STRATEGIC MANAGEMENT IN INCREASING TEACHER WORK MOTIVATION

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Abstract:
The existence of schools is one component in supporting the goals of national education, where educational tasks can actually be categorized into "managerial" tasks which are managed by education managers assisted by education personnel in various fields of expertise. This shows that the sustainability of educational institutions cannot be separated from the applied managerial system. The application of management patterns both institutionally and with good resources will lead to an educational institution that is able to keep up with environmental changes.

Keywords: Strategic Management, Teacher Work Motivation

A. INTRODUCTION

Environmental change is a necessity, as well as in education. As Ramayulis statement, quoted by Wahyudin Noor in Tarbawi Journal, 3rd Edition No 02 November 2017 entitled Integrating Human Resource Management in Madrasah he stated that the education decentralization process changed the madrasa system and institutions which included: 1) changes in management; 2) changes in empowerment and 3) changes in community participation (Noor, 2017). Changes in the form environment will bring new problems for educational institutions to find the best solution. As explained by K. Huda in the Journal of Research Dynamics, Volume 16 No 02, November 2016 entitled "The Problems of Madrasas in Improving the Quality of Islamic Education" that the problems of madrasas can be categorized into internal factors and external factors. External factors are more dominant to political problems and community participation. Meanwhile, the internal factors that become obstacles are: 1) the teacher's condition is not adequate, both in quality and quantity; 2) lack of educational infrastructure; 3) curriculum, 4) low achievement of madrasa students (Huda, 2016 : 318-319). The problems he expressed are indeed a general problem, but apart from the four problems, the management system is also a separate problem.

Regarding the problem of teacher conditions, based on the Regional Education Balance in West Java in 2017, the number of high school educators is 35, 934 people, with a teacher: student ratio of 1: 19, teacher qualifications 95.6% D4/S1 (Kementerian Pendidikan dan Kebudayaan, 2017). Meanwhile, based on the

Performance Report of the Regional Office of the Ministry of Religion of West Java Province in 2017, there were 992 madrasah accreditation data from 1144 madrasas, the average test score = 5.29, teachers qualified D4/S1 93% (Kementerian Agama Provinsi Jawa Barat, 2017). Obstacles related to madrasahs were limited teaching staff, lack of educational infrastructure, lack of equal distribution of teachers, no certification of Islamic Religious Education teachers and certified Religious teachers entering retirement.

In Law No. 14 of 2005 concerning Teachers and Lecturers Article 8, it is stated that teachers are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and have the ability to realize national education goals. In terms of academic qualifications at the local level, the city of Banjar, for example, the qualification of high school teachers has reached 97% D4/S1 (Kementerian Pendidikan dan Kebudayaan, 2017). Academic qualifications can be proven by the existence of diplomas, teaching certificates and educator certificates. Based on this, the teacher's role in addition to having appropriate academic qualifications, still leaves problems at the level of competence and abilities of teachers who are constantly changing and developing.

In improving the quality of education in accordance with organizational goals, teachers who have high competence and commitment are needed in achieving these goals. As stated in Law No. 14 of 2005 concerning teachers and lecturers, Article 10a states that teacher competencies must include pedagogic competencies, personality competencies, social competencies, and professional competencies obtained through professional education. The realm of personality competence and social competence that demands a teacher must have high motivation in achieving educational goals. The role of motivation can be interpreted as a high desire and awareness in carrying out the task of educating and teaching without any elements that affect the teacher being forced to carry out the task.

Understanding the attitude and work spirit of teachers depends a lot on leadership in schools. Teachers or other staff will be able to work well and enthusiastically if school leaders are able to increase their morale. Leadership performance in schools in relation to the provision of teacher work motivation is all the efforts and results that can be achieved by leadership in schools in realizing educational goals effectively and efficiently (Pujiati, 2015 : 16-22).

