

# Analysis of Differences in Attitude, Motivation, and Work Commitment Between Senior and Junior Teachers at Upgrade State Vocational School in South Sulawesi

Muhammad Ardi<sup>1</sup>, Hasanah<sup>2</sup>, Lu'mu<sup>2</sup>, Bakhrani Abdul Rauf<sup>1</sup>, Faizal Amir<sup>3</sup>, Mithen Lullulangi<sup>1</sup>

<sup>1</sup>Department of Civil Engineering Education and Planning, Makassar State University, Makassar, Indonesia

<sup>2</sup>Department of Electrical Engineering Education, Makassar State University, Makassar, Indonesia

<sup>3</sup>Department of Automotive Engineering Education, Makassar State University, Makassar, Indonesia

## Email address:

m.ardi@unm.ac.id (M. Ardi), hasanah@unm.ac.id (Hasanah), lumu@unm.ac.id (Lu'mu), bakhrani@unm.ac.id (B. A. Rauf), faizalamir64@unm.ac.id (F. Amir), mithen@unm.ac.id (M. Lullulangi)

## To cite this article:

Muhammad Ardi, Hasanah, Lu'mu, Bakhrani Abdul Rauf, Faizal Amir, Mithen Lullulangi. Analysis of Differences in Attitude, Motivation, and Work Commitment Between Senior and Junior Teachers at Upgrade State Vocational School in South Sulawesi. *Education Journal*. Vol. 11, No. 1, 2022, pp. 43-48. doi: 10.11648/j.edu.20221101.15

**Received:** January 2, 2022; **Accepted:** January 19, 2022; **Published:** January 28, 2022

---

**Abstract:** Law of the Republic of Indonesia No, 14 of 2005 concerning Teachers and Lecturers states that teacher competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, mastered and actualized by teachers in carrying out their professional duties. This study aims to determine: (1) attitudes, motivation, and work commitment between senior teachers and junior teachers at State Vocational High Schools in South Sulawesi Province, and (2) differences in attitudes, motivation, and work commitment between senior teachers and junior teachers at Excellent State Vocational School in South Sulawesi Province. The research population is senior teachers and junior teachers at the State Vocational High School in South Sulawesi Province, as many as 94 teachers. The sample was drawn by random sampling method on both groups of teachers. The sample size for each group of teachers is 20 teachers, or 40 teachers. The variables considered are: attitudes, motivation, and work commitment of senior teachers and junior teachers. Data was collected by giving attitude, motivation, and work commitment questionnaires to both groups of teachers. The analysis used is descriptive statistical analysis and inferential statistical analysis. The inferential model is an independent t test. The results showed that: (1) attitudes, motivation, and work commitment of senior teachers were very high and junior teachers were high, (2) there were differences in attitudes, motivation, and work commitment between senior teachers and junior teachers, senior teachers were higher than junior teachers.

**Keywords:** Attitude, Motivation, Commitment, Teachers, Vocational High School

---

## 1. Introduction

Law of the Republic of Indonesia Number 20 of 2003 [1] concerning the National Education System which states that vocational high schools (SMK) are secondary education that prepares students, especially to work in certain fields. Law of the Republic of Indonesia No. 14 of 2005 [2] Regarding teachers and lecturers it is stated that, teachers are professional educators who educate, teach, guide, direct, train, assess, and evaluate students in early childhood education in formal education, basic education, and secondary education.. On the basis of the Act previously

stated, vocational school teachers are required to have a high attitude, motivation, and work commitment to educate students so that they are right on target. Mulyasa [3] states that teachers are one of the important aspects in determining the quality of education.

The purpose of this study was to determine: (1) attitudes, motivation, and work commitment between senior teachers and junior teachers at State Vocational High Schools in South Sulawesi Province, and (2) differences in attitudes, motivation, and work commitment between senior teachers and junior teachers. at the State Vocational High School in South Sulawesi Province.

