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## The effect of Reward Systems, Motivation, and Work Ethic as Predictors of Primary School Teacher Performance: Evidence from Asemrowo District

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### ABSTRACT

Education is fundamental to a nation's progress, and teachers play a central role as the main executors. Teacher performance is a key factor in improving educational quality. This study examines the effect of a reward system, work motivation, and work ethic on the performance of elementary school teachers in the Asemrowo district, either partially or simultaneously. The research method uses a quantitative, correlational approach with a survey of 87 elementary school teachers in the Asemrowo subdistrict, selected by simple random sampling. The survey uses a Likert scale with 40 items, which have been tested for validity and reliability ( $\alpha > 0.7$ ). The results were analyzed using multiple linear regression with SPSS version 26. These findings enrich the theory of human resource management in education and provide practical references for policymakers and administrators to design comprehensive strategies to improve teacher performance. In conclusion, the performance of elementary school teachers in the Asemrowo district can be significantly improved by strengthening work motivation, providing a fair reward system, and fostering a positive work ethic. Further research is suggested to expand the variables and scope of the region.

*Keywords: reward system; work motivation; work ethic; teacher performance; primary school education*

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### ABSTRAK

Pendidikan merupakan aspek fundamental dalam kemajuan bangsa, di mana guru berperan sentral sebagai pelaksana utama. Kinerja guru menjadi faktor penentu dalam peningkatan mutu pendidikan. Penelitian ini bertujuan untuk mengkaji pengaruh sistem reward, motivasi kerja, dan etos kerja terhadap kinerja guru Sekolah Dasar di Kecamatan Asemrowo, baik secara parsial maupun simultan. Metode penelitian menggunakan pendekatan kuantitatif korelasional dengan teknik survei pada 87 guru SD di Kecamatan Asemrowo yang dipilih secara simple random sampling, menggunakan kuesioner skala Likert (1-4) sebanyak 40 item yang telah teruji validitas dan reliabilitasnya ( $\alpha > 0,7$ ), serta dianalisis dengan regresi linier berganda melalui SPSS versi 26. Hasil menunjukkan sistem reward ( $\beta = 0,321$ ;  $t = 3,012$ ;  $p = 0,003$ ;  $r^2 = 0,098$ ), motivasi kerja ( $\beta = 0,356$ ;  $t =$

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3,297;  $p = 0,001$ ;  $r^2 = 0,116$ ), dan etos kerja ( $\beta = 0,298$ ;  $t = 2,834$ ;  $p = 0,006$ ;  $r^2 = 0,088$ ) berpengaruh positif dan signifikan terhadap kinerja guru. Secara simultan, ketiga variabel menjelaskan 51,6% variasi kinerja guru ( $R^2 = 0,516$ ;  $F(3,83) = 19,452$ ;  $p < 0,001$ ), dengan kontribusi dominan berasal dari motivasi kerja. Temuan ini tidak hanya memperkaya teori manajemen sumber daya manusia di bidang pendidikan, tetapi juga memberikan acuan praktis bagi pembuat kebijakan dan kepala sekolah untuk merancang strategi peningkatan kinerja guru secara komprehensif. Kesimpulan Kinerja guru SD di Kecamatan Asemrowo dapat ditingkatkan secara signifikan melalui penguatan motivasi kerja, pemberian sistem reward yang adil, dan pembinaan etos kerja yang positif. Penelitian selanjutnya disarankan untuk memperluas variabel dan cakupan wilayah.

**Kata kunci:** sistem reward; motivasi kerja; etos kerja; kinerja guru; pendidikan sekolah dasar

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## INTRODUCTION

Education is fundamental to a nation's progress. Teachers play a central role in the educational process. Improving the quality of education is inextricably linked to the performance of teachers as agents of change (Do et al., 2023; Sukendro, 2020). In the District of Asemrowo in Surabaya, problems related to low teacher performance are a concern, as evidenced by low Education Report Card scores and poor teacher performance supervision results. The main allegations affecting the quality of teacher performance in the region are factors such as an underutilised reward system, low work motivation and a weak work ethic.

