The Relationship between Motivation for Achievement and Reasoning with Teacher Work Performance

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Abstract

The purpose of this study is to reveal whether or not there is a relationship and the strong relationship between teacher achievement motivation and teacher work performance, to reveal whether or not there is a relationship and the strong relationship between teacher reasoning abilities and teacher work performance. The population in this study were all teachers at MA in Indramayu district totaling 155 respondents with 30 respondents. The results showed that there was a positive relationship between achievement motivation and teacher work performance. Both go hand in hand, meaning that the higher the achievement motivation, the higher the teacher's work performance. Thus, the contribution of this study includes nopositive relationship between reasoning ability and teacher work performance. There is a positive relationship between achievement motivation and reasoning ability with teacher work achievement. The two independent variables go hand in hand with the dependent variable, the higher the teacher's work performance.

Keywords: Achievement Motivation; Reasoning Ability; Teacher Work Achievement.

Abstrak

***Hubungan Motivasi Berprestasi dan Penalaran dengan Prestasi Kerja Guru.** Tujuan penelitian ini adalah untuk mengungkapkan ada atau tidaknya sebuah hubungan, dan seberapa kuat hubungan antara motivasi prestasi guru dengan prestasi kerja guru, untuk mengungkapkan ada hubungan atau tidaknya dan hubungan yang kuat antara kemampuan penalaran guru dengan prestasi kerja guru. Populasi dalam penelitian ini adalah seluruh guru di MA di kabupaten Indramayu yang berjumlah 155 responden dengan 30 responden. Hasil penelitian menunjukkan bahwa terdapat hubungan positif antara motivasi berprestasi dengan prestasi kerja guru. Keduanya berjalan beriringan, artinya semakin tinggi motivasi berprestasi, semakin tinggi prestasi kerja guru. Dengan demikian kontribusi penelitian ini antara lain tidak ada hubungan positif antara kemampuan penalaran dengan prestasi kerja guru. Terdapat hubungan positif antara motivasi prestasi dan kemampuan penalaran dengan prestasi kerja guru. Kedua variabel independen berjalan beriringan dengan variabel dependen, semakin tinggi prestasi kerja guru.*

Kata kunci: *Kemampuan Penalaran; Motivasi Berprestasi; Prestasi Kerja.*

A. Introduction

The era of the industrial revolution 4.0 has had many impacts on the field of life, one of which is technological disruption and also innovations that enter the field of education. Educators as a distributor of information and knowledge to students must make even better changes in the field of teaching. In the digital era 4.0 teachers must be able to be sensitive to technologies that are developing rapidly, especially in the field of education. Teachers must be able to accept new things from every change that occurs in the field of education and also be able to direct their students to be ready to face different characteristics of life (Farihin et al. 2022; Syamsi, Andriani, and Masnun 2021; Syamsi, Patimah, and Mudiyanto 2022).

The teacher as the holder of a professional position, carries a dual mission at the same time, namely the religious mission and the mission of science. Religious missions require teachers to convey the values of religious teachings to students, so that students can live a life in accordance with these values. The mission of science requires teachers to convey knowledge in accordance with the development and demands of the times that can be used as a provision for students in facing future life. To realize this mission, the teacher must have the following set of abilities, attitudes and skills: (a) a solid moral foundation for carrying out "jihad" and carrying out the "mandate"; (b) ability to

develop networks of cooperation or "silaturrahmi"; (c) form a compact team work; and (d) loves high quality (Mardiah, Soeprijanto, and Wadjdi 2017; Solikhulhadi 2021).

In addition, in the environment of madrasa education duties, high-quality educational professionalism is needed than those in public schools, considering that teachers contain connotations of morality and Islamic values in the wider community, even though the teacher in question only teaches science.

Based on a number of educational studies, teachers are believed to be the dominant factor that determines the success rate of students in carrying out the process of transforming science and technology as well as internalizing ethics and morals (Christopher, Turner, and Green 2019; Maharani and Syamsi 2018; Sunarti 2018; Tsai 2012; Wardhani and Kartowagiran 2019). Therefore, it is not an exaggeration if people who have concern for education always direct their attention to various aspects related to teachers and teacher training.

