

Management of Arabic Language Program Controlling Based on Islamic Boarding School

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Abstract

This study analyzes educators' work motivation at SMK Al-Huda Sariwangi using Maslow's Hierarchy of Needs, focusing on five basic needs: physiological, security, social, appreciation, and self-actualization. The research employs a quantitative-descriptive method with interviews and observations involving the principal and educators. Findings indicate that SMK Al-Huda generally fulfills educators' motivational needs: compensation and work environment are satisfactory, job security and health benefits are adequate with some room for improvement, social relationships are harmonious, recognition is provided but can be enhanced, and self-actualization is supported through training opportunities. Despite these successes, further improvements are needed, and future studies should include comparisons across multiple schools for broader insights.

Keywords: work motivation; Educators; Maslow's hierarchy of needs

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Introduction

Work motivation is a crucial factor in supporting the performance and productivity of educators. (Mursyid et al., 2023) In the educational environment, work motivation plays a significant role in determining the quality of teaching and job satisfaction among educators. (Pratiwi, 2013) Motivated educators tend to be more enthusiastic in performing their duties, more creative in developing teaching materials, and more dedicated to guiding students. (Arianti, 2019) Conversely, low work motivation can negatively impact teaching performance, increase absenteeism, and reduce educators' loyalty to the institution. (Rahmadania & Aly, 2023) Therefore, understanding and managing educators' work motivation is essential to continuously improving the quality of education.

Many factors influence educators' work motivation, including internal and external factors. (Andriyany, 2021) Internal factors such as personal needs, job satisfaction, and career aspirations play a vital role in shaping intrinsic motivation. Meanwhile, external factors such as managerial support, the work environment, and incentive and welfare policies affect extrinsic motivation. Considering this complexity, a holistic and systematic approach is needed to understand and manage educators' work motivation. Motivation theories can serve as effective tools in this effort, one of which is Abraham Maslow's Hierarchy of Needs Theory. (Lukman, 2019)

Maslow's Hierarchy of Needs offers a relevant approach to understanding basic human needs and desires, including in the work context (Calicchio, 2023). According to Maslow, humans have five hierarchical levels of needs: physiological needs, safety needs, social needs, esteem needs, and self-actualization (Merentek, 2023). In the context of educators, this theory provides an essential foundation for exploring what drives them to work. By recognizing this hierarchy of needs, educational institutions can develop strategies to create a more conducive and motivating work environment.

The application of Maslow's theory in education provides practical guidance for understanding educators' needs (Sari et al., 2021). Meeting basic needs such as adequate salaries, access to proper rest facilities, and a comfortable work environment is an essential aspect that cannot be overlooked. These needs form the primary foundation that supports educators' physical well-being. Without fulfilling these needs, educators may find it challenging to focus on their duties and responsibilities. Furthermore, ensuring safety needs such as clear employment contracts, health insurance, and protection from physical or emotional threats is vital in fostering a sense of loyalty and security among educators.

Social needs, esteem, and self-actualization complement Maslow's hierarchy in the work context. Harmonious relationships among educators, school leaders, and students create a pleasant and supportive work atmosphere. (Rahayu, 2021) Additionally, recognition of their achievements and contributions boosts confidence and job satisfaction. When these needs are fully met, educators can achieve self-actualization, allowing them to maximize their potential and contribute positively to education. (Susanto & Lestari, 2018) Thus, applying Maslow's theory not only helps enhance educators' motivation but also strengthens the overall quality of education.

This research focuses on the application of Maslow's theory to improve work motivation among educators at SMK Al-Huda Sariwangi, a relevant educational setting. In a dynamic and evolving educational environment, it is essential for educators to maintain high levels of work motivation to effectively perform their duties. Maslow's hierarchy of needs provides a comprehensive framework for understanding the various factors that influence educators' work motivation, offering valuable insights for institutional development and enhanced educational quality.

This research focuses on the application of Maslow's Theory to increase the work motivation of educators at SMK Al-Huda Sariwangi, which is an educational context that is being faced by educators. In a constantly changing and evolving educational environment, it is important for educators to have high work motivation in order to carry out their duties effectively. Maslow's theory, with its hierarchy of needs, offers a comprehensive framework for understanding the various factors that influence educators' work motivation.

By analyzing and identifying the needs of educators ranging from physiological, safety, social, esteem, to self-actualization needs, this study aims to provide deeper insight into how these needs can be optimally met at SMK Al-Huda Sariwangi. Focusing on the application of Maslow's Theory will not only help in improving work motivation, but is also expected to positively impact the performance of educators and, in turn, the quality of education provided to students.

This study aims to provide a clearer picture of the condition of work motivation at SMK Al-Huda Sariwangi, as well as to provide relevant recommendations in an effort to improve the welfare and performance of educators. Thus, this research does not only focus on academic aspects, but also considers the mental and emotional well-being of educators who are an integral part of an effective learning process.

