The Effect of Using Audio Visual Media and Motivation on Teacher Performance in Public Elementary Schools in Ilir Timur II District, Palembang City

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ABSTRACT

This study aims to identify and analyze: (1) the relationship between the use of audio-visual media and teacher performance; (2) The relationship between teacher motivation and teacher performance; (3) The relationship between the use of audio-visual media and teacher motivation together on teacher performance. A double linear regression quantitative research method was used to achieve this goal. This research was conducted in Public Elementary Schools in Ilir Timur II District, Palembang, with 64 teachers as respondents—data collection techniques using questionnaires and documentation. The validation test uses validity by looking at the Pearson correlation value. Meanwhile, the reliability test uses Cronbach's Alpha. Analysis tests using normality, heteroscedasticity, multicollinearity, and linearity tests. Test the hypothesis using the T, F, and $R^{2\ test}$s. The results showed that: (1) there is a positive and significant relationship t_{table} 1.99773, (2) there is a positive and significant relationship between teacher motivation and teacher performance with a value of t_{table} 5.816 > t_{table} 1.99773, (3) there is a positive and significant relationship between the use of audio-visual media and teacher motivation with teacher performance with a correlation value of 0.713 with a percentage of 71.3%, while 28.7% was determined by other factors not mentioned in this study.

Keywords: Audio-visual Media; Motivation; Teacher Performance

INTRODUCTION

Primary education is essential to train further and improve the quality of human resources. Therefore, teaching is needed in active learning, which requires the support of tools or media that can support the learning process of students (Arsyad, 2014). The teacher must prepare and provide these facilities in the form of printed materials or digital materials on the computer. Active learning requires media support that can accelerate student learning. Educators, especially elementary school teachers, must fully understand the above facts.

In elementary schools and other educational institutions, teachers are also the key to educational success (Supardi, 2013). All educational components, such as curriculum, infrastructure, and others, will only be meaningful if teacher activities in managing learning activities in class support them. The community's high expectations for quality education services demand the presence of qualified teachers. Teachers must be able to show maximum performance in carrying out their duties and functions as educators, teachers, and trainers.

Teacher achievement is the teacher's ability to carry out academic tasks at school and be responsible to the students he leads by improving student learning outcomes. Thus, teacher performance can be understood as a condition that shows the ability of a teacher to carry out his duties at school and describes the existence of an action shown by the teacher in or during the implementation of learning activities (Supardi, 2013). Teacher performance is said to be good if the teacher has certain abilities. This ability covers many different aspects, namely the ability to prepare lesson plans, the ability to achieve learning outcomes, the ability to relate to students, the ability to conduct learning assessments, the ability to carry out retraining activities, and the ability to carry out non-training activities. corrective action. The performance of a teacher or a person also has many factors that influence it, namely learning materials and motivation.

One of them was revealed by Daryanto (2011) that learning media affects improving students' learning abilities so that participants do not feel bored in the teaching and learning process. Media use in the teaching and learning process can generate new desires and interests, generate motivation and stimulate learning activities, and even affect students' psychology. The use of teaching aids at the educational orientation stage will significantly help the effectiveness of the learning process and the delivery of current lesson content. In addition to triggering student motivation and interest, learning media can help students improve understanding, present data excitingly and reliably, and facilitate data interpretation (Rostina, 2015).

Teaching using audio-visual technology transmits documents with mechanical and electronic machines to present audio-visual messages. The use of audio-visual media aims to increase the effectiveness and efficiency of the teaching and learning process so that children can develop their reasoning abilities and the capacity of their partner. The results of various studies show that the teaching and learning process with audio-visual media can increase teaching effectiveness by 20% to 50%.

The use of vehicles will affect motivation. Students motivated to learn will show enthusiasm in learning activities, pay full attention to the teacher's teaching, and have a solid commitment to achieving learning goals (Fajriani, 2018). According to Hasibuan (2015), motivation is giving motivation that creates interest in someone's work, makes them want to work together, work effectively, and try as

much as possible to achieve satisfaction. Teacher work motivation can also provide energy that stimulates all existing potential and, of course, can increase the achievement of educational goals.

