

# JEBE-Turnitin

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## The Effect of Motivation on Teacher Performance: Mediating Role of Knowledge Sharing

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### ABSTRACT

This study investigates the potential mediating impact of knowledge sharing on the relationship between motivation and teacher performance. A study uses a sample of 53 high school teachers in Bandung to investigate the mediating effect of knowledge sharing on the relationship between motivation and teacher performance. The study incorporated motivation and knowledge sharing as independent variables, while teacher performance was the dependent variable. The research commenced by assessing the credibility and consistency of the measuring tools. Subsequently, the data were examined by applying the Structural Equation Modeling-Partial Least Squares (SEM-PLS) methodology to gain insights into the intermediary function of the research variables. The study revealed that knowledge sharing serves as a mediator between motivation and teacher performance. The findings suggest that teachers' internal drive can positively impact their performance by facilitating the exchange of knowledge. The results suggest that educators possess a substantial intrinsic drive to disseminate information, positively impacting their overall efficacy. It is essential to acknowledge that additional variables that should have been analyzed in the present research could influence teacher development.

Keywords: Motivation, Knowledge Sharing, Teacher Performance.

### INTRODUCTION

The COVID-19 pandemic has shaken Indonesia in the past two years with increasing cases. As a result, the government has implemented various policies from 2020 to 2022 that have positive and negative impacts in various sectors. One of the most significant impacts felt by the community is in the education sector. (Sidharta, 2020) During the past two years, high school and university students have conducted online learning, which has uncertain and long-lasting impacts. However, in early 2022, the government issued new guidelines for all schools and universities in Indonesia to arrange offline face-to-face learning with 100% capacity, scheduled up to 3 hours per meeting and divided into several sessions per day.

Teacher performance is the result of their work in carrying out their responsibilities. Teachers also display behaviors that produce work results after meeting specific requirements in planning, implementing, and evaluating the teaching and learning process with high work ethics and professional discipline. (Abu Nasra & Arar, 2020; Daumiller et

al., 2020; Swank et al., 2021) The government has outlined four competencies for professional teachers: pedagogical, professional, social, and personality. These competencies indicate optimal teacher performance.

Teacher performance is essential as it shows the efforts made by teachers to achieve school education goals. (Dervenis et al., 2022) Everyone desires optimal teacher performance, but the reality is that there are still teachers whose performance could be more satisfactory. Teachers must perform well in teaching and be motivated to fulfill their duties. There are still some school teacher performance problems, such as teaching beyond their competencies, irregular task schedules, and unclear task assignments. (Bouranta et al., 2021; Sidharta, 2020; Swank et al., 2021) The main task of teachers is not only to deliver knowledge but also to provide understanding so that students can learn independently. (Hamad, 2022; Paudel et al., 2021)

Field surveys show that teacher performance still needs to be optimal. Based on observations of one of the study objects, current teacher performance has yet to reach its maximum potential. This condition can be seen from work results that do not meet the school's expectations. Work results were not appropriately achieved because teachers needed to complete their responsibilities. This condition can be measured in the planning of learning program activities, where teachers are mild in preparing teacher administrative completeness such as syllabus and learning implementation plans. Low teacher performance is also evident in implementing learning activities, with poor class management resulting in an unfavorable learning environment.

Work motivation is an activity that encourages someone, directing one's behavior to achieve a specific goal. According to Deci et al., (2017), Self-Determination Theory, the motivation and human personality approach use traditional empirical methods using the organismic theory that focuses on the importance of human resources for personality development and empirical theory derived from **motivation and human personality in a social context that distinguishes motivation in autonomous and controlled parts**. A teacher's work motivation divides into two forms: intrinsic or pure motivation that arises from within the teacher themselves, in the form of awareness of the importance of their work. Extrinsic motivation, on the other hand, arises from factors that come from outside. (Ryan & Deci, 2020)

Behavior that arises in an individual regarding motivation as a management concept can occur because of the need to achieve a predetermined goal. (Kanat-Maymon et al., 2020; Usher, 2021) Several things can stimulate a teacher's work motivation, such as fair pay, a pleasant work environment, opportunities to develop personal potential, the need for recognition, and the need for achievement. (Chan & Yung, 2018; Daumiller et al., 2020; Manik & Sidharta, 2017; Wen, 2022)

Work motivation is closely related to a teacher's performance in school because it can give a sense of appreciation to a teacher, creating a sense of enjoyment in carrying out their work obligations that will align with improving teacher performance. (Abu Nasra & Arar, 2020; Watt & Richardson, 2020)

