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The Effect of Income Level and Social Altruistic Motivation of Teachers on Teaching Performance in PAUD Tawangmangu District

Dannella Ettiyana Putri*, Edi Waluyo

Early Childhood Education Teacher Education, Universitas Negeri Semarang, Semarang, 50229, Indonesia

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* Corresponding author:

E-mail: dannellaep@students.unnes.ac.id

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ABSTRACT

PAUD teachers have duties and responsibilities as well as altruistic social motivations in educating early childhood, which are not commensurate with the income they earn. This study aims to determine the effect of income level and social altruistic motivation of teachers on teaching performance in PAUD Tawangmangu District. The approach was quantitative, with a multiple linear regression method involving PAUD teachers selected through purposive sampling. Data collection was conducted using a Likert scale questionnaire that was tested for validity and reliability. The F-test results showed that income and altruistic social motivation significantly affected teaching performance ($F = 11.763$; $\text{sig.} = 0.000$). However, the t-test shows that only altruistic social motivation significantly affects teaching performance ($t = 3.899$; $\text{sig.} = 0.000$), while the level of teacher income has no significant effect ($t = 1.104$; $\text{sig.} = 0.275$). The adjusted R-squared value of 0.289 indicates that these two variables can explain 28.9% of the variation in teaching performance. This finding suggests that psychological aspects, particularly altruistic social motivations such as empathy, caring, and moral commitment, play a more critical role than economic factors in influencing ECD teachers' teaching effectiveness.

1. Introduction

Education is essential in improving knowledge, skills, morals, personality, and the spirit of solidarity to build a nation individually and collectively (Nurhuda, 2022). The definition of education that refers to the National Education System Law (UU SISDIKNAS) Number 20 of 2003 concerning National Education is an effort that creates an atmosphere and learning process that facilitates students to actively develop their potential in religious, spiritual aspects, self-control, personality, noble character, intelligence, and skills needed by individuals, communities, nations, and countries.

Early childhood education is an early foundation in childhood, often referred to as the golden period at 0-6 years old. In the first level of early childhood, the fundamental values of honesty, cooperation, discipline, and responsibility will be taught, along with various activities that the teacher has designed to hone the child's positive behavior. Early childhood education encourages children's academic potential by teaching basic skills such as reading, writing, counting, and learning about the environment. Children learn and develop their curiosity and social skills in a safe environment. Providing a foundation in early childhood can help children be more confident and encourage children's growth and development, both physically and mentally, so that they are ready for further education to promote children's emotional resilience (Maghfiroh & Suryana, 2021).

PAUD teachers have a great and noble responsibility in fostering children's creativity from an early age. PAUD teachers have a vital role in creating a learning environment that is fun, safe, and stimulates children's imagination. PAUD teachers also allow children to think and express themselves through play, projects, and art. Teachers are human resources within the institution (Ulfa & Waluyo, 2016). With the role given, PAUD teachers help children build a strong foundation for their growth. However, the role of PAUD teachers has not been fully matched by adequate economic welfare. Teachers who have met their basic and social needs will be motivated to give their best in the classroom (Maslow, 1975). In the Tawangmangu sub-district, PAUD teachers face increasing challenges over time. One of the main challenges they face is insufficient income for daily needs, which can affect teaching quality and motivation to improve. Teacher income in the Tawangmangu sub-district tends to be low and not proportional to the workload and responsibilities of an ECD teacher.

In Indonesia, the issue of teachers' income has been much discussed in recent years (Arref et al., 2024). Teachers' low income often hinders improving their performance and motivation. A decent teacher income can significantly impact the quality of teacher interactions with students, and teachers will be more consistent in teaching and always enthusiastic about developing learning materials. The theory (Maslow, 1975) states that a person will be encouraged to work optimally when his basic needs are met gradually. To ensure teachers can focus on the learning process in schools, paying attention to teachers' income and other welfare guarantees is important. However, (Asmani, 2015) states that teacher welfare is one of the motivations for a person to bring out the best abilities according to the required standards.

According to Law No. 14/2005, teachers and lecturers are entitled to receive financial compensation for their professional duties. This compensation is determined based on principles prioritizing work performance and maintaining the dignity of teachers and lecturers as professional educators. Thus, this has a similar meaning to income and compensation. As explained by (de Bell, 2023), income includes several things, including salaries or wages, commissions, bonuses, allowances and pensions, honoraria, awards, and lottery prizes, as well as gross profits from businesses and profits. Meanwhile, (Trianto & Tutik, 2007) in the book *"Teacher Certification and Efforts to improve qualifications, competencies, and*

Welfare," shows that income includes position allowances, professional allowances, special allowances, salary allowances, basic salaries, additional work related to work as a teacher.

In addition to economic factors, social altruistic motivation is an important driver of teacher performance. The word altruistic is often known as "*altruism*." The word "*altruistic*" was introduced by Auguste Comte in the 19th century; this term comes from the Greek word "*arteri*," which means other people (Maretha et al., 2020). Altruistic social motivation reflects a person's desire to help others without expecting to get any benefit or reward (Yusron, 2020). In theory (Maslow, 1975), in his book entitled *Motivation and Personality* (1954), put forward a hierarchy of needs theory which explains that human motivation is influenced by the fulfillment of five needs: security, physiological needs, appreciation, social, and self-actualization. Teachers with altruistic social motivation tend to be more committed to providing quality teaching, developing innovative learning practices, and actively participating in professional development activities.

Altruistic social motivation can also encourage teachers to be more sensitive to students' needs and create a positive learning environment. (Li & Guo, 2024) emphasizes that exploring altruistic social motivations in teachers' career choices will help improve their retention in this profession and provide new perspectives regarding professional education. (Fitriani et al., 2022) state that altruistic social motivation is divided into four aspects, namely caring, helpful, considerate of others' feelings, and willing to make a sacrifice. Altruistic social motivation has two factors that can influence: internal and external (Muzakar et al., 2003). Children's social and emotional interactions are significant in early childhood education. Therefore, altruistic social motivation can be one of the factors in improving teacher performance.

Good teaching performance in PAUD will not only have an impact on children's academic achievement but also children's social-emotional development. (Joel et al., 2022) states that teaching performance results from tasks performed within a specific period. Teaching performance can be measured in various ways, such as time on task, ability to build positive interactions with students, and effective teaching strategies. High teacher performance improves the quality of the learning process and student learning outcomes (Istikomah & Waluyo, 2020). Qualified teachers can create educational and enjoyable learning, shaping children's character and basic skills. Regarding teacher performance, Article 39, paragraph 2 of Law Number 20 of 2003 concerning the Indonesian National Education System states that teachers are responsible for designing and implementing teaching and learning activities in the classroom, conducting guidance and training, conducting research and community service, and assessing learning outcomes.

Improved teaching performance significantly affects the quality of education and early childhood development because good teachers can create a conducive and supportive learning environment, which contributes to students' academic achievement and character. Teaching performance has many aspects in assessment, namely learning planning, learning implementation, and learning assessment

(Latip, 2021). Therefore, teachers' performance in the learning process is closely related to how well their basic needs have been met (Maslow, 1975)

The novelty related to this study lies in (Arref et al., 2024), which explored the impact of teachers' income on teaching performance in MAN 2 Kota Sukabumi with a descriptive qualitative approach. The findings indicated that income significantly impacts teachers' teaching performance. Research (Amalia et al., 2022) using a quantitative correlational approach on kindergarten teachers in the Sungai Raya sub-district revealed a positive correlation between income levels and teachers' teaching work quality. In addition, research conducted by (Pratiwi et al., 2021) carried out factor analysis to determine the elements that influence teachers' teaching performance in kindergartens in Sukoharjo Regency, emphasizing the importance of a teacher's welfare. Research conducted by (Massalim, 2019) applied the baseline method to Raudhatul Athfal teachers in Cilandak Kayumas Bogor by showing that teacher welfare plays a crucial role in improving their teaching performance. (Dewi & Suryana, 2020) A descriptive approach was used to research PAUD teachers in Bukittinggi, and the importance of evaluating teacher teaching performance was emphasized to improve the quality of early childhood education.

Although many studies have revealed research on teachers' income and performance, most only focus on the economic side without considering important psychological or motivational elements, such as social altruistic motivation. Meanwhile, the altruistic element in teachers' motivation can be the moral and spiritual foundation that strengthens their dedication and professionalism, especially at the Early Childhood Education (ECED) level. Research exploring both aspects of teacher income and social altruistic motivation simultaneously on teaching performance in PAUD is limited. This suggests a gap in the research where the combination of economic and motivational factors has not been studied in depth in the analysis of overall teaching performance in PAUD.

In addition, very few studies specifically address local contexts, such as the Tawangmangu sub-district, which has specific social and economic characteristics. Most PAUD teachers are not civil servants and face income problems that are not commensurate with their workload. The lack of access to professional development and minimal support from institutions further exacerbates this situation. Therefore, it is important to conduct further research on how teacher income and altruistic social motivation mutually influence the teaching performance of PAUD teachers in the Tawangmangu sub-district.

