

Model of Increasing Work Effectiveness Through Motivation

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Abstract—The purpose of this study was to find out and proved the direct and indirect effects of work motivation on the work effectiveness of madrasah principals with the ultimate goal of building a shared understanding. The work motivation was an important instrument that must be immediately corrected in an effort to produce school work effectiveness, especially in assisting work managerial madrasah head. This study used a survey method with a path analysis to examine the direct and indirect effects of the independent variables to the dependent variable. The population in this study was all Principals of the Tsanawiyah Madrasah School in Jambi as the target population and as an affordable population as a sample frame, a total of 70 madrasah principals was taken. Taking the number of samples used simple random sampling. This study concluded that work motivation had a direct positive effect on work effectiveness. The value of this positive influence was then expected to be used as a reference for the development of human resources in educational institutions, especially Madrasah, to increase the capacity of their human resources by managing work motivation to improve work effectiveness. For the next research, the writer will focus on head of madrasah in Kerinci.

Keywords—*effectiveness of work, head of Madrasah, motivation work*

I. INTRODUCTION

Success in a working unit is a system that gives an overview of the effectiveness of an institution's work. The level of work effectiveness can also illustrate performance, so it is important to evaluate its effectiveness. Thus, the challenge of a leader in an effort to increase the effectiveness of work will be the deciding factor. The work of effectiveness at head of madrasah in Jambi city had been analyzed but just 3 madrasah or schools. Ofcourse, the finding of the research was not in-depth. The research that related to effectiveness of work of 70 heads of Madrasah in Jambi city was not analyzed yet. Posner Kouzes [1] has hinted at the importance of this leader's role in five categories: to model the way, inspire a personal vision, challenge the process, allow others to act, and influence the soul.

Many of the heads of Madrasah in Jambi was still difficult and constrained in achieving the effectiveness of the work in

their institution. It is important to note that in particular, in relation to managerial patterns in Madrasah institutions, many service effectiveness indicators were determined by technical and non-technical factors. Technical factors included proficiency in administrative skills and the substance of educational services, especially in the organizational hierarchy model, namely, leadership, administrative, teaching, consulting, and coordination. In addition, there were non-technical factors related to the situation and conditions in creating performance, such as organizational climate, interpersonal communication, work motivation, discipline, and so forth.

Generally, the most frequent problems in educational institutions, especially in Madrasah, were weak service factors due to the lack of availability of human resources as teachers and as qualified managerial personnel. Daily Jambi Ekspres February 12, 2010 reported about the condition of education in Jambi that does not escape the problems concerning managerial principals. Next, this is a concern for the school of work at the head of SMP/MTs in Jambi who held a meeting every month once to increase the quality of the school principal in Jambi.

The activities as presented above were held to improve the effectiveness of principal leadership. In each meeting a variety of materials to improve the quality of the head master was surgical and studied. Starting from general policy on quality, introduction of teacher induction system, curriculum development, micro and teaching team, observation, class visits, teacher performance assessment, class-based assessment, and problem identification. The material discussed also concerns class-based assessments such as ICT skills, the effectiveness of principal leadership, and the school development process.

Other material that was not less crucial about the management of the school's finances, the role of parents and community, school action Research, group tasks to develop PTS, study MGMP Group, develop programs to conduct activities on-service, compose the instrument, a clinical vision, and compile the report of the study visit.

The problem of actual work effectiveness had long been researched experts. Hadley [2] explained the effectiveness of work could be perceived as: 1) An effective action when achieving specific objectives set, and 2) being effective means reconcentration of what is an unnecessary side task. In its perspective, it is clear that effectiveness is an effective action when achieving a specific goal set, and being effective means reconcentration on what is an unnecessary side task. If Hadley gave an instrument of understanding in the way of perspective, Robbins [3] explained in organizational. He understands that effectiveness is one of the most pervasive concepts of the Organization in relation to member participation in the Organization's continuity.

Robbins [4] defines effectiveness as a level of achievement of objectives that can be realized by an organization. Laurie [5] provides an explanation that effectiveness in its services will be influenced by leadership capabilities, relationship target groups, and work motivation as individual lines of unity. In the organizational part of the organization, the work system and organizational structure would be influenced by aspects of financial capability, physical environment, and technology. The alignment between individual pathways and organizational environment pathways was optimally capable of delivering a better level of working effectiveness. Some of these opinions provide sample clues that aspects of leadership and climate aspects of an organization could directly affect the effectiveness of the Organization. However, individual aspects such as emotional intelligence were another important trigger in creating a dynamic working climate and individual work ability to achieve optimal effectiveness.

The principal factor of the organization as a leader in relation to the development of leadership as explained by Mullins based on research results from Development Dimensions International (DDI), said that there has been no confidence in the staff of their leaders to direct the organization in the future. The survey results of DDI further discovered where leaders of various levels require the core development of leadership skills. Future leadership was expected to unleash the heavy burden of commanding tasks and control which was the basis of a hierarchical leadership.

Many factors influence the effectiveness of school principals work to education management. The high quality of education was due to various factors such as facilities, infrastructure, curriculum, quality teachers, the quality of the headmaster and public participation in education. Noting that this educational problem was complicated, researchers were interested in conducting a scientific study on the effectiveness of the school principal's work. Based on the experts' opinion, the leading factors in the school organization were determined by factors that influence the effectiveness of leadership in managing the organization in achieving organizational targets. For that, researchers intend to assess the factors affecting the effectiveness of the school principal by taking an approach to the organization of Islamic religion-based schools, Madrasah. It was further based on the perspective that the schools of Madrasah had not optimally implemented the accurate

implementation of the organizational model in its implementation.

II. METHODOLOGY

The operational objectives of the research to be achieved was to know and prove that there was a direct influence of work motivation to the effectiveness of work. This could be explained that the motivation of work had an influence that directly affects the effectiveness of a managerial process in an institution.

This research used quantitative approach with a path analysis to test the direct or indirect effect of free variables against bound variables. The target population in this study was the entire MTs head in Jambi i.e. the number of 283 heads of MTs. While the population is affected as a sample framework was amounting to 70 heads of Madrasah. Sampling used the simple random sampling technique. To determine the number of samples from the affordable population was determined by referring to the formula to calculate the size of the samples developed by ISAAC and Michael quoted by Sugiyono, namely:

$$s = \lambda^2 \cdot N \cdot P \cdot Q / d^2 (N-1) + \lambda^2 \cdot P \cdot Q$$

s = number of samples

λ^2 with $dk = 1$, error level 5%

$P = Q = 0.5$ and $D = 0.5$

Further obtained from the list of the number of sampling for affordable population (N) as much as 70 was 58. In this study the number of samples was increased by rounding upwards with the basic assumption that the greater the sample closer to the population then set as many as 60 headmaster. Data in research was collected using instruments that were questionnaires. Each questionnaire was developed with the following procedure: (1). Drafting conceptual definition, (2). Drafting the operational Definition, (3). Drafting the instrument grid, (4). Writing instrument items, and (5). Calibrate the instrument through trials of a number of samples.

In conceptual definitions work effectiveness is defined as achieving the objectives of tasks and functions in optimizing resources efficiently during the work process. While in operational definitions, occupational effectiveness was the teacher's assessment of achieving the objectives of the school's duties and functions in optimizing the resources efficiently during the work process in the form of scores after filling in the measuring instruments of study: (1) The establishment of Madrasah objectives; (2) Division of Duty; (3) Cooperation; (4) utilization of work facilities; (5) The granting of authority, and (6) supervision.

To focus of the direction of food research, the working effectiveness instrument was divided into inter-instrument development areas: Goal setting, Division of Duty, cooperation, utilization of work facilities, division of authority,

and supervision. These development questions were divided and formulated in specific questions. Furthermore the process of development of work effectiveness instruments begins with analyzing the theories that describe the working effectiveness variables, then constructed indicators representing the variables. From there, 29 items are obtained by using scale Five as an alternative, namely to strongly agree, agree, hesitate, disagree and strongly disagree. The details are further consulted with the promoter regarding the validity of the construction to find out how far the instrument measures the indicator of the working effectiveness variable.

Before these items were used in the retrieval of research data, trials were first conducted to see the validity of each item and the reliability of the instruments. To test the validity of an item used the correlation formula of product moment from Pearson that was the correlation between scores of test grains with total tests. The test criteria is, if the r -count is $>$ r -table, at the equivalent of $\alpha = 0.05$ significance was selected, then the statement item was declared valid, and if the item r -count statement was declared invalid. The next valid item was used in the retrieval of the research data and the declared item was not valid (drop).The result of the validity of the instrument was obtained from 37 grains obtained a valid grain of 29 items and as much as 8 items is declared invalid. The result of a valid instrument reliability test was obtained by the reliability coefficient of the instrument 0.943.

The motivation to work in conceptual definition was interpreted as being the psychological force in a person that determines the direction of behavior within an organization that was expressed as a level of diligence and effort undertaken. While in the definition of operational motivation work was defined as self-assessment of school principals in trying to perform their work, includes: (1) The expectation of the effort to succeed, (2) The value of the award (valence), (3) activation of encouragement to the purpose of working, (4) expectations of an outstanding effort, (5) Maintaining the intensity in the endeavour, and (6) The persistence in trying to be expressed in the form of scores after answering the instrument item.

To focus the research direction, the working motivation instrument was divided into the development of the instrument, among others: hope of successful business, valuable appreciation, activation of encouragement to the purpose of working, expectations of business achievement, maintaining the intensity in the effort and persistence in trying. The working motivation instrument before being utilized as a data collector means should be in the validity and reliability test. Therefore, each instrument item must be analyzed the relationship between the score of each item with a total score by using the correlation formula of the product moment from Pearson. The Instrument reliability test was calculated with the Cronbach Alpha formula.

From the calculations, it generates valid and invalid items, by comparing the r -count with the r -chart. If the r -count was greater than the r -table ($r_h > r_t$), then the instrument item was said to be valid, but conversely, if the r -count was smaller or

equal to the r -table ($r_h < r_t$), then the instrument item was invalid and it was decided not to be used in the study. The instrument validity test result of 37 items obtained by a valid grain of 26 items and 11 items was declared invalid. The results of the reliability test of the validity grain instrument were obtained at 0.949.

III. RESULTS AND DISCUSSION

A. Description of work Effectiveness Research Data

Based on the results of data collection, which then calculated the price of descriptive statistics, then the working effectiveness variable (X_4) had an average value of 109.62, median = 108.00 and mode = 100.00 with standard deviation = 10.53. The spread of data was processed in the frequency distribution list, hence the number of Class 5 intervals with a maximum score value of 129 and a minimum score of 93, so the score range was 36. From the results of the data processing used Sturges [6] method in the statistical method. Then the research data could be poured out in the frequency distribution list as follows:

TABLE I. FREQUENCY DISTRIBUTION OF WORK EFFECTIVENESS SCORES

No	Class Interval	Absolute Frequency	Relative Frequency	Cumulative Frequency
1	93 – 100	15	25,00	25,00
2	101 – 108	17	28,34	53,34
3	109 – 116	9	15,00	68,34
4	117 – 124	14	23,33	81,67
5	125 – 132	5	8,33	100,00
	Total	60	100,00	

From Table 1. Frequency distribution score, that the most frequency of respondents in the second interval class with intervals of 101 to 108, namely: 17 respondents (28.34%). This range was a score distribution that below average (109.62). This means that most of the distribution of the school's work effectiveness score was below the average price of 32 respondents (53.34%). This table was very important to show the distribution of the score. So that, the head of Madrasahs would know the position of their work effectiveness.

B. Description of Work Motivation Research Data

Based on the results of data collection, which then calculated the price of descriptive statistics, then the work motivation variable (X_2) had an average value of 97.47, median = 98.00 and mode = 98.00 with standard deviation = 5.32. The spread of data was processed in the frequency distribution list, resulting in a multiplicity of interval 7 classes with a maximum score value of 108 and a minimum score of 82, so the score range was 26. From the results of the data processing used Sturges method, the research data could be poured in the frequency distribution list as follows:

TABLE II. FREQUENCY DISTRIBUTION OF WORK MOTIVATION SCORES

No	Class Interval	Absolute Frequency	Relative Frequency	Cumulative Frequency
1	82 – 85	2	3,33	3,33
2	86 – 89	2	3,33	6,66
3	90 – 93	11	18,33	24,99
4	94 – 97	11	18,33	43,32
5	98 – 101	20	33,35	76,67
6	102 – 105	11	18,33	85,00
7	106 – 109	3	5,00	100,00
	Total	60	100,00	

From Table 2 Frequency distribution scores, that the most frequency of respondents in the fifth interval class with intervals of 98 to 101, namely: 20 respondents (33.35%). This range was a score distribution above the average (97.47). This means that as a whole, most of the school's work motivation score distribution was above the average price of 34 respondents (66.68%). This table was very important to show the distribution of the score. So that, the head of Madrasah would know the position of their work motivation scores.

C. Normality Test

Normality tests conducted to determine the normality of the estimated error of all regressions that had been obtained. One of the requirements in testing hypotheses using path analysis was that the estimated error state must be normally distributed with an average of zero. For the purposes of this analysis the Liliefors test was used. Estimation error in normality testing is estimated error (X_2 over X_1).

In accordance with the provisions for data normality criteria according to the Liliefors Test, if the highest value of L_{count} (L_o) is smaller than or equal to the L_{table} value, then the estimated error was normally distributed and vice versa. Based on the results of calculations that had been carried out using a significance level of 0.05 ($L_{table} \alpha = 0.05, n = 60$ then $L_t = 0.886: \sqrt{60} = 0.114$). The estimated normality error, test results could be detailed as follows table 3:

TABLE III. THE ESTIMATED NORMALITY ERROR

No	Estimation error	N	Lomaks	Ltable ($\alpha = 0,05$)	Conclusion of Test
1.	X2 on X1	60	0,035	0,114	Normal distribution

Secondly, the normality error test of working effectiveness (X_2) on work motivation (X_1) obtained the highest score or $L_{count} = 0.035$, this value was smaller than $L_{table} (\alpha = 0.05) = 0.114$, because L_{count} was smaller than L_{table} then the estimated error X_2 over X_1 came from normally distributed populations. Based on the calculation results of the tested variables, it showed that the population normality conditions calculated through estimated errors were met. With the results of this test gave an understanding that further analysis could be done. The results of the calculation of the estimated error data normality test.

D. Hypothesis Test

Hypothesis testing concerns the direct effect of work motivation on working effectively with the tested hypothesis being: $H_0: \beta_{21} \leq 0$ and $H_1: \beta_{21} > 0$. From the calculation results that the researchers did, the path coefficient value (ρ_{21}) = 0.480 (the price of r and t table was calculated by the SPSS 10.0 for Windows program).) = 1.67. Because the price of $t_{count} > t_{table}$, then reject H_0 the path coefficient was very significant. From these findings, it could be stated that, the positive direct effect of working motivation on working effectiveness was tests with very significant results (see table 4).

TABLE IV. HYPOTHESIS TESTING RESULTS

No	Statistical Hypothesis	Coefficient Price of the Path	Test results Significance of Path coefficient	Conclusion of Test
1	$H_0: \beta_{42} \leq 0$ $H_1: \beta_{42} > 0$	$\rho_{42} = 0,480$	$t_{count} = 4,859 **$ (H_0 rejected)	There was a positive direct effect of working motivation on working effectiveness, which was very significant.

