

## **Teacher's Work Motivation at SD Negeri 3 Mulyaguna, Teluk Gelam, Ogan Komering Ilir**

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**Abstract:** The aim of this research is to describe the work motivation of teachers at SD Negeri 3 Mulyaguna Kecamatan Teluk Gelam kabupaten OKI, the factors that influence the motivation of teachers at SD Negeri 3 Mulyaguna Kecamatan Teluk Gelam kabupaten OKI, and the efforts of the principal of SD Negeri 3 Mulyaguna Kecamatan Teluk Gelam kabupaten OKI to motivate elementary school teachers. SD Negeri 3 Mulyaguna Kecamatan Teluk Gelam kabupaten OKI is carrying out duties at SD Negeri 3 Mulyaguna Kecamatan Teluk Gelam kabupaten OKI. This research uses a qualitative research method with a phenomenological approach. Data was collected through interviews, observation, and documentation studies. The researchers then analyzed the results of this research by reducing the data, displaying the data, and verifying the data. The results of this research show that the work motivation of teachers working at SD Negeri 3 Mulyaguna Kecamatan Teluk Gelam kabupaten OKI Mulyaguna Regency is good. Factors that influence teacher work motivation at SD Negeri 3 Mulyaguna Kecamatan Teluk Gelam Kabupaten OKI include guidance and encouragement, will, expertise, willingness, professionalism, responsibility, and obligation in carrying out their duties. Efforts by the head of SD Negeri 3 Mulyaguna Kecamatan Teluk Gelam kabupaten OKI to motivate teachers with comfort in the teaching place, opportunities to take part in education and training, seminars, workshops, opportunities to develop careers, provide incentives or wages, pay attention to teachers, and provide rewards and awards for teachers who excel.

**Keywords:** Education, School's Principal, Teacher's Work Motivation

### **A. Introduction**

Teachers play an important role in learning activities in schools, and the progress of educational institutions really depends on teachers. Therefore, it can be said that teachers are the most important element in the progress of education in Indonesia. As the key to the success of implementing education, of course, there are complexities or problems faced by teachers in Indonesia. This condition is, of course, caused by the lack of optimal teacher motivation by school principals so that

teachers improve their performance (Darim, 2020). Intrinsic motivation, or motivation that comes from within a person, is the driving force for him to carry out his activities. With the intrinsic motivation that exists within him, his desire to carry out his duties well will arise by itself. Because intrinsic motivation is very necessary for a teacher to carry out his duties as a teacher (Umam, 2019)

In this modern era, education plays an important role and is a guide for humans to meet their diverse and ever-increasing needs. Through educational activities, humans will be able to face advances in the fields of science and technology, be able to always strive to develop their attitudes positively, explore knowledge, and increase their competitiveness through skills, and have the potential of human resources that are able to thrive in the era of progress and technological development (Muktapa, 2021). The manifestation of success in creating quality human resources is largely determined by teacher education institutions as the perpetrators and is supported by the implementation of well-organized education quality management through educational organizing institutions in managing educational activities. Therefore, there is a need for cooperation between schools as formal educational institutions that have an important role in improving the quality of education so that they are able to produce graduates with quality human resources, with teachers as motivators and administrators in creating quality educational outcomes (Darojat et al., 2023).

Efforts to motivate teacher's work need to be carried out by school principals as educational leaders, because motivation is an important factor in influencing teachers to improve their performance in achieving the desired educational goals. According to the Big Departemen Pendidikan Indoneia, (2008), motivation is encouragement carried out either intentionally or unintentionally by superiors to their subordinates, which is a form of motivational activity. The motivation received by a person, whether generated by himself or due to the influence of other parties, will influence the results of his actions to achieve certain desired goals. Further, according to (Malayu, 2007), a reaction that arises due to influence from within a person or the influence of another party is part of the motivation to carry out an action that is felt by someone. The change that a person experiences to become a better person, which is characterized by a reaction to achieve a certain goal, is the impact of motivation itself.

According to Pianda, (2018) the motivation a teacher has will be formed by his attitude, which is influenced by the work situation in which the teacher carries out his duties as an educator. Each teacher has a different work motivation. This condition shows that teacher motivation is actually influenced by intrinsic or extrinsic factors. Intrinsic elements include the desire, interest, and drive to carry out their duties, while extrinsic factors include the school environment, security and comfort, and facilities and infrastructure. Differences in work motivation that teachers have led to differences in the quality of teacher performance in providing

educational services to students and achieving planned educational goals. Quality teacher performance must always be improved as much as possible so that the creation of good quality human resources (students) can always be realized, and the educational institutions where teachers carry out their duties continue to try to provide motivation or encouragement so that teachers continue to work, but if the teacher's performance is not good or not as expected, they need to receive more intensive coaching and guidance in order to be able to serve quality education and reduce the quality of low school education.