Based on the background and the research gaps described, the research questions posed in this study are: What is the impact of income level and social altruistic motivation for teachers on teaching performance in PAUD Tawangmangu District? This study examines the effect of these two independent variables on the quality of PAUD teachers' teaching performance. The uniqueness of this study lies in its approach that brings together economic and psychological elements in assessing PAUD teachers' performance, as well as its emphasis on a specific geographical context, namely the Tawangmangu sub-district.

2. Methodology

In this study, the approach used is quantitative, with the primary objective to identify and systematically analyze the influence between two independent variables, namely teacher income and altruistic social motivation, on the dependent variable, namely the teaching performance of PAUD teachers. The book (Sugiyono, 2013) states that quantitative research methods can be understood as an approach based on the philosophy of positivism, where researchers attempt to measure variables that can be observed objectively and analyze data statistically. This quantitative approach was chosen because this research tests hypotheses using numerical data analyzed by inferential statistical methods. The population that became the object of this study included all PAUD teachers, both ASN and non-ASN status, located in Tawangmangu District, Karanganyar Regency, Central Java.

The sampling method used was a questionnaire with 54 respondents selected based on specific criteria: actively teaching in formal and non-formal PAUD institutions and willing to participate in this study. The basic instrument for data collection used a questionnaire with a Likert scale format. The questionnaire consisted of three sections that reflected the variables being analyzed. The questionnaire is a tool for obtaining relevant data with high validity and reliability (Abdullah et al., 2023). Data collection was handled through the direct distribution of questionnaires, accompanied by school observations as additional data and documentation that photographs during research activities.

This instrument is used to determine the validity and reliability of the instrument (Putra et al., 2024). Validity is tested by comparing the *r*-count value with the *r*-table, where the table is declared valid if the *r*-count is greater than the *r*-table. Reliability is calculated using *Cronbach's alpha* coefficient and is considered reliable if the *alpha* value exceeds 0.60. The data that has been collected is analyzed using multiple linear regression analysis to determine the simultaneous and partial effects of the two independent variables on the dependent variable. In addition, a classical assumption test was conducted, which included a normality test to determine whether the residual distribution followed a regular pattern, a multicollinearity test to ensure that there was no high correlation between the independent variables that could interfere with model estimation, and a coefficient of determination (*adjusted R-squared*) test to ensure that the regression model applied was feasible. All analyses were conducted using the *SPSS version 26* program.

3. Result and Discussion

Results

In this study, the data for each variable was presented using the *SPSS Version 26* program. Data collection began with administering questionnaires directly to 54 eligible ECD teachers in Tawangmangu Sub-district. The data collection process was organized, starting with working with local ECD institutions to obtain

permission and a list of active teachers. The questionnaires were distributed directly to ensure respondents understood each question and provided accurate answers.

The questionnaire used had three main sections measuring the variables of teacher salary, altruistic social motivation, and teaching performance using the Likert scale. Prior to use, the validity and reliability of this tool were tested to ensure that the data obtained could be trusted for further analysis. This questionnaire allowed for the collection of quantitative data in a thorough and structured manner so that the study results could properly reflect the real conditions of ECD teachers in Tawangmangu District. In the results of this study, *SPSS Version 26* used data analysis, classical analysis test, and hypothesis testing.

a. Income Level and Social Altruistic Motivation Questionnaire

Statements describing various aspects of teacher income such as basic salary, allowances, honorarium, and additional remuneration. Meanwhile, altruistic social motivation was measured, including caring, helpfulness, sensitivity to the feelings of others, and willingness to sacrifice for the benefit of students or coworkers. Respondents were asked to respond to each statement by choosing one of four options on a Likert scale with the following information:

- 1: STS (Strongly Disagree)
- 2: TS (Disagree)
- 3: SS (Strongly Agree)
- 4: S (Agree)

A more complete explanation of the scale and description of the answer choices can be seen in Table 1 below:

Table 1. Income Level and Social Altruistic Motivation Questionnaire

Question	STS	TS	SS	S
Teacher Income Level				
Teacher income can affect motivation and teaching quality.				
My salary payments are irregular.				
Incentive payments for my additional duties went smoothly.				
I teach in more than one school.				
Altruistic Social Motivation				
I prioritize students' interests over my own.				
I provide support and motivation to students to achieve their goals.				
I feel motivated when I see other co-teachers eager to help students.				
I feel motivated to do good when I know other teachers are making sacrifices for students.				

