

Teacher's Work Motivation of SMP Negeri 2 Banyuasin III

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Abstract – The problem in this study is how the extrinsic work motivation and the intrinsic work motivation of teachers in SMP Negeri 2 Banyuasin III Banyuasin Regency. This study used a qualitative method with a phenomenological approach. The results of this study indicate that the work motivation of teachers who served in SMP Negeri 2 Banyuasin III Banyuasin district is already good. The headmaster has been able to motivate teachers well so that the quality of teachers is also better. The school principal has tried well to meet the needs desired by the teacher in carrying out the task. To motivate teachers to carry out the work of principals, provide opportunities for teachers to attend education and training, seminars, workshops, and provide incentives for teachers who get additional assignments.

Keywords – Teacher, Work Motivation, Opportunity, Incentives.

I. INTRODUCTION

School is one of the organizations engaged in education. Education aims to educate the nation's life. This goal can be achieved by making the most of the existing resources in the school. Educational resources in schools can be grouped into 1) non-human resources, which include school programs, curriculum, 2) human resources which include school principals, teachers, staff, other education personnel, students, parents of students, and communities have a concern for the school, 3) physical resources which include buildings, rooms, equipment, educational aids, study time, and school physical appearance, and financial resources which cover the entire school management funds received from the government and the community.

To achieve the goal of teacher education as educators has an important role because teachers are directly involved with students. Pemdiknas No.6 of 2018 teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. The teacher will carry out his duties properly, if the teacher

has a strong desire or drive and is responsible for carrying out his duties. The implementation of these tasks requires teachers to have high work motivation, both motivation that comes from within and motivation that comes from outside. Robbins (2007) argues that there are motivational factors that are intrinsic in nature that affect a person at work. The motivational factors can be achievements, recognition of the world of work, responsibility, and progress. The motivational factor has a big influence on a person's motivation in carrying out a task, although it is not something that can be absolutely measured, because motivation is related to various very complex components. The motivational factor can be used as a standard dimension of measuring teacher work motivation.

Gouzaly (2011) classifies motivational factors into two groups, namely, external factors and internal factors. External factors are a pleasant work environment, level of compensation, good supervision, appreciation for achievement, status and responsibility. Internal factors, namely the level of personal maturity, level of education, personal desires and expectations, needs, fatigue and boredom.

These two factors influence the teacher in carrying out teaching and learning activities. If the teacher lacks motivation in teaching, the learning activities will not take place properly. Mulyana (2010), the teacher as a component in teaching and learning activities, has a very important role in determining the success of learning, because the main function of the teacher is to design, manage, implement, and evaluate learning. As someone who really determines the results of teaching and learning activities, it is the teacher who knows better and is ultimately tasked with determining the depth and breadth of the subject matter to be taught. A professional attitude will not be achieved without being supported by several factors that influence it, one of which is the environment and also the work value given by the principal as a leader. In addition, there are other factors that can support the formation of a teacher's professional attitude, such as employment status, tenure, background, behind family and education (Supardi, 2016).

Referring to the opinion above, it can be argued that motivation is very important in an institution or organization. Employees will work sincerely if they have high motivation, they will show interest, attention and participation in every activity carried out. School as an educational institution will certainly be successful and advanced if it has teachers who have high motivation in carrying out their activities as a teacher or educator. For this reason, it is necessary to seek various strategies so that existing teachers can carry out tasks with high motivation.

Work motivation must be developed and developed in such a way by a teacher. However, there is a need for efforts from the principal to increase teacher work motivation in a better direction. Principals at least have roles and functions as educators, managers, administrators, supervisors, leaders, innovators, and motivators. Mulyasa (2011) defines leadership as the ability to mobilize, influence, motivate, invite, direct, advise, guide, instruct, command, prohibit, and even punish, and foster with the intention that humans as management media are willing to work in order to achieve administrative goals. effective and efficient. The existence of high teacher work motivation will be able to increase the ability and work productivity of teachers in carrying out assignments. With high motivation, teachers will have persistence, enthusiasm, discipline and responsibility at work. On the other hand, low teacher work motivation usually causes their ability and work productivity to decrease.

Based on the author's observations at SMP Negeri 2 Banyuasin III, Banyuasin III District, Banyuasin Regency, there are still many teachers who teach that there are still

many teachers who do not reflect high motivation. This can be seen from phenomena such as teachers who are not responsible for making learning tools that are in accordance with the situation and conditions of their school. and new learning devices are made if there will be supervision by the principal. There are still teachers who are not diligent in carrying out educational learning, there are still teachers who are not responsible for creating and maintaining conducive learning conditions, there are still teachers who are less passionate about bringing their students to an innovative and fun learning atmosphere, there are still teachers who less enthusiastic in paying attention to students.

