

Working Motivation Reviewed from Self Concept and Working Head of Raudhatul Athfal School (RA) Pekanbaru City

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Abstract: This study aims to find out about the relationship between self-concept and working period with the working spirit of the City of Raudhatul Athfal (RA). The subject of the study was 27 principals of the Raudhatul Athfal (RA) City of Pekanbaru. The data collection uses questionnaire techniques. Data analysis techniques are using regression techniques. The results showed that (1) there was a positive relationship between self-concept and motivation of the work of the head of Raudhatul Athfal (RA) Pekanbaru City, meaning that the better the self-concept of the head of the RA, the better the motivation was, (2) there was a positive relationship between working with the motivation to work the head of Raudhatul Athfal (RA) in Pekanbaru City, it means that the longer the working period of the RA head, the better the working period will be, and (3) there is a positive relationship between self-concept and tenure with the work motivation of the head of Raudhatul Athfal (RA) City of Pekanbaru.

1 INTRODUCTION

Schools are formal institutions that carry out education that has the ability to develop educators and education personnel, and utilize all the potential that exists in schools, both the potential that comes from within the school itself or from outside the school. A good school is a school that has a supporting component that is the main foundation of the success and progress of the school itself. The supporting components include, principals, teachers, students, collaboration between teachers and parents, and school management. These components must be interrelated and cannot walk on their own, so the need for communication, motivation, and a sense of belonging as a whole. The school principal strives to develop communication with parents, students, school residents, so that continuous two-way communication is established (Wibowo, 2014), continuous, healthy, positive, communicative and constructive (Arifin, 2015).

The functions and objectives of National Education contained in Law No. 20 of 2003 (National Education System in Article 3) as follows: National education functions to develop the ability and shape of dignified national character and civilization in order to educate the life of the nation, aims to develop the potential of students to become

faithful and devoted to the Almighty God Esa, noble, healthy, knowledgeable, capable, creative, independent and a democratic and responsible citizen (Mulyasa, 2009).

Motivation that is directed can create a solution to the work well in accordance with the wishes of the school. Motivation is a positive desire from the school component that will benefit the school as a whole. The work motivation of the principal remains and is embedded in him influenced by several things that can make the school's component needs fulfilled through good school performance. The principal's social competence is marked: (1) skilled in working with others who are mutually beneficial and beneficial; (2) able to participate in social activities; and (3) having social sensitivity towards other people or groups (Permendiknas, 2007). With School Based Management (SBM) schools are given the authority to manage their own schools. SBM is a school management model by giving greater authority at the school level to manage their own schools directly. With this great authority, schools have autonomy, responsibility and participation in determining school programs. The next problem is the extent to which schools differ when innate abilities and socio-economic and cultural backgrounds of students, teachers, principals, school supervisors and school committees are very diverse

(Nurkolis, 2005). Therefore, it is generally recognized that someone who develops true professional performance must begin with changes in their perceptions and beliefs related to teaching and learning (Gow & Kember, 1993; Ho, Watkins, & Kelly, 2001 in Yeung, et.al).

The factors that influence the motivation of the principal work include self-concept and working period. Self-concept is a view or self-confidence towards the whole self, both with respect to strengths and weaknesses, so that it has a large influence on the overall behavior displayed (Wahyuni, 2011), and how individuals want themselves as human beings who are expected and beneficial to the surrounding environment. Self-concept is formed from the learning process and not innate factors, developing from the interaction of individuals with their environment.

The principal as the top leader in educational institutions plays an important role in developing the quality of his institution. The role of self-concept and working period is one of the factors in motivating the work of the principal. The working period of the principal influences his work motivation. Allegations, while principals who have experienced for less than 3 years, have experienced many difficulties in solving the problems they face. Because background and leading experience are two aspects that influence the work motivation of the principal. Beginner school principals with an undergraduate (S1) education background especially with the academic field of teacher training are more easily adapted to the school environment. On the other hand, principals who are not of an educational background who are not undergraduate and coupled with no experience teaching and leading, will find many problems in school. The level of difficulty found by school principals is decreasing in certain aspects along with the increasing experience as a manager at his school. In addition, serving as the principal for the reason that the school is his own, the school stands on its own initiative and the foundation is privately owned.