The motivation of teachers to excel in teaching is still felt to have not been grown in the culture of learning activities (Goldman et al. 2016; Marzuki and Ghufron n.d.; Subur 2021; Weih 2014). Teachers lack the drive and high commitment to do tasks based on their abilities. For example, a teacher is satisfied if he has entered the classroom and gives the lesson to his students, regardless of whether they have understood it or not. The teacher's work performance is also strongly influenced by the reasoning ability factor. Quite a lot of Madrasah Aliyah teachers do not have adequate abilities in carrying out their duties. This is inseparable from the problems that until now are being faced by madrasas. Mismatched and under-qualified teachers and low quality of teachers are some of the problems of madrasahs that also affect the low quality of madrasah education (Fadillah, Trisnamansyah 2021; Suwandi 2021).

Based on a survey conducted by the author, the work performance of teachers in Madrasah Aliyah throughout Indramayu Regency in general is still low. Final Exam Scores Students last three years of science program=4.27, 3.96, 5.02 and social science program =4.23, 4.16, 5.05. In the final notes of the 2001/2002 academic year the average national final examination was 5.02 (science), 5.05 (social science). The values still show very low numbers (Farihin et al. 2022).

The author considers that the work performance of Madrasah Aliyah teachers throughout Indramayu Regency can still be improved. To improve the work performance of teachers in Madrasah Aliyah throughout Indramayu Regency, there are several dominant factors that are suspected to have a positive and strong influence. The dominant factors are the motivation to excel and the teacher's reasoning ability.

The research method used is the survey method, with a correlational approach. The purpose of this study is to reveal whether or not there is a relationship and strong relationship between teacher achievement motivation and teacher work achievement, reveal whether there is and is no relationship and strong relationship between teacher reasoning ability and teacher work achievement, reveal the presence and absence of a relationship and a strong relationship together between achievement motivation and reasoning ability with teacher work performance. The population in this study was all teachers in madrasah Aliyah in Indramayu Residence totaling 155 respondents. The sample size taken in this study was 20% of the population was 30 respondents. The sampling technique used is a random sampling technique. The yang instrument used in this study was in the form of a questionnaire / questionnaire as a measuring tool to find out the condition of the respondents. The form of the questionnaire items compiled in the statement yang will be answered oleh respondent.

H1 : Thereis a positive relationship between motivation for achievement and teacher work performance.

H2 : There is a positive relationship between reasoning ability and teacher work performance.

H3 : There is a positive relationship between motivation and reasoning ability together with teacher work performance.

B. Discussion

1. Efforts to Increase Motivation Teacher Performance

Stephen P. Robbins in his book, entitled "Organizational Behavior" defines motivation as the willingness to expend a high level of effort for organizational goals, which is conditioned by the ability of that effort to meet some individual needs (Ali and Anwar 2021; Purwanto et al. 2020; Rani 2019; Sari, Junita, and Ritonga 2021; Wulandari et al. 2021; Yun et al. 2020).

One of the pioneers who studied theory was Abraham H. Maslow who worked as a scientist doing his business in the mid-forties. This theory is called the "Hierarchy of Needs Theory" of Abraham Maslow (Parameswar and Prasad 2016). He hypothesized that in all human beings there are the following five levels of need:

1) Faali (physiological): among others hunger, thirst, protection (clothing and housing), sex and other physical needs.

2) Security: among other things safety and protection against physical and emotional losses.

3) Social: includes affection, belonging, good acceptance, and friendship.

4) Awards: include internal respect factors such as self-esteem, autonomy and achievement; external respect factors such as status, recognition, and attention.

5) Self-actualization: the urge to be what he is capable of being; includes growth, reaching its potential, and self-fulfillment.

McClelland's Theory of Needs was put forward by David McClelland and his friends: Achievement, power, and connection are three important needs that help to understand.

This theory focuses on three needs: achievement, power, and affiliation. These needs are set as follows:

a.) The need for achievement: The drive to outperform, to excel with respect to a set of standards, to grapple for success.

b.) The need to behaving in power: The need to make others behave in a way that those people (without being forced) would not behave in such a way.

c.) The need for affiliation: A passion for a relationship between a friendly and intimate person.

