Giving Rewards as an Attempt to Increase Teacher Motivation at SDN 006 Kota Baru Kampar

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ABSTRACT

This paper investigates a study that aims to find out whether motivational achievement can be increased through giving rewards at SDN 006 Kota Baru Kampar or not. If the teachers have motivational achievement, they will carry out their work seriously to achieve the success of the organizational goals that have been determined. In addition, the focus of the research is related to reward giving as an attempt to increase teachers' motivational achievement. The research is school action research (PTS), which was carried out at SDN 006 Kota Baru Kampar. The research subjects involved 19 teachers. The research was conducted in two cycles. Based on the description of data processing and discussion, it is concluded that motivational achievement can be increased through giving rewards at SDN 006 Kota Baru Kampar. It can be seen from the aspect of giving rewards presented by the teachers, which indicates that it increased from cycle I to cycle II. If the average score indicates 20 in cycle I, then it increases to the average score of 32 in cycle II. In terms of teacher motivational achievement, it is found that in cycle I the average percentage is 52.6% with a fairly good category and in cycle II it increases to 86.8% with very good category.

Keywords: *giving rewards, motivational achievement, elementary school teachers*

INTRODUCTION

Education is aimed at improving the quality of human resources. The nature of school education is a learning process that depends on the quality of school education and the quality of learning. There is no quality learning without quality teachers, whatever has been done by the government is certain that improving the quality of learning is not possible without the quality of teacher performance, likewise improving the quality of learning is also not possible without improving teacher quality (Bahri, 2014). The better the quality of education held by a nation, the followed by the better quality of the nation (Nurmaini, Djasmi & Suntoro, 2015; Ma'sum, 2017; Summary, 2020; Rianae, Berliani & Dagau, 2020). Education in elementary schools does not only provide knowledge but also attitudes and skills as a process of self and social development to continue education to the next level (Ngongo & Gafur, 2017).

The teacher has a very important and very decisive function in the learning process. A professional teacher is required to be able to convey subject matter properly, effectively and efficiently so that students as learners understand and understand what is conveyed. Teachers are also required to master various learning strategies so that the learning atmosphere in class is more passionate and fun (Jina, 2020). In the teaching or teaching and learning process the teacher plays the role of director as well as actor. That is, it is the teacher's duties and responsibilities to plan and carry out teaching in schools. For example, in teaching modules, the role of the teacher as a learning guide is actually very important (Rusmiyati, 2018; Ahmad, 2019).

A professional teacher is required to be able to convey subject matter well, effectively and efficiently so that students as students understand and understand what is conveyed. Teachers are also required to master various learning strategies so that the learning atmosphere in class is more passionate and enjoyable (Annury, 2018) . In relation to the expectations put forward, in an effort to improve the quality of education, the professionalism of teachers must be systematically promoted, through forums for teacher professional

development. To realize what is desired, it really depends on the efforts of teachers in carrying out their duties, increasing organizational commitment needs to be done through increasing guidance and application of relevant regulations, so that efforts to improve the quality of education are supported by the presence of qualified teachers, dedication, high enough discipline (Lorensius et al., 2022).

In relation to the realization of a high-performing school, it cannot be separated from the performance of motivational performance and organizational commitment from the people who are in the organization. When the teacher in carrying out his work has performance motivation, he will do his work seriously to achieve the success of the organization's goals that have been determined. People with achievement motivation strive towards achieving satisfactory results in a job. The teacher will be happy for his success. Feeling happy will encourage him to work harder, diligently, full of responsibility and enthusiasm in doing the job assigned to him. Conversely, people with low achievement motivation prefer to have easy jobs and avoid difficult jobs. In addition, teachers are also required to be innovative, proactive, and able to make students active in learning (Baroroh, & Muyasaroh, 2020).

The principal always provides guidance and direction as well as supervision to teachers in carrying out the learning process adequately which will certainly produce the expected learning outcomes. The teacher has a very important and very decisive function in the learning process, a professional teacher is required to be able to convey subject matter properly, effectively and efficiently so that students as learners understand and understand what the teacher conveys, teachers are also required to master learning strategies so that the atmosphere learning in class is more passionate and fun (Nababan et al., 2020; Setiawan et al., 2020).

Based on observations, phenomena were found, including: 1) The lack of achievements achieved by teachers, especially at the district and provincial levels, such as the selection of outstanding teachers, 2) Teachers' concern for schools is still lacking, this phenomenon can be seen from the presence of teachers who do not attend meetings -school meetings, 3) There are some teachers who have not carried out their duties in accordance with applicable regulations, 4) There is a lack of teacher initiative in developing teaching creativity such as providing media and learning resources that are able to develop children's imagination, and 5) There are some teachers who deny joint decisions taken through teacher council meetings, such as not attending school farewell events, not attending religious holiday commemorations. This situation is the aim of the research to look at giving rewards in an effort to increase the achievement motivation of teachers in schools so that the competence, caring and initiative of teachers in schools will be even better in the future.

METHOD

This research is a school action research (PTS) conducted at SDN 006 Kota Baru, Kampar Regency. The subjects studied were teachers, while the number of class teachers who were the subjects in this study totaled 19 people. This research was conducted in two cycles. Kemmis and Mc's model research design. Taggart ie spiral from one to another cycle Which Next. Every cycle blanket *planning* (plan), *action* (action), *observation* (observation), and *reflection* (reflection) (Arikunto, 2016). Data collection techniques through observation, interviews and evaluation tests to obtain data on teacher competency results. Data were analyzed qualitatively and presented in tabular form. P procedure on action This:

1. *Planning* (Plan), includes: (a) Researcher And observer arrange alternative enhancement method effectiveness discussion learning. (b) Researcher together collaborator make planning teaching Which develop Skills student intellectuals. (c) Discuss about developing learning Skills intellectual student. (d) Carry out an inventory media and learning methods to students. (e) Create sheet observation related to the learning method that will be applied. (f) Designing evaluation tool to see how student learning outcomes are when the learning method has been applied, namely the discussion method.
2. *Action* (action), namely carrying out the learning activities as intended own planned in accordance with the learning method to be applied.
3. *Observation* (observation), namely activity Which held It is observe to application action with use sheet observation Which has been prepared.

Reflection (reflection) that includes analysis data Which obtained through observation observations related to the media and learning methods that will be applied.

RESULTS AND DISCUSSION

This research is planned to last for two cycles, starting from October to November 2022 at SDN 006 Kota Baru, Kampar Regency . and an assessment is carried out. This means that it still requires repetition in the next cycle because it is not very satisfying. The results of research observations on the activities of researchers who at that time gave directions will be described in table 1 below.

Table 1. Aspects of Giving Rewards by the Facilitator in Cycle I

NO	EVALUATION	SB	B	SD	KB	TB	QMS	%
1	Focus on the teacher so that they follow the directions given by the facilitator		√				4	
2	Explain the subject matter with sentences that provide motivation				√		2	
3	Praising and flattering in front of other teachers if answered correctly				√		2	
4	Giving assignments in a relaxed atmosphere such as making a lesson plan with several learning models			√			3	57%
5	Discuss the tasks that have been done by the teacher		√				4	
6	Freeing teachers from some obligations			√			3	
7	Giving Rewards to teachers who can do the task correctly				√		2	
	AMOUNT		8	6	6		20	
	CATEGORY = Good							

Source: Observation Data, 2022

Information: SB: Very good = 5, B: Good = 4, CB: Fairly good = 3, KB: Not good = 2, TB: Not good = 1

From the table above it can be explained 1) In the aspect of focusing attention on the teacher, scores are obtained in the good category 2) In the aspect of explaining the subject matter with sentences that provide motivation, scores are obtained in the poor category 3) In the aspect of praising and flattering in front of other teachers if they answer correctly , scores are obtained in the poor category 4) In the aspect of Giving assignments in a relaxed atmosphere, scores are obtained in the category quite good 5) In the aspect of discussing assignments that have been done by the teacher, scores are obtained in the good category 6) In the aspect of freeing the teacher from some obligations, scores are obtained in the category quite good 7) In the aspect of giving *rewards* to teachers who can do the assignments correctly, scores are obtained in the unfavorable category. Reflection based on the results of observations during the activity and the evaluation results at the end of the cycle meeting are reflected. The results of this reflection are used as a reference for planning improvements and improvements to the next cycle. All stages of these activities starting from the planning, implementation and observation and evaluation stages are carried out repeatedly through cycles until there is an increase as expected, namely achieving a "good" category score with a percentage of 57%, meaning that the target has not been met, it is necessary guidance in cycle II Researchers made observations on

achievement motivation with the following results: Furthermore, Cycle I Teachers' Achievement Motivation can be seen in the following recapitulation table.

