Teacher's Work Motivation Especially At SMPN 2 Luwuk

Suhartini Salangkat
Teacher of SMPN 6 Luwuk Banggai
suhartini@gmail.com

Received: 05 January 2022; Revised: 14 January 2022; Accepted: 20 January 2022
JIPP-1.1.29-38.2022

Abstract
Efforts to improve the quality of human resources cannot be separated from the role of educational institutions, both formal and informal. The existence of these educational institutions is expected in addition to being able to play a large role in shaping the character of the nation and fostering a sense of unity and unity, it is also expected to be able to provide provisions for students in the form of science and technology so that these educational institutions can really contribute to the intellectual life of the nation as intended, mandated by the 1945 Constitution.

One of the factors that can improve the quality of education is the teacher, in addition to the facilities, environment, curriculum, library, laboratory, staff, and management. Teachers are figures who have certain characteristics who work in the field of education and teaching so that they have a great responsibility for achieving the level of development and maturity of students. For this reason, researchers consider the importance of the role of teachers in efforts to improve the quality of education.

Keywords: teacher, work motivation

Introduction
Motivation is one of the substantial problems in empowering an organization. In accordance with the characteristics of the organization, which consists of various characters and different behaviors of members, the effort to provide motivation becomes something complex. It is said to be complex, because motivation is a psychological phenomenon whose touch process cannot be done in various ways. If an organization is to function effectively, it must be able to find ways of involving people to work together towards achieving the goals that have been set.

The word motivation comes from the Latin "movere" which means to push or move. Motivation comes from the word motive which can be interpreted as the power contained in the individual that causes the individual to act or do. According to Hasibuan, motive is a stimulant of desire (want) and the driving force of one's will. According to Rukminto, motives cannot be observed directly but can be interpreted in their behavior, in the form of stimulation, encouragement or power generation for the emergence of a behavior. Indeed, the meaning of motive and motivation is difficult to distinguish. Motive shows an impulse that arises from within a person that causes that person to act to do something. While motivation is the driving force of a conscious effort to influence a person's behavior so that he is moved to act to do something so as to achieve certain results or goals.
Motivation is the whole process of encouraging/increasing a person's motives in such a way that he is encouraged to do something (behavior) with enthusiasm to achieve the desired goal in an effort to satisfy his needs. According to Harold Koontz, motivation refers to the drive and effort to satisfy a need or a goal (motivation refers to the drive and effort to satisfy a want or a goal).

Leaders can evaluate to find out someone's desires in an indirect way, if someone's appearance is determined by something unsatisfactory. Low motivation is often considered a problem, although there are problems that do not automatically cause low levels of motivation. This is because there are other factors that can also be the cause, such as lack of resources or lack of skills (no skills) possibly lack of appearance, that's a motivation problem. Motivation is a general framework that originates from all movements of desires, needs, desires and strengths. It is said that a leader motivates their employees by saying that they have to do something according to what they expect that is satisfaction. Movements and passion cause employees to work in good ways.

Human movement is based on needs, both primary needs and secondary needs. Primary needs as desired by the soul (needs to live) such as the need for water, air, food, sleep and protection. Secondary needs are the need for respect, social status, relating to others, affection, giving, self-existence. These needs are great and vary for each individual.

Motivation is related to factors directly and the strength or encouragement of behavior, human attitudes (which arise from within) towards the organs of the body. Motivation is a complex problem in organizations because of the different interests, desires, desires of each person. Interests, desires and desires are the needs of human life to meet the various needs of life. Actions to meet these diverse needs will be realized through human behavior.

Herzberg argues that there are two factors in the theory of motivation, namely: (1) wanting to feel satisfied, (2) feeling dissatisfied. A sense of satisfaction is said to be an effective motivation, because it comes from a person's growth, including in this case the achievement of success, and having the job itself. While the feeling of dissatisfaction with the appearance of employees is salary or wages, supervision, working conditions, policies of a leader.

Psychologists define that motivation is as a compass of all the factors that arise, allowing for the growth of behavior directly towards the achievement of some goals. Motivation is the result of an outcome to be achieved by a person and the concerned estimate that his actions will lead to the desired result. This means that if someone really wants something, and the way seems open to get it, the person concerned will try to get it.

The success of a leader in planning, organizing and monitoring, must be fully supported to fulfill the wishes of employees, they will work better if their desires are fulfilled. There are ten types of employee desires: (1) salary that can meet the needs of life, (2) job security, (3) family relationships, (4) believe in what has been done, (5) useful work, (6) opportunities for self-development, (7) fun, security, justice, (8) ability and honest leadership, (9) proper or fair and direct orders, (10) relevant organizations.