From research on the need for achievement, McClelland found that high-achievers distinguish themselves from others by their passion for getting things done better (Kim et al. 2016; Orlando and Howard 2021; Sunarti 2018). Wahjosumidjo (2001) said motivation is a quality of psychological process that reflects the interaction between attitudes, needs, perceptions and decisions that occur in a person. And motivation as a psychological process arises as a result of a factor within oneself called intrinsic or a factor outside the self called extrinsic.

The motivation of achievement is the motivation that encourages a person to do better than what has been made or achieved before or what the other people have made or achieved (Hidayah and Nazaruddin 2017; Hill et al. 2015; McInerney 2020; Weih 2014). The indicators of motivation to excel in relation to teacher work performance include: 1) teaching better; 2) skillfully use time; 3) the task is well executed; 4) great responsibility; 5) have a great interest.

Malayu S.P. Hasibuan (2001) says that ability is to show the potential of people to carry out work; this ability may be fully utilized or it may not. This ability is closely related to the totality of thinking power and physical power that a person has to carry out work. So it means that everyone's ability is not necessarily able to do every job (Berglund 2013; Joyce, Weil, and Calhoun 2017).

Reasoning ability is thought to represent a major factor in the work achievements of the teacher in question (yani 2016). Abilities that have a certain degree of significance are verbal ability, numerical ability, mechanical ability, spatial ability, and social ability. Verbal ability is a knowledge or words and skill in the use of these words. Numerical ability is a skill in manipulating numbers. Mechanical ability is a capacity to manipulate mechanical objects and a knowledge or principles that govern the operation of these objects. Spatial ability is the skill of visualizing and connecting objects according to the shape of the position in the room. Social ability is the skill of understanding and relating to others. Inductive reasoning is the ability to identify a sequence according to reasoning in a problem and then solve the problem (Ng et al. 2012; Zhou 2014).

Welter B. Collensics in his book "Learning Educational Application" (in Slameto) says: "*In most cases there is a fairly high correlation between one IQ and his scholastic success, usually, the higher person's IQ the highergrades he receives.*"

Guilford (in Slameto) tries to give a systematic picture of specific intellectual abilities (McKay and Izard 2015; Mikerova, Sergeeva, and Mardirosova 2018). He argues that intellectual ability is a blend of what he calls operations, content and products. Each aspect of intelligence can be subdivided into sub-sub-categories, namely five for operations, four for content and six for products, so that in total there are 120 specific types of intellectual capabilities (Joyce, Weil, and Calhoun 2017; McNally, Cole, and Waugh 2001).

Intellectual abilities are the abilities necessary to carry out mental activities. IQ tests, for example, are designed to ascertain a person's general intellectual abilities. Furthermore, Stephen Robbins in the book "Organizational Behavior" mentions that intellectual abilities have the following dimensions and indicators (Robbins 2010):

a) Dimensions of numerical intelligence, its indicators of the ability to count quickly and precisely;
b) Dimensions of verbal comprehension, indicators of the ability to understand what is read or heard as well as the relationship of words to each other;
c) Dimensions of perceptual velocity, the indicator of which is the ability to recognize visual similarities quickly and precisely;

d) The dimensions of inductive reasoning, the indicator of which is the ability to understand the logical sequence in a problem and the difficulty of solving the problem;

e) The dimensions of deductive reasoning, its indicators of the ability to use logic and assess the implications of an argument ;

f) The dimensions of the visualization of space, the indicator of which is the ability to imagine how an object would look if its position in space were changed; and

g) Dimensions of memory, indicators of which the ability to restrain and recall past experiences.

According to Tilaar (1998), there are two indicators that educators are professional :

1. Strong foundation of science. A professional educator should have a strong scientific foundation in accordance with his field of duty as well as have interdisciplinary scientific insights.

2. Mastery of professional tips based on research and practical education. This means that there should be a mutual influence between the theory and practice of education which is the soul of the development of science and the profession of education personnel .

In addition, the profile of 21st century educators should be reflected in the following knowledge, attitudes, and skills: 1) Mature and articulate personality (moture and developing personality); 2) Strong mastery of science and technology; 3) Skills to arouse the interest of students; 4) Continuous professional development.

