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**Strengthening Teacher Professionalism Trough The Educational Staff
Internship Program**

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ABSTRACT

This research aims to explore the impact of motivational factors on teacher performance through a comprehensive literature review. Motivation has a central role in shaping individual behavior and performance, especially in the educational context where teachers play a crucial role. This abstract summarizes a synthesis of findings from related literature involving motivational factors and how these factors influence teacher performance. It is hoped that the results of this research will provide in-depth insight into the complexity of the interaction between teacher motivation and performance.

Key Words: Education, Impact of motivation, Literature review, Motivational factors, Teacher performance

INTRODUCTION

Education is important for the future of the nation's students. Through quality education, this country will become more developed and advanced and can compete with other countries. Education (Law No. 20 of 2003 concerning

the National Education System) aims to make the learning atmosphere and learning process a conscious, planned effort so that students can develop their potential to have spiritual religious strength, noble morals, and the skills they need.

In developing the potential of students, national education functions to develop abilities and shape character in order to educate the nation's life so that they become people who are faithful and pious, have noble morals, are knowledgeable, creative, independent and become democratic citizens. Therefore, the overall target of development in the field of education is to improve the quality of education and an integral part of improving the quality of human beings in Indonesia. It is very important to try to improve the quality of education at every level. The development of national and local curricula, the development of teacher competencies through training, the provision of books and teaching tools are examples of efforts that have been made to improve the quality of national education.

Teachers are the front line in the world of education and a very strategic component in the education system. Improving the quality of education is a dominant factor of a teacher because overall they are directly involved in the teaching and learning process. The quality or otherwise of a teacher can be seen from the professionalism of the teacher himself. In developing the quality of education and learning, it is expected that the quality of teacher performance will be improved. Therefore, teachers are a very important human resource in the sustainability of an institution so that it is increasingly guaranteed. A collection of production factors is an integral part of a teaching staff (Teacher) in playing an important role compared to other factors. Where with the importance of the teaching staff factor, institutions need to recruit competent employees who have good organizational skills. In educational institutions, teachers must be given welfare benefits to be more enthusiastic in carrying out their duties. The government must develop an educator certification program in order to improve the quality of teacher performance, namely a program whose purpose is to assess the professionalism of teachers in order to determine the quality of educators in carrying out their duties. Law of the Republic of Indonesia No. 14 of 2005 concerning teachers and lecturers which explains that teachers must have the ability to realize the goals of national education, academic qualifications, competencies, teacher certificates, and physical and mental health. To become a professional,

educators need to prove it through a number of existing requirements including the requirements for fulfilling educator competencies so that in mastering their competencies, teacher performance can have a big influence. Teaching staff (teachers) are very dependent on the performance of an educational institution. However, superiors can play a role in planning, implementing, and controlling the institution they lead.

In this case, to motivate and manage their employees, superiors must have an important role in their efforts. Mangkunegara (2009) said that performance comes from the word job performance (work performance or actual achievement achieved by someone). In line with Martinis Yamin and Maisah (2010), teacher performance is behavior or response that provides results that refer to what they do in facing tasks. In addition, skills, experience, time, output produced which are reflected in both quality and quantity are the meaning as the results of teacher achievement in carrying out tasks. The reward system applied by the educational institution where they work is closely related to the high and low levels of teaching staff (teachers).

If the welfare allowance given to teaching staff (teachers) is considered useful, it will make them more motivated to work more maximally and optimally so that it is possible for them to become employees or teaching staff (teachers) who excel, making it easier to achieve organizational goals. They will be more motivated to work more optimally if the welfare allowance given can be useful, so it is possible for them to become teaching staff who excel, making it easier to achieve organizational goals.

METHODS

This study uses a descriptive analytical approach with a focus on literature review. Qualitative research is a research method that aims to understand phenomena by focusing on the experiences experienced by research subjects, such as behavior, perception, motivation, and actions, holistically. This approach uses descriptions in the form of words and language to describe and analyze qualitative aspects of the phenomenon (Moeloeng, 2009). The initial stage involves identifying search parameters that include keywords related to teacher motivation and performance. The main data sources come from scientific journals, books, and related articles published in the current period. Data collection is carried out carefully and

the results are arranged in a conceptual framework to facilitate analysis. The analysis is carried out thematically and comprehensively, identifying patterns of relationships between motivational factors, both intrinsic and extrinsic, with various dimensions of teacher performance. This approach is expected to provide a strong theoretical foundation for understanding the impact of motivational factors on teacher performance.

