

# The Relationship of Quality of Work Life to Teachers and Motivation

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## ABSTRACT

Today, teachers are expected to be able to work and socialize into a variety of occupations, cultures, languages, and social contexts. As educators, teachers need to know and get used to it in order to have superior performance. One of the problematic features of this is the problem of teacher motivation and the quality of their working life. The research design used is correlational, namely research that aims to explain the relationship, estimate, test the variables of quality of work life and motivation. The population is the total number of teachers in one of the senior secondary schools in Surabaya, which is 78 teachers. They are used as samples. Analysis of the data used is correlation analysis. The use of this analysis method is used between the QWL variable and the motivation variable with the help of SPSS 26. This study gives the results that the quality of work life and work motivation are correlated with each other.

## INTRODUCTION

Teaching is a profession. Teacher professionalism is certainly closely related to the elements of teacher work management, in addition to looking at their dedication and loyalty to the profession (Sinambela et al., 2014). When viewed from its function, teachers have a great responsibility to educate the nation's children. This responsibility cannot be passed without the motivational power of each teacher (Yanti et al., 2013). It is important for schools to make teachers feel comfortable with their work and work environment so that they get job satisfaction. There are many things that need to be considered to achieve teacher job satisfaction, one of which is paying attention to QWL which is the teacher's perception of their physical and psychological well-being at school. QWL includes providing opportunities for teachers to make decisions related to their work, workplace design, and the teacher's need to be more creative. QWL discusses the extent to which teachers feel that they are safe, prosperous, and able to develop themselves.

QWL is a description of the quality of personal relationships with overall working conditions. QWL is an interest desired by organizations and teachers, where they both get good quality in their work. Creating a quality work environment is the task of all components in the organization. QWL is a multidimensional concept that covers various

aspects of work that have an impact on overall organizational performance. QWL is a problem that must get full attention in an organization. The quality of human resources is formed from a quality workplace life (Darmawan et al., 2020). QWL also has an impact on employee commitment to the organization. They have a stronger bond with the organization than employees who do not feel comfortable at work (Darmawan & Mardikaningsih, 2021). According to Baskoro et al. (2002), QWL has a significant relationship with the work results of employees. In addition, QWL has a relationship with employee loyalty to the organization. They prefer to be loyal after feeling comfortable at work (Naufalia et al., 2022). There is a strong relationship between QWL and job satisfaction felt by employees at work (Hariyani & Sinambela, 2021).

According to Darmawan (2012), work motivation can be defined as a psychological impulse to someone who determines the direction of a person's behavior (direction of behavior) in an organization, level of effort (level of effort), and level of persistence or resilience in the face of an obstacle or obstacle. problem (level of persistence).

Motivation is needed to run life, lead a group of people and achieve organizational goals. Motivation is an encouragement that grows and develops from within the teacher to do the best possible job so that the goal will be achieved (Hariyani et al., 2016).

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Motivation exists if the teacher has a certain achievement goal. Even though the task of teaching is a proud and challenging task, so teachers should have motivation (Akmal et al., 2015). Motivation questions how to encourage the passion of teachers, so that they are willing to work hard by giving all their abilities and skills to realize school goals. Motivation is very important because with this motivation it is expected that every individual teacher will work hard and be enthusiastic to achieve high work productivity (Yanti & Darmawan, 2016). There is a close relationship between motivation and work environment (Lestari & Darmawan, 2014). Motivation and performance have a very strong correlation (Lestari & Darmawan, 2014; Arifin et al., 2017; Sinambela & Ernawati, 2021; Cahyono & Mardikaningsih, 2021; Pramudya & Mardikaningsih, 2022). Work motivation and job satisfaction have a close relationship (Sinambela, 2014; Yuliana et al., 2016; Al Hakim et al., 2019; Arifin & Mardikaningsih, 2022).

## RESEARCH METHOD

The research design used is correlational, namely research that aims to explain the relationship, estimate, test QWL variables and motivation. The population is the total number of teachers in one of the senior secondary schools in Surabaya, which is 78 teachers. They are used as samples. This means taking all members of the population as respondents by means of a census.

According to Cascio (2006), organizational efforts to improve QWL are efforts to improve the following components: 1) employee participation; 2) career development; 3) pride; 4) equitable compensation; 5) job security; 6) wellness; 7) safety environment; 8) conflict resolution; 9) communication. Components of work motivation consist of three things, namely, 1) a strong desire; 2) behavior; 3) achievement towards the goal (Hitt et al., 2006).