Based on observations made at a public elementary school in Palembang, the principal's visit to class has not been optimal, so the principal cannot see deeper into the performance of teachers, students, and the problems faced in class. In addition, in most schools, some teachers must prepare comprehensive educational tools such as daily performance plans, attendance reports, questionnaires, improvement programs, ethics reports, and KKM analysis. Thus, low teacher motivation will have an impact on low teacher achievement, which can have an impact on low student achievement. They referred to the results of school observations in the Ilir Timur II Palembang sub-district. The information shows that teachers must be able to use teaching materials as a tool to carry out teaching activities in schools, especially in the current era of globalization; teachers are required to be proficient in technology teaching tools related to learning activities so that students can easily understand lessons using learning media. Appropriate to the topic being taught. Moreover, only some teachers are highly motivated in school.

Related to the above, one of the things that researchers can say to improve teacher performance is the use of audio-visual media and high work motivation. "Audio Visual" is the delivery of educational material using audio media and moving images or videos displayed with tools such as LCD monitors or computers. Projector or TV and speakers as media. According to Kemp, it must be recognized that using instructional media positively contributes to the learning process. Using suitable media will provide optimal results for students to understand the studied material. (Sundayana, 2015) Furthermore, if the teacher has high motivation, students will receive the teaching process well. Based on the background description above, it is exciting and vital to do this research to influence the use of *audio-visual media* and motivation on teacher performance in Public Elementary Schools in Ilir Timur II District, Palembang.

LITERATURE REVIEWS

Previous Research

Research to know the effect of motivation on teacher performance was carried out by Ningsih (2017) entitled *"The Influence of Work Motivation on Teacher Performance at MA Al-Hikmah Wayhalim Kedaton Bandar Lampung" and* Yulia (2017) with the research title "The Influence of Teacher Work Motivation and Competence Against the Performance of Teachers of SMK Muhammadiyah 1 Prambanan Klaten."

The results showed a significant influence between work motivation and teacher performance, with a correlation of the independent variables and the dependent

variable of 0.684. In addition, it is 0.237 at a significant level of 10%. It means that the contribution of variable X (work motivation) to Y (teacher performance) is 23.7%, so 76.3% of other factors can influence teacher work motivation. Likewise, Yulia's research results show that there is a positive and significant influence between teacher work motivation on teacher performance, indicated by the t value more significant than the t table, which is equal to 2.482 > 1.71714, and competence has an effect on teacher performance as indicated by t count bigger than t table, namely 3.001 > 1.71714. Teacher work motivation and competence simultaneously affect teacher performance with a value of Fcount greater than Ftable, namely 5.762 > 3.47.

Meanwhile, research on audio-visual media has also been carried out by Slamet (2020) with the title "Increasing PPKN Learning Outcomes Through Audio Visual Media in Class V Students of SD Negeri 02 Wonokerto Kulon Pekalongan" and Sumarti (2020). Audio Visual Media to Increase Motivation and Learning Outcomes "The results of both studies also showed an increase in class average scores from cycles I, II, and III.

Teacher Performance

Piaget (Crain, 2007) says that elementary school-age children are in the concrete operational stage. At this stage of concrete operations, children already know mathematical symbols but cannot deal with abstract things. In this stage, the child becomes less egocentric and more socio-centric (starts forming peer groups). Finally, children have abstract thoughts on more complex forms at the formal operations stage. Santrock (2012) states, "As children move into the middle and late childhood years, parents spend considerably less time with them." As a learner, getting complete educational services from educators is fitting.

Teachers are professionals with educational expertise. Teacher workload standards refer to Law Number 14 of 2005 concerning Teachers and Lecturers. Article 35, paragraph 1 states that the teacher's workload includes the main activities: planning to learn, carrying out learning, assessing learning outcomes, guiding and training students, and carrying out additional assignments. Mangkunegara in Barnawi and Arifin, Mohammad (2017) Performance is the result of work in quality and quantity achieved by an employee in carrying out his duties under his responsibilities. The level of employee performance is closely related to the reward system implemented by the institution/organization where they work. According to Tjudju and Suwanto (2009), performance is a real achievement displayed by someone after the person concerned has carried out his duties and role in the organization.

