

Teachers' Work Motivation in SMPN RAO, Pasaman Regency

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Abstract – The increasing popularity of the concept of work motivation is based on the belief that work motivation has implications, not only for the people and the organization, but also for society as a whole. If every teacher has a strong motivation to provide the best service to the community, it is expected that performance in public sector will improve. The success of a company depends on the resources within it. Employees who have the ability, skills, and high motivation to work will meet the goals and targets of the company.

Keywords – Motivation, SMPN RAO, Teacher.

I. INTRODUCTION

Education is a very complex and long-term process, in which various aspects involved in the process are closely related to each other and lead to the realization of humans who have life values, life knowledge and life skills. Department of National Education (2000: 90) in the education process, the principal occupies a decisive position in driving school policy.

The principal is a teacher who is given an additional task to lead a school that organizes the teaching-learning process or where interaction occurs between the teacher who is giving the lesson and the student who is receiving it. As a leader, the principal has an obligation to create change for the better. Many strategies are carried out by the principal in improving the quality of a school they lead, one of which is by motivating teachers to have motivation in working.

The principal has an urgent role in carrying out their leadership. The quality of the principal also determines the quality of the teacher they lead. Not many principals are able to arouse the motivation of the teaching and educational staff in their duty, whereas the ability of teaching staff greatly affects the achievement of their

students. The low motivation of teachers has a relation to the job satisfaction they feel. The government policy regarding the certification is very helpful for teachers to feel the satisfaction with their work in terms of material, although in the field has not shown the significance changes of this government policy. There are still many teachers who are constant with their work; they do not show changes in teaching patterns and also do not show outstanding achievement. Job satisfaction is not necessarily only assessed from the salary received, but a pleasant work climate, opportunities for achievement and the principal's policies are factors that can increase job satisfaction. The high job satisfaction will affect the work motivation of teachers.

Because of the complexity of the principal's duties and responsibilities in carrying out the management of the school they lead, one must have a variety of adequate competencies to become a principal. However, paying close attention to the quality of school principals, based on Djaali (2000: 30) that the declining quality of education in Indonesia is due to the low level of professionalism of principals as education managers in the field which also has correlation to the low quality of teachers in Indonesia.

The phenomenon that occurs from year to year in SMP N Rao Pasaman Regency is that there is no significant progress, especially in the field of innovation and creativity. The teachers only carry out their duty with routine activities that do not require challenges, so there are no changes or new innovations that occur in the school. The motivation of teachers is still in the level of how they work, not yet to the need to improve the quality of work. In fact, in this competitive and increasingly global era, teachers who are highly motivated are needed to create effective and excellent schools.

Based on the survey and interviews conducted by the author with the teachers in the field, that the work motivation of teachers in SMP N Rao Pasaman Regency is still very low. This can be seen from the following things: (1) teachers are negligent in working, such as lack of lesson planning, not come on time, lack of using media in learning (2) lack of enthusiasm at work, such as using monotonous methods, and giving tasks to children without giving explanations (3) feeling underappreciated, such as lack of incentives given (4) give up easily and no self-confidence, such as not wanting to try to resolve the problems faced, (5) teachers do not feel the leadership of the principal when a problem occurs, (6) lack of teacher's satisfaction, appreciation, payroll, and so on at work.

The problems above are indication of low work motivation because the teacher looks less motivated at work. It cannot be allowed to continue because it will have an impact on students in the future and decreasing the quality of education. Therefore, researchers feel interested in examining the factors that related to the problem.

II. THEORETICAL

1. Definition of Motivation

Motivation is a series of attitudes and values that influence individuals to achieve specific things in accordance with individual goals. These attitudes and values are a power to encourage individuals to behave in achieving goals. The encouragement consists of two components, that is: the direction of work behavior (work to achieve goals), and the strength of behavior (as the strength of individual effort at work). Motivation includes unique feelings, thoughts and past experiences that are part of the company's internal and external relations.

