

THE EFFECT OF WELFARE WORK MOTIVATION AND LEADERSHIP ON EDUCATIONAL PERFORMANCE IN TABONGO DISTRICT, GORONTALO DISTRICT

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ABSTRACT:

This study aims to conduct an analysis of the Influence of Welfare of Work Motivation and Leadership of Kindergarten Leaders on the Performance of Educators in the Tabongo District of Gorontalo Regency by using a quantitative research type. As for the researchers, namely determining the magnitude of the influence of the welfare of work motivation and leadership of school principals on teacher performance.

The results obtained are that there is an influence of the principal's leadership on teacher performance by 45.2%, the effect of work motivation on teacher performance by 21.3%. So it appears the influence of school principal leadership on teacher performance is greatest among the three variables studied and followed by the influence of work motivation and welfare. In total, the influence of the leadership of the school principal, the welfare of work motivation on teacher performance was obtained at 66.5%, while the remaining 34.5% was influenced by other factors.

KEYWORDS: Welfare, Work Motivation, Teacher Performance.

INTRODUCTION:

The teachers role is to help students develop their life goals optimally. Professional teachers are the main determinants of educational success. Teachers are fostered, developed and given appropriate awards. Certification is an Indonesian government

program to improve the quality and performance of teachers Mulyasa, 2005. Teachers are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and have the ability to realize national education goals Law Number 14 of 2005. Certification is the process of giving certificates to teachers who have met the professionalism of the teacher.

Certification aims to improve professionalism and improve teacher welfare. Certification is carried out in the form of a portfolio assessment. The assessment includes pedagogical, personality, social, and professional competency tests. A portfolio is a collection of teacher's personal information. Information in the form of notes and documentation of teacher achievement in the field of education (Director General of Higher Education, 2009). Competent teachers who obtain good welfare are expected to have high performance (Muslich, 2007).

Some research findings show inconsistent results. Research findings that support the teacher certification program include Koswara's research (2009) which shows that the certification program can improve the professionalism and quality of teacher teaching. Similarly, the results of Purba's research (2010) also showed that teachers were able to perform well after passing the certification test. Nuari's research (2012) also shows certification can improve teacher performance. The results of Walujati's research

(2013) also show that teacher certification and the variables of transformational leadership style, teacher motivation and organizational culture can simultaneously improve teacher performance. On the other hand, research findings that do not support the certification program are the results of Ridwan's (2010) research which shows that certification has a low influence on teacher performance.

Comparative analysis of teacher performance before and after graduation shows that post-certification teacher performance has actually decreased compared to before certification. Likewise, research findings from Nurcholis (2011) show that direct certification has not had a significant impact on improving teacher performance. Welfare should receive priority attention to enhance teacher performance.

The inconsistency of certification program research findings and teacher performance requires further research. Facts show that the payment of certification allowances at the regional level has been hampered due to administrative factors (Nurcholis, 2011). Teachers who pass the certification show less professional performance (SMERU Research Institute, 2008). The motivation of teachers to take part in certification programs is generally related to the financial aspect, which is to get professional allowance immediately.

Welfare is a sense of security, security and prosperity that is felt community together. Welfare must be able to meet physical, psychological, social and spiritual needs. Welfare can be obtained if someone can access work, income, food, education, shelter, health and others (Khomsan, 2007). The certification process towards professional performance in carrying out the duties and functions of teachers must be followed by an increase in welfare. Teacher welfare is reflected in the use of salaries and incentives obtained. Low teacher welfare in

Indonesia can affect teacher performance, the spirit of dedication and efforts to develop professionalism (Tilaar, 2008). The welfare variable provides a theoretical explanation of the implementation of certification to improve teacher performance.

Motivation is the power within an individual that drives and moves individuals to carry out activities to achieve a goal (Sukmadinata, 2007). Low motivation to improve self quality explains low teacher performance. The teacher is not required to research as it applies to lecturers in tertiary institutions. Motivation plays a role in enhancing teacher performance (Mulyasa, 2007). Motivational variables will fill the gap in the effect of implementing certification policies on teacher performance.

The role of leadership in providing motivation to employees is very important. This means that in motivating employees the leader must understand a series of employee needs. Providing the right motivation according to the needs of employees will provide opportunities for the organization to support the achievement of organizational goals. Motivation owned by someone will be more effective if the urge to do work grows from within the individual. Extrinsic and intrinsic motivation both have a very important role in supporting performance improvement.

Based on the description above, both theoretically and several research results can be understood that the welfare of work motivation, and leadership of the school head has a positive effect on teacher performance (Educator). However, the author would like to examine to find out how the significance of "The Effect of Welfare Work Motivation and Leadership of Kindergarten Leaders on the Performance of Educators in the Tabongo District, Gorontalo Regency"

THEORITICAL REVIEW

A. Welfare:

Employee welfare program is an important factor in realizing the quality of work life of employees, with the welfare of employee satisfaction and loyalty to the organization can be maintained properly. Related to the welfare of employees of Malayu SP. Hasibuan states as follows:

- 1) Teacher welfare is referred to as complementary compensation / benefit, which means that compensation services (material and non-material) are provided based on policies aimed at maintaining and improving the physical condition of the teacher so that the work productivity increases;
- 2) Indirect compensation is the remuneration received by workers in a form other than direct salary or salary;
- 3) Benefits include company programs, such as old age savings, time off, savings. Service can be in the form of official cars, sports facilities, commemorating holidays (birthdays), and so on;
- 4) Services are actions taken to help or assist teachers such as providing legal assistance in the fields of staffing, arts, sports (Malayu SP. Hasibuan, 2002: 185).

The provision of welfare to employees aims: (a) To increase Teacher's loyalty and attachment to the company; (b) Providing calm and meeting the needs of the teacher and his family; (c) Motivating the passion for work, discipline, and work productivity of the teacher; (d) Reducing teacher absenteeism and turnover; (e) Creating a good and comfortable working environment and atmosphere; (f) Assist the smooth implementation of work to achieve goals; (g) Maintaining health and improving the quality of teachers; (h) Making teacher provision effective; (i) Assisting the implementation of government programs in improving the quality of Indonesian people; (j)

Reducing accidents and damage to company equipment; (k) Improve the social status of the teacher and his family.

B. Work Motivation

Many experts have expressed their opinions about the motivation of various sciences that they have learned. Motivation according to some experts, among others, Stanley Vence in Danim (2004: 15) said that in essence motivation is the feeling or desire of someone who is and works in certain conditions to carry out beneficial actions seen from a personal and especially personal perspective. According to Djaali (2007: 71) "Motivation is encouraging 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 a change of energy in a person that is characterized by the emergence of affective (feelings) and reactions to achieve goals" (Oemar Hamalik in Djamarah, 2008: 148).

Based on the opinions above it can be concluded that motivation is the impetus that is in someone to act in achieving certain goals. Of the various opinions about motivation, it will only be discussed from two viewpoints, the motivation that originates in a person is called "intrinsic motivation" and motivation that comes from outside is called "extrinsic motivation".

According to Government Regulation of the Republic of Indonesia No. 73 of 1991 concerning Non-School Education referred to as learning citizens is every member of the community who studies in the path of non-school education. Learning citizens are every citizen who follows the non-formal education pathway without being limited by age. So the motivation of learning citizens is the encouragement found in citizens learning physiological and psychological conditions both from within and from outside to do something to achieve their goals regardless of age limits.

Motivation to learn can be owned by anyone regardless of the differences of each individual, motivation is naturally owned by every individual in meeting their needs. Within each individual there will be a conflict between expectations and success where a person will be motivated if what he wants to achieve is successful.

Motivation is a set of attitudes and values that influence individuals to achieve specific things in accordance with individual goals. That attitude and value is an invisible that gives strength to encourage individuals to behave in achieving goals. Things considered as individual encouragement are the direction of behavior (work to achieve goals) and strength of behavior (how strong the individual effort at work).

Some experts put forward motivational theories including:

a. Maslow's Theory of Needs (Hierarchy of Need Theory):

Needs can be defined as a gap or conflict experienced between reality and the impulse that is within. If the employee's needs are not met then the employee will show disappointed behavior. Conversely, if their needs are met, employees will show happy behavior as a manifestation of satisfaction.

According to Abraham Maslow Hierarchy of human needs are:

1. Physiological needs (physiological needs), namely the needs needed to maintain one's survival, such as eating, drinking, air, housing and others. In organizations these needs can be in the form of money, entertainment, pension programs, a comfortable work environment.
2. Safety and security needs, namely the security needs of the threat, which is feeling safe from the threat accident while doing work. In organizations this requirement can take the

form of job security, seniority, termination programs, severance pay.

3. The need for a sense of belonging (social need), namely the need for friends, love and belonging. Social needs in the organization can be in the form of group work (team work) both formally and informally.
4. The need for self-esteem (esteem need or status needs), namely the need for self-esteem, recognition and prestige awards from employees and the community. In organizations this need can be in the form of self-reputation, degrees, etc.
5. The need for self-actualization is the need for self-actualization by using skills, abilities, skills and optimal potential to achieve work satisfaction that is very satisfying or extraordinary that is difficult for others to achieve.

Thus, if the employee's needs are not met, the leader will experience difficulties in motivating educators.

C. Principal Leadership:

In line with the description of leadership above leadership in school organizations is generally the same. The Principal is the leader and manager who must manage, give orders as well as protect his subordinates namely the teachers and solve problems that arise. The principal is a functional teacher who is given the task to lead a school where teaching and learning processes are held or where interaction occurs between the teacher giving the lesson and the student receiving the lesson.

A school principal must perform his role as a leader by carrying out the functions:

- a. The principal as an educator
- b. Principal as manager
- c. The principal as an administrator
- d. The principal as a supervisor
- e. The principal as a leader (leader)
- f. The principal as an innovator
- g. The principal is a motivator

Principals who are able to carry out the above functions properly can be said to have a good leadership ability.

Thus, it is clear that the principal as a leader in order to succeed must perform at least the seven functions above as well as having other criteria such as his educational background and experience. In addition to being able to lead the school principal, managing the school is also demanded to be able to create a conducive atmosphere in the work environment so that it can motivate teachers to work and can prevent disintegration or disunity in the school (Organization).

D. Teacher Performance and Performance:

1. performance:

In its implementation, every organization needs to do an employee performance appraisal. Implementation of performance appraisal relates to the objectives of the organization, for example to establish employee salary policies, evaluate the work completed in a certain period, promotion of positions or to meet other needs. According to Anwar Prabu Mangkunegara (2007: 69) performance is the result of quality and quantity of work achieved by an employee in carrying out their duties in accordance with the responsibilities given to him.

According Istiningsih (2006: 24) performance is the work of employees both in terms of quality and quantity based on work standards that have been determined. Performance is influenced by 3 (three) factors: (1) Individual factors consisting of ability and expertise, background, demography; (2) Psychological Factors consisting of Perception, Attitude, Personality, Learning, Motivation; (3) Organizational Factors consisting of Resources, Leadership, Awards, Structure, Job Design (Istiningsih, 2006: 24)

According to Schuller in Sri Dwi Ari Ambarwati (2002: 100) there are types of

criteria that can help assessors assess employee performance: loyalty, reliability, communication skills, leadership skills, interpersonal relationships and work results that have been achieved. While indicators to measure employee performance according to Gibson in Sri Suranta (2002: 27) are: (a) The quality of work results, can be measured from the timeliness, accuracy of work and neatness of work; (b) Quantity of results of work can be measured by: the amount of work and the amount of time required; (c) Understanding of work, can be measured from understanding of work, and work ability; (d) Cooperation, namely the ability to work together.

