

## **Strategy of the Principal in Improving Teacher's Work Motivation**

**Neneng Kurniati<sup>1</sup>, Muhammad Kristiawan<sup>2</sup>, Dessy Wardiah<sup>1</sup>**

<sup>1</sup>Universitas PGRI Palembang, South Sumatra, Indonesia, <sup>2</sup>Universitas Bengkulu, Bengkulu, Indonesia

Corresponding author e-mail: [nenengkurniatibta1@gmail.com](mailto:nenengkurniatibta1@gmail.com)

**Abstract:** This study aims to describe and analyze the principal's strategy in increasing teacher motivation. at State Senior High School 4 Ogan Komering Ulu, jl. Cabbage. Wahab Sarobu Air Paoh Baturaja Ogan Komering Ulu. This research use descriptive qualitative approach. This research was conducted at State Senior High School 4 Ogan Komering Ulu, jl. Cabbage. Wahab Sarobu Air Paoh Baturaja Ogan Komering Ulu with the subject of this research is the teacher. Data collection techniques using observation, interviews and documentation. The results of the study are the steps of the principal's leadership strategy in increasing teacher work motivation at SMA Negeri 4 OKU by giving appreciation or appreciation to teachers who have worked well, providing training and self-development to teachers to improve their quality, providing an environment which is comfortable for all school members to work well, gives freedom to teachers to work more creatively in teaching, besides that the principal determines the targets that must be achieved. By making a clear work program, teachers will feel directed and motivated to work better.

**Keywords:** Principal, Strategy, Teacher Motivation

### **A. Introduction**

Education is an effort made to improve the quality of Human Resources (HR) through a process of increasing knowledge, skills, and attitudes so that individuals who have creativity, broad knowledge, good personality, and are responsible are formed. Through education, a superior generation will be formed which can be expected to lead this country to become a developed and prosperous country. In the era of the industrial revolution 4.0 as it is today, preparing human resources with character, knowledge and mastery of technology is something urgent and must be implemented immediately (Pujiono et al., 2022).

Education can be done anywhere such as formal education, education conducted in schools or called structured education. In addition, there is also non-formal education, this education is carried out outside of formal education, for example course institutions, training institutions (*extracurricular*), study groups, and others. There is also informal education, education that is obtained in the family or the

surrounding environment. The younger generation is at the forefront in building the nation and as the nation's next generation, where the current generation must have broader capabilities and knowledge for the future Lantemona et al., (2021). In addition, education also plays an important role in advancing the country to produce quality human resources.

However, the quality of education in Indonesia is still relatively low. This can be proven through several sources. Tjalla (2010) in his article (Portraits of the quality of Indonesian education in terms of the results of international studies). the educational problems that occur show various obstacles that impede the achievement of educational goals as mandated in Law Number 20 of 2003 concerning the National Education System. The low quality of human resources (HR) is one of the reasons for this. The problem of the low quality of human resources can be seen from several macro indicators, including from *The Global Competitiveness Report 2008-2009* from the *World Economic Forum* (in Martin, et al., 2008), which placed Indonesia in 55th place out of 134 countries in terms of achieving the Competitiveness Index. (CI). The results of research by the *United Nations for Development Program* in the *Human Development Report 2007/2008* placed Indonesia in 107th position out of 155 countries in terms of achieving the *Human Development Index (HDI)* .

Environmental change is a necessity, as well as in education. Noor (2017) stated that the education decentralization process changed the madrasa system and institutions which included: 1) changes in management; 2) changes in empowerment and 3) changes in community participation (Noor, 2017). Changes in the form environment will bring new problems for educational institutions to find the best solution. As explained by K. Huda in the *Journal of Research Dynamics*, Volume 16 No 02, November 2016 entitled "The Problems of Madrasas in Improving the Quality of Islamic Education" that the problems of madrasas can be categorized into internal factors and external factors. External factors are more dominant to political problems and community participation. Meanwhile, the internal factors that become obstacles are: 1) the teacher's condition is not adequate, both in quality and quantity; 2) lack of educational infrastructure; 3) curriculum, 4) low achievement of madrasa students (Huda, 2016). The problems he expressed are indeed a general problem, but apart from the four problems, the management system is also a separate problem.

