



# Journal of Arts & Humanities

Volume 08, Issue 08, 2019: 60-70

Article Received: 05-08-2019

Accepted: 17-08-2019

Available Online: 29-08-2019

ISSN: 2167-9045 (Print), 2167-9053 (Online)

DOI: <http://dx.doi.org/10.18533/journal.v8i8.1718>

## The Relationships among Job Motivation, Altruistic Behavior and Job Performance of Honorary Catholic Religious Education Teachers in Merauke, Papua

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### ABSTRACT

This article discusses the correlation matrix of altruistic behavior, work motivation and performance of honorary teacher of Catholic Education in Merauke, Papua, with a sample of 35 teachers. Three hypotheses were tested by matrix correlation. The results of the analysis concluded that the three hypotheses are proved significant. These findings indicate that moral actions, sharing knowledge, and helping students are noble calls that are closely attached to the mission of the Catholic Education teachers' task. Lack of adequate life insurance is not an obstacle for honorary teachers of Catholic Education in assisting students. The teacher tries to help students develop their soul and interiority because the soul is a place where God lives and therefore students feel longing for Him and care for others. Interiority is related to the awareness, depth, and value of life held and manifested. Therefore, the Catholic Education teacher teaches students not only to pursue academic achievement, but also to develop honesty, sensitivity, wisdom, and conscience. For this reason, altruistic values and motivation are important for Catholic Education teachers. The altruistic spirit is very clearly read to the teachers, no matter how small the work, as confirmed by Jesus himself "Whoever is faithful in small matters, he is also loyal in big matters. And whoever is not right in small matters is not right in great things" (Luke 16: 10).

**Keywords:** Job motivation, altruistic behavior, and job performance.

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### 1. Introduction

Education determines the model of human beings that will be produced because it gives a huge contribution to the progress of the nation and becomes a vehicle to convey academic messages,

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morals, and ethics as well as a means for nation character building (Mulyasa, 2011). Quality achievement of education is determined by the quality of the teacher, even though they are not the only indicator of success in education. The teacher plays a very important role in education, which is the spearhead of educational success (Stirling, 2013), whereas the purpose of education is to develop capabilities and shape the dignity and character of a dignified nation in order to educate the nation's life, to develop the potential of students to become human beings who believe and fear God Almighty, have good morals, knowledgeable, capable, creative, independent, and become a democratic and responsible citizens.

Knowing how important the role of the teacher is, the government publishes laws about teacher. The laws are divided into 2 types, namely permanent and honorary teachers which are then revised become Government Employees with Employment Agreements (PPPK). This certainly brings excitement to the teachers because it limits the gap between teachers who have government employee status and those who do not. In fact, the role of permanent and honorary teacher cannot be distinguished, moreover their works are relatively same; however, in terms of income and welfare there are significance differences.

According to BPS data of Merauke Regency in 2018 the number of honorary teacher of Catholic Religion Education was 70 people. The Minimum Wage of Merauke Regency was 2.640.000 IDR –while the wages received by honorary teacher per month range from 800.000 IDR up to 1.500.000 IDR. This difference is the phenomenon of the gap in this research and is interesting to be studied.

There are several others thing from the result of the previous researchers such as There are several other interesting things from the results of research conducted by previous researchers such as (Gagné & Deci, 2005) stated that work motivation is expressed as a reinforcement both internally and externally that makes individuals do a work that is achieving goals oriented. The question is whether motivation really has an influence on performance. Research (Gagné et al., 2010) provides an answer that there is a relationship between work motivation and performance. However, motivation and performance cannot be treated as equal phenomena because the fact that effective work is carried out is not only a motivational factor, but there are also other supporting factors.

The study (Gagné et al., 2010) showed that if a person is motivated but cannot improve his performance, his/her high motivation will not produce high performance. This can be caused by a difficult workload. Even though, high levels of motivation can actually reduce performance. This is the research gap in this study.

An important factor that supports performance according to research results (Hsiung, 2014) shows that altruistic behavior is significant with teacher performance although it is not related to Catholic Religion Education teachers. Konovsky and Pugh (1994) explained that altruistic behavior is employee's positive behavior towards the organization which goes beyond the call of duty. Altruistic behavior also helps maintaining organizational competitiveness, reduces turnover rates, and increases productivity as well as quality of work.

An employee who voluntarily does extra work without conditions will contribute in improving performance of work (Markos & Sridevi, 2010). A more altruistic approach shows the selfless attention or concern for others positively in influencing learning in an organization. In fact, several studies have found that organizational citizen behavior (OCB) including the concept of altruism expressed as an important dimension is positively related to learning (Guinot et al., 2015). This behavior is discretionary in nature that is not part of the employee's formal role requirements such as helping others or exceeding normal expectations of their work.

This research was carried out by taking the object of honorary teachers of Catholic Religion Education in Merauke Regency, Papua Province, who taught in both public and private schools. There are several reasons why honorary teachers of Catholic Religion Education are used as research observations. First, because there are still inconsistencies from the results of previous studies, and secondly there is a phenomenon of gap between honorary teachers and permanent teachers.

According to (Heryatno Wono Wulung, 2009), Catholic Religion Education contains spiritual education. The meaning of spiritual education is the things that are related to the core of human life. Spiritual means consistently striving to develop the depth of life of students and identity or core life of students. Catholic education also aims to help develop the soul and interiority of life. The soul is the place where God lives, and because it makes people feel longed for Him and care for the lives of others.

Interiority is related to the awareness, depth, and value of life held and manifested. The consequence is Catholic Education is not only pursuing academic achievement, but also develops honesty, sensitivity, wisdom, and conscience of students. For this reason, altruistic values are important for teachers in addition to the motivation of the teacher's work.

This research was conducted to analyze the correlation matrix of altruistic behavior, work motivation, and performance of honorary teachers in Catholic Education subject in Merauke of Papua, involving a sample of 35 teachers. Based on the description of the background of the problem above, the problem in this study is "What is the correlation between work motivation and altruistic behavior in honorary teachers of Catholic Education in Merauke Regency?"

## **2. Literature review**

### **2.1 Teacher performance**

Performance of work according to (Dessler, 2009) is almost the same with achievement of work that is the comparison of actual work results with work standards, but it focuses more on work results in performance. Teacher performance is more specifically measured based on competency criteria that must be possessed by a teacher. Goy (1990) said that performance is a performance to do teacher in the classroom and how it affects student learning. Meanwhile (Schools & Chesterfield, 2015) defined "Teacher performance: Behavior of teacher while teaching a class, showing concern and care and having a sense of humor".

The characteristics of high teacher performance are described as productive teachers; they are smart and able to learn environmental conditions quickly, high creativity and innovative power, understand and able to master the work, learn to use logic, work efficiently & effectively, always make improvements, valued in the point of supervisors view, has achievement, and strive to improve themselves (Goy, 1990). Performance is an important factor in every development of teacher professional staff who really need knowledge, skills, and attitudes (Knowledge, skills, and attitude) that are good in the teaching and learning process starting from planning, implementing, and evaluating learning outcomes and learning processes (Goy, 1990).

Based on the experts' opinion above, hence it can be concluded that the performance of work of teacher is related to the activity of teaching and learning in class. The expected teacher's behavior is behavior which produced optimal learning achievement from the students. Therefore, community always connects students' achievement as the impact of teachers' performance.

### **2.2 Work motivation**

The term of motivation comes from Latin, *movere*, which means moved or moving. Based on the etymology, motivation can be interpreted as a power or resource that moves and controls a person's behavior. Motivation is seen as an effort that can give encouragement to someone to take a desired action.

A person's behavior tends to be goal oriented and driven by the desire to achieve that goal (Stirling, 2013). The same understanding is also expressed by (Mawoli & Babandako, 2011) that motivation is an encouragement that encourages behavior (Stirling, 2016) and underlies the tendency to survive. Motivation is a force that appears as an encouragement to work so that it creates performance. Abraham Maslow provided a motivational theory consisting of five levels of needs known as "Maslow's Hierarchy of Needs", namely physiological needs, security needs, the need to feel ownership, the need for self-esteem, and self-actualizing needs.

Stirling (2016) described motivation as a power that is contained by individual, which causes the individual to do action. Motivation cannot be observed directly, but it can be interpreted in its behavior, in the form of stimulation, encouragement or power generation, a behavior emerges. Furthermore (Hasibuan, 2009) described motivation as providing a reinforcement that creates the enthusiasm of one's work, so that they will cooperate, work effectively, and be integrated with all their efforts to achieve satisfaction.