Previous studies have examined the relationship between rewards, motivation and work ethic and individual performance. Chandra & Sutarmin, (2022) demonstrate that work motivation, work climate, and competence significantly influence the performance of primary school teachers. Maryati, (2022) found that work discipline, work environment and motivation also encourage improvements in teacher performance. Furthermore, Manik & Siahaan, (2021) emphasise the importance of the managerial skills of school principals in improving teacher performance, with teacher motivation acting as a mediating variable. Kulsum, (Kulsum et al., 2023) added that academic supervision by school principals, the work culture of teachers and achievement motivation contribute to the professionalism of primary school teachers. Conversely, Marwati et al., (2021) emphasise the significant impact of principal supervision on enhancing educational quality through optimal teacher performance.

Although most research focuses on basic education, Huang & Yu, (2022) found that innovative approaches, such as the flipped classroom supported by technology, can also improve individual motivation and performance. Additionally, Mukholid et al., (2025) found that the learning motivation of learners can be significantly improved through the play approach in basic sports learning, which indirectly impacts teacher performance in the learning process. These findings reinforce the importance of studying the influence of reward systems, motivation and work ethic on primary school teacher performance, particularly in the Asemrowo district.

Unlike previous studies that examined one or two variables separately, this study examines the combined effect of reward systems, work motivation and work ethic on the performance of elementary school teachers in Asemrowo District. This study is unique in its focus on primary education teachers in Kec. Asemrowo, its use of objective data from principals' report cards, and its simultaneous examination of reward, motivation, and work ethic, which allows for a comprehensive analysis in the context of primary education.

The education problems in the Asemrowo district cannot be ignored, given that it has the fewest teachers and schools, and teacher performance is valued relatively low compared to

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other districts in Surabaya. This research makes a practical and theoretical contribution. In practical terms, the results can inform the strategy that the Surabaya City Education Office uses to improve the quality of education in areas with limited resources. Theoretically, this study also adds to the body of literature on education management, particularly with regard to the relationship between reward systems, work motivation and work ethic and teacher performance. Additionally, this study provides an accurate representation of the state of basic education in marginal areas, which is often overlooked in the development of national education policies.

While many studies have examined factors affecting teacher performance, none have specifically investigated the relationship between rewards, motivation and work ethic on teacher performance using a quantitative approach in marginal areas such as Asemrowo District. While some previous studies, such as those by Oktaviani & Putra, (2021), Pps & Verawati, (2021), emphasise the importance of motivation and work discipline on teacher performance, they have not yet touched upon aspects of reward and work ethic in a more complex context. Meanwhile, Rohman et al., (2023) and Rusmiati et al., (2024) demonstrated that rewards and punishments influence work motivation and performance. However, their research was limited to the school environment or specific institutions and did not consider areas classified as lower education clusters.

This study's conceptual model examines the effects of a reward system, work motivation, and work ethic on teacher performance. Primary data were collected from 87 public and private elementary school teachers in the Asemrowo district of Surabaya. The teachers were selected randomly from a population of 111 teachers using the Slovin formula (5% error) and a simple random sampling technique. The reward system is based on Herzberg's two-factor theory and Skinner's reinforcement theory; work motivation is based on Deci and Ryan's selfdetermination theory and McClelland's achievement motivation theory; and work ethic is based on work values theory. In the conceptual model, the three independent variables – the reward system (X1), work motivation (X2), and work ethic (X3) – are assumed to directly affect teacher performance (Y), either partially or simultaneously. This effect will be tested quantitatively to prove the research hypothesis.

This study aims to address this research gap. This study is novel in several important ways. Firstly, the research focuses locally on lower education in Cluster 1 in the Asemrowo district, an area that has received little attention in academic studies. Secondly, the study uses empirical data from principal supervision and education report cards from the 2024/25 school year to provide an up-to-date picture of conditions in the field. Third, this study simultaneously combines the three main variables – reward, motivation and work ethic – in a quantitative analysis model, as suggested by (Sari, 2021) for explanatory surveys in quantitative descriptive research methods. This approach enables a more comprehensive understanding of the factors influencing teacher performance, particularly in environments with limited resources (Kurino et al., 2024).

