THE PRINCIPAL'S LEADERSHIP ROLE IN BUILDING TEACHER MOTIVATION

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ABSTRACt

The low motivation of teachers is a classic problem that becomes an obstacle to improving the quality of Indonesian education. Principal leadership is one solution that plays an important role in spurring teacher motivation to improve the quality of education. It is necessary to conduct an in-depth study of the role of principal leadership in building teacher work motivation. The purpose of this study was to determine the role of principal leadership in increasing teacher motivation. The method used in this research is descriptive qualitative. Data sources used primary and secondary data sources. The technique used in data collection is through literature study. The data obtained was then analyzed descriptively and qualitatively. The results of this study show that the role of the principal's leadership in increasing teacher motivation is by 1) Creating a conducive work environment. The principal builds a comfortable atmosphere with adequate facilities and a balanced workload, 2) Providing appreciation and rewards. Principals acknowledge teachers' achievements and provide constructive feedback and incentive programs. 3) Opening opportunities for self-development. Principals provide opportunities for teachers to attend training, comparative studies and promotions. 4) Being an inspirational leader. The principal has a clear and inspiring school vision, democratic and effective leadership. 5) Providing moral support. The principal is willing to listen to complaints, provide solutions and be a motivator.

Keywords: *Leadership, Principal, Teacher Motivation*

1. INTRODUCTION

Teacher work motivation is one of the key factors in the success of the learning process. Teachers with high work motivation tend to be more creative, innovative and enthusiastic in carrying out their duties. This has a direct impact on improving the quality of learning received by students. There is no doubt that teacher motivation is important for improving the quality of education. In other words, the quality of education is highly dependent on the motivation of teachers as technical implementers in the field. This opinion is in line with experience in the field that the progress of learning is closely related to teacher motivation (Sila et al, 2024).

With good teacher motivation, it is certain that the quality of learning will improve. Even with all the limitations (finance and pre-facilities) teachers who have high motivation will try to design learning that is interesting and as effective as possible with the aim that students more easily understand the subject matter. With a good lesson plan, teachers will find it easier to design student success in achieving learning objectives.Indirectly, there is a relationship between teacher motivation and increased student achievement. Teachers who have high motivation will continue to try to encourage students to study harder in achieving efforts to improve achievement (Sila et al, 2023).

Good teacher work motivation can also encourage a positive school climate. Motivated teachers will create a fun, challenging and conducive learning

atmosphere, so that students feel comfortable in the school environment. Teachers' work motivation will also further improve their professionalism in the future. Highly motivated teachers will continue to try to improve their competence by following the development of science and technology (Winaya et al, 2023). The continuity of teacher education with good motivation will last longer in the world of education, so that the quality of education can be maintained consistently.

In contrast to the reality on the ground, there are still many teachers in Indonesia who have very low work motivation. The low motivation of teachers is a classic problem that becomes an obstacle to improving the quality of Indonesian education (Kandia, 2023). These problems certainly should not be allowed to drag on. We must find the root causes of the low motivation of teachers in Indonesia. By finding the root causes of teacher work motivation, then it can be solved by presenting solutions that are considered effective and acceptable.

In general, there are several factors that influence the low motivation of teachers. The work environment with a less conducive work atmosphere (Santika, 2017). The lack of support from principals and peers, as well as the lack of adequate facilities, further reduces teachers' work motivation. The absence of rewards in the form of appreciation and recognition of teachers' work achievements weakens the enthusiasm of teachers to continue to excel. The lack of self-development opportunities for teachers. There are few opportunities for teachers to participate in training and professional development. Inadequate salaries and benefits will cause anxiety for teachers in meeting their basic needs. Teachers do not have a clear understanding of school goals and their role in achieving those goals (Sila, 2023).

One of the most important factors influencing teachers' work motivation is the principal's leadership. For an educational institution, the principal's leadership is a crucial factor, because the school needs a captain or a driving force for teachers who are expected to have a positive impact on the school in a better direction. Principals have a fundamental role in fostering and improving teachers' work motivation. This is where the role played by the principal becomes one of the indicators in increasing teacher work motivation. Therefore, the title raised in this scientific article is The Leadership Role of Principals in Building Teacher Work Motivation.