Based on the many definitions above, it is concluded that work motivation is the whole process of giving motivation to work to subordinates in such a way that they want to work sincerely in order to achieve organizational goals efficiently and economically. In the context of education, it can be said that work motivation is the whole process of giving motives or encouragement of work to the

subordinates, especially the teachers as agents of education and teaching. The goals of education and teaching can, thus, be achieved in accordance with the expected plan.

In relation to teacher work motivation, Porter et al., (2003) argued that teacher work motivation is measured in two dimensions, namely external motivation and internal motivation. External motivation includes interpersonal relationships, payroll or honorarium, supervision of the principal, and working conditions. Internal motivation includes encouragement to work, progress in career, recognition gained, a sense of responsibility in work, interest in the task, and encouragement for achievement.

Teachers who have high work motivation will always work hard to overcome all types of problems faced in the hope of achieving better results, since motivation is an impulse that arises in someone who moves him to do something (Mangkunegara & Prabu, 2011). Motivation of teacher work is often said to be the key to teacher work creativity. Teacher's work creativity can be improved by high work motivation, knowledge, and expertise in performing tasks and positive roles that a teacher has.

Many research results prove that work motivation is significant with performance; such as the research of (Obiekwe, 2016; Said et al., 2015). Work motivation is a stimulant of desire and movement that causes a person to be passionate about work because their needs are met such as adequate salary, security in work, free from pressure from leaders and co-workers and other needs. This will have an impact on teacher job satisfaction which ultimately can create good performance. Based on this framework, the first hypothesis built is:

H1: there is correlation between work motivations with performance of Catholic Religion Teacher

### 2.3 Altruistic behaviour

In general, altruistic behavior is a voluntary action by a person or group of people to help others without expecting anything in return (Barasch et al., 2014). People who have altruistic behavior are characterized by a willingness to sacrifice (time, energy and material) for the interests and happiness of others, feel satisfaction when they are full of awareness and involved in helping others. Thus, people who have altruistic behavior are people who truly have selfless interests in helping others. Individuals who have altruistic behavior prefer to satisfy others rather than satisfy their own needs. Their satisfaction is obtained after doing things that can help others.

Barasch et al., (2014) explained that altruistic behavior has several aspects, namely first: the existence of empathy. In general, empathy is the ability to feel, understand, and care about the feelings of others. Empathy is a source of altruistic motivation. Someone who has high empathy will easily get involved and share what others feel. Research of (Pradhan et al., 2012) introduced the concept of "karma-yoga" (selfless) which can affect the contextual performance of employees in the organization. Therefore "karma-yoga" (selfless) can be practiced as a Human Resource tool for employee development through training, which in turn will improve the contextual performance of employees in the organization. Some of the results of other studies conclude that altruistic behavior is significant with performance (Hsiung, 2014).

The results of the study of (Wang et al., 2019), meanwhile, is that altruistic behavior is significant with work motivation because altruistic behavior, in general, is expressed as an embodiment of someone to contribute thoughts, energy, and wealth in order to help others solve problems, without asking reward. Only one hope is reward from God. Based on the above framework, the second and third hypothesis statements are proposed as follows:

H2: There is altruistic behavior correlation with the motivation of Catholic Religion Teacher

H3: There is an altruistic behavior correlation to the performance of Catholic Religion Teacher.

### 3. Research methodology

This research used primary data obtained through questionnaires given to honorary teachers of Catholic Religion Education in Merauke Regency, both those who serve in private schools (foundations) and in public schools, ranging from elementary to high school levels. The reason for the stipulation of honorary teachers of Catholic Religion Education as an object is because there are still many of them in Merauke Regency who have not received moral and economic attention.

The sample was taken as many as 35 teachers from 70 existing honorary teachers of Catholic Religion. The proportion is 50% with a simple random sampling technique. Variable measurements used a Likert scale 1 to 4. Disagree (Score 1) to Strongly Agree (score 4). The altruistic behavior scale consists of 4 indicators referring to the concept (Wang et al., 2019) including: impulse to do good, willingness to sacrifice selflessly, selflessness, and being satisfied can be involved in helping others.

The work motivation of Catholic Religion Education teachers consists of 4 indicators compiled by referring to the motivational aspects of teacher work put forward by Robbins in (Riduwan, 2010), which includes interpersonal relationships, responsibility in work, interest in tasks and encouragement for achievement.

