The Influence of Team Characteristics and Personality on Work Motivation of Teachers of Civil Servants (PNS) of Vocational High Schools (SMK) Negeri Jakarta Timur I

Mega Sansipa

Program Studi Manajemen Pendidikan Pasca Sarjana, Universitas Negeri Jakarta
Jl. Rawamangun Muka Raya Rawamangun Pulogadung Jakarta Timur , Indonesia
* *e-mail*:megasansipa_9910817045@mhsunj.ac.id

Abstract: The Influence of Team Characteristics and Personality on Work Motivation of Teachers of Civil Servants (PNS) of Vocational High Schools (SMK) Negeri Jakarta Timur I. This study aims to examine the effect of team characteristics and personality on work motivation at State Vocational High Schools (SMKN) in East Jakarta I. The data used in this study were obtained from questionnaire data. The population in this study were civil servant teachers in 7 State Vocational High Schools. The sample selection technique used is proportional sampling and obtained 170 teachers. The data analysis method in this research is data regression analysis. The results showed that simultaneously the characteristics of the team and personality had a significant effect on work motivation. Partially, team characteristics and personality have a positive and significant effect on work motivation.

Keywords: Team Characteristics, Personality, Work Motivation

Abstrak: Pengaruh Karakteristik dan Kepribadian Tim terhadap Motivasi Kerja Guru Pegawai Negeri Sipil (PNS) Sekolah Menengah Kejuruan (SMK) Negeri Jakarta Timur I. Penelitian ini bertujuan untuk menguji pengaruh karakteristik tim, kepribadian terhadap motivasi kerja pada Sekolah Menengah Kejuruan Negeri (SMKN) se Jakarta Timur I. Data yang digunakan dalam penelitian ini diperoleh dari data angket. Populasi dalam penelitian ini adalah guru guru PNS di 7 SMK Negeri. Teknik pemilihan sampel yang digunakan yaitu proporsional sampling dan diperoleh 170 guru. Metode analisis data dalam penelitian ini adalah analisis regresi data. Hasil penelitian menunjukkan bahwa secara simultan karakteristik tim, kepribadian berpengaruh signifikan terhadap motivasi kerja. Secara parsial, karakteristik tim dan kepribadian berpengaruh positif dan signifikan terhadap Motivasi Kerja.

Kata kunci: Karakteristik Tim, Kepribadian, Motivasi Kerja

▪ **INTRODUCTION**

The Ministry of Education and Culture states that the role of teachers is to be able to prepare students to have 21st century skills, namely 4C: Critical Thinking (critical and analytical thinking), Creative and Innovative (creative and innovative), Communicative (communicative), Collaborative (collaborative). 21st century education involves aspects of skills and understanding, technology, behavior and moral values.

Optimizing teaching staff in order to improve the quality of education in Indonesia needs to be implemented by building good work motivation from within and from outside the teacher. In order for teacher motivation and work productivity to increase, teachers can implement strategies formulated by Ki Hajar Dewantaa, namely Ing Ngarsa Sung Tuladha (in front of giving examples), Ing Madya Mangun Karsa (in the middle of encouraging), Tut Wuri Handayani (behind giving encouragement).

Data from the Central Statistics Agency (BPS) describes the condition of Indonesia's employment as follows:

Figure 1. Indonesia's employment situation in February 2019

Source : bps.go.id

One of the factors in Indonesia's employment situation is the high rate of unemployment for SMK graduates, one of the causes is the quality of teachers and the challenges of the 4.0 industrial revolution so that the government has launched the revitalization of SMK which includes adjusting the curriculum to industrial needs, increasing teacher competence. In carrying out their duties, teachers work together to achieve the same goal of forming a team which is the development of positive synergy with coordinated efforts, team characteristics include three dimensions, namely cooperation, cohesiveness with fellow teachers and effectiveness. Teachers are professional educators who are tasked with developing student personalities / student

character. Mastery of personality competencies by the teacher will help efforts to develop student character.

Work motivation. The term motivation comes from the word "movere" which means encouragement / moving. "Motivation is defined as a set of energetic forces that originates both within and outside an employee, initiates work-related effort and determines its direction, intensity, and persistence". Motivation is defined as a set of energetic forces that emanate from within and outside the employee, initiating work-related efforts and determining their direction, intensity, and persistence. Campbell et al argued that monivati includes the direction or goal of behavior, the strength of the response and the persistence of behavior.

According to Vroom in Purwanto (2006) motivation refers to a process of influencing individual choices towards various forms of desired activity.

According to Purwanto (2006) motivation contains three main components, namely: moving, directing / channeling behavior and to maintaining behavior, the surrounding environment must strengthen the intensity, drive and individual strength.

Types of motivation: Kompri classifies into three groups, including: organic needs, emergency motives and motives. The purpose of motivation is to move / inspire someone so that their desire and willingness to do something arises so that they can get results / achieve certain goals.

Types of motivation: Kompri classifies into three grAccording to Sardiman (2007), there are three motivational functions, namely encouraging people to act, determining the direction of action and selecting actions. Motivational indicators are engagement, commitment, satisfaction and turnover. Motivation theories are divided into two, satisfaction theory and process theory.

