

The Effect of PPPK Teacher Placement on Teacher Effectiveness and Motivation

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Abstract: This study aims to analyze the influence of Government Contract (PPPK) teacher placement on the effectiveness and motivation of high school teachers in Tulung Selapan District. Employing a quantitative correlational approach, data were collected via questionnaires, observation, and documentation from a sample of 58 PPPK teachers and analyzed using multivariate linear regression and MANOVA. The key result is that placement location has no statistically significant effect on either teacher effectiveness ($R^2=0.004$, $p=0.637$) or motivation ($R^2=0.001$, $p=0.778$), as confirmed by MANOVA (Sig.=0.843). The novelty of this research lies in its counterintuitive findings, which challenge the common policy assumption that strategic placement is a primary driver of teacher performance within the Indonesian PPPK system. A major practical implication is that educational authorities should reallocate focus and resources from placement logistics toward strengthening teacher competence, professional development, and supportive school environments. This study contributes evidence-based insight to human resource management in education, suggesting that intrinsic factors and professional capacity are more critical for sustaining high teacher effectiveness and motivation than geographic or institutional assignment.

Keywords: PPPK Teacher Placement, Teacher Effectiveness, Teacher Motivation

A. Introduction

The Government Employees with Employment Agreement (PPPK) policy for teachers was introduced to overcome the problem of shortage and placement of honorary teachers in public schools (Noerinsan et al., 2025). Its implementation aims to improve the efficiency of education services by recruiting honorary teachers to become ASN with PPPK status without having to go through a long CPNS process. By giving official status to honorary teachers, this policy is expected to improve the quality of learning and teacher welfare (Anggreni et al., 2024). In Tulung Seapan sub-district, as in many other areas, the existence of old honorary teachers recruited as PPPK can change the dynamics of learning in local high schools/vocational schools.

Previous research has shown that proper teacher placement plays an important role in learning effectiveness. The placement of teachers according to the school's competencies and needs can ensure an effective and quality learning process. On the other hand, an inappropriate placement process has the potential to reduce teacher motivation and performance because teachers are not in an environment that is in accordance with their expertise (Amalia et al., 2024). In the context of PPPK, the placement mechanism that considers the competence and domicile of teachers greatly determines the success of this program. Therefore, an evaluation of the placement of PPPK teachers is needed to ensure that teacher productivity and motivation are maintained.

Several empirical studies in Indonesia confirm the positive effects of PPPK on teacher motivation and performance. Anggreni et al., (2024) stated that the PPPK policy significantly increases teacher motivation through improved welfare, status recognition, and professional responsibility. Similar qualitative results were also reported that with PPPK, teachers felt safer in their work status and more motivated in teaching. Likewise, a quantitative survey in Ternate found that teachers who received a status enhancement program (certification or equivalent) showed increased motivation and teaching performance (Albaar et al., 2023; Suratman et al., 2020; Manullang, & Waspodo, 2023). These findings show that improving welfare and job security through PPPK has the potential to trigger teacher motivation.

The relationship between teacher motivation and effectiveness has also been widely proven, Anggreni et al., (2024) found that almost 90% of the variance in PPPK teacher performance can be explained by motivation and work environment factors. In other words, highly motivated PPPK teachers tend to excel in teaching. Research by Hermawan et al., (2023) in Central Java also shows that teacher motivation has a positive and significant effect on teacher performance. When teachers have strong motivation, they are more active in developing teaching methods, adhering to discipline, and continuously improving learning practices. This supports the finding that motivation is a determinant factor in increasing teacher effectiveness and productivity.

Conceptually, highly motivated teachers demonstrate better professionalism in every aspect of teaching. International studies show that motivated teachers (both *intrinsic* and *extrinsic*) tend to obey school policies, actively explore innovative learning methods, and be proactive in the classroom. Conversely, teachers who lose motivation have difficulty working professionally and teaching commitments decrease. Teacher motivation also plays a role in transmitting the spirit of learning to students, motivated teachers are able to create a positive and interactive learning atmosphere so as to support the achievement of learning goals (Rana et al., 2024). Thus, any policy (including PPPK) that increases teacher motivation is predicted to have an impact on increasing the effectiveness of learning in general. However, there are still challenges in the placement of PPPK that can affect these results. Several studies have stated that

although PPPK has the potential to improve the quality of education, teacher placement factors, resource allocation, and the PPPK teacher adaptation process need to be overcome so that the positive impact is optimal (Anggreni et al., 2024; Amalia et al., 2024). For example, PPPK policies that do not consider the domicile of teachers can interfere with work comfort and ultimately reduce motivation to teach. Previous research also recommends further evaluation of the needs and placement of PPPK teachers, especially to ensure continuity of teaching quality in the teacher's home school (Albaar et al., 2023).

In Tulung Selapan sub-district, there have not been many studies that specifically examine the effect of PPPK teacher placement on the effectiveness and motivation of high school and vocational school teachers. In fact, high schools in this area still face the problem of equal distribution of teaching staff and learning quality gaps. Therefore, quantitative research that analyzes the influence of PPPK teacher placement on teacher effectiveness and motivation in Tulung Selapan sub-district is very necessary. This kind of study will complement the local and national literature, as well as provide policy recommendations for local governments and education offices to optimize PPPK programs to improve the quality of education (Anggreni et al., 2024; Hermawan et al., 2023).

From some of the above studies, various problems were found, namely the incompatibility of the placement of PPPK teachers with the field of expertise or domicile location, the low readiness of teachers to adapt to the new work environment, and the lack of monitoring of the effectiveness of teacher performance after being appointed as PPPK. This discrepancy can have a direct impact on work motivation, job satisfaction, and ultimately reduce the quality of learning received by students (Amalia et al., 2024). In addition, some PPPK teachers experience challenges in adjusting to the new school administrative system and work culture, especially when placements are carried out across sub-districts or districts (Albaar et al., 2023).

This is one of the obstacles in optimizing the role of PPPK teachers in supporting the quality of teaching in high schools and vocational schools. Another problem that arises is the lack of a continuous evaluation system specifically designed to monitor the performance and motivation of PPPK teachers after placement. In some cases, teachers who have been appointed to PPPK feel that they are no longer being supervised intensively, which has the potential to reduce their professional commitment in the long term (Hermawan et al., 2023). In addition, limited facilities, administrative burden, and lack of post-placement advanced training are also external factors that affect the effectiveness and morale of teachers (Rana et al., 2024). Therefore, a systematic quantitative approach needs to be taken to assess the relationship between PPPK teacher placement and these two important aspects, namely teacher effectiveness and motivation. Based on this background, the researcher conducted a study entitled "The Influence of PPPK Teacher Placement on Teacher Effectiveness and Motivation". The formulation of the problem from this

study includes 1) is there an effect of PPPK teacher placement on the effectiveness of high school/vocational school teachers in Tulung Seapan District? 2) is there an effect of PPPK teacher placement on the motivation of high school/vocational school teachers in Tulung Selapan District?; 3) is there an effect of PPPK teacher placement on the effectiveness and motivation of teachers in Tulung Seapan District?

B. Methods

The place where this research was carried out at SMA Negeri 1 Tulung Selapan and SMK Negeri 1 Tulung Selapan which are located in Tulung Seapan sub-district, Ogan Komering Ilir Regency, South Sumatra Province. In order for this study to be in accordance with what was expected, the author only limited the research to PPPK teachers who served at SMA Negeri 1 Tulung Selapan and SMK Negeri 1 Tulung Selapan. Sugiyono (2022) explained that research methods are scientific methods used to obtain data with specific purposes and uses. Therefore, choosing the right method will make it easier for researchers to collect, process, and analyze data. Meanwhile, Syahir (2021) defines quantitative research as an approach that emphasizes the use of numbers at the stage of collection, interpretation, and presentation of data results. This study uses a quantitative method with a correlational type. The main purpose is to find out the extent of the relationship between the variables studied. The variables in the study are divided into two, namely the independent variable and the bound variable. The independent variable is the placement of PPPK teachers while the bound variable consists of teacher effectiveness and teacher motivation. In this study, the population is all PPPK teachers who serve in high schools and vocational schools in Tulung Selapan District, Ogan Komering Ilir Regency. Details of the population of this study are presented in the following table.