Teachers need goals or expectations in an effort to improve their competence, both short-term goals and long-term goals. With this goal a teacher becomes motivated in his business or work. John W. Newstrom, defines that, "work motivation is the result of a set of internal and external forces that cause and employee to choose an appropriate course of action and engage in certain behaviors. (Newstrom, 2011:

197)" Work motivation is a set of results from internal and external encouragement that causes an employee or teacher to make choices or paths to action and engage in actors.

The role of teacher motivation is also important in supporting the performance carried out where a person's performance can be influenced by factors of ability, motivation and opportunity, namely performance in the sense of a performance which is a function of ability, motivation and opportunity (Robbins & Jugde, 2012 : 281). In this case, motivation is one of the factors that play a role in teacher performance, namely to achieve good learning goals. In his writing, "Intrinsic Motivation, Extrinsic Motivation, Competence and Teacher Performance", in the journal Humanitas, January 2013, Yusra Abas found that increasing a teacher's competence supports the intrinsic and extrinsic motivation of teachers' work in improving teacher performance. The better the competence of the teacher, it will indirectly add a positive influence on work motivation which leads to an increase in the performance of a better teacher (Abas, 2013 : 73).

Efforts to face and overcome the problem of teacher work motivation can be applied strategic management. Strategic management is future-oriented management and is based on an analysis of the internal and external environment, including the development of human resource management in complex and growing madrasas. Based on this understanding, it can be said that human resource management is a process of utilizing human or employees which includes the acceptance, use, development, and maintenance of existing human resources (Rusdiana, 2014 : 308). The process of the strategic management stages will lead the madrasa to be able to consider decisions.

Fred R. David said in his book Strategic Management Concepts and Cases, that there are 3 stages of strategic management, namely: 1) strategy formulation, 2) strategy implementation, and 3) strategy evaluation (David, 2007 : 15). Through Fred R. David's model, it can be used as an approach with an easy framework and steps to be applied in identifying, evaluating and selecting strategies. Another theory was also presented by Thomas L. Wheelen and J. David Hunger, in their book Strategic Management and Business Policy: toward global sustainability. The strategic management stage consists of 4 stages, namely: 1) environmental scanning, 2) strategy formulation, 3) strategy implementation, and 4) evaluation and control. Wheelen puts more emphasis on environmental scanning which is the first step in analyzing both external and internal environments before formulating strategies.

Efforts to increase teacher work motivation become a problem in strategic management, especially the principal as top management in an educational institution. In overcoming the problem of teacher performance motivation, strategic

management needs to be analyzed on the factors that cause the weak motivation of teacher performance. Influencing factors, namely external factors and internal factors.

Referring to the strategic management stages of Fred R. David, the stages of strategic management are: 1) strategy formulation, 2) strategy implementation, and 3) strategy evaluation (David, 2007 : 5). Thomas L. Wheelen and J. David Hunger, the strategic management stage consists of 4 stages, namely: 1) environmental scanning, 2) strategy formulation, 3) strategy implementation, and 4) evaluation and control (Wheelen & Hunger, 2012 : 14). This theory is the main theory to determine the implementation of strategic management to increase teacher work motivation.

Thompson and Strickland cited by Steis. A.W, he identified the stages of strategic management, namely: 1) Strategic Planning, namely setting overall strategic goals, acquisition and distribution of resources, selection based on policies, providing the basis for translating a policy and decision into a specific action. 2) Resource management, this stage determines the requirements for the fulfillment of the identified goals and objectives. This stage determines the available resources (fiscal, personal, material, equipment and time) needed for organizational programs, organizational processes, procedures, operations and activities needed to implement strategic plans. 3) Control and evaluation, by scheduling programs from the starting point of commitment to completion, exercising control by anticipating deviations between predictions and actual performance, monitoring activities to determine plans and programs that are reasonable, feasible, efficient and effective to implement (Steis, 2000 : 270-271).