2. Teacher Performance

The teacher's performance as a set of real behaviors that is shown by the teacher when he is giving learning to students. According to RI Law number 14 of 2005 concerning Teachers and Lecturers, in chapter 1 article 1 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, the Act explains that:

Professional is work or activities carried out by someone and becomes a source of income for life that meets certain quality standards or norms and requires professional education.

Professional duties of teachers according to article 2 of Law No. 14 of 2005 includes:

- a. Carry out quality learning and assess and evaluate learning outcomes.
- b. Increase academic qualifications and competencies in a sustainable manner with the development of science.
- c. Uphold the laws and regulations and the teacher's code of ethics as well as religious

and ethical values and can maintain, foster national unity and integrity

RESEARCH METHODS:

The types of data in this study are divided into two types, namely: qualitative data and quantitative data. Qualitative data, that is data that is not in the form of numbers, in the form of respondents' perceptions from answers to research questionnaires about the welfare of work motivation, school principal leadership and performance. Quantitative data, namely data in the form of numbers. Data sources in the form of primary and secondary data. Obtaining primary data is collected directly from research respondents through a questionnaire. Secondary data obtained through literature study, search for other information and theoretical understanding to solve problems that arise through books and data that are already in the object of research.

Data collection was carried out through a questionnaire which had first been tested for the validity and reliability of the instrument. Validity is an index that shows how big a measuring instrument actually measures what will be measured (Imam Ghazali, 2005: 129). The validity of an instrument reflects the suitability and accuracy of the measuring instrument used. The validity of the questionnaire in this study used the corrected item total correlation method by correlating the score of each item with the total score. The statistical technique used is the Pearson product moment correlation.

Based on the provisions used in the study, the Pearson correlation value is considered valid if it reaches the calculated r_{xy} value $> r_{xy}$ table, or if the P. Value < 0.05 . Conversely, if r_{xy} count $\leq r_{xy}$ table or if P. Value ≥ 0.05 then the item is declared invalid. (Imam Ghazali, 2005: 133). Reliability is an index that shows the extent to which a measuring instrument can be trusted or relied upon, if the

measuring instrument is used twice or more to measure the same variable, the results are relatively consistent. Measuring instrument reliability in this study was measured using the concept of internal consistency reliability from Cronbach's alpha (Imam Ghazali, 2005: 135). The instrument is said to be reliable when the cronbach's alpha value > 0.60 . Conversely, if the value of Cronbach's alpha ≤ 0.60 , the instrument items are declared unreliable (Imam Ghazali, 2005: 137).

CLASSIC ASSUMPTION TEST:

1. Multicollinearity Test:

Namely to test the correlation between independent variables, if the correlation means there is a multicollinearity problem. To test it, look at the tolerance of independent variables and Variance Inflation Factor (VIF) with the provisions if tolerance variables

independent of less than 0.10 and a VIF value of more than 10 is said to occur multicollinearity which means it does not pass. On the other hand, the instrument is passed without being subject to multicollinearity if the tolerance of the independent variable > 0.10 and the VIF value < 10 (Imam Ghazali, 2005: 58).

2. Autocorrelation Test:

Namely to test whether there is a correlation between residuals or not. To detect it using the Run test, provided that if the significance value < 0.05 is rejected then autocorrelation occurs, and if the significance value > 0.05 is accepted then no autocorrelation occurs.

3. Heteroscedasticity Test:

The test aims to test the inequality of variance and residuals of observations of other different observations. If it is still called homoscedasticity. To find out whether there is heteroscedasticity is done through Glejser Test, by looking at the level of significance of the 95% degree of confidence (sig 0.05), if the

significance value of all independent variables > 0.05 then heteroscedasticity does not occur (Imam Ghozali, 2005: 72).

4. Normality Test:

Normality test aims to test whether in the regression model, confounding variables (e) and residuals have a normal distribution, until the dependent variable (Y) is normal. The normality test in this study uses the non-parametric statistical test Kolmogorov Smirnov Test (KS Test), provided that if P. Value > 0.05 then the data is normally distributed, but if P. Value < 0.05 then the data is not normally distributed (Imam Ghozali, 2005: 83).