In improving the quality of education in accordance with organizational goals, teachers who have high competence and commitment are needed in achieving these goals. As stated in Law No. 14 of 2005 concerning teachers and lecturers, Article 10a states that teacher competencies must include pedagogic competencies, personality competencies, social competencies, and professional competencies obtained through professional education. The realm of personality competence and social competence that demands a teacher must have high motivation in achieving educational goals.

The role of motivation can be interpreted as a high desire and awareness in carrying out the task of educating and teaching without any elements that affect the teacher being forced to carry out the task.

Understanding the attitude and work spirit of teachers depends a lot on leadership in schools. Teachers or other staff will be able to work well and enthusiastically if school leaders are able to increase their morale. Leadership performance in schools in relation to the provision of teacher work motivation is all the efforts and results that can be achieved by leadership in schools in realizing educational goals effectively and efficiently (Pujiati, 2015)

Teachers need goals or expectations in an effort to improve their competence, both short-term goals and long-term goals. With this goal a teacher becomes motivated in his business or work. Newstrom, (2011) defines that, work motivation is the result of a set of internal and external forces that cause and employee to choose an appropriate course of action and engage in certain behaviors. Newstrom, (2011) work motivation is a set of results from internal and external encouragement that causes an employee or teacher to make choices or paths to action and engage in actors.

The role of teacher motivation is also important in supporting the performance carried out where a person's performance can be influenced by factors of ability, motivation and opportunity, namely performance in the sense of a performance which is a function of ability, motivation and opportunity (Robbins & Judge, 2012). In this case, motivation is one of the factors that play a role in teacher performance, namely to achieve good learning goals. In his writing, "Intrinsic Motivation, Extrinsic Motivation, Competence and Teacher Performance", in the journal *Humanitas*, January 2013, Yusra Abas found that increasing a teacher's competence supports the intrinsic and extrinsic motivation of teachers' work in improving teacher performance. The better the competence of the teacher, it will indirectly add a positive influence on work motivation which leads to an increase in the performance of a better teacher (Abas, 2013).

Efforts to face and overcome the problem of teacher work motivation can be applied strategic management. Strategic management is future-oriented management and is based on an analysis of the internal and external environment, including the development of human resource management in complex and growing madrasas. Based on this understanding, it can be said that human resource management is a process of utilizing human or employees which includes the acceptance, use, development, and maintenance of existing human resources (Rusdiana, 2014). The process of the strategic management stages will lead the madrasa to be able to consider decisions.

Fred R. David said in his book *Strategic Management Concepts and Cases*, that there are 3 stages of strategic management, namely: 1) strategy formulation, 2) strategy implementation, and 3) strategy evaluation (David, 2007). Through Fred R. David's model, it can be used as an approach with an easy framework and steps to be applied in identifying, evaluating and selecting strategies. Another theory was also presented by Wheelen & Hunger, (2012) in their book *Strategic Management and Business Policy: toward global sustainability*. The strategic management stage consists of 4 stages, namely: 1) environmental scanning, 2) strategy formulation, 3) strategy implementation, and 4) evaluation and control. Wheelen & Hunger, (2012) put more emphasis on environmental scanning which is the first step in analyzing both external and internal environments before formulating strategies.

In reality on the ground, teachers still have low motivation in carrying out assignments by Sudiarthi (2022). One of the factors that support teachers to work as well as possible is performance motivation. Because with motivation, they will work enthusiastically and responsibly. A symptom that can lead to low teacher performance motivation is workload that is too difficult, heavy and excessive, inadequate time and work equipment, compensation that is too low can cause stress on teachers.

However, from the results of the authors' findings, it was found that in SMA Negeri 4 OKU, many teachers were still late arriving. The teacher does not enter class and only gives assignments. The teacher is not really serious in teaching, educating and training. Teachers tend to be lazy, there are still teachers who do not carry out their responsibilities (pickets, make lesson plans, etc.). From the description above, it is necessary to conduct research on Strategy of Principal in Increasing Teacher Work Motivation.

## **B. Methods**

This research will be conducted at State Senior High School 4 Ogan Komering Ulu, Jl. Cabbage. Wahab Sarobu Air Paoh Baturaja Ogan Komering Ulu. The time of this research was conducted for 6 months. Samples in qualitative research are not called respondents but as sources or participants, informants, friends, teachers in research. This study used data collection techniques, namely observation, interview and documentation techniques, then presented data using a descriptive approach, in the form of words, writing, or oral from the subjects observed, namely the principal, vice principal of the curriculum division and teachers.

The method used in this research is a qualitative method. Qualitative research methods are research methods used to examine natural object conditions, (as

opposed to experiments) where the researcher is a key instrument, data collection techniques are carried out in triangulation, data analysis is inductive, and qualitative research results emphasize meaning rather than *generalization*, objects in qualitative research are natural objects, or *natural settings*, so this research method is often referred to as the naturalistic method (Sugiyono, 2005). Natural objects are objects that are as they are, not manipulated by the researcher so that the conditions when the researcher enters the object, after being in the object and after leaving the object are relatively unchanged.

Qualitative research is research that intends to understand phenomena about what is experienced by research subjects, for example behavior, perceptions, motivations, actions holistically and by means of descriptions in the form of words and language in a special natural context and by utilizing various natural methods (Surya & Rofiq, 2021).

Researchers want to reveal the meanings and contexts of behavior and processes that occur in the observation of the factors related to the perceptions held by the participants. In this regard, to obtain a complete, in-depth and thorough understanding of the research focus, the appropriate type of research used in this research is a descriptive approach (case study).

### **C. Results and Discussion**

The research entitled Strategy of Principals in increasing teacher motivation at SMA Negeri 4 OKU, is in collecting data by means of observation, interviews and documentation. From the results of the researcher's observations during the observation then followed by interviews, a description of the research data was obtained.

Observational data looks at the process, and school management carried out. School management Some of these serious efforts include: First, the implementation of the New Student Admissions system which is carried out through a selection procedure based on student achievement, carrying out written exams and interviews regarding motivation/commitment. The second is carrying out the recruitment of teachers/educators through the achievement and professionalism approach. In this procedure, the Principal only provides recommendations/statements of readiness to accept transfer teachers who have a record of achievement in the field of learning that has been implemented so far. Third, take various approaches both vertically to superior institutions, and horizontally to community elements, in an effort to provide learning support facilities, for example to several local BUMNs, or through the School Committee. Fourth, carrying out various breakthroughs in improving the management of learning activities, including the implementation of teaching and

learning activities with the “moving class” model and the implementation of self-development in a structured and organized manner. Fifth, provide assistance and support for teachers and students who take part in self-skill improvement programs such as: competitions, training, research, and creative demonstrations (exhibitions).

The fruits and results of these efforts are reflected in the records that have been made by SMA Negeri 4 OKU. Even though it only carried out its functions and roles in 1999, the school’s overall record of achievement has been able to keep up with other schools that have been around for decades. In fact, according to data in the last 5 (five) years, SMA Negeri 4 OKU has always dominated the multi-activity championships held at the OKU District Level. With hope, in the future, of course, its work can be expanded both at the provincial and national and international levels.

Since the start of leadership by Mr. Drs. Ramdhani as Acting Principal of the School (1999-2001), followed successively by the leadership of Mr. Syukri, S.Pd (2001-2004), Mr. Drs. Supratman (2004-2005), Dra. Siti Sminah (2005-2010), Mr. Yaman M.Pd (2010-2013), Hafazuddin SPd, MM (2012-2015), and is currently being led by Mrs. Hj. Jumiati, S.Pd., MM (2015-Present). SMA Negeri 4 OKU continues to improve itself. Carry out administration control, improve accreditation status, and spur achievement improvement. It’s not an easy struggle, especially when it comes to self-reform.