2. RESEARCH METODOLOGY

This type of research is descriptive qualitative research. The qualitative approach is to reveal events with a thorough explanation of what they are. Data sources use primary and secondary data sources (Sudiarta et al, 2023). Data collection methods are carried out using literature studies. Literature study research is a way of researching that uses scientifically designed references or references which include collecting reference materials related to research objectives. Data collection techniques use literature, and integrate and present data. Literature study research is research that uses a collection of information and data obtained from sources such as documents, books, articles, magazines, news, and so on. After the data is collected, it is then analyzed descriptively and qualitatively, which is a way of analyzing data by describing or compiling data systematically so that a general conclusion is obtained.

3. RESULTS AND DISCUSSION

Based on the background of the research problems found, some of the principal's leadership roles that are considered to build teacher work motivation are:
A. Creating a conducive work environment.
Creating a comfortable, safe and conducive working environment is the main responsibility of a principal. As a leader, the principal plays a key role in increasing teachers' work motivation, creating a positive work culture, and

overcoming the various challenges they face in the school environment. A conducive work climate is needed by teachers because teachers are the central factor in the learning system at school. All educational components ranging from curriculum, infrastructure, costs, and so on will not mean much if teachers do not have the motivation to work optimally (Santika et al, 2024).

Teachers can work optimally, because it is supported by the school work climate that is felt both directly and indirectly. The work climate consists of physical and non-physical environments (Winaya et al, 2022) . The physical environment, for example, representative facilities and infrastructure, cleanliness, beauty, neatness, and others. Therefore, the principal must be able to provide adequate facilities. Provide facilities that support teacher performance, such as a comfortable teacher's room, library, and smooth internet access. The non-physical environment includes the relationship between school members and the combination of the school's vision, mission, and goals (Sudiarta, 2023).

In an effort to create a conducive work environment, the principal's leadership in building teachers' work motivation is done by developing a comfortable atmosphere. Principals build a harmonious work atmosphere, mutual respect, and freedom from unnecessary pressure. Principals play a major role in creating and maintaining a comfortable working atmosphere at school (Wahyuni et al, 2023). A comfortable work environment is able to optimize teachers in carrying out their duties. Teachers have the motivation to work if there is a comfortable and good school environment. Therefore, this condition has been built and maintained by the principal. Giving Appreciation and Awards.

Principals have a very important role in rewarding outstanding teachers. Giving appreciation and awards to outstanding teachers, both individually and in groups (Santika & Lero, 2023). This is where principals are required to be able to identify outstanding teachers. Conduct periodic performance evaluations and identify teachers who have outstanding achievements. Then the principal gives awards in accordance with the teacher's achievement and the school budget (Kapoh et al, 2023).

To increase teacher motivation, principals should give awards openly. Giving awards openly in the presence of all teachers and school staff to provide greater appreciation. Therefore, principals should develop a sustainable reward program. Creating a sustainable award program ensures that every teacher has the opportunity to get an award (Santika, 2021b).

The forms of rewards that principals can give to teachers. Material rewards are in the form of bonuses, salary increases, or additional facilities. Non-material awards can also be given in the form of certificates of appreciation, plaques, public thanks, opportunities to attend conferences or training, or given the opportunity to lead certain projects (Mahendra & Rony, 2023). In simple terms, awards can be given in the form of public appreciation in the form of announcements on the school website, social media, or school events (Tuhuteru et al, 2023).

B. Opening Opportunities for Self-Development

Principals provide opportunities for teachers to participate in training and professional development. In teaching and learning activities, teachers have an important role in creating a good and effective learning atmosphere. Although it sounds very easy, it is not as easy as imagined. Teachers must learn and practice a lot to improve their professionalism. Therefore, principals are obliged to provide opportunities for teachers by organizing training and providing examples of teacher training. As the name implies, teacher training is aimed at educators to become professional and able to maximize learning activities in the classroom. The types of training are quite numerous, ranging from learning planning techniques to improving effective learning (Santika et al, 2022b).