b. Teaching Performance Questionnaire

In the third part, teaching performance is measured using indicators that include lesson planning, lesson implementation, and assessment and evaluation of learning outcomes. The rating scale used is the same, namely with the description of the Likert scale from 1-4 below:

-
- 1: TS (Never)
 2: KD (Sometimes)
 3: SR (Frequently)
 4: SL (Always)

A more complete explanation of the scale and description of the answer choices can be seen in Table 2 below:

Table 2. Teaching Performance Questionnaire

Question	TS	KD	SR	SL
I set clear and measurable objectives in the lesson plan.				
I explain the learning objectives at the beginning of the learning process.				
I understand student characteristics.				
I get support from my colleagues and the Principal.				

Data Analysis

a. Validity Test

This validity test aims to assess the variables used in this study. This study's questionnaires were made based on the instrument guidelines corresponding to the variables examined. A total of 38 respondents were involved in this normality and reliability test. Using the r-table formula at the significance level ($\alpha = 5\%$) or $df = n-2 = 38-2 = 36$, the r-table obtained is 0.329. The statement is considered valid if the r-count value exceeds the r-table and r is positive.

b. Reliability Test

The reliability test assesses the extent to which the accuracy and consistency of the questionnaire in evaluating variables. This means a questionnaire is considered reliable or trustworthy if an individual's response to a question remains the same or stable over time. A variable is reliable if its *Cronbach alpha* value is greater than 0.6. As seen in table 3 below presents the results of the reliability test:

Table 3. Reliability Test Results

Variables	Cronbach's alpha	Description
Teacher Income Level	0,890	Reliable
Altruistic Social Motivation	0,972	Reliable
Teaching Performance	0,979	Reliable

These results indicate that all indicators of each variable in this study are reliable because the three variables have a *Cronbach's alpha* value above 0.6. Therefore, the statements used in this study are suitable as measurement instruments.

Classical Assumption Testing

a. Normality Test

In normality testing, researchers conduct it to determine whether the dependent and independent variables in the regression equation follow a normal distribution. The data results can be used to verify this research model, namely data with a normal distribution. As seen in Table 4 with the test results using *SPSS Version 26*:

Table 4. Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		54
Normal Parameters ^b	Mean	,0000000
	Std. Deviation	13,22214886
Most Extreme Differences	Absolute	,103
	Positive	,103
	Negative	-,054
Test Statistic		,103
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Referring to the above results, we can see that the significance of Asymp is high. Sig (2-tailed) shows the significance of the questionnaire in examining the level of income and social altruistic motivation of teachers. The normality test results of the distributed questionnaire data show a significance value of $0.200 > 0.05$. Therefore, the questionnaire data on the level of income and altruistic social motivation of teachers are considered normally distributed. The significance value of 0.200 indicates that the questionnaire data used in this study follows a normal distribution so that parametric statistical analysis can be applied in further examination.

b. Multicollinearity Test

The multicollinearity test shows that there should not be a significant relationship between the two independent variables in this study. To determine the presence of multicollinearity using the VIF and Tolerance tests. The results can be seen in Table 5 of the multicollinearity test below:

Table 5. Multicollinearity Test

Coefficients			Collinearity Statistics	
			Tolerance	VIF
Model			e	
1	Teacher Income Level		,843	1,186
	Altruistic Social Motivation		,843	1,186

Based on the results above, it can be concluded that there is no multicollinearity between the independent variables (Teacher income level and altruistic social motivation) in this regression approach. This can be seen from the Tolerance Value

(0.843) > 0.10 for both variables, so it can be concluded that there is no multicollinearity. The VIF value (1.186) < 10 for both variables indicates that the independent variables in this study are not affected by multicollinearity, so the results are reliable and objective.

The absence of multicollinearity indicates no significant relationship between the independent variables (income and altruistic social motivation). This means that both variables can be applied simultaneously in the regression model without causing difficulties interpreting the analysis results. This is very important to ensure the accuracy and credibility of the regression approach applied in this study.

c. Determination Coefficient Test

The coefficient of determination test results serve as a tool to measure how much influence the salary and reward variables have on teacher performance by a certain percentage. These results can be seen in Table 6 of the coefficient of determination test below:

Table 6. Determination Coefficient Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.562 ^a	.316	.289	13,479
a. Predictors: (Constant), Social Altruistic Motivation, Teacher Income Level				

Referring to the above results conducted with the help of SPSS Version 26 software, the coefficient of determination indicates the extent to which the variables of income and altruistic social motivation of teachers can explain variations in teaching performance. From the analysis in the table above, the coefficient of determination (R²) value is 0.316, indicating that teachers' income level and altruistic social motivation can explain 31.6% of teaching performance. In comparison, other variables outside this study explain the remaining 68.4%.

