

The Effect of Motivation and Training on the Performance of Vocational Health Teachers

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ABSTRACT

Vocational education plays an important role in preparing skilled human resources to meet labor market demands. However, the high unemployment rate among vocational high school graduates in Indonesia indicates persistent challenges in educational quality and effectiveness. Teacher performance is a key factor influencing learning outcomes, particularly in Health Vocational High Schools (SMK Kesehatan), where professional competence and industry relevance are essential. This study aimed to examine the influence of work motivation and job training on teacher performance in Health Vocational High Schools in Sleman Regency, Yogyakarta Special Region.

This study employed a quantitative approach with an ex post facto design. The population consisted of all teachers working in Health Vocational High Schools in Sleman Regency, with 102 respondents selected through total sampling. Data were collected using structured questionnaires based on a four-point Likert scale and analyzed through multiple linear regression using IBM SPSS Statistics 26. Prior to hypothesis testing, normality and linearity assumptions were assessed.

The results showed that the data met the assumptions of normality (Kolmogorov-Smirnov significance = 0.200) and linearity. Partial regression analysis revealed that work motivation significantly affected teacher performance ($\beta = -0.299$, $t = -4.277$, $p < 0.001$), while job training had a significant positive effect on teacher performance ($\beta = 0.613$, $t = 8.772$, $p < 0.001$). Simultaneously, work motivation and job training significantly influenced teacher performance ($F = 56.113$, $p < 0.001$). The coefficient of determination ($R^2 = 0.531$) indicated that 53.1% of the variance in teacher performance was explained by the two independent variables.

The findings suggest that job training is a stronger predictor of teacher performance than work motivation. Therefore, strengthening professional development and training programs may contribute to improving teacher effectiveness and the quality of vocational health education.

Keywords: work motivation, job training, teacher performance, vocational education.

INTRODUCTION

Problem and Its Scope

Education is widely recognized as a fundamental pillar of human resource development and sustainable national development (Rudianto & Arbie, 2025). Beyond serving as a means of knowledge transfer, education functions as a long-term investment that develops individual capabilities, strengthens character, and prepares learners to face increasingly complex global challenges. Within this framework, vocational education plays a strategic role, particularly Vocational High Schools (Sekolah Menengah Kejuruan or SMKs), which are institutionally designed to produce graduates equipped with technical skills and work readiness aligned with labor market demands (Ramadhani et al., 2022). Consequently, the effectiveness of vocational education depends largely on its ability to connect educational processes with workforce requirements.

Despite its strategic importance, vocational education in Indonesia continues to face significant challenges. National labor statistics indicate that SMK graduates consistently record the highest open unemployment rate among all educational levels, reaching 9.31% in 2023 (Badan Pusat Statistik, 2023). This condition reflects a persistent mismatch between graduate competencies and industry expectations, suggesting that vocational education has not fully achieved its intended objectives (Suprap, 2024). One contributing factor is the quality of the learning process, which is strongly influenced by teacher performance as the primary facilitator of learning and skills development in vocational schools (Brika et al., 2021; Rohman, 2020).

Previous studies have shown that teacher performance is influenced by various organizational and individual factors, particularly work motivation and participation in professional training programs (Adriani & Hikmah, 2022; Yuli Astina et al., 2024). Teachers who possess strong motivation and actively engage in professional development activities are more likely to implement effective instructional practices, create productive learning environments, and facilitate student achievement. In vocational education, where practical competencies and workplace readiness are central objectives, teacher performance becomes increasingly important for ensuring educational quality and graduate employability.

The significance of teacher performance is particularly evident in Health Vocational High Schools (SMK Kesehatan). The growing demand for qualified and certified healthcare professionals has increased expectations regarding graduate quality and alignment with industry standards. Employers in the healthcare sector place considerable emphasis on professional competence, technical proficiency, and compliance with regulatory requirements as indicators of workforce readiness (Frias et al., 2025). Consequently, Health Vocational High Schools face increasing pressure to ensure that their educational practices effectively prepare students for professional careers in the healthcare sector.

