PNFI (Parsimonious Normed Fit Index)		0.51	Marginal fit
PGFI (Parsimonious Goodness of Fit Index)	Close to 1	0.53	good fit

Based on the output of the Fit Test Model Fitment Test for the full SEM model, most of the criteria for the fit model are in the excellent fit category. 4-5 criteria of goodness of fit are considered sufficient to assess the feasibility of a model, provided that each criterion of the goodness of fit, namely absolute fit

indices, incremental fit indices, and parsimony indices, is represented. Thus, it can be concluded that the goodness of fit test of the full SEM model can be accepted; in other words, there is no significant difference between the covariance matrix of the observed variable data (construct) and the covariance matrix of the specified model. It shows that the structural equations generated by the research model can be used to explain the influence between exogenous variables and endogenous variables. Hypothesis testing using the structural equation modeling (SEM) technique aims to determine whether there is a direct or indirect effect. The direct effect is the influence of the independent variable (exogenous) on the dependent variable (endogenous). Testing the direct effect on the research model is carried out by looking at the path coefficient values in each research hypothesis path and followed by the t-test (CR: Critical Ratio) to determine the path coefficient value or the influence value in the significant category. The first hypothesis is the direct effects of Positive Professional Teacher Education (X_1) on the Performance (Y). The statistical hypothesis test is the positive direct effect of Teacher Professional Education (X_1) on School Selection (Y).

Based on the calculation of Structural Equation Modeling using SEM AMOS. Direct effect Professional Teacher Education (X_1) on the teacher's performance (Y), the value of the path coefficient p_{y1} of 0.63 and CR ($t_{arithmetic}$) amounted to 2.924. therefore, the value of CR (2.924) \geq 1.96, then accept H_1 , reject H_0 , and can be interpreted that there is a direct effect Positive significant Professional Teacher Education (X_1) of the Teacher performance (Y). The results of the first hypothesis analysis provide a finding that Teacher Professional Education (X_1) has a direct positive effect on teacher performance (Y); this can be interpreted as the better Teacher Professional Education causes teacher performance to increase. On the other hand, the worse the teacher's professional education (X_1), the lower the teacher's performance (Y). The dimension of the highest load on the latent variable of Teacher Professional Education (X_1) is the dimension of Effectiveness (PPG4), with a loading factor value of 0.92. In contrast, the dimension with the lowest load on the latent variable of Teacher Professional Education (X_1) is the dimension of the quality of facilities and infrastructure (PPG2) with a loading factor value of 0.32. In other words, it is the dimension of the latent variable of Teacher Professional Education (X_1) that most influences changes in the ups and downs of the teacher performance variable (Y).

The second hypothesis has a positive direct effect on motivation (X_2) on performance (Y). The statistical hypothesis test is the direct effect of Positive Motivation (X_2) on School Selection (Y). From the calculation of Structural Equation Modeling direct influence motivation (X_2), the performance of (Y) value path coefficient p_{y2} of 0.19 and CR ($t_{arithmetic}$) amounted to 6.297, therefore the value of CR (3.614) \geq 1.96, then reject H_0 , accept H_1 . It can be interpreted that there is a direct positive influence that is not significant motivation (X_2) on teacher performance (Y). The results of the analysis of the second hypothesis provide. The finding that motivation (X_2) direct impacts positively on the performance (Y) can mean higher motivation (X_2) teachers' work will lead to improved performance of teachers and vice versa lower motivation (X_2) will cause decreased teacher performance. Dimensions have a charge the highest on the latent variables Motivation (X_2) is the dimension of Convenience (M1), recognition (M2), to influence others (M3) with a loading factor of 0.92. In contrast, dimensions have a charge the lowest on the latent variables Motivation (X_2) is the dimension of having achievements to be proud of (M5). In other words, the dimensions of latent variables Motivation (X_2) most influence change ups and downs of the variable performance of teachers (Y).