Based on this opinion, teacher work motivation is the strength that exists within a teacher to always carry out his duties well in carrying out educational activities such as carrying out teaching activities, mentoring students, and carrying out evaluation activities for students. to find out the potential and abilities of students (Darim, 2020). The results of observations by researchers at SD Negeri 3 Mulyaguna Kecamatan Teluk Gelam kabupaten OKI are that the principal of SD Negeri 3 Mulyaguna Kecamatan Teluk Gelam kabupaten OKI has not been optimal in motivating the teachers on duty at SD Negeri 3 Mulyaguna Kecamatan Teluk Gelam kabupaten OKI to improve their performance. This can be seen from the lack of communication carried out by the head of SD Negeri 3 Mulyaguna Kecamatan Teluk Gelam Kabupaten OKI with teachers. Teacher at SD Negeri 3 Mulyaguna Kecamatan Teluk Gelam kabupaten OKI when the teacher carries out learning activities in class. The principal's lack of optimal motivation for teachers at SD Negeri 3 Mulyaguna Kecamatan Teluk Gelam kabupaten OKI was also told by a teacher who teaches SD Negeri 3 Mulyaguna Kecamatan Teluk Gelam kabupaten OKI that they rarely received guidance from the school principal.

## **B. Methods**

This research uses a descriptive qualitative approach. According to Moleong, (2005) the descriptive-qualitative approach is a study that is more focused on describing data in the form of words or images; data analysis does not use numbers or calculations. These data can be obtained from results interviews, notes fields, photos, videos, personal documentation, notes, or other documentation. On research This will describe and describe the work motivation of teachers at SD Negeri 3 Mulyaguna Subdistrict Bay Dark OKI district using a descriptive-qualitative approach. Approach: descriptive-qualitative This is an aim study. Teacher work motivation at SD Negeri 3 Mulyaguna Subdistrict Bay Dark OKI district. That is a phenomenon or reality currently investigated regarding teacher motivation based on the facts that the researcher will describe using words based on the facts that the researcher found in the field.

## **C. Results and Discussion**

### **1. Teacher's Work Motivation at SD Negeri 3 Mulyaguna, Teluk Gelam, Ogan Komering Ilir**

According to Hamzah (2012), to do one's work well and professionally, one needs to have work motivation within oneself. The work motivation that arises within a person will directly influence their intensity and perseverance in doing their job well. Wibowo (2014) says that to generate, direct, and be persistent in carrying out actions directed towards achieving goals, there needs to be motivation within oneself. someone psychologically. Furthermore, Suseno & Sugiyanto, (2015) said that work motivation can result in the desire to move someone to do a job, influenced by the work environment in which a person works. According to Robbins (2013), work motivation means that to achieve goals in an organization, there needs to be a willingness from within a person to expend all their power, effort, and psychological strength towards a better direction in achieving the desired organizational goals. Therefore, the ability factor will have an influence in efforts to achieve the desired organizational goals. Pinder, (2013) says that there is strength, both physical and spiritual, as well as abilities that come from within and from outside a person within a certain period of time that encourage him to work in accordance with the desired goals.

Based on several definitions of work motivation according to the experts above, it can be concluded that work motivation is a condition or situation where the strength influenced by oneself and the encouragement of other people will have a positive impact on someone to do their work as well and as fully as possible. . With the power they have, teachers are encouraged to carry out work in accordance with guidance and direction and are able to complete it within a predetermined time period.

Based on the results of the interview, researchers and several teachers at SD Negeri 3 Mulyaguna Kecamatan Teluk Gelam Kabupaten OKI became informants in research. This teacher work motivation at SD Negeri 3 Mulyaguna Kecamatan Teluk Gelam kabupaten OKI is good. In carrying out their duties as educators, the teachers work as educators based on their own wishes and desires, which is also supported by the motivation of the principal of SD Negeri 3 Mulyaguna Kecamatan Teluk Gelam kabupaten OKI, which always supports teachers so that they always work well in carrying out their duties at school.

## **2. Factors that Influence Ability: Head of SD Negeri 3 Mulyaguna Motivating Teachers on Duty at SD Negeri 3 Mulyaguna, Teluk Gelam, Ogan Komering Ilir**

Results of the researcher's interview with the principal of SD Negeri 3 Mulyaguna Subdistrict Bay Dark OKI Regency regarding the factors that influence their ability to motivate teachers at SD Negeri 3 Mulyaguna Kecamatan Teluk Gelam kabupaten OKI, namely:

- a. Guidance and encouragement factors; there is encouragement from the school principal who always tries to encourage teachers to work optimally and as well as possible so that the goals of the educational institution can be achieved well. In providing encouragement to teachers, of course, the principal continues to provide guidance and direction so that the achievement of the desired goals does not deviate and is in accordance with the wishes and expectations. In providing guidance, direction, and encouragement to teachers, of course the principal has his own strategy because, in essence, every teacher has unequal wills and abilities. This is due to the influence of the background culture and habits of the teacher;
- b. Will. Will is an intrinsic impulse that is born from within the soul of the teacher at SD Negeri 3 Mulyaguna Kecamatan Teluk Gelam Kabupaten OKI. to carry out his duties. However, willingness can also arise because of motivation that one gets from other people, such as the influence given by the school principal or other factors in the school environment where teachers carry out their duties.
- c. Willingness. Willingness is the desire that arises in a teacher to carry out the tasks he or she carries out without any coercion or influence from other people. Willingness that is born from within each person teacher at SD Negeri 3 Mulyaguna Subdistrict Bay Dark OKI Regency to carry out its duties well will have a positive impact on its performance in carrying out its duties. Willingness to carry out one's duties as a teacher will give birth to habits for teachers at SD Negeri 3 Mulyaguna Subdistrict Bay Dark OKI district, such as always working as best as possible to achieve the desired or expected job;
- d. Professionalism. The creation of teachers who have high levels of dedication, quality, and qualifications is, of course, achieved by working carefully and optimally to become professionals. There is a need for guidance and training, as well as direction, for various parties in forming the skill of being a dedicated and professional teacher;
- e. The formation of expertise and skills. Skills and Skills Carrying out your duties as a teacher can be achieved through learning activities. A teacher who has a lot of expertise and skills has, of course, participated in many educational and training activities. Teachers who have expertise and skills can usually carry out their duties as educators in a structured and directed manner.
- f. Have responsibility. A professional teacher will have a sense of dignity when answering questions regarding the work results obtained. If the work results

are not optimal, then a professional teacher will try to improve them, but if the work results are good, then the teacher will try to improve his professionalism in the field of education. The impact of a sense of responsibility for the work assigned to him will usually give rise to a feeling of satisfaction from the results of the work he carries out. Therefore, having a sense of responsibility for the work entrusted to them is a benchmark for a teacher's success and professionalism in carrying out their duties.

- g. Obligations. Obligation has the meaning that conditions indicate that the work that has been mandated to him must be carried out and completed. Regarding the results of what he has done being the final calculation, the feeling of being obliged to complete a job, whether the time is determined by the superior (principal) or not, will always encourage the emergence of a desire within him to work. In the obligation phase, teachers will usually work as carefully and as well as possible in the hope of getting optimal results in carrying out their duties. Conditions like this will produce teachers who are professional and have the dedication to progress by trying to reduce the level of errors and mistakes in carrying out their duties and responsibilities.
- h. Goals. A goal means that whatever a teacher does, there is a certain goal that he wants to achieve. Because there are goals to be achieved, a teacher is usually motivated to complete his assignments on time with maximum results. The goals to be achieved are the driving factor for teachers to work well and in accordance with applicable procedures and goals. The final goal of carrying out their duties is usually always achievement-oriented, giving results. Work well and maximally in carrying out their duties at school.

### **3. Effort Head Schools: Motivate Teachers to Carry Out Assignments at SD Negeri 3 Mulyaguna, Teluk Gelam, Ogan Komering Ilir**

Based on the results of the researcher's interviews with the informants of this research, there are several efforts that can be made by the head of SD Negeri 3 Mulyaguna Kecamatan Teluk Gelam kabupaten OKI to motivate teachers to carry out their duties well, namely: 1) giving awards or intensive giving; 2) enjoying working conditions; 3) providing opportunities for teachers to advance and develop their careers; 4) maintaining a harmonious working relationship between teachers and school principals.

