The Influence of Online Motivation and Presence on the Performance of State Vocational School Teachers in Tangerang District During the Covid-19 Pandemic

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Abstract: The Effect of Motivation and Online Presence on the Performance of State Vocational School Teachers in Tangerang Regency during the Covid 19 Pandemic. Based on observations of the performance of State Vocational School teachers in Tangerang Regency, it shows that motivation has decreased and low attendance. Information from school operators as teacher attendance record officers, that there are 40% of teachers who are late for teaching every month. Apart from that, from conversations with some of the closest teachers, the attendance recording system and low motivation caused teachers to lack enthusiasm in carrying out their activities. The aim is to find out to what extent motivation and online attendance have an effect on improving teacher performance. The population in this study was taken from State Vocational School teachers in Tangerang Regency. The research was conducted from January to June 2021. This research used a quantitative descriptive approach by collecting data using a questionnaire which was distributed to sample schools through social media networks in the form of groups. whatsapp specifically for teachers with a total of 238 teachers. The analytical method uses multiple linear regression analysis with the help of the SPSS program. The results showed that the motivational variable had no effect on the teacher's performance variable, but the online attendance variable had a significant effect on the teacher's performance variable. Simultaneously, the two independent variables show that motivation and online presence have an effect on increasing teacher performance at State Vocational Schools in Tangerang Regency during the Covid 19 Pandemic.

Keywords: Motivation, Online Presence, Teacher Performance.

INTRODUCTION

The prosperity of a nation is largely determined by the quality of its human resources and the quality of human resources is determined by the quality of the education of its people. One that encourages increased productivity of human resources is efforts to increase work motivation. Motivation is finding employee needs and helping to achieve them in a smooth process. According to Maslow (2015), motivation can be interpreted as a person's strength

(energy) which can lead to a level of persistence and enthusiasm in carrying out an activity, both originating from within the individual himself (intrinsic motivation) and from outside the individual (extrinsic motivation). This can be seen in the field, it turns out that various problems were found related to the lack of motivation of teachers, especially in the SMK teacher environment in Tangerang Regency. Through operator information as a teacher attendance recorder, that 40% of teachers are late for teaching every month. Apart from that, from conversations with some of the closest teachers that low motivation is the cause of the teacher's lack of enthusiasm in carrying out their activities, thus a temporary conclusion can be drawn that: 1) Teachers do not understand their roles and responsibilities, 2) Teachers do not understand how to carry out their duties according to school regulations, 3) many teachers are negligent and lack discipline, 4) Teachers ignore the importance of a professional attitude wherever they are.

In addition to motivation, it turns out that to improve teacher performance, it can be seen in the problem of low attendance or attendance at school but their performance is not good in terms of providing their main tasks as educators. This factor turns out to be in the system

teacher attendance records are not very good at measuring the validity and effectiveness of teacher attendance. According to Heriawanto in Safrudin (2017), the implementation of filling in the attendance list or attendance manually (only in the form of an attendance book), will create an obstacle for agencies to monitor employee discipline in terms of the timeliness of arrival and departure times of employees every day. It is feared that it will reduce employee commitment to work and the institution. Because the quality of education in society is closely related to the development of Science and Technology (IPTEK). The development of science and technology in this era of globalization occurs in various fields, one of which is in the field of education, namely the emergence of various kinds of sophisticated technological equipment that can improve employee performance. One of the most popular attendance recording systems today is of many types, some use biometric models with finger prints, face scans, eye retina scans, location determination (sharelok) and some are already using internet technology with online presence. According to Jojonomic.com (2019) online presence is recording attendance with a cloud system that is connected to a database in real time. This cloud system will store Presence data automatically. In addition, Presence data can be accessed anywhere and anytime, as long as we are connected to the Internet network. According to Samiaji in Erlangga (2017), a more modern presence method is to use fingerprint presence. In this method the employee must scan the finger for attendance. Automatically this presence machine enters data on incoming and outgoing hours into the computer. The result is an accurate record of working hours and is ready to be processed by the application. Presence cannot be deposited and minimizes the possibility of errors.