The theory of satisfaction consists of classical motivation theory, Maslow theory, Herzberg theory, McGregor theory, Mc Clelland theory and George motivation theory. The process framework consists of the theory of hope, the theory of justice and the theory of confirmation.

Based on some of the theories mentioned above, what is meant by motivation can be synthesized, which is the provision of a driving force that creates the excitement of a person's work so that they are willing to work together effectively and integrated with all their efforts to achieve satisfaction. The indicators used to measure teacher work motivation are the need for achievement, the need for power and the need for affiliation.

Team Characteristics. Colquitt, Lepine, Wesson (2010) Colquitt, Lepine, Wesson (2010) said, "a team consists of two or more people who work interdependently over some time period to accomplish common goals related to some task-oriented purpose." two or more people who depend on each other in working for a period of time to achieve a common goal that is related to multiple goals and is task-oriented.

In the education sector, teamwork has been developed as a basic unit of the teaching and learning process and managing schools, such as school strategies in graduating students and being absorbed in the world of work according to the needs of industry 4.0

From the figure below, it can be seen that the characteristics of the team belong to the group mechanism that can affect the outcome of the individual. More specifically, Colquitt added that the characteristics of the team arise due to the diversity of individuals and the form of the team that is made as it is expressed. "Team characteristics provide a means of categorizing and examining teams, which is important because teams come in so many shapes and sites".

Team characteristics provide a way to categorize and examine teams, which is important because teams come in all shapes and sizes. He also divided the characteristics of the team into 3 parts, namely team types, team interdependence and team composition.
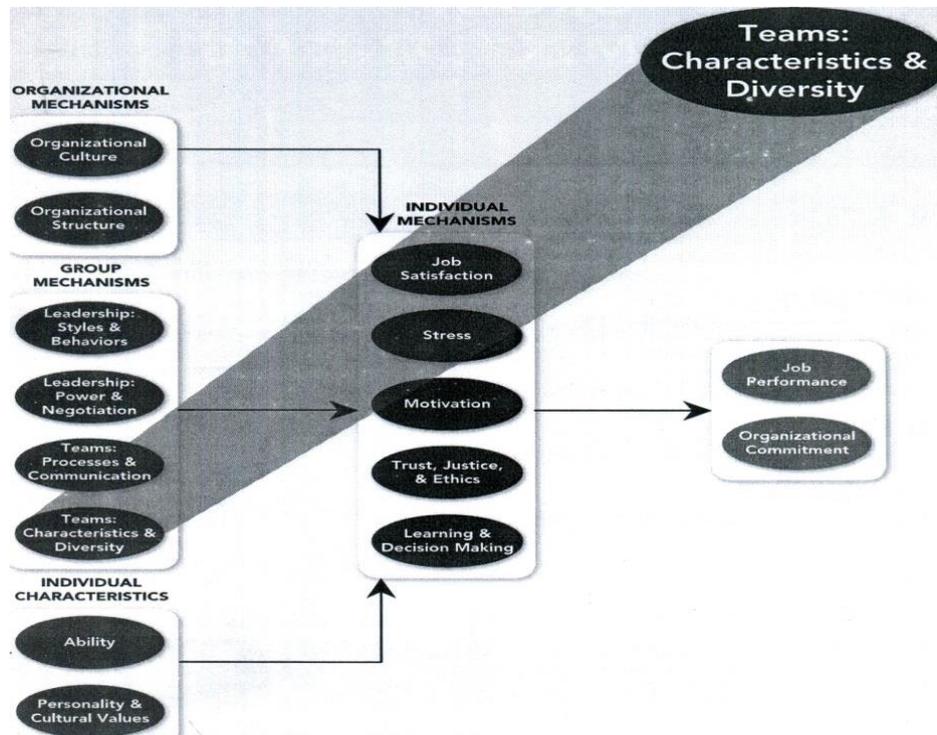

Figure 2.1. Model of Organizational Behavior

Source "Organizational Behavior." Improving Performance and Communication in the Workplace. " Colquitt, Lepine, Wesson Robbins (2015) groups teams into four types, namely problem solving, self-managed work teams, cross-functional teams and virtual teams, while Colquitt groups teams into five types: work teams, management teams, parallel teams, project teams and action teams. . Slocum (2009) states that "a team is small member of employees with complementary competencies who are committed to common performances goals and working relationship for wich they hold themselves mutually accountable". A team is a number of small members of employees with complementary abilities, commitment to common performance goals, and working relationships, which are mutually responsible.