Teacher performance can be measured based on the competency specifications that each teacher must possess. According to Piet A. Saherrian, as stated by Kusmianto in the Directorate of Education Personnel (2008), teacher performance standards related to the quality of teachers in carrying out their duties, such as: (1) working with students individually, (2) preparation and lesson planning, (3) utilization of

instructional media, (4) involving students in various learning experiences, and (5) active leadership from the teacher. While those that can be used as indicators of teacher performance standards include:
Standard 1: *Knowledge, Skills, and Dispositions*
Standard 2: *Assessment System and Unit Evaluation*
Standard 3: *Field Experience and Clinical Practice*
Standard 4: *Diversity*
Standard 5: *Faculty Qualification, Performance, and Development*
Standard 6: *Governance and Resources Unit*

Teacher performance evaluation assesses each item of the teacher's primary task activities within the career development framework for his rank and position (Permen PAN No. 16 of 2009). According to Hasibuan (Barnawi & Arifin, 2017). The teacher's performance can be influenced by learning media and motivation.

METHODS

Design and Samples

This study used a quantitative research method in 13 public elementary schools in Ilir Timur II District, Palembang City, for three months, from September 2021 to November 2021. The population in this study was 175 teachers, and a random sampling technique was used with a sample size of 65 teachers.

Instruments and Procedures

Data collection techniques with questionnaires. The independent variables in this study which became the independent variables were the use of audio-visual media (X1) and motivation (X2), and the dependent variable in this study was teacher performance (Y). The instruments used to measure these variables are as follows:

Table 1 Research Instruments

Variable	Definition	Indicator
AudioVisual Media (X1)	Audio-visual learning media are facilities or infrastructure whose absorption through sight and hearing is used to help achieve learning goals.	1. Learning Media Functions 2. Advantages of Audio Visual Learning Media (Arsyad, 2014)
Motivation (X2)	Motivation is the impetus that arises within the individual to move or carry out an activity so that behavior to achieve goals has been determined.	Internal Motivation, including: 1. Responsibility in carrying out tasks. 2. Carry out tasks with clear targets. 3. Deep independence Act. 4. Have a happy feeling at work.

		5. Achievements achieved. External Motivation, including: 1. Strive to fulfill need. 2. Opportunity for promotion 3. Get recognition 4. Work with hope earn rewards worthy.
Teacher Performance (Y)	Teacher performance is the ability shown by the teacher to carry out his duties and work in the field of education.	1. Quality of Work 2. Speed or accuracy Work 3. Initiative at work 4. Work ability 5. Communication (Hamzah, 2017)

Data Analysis

The research data were analyzed using a validation test using validity by looking at the Pearson correlation value. Meanwhile, the reliability test uses Cronbach's Alpha. Analysis tests using normality, heteroscedasticity, multicollinearity, and linearity tests. Test the hypothesis using the T, F, and $R^{2\ test}$s.

RESULT AND DISCUSSION

Based on the collection of questionnaire data, the results of the respondents' answers, with the number of samples, namely as many as 64 respondents in SDN throughout the Ilir Timur II sub-district, namely five elementary schools, were used as samples, including SDN 46, SDN 47, SDN 48, SDN 58, and SDN 64, it can be presented. The results are described below.

Classic assumption test

1. Normality test

The normality test determines whether the data presented for further analysis is usually distributed. A good regression model should have a standard or close-to-normal distribution. The normality test can be performed using the one-way *Kolmogorov-Smirnov test*. To determine whether data follows a normal distribution, look at its significance value. If the significance is > 0.05, then the distribution is normal, and vice versa. If the significance is <0.05, then the variable is not normally distributed, generated through regression calculations and SPSS 23.0. The results of the data normality test can be seen in the following table:

Table 2.
Kolmogorov-Smirnov Normality Test Values for Audio Visual Media and Teacher Motivation on Teacher Performance

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residuals
N		64
Normal Parameters [a,b]	Means	,0000000
	Std. Deviation	4.34921880
Most Extreme Differences	absolute	.095
	Positive	.095
	Negative	-.052
Test Statistics		.095
Symp. Sig. (2-tailed)		,200c [,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Source: SPSS Data Processing Results Version 23

Based on Table 4.4, the output results show a significant *Kolmogorov-Smirnov value* at 0.200 > 0.05. Thus, the residual data is usually distributed, and the regression model meets the assumption of normality.