Table 1. Research Population

No	School Name	Total Population
1.	SMA Negeri 1 Tulung Selapan	21
2.	SMK Negeri 1 Tulung Selapan	37
	Quantity	58

The sampling technique in this study is *purposive sampling*, which is a technique for determining sample criteria based on certain criteria (Zulfikar, 2024). The criteria used in this study are PPPK teachers who have a teaching load of at least 24 hours per week in high schools and vocational schools in Tulung Seapan District, Ogan Komering Ilir Regency. Based on these criteria, all members of the population are eligible so that the number of samples is equal to the population, which is 58 teachers.

In order for this research to achieve the goals as set, valid and reliable data are needed. Therefore, this study uses questionnaire and observation instruments. For the questionnaire instrument prepared by the researcher based on the indicators measured in this study first through the trial stage. This test is important to ensure that the instrument is suitable for use, as it is able to dig up the information needed

and in accordance with the research context and current conditions (Sugiyono, 2022). The testing of research instruments is carried out in two stages, namely expert opinion (*expert review*) and field trials. Expert opinion tests were conducted on three experts who have competence in their respective fields. After the instrument has obtained approval from experts, the next step is to test the instrument to other schools. The school appointed was SMP Negeri 1 Tulung Selapan which is located in Tulung Selapan District, then the results were processed through statistical analysis. Data analysis in this study used multivariate linear regression with the help of SPSS version 26 program (Wang et al., 2020 December). Before conducting hypothesis testing, an analysis prerequisite test is first carried out to ensure that the data meets the statistical requirements needed in order to prove the acceptance or rejection of the research hypothesis (Yusup et al., 2018). Analysis prerequisites test is required to determine whether data analysis for hypothesis testing can be continued or not.

C. Results and Discussion

The Effect of PPPK Teacher Placement on the Effectiveness of High School/Vocational School Teachers in Tulung Selapan District

From the results of statistical analysis that has been carried out using the SPSS ver.26 program consisting of simultaneous test analysis (MANOVA/Wilks' Lambda), it shows that the significance value is $0.843 > 0.05$. Because the significance value is greater than 0.05, H_0 is accepted, H_1 is rejected, so it can be concluded that the placement of PPPK teachers does not have a simultaneous effect on the effectiveness of high school/vocational school teachers in Tulung Selapan District. These results show that differences in the placement of PPPK teachers, both in terms of suitability of field, location, and status, do not cause significant differences in the level of effectiveness and motivation of teachers at the same time. In other words, the teacher placement factor has not yet become the main determinant that affects teacher performance and morale.

Theoretically, the effectiveness of teachers is often determined by professional and pedagogic competence, mastery of teaching materials, and the ability to manage learning in the classroom. These factors are internal and tend to be less dependent on administrative aspects such as location or form of placement. In addition, these results show that PPPK teachers in Tulung Selapan District have good adaptability, so that they can still work effectively even though they are placed in schools with diverse conditions. Thus, it can be concluded that teacher placement has not been the main factor that determines the level of effectiveness of PPPK teachers. Meanwhile, from the results of the partial analysis test (Tests of Between-Subjects Effects), an F value and the significance of the dependent variables of teacher effectiveness were obtained, showing an F value of 0.875 with a significance value of 0.616. Because the significance value is greater than 0.05 (Sig. > 0.05) means that H_0 is accepted → There is no significant effect, it can be concluded that the placement of PPPK teachers does not

have a significant effect on teacher effectiveness. Statistically, these results indicate that variations in the placement of PPPK teachers, such as differences in location, school, or assignment, do not cause a significant difference in the level of teacher work effectiveness. In other words, the effectiveness of teachers is not directly determined by how PPPK teachers are placed.

In the regression coefficient (β) analysis test, the regression analysis between PPPK Teacher Placement (X) and Teacher Effectiveness (Y_1) was obtained with a constant value of 95,319. This shows that if there is no change in the placement of PPPK teachers ($X = 0$), then the level of teacher effectiveness is estimated at 95,319 units. The constant value illustrates that the effectiveness of teachers in general remains high even though the placement of PPPK teachers has not changed.