Table 2. Recapitulation Data of Cycle I Teachers' Achievement Motivation

NO	Achievement motivation	PERCENTAGE
1	Trying to be more successful	42.1%
2	Have a responsibility	57.9%
3	initiative	47.4%
4	Have persistence	63.2%
	Average	**52.6%**

Source: Research Processed Data, 2022

Based on the results of the research in the first cycle, it is known that teacher motivation is in the pretty good category with a percentage of 52.6%. This situation indicates that the implementation of learning carried out by researchers in cycle I has not been successful because the success has only reached 52.6%. Therefore it is necessary to do further research, namely cycle II. Planning In cycle II, the activities carried out were discussing the obstacles experienced in preparing learning scenarios and implementing learning in cycle I. As for the detailed description of the activities as in the planning or preparation stage for this action, the steps taken 1) Arrange operational objectives 2) Make worksheets and arrange teacher worksheets to find out the teacher's ability to make learning tools 3) Prepare a format for observing the learning process consisting of teaching and learning situations, teacher activeness in learning 4) Compile observation sheets to measure discipline. Action ; 1) Focusing attention on the teacher so that he follows the directions given by the facilitator 2) Explaining the subject matter in sentences that provide motivation 3) Praising and flattering in front of other teachers if the answer is correct 4) Giving assignments in a relaxed atmosphere such as making a lesson plan with several learning model 5) Discussing assignments that have been done by the teacher 6) Freeing the teacher from some obligations 7) Giving *Rewards* to teachers who can do the task correctly. Observation **;** In the implementation of *reward giving* is also carried out in cycle II, this is done to improve the results in cycle I, it can be seen that the achievement of 91% of all aspects was observed and assessed. The results in cycle II show that giving *rewards* to teachers has been optimal. The results of research observations on the activities of researchers who at that time gave directions will be described in table 3 below.

Table 3. Aspects of giving rewards by the facilitator in Cycle II

NO	EVALUATION	SB	B	CB	KB	TB	QMS	%
1	Focus on the teacher so that they follow the directions given by the facilitator	√					5	
2	Explain the subject matter with sentences that provide motivation	√					5	
3	Praising and flattering in front of other teachers if answered correctly		√				4	
4	Giving assignments in a relaxed atmosphere such as making a lesson plan with several learning models	√					5	91%
5	Discuss the tasks that have been done by the teacher	√					5	
6	Freeing teachers from some obligations		√				4	

7	Giving Rewards to teachers who can do the task correctly	√	4
	AMOUNT	30 16	32
	CATEGORY = Very Good		

Source: Observation Data, 2022

Based on the data above, it can be explained 1) In the aspect of focusing attention on the teacher, scores are obtained in the very good category 2) In the aspect of explaining the subject matter with sentences that provide motivation, scores are obtained in the very good category 3) In the aspect of praising and flattering in front of other teachers if correct answer got a score in a good category 4) In the aspect of Giving assignments in a relaxed atmosphere, a score was obtained in the very good category 5) In the aspect of discussing assignments that the teacher had done, a score was obtained very well 6) In the aspect of freeing the teacher from some obligations , a score was obtained in the category good 7) In the aspect of giving *rewards* to teachers who can do the assignments correctly, scores are obtained in the good category. Then to find out the motivational aspects of teacher achievement, the results of the following assessment can be considered.

Table 4. Recapitulation Data of Teacher Achievement Motivation Cycle II

NO	Achievement motivation	PERCENTAGE
1	Trying to be more successful	89.5%
2	Have a responsibility	89.5%
3	initiative	84.2%
4	Have persistence	84.2%
	Average	86.8%

Source: Research Processed Data, 2022

In carrying out the research and giving *the reward* that was brought by the researcher for the first time in cycle I, there was an achievement of 57% from all aspects that were observed and assessed, meaning that it still needed repetition in the next cycle because it was not very satisfying. In cycle I with a percentage of 57%, it means that the target has not been met, then guidance is needed in cycle II. In carrying out research and awarding rewards , it was also carried out in cycle II, this was done to improve the results in cycle I, which showed an achievement of 91% of all aspects observed and assessed. The results in cycle II show that giving *rewards* to teachers has been optimal. Based on the results of the research in the first cycle, it is known that the teacher's achievement motivation is in the very good category with a percentage of 86.8%. When compared to teacher discipline between cycle I and cycle II there was a striking increase. For more details can be seen in the following table:

Table V Comparison of Achievement Motivation Between Cycle I and Cycle II

Ket	Percentage Of Achievement Motivation	Category
Cycle I	52.6%	Pretty good
Cycle II	86.8%	Very good

Source: Research Processed Data, 2022

Based on the data in table 1 it is known that in general there is an increase in teacher achievement motivation. Discipline comparison between cycle I and cycle II is also shown in the form of the following bar chart:
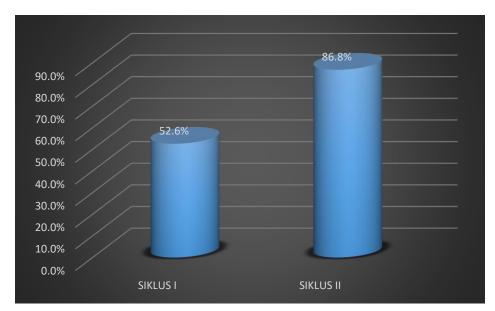
Figure 1. Comparison of Achievement Motivation Between Cycle I and Cycle II

Discussion

Based on the data above, it can be seen that in the initial observations at SDN 006 Kota Baru, Kampar district, from the data above, with a total of 27 teachers, it was found that the teacher's ability to master the material from the initial conditions to cycle II increased significantly. Teacher motivation in cycle I was quite good, this was caused by the teacher's lack of awareness about the importance of teacher achievement motivation. After being given action through cycle II, there was an increase in teacher achievement motivation at SDN 006 Kota Baru, Kampar Regency. If you pay attention to the teacher's achievement motivation in cycle II increased compared to cycle I, it means that the actions taken in cycle II had an impact on the teacher's achievement motivation in carrying out the task. If you pay attention to the results of the second cycle, the achievement motivation is higher than the first cycle. This means that the actions given in the second cycle have a better impact than the actions in the first cycle. This illustrates that in order to be able to help teachers practice finding the content of a material on their own, the teacher needs time to understand the material. The time limit given to work on the task that the researcher submitted to the teacher had an impact on good results. The teacher does not waste time up to two meetings to solve one problem.

Special guidance aimed at a small number of teachers has also shown good results. This can be seen from the teacher's ability in the second cycle to achieve the indicators that have been set, namely the ability of the teacher who is in the good category achieved is 80% and in the second cycle is at very good criteria 86.8%, meaning that this figure has exceeded the predetermined success rate . As well as in cycle II, which was carried out to improve the results in cycle I, there was an achievement of 91% of all aspects that were observed and assessed. The results in cycle II show that giving *rewards* to teachers has been optimal.

Reinforcement is a teacher's expertise in learning to maintain and maintain or improve a student's learning behavior, or it can be said that reinforcement is a pleasant consequence of a student's learning behavior given by the teacher. The reinforcement given is in the form of reward. Rewards given during learning must be able to provide good benefits for students or teachers. Reward is a subtype of positive reinforcement theory that comes from behaviorism. In order to encourage teachers to perform well, it is very important to compensate them. The term "reward" includes the terms "reward", "prize", "award" and "award". In the concept of school management, reward is one of the techniques used to motivate instructors. used to correlate teacher activities and actions with feelings of satisfaction and joy, thereby motivating teachers to consistently

perform well. In addition to incentives, rewards are intended to increase teacher involvement in teaching tasks, with the aim of increasing their achievement (Manik, & Siahaan, 2021).

According to Sabartiningsih (2018) reward is a way that is done by someone to give an award to someone for doing something right, so that someone can be enthusiastic again in doing certain tasks and is more motivated in doing something else and the process is better. so that someone is able to achieve success from something he does. Reward is an appreciation given in the form of material or speech either individually or as an institution for certain achievements (Handoko, 2013). Rewards can be in the form of words of praise, smiles, back pats, or even in the form of material things and something fun (Suyuti, 2017).

Santrock explains that reinforcement (reward) is a consequence that increases the probability that a behavior will occur. Reinforcement means strengthening, in positive reinforcement the response frequency increases because it is followed by a supporting stimulus (rewarding), while in negative reinforcement, the response frequency increases because it is followed by the removal of a detrimental or unpleasant stimulus (Azis, 2016). So that in this case giving rewards can increase teacher achievement motivation at school, giving rewards has a significant influence on achievement motivation for teachers, giving rewards can also be an encouragement and become achievement motivation for teachers (Manik, & Siahaan, 2021).

CONCLUSIONS AND RECOMMENDATION

From the description of data processing and discussion, the following conclusions can be drawn: The aspect of giving *rewards* delivered by tutors is known that from cycle I it increased in cycle II. If in the first cycle you get a score of 20, then in the second cycle it is better by getting a score of 32. In the aspect of teacher achievement motivation, it is obtained in the first cycle of 52.6% in the good enough category and in the second cycle it increases to 86.8%. very good category.

Solutions made to teachers, especially teachers at SDN 006 Kota Baru, Kampar Regency, can increase achievement motivation, so that learning goals for students can be achieved. To related agencies, to pay more attention to the school in order to realize quality schools by having teachers who have high achievement motivation.

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