

Original Research Article

PRINCIPAL'S STRATEGY IN DEVELOPING TEACHER WORK MOTIVATION

ABSTRACT.

Aims: This study aims to explore how the role of school principals in increasing teacher motivation to work professionally. [This study used qualitative research methods]

Study design: This research is a qualitative research

Place and Duration of Study: Researchers conducted research at SD Aisyiyah Surya Ceria Karangnayar with the address Tegalsri RT. 5 RW. VI Bejen-Karanganyar, Central Java. [This research takes place around August 2021 to January 2022]

Methodology: The researcher determines the research subject using purposive sampling technique, [the subject of this research here are 3 participants including the principal, vice principal for curriculum affairs and 1 teacher. The criteria used to determine the selection of participants are based on structural positions in school and years of service. This study took data using interview and documentation techniques. The researcher checks the validity of the data using triangulation of sources and techniques and the researcher uses data analysis techniques with stages starting from reducing data, presenting data and drawing conclusions

Results: The results show that the principal's role in growing teacher motivation is by optimizing the supporting factors and minimizing obstacles in order to motivate teachers by implementing the strategy, namely; 1) giving awards 2) giving encouragement, direction and coaching, 3) giving authority to teachers to be active, innovative and creative, 4) giving appreciation to teacher achievements, 5) organizing outbound and picnics, 6) exemplary, 7) training, 8) fulfillment of facilities and infrastructure, and 9) comparative study

Keywords: Principal, teacher, motivation, work professionally

1. INTRODUCTION

Education is a major need that should always be improved in accordance with the dynamics of the times. The quality of education is very important because only qualified humans can survive in the future (Mustari & Rahman, 2014). The world of education has a strategic role and is a determining factor for human resources (Akita, 2017). In this case, the teacher has an important role because it is the teacher who is directly involved in his strategic role in the formation of knowledge, skills and also the character of students (Hasanah & Supardi, 2020). Therefore, the teacher must appear to be a professional, because teacher professionalism has an impact directly to the achievement of educational goals and the development of the quality of national education (Suradi, 2018).

The main task of teachers in schools is to carry out quality education and teaching (Pozo et al., 2018). Teaching is a very complex process of activity, especially in the digital era, where teachers must always be able to update their knowledge and teaching skills (Blaj-

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Ward & Winter, 2019), in order to produce graduates who are in line with the demands of the times (Salame & Thompson, 2020).

To be able to produce good teaching quality, teacher motivation is needed to always improve competence, both professional, social, pedagogic, and personality competencies (Andina, 2018). Motivation is very important and needed by everyone in carrying out work because motivation is a condition that is able to move to achieve goals. Motivation is an abstract thing but can be observed from people's behavior. According to Wibowo (2011), motivation is an encouragement in a series of processes of human behavior for the achievement of goals and in the elements of motivation there are elements of directing, generating, maintaining, continuous and purposeful.

The principal as a top leader is at the same time an influential manager over the course of education in schools (Ali & Hasanah, 2021). The principal as an education manager has a function to influence, direct and invite teachers and employees to achieve schools that have good quality and have an impact on student achievement (Mustofa, 2015). In relation to the world of education, principals have roles as educators, managers, administrators, supervisors, leaders, innovators and motivators (Enco Mulyasa, 2010).

The principal is the most influential person in providing work motivation to all school members in order to realize the goals of national education (Mulyasa, 2011). The principal as a motivator should have the right strategy in motivating teachers to carry out their duties and functions (Fajri & Murniati, 2014). The provision of motivation by the principal as a motivator is important because the motivation given by the principal to the teacher affects teacher performance. Sukrapi & Muljono (2014) shows that teacher work motivation has a positive and significant effect on teacher performance. In other words, if the motivator, in this case the principal, is qualified, the teacher's performance tends to increase, whereas if the motivator is less qualified, the teacher's performance tends to decrease. Therefore, the role of the principal is very important in implementing his strategy to motivate teachers to be in accordance with the conditions and situations of the school he leads.

Based on preliminary observations, it was found that SD Aisyiyah Surya Ceria Karanganyar is a school in Karanganyar district, Central Java, which is located around the district city center. Researchers are interested in examining the principal's strategy in increasing teacher motivation because according to information obtained through initial observations and initial interviews that teachers at SD Aisyiyah Surya Ceria are very professional and have high motivation to work even though this school was founded recently, this development was felt after change of new principal. The results of this study are expected to provide references for other school principals as an alternative strategy in motivating teachers in their schools. So this article raises the following questions:

- 1) What are the supporting factors in increasing teacher motivation?
- 2) What are the inhibiting factors in increasing teacher motivation?
- 3) What is the principal's strategy in increasing teacher motivation?