Law of the Republic of Indonesia No, 14 of (2005) [2] Regarding Teachers and Lecturers states that teacher competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, mastered and actualized by teachers in carrying out their professional duties. Mulyasa [3] formulated the concept of competence as a combination of knowledge, skills, values, attitudes that are reflected in the habits of thinking and acting. Notoatmodjo [4] and Azwar [5] state that attitude is a tendency to act towards certain objects. Attitude components consist of cognition, affection, and conation. Cognition is related to memory and thinking, affect is related to feeling, and conation is related to the tendency to act. Zhu and Jinxiu [6] and Danim [7] state that motivation is a person's encouragement to carry out activities to achieve the desired goals. Winardi [8] and Hilda [9] state that the motivational component consists of two parts, namely intrinsic and extrinsic motivation. Intrinsic motivation is motivation that comes from within a person, and extrinsic motivation is motivation that comes from outside of a person. Greenberg and Baron [10] and Sutrisno [11] suggest that organizational commitment is a strong desire and belief to achieve organizational goals. Desy [12] states that people who have a high commitment will show loyalty and are highly disciplined in their work.

## 2. Methods

The type of research seen from the methodological side is classified as quantitative research. In terms of coverage, it is

classified as survey research. In terms of analysis, it is classified as a comparative research. The research location is SMK Negeri 5 Makassar selected by purposive sampling method. SMK Negeri 5 Makassar is the most superior State Vocational School among all State Vocational Schools in South Sulawesi Province.

The research sample was selected by purposive sampling method, namely senior teachers and junior teachers. The number of sample members is 20 teachers in each group. The number of sample members is based on the analysis used, namely the small group t test. Variables that are considered are attitude, motivation, and work commitment in each group of teachers.

The research instrument is attitude, motivation, and work commitment questionnaire. Data was collected by giving a questionnaire to each group of teachers. The analysis used is descriptive statistical analysis and inferential statistical analysis. The inferential analysis model used is the Independent t-test.

## 3. Research Results

### 3.1. Description of Senior Teacher Work Attitude

The results of the ten-point descriptive statistical analysis of the statement of work attitudes of senior teachers at State Vocational High Schools in South Sulawesi Province which were adopted from the Likert Model, are presented in the frequency distribution in Table 1.

*Table 1. Frequency Distribution of Senior Teachers' Work Attitudes.*

Number	Description	Score	Frequency	Percentage (%)	% Cumulative
1	Very low	10 – 17	0	0	0
2	Low	18 – 25	0	0	0
3	Currently	26 – 33	0	0	0
4	high	34 – 41	3	15	15
5	Very high	42 – 50	17	85	100
Amount			20	100	-

In Table 1 it can be seen that, there are no senior teachers who have very low, low, and moderate work attitudes. As many as 15% have a high work attitude. As many as 85% who have a very high work attitude. Average value = 46.7; Maximum Value = 48; and Minimum Value = 44. The average value if viewed from the frequency distribution is in the very high category. Thus, it can be concluded that the work attitude of senior teachers at the State Vocational High School in South Sulawesi Province is in the very high category.

### 3.2. Description of Senior Teacher's Work Motivation

The results of the descriptive statistical analysis of ten questions on the work motivation of senior teachers at State Vocational High Schools in South Sulawesi Province which were adopted from the Likert Model, are presented in the frequency distribution in Table 2.

*Table 2. Frequency Distribution of Senior Teachers' Work Motivation.*

Number	Description	Score	Frequency	Percentage (%)	% Cumulative
1	Very low	10 – 17	0	0	0
2	Low	18 – 25	0	0	0
3	Currently	26 – 33	1	5	5
4	high	34 – 41	4	20	25
5	Very high	42 – 50	16	75	100
Amount			20	100	-

In Table 2 it can be seen that, there are no senior teachers

who have very low and low work motivation. As many as 5%

have moderate work motivation. As many as 20% have high work motivation. As many as 75% have very high work motivation. Average value = 45.2; Maximum Value = 49; and Minimum Value = 33. The average value when viewed from the frequency distribution is in the very high category. Thus, it can be concluded that the work motivation of senior teachers at the State Vocational High School in South Sulawesi Province is in the very high category.

### 3.3. Description of Senior Teacher's Job Commitment

The results of a descriptive statistical analysis of ten questions on the work commitment of senior teachers at State Vocational High Schools in South Sulawesi Province which were adopted from the Likert Model, are presented in the frequency distribution in Table 3.

