

The Role of the Principal in Increasing Teacher's Work Motivation at Madrasah Ibtidaiyah Indralaya

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Abstract: This study aims to describe the role of school principals in increasing teacher motivation an overview of teacher work motivation and strategies for the role of school principals in increasing teacher motivation. The research method used is a qualitative with the research location at Madrasah Ibtidaiyah Indralaya Ogan Ilir, South Sumatra. Data collection techniques by interview observation and documentation, with data analysis techniques in the form of data redundancy, data/display presentation, and conclusions. The results obtained in this study indicate that the role of the principal as a motivator in optimizing teacher performance is good because and several indicators have been carried out a lot, while the indicators are paying attention to a neat and clean work environment, providing seminars/training meetings, discipline, encouragement of awards, and provision of learning resources or media. The teacher's work performance is quite good, because of several indicators, namely preparing lesson plans, managing learning activities, holding interpersonal relationships, conducting assessments and mastering academic studies.

Keywords: Role of Principal, Work Motivation, Teacher.

A. Introduction

The principal is an educator (teacher) who is given the additional task of managing and leading a formal educational institution, who is appointed based on his duties and authority by the government or educational institutions. In the beginning, the principal was called "Mantri Guru" which means Head Teacher, who was in charge of leading the teachers in his school, so that teachers could teach well. Then in subsequent developments, the principal as a leader and manager. These provisions are regulated in government regulations.

Government Regulation Number 28 of 1990 Law on Basic Education, article 30 states, the school principal of an education unit organized by the government is responsible for organizing educational activities, school administration, developing teachers and other education personnel and utilizing infrastructure. Teachers have a special role in society as agents of change. Teachers play a role not only as agents of change who drive the wheels of social and economic transformation in society. More

than that the teacher can have a major role as a character educator. It not only changes students' lives, but also enriches and strengthens students' personalities to become virtuous people because they have values that they want to strive for and embody in society. It not only transforms students into smart students, but also equips them with virtues and values that prepare them to be responsible people for themselves, others and society. As character educators, teachers equip students with life values that are useful for their lives now and in the future. By becoming a character educator, the teacher establishes himself as a true agent of change (Koesoema, 2009).

Seeing this fact, the former Minister of National Education Wardiman Djoyonegoro in a statement quoted by Mulyasa (2007), revealed that there are at least three main requirements that must be considered in the development of education so that it can contribute to improving the quality of human resources, namely: (1) building facilities, (2) quality books, (3) professional teachers and education staff (Mulyasa, 2007).

For the last point mentioned above, it is currently urgent to be empowered and improved, both in terms of professionalism and work motivation. Even though it is recognized as a system, education cannot be separated from other supporting factors. The teacher as the spirit of an educational institution according to the author's view is the most important existence. In the context of Islamic education, the characteristics of professional teachers are always reflected in all their activities as *murabbiy*, *mu'allim*, *murshid*, and *mu'addib* (Muhaimin, 2007).

Considering that the teacher is the spearhead that cannot be separated from its strengths and weaknesses, the role of the principal as a motivator in an educational institution is responsible for coaching his subordinates to achieve the expected goals. In accordance with the vision and mission that has been set. Especially in increasing teacher work motivation in guiding and directing students to become quality human beings.

For this purpose, cultivating teacher motivation in an educational institution is the hard work of the school principal. An educational leader is the center of programmed activities. Leaders are decision makers and also role models for their subordinates. Therefore, a leader can at least set a good example for his subordinates. As a decision maker and policy maker, a leader must have one aspect that has a very important role in leading the organization concerned.

The inability or failure of a leader in leading his organization according to Siagian (2004) can result in three negative things, namely 1) members of the organization will show behavior that is reflected in negative actions, for example frequent

absences, low enthusiasm for work and low productivity, demands that are difficult for common sense to accept and other negative actions. So, it can be concluded that their behavior is detrimental to the organization as a whole; 2) the actions of the members of the organization are directed towards the satisfaction of personal needs and interests. This means that they take actions that are detrimental to the organization but may personally benefit; 3) members of the organization leave the organization, either gradually or suddenly, and move to work in another organization (Siagian, 2004).

In line with the description above, Rupert (2006) revealed that often a leader does not realize that the low performance and motivation of subordinates is the result of the ineffectiveness of a leader in carrying out his duties (Rupert, 2006). Therefore, as a leader, one must be able to see his subordinates from various aspects because basically being a professional school principal is not easy. Many things must be understood, many problems must be solved, and many strategies and techniques must be mastered (Mulyasa, 2005).