2. MATERIAL AND METHODS / EXPERIMENTAL DETAILS / METHODOLOGY

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This research is a qualitative research in descriptive form (Nicholls, 2017). Qualitative research is research with a view to understanding the phenomena of what is experienced by actors, perceptions or actions holistically with descriptions in the form of words and language (Moleong, 2012). Researchers conducted research at sd aisiyah surya ceria karanganyar with the address tegalasi rt. 5 rw. Vi bejen-karanganyar, central java. The researcher determines the research subject using purposive sampling technique (jupp, 2006), the subject of this research there are 3 participants including the principal, vice principal of curriculum affairs and 1 teacher. The criteria used to determine the selection of participants are based on structural positions in school and years of service. This study took data using interview and documentation techniques. In this case, the researcher checked the validity of the data using triangulation of sources and techniques. Triangulation is a technique of checking the validity of the data by utilizing something other than the data for the purpose of checking the data (Moleong, 2012). Researchers use data analysis techniques using the miles and huberman model with the stages of the process starting from reducing data, presenting data and drawing conclusions or verification (Yusuf, 2015). Data analysis activities began with collecting data through interviews and documentation, the researchers recorded all the findings of the phenomena in the field. In the reduction process, the researcher summarizes by focusing on data related to the theme under study and discarding unnecessary data. After doing data reduction, the researcher presented the data by classifying the data according to the main problem. Finally, the researcher draws conclusions based on the data obtained during the study

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3. RESULTS AND DISCUSSION

3.1. Supporting factors in increasing teacher motivation

In the implementation of increasing teacher motivation carried out by school principals, of course, there are several things that support it, these supporting factors include; a) young teachers, b) supportive work environment with co-workers who support each other, c) adequate infrastructure, and d) high school branding so as to stimulate teacher motivation to always develop in accordance with the times.

3.2. Inhibiting factors in increasing teacher motivation

In addition to supporting factors, the implementation of the principal's strategy in improving teacher professionalism also encountered several obstacles, these inhibiting factors include; a) teacher salaries are not equivalent to ASN, b) teachers feel bored with routine.

Therefore, the solution applied is to provide incentives for disciplined teachers, creative and high-achieving teachers and solutions to overcome boredom by holding out bond activities and picnic activities for teachers

3.3. The principal's strategy in increasing teacher motivation

Based on the results of research that has been carried out at SD Aisiyah Surya Ceria Karanganyar, there are supporting factors and inhibiting factors in increasing teacher motivation. After identifying it, the principal uses his strategy to optimize supporting factors and minimizes these obstacles in order to motivate teachers. The strategies implemented by the school principal include:

First, the principal gives an award for discipline. Principals encourage teachers' enthusiasm to work better by providing prizes or awards as a motivator for teachers. The principal provides additional honoraria for teachers who are never late for school for a full month and the additional honorarium is given in conjunction with the teacher's salary each month. The above is in line with Nurpina's research (2016) which explains that there is a positive influence between awards and teacher performance in schools, there is a positive influence between achievement motivation and teacher performance and there is a positive influence between rewards and teacher achievement motivation. Thus, the reward method is effective in increasing teacher motivation at work. The provision of rewards and punishments has a positive impact on the process of improving teacher discipline (Anshori, 2020).

Second, the principal provides encouragement, direction and guidance. The principal of SD Aisyiah Surya Ceria Karanganyar provides encouragement, direction and guidance to teachers during teacher evaluation meetings at the end of each month, closing meetings at the end of teaching and learning activities (closing) and at the time of taking monthly salaries. This school salary is given directly by the principal so that the time is used by the principal to carry out personal coaching and guidance. In addition, the principal also often provides guidance to teachers informally, for example when passing by and chatting. This guidance and direction is expected to increase the motivation of teachers to improve their performance. The good thing is that the principal who always gives encouragement to his subordinates always has high motivation because it affects their performance, including the teacher. The actions taken by the principal above are in accordance with Setiyati's research (2014) which states that there is a positive influence between the principal's leadership and teacher motivation on their performance.