2. Linearity Test

The linearity test determines whether or not the data analyzed are linearly related. Linearity test has been seen from the value of Sig. *Linearity* and Sig. *Deviation from Linearity*. If the value of Sig. < α = 0.05, then the regression model is linear and preferable.

Table 3.
Audio Visual Media Linearity Test Results (X_1)

ANOVA Table

			Sum of Squares	df	MeanSquare	F	Sig.
Total_Kinerjaguru * Total_MediaVisual	Between Groups	(Combined)	3155,643	25	126,226	4,227	,000
		Linearity	2437,894	1	2437,894	81,641	,000
		Deviation from Linearity	717,749	24	29,906	1,002	,000
	Within Groups		1134,717	38	29,861		
	Total		4290,359	63			

Source: Results of SPSS Data Processing.

Based on Table 4.5, the value of Sig. Linearity is 0.000 < α = 0.05, meaning that linear regression can be used to explain the effect of audio-visual media on teacher performance.

Table 4.
Teacher Motivation Linearity Test Results (X_2)
ANOVA Table

			Sum of Squares	df	MeanSquare	F	Sig.
Total_Kinerjaguru * Total_motivasi	Between Groups	(Combined)	3320,514	24	138,355	5,564	,000
		Linearity	2927,338	1	2927,338	117,716	,000
		Deviation from Linearity	393,176	23	17,095	,687	,002
	Within Groups		969,845	39	24,868		
	Total		4290,359	63			

Source: Results of SPSS Data Processing.

Based on Table 4.6, the value of Sig. Linearity is 0.002 < α = 0.05, meaning that linear regression can be used to explain the influence between teacher motivation and performance.

3. Multicollinearity Test

The multicollinearity test determines whether the regression model found a correlation between the independent variables. A good regression model should contain no correlation between the independent variables. If there is a correlation, then it is called a multicollinearity problem. The value commonly used to indicate the presence of multicollinearity is a *tolerance value* <0.1 or equal to a VIF value > 10. Moreover, vice versa, if VIF <10, then multicollinearity does not occur.

Table 5.
Multicollinearity Test Results
Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	std. Error	Betas			tolerance	VIF
1	(Constant)	13,760	7,180		1,916	.060		
	Total_MediaVisual	,291	,098	,304	2,961	,004	,432	2,314
	total_motivation	,579	,100	,597	5,816	,000	,432	2,314

a. Dependent Variable: Total_Kinerjaguru

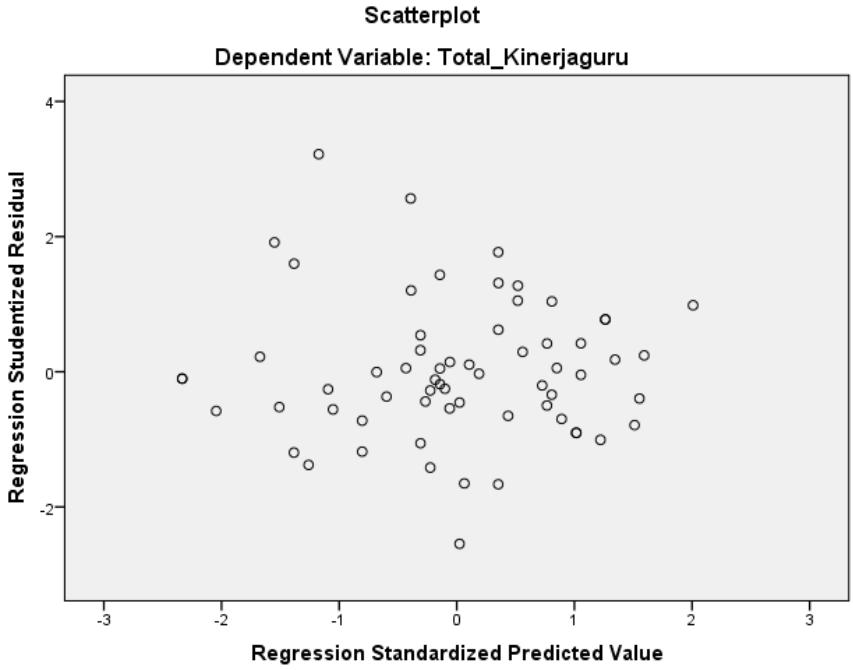
Source: SPSS Data Processing Results Version 23