Several studies have investigated the relationship between work motivation, professional training, and teacher performance. However, most previous studies have examined these variables separately or within general education settings. Limited empirical evidence is available regarding the combined influence of work motivation and job training on teacher performance in Health Vocational High Schools. This gap is particularly relevant in Sleman Regency, which has a relatively high concentration of health vocational institutions and serves as an important center for vocational health education in the Special Region of Yogyakarta. Therefore, examining these factors is essential for developing evidence-based strategies to improve teacher performance and educational quality.

Significance of the Study

This study contributes to the field of vocational education management by providing empirical evidence regarding the influence of work motivation and job training on teacher performance. The findings are expected to support policymakers in designing effective teacher development strategies and strengthening professional training initiatives. In addition, the results may assist school leaders in implementing programs that enhance teacher motivation and instructional effectiveness. The study may also serve as a reference for future researchers interested in teacher performance and vocational education.

Statement of the Problem

The purpose of this study is to determine the influence of work motivation and job training on teacher performance in Health Vocational High Schools in Sleman Regency, Special Region of Yogyakarta.

Specifically, this study seeks to answer the following objectives:

1. To determine the levels of work motivation, job training, and teacher performance among teachers in Health Vocational High Schools.
2. To determine the significance of the relationship between work motivation and teacher performance.
3. To determine the significance of the relationship between job training and teacher performance.

4. To determine the significance of the individual and collective contributions of work motivation and job training to teacher performance.

Hypotheses

H01: Work motivation does not significantly influence teacher performance.

H02: Job training does not significantly influence teacher performance.

H03: Work motivation and job training collectively do not significantly influence teacher performance.

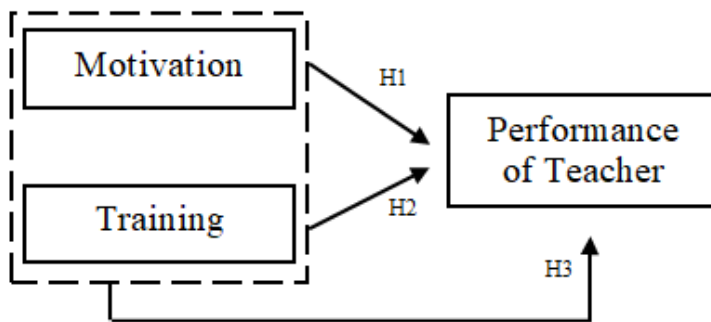


Figure 1: Conceptual and Hypothesis Framework

Source: Author's Design, 2026

By addressing these objectives, this study contributes to the broader discussion of teacher performance development in vocational education. Specifically, it provides empirical evidence regarding the extent to which work motivation and job training influence teacher performance in Health Vocational High Schools. The findings are expected to enrich the existing literature on educational management and teacher development, particularly within the context of vocational education institutions.

This study also has important implications for educational practitioners, school administrators, and policymakers. By examining the relationships between work motivation, job training, and teacher performance, the research offers insights into factors that may enhance instructional effectiveness and professional practice among teachers. Furthermore, the findings may support the development of evidence-based strategies aimed at strengthening teacher motivation, improving the quality of professional training programs, and ultimately enhancing the quality of teaching and learning in Health Vocational High Schools. The results may also serve as a reference for future initiatives designed to improve educational outcomes and workforce readiness in vocational education.

METHODOLOGY

Research Design

This study employed a quantitative approach using an *ex post facto* research design. The *ex post facto* design was considered appropriate because the study examined the relationships among variables based on naturally occurring conditions without manipulating the independent variables (Christy, 2024). The research focused on analyzing the influence of work motivation and job training on teacher performance within the educational environment. The study was conducted in Health Vocational High Schools (*SMK Kesehatan*) in Sleman Regency, Special Region of Yogyakarta, during the 2024 academic year.