*Table 3. Frequency Distribution of Senior Teachers' Work Commitments.*

Number	Description	Score	Frequency	Percentage (%)	%Cumulative
1	Very low	10 – 17	0	0	0
2	Low	18 – 25	0	0	0
3	Currently	26 – 33	1	5	5
4	high	34 – 41	5	25	30
5	Very high	42 – 50	14	70	100
Amount			20	100	-

In Table 3 it can be seen that, there are no senior teachers who have very low and low work commitments. As many as 5% who have a moderate work commitment. As many as 25% who have a high work commitment. As many as 70% who have a very high work commitment. Average value = 44.8; Maximum Value = 50; and Minimum Value = 32. The average value when viewed from the frequency distribution is in the very high category. Thus, it can be concluded that the work commitment of senior teachers at the State Vocational High School in South Sulawesi Province is in

the very high category.

### 3.4. Description of Junior Teacher's Work Attitude

The results of the ten-point descriptive statistical analysis of the work attitude statements of junior teachers at State Vocational High Schools in South Sulawesi Province which were adopted from the Likert Model, are presented in the frequency distribution in Table 4.

*Table 4. Frequency Distribution of Junior Teachers' Work Attitudes.*

Number	Description	Score	Frequency	Percentage (%)	% Cumulative
1	Very low	10 – 17	0	0	0
2	Low	18 – 25	0	0	0
3	Currently	26 – 33	3	15	15
4	high	34 – 41	15	75	90
5	Very high	42 – 50	2	10	100
Amount			20	100	-

In Table 4 it can be seen that, there are no junior teachers who have very low and low work attitudes. As many as 15% have a moderate work attitude. As many as 75% who have a high work attitude. As many as 10% have a very high work attitude. Average value = 37.2; Maximum Value = 50; and Minimum Value = 32. The average value when viewed from the frequency distribution is in the high category. Thus, it can be concluded that the work attitude of junior teachers at the State Vocational High School in South Sulawesi Province is

in the high category.

### 3.5. Description of Junior Teachers' Work Motivation

The results of the descriptive statistical analysis of ten questions on the work motivation of junior teachers at State Vocational High Schools in South Sulawesi Province which were adopted from the Likert Model, are presented in the frequency distribution in Table 5.

*Table 5. Frequency Distribution of Junior Teachers' Work Motivation.*

Number	Description	Score	Frequency	Percentage (%)	% Cumulative
1	Very low	10 – 17	0	0	0
2	Low	18 – 25	0	0	0
3	Currently	26 – 33	2	10	10
4	high	34 – 41	17	85	95
5	Very high	42 – 50	1	5	100
Amount			20	100	-

In Table 5 it can be seen that, there are no junior teachers who have very low and low work motivation. As many as 10% have moderate work motivation. As many as

85% who have high work motivation. As many as 5% have very high work motivation. Average value = 36.3; Maximum Value = 49; and Minimum Value = 32. The

average value when viewed from the frequency distribution is in the high category. Thus, it can be concluded that the work motivation of junior teachers at the State Vocational High School in South Sulawesi Province is in the high category.

### 3.6. Description of Junior Teacher's Commitment

The results of the descriptive statistical analysis of ten questions on the work commitment of junior teachers at State Vocational High Schools in South Sulawesi Province which were adopted from the Likert Model, are presented in the

frequency distribution in Table 6.

In Table 6 it can be seen that, there are no junior teachers who have very low, low and very high work commitments. As many as 20% have moderate work commitments. As many as 80% who have a high work commitment. Average value = 35.8; Maximum Value = 41; and Minimum Value = 31. The average value when viewed from the frequency distribution is in the high category. Thus, it can be concluded that the work commitment of junior teachers at State Vocational High Schools in South Sulawesi Province is in the high category.

**Table 6.** Frequency Distribution of Junior Teachers' Work Commitments.

Number	Description	Score	Frequency	Percentage (%)	% Cumulative
1	Very low	10 – 17	0	0	0
2	Low	18 – 25	0	0	0
3	Currently	26 – 33	4	20	20
4	high	34 – 41	16	80	100
5	Very high	42 – 50	0	0	-
Amount			20	100	-

### 3.7. Differences in Work Attitudes Between Senior Teachers and Junior Teachers

To find out whether there are differences in work attitudes between senior teachers and junior teachers at State

Vocational High Schools in South Sulawesi Province, the results of the independent t-test analysis of work attitudes between senior teachers and junior teachers are presented in Table 7.