Furthermore, a regression coefficient value (β) of -0.060 was obtained with a value of $t = -0.475$ and $\text{Sig.} = 0.637$. A negative β value shows that the direction of the relationship between PPPK teacher placement and teacher effectiveness is in the opposite direction, meaning that every one unit increase in PPPK teacher placement actually decreases teacher effectiveness by 0.060 points. However, the effect was not statistically significant, as the significance value (0.637) was greater than the error level ($\alpha = 0.05$). Thus, H_0 was accepted and H_a was rejected, which means that there was no significant influence between the placement of PPPK teachers on the effectiveness of high school/vocational school teachers in Tulung Selapan District. These findings show that the placement of PPPK teachers does not necessarily affect the level of teachers' effectiveness in carrying out their duties. This is possible because teachers' effectiveness is determined more by internal factors such as pedagogic competence, professionalism, teaching experience, and individual commitment to work, rather than simply job placement factors.

Thus, the results of this study reinforce previous findings that the placement of PPPK teachers is not the only factor that affects the effectiveness of teacher performance (Agustian, et al., 2024; Hasan, 2025). While placement that is appropriate to educational backgrounds and competencies remains important, teacher effectiveness depends more on individual readiness, professional training, and work environment support. Therefore, the policy of increasing teacher effectiveness is not enough just to pay attention to the placement aspect, but also needs to be focused on capacity building, coaching, and increasing teachers' work motivation in a sustainable manner.

In the Coefficient of Determination Test (R^2), the value of R Square (R^2) was obtained of 0.004. This value shows that PPPK Teacher Placement only contributes 0.4% to the variation in Teacher Effectiveness, while the remaining 99.6% is influenced by other factors outside the research model. Thus, it can be said that the ability of the PPPK Teacher Placement variable in explaining changes in Teacher Effectiveness is very low. In addition, an Adjusted R Square value of -0.014 was obtained, which indicates that the regression model is not good or even inappropriate in explaining the relationship

between the two variables. A negative Adjusted R² value indicates that the model used is no better than a model with no independent variables at all, or in other words, the existence of the PPPK Teacher Placement variable does not make a significant contribution to improving the model's predictive ability on Teacher Effectiveness.

This result was also corroborated by a Sig. F Change value of 0.637 (> 0.05), which means that the regression model as a whole was not statistically significant. This means that, simultaneously, there is not enough evidence to state that PPPK Teacher Placement has an influence on Teacher Effectiveness. Thus, the zero hypothesis (H₀) is accepted and the alternative hypothesis (H_a) is rejected, so it can be concluded that the PPPK Teacher Placement does not have a significant influence on the Effectiveness of High School/Vocational School Teachers in Tulung Selapan District. Based on the results of the observations obtained, of the 58 populations and samples of PPPK teachers, as many as 46 populations and samples (79.3%) have the category of "Very Good Effectiveness", while 12 populations and samples (20.7%) are in the category of "Good Effectiveness". These results show that the placement of PPPK teachers has a positive effect on the effectiveness of teachers' work in high schools/vocational schools, Tulung Seapan District.

Teacher effectiveness in this context is measured through the teacher's ability to plan, implement, and assess the learning process in accordance with pedagogic and professional competency standards. The high level of effectiveness of PPPK teachers shows that they are able to carry out the learning process optimally and efficiently. This can be caused by the certainty of employment status after placement as a PPPK, which encourages teachers to improve their performance and responsibility for their duties. With the placement that suits their field of expertise, teachers can focus more on developing learning strategies that are creative and relevant to the needs of students. In addition, support from schools and local governments also strengthens the effectiveness of teachers in carrying out their professional roles. Thus, from the results of observations, it can be concluded that the placement of PPPK teachers makes a significant contribution to increasing the effectiveness of teachers' work in high schools/vocational schools, Tulung Selapan District. Teachers who are placed according to the school's competencies and needs are proven to be able to show effective performance in learning activities.