Winardi (2002: 1) said that "the term motivation comes from the Latin word *movere*, which means to move. Motivation is the giving of a driving force that creates the excitement of one's work so that they want to work with all

their efforts to achieve satisfaction. Ishak and Hendri (2003: 12) suggested that " motivation as a main thing that becomes the encouragement of every motive for work ". Motivation is often also interpreted as a factor driving a person's behavior.

According to Robbins (2008: 222) motivation as a process that explains the intensity, direction and perseverance of an individual to achieve goals. Based on this opinion it can be concluded that; (1) Work motivation is an important part in an organization that serves as a tool for achieving the goals or objectives to be achieved, (2) Work motivation contains two main goals in individuals, that is to fulfill personal needs or desires and organizational goals, and (3) Work motivation given to someone is only effective when within someone has confidence or conviction to move forward and succeed in the organization.

2. Theory of motivation according to Abraham Maslow

Every human being has *needs* (needs, encouragement, intrinsic and extrinsic factors), which its appearance is very dependent on individual interests. With this fact, then Maslow in Siswanto (2005: 90) made a "*need hierarchy theory*" to answer about the level of human needs. Human needs are classified into five hierarchies of needs, i.e. (1) *Physiological Needs*. The embodiment of physiological needs is the basic human needs of clothing, food, shelter, and individual welfare. This need is seen as the most basic needs, because without the fulfillment of these needs, a person cannot be said to be living a normal life. The improvement of ability tends to make a person try to increase their satisfaction by the change from quantitative to qualitative. This need is a very primary need, because this need has existed and felt since humans were born, for example in the case of clothing. If one's level of ability is still low, the need for clothing will be limited to only modestly. The number is limited and its quality has not received any major attention because the ability to do so is still limited. However, if a person's ability improves, satisfying the need for clothing will also be improved, both in terms of quantity and quality, likewise with food. Someone whose economy is still low, the needs of food are usually still very simple. However, if the economic ability increases, then the satisfaction of the need for food will also increase. This is similar to the need for housing. A person's economic ability will encourage him to think of satisfying housing needs with both quantitative and qualitative approach (2) *Safety Needs*. Safety needs must be seen in a broad sense, not only in terms of physical safety, but also

psychological safety and fair treatment at work. Because satisfying these needs is mainly related to one's work, meaning that safety in the physical sense includes the safety of someone in the area of residence, on the way to the place of teaching, and safety at work. (3) *Social Needs*. Humans are essentially social creatures, cannot fulfill their own needs and definitely need the help of others, so they must interact in fulfilling those needs. Social needs are reflected in four forms of feeling, that is: (a) the need for feelings of accepted by others, with whom they associate and interact in organizations and thus they have a high *sense of belonging*. (b) It must be accepted as the fact that each person has a unique identity with all the advantages and disadvantages. With that identity, every human being feels important, meaning they have a *sense of importance*. (c) The need for feelings of progress and will not fail is often called a *sense of accomplishment*. No one feels happy when they fail; on the contrary, they are happy when they are success. (d) The need for *sense of participation*. This need is very pronounced in terms of decision making concerning self and one's own duties. Of course, the form of participation can vary such as being consulted, asked to provide information, and encouraged to provide advice. (4) Need for self-esteem (*Esteem Needs*). All people need recognition of their status by others. The ideal situation is that if prestige arises it will make one's achievement. However, this is not always the case, because in this case the higher the position of a person, the more things will be used as status symbols. In organizational life, many facilities are obtained by someone from the organization to show their status in the organization. Experience shows that both in traditional societies and modern societies, status symbols still have important meanings in organizational life. (5) *Self Actualization*. This can be interpreted that within a person there are abilities that need to be developed, so that they can make a major contribution to the interests of the organization. Through improving work skills, they will be able to satisfy their various needs and at this level people tend to always develop themselves and do better.