Managing and documenting knowledge well is crucial in an organization, in addition to work motivation. (Asghar et al., 2023; Paudel et al., 2021) Furthermore, well-documented

knowledge can be a reference for individuals to acquire the necessary knowledge, including in educational institutions. (Dervenis et al., 2022) Therefore, knowledge sharing is an essential process that must carry out to maintain sustainability and achieve a competitive advantage in its role as knowledge sharing in an organization. In addition, knowledge sharing can create better education and learning processes for future students. (Hantooobi et al., 2021; Thomas & Paul, 2019; Yu & Takahashi, 2021)

According to Van den Hoof & de Ridder (2004) and Naem et al., (2021), a culture of knowledge sharing can develop new general competencies in individuals or sharpen existing competencies, such as new ideas, interpersonal communication, prioritizing, creativity, planning, problem-solving, and team working. Knowledge sharing aims to improve teacher performance through individual abilities such as decision-making and problem-solving. (Choi et al., 2022) Combining teacher knowledge and individual abilities is also crucial for school teacher performance. The relationship between knowledge and teachers' individual competencies is also essential for teacher performance in schools. Van den Hoof & de Ridder (2004), state that knowledge sharing is a mechanism in which knowledge transmit from one party to another, where knowledge sharing is a reciprocal process where individuals exchange tacit and explicit knowledge and together create new knowledge and solutions.

In modern education concepts, students are no longer objects in education. (Huang & Lai, 2020) They are no longer viewed as an empty can that a teacher must fill. Instead, in modern education, students expect to play an active role, especially in teaching and learning. (Asghar et al., 2023) Students ask to find the knowledge they need with the guidance of teachers, in addition to the teacher's task of providing good knowledge. (Cansoy et al., 2022; Swank et al., 2021)

Da'as (2022), conducted prior research and concluded that the indicator system for instructors' knowledge-sharing behavior. Asghar et al., (2023), evaluated the psychometric properties of the Knowledge Sharing Behaviour Scale (KSBS) in an academic setting. They concluded that the KSBS is not a valid instrument for measuring knowledge-sharing behavior in an academic setting. Li & Qin (2022), created a model framework for instructors to encourage entrepreneurial motivation in students through knowledge sharing. Kularajasingam et al., (2022), also conducted a study and concluded that university academics' knowledge-sharing behavior and social intelligence considerably enhance their competency-based performance. They utilized a mediation model among university professors to examine the effect of academicians' knowledge-sharing behavior and social intelligence on their performance.

Chan & Yung (2018), studied the practical pedagogical knowledge of teacher trainers, the trainers, since this knowledge is primarily communicated in practice. Experience from teaching practices predominantly shapes practical knowledge, which can apply to the teacher's behavior. However, because teacher trainees have limited pedagogical experience, practical knowledge cannot be cultivated in the same manner as it would be with a teacher trainer. A study by Khasanah et al., (2022), confirms the significance of knowledge management in promoting knowledge exchange and enhancing teacher literacy. A practical

knowledge management process in schools can optimize teacher knowledge exchange activities and enhance teachers' literacy skills.

The research focus results varied based on the study object's presurvey data and relevant prior research. To establish a theory on knowledge sharing and cover a gap in the literature, the researcher posed the problem of the significant mediating effect of knowledge sharing on teacher performance. This study identifies and analyzes the significant mediating effect of knowledge sharing on teacher motivation and performance.

## METHOD

This study aims to identify the role of knowledge-sharing mediation between teacher motivation and performance. The researcher surveyed 53 high school teachers in Bandung to achieve the research objectives. Structural equation modelling-PLS was used due to the small sample size. Before the research approach, validity and reliability were tested according to applicable criteria. This study used eight variable instruments: motivation variables adopted from Deci et al., (2017), knowledge-sharing variables adopted from Van den Hoof & de Ridder (2004), and teacher performance variables developed from teaching competencies (Catano & Harvey, 2011; Swank et al., 2021).

The motivation variable is a human motivation and personality approach that uses traditional empirical methods using an organismic theory perspective that focuses on the importance of human resources for personality development and empirical theory that originates from human motivation and personality in a social context that distinguishes motivation in autonomous and controlled parts. (Ryan & Deci, 2020) The Knowledge Sharing variable is a reciprocal process in which individuals exchange tacit and explicit knowledge and jointly create new knowledge or solutions. (Lei et al., 2021; Maravilhas & Martins, 2019; van den Hoof & de Ridder, 2004) Meanwhile, the teacher performance variable is teacher competences adopted on the Evaluation of Teaching Competencies Scale (ETCS) (Catano & Harvey, 2011; Ritzhaupt et al., 2018).

After the data is collected, the researcher will summarize and process the data to determine the data processing results following the predetermined research objectives.

## RESULTS AND DISCUSSION

To determine the validity and reliability of the research instruments, the researcher first tested the accuracy and validity of the research instruments. The results of the validity and reliability testing can describe in Table 1.