Methods

The research method used in this research is qualitative method with descriptive research type. This research was conducted at SMK Al-Huda Sariwangi which is located at Jl. KH Muhammad Syabandi, Jayaratu, Sariwangi, Tasikmalaya Regency. The object of this research is the work motivation of educators in SMK Al-Huda Sariwangi, which will be analyzed from the perspective of Maslow's hierarchy of needs approach. The research subjects consisted of the principal and educators at the school. The sampling technique used by researchers is simple random sampling technique, where each member of the population is randomly selected without considering certain criteria. (Noor et al., 2022) The main data sources were obtained

from interviews with principals and educators, while other data sources were obtained through observation and documentation during the research. Observations made include the daily activities of educators at SMK Al-Huda Sariwangi, such as the learning process, interactions with students, peers and principals, and participation in school activities. Participatory observation was carried out by means of researchers actively involved in school activities to obtain more in-depth data. Field notes were made in detail to describe behaviors, interactions, and the work environment that could indicate the fulfillment of needs in Maslow's hierarchy. For example, observations of educators enthusiasm in teaching can indicate the fulfillment of the need for self-actualization, while observations of work facilities and teacher welfare can indicate the fulfillment of physiological and security needs. The documentation used in this study includes: (1) The staffing archive of SMK Al-Huda Sariwangi which contains demographic data, education history, and performance of educators. This data will be used to analyze the characteristics of respondents and as a comparison with the results of the study. (2) The results of a job satisfaction survey conducted by the school. Although this survey may not use Maslow's theoretical framework, the data contained can provide an overview of the level of job satisfaction of the educators. (3) Documentation of school activities such as teacher meetings, training, and other events that can provide information about the work environment and support provided to educators. The data collection techniques used included interviews, observations, and documentation to ensure a comprehensive understanding of educators work motivation. Data analysis techniques used in this research are data reduction, data display, and conclusion drawing. Data reduction was done by sorting and grouping relevant information according to Maslow's five levels of needs, namely physiological needs, security, social, appreciation, and self-actualization. Furthermore, the data was presented in the form of a structured narrative to show patterns and findings related to educators work motivation. Conclusions were drawn based on the interpretation of the data that had been presented, to provide a comprehensive picture of the factors that influence teachers work motivation and its implications for performance in schools.

Results and Discussion

The results show that SMK Al-Huda Sariwangi has been quite successful in meeting the basic physiological needs of teachers, which is the first level in Maslow's hierarchy of needs. These needs include basic aspects that support the physical well-being of educators, such as compensation and a comfortable physical work environment. (Iskandar, 2016) In terms of compensation, most teachers are satisfied with their salaries and allowances, which are considered to be in line with education standards in the region. This satisfaction is important because a decent income can reduce anxiety related to basic welfare, allowing teachers to focus more on their teaching duties.

However, the research also revealed some areas that require improvement, especially in terms of the provision of facilities and infrastructure. One important need that needs attention is the construction of a special place of worship within the school premises. Although there is a mosque in the boarding school compound, the location requires students and teachers to leave the school compound, which may affect discipline. Especially during the Dzuhur congregational prayer, concerns about students who might run away are a major concern. The construction of a dedicated mosque in the school compound will improve the ease of access to worship for students and teachers, as well as support discipline in performing worship in a timely manner.

In addition to places of worship, improving facilities and infrastructure to support the teaching and learning process is also very necessary, considering that SMK Al-Huda Sariwangi is a vocational school. Adequate specialized facilities are very important to support practicum activities in accordance with vocational needs, so that teachers can provide material effectively and students can understand vocational practices more optimally. The provision of equipment

in accordance with industry standards, adequate practical space, and relevant learning materials can support a comprehensive learning experience and improve the quality of vocational education.

By paying attention to these needs through continuous evaluation and improvement, the school can create a conducive working environment for teachers and an optimal learning environment for students. These steps will strengthen teacher motivation and support student discipline, so that the overall educational process at SMK Al-Huda Sariwangi can run better and more effectively.

On the aspect of security needs, the survey results show that SMK Al-Huda Sariwangi has provided good security and health guarantees for teachers. Most teachers stated that they feel safe with the school's efforts in providing job security, which shows that the school is committed to creating a stable and safe working environment. However, the survey also indicated that there are some teachers who feel less satisfied, especially in terms of health insurance. These teachers may feel limited in their coverage or access to health services provided by the school, which in turn may raise concerns for their well-being.

This suggests the need to evaluate and improve health insurance and job security policies. Increasing health coverage, for example by providing a more comprehensive health insurance program, could be an effective solution. In addition, schools can consider strengthening communication about the health and safety policy to all educators, so that they feel safer and more protected in carrying out their duties.

Improvements in this aspect will not only improve the physical well-being of teachers, but also increase their motivation and sense of loyalty towards the institution. Structured and transparent remedial measures in terms of health insurance and job security will create a more conducive working environment, ultimately contributing to improved overall teacher performance.