Population of the Study

The target population consisted of all teachers employed in Health Vocational High Schools in Sleman Regency. These schools were selected because they represent one of the largest concentrations of health vocational

education institutions in the region. The population comprised 102 teachers actively engaged in teaching and learning activities during the period of data collection.

Sample

Considering that the population was relatively small and accessible, the study employed a total sampling technique. Accordingly, all 102 teachers were included as respondents. The use of total sampling was intended to enhance data representativeness and provide a comprehensive understanding of work motivation, job training, and teacher performance among Health Vocational High School teachers (Hossan et al., 2023).

Research Instrument

The research instrument consisted of a structured questionnaire designed to measure work motivation, job training, and teacher performance. The instrument was developed based on established theoretical frameworks and previous empirical studies relevant to educational management and teacher development.

Work motivation was measured using indicators adapted from Hamzah (2017), which comprise internal and external dimensions of motivation. The internal motivation dimension included responsibility in completing tasks, goal orientation, achievement satisfaction, continuous self-improvement, and commitment to achieving work objectives. The external motivation dimension included compliance with work demands, recognition, rewards, and expectations of appreciation from supervisors and colleagues. These indicators were selected because they reflect both personal and environmental factors influencing teachers' motivation in carrying out their professional responsibilities. Job training was measured using indicators proposed by (Meithiana & Ansory, 2018) including training objectives, trainer competence, training materials, training methods, and participant involvement. These indicators were used to assess the effectiveness of training programs in supporting teachers' professional development and enhancing their instructional competencies. Teacher performance was measured based on dimensions proposed by (Mangkunegara, 2017) consisting of work quality, work quantity, responsibility, cooperation, and initiative. Work quality was reflected through neatness, accuracy, and work outcomes, while work quantity referred to the speed and productivity of task completion. Responsibility was assessed through the achievement of work results and job satisfaction. Cooperation referred to teachers' ability to collaborate with colleagues in accomplishing organizational goals, whereas initiative reflected teachers' capacity to perform tasks independently and solve work-related problems without direct supervision.

The questionnaire employed a four-point Likert scale to measure respondents' perceptions regarding work motivation, job training, and teacher performance. The response categories consisted of Never (1), Rarely (2), Often (3), and Very Often (4). The use of a four-point scale was intended to encourage respondents to provide more definitive responses by eliminating the neutral option, thereby enhancing the discriminatory power of the instrument in capturing variations in respondents' perceptions and experiences.

Validity

The research instrument was developed based on indicators of work motivation, job training, and teacher performance derived from previous studies and relevant literature. Content validity was established through expert judgment to ensure the appropriateness of the questionnaire items in relation to the research objectives. After revision, the instrument underwent empirical testing to assess its validity and reliability. Reliability was evaluated using Cronbach's Alpha coefficient, and the results indicated that all variables demonstrated acceptable levels of internal consistency, confirming the suitability of the instrument for data collection (Sugiyono, 2021).

Analysis and Interpretation of Data

Data were collected using a structured questionnaire consisting of closed-ended items. The instrument employed a four-point Likert scale to measure respondents' perceptions and experiences regarding work motivation, job training, and teacher performance (Sugiyono, 2021). The response categories consisted of Never (1), Rarely (2), Often (3), and Very Often (4). Higher scores indicated higher levels of the measured construct. The use of a

four-point scale was intended to encourage respondents to provide more definitive responses by eliminating the neutral option. The questionnaires were distributed directly to teachers at their respective schools after obtaining informed consent and assuring the confidentiality of the information provided. The collected data were analyzed using IBM SPSS Statistics Version 26. Preliminary analyses included tests of normality using the Kolmogorov-Smirnov method and linearity using the Deviation from Linearity test to ensure that the assumptions for regression analysis were satisfied (Fiandini et al., 2024). Subsequently, multiple linear regression analysis was conducted to examine the individual and simultaneous effects of work motivation and job training on teacher performance. Partial effects were evaluated using the *t*-test, while the overall model significance was assessed using the *F*-test. In addition, the coefficient of determination (R^2) was calculated to determine the proportion of variance in teacher performance explained by the independent variables (Sugiyono, 2021).