The performance of the Catholic Religious Education teacher consists of 4 indicators compiled by referring to the aspects of teacher performance proposed by (de Almeida, 2017), which include: planning the learning process, implementing the learning process, evaluating the results of learning and teacher professional development.

Hypothesis testing used matrix correlation analysis as a tool to test relationships between variables using the formula:

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}}$$

Where  $r_{xy}$  = the correlation between variables  $x$  and  $y$ ,  $x = (X_i - X)$ ;  $y = (Y_i - Y)$

Significance testing of the correlation coefficient, besides being able to use tables can also be calculated by the t-test whose formula is shown in the following formula:

$$t = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}}$$

Where  $t$  = t calculate value,  $r$  = the correlation between variables

#### 4. Research findings

##### 4.1 The identity of respondents

Empirical data relating to the demographics of respondents such as gender, age, recent education, origin, teaching experience, and location of assignment, are shown in table 1 below.

Table 1.

*Respondent's Demographics*

Information	Total	%
(1)	(2)	(3)
Gender :		
a) Man	16	45,71%
b) Woman	19	54,29%
Age :		
a) 25 – 30 years old	15	42,86%
b) 31 – 40 years old	13	37,14%
c) 41 – 55 years old	7	20,00%
Recent Education :		
a) Master Degree	2	5,71%
b) Bachelor Degree	33	94,29%
Ethnic :		
a) East Nusa Tenggara	15	42,86%
b) Moluccas	5	14,29%
c) Papua	10	28,57%
d) Java	2	5,71%
e) Toraja	3	8,57%
Teaching Experience :		

a) 2 – 5 years	5	14,29%
b) 6 – 10 years	25	71,43%
c) >11 years	5	14,29%
Place of duty :		
a) Urban Area	14	40,00%
b) Suburbs	17	48,57%
c) Inland Area	4	11,43%

Source: Primary data processed, 2019

Majority of the samples are women (54,29%), with the highest distribution in suburban areas (around the city). This is because the response of sublime calls become a teachers of Catholic Religious Education, prepared through formation in catechetical and pastoral education institutions; the majority are women. As well as resilience in dealing with various problems, especially those related to economic problems, female teachers have a higher resistance when compared to men.

They are productive and mature. This can be seen from most of the age range from 25 to 30 years old (42,86%). The educational background is very adequate, namely bachelor degree (94,29%). Most teaching experiences range from 6 to 10 years (71,43%). This means that they have enough competence in teaching in class and experience in facing difficulties in the teaching places. The distribution of teacher origin is mostly from the suburbs of 45.57%, from urban areas 40%, and from inland areas as much as 11.43%.

#### 4.2 Descriptive analysis

Descriptive analysis used cross tabulation (Crosstabs), which is an analytical method that has a powerful description to explain the relationship between variables. For this reason, there were numbers of simple principles that need to be considered in compiling a cross table so that the relationship between variables was clearly visible. The results of the analysis were shown in tables 2 and 3.

Table 2.

*Cross tabulation of the willingness to sacrifice selflessly*

		Achievement Motives		Total	
		3	4		
The willingness to sacrifice selflessly	3	Count	1	4	5
		% of Total	2,9%	11,4%	14,3%
	4	Count	9	21	30
		% of Total	25,7%	60,0%	85,7%
	Job Responsibility				
	3	Count	3	4	Total
		% of Total	2	3	5
	4	Count	4	26	30
		% of Total	11,4%	74,3%	85,7%
	Interpersonal Relations				
	3	Count	3	4	Total
		% of Total	2	3	5
4	Count	6	24	30	
	% of Total	17,1%	68,6%	85,7%	

Source: Primary data processed, 2019

In table 2, it was explained that the relationship between Catholic Education teachers who are willing to sacrifice selflessly was proven to have an encouragement for achievement, responsibility in working, and good interpersonal relations. The respondents who stated that were 85.7%. The willingness to sacrifice was an embodiment of the teachers' awareness regarding their assignment as a noble vocation. The honorable call that is being lived is based on unlimited affection, as confirmed by

Jesus himself "There is no love greater than the love of one who gives his life for his friends" (John 15:13).

Catholic Education teachers cared for what Jesus taught in their overall treatment. The same thing was asserted in the Second Vatican Council Document, specifically in the Pastoral Constitution on the Church in the world today. "The joy and hope, today's people sorrow and anxiety, especially the poor and those who suffer, are joy and hope, the sorrows and anxieties of the Christian disciple too" (GS, 1).