3. Motivation Methods

There are two methods in motivation; the direct method and the indirect method (Purwanto (2005: 100)). Both methods of motivation can be explained as follows: (a) the direct method is a material or non-material motivation given directly to someone to fulfill their needs and satisfaction. This motivation can be realized by giving a praise, awards, bonuses and certificates. (b) Indirect method is a motivation in the form of facilities with a purpose to support passion of work and progress in tasks. The example is by providing a

comfortable work space, creating a good atmosphere and working conditions.

4. Factors that influence work motivation

Sayuti (2006: 60) mentions a person's work motivation in carrying out their work is influenced by several factors, that are internal factors which come from psychological processes within a person, and external factors which come from the outside (*environment factor*). Internal factors consist of: (a) Personal maturity. People who are selfish and spoiled will usually be less sensitive in accepting the motivation provided, so it is rather difficult to be able to work together in making work motivation. Therefore, the habits they carry since childhood, the values adopted and a person's innate attitude greatly affect their motivation. (b) Level of education. An employee who has a higher level of education will usually be broader than an employee with a lower education. However, if the education they have is not used maximally or is not valued properly by the manager, this will make the employee have low motivation in working. (c) Personal desires and wishes. Someone is willing to work hard when there is a personal wish to be realized into reality. (d) Needs. Needs are usually in parallel with motivation, the greater a person's needs are to be fulfilled, the greater the motivation for the employee to work hard. (e) Fatigue and boredom. The factors of fatigue and boredom affect the passion and enthusiasm of work which in turn will affect their work motivation. (f) Job satisfaction. Job satisfaction has a very strong correlation to the level of motivation of one's work. Employees who are satisfied with their work will be highly motivated and committed to their work. High and low of employee satisfaction can be reflected from high work productivity, rarely absent, being able to work extra, low turnover rates and a number of other positive indicators that lead to the improvement of company performance.

In addition, external factors consist of: (a) the condition of the work environment. Work environment is the overall work facilities and infrastructure that are around employees who are doing work that can affect the implementation of the work itself. The work environment includes the workplace, facilities and job aids, achievement, lighting, tranquility, as well as work relationships between people who are in the workplace. (b) Adequate compensation. Adequate compensation is the most powerful motivational tool for companies to encourage employees to work well. According to Mathis and Jackson (2006: 232), real rewards received by employees for work are in the form of salaries, incentives and benefits. An important thing about employee

retention is to have competitive compensation "meaning that it must be close to what is provided by other companies and what is stated by employees in accordance with their capabilities, experience, and job satisfaction, if not turnover will be higher. (c) Good supervision. Mathis and Jackson (2006: 122) state that the work carried out by a supervisor in providing inspiration, enthusiasm and encouragement to others (employees) to take actions. This encouragement is intended to remind people or employees that they are enthusiastic and can produce the desired results from themselves. Therefore a supervisor is required to recognize or understand the nature and characteristics of their subordinates. A need that is based on motive with the supervisor's mastery of behavior and actions that are limited by motive, then the supervisor can influence subordinates to act according to the desire of the organization. (d) Career guarantee (reward for achievement). A career is a series of positions related to work occupied by a person throughout their life. Employees pursue careers to be able to deeply fulfill their individual needs. Everyone will be willing to work hard at the expense of what is in themselves for the company, if the person feels there is a clear career guarantee in doing work. This will be realized if the company can provide career guarantees for the future, whether in the form of promotions, ranks or guarantees for providing opportunities and placement to be able to develop the potential that exists in the employees. (e) Status and responsibilities. Status and a particular position are the desire and expectation of each employee in work. Employees not only expect compensation, but at some point they hope that they will have the opportunity to occupy positions in the company or institution where they work. A person occupying a position will feel themselves trusted, given greater responsibility and authority to carry out their activities. So, this status and position are stimulus or encouragement to fulfill the needs of *sense of achievement* in everyday tasks.

