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Leadership of Headmaster and Work Motivation in Elementary School Partner with Undergraduate Program at PGSD FKIP UNTAN

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Abstract

This research aims to describe the relationship of school leadership to work motivation of teachers in primary school Partners PGSD Prodi S1 FKIP UNTAN District of South Pontianak Pontianak. The method used in this study is a correlation research method, forms of survey research. The results were obtained (1) Leadership Head Elementary School Guidance and Counseling Program Partners S1 PGSD UNTAN in the District of South Pontianak Pontianak City at 4.59 with criteria "very high" (ST). (2) Motivation of teachers in Primary Schools Program Partners SI PGSD FKIP UNTAN in the District of South Pontianak, Pontianak City at 4.44 with the criteria of "very high" (ST). (3) The relationship of school leadership to work motivation of teachers in Primary Schools Program Partners SI PGSD FKIP UNTAN in the District of South Pontianak Pontianak City 0.64 with the criteria "moderate correlation".

Keywords: Leadership, Motivation, Performance

Introduction

The teaching and learning process is at the core of the overall educational process with the teacher as the primary role holder. Nowadays efforts to improve the quality of educational enrollment especially in primary and secondary education through teacher coaching are increasingly improved. This is in line with the rapid and rapid development of science and technology that requires the ability of each teacher to adapt to the development of science and technology.

The clear evidence of the government's attention to improving the quality and professionalism of teachers is the enactment of Law Number 14 Year 2005 on Teachers and Lecturers. This is based on the consideration that teachers are professionals with primary tasks including educating, teaching, and training. Educating means continuing and developing the values of life. Teaching means continuing and developing science and technology. While training means developing skills to students (Usman, p.7).

The teacher is a position or profession that requires special skills, which distinguishes itself from other professions. Teaching and educating jobs not everyone can do without the expertise to perform activities or work as a teacher. Teaching is an act that requires heavy moral responsibility. The success of student education depends on the responsibility of the teacher in performing his duties. Teaching in principle guides students in teaching and learning activities or contains the understanding that teaching is an attempt to organize the environment in relation to students and teaching materials that lead to the learning process.

All of the above exposure on. basically emphasize or place the position and role of teachers as the most important element in educational activities, especially in the learning process. However, to realize that the professionalism of teachers does not grow and develop by itself. Therefore, the teacher as an individual or part of the community members must experience interaction with other education personnel in schools, such as principals and school supervisors, as well as with other community members.

One effort to improve the professionalism of teachers is to make various efforts to encourage morale or motivation to work better through various kinds of fulfillment of needs, both material and non-material. Because work motivation is strongly related to behavior, while behavior is greatly blessed with the needs to be met.

In his position as an employee in the school environment, the teacher is under the supervision and guidance of the principal. This means that while the function and role of teachers are very strategic and vital in schools, teachers are not in the position of "actor or chief executive", who has the authority to plan, organize, implement and control schools as an institution. All the duties and responsibilities of managing the education are internally in the hands of the principal.

According to the Directorate of Facilities and Infrastructures of the Directorate General of Dikdasmen "Guidelines for the Management of Advanced School Administration (1973), the Principal is a teacher (functional position) appointed to the structural position (principal) in school, he is an officer assigned to manage school.

Furthermore (Atmodiwirio "2005, p. 162), to become an effective principal, it is necessary to have five administrative skills, as follows: (1) Technical skills, including special knowledge and expertise in a specific activity related to the facility, tools, and implementation techniques. (2) Human relations skills, related to cooperation with others. Skills to provide assistance and cooperate with others, as well as groups to achieve organizational goals (more efficient and effective schools). (3) Conceptual (conceptual) skills, the ability to combine into one in the form of ideas or ideas view the organization as a whole situation relevant to the organization. (4) Education and teaching skills, including mastery of knowledge about teaching and learning. (5) Cognitive skills, including intellectual abilities and knowledge.

Of the five skills above, one of the administrative skills involved in this research is the skill of human relationships. In this skill, the principal must be able to provide assistance and cooperate with others so that school organizational goals can be achieved effectively and efficiently. In practice, the principal must be able to realize individual goals, stimulate teachers (teachers), and students to achieve high achievement and appreciate the abilities, potentials of others, and express their trust in the satisfactory achievements they attain.

All expectations expressed by the principal in order to motivate teachers are in fact not all principals are able to show a reliable leadership in an effort to improve the performance of the schools they lead, the only achievement of teachers. The teachers in the school environment he leads show below-standard performance. Similarly, student achievement, as a form of teaching process output in schools, generally shows no significant improvement. This happens, among others, caused by the lack of leadership of the principal in conducting guidance and provide motivation to the teachers especially on the effort to realize the effectiveness of the implementation of teaching process run by teachers.

Once the importance of the principal role in managing education, especially in fostering and motivating the teacher's work in carrying out teaching and education tasks in High School, gives special attention for the author to examine more in depth about it. Principals are successful if they understand the existence of the school as a complex and good organization,

and able to carry out the role of the principal as someone who is given the responsibility to lead the school.

The principal's success study shows that the principal of a person determines the central point and rhythm of a school. Even further the study concludes that "success among principals is described as having high expectations of staff (teachers) and students, principals are those who know much about their duties and those who determine the rhythm for their school (Lipham James H, at.al, 1950, p.1)

Based on the formulation of the results of the above study shows how important the role of principals in the move. school life to achieve goals. At least there are two things to note in the formula. First, the principal acts as a central force that becomes the driving force (motivational) in school. Secondly, the principal must understand their duties and functions for the success of the school, and have a concern for the needs of teachers, school staff, and students.

In accordance with the characteristics of the school as a complex and unique organization, the task and function of the principal should be viewed from various perspectives or point of view. From a certain point, the principal can be viewed as a formal official, while on the other hand, a principal can play a role as a manager and as a school leader. In addition to the dominant role of headmaster in managing primary and secondary education, the role of school supervisor is equally important. Following the implementation of regional autonomy that has changed the structural education institution in the region, supervisory activities carried out by school supervisors are experienced. tidal. Supervision activities are conducted merely formality activities so that less impact on the improvement of school performance as an institution and teachers as a lecturer and educator.

Based on the above background description, the focus of the research is more on the relationship between principal leadership and teacher work motivation in elementary school. The assumption is that the leadership of the principal can motivate the work of teachers in improving their performance so that the learning process that takes place in the school runs in accordance with the purpose of the implementation of education as it should be. Formulation of Research Problems "How to Lead Headmaster Relationship with Teacher Work Motivation in Elementary School Partners S1 PGSD FKIP UNTAN Pontianak Selatan Sub-district Pontianak City ?. Sub formulation of the problem in research (1) How the leadership of Principals in Primary School Program Partners S1 PGSD FKIP UNTAN in Pontianak Selatan Sub-district of Pontianak City. (2) How is the motivation of teacher's work in Primary School Program Partnership S1 PGSD FKIP UNTAN in Pontianak Selatan Sub-district of Pontianak City ?. (3) Is there any relationship of Headmaster leadership with work motivation of teacher at Mitra Prodi Primary School S1 PGSD FKIP UNTAN Pontianak Selatan Sub-district Pontianak City The purpose of this research is to know and get information about (1) Headmaster Leadership at Sekolah Dasar Prograrn SI PGSD FKIP UNTAN in Pontianak Selatan Subdistrict Pontianak City, (2) Motivasi Primary School Teacher Work Partnership Program S1 PGSD FKIP UNTAN in Kecamatan Pontianak Selatan Kota Pontianak, (3) The relationship between principal leadership and teacher work motivation.

Research Method

1. The method used in this research is survey. According to Kerlinger in Sugiono, survey research is a study conducted on large and small pollutants, but the studied is the data from samples taken from the population, so that found relative events. distribution, and relationships between sociological and psychological variables, (Sugiono, 2004, page 7).

Furthermore (Singarimun, 1989), suggests that survey research is a study that samples from one population and uses questionnaires as a primary data collection tool.

2. Research using survey methods is categorized into quantitative research. According to Ronny Kountur, quantitative research is a research whose data is quantitative data, ie data that can be measured so that the test processing using statistical calculations. Quantitative research follows an inductive-deductive process, namely the process of conclusion from general to specific, (Kountur, 2005, pp. 16-17).
3. The quantitative research process with the inductive - deductive pattern used in this study follows the work sequence as the following diagram. The type of quantitative research that will be used in research is correlation method (correlation method). According to Ronny Kountur, correlation research is a study that tries to see the relationship between several variables, namely to see if it is possible to change one variable related to changes in other variables. (Sugiono, p.90) says in accordance with this understanding, in this study used two variables, consisting of the dependent variable, namely Work Motivation (Y), and the independent variable is Principal Leadership (X).
4. Thus can be expected a relationship between variables that want to be studied in this research is a relationship between headmaster leadership with motivation of teacher work. The constellation of research or model to be studied through this correlation research is described as follows:

Fig. 1 Research Constellation

Information :

X = Leadership Variables Headmaster

Y = Master Motivation Variables

This type of research is correlational research, using questionnaire as a means of data collection. The data collected are data about principal leadership and work motivation of FKIP UNTAN FKIP Primary School teacher in Kecamatan Pontianak Selatan.

Place of Research in Primary School Partnership S1 PGSD South Pontianak district, under the guidance of Pontianak Provincial Education Office of West Kalimantan Province. The number of SD Mitra S1 PGSD FKIP UNTAN which became the research place is 3 Elementary School namely SD Negeri 03, SD Negeri 34 and Mujahidin Private Elementary School in District of South Pontianak. This study takes 6 months, starting from June to December 2016. The 6-month period is used to conduct preliminary research and preparation of proposals, implementation, improvement, and refinement of research.

The subjects in this study are elementary school teachers of PGSD S1 students in South Pontianak sub-district, namely elementary school teachers of Mujahidin Elementary School, elementary school teachers 03 and teachers of SD Negeri 30 from South Pontianak subdistrict, with 3 head teachers and 69 teachers.

In designing this research is correlational study, the main collection tool used to test the relationship between leadership to school with teacher work motivation, is a questionnaire. Questionnaire is a data collection technique that is done by giving a set of questions or written statement to the respondent to be answered. Thus, the questionnaire is an effort to collect data or information by submitting a number of written statements to be answered in writing by the respondent in accordance with the amount specified in the sample research.

The main purposes of using questionnaires are to (a) obtain information relevant to the research objectives, and (b) obtain information with the highest possible validity and reliability. While the basic considerations of the use of the questionnaire are (1) the data

obtained will be more easily processed and analyzed statistically, (2) allows obtaining more objective data and (3) data collection can be done easily so that it saves in terms of cost, energy and time.

Questionnaires are compiled with a number of question items focused on obtaining answers about the scope of research variables as defined in the research hypothesis. The number of questionnaires given to the respondents is the number of respondents designated as research sample, ie 69 copies. The content of questionnaire is about the relationship between principal leadership and teacher work motivation.

In this study, questionnaires were arranged in the form of questions with a choice of closed answers and given directly to the respondents. Each questionnaire is compiled for each variable using Likert scale. The goal is to facilitate the processing and analysis of data statistically. The use of Likert scale is to measure the principal's leadership in relation to teacher work motivation.

Questionnaires prepared for each research variable provide 5 (five) answer choices and are compiled from the highest (positive) value to the lowest (negative) value. For excellent statement (SB) score 5. Good statement (B) with score 4, good enough statement (CB) with score 3, unfavorable statement (KB) with score 2, and statement not good (TB) with score 1.

In this study, questionnaire is used to reveal leadership variables of principal (X) and teacher work motivation (Y). The conceptual definition of leadership is the ability of a leader to influence and move his subordinate in such a way that his subordinates are passionate about working, willing to cooperate, discipline for the sake of achieving the desired goals together. The operational definition of leadership is a score that demonstrates behavioral attitudes and actions to influence teachers and administrative staff in performing their work. The leadership demonstrated by the principal in realizing his leadership (1) patterns of interaction, (2) the relationship of cooperation between the role (3) work passion (4) high discipline. Teacher Work Motivation (Y) The conceptual definition of work motivation is a condition that encourages or becomes the cause or reason for someone to do something activities/deeds, in order to meet the needs and desires - wishes to be fulfilled and done consciously. The operational definition of teacher work motivation is a score that shows the attitude and action on a job voluntarily, gladly, and in accordance with direction and guidance given by the principal and supervisor. Teacher work motivation in its application is shown in the form of (1) improvement of teaching discipline (2) improvement of teaching methods and media (3) improvement of learning process and (4) improvement of student learning outcomes.

Data analysis techniques include (1) grouping data based on variables and respondent types, (2) tabulating data based on variables from all respondents (3) presenting data for each variable studied (4) doing calculations that answer the problem formulation and (5) test the hypothesis using product moment correlation statistic.

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\} \{n\sum y^2 - (\sum y)^2\}}} \quad (1)$$

Answering the problem of sub-problems 1 (one) and (two) that is principal leadership and teacher work motivation from the three schools, the data is analyzed using Microsoft office excel 2007 program from the calculation will be transformed criteria of Likert scale above. Then described narratively. Answering the formulation of sub-problems to 3 (three), namely the relationship of headmaster leadership with teacher work motivation from the three schools, the data were analyzed by using correlation formula through SPSS program

version 17. From the result of the calculation will be transformed into the criteria of correlation (correlational criterion).

Results and Discussion

A. Results

Data result of questionnaire of headmaster's leadership and work motivation of elementary school teacher of S1 PGSD Participant of South Pontianak Sub-district which has been filled by 69 respondents, analyzed using program of Microsoft office excel 2007. Result of calculation data of leadership principal of Mitra S I PGSD Kecamatan. Pontianak Selatan as follows: (1) For the Elementary School Private Mujahidin Pontianak leadership of the principal as a whole of 4.67 with very high criteria (ST) or very good. (2) For SD Negeri 03 Pontianak Selatan the overall headmaster leadership is 4.61 with very high criteria (ST) or very good. (3) For SD Negeri 30 Pontianak Selatan the leadership of the school principal as a whole is 4.50 with very high criteria (ST) or very good.

Teacher work motivation. From result of questionnaire of work motivation of elementary school teacher of Mitra S1 PGSD Kecamatan Pontianak Selatan, analyzed using program of Microsoft office excel 2007. From result of calculation data as follows (I) For SDS Mujahidin Pontianak motivation of teacher work as big as 4.51 with very high criterion (ST) or very good. (2) For SD Negeri 03 Pontianak Selatan the overall teacher work motivation is 4.52 with very high criteria (ST) or very good. (3) For SD Negeri 30 Pontianak Selatan the motivation of all teachers work is 4.30 with very high criteria (ST) or very good. Relationship of principal leadership with teacher work motivation.

Besamya relationship between leadership and teacher work motivation, data processing is done by using program SPSS version 17. From the results of these calculations, as follows: (1) For SDS Mujahidin Pontianak relationship of principal leadership with motivation overall gum work of 0.63 with the criteria "moderately correlated". (2) For SD Negeri 03 Pontianak Selatan the headmaster leadership relationship with teacher work motivation as a whole is 0.53 with "moderate correlation" criterion. (3) For SD Negeri 30 Pontianak Selatan principal head teacher relationship with teacher work motivation overall of 0.76 with the criteria of "moderate correlation".

B. Discussion

Questionnaire was given to the elementary school students of PGSD FKIP UNTAN Program Partners in Pontianak Selatan District. Pontianak city is in the form of a questionnaire. The questionnaire is a closed questionnaire. Closed questionnaire is a questionnaire that has provided an alternative answer so that the respondents stay put a cross or checklist.

The respondents were spread in 3 elementary schools in South Pontianak sub-district, namely SD SD Mujahidin Pontianak as many as 33 respondents, in SD Negeri 03 as many as 24 respondents and 30 State Elementary Schools as many as 12 respondents. So all respondents are 69 respondents.

Each respondent received a statement of 30 items. Of the 30 items, there are 15 statements about the principal's leadership and 15 items on the teacher's motivation statement. Each grain of statement is given options A, B, C, and E. The interval scale given every statement using a scale, Likert, that is for option A score 5, for option score 4, for option C score 3, for option D score 2 and for option E score 1.

The questionnaire was distributed to 69 respondents for a response. The length of time limit given to all respondents for a week (7 days). The length of time given to each respondent with the intention that in the filling questionnaire is not in a hurry, and can understand well the contents of each statement.

In the filling of the questionnaire did not include personal data of the respondent. This is done to protect the confidentiality and objectivity of the respondent himself. From the data of the questionnaire results are then performed data processing with data analysis techniques that have been determined. To answer the problem sub-formulas 1 and 2 data analysis using descriptive analysis. Calculations using the program. microsoft office excels 2007. From the calculation results obtained that for leadership Principal Elementary (SD) Private Mijahidin of 4.67 with very high criteria (ST) or very good. For the leadership of SD Negeri 03 Pontianak south principal of 4.61 with very high criteria (ST) or very good. While for the leadership of the State Elementary School 30 Pontianak South of 4.50 with very high criteria (ST) or very good.

From the calculation of data for teacher work motivation in Primary School (SD) Private Mijahidin of 4.51 with very high criteria (ST) or very good. For teacher work motivation at SD O3 Pontianak Selatan equal to 4.52 with very high criterion (ST) or very good. While for teacher work motivation at SD Negeri 30 Pontianak Selatan 4,30 with very high criterion (ST) or very good.

To know the big relationship between leadership and motivation of teacher work in every elementary school, data processing is done by using program of SPSS version 17. From the result of calculation, it is found that for Elementary School Private Mijahidin Pontianak relationship of principal leadership with teacher work motivation as a whole equal to 0,63 with criterion "moderately correlated". For SD Negeri 03 Pontianak Selatan the principal leadership relationship with teacher work motivation is 0,53 with criterion "medium correlation". For SD Negeri 30 Pontianak Selatan the principal leadership relationship with teacher work motivation as a whole is 0.76 with criterion "medium correlation".

While the overall leadership of the principal in the three Primary School Program Partnership S1 FGIP PGSD UNTAN Pontianak in Pontianak City of 4.59 with the criteria of "very high" or "very good". While the relationship of headmaster leadership with teacher work motivation of third elementary school students Prodi S1 PGSD FKIP UNTAN Pontianak South Pontianak City of 0.64 with the criteria of "moderate correlation".

Conclusions and Suggestions

A. Conclusion

- 1) The leadership of Headmaster at FKIP UNTAN Primary School Student Program in Pontianak District of Pontianak at 4.59 with criteria "very high".
- 2) Teacher's motivation in elementary school Partnership Program S1 PGSD FKIP UNTAN in Kecamatan Pontianak Selatan Pontianak City is 4,4 with criteria "very high".
- 3) The relationship of headmaster leadership with teacher work motivation in Primary School Program Partnership S1 PGSD FKIP UNTAN Pontianak Selatan Subdistrict Pontianak at 0, 64 with the criteria of "moderate correlation".

B. Suggestions

- 1) In order for the principal leadership of PGSD Primary School Program FKIP UNTAN Pontianak Selatan Pontianak who have got the criteria "very high" or "very good" then should be improved leadership style, at least maintained.
- 2) In order to motivate teachers in elementary school of PGSD S1 Program FKIP UNTAN in Pontianak Selatan subdistrict Pontianak City which have got criteria "very high" or "very good" hence should be improved motivation of work, at least maintained.
- 3) In order that the headmaster's leadership relationship with teacher work motivation in elementary school of S1 Program PGSD FKIP UNTAN Pontianak Selatan Subdistrict Pontianak City that has "moderate correlation", then should continue to increase with various efforts.

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