The results of this study are in line with Prawira's (2021) research which states that the effectiveness of PPPK placement in the regions is highly dependent on the readiness of individuals and the accompanying coaching system. Research by Adzhar et al., (2025) also confirms that the policy of placing PPPK teachers at the implementation level has not fully had a direct impact on increasing teacher effectiveness if it is not integrated with competency development and advanced policy support. The difference between this study and the two studies lies in the focus of analysis and the empirical approach used. The research of Prawira (2021) and Adzhar et al., (2025) focuses more on the policy aspects and implementation of PPPK

placement in general, both at the organizational and national policy levels, with a descriptive approach and policy studies. Meanwhile, this study specifically examined the effect of PPPK teacher placement on teacher effectiveness using a quantitative approach based on empirical data in the field, so as to be able to show objectively that PPPK teacher placement does not have a significant effect on the effectiveness of high school/vocational school teachers in Tulung Seapan District. Thus, this study provides a new contribution in the form of empirical evidence that even though placement policies have been implemented, teachers' effectiveness is more influenced by internal factors and the work environment than by the placement factors themselves.

The Effect of PPPK Teacher Placement on the Motivation of High School/Vocational School Teachers in Tulung Selapan District

From the results of statistical analysis that has been carried out using the SPSS ver.26 program which consists of simultaneous test analysis (MANOVA / Wilks' Lambda), it shows that the significance value is $0.843 > 0.05$. Because the significance value is greater than 0.05, H_0 is accepted, H_1 is rejected, it can be concluded that the placement of PPPK teachers does not have a simultaneous effect on the effectiveness and motivation of high school/vocational school teachers in Tulung Selapan District.

Work motivation is basically more influenced by internal factors such as the need for self-actualization, job satisfaction, and perception of organizational fairness, as well as external factors such as leadership support, awards, and a conducive work environment. If these factors have been met, then different placements do not affect the level of work motivation much. These findings also show that PPPK teachers in Tulung Selapan District have high professional commitment and strong intrinsic motivation, so they remain motivated in carrying out teaching duties wherever they are placed. In other words, the work motivation of PPPK teachers is more determined by psychological and social factors, not administrative. Meanwhile, from the results of the partial analysis test (Tests of Between-Subjects Effects), an F value and the significance of the dependent variables of teacher effectiveness were obtained showing an F value of 0.875 with a significance value of 0.616, Teacher Motivation showed an F value of 0.616 with a significance value of 0.875. Since the significance value is greater than 0.05 (Sig. > 0.05) meaning that H_0 is accepted → There is no significant effect, it can be concluded that the placement of PPPK teachers does not have a significant effect on teacher effectiveness and motivation.

In the regression coefficient analysis test (β between PPPK Teacher Placement (X) and Teacher Motivation (Y_2), a constant value (Constant) was obtained of 86,524. This means that if there is no influence from the placement of PPPK teachers ($X = 0$), then the level of teacher motivation is estimated at 86,524. This value shows that teacher motivation tends to remain high even without the direct influence of PPPK teacher placement. In other words, teachers' motivation in carrying out their duties does not

completely depend on placement policies, but can arise from internal factors and other work environments. Furthermore, the regression coefficient value (B) of 0.032 shows that every one unit increase in the placement of PPPK teachers will increase teacher motivation by 0.032 points. The direction of this relationship is positive, meaning that the better the placement of PPPK teachers, the more teacher motivation tends to increase. Nevertheless, this increase is very small and not statistically significant because the value of $t = 0.284$ with $\text{Sig.} = 0.778 > 0.05$. Therefore, H_0 was accepted and H_a was rejected, which means that there was no significant influence between the placement of PPPK teachers on the motivation of high school/vocational school teachers in Tulung Seapan District. These findings show that the placement of PPPK teachers is not the main factor affecting the level of teacher motivation. This can be because teacher motivation is generally influenced by other factors such as job satisfaction, rewards, compensation, organizational climate, and leadership support. Teachers who have high intrinsic motivation will usually remain enthusiastic about teaching even though the placement is not fully as expected.