Adam & Decey in Basic Principles of Student Teaching (in Moh. Uzer Usman) said that the role and competence of teachers in the teaching and learning process includes many things, between Iain teachers as teachers, class leaders, supervisors, environmental organizers, participants, exploiters, planners, supervisors, motivators, and counselors.

Burdsal and Bardo (in Jamaludin) say, Teachers' mastery of the field of study taught is a dimension of Iain that affects students' perception of class quality , and in turn also affects their achievements. Furthermore, teacher preparation, self-mastery, the ability to deliver teaching materials, the use of appropriate presentation methods, the ability to answer questions and make students understand the purpose of teaching clearly are also factors that influence the success of the teacher and the student's view of the teacher. On the contrary, teachers who in the view of students do not prepare their study materials, are less able to organize an approach to the class and teaching materials, convey incorrect concepts and use improper methods have no influence on improving student achievement.

The teacher's work performance or the teacher's success in carrying out his profession is related to personality characteristics, which include: 1) cognitive flexibility; 2) psychological openness. McLeod and Barlow (in Muhibbin Shah) say, competence means the state of being legally competent or qualified, that is, a state of authority or eligibility according to the provisions of the law. As for the competence of the teacher (*teacher competence*) is *The ability of a teacher to responsibility perform his or her duties appropriately. That is, teacher competence is the ability of a teacher to carry out his obligations responsibly and appropriately*. So, the competence of teacher professionalism can be interpreted as the ability and authority of teachers in running their teaching profession. That is, teachers who are skilled in carrying out their profession can be called competent and professional teachers .

Furthermore, in exercising their professional authority, teachers are required to have a diversity of psychological competencies, which include: 1) cognitive competence (skills in the realm of creation); 2) affective competence (proficiency of the realm of taste); 3) psychomotor competence (intention realm proficiency).

Normality Test

Test the normality of the data using the "Lilliefors'. The criteria for the sample are normally distributed, if $L < L_i$ The results of the normality test analysis are summarized in table 1 below :

Table 1. Data normality test results

Antar variabel	N	L_0	L_1	Kesimpulan
Y atas X_1	30	0,0832	0,1610	Normal
Y atas X_2	30	0,5254	0,1610	Normal

Variance Homogeneity Test

The variance homogeneity test is carried out by the "Bartlert'" test technique. The sample criteria are homogeneous, if tcount>ttable The results of the analysis of the homogeneity test are summarized in table 2 below.

Table 2. Data homogenity test results

Antar variabel	Dk	X^2hitung	X^2hitung	Kesimpulan
Y atas X_1	7	1,89	14,10	Homogen

Y atas X_2	7	9,30	14,10	Homogen

2. Relationship between Motivation for Achievement (XI) and Teacher Work Achievement (Y)

A simple linear regression analysis of Y over XI yielded the linear line equation 9 = 4.47 + 0.99X 1. The regression line equation is quite meaningful and linear. The results of the regression accuracy and linearity trial are shown in table 10 below.

Tabel 10: Tabel ANAVA untuk Uji Signifikansi dan Linearitas Regresi $\hat{Y}= 4,47 + 0,99X_1$.

Sumber Varian	dk	JK	KT	F_{hitung}	F_{tabel} 0,05	F_{tabel} 0,01
Total	30	1842232	1842232	-		
Regresi (a)	1	183770,13	183770,13			
Regresi (b/a)	1	251,13	251,13	$33,39^{**}$	4,20	7,64
Sisa	28	210,13	7,52			
Tuna cocok	9	39,54	4,39	$0,48^{ns}$	2,43	3,52
Galat	19	171,2	9,01			

Keterangan:
** = Regresi sangat berarti
ns = Regresi berbentuk linear
dk = Derajat Kebebasan
JK = Jumlah Kuadrat
KT = Kuadrat Tengah

$(F_h\ 33,39 > F_t\ 7,64)$
$(F_h\ 0,48 < F_1\ 2,43)$

Based on the calculation shows the price F obtained at 0.48 while the price of Ftabel with et al 9 and dk denominator 19 at significance level 0.05 is 2.43. It turns out that Fis a calculating figure< then it can be concluded that the upper regression form of XI is linear.