RESULTS AND DISCUSSION:

1. Test Results of the Effect of Principal Leadership on Teacher Performance:

After testing the path coefficient from the Principal's leadership to the teacher's performance, it is obtained that there is an influence of the Principal's leadership on the teacher's performance.

The direct effect of X1 on Y

$$= 0.546 \times 0.546 = 0.298 \text{ (29.8\%)}$$

The indirect effect of X1 on Y through X2

$$= r_{x1.x2} \cdot P_{yx1} = 0.546 \times 0.723 \times 0.278 = 0.110 \text{ (11\%)}$$

The indirect effect of X1 on Y through X3

$$= r_{x1.x3} \cdot P_{yx1} = 0.546 \times 0.438 \times 0.184 = 0.044 \text{ (4.4\%)}$$

From the calculation above, it is obtained the direct effect of the Principal's Leadership on Performance by 29.8%. The magnitude of the indirect effect of headmaster leadership on teacher performance because there is a relationship (relationship) with welfare Work motivation provides an additional effect of 11.0% and the indirect effect of headmaster leadership on teacher performance because there is a link (relationship).

Total Influence (direct and indirect influence) Principal's leadership on performance obtained by $29.8\% + 11.0\% + 4.4\% = 45.2\%$.

2. Test Results of the Effect of Work Motivation on Teacher Performance:

After testing the path coefficient from welfare work motivation to teacher performance is obtained there is an influence of work motivation on teacher performance then it can be seen the amount of influence directly and not from work motivation on teacher performance.

The direct effect of X2 on Y =

$$= 0.278 \times 0.278 = 0.077 \text{ (7.7\%)}$$

The indirect effect of X2 on Y through X1

$$= r_{x1.x2} \cdot P_{yx1} = 0.278 \times 0.723 \times 0.546 = 0.11 \text{ (11\%)}$$

The indirect effect of X2 on Y through X3

$$= r_{x2.x3} \cdot P_{yx2} = 0.278 \times 0.505 \times 0.184 = 0.026 \text{ (2.6\%)}$$

From the results of the above calculations obtained a direct influence of work motivation on performance by 7.7%. The amount of calculation obtained indirect effect of work motivation on teacher performance because there is a relationship (relationship) with the leadership of the principal gives an additional effect of 11.0% and the indirect effect of the variable work motivation on teacher performance because there is a link (relationship) with work discipline gives an addition influence of 2.6%.

The results obtained show that there is an influence of the principal's leadership on teacher performance by 45.2%, the effect of work motivation on teacher performance by 21.3%. So it appears the influence of school principal leadership on teacher performance is greatest among the three variables studied and followed by the influence of work motivation and welfare. In total, the influence of the leadership of the school principal, the welfare of work motivation on teacher performance was obtained at 66.5%, while the remaining 34.5% was influenced by other factors.

CONCLUSION:

In accordance with the research that has been conducted and the discussion regarding the Effect of Welfare Work Motivation and Leadership of Kindergarten Heads on the Performance of Educators in the Tabongo District, Gorontalo District, the writer concludes as follows:

- a. The principal's leadership which includes the principal as an educator, manager, administrator, supervisor, leader, innovator and motivator in accordance with the results of data processing is included in both categories.
- b. Work motivation which includes intrinsic and extrinsic motivation in accordance with the results of data processing is quite good.
- d. Teacher performance (Educator) which includes educating, teaching, guiding, directing, training, evaluating, and evaluating in accordance with data processing is in the quite good category.
- e. The influence of the principal's leadership on the teacher's performance directly or indirectly is large.
- f. The influence of work motivation on teacher performance directly or indirectly is quite large.
- g. The effect of work discipline on teacher performance directly or indirectly is quite large.
- h. The influence of the principal's leadership, welfare of work motivation on teacher performance is very large.

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