Table 2.1. Types of Teams, Organizational Behavior

TEAM TYPE	OBJECTIVES AND ACTIVITIES	TIME PERIOD	MEMBER INVOLVEMENT	EXAMPLE
Work team	Producing goods or providing services	Long	High	Set yourself up Production Team Maintenance team Sales Team
Management Team	Unifying activities in sub-business units	Long	Moderate	Top management team
Parallel Teams	Generate recommendations and solve problems	Varies	Low	Quality cycle
Project Team	Produces one time output (product, service, etc.)	Varies	Varies	Product design team Research Group Planning Team
Action Team	The form of a complex task of length and visible place or a challenging environment	Varies	Varies	Surgical team Music group Expedition team Sports Team

Source: Colquit, Lepine. Wesson, p. 357

Furthermore, according to Daft (2010), "team characteristic of particular concern are size, diversity, and member roles". A characteristic team's particular concern is size, diversity, and role of members. "One of a leader's most important job is to get the team designed right by consulting such characteristic as size, diversity, and interdependence". One of the most important jobs of a leader is to design the team appropriately by considering its special characteristics or characteristics such as size, diversity, and interdependence.

Furthermore, Yulk (2010) explains that "common characteristics of teams, autonomy to determine mission and objectives, autonomy to determine work procedures, authority on the internal leader, duration of existence for the team, stability of the membership, and diversity of membership, and diversity of members in functional background ". In general, the characteristics of the team are in the form of independence in determining the mission and objectives, independence in determining work procedures, internal leadership power, the team's existence period, membership stability, and differences in the functional background of members.

Baldwin (2008: 259) says, A team is not just people who work for the same manager or whose workspaces are located near one another. Rather, a team is a group that shares responsibility for producing something together. People often confuse interdependence with personal contact. Simply working closely with others, however, does not make a team. Team sare is unique because member can not complete the work without the work of other members. As wenoted earlier, just because a team is brought together hardly ensures it will be high performing.

Based on the various concepts above, it can be synthesized that the characteristics of the team are the categorization of teams according to shape and size that can influence the internal process of the team to adapt to indicators of team type, team dependency, and team composition.

Personality. According to the origin of the word, "personality" has an interesting meaning. This word comes from the Latin word per sona, which means to speak through. This Latin language refers to the masks used by ancient Greek and Roman performers. The meaning of this Latin word is very relevant to the analysis of personality today. The general usage of this word emphasizes the person or actor who appears in society (public place). In an academic sense, the players are more concerned with the game itself. may be said to mean more to people and their roles.

The definition of personality that is often used is the opinion of Allport cited by Robbins and Judge (2011) who argues "personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjusments to his environment". Personality is a dynamic organization of the psychophysical system (physical and spiritual changes) of individuals which determine the behavior and thoughts of individuals in particular.

Personality is a relatively immutable or unchanging trait. As said George and Jones (2010) "personality is the pattern of relatively enduring ways that a person feels, thinks, and behaves". personality is a relatively timeless pattern of how a person feels, thinks and behaves

A similar opinion is expressed by McShane and Glinow (2008) who state that: "personality refers to the relatively stable pattern of behavior and a consistent internal state that explains a person's behaviral tendencies". personality refers to a relatively fixed pattern of behavior and consistent internal states that explain a person's behavioral tendencies.

The opinion expressed by Schermerhorn (2011) regarding the notion of "personality combines a set of physical and mental characteristics that reflect how a person looks, thinks, acts, and feels". personality combines a series of physical and mental characteristics that reflect how a person perceives, thinks, acts, and feels.

Meanwhile, Kreitner and Kinicki (2013) also argue that, "Personality is defined as the combination of stable physical and mental characteristics that give the individual his or her identity. These characteristics or traits –including how one looks, thinks, acts, and feels – are the product of interactering genetic and environmental influences. " personality is defined as a stable combination of physical and mental characteristics (traits) that give its identity to an individual.

How does an individual interact with others, we cannot be separated from a person's personality, as stated by Robbins and Judge (2011) that "personality as the sum total of ways in which an individual reacts to and interacts with others". personality is the overall way in which an individual reacts and interacts with others.

Meanwhile, Colquitt (2010) states that "personality refers to the structures and propensities inside a person that explains his or her characteristic patterns of thought, emotion, and behavior". personality refers to the structures and tendencies within a person that explain the characteristic patterns of thoughts, emotions and behavior

The opinion of Robbins and Judge (2011: 169) also states that "personality appears to be a result of both hereditary and environmental factors". Personality arises because of the results of two factors, namely heredity and environment. But between the two in the study it was found that in personality development tends to more support the importance of heredity to the environment.

Robbins and Coulter (2018: 307) explain

An individual's personality is a unique combination of emotional, thought, and behavioral patterns that affect how a person reacts to situations and interacts with others.

Personality is most often described in terms of measurable traits that a person exhibits. A person's personality is a unique combination of emotions, thoughts, and behavior patterns that influence how a person reacts to situations and interacts with others. The personality that is most often described in this case is measured by the traits a person exhibits.

Daft (2012) explains "an individual's personality is the set of characteristics that underlie a relatively stable pattern of behavior in response to ideas, objects, or people in the environment". The personality of an individual is a set of characteristics that underlie relatively stable patterns of behavior in response to ideas, objects, or people in the environment.