RESULT

Prior to hypothesis testing, prerequisite analyses were conducted, including tests of normality and linearity. All statistical analyses were performed using IBM SPSS Statistics Version 26.0 for Windows.

Normality Test

The normality of the data was assessed using the One-Sample Kolmogorov-Smirnov test. The results are presented in Table 1.

Table 1 Normality Test Result

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		102
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.12800491
Most Extreme Differences	Absolute	.066
	Positive	.066
	Negative	-.044
Test Statistic		.066
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Table 1. Normality Test Result

Source: SPSS Ver.26, 2026

The results of the Kolmogorov-Smirnov test indicated a significance value of 0.200, which exceeded the

threshold of (>0.05). Therefore, the residual data were considered normally distributed, indicating that the normality assumption required for multiple linear regression analysis was satisfied.

Linearity Test

The linearity test was conducted to determine whether the relationships between the independent variables and the dependent variable were linear. The results are presented in Table 2.

Table 2. Linearity Test Result

Variable	Deviation from Linearity	Conclusion
Motivation	0,668	Linear
Training	0,348	Linear

The results showed that the significance value for the relationship between work motivation and teacher performance was 0.668 (> 0.05), while the significance value for the relationship between job training and teacher performance was 0.348 (> 0.05). These findings indicate that the relationships among the variables were linear and met the requirements for multiple linear regression analysis.

Multicollinearity Test

The multicollinearity test was conducted to determine whether a high correlation existed among the independent variables in the regression model. The results are presented in Table 3.

Table 3. Multicollinearity Test Result

Variable	Tolerance	VIF	Conclusion
Motivation	0.968	1.033	No Multicollinearity
Training	0.968	1.033	No Multicollinearity

The results showed that the tolerance values for both work motivation and job training were 0.968, which exceeded the minimum threshold of 0.10. In addition, the VIF values for both variables were 1.033, which were substantially below the maximum acceptable value of 10. These findings indicate that no multicollinearity was present among the independent variables, and therefore the regression model met the multicollinearity assumption required for multiple linear regression analysis.

Hypothesis Test

Hypothesis testing was conducted to examine the effects of work motivation and job training on teacher performance. Multiple linear regression analysis was employed using IBM SPSS Statistics Version 26.0.

Table 4. T-Test Result

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	22.395	2.079		10.771
					.000

	TOTAL_X1	-.200	.047	-.299	-4.277	.000
	TOTAL_X2	.392	.045	.613	8.772	.000
a. Dependent Variable: TOTAL_Y						

The partial regression analysis revealed that work motivation had a statistically significant effect on teacher performance ($t = -4.277$, $p < 0.05$). The negative regression coefficient indicates an inverse relationship between work motivation and teacher performance within the observed dataset. However, the sign of the coefficient only reflects the direction of the relationship and does not determine the statistical significance of the effect. According to Sarwono (2018), hypothesis testing is based on the absolute value of the t-statistic and the significance level rather than the positive or negative direction of the coefficient.

Therefore, the findings confirm that work motivation significantly influenced teacher performance, although the observed relationship was negative and requires further interpretation within the specific context of Health Vocational High Schools. Job training also demonstrated a significant effect on teacher performance ($t = 8.772$, $p < 0.05$). The positive regression coefficient indicates that higher levels of participation in job training programs were associated with improved teacher performance. This result suggests that job training contributes to the enhancement of teachers' professional capabilities and their effectiveness in carrying out instructional responsibilities.

Simultaneous Effect Test (F-Test)

The simultaneous effect of work motivation and job training on teacher performance was examined using the F-test. The results are presented in Table 5.

