



The Effect of Education and Motivation on Work Performance: Empirical Study on Local Government Employee

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Abstract

This study aims to obtain tested explanative findings of the effect of (1) education level and work motivation on employee performance, (2) education level on work motivation, (3) education level on employee performance, and (4) work motivation on employee performance—the local government of Gowa district. The research design used in this research is causal quantitative. The subjects in this study were all-district government employees. Gowa and the research object is the level of education, work motivation, and employee performance. The population in this study amounted to 39 employees. These populations are used as a unit of observation, so this research is a population study. The data collected in this study are data on education level, work motivation, and employee performance, which are sourced from employees and heads of local government branches. Gowa. In this study, data collection techniques were (1) questionnaires and (2) document recording, then analyzed using path analysis. The results showed that there was a positive effect of (1) education level and work motivation on employee performance, (2) education level on work motivation, (3) education level on employee performance, and (4) work motivation on employee performance in the local government



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1 Introduction

Employee quality performance is determined by many factors, including how superiors' role in improving performance through increased education and providing motivation (Rina et al., 2017; Susanti et al., 2019; Haerani et al., 2020). Employees have a huge role to play in the progress of the development of the Indonesian nation, both physical and non-physical development. As a leader in an organization, both the government and the private sector have the duty to organize and mobilize many people who have different attitudes, behaviors, and backgrounds to achieve the stated organizational goals (Russell et al., 2018). It is implementing the leader's duties to improve the ability to make decisions practically, quickly, and precisely. With various kinds of problems that arise, it results in the fact that to get a good performance through the form of education and giving motivation has not been carried out correctly (Chadwick, 2005). This is because these development efforts are often confused in their existence within the individual, organizational institutions. To achieve

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the expected performance in an organization or agency, employees must get a good education program for their duties and responsibilities to be skilled in completing their work. Improvement of quality or performance should enhance the skills and proficiency of employees at the General Section of the Regional Government Office in Gowa Regency. Motivation is needed because it is closely related to a person's success in achieving his goals (Mappamiring et al., 2020; Akob et al., 2020). It is also assumed that motivation is defined as behavior aimed at the target. The importance of education and providing motivation is not solely for the employees concerned but also for the organization's benefit (Kahn, 1990). Because by increasing the ability or skills of employees, it can improve their performance in the organization. Maximum performance is achieved means that the goals of the organization can be achieved effectively and efficiently (Firman et al., 2020).

Education is an effort to develop human resources, especially the development of intellectual and personality abilities. Therefore, to obtain maximum results in employee development, an educational program is needed under job analysis to know the objectives of the education they are carrying out. Education is intended to foster the ability or develop employees' thinking skills and increase the ability to express ideas of employees so that they can fulfill their duties properly (Huang et al., 2020; Dubihlela & Molise-Khosa, 2014). Meanwhile, education improvement is intended to develop technical skills so that employees can carry out their jobs and possible. Exercises are directly related to teaching job assignments. In line with that, a foundation for the fostering and development of Civil Servants is also established, which is stated in Law No. 8 of 1974, in article 31, which has been amended to become law no 43 of 1999 which states that:

"To achieve maximum effectiveness and results, educational arrangements and arrangements, and implementation of employee job training are held to improve service, quality, expertise, and skills."

The definition here shows that education is a development process. Still, education tends to be more general, while education improvement is specific, such as skills and expertise, so that education cannot be separated in an institution (Cimpan, 2013). Education is about increasing general knowledge and understanding of our environment as a whole (Demirkaya et al., 2011). Training is an effort to increase the knowledge and expertise of an employee to do a particular job. With this understanding, it can be concluded that education helps employees have effectiveness in their current and future work by developing in practice the habits of thinking and acting, skills, knowledge, attitudes, and proper understanding to carry out their duties and work. According to Chadwick (2005) Educational goals (e.g., improve performance, update employee skills in line with technological advances, help solve operational problems, orient employees towards the organization, meet personal growth needs, increase employee work efficiency and effectiveness in achieving predetermined goals). Meanwhile, according to (Sahir et al., 2020), Educational goals (e.g., adding employee knowledge, improving employee service, quality, expertise, and skills, changing and shaping employee attitudes, and developing employee skills can be completed quickly, creating employee morale, willingness and pleasure to work, simplifying employee supervision, enhancing employee stability).

To support employee performance, apart from education, the motivation factor also has an equally important influence. Experts interpret the term "motivation" differently according to each of these experts' places and circumstances. Whenever people are always in need, the need becomes an impetus when the need arises until it reaches a sufficient intensity level (Sahinidis & Bouris, 2008). Fulfillment of needs is always inspired by a motive to fulfill it, or in other words, motivation is used to show a situation in a person that comes from the result of a need (Manichander, 2014). A person's motivation is fundamental, considering that explanation is the reason/motive in an individual that influences particular behavior and efforts to develop that strength to be beneficial for the person concerned (Suttikun et al., 2018). Some experts define motivation as a force that results from an individual's intention to satisfy needs such as hunger, thirst, and other social conditions (Mayo, 2000). Abraham Maslow's theory states that the needs of each human being grow progressively; that is, when the lowest level of conditions is satisfied, the individual is looking for the next higher to the highest need. In this case, everyone is seen as never met with only one or several requirements. The hierarchy of individual needs starts from the lowest to the highest: physiological needs, security needs, social needs,

self-esteem needs, and self-actualization needs (Burhan et al., 2014). Motivation is the energy that drives the individual to achieve organizational goals. Motivation comes from two motivations, namely, internal motivation and external motivation. The levels of motivation are low, medium, and high. Differences in the level of individual basis within the organization significantly affect work results and even their performance within the organization (Fallatah & Syed, 2018). Motivation is the process of trying to influence someone to do something we want. In other words, it is an external urge for someone to want to do something (Salman & Hassan, 2015). With the driving force as a natural urge to satisfy the needs of life-survive. The most important key for that is none other than a deep understanding of humans (Indahingwati et al., 2019). Motivation is an incentive to desire and drive one's willingness to work (Chen et al., 2012). Mashur et al., (2020) and (Kusuma et al., 2020) states that driving can be defined as the entire process of giving subordinates a motive to work so that they are willing to work sincerely for the achievement of organizational goals efficiently and economically.

One form of motivation for employees is the provision of compensation (Islam et al., 2016). Compensation is an additional wage given according to demonstrated work performance or intended to motivate employees who have performed services following the main task activities as remuneration (Demirkaya et al., 2011). Compensation in the form of incentives, operational allowances, structural allowances, and functional allowances (Marinak & Gambrell, 2008). This was strengthened by Sahir et al (2020) That compensation is expected when every government and private agency always thinks about each employee's incentives and allowances. Performance is the result or overall success rate of a person during a specific period in carrying out a task compared to various possibilities, such as work standards, targets, or targets or criteria that have been determined in advance and have been mutually agreed (Pagán-Castaño et al., 2020). Performance is also a function of motivation and ability to complete a task or work; a person must have a certain degree of willingness and knowledge level. A person's willingness and skills are not sufficient to do something without a clear understanding of what to do and how to do it (Lee & Ahn, 2020).

Performance refers to the achievement of employee goals for the assigned task. The performance also refers to the level of success in carrying out tasks and achieving predetermined goals. Performance is declared good and successful if the desired goals can be achieved properly (Suttikun et al., 2018). Thus, performance is the willingness of a person or group of people to carry out an activity and perfect it according to their responsibilities with the results they expect. In the performance appraisal, the employee's contribution to the organization is assessed during a specific period. Performance Feedback allows employees to know how well they are doing when compared to organizational standards. If performance appraisals are carried out correctly, employees, the human resources department, and ultimately the organization will benefit from ensuring that individual efforts contribute to the organization's strategic focus. (Spence & Keeping, 2011). In principle, performance appraisal includes both qualitative and quantitative aspects of implementation and work. Performance appraisal is one of the fundamental functions of the personnel. It is also sometimes referred to as performance reviews, employee appraisals, performance evaluations, employee evaluations, or personnel ratings. Overall performance appraisal is a different process from job evaluation. Performance appraisal relates to how well a person does the assigned/given job. Job evaluations determine how much job costs to the organization. Thus, in what range the salary should be given to the job. Objectively, this study aims to analyze the effect of education and motivation on the performance of government employees in Gowa Regency, South Sulawesi Province, Indonesia. So that the purpose of this study is to be able to be a critical review and can have an impact on implementation both theoretically and practically and managerial

2 Research Method

The author researched the General Section of the regional government (Pemda) of the Gowa Regency. The research period lasted for three months, from November 2019 to February 2020. Data collection used a questionnaire; this study's population were all employees of the general government office in Gowa Regency, amounting to 39 people. After all, data has been collected, and it is analyzed using descriptive analysis and inferential analysis. Descriptive research is used to obtain an overview of the dependent variable on employee performance in the general part of the regional government office in Gowa Regency. Whereas inferential

analysis is used to test the hypothesis of education and motivation on employee performance in the general part of the regional government office in Gowa Regency, multiple regression analysis is used. The regression analysis model used is:

$$Y = a + bx_1 + bx_2 + e$$

Information:

Y = Employee Performance

X1 = Education

X2 = Motivation

e = error

a = constant

3 Result and Discussion

3.1. Respondent Characteristics

Of all the respondents studied, the characteristics of the respondents can be categorized according to the following categories:

Table 1. Characteristics of Respondents

Age (years)	Total	%
< 20	4	10
20 – 30	9	22,5
31 – 40	16	40
41 – 50	7	17,5
> 50	4	10
Gender		
Men	31	77,5
Women	9	22,5
Education Level		
Elementary School	3	7,5
Junior High School	8	20
Senior High School	23	57,5
Diploma / Bachelor	6	15
Length of Work (Years)		
< 1	2	5
1 - 2	19	47,5
2 – 3	13	32,5
> 3	6	15

From table 1, it can be seen that the majority of respondents are aged between 31 years - 40 years, which is 16 respondents or 40%. Most respondents were male employees, namely 31 respondents or 77.5%. Then seen from the level of education, it can be seen that the largest number of respondents have high school level education, which is 23 respondents or 57.5%. Judging from the length of work, it can be seen that most of the respondents have worked for 1 - 2 years, namely 19 respondents or 47.5%.

Disucssion

To obtain data to be tested in this study, each respondent was given a questionnaire containing questions about the variables to be studied, namely education, motivation, and employee work performance. Questionnaires were distributed to 40 employees selected through a simple random sampling technique, namely random selection of a population. This technique was chosen because all population members are considered and

treated equally, and the number of respondents of 40 represents the entire population studied. Data were collected covering education and inspiration and achievement by distributing questionnaires to 40 employees to support the analysis of education and motivation on employee achievement. The data obtained can be seen in the table above and in the attachment. In data analysis, we need a line equation based on a mathematical formula that shows the relationship between known and unknown variables. Variables known are called independent variables or those that affect it, while unknown variables are called dependent variables or affected variables. The variable that affects is called the independent variable, and the variable involved is called the dependent variable. To determine the effects between these variables in this study used multiple linear regression. Regression shows the relationship between one variable and another where one variable affects the other variable. The multiple regression formula is:

$$Y = a + b_1X_1 + b_2X_2$$

Information:

- Y = Employee Performance
- X1 = Education
- X2 = Motivation
- b1 = Education regression coefficient
- b2 = Motivation regression coefficient

Based on the results of data processing carried out with the SPSS version 24 computer program, the following multiple regression results were obtained:

Table 2. Regression Analysis

Variable	Coefficient	t-Statistic	Sig level
Constant	14,232		
X1 (Education)	0,364	9,553	0,000
X2 (Motivation)	0,171	4,069	0,000
F-Statistics = 95,192			
R ² = 0,915			
R = 0,837			

Based on the results above, the regression equation is obtained as follows:

$$\begin{aligned}
 Y &= a + b_1 X_1 + b_2 X_2 \\
 Y &= 14,232 + 0,364 X_1 + 0,171 X_2 \\
 t\text{-count} &= 9,553, 4,069
 \end{aligned}$$

From the above equation, it can be interpreted as follows:

- a. Constant Value
a = 14,232. A constant of 14,232 means that achievement will be 14,232 if education and motivation are equal to zero.
- b. Employee education (b1)
b1 = 0.364. The regression coefficient X1 (b1) of 0.364 is an estimator of the Education variable's parameters. This value indicates that if education increases by 1, then the achievement will increase by 0.364 provided that there are no other factors that affect it.
- c. Employee Motivation (b2)
b2 = 0.171. The regression coefficient X2 (b2) of 0.171 is an estimator of the motivation variable parameter. This value indicates that if the motivation increases by 1, then the achievement

will increase by 0.171, provided that there are no other factors that influence it. The regression results above need to be tested to determine whether the study's model is good or not. Then to determine the significance of the independent variables on the dependent variable (achievement), a t-test was performed.

1. Individual Variable Testing (t-test)

The t-test is a test of independent variables individually conducted to see the significance of individual independent variables on the dependent variable. This test is done by one-sided testing and using the following hypothesis:

- $H_0: b = 0$ means that there is no significant relationship between the independent variables (education and motivation) on employee achievement
- $H_a: b > 0$ means that there is a significant positive relationship between independent variables (Education and Motivation) on employee achievement with the following criteria:
- H_0 is accepted if $t \text{ count} < t \text{ table}$
- H_a is accepted if $t \text{ count} > t \text{ table}$

In this analysis, the t-test was carried out at degrees of freedom $(nk-1) = (40-3-1) = 36$, where n is the number of respondents, and k is the number of variables. The confidence level used is 95% or $\mu = 5\%$. Then the t-table obtained is 1.684. The t-table value above will be used to test the significance of each independent variable's effect on the dependent variable.

2. Education (X1)

It is known that the t count of the Education variable is 9,553. Thus $t \text{ count} > t \text{ table}$ ($9,553 > 1,684$). This means that Employee Education has a real and positive effect on achievement. Or for more details, please see the following image:

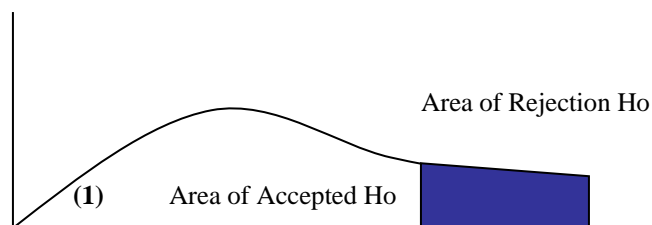


Figure 2. Areas of Acceptance and Rejection of the Educational Variable H_0

3. Motivation (X2)

It is known that the t count of the Motivation variable is 4.069. Thus $t \text{ count} > t \text{ table}$ ($4.069 > 1.684$). This means that motivation has a real and positive effect on achievement.

4. Testing Variables Together (Test F)

The F test is a joint test of the independent variables carried out to see the significance of the influence of the independent variables on the dependent variable. This test is done by one-sided testing and using the following hypothesis:

- $H_0: b_1 = b_2 = 0$ means no significant influence between the independent variables (education and communication) on the dependent variable (performance).
- $H_a: b_1 \neq b_2 \neq 0$ means a significant influence between the independent variables (education and motivation) on the dependent variable performance. With the following test criteria:
- H_0 is accepted if $F \text{ count} < F \text{ table}$
- H_a is accepted if $F \text{ count} > F \text{ table}$

By using a confidence level of 95% or 0.05 and degrees of freedom ($df = (NK); (k-1) = (37); (2)$ where n is the number of respondents and k is the number of variables, it is known that F table = 3.14. From the results of the calculation of the statistical test carried out, the F -count value is 95.192. This figure means that the F -count value is greater than the F -table ($95.192 > 3.14$), so that means rejecting H_0 and accepting H_a . Thus the education and motivation variables simultaneously or jointly affect employee performance.

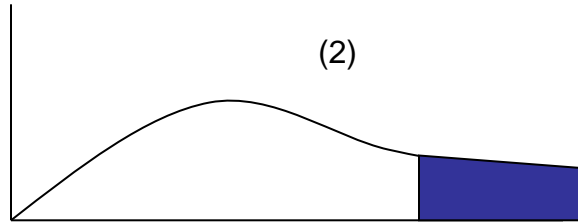


Figure 3. The area of acceptance and rejection of H_0 for the F test

5. The coefficient of determination (R^2)

The coefficient of determination is used to find how much variation in the independent variable can explain the independent variable's overall variation. The coefficient of determination measures how much influence the independent variable has on the fluctuation of the variation in the value of the dependent variable. This R^2 value will have a range between 0 to 1 if the R^2 value is closer to 1, the stronger or more significant the independent variables' influence on the dependent variable. And from the results of this study, it is known that r is equal to 0.837. From this value, it can be seen that achievement is influenced by education and motivation of 0.837 or 83.7%, while the remaining 16.3% is influenced by other factors not examined. The value of R^2 , which is very close to 1, means that the influence of the independent variables, namely education, and motivation, is substantial on the motivation variable, and the relationship between these variables is vivacious, influential, and significant.

4. Conclusions

After conducting research and seeing the results of the study, the following conclusions can be drawn: From the results of the regression coefficient analysis of the constant variables, it is known that the work performance value will be 14.232 if the level of education and motivation is equal to zero the results of the analysis of the regression coefficient variable X_1 (Education), it is known that if education increases by 1, the employee achievement level will increase by 0.364. the results of the analysis of the variable regression coefficient X_2 (Motivation) show that if education increases by 1, the employee achievement level will increase by 0.171. Based on the education variable's t -value, it is known that the t -count for the Education variable is greater than the t -count. Thus it means that statistically, the education variable affects the employee achievement variable positively and significantly. Based on the t -value for the Motivation variable, it is known that the t -count for the Motivation variable is greater than the t -count. Thus, it means that statistically, the motivation variable affects the employee achievement variable positively and significantly. Testing the independent variables together through the F test shows that the calculated F value obtained is greater than the F table value. Thus, it means that statistically, the education variable and the motivation variable jointly affect the employee achievement variable positively and significantly. In the coefficient of determination analysis, the coefficient of determination was 0.837. This means that the Education and Motivation variable influences the employee achievement variable by 0.837% or 83.7%. In contrast, the remaining 16.7% is influenced by other variables that are not examined. The coefficient of determination of 0.837 shows that the relationship between the variables of Education and Motivation on employee achievement is substantial and significant.

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