A more complete definition is expressed by Gibson (2012), "An individual personality is a relatively stable set of characteristics, tendencies, and temperaments that have been significantly formed by inheritance and by social, cultural, and environmental factors. This set of variables determines the commonalities and differences in the behavior of the individual. The individual personality is a relatively stable set of characteristics, tendencies, and temperaments that have been significantly shaped by inheritance and by social, cultural, and environmental factors. This series of variables determines the habits in individual behavior.

Personality according to Newcomb (1985) is defined as predispositions (the tendency to accept or reject something based on the experience and norms it has) which has someone as a background to behavior. Personality refers to the predispositions to act, know, think, and feel especially when he relates to other people or responds to a situation. Because personality is an abstraction of individuals and their behavior as is the case with society and culture, when these aspects have a relationship that affects one another. Personality is the organization of the biological, psychological, and sociological factors that underlie behavior. Personality includes habits, attitudes, and other characteristics that are typical of a person that develops when that person deals with other people.

Education as a process of forming adult humans with good personalities. In the Teacher and Lecturer Law, it is stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. Professional teachers are built through mastery of competencies that are actually needed in completing a job to become an educator.

Competence in Law no. 14/2005 on Teachers and Lecturers, it is explained that competence is a set of knowledge, skills, and behaviors that must be possessed, lived in, and controlled by teachers in carrying out their professional duties. These competencies include: pedagogic competence, personality competence, social competence, and professional competence. Among the personality competencies, at least include a personality who is faithful and pious, noble, wise and wise, democratic, steady, authoritative, stable, mature, honest, sportsmanship, being a role model for students and society, objectively evaluating one's own performance, and developing self independently and sustainably.

From the various definitions of "trait" or (trait), experts have identified many personality traits that are used to describe humans. But experts in organizational behavior have defined these factors and now compile them into the "Big Five" personality dimensions: emotional stability, agreeableness, extraversion, conscientiousness and openess.

Based on the description above, it can be synthesized that what is meant by personality is a person's mental characteristics to adapt and interact with their environment with indicators namely sincerity, adaptability, emotional stability, openness and comfort.

- **METHOD**

The research was conducted from January to May 2020 at the State Vocational High School (SMK) in East Jakarta I, which amounted to 7 schools. This study used a questionnaire research method with a quantitative approach using regression analysis. This approach was chosen to analyze the direct effect between the dependent and independent variables.

The population reached in this study were civil servant teachers of State Vocational High Schools in the East Jakarta I City Administration with a total of 295 PNS teachers. Meanwhile, there were 20 teachers for the instrument trial. From the calculation results obtained a sample size of 170 civil servant teachers, the sampling technique was carried out using a proportional sample, where the sample determination was carried out according to the proportion of the number of civil servant teachers in each of the 7 State Vocational Schools in East Jakarta I.

The data collection process was carried out using a questionnaire as a research instrument. The variables in the regression analysis technique consist of two types, namely the dependent variable and the independent variable. In this study, the variables studied were team characteristics, personality and work motivation. The dependent variable in this study is work motivation (Y) and the independent variable in this study is team characteristics (X1) and personality (X2).

The data collection technique in this study was to use a questionnaire containing several lists of statements. This list of statements was then distributed for respondents to fill in. Filling in this questionnaire is closed, and in the list of statements several alternative answers have been provided so that respondents can choose the answer that is most appropriate to the real conditions they are experiencing. The list of statements in the questionnaire is made based on indicators that have been developed from various conceptual variables used in this study. The sampling technique used in this study was Proportional Random Sampling, Proposional random sampling, which is sampling that takes into account the considerations of elements or categories in the population. Research. proportional is used to determine the number of samples in each school.

Table 3.1 Distribution of Samples Using Proportional Random Sampling

No	School	Distribution of Number of Samples
1	SMK Negeri 5	75/295 x 170 = 43
2	SMK Negeri 7	29/295 x 170 = 17
3	SMK Negeri 26	63/295 x 170 = 36
4	SMK Negeri 40	27/295 x 170 = 16
5	SMK Negeri 46	35/295 x 170 = 20
6	SMK Negeri 48	32/295 x 170 = 18
7	SMK Negeri 50	34/295 x 170 = 20
	Number of Samples	170

Formula: n / k x number of samples
Information: n = the number of civil servant teachers in each school
   k = number of civil servant population

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Reliability calculation is a calculation of the consistency of questionnaire data using the Alpha Cronbach formula. The use of this formula is adjusted to the scoring technique performed on each item in the instrument

Data analysis technique. The data analysis used in this research is descriptive statistics and inferential statistics. Descriptive statistics are carried out in terms of data presentation, size of the tendency to center (central size), and size of the spread. Presentation of data in descriptive statistics uses a frequency distribution table and is then presented in the form of a histogram. The central measure is done by determining the mean, mode, and median and available data, while the size of the spread is done by determining the standard deviation (standard deviation) and variance. The inferential statistics are used to test the hypothesis using regression analysis.
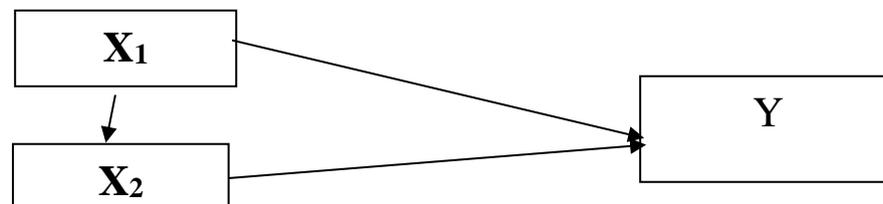
Data analysis begins with testing for normality and linearity. Data normality test was performed using the Liliefors test and linearity test using simple linear regression.