Hasibuan in Engkoswara and Aan Komariah, describes the purpose of providing motivation as follows: a) Changing employee behavior in accordance with the wishes of the leader, b) Increasing employee enthusiasm, c) Increasing employee discipline, d) Increasing employee welfare, e) Increasing employee performance, f) Improve employee morale, g) Increase employee's sense of responsibility towards the task, h) Increase productivity and efficiency, i) Increase employee participation in the institution (Engkoswara & Komariah, 2011 : 201).

Maslow's hierarchy of needs is divided into 5, namely: 1) Physiological Needs, 2) Security needs, 3) Social needs, 4) esteem needs, and 5) Self-actualization needs (Siagian, 2009 : 101-102). Lack of motivation for teacher performance cannot be seen from one side only, but many factors affect teacher performance motivation, including the influence of internal and external factors. Internal factors can be viewed from the comfort of the work environment, madrasa governance in policy, teacher welfare, appreciation of teacher performance and the level of professionalism of the teacher itself. Meanwhile, external factors that support the improvement of teacher

work motivation can be seen from the support capacity of the foundation, both supervision of madrasas and the completeness of the facilities provided.

In this strategic management, things that must be done are, starting from planning, implementing, monitoring, evaluating and controlling as outlined in programs, budgets and procedures. The program is the steps needed in implementing the plan, while the procedures are the steps in implementing the program that have been arranged and sorted systematically, while the budget is the program cost expressed in money.

This framework of thinking is outlined in a chart to make it easier to understand and determine the research flow used.

B. METHOD

The method used in this research is descriptive analytical method. This method aims to systematically describe the facts or characteristics of a particular population or a particular field in a factual and accurate manner. This method describes existing phenomena without manipulation or change, but describes a condition as it is (Sugiyono, 2010).

C. RESULT AND DISCUSSION

Strategic management has many functions from management which has a very important role. With the preparation of good strategic management, an organization will have a clear direction and steps. Strategic management which is one of the solutions that is currently widely used in both profit and non-profit organizations certainly provides many benefits for the organization. Strategic management allows an organization to be more proactive than reactive in shaping its own future. It allows an organization to initiate and influence activities so as to control the goals of the organization itself. In his book, Husaini Usman, reveals some of the goals and benefits of planning (Usman, 2006 : 47-48), namely:

a. Strategic Goals
    1) Supervision standards, namely matching implementation with planning
    2) Knowing when the implementation and completion of an activity.
    3) Knowing who is involved (organizational structure), both qualifications and quantity.
    4) Get systematic activities including cost and quality of work
    5) Minimize unproductive activities and save costs, energy and time.
    6) Provide a comprehensive picture of work activities.
    7) Harmonize and integrate several sub-activities

8) Detecting obstacles and difficulties that will be encountered
9) Leads to the achievement of goals

b. Strategic Benefits
1) Implementation and monitoring standards
2) Selection of the best alternatives
3) Preparation of priority scale, both targets and activities
4) Save the utilization of organizational resources
5) Helping managers adapt to a changing environment
6) The tool makes it easier to coordinate with related parties (Usman, 2006 : 48).

In addition to helping an organization avoid financial death, particularly within the company, Fred. R David also said that other advantages of strategic management are in strengthening awareness of external threats, increased understanding of competitors' strategies, increased work production, reduced resistance to change and a clear understanding of the relationship between performance and wages (David, 2007 : 16). Historically, the main benefit of strategic management was to help an organization formulate better strategies through a more systematic, logical and rational approach to making strategic choices.

Efforts to measure the success of teacher work motivation in the learning process, it can also be used SWOT analysis:

SWOT analysis itself can be defined by a systematic identification of various factors to formulate corporate strategy. This analysis is based on logic that can maximize strengths and opportunities, but simultaneously minimize weaknesses and threats. There are several stages and steps that must be taken in conducting a SWOT analysis, including: The first step, identification of weaknesses (internal) and threats (external, globalization) that are most urgent to be overcome in general in all components of education. The second step is to identify the strengths (internal) and opportunities (external) that are considered suitable to overcome the weaknesses and threats that have been identified in the first step. The third step is to carry out a further SWOT analysis after identifying the strengths, weaknesses, opportunities and threats in the context of the education management system. The fourth step, formulate recommended strategies to deal with weaknesses and threats, including problem solving, improvement and further development. The fifth step is to determine priorities for handling these weaknesses and threats, and a plan of action is drawn up to implement the response program.