**Table 1. Validity and Reliability Test Result**

| Items | Variables           |                   |             |
|-------|---------------------|-------------------|-------------|
|       | Internal Motivation | Knowledge Sharing | Performance |
| IM1   | 0.833               |                   |             |

|                                  |       |       |       |
|----------------------------------|-------|-------|-------|
| IM2                              | 0.568 |       |       |
| IM3                              | 0.807 |       |       |
| IM4                              | 0.813 |       |       |
| IM6                              | 0.832 |       |       |
| IM7                              | 0.873 |       |       |
| IM8                              | 0.806 |       |       |
| IM9                              | 0.524 |       |       |
| KS1                              |       | 0.744 |       |
| KS2                              |       | 0.873 |       |
| KS3                              |       | 0.752 |       |
| KS4                              |       | 0.764 |       |
| KS5                              |       | 0.529 |       |
| KS6                              |       | 0.860 |       |
| KS7                              |       | 0.849 |       |
| KS8                              |       | 0.680 |       |
| TP1                              |       |       | 0.776 |
| TP2                              |       |       | 0.665 |
| TP3                              |       |       | 0.851 |
| TP4                              |       |       | 0.852 |
| TP5                              |       |       | 0.608 |
| <b>Reliability Test</b>          |       |       |       |
| Cronbach's Alpha                 | 0.896 | 0.895 | 0.812 |
| rho_A                            | 0.916 | 0.917 | 0.855 |
| Composite Reliability            | 0.918 | 0.917 | 0.868 |
| Average Variance Extracted (AVE) | 0.588 | 0.584 | 0.573 |

The validity and reliability results presented in Table 1 indicate that one motivation instrument has a loading value of less than 0.5. In contrast, the other instruments have loading values greater than 0.5, reliability criteria values greater than 0.7, and AVE values above 0.5, indicating that the research instruments have valid and reliable data. (Sarstedt et al., 2019)

Then, the valid and reliable data will be further processed to determine the path coefficient that forms the research model. Finally, the results of the path coefficient and R square variable values are presented more clearly in Table 2.

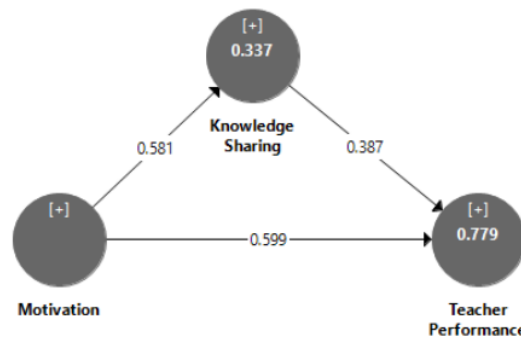
**Table 2. Path Coefficient Result**

| Path                             | Coefficient | Std Dev | T Stat | P Values | Hypothesis |
|----------------------------------|-------------|---------|--------|----------|------------|
| Motivation -> Knowledge Sharing  | 0.581       | 0.136   | 4.285  | 0.000    | Accept     |
| Knowledge Sharing -> Performance | 0.387       | 0.085   | 4.583  | 0.000    | Accept     |
| Motivation -> Performance        | 0.599       | 0.094   | 6.406  | 0.000    | Accept     |
| <b>R Square</b>                  |             |         |        |          |            |
| Knowledge Sharing                |             |         | 0.337  |          |            |
| Performance                      |             |         | 0.779  |          |            |

The data analysis indicates a significant positive relationship between motivation and knowledge sharing, as the path coefficient between the two variables has a value of 0.581, with a standard deviation of 0.136. Furthermore, the T statistic value is 4.285, and the P value is 0.000, indicating that the hypothesis is accepted. This result suggests that motivation strongly influences knowledge sharing in the research model.

Furthermore, the analysis also shows a significant positive relationship between motivation and performance. The path coefficient between motivation and performance is 0.387, with a standard deviation of 0.085. The T statistic value is 4.583, and the P value is 0.000, indicating that the hypothesis is accepted. In addition, the path coefficient between knowledge sharing and performance is 0.599, with a standard deviation of 0.086. The T statistic value is 6.406, and the P value is 0.000, indicating that the hypothesis is also accepted. This result suggests that knowledge sharing, and motivation significantly positively impact teacher performance in the research model. Furthermore, the R square values indicate that motivation explains 33.7% of the variance in knowledge sharing, while it explains 77.9% of the variance in teacher performance.

Based on the explanation, the researcher can illustrate the research results shown in Figure 1.



**Figure 1. Mediating Result of Knowledge Sharing on Motivation and Teacher Performance**

The data analysis shows at figure 1 that the mediating effect of knowledge sharing is an R square value of 0.337, indicating that it explains 33.7% of the variance in the relationship between motivation and teacher performance. This finding suggests that knowledge sharing significantly influences the relationship between motivation and teacher performance in the research model.

