

# Work Motivation in Efforts to Improving Perspective of The Head of Schools in Kudus

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**Abstract.** In the education system, there are several components that support the proper implementation of education, one of which is the teacher. Teacher involvement or teacher performance in education greatly affects teaching and learning outcomes. The teacher's performance is influenced by work motivation. This study aims to determine how the teacher's work motivation is useful for improving the performance of kindergarten teachers from the perspective of the principal, its effect on improving school quality, and how obstacles and solutions are in overcoming existing teacher performance. The research was conducted at kindergarten schools in Kota District, Kudus Regency. This research is designed using qualitative research methods with a case study approach (case study), sampling with purposive sampling method and the data is presented in the form of descriptions or descriptions not numbers. Teachers who have good work motivation will automatically have a sense of responsibility at work, have achieved goals, always develop themselves and have independence in action. Working with motivation so that it can be useful for many parties that be fun if it is done sincerely and always feels like or so that the competence have is increasing.

## 1. Introduction

Education is obtained by humans throughout time from birth to death. Education is a communication process that contains values, knowledge and skills both inside and outside of school. In the world of education, it consists of various supporting components in order to carry out the desired education system. One of the components of education is the teacher. Teachers play an important role in achieving a good education system. Teacher involvement also affects learning outcomes and teacher performance affects the reputation of the school and also the teacher concerned. The performance of a teacher is closely related to the motivation they have.

Work motivation according to Hasibuan [1] is what causes, channels, and supports human behavior, so that they are willing to work hard and enthusiastically to achieve optimal work results. With a strong motivation that arises from each individual, the desire to do something will be very high as well. There are 2 factors that greatly influence the motivation that arises in teachers, namely intrinsic factors and extrinsic factors. Intrinsic factors are factors that arise from within the teacher concerned while extrinsic factors are factors that arise from the teacher's environment. This also applies to teachers of the Kota Kecamatan Kindergarten Teachers in Kudus Regency. High motivation will also make performance better too, but under certain conditions, work motivation may not be maximized so that it affects performance. In this article, we will discuss how the work motivation of teachers is useful for improving the performance of

kindergarten teachers from the perspective of the principal, how it affects the improvement of school quality, and obstacles and solutions in overcoming the performance of existing teachers.

## **2. Literature Review**

Literature review is used to analyze as well as limitations in the discussion relating to the title and formulation of the problem that has been determined. In this article, the literature review that will be used is related to work motivation and performance.

### *2.1 Work Motivation*

Motivation has various meanings, both related to individual behavior and organizational behavior. Motivation is an important element in humans that plays a role in realizing success in an individual business or job [2]. Furthermore, Astuti states that the motivation that is in a person is a driving force that will manifest a behavior in order to achieve the goal of self-satisfaction. People want to work to meet their needs, both conscious needs and unconscious needs, as well as people who want to work for physical and mental needs. Motivation is related to this research is the motivation possessed by the teacher and how this motivation can affect teacher performance from the perspective of the principal [3].

### *2.2 Factors Affecting Motivation*

In increasing one's motivation to work, of course, there are factors that influence it. Sutrisno states that several factors affect motivation, namely internal factors that are contained in the employees themselves. The points included in the internal factor are (1) the desire to live; (2) desire to have; (3) desire to obtain an award; (4) the will to power. While the second factor is external factors, namely those from outside the person, which includes (1) working environment conditions; (2) adequate compensation; (3) good supervision; (4) there is a guarantee of employment status and responsibility. Various factors can influence a person to have motivation. The factors that influence motivation are discussed in this study and how these factors are addressed and what solutions can be given to teachers from the point of view of a principal [4].

### *2.3 Teacher Performance*

Jatmiko, Swasto and Eko state that performance is the result of work during a certain period compared to various possibilities, for example standards, targets or criteria that have been mutually agreed upon. Performance appraisal has an important role in increasing motivation in the workplace. This performance appraisal (performance appraisal) is basically a key factor in developing an organization effectively and efficiently [5]. Meanwhile, Hasibuan [1] states that performance is a result of work achieved by a person in carrying out the tasks assigned to him based on skills, experience and sincerity as well as time. In organizations or companies, employee performance is often defined as the achievement of tasks, where employees at work must be in accordance with the organization's work program to show the level of organizational performance in achieving the vision, mission, and goals of the organization.

Rusman [2] states that performance or performance in the context of the teaching profession is an activity that includes planning learning, implementing learning/teaching and learning, and assessing learning outcomes. Suparlan adds that legally a formal teacher is someone who gets a decision letter (SK) from both the government and the private sector to carry out their duties.