The study aims to examine the various factors affecting the performance of primary school teachers in Asemrowo district in depth. Specifically, this study has four main objectives. Firstly, it aims to determine the effect of the reward system on teacher performance in the region. Secondly, to analyse how work motivation contributes to improving teacher performance. Thirdly, it will assess the extent to which a strong work ethic improves the quality and effectiveness of teachers' work. Fourthly, to assess the simultaneous influence of the reward system, work motivation and work ethic on teachers' overall performance. This approach is

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expected to provide a comprehensive overview of the factors that play an important role in improving teacher performance in educational environments facing various limitations.

### **METHODS Types and design of research**

This study uses a quantitative approach with correlational design to examine the relationship between the independent variables – reward system (X1), work motivation (X2), and work ethic (X3) – with the dependent variable is teacher performance (Y) (Listyaningrum et al., 2025). The quantitative method was chosen because it allows the measurement of numerical data that can be analyzed in an objective statistical way. Data collection techniques were conducted through surveys using Likert scale questionnaires, which have been tested for validity and reliability.

### **Population and sample**

The study population included all primary school teachers, both public and private, in Asemrowo District, Surabaya city, with a total of 111 teachers. Determination of the sample using the Slovin formula with an error limit of 5% (0.05) so that 87 respondents were obtained. The sampling technique used is probability sampling with simple random sampling method, so that each member of the population has the same chance to be selected. The distribution of samples per school is as follows: SDN Asemrowo (28 teachers, sample 23), SDN Asemrowo II 63 (16 teachers, sample 12), SDN Greges 129 (11 teachers, sample 9), SD Tanwir (15 teachers, sample 12), SD Hanura Bina Putra (9 teachers, sample 7), SD Hidayatur Rohman (16 teachers, sample 12), and SD KH. Mas Alwi (16 teachers, sample 12).

### **Operational definition and variable indicators**

The research instrument was developed independently based on the study of modern educational management theory and the results of limited adaptation of relevant previous instruments. Each variable has the following operational definitions and indicators:

1. Reward system (X1): school efforts to provide financial and nonfinancial rewards to improve teacher performance. Indicators: (a) financial awards, (b) nonfinancial Awards, (c) transparency of awarding, (d) appropriateness of awards to achievement.
2. Work motivation (X2): internal and external motivation of teachers to carry out teaching tasks optimally. Indicators: (a) the need for achievement, (b) responsibility for the task, (c) perseverance in work, (d) the urge to develop themselves.
3. Work ethic (X3): attitudes, values, and work behaviors that reflect teacher professionalism. Indicators: (a) time discipline, (b) integrity, (c) Professional Responsibility, (d) dedication to education.
4. Teacher performance( Y): the achievement of teachers in carrying out educational tasks according to competency standards. Indicators: (a) learning planning, (b) implementation of learning, (c) evaluation of learning, (d) professional development.

Each indicator is measured by 2-3 questions using a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). The validity of the content (CVI) was obtained through assessments by three educational experts, with all items achieving a value of  $CVI \geq 0.80$ . Reliability test using Cronbach's alpha showed that all variables had coefficients  $>0.70$ , so the instrument was declared reliable.

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## Data Collection

Data collection was conducted through the distribution of questionnaires to 87 teachers who have been determined as a sample. The questionnaires are distributed directly at the respective school with the approval of the principal, to ensure a high response rate.

## Data Analysis Techniques

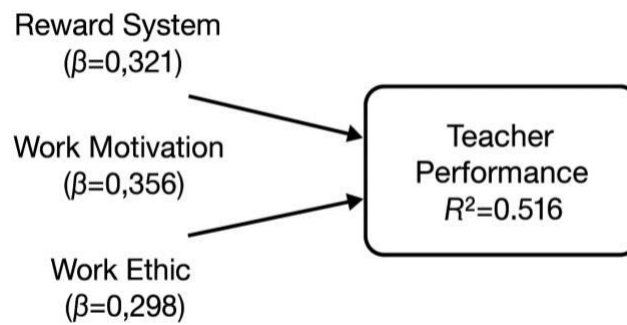
Data analysis using SPSS version 26. Before regression analysis, classical assumption tests were conducted including normality, multicollinearity, heteroscedasticity, and autocorrelation tests to ensure the feasibility of the regression model. Hypothesis testing was conducted using multiple linear regression analysis, t test for partial influence, F test for simultaneous influence, and coefficient of determination (R<sup>2</sup>) to measure the contribution of the independent variable to the dependent variable (Achen, 2023).