This fact still happens to teachers who teach at SMP Negeri 2 Banyuasin III, Banyuasin district. This school has completed many students, the physical condition of the school is good even though the facilities that support the learning process are incomplete, its strategic location is easy to reach, many of the teachers have educator certificates. On the basis of these findings, the reason for the authors conducted a research entitled Work Motivation for Teachers of SMPN 2 Banyuasin III, Banyuasin Regency. The formulation of the problem in this study is how the intrinsic work motivation and the extrinsic work motivation of the teachers of SMP Negeri 2 Banyuasin III, Banyuasin Regency.

According to Hasibuan (2016) motivation is the desire that exists in an individual who stimulates him to take actions. Djatmiko (2012) defines that motivation is a process that encourages, directs and maintains human behavior towards achieving a goal. According to Mulyasa (2011) motivation is a determining element that affects the behavior contained in each individual. Motivation is a driving force that has become active, which occurs at certain times, especially when the need to achieve goals is felt or is urgent. Motivation is the provision of a driving force that creates excitement for someone's work so that they are willing to work together, be effective and integrated with all their efforts to achieve satisfaction. Work motivation is something that creates enthusiasm or work motivation. Therefore, work motivation in work psychology is referred to as a driving force for Anoraga's work spirit (2016). The term motivation in behavioral science contains a complex meaning because it contains various aspects that encourage humans to behave. Motivation is a gift or a driving force that creates the excitement of a person's work so that they are willing to cooperate, work effectively and are integrated with all their power and efforts to achieve satisfaction (Hartiwi et al, 2020; Ivanova et al, 2020; Soleh et al, 2019).

From the various definitions above about work motivation put forward by experts, it can be concluded that motivation is a condition within a person that encourages the individual's desire to carry out certain activities in order to achieve goals. So work motivation is a psychological condition that encourages someone to make an effort to produce something so that a goal can be achieved.

Motivation cannot be observed directly, but can be interpreted from the behavior. Teachers in carrying out tasks and jobs need work motivation both from themselves and from outside. The teacher will be eager to carry out all activities when there is high work motivation within him, motivation always contains an understanding that is in accordance with what is underlying it. Teacher work motivation means a motivation that underlies the teacher in carrying out work. According to Suryana (2012) the indicators used to measure teacher work motivation include 1) decent reward; teacher satisfaction in receiving rewards or salaries provided by the institution can determine work motivation. Teachers whose salaries do not match the given workload will decrease work motivation. On the other hand, teachers with salaries that are appropriate and can meet the needs of life will always be motivated to do various jobs. 2) Opportunities for promotion Job promotion is one way to increase work motivation. The number of promotion opportunities provided by the institution to teachers will have an impact on the desire of teachers to improve work quality. 3) Obtaining recognition; An acknowledgment from the institution of the work that has been carried out by teachers will have an impact on increasing teacher motivation. Jobs that are always recognized make teachers always improve and complete assignments better than before. 4) Security work; Everyone, including teachers, is expected to have a safe working environment. The school environment that is in accordance with the standards set out in the laws and regulations will make teachers able to work optimally. According to Hamzah (2013), teacher work motivation also has two dimensions, namely 1) the dimension of internal encouragement and 2) the dimension of external encouragement.

II. METHODS

This study uses a descriptive paradigmatic approach with a qualitative approach. Affiffudin (2008) defines a qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. Qualitative research is research whose data is in the form of words or research in which prioritizes an analysis of an event or process as it exists

in a natural environment to obtain a deep meaning from the essence of the process (Riduwan, 2016).

To obtain the data needed in this study, researchers used several data collection tools as follows: data collection was carried out by documentation, interviews and observation. Place and time of research The determination of SMP Negeri 2 Banyuasin III district Banyuasin district is based on several considerations. The first consideration is that geographically, SMP Negeri 2 Banyuasin III has a strategic location. The second consideration is the observation results, reinforced by factual information before the school is used as the object of research as well as the internal situation at the school location, the researcher has got a picture of the problems that occur and the suitability of the problems that the researcher will examine. Based on these considerations, the researchers finally set this school as the object of research to get a picture of teacher work motivation. Sugiyono (2015) states that activities in qualitative data analysis are carried out interactively and continue to completion, so that the data is saturated.