Hypothesis Test

a. Test t

The t-test aims to assess and identify the effect of each independent variable on the dependent variable. The basis for making decisions in this t-test is as follows:

- 1) H₀ is accepted, or H_a is rejected if the independent variable does not affect the dependent variable.
- 2) H₀ is rejected, and H_a is accepted if the independent variable affects the dependent variable.

These results can be seen in Table 7 of the t-test below:

Table 7. The t-test

			Coefficients			
			Unstandardized Coefficients		Standardized Coefficients	
Model			B	Std. Error	Beta	T
1	(Constant)		49,831	18,916		2,634
	Teacher Level	Income	,214	,193	,139	1,104
	Altruistic Motivation	Social	,480	,123	,492	3,899
						Sig.
						,011
						,275
						,000

a. Dependent Variable: Teaching Performance

The results above show that the variable teacher income (X1) level based on the t-count test is 1.104 with a significance level of 0.275. From the data in the table above, the t-count value ($1.104 < 2.005$) with a sig value > 0.05 indicates that the level of teacher income does not significantly affect teaching performance in PAUD Tawangmangu District. For the altruistic social motivation variable, the analysis shows that the t-count for altruistic social motivation (X2) is 3.899 with a significance of 0.000. These results show that the value of t-count $>$ t-table with a significance value < 0.05 means that altruistic social motivation affects teaching performance in PAUD Tawangmangu District.

b. F test

The F test determines whether all predetermined independent variables can be used to estimate overall teacher performance. In this study, the F test was used to simultaneously evaluate the effect of independent variables on teacher performance. The decision-making steps are as follows:

- 1) H_0 is accepted if the sig. > 0.05 if the F count is greater than the f table.
- 2) H_0 is rejected if the sig. Value < 0.05 if the F count is smaller than the f table.

These results can be seen in Table 8 of the F test below:

Table 8. F test

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4274,189	2	2137,095	11,763	,000 ^b
	Residuals	9265,737	51	181,681		
	Total	13539,926	53			

a. Dependent Variable: Teaching Performance

b. Predictors: (Constant), Social Altruistic Motivation, Teacher Income Level

Based on the results above, the F value is 11.763, and the significant value is at 0.000, which means that the significant value is smaller than 0.05; this indicates that H₀ is not accepted and H_a is accepted so based on the f test table it can be concluded that there is a significant influence between the level of income and social altruistic motivation of teachers on teaching performance in PAUD Tawangmangu District.

Discussion

The Effect of Teacher Income Level on Teaching Performance in PAUD Tawangmangu District

The analysis results show that the t-test carried out in this study was obtained. Based on Table 6, the results of the F-test above show that the value of F is 11.763. The significant value is shown at 0.000, which means that the significant value is smaller than 0.05, which indicates that H₀ is not accepted. H_a is accepted, so based on the f-test table, it can be concluded that there is a significant influence between the level of income and social altruistic motivation of teachers on teaching performance in PAUD Tawangmangu Sub-district, the t-count value is 1.104, and the significance value is 0.275 (> 0.05) for the income variable. This finding indicates that teacher income does not significantly impact PAUD teachers' teaching quality in the Tawangmangu sub-district. This result suggests that while income is generally considered an important factor influencing performance, in the context of PAUD teachers in Tawangmangu, income is not the only significant factor determining teaching effectiveness.

This result suggests that although income is generally considered an important factor affecting performance, in the context of early childhood education teachers in Tawangmangu, income is not the only significant factor determining teaching effectiveness. This result contradicts the findings of a study by (Arref et al., 2024) that used a descriptive qualitative approach, where it was found that income significantly impacts teacher performance at MAN 2 Kota Sukabumi. Similar findings were also found by (Amalia et al., 2022) through a correlational quantitative approach that showed a positive relationship between income and the performance of kindergarten teachers in Sungai Raya. In addition, a study conducted by (Pratiwi et al., 2021), which used the factor analysis method, comprehensively revealed that teacher welfare, including aspects of income, is an important factor affecting the performance of kindergarten teachers in Sukoharjo Regency. The difference between the results of this study and previous studies may be due to the different geographical contexts and socioeconomic characteristics of ECD teachers in Tawangmangu. Many PAUD teachers in this area are non-ASN and have high altruistic motivation. This condition allows teachers to maintain their performance despite low income, as it is driven by passion or idealism in early childhood education that they carry out with full responsibility.