Table 5. F-Test Result

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	518.474	2	259.237	56.113	.000 ^b
	Residual	457.369	99	4.620		
	Total	975.843	101			
a. Dependent Variable: TOTAL_Y						
b. Predictors: (Constant), TOTAL_X2, TOTAL_X1						

The F-test results indicated that work motivation and job training simultaneously exerted a significant effect on teacher performance ($F = 56.113$, $p < 0.05$). Therefore, the null hypothesis was rejected, confirming that the independent variables jointly contributed to variations in teacher performance.

Coefficient of Determination (R^2)

The coefficient of determination was calculated to determine the explanatory power of the regression model. The results are presented in Table 6.

Table 6. Coefficient of Determination (R^2) Test Result

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.729a	.531	.522	2.14939

a. Predictors: (Constant), X2, X1

The coefficient of determination (R^2) was 0.531, indicating that 53.1% of the variance in teacher performance could be explained by work motivation and job training. The remaining 46.9% of the variance was attributable to other factors not included in the present study. These findings suggest that work motivation and job training are important predictors of teacher performance among Health Vocational High School teachers in Sleman Regency.

DISCUSSION

Influence of Work Motivation on Teacher Performance

The findings revealed that work motivation significantly influenced teacher performance among Health Vocational High School teachers in Sleman Regency. The partial regression analysis indicated a statistically significant relationship between motivation and teacher performance, as evidenced by the significance level below the established threshold. These findings suggest that teachers' motivational conditions play an important role in shaping the quality of instructional implementation and professional responsibilities.

Interestingly, the regression coefficient for work motivation was negative. This result should not be interpreted as evidence that higher motivation necessarily leads to lower performance. In regression analysis, the sign of a coefficient indicates the direction of the statistical relationship, whereas the significance level determines whether the relationship is meaningful (Hayes, 2022; Ziglari, 2024). Therefore, the negative coefficient may indicate that the dominant forms of motivation within the research context have not been optimally translated into improved performance outcomes.

The finding can be interpreted through the perspective of Self-Determination Theory (SDT), which emphasizes that the quality of motivation is more important than its intensity (Ryan & Deci, 2020; Bureau et al., 2022). Motivation driven primarily by external factors, such as certification requirements, accreditation demands, or administrative obligations, may increase formal engagement without necessarily encouraging autonomous involvement in teaching and learning activities. In the context of Health Vocational High Schools, teachers are expected to balance curriculum achievement with continuously evolving healthcare industry standards. Such conditions may generate external pressures that direct teachers' efforts toward fulfilling administrative requirements rather than improving instructional quality, thereby contributing to the observed negative relationship.

In addition to individual psychological factors, teacher motivation is also influenced by organizational conditions. Recent studies have demonstrated that professional trust, collaborative culture, and teacher cooperation significantly shape motivational quality and determine how motivation is translated into actual performance (Qin et al., 2025; Siliņa-Jasjukeviča et al., 2025). When teachers experience limited professional autonomy or insufficient collaborative support, motivational energy may be redirected toward compliance-oriented activities rather than instructional innovation. Consequently, teacher motivation should be understood as both an individual and organizational construct.

Influence of Job Training on Teacher Performance

The results also demonstrated that job training significantly influenced teacher performance. This finding suggests that teachers who participate in professional development programs tend to exhibit higher levels of effectiveness in carrying out instructional and professional responsibilities.

The positive influence of training is consistent with previous studies emphasizing that continuous, practice-oriented, and relevant training programs contribute substantially to improving teacher performance in vocational education settings (Cedefop, 2022). For teachers in Health Vocational High Schools, training programs that integrate pedagogical development with advancements in healthcare technology, professional standards, and industry practices provide opportunities to enhance both instructional competence and professional readiness.