5. Indicators of Teachers' Work Motivation

Motivation cannot be observed directly, but can be interpreted from their behaviors. Teachers in carrying out tasks and work require work motivation both from themselves and from outside. The teacher will be excited to do all activities when there is a high work motivation on them. Motivation always contains understanding in accordance with what is underlying it. Teachers' work motivation means a motivation that underlies the teacher in carrying out the work. According to Pupuh Fathurrohman & Aa Suryana (2012: 64), indicators used to measure teachers' work motivation include: (a) Appropriate rewards.

Teachers' satisfaction in receiving rewards or salaries provided by the institution can determine work motivation. Teachers with salaries that are not in accordance with the workload provided will reduce work motivation. In contrary, teachers with an appropriate salary and can fulfill the needs of life will always be motivated in doing various jobs. (b) Opportunities for promotion. Job promotion is one way to increase work motivation. The number of job promotion opportunities provided by the institution to teachers will have an impact on teachers' desire to improve work quality. (c) Obtaining recognition. An acknowledgment from the institution of the work done by the teacher will have an impact on increasing teachers' work motivation. Work that is always recognized makes teachers always improve and complete assignments better than before. (d) Safety of work. A safe work environment is expected by everyone including teachers. School environment which meet the standards set in the legislation will make teachers able to work optimally.

Hamzah B. Uno (2013: 72) states that indicators of teachers' work motivation appear through: (a) Responsibility in doing work. Highly motivated teachers are seen from their responsibilities in doing work. The teacher will complete the work with maximum results in accordance with the specified time limit. The teacher will plan, implement, and evaluate learning according to applicable regulations. (b) Achievements that they achieve. The achievement obtained by the teacher shows that the teacher has high work motivation. These achievements can be in the form of awards from principals, educational institutions, as well as works created. (c) Personal development. The teacher in carrying out their profession is very necessary to develop themselves. The participation of teachers in trainings held by educational institutions shows that teachers have enthusiasm so that high work motivation created (d) Independence in action. Someone who has entered the productive age certainly has an independent attitude in acting. This independence is reflected from the attitude of the teachers who always do their tasks and responsibilities even if they are not instructed. The teachers consciously do the work that is their duty. Teachers' work motivation according to Hamzah B. Uno (2013: 73) also has two dimensions, i.e.: 1) the dimension of internal encouragement and 2) the dimension of external encouragement. The dimensions and indicators of teachers' work motivation as mentioned in table 1.

Table 1: Dimensions and Indicators of Teachers' Work Motivation

Dimension	Indicator
Internal Motivation	- The teacher's responsibility in carrying out the task - Carry out tasks with clear targets - Have clear and challenging demands - Independence in action - Having a pleasant feeling at work - Achievements
External Motivation	- Always trying to fulfill the needs of life and the needs of their work - Glad to get praise from what they did - Work with the hope of obtaining an incentive - Work with the hope of getting the attention of friends and superiors

Based on the opinions of the experts above, it can be concluded that the work motivation of teachers is measured from two dimensions, which is internal motivation and external motivation. Internal motivation includes responsibilities in carrying out tasks, carrying out tasks with clear targets, independence in acting, having a pleasant feeling at work, and achievements. External motivation includes trying to fulfill the needs, opportunities for promotion, gaining recognition, and working in the hope of getting a proper reward.

III. METHODOLOGY

This research was conducted using the correlational method, which describes the existence of independent variables that are thought to contribute to the dependent variable. This research is a correlation study which is a type of descriptive research that aims to determine whether or not there is a contribution between variables.

Correlational research is designed to obtain information about the status of symptoms at the time of the research. This research was conducted by classifying research variables into two groups, which are independent variables and dependent variables. The independent variables are the principal's leadership (X_1) and job satisfaction (X_2), while

the dependent variable is teachers' work motivation (Y). The populations in this research were teachers in SMP N Rao Pasaman Regency, based on data obtained that the number of teachers in SMP N Rao Pasaman Regency which became the population is 35 people.

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