There are at least 5 (stages) actions that have been taken by schools, as part of the reform. First, build harmonious communication between personal and school members, because the creation of a harmonious relationship will bring new thoughts that are constructive and mutually supportive. The idea of the leader getting support from the personnel below him, as well as the ideas of the bottom line, can be accommodated by the leadership. Second, competency-based task delegation. The point is that in dividing the task of coaching, it is always seen on the basis of the background and abilities of those concerned. The task is not placed as an equal distribution, but as a mandate that must be accounted for. Third, intensification of coaching time. That is, it takes a well-planned special time so that a student coaching activity can achieve the desired target. It takes sincerity in processing a job. Fourth, openness of space and time to carry out follow-up coaching. This is based on the fact that to motivate and perceive the mindset of students, sometimes a personal approach is needed in a relaxed and not rigid atmosphere. And fifth, provide rewards/penalties according to the quality of each impact. Those who show positive performance are given awards (praise, motivation, compensation, prizes). On the other hand, those who show a bad image are given punishment (reprimands, warnings, case conferences, administrative sanctions). The impact of implementing

this strategy is that SMA Negeri 4 OKU is now a school to be reckoned with, both at the district and provincial and even national levels.

### **Results of Data Analysis**

Based on research data regarding the principal's strategy in increasing teacher work motivation in SMA Negeri 4 OKU obtained using data collection techniques by interviews, observation and documentation as well as direct field observations. And among the questions in this study there are two things, namely:

#### **a. Strategies used by the Principal in Increasing Teacher Work Motivation at SMA Negeri 4 OKU**

Strategy is a systematic and coordinated effort continuously to achieve goals in accordance with the goals to be achieved. The essence of leadership is followership, namely the willingness of other people or subordinates to follow the wishes of the leader. In other words, there will be no leader if there are no subordinates. The principal as a leader must be able to encourage the emergence of a strong will with enthusiasm and confidence for teachers, staff and students in carrying out their respective tasks. Providing guidance and directing teachers, staff and students as well as providing encouragement to spur and stand at the forefront of progress and inspire schools to achieve goals.

Based on the author's interview on May 19, 2023 with the principal of SMA Negeri 4 OKU, regarding the strategies used by principals at SMA Negeri 4 OKU in order to increase teacher motivation at school. From the results of interviews conducted by researchers with school principals, deputy principals, and teachers, it can be concluded that the principal's strategy to increase teacher work motivation in SMA Negeri 4 OKU is to give appreciation or appreciation to teachers who have worked well, giving training and development for teachers to improve the quality of their teaching, providing a comfortable environment for all school members so they can work well, giving teachers freedom to work more creatively in teaching, besides that the principal sets targets to be achieved. By making a clear work program, teachers will feel directed and motivated to work better.

Based on observations on May 10, 2023, in an effort to increase teacher work motivation (teacher performance) the school principal conducted face-to-face approach activities with teachers, specifically discussing the ongoing teaching and learning process, motivating teachers. Schools, both at the beginning and at the end, hold teachers' meetings to discuss and evaluate the results of teaching and learning activities, as well as provide information about things that are developing such as curriculum changes, teaching methods and the use of teaching tools. Besides that, in

increasing teacher motivation, the school organizes training such as making lesson plans, making syllabus, making teaching media, implementing an independent curriculum and holding trainings that help teachers develop. Supervision is carried out by the principal by looking at attendance, discipline in attendance and teaching, carrying out the responsibilities given to teachers, for example teacher pickets.

#### **b. Factors inhibiting school principals in increasing teacher work motivation at SMA Negeri 4 OKU**

Based on the results of interviews conducted by researchers with school principals, on May 19 2023 at SMA Negeri 4 OKU, regarding the inhibiting factors of school principals in increasing teacher motivation at SMA Negeri 4 OKU. He gave the answer: From the results of interviews with the principal, deputy principal and teachers, it can be concluded that the inhibiting factors for the principal in increasing teacher work motivation at SMA Negeri 4 OKU are that some teachers do not comply with school regulations such as discipline, lack of teacher creativity in self-development, lack of mastery in the field of IT, in addition to external factors, the lack of funding in supporting the development of strategies or programs that have been designed by the school principal. So that this can hinder the work motivation of teachers in teaching activities at school.