Psychologists focus on the needs and desires of each individual employee in the workplace. But sociologists analyze the broader social level is the strength of employee behavior in the workplace, in order to meet the attitudes and work values of employees, they need to know what the expectations of the results of their work are. Motivation can
also be defined simply but accurately, namely: it must be able to include rules that show various parts such as desires, rewards, plans, intentions, drives and goals.

Behavioral motivation is an activity that is taken intentionally and voluntarily to achieve goals directly, each individual has expectations that are formed through the possibilities that occur from past experiences, specific behaviors will bring results with certain incentives. The concept of motivation can also be stated that energy (strength) which includes the level of behavior and appearance of a person in accordance with the encouragement of strength, motivation also includes persistence over time, is a continuous effort, even though there are obstacles and obstacles. In this case the satisfaction of biological needs, such as food, improvement, luck, will determine motivation.

As is known, motivation can never be observed directly, but psychologists can only interpret. They can describe behavior, explain behavior through experiential learning, and biological behavior.

The view of motivation naturally focuses on a number of factors that influence motivation. This theory emphasizes what motivation is that can lead to aspirations so that it gives rise to individual goals, while the process of motivation theory emphasizes the "how" of how motivation is. According to the theory of reinforcement approach combines "What and How" what and how motivation is focused on the behavior of someone who is learning. This theory concludes that a system or way of motivation appears is influenced by individual and environmental factors.

Motivation is a complex and broad concept, experts have defined it as a set of processes that can make something happen, directly from human behavior to obtain a goal.

Meanwhile, Handoko stated that motivation is a force or factor that exists in human nature, which gives rise to directing and organizing behavior. While the word motive is a reason or encouragement that causes someone to do something / take certain actions / behave.

Luthans states that motivation is a process that is initiated by a person because of psychological and physiological needs so that it moves behavior or encouragement to achieve a goal. In that case, motivation has three interrelated elements, namely needs, drives, and incentives or goals. Therefore, the key to understanding the motivational process lies in the meaning and relationship between the three elements above.

Theories of Motivation

As expressed by Maslow and Luthan who are famous for their hierarchy of needs theory. According to them, every human being has limaneeds with the following hierarchy:

First, physiological needs include: basic human needs such as thirst, hunger, sleep, sex and so on. According to this theory, once basic needs are met, they are no longer motivating. For example, a starving person will try hard to get a carrot that is within his reach. however after eating the carrot, he will not try to get another carrot, and will be motivated by the next higher level of need.

Second, the need for security (safety needs) is a second-level needs that are approximately the same as the need for protection. These needs emphasize emotional
needs such as physical security. But as with physiological needs, once the safety needs are met, they are no longer motivating.

Third, the need for love (love needs), this need is related to the need for affection and relationships (friendship). It is further said that his use of the term "love" has many connotations. Therefore the use of the term "love" is more appropriate with other terms such as "possession" or "social"

Fourth, esteem needs at this level of need have a higher level of human needs, namely the need for power, achievement, and status.

Fifth, self-actualization needs, namely human needs at the peak of all needs. People who have reached self-actualization are people who can handle themselves and realize their full potential. Self-actualization is closely related to self-concept.

Maslow argues that human motivation is a hierarchy limaof needs. Starting from the most basic physiological needs, to the highest needs, namely actualization. According to Maslow, individuals will be motivated to fulfill their most prominent, or strongest, needs at any given time. The prominence of this need depends on the current situation in the cutting-edge practice.

Starting with physical needs, the most basic. Every need must be satisfied before the individual has the desire to satisfy a need from a higher level.

Motivation is essentially the provision of an incentive that can attract someone's desire to do something. Motivation cannot be separated from the various needs and drives that exist within a person which become the driving force of energy and influence of all human actions and actions. Needs can be pulled with incentives towards desired actions. In simple terms, the process of motivation can be explained as a series of individual reactions that begin with a felt need, generate tensions, and these stresses give birth to certain actions towards achieving goals. And finally if the goal has been achieved, then satisfaction will be obtained. The picture below is to make it easier to understand the process of "motivation".

Research methodology

The research method used is descriptive method, by making the researcher as a research instrument. This method is used in an effort to reveal the symptoms as a whole but contextually with the focus of the research. The research approach used is a case study, by tracking the information or data provided by the informant to completion. This is in line with the researcher's intention, namely to know and understand deeply between the actions and the meaning of the actions taken by the actors who are in social situations. The social situation chosen for this is the educational process at a junior high school educational institution related to student learning independence.