In the aspect of social needs, the results show that the relationship between teachers and leaders at SMK Al-Huda Sariwangi is well established and conducive. Responsive school leadership and a managerial approach that supports professional collaboration create a positive work atmosphere. (Suryadi et al., 2023) This good professional relationship plays an important role in increasing teachers' trust in school leaders, which in turn can strengthen their loyalty and work motivation. (Efendi & Sholeh, 2023) Support provided by leaders through open communication and appreciation of teachers' contributions are important factors in maintaining morale in the educational environment. (Khana et al., 2023)

In addition, effective communication among teachers at SMK Al-Huda Sariwangi also supports their social needs. Well-established collaboration shows the teachers' willingness and ability to support each other in carrying out their daily tasks. This is very important in the context of education, because harmonious collaboration allows for a more comfortable and productive work environment. (Mulki et al., 2024) Thus, these good social conditions not only contribute to work motivation but also create an atmosphere that encourages the achievement of educational goals in schools.

In the aspect of appreciation needs, SMK Al-Huda Sariwangi has succeeded in creating an environment that supports and appreciates teacher performance. The provision of recognition and rewards by school leaders, plus support from management, has played a significant role in increasing teachers' motivation and job satisfaction. This can be in the form of appreciation for their achievements or contributions to the learning process, which has a positive impact on teachers' morale and builds a sense of pride in their profession.

However, there is some room for improvement to ensure that every teacher feels that the appreciation and support they receive is optimal. Some teachers may still feel that the appreciation and support they receive is only adequate, not fully maximized. By rewarding these teachers, schools can create a more inclusive and appreciative work climate. (Kaif, 2022) This will

not only increase motivation but also strengthen teachers' overall performance, making them more committed to their educational duties.

In the aspect of self-actualization needs, the majority of teachers at SMK Al-Huda Sariwangi feel that the work environment and the responsibilities they get encourage them to continue developing their knowledge and skills. The professional development opportunities provided, such as training, workshops and seminars, show that the school is committed to providing programs and opportunities that support teachers' career growth. These facilities play an important role in ensuring that teachers always have relevant skills and are ready to face the changing challenges of education.

Moreover, access to regular training not only enhances teachers' individual capacity but also builds confidence and satisfaction in their work. (Dasmo, 2022) This support for self-development contributes to higher motivation, as teachers feel that the school values their potential and invests in their professional advancement. Thus, SMK Al-Huda Sariwangi creates a work atmosphere that pays attention to the need for self-actualization, encouraging teachers to reach their best potential for educational success.

Research conducted at SMK Al-Huda Sariwangi supports Maslow's Hierarchy of Needs theory which outlines that a person's work motivation is determined by the fulfillment of five levels of needs, ranging from physiological needs, security needs, social needs, appreciation needs and self-actualization needs. However, evaluation of security needs through improving health insurance, providing a representative place of worship, and improving learning infrastructure are important things that need attention. These findings provide recommendations for schools and related parties to improve facilities and policies that support teacher motivation and performance, in order to achieve higher quality education.

The results of this study are in line with previous findings such as research conducted by Adinda Kusumaningtyas entitled *Description of Teacher Motivation Based on Maslow's Hierarchy of Needs* which states that the fulfillment of basic needs such as physiological, security, and social has been achieved, but the needs of external appreciation and self-actualization are still not fully met, which reflects Maslow's hierarchy of needs in teacher work motivation. (Kusumaningtyas, 2019) In addition, research conducted by Anisyah Rahmadania and Hery Noer Aly entitled *Implementation of Maslow's Hierarchy of Needs Theory in increasing learning motivation at the Cahaya Generasi Islam Foundation in Bengkulu City* states that this theory is not only able to increase learning motivation, but also accelerate the achievement of learning goals and national education (Rahmadania & Aly, 2023).

Conclusion

The conclusion of this study shows that SMK Al-Huda Sariwangi has achieved a good level of fulfillment in the work motivation of educators, especially in the aspects of physiological needs, security, social, appreciation, and self-actualization according to Maslow's theory. The school has successfully created an environment that supports teachers' basic needs in terms of compensation and work environment, as well as good security. Social needs are also met through conducive relationships between teachers, leaders and fellow teachers, which support professional collaboration. In addition, SMK Al-Huda has adequately rewarded teacher performance and provided professional development opportunities that encourage teachers to continue learning and developing.

However, this study has some limitations. The findings related to health insurance needs do not cover more detailed aspects, so a more in-depth evaluation is needed. In addition, this study was only conducted in one school, so the results may not be representative for other educational institutions.

Further research can be conducted with a wider scope, involving other schools to strengthen the results and generalization. It is also recommended to conduct a more in-depth exploration of

the impact of health insurance and welfare on teacher motivation in various educational settings, so that efforts to increase work motivation can be more comprehensive.

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