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EIGHT ASPECTS OF MOTIVATIONAL DEVELOPMENT AMONG EDUCATORS

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ABSTRACT

This study attempts to discover how motivation is fostered among educators. The study was carried out using a qualitative approach (multi-case multi-site exploratory case study), involving eight experts (psychologist and counseling, religious, and adult education) were in-depth interviewed and twenty-four experience teachers for two focus groups interviews. Subjects are selected using the "purposive" method with the consideration they are considered experts in the field of the study conducted, and are assumed to be able to provide comprehensive data for this study. Data were analyzed *thematically using NVivo 12.0 software*. The results show that there are eight major aspects in motivational development among educators, namely: (i) maximum effort, (ii) seeing challenges as opportunities, (iii) specific planning, (iv) discipline and consistency, (v) learning from the success of others, (vi) learning from one's failure, (vii) well-defined goals, and (viii) great passion. The eight aspects of motivational development established from this study holistically refer to the inner-self. This study illustrates that motivational building can be carried out independently throughout one's life through these aspects.

INTRODUCTION

Motivation is driven within the individuals to perform actions and achieve goals (Godman, 2013; Rahawarin *et al.* 2020). It is a voluntary, inner process, as well

as intellectual and mental endeavor exclusively committed to completing a task (Jansen & Samuel, 2014). Goleman (1998) relates motivation to the aspiration to succeed, commitment, initiative, and optimism. Motivation has served as one of the domains of self-competence in Goleman's concept of emotional intelligence.

Educators have been a key instrument in school settings (Erdem & Gozel, 2014), where they need to have a high level of responsibility and motivation to succeed in their educational enterprises (Goleman, 2001; Rohaty, 2002). Teachers provide better learning support and classroom management, which in turn has a positive effect on student motivation (Kunter et al. 2013). Besides, motivation-training programs can increase teacher motivation in teaching classes after attending training programs (Wati, 2011). Dulewicz & Higgs, (2000) argues that motivation is a lifelong development, something that will go a long way gradually.

The quality, competence, and personality of the educator are obtained through the process and training while at the educational level (Ocaya, 2018), providing them with the resources to properly manage education at school. However, they need to know about information media literacy, think globally, so that in addition to being able to adapt, they are also able to compete with new changes in education (Lase, 2019). The positive attitude among educators will help education to progress more rapidly (Butler, 2007, 2014; Butler & Shibaz, 2008; Leithwood, Harris, & Hopkins, 2008). Anjomshoa & Sadighi (2015) believes that motivation is a notable factor in the success of an organization, including educational institutions. In the field of education, educator motivation contributes to the progress and success of the education system, as well as to students' learning process (Bjekic, Vucetic, & Zlatic, 2014; Butler, 2012; Claudia, