

The Importance of Teacher's Motivation in Improving the Quality of Students' Education

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Fundamentally, teacher's motivation in the framework of improving the quality of students' education is considerably required and shall constitute a value-based effort for the teacher, as he/she is actively involved in pedagogical process of learning. In addition, teacher has an ultimate role in the process of building students' education. In view of that, the students' ideal characters building can be accordingly attained if it is performed by a highly qualified teacher. For that reason, teacher supposedly recognizes systematically the matters which can satisfy the fulfillment of student's education quality and the characteristic of education itself in the society. Academically, the writer specifically analyzes the problem as follows: 1) How important is the teacher's motivation in improving students' education quality? 2) Why is teacher's motivation very crucial in the society?; and 3) what are the steps of teacher's motivation fulfillment in improving students' education quality ?. To sum up teacher's motivation in improving student's education quality is very important and to such an extent it is very crucial as teacher is the actor of agent of change in the society. For that reasons, teacher should use his/her best endeavor to realize such purpose through a value-based motivation developments.

Keywords: Teacher's motivation, quality, student's education, value-based motivation developments

Pada dasarnya, motivasi guru dalam rangka meningkatkan kualitas pendidikan anak didik sangat diperlukan dan merupakan salah satu upaya yang berbasis nilai karena guru terlibat aktif dalam proses pengajaran dan guru memiliki peran yang besar dalam proses pembentukan pendidikan peserta didik. Oleh karena itu, pembentukan karakter peserta didik yang ideal dapat diperoleh dengan baik jika hal itu dilaksanakan oleh guru yang berkualitas. Untuk hal itu, guru seharusnya mengetahui secara sistematis apa saja masalahnya yang dapat memenuhi mutu pendidikan peserta didik dan karakteristik pendidikan itu sendiri di dalam masyarakat. Secara akademis, penulis lebih khusus meneliti masalah-masalah sebagai berikut: seberapa penting motivasi guru dalam meningkatkan mutu pendidikan peserta didik?; Mengapa motivasi guru sangat penting di masyarakat?; dan apa saja langkah-langkah pemenuhan motivasi guru dalam meningkatkan mutu pendidikan peserta didik?. Sehubungan dengan hal itu, berdasarkan penelitian penulis bahwa motivasi guru dalam meningkatkan mutu pendidikan para anak didik sangat penting dan pada keadaan tertentu hal itu sangat penting karena guru merupakan pelaku agen perubahan di masyarakat. Oleh karena itu guru seharusnya melaksanakan upaya terbaiknya untuk mewujudkan tujuan tersebut melalui pengembangan-pengembangan motivasi yang berbasis nilai.

INTRODUCTION

Principally, education is one of human's best instruments to enhance student life quality either in terms of affective, cognitive or psychomotor aspects, even in economic quality. Currently, education has become a very valuable investment for a success of human life development in the future as it constitutes a basic need for their lives. Consequently, it is necessary to plan

education for the students properly so that the objectives of national education can be optimally achieved. In connection to which, the achievement of education objectives is among the other things can be done by improving education quality in synergy with teacher's motivation in using his best endeavour to improve teaching quality in the purpose of improving the students' education. Consequently, education quality must be done continuously and holistically because the development of Science and Technology run very fast, moreover, the globalization era currently is forcefully brought the students to involve in environmental condition of Indonesian society which is more tendentious to materialism and hedonism through unstoppable information and technological sophistication.

Analysis of educational environment is highly needed to acknowledge to what extent environment affects the students in the achievement of education objective he/she is pursued. Teaching motivation is very important and fundamental to be improved in the framework of establishing good quality of learning activity in the classroom in particular and education system in general. All teachers shall be well-motivated and encouraged in their teaching and learning activities in order to create a spirit and power to perform their teaching services in the classroom, because as widely-known, there is a stigma that people in Indonesia have a lack of teaching motivation due to many reasons. One of them is a low-paid income as teaching is identical with social devotion only. This condition will give an adversely effect on both teaching development and education field in Indonesia. With respect to this matter, the writer believes that the encouragement and motivation of the teachers can be automatically improved if they already fulfill the needs of life as specified in Maslow's theory namely, first biological and physical needs, to maintain their lives, such as food, water, clothes, living house, and sleeping and sex fulfillment, second, security of safety needs, being free from any hazard, fear, homeless, and free from the loss of occupation, properties and assets; third, social need, or affiliation or acceptance need, the need to be in group or society; fourth, esteem need, the need of obtaining good prestige, and being respected; fifth, self-actualization need, the need to prove that they can develop their potency, hence they have a prestigious achievement; sixth, cognitive need, the need to know and understanding something and the seventh, aesthetic need, the need for order, harmony, honesty and happiness.

Basically, teaching activity is really significant in establishing and improving the quality of teachers themselves and for student's knowledge as well as the quality of society's education. Therefore in order to improve the teacher's motivation, teachers should fulfill the need of life as prescribed in Maslow's theory. Intrinsically, teaching and learning activity is an investment by which nation education development can be achieved. Motivation relates to chains of reactions, namely started from the need, which is inherently felt, then it arises into the want or the target, which is going to be reached, then it causes any efforts to reach such target or goal, and ended with satisfaction. This chain of needs, namely need, want and satisfaction are specifically indicated in Maslow's theory. In Maslow's Theory of Growth Motivation, Maslow describes the basic principles of seven-level hierarchy of needs. Psychological needs are at the bottom of the hierarchy, followed in ascending order by safety, belongingness and love needs, esteem need, self-actualization needs, cognitive needs and aesthetic need.

According to Maslow's (1943) hierarchy of needs, human being is in compliance with their respective hierarchy. First, biological and physiological needs, namely the basic need to maintain their lives, such as: food, water, clothes, living house, and sleeping and sex fulfillment. This need is very basic and fundamental for human being. Likewise teachers as an integral part of human being are inherently required to fulfill these needs. How can teachers be well motivated if their basic needs are not fulfilled yet?

Second, security or safety needs, namely the need of being free from any hazard, fear, threat, homeless, and free from the loss of occupation, properties and assets. This needs also happens to the teachers, consequently this needs should motivates teachers to be a permanent teachers. Third, social need, or affiliation or acceptance need, namely the need to be in group or society. Human being likes to be in group or affiliated for their different lives. They need to associate, including accepting and being accepted to become a member of group, to love and to be loved. Similarly, teachers needs to be well-accepted by the society as the persons having prestigious profession. There needs should motivate teachers themselves and any relevant institution to establish such a public image that teacher is a prestigious profession in the society.

Fourth, esteem need, namely the need of obtaining good reputation/prestige/ popularity, and being respected. They need to be complimented, respected and accepted for their position or status. This need has to motivate teachers to get self-esteem, status and good reputation in the society. Fifth, self-actualization need, namely the need to prove that themselves as the persons that can develop their potency, hence they have a prestigious achievement. This need can well-motivate teachers and all relevant institutions, government as well as the society to create teachers as the nation asset who can actualize their potency and concept for the development of nation and society.

Sixth, the need to know and understanding something. This need is also required by teachers. They are forcefully motivated to comprehensively know and understand about something happening in the society in the academic point of view. Ideally, teachers are absolutely required to be able to explain about something to the students academically. Hence, teachers should be strongly motivated to improve their knowledge and insights. Seventh, their aesthetic need, namely, the need for order, harmony, honestly and happiness. This need is a high level need and very relative that is why to fulfill these needs, teachers should also refer to intrinsic motivation.

The first four needs (physiological, safety, belongingness and love, and esteem) are often referred to as deficiency needs because they motivate people to act only when they are unmet to some degree. Self-actualization, by contract, is often called a growth need because people constantly strive to satisfy it. Basically, self-actualization refers to the need for self-fulfillment – the need to develop all of one's potential talents and capabilities. Maslow originally felt that self-actualization needs would automatically be activated as soon as esteem needs were met. He concluded that individuals whose self-actualization needs became activated held in high regard such values as truth, goodness, beauty, justice, autonomy, and humor. In addition to the five basic needs that compose the hierarchy, Maslow describes cognitive needs (such as the needs to know and to understand) and aesthetic needs (such as the needs for order, symmetry, or harmony). While not part of basic hierarchy, these two classes of needs play a critical role in the satisfaction of basic needs. Maslow maintains that such

conditions as the freedom to investigate and learn, fairness, honesty, and orderliness in interpersonal relationships are critical because their absence makes satisfaction of the five basic needs impossible. Imagine, for example, trying to satisfy your belongingness and love needs or your esteem needs in an atmosphere characterized by dishonestly, unfair punishment, and restrictions on freedom of speech.

Academically, the following persons support the idea abovementioned in terms of honesty and goodness, from which intrinsic motivation can be aroused. Han Jiyong, (2016:18) says that “the past decade has witnessed an increase in research on teacher motivation which has been proved a crucial factor closely related to a number of variables in education such as student motivation, educational reform, teaching practice and teachers' psychological fulfillment and well-being”. The researcher would say that teaching practice and teacher's psychological fulfillment and wellbeing is one of the important aspects that support teacher's motivation. Herzberg (1966 cited in Chapman, 2003) finds that achievement; recognition, the work itself, responsibility and advancement are more effective long-run motivators than interpersonal relations, working conditions, and pay. For teachers, Chapman (2003) note that incentives are related to teacher job satisfaction, but not to teacher classroom practices. Thus, it appears that while teachers need housing, food, safety, belonging, etc. in order to be professionally motivated, the provision of these needs past a baseline requirement is not a sustainable driver of teacher motivation. Instead, teachers need supports that encourage their intrinsic, or internal, motivation; such as achievement, recognition, and career development. The relationship between, and relative effectiveness of, extrinsic versus intrinsic incentives is an important issue for teacher motivation in the developing world, where material resources to motivate teachers through extrinsic means are often very scarce to begin with.

Zemmelman, Daniels, and Hyde (2003) pointed out that teachers' attitudes are crucial to the success of in-depth curricular innovation. Moreover, the beneficial effort of teachers' attitudes on education reform is reciprocal. Freiberg (2004) showed that when principals effectively used shared governance strategies and participatory management, teachers feel energized and motivated and their sense of ownership and empowerment increases. Well-implemented school improvement plans can increase collegiality and give teachers the satisfaction to committing themselves to school improvement goals. Some practitioners believe that such rewards may be more effective in motivating teachers and improving teaching practices than individual, extrinsic rewards.

Upon the opinions of the above motivators, according to my opinion that to be a well-motivated teacher is very important and a must. Teachers should consistently improve their motivations for the development of education and quality of students. Personally, the writer is sure that the teachers, who can fulfill the needs of life as prescribed in Maslow's theory, will be absolutely motivated.

PROBLEM IDENTIFICATION

External Environment Analysis

External environment is the society environment which has very broad scope, covers national even international scales. This environment can be observed in terms of several aspects among the other things are economic, political and technological aspects. First, condition of

Indonesia's macro society actually provides conducive climate for the establishment of learning society, this is based on the reality that in macroeconomic point of view, Indonesian society can still be said stable both politically and economically. Second, macro-economic condition and economic growth of the society can be categorized progressively increasing with more equal life quality and guarantee for the fulfilment of the most basic needs. The emergence of modern markets such as many super markets / mini markets and malls in urban area are the sign that the society's economy wheel is rapidly advanced. However, this is evidently inversely proportional with micro-economic condition, there are still many of Indonesian society who live below poverty line and increasingly high education cost that becomes a quite influencing threat in the achievement of education objective in Indonesia. Third, the political condition reflected in the society's political live is noticed more matured; unity in diversity increasingly appears in daily life. Even though it is seen small sparks in the body of political elites, this does not directly influence to the education development in Indonesia.

Considerably, technology development in general is actually very helpful to human in carrying out their activities in wide range of aspects particularly in terms of health and information, unfortunately, on the other hand, it is evidently noticed that technology contributes negative impact to the society, this is seen from the rampant criminal action (cybercrime), the occurrence of moral decadence, promiscuity and hedonism lifestyle resulting by irresponsible technology use. This gives great challenge for educational institution to overcome it accordingly.

Internal Environment Analysis

Noticeably, internal environment is a narrower society environment than external environment. This environment is micro and directly related to student in their daily life. In social science theory, human internal environment is more influenced by family. In which the family institution particularly has 4 primary functions, namely affection function, socialization function, economic function and successor descent function. Affective function or function of affection in family becomes the main basis in the achievement of education objective. Realistically, students who live in harmonious family relatively have better academic achievement than the students who live in broken home family.

Function of socialization in the family obviously will run well whenever student can have good interaction with the surrounding environment, make good social relation and harmonious life with the others. These will give good contributions psychologically in the achievement of the education objective. In view of that, economic function is quite influencing the achievement of education objectives, even though there must be many possibilities that middle low economic circle can have good academic achievement.

Such problems are important to be discussed in the framework of establishing good achievement of national education objectives, which specifically formulated into the following questions:

- 1 What is the importance of knowing the achievement of national education objectives?
- 2 Why is the achievement of national education objective is very crucial in the society?
- 3 What are the chronological steps of the fulfillment of achievement of national education objectives?

IMPLEMENTATION OF EDUCATION BASED ON ENVIRONMENTAL ANALYSIS

Prominently, from external and internal analysis towards the student environment, it is necessary to take some implementation steps in order to achieve the improvement of education quality especially at school level namely among the other things. Faith and Piety-based learning application as the basis of behaviour and the filtering tool towards the information obtained through technology; Procurement of Information and Communication Technology (ICT) learning facility in technology application as well as the provision of education in the application and use of technology healthily and accountably; Intensive cooperation and harmonious relation between school and parents can be established through regular meeting program; Creative and innovative learning application to build student's learning interest; Performance of extracurricular activity to accommodate interest and talent of all students; Creation of cheap and qualified education and affordable for all circles of Indonesia society, or application of cross subsidy system; Creation of conducive school organization work culture.

Other positive programs which can be applied in accordance with each environmental condition and education unit level. Role and all of education components is highly required in one vision, mission and purpose of qualified education as well as to participate in succeeding school programs in the effort of improving education quality in accordance with the principles of long life education and education for all.

Umansky and Vegas (2007) offers several recommendations for establishing professional development programs that result in teacher growth and motivation. First, find the time to build professional development into the life of schools. Reorganize the school day to enable teachers to work together as well as individually, both daily and weekly, and throughout the year. Redefine the teaching job to include blocks of extended time for teachers' professional development.

Second, help teachers to assume responsibility for their own professional development, based on an analysis of the needs of students in their own schools. Professional development goals, standards for student learning, and standards for professional practice should be decided locally by the school community of teachers, administrators, and parents. In addition, teachers and administrators should collaborate in each inspectorate division to create peer assistance and review to nurture the practice of all teachers.

Third, Work with the community to provide high-quality professional development. At the local level, parents, business, and the community should continue to help schools set the vision for students' success and support teachers' learning. Teachers' organizations should collaborate with districts to invite local leaders to join in conducting an inventory of available local resources and institutions for teachers' professional growth, including higher education, business, cultural groups, and other relevant agencies

THE IMPORTANCE OF CHARACTER EDUCATION IN THE ACHIEVEMENT OF EDUCATION OBJECTIVES

Subsequently, for the achievement of education objective, as the bridge to achieve the objective of nation and state life, it requires a tough characteristic of Indonesia society, who has solid spiritual base, nationalism spirit and high national values. This is needed in view of the rapid

development of technology that make foreign culture easily enters Indonesia uncontrollably. Consequently, it might gradually erode spiritual values, nationalism value and cultural value of the nation.

This is proven by the proliferation of criminal activities, the growth of separatist movements in regions which lead to disintegration action of the nation. The number of public brawl between regions caused by racism, even in the circle of students and educators also have spread bullying tradition or violence action such as beating, fighting, and others that shows the loss of nationalism values and the loss of the nation character that upholds humanity values as set forth in Pancasila.

Character Education itself constitute a process of character building which give a positive impact against the development of emotion, spirituality and personality of certain person. Therefore, character education or moral education is the important part in developing of the identity of certain nation. The term of “character education” it self appeared at the end of 18th century, declared by the pedagogue of Germany, FW Foerster (1869-1966). According to Forester, the feature of character education includes: 1) to emphasize each action by being based on normative value. Students shall comply with the existing norms, 2) to build self-confident, so that the student has a firm principle and are not afraid with new situation, 3) autonomy, students understand and implement the rule from outside so that it becomes his/her personality value, and 4) firmness which has the meaning that adversity of student in implementing what is deemed (loyalty) as the basic appreciation of commitment.

TEACHER EVALUATION

Recognition and feedback which have been cited as essential motivators for teachers, so that it would seem that evaluation is an obvious vehicle for using these incentives to direct the teachers on the path towards professional growth and improvement. However, the most common practices in evaluation are limited in their capacity to improve teaching, and chiefly serve as monitors of minimal competency for retention. Peterson (2005) calls for a new direction in teacher evaluation that will bring better results more allied to the goals of comprehensive professional development and the goals of education reform:

1. Emphasize the function of teacher evaluation to seek out, document, and acknowledge the good teaching that already exists.
2. Place the teacher at the center of the evaluation activity. Ask the teacher to consider his or her duties, responsibilities, contributions and outcomes, and direct the evaluation from that point.
3. Use multiple and variable sources, such as student and parent surveys, peer review of materials, logs of professional activity, and pupil test-score data.
4. Use the results of a teacher evaluation to encourage personal professional dossiers, publicize aggregated results, and support teacher promotion systems

CONCLUSION

In conclusion, by viewing the facts explained hereinabove, teacher’s role is highly needed, in particular after the enforcement of character education in 2011. This indicates the Government seriousness in building character of student’s properly needed, which is ready to encounter the

challenge of globalization era which is full of competition between nations and to embed nationalism and cultural values of the nation. Character education which is ideally expected to be embedded in the students are: Religious, Honest, Tolerant, Discipline, Hardworking, Creative, Independent, Democratic, Curious, Having the spirit of the nation, Loving the homeland, Appreciating the achievement, Responsible, Building cooperation/communication, Peaceful and tranquil, Liking reading, Having environmental awareness ; and Having social awareness.

Essentially, the establishment of these 18 characters to the students, it is expected to create a comprehensive Indonesian people namely the people having equilibrium in spiritual, cognitive, affective and psychomotor, the human who has high nationalism spirit and have good problem solving in their life. It is necessary to remember that character education is the character embedded continuously and holistically, involving all aspects of society starting from family up to the highest leaders in this state. It should not stop until the achievement of national civilization that is *Baladatun Toyyibatun Wa Robbun Ghofur, which means a prosperous, and welfare country under the blessing of God Almighty.*

It would be unfair if all components of nations in certain circle are demanded to comply with law for the sake of order of nation and state life, but on the other hand stakeholders are contra-productive against those matters. How many criminal cases ensnared the nations' officials, even it is committed by law enforcers.

Therefore the application of character education as the continuation of student environment analysis is necessary to be applied from school environment and the main role as the agent of change hereof is teacher. Teacher is the frontline in the achievement of education objectives, as teacher directly faces students as the spearhead of the nation's future. How heavy is teacher's duty that has to risk his/her life for the future of this nation.

Particularly, several roles of teacher which can be applied in actualizing the character building and character education to students are:

Giving good example for students, especially in spiritual aspect, implementing such an effective teaching and learning activities and focus on the building of character education, running school program in familiarization of character formation for example worship congregation, *Imtaq* activity and spiritual tour, carrying out reading habit as the implementation of School Literacy Movement for all school members. For teachers this is also enriches knowledge and teaching material, as one of teacher's duties is to deliver and develop lesson material, in view of science is rapidly developing, making cooperation with various parties to organize various activities that aims to explore and to distribute interest and talent of students, building cooperation with wide range of parties in giving reward for students who has proven their achievements, facilitating the students having the achievement in higher competition forum and organizing various activities for students, either in the form of intra-curricular or extracurricular program.

If teacher can maximize the potency of students and apply it in such proper activities, it is expected that students will be made busy to develop their achievement. There is no more opportunity for them to waste time just for committing any negative thing. Thereafter, positive character which has been embedded to the students will also form a positive society in the

environment. If this condition happens continuously, it is expected that Indonesia will become the nation having good character, which is respected by all countries in this world.

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