The Frequency Price (Fcount) is 33.39 while thetable F is 7.64. This shows that the F price calculates < F of the table at a significance level of 0.01. This means that the coefiesien of the Y regression direction over Xl is significant. Thus, = 4.47 + 0.99X1 it can be accounted for drawing conclusions regarding the relationship between the motivation of achievement and the work performance of the teacher. From this equation it can be interpreted that an increase of one unit of value on the motivation to achieve leads to an increase of 0.99 units of value in the work performance of the teacher.

Correlation Analysis

A simple correlation analysis between Xl and Y resulted in a correlation coefficient (r) of 0.73. Testing the significance of the correlation coefficient using the t-test yielded a calculation of 5.67. From the list of distributions t for dk = 28 and the significance level of 0.05 obtained ttable of 1.70. It appears that the value of t obtained from the analysis (tcount) is greater than the value of t contained in the tebel (ttable). This shows that tcount is significant, and therefore, the correlation coefficient of 0.73 is significant.

The coefficient of determination is the square of the correlation coefficient between Xl and Y. That is = 0.5329. This shows that the approximately 53.29 vasiancy that occurs in teacher work performance can be explained by the vasiancy of achievement motivation through regression equation = 4.47 + 0.99X1.

The results of the partial regression calculation showed r 12 of 17.27 and itung= 5.6 > tof the table at a significance rate of 0.05 was 1.70. Thus the null hypothesis as stated above is rejected; instead, alternative hypotheses are accepted. The conclusion is that there is a positive relationship between the motivation to excel and the teacher's work performance.

Form of relationship between motivation for achievement and teacher work performance through the equation = 4.47 + 0.99X1. It can be depicted in the form of a model as in the following figure 1 :
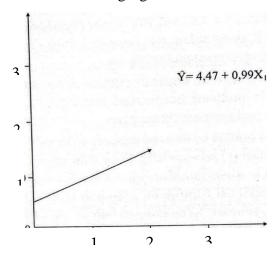

$\hat{Y} = 4{,}47 + 0{,}99X_1$

Figure 1: Model of the Relationship between Outstanding Motivas and Teacher Work Performance

The results of regression analysis and correlation between the variables of motivation for achievement and teacher work performance provide clues that the

regression model = 4.47 + 0.99X1 with a correlation coefficient of 0.73 at a significance level of 0.05 obtained that the motivation for achievement can predict teacher work performance.

Relationship between Reasoning Ability (X2) and Teacher Work Performance (Y)

A simple linear regression analysis of Y over X2 yielded the linear line equation = 76.87 + 0.07X. The regression line equation is meaningless and linear. The results of the regression accuracy and linearity trial are shown in table 11 below.

Tabel 11: Tabel ANAVA untuk Uji signifikansi dan Linearitas Regresi $\hat{Y} = 76,87 + 0,07X_2$

Sumber Varian	dk	JK	KT	F_{hitung}	F_{tabel} 0,05	0,01
Total	30	1842232	1842232	-	-	-
Regresi (a)	1	183770,13	183770,13			
Regresi (b/a)	1	1,80	1,80	0,10**	4,20	7,64
Sisa	28	460,07	16,43			
Tuna cocok	11	169,2	15,38	0,89ns	2,41	3,52
Galat	17	290,87	17,11			

Keterangan:

** = Regresi tidak berarti (F_h 0,10 > F_t 7,64)
ns = Regresi berbentuk linear (F_h 0,89 < F_1 2,41)

dk = Degrees of Freedom

JK = Sum of Squares (Sum of Squares)

KT = Middle Square (Middle Square

Based on calculations, it shows that the price of F tuna matched is obtained at 0.89 while the price of Ftable with numerator et al 11 and denominator et al 17 at significance rate 0.05 is 2.41. It turns out that Ftuna fits the calculation < F table' then it can be concluded that the form of regression over X2 is linear. The Volume Price (Fhitung) is 0.10 while the Ftabel is 7.64. This shows that the price of Fcalculates < F table at a significance rate of 0.05. This means that the directional coefficient of regression Y over X2 is insignificant.

Thus, the regression equation = 76.87 + 0.07X cannot be accounted for drawing conclusions regarding the relationship between reasoning ability and teacher work performance. From this equation it can be interpreted that an increase of one unit of value on reasoning ability causes 0.07 units of value in the teacher's work performance.