Statistical Hypothesis, Hypothesis testing uses regression analysis by calculating the correlation coefficient to determine how much direct influence between variable Y (independent variable) and variable X (dependent variable). The test starts from the normality test, linearity test, partial test and F test. The normality test is used to determine whether the data population is normally distributed or not. Normality testing in this study was used to test the variable team characteristics (X_1), personality (X_2) and work motivation (Y).

Linearity test is a test used to determine whether the independent variable and the dependent variable are linear or not. This test can be used as a condition in correlation analysis or linear regression.

Multiple Regression Analysis is used to determine the amount of work motivation (Y), team characteristics (X_1) and personality (X_2). Partial test (t test) is used to determine the significance of the effect of each independent variable on the dependent variable, so that it can be

seen whether the prediction. there is acceptable or not. The F test is used to test the influence of the team characteristics and personality variables on work motivation.

- **RESULTS AND DISCUSSION**

The data obtained in this study are based on the results of filling out a questionnaire filled out by 170 respondents who were used as research samples based on the proportion of the number of civil servants from 7 State Vocational Schools in East Jakarta I. The data of this study consisted of three variables, namely work motivation (Y), team characteristics. (X1), and personality (X2). The following will explain the maximum value, minimum value, range, mean, median, mode, standard deviation, variance in each frequency table and histogram.

Table 4.1 Summary of Research Description Statistics

Statistics			
Information	Work motivation (Y)	Team Characteristics (X_1)	Personality (X_2)
N Valid	170	170	170
Missing	0	0	0
Mean	43.05	49.31	33.36
Std. Error of Mean	0.497	0.372	0.464
Median	44.00	49.00	33.00
Mode	46	47[a]	33
Std. Deviation	6.485	4.844	6.055
Variance	42.057	23.468	36.659
Range	38	23	27
Minimum	20	38	22
Maximum	58	61	49
Sum	7318	8382	5672

Work motivation . Based on the data obtained, the author then processed statistically into a frequency distribution list, the number of classes was calculated according to the Sturges rule, 8 classes were obtained with a maximum value of 58 and a minimum value of 20 so that the class length was 5, based on the results of descriptive statistical calculations, it was found that work motivation has an average value (mean) of 43.05, median 44.00, mode 46 with a standard deviation value of 6.485 where the variance value is 42.057. Data grouping can be seen in the frequency distribution table as follows:

Table 4.2 Distribution of Work Motivation Frequency

No	Interval Class	Limit		Frequency		
		Under	**On**	**Absolute**	**Cumulative**	**Relatively (%)**
1	20 – 27	19.5	27.5	1	1	0.59
2	28 – 35	27.5	35.5	12	13	7.06
3	36 – 43	35.5	43.5	37	50	21.76
4	44 – 51	43.5	51.5	46	96	27.06
5	52 – 59	51.5	59.5	50	146	29.41
6	60 – 67	59.5	67.5	21	167	12.35
7	68 – 75	67.5	75.5	2	169	1.18
8	76 – 83	75.5	83.5	1	170	0.59
	amount			170		100

Based on table 4.2 above, the histogram is then made. There are two axes needed in making a histogram, namely the vertical axis as the frequency axis. In this case on the horizontal axis the class boundaries of the interval are written from 20 to 58. These prices are obtained by subtracting the number 0.5 from the smallest data and adding the number 0.5 for each class limit on the highest limit. The histogram that describes the distribution of work motivation scores is presented in Figure 4.1 below
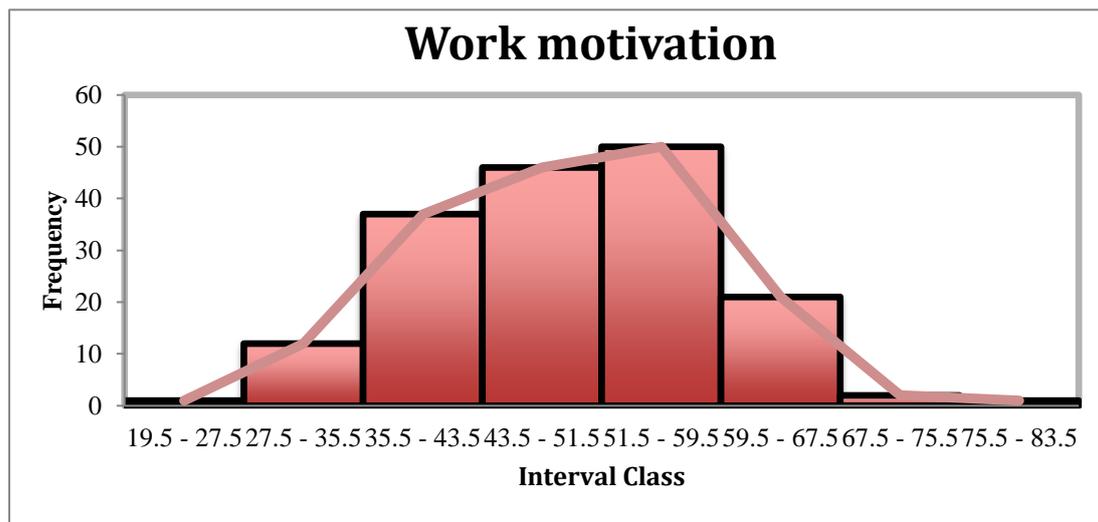