With the SWOT analysis, it is expected that educational institutions can take strategic steps. Strategy is a way in which an organization or institution will achieve its goals,

in accordance with the opportunities and threats of the external environment it faces, as well as its internal resources and capabilities:

a. Strength

Strength factors in educational institutions are special competencies or other advantages that result in a plus or comparative advantage of the educational institution. This can be seen if an educational institution must have skills or skills that can be distributed to students, the best graduates / reliable results, as well as other advantages that make it superior to competitors and can satisfy stakeholders and customers (students, parents, community and nation).

Examples of areas of excellence include strength in financial resources, a positive image, superior position in the community, user loyalty and the trust of various interested parties. While the advantages of educational institutions in the era of educational autonomy, among others; quantitatively large human resources, it just needs improvement in terms of quality. In addition, the enthusiasm for the implementation of education is very high, which is supported by adequate educational infrastructure. Another thing about the superiority factor of educational institutions is that the community's need for transcendental is very high, and that is very likely to be expected from the process of educational institutions.

For an educational institution, it is very important to recognize the basic strengths of the institution as the first step or milestone towards high quality-based education. Recognizing strengths and continuing to reflect is a big step towards progress for educational institutions.
b. Waeakness

Everything must have weaknesses is a natural thing but the most important thing is how as policy makers in educational institutions can minimize these weaknesses or even these weaknesses become one side of the advantages that other educational institutions do not have. These weaknesses can be weaknesses in facilities and infrastructure, the quality or ability of educators, weak public trust, incompatibility between the results of graduates and the needs of the community or the business world and industry and others.

For this reason, there are several weakness factors that must be addressed by the managers of educational institutions, including; (1) Weak human resources in educational institutions. (2) facilities and infrastructure that are still limited to mandatory facilities. (3) private educational institutions are generally less able to seize opportunities, so they are only satisfied with the current situation. (4) the output

of educational institutions has not fully competed with the output of other educational institutions and so on.

c. Opportunity

Opportunity is a favorable external environmental condition and even becomes a formulation in educational institutions. The formulation of the environment, for example: (1) important trends that occur among students. (2) identification of an educational service that has not received attention. (3) changes in the state of competition. (4) relationships with users or customers and so on.

Opportunities for the development of educational institutions include:

In an era that is currently experiencing a moral crisis and a crisis of honesty like this, a more dominant role for Islamic religious education is needed. In the life of urban and modern society which tends to be consumptive and hedonistic, it requires soul guidance, so that religious studies with Sufistic dimensions are increasingly mushrooming. This is an opportunity for the development of educational institutions in the future

d. Threat

Threats are the opposite of opportunities, threats include environmental factors that are not favorable for an educational institution. If a threat is not addressed, it will become a barrier or a barrier to progress and the role of an educational institution itself. Examples of these threats are: declining interest in new students, lack of public trust in these educational institutions and others.

 SWOT analysis is simply understood as a test of the internal strengths and weaknesses of an organization, as well as the opportunities and threats of its external environment. SWOT is a general tool designed and used as an initial step in the decision-making process and as strategic planning in various applications.

D. CONLUSIONS

The strategy applied to increase teacher work motivation uses a strategic plan that has been prepared through previous program planning, so that it is expected that all school members know the direction and goals to be achieved, through structured coordination supported by the committee by providing motivation and encouragement to teachers to more performance.

The strategy is carried out through several stages, including: planning school programs, cultivating discipline, guiding and providing direction to educational staff, empowering education staff through cooperation or cooperation.

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