Furthermore, job training serves not only as a mechanism for updating professional knowledge but also as a means of strengthening teachers' confidence in responding to changes within the workplace and educational environment. As vocational education is expected to remain responsive to labor market developments, continuous professional training becomes essential for ensuring that instructional practices remain relevant and aligned with industry expectations.

Contribution of Work Motivation and Job Training to Teacher Performance

The simultaneous analysis revealed that work motivation and job training collectively exerted a significant influence on teacher performance. The coefficient of determination ($R^2 = 0.531$) indicated that 53.1% of the variation in teacher performance could be explained by the combined effects of work motivation and job training. This finding demonstrates that more than half of the observed differences in teacher performance were associated with these two variables.

Within the context of health vocational education, this contribution is particularly meaningful because teacher performance extends beyond pedagogical responsibilities. Teachers are also required to maintain instructional relevance, support students' professional readiness, and align learning activities with healthcare industry standards. Consequently, both motivational conditions and professional development experiences play an important role in supporting teacher effectiveness.

The findings support previous studies indicating that motivation and training are important factors influencing teacher performance (Luh et al., 2023; Kurniawan et al., 2020; Alif et al., 2024; Maharani, 2025). Motivation encourages teachers to perform their duties effectively, while training improves the knowledge and skills required for professional practice. Together, these factors contribute to improved teacher performance.

Implications and Research Limitations

From an organizational perspective, improving teacher performance requires more than financial incentives or formal evaluation mechanisms. Previous studies suggest that supportive leadership, teacher participation in decision-making, and collaborative organizational cultures strengthen the effectiveness of both motivation and professional development initiatives (Collie et al., 2020; Leithwood et al., 2020). In vocational education, synergy among competency-based training programs, institutional support, and industry partnerships is particularly important for ensuring that professional development remains relevant to changing workforce requirements (Cedefop, 2022). Despite its contributions, this study has several limitations. First, the use of an ex post facto design limits the ability to establish direct causal relationships among variables. Second, the use of self-report questionnaires may introduce social desirability bias, whereby respondents provide answers that are perceived as socially acceptable. Third, the study was limited to Health Vocational High Schools in Sleman Regency, which may restrict the generalizability of the findings to other vocational sectors or geographical contexts. Furthermore, other factors that may influence teacher performance, such as leadership style, organizational climate, workload, and institutional support, were not included in the research model despite evidence highlighting their relevance (Coppe et al., 2024).

Future studies are encouraged to employ longitudinal or mixed-methods approaches to obtain a deeper understanding of how motivation, professional training, and teacher performance evolve over time. Qualitative investigations may also provide valuable insights into how vocational teachers interpret external demands and integrate training experiences into their daily instructional practices. Overall, the findings reinforce the view that teacher performance in vocational education cannot be explained solely by individual characteristics. Rather, it emerges from the interaction of psychological factors, professional development opportunities, and organizational support systems. The study contributes to the literature on vocational education management by

highlighting the strategic importance of motivational quality and relevant training in enhancing teacher performance within Health Vocational High Schools.

CONCLUSION

This study demonstrates that work motivation and job training are important factors contributing to the performance of teachers in Health Vocational High Schools in Sleman Regency. The findings indicate that teacher performance in health vocational education is influenced by a combination of motivational factors and professional development experiences. Consequently, efforts to improve educational quality should not rely solely on individual teacher characteristics but should also emphasize continuous professional capacity development.

However, this study has several limitations. The use of an ex post facto design restricts the ability to establish direct causal relationships among the variables. In addition, the study involved only teachers from Health Vocational High Schools within a single geographical area, which may limit the generalizability of the findings. Furthermore, other factors that may influence teacher performance, such as leadership, organizational climate, and workload, were not included in the research model.

Therefore, future research should develop more comprehensive models by incorporating organizational variables and employing longitudinal or mixed-methods approaches. Such approaches may provide a deeper understanding of the dynamics of teacher performance and the mechanisms through which motivation and professional development influence educational outcomes in vocational education settings.

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