Based on the results of simple linear regression analysis, an R Square (R^2) value of 0.001 was obtained, which shows that PPPK Teacher Placement only contributes 0.1% to the variation in Teacher Motivation. This means that the ability of PPPK teacher placement variables to explain changes in teacher motivation is very small, almost having no effect. Meanwhile, 99.9% of the variation in teacher motivation was explained by other factors outside the study, such as the work environment, placement of PPPK teachers, welfare, job satisfaction, and interpersonal relationships between teachers.

The Adjusted R Square value of -0.016 reinforces this finding, showing that the regression model used is inappropriate or inadequate in explaining the relationship between the variables of PPPK Teacher Placement and Teacher Motivation. Adjusted R^2 with a negative value means that the addition of an independent variable (PPPK Teacher Placement) does not improve the model's ability to predict dependent variables (Teacher Motivation), or even slightly worsens it. In addition, the results of the analysis showed a Sig. F Change value of 0.778 (> 0.05) which means that the regression model as a whole is not statistically significant. Thus, there is not enough evidence to state that PPPK Teacher Placement has an influence on Teacher Motivation. Therefore, the zero hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected, so it can be concluded that the PPPK Teacher Placement did not have a significant influence on the Motivation of High School/Vocational School Teachers in Tulung Selapan District.

The results of observations showed that 46 populations and samples (79.3%) were included in the "High Motivation" category, and 12 populations and samples (20.7%) were included in the "Good Motivation" category. No teacher has a low level of motivation. This indicates that the placement of PPPK teachers has a strong influence

on increasing teachers' work motivation in high schools/vocational schools in Tulung Selapan District.

High motivation for teachers' work can be seen from enthusiasm in carrying out tasks, readiness to innovate, and responsibility for learning outcomes. The certainty of PPPK staffing status makes teachers feel more valued and have a sense of security at work. This condition is in accordance with Herzberg's (1959) motivation theory which explains that motivating factors such as recognition, achievement, and responsibility will increase individual job satisfaction and motivation.

In addition to the status factor, a conducive work environment and harmonious relationships between teachers are also motivational drivers. The equitable placement of PPPK teachers in SMA/SMK Tulung Selapan District allows collaboration and exchange of experiences between teachers that strengthens the spirit of collective work. This finding is in line with research by Afrizalni et al., (2024) who stated that the motivation of PPPK teachers is more influenced by the certainty of employment status, sense of security at work, and the welfare received. Research by Andina & Arifa, (2021) also revealed that the issue of PPPK teacher motivation is not only related to placement, but is also influenced by policy fairness, career development opportunities, and school organizational climate.

Research by Ardila et al., (2025) also strengthens these results by stating that PPPK work motivation is more closely related to the welfare system, awards, and institutional support compared to the technical aspects of placement. Thus, the placement of PPPK teachers is not the dominant factor that determines the high and low motivation of teachers. The difference between this research and the research of Afrizalni et al., (2024), Andina & Arifa (2021), and Ardila et al. (2025) lies in the analytical approach and the empirical context used. These studies generally focus on the policy aspects, welfare, and motivation dynamics of PPPK teachers conceptually or descriptively, both through policy studies and literature reviews. \n\nMeanwhile, this study empirically examines the influence of PPPK teacher placement on teacher motivation using a quantitative approach based on field data, so as to be able to show statistically that PPPK teacher placement does not have a significant influence on the motivation of high school/vocational school teachers in Tulung Selapan District. Thus, this study contributes novelty in the form of empirical evidence that although the motivation of PPPK teachers is relatively high, these conditions are not directly influenced by placement, but by other factors such as certainty of status, welfare, and support of the work environment. Thus, from the results, it can be concluded that the placement of PPPK teachers has a positive impact on teachers' work motivation. The more appropriate the placement carried out by the government, the higher the level of teacher motivation in carrying out their professional duties.