Liphan James H., et.al in Wahjosumidjo said studies of the success of school principals show that the principal is someone who determines the center point and rhythm of a school. Even further the study concluded that "school success is the success of the principal". Some of the principals are described as people who have high expectations for staff and students, principals are those who know a lot about their duties and those who set the rhythm for their school (Wahjosumidjo, 2005). Based on the formulation of the results of the study above, it shows how important the role of the school principal is in moving school life to achieve goals. There are two things that need to be considered in this formulation, namely as follows: a) The principal acts as a central force that is the driving force of school life. b) Principals must understand their duties and functions for the success of the school, and have concern for staff and students.

In good motivation from superiors or the principal plays a very important role to provide encouragement to teachers, so that with good motivation from the principal, it is hoped that teacher performance will improve for the better. There are two factors that affect performance, namely leadership style and work environment. The work environment itself consists of internal and external factors.

Considering the quite heavy tasks that must be carried out by a teacher, it is appropriate for the teacher to get a lot of things that can raise enthusiasm for work. The important thing in influencing good performance is the work motivation given by the leadership, in this case the principal, because a teacher will produce good performance if he has good competence and has good work motivation from the principal.

B. Methods

This research uses a qualitative descriptive approach through the point of view of education science with participatory observation to describe, describe, explore and describe the role of school principals in increasing teacher motivation at Madrasah Ibtidaiyah Indralaya. The data obtained is in the form of primary and secondary data. Researchers used several methods in collecting data including: a. observation method, Observation is as experience and systematic recording of the symptoms that appear on the object of research. Observations and records are made of objects where events occur or are taking place so that the observer is with the object being investigated (Hadi & Haryono, 2005). This method is the first step that researchers take by observing directly to research locations regarding the role of school principals in increasing teacher work motivation at Madrasah Ibtidaiyah Indralaya; b. interview method, Interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic (Sugiyono, 2009). The interview method in this study aims to obtain various information about the role of the principal in increasing the work motivation of teachers at Madrasah Ibtidaiyah Indralaya; and c. documentation method, this method is a way of collecting data that produces important records related to the problem under study, so that data will be complete, valid and not based on estimates (Basrowi & Suwandi, 2008).

Research results will also be more credible if they are supported by photographs or existing academic and artistic writings (Sugiyono, 2009). Therefore, to obtain written data optimally, the authors use this documentation method with the aim of collecting written data about the role of school principals in increasing teacher work motivation at Madrasah Ibtidaiyah Indralaya.

Data analysis is a series of activities for studying, classifying, systematizing, interpreting and verifying data so that a phenomenon has social, academic and scientific value. Data analysis for qualitative research begins already in the field (Suprayogo & Tobroni, 2003). The data analysis used in this study is the Miles and Huberman model. The data were analyzed through several stages, as stated by Miles & Huberman (1984) that the activities in data analysis, namely data reduction, data display, and conclusion drawing/verification (Sugiyono, 2009).

C. Results and Discussion

Based on the results of previous research and discussion about the role of the principal in increasing the work motivation of teachers at Madrasah Ibtidaiyah Indralaya, the following has been obtained: In general, school principals have a good responsibility in carrying out their duties to motivate teachers' work, are happy to

find and solve problems, are disciplined in carrying out their duties, there are only a few teachers who must be motivated in doing their work, but in the future it must be increased in the hope that all teachers are motivated in carry out their duties so as to increase their work motivation.

The role of the principal of Madrasah Ibtidaiyah in increasing the work motivation of teachers at Madrasah Ibtidaiyah Indralaya is the role of educator in the ability to guide teachers in any aspect such as providing seminars, training or professional meetings, discipline during working hours, and paying attention to a neat and clean work environment. As a manager there is coordination by implementing cooperation between the principal, teachers and other staff. As an administrator for the management of infrastructure advice, madrasah finance. As a direct supervision supervisor, namely conducting class visits to see directly the teaching and learning process in class, as well as seeing the results of teacher work reports at the end of each month. As a leader empower human resources and create work programs. As an innovator, he can provide good ideas and as a motivator by creating a good and harmonious working atmosphere, as well as encouragement to increase the morale of teachers, such as giving rewards.

The efforts of the principal of Madrasah Ibtidaiyah in overcoming the obstacles encountered in increasing teacher work motivation have been quite good by applying approaches and coaching, implementing an open management system by establishing good communication between Madrasah residents. Implementing an activity program, and what is more interesting is giving rewards.