Generally, training activities for teachers are included as an integral part of manpower management in schools that must be carried out by principals as a form of effort to develop teachers' skills and knowledge. It should be understood that the training activities facilitated by principals are not just to fill spare time, but also with the aim that teachers can gain a competitive advantage and provide the best service to students (Mahendra & Pali, 2024). This means that through teacher training, they can increase their performance motivation and improve their quality.

Another strategy that principals can do is to provide opportunities for teachers to carry out comparative studies (Sutika et al, 2024). Facilitate teachers to conduct comparative studies to other schools. Comparative studies conducted by teachers will experience direct experience which is no less important (Kartika & Putra, 2023). It will also open up the potential for networking between teachers that can transcend the boundaries of space and time. The importance of teacher comparative studies is because Indonesia does not have enough experts who have qualified knowledge to make decisions and carry out state duties. Even if there are those who think that comparative studies for teachers are less effective, the wrong thing is not the comparative study (Santika et al, 2019).

But the learning ability of each person is different, the place of the comparative study, the mismatch between the study topic and the field situation, and other non-technical matters. Comparative studies are also useful for increasing the network and engagement of educators with the world of international education, so that in the future it is hoped that new learning methods will be born that are increasingly effective and efficient for students (Sujana et al, 2023).

Another way to motivate teachers is for the principal to give promotions to teachers. Principals provide promotion opportunities for teachers who perform well. Job promotions are important for teachers to increase good work motivation. Because promotions provide recognition for teachers' hard work and dedication, so they can increase motivation and work enthusiasm (Suarningsih, 2024). Promotion opens up opportunities for teachers to develop themselves to a higher level and gain greater responsibility. Promotions are usually accompanied by an increase in salary and benefits, which is financially more beneficial for teachers. Promoted teachers can make a greater contribution to the school, both in terms of learning and leadership.

C. Being an inspirational leader

An inspirational principal is the key to success in building teacher motivation. With strong leadership and a clear vision, principals can create a positive work

environment and encourage each teacher to reach their full potential (Laksana, 2023). An inspirational principal is a figure who is able to motivate, inspire and mobilize teachers to achieve common goals. They are not only managers, but also mentors, motivators and role models for teachers. The characteristics of inspiring principals are having a clear vision of the future of the school and being able to communicate that vision to teachers; being able to lead firmly, fairly and consistently; being able to communicate effectively with various parties, both verbally and in writing; paying attention to teachers' professional growth; building strong and positive relationships with all members of the school community; being open to new ideas and always looking for ways to improve the quality of education; showing integrity and honesty in all actions (Santika & Sudiana, 2021a).

To be an inspiring principal, teachers must continue to learn and develop themselves through various trainings and professional development programs; build networks with other principals, education experts, and community leaders; read books, articles, and research on educational leadership; actively listen to input and suggestions from teachers, staff, and students; demonstrate behaviors that are in accordance with the values they want to instill in students (Khatimah et al, 2022).

D. Providing moral support

Sincere moral support from the principal to teachers is a strong foundation for a school's success in motivating their performance. When teachers feel valued, supported and trusted, they will be more motivated to give their best for students. The importance of moral support for teacher performance motivation is that it increases motivation. Teachers who feel supported will be more enthusiastic in carrying out their duties (Santika et al, 2022a). The principal's moral support can increase the self-confidence for teachers. With moral support, it can increase teacher confidence in facing challenges. Moral support from the principal can also shape a positive work climate: A positive work environment will encourage teachers to collaborate and help each other (Sujana & Pali, 2024). In turn, principals' moral support can improve teacher performance. Teachers who feel valued tend to perform better. Principals' moral support can also reduce teachers' stress levels in doing their tasks.

4. CONCLUSION

The conclusion of the research was that the principal's leadership role in improving teacher work motivation is by 1) Creating a conducive work environment. The principal builds a comfortable atmosphere with adequate facilities and a balanced workload. 2) Providing appreciation and rewards. Principals acknowledge teachers' achievements, provide constructive feedback and incentive programs. 3) Opening opportunities for self-development. Principals provide opportunities for teachers to attend training, comparative studies and promotions. 4) Being an inspirational leader. The principal has a clear and inspiring school vision, democratic and effective leadership. 5) Providing moral support. The principal is willing to listen to complaints, provide solutions and be a motivator.

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