Correlation Analysis

A simple correlation analysis between X2 and Y yielded a correlation coefficient (r) of 0.06. Thus the t-test produces thitung = 0.31. From the list of distributions t for dk = 28 (n2) and the significance level of 0.05 obtained a ttable of 1.70. It appears that the t value obtained from the analysis (tcount) is smaller than the t value contained in the table (ttable). This suggests that thitu is insignificant, and therefore, the correlation coefficient of 0.06 is insignificant.

The coefficient of determination is the square of the correlation coefficient between XI and Y. That is = 0.0036. This shows that it is about 0.36%. The variance that occurs in the teacher's work performance cannot be explained by the variance of reasoning ability through regression equations = 76.87 + 0.07X2.

The results of the calculation of the persial correlation showed that ry2 was 0.14 and tcount = 0.72 < at a significance level of 0.05 was 1.70. Thus the null hypothesis as stated above is accepted; on the contrary, the alternalif hypothesis is rejected. The conclusion is that there is no positive relationship between reasoning ability and teacher work performance.

Form the relationship between reasoning ability and teacher work performance through the equation = 76.87 + 0.07X2. It can be depicted in the form of a model as in the following figure 2:
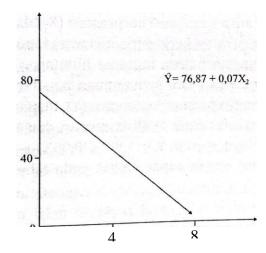

Figure 2: Model relationship between Reasoning Ability and Teacher Work Performance

The results of regression analysis and the correlation between the teacher's reasoning ability variables and teacher work performance provide clues that the regression model = 76.87 + 0.07X2 with a correlation coefficient of 0.06 at a significance level of 0.05 obtained that the reasoning ability of gutu cannot predict

teacher work performance. This variable also has no significant positive influence and relationship (determination), where 0.36 variances that occur in teacher work performance cannot be explained through reasoning ability.

3. The Relationship Between Achievement Motivation (XI) and Reasoning Ability (X2) together with Teacher Work Performance (Y)

The test was carried out using regression analysis techniques and the plural correlation obtained regression equation = 1.97 + 0.99X1 + 0.12X2. For the significance of plural regression can be seen in the ANAVA table in the following table:

Tabel 12: Tabel ANAVA untuk Uji Signifikansi
Regresi Jamak $\hat{Y} = 1,97 + 0,99X_1 + 0,12X_2$

Sumber Varian	dk	JK	KT	F_{hitung}	F_{tabel}	
					0,05	0,01
Total Direduksi	29	461,86	-	-	-	-
Regresi	2	254,22	127,11	16,52**	3,35	5,49
Galat	27	207,64	7,69			

Keterangan:
** = Regresi sangat signifikan ($F_h = 16,52 > F_t\ 5,49$)
dk = Derajat Kebebasan
JK = Jumlah Kuadrat
KT = Kuadrat Tengah

Based on table 12 it can be seen that the price of F is 16.52 while the price of Fof the table is 5.49. This means significant calculation because Fcount > F table' It shows that the regression equation Y = 1.97 + 0.99X1 + 0.12X2 can be accounted for to draw conclusions regarding the relationship together between achievement motivation and reasoning ability with teacher work performance.

Correlation Analysis

Analysis of the plural correlation between Xl and X2 with Y resulted in a correlation coefficient (Ry12) of 0.74. The multiple correlation coefficient severity test yielded acalculated F of 16.52. From the distribution list F with numerator et al 2 and denominator dk 27 at significance level 0.05 obtained t table 3.35. It appears that the calculated f value is much greater than the table F value. It showed that the calculated F was significant, and therefore, the correlation coefficient of 0.74 was also significant. Thus, alternative hypotheses are accepted. The conclusion is that there is a positive

relationship between the motivation to excel and the ability to reason together with the teacher's work performance.

The coefficient of determination is obtained by = 0.5476. This suggests that the 54.76 variances that occur in teacher work performance can be explained by the variance of achievement motivation and reasoning ability together through the regression equation = 1.97 + o.99X1 + 0.12X2.

