

Teachers' Motivation in State Payaraman Elementary School Ogan Ilir

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Abstract: The purpose of this study was to determine the motivation of teachers in public elementary schools in Payaraman District, Ogan Ilir Regency, South Sumatra. This research was conducted on teachers in Payaraman district, Ogan Ilir Regency. The sample size was taken as many as 102 teachers. The sampling technique is intended for sampling, namely where the respondents are some of the teachers in Payaraman District, Ogan Ilir Regency. Data collection was carried out by distributing questionnaires using a 5-point Likert scale to measure 25 statement items. The research method used is descriptive qualitative. Findings have shown that teachers have a high motivation to go to work and have a job as a teacher.

Keywords: Elementary School, Motivation, Teacher

A. Introduction

In the current era of the Industrial Revolution 4.0 and Society 5.0, education is an important requirement that must be met for all levels of society. Without education, it is difficult for any society to be able to live and develop themselves in the midst of progress and development of technology and innovation, which are increasingly being felt. Based on Law Number 20 of 2003 Article 1 paragraph, Ardiana (2017) concerning the Education System it is explained that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence Noble character and skills needed by himself, society, nation and national state. Therefore, education has a very significant role in supporting the development of the nation, especially for the Indonesian nation because through education human resources will be born who have spiritual, emotional and intellectual intelligence, as well as skills. Vygotsky (2018) asserted that education is not achieved in isolation but is a consequence of intricate social interactions. He proposed that individuals internalize knowledge and skills through active participation in social activities with others. Education is a series of processes that cannot be separated and will always be related to humans who are the subjects and objects of the educational process itself. Through education it is hoped that it will be able to help students to develop human potential so that they can find their identity

as a real human being. Through education humans can have and develop science and technology without causing damage to human life. Education provides a very important influence on the development of life, development of intellectual abilities, emotions in dealing with various things and students' motor skills.

According to Surur et al (2022) realizing good quality education cannot be separated from a quality learning process as well. In realizing quality learning, it requires elements of education consisting of, students as guided subjects, educators as people who provide guidance, educational interactions, namely the relationship between students and educators, educational goals, namely the direction aimed at conducting mentoring, material education that can have an impact on mentoring, tools and methods, namely what methods can be used in conducting mentoring, as well as the educational environment which is the location where the educational process takes place. Based on this, the teacher is one of the elements of education that educates or guides students who play a role in creating quality learning. In Law Number 14 of 2015 it is stated that 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. Furthermore, Gunawan, et al (2020) stated that teachers as educators are educational staff who come from members of the public who devote themselves and are appointed to support the implementation of quality education as educators, tutors, instructors, facilitators, and other designations according to their specificities, and participate in providing education.

Teachers, as educators, are expected to play an active, supportive, and responsive role in facilitating learning, catering to the individual needs and interests of their students. They are encouraged to promote a collaborative and creative atmosphere in the classroom, nurturing critical thinking among their students (Hammond, 2017). Thus, educators are professionals in charge of planning and implementing. Teachers as educational implementers who interact directly with students need to understand and understand and have skills that can support the implementation of their main tasks (Gunawan, et al, 2020). Further explained by Mas (2008), that the role of the teacher is very central, both as planners, implementers, and as learning evaluators. This means that the professional ability of teachers in creating quality learning greatly determines the success of education as a whole. Hattie (2012) emphasized that the teacher's role is that of a skilled learning facilitator who possesses a profound understanding of teaching strategies and can provide constructive feedback to students. Moreover, teachers are instrumental in creating a positive learning atmosphere and stimulating active student involvement. The quality of learning is very dependent on the professional ability of teachers, especially in providing learning facilities to students effectively and efficiently. The teacher is the dominant factor in relation to improving the quality of education, because the teacher is an integral part of the overall education

system who is directly involved in the teaching and learning process, it is the teacher who plays a direct role in teaching and educating (Mertayasa, 2020).

Simarmata (2020) argues that teacher motivation in carrying out tasks is very important for the smoothness and success of the teaching and learning process and in order to realize educational goals as expected, without high work motivation in carrying out tasks, it will not be possible for educational goals to be achieved properly. Wardan (2020) states that the teaching profession is required not only to have an adequate set of knowledge and abilities but also to have strong work motivation. The teacher's motivation in working is closely related to what he wants, hopes and the various goals he wants to realize. This can have an influence on the teacher's behavior and attitude at work, whether as a person who is lazy, indifferent, enthusiastic, and even becomes someone who is able to work under challenge and pressure. Increasing teacher motivation at work is a must that must be done by school principals, because not all teachers have the motivation to carry out their duties. According to Ardiana (2017) teacher work motivation is an important factor in improving teacher performance because it is the main driver for every teacher to carry out his professional duties according to applicable regulations. With an increase in teacher work motivation carried out by the principal towards teachers at work, it will be able to increase teacher motivation in duty so that the learning process in schools can run smoothly.