Based on data obtained from the Madrasah and Religious Education Section, only 30% of principals have an early childhood education background, such as Kindergarten Teacher Education (PGTK) or Teacher Education Raudhatul Athfal (PGRA). The majority of RA Teachers have a background in Religious Education, such as Tarbiyah, Sharia, Islamic Law, or Aliyah Madrasah. Besides that, there are some of the alumni of education, but most of them are not related to early childhood education. While the RA curriculum addresses general early

childhood learning which is integrated into the Islamic religion.

In addition, the experience (period) of the teacher's work also affects the work. Allegations while teachers who teach 1 to 3 years' experience a lot of difficulties in solving the problems they face. Because the background and teaching experience are two aspects that influence teacher competency in education and teaching. Beginner teachers with undergraduate education (S1) background especially with the academic field of teacher training are more easily adapted to the school environment. Conversely, teachers who are not from an educational background who are not undergraduate and plus have no teaching experience, will find many problems in the classroom. The level of difficulty found by teachers increasingly decreases in certain aspects along with the increasing experience as a teacher.

This is the background of this research problem. Researchers are interested in knowing how the work motivation of school principal Raudhatul Athfal is viewed from the concept of self and the period of work. Based on the above problems, the hypothesis is proposed, namely (1) there is a relationship between self-concept and work motivation, (2) there is a relationship between working period and work motivation, and (3) there is a relationship between work period and self-concept with work motivation.

2 LITERATURE REVIEW

2.1 Work Motivation

Motivation is a process initiated and maintained by activities directed at achieving goals (Schunk, et.al., 2012). According to Nawawi (2000), motivation is a condition that encourages or becomes a cause of someone doing an action/activity that takes place consciously. Motivation requires a physical or mental activity. Physical activities include effort, persistence, and actions that can be observed directly. While mental activities include cognitive actions such as planning, memorizing, organizing, monitoring, decision making, problem solving, and progress assessment. Work motivation is part of motivation in mental activities.

According to Maslow (Widianto, 2013), humans will be encouraged to meet the strongest needs according to time, circumstances and the experience involved following a hierarchy. In this context the first level needs that must be met before other needs are physiological needs such as hunger, thirst, sex,

housing, sleep and so on. Furthermore, the next need arises which influences the safety and protection of hazards, threats and dismissals from work. After the first and second needs are met, a third need arises, namely social needs, namely the need for love and satisfaction in establishing relationships with others, satisfaction and feeling of having received in a group, a sense of family, friendship and affection.

The next two needs are the need for appreciation (status, position, self-respect, reputation, and achievement) and self-actualization needs (using self-potential, growth and self-development). A lower need is not lost if a higher need arises. So, if a need reaches its peak, then that need stops being the main motivator of behavior, but even though the needs have been satisfied, those needs still influence behavior, only the intensity is smaller. This is because human needs are interdependent and support.

Work motivation is defined by Siagian (in Mashiitahili, 2010) that work motivation as a driving force that causes a member of the organization to be willing and willing to move their abilities (in the form of expertise or skills), time and energy to carry out various activities that are their responsibility and fulfill their obligations in order achievement of goals and objectives of the organization that have been predetermined. So, work motivation is a growing urge in a person, both from within and outside himself to do a job with high enthusiasm using all the abilities and skills he has.

Work motivation occurs because of the needs that must be met. According to Siagian (2001), factors that influence work motivation consist of internal factors and external factors. Internal factors include one's perception of self, work performance, self-esteem, personal expectations, desires and needs. External factors include the type and nature of work, workplace organization, environmental situation, and the applicable reward system. Work motivation can also be the hope of each employee to be their driving force in achieving their goals (Hasibuan, 2012). Someone who has inner motivation can enjoy his work so that he can be seen in his behavior. and find satisfaction in doing so (Handoko, 1987).

2.2 Self-concept

Andayani & Afiatin (1996) explained that self-concept is formed through individual learning processes in their interactions with the surrounding environment. This interaction will provide experiences or feedback received from the

environment, so that individuals will get a picture of themselves. Once the importance of other people's assessment of the formation of self-concept, so that Allport (in Helmi & Ramdhani, 1992) suggests that a person will see who he is through the assessment of others towards him.

Self-concept is an individual's view of who is an individual, and that can be obtained through information provided through information provided by others to the individual (Mulyasa, 2009). This opinion can be interpreted that the self-concept of an individual can be known through information, opinions, judgments or evaluations from others about him. In everyday life indirectly, individuals have assessed themselves. Self-assessment includes the nature of himself, others can respect him or not, he includes people who look attractive, beautiful or not.

Aspects of self-concept according to Berzonsky (1981 in Maria Ulfah, 2007) are physical, social, moral and psychological aspects. personality, confidence, responsibility, experience, independence, maturity, feeling and awareness. Factors that influence self-concept, namely age, level of education and environment.

2.3 Year of Service

The period of work according to Handoko (1987), said that the period of work is the length of time a person works in a company in which there are elements of experience and learning both for themselves in work, themselves with the environment and management and leadership systems experienced during work.

3 METHODOLOGY

This study involves variables of self-concept and tenure (independent variable), and work motivation as a dependent variable (dependent variable). The subjects used in this study were all the heads of Raudhatul Athfal (RA) totaling 28 principals.

The measuring instrument used in this study is the work motivation scale and self-concept scale. The study used the principal motivation work that was adopted from the Pay and Organization Development book in Sastrohadiwiryo (2005) which had been adapted from the results of Prasesti (2012) research with the results of Cronbach alpha reliability test of 0.923 with performance, opportunity and reward aspects.

Self-concept instruments use instruments that have been adapted from the "The Q-Sort" technique

developed by Stephen Son (1952). The "The Q-Sort" technique is an instrument to get an overview of various aspects of yourself. The researcher uses the instrument that has been used by Rosilawati (2005) which includes personality, confidence, responsibility, experience, independence, maturity, feeling and awareness. The data analysis technique used in this study is regression analysis based on SPSS for Windows.

4 RESULTS AND DISCUSSION

This research uses descriptive analysis that is to calculate the mean value and standard deviation. The

mean value is used to determine the average respondent's answers from the observed variables. The high and low rating of respondents on each of these variables can be seen from the mean value. In this calculation the researcher is helped by using SPSS for windows version 16.0.

Based on the results of descriptive analysis for work motivation variables obtained a minimum score of 70 with a maximum value of 93, mean (mean) 80,67, standard deviation 6,78, median (middle value) 78.0, and mode (tendency appears) 77,0. Then the data description of the work motivation of RA heads in Pekanbaru City can be seen in the table as follows.

Table 1. Description of Work Motivation

Score		Kategorisasi	Number of subject	Percentage
$(\mu+1,0 \hat{\sigma}) \leq X$	$72 \leq X$	Head	26	96,3
$(\mu-1,0 \hat{\sigma}) \leq X < (\mu+1,0 \hat{\sigma})$	$60 \leq X < 72$	Medium	1	3,7
$X < (\mu-1,0 \hat{\sigma})$	$X < 60$	Low	0	

The table above states that the Head of RA of Pekanbaru City has a high category of 26 people (96.3%) and is in the medium category of 1 person (3.7%) and none of them are in the low category. Thus, it can be concluded that the Head of RA in Pekanbaru City has high work motivation.