Students who needed to be helped sincerely and full of sacrifice by the Catholic Education teachers, because of some particular difficulties, they faced related to their knowledge and praxis of faith, fell into the category of those who suffer, which every Christian student needs to respond to. Likewise the willingness to sacrifice was able to establish interpersonal relationships. Sincere love encouraged the Catholic Education teachers to build relationships from heart to heart with students, parents and with fellow teachers, staff and principals. Harmonious interpersonal communication provides opportunities for Catholic Education teachers and also other people to learn by each other and experience the certain aspects developments. This is a manifestation of the Lord's own words "Love your neighbor as yourself" (Mark 12: 31).

Table 3.

Cross Tabulation of Job Responsibilities

		Lesson Plan		Total	
		3	4		
Responsibility	3	Count	2	4	6
		% of Total	5,7%	11,4%	17,1%
	3	Count	3	26	29
		% of Total	8,6%	74,3%	82,9%
			Learning Process		Total
	4	Count	3	4	6
		% of Total	0,0%	17,1%	17,1%
	3	Count	8	21	29
		% of Total	22,9%	60,0%	82,9%
			Learning Assessment		
	4	Count	3	3	6
		% of Total	8,6%	8,6%	17,1%
	4	Count	4	25	29
		% of Total	11,4%	71,4%	82,9%
			Teacher Professional Development		
	3	Count	3	3	6
% of Total		8,6%	8,6%	17,1%	
4	Count	4	25	29	
	% of Total	11,4%	71,4%	82,9%	

Source: Primary data processed, 2019

In table 3, it was explained that the relationship between teachers who have responsibility has proven to have a good performance; it was 82.9%. Planning, implementation, assessment, and development have a high percentage. It was about 82.9% of the sample. High awareness of their responsibility as Catholic Education teachers was also built on their love of their profession as a call that was directly realized in their involvement to sanctify the world.

This was the application of Jesus' own mission and the Church they have received, as stated in Kanon 304 § 1 Kanon Law Book 1983: "Believers are those who, because a baptism, are incorporated into Christ, formed into God's people and therefore, by his own way, he taking part in the duties of imami, prophethood and the kingdom of Christ, and in accordance with their respective positions, are called to carry out the mission that God has entrusted to the Church to be implemented in the world".

In addition, the high responsibility shown by the teachers of Catholic Education was also essence of their loyalty to the task, to the Church, and especially to God, who has called and sent them, as confirmed in the book of Revelation "Let you be faithful until dead, and I will grant you the crown of life "(Rev. 2:10).

### 4.3 Correlation matrix analysis

Associative hypothesis testing is the test about the relationship between two variables in the sample to be applied to the population. Finding the relationship was done by calculating the correlation between the variables that would be searched for their relationship. Correlation is a number that shows the direction and the strength of the two variables relationship. The test results were shown in the table below.

Table 4.

Correlations Matrix

			Altruistic Behavior	Work Motivation	Performance
Spearman's rho	Altruistic Behavior	Correlation	1,000	,569**	,520**
		Coefficient			
		Sig. (2-tailed)	.	,000	,001
		N	35	35	35
	Work Motivation	Correlation	,569**	1,000	,638**
		Coefficient			
		Sig. (2-tailed)	,000	.	,000
		N	35	35	35
	Performance	Correlation	,520**	,638**	1,000
		Coefficient			
		Sig. (2-tailed)	,001	,000	.
		N	35	35	35

\*\* . Correlation is significant at 0.01 level (2-tailed).

Source: Primary data processed, 2019

The results of the altruistic behavior correlation analysis on work motivation obtained a correlation coefficient of 0.569 with sig.t value of 0.000 <0.05 (cut of value), indicated that alternative hypotheses were accepted and that there was a correlation between altruistic behavior on work motivation. Motivation is the intrinsic enthusiasm of employees related to the stimulus to finish the work. According to (Chaudhary & Sharma, 2012), motivation is an inner impulse that causes a person decide to take action. This inner impulse becomes spiritual intelligence that is able to manage values, norms and utilize the power of the subconscious mind.