Note: $t_{(0,05)(59)} = 1,67$ $t_{(0,01)(59)} = 2,39$

Based on the hypothesis testing results in this study could be obtained that the research hypothesis had been tested. Because the hypothesis was tested, the research empirically proved the underlying theories in drafting a theoretical framework in order to attract the research hypothesis tested through this study. With these results, the results of the study did not contradict the theories that became a reference to the research hypothesis submission.

In this section, the research explained rationally and theoretically about the factors related to the effectiveness of working supported by empirical data. These results further explain the significance of the research hypothesis linked with previous theories and studies in order to reveal factors affecting the effectiveness of the work. Based on the results of research hypothesis testing could be explained as follows: that hypothesis test results could be demonstrated that there was a direct influence of work motivation to the effectiveness of work. The results of this hypothesis test were not contrary to theories explaining the linkages between work motivation and work effectiveness. This fact was supported by James [5] which reveals that the motivation of work as the most powerful predictor of work effectiveness. Similarly Greenberg and Baron [7] gave limitations that motivation was a process that described an individual about intensity, direction and persistence in trying to achieve a goal.

This means that with the high working motivation held by the headmaster would strengthen his business in achieving his leadership goals so that it would help in achieving the

effectiveness of work in the school led. Thus, through the third hypothesis test in the study, it was proven that the motivation of work directly affects the effectiveness of the principal's work.

Job motivation position to be the driver of the person in trying could also be seen from the process theories focusing on "how" the individual steps, placing the business as Hadari [6] was written in human resource management. Furthermore, according to Hadari, this approach explains how motivation was activated, so it tends to be able to explain a choice, a meaningful effort, to focus on how behavior was initiated, directed, and maintained.

A person's high motivation to work as a school principal could encourage his efforts to succeed, which was effective in working. This situation could be achieved well if it was supported by high knowledge of managerial. This means that the goal to achieve the school principal's work effectiveness was required a good managerial knowledge.

IV. CONCLUSION

Based on data analysis and discussion of research results could be concluded that the work motivation directly affects the effectiveness of work. Thus the low effectiveness of the school principal's work could be explained by work motivation. The magnitude of the direct impact of working motivation to the effectiveness of working was 23.04%. Based on the findings of this study it could be concluded that the research hypothesis stating "there was a direct effect of positive motivation for working on the effectiveness of work" was acceptable. The results showed that the high effectiveness of school principals could be explained by the high motivation of working. Therefore, with the demands on the improvement of professionalism, it needs to be addressed by improving the effectiveness of working by increasing the three variables were high work motivation was a manifestation of the high head understanding of the concept of the double position, and would weak the orientation of the school principal to be professional in carrying out its duties. The high motivation of work illustrates the high loyalty, strong attachment, and the magnitude of the school's desire to immerse themselves in managerial activities in the school. Thus, to increase the motivation of the school principal could be reached by encouraging their professional in terms of: (1) Understand the duties, work and responsibilities as the principal, (2) Understand and apply the ethics of teaching, (3) Mastering the teaching materials in their field of expertise [8,9].

Thus, the first task to become the principal, the candidate of the principal should ideally be able to prove the ability to master the material and the way of teaching. This refers to one way to improve the motivation of working. With mastery of teaching materials, understanding of assignments and

responsibilities, and understanding the ethics of teaching, would grow new motivations that contain a combination of commitment and integrity in working [10]. When this was created, it formed a dynamic grammar so that the working process would run effectively.

It was undeniable that the importance of understanding the motivation of work, then learning was the best effort to be carried out by an educational institution to produce resources that understand work and responsibility. If all the success was able to work wholeheartedly, with integrity, with a good moral commitment and based on the high motivation, what was expected of the school managerial process was the implementation of an effective education process would be quickly realized. For the next research, the writer would focus on head of madrasah in Kerinci.

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