The results of descriptive analysis for self-concept variables obtained a minimum score of 69

with a maximum value of 90, mean (mean) 80, standard deviation of 5.72, median (middle value) 79, and mode (tendency to appear) 78. Then the description of the self-concept data of the head RA in the city of Pekanbaru can be seen in the table as follows.

Table 2. Description of Self-Concepts

Skor		Kategorisasi	Jumlah Subyek	Prosentase
$(\mu+1,0 \hat{\sigma}) \leq X$	$75 \leq X$	Tinggi	27	100
$(\mu-1,0 \hat{\sigma}) \leq X < (\mu+1,0 \hat{\sigma})$	$62,5 \leq X < 75$	Sedang	0	0
$X < (\mu-1,0 \hat{\sigma})$	$X < 62,5$	rendah	0	0

The table above states that the Head of RA of Pekanbaru City who has a high self-concept is 7 people (100%) and no one is in the medium or low category. Thus, it can be concluded that the Head of

RA in Pekanbaru City has a high self-concept. The data on the working period of the Head of RA City of Pekanbaru is stated in the following table.

Table 3. Years of Service

Masa Kerja	JumlahSubyek	Prosentase
0 – 3 tahun	5	18,5
4 – 6 tahun	5	18,5
7 – 9 tahun	9	33,3
10 – 12 tahun	5	18,5
13 – 15 tahun	3	11,1

Based on the statistical analysis between the self-concept of the principal's work motivation, the correlation coefficient (r) = 0.279 and the coefficient of determination (r^2) = 0.078. This means that there is a strong influence between self-concept on work motivation, it can be concluded that the contribution of self-concept to the teacher's work motivation is only 1%. These results show that self-concept is one of the factors that influence work motivation.

Work motivation and self-concept of the heads of RA in Pekanbaru City are stated to have a high category. The self-concept of the principal is one of the supporting factors for the working motivation of RA head of Pekanbaru City. The results obtained imply that the higher the self-concept of the principal, the higher the work motivation of the head of RA Kota Pekanbaru.

Individuals who have a positive self-concept are individuals who understand well about themselves so that they will accept their strengths and weaknesses, their self-assessment will be more positive in their views of life and can design life goals in facing reality. Thus, the head of the City of Pekanbaru RA who has a high self-concept has a strong influence on his work motivation in leading educational institutions based on aspects of the development of the child's age.

Significant and positive influence on self-concept variables on the work motivation of the head of RA proves that the theory that states self-concept will determine the condition of the RA head and is expected to increase the motivation of his work in the literature in line with the proposed frame of mind. Thus, through this study proved that self-concept is one of the determining factors for work motivation, in addition to other factors. Thus, the first hypothesis put forward in this study is proven.

The results of the statistical analysis between the working period of the principal's work motivation obtained the correlation coefficient (r) = 0.043 and the coefficient of determination (r^2) = 0.002. This means that there is a strong influence between the working period on work motivation, it can be concluded that the contribution of the work period to the teacher's work motivation is only 1%. This result shows that working period is one of the factors that influence work motivation. The longer the working period of the head of RA Kota Pekanbaru, the higher the motivation of his work. The length of work period will affect his work experience so that his work motivation will be even higher.

Furthermore, the results of the statistical analysis between self-concept and tenure on the principal's work motivation obtained the correlation coefficient

(r) = 0.279 and the coefficient of determination (r^2) = 0.078. This means that there is a strong influence between self-concept and tenure on work motivation, it can be concluded that the contribution of self-concept to teacher work motivation is 1%. These results show that self-concept and tenure are one of the factors that influence work motivation.

Work motivation is something that gives rise to enthusiasm or work motivation. Motivation is giving or driving that creates excitement for someone to work together, work effectively and integrated with all efforts to achieve satisfaction. Work motivation possessed by the head of the City of Pekanbaru RA is a psychological condition that encourages the heads of RA to carry out business or activities to achieve school goals and individual goals, it has been proven in this study that work motivation has been influenced by self concepts and years of service.

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