



## The Effect of Teacher Motivation and Teacher Work Discipline on the Nomination of Private School Principals in Karanganyar Indonesia

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### Article History:

Received: August 9<sup>th</sup>, 2021

Revised: November 24<sup>th</sup>, 2021

Accepted: December 15<sup>th</sup>, 2021

Published: December 31<sup>st</sup>, 2021

### Keywords:

Discipline,

Motivation,

The nomination of the school principal

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**Abstract:** This research aimed to determine teachers' motivation and work discipline towards the nomination of primary schools principal in the Karanganyar Regency. This research employed a quantitative method with a cross-sectional design. The research population was elementary school teachers in Karanganyar Regency. The research sample was 40 teachers determined through a random sampling technique. The researchers collected the data using questionnaires to be analyzed using multiple logistic regression analysis techniques. The results showed that motivation significantly influenced ( $p = 0.027$ ) the nomination of the principal with an Odds Ratio of 14.19 (OR = 14.19; 95 % CI = 1.36 – 148.27). Furthermore, work discipline significantly affected ( $p = 0.037$ ) the nomination of the principal with an Odds Ratio of 8.38 (OR = 8.38; 95% CI = 1.14-61.91). Therefore, the researchers concluded that (1) teacher motivation posed positive and significant effects on the nomination of the primary school principal in Karanganyar Regency and (2) teachers' work discipline posed positive and significant effects on the nomination of the primary school principal in Karanganyar Regency. This research is expected to motivate teachers to have high achievements to be promoted and prepare themselves to collect the requirements for principal nomination.

## INTRODUCTION

Educational institutions, such as schools, will achieve their goals and objectives if all organizational components strive to show optimum performance (Kioupi & Voulvoulis, 2019; Rahmaluddin et al., 2021). It takes enthusiasm and motivation to continue to progress and increase the employees' work productivity. The motivation theory by McClelland, (1987) is known as the theory of needs. The needs are classified into three types: success, power, and affiliation. It is expressed in the slogan: the need for achievement (n.Ach), need for power (n.pow) and need for affiliation (n.aff) (Macklin, 1981).

As professionals in education, teachers have a very important and strategic role in guiding their students to achieve learning goals (Syamsuriyanti & Sukirno, 2018; Widoyoko, 2013). The magnitude of teachers' role in education makes the teacher's professionalism determine the success or failure of the educational process. Teacher performance is meaningful if the teachers are always aware of their deficiencies. Teachers are always required to improve their abilities or competencies in a better direction so that the resulting performance will continue to increase from time to time. This awareness is part of the continuous

professional development and improvement process (Bunyamin, 2016).

Teacher career development is an important motivational factor. Teacher performance appraisal is a process in which an educational organization or office seeks to obtain accurate information about teacher performance to be appointed as the school principal (Saqipi et al., 2014). Performance appraisal is used to increase productivity and quality of education. Teacher performance is a measurement of professionalism as an educator. A professional teacher is a teacher who can shape the character and personality of students, supported by mastery of teacher competence. However, the reality in the field shows otherwise. There are still many educators who have not shown their professionalism (Osabiya, 2015). Inadequate teacher professionalism is one of the causes of educational problems in Indonesia in general and in the Karanganyar district. A motivational boost is needed so that elementary school teachers can improve their performance and work discipline. Thus, they are ready to become good candidates for school principals.

Motivation is very important in reaching a teacher's dream to become a school principal. McClelland explained that every teacher has a strong drive to achieve their goals. This impulse leads a teacher to strive harder for personal achievement than to earn rewards. It causes a teacher to do something more efficient than before. This first thrust can be called the need for achievement (Turabik & Baskan, 2015).

Another factor that a teacher needs to improve is work discipline. Teacher work discipline is needed in supporting the smooth implementation of work in an organization or school. Good teacher work discipline reflects the teacher's responsibility for the assigned tasks. It encourages a passion for work, morale, and the realization of national education

goals. Work discipline must be immediately built and enforced to realize national education goals in general and schools in particular. Therefore, work discipline is the key to the success of an organization or school in achieving its goals (Haque et al., 2014).

One of the reasons a teacher is promoted to the principal position is work effectiveness. When teachers are promoted, the principal's job is to make others do a job as well or even better than when doing it alone. It requires a completely different set of skills. Our success requires a transition from the ability to perform to the ability to lead to use skills and time (Pakdel, 2013).

Some teachers can hold the position of principal. They must undergo training to get a certificate for a prospective school principal. This certificate is a mandatory requirement before sitting in the chair of the institution. They must pass to get the precious certificate. The Ministry of Education and Culture emphasizes the certificate of principals (Syamsuriyanti & Sukirno, 2018). The Institute for Development and Empowerment of School Principals (LPPKS) carry out a series of activities. The institution under the auspices of the Ministry of Education and Culture will conduct an assessment to determine which teachers meet the requirements for the position of principal. Before being appointed, they must have a certificate (Nasution, 2021).

If the principals do not have the certificate, the national school operational assistance (BOS) funds and the non-disbursement of the teacher certification allowance (TPG) will be disbursed. A teacher will receive the NUKS (School Principal Unique Number) after joining a training series. Each teacher will be assessed during the training process and receive credit scores. These scores will be accumulated to be ranked as a consideration to be appointed as the principal. Therefore, the teachers are only

candidates. If needed, they will be appointed later.

Based on the background, this research aimed to determine the effect of motivation and work discipline on the nomination of a primary school principal in the Karanganyar Regency.

## **THEORETICAL SUPPORT**

### **Teacher Motivation**

McClelland's theory of needs focuses on three needs: the need for achievement, power, and affiliation. McClelland's concept of needs states that achievement, power or strength, and relationship are three important needs that can help explain motivation. The need for achievement is an impetus to exceed, reach standards, and strive to succeed. The need for strength can make other people behave so that they will not behave otherwise. Relationship needs are friendly and intimate interpersonal desires in an organizational environment (McClelland, 1987). Each individual has a strong drive to succeed. This drive directs individuals to strive harder for personal achievement than to earn rewards and cause them to do something more efficient than before. This first thrust can be referred to as nAch, namely the need for achievement (Korman, 1971).

The need for power (nPow) is the desire to have influence, be influential, and control other individuals. In plain language, it is a need for power and autonomy. Individuals with high nPow prefer to be responsible, struggle to influence other individuals, be placed in competitive situations, are status-oriented, and are more likely to worry more about authority and influence than effective performance (Bunyamin, 2016; Emu & Nwannunu, 2019). There are six suggested characteristics of people who have high achievement motivation, namely (1) dare to take risks, (2) have a high level of personal responsibility, (3) have a comprehensive work plan and struggle to realize goals, (4) have realistic

goals, (5) make use of concrete feedback in all activities, and (6) look for opportunities to realize plans that have been programmed (Haque et al., 2014).

According to Murray's theory, the need is a hypothetical construct rooted in physiology, which involves psycho-chemical drives in the brain that regulate and direct intellectual and perceptual abilities. Murray states that there are 20 basic human needs, although not everyone has all of these needs. Some need is experienced in a certain period. There is also a need that a person has never felt in his life. Some need to support each other, and some need conflict (Ewen, 2014). Murray's 20 needs are (1) dominance (n dom), (2) deference (n def), (3) autonomy (n auto), (4) aggression (n agg), (5) abasement (n aba), (6) achievement (n ach), (7) sex (n sex), (8) sentience (n sen), (9) exhibition (n exh), (10) play (n play), (11) affiliation (n aff), (12) rejection (n rej), (13) succulence (n succ), (14) nurturance (n nur), (15) in avoidance (n inf), (16) dependence (n dfd), (17) counteraction (n cnt), (18) harm avoidance (n harm), (19) orders (n ord), and (20) understanding (n und) (King & Watkins, 2012).

Atkinson argued that the characteristics of a person who has high achievement motivation are (1) having high personal responsibility, (2) having a work program based on plans and goals (following the situation and conditions) and struggling to make it happen, (3) having the courage to make difficult decisions and take risks, (4) working on useful projects and complete them with satisfactory results, and (5) having high aspirations with the master a certain field (Atkinson & Raynor, 1974; Tai et al., 2012).

The characteristics of a person with low achievement motivation are (1) having low personal responsibility in doing a job or activity, (2) taking indecisive decisions, (3) acting by following the flow and are less goal-

directed, (4) having an unrealistic work program and are weak in the implementation process, and (5) being willful and not confident (Bruce, 2002).

### **The Teachers' Work Discipline**

Discipline is needed in supporting the smooth implementation of work in an organization. Good discipline reflects the amount of responsibility a person has for the tasks assigned to him. It encourages work passion, morale, and the realization of organizational goals. Employees' discipline must be immediately built and enforced to achieve organizational goals. So, discipline is the key to the success of an organization in achieving its goals (Ovando & Ramirez, 2007). Hodges states that discipline can be defined as the attitude of a person or group who intends to follow predetermined rules. Concerning work, the definition of work discipline is an attitude and behaviour that shows employee obedience to organizational rules (Debrun & Kumar, 2009).

The desire to obey the rules is the awareness based on the element of obedience. Without this desire, organizational goals will not be achieved. Attitudes and behaviour are driven by strong self-control. That is, attitudes and behaviours to obey organizational rules emerge from within. Intention can also be interpreted as a desire to do something or a willingness to conform to the rules. Work discipline's attitudes and behaviour are characterized by various initiatives, desire, and willingness to obey the rules. People with high discipline are not merely obedient to the rules rigidly. They also have the will (intention) to conform to organizational rules (Theodorakis et al., 1995).