The third hypothesis is that there is a direct positive effect of Teacher Professional Education (X_1) on Motivation (X_2). The statistical hypothesis test is the positive direct effect of Teacher Professional Education (X_1) on Motivation (X_2). From the calculation of Structural Equation Modeling direct effect Professional Teacher Education (X_1) of the Motivation (X_2) the value of the path coefficient p_{21} of 0.24 and CR ($t_{arithmetic}$) amounted to 3.442, therefore the value of CR (3.442) \geq 1,96, then reject H_0 , accept H_1 and it can be interpreted that there is a significant positive direct effect of Teacher Professional Education (X_1) on Motivation (X_2). Based on the results of the analysis of the third hypothesis. Provide findings that the Professional Teacher Education (X_1) direct impact positively on the motivation (X_2) can mean the better the Professional Teacher Education (X_1) would lead to increased motivation (X_2) and the worse the Professional Teacher Education (X_1) will cause a decrease in Motivation (X_2). Correlation between variables which is the output of SEM AMOS Version.24. presented in Table 3. The summary of the three hypotheses in Table 4.

Table 3. Implied (for all variables) Correlations (Group number 1 - Default model)

	Motivation_X2	Education Profession_X1	Performance_Y
Motivation_X2	1,000		
Education Profession_X1	.244	1,000	
Performance_Y	.347	.681	1,000

Table 4. Summary of Hypothesis Testing Results

Direct Influence	Standardized Estimate (Path Coefficient)	CR (t-count)	t-table	Test Decision
X ₁ against Y	0.634	2,924	1.96	H ₀ is rejected, H ₁ is accepted. There is a direct positive effect of X ₁ on Y
X ₂ against Y	0.192	3,614	1.96	H ₀ is rejected, H ₁ is accepted. There is a direct positive effect of X ₂ on Y
X ₁ against X ₂	0.24	3,442	1.96	H ₀ is rejected, H ₁ is accepted. There is a direct positive effect of X ₁ on X ₂ .

Discussion

Based on the literature review discussed and previous empirical studies, the following are the study results as an effort to synthesize the theoretical study with empirical findings. The detailed discussion of the results of the analysis and testing of research hypotheses is described as follows; **First**, The effect of professional education on teacher performance. There is a direct effect Positive significant Professional Teacher Education (X₁) of the Teacher performance (Y). Which showed increased teacher performance after attending teacher professional education. After attending, professional teacher education. The ability of teachers to choose and master teaching materials, plan, develop and actualize productive teaching and learning processes is increasing (Ambussaidi & Yang, 2019; Czajka & McConnell, 2019; Zulfitri et al., 2019). The increase in the abilities possessed by the teacher certainly has an impact on the increasing performance of the teacher (Daud et al., 2020; Fadhilah, 2017; Kosko et al., 2020). Teachers who have attended teacher professional education have high performance in the successful implementation of learning, increase student absorption with appropriate and effective learning methods and media, and have good social relationships (Fadhilah, 2017; Hasanah et al., 2020). In addition, the results of research conducted by Fuad Ahmad Riva'i on MT's teachers, Sahid, Bogor, showed a significant effect of professional teacher education on teachers' performance. It shows that if the implementation of teacher professional education runs appropriately, it will improve teachers' performance (Riva'i, 2019).

Although professional teacher education is considered to improve teacher performance, several studies say that professional teacher education does not guarantee teacher performance (Ambussaidi & Yang, 2019; Czajka & McConnell, 2019). Teachers who have received professional allowances have not experienced an increase in their professional performance. Indications of not achieving the expected performance: Teacher participation in professional education is more due to getting professional allowances (Warsono, 2017). Of course, it can hamper teacher productivity and performance and reduce the quality of education in Indonesia when referring to research results where the effectiveness factor of professional teacher education is dominant in improving teacher performance. Therefore, school stakeholders must return to guiding teachers. The teacher professional education program aims to increase teachers' competence and professionalism in planning and to implement learning and guiding students (Daud et al., 2020; Hasanah et al., 2020; Kosko et al., 2020). Increasing competence and professionalism will automatically improve teachers' performance in carrying out and completing the tasks given (Adnan et al., 2020; Smirnova et al., 2019; Wene & Muljani, 2020). In addition, there is a need to renew the material provided following the development of science and technology so that the Effectiveness implementation of professional teacher education is maintained (Eliyanti et al., 2019).

Second, The Effect of Motivation on Performance. Based on the results of data analysis, it was obtained that there was an insignificant direct effect of motivation (X₂) on teacher performance (Y). As revealed in Dewi Kartini and Muhammad Kristiawan's research, there is the influence of teacher motivation and performance on the Effect of Professional Allowances and Work Motivation on the Performance of State Senior High School Teachers in Muara Sugihan District. That there is a significant influence between work motivation on the performance of public high school teachers in Muara Sugihan District by 46.97% (Kartini & Kristiawan, 2019). The high percentage of the influence of motivation on performance indicates the strong encouragement from within the teachers to carry out their duties and responsibilities in educating students. The results of the research conducted by Wahyudi also support the results of the research above. Where the results of the study suggest that work motivation is a driving force that can increase employee morale, which in turn achieves performance; in other words, motivation is the driving force both from within and from outside that provides inspiration, enthusiasm, and encouragement to work in total in

achieving performance (Ferawati, 2017; Kagema & Irungu, 2018; Shin et al., 2017; Suma et al., 2020). The results of other studies that support are research conducted by Titin Eka Ardiana. The results of his research on vocational accounting teachers in Madiun City showed that the high performance of teachers was significantly influenced by the motivation given by the teachers in completing their (Ardiana, 2017; Kyrgiridis et al., 2014). The findings of this study show that comfort and recognition are the main factors that can encourage teachers' motivation (Alaviah et al., 2016; Mahdum et al., 2019). For this reason, it is crucial for the stakeholders in each school, especially the principals, to provide a comfortable working atmosphere, a mutually respectful working relationship, and appreciation for the hard work that the teachers have given. By maintaining and encouraging teachers' work motivation, it is hoped that they can maintain and improve their performance in guiding and educating students.

Third, The Effect of Professional Education on Motivation. There is a significant positive direct effect of Teacher Professional Education (X_1) on motivation (X_2). The research results above have similarities with some of the results of previous studies as the results of research conducted by Dyah Indraswati et al. stated that professional teacher education has a positive and significant influence on motivation. The object of research was carried out on students of the Mataram University elementary school education program. It showed that professional teacher education had motivated them to become elementary school teachers (Helsa et al., 2021; Indraswati et al., 2020). Likewise with the research results conducted by Amin Farih, who stated that the implementation of professional teacher education had motivated Madrasah teachers in Semarang City to improve their competencies (Farih, 2015; Fitriyani et al., 2020).

Based on the results of research that has been done, by comparing with some previous research results. There is an effect of professional teacher education on the motivation of teachers to be able to improve their abilities. However, several studies have stated that one of the motivations for teachers to take part in the teacher professional education program is to get financial allowances (Daud et al., 2020; Kosko et al., 2020; Wene & Muljani, 2020). So it is not surprising from the results of the implementation of teacher professional education, there are still teachers who cannot apply the education they have received into learning methods. Of course, this must be considered, because based on the findings in this study, the successful implementation of professional teacher education will motivate teachers to continue to improve their abilities. For this reason, it is necessary to have a scheduled evaluation to see whether the professional teacher education that has been followed has a significant impact on the development of teacher competence and professionalism. With the evaluation, it is hoped that teachers' motivation to take part in teacher professional education will be maintained in a positive direction, namely for the sake of increasing the ability and professionalism of teachers. In the end, it has an impact on improving the performance and quality of education.

4. CONCLUSION

The high performance indicates the high productivity and success of teachers in developing their duties and responsibilities in educating and guiding students. The high and low performance of a teacher can be caused by many factors, including professional teacher education and the motivation teacher. The findings of this study indicate that professional education has a direct positive effect on teacher performance. It indicates that by following the implementation of professional teacher education, the ability and professionalism of teachers will increase, which will improve teachers' performance.

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