FINDINGS AND DISCUSSION

Based on the results of the literature review, it was found that motivation has a significant impact on teacher work performance. In developing the concept of teacher motivation, it is necessary to understand that sources of motivation can come from various aspects, both from within the teacher (internal) and external factors. In this context, Herzberg's motivation theory provides a rich view of the elements that can stimulate motivation in the work environment, especially in the field of education (Herzberg, 1968). Motivator factors such as achievement create the drive to achieve personally satisfying results, while recognition provides appreciation for the contribution that has been made. Responsibility provides a sense of ownership of the tasks and roles carried out, while progress and the possibility of development provide the drive to continue to improve oneself. The importance of these motivator factors is not only limited to the individual level, but also has a positive impact on teacher performance collectively.

When teachers feel recognized and have significant responsibility, this can create a positive atmosphere among school staff, improve teamwork, and lead to the achievement of organizational goals together. In addition, in developing the concept of teacher motivation, it is important to understand that the success of an organization depends not only on individual motivation, but also on the ability of management to create a work environment that supports and encourages motivation. Principals play a key role in creating a school culture that promotes motivation and professional growth. By embracing the power of motivators, schools can become places that motivate teachers to give their best, create inspiring learning for students, and make a positive contribution to the educational community as a whole. Thus, a deeper understanding of teacher motivation can be the basis for designing effective management strategies

and fostering a motivating school culture. This is stated in the results of research conducted by Riyadi & Mulyapradana (2017).

It is important to develop a deeper understanding of the dynamics of individual motivation in the context of improving teacher performance. The high level of individual motivation, whether it comes from inner desires or in response to recognition and appreciation from the surrounding environment, has significant implications for the contribution of teachers in the world of education. Internal motivation, which arises from inner desires, reflects an intrinsic drive to achieve personal goals, a sense of achievement, or self-satisfaction. When a teacher has strong internal motivation, they are more likely to have resilience and perseverance in facing challenges. This motivation is often more sustainable, because it comes from personal values and intrinsic satisfaction. In contrast, external motivation, which arises in response to external recognition and appreciation, may provide additional encouragement for a teacher.

Recognition and appreciation from the school, colleagues, or the community can be a positive motivator, encouraging teachers to give their best. However, external motivation is more dependent on external factors and can fluctuate as conditions or situations change. In developing this concept, it should be noted that the combination of internal and external motivation can be a very powerful force. External motivation can be a catalyst to trigger or enhance internal motivation. For example, recognition for achievement can strengthen a sense of internal achievement and increase a teacher's intrinsic motivation. By understanding the complexity of motivational dynamics, schools and educational leaders can design more holistic strategies to stimulate and maintain teacher motivation.

This may involve approaches that strengthen teachers' intrinsic values, create a culture of ongoing recognition, and ensure institutional support that strengthens motivation as a whole as available in research conducted by Aprillianti & Mansur (2022). A linear study was conducted by Giantoro et al., (2019) and obtained research results showing that the higher the teacher's work motivation has a tremendous positive impact on improving teacher performance. When teachers embrace responsibility in carrying out their duties, carry out their work with clear targets, and face real and challenging demands, they form a solid foundation for achieving high performance. There is a close relationship between satisfactory teacher performance and constructive

feedback on their work results, which not only provides the right direction but also motivates teachers to continue to improve the quality of learning. The feeling of pleasure in working is an important key.

CONCLUSIONS AND SUGGESTION

This study illustrates the positive impact of motivation on teacher performance in the context of education in Indonesia. Findings from the literature review indicate that motivation, both from internal and external factors, plays a central role in shaping teacher behavior and performance. Teacher motivation not only affects the quality of teaching and learning in the classroom but also impacts their commitment to educational tasks. The importance of motivating factors, such as achievement, recognition, and responsibility, has been shown to provide significant impetus for achieving optimal results in teacher performance. The study also highlights the role of the principal in creating a school culture that supports teacher motivation and professional growth. The findings of the study indicate that the combination of internal and external motivation can be a very powerful force. External motivation can be a trigger to increase intrinsic motivation, create a positive work environment, and stimulate teacher performance collectively. A deep understanding of teacher motivation provides valuable insights related to efforts to improve the quality of education in Indonesia. Fostering teacher motivation through training programs, professional development, and recognition for achievement is expected to be an effective strategy in improving the quality of education and forming a superior generation in the future.

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