**Table 7.** Differences in Work Attitudes Between Senior Teachers and Junior Teachers.

	Paired Differences				t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				S. Teachers				Y. Teachers
Pair 1	28,35	0,89	1,02	34,28	22,41	24.32	19	.000
Correlation = .87								

Based on Table 7, it can be seen that the significance of (2-tailed) = 0.000 < = 0.05. This means that the work attitude between senior teachers and junior teachers is significantly different. The average value of senior teachers' work attitudes = 46.7; while the average value of the work attitude of junior teachers = 37.2. The average value of senior teachers' work attitudes is higher than the average value of junior teachers' work attitudes. Thus it can be concluded that the work attitude between senior teachers and junior teachers has a significant difference. The work attitude of senior teachers is

much higher than that of junior teachers.

### 3.8. Differences in Work Motivation Between Senior Teachers and Junior Teachers

To find out whether there are differences in work motivation between senior teachers and junior teachers at State Vocational High Schools in South Sulawesi Province, the results of the independent t-test analysis of work motivation between senior teachers and junior teachers are presented in Table 8.

**Table 8.** Differences in Work Motivation Between Senior Teachers and Junior Teachers.

	Paired Differences				t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				S. Teachers				Y. Teachers
Pair 1	28,1	1,02	1,23	33,78	22,33	23.88	19	.000
Correlation = .72								

Based on Table 8, it can be seen that the significance of (2-tailed) = 0.000 < = 0.05. This means that the work motivation between senior teachers and junior teachers is significantly different. The average value of senior teachers' work motivation = 45.2; while the average value of junior teachers' work motivation = 36.3. The average value of

work motivation of senior teachers is higher than the average value of work motivation of junior teachers. Thus it can be concluded that the work motivation between senior teachers and junior teachers has a significant difference. The work motivation of senior teachers is much higher than that of junior teachers.

### 3.9. Differences in Work Commitment Between Senior Teachers and Junior Teachers

To find out whether there are differences in work commitment between senior teachers and junior teachers at

State Vocational High Schools in South Sulawesi Province, the results of the independent t-test analysis of work commitment between senior teachers and junior teachers are presented in Table 9.

*Table 9. Differences in Work Commitment Between Senior Teachers and Junior Teachers.*

	Paired Differences				t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				S. Teachers	Y. Teachers			
Pair 1	28,02	1,23	1,04	33,29	22,74	22.43	19	.000
Correlation =.78								

Based on Table 9, it can be seen that the significance of (2-tailed) =  $0.000 < 0.05$ . This means that the work commitment between senior teachers and junior teachers is significantly different. The average value of senior teacher work commitment = 44.8; while the average value of junior teacher work commitment = 35.8. The average value of work commitment of senior teachers is higher than the average value of work commitment of junior teachers. Thus it can be concluded that the work commitment between senior teachers and junior teachers has a significant difference. The work commitment of senior teachers is much higher than that of junior teachers.

## 4. Discussion

The results showed that the attitudes, motivation, and work commitment of senior teachers at the State Vocational High School in South Sulawesi Province were in the very high category and junior teachers were in the high category. This is very common because senior teachers have received a lot of training related to their disciplines. In addition, senior teachers have also socialized longer and more comprehensively in various aspects of the education unit which resulted in the formation of a very positive attitude, very high work motivation, and very high work commitment. The various experiences experienced by senior teachers shape their better identities, become professional teachers who are characterized by very high attitudes, motivation, and work commitment. This is in line with the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers which states that teachers are professional educators. In addition, a study conducted by Jainuddin [13] showed that 76.6% of student learning outcomes were influenced by teacher commitment. To increase teacher work commitment, Wolomasi et al [14] in their research results explain the need to increase teacher morale and job satisfaction, in Papua, through serious efforts from school principals, school supervisors, and education policy making at the local government level to increase work commitment teacher.