III. RESULTS AND DISCUSSION

Intrinsic Work Motivation for Teachers of SMP Negeri 2 Banyuasin III

Based on the results of the researcher interview with the head of SMP Negeri 2 Banyuasin III, Banyuasin district, it was found that the teacher's responsibility in carrying out tasks at SMP Negeri 2 Banyuasin III was good. Teachers who are civil servants or honorary staff are very responsible for the tasks they carry at this school, if they are unable to attend because of illness or family matters, they always leave assignments to teachers who are on picket assignments. If they are unable to attend because it was planned, usually the teacher in question will face me directly or if I am not there due to outside school official affairs, they will go to the vice principal of the curriculum field, but if they are unable to attend without being planned, usually their duties and responsibilities are the teacher is sent via the school WhatsApp group, and the picket teacher will follow up on the assignment to give it to the class concerned. This means that for their duties and responsibilities as teachers, I think it's good enough.

Based on the information from the headmaster of SMP Negeri 2 Banyuasin III, he always provides guidance and direction to teachers in carrying out their duties, and minimizes their obstacles in carrying out their duties, but I need to say honestly, sometimes not all teachers want to receive guidance and direction which according to the principal is good and can solve their problems in carrying out

their assignments, but I also have to say honestly, there are also teachers who really need guidance and direction from me when they encounter problems in carrying out their assignments, meaning that it can be said to be fifty-fifty, there are teachers who are happy and some are not happy when my guidance and advice give them. I consider it a natural thing, because basically teachers have different thoughts and understandings, but as the principal I have certainly carried out my duties as a leader as well as a motivator for them.

Extrinsic Work Motivation for Teachers of SMP Negeri 2 Banyuasin III

The principal of SMP Negeri 2 Banyuasin III always tries to meet the needs of teachers in carrying out assignments at school. Fulfilling these needs is of course related to the smooth implementation of teacher duties, the head of SMP Negeri 2 Banyuasin III, Banyuasin district never refuses if teachers ask for the needs they need for the smooth implementation of my duties as a teacher at this school.

The principal of SMP Negeri 2 Banyuasin III when he received praise from the teachers was very happy, but when he was criticized and given suggestions from the teacher, he also responded well and accepted the criticism and suggestions submitted by the teacher who gave the criticism. The principal of SMP Negeri 2 Banyuasin III provides incentives to teachers who get additional assignments, such as coaches for extracurricular activities, scout coaches, picket teachers, homeroom teachers. Furthermore, the principal of SMP Negeri 2 Banyuasin III always gives attention and guidance to teachers in carrying out their duties. Regarding the existence of the facilities and infrastructure available at SMP Negeri 2 Banyuasin III, it is very supportive of teachers' fluency in carrying out their duties.

Intrinsic motivation arises because of one's own desire or self-awareness to carry out a job without any outside action. According to Siagian (2009) intrinsic motivation comes from within the individual. This motivation results in the integrity of the goals, both organizational goals and individual goals, both of which can be satisfied. Meanwhile, according to Permana (2011) Intrinsic motivation is a work motivation that comes from within the worker as an individual, in the form of awareness of the importance of the work being carried out. Hasibuan (2016) argues that factors that affect intrinsic motivation include responsibility, awareness, appreciation and work as well as development and progress (Abdullah, 2020; Amalia, 2019; Nugraha, 2019; Septiani and Cahyono, 2019; Suryan, 2017).

For extrinsic work motivation 1) The principal of SMP Negeri 2 Banyuasin III, Banyuasin district has tried well to

assist teachers in carrying out their duties, namely by providing the needs of the teacher in carrying out their duties, if these needs cannot be fulfilled by the head of SMP Negeri 2 Banyuasin III, the head of SMP Negeri 2 Banyuasin III asked the teacher to buy the necessities they wanted themselves; 2) The Principal of SMP Negeri 2 Banyuasin III, Banyuasin Regency always tries to improve and motivate the teachers who are assigned to SMP Negeri 2 Banyuasin III by providing guidance and direction, participating in education and training activities, workshops, seminars, to motivate and arouse the enthusiasm of the head teachers of SMP Negeri 2 Banyuasin III also provides incentives for teachers who get additional assignments. Not only motivating the teachers who served at SMP Negeri 2 Banyuasin III, it turns out that the principal also received criticism and suggestions from the teachers.

IV. CONCLUSION

The instructional work motivation of the teachers who served at SMP Negeri 2 Banyuasin III, Banyuasin district is very good, the teachers have worked optimally in carrying out their duties, guiding and teaching students in schools. The extrinsic work motivation of the teachers of SMP Negeri 2 Banyuasin III, Banyuasin district is very good, the head of SMP Negeri 2 Banyuasin III has tried to meet the needs of teachers in carrying out their duties, provides incentives and rewards to teachers and provides guidance and direction to teachers in carrying out their duties.

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