THE ROLE OF SCHOOL PRINCIPAL LEADERSHIP IN TEACHER MOTIVATION THE WORK OF HONORARY TEACHERS AT VOCATIONAL HIGH SCHOOL KARTIKA XX-I MAKASSAR

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Abstract

ObjectiveThis research aims to determine the role of the principal's leadership towards the work motivation of honorary teachers at SMK KARTIKA XX-I Makassar. This research uses a qualitative research method.The informants in the research the principal and 2 honorary teachers at SMK KARTIKA XX-I.Technique data collection methods used include interviews, observations, and documentation.The data analysis technique used is descriptive analysis. qualitative.The research results show that the role of the principal's leadership the school fulfills its role as an educator, manager, supervisor, and motivator who helps increase the work motivation of honorary teachers, both through internal and external motivation approaches.This research highlights the importance of implementing adaptive and comprehensive leadership strategies to encouraging the spirit and performance of honorary teachers in the educational environment.

***Keywords** : The Role of School Principal Leadership, Motivation of Honorary Teachers.*

INTRODUCTION

The quality of human resources is very important to face various changes and challenges in the current era of globalization.Indonesia has a relatively large number of human resources.One effective way to develop high-quality human resources is through education.Education is a process aimed at enhancing, improving, and evaluating the skills and attitudes of individuals or groups in an effort to enlighten human life.In the context of education, teachers play a crucial role in supporting the improvement of educational quality.They are tasked with transferring knowledge to students, while also educating, setting an example, and guiding students to not only be smart in science and technology but also to have good personality and character.Therefore, teachers need to have high motivation to carry out their duties well.

Becoming a teacher, especially a permanent teacher with civil servant status, is not an easy task.An individual needs to undergo special education and obtain certification as a teacher.Therefore, the presence of honorary teachers becomes important to address the shortage of permanent educators.According to Fauzan (2021), "Quality teachers will create superior human resources to support the national need for quality human resource fulfillment."However, that hope will not be realized if various problems can still be found in the world of education.One of the problems in the education sector is the injustice in the workplace for honorary teachers.Honorary teachers do not have the same facilities as permanent teachers.Their future is also uncertain due to their employment status.Honorary teachers often do not know what will happen to them, whether they will be appointed as permanent teachers or will remain honorary teachers forever.Nevertheless, honorary teachers are still expected to work professionally, just like permanent teachers who are civil servants.The workload they face is also similar, and the demands are quite high.

To optimize the learning process in the field of education, it is important to have teacher work motivation in carrying out their duties.Teacher work motivation is the drive that motivates individuals to engage in activities related to providing education.According to Simarmata (2020), "Teacher work motivation is the drive or desire that arises from a teacher to educate, teach (plan, implement, and assess), guide, direct, and train students as best as possible by utilizing all existing potential."The improvement of teachers' work motivation needs to be carried out because motivation is the most important factor in achieving goals.In educational organizations, the work motivation of elementary school teachers is essential for the smooth implementation of the learning process and the achievement of educational goals.

The results of Simarmata's (2020) research indicate that "the factors of elementary school teachers' work motivation that need to be improved, as chosen by the author, are diligence, enthusiasm and work spirit, discipline, and the teachers' responsibility in carrying out their duties."Ways to improve the work motivation of elementary school teachers through two methods, namely, direct method and indirect method.Whereas the direct motivation method can be realized, for example, by giving praise, awards, bonuses,

and certificates.Whereas the indirect method (indirect motivation) is a form of motivation that involves facilities.For example, by providing a comfortable workspace, creating a pleasant atmosphere, and offering a good workspace.

According to Syahril (2019), "Leadership can be defined as a complex process in which a leader influences their subordinates in executing and achieving the vision, mission, and tasks, or objectives that bring the organization to become more advanced and united."A leader carries out this process by applying their leadership qualities, namely trust, values, ethics, character, knowledge, and the skills they possess.Wardany (2020) adds that "Leadership plays an important role in the growth and resilience of an organization or institution, as well as being crucial in educational management due to its greater impact on achieving educational goals."According to Kurniawati et al. (2020), "The role of the principal includes being a leader who can drive, direct, and motivate the necessary changes."In addition to the role of the principal as a leader, which is the most important part of school management, there are other roles of the principal besides being a leader in order to improve the quality of education.

The principal plays an important role in improving the quality of the school they lead, so they must possess adequate competence to carry out that task.The presence of qualified educators and educational staff makes a significant contribution to shaping superior human resources.Work motivation is essential in the implementation of teaching and learning activities in schools, as it is one of the indicators of the success of the learning process.

According to Paizal et al. (2019), "Work motivation is a psychological process within an individual resulting from the interaction between perception, attitude, needs, and decisions within their environment."The motivation possessed by an individual has the potential to direct them towards achieving optimal results, but it is also possible that they may not be willing to achieve optimal results. Therefore, there is a need for incentives so that an individual is willing to work according to the desires of the institution.High work motivation will have a positive impact on work enthusiasm.A teacher with high motivation will be driven to carry out their duties and responsibilities well.The principal, as the leader of the educational institution, has the responsibility to implement the appropriate leadership style to encourage the improvement of teachers' work motivation.

RESEARCH METHOD

This research uses a qualitative approach.Qualitative research is a type of research that focuses on explanation, strategy, and the qualitative application of models.The goal is to obtain a general understanding of social reality from the participants' perspective.This method allows researchers to observe behavior in its original context without manipulation.

According to Setiawan, et al. (2019:31) "Population, often referred to as the universe, is the entirety or totality of the objects being studied, the characteristics of which will be estimated."Therefore, the population is often defined as a collection of research

objects from which data will be gathered or collected. The population in this study is SMK KARTIKA XX-I MAKASSAR.

The validity of data is a condition where the data obtained by the researcher does not differ from the data that actually occurs in the research object, so the validity can be accounted for. To establish the validity of the data in this research, an inspection technique based on specific criteria is required. There are four criteria used, namely degree of trust (credibility), transferability, dependability, and confirmability. Thus, the validity of data in qualitative research is conducted to prove and test the obtained data.

Data analysis techniques are processes for organizing data sequences and structuring them into patterns, categories, and basic descriptions, so that themes and formulas can be identified. In this context, data analysis includes organizing, sorting, grouping, coding, and categorizing data collected from field notes, images, photos, or report documents. The data is then analyzed using descriptive analysis techniques with a qualitative approach. Next, data processing and conclusion drawing were carried out based on the information obtained in the field. The stages and steps of data analysis and processing carried out by the researcher in this study are as follows:

Data reduction refers to the process of selection, emphasizing simplification, abstraction, and transformation derived from written field notes. Reduction also means gathering and selecting important points, as well as focusing attention on relevant matters to identify themes and patterns.

Data presentation is a collection of information organized to enable drawing conclusions. This process involves organizing data so that it can be easily analyzed and collected. In this study, data presentation is done in the form of narratives and can be accompanied by images, diagrams, matrices, tables, formulas, and others. This format is adjusted according to the type of data obtained during the collection process, whether through participant observation, in-depth interviews, or documentation studies. The presentation of data is intended to sort data that aligns with the research needs regarding the role of school principal leadership on teacher work motivation at SMK KARTIKA XX-I MAKASSAR.

Data verification is the process of formulating the meaning and results of the research in concise, clear, and easily understandable sentences. This process is carried out repeatedly to review the reliability of the obtained conclusions. The purpose of data verification is to determine the final data from all stages of analysis, so that everything can be answered according to the data categories and their issues. In the end, a deep and comprehensive conclusion will be drawn from the research data.

RESULT AND DISCUSSION

External motivation relates to external factors that influence the work motivation of honorary teachers. At SMK KARTIKA XX-I MAKASSAR, the principal tries to meet the needs of honorary teachers by providing adequate facilities, such as comfortable classrooms and access to teaching materials. Moral support is also provided by the principal to create a conducive working atmosphere, which is important in maintaining

teacher morale and motivation. Praise and appreciation is one form of external motivation given by principals to improve teachers' morale. This appreciation can take the form of verbal recognition during meetings or general gatherings, as well as praise given directly to teachers. According to interviews, praise from the principal does exist, but the frequency is not always consistent. Praise is more often given at special moments, such as during big meetings or when there are certain achievements. While this can increase the sense of being appreciated, consistency in giving appreciation can help teachers feel more motivated on an ongoing basis. Incentives are also an important aspect of external motivation. Principals at SMK KARTIKA XX-I MAKASSAR try to provide incentives to honorary teachers, albeit in a limited form.

CONCLUSION

The leadership role of the principal at SMK KARTIKA XX-I MAKASSAR in motivating honorary teachers is very important and involves various aspects of internal and external motivation. Principals try to create a supportive work environment by setting clear targets, providing constructive feedback, and providing work facilities and moral support. Praise and appreciation are given, although the frequency could be increased. Incentives are more often in the form of non-material rewards, but more meaningful financial incentives would go a long way to improving teachers' welfare.

Overall, principals have demonstrated a strong commitment to the role of motivational leadership, although there is room for improvement. By strengthening goal setting, providing more detailed feedback, increasing the frequency of appreciation, and providing more meaningful incentives, principals can be more effective in improving the work motivation of honorary teachers. These improvements will contribute to creating a more productive, motivating and supportive work environment for teachers to perform their duties.

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