Work discipline indicators can be drawn as follows: (a) work discipline is not merely obedient to the working hours; (b) efforts to obey the rules are not based on fear and compulsion; (c) commitment and loyalty to the organization are

reflected through attitudes (Peguero & Bracy, 2015).

### **Nomination of Principals**

Implementing effective teaching and learning is the primary responsibility of the school. The school's excellence must be measured based on the quality of teaching and learning. The effect of teachers on student learning experiences is now and will always be the most important dimension of school existence. Then, the school organization must be primarily geared towards enabling effective teaching and learning (Seifert, 1983).

The duties of the principal are very diverse. He is responsible for administration, organization, and work processes in the school. The principal is expected to play an important role in integrating and coordinating the efforts of teachers, students, personnel, and parents to achieve the desired educational goals and facilitate all aspects of the teaching and learning process. Thus, the core responsibility of the school principal is to create conditions in the school where students receive quality instruction both inside and outside the classroom.

Successful principals provide instructional leadership. They spend more of their time working with teachers and students and less of their time in offices. They observe what happens in the classroom, high expectations for teacher performance and student achievement, and provide the necessary resources (skills and knowledge). They are active and involved. As a result, they created schools that positively influence students' life (Okafor, 2012).

### **METHOD**

This research employed analytical observational methods with a cross-sectional research approach (Cross-Sectional). The researchers quoted a sample from the population at one time and examined each individual in the

sample (Eisele et al., 1999). The research was conducted in Karanganyar Regency in May 2020. The population of this research were 4,350 elementary school teachers in Karanganyar Regency. The samples were taken using the random sampling technique (Taylor & Cihon, 2004). the researchers determined the number of samples using the formula (Black & Babin, 2019). In this research, there were two independent variables, so the minimum sample size required was  $2 \times 20 = 40$  people. Therefore, the samples consisted of 40 people. The research variables consisted of (1) independent variables (predictor variables) was the teacher motivation and work discipline; (2) the dependent variable (response variable) was the nomination of the principal.

The teacher motivation data was collected using a questionnaire with an ordinal scale with the categories of prospective school principals and not prospective school principals. Multiple logistic regression was used to analyze independent and dependent variables' effects (Kartowagiran, 2011).

## RESULT AND DISCUSSION

Based on research data, this research explains several things:

### Test the Validity of the Research Instrument.

The results of the validity test of the motivation variable are shown in Table 1.

**Table 1.** The Validity of Research Instruments for Motivation Variables

Variabel	A1	A2	A3	A4
Total Pearson correlation	0.994	0.994	0.941	0.994
P-Value	0.000	0.000	0.000	0.000

The correlation of the four motivation questionnaire items showed that robserved value was 0.00. Therefore, all items were declared valid.

Furthermore, the results of the validity test of the work discipline variable showed that the correlation of the

four work discipline questionnaire items showed that robserved value was 0.00. Therefore, all items were declared valid. The results of the validity test of the work discipline variable are shown in Table 2.

**Table 2.** Validity of Research Instruments for Work Discipline Variables

Variabel	B1	B2	B3	B4
Total Pearson correlation	0.929	0.868	0.702	0.878
P-Value	0.000	0.000	0.000	0.000

Related to the principal candidate variable, the correlation of the three principal nomination questionnaire items showed that robserved value was 0.00. Therefore, all items were declared valid. The results of the validity test of the principal variable instrument are shown in Table 3.

**Table 3.** Validity of Research Instrument for Principal Nomination Variable

Variabel	C1	C2	C3
Total Pearson correlation	0.900	0.537	0.900
P-Value	0.000	0.000	0.000

### Reliability Test of the Research Instrument

The research instruments reliability rest results are shown in Table 4.

**Table 4.** Reliability Test of Research Instruments

Variabel	C1	C2	C3
Total Pearson correlation	0.900	0.537	0.900
P-Value	0.000	0.000	0.000

The reliability test result on the motivation instrument was  $r_{tt} = 0.987$  (Cronbach's Alpha  $> 0.6$ ). Thus, the questionnaire was very reliable. The reliability test result on the work discipline instrument was  $r_{tt} = 0.868$  (Cronbach's Alpha  $> 0.6$ ). Thus, the questionnaire was very reliable. The reliability test result on the principal nomination instrument was  $r_{tt} = 0.671$  (Cronbach's Alpha  $> 0.6$ ). Thus, the questionnaire was very reliable.

### Description of Research Results

The respondents of this research were 40 teachers in Karanganyar Regency. The data from the respondents

were collected through a questionnaire and then processed to obtain a description of the characteristics of the respondents. The descriptions are presented in Table 5.

**Table 5.** Characteristics of Research Respondents

No	Variable	Number (person)	Percentage (%)
1	Gender		
	Male	19	47,5
	Female	21	52,5
	N	40	100,0
2	Age (year)		
	34	6	15,0
	35	8	20,0
	36	12	30,0
	37	4	10,0
	38	4	10,0
	40	2	5,0
	41	1	2,5
	43	1	2,5
	45	2	5,0
	N	40	100,0

Based on Table 5, 21 female teachers (52.5 %) and 19 male teachers (47.5 %). Based on the age, there were 12 teachers aged 36 years old (30 %), six

teachers aged 34 years old (15.0 %), and the oldest respondents were 45 years old as many as 2 teachers (5.0 %).

**Table 6.** Characteristics of Respondents According to Research Variables

No	Variable	Non-Prospective	Prospective School	Number N (%)
		Principal N (%)	Principal N (%)	
1	Motivation			
	Low	8 (20,0)	8 (20,0)	16 (40,0)
	High	1 (2,5)	23 (57,5)	24 (60,0)
	N	9 (22,5)	31 (77,5)	40(100,0)
2	Work Discipline			
	Low	7 (17,5)	6 (15,0)	13 (32,5)
	High	2 (5,0)	25 (62,5)	27 (67,5)
	N	9 (22,5)	31 (77,5)	40 (100,0)

Table 6 displays the characteristics of respondents. There were eight non-prospective school principals with low motivation (20.0 %) and only one teacher (2.5 %) with high motivation. Furthermore, there were eight prospective school principals with low motivation (20.0 %) and 23 prospective school principals with high motivation (57.5 %).

Furthermore, seven non-prospective school principals (17.5 %) had low work discipline, and two non-prospective school principals (5.0 %) had high motivation. There were six prospective

school principals with low work discipline (15.0%) and 25 prospective school principals (62.5%) with high work discipline.

### Logistic Regression Test

The influence of the motivation and work discipline on the nomination of the school principal was analyzed using the Multiple Logistic Regression method. It included all variables resulting from univariate analysis into a model based on the conceptual framework. Data analysis was performed on SPSS Version 15.0

program. The results of the multiple logistic regression of the independent variables (motivation and work discipline) on the dependent variable (principal nomination). Motivation had a significant relationship ( $p = 0.027$ ) with the nomination of school principals as indicated by an OR value of 14.19. The high motivation was 14.2 times more likely to nominate school principals than those with low motivation (OR = 14.19; 95% CI = 1.36 - 148.27), after taking into account other independent variables, namely work discipline.

The work discipline had a significant effect ( $p = 0.037$ ) on the nomination of school principals, as indicated by an OR value of 8.38. High work discipline was 8.4 times more likely to nominate school principals than those with low work discipline (OR = 8.38; 95% CI = 1.14 - 61.91) after considering other independent variables, namely motivation.

The principal's leadership plays an important role in teacher work discipline and motivation (Jaya, 2022). There are six characteristics of people who have high achievement motivation, namely (1) dare to take risks, (2) have a high level of personal responsibility, (3) have a comprehensive work plan and struggle to achieve goals, (4) have clear and realistic goals, (5) take advantage of concrete feedback in all activities carried out, and (6) look for opportunities to realize the plans that have been programmed (Haque et al., 2014).

Indicators of work discipline can be described as follows: (1) work discipline is not just about complying with working hours (coming and going home according to schedule, not being absent from work, and not stealing time); (2) efforts to comply with rules are not based on fear or coercion; (3) commitment and loyalty to the organization is reflected in the working attitude (Peguero & Bracy, 2015).

Based on previous relevant research, this research proves that high teacher performance and motivation have a good chance of being the basis for principal school nomination. Ulum et al., (2020) state that Teachers who have good work motivation will reflect good quality performance, fulfilment of performance targets, discipline, and punctuality. Diwiyani & Sarino, (2018) also state that teacher performance increases in tandem with the improvement in principal's leadership and teacher work motivation. Before being nominated as a principal, a teacher must meet the criteria of work discipline and good work motivation.

## CONCLUSION

Based on the analysis, teacher motivation positively and significantly affected the nomination of primary school principals in the Karanganyar Regency. Also, teacher work discipline had a positive and significant effect on the nomination of primary school principals.

Based on the results of the conclusions above, it is hoped that teachers will have high achievement motivation to get a promotion and prepare to collect the conditions for principal school nomination. There is a need for stricter law enforcement against the provision of administrative sanctions, which are limited to enforcing discipline on working hours and performance, along with rewards for disciplined employees, thereby generating morale for employees.

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