The data analysis and interpretation technique used in this research is fixed comparison analysis, as stated by Spradley, namely: (1) Domain Analysis, (2) Taxonomic Analysis, and (3) Theme Analysis. Based on the stages of the analysis, the steps taken in data analysis are as follows:
1. Organizing and processing data by making data units obtained from field notes (CL), both field notes from observations and interviews.
2. Furthermore, a domain analysis is carried out on the data by looking for the basic similarity of the semantic relationship from the field notes, then selecting the reference term and the part term that corresponds to the semantic relationship.
3. Furthermore, the identification is repeated using other semantic relationships. Then a list of domains is compiled, which is then carried out in the form of field observations in the form of focused observations so as to enrich the information obtained for taxonomic analysis.

4. The next step is to re-do the selected observations to see the differences that exist between certain categories in the background.

5. Furthermore, reviewing field notes, domain analysis and taxonomy to find similarities and differences, so that they can be included in the sub-section to obtain theme analysis and formulate hypotheses which are then followed by interpretation of data interpretation.

Data analysis was carried out throughout the study continuously from the beginning until the end of this study. Data analysis is open and inductive, in the sense that it is open to changes, improvements and improvements based on new incoming data and it cannot be determined in advance what data is needed.

The steps for interpreting data with fixed comparisons according to Glaser in Munandir, go through the following process:
1. Start with data collection.
2. Look for important issues, recurring events or activities in the data that are the focus categories.
3. Collect data that gives multiple occurrences of the focus category to see if there is a diversity of dimensions within the category.
4. Write down the categories that are being investigated, with the intention of providing and explaining all of the existing conditions in your data while continuing to search for new events.
5. Work with the data obtained and the model that emerges to discover the existence of basic social processes and relationships.

Research result

SMP Negeri 2 Luwuk was established in 1965, based on the Decree of the Minister of Education and Culture No. 97/SK/B/III/1965 dated July 19, 1965 with the statistical number 2018040102. This educational institution is located in the center of kotaLuwuk, the capital city of Banggai Regency. SMP Negeri 2 Luwuk was built on a land area of 4125 m2 surrounded by the Luwuk City Mosque/alun-alun (north side), SMP Negeri 3 Luwuk (west side). The SMP Negeri 2 Luwuk building consists of 2 two-story buildings (storeys) and 4 1-storey buildings with the following details: study rooms: 18; principal's room, TU staff room, teacher council room, library, science laboratory, computer room, and teacher's toilet in 1 room; Student toilets: 10 rooms. The teacher staff of SMP Negeri 2 Luwuk is 40 permanent teachers (PNS) and 4 non-permanent teachers (GTT), with an education level of 1 master, 39 undergraduate, and 4 D3. Most of the teachers have attended training in accordance with the subjects at the regional, national and international levels.

To support the learning process, SMP Negeri 2 Luwuk, Banggai Regency, has a number of educative staff, who are tasked with providing services to various interested parties. This non-educational staff is led by a head, who is usually called the Head of Administration (TU) as appropriate in an educational institution. This head is assisted by several staff who have their respective duties and responsibilities. At SMP Negeri 2
Luwuk, Banggai Regency, there are 11 non-educational employees consisting of 9 civil servants (PNS) and 2 people who are still temporary employees.

In every person's behavior is always determined by a person's motivation to do a job/behavior. Likewise, teachers in carrying out their duties, teaching. Preparation, implementation, and evaluation/final work or teacher attitudes will affect student learning outcomes or the teacher's performance.

To find out how the motivation of SMP Negeri 2 Luwuk teachers in carrying out their duties, it is necessary to observe and interview the teachers of SMP Negeri 2 Luwuk, confirmed by the results of observations and interviews with students, principals using the attached interview guide and observations in schools carried out by the researcher.

a. Working Conditions

1). Supporting Facilities

The findings in the field indicate that the teacher's view of the supporting facilities for activities in schools is adequate, so it is obtained that most of the supporting facilities for activities at SMP Negeri 2 Luwuk are adequate and quite complete. When the researchers met the respondents, while teaching, they had to wait until they finished teaching, although there were some teachers who stated that the supporting facilities for activities at the school were inadequate or inadequate, including facilities for science and language laboratories. There are even teachers who state that in general the facilities for supporting the teaching and learning process at SMP Negeri 2 Luwuk are very adequate. This can be seen in the interview excerpt as follows:

Supporting facilities for school activities are adequate, especially because mathematics teaching aids and other facilities are quite complete, such as supporting books and OHP. (CL:A1-1)

Supporting facilities for school activities are inadequate, because specifically for English teaching materials, equipment/facilities are still lacking, for example language labs, tape recorders for teaching (CL: A2-1).

Interview at school, when he did not have teaching hours. The interview took place in the computer room. And when I arrived at school he was in class, so I waited a few hours.