Figure 4.1 Histogram and Work Motivation Polygon

Team Characteristics. The team characteristic data has a score range between 38 to 61, so the score range is 23. The results of the data calculation obtained an average of 49.31 standard deviation of 4.844, a variance of 23.468, a median of 49, and a mode of 47. Data grouping can seen in the frequency distribution table as follows:

Based on table 4.3 below, the histogram and polygon are then made. There are two axes needed in making a histogram, namely the vertical axis as the absolute frequency axis, the horizontal axis written

interval class boundaries, from 38 to 61. The lower and upper limits are obtained by subtracting 0.5 from the smallest data and adding the numbers. 0.5 each of the highest data in each class.

Table 4.3 Frequency Distribution of Team Characteristics

No	Interval Class	Limit		Frequency		
		Under	On	Absolute	Cumulative	Relatively (%)
1	38 – 40	37,5	40,5	8	8	5
2	41 – 43	40,5	43,5	11	19	6
3	44 – 46	43,5	46,5	29	48	17
4	47 – 49	46,5	49,5	39	87	23
5	50 – 52	49,5	52,5	40	127	24
6	53 – 55	52,5	55,5	26	153	15
7	56 – 58	55,5	58,5	10	163	6
8	59 - 61	58,5	61,5	7	170	4
				170		100

The histogram and polygon graphs of the team's characteristic data are as shown in Figure 4.2 below:
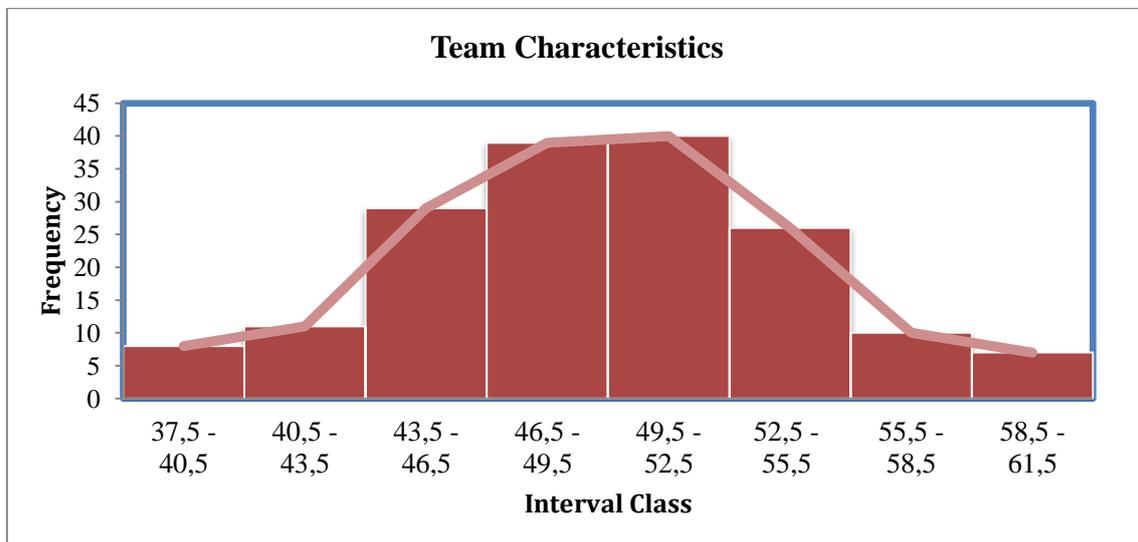
Figure 4.3. The histogram and polygon graphs of the team's characteristic data

Personality. Personality data has a minimum score range of 22 to a maximum score of 49, so that the score range is 27. The results of data calculations obtained an average of 33.36, standard deviation of 6.055, median 33, mode 33. Data grouping can be seen in the frequency distribution table as following:

Table 4.4 Distribution of Personality Frequency

No	Interval Class	Limit		Frequency		
		Under	On	Absolute	Cumulative	Relatively (%)
1	20 – 23	19,5	23,5	8	8	5
2	24 – 27	23,5	27,5	18	26	11
3	28 – 31	27,5	31,5	40	66	23
4	32 – 35	31,5	35,5	46	112	27
5	36 – 39	35,5	39,5	29	141	17
6	40 – 43	39,5	43,5	19	160	11
7	44 – 47	43,5	47,5	7	167	4
8	48 – 50	47,5	50,5	3	170	2
				170		100