Departing from the problems above, the authors tried to conduct research in four schools as research objects. The schools were SMK Negeri 1 Tangerang Regency, SMK Negeri 2 Tangerang Regency, SMK Negeri 8 Tangerang Regency and SMK Negeri 9 Tangerang Regency. The formulation of the problem that will be examined is the influence of online presence and motivation on the performance of State Vocational School teachers in Tangerang Regency during the Covid-19 Pandemic.

LIBRARY RESEARCH
Motivation
According to Malthis (2006: 114), motivation is a desire in a person that causes that person to act, usually people act for a reason to achieve goals. Motivation is the provision of driving force that creates enthusiasm for someone's work, so that they want to work together, work effectively and integrate with all their efforts to achieve satisfaction (Hasibuan, 2009: 219).

According to Steyn (2002: 251-254) *"argues that effective principals are able to create an ethos that generates motivated and successful teachers and stimulated and inspired learners in an effective school setting"* (Effective principals are able to create an ethos, producing teachers to be motivated and successful and students stimulated to be inspired in an effective school setting).

According to Mangkunegara (2011: 93) motivation is an impulse that arises in a person who moves to do something. Teachers who have high work motivation will always work hard to overcome all kinds of problems faced in the hope of achieving better results. Indicators of teacher work motivation are: (a) Need for achievement, (b) Opportunity to develop, (c) Pride in one's own work, (d) Need for recognition, and (e) Salary received.

Understanding motivation is very important because reactions to compensation and other human resource issues are affected and affect motivation. The theory of human motivation developed by Maslow (2015) is Maslow's famous Hierarchy theory
that there are five levels of human needs namely: physiological needs, needs for safety and security, needs for togetherness, affection, and needs for self-actualization. A person's needs are the basis for a model of motivation. Needs are deficiencies that are felt by someone at a certain moment that creates tension that causes desire to arise. Several other researchers also used Abraham H. Maslow's motivational theory, including (Rozalia et al, 2015) that due to the provision of good work motivation, it is able to make employees able to improve their performance. In line with (Susanto, 2019) concluded that work motivation has an influence on employee performance. Likewise, the results of the study (Pratama et al, 2019) concluded that the higher the work motivation, the higher the employee's performance.

Online Presence

According to Samiaj, Setiawan & Yulianti, (2018), a more modern presence method is to use fingerprint presence. In this method the employee must scan the finger for attendance. Automatically this presence machine enters data on incoming and outgoing hours into the computer. The result is an accurate record of working hours and is ready to be processed by the application. Presence cannot be deposited and minimizes the possibility of errors.

Research from (Muchlis, 2020) regarding the satisfaction of using online presence applications states that online attendance applications can provide convenience in carrying out attendance, a number of 88% of respondents agree and are convinced that online presence can help accuracy and is able to provide convenience.

Fingerprint Presence Engine is *Management information System* which contain physical elements as disclosed by Hasional (2016) that the elements of a Management Information System are:
1. Computer hardware, consisting of computers (processing centers, input/output units, storage units, files, and data storage devices). 2. Database (data stored on computer storage media). 3. Procedures, physical components because procedures are provided in physical form, such as manuals and instructions. 4. Operations personnel, such as computer operators, system analysis programming, data storage personnel and information systems lead.

Teacher Performance

According to Sukarno (2000) performance is a description of the level of achievement of the implementation of an activity/program/policy in realizing the goals, objectives, mission and vision of the organization. According to Malthis (2006) defining performance is the result in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. Still according to Maltis that the indicators used in measuring the quality of this performance are:
1. Quality of Work This standard is carried out by comparing the size of the volume of work that should be (work standard norms) with actual capabilities.
2. Work Quantity This standard emphasizes the quality of work produced compared to work

volume.
3. Timeliness Timeliness is the use of working period according to company policy.
        Teacher performance developed and modified from thoughts by T.R. Mitchel in
Supardi (2014:70) can be seen in five ways:
1. Quality of work (*quality of work*)
2. Work speed/accuracy (*promptness*)
3. Initiative in work (*initiative*)
4. Work ability (*Capability*)
5. Communication (*Communication*)

RESEARCH METHODS

To get answers from this study obtained from distributing questionnaires to 238 respondents, namely State Vocational School teachers in four schools as sample objects to determine the effect of motivation and online presence on teacher performance consisting of 50 statement items using a scale*likert* to answer statements the statement. The sampling method used in this study is to use the method*Proportionate Stratified Random Sampling* is sampling from members of the population randomly and proportionally stratified (Sugiyono, 2017). To determine the number of samples that will be taken the researcher uses a sample based on the level of theory developed by*Isaac and Michael* (Sugiono 2017). After data from all respondents or other data sources have been collected, the amount of data in each variable studied is summarized in tabular form. Then calculations are carried out to test the proposed hypotheses, namely validity and reliability tests, and the analytical tools used in this study use multiple linear regression and to prove the hypothesis are used with the t-test, F-test and Coefficient of Determination Test.

RESULTS AND DISCUSSION

Descriptive Analysis

The results of the analysis of motivational variables have three indicators, namely self-esteem, power and needs and security. The results of the answers to the three indicators have an average value of 348.4 which is categorized as good.

For the online attendance variable, there are four indicators, namely attendance, use of working hours, responsibilities and employee turnover rates. The results of the answers from the four indicators have an average value of 3,484 which is categorized as good.

For teacher performance variables, there are three indicators, namely work quality, work quantity and timeliness. The results of the answers from the three indicators have an average value of 356.1 which is categorized as very good.

Test Instrument Data

a. Data Validity Test

Based on the results of the calculation that has r count> 0.139 so that it can be said that all statement items used in this questionnaire are valid b. Reliability Test. The test results on the motivational variable that *cronbach alphanya* is 0.973 or greater than 0.7, so it can be said that the reliability test tool is consistent. The same thing was also found in the online presence and teacher performance variables, where *cronbach alphanya* greater than 0.7, so it can be concluded that the reliability test for online presence and teacher performance variables is consistent

b. Normality test

The results of the normality test using*Normal P.P Plot Of Regression Standardized Residual* on the SPSS application. Based on the calculation results, it can be seen that the dots spread along the diagonal line, and their distribution follows the direction of the diagonal line, so that the proposed regression model can be used to conduct research on

factors that influence consumer satisfaction.
c. Uji Multicolonized
    The calculation results in the regression model do not occur multicollinearity or perfect correlation between the independent variables, this can be seen from the motivation variable with *tolerance* 0.141 is greater than 0.10. Online Presence on value*tolerance* is 0.141 greater than 0.10. As for value*VIF* on the motivational variable 7.11 is smaller than 10.00 and the online presence variable has a value*VIF* of 7.11 is also smaller than 10.00
d. Heteroscedasticity Test
    Heteroscedasticity testing is done by looking at the presence or absence of certain patterns on the graph*scatterplot*. The result can be seen that the points are spread randomly, do not form a certain pattern, and are spread both above and below the number 0 (zero) on the Y axis, so there is no heteroscedasticity.

Multiple Linear Regression Analysis

      Multiple linear regression analysis aims to determine the effect of more than one independent variable on the dependent variable. The multiple linear regression analysis model is used to explain the relationship and how much influence the independent variables have on the dependent variable. For an explanation, see Table 1.

Table 1. Results of Multiple Linear Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.425	.395		1.076	.283		
	MOTIVASI	.014	.042	.014	.342	.732	.141	7.114
	PRESENSI ONLINE	.728	.032	.957	22.601	.000	.141	7.114

a. Dependent Variable: KINERJA GURU

Where $KG = a + b_1 Mon + b_2 AFTER$
$KG = 0{,}425 + 0{,}14\, Mo + 0{,}728\, PO$

Notes :
KG = Teacher Performance
α = Constanta
Mo = Motivation
PO = Presence Online

The following is an explanation of the regression equation:
a) A constant value (α) of 0.425 indicates that if all the independent variables of online motivation and attendance are considered to be absent or assumed to be 0 then the teacher's performance is worth 0.425.
b) Motivational regression coefficient value of 0.014 indicates that there is a unidirectional relationship between motivational variables and teacher performance. This means that if motivation increases, then teacher performance will also increase assuming the other independent variables are constant or fixed.
c) The online attendance regression coefficient value is 0.728 indicating that there is a unidirectional relationship between the online attendance variable and teacher performance. This means that if online presence increases, then teacher performance will also increase assuming the other independent variables are constant or fixed.

Porridge F

To test the effect of the independent variables simultaneously on the dependent variable, it is carried out using the F test. The teacher performance variable in this study is tested for validity using the F test, this test is carried out at a significant level. If the significant level resulting from the calculation is <0.05 then H0 is rejected. Conversely, if the significant level resulting from the calculation is > 0.05 then H0 is accepted. From the analysis, the results are obtained:

F Table = F (k ; n-k)

$\quad\quad$ = F (2 ;238-2)

$\quad\quad$ = F (2 ;236) = 3,034

Table 2. F Test Results

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22244.579	2	11122.289	1868.418	.000[b]
	Residual	1398.905	235	5.953		
	Total	23643.483	237			

a. Dependent Variable: KINERJA GURU

b. Predictors: (Constant), PRESENSI ONLINE, MOTIVASI

Based on the calculation results of the F test, it can be F_{count} of 1868.418>F_{table}3.034 with a significant level of 0.000 <0.05. thus H0 is rejected and Ha is accepted. This means that motivation and online attendance simultaneously affect teacher performance.

Uji T

This t-test was conducted to test the significance of each independent variable partially or to find out which independent variable has more influence between the two independent variables (X) on the dependent variable (Y). If the significance level resulting from the calculation is <0.05 then H0 is rejected. Conversely, if the resulting significance level > 0.05 then H0 is accepted. To find out the t table can be seen through:

T Table $\quad\quad$ = t (α /2 ; n-k-1)

$\quad\quad\quad\quad$ = t (0,05/2 ; 238-2-1)

$\quad\quad\quad\quad$ = t (0,025; 235) = 1,970

Where:

$\quad\quad\quad\quad$ α = 0.05/2 becomes 0.025

$\quad\quad\quad\quad$ n = Number of Respondents

$\quad\quad\quad\quad$ k = Number of Independent Variables (X)

Table 3. T test results

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	.425	.395		1.076	.283
	MOTIVASI	.014	.042	.014	.342	.732
	PRESENSI ONLINE	.728	.032	.957	22.601	.000

a. Dependent Variable: KINERJA GURU

Based on Table 3 it can be explained:

- Motivation

The t value is 0.342 and the significance value is 0.732. So it can be concluded that the t value is 0.342 <1.970 with a significant level of 0.732> 0.05, it can be concluded that H0$_1$ accepted and Ha$_1$ was rejected, so it was concluded that the motivational variable had no effect on teacher performance.

- Presence Online
The value of t count is 22.601 and a significance value of 0.000. So it can be concluded that the calculated t value is 22.601 <1.970 with a significant level of 0.000 <0.05, it can be concluded that H0$_2$ and Ha$_2$ accepted, which means that online attendance has an effect on teacher performance.

Test the Coefficient of Determination

The value of the coefficient of determination is determined by value*Adjusted R-Square,* with the aim of knowing how much influence the independent variables have on the dependent variable.

Table 4. Test Results for the Coefficient of Determination

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.970^a	.941	.940	2.440

a. Predictors: (Constant), PRESENSI ONLINE, MOTIVASI
b. Dependent Variable: KINERJA GURU

Based on Table 4 shows that the adjusted determination coefficient value (*Adjusted R-square*) of 0.940. This states that the variables of motivation and online presence affect teacher performance by 94% while the remaining 6% (100% - 94%) are influenced by other variables outside the variables used in this study. This other variable might be the principal's leadership style or work culture in the agency and so on.

Hypothesis Testing
a. Hypothesis Test 1

To test hypothesis 1 which states that there is a motivational influence on the performance of State Vocational School Teachers in Tangerang Regency. Based on the results of this study it can be concluded that motivation has no effect on the performance of State Vocational School teachers in Tangerang Regency.

This shows that whatever is done by the principal in motivating teachers, giving awards to achievers, equality in terms of career opportunities, the need for infrastructure to support teachers, it turns out that all of this does not lead to an increase in teacher performance. In other words, it can be concluded that the motivation that given by the principal solely as a mandate from his duties as school leader, because everyone will have a different acceptance of the response and capabilities he has, coupled with the principal's leadership style which is not accepted by the teachers. Another thing that is the reason for the lack of effect of motivation on teacher performance is the minimum income or teacher salary received. Like what was expressed by Maslow that the needs that have been met can provide motivation in life, especially will has an impact on the emergence of high performance motivation, so that it will automatically have an impact on the intensity of work to be more enthusiastic and more passionate.