Additionally, the R square value of teacher performance is 0.779, indicating that the combination of motivation and knowledge sharing can explain 77.9% of the variance in teacher performance. This finding suggests that both motivation and knowledge sharing have a significant positive impact on teacher performance in the research model. Overall, the analysis indicates that knowledge sharing is essential in mediating the relationship

between motivation and teacher performance and that both factors significantly positively impact teacher performance.

According to Deci et al., (2017), conventional empirical techniques are employed in studying motivation and human personality, focusing on the organismic theory perspective that highlights the significance of human resources (HR) in shaping personality growth. The authors additionally utilize empirical theories originating from motivation and human personality in the social context, distinguishing between motivation's autonomous and controlled facets. The results suggest a significant affirmative correlation between motivation and teacher performance. Educators who demonstrate motivation display eagerness in their profession, voluntarily applying their cognitive faculties, competencies, and expertise to attain academic objectives. The impetus to become an educator is fueled by motivation.

In contrast, lacking motivation can impede effective teaching or result in poor outcomes when teaching out of a sense of duty. Therefore, through the augmentation of motivation, there is potential for an improvement in teacher performance, ultimately leading to the attainment of predetermined objectives. However, the impact of COVID-19 has resulted in a decline in teacher motivation, particularly within the field of education, due to various changes that have occurred. As a result, there is a persistent endeavor to establish stability and guarantee efficient educational procedures.

van den Hoof & de Ridder (2004), posit that knowledge sharing is a conduit for transmitting knowledge from one entity to another. The process entails reciprocal exchanges between individuals, whereby they share both tacit and explicit knowledge, leading to the collective creation of novel knowledge or solutions. (Choi et al., 2022; Zhang et al., 2019) The results indicate a meaningful affirmative impact of teacher motivation on both tacit and explicit knowledge, which subsequently affects teachers' performance.

The empirical findings suggest a significant relationship exists between knowledge sharing and teacher performance. The aforementioned implies that an improved execution of knowledge dissemination among educators will favor their performance. The acquisition of shared knowledge from diverse sources, including colleagues, significantly enhances teachers' performance, enabling them to achieve their maximum potential. Educators can provide mutual support in attaining their desired objectives through the exchange of opinions, sharing of experiences, and pooling of knowledge. Hence, fostering efficient communication among educators is imperative to augment communication holistically.

Numerous studies have examined the relationship between teacher motivation and performance, with some examining the role of knowledge sharing as a mediator. Multiple research studies demonstrate that knowledge sharing, work environment, and motivation positively affect teacher job satisfaction and performance. (Abha et al., 2022; Chan & Yung, 2018; Kartono, 2020; Mustofa et al., 2021) Furthermore, it has demonstrated that knowledge sharing positively and significantly affects teacher performance and can inspire student entrepreneurship. (Li & Qin, 2022) However, instructors' awareness of knowledge protection may inhibit their knowledge-sharing behavior. A researcher discovered that



motivation's mediating effect could influence the relationship between teacher training and performance. (Khairul Insan & Chaerudin, 2023) Other research has shown that the self-efficacy and enthusiasm of instructors can positively influence student performance. (Mahler et al., 2018) Different HR can have contradictory effects on the mediating functions of intrinsic and extrinsic motivation to share knowledge and instructors' subsequent behavior in sharing knowledge. (Andreeva & Sergeeva, 2016) Overall, these studies demonstrate that teacher performance can be affected by motivation and knowledge sharing. However, the relationship between these factors can be complex and dependent on contextual factors such as the work environment, communication style, and awareness of knowledge protection.

## CONCLUSION

The data analysis shows a significant positive relationship between motivation and knowledge sharing and between motivation and teacher performance. Furthermore, the results show that motivation strongly influences knowledge sharing, and motivation and knowledge sharing significantly impact teacher performance in the research model. The mediating effect of knowledge sharing is also significant, as it explains 33% of the variance in the relationship between motivation and teacher performance. This finding suggests that knowledge sharing is essential in mediating the relationship between motivation and teacher performance in the research model. Overall, the findings of this study highlight the importance of motivation and knowledge sharing in improving teacher performance. Likewise, the results can inform the development of strategies to enhance teacher motivation and promote knowledge sharing in educational settings.

The study suggests that educational institutions should devise approaches to boost teacher motivation, such as offering opportunities for professional development and acknowledging exemplary performance. In addition, facilitating knowledge sharing through fostering collaboration and exchanging best practices can improve teacher performance. The study's small sample size is a limitation that may restrict the generalizability of the findings to a larger population. In addition, the study's scope is limited to primary school teachers in a single regency, potentially constraining the generalizability of the results to other educational contexts. Subsequent studies may overcome these limitations by increasing the sample size and incorporating educators from diverse educational contexts.

## REFERENCES



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