From Table 5 above, it can be seen that the VIF value in the Audio-Visual Media variable is 2.314 <10, and the Motivation variable is 2.314 <10, so multicollinearity does not occur. Thus, from the five variables, there is no multicollinearity problem.

4. Heteroscedasticity Test

The heteroscedasticity test is used to determine deviations from the regression assumptions and whether there are differences in the variance of the residuals in an observation from the regression model. A good regression model is free from symptoms or disturbances from the assumption of heteroscedasticity. Heteroscedasticity testing was carried out using a graph test. Test the scatter plot graph, and the results look like in the following figure:

Figure 1.
Heteroscedasticity Test Results



Source: processed data, 2021

The scatter plot graph in Figure 1 above shows that the points spread randomly and evenly on both the X and Y axes, and the points gather in one place and do not form a specific pattern. It can be concluded that there is no heteroscedasticity problem in this regression.

Multiple Linear Regression Analysis

This multiple linear analysis determines the effect of audio-visual media and teacher motivation on teacher performance. The results of the analysis can be seen in the following table.

Table 6.
Multiple Linear Regression Analysis Test Results

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	std. Error	Betas	Q	Sig.
1	(Constant)	13,760	7,180		1,916	.060
	Total_MediaVisual	,291	,098	,304	2,961	,004
	total_motivation	,579	,100	,597	5,816	,000

a. Dependent Variable: Total_Kinerjaguru

Source: SPSS Data Processing Results Version 23

Based on Table 4.8, the regression coefficients for each variable, with the help of the SPSS program, obtained multiple linear regression equations can be written as follows:

$$Y = a + b_1 X_1 + b_2 X_2 + e$$

Where :

Y = Teacher Performance

a = 13.760

$b_1 X_1$ = 0.291

$b_2 X_2$ = 0.579

e = error rate, error rate

$Y = 13.760 + 0.291X_1 + 0.579X_2$

The constant number has a value of 13.760 (positive), stating that if you ignore audio-visual media (X_1), and motivation (X_2), then the teacher's performance score (Y) is 13.760. This means there is still teacher performance even though the value of X_1 and X_2, to Y, is zero (0). The regression coefficient X_1 of 0.291 has a value (positive) stating that each addition of one unit of audio-visual media scores will increase the teacher's performance score by 0.291 by keeping the motivation score (X_2) constant/constant. The regression coefficient X_2 of 0.579 has a value (positive) stating that each addition of one unit of teacher motivation scores will increase the teacher's performance score by 0.579 by keeping the audio-visual media score (X1) constant /constant.

Hypothesis testing

1. Test the Coefficient of Determination R Square (R^2)

The determination Coefficient Test (*Adjusted R Square*) aims to determine the proportion or percentage of the total variation in the dependent variable, which is explained by the independent variable. *Adjusted RSquare* calculation results can be seen in the *Summary Model* output. In the *Adjusted RSquare column*, the percentage can be explained by the independent variables to the dependent variable. In contrast, the rest is influenced by other variables not included in the research model. The table is presented below:

Table 7.

Adjusted R Square Determination Test Results

Summary models

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	,850 [a]	,722	,713	4.41994

a. Predictors: (Constant), Total_motivasi, Total_MediaVisual

Source: SPSS Data Processing Results Version 23

Based on Table 4.9, the output results above show that in the Adjusted R Square column, it is known that the total percentage of variation in the dependent variable explained by the independent variable is 0.713 or 71.3%. This means that the influence of the independent variable (audio-visual media and teacher motivation) on the dependent variable (teacher performance) is 71.3%. Other variables outside this research explain the rest (100 - 71.3% = 28.7%).

2. T-test (Partial)

The t-test (Partial) aims to determine whether the influence of audio-visual media and teacher motivation individually/partially on teacher performance. The results can be seen in the following table:

Table 8.
T-Test Results (Partial)

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	std. Error	Betas		
1	(Constant)	13,760	7,180		1,916	.060
	Total_MediaVisual	,291	,098	,304	2,961	,004
	total_motivation	,579	,100	,597	5,816	,000

a. Dependent Variable: Total_Kinerjaguru

Source: SPSS Data Processing Results Version 23

The T-test is said to have an effect if the $_{\text{calculated T value}}$ is more significant than T_{table} > 1.99773, whereas if the $_{\text{calculated T value}}$ is less than T_{table} <1.99773, then the T-test is said to have no effect. Based on Table 4.10 above, it can be explained each effect of audio-visual media variables and teacher motivation individually/partially on teacher performance as follows:

a. Audio-visual media variables (X_1) individually/partially influence teacher performance. Based on Table 4.10 above, it can be seen that the t_{count} for the audio-visual media variable (X_1) = 2.961 on teacher performance (Y). This means t_{count} 2.961 > t_{table} 1.99773 with a significance of 0.004 <0.05, then H_0 is rejected, and Ha_{is} accepted. This means that audio-visual media (X_1) has a positive and significant effect on teacher performance (Y).

b. The influence of teacher motivation variables (X_2) individually/partially on teacher performance. Based on Table 4.14 above, it can be seen that t_{count} for the teacher motivation variable (X_2) = 5.816 on teacher performance (Y). This means t_{count} 5.816 > t_{table} 1.99773 with a significance of 0.000 <0.05, then H_0 rejected, and $Ha_{accepted}$. This means that teacher motivation (X 2) has a positive and significant influence on teacher performance (Y).

3. F Test (Simultaneous)

F test (Simultaneous) aims to determine the influence of audio-visual media and teacher motivation on teacher performance. The results can be seen in the following table:

Table 9
F Test Results (Simultaneous)
ANOVA [a]

Model		Sum of Squares	df	MeanSquare	F	Sig.
1	Regression	3098,670	2	1549,335	79,307	,000 [b]
	residual	1191,689	61	19,536		
	Total	4290,359	63			

a. Dependent Variable: Total_Kinerjaguru
b. Predictors: (Constant), Total_motivasi, Total_MediaVisual
Source: SPSS Data Processing Results Version 23

The F test is said to have an effect if the $F_{calculated}$ value is more significant than the F_{table} > 3.14, whereas if the $F_{calculated\ value}$ is less than the F_{table} <3.14, then the F test is said to have no effect. Based on Table 4.11 above, it can be explained that the $F_{calculated}$ value is 79.307 > F_{table} 3.14, then H_0 is rejected, and Ha_{is} accepted. This shows a positive and significant influence on teacher performance between audio-visual media variables and teacher motivation.

The Effect of Audio-Visual Media on Teacher Performance

Based on the t-test results, the effect of audio-visual media variables (X_1) individually/partially on teacher performance. So it can be seen that the t_{count} for the audio-visual media variable (X_1) = 2.961 on teacher performance (Y). This means t_{count} 2.961 > t_{table} 1.99773 with a significance of 0.004 <0.05, then H_0 is rejected and H_a accepted. This means that audio-visual media (X 1) has a positive and significant effect on teacher performance (Y).

According to Ishak Abdullah (2013), audio-visual media is a representation (presentation) of reality, primarily through senses, sight, and hearing, which aims to demonstrate real educational experiences to students. This method is considered more appropriate, fast, and accessible than through talks, thoughts, and stories about educational experiences.

This shows that the audio-visual media that has been applied to learning shows a positive response, meaning that students are placed as learning subjects. They do not only act as recipients of lessons through the teacher's explanation, but their role is to find the essence of the subject matter themselves, so it can be concluded that in the learning process with the application of audio-visual media has the characteristics of emphasizing maximum student concentration and directed to study and find the essence of the subject matter. Thus, fostering student activity and achieving the goal of applying audio-visual media, namely developing the ability to think systematically, logically, and critically, can improve teacher teaching performance. Factors that support teacher success in managing learning include the availability of learning media and tools. This is in line with the research of Ridhwan (2016) and Siregar (2015), which shows that learning audio-visual media significantly affects teacher performance.