## RESULTS AND DISCUSSION

Data analysis using SPSS version 26 was performed to show the results, which are presented in Table 2. Multiple linear regression analysis was then performed to determine the effect of the independent variable on the dependent variable. Before performing the regression analysis, the data were tested to ensure that the classical assumptions were met. The normality test results using the Kolmogorov-Smirnov test showed a significance value greater than 0.05, indicating that the residual data have a normal distribution. The multicollinearity test results showed that all the independent variables had tolerance values above 0.10 and VIF values below 10; therefore, there was no multicollinearity problem. The heteroscedasticity test using a scatterplot shows no particular pattern, indicating that the residual variance is homogeneous. The autocorrelation test produced a Durbin-Watson value of 1.89, which falls within the range of 1.55–2.46. Therefore, it can be concluded that there is no autocorrelation in the residuals. With all the classical assumptions met, the data are ready for analysis using multiple linear regression. Regression analysis was conducted to determine the effect of reward system (X1), work motivation (X2), and work ethic (X3) on teacher performance (Y). Summary of the results as follows:

Table 1. Regression Analysis Results

Variable	$\beta$	t- hitung	pvalue	Interpretation	Effect measurement (Partial r <sup>2</sup> )
Reward System (X1)	0,321	3,012	0,003	Positive, significant	0,098
Work Motivation (X2)	0,356	3,297	0,001	Positive, significant	0,116
Work Ethic (X3)	0,298	2,834	0,006	Positive, significant	0,088
<b>Konstanta (a)</b>	12,417	—	—	Base value of Y without X	—
<b>F (3,83)</b>	19,452	—	0,000	Significant models	—
<b>R<sup>2</sup> / Adjusted R<sup>2</sup></b>	0,516 / 0,497	—	—	51.6% variation of y described X1, X2, X3	—



**Figure 1. Path Analysis**

The three independent variables have a positive and significant effect on teacher performance, either partially or simultaneously. The highest regression coefficient is the work motivation ( $\beta = 0,356$ ), which shows that the increase in motivation has a greater relative contribution to performance than the reward system and work ethic. The  $R^2$  value of 0.516 indicates that 51.6% of the variation in teacher performance can be explained by these three variables, while the rest is influenced by other factors outside the model.

The results of this study indicate that the three independent variables reward system, work motivation, and work ethic have a significant influence on teacher performance. Conceptually, these findings reaffirm that rewards, both financial and non-financial, Can Improve Employee Performance by fostering a sense of belonging and responsibility to work. This linkage is reinforced by Manik & Siahaan, (2021), who found that reward systems encourage teachers to deliver optimal performance, particularly when accompanied by strong intrinsic motivation. Furthermore, this relationship between reward and motivation reflects the principles of reinforcement theory, in which a desired behavior will persist if it is reinforced consistently and fairly.

The findings regarding work motivation are in line with Maslow's hierarchy of Needs theory, which places Security, Reward, and self-actualization as the main drivers of work behavior. In the context of teachers, meeting these needs in the school environment can trigger increased motivation and, in turn, performance (Chandra & Sutarmin, 2022; Maryati, 2022) Previous research has also shown that motivation not only has a direct impact on performance, but also strengthens the link between reward and productivity (Rohmah et al., 2022; Rusmiati et al., 2024).

Meanwhile, the results on work ethic variables support the theory of Sinamo which emphasizes discipline, responsibility, and hard work as the foundation of professionalism. Teachers with a high work ethic tend to carry out their duties with consistent dedication and loyalty, which ultimately has a positive impact on the quality of learning. (Kulsum et al., 2023; Wusqo et al., 2023), also confirmed that work ethic has a positive correlation with teacher professionalism and productivity.

The novelty of this study lies in the simultaneous testing of these three variables in a single model, especially in the context of basic education in regions with low educational attainment. Previous studies have mostly only tested one or two variables separately. By placing the reward system, work motivation, and work ethic as the main pillars, the study offers a conceptual framework that not only pursues short-term performance targets, but also builds sustainable professionalism. The research context in Kecamatan Asemrowo, which has limited

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resources and unique social characteristics, makes a significant contextual contribution to the educational literature.