On the other hand, this finding indicates that other factors beyond income, such as support from the institution, professional training, or a good working atmosphere emotionally and mentally, become more dominant in determining educators'

performance in the early childhood education setting. This is in line with the results of research conducted by (Dewi & Suryana, 2020), which states that economic aspects and more holistic factors should be considered when assessing educator performance. Although many cases show that teachers' income affects performance, as explained by (Massalim, 2019) in an in-depth study of Raudhatul Athfal teachers in Cilandak Kayumas, the findings from this study provide new insights by showing that other motivations, such as idealism and the spirit of devotion, also need to be considered in more depth as factors supporting teachers' teaching performance that are no less important.

The Influence of Teachers' Altruistic Social Motivation on Teaching Performance in PAUD Tawangmangu District

The t-test results show that teachers' altruistic social motivation significantly influences teaching performance, with a t-statistic of 3.899 and a significance value of 0.000 (<0.05). This shows that the higher the altruistic social motivation of teachers, the higher their teaching performance in the classroom. This finding reinforces the theory (Maslow, 1975) stating that after basic needs are met, humans are driven to meet social and self-actualization needs, including helping others selflessly. PAUD teachers' motivation to educate children comes from financial compensation and internal drives such as caring, sharing spirit, and moral commitment to children's development.

Altruistic social motivation proved to be the dominant factor in this study. This is in contrast to the study by (Arref et al., 2024), which did not explore the motivational dimensions of teacher performance in depth. This study also extends the perspective offered by (Li & Guo, 2024), which emphasizes the importance of social motivation in retaining educators in their profession. Practically, the findings imply that PAUD teacher training should not only focus on improving technical and financial competencies but also on strengthening moral values, professional ethics, and personal reflection as a form of actualization of deep altruistic motivation. This holistic approach is expected to improve the quality and sustainability of teacher performance in facing the challenges of early childhood education more effectively and sustainably. This is reinforced by the statement (Fitriani et al., 2022), which systematically divides the altruistic dimension into four main aspects: caring, helping, considering the feelings of others, and being willing to sacrifice. These four aspects are very relevant in the context of PAUD teachers who directly interact with children in critical growth phases.

The Effect of Income Level and Social Altruistic Motivation of Teachers on Teaching Performance in PAUD Tawangmangu District

This study found an F value of 11,763 with a significance of 0.000, indicating that the variables of income level and altruistic social motivation simultaneously significantly affect the teaching performance of PAUD teachers in the Tawangmangu sub-district. With a rectangular value of 0.316, these variables account for 31.6% of the variation in teaching performance, while additional variables not examined in this study account for 68.4%.

The results of this study suggest that while income may not significantly affect teaching effectiveness under some conditions when combined with altruistic motivation, it still contributes to teaching performance. This finding supports the method applied in this study by combining economic and psychological aspects, which were not seen in previous studies. This study aligns with previous research, which shows that salary and recognition concurrently impact teacher performance at MA Salafiyah Mojorejo, Mojokerto (Jamilah & Muslihun, 2024). However, there is a difference in the type of motivation: the rewards in this study are more external, while altruistic motivation is internal and religious. Therefore, this study successfully demonstrates that an approach that integrates economic factors and altruistic motivation can improve our understanding of teacher performance, especially at the early childhood level, where classroom interactions are highly complex.

4. Conclusion

This study aims to analyze the effect of income level and altruistic social motivation on the teaching performance of PAUD teachers in the Tawangmangu District. The results showed that teachers' income level did not significantly affect teaching performance. However, altruistic social motivation was found to positively and significantly influence performance. Simultaneous analysis of the two variables showed that they jointly contribute to improved teaching performance, indicating that psychological factors, especially altruistic social motivation such as caring, empathy, and moral commitment, play an important role in PAUD teachers' teaching effectiveness. This study successfully addresses the research objectives by providing a holistic understanding, combining economic and psychological aspects to evaluate teacher performance. The success of this study lies in the integrative approach used and the contextual relevance to the socioeconomic conditions of ECD teachers in the Tawangmangu sub-district. For future development, this study suggests investigating other variables such as institutional support, professional training, and work-life balance as complementary factors to improve the quality of early childhood education.

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