The principal is a functional teacher who is tasked with leading a school where the teaching and learning process is held, or a place where there is interaction between the teacher giving the lesson and the students receiving the lesson. In almost every educational institution there has been a phenomenon that the people's choice is an educational institution that uses information technology in its activities. This is because one of the elements of assessing the quality of educational institutions in providing educational services includes using information technology (Juniarni, 2020). The task of a leader such as the school principal, for example, concerns how the principal is responsible for his school in carrying out various activities, such as how to manage various problems related to the implementation of school administration, the development of educational staff in schools, the utilization of facilities and infrastructure in realizing the school as a wiyata mandala.

The main function of the principal as an educational leader is to create a teaching and learning situation so that teachers can teach and students can learn well. In schools, discipline is widely used to control students' desired behavior so that school tasks can run optimally (Juniarni, 2020).

As an educational leader, the school principal faces tough challenges, for that he must have sufficient readiness. Therefore, the position of the principal is a determinant of the future of the school. Mulyasa (2009) said, the failure and success of schools is largely determined by school principals, because they are the controllers and determinants of the direction the school wants to take towards its goals (Mulyasa, 2009). Effective, quality and favorite schools cannot be separated from the role of the principal. In general, these schools are led by effective principals.

The principal's job is to become the main agent of change that encourages and manages so that all parties involved become motivated and play an active role in the change. School success means the success of the principal. Conversely, the success of the principal means the success of the school. Thus, school effectiveness as an agent of change will not occur without the principal's understanding and support. Principals must understand and develop skills in implementing change, if they want their schools to be more effective.

The principal's duties are very many, he has to move from one task to another, sometimes there are sudden assignments that must be completed immediately. Thus, a school head is needed that can move quickly and dynamically. The principal is the highest leader in the school. The pattern of leadership will be very influential and even very decisive for the progress of the school; therefore, it needs very serious attention.

Principal leadership is the method or effort of the principal in influencing, encouraging, guiding, directing and moving teachers, staff, students, parents of students. and other related parties, to work/participate in order to achieve the goals that have been set. In short, how do school principals get other people to work to achieve school goals?

The principal is a human resource who acts as a central force and becomes a driving force for moving school life, therefore the principal must be able to be responsible for various activities starting from planning, implementing, evaluating, and further in the field of micro education in the school environment that is leadership, both related to curriculum, staffing, finance, student affairs, facilities and infrastructure, community relations and other special services.

As a professional educational leader, the principal is required to always make changes. They must have a continuous enthusiasm to seek new breakthroughs in order to produce a change that is developmental and perfecting, from an apprehensive condition to a dynamic condition, both physically and academically, such as changes in scientific enthusiasm, learning atmosphere, and improvement of

learning strategies. Besides that, the principal must try hard to move his subordinates to change, at least support the changes initiated by the principal in a proactive, dynamic, even progressive manner. The working system of subordinates must be stimulated to improve, their discipline must be raised, their cooperative attitude must be cultivated, and a harmonious atmosphere between them must be created (Qomar, 2007).

Work motivation is one of the factors that also determines a person's performance. The size of the influence of motivation on a person's performance depends on how much intensity the motivation is given. The difference in work motivation for a teacher is usually reflected in the various activities and even the achievements he has achieved.

Based on the definition above, it can be formulated that teacher's work motivation is nothing but a process carried out to move teachers so that their behavior can be directed at real efforts to achieve the goals that have been set (Uno, 2008). Implicitly the teacher's work motivation appears through: responsibility in doing work, achievements achieved, self-development, independence in acting. The role of a teacher in designing or compiling teaching materials greatly determines the success of the learning and learning process through a teaching material (Juniarni, 2022).

According to Sardiman (2005), the motivation that exists in every person has the following characteristics: a) persevere in facing the task (can continue for a long time, never stop before it's finished); b) tenacious in the face of adversity (not easily discouraged); c) shows interest in a variety of issues; d) prefer to work alone; e) quickly get bored with routine tasks (things that are mechanical, just repetitive, so they are less creative); f) can defend his opinion (if you are sure of something); g) It's never easy to let go of things you believe in; and h) Enjoys finding and solving problems.

D. Conclusion

The results obtained in this study indicate that the role of the principal as a motivator in optimizing teacher performance is good because and several indicators have been carried out a lot, while the indicators are paying attention to a neat and clean work environment, providing seminars/training meetings, discipline, encouragement of awards, and provision of learning resources or media

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