

PERBEDAAN MOTIVASI BERPRESTASI ANTARA GURU PNS DAN GURU HONORER

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ABSTRAK

Penelitian ini dirancang untuk melihat perbedaan motivasi berprestasi antara guru PNS dan guru honorer. Hipotesis yang diajukan adalah motivasi berprestasi guru honorer lebih tinggi daripada guru PNS. Subjek penelitian ini adalah 120 orang yang terdiri dari 60 guru PNS dan 60 guru honorer. Mereka yang menjadi subjek penelitian telah menjalani masa kerja lebih dari 2 bulan, dan berusia antara 21 – 60 tahun. Pengumpulan data yang digunakan dalam penelitian ini menggunakan skala Motivasi Berprestasi. Reliabilitas skala motivasi berprestasi diuji dengan menggunakan metode koefisien reliabilitas Alpha Cronbach dan diperoleh hasil 0,899 dari 27 item dengan korelasi aitem total antara 0,270 hingga 0,693. Data dianalisis dengan menggunakan *independent sample t-test*. Analisis data menghasilkan nilai t sebesar 1,490 dengan $p > 0,05$ yaitu 0,069. Artinya tidak ada perbedaan yang signifikan dalam hal motivasi berprestasi antara guru PNS dan guru honorer. Akan tetapi, dalam uji beda tiap aspek dihasilkan nilai t dihasilkan nilai $t = -0,153$ dengan probabilitas 0,439 pada aspek tanggung jawab pribadi, nilai $t = 1,504$ dengan probabilitas 0,067 pada aspek kebutuhan akan umpan balik, nilai $t = 0,713$ dengan $p = 0,238$ pada aspek keinovatifan. Selanjutnya pada aspek ketekunan diperoleh nilai t sebesar 2,009 dengan probabilitas 0,023, kemudian nilai t sebesar 1,695 dengan probabilitas 0,046 pada aspek resiko atau kesulitan moderat. Hasil penelitian ini berarti bahwa perbedaan motivasi berprestasi antara guru PNS dan guru honorer terletak pada aspek ketekunan dan aspek resiko atau kesulitan moderat dimana guru honorer memiliki kemampuan menyelesaikan tugas-tugas sulit dengan lebih baik dalam proses bekerja daripada guru PNS.

Kata kunci: Motivasi berprestasi, guru PNS dan guru honorer.

THE DIFFERENCE OF ACHIEVEMENT MOTIVATION BETWEEN CIVIL SERVANT TEACHERS AND WORK PART TIME TEACHERS

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ABTRACT

This study was designed to look at achievement motivation between civil servant teachers and work part teachers. The hypothesis proposed in this study was that the higher achievement motivation of work part teachers than the civil servant ones. The subject of this study were 120 people with 60 of them are work part teachers and 60 of them are civil servant ones. Those who became the subject of this research have undergone more than 2 months of service, and aged between 21 – 60 years old. The collection of data used in this study using a scale of Achievement Motivation. Achievement motivation scale reliability was tested using Alpha Cronbach coefficient reliability method which resulted 0,899 from 27 items with the total correlation item is between 0,270 up to 0,693. The data were analyzed using independent sample t-test. The analysis of the data resulted t value of 1,490 with $p > 0,05$ which is 0,069. This means that there was no significant difference in terms of achievement motivation between the civil servant teachers and work part time teachers. However, in the test in every different aspect resulting t value = -0,153 with 0,439 probability on aspect of personal responsibility, t value = 1,504 with 0,067 probability on the aspect of feedback need, and t value = 0,713 with $p = 0,238$ on the aspect of innovation. After that, the data collected on the aspect of persevering resulting t value of 2,009 with probability 0,023, and t value of 1,695 with probability of 0,046 on the aspect of risk or moderate difficulty. The results of this study means that differences between civil servant teachers and work part time teachers lies in the aspect of persevering and aspect of risk or moderate difficulties in which work part time teachers have better ability to complete difficult tasks during the process of work than the civil servant ones.

Key words : *Achievement motivation, civil servant teachers and work part time teachers*