Based on table 4.4 above, then the histogram and polygon are made. There are two axes that are needed in making a histogram, namely the vertical axis as the absolute frequency axis, and the horizontal axis written interval classes, from 20 to 50. The lower limit is obtained by subtracting 0.5 from the smallest data and the upper limit is obtained by adding the number 0 , The 5 biggest data for each class. The histogram and histogram graphs of the personality data are as shown in Figure 4.3 below:
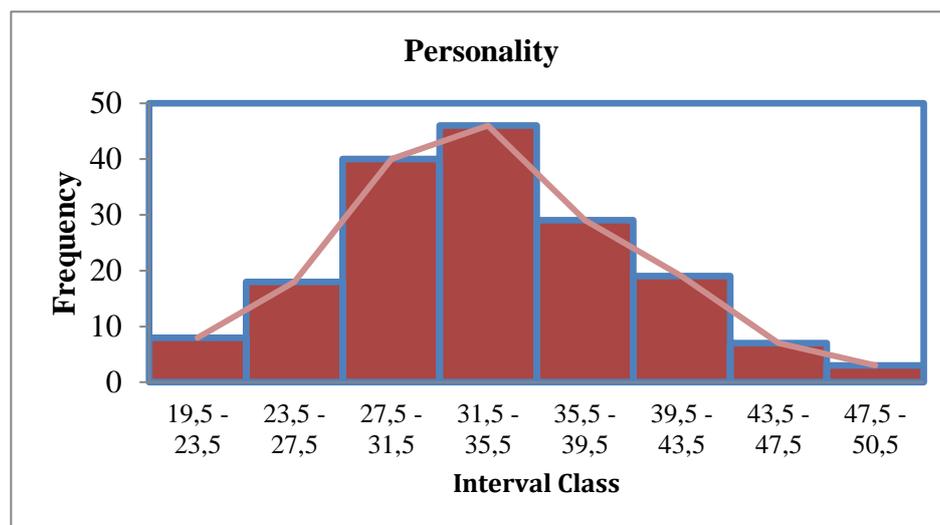

Figure 4.4. The histogram and histogram graphs of the personality data

In testing the requirements of the analysis the writer uses parametric analysis. Tests are carried out on the following assumptions: For correlation and regression tests: the requirements that must be met are the normality test and the data linearity test. In using parametric statistics it must be assumed that the data for each research variable being analyzed is to form a normal distribution. This process is an absolute requirement that must be met so that the use of regression techniques can be carried out in statistical groups for the purposes of hypothesis testing.

Table 4.5 Estimated Error Normality test results

Estimated Regression Error	n	L count	L table	Information
Y on X_1	170	0,055	0,068	Normal
Y on X_2	170	0,032	0,068	Normal
X_2 on X_1	170	0,057	0,068	Normal

Based on the values of Lhitung and Ltabel above, it can be concluded that the pairs of all data both work motivation on team characteristics, work motivation on personality, and personality on team characteristics come from normally distributed samples.

Table 4.6 ANOVA to Test the Significance and Linearity of the Y Regression Equation on X1

Source of Variation	dk	Sum of Squares	Middle Square	F count	F table
Regression (a)	1	315,018.38			
Regression (b | a)	1	1873.04	1873.04	60.114	5.318
Residue	168	5234.59	31.16		
Tuna Suitable	22	578.15	26.28	0.835	
Mistake	148	4656.43	31.46		

Table 4.7 ANOVA to test the significance and linearity of the Y regression equation on X_2

Source of Variation	dk	Sum of Squares	Middle Square	Fcount	F table
Regression (a)	1	315,018.38			
Regression (b | a)	1	2110.61	2110.61	70.959	5.318
Residue	168	4997.01	29.74		
Tuna Suitable	24	272.94	11.37	0.351	
Mistake	146	4724.07	32.36		

Table 4.8 ANOVA for the Significance and Linearity Test of the X_2 and X_1 Regression Equations

Source of Variation	dk	Sum of Squares	Middle Square	F_{count}	F_{table}
Regression (a)	1	189,244.61			
Regression (b | a)	1	716.75	716.75	21.979	5.318
Residue	168	5478.63	32.61		
Tuna Suitable	22	36.42	801.17	0.171	
Mistake	148	31.60	4677.46		

Table 4.9 Significance Test Results and Regression Linearity Test

Reg	Equation	Regression Test		Linearity Test		Conclusion
		Fcount	Ftable (0,05)	Fcount	Ftable (0,05)	
Y on X_1	Y = 9,163 + 0,687 X_1	60,114	5,318			Regression means / significant
				0,124	1,615	The regression equation model is linear
Y on X_2	Y = 23,573 + 0,584 X_2	70,959	5,318			Regression means / significant
				0,351	1,592	The regression equation model is linear
X_1 on X_2		21,979	5,318			Regression means / significant
	Y = 12,404 + 0,425 X_1			1,152	1.592	The regression equation model is linear