Therefor has the right and the obligation to carry out teaching and learning activities in school educational institutions, and argues that effective teachers are teachers who master the ability according to predetermined competency standards and succeed in improving student learning outcomes. The characteristics of an effective teacher can be seen from their performance, not only the expected results of student learning, but through an optimal learning process [6]. The term teacher performance in the context of this research indicates a situation where teachers in a school are really doing things related to the task of teaching and teaching in schools. Teacher performance is also related to the task of planning, managing learning, and assessing student learning outcomes.

#### 2.4 Framework

The performance of a teacher in the teaching and learning process greatly influences the quality of education produced. The performance of a teacher is usually influenced by the motivation he has. Teacher motivation in developing and advancing education will make teachers more innovative and develop even more, especially for teachers. This should make teachers develop and innovate more because there is one motivation in supporting their performance. In this study will discuss about work motivation in an effort to improve the performance of kindergarten teachers from the perspective of the principal in Kota Kudus District. From this description, it can be described the frame of mind in this study as shown by figure 1.



Figure 1. Research Framework

### 3. Research Method

#### 3.1 Research Design

This research is a descriptive qualitative research with a case study approach (case study) where the data obtained and described in the form of words not numbers. Sugiyono [7] states that qualitative research methods are research methods based on postpositivism or interpretive philosophy, used to examine the conditions of natural objects where the researcher is the key instrument, data collection techniques are carried out by triangulation (combined observation, interviews, documentation ), the data obtained tends to be qualitative data, data analysis is inductive / qualitative, and the results of qualitative research can be potential findings and problems, object uniqueness, the meaning of an event, social processes and interactions, data correctness, phenomenon construction, hypothesis findings.

The data in this study will then be analyzed using data analysis techniques through data reduction, presenting data, drawing conclusions and verification. Then the case study approach is carried out

because the research focuses on the coverage of one particular area. This is done in order to provide a clear picture of a symptom, event or situation. regarding the meaning of teacher motivation in efforts to improve the performance of Kindergarten teachers from the perspective of the Principal of the City District School in Kudus Regency.

### *3.2 Research Data Sources*

Sources of research data are places or locations where data can be obtained, retrieved and collected. Sources of data in this study are:

#### *3.2.1 Primary Data Sources*

Primary data is the main data or main data obtained from the objects and findings in the field containing the main problem being researched. The primary data in this study were interviews with the Headmaster of the Kota District Kindergarten in Kudus Regency.

#### *3.2.2 Secondary Data Sources*

Secondary data is supporting data in research that is used to complement primary data. Secondary data is usually obtained indirectly in research, in the form of literature books or literature studies related to "Work Motivation in Efforts to Improve Performance of Kindergarten Teachers in the Perspective of Principals in Kota Kudus District".

### *3.3 Validity Test and Data Analysis Techniques*

#### *3.3.1 Data Collection Techniques*

Collecting qualitative data using observational methods that are generally used from qualitative traditions such as gradual and in-depth interviews, participatory observation, or data collection needs to be done by involving several important people for focused discussion [8]. In line with this opinion, Herdiansyah also states that in qualitative research there are several commonly used data collection methods, including interviews, observation, documentation studies and focus group discussions [9].

The data in this study were collected by conducting direct research into the research location and research subjects, namely the Headmaster of Kindergarten, City District, Kudus Regency and supported by relevant literature studies. The data collection uses observation, interviews, and documentation study

#### *3.3.2 Test Data Validity*

In order for the data obtained by the researcher to be valid, it is necessary to test the validity of the data, in this study, the validity of the data was tested using triangulation techniques. Sugiyono states that the triangulation technique in testing this credibility is interpreted as checking data from various sources in various ways, and at various times. In this study, the validity of the data was carried out using triangulation techniques with data sources and triangulation techniques with methods so that it would produce data according to needs, predict the adequacy of research materials and by checking from various sources the data was valid / reliable [7].

### 3.3.3 Data Analysis Techniques

The qualitative analysis technique in this study uses interactive data analysis techniques from Milles and Huberman where the data is in the form of words and not a series of numbers. Data can be collected in various ways such as observation, interviews, documentation, recordings which are usually processed before use through recording, typing, editing. But in qualitative analysis still use words which are usually arranged into an expanded or elaborated text. In qualitative analysis consists of three activity lines that occur simultaneously, namely: data reduction, data presentation, drawing conclusions / verification [10].

## 4. Results and Discussion

### 4.1 Research Results

The research was conducted with locations in Kota District, Kudus Regency, including TK Negeri Pembina Kudus Regency, TKIT Umar Bin Khathab, TK PTPN IX (Persero) PG Rendeng, and TK Muslimat NU Nawa Kartika Kudus. The results of the study found that the teacher's motivation as part of increasing their performance. Teacher motivation often experiences obstacles so that it has an impact on their performance. Various solutions in overcoming performance problems and work motivation are carried out by the principal as a form of responsibility and team solidarity so that the school continues to achieve maximum targets. Further, the research results are analyzed in the discussion section, can seen in figure 2.



**Figure 2.** Interview documentation during research

### 4.2 Discussion

#### 4.2.1 Meaning of Motivation for Kindergarten Principals

Motivation is an important element in humans that plays a role in realizing success in an individual business or job [2]. This is in line with the results of research conducted through interviews with several school principals that the work motivation that teachers should have is work motivation that is positive, consistent and has a good effect on the personal teacher. This work motivation includes drives, needs, fears, goals, social pressure, self-confidence, interests, and curiosity,

beliefs, values and expectations. In addition, teachers who have good work motivation will automatically have a sense of responsibility at work, have achievement goals that are achieved, always develop themselves and have independence in acting. The results of this study are in line with the opinion expressed by Jatmiko, Swasto and Eko that performance is the result of work during a certain period compared to various possibilities, for example standards, targets or criteria that have been mutually agreed upon [5]. One of the most important parts of work motivation is the existence of mutually agreed targets or targets and standards. This is used in achieving the maximum learning process. If the principles of motivation are well absorbed, the results will be maximum and will be very useful for the development of students, teachers and the school concerned.

Someone who has high work motivation will have a good performance too. This is because if someone has the motivation to work, he will be more committed to his job. Someone who has work motivation will also get benefits such as;

1. Can improve the professional teacher
2. Can improve the professional teacher
3. Can improve one's performance
4. Can increase someone's discipline
5. Enhance sense of responsibility
6. Creating a good working atmosphere and relationship
7. Increase creativity
8. The planned objectives will be achieved

#### *4.2.2 Barriers and Solutions in Work Motivation and Improve Performance*

Barriers are closely related to the problems experienced by a person. In this study, the obstacle often felt by Kindergarten teachers from the perspective of the Principal is the difficulty of creating acceptable motivation for all teachers in order to improve teacher performance. This is triggered by;

- a. old habits that have to be changed with new rules. Because you are used to being comfortable, it takes time and spirit of renewal to familiarize yourself with new programs and activities as well as new rules that are not the same as old habits.
- b. barriers to education because not all teachers are willing to accept change.
- c. Frequent changes in foundations / perda require teachers to adjust to their policies
- d. Kindergarten teachers' lack of abilities, competencies and different personalities so that the teacher's point of view is not the same
- e. Different work motivation so that the principal must open the teacher's mindset.

From the opinion of other school principals also stated that in generating motivation for good performance, they often experience obstacles, namely;

- a. Administrative tasks are burdensome, besides that there are often sudden tasks that must be completed with a short duration
- b. Not optimal in accommodating suggestions and input from guardians of students and other teachers
- c. Carry out tasks according to the Foundation's policies which are sometimes not in accordance with conditions in the field.

Problems cannot exist without solutions. Solutions that are usually carried out by school principals when facing problems or obstacles occur in work motivation, namely;

- a. Conducting an approach / communication
- b. Provide guidance
- c. Provide motivation and increase self-confidence for teachers and enthusiasm for progress

In addition, things that can be done in overcoming the problem of work motivation are discussion and coordination, starting by giving examples from oneself, giving confidence to them to have their opinions and in their work, approaching and guiding, conducting comparative studies and training to open a mindset and conduct regular supervision. The results of this study are in line with the opinion of Sutrisno [4] that the effect of success or solutions in external work motivation problems, namely those originating from outside a person, includes (1) working conditions; (2) adequate compensation; (3) good supervision; (4) there is a guarantee of employment status and responsibility. With good coordination and regular supervision, the learning process carried out from planning to evaluation by both the teacher and the principal will get good results.

## 5. Conclusion

Motivation is an important factor in someone's performance, whether it is used for the benefit of individuals or organizations. The motivation that a teacher must have must be positive, consistent and have a good effect on the personal teacher. Teachers who have good work motivation will automatically have a sense of responsibility at work, have achieved goals, always develop themselves and have independence in action. Motivation in improving good performance in dealing with problems, both from internal factors of the teachers themselves who lack competence in work, less open mindset or even from inadequate school environmental factors and old work environment habits. However, the usual solution for school principals in dealing with teacher conditions like this is by conducting regular coordination and supervision so that planning and evaluation will achieve good results. In carrying out work tasks mandated by the government and foundations, it should be done as well as possible as a form of responsibility at work. Working with motivation so that it can be useful for many parties will be fun if it is done sincerely and always feels like or so that the competence you have is increasing.

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