In line with the results of interviews with informants in this research, there are several efforts that can be made to motivate employees and teachers to work, including:

- a. The work environment is safe and comfortable. So that teachers feel safe and comfortable carrying out their duties at school, there need to be safe and comfortable conditions in the school environment. In a safe and comfortable environment, teachers can work well and carefully and feel free from various distractions. Safe and comfortable environmental conditions can be a

motivation for teachers to continue working as well as possible. On the other hand, the adequacy of facilities and infrastructure in the teacher's room is a driving factor in the emergence of the intention to work as well as possible (Musfiroh, 2021). Regarding the feeling of safety and comfort in the teacher's room, this can be done by providing several facilities that teachers can use, such as a clean room, a good lighting system, air circulation that makes the teacher feel comfortable and at home, and a sense of the various disturbances that can occur. hinder or weaken teachers in carrying out their duties;

- b. training and self-development. The opportunity to take part in training provided by school principals to teachers aims to enable teachers to improve their performance in carrying out their duties as teachers. Meanwhile, self-development aims to give teachers the opportunity to develop their abilities and skills as well as their careers in the world of education. Therefore, so that teachers feel that they receive attention from the principal, the principal needs to provide opportunities for teachers to take part in various professional teaching and self-development training programs that are often carried out by educational institutions. The opportunity to take part in educational and training activities, as well as self-development, is one form of motivation provided by the school to its teachers. The more frequently teachers participate in education and training, the more professional they will be in carrying out their duties. Through education and training, teachers will gain experience and knowledge in their professional field, and teachers will become more professional in carrying out their duties.
- c. Outings. So that teachers do not feel bored and bored in carrying out their activities and carrying out their duties, it is necessary to invite teachers to go on field trips or tours in order to refresh themselves and kill feelings of boredom. Refreshing activities carried out at schools are a form of extrinsic motivation carried out by school principals so that teachers are always enthusiastic and try to improve their performance. Apart from being a form of motivation that can be given to teachers, the refreshing activities received by teachers will provide knowledge and experience in carrying out their activities at school.
- d. Intensive giving or wages. One effort that school principals can make to motivate teachers is by providing intensive allowances or wages. The allowances or incentives given by the principal to teachers will raise the enthusiasm and performance of teachers in carrying out their duties. Teachers will feel that their hard work and efforts are appreciated by being given allowances or wages. This condition will improve if school principals also provide opportunities for teachers and care about their career paths.
- e. Career Path. All teachers want to have a good career path, from being a teacher to becoming a school principal or education supervisor. Teachers will usually feel enthusiastic about carrying out their duties if they are given the opportunity by the school principal to pursue their career at a higher level (Nabila et al., 2020).

- f. Appreciation. One effort that can be made by schools to motivate teachers to carry out their duties is to provide appreciation for the results of their performance in carrying out their duties. Whether the work results obtained by the teacher are good or not, if they receive appreciation from the principal, it will increase the teacher's enthusiasm and motivation for carrying out their duties. The form of appreciation that the principal can give for the teacher's performance achievements can be in the form of praise or a certificate of appreciation if the principal considers the teacher's performance to be good and in accordance with his wishes. However, if, in the opinion of the school principal, the teacher's performance is not good or not as expected, the principal can give a form of appreciation by reflecting on the teacher's performance, providing guidance and direction as well as instructions to the teacher so that they can work harder and better;
- g. paying attention to the teacher. To improve teacher performance in carrying out their duties and motivate teachers to work more optimally, efforts that teachers can make include paying reasonable attention to teachers. Individual attention can be carried out by the school principal, for example, by providing communication regarding the implementation of teacher duties at school, attending family events organized by the teacher, visiting teachers who are sick, supporting teachers who are having personal or family problems, and providing solutions in the form of material assistance to teachers who have had accidents. The care and attention given by the school principal to teachers can foster enthusiasm for them to carry out their duties in the future (Malayu, 2017).

#### **D. Conclusions**

From the results of the discussion regarding teacher work motivation at SD Negeri 3 Mulyaguna Kecamatan Teluk Gelam kabupaten OKI, the factors that influence the ability of the head of SD Negeri 3 Mulyaguna Kecamatan Teluk Gelam kabupaten OKI to motivate teachers in charge of SD Negeri 3 Mulyaguna Kecamatan Teluk Gelam kabupaten OKI, the efforts of the principal of SD Negeri 3 Mulyaguna Kecamatan Teluk Gelam kabupaten OKI, teacher motivation in carrying out tasks at SD Negeri 3 Mulyaguna Kecamatan Teluk Gelam kabupaten OKI. So it can be concluded that:

1. The work motivation of teachers at SD Negeri 3 Mulyaguna Kecamatan Teluk Gelam kabupaten OKI is good; teachers are motivated to carry out their duties at school because of their own desires and motivation from the school principal.
2. The principal of SD Negeri 3 Mulyaguna Kecamatan Teluk Gelam kabupaten OKI motivates teachers to carry out their duties at SD Negeri 3 Mulyaguna Kecamatan Teluk Gelam kabupaten OKI as follows: a) giving awards or intensive gifts; b) enjoyable working conditions; c) providing opportunities for teachers to advance and develop their careers; d) maintaining a harmonious working relationship between teachers and school principals.

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