According to Pasolong (2021) of the various tasks of a leader in a bureaucracy, the most difficult task that must be carried out is how to motivate followers or subordinates so that they want to work harder and be more responsible. It is said to be difficult because the nature of motivation itself is abstract and cannot apply universally to every individual in a bureaucracy. A certain treatment that succeeds in increasing one's motivation at a certain time may not necessarily work if it is applied to others at different places and times. Furthermore, Pasolong (2021) explains that a person's desire to work or take certain actions is caused by an impulse that arises within the person concerned, which urge usually arises as a result of encouragement from certain parties, and also as awareness which means encouragement that is not caused by other parties other. Motive is a drive from within that generates energy or energy that moves people to behave in order to achieve goals.

Motives tend to decrease in strength when they are fulfilled or their fulfillment is hampered. Satisfaction of a need may be hampered and the person then becomes frustrated (frustrated), on the other hand there are people who are able to overcome these obstacles and finally succeed in meeting their needs. Based on the results of the researchers' observations, the principal through his supervisory function has provided guidance to teachers and included teachers in training activities organized both by the school and by parties outside the school. However, the principal as a

leader has not been able to motivate teacher performance to be more optimal. This can be seen from the absence of a school principal program that leads to planned and sustainable development of teacher performance. In addition, researchers found indications that teachers in certain fields still do not have high motivation. Such as increasing the ability to write scientific papers as part of his duties as an educator.

Daft (2009), says motivation is "an internal or external encouragement to an individual that generates enthusiasm and persistence to pursue certain goals". Does motivation only come from within a person or is it solely due to the influence of external factors, or is there consideration and agreement of influence between the two. Meanwhile, George & Jones (2005), says that motivation is "closely related, with how the behavior is initiated, strengthened, supported, directed, stopped, and what kind of subjective reaction arises in an organism when all this takes place. Motivation is more emphasized for its direction at a particular goal (goal-directed motivation). Furthermore, Gibson (2006), said that motivation "will lead to two things, namely first: the needs (needs) related to the deficiencies experienced by a person at a certain time. Deficiencies in this case can be physiological, psychological or sociological needs related to the need for social interaction. From here the need is then considered as a generator, amplifier, and driver of people to behave. Second, the importance of discussing goals, as interpreted by various experts, is that the motivational process is actually directed to achieve goals. Based on observations made by researchers at several elementary schools in Payaraman District, so far, some teachers have not prepared complete teaching tools, for example daily implementation plans, educational calendars, annual programs, syllabus, lesson plans, semester programs and KKM analysis. Therefore, the authors are interested in conducting a study entitled *The Influence of Principal Leadership and Work Motivation on Teacher Performance in Elementary Schools in Payaraman District*. As for some of the documentation that researchers took while in the field, among others, as follows:

B. Methods

This type of research is descriptive qualitative research using a questionnaire method. According to Sugiyono (2008) that descriptive qualitative research is a research method based on the philosophy of postpositivism which is usually used to research in natural objective conditions where the researcher acts as a key instrument. Meanwhile Nawawi and Martini (1994) define the descriptive method as a method that describes an objective situation or certain event based on visible facts or as it should be which is then accompanied by efforts to draw general conclusions based on these historical facts. In addition, an analytical descriptive study is focused on analyzing problems that exist in the present. Data collection techniques in this study were carried out using questionnaires for 102 teachers in Payaraman district and around 12 schools as the sample.

C. Results and Discussion

From the calculation which is the data from the questionnaire filled out by 102 teachers in 12 schools in payaraman district, Ogan Ilir. It can be seen that: Asking about salary, 86 percent of teachers said that the salary is suitable and good enough for them in teaching as their profession. Their school environment, 90 percent of them agreed that their school environment where they worked as a teacher really helped them to motivate them to go to school. Then about their health insurance which is provided by *Badan Penyelenggara Penjaminan Kesehatan (BPJS)*, 80 percent of them are said that it is good for their health insurance, then it motivates them to go work also. Their relationship among the teacher and headmaster was very good since 97 percent of teachers can be motivated by the headmaster as well.

It can be discussed that those four main components really influence their motivation to have working as a professional teacher, where they have a good enough salary, health insurance, their environment and atmosphere of working and their leader or headmaster in their school who really motivated them to be creative and professional teachers. It is in line with the findings from Lavergne et. al., (2010), which stated that the results of this study support the hypothesis and demonstrate that self-determined motivation, non-self-determined motivation, and factors affecting teachers' motivation play a vital role in teachers' job performance in Pakistan.

D. Conclusion

The main focus of this research is the influence of work motivation on teacher performance in elementary schools in the Parayaman sub-district, Ogan Ilir Regency, South Sumatra, both partially and simultaneously, which can be explained as follows: 1) work motivation has a beneficial and significant effect on teachers' effectiveness. This implies that a teacher's performance can improve if their level of work motivation is strong, and vice versa; 2) desire may dramatically boost one's motivation at work. This implies that when a person has something he wants, his performance at work may improve; 3) the teaching environment and teacher performance can greatly influence. In other words, a positive work environment will result in an increase in teacher performance, and a negative work environment will result in a decrease in teacher performance.

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