The results of regression analysis and the plural correlation between the variables of motivation for achievement and reasoning ability with teacher work performance show that the regression equation model is = 1.97 + 0.99X1 + 0.12X2. With a correlation coefficient of 0.74 supported by a high significance of 0.05, it was obtained that together the motivation of achievement and the ability of reasoning can predict the work performance of teachers, where 54.76% of the variance that occurs in teacher work performance can be explained by the motivation of achievement and reasoning ability. This meeting shows that there is a very meaningful positive relationship between the variables of motivation for achievement and reasoning ability together with the teacher's work performance.

Increase the drive of success in oneself

The impulse of success in oneself will affect a person to do the work carefully and always try to avoid failure. The application of a cautious attitude and trying to avoid failure is an anticipatory effort in minimizing obstacles that occur. This attitude guides a person to achieve success followed by an increase in his work performance.

For this reason, an effort is needed to grow in the teacher, namely a hope that the achievement of his success can cause an impetus to achieve success. This success arises if the teacher is always working hard. Success in a work without hard work is difficult to realize. Therefore between the hope of success and hard work is very closely related.

This hard work can be the completion of the tasks for which he is responsible. For this reason, an attitude of hard work and self-discipline is a requirement for a person to achieve success. Teachers who have the motivation to excel will certainly be followed by this disciplined attitude, which is trying to complete work or tasks at a predetermined time. Thus, the motivation to excel can be realized by efforts to increase hard work and an attitude of discipline in oneself so that it will affect the teacher's work performance.

Such responsibilities are shown to superiors, responsibility for tasks, and responsibility in the face of failure. An attitude of responsibility towards these things is

important in an effort to increase motivation to excel. Thus the encouragement of responsibility has an important role in increasing the motivation to excel.

These efforts can be made by providing an incentive in the form of an award or scholarship to study at a higher level or recognition of teacher achievement. Thus the teacher will have excitement in renewing his work achievements.

Increase the drive for success outside of oneself

The encouragement of success from outside the self includes increasing additional teacher income by participating in extra-curricular activities. improving the welfare of teachers in the form of health services, school cooperatives, canteens, places of worship, sports, recreation, food money, transportation, Eid money, a good atmosphere of cooperation as a big family of Madrasah. The definition of welfare is not only in the form of incentives but can also be through savings and loan cooperatives with easy terms and light interest.

Reasoning ability in this study did not have a positive relationship with teacher work performance

Efforts to achieve teacher work achievements still require good reasoning skills. The ability of reasoning as a cognitive aspect is not the only factor that determines teacher work performance, there are many other factors that affect teacher work performance, namely teacher coaching factors, teacher educational background factors, emotional intelligence factors and others.

In research Daniel Goleman in his book Emotional Intelligence said, that the contribution of IQ (Intellectual Quotient) in determining a person's life success is a maximum of about 20 percent, while the remaining 80 percent is determined by other factors. It is these other factors that belong to the territory of emotional intelligence.

C. Conclusions

Based on the hypothesis testing that several conclusions can be drawn as follows: There is a positive relationship between the motivation to excel and the teacher's work performance. The two go hand in hand, meaning that the higher the motivation to achieve, the higher the teacher's work performance. There is no positive relationship between reasoning ability and teacher work performance. There is a positive relationship between achievement motivation and reasoning ability and teacher work performance. The two free variables go hand in hand with the bound variables, meaning that the higher the motivation for achievement and reasoning ability, the higher the teacher's work performance. Based on the above exposure, it is known that the research hypotheses proposed are accepted and some are rejected, namely: the

motivation to excel has a positive relationship with teacher work performance; reasoning ability does not have a positive relationship with teacher work performance, and achievement motivation and reasoning ability together have a positive relationship with teacher work performance. This shows that efforts to improve teacher work performance can be done through efforts to increase motivation for achievement and teacher reasoning ability.

The contribution of this research, among others, suggests thatto achieve teacher work achievement, good reasoning skills are still needed. The ability of reasoning as a cognitive aspect is not the only factor that determines teacher work performance, many other factors that affect teacher work achievement are teacher coaching factors, teacher education background factors, emotional intelligence factors that determine a person's life success a maximum of about 20 percent, while the remaining 80 percent is determined by other factors. It is these other factors that fall within the region of emotional intelligence as mentioned by Daniel Goleman in the emotional quotient.

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