This finding supports (Van Scotter, 2000) that spiritual has a positive correlation with work motivation. Whether or not someone's work motivation doing something depends on the depth of his spirituality, which is the deepest inner awareness in that person. In the context of being a religious person, doing a job by emphasizing the nobility of motivation is nothing but actualizing what God wants and commands. For the Catholic Education teacher, this was stated explicitly by Jesus Himself "Not everyone who calls on Me:" Lord, Lord, will enter the kingdom of heaven, but he who does the will of My Father in heaven "(Matt. 7: 21). The Will of the Father, which was emphasized here was doing good for the sake of progress together.

The results of altruistic behavior correlation on teacher performance, which obtained a correlation coefficient of 0.520 with Sig.t value of 0.001 <0.05 (cut of value), indicating that alternative hypotheses were accepted, and there was a correlation between altruistic behavior on teacher performance. The higher the altruistic professional behavior was, the higher the performance of PAK teachers. This study was supported by Elham's study (Sahafi et al., 2011) that stated that the feelings of empathy were extra individual behaviors which were a main priority in the willingness to sacrifice selflessly (altruist), which will affect their performance.

This finding was in line with those which the Apostle Paul affirmed in his letter to the Romans "Do not let your craft be slack, let your spirit burn and serve the Lord" (Rom. 12:11). More explicitly,



Saint Peter in his letter to church leaders said that "Feed the flock of God sheep that are in you, not by force, but do it voluntarily according to God's will, and not because you want to make a profit, but with self-service" (1 Petr. 5: 2).

The high altruistic spirit of self-dedication was very clear in every work's type that was carried out by a someone, no matter how small the work was. Things that were affirmed both by the Apostle Paul and by Saint Peter, indeed, it was inspired and based on the teachings and commands of Jesus himself "Whoever is faithful in small matters, he is also faithful in great matters. And whoever is not right in small matters, is not right in great things" (Luke 16: 10).

The results of work motivation correlation analysis on teacher performance obtained a correlation coefficient of 0.638 with a Sig.t value of 0,000. This showed that alternative hypotheses were accepted; there was a correlation between work motivation on teacher performance. Motivation was important in educational institutions to increase employees' morale to achieve their goals. Teachers who were motivated to help educational institutions would become more successful because teachers who were consistently motivated to hope that they could improve their performance (Said et al., 2015)

Highly motivated teachers would produce high levels of productivity because of the tasks and work they enjoyed. For the Catholic Education teachers, the nobility of motivation was very influential on their performance in the midst of students. The honorable of a well-cultivated motivation was the existence of a high awareness of the call as a Catholic Education teacher, as a appearance of participation in the missions of the Church and the Christ himself, and made them go through the teaching task and accompany the students with joy and sincerity whatever the conditions were. Things that were shown by the Catholic Education teachers in the midst of the students was actually the yield of a full love as stated by the apostle Paul "Love is patient, love is generous ..., he does not seek his own benefit, he does not be happy because of injustice, but he is glad in the truth ... "(1 Cor. 13: 4-8). As what Apostle Paul advised, it was actually affirming Jesus' own words about love "There is no love greater than the love of someone who gave his life for his friends" (John 15:13).

Teachers who feel satisfied at work, caused the lower absence and reduced turnover rates. This was not an easy task, especially for school principals to retain highly motivated teachers in their educational institutions since teachers were valuable assets of educational institutions to achieve future success (Kreisman, 2002). Teachers were human resources for the educational world, and teacher performance could lead to institution success or failure (Salleh et al., 2011).

## 5. Conclusion

The findings of this study concluded that moral actions, especially the actions to help students in learning difficulties was a noble vocation that was closely attached to the mission assignments which was being conducted by Catholic Education teachers. The lack of adequate life insurance they received from both the foundation (school) and the government (regional honorarium) was not a reason for them to experience a spirit looseness in assisting students. The PAK teacher's commitment was really strong as it was built on the purity of motivation and high awareness of their presence in school, as partners of Jesus himself who took part in the sacred mission of Jesus (teaching, sanctifying, and leading), due to the sacrament of baptism that they had received, and they were clearly stated in the mission as teachers of Catholic Education (cf. Canon 2014 Book of Canon Law 1983).

There were two limitations by the results of this study, they were the research design was cross-sectional so this finding was difficult to capture the effects associated with the time. The future researchers should use a longitudinal design to test the relationships between the variables analyzed. Another limitation was that this study only analyzed honorary teachers of Catholic Education despite the honorary teacher was an interesting topic to discuss. It was recommended that further researcher should focus on all teachers (permanent and honorary).

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