The results of this study are in line with previous research by M. Rangga WK and Prima Naomi (2017) in the Influence of Self-Motivation on Student Learning Performance (Case Study on Paramadina University Students) which states that the results of the regression data indicate that there is no significant influence simultaneously between motivation and student achievement. According to Helmawati, Ethika, Rahmat Hidayat

(2017) concerning the Influence of Leadership Style, Work Environment, Organizational Culture, Work Motivation and Locus of Control on Individual Performance in MSMEs in Padang City which states that there is no effect of work motivation on individual performance.

Based on the results of this study, then there is *research gap* or the results of this study are not in line with most of the results of previous studies which state that motivation influences performance. For example by Sukidi and Farid (2016) that motivation, compensation and job satisfaction affect employee performance, or motivation and competence have a significant effect on employee performance by Bagus, Dhermawan and Sudibyo (2012), according to Wahyudi (2019), work discipline and motivation work can improve employee performance and according to Ardiana (2017), who examined the effect of teacher work motivation on the performance of vocational accounting teachers in the city of Madiun, the results show that work motivation has a positive effect on accounting teacher performance.

b. Hypothesis Test 2

To test hypothesis 2 which states that there is an effect of Online Presence on the Performance of State Vocational School Teachers in Tangerang Regency. Based on the results of this study, it can be concluded that online presence significantly influences teacher performance. According to Tofik in Setiawan & Yulianti (2018) that *fingerprint* is a technology that supports attendance purposes, which includes income, data storage of entry and return hours, and processes the data into a report which can later be used for policy making by the leadership. According to Jojonomic.com (2019) online presence is recording attendance with a cloud system that is connected to a database in real time so that accuracy is beyond doubt.

In fact, the significance of the influence of online attendance or digital attendance systems has an effect on performance, this has been stated by earlier researchers such as Lia Sepda (2016), examining the Effect of Applying Fingerprint Presence on Teacher Performance Through Work Motivation in SMA Negeri 5 Malang. The research method use path analysis *(path analysis)*. The results of this study indicate (1) The application of fingerprint attendance is included in the very good category, teacher work motivation is included in the high category, and teacher performance is included in the good category. (2) There is a direct, significant and positive effect between the application of fingerprint presence on the teacher's work motivation. (3) There is a direct, significant and positive effect between work motivation on teacher performance. (4) There is a significant and positive indirect effect between the application of fingerprint attendance on teacher performance through work motivation. In fact, according to Arifin and Agus (2021), who researched the Effectiveness of Online Attendance in Work Discipline at the Immigration Office Class I Special for TPI Surabaya During the Covid-19 Pandemic, using a saturated sampling method. The result is an online attendance program at the Class I Immigration Office for Special Checkpoints Surabaya Immigration (TPI) during the corona virus pandemic had been carried out properly and on target.

c. Hypothesis Test 3

To test hypothesis 3 which states that there is an effect of Motivation and Online Presence on the Performance of State Vocational School Teachers in Tangerang Regency. Based on the results of this study, it can be concluded that significantly the motivational variables and online presence variables greatly influence teacher performance. That the better the motivation given by the principal to all teachers and the better the infrastructure or equipment used for online presence, it will also have a very significant impact on

improving teacher performance.

CONCLUSIONS AND SUGGESTION

Conclusion

1. Motivation has no effect on the Performance of State Vocational School Teachers in Tangerang Regency
2. Online presence has a positive effect on the Performance of State Vocational School Teachers in Tangerang Regency.
3. Simultaneously, Online Motivation and Presence affect the performance of State Vocational School Teachers in Tangerang Regency during the Covid-19 Pandemic.

Suggestion

1. Motivation is closely related to the principal's leadership style, it is hoped that in motivating the teacher, the principal prioritizes good moral attitudes, because the principal is the spearhead of a good example for teachers in every action, if the principal's attitude and morality are good then it will positive impact on the example and motivation of teachers.
2. Online attendance has weaknesses compared to manual attendance, for this reason the school needs to review and ensure the validity of the online attendance data, Online presence also has a limited problem, namely if the Internet errors or turns off, this prevents the updating process from automatically stopping. For this reason, it is necessary to prepare for various possibilities that may occur, such as electrical problems, internet signals and the reliability of presence signal detection devices. These three things are absolutely necessary if you want to have a good online presence.

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