Third, the principal gives authority, giving space for teachers to be active, innovative and creative. By giving authority to the teacher regarding certain tasks, the teacher has full responsibility, with a sense of responsibility, the teacher will carry out his duties well and have high motivation. With the flexibility and support from the principal to be creative and innovate, teachers are excited with a strong desire to always develop their potential. According to Yudiarto & Karo (2021) things that affect teacher work motivation are the desire, encouragement, need to carry out, hopes and ideals, self-esteem and interesting activities

Fourth, give appreciation to the teacher's achievements. In addition to giving rewards related to discipline, school principals also need to give appreciation in the form of material and non-material to teachers who excel. These achievements can be in the form of individual teacher achievements and also achievements because they have been successful in guiding their students. In this case, the principal appreciates the achievement of teachers with the criteria of creative teachers, innovative teachers, teachers who are successful in guiding outstanding students, teachers who care about the environment, teachers with the best service, the most orderly teachers in learning administration and the neatest teachers. Teachers who meet one of these criteria then the school with the instructions of the principal will give an appreciation in the form of a gift with a predetermined nominal price. This is in line with Raihan (2019) that the reward method is a reward for good achievements and performance

Fifth, carry out activities outside of school such as meetings outside of school, outbound and picnics together. This external activity is carried out to refresh teachers and to establish more intimacy for fellow teachers and teachers with the

principal. This is done as a form of school attention so that teachers can release boredom and refresh their spirits again. To increase teacher motivation, it can be done by giving full attention and being a good listener to teacher problems while at school so that good quality is created in the institution (Ali et al., 2015).

Sixth, the principal becomes a role model or role model for teachers. With the example of the principal, it is hoped that it can move the hearts of teachers who are motivated to imitate the principal. According to Hikmat in Simarmata (2020) states that psychologically work motivation can arise from ways to encourage the state of the heart to consciously take action.

Seventh, include trainings for teachers. To motivate teachers, principals hold internal school trainings such as In House Training (IHT) and assign teachers to attend online and offline training and seminars outside of school. The activities that Aisyiyah Surya Ceria Elementary School teachers participated in included workshops on the preparation of learning administration with speakers from school supervisors, google education training, workshops on learning science fun with IGASI, parenting talk show webinar with the theme "parenting in the digital era" with the speaker Mrs. Elly Risman, P.Si., participated in the activities held by the district office MGMP and other activities. Attending seminars can increase teacher motivation, such as participating in Emotional Spiritual Quotient seminars (Gunawan, 2015).

Eighth, the fulfillment of facilities and infrastructures. The principal must pay attention to the feasibility of the school building including the comfort of the room and pay attention to all facilities that support the smooth process of teaching and learning activities (KBM) as comfortable as possible, because with the comfort of the school and the completeness of the facilities at work, it is able to foster teacher motivation at work. Adequate facilities and infrastructure will motivate teachers and employees in their performance at school (Hardinah, 2017).

Ninth, conduct a comparative study. Aisyiyah Surya Ceria Elementary School Karanganyar has carried out a comparative study at Aisyiyah Gemolong Primary School and Sapen Muhammadiyah Elementary School in Yogyakarta. From this comparative study, teachers gain new knowledge related to school culture, classroom learning, teacher and student activities while at school, learning aids, libraries, learning facilities and infrastructure in advanced schools so that they can be imitated and developed in their schools. This is important because by knowing the external conditions, many schools are more advanced in all aspects so that with comparative studies teachers can adopt the best methods that can be applied in their schools. With the experience and new knowledge gained from comparative studies, it is hoped that it will encourage the motivation of teachers to always be enthusiastic about advancing their schools. Motivating can be done by inviting deputy principals and teachers for comparative studies to schools that are better managed, so that teachers are expected to be motivated (Sucipto, 2020).

The results of this study are relevant to Hartawan's research (2020) which states that school principals motivate teacher performance by giving awards for teacher work, innovation space, coaching, authority, attention, picnics and incentives for teachers who excel (Hartawan, 2020). The results of this study are also in line with Istiqomah's (2020) research that increases teacher work motivation by regulating the physical environment, regulating the work environment, giving motivation, increasing discipline, rewards, increasing the development of learning resource centers, teacher training. The results of other studies that support the results of this study are

the research of Syaifuna (2012) which states that this motivation can be grown through the regulation of the physical environment, work atmosphere, discipline, encouragement, rewards effectively, and the provision of learning resource centers through the development of learning resource centers.

Based on the description of the results of the analysis above, it can be seen that the principal's strategy in increasing teacher motivation is quite varied and has a significant influence on teacher performance. In this case the principal realizes his strategy in a symbolic form and in the form of activities. Besides that, the principal always tries to be professional in his work, trying to be a figure who can motivate his teachers at work

4. CONCLUSION

In writing this article. The smooth increase in teacher work motivation at SD Aisyiyah Surya Ceria Karanganyar is supported by young teachers, a conducive work environment, adequate infrastructure and high school branding. On the other hand, researchers found inhibiting factors in increasing teacher motivation like the problem of salaries that were not equal to ASN and teacher boredom due to routines. So the principal held out bond and picnic activities to arouse teacher motivation and get back excited

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