Theoretically, these results imply a model of Teacher Performance Management in primary education based on three main pillars. First, the reward system as an external driver that provides positive reinforcement to the teacher's work behavior, according to the principle of reinforcement theory. Secondly, work motivation as an internal factor that links the individual needs of teachers with the goals of school organization, as confirmed in the theories of Maslow (1943) and Herzberg. Third, work ethic as a cultural reinforcement that ensures that motivation and rewards are actually converted into productive behavior. The combination of these three factors forms a framework that is not only functional, but also sustainability-oriented.

However, the effectiveness of such relationships does not stand alone. External factors have the potential to be moderators that strengthen or weaken the influence of independent variables on teacher performance. Visionary, participatory, and transformative principal leadership is able to maximize the impact of the reward system, motivation, and work ethic (Rahayu, et al 2023; Busairi, 2022; Ely et al., 2023). School organizational culture that is collaborative, innovative, and open to new learning can be an ecosystem that strengthens motivation and forms a positive work ethic (Hartono, 2024; Herlina et al., 2020). Similarly, a healthy work climate and adequate educational facilities will increase the chances of achieving optimal teacher performance (Handayani & Sari, 2020). Therefore, further research examining this moderator role will lead to a more comprehensive model.

Innovative learning approaches, such as discovery and problem-based learning, have been shown to improve learning quality and teacher motivation (Agustina & Winanto, 2023; Kurniawati et al., 2023). These studies demonstrate that motivation is influenced not only by rewards and working conditions but also by challenging teaching experiences. A strong organizational structure within a school, coupled with consistent leadership, fosters a collective work ethic that positively impacts performance (HM & Pranata, 2023; Husna, 2023).

Despite the focus on internal factors, such as rewards, motivation, and work ethic, the organizational environment of the school remains important. HR strategies that include fair rewards, supportive work environments, and training can improve the quality of basic education (Agustin & Dewi, 2024). However, this study is limited in scope. It is confined to one sub-district and uses a single questionnaire. Additionally, it has not analyzed external factors such as leadership and facilities (Marwati et al., 2021; Oktaviani & Putra, 2021). Further research is recommended to expand the area, add variables, and use mixed methods.

These findings also have direct relevance to Sustainable Development Goal (SDG) 4, specifically target 4.C which emphasizes increasing the number of qualified teachers through training, professional development, and Capacity Building. A fair reward system can improve teacher retention and reduce turnover, maintained work motivation encourages innovation in teaching and the use of learning technologies, while a strong work ethic ensures consistency in curriculum implementation and increases student learning achievement. Contributions from asemrowo's local context also provide relevant empirical evidence for other regions in developing countries with similar characteristics, thus enriching the global literature on Teacher Performance Management and supporting an equitable and inclusive education agenda (Huang & Yu, 2022; Wu, 2023). Thus, this study not only has implications for local policies, but also has the potential to become a reference for teacher development strategies that are aligned with the Global Education Vision 2030.

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## CONCLUSION

This study concluded that the reward system, work motivation, and work ethic significantly influence the performance of primary school teachers in the Asemrowo district, both partially and simultaneously, with motivation emerging as the dominant factor. The uniqueness of this study lies in examining these three variables simultaneously within the context of basic education, thereby contributing to the development of teacher performance management theory and reinforcing key perspectives from reinforcement theory, Maslow's hierarchy of needs, Herzberg's two-factor theory, and cultural reinforcement in teacher professionalism. Practically, the findings highlight that implementing a fair and consistent reward system, coupled with programs to strengthen motivation and work ethic, can effectively improve teacher performance, while schools are encouraged to foster a collaborative work culture to sustain these effects. However, the study is limited by its relatively narrow geographic scope (one district), reliance on self-reported survey data, and the exclusion of potentially influential external variables such as leadership style, organizational climate, and availability of facilities. Future research should therefore expand the regional coverage, integrate additional variables, and employ a mixed methods approach to generate more comprehensive and representative insights into the factors shaping teacher performance.

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