The Effect of PPPK Teacher Placement on the Effectiveness and Motivation of SMA/SMK in Tulung Selapan District

From the results of statistical analysis that has been carried out using the SPSS ver.26 program which consists of simultaneous test analysis (MANOVA / Wilks' Lambda) there is a Multivariate Tests table, obtained a Wilks' Lambda value of 0.500, with a value of $F = 0.745$ and a significance level (Sig.) of 0.843. Since the significance value is greater than 0.05, H_0 is accepted and H_1 is rejected. This shows that the placement of PPPK teachers does not have a simultaneous effect on the Effectiveness and Motivation of High School/Vocational High School Teachers in Tulung Seapan District. Wilks' Lambda value (0.500) which is close to 1 indicates that the model used does not provide a significant multivariate difference between dependent variables (Teacher Effectiveness and Motivation) based on independent variables (PPPK Teacher Placement). This means that changes or variations in the placement of PPPK teachers do not have a real impact on the effectiveness and motivation of teachers.

In addition, the calculated F-value of 0.745 with a Sig. of $0.843 > 0.05$ reinforces that there was no significant influence simultaneously. Thus, although there is a certain directional tendency of the relationship between placement and the two dependent variables, the influence is very weak and not statistically strong enough to be considered significant. These findings indicate that the placement of PPPK teachers is not the main factor that determines the level of effectiveness and motivation of teachers in the field. Teachers tend to be able to adapt to the conditions of their placement, both in new and old schools, so that the difference in placement does not affect their morale or effectiveness in teaching. Thus, the results of the MANOVA test confirm that the policy of placing PPPK teachers in Tulung Selapan District has not had a direct implication on increasing the effectiveness and motivation of teachers. Efforts to improve teacher performance and morale need to be focused on other factors, such as improving professional competence, giving awards, career development, and creating a conducive and supportive work environment.

The coefficient analysis tests, these results show that differences in the placement of PPPK teachers both based on suitability of the field of expertise, location of assignment, and employment status do not cause significant differences in teacher effectiveness and motivation. In other words, placement factors have not yet become the main determinants that affect the performance and work spirit of teachers in the region. Conceptually, teachers' work effectiveness and motivation are influenced by various other more complex aspects, such as individual competence, teaching experience, support from the principal, work environment, and satisfaction with education policies. Although appropriate placement is expected to improve comfort and work performance, these results indicate that PPPK teachers in Tulung Selapan District are able to adapt to their working conditions, regardless of the variation in placements received. These findings also reinforce the view that the effectiveness of teacher placement policies does not only depend on administrative aspects, but rather

on how the policy is followed by efforts to coach, professional development, and improve teacher welfare. If institutional coaching and support are adequate, then the negative impact of placement mismatches can be minimized.

Based on the results of multiple linear regression analysis (β), the regression coefficient value for the Teacher Effectiveness variable was obtained as $B = -0.068$ with a value of Beta = -0.064 and a significance level (Sig. = $0.635 > 0.05$). This shows that Teacher Effectiveness has a negative but not significant influence on PPPK Teacher Placement. This means that the increase in teacher effectiveness is not followed by a significant increase in the placement of PPPK teachers. Thus, it can be concluded that statistically, Teacher Effectiveness does not have a significant effect on PPPK Teacher Placement. Meanwhile, the Teacher Motivation variable has a value of $B = 0.046$ with Beta = 0.039 and Sig. = $0.771 > 0.05$. These results indicate that Teacher Motivation has a positive but not significant effect on PPPK Teacher Placement. This means that any increase in teacher motivation does not have a meaningful impact on the increase or change in the placement of PPPK teachers. Thus, Teacher Motivation also does not have a significant effect on PPPK Teacher Placement.

When viewed from the Beta (Standardized Coefficients) value, the variable Teacher Effectiveness (-0.064) has a relatively greater influence than Teacher Motivation (0.039), although the direction of the influence is negative and both remain insignificant. This means that Teacher Effectiveness is slightly more dominant in explaining the variation in PPPK Teacher Placement than Teacher Motivation, but the influence is not statistically strong enough to be declared to have a real effect. These results show that neither the effectiveness nor the motivation of teachers are the main factors determining the placement of PPPK teachers. Most likely, the placement of PPPK teachers is more influenced by government policies, the need for formation in the regions, educational backgrounds, and other administrative and technical considerations. The effectiveness and motivation of teachers reflect more on the qualities of individuals after they are placed, rather than as a basis in the placement process itself. The results of the observation show that the placement of PPPK teachers affects two main aspects, namely work effectiveness and teacher motivation. The average total observation score of 84.65 shows that teacher performance in general is in the good to very good category, which means that PPPK teachers not only work effectively, but also have high motivation in carrying out their duties.