The research instrument used as a measuring instrument for research variables is a Likert scale model questionnaire with 5 (five) answer choices. Analysis of the data used is correlation analysis. The use of this analysis method is used between the QWL variable and the motivation variable with the help of SPSS (Statistical Package for Social Science) 26 For Windows.

## RESULT AND DISCUSSION

Based on the Cronbach's Alpha value generated from the QWL variable and work motivation in Table 1, it shows that the value is 0.812 for the QWL variable

and for the work motivation variable it produces a value of 0.855. The resulting value indicates that the reliability test is met.

Table. 1 Reliability Test Results

Variables	Cronbach's Alpha	Status
QWL	0,812	Reliable
Work Motivation	0,855	Reliable

Source: SPSS 26

The results of the classical assumption test for the normality test show that the data are normally distributed as shown in Figure 1. This meets the normality assumption.

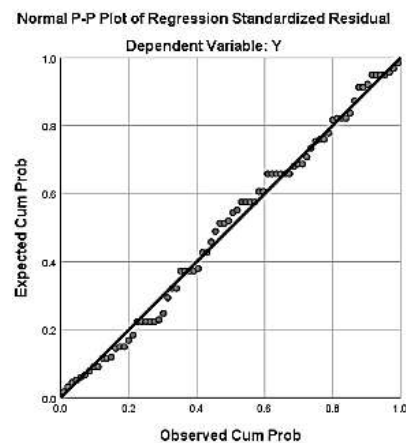


Figure 1. Normality Test

Source: SPSS 26

Furthermore, for the last stage, it will be done by connecting the variables with Spearman Rank correlation analysis as in Table 2 below.

Table 2. Correlations

		QWL	MOTIF
Spearman's rho	QWL	Correlation Coefficient	1.000
		Sig. (2-tailed)	.
		N	78
	MOTIF	Correlation Coefficient	.707**
		Sig. (2-tailed)	.000
		N	78

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS 26

Based on Table 2 the value of the Spearman correlation coefficient is 0.707. This value indicates that between the QWL variables and work motivation there is a one-way relationship with each other. These results provide evidence that the higher the QWL, the work motivation will also increase. Vice versa, the lower the QWL, the lower the work motivation.

The results of this study can prove that there is a strong relationship between the QWL variable and work motivation. The results of this study are also in line with Baleghizadeh & Gordani (2012); Jofreh et al. (2013); Tongo (2015). The important role of QWL is to change the organizational climate to technically and humanely lead to a better QWL. With full attention in schools, QWL will be able to increase the role of teachers as educators. As good educators, teachers must be able to provide the best role so that educational goals can be achieved. With a good QWL, it is expected that teacher performance will be better because the basic goal of QWL is to develop the best possible work environment for all members in an organization so that they are able to provide job satisfaction which of course has a positive impact on teacher performance. Based on this point of view, QWL is a number of circumstances and practices of the organization, where teachers at work want to feel safe, feel satisfied, and get the opportunity to grow and develop as human beings.

Work motivation is a process that causes a person to behave in a certain way in order to meet the very individual needs for survival, security, honor, achievement, power, growth and a sense of self-worth. Teachers who are motivated and have high satisfaction form an ideal situation for both the organization and the teachers themselves (Lembong et al., 2015). This situation can occur if there is a similarity between the expectations of teachers and the organization with the current real situation, where on the one hand the organization finds conditions for teachers who can work well and achieve organizational goals, while teachers find the condition that all their expectations are related to careers, salaries have been reduced. provided by the organization (Yuliana et al., 2016). This shows that the higher the motivational factors given, the higher the satisfaction with QWL.

## CONCLUSION

This research shows that the quality of work life and work motivation are correlated with each other. QWL can be done by providing a sense of security at work, job satisfaction, appreciation at work and creating conditions for growth and development so as to increase the dignity of employees. QWL has a focus on respecting people in their work environment. The important role of the QWL program is to change the work climate so that the organization can technically and humanely lead to a better QWL. QWL improvement is needed to create job satisfaction as a trigger and shaper of good and quality employee performance.

This research is expected to provide input regarding the importance of efforts to build teacher attitudes or behavior in obedience or regulations in teaching, being responsible for carrying out tasks at school, being honest at work and also as a source of information related to QWL factors towards teachers.

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