The facilities for supporting activities in our school are not adequate, because physics lessons really need a laboratory. Currently, our school laboratory is in a badly damaged condition (CL:A3-1).

This interview took place at school, when the respondent did not have a teaching schedule in class. Supporting facilities for school activities are adequate because in addition to school funds, all students are willing to donate to purchase facilities. (CL:A4-1)

Basically, the supporting facilities at my school as a whole are still lacking, including literature books, such as language dictionaries Indonesia, dictionaries of terms, other communication media, which were used in the process of implementing language learning activities Indonesia(CL: A5-1).
The school facilities at SMP Negeri 2 Luwuk are shown in the following picture:

![Computer Facilities at SMP Negeri 2 Luwuk](image)

**Figure 1: Computer Facilities at SMP Negeri 2 Luwuk**

In addition, according to the results of interviews with the facilities and infrastructure coordinator, he also said that in general all supporting facilities for activities at SMP Negeri 2 Luwuk are very adequate even though they do not have a science laboratory, but other facilities are very supportive such as OHP devices, computers and so on, as quoted in excerpts of the interview as follows:

In my opinion, as the coordinator of facilities and infrastructure, in general, all supporting facilities for activities at SMP Negeri 2 Luwuk are very adequate.

The same thing was also stated by several students that the supporting facilities at SMP Negeri 2 Luwuk were adequate except that there were no science and language laboratories as excerpts from interviews with students as follows:

We think that the supporting facilities in this school are adequate, except for the Science and Language Labs, in which case the two laboratories are very much needed by us in order to apply the theories taught by the science teachers, but in the opinion of the science teachers, the provision of The Science Lab has indeed been proposed to the Department of Education and Culture but in reality it has not existed until now (CL. Interview with several students).

Regarding the supporting facilities for activities in schools, some are adequate and some are not. What is adequate is the subjects of Mathematics and Sports, and what is not sufficient is that the science subjects have been practicing in the classroom. (Interview with the Principal).

Based on the above, it can be said that in general the supporting facilities for activities at SMP Negeri 2 Luwuk are very adequate, although there are one or two
teachers who say that the supporting facilities for activities at school are inadequate or inadequate, for example, the absence of a Physics, Biology laboratory, and English Laboratory.

Based on the results of interviews with several teachers about the view that the work assigned to teachers is full of challenges, almost all teachers stated that indeed every job given by the principal must have challenges. If the work is loved, no matter how hard the work is carried out, it will still be completed. If the work is light but not loved then no matter how small the work will not be completed. Not even what was expected.

In carrying out work as a teacher, it is clear that there are challenges to be faced, for example in maintaining student achievement then the following challenges are when providing additional or private mathematics lessons at students' homes (CL:A1-2).

In line with this, one of the teachers said that every work carried out was full of challenges, especially adjusting to the ever-changing curriculum. Every ministerial change, the curriculum must change, which is a challenge for every teacher to keep implementing it according to the times, as shown in the interview excerpt as follows:

In carrying out work as a teacher, it is clear that there are challenges to be faced, for example in maintaining student achievement then the following challenges, namely when providing additional or private mathematics lessons at students' homes (CL: A1-2), as shown in the following figure:

![Figure 8: Interview with the teacher](image)

There are always challenges for teachers, especially seventh-grade teachers. With the new competency-based curriculum, they naturally need to re-learn. (CL: Principal)

Based on the foregoing, it can be said that if a job is loved and in demand, no matter how big and heavy the work is, it can be completed as expected. On the other hand, if a job is not loved, no matter how small the work will not be completed as expected.
Conclusion

Based on a number of findings and discussions in this study concerning the work motivation of teachers at SMP Negeri 2 Luwuk, Banggai Regency, it can be concluded as follows:

1. That the facilities available at SMP Negeri 2 Luwuk can increase their work motivation even though the facilities for the Science Lab and Language Lab are not adequate.
2. That the teachers at SMP Negeri 2 Luwuk have work motivation to excel, this can be seen from their daily activities who never delay work, unless the work is work that can be done at home.
3. That the monthly income of the teachers at SMP Negeri 2 Luwuk does not meet the necessities of life properly.
4. That the teachers at SMP Negeri 2 Luwuk have never received an award.
5. That teachers at SMP Negeri 2 Luwuk in improving their work motivation always communicate and provide good feedback.

REFERENCES

Bogdan, Robert C., and Sari Knopp Biklen,. 1982, Qualitative Research for Education: An Introduction to Theory and Methods, Boston: Allyn and BCON Inc.
Greenberg, Jerald and Robert A. Baron., 1993, Behavior In Organization: Understanding and Managing the Human Side Of Work, Needham Height: Allyn and Bacon Inc.