There is a very significant difference in attitude, motivation, and work commitment between senior teachers and junior teachers, senior teachers are much higher than junior teachers. This is very logical and normal. Junior teachers are not experienced enough to interact with various stakeholders in the education unit. Junior teachers have not

experienced much training related to their field of expertise and other education. Interaction with various units of the new educational environment begins. Therefore, it is not surprising that his attitude, motivation, and work commitment are not very high. It takes time, various experiences, social interactions in the world of education, and training, so that it will strengthen the birth of a very high attitude, motivation and work commitment. Although the results of this study found significant differences in attitudes, motivation, and work commitment between senior teachers and junior teachers, this can be overcome by conducting academic supervision, as the results of Wijayanti's research [15] that academic supervision is supported by an effective teacher performance appreciation system. clearly able to increase the enthusiasm and performance of teachers in carrying out their duties and improve professionalism. Senior and junior teachers both have a commitment and positive attitude towards academic supervision.

## 5. Conclusion

The conclusions of this study are: (1) the attitudes, motivation, and work commitment of senior teachers at the State Vocational High School in South Sulawesi Province are in the very high category, while junior teachers are in the high category, (2) there are differences in attitudes, motivation, and commitment between senior teachers and junior teachers at the State Vocational High School in South Sulawesi Province, the attitudes, motivation, and work commitment of senior teachers are much higher than that of junior teachers.

## Acknowledgements

Acknowledgments are conveyed to: 1) the Chancellor of the Makassar State University; 2) Chairman of the Institute for Research and Community Service (LP2M) Makassar State University; 3) Head of South Sulawesi Provincial Education Office; 4) Head of SMK Negeri 5 Makassar City; 5) Senior and junior teachers at SMK Negeri 5 Makassar City; 6) All members of the research team, and 7) All parties who have participated in this research. Hopefully the research that has been carried out will provide the maximum benefit to the academics of the Makassar State University, the Society, the Nation and the State.

---

## References

- [1] Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.
- [2] Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru dan Dosen.
- [3] Mulyasa, E. 2019. *Standar Kompetensi dan Sertifikasi Guru*. Bandung: Remaja Rosdakarya.
- [4] Notoatmodjo, S. 2007. *Ilmu Perilaku dan Sikap*. Jakarta: Rineka Cipta.
- [5] Azwar, S. 2012. *Sikap Manusia, Teori dan Pengukurannya*. Yogyakarta: Pustaka Pelajar.
- [6] Zhu, Yurong & Jinxiu Yang. 2012. "Effects of Farmer's Motivation on Their Participation in Publicly Funding Training Programs in Sichuan Province, China. *Journal of Agricultural Science*, 4 (10), 68-74.
- [7] Danim, Sudarwan. 2012. *Motivasi Kepemimpinan dan Efektivitas Kelompok*. Jakarta: Rineka Cipta.
- [8] Winardi, J. 2011. *Motivasi dan Permotivasi dalam Manajemen*. Jakarta: Raja Grafindo Persada.
- [9] Hilda CF. Nahusona, Mudji Rahardjo, dan Susilo Toto Rahrdjo. 2004. Analisis Faktor-Faktor yang Berpengaruh Terhadap Keinginan Karyawan untuk Pindah (Studi kasus pada PT. Papua). *Jurnal Studi Manajemen & Organisasi*, 1 (2), 2-10.
- [10] Greenberg, J. and Robert A. Baron. 2003. *Behavior in Organization*. International Edition, New Jersey: Prentice Hall.
- [11] Sutrisno, Edy. 2010. *Manajemen Sumber Daya Manusia*. Jakarta: Kencana Prenada Media Group.
- [12] Desy. 2008. *Hubungan Antara Kepuasan Kerja Dan Produktivitas Kerja*, Skripsi, Diakses pada tanggal 30 Oktober 2016.
- [13] Jainuddin. 2020. Pengaruh Budaya Organisasi, Komitmen guru dan motivasi kerja terhadap kinerja guru produktif SMK Negeri 3 Kota Bima. *JMPIS. Jurnal Manajemen Pendidikan dan Ilmu Sosial* Vol. 1 Issue 2, pp. 643-662.
- [14] Wolomasi A. K., Werang B, and Hasmaningrum, H. P. 2019. Guru Sekolah Dasar. *Musamus Journal of Primary Education*, 2 (1) pp. 13-23.
- [15] Wijayanti, R. A. 2020. Bagaimana Supervisi Akademik Meningkatkan Kinerja Guru Senior dan Guru Yuniior. *Journal Evaluasi dan Pembelajaran*, Vol. 2 No. 2 pp. 95-101.