Effectiveness and motivation are two variables that are closely related. Highly motivated teachers tend to show better effectiveness in managing learning. Conversely, a work environment that supports work effectiveness can also strengthen teachers' motivation to excel. The placement of PPPK teachers in accordance with their field of expertise provides a sense of intrinsic satisfaction, while a clear employment status provides extrinsic satisfaction in the form of a sense of security and career stability.

From the results of observations, it can be concluded that the placement of PPPK teachers has a positive and significant influence on the effectiveness and work motivation of high school/vocational school teachers in Tulung Seapan District. This program has had a real impact on improving performance, professionalism, and teacher enthusiasm in realizing quality learning. This finding is in line with the research of Iman Bhato et al., (2025) which emphasizes that the placement of PPPK teachers is part of a structural policy whose impact on performance and motivation is indirect. Duryat & Suherman (2025) also highlight that the problem of PPPK teacher placement is more related to policy governance and formation distribution than a direct impact on individual teacher performance. The difference between this study and the research of Iman Bhato et al., (2025) and Duryat & Suherman (2025) lies in the perspective of analysis and empirical proof used. The two studies focus more on the aspects of policy governance, regulations, and structural mechanisms for the placement of PPPK teachers, with a focus on how policies are designed and implemented at the institutional level. Meanwhile, this study empirically examines the relationship between the effectiveness and motivation of teachers on the placement of PPPK teachers using a quantitative approach based on field data, so as to be able to show statistically that the effectiveness and motivation of teachers are not the determining factors in the placement process of PPPK teachers in high schools/vocational schools in Tulung Selapan District. Thus, this study contributes novelty in the form of a perspective from the perspective of policy implementers in the field, which shows that the PPPK teacher placement process is driven more by the need for formation and administrative policies than by the performance and motivation conditions of individual teachers. Thus, it can be concluded that Teacher Effectiveness and Teacher Motivation do not have a significant effect on PPPK Teacher Placement. This means that increasing effectiveness and motivation is not necessarily a consideration in the PPPK teacher placement process. Therefore, to realize a more targeted placement and support optimal performance, staffing policies should also consider aspects of teachers' competencies, experience, and work interests, as well as provide ongoing mentoring and training to maintain effectiveness and motivation after placement.

D. Conclusions

This study yields a clear and counterintuitive key finding: the placement location of PPPK (Government Contract Teachers) has no statistically significant influence on either their professional effectiveness or work motivation in Tulung Selapan District. Partial and simultaneous tests confirmed this, with placement explaining only 0.4% of the variance in effectiveness and 0.1% in motivation. Contrary to expectations, the high levels of observed effectiveness (avg. 89.83) and motivation (avg. 89.47) are maintained regardless of placement preferences. This indicates that teacher competence, intrinsic motivation, and professional adaptability are far more powerful determinants of performance than the specific school assignment. The primary practical implication is a necessary shift in human resource policy for regional

education offices. Rather than prioritizing complex placement logistics as a performance lever, administrators should invest resources in strengthening the factors that truly matter: enhancing pedagogical and professional competence through targeted training, fostering supportive school climates, ensuring principal leadership development, and safeguarding teacher welfare. This approach directly builds upon the existing high professionalism and adaptability demonstrated by PPPK teachers. For future research, several avenues are recommended. A longitudinal study tracking teachers from initial placement through several years could capture longer-term adaptation effects that this cross-sectional design may have missed. Employing a mixed-methods approach, incorporating in-depth interviews, would provide richer insight into the personal and contextual factors that sustain motivation despite suboptimal placement. Furthermore, replicating this study in diverse geographical or socio-economic contexts is crucial to determine if these findings are unique to this district or represent a broader pattern, thereby informing national-level teacher management policy.

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