Table 4.10 Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std Error	Beta		
Constant	3,600	4,001		0,900	0,370
Team Characteristics (X_1)	0,497	0,084	0,371	5,911	0,000
Personality (X_2)	0,449	0,067	0,419	6,674	0,000

From the table above, in column B the constant b0 = 3,600, the regression coefficient b1 = 0.497 and b2 = 0.449. So the multiple linear regression equation is $\hat{Y}$ = 3,600 + 0.497X1 + 0.449X2

From the results of the analysis as in the table shows the statistical price for the variable coefficient X_1, namely t $_{count}$ = 5.911 and ρ-value = 0.000 <0.05 or H0 is rejected, which means that the team characteristics have a positive effect on work motivation, the statistical price for the variable coefficient X_2 is t count = 6.674 and ρ-value = 0.000 <0.05 or H0 is rejected, which means that personality has a positive effect on work motivation

Table 4.11 ANOVA table

	Model	Sum of Squares	df	Mean Square	F	Sig
1	Regression	2975,299	2	1487,650	60,121	0,000
	Residual	4132,324	167	24,744		
	Total	7107,624	169			

From the results of the analysis in the ANOVA table above, the statistical price F $_{count}$ = 60,121 and ρ-value = 0,000 <0.05 means that H_0 is rejected. This means that there is a linear influence on team characteristics and personality variables with work motivation. This also means that there is a joint (simultaneous) influence on team characteristics and personality on work motivation.

Table 4.12 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
					Change Statistics				
1	.647[a]	.419	.412	4.974	.419	60.121	2	167	.000

a. Predictors: (Constant), Personality (X_2), Team Characteristics (X_1)

The multiple correlation coefficient significance test is obtained from the Model Summary table above. Ry_{12} = 0.647 and F count = 60.121 and ρ-value = 0.000 <0.05 or H_0 is rejected. Thus, the multiple correlation coefficient between X_1 and X_2 and Y is significant. While the coefficient of determination is shown by R square = 0.419 which means that 41.9% of the variability of the work motivation variable (Y) can be explained by the characteristics of the team (X_1) and personality (X_2) so that it can be concluded that the influence of team characteristics and personality together to work motivation by 41.9%

Table 4.13 Correlation

	Control Variables		Karakteristik Tim (X$_1$)	Motivasi Kerja (Y)
Personality (X2)	Team Characteristics (X[1])	Correlation	1.000	.416
		Significance (1-tailed)	.	.000
		df	0	167
	Work motivation (Y)	Correlation	.416	1.000
		Significance (1-tailed)	.000	.
		df	167	0

From the results of the analysis in the table above, it is found that $ry_{12} = 0.416$ and ρ-value = 0.000 <0.05 or H$_0$ is rejected. Thus the correlation coefficient between X$_1$ and Y by controlling for variable X$_2$ is significant

Table 4.14 Correlation

	Control Variables		Kepribadian (X$_2$)	Motivasi Kerja (Y)
Team Characteristics (X1)	Personality (X$_2$)	Correlation	1.000	.459
		Significance (1-tailed)	.	.000
		df	0	167
	Work motivation (Y)	Correlation	.459	1.000
		Significance (1-tailed)	.000	.
		df	167	0

From the results of the analysis in the table above, it is found that $ry_{21} = 0.459$ and ρ-value = 0.000 <0.05 or H$_0$ is rejected. Thus the correlation coefficient between X$_2$ and Y by controlling for variable X$_1$ is significant

Table 4.15 Correlation

	Control Variables		Personality (X$_2$)	Team Characteristics (X$_1$)
Work motivation (Y)	Personality (X$_2$)	Correlation	1.000	.084
		Significance (1-tailed)	.	.139
		df	0	167
	Karakteristik Tim (X$_1$)	Correlation	.084	1.000
		Significance (1-tailed)	.139	.
		df	167	0

- **CONCLUSIONS**

The novelty of this research is to provide new interpretations and synthesize information on the influence of team characteristics and personality on the work motivation of civil servants in vocational schools in East Jakarta I. The results of this study indicate that team characteristics have a positive direct effect on work motivation. The characteristics of the team belong to the group mechanism group that can motivate individuals to achieve the goals of a team consisting of teachers at SMK Negeri in East Jakarta I. Personality has a positive direct effect on work motivation. Personality has a great influence on organizational behavior which is influenced by the work environment and work ethics. Personality is an important thing that must be considered by the Principal to increase teacher motivation in schools. Team characteristics have a positive direct effect on personality. Activities in a school require a lot of interaction and communication between school members who are involved in it. Effective school teams must know the personality of each teacher.

Suggestion

Developing collaboration between teachers in teams as the basic unit of the teaching and learning process and managing schools so that team characteristics are formed that are able to achieve the goals of revitalizing vocational schools such as school strategies to graduate students and absorption in the world of work according to industry 4.0. Developing the measurement of teacher personality competency tests, including using good instruments, namely those that meet valid, realistic, objective, practical and norm criteria. Increase the factors that affect teacher work motivation both internally and externally. Internal factors such as satisfaction, experience. External factors such as salary, work environment and leadership.

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