In conclusion, the inhibiting factor for school principals in increasing teacher work motivation at SMA Negeri 4 OKU is that there are still many limitations possessed by the principal or the school, but the principal or school provides training facilities for teachers, so that teachers can develop for the betterment of participants school education.

#### **D. Conclusion**

Based on the description of the data and discussion of the results of the research, it can generally be concluded that the principal's strategy in increasing teacher motivation at SMA Negeri 4 after observing and scrutinizing the results of observations, interviews and documentation studies in the field can be summarized as follows:

1. Steps of the Principal's leadership strategy in increasing teacher work motivation at SMA Negeri 4 OKU by giving appreciation or appreciation to teachers who have worked well, providing training and self-development to teachers to improve their quality, providing a conducive environment comfortable for all school members so they can work well, giving freedom to teachers to work more creatively in teaching, besides that the principal determines the targets that must

be achieved. By making a clear work program, teachers will feel directed and motivated to work better.

2. The inhibiting factor for school principals in increasing teacher work motivation is that there are several teachers who do not comply with school regulations such as work discipline, arriving late without making learning materials, not attending class when they are at school and there are teachers who are absent without prior permission or notification. formerly. Limited programs for teacher training outside working hours, lack of funds to finance programs that have been made by school principals, there are still some teachers who are not active in school activities, lack of ability to impart learning outcomes to their colleagues outside.

### **E. Acknowledgement**

Thank you to the Chancellor of Universitas PGRI Palembang, Head of Study Program Educational Management, and all stakeholders who help us in this paper.

### **References**

- Abas, Y. (2013). Intrinsic Motivation, Extrinsic Motivation, Teacher Competence and Performance. *Humanitas*, 10(1).
- David, F. R. (2007). *Strategic Management: Concept and Cases*. Prentice Hall.
- Huda, K. (2016). Madrasah Problems in Improving the Quality of Islamic Education. *Dinamika Penelitian*, 16(2).
- Lantemona, AG, Pangemanan, F., & Kumayas, N. (2021). The Performance of the Youth and Sports Service in Empowering the Young Generation (A Study in Bolaang Mongondow Regency). *Journal of Governance*, 1(2), 1-10.
- Newstrom, J. W. (2011). *Human Behavior at Work*. Mc Graw-Hill Companies.Inc
- Noor, W. (2017). Integrating Human Resource Management in Madrasahs. *Tarbawi*, 3(02), 153-167.
- Pujiati, H. (2015). Analysis of the Influence of Leadership and Motivation on Teacher Performance at Global Mandiri Schools. *Journal of Applied Business and Economics*, 2(1).
- Pujiono, A., Anjaya, CE, & Arifianto, YES (2022). Generations of Excellence in Faith, Knowledge, and Devotion in the Industrial Age 4.0. *DIEGESIS: Journal of Charismatic Theology*, 5(1), 9-18.
- Robbins, S. P., & Jugde, P. A. (2012). *Organizational Behavior*. Jakarta: Salemba Empat.
- Rusdiana. (2014). *Operation Management*. Bandung: Pustaka Setia.
- Sudiarthi, T. (2022). Improving Teacher Performance Motivation Through Principal Managerial Competence. *Edukasiana: Journal of Educational Innovation*, 1(2), 74-79.
- Sugiyono. (2005). *Understanding Qualitative Research*. Bandung: Alfabeta

- Surya, P., & Rofiq, MH (2021). Internalization of Honest Character Values in the Learning Process in Grade VIII Madrasah Tsanawiyah Superior Hikmatul Amanah Pacet Mojokerto. *Munaddhomah: Journal of Islamic Education Management*, 2(1), 31-37.
- Tjalla, A. (2010). Portrait of the Quality of Indonesian Education in terms of International Study Results. *FKIP-UT National Seminar*, 3, 1-22.
- Wheelen, T. L., & Hunger, J. D. (2012). *Strategic Manajement and Business Policy: Toward Global Sustainability*. Prentice Hall.