The Effect of Teacher Motivation on Teacher Performance

Based on the results of the t-test variable teacher motivation (X_2) individually/partially on teacher performance. So it can be seen that t_{count} for teacher motivation variable (X_2) = 5.816 on teacher performance (Y). This means t_{count} 5.816 > t_{table} 1.99773 with a significance of 0.000 <0.05, then H_0 is rejected, and Ha $_{is}$ accepted. This means that teacher motivation (X 2) has a positive and significant influence on teacher performance (Y). According to Robbins (2013), motivation is the willingness to expend a high level of effort for organizational goals conditioned by the ability of that effort to fulfill some individual needs. Needs occur when there is no balance between what is owned and expected. Encouragement is a mental strength oriented toward fulfilling expectations and achieving goals. Moreover, goals are goals or things that an individual wants to achieve.

Motivation is a factor that has an essential role in the teacher's life because humans (including teachers) have various kinds of needs that must be met. Maslow (in Martoyo, 2015) developed the Need Hierarchy Theory theory and grouped human needs into levels from primary to self-actualization. With regard to theory and research results in the field, the work motivation of public elementary school teachers in the Ilir Timur II district is in good criteria. This is because the teacher's expectations have been met properly, such as encouragement from superiors to develop themselves, incentives other than basic salary that are relatively often received, and harmonious relationships between fellow teachers in the same organization.

Conditions that increase teacher work motivation are, over time, the principal paying serious attention to the teacher and even accompanying the teacher in doing the work. This situation reflects the principal's attention to teachers so that they can establish dynamic communication that teachers have high work motivation. It can be seen from the aspects of employee motivation or motives in working well then,

in general, the teacher's performance will be good. This is because each employee has a different motive or motivation at work. This is in line with the research of Sastriawan (2012) and Hadi (2015), which shows that teacher motivation significantly affects teacher performance.

The Influence of Audio-Visual Media and Teacher Motivation on Teacher Performance

Based on the results of the F test, it is explained that the $_{\text{calculated}}$ F value is 79.307 > F $_{\text{table}}$ 3.14, then H $_{0}$ is rejected, and Ha $_{\text{is}}$ accepted. This shows a positive and significant influence between audio-visual media variables and teacher motivation on teacher performance. Glassman (2016) explains that teacher performance is not only shown by work results but also shown by behavior at work. Teacher performance can be seen clearly in learning, shown by their students' acquisition of learning outcomes. The quality of good teacher performance will show good student learning outcomes.

Whether or not the teacher's performance is influenced by the motivation and learning media used. A teacher who already has certification will have better and higher performance because, with certification, the teacher meets professional standards or the eligibility of a teacher in teaching and learning activities. This is in line with the research of Sastriawan (2012), Hadi (2015), and Ridhwan (2016), which shows that audio-visual media and teacher motivation simultaneously influence teacher performance.

CONCLUSION

This study analyzes the influence of audio-visual media and teacher motivation on teacher performance. Respondents in this study were 64 teachers who taught at SDN 46, SDN 47, SDN 48, SDN 58, and SDN 64. Based on the research results as described in the previous chapter, the following conclusions can be drawn:

1. Audio-visual media has a positive effect on teacher performance. It shows that the audio-visual media variable (X $_{1}$) equals $_{= 2.961}$ on teacher performance (Y $_{)}$. Audio-visual media is one of the teacher's learning media to achieve professional quality standards in teaching and produce good performance.
2. Teacher motivation has a positive effect on teacher performance. This shows that the teacher's motivation variable (X $_{1}$) is $_{\text{equal}}$ to $_{= 5.816}$ on teacher performance (Y) because teacher motivation can affect teacher performance.
3. Audio-visual media and teacher motivation simultaneously influence teacher performance. It shows that the $_{\text{calculated}}$ F value is 79.301 > F $_{\text{table}}$ 3.14, then H $_{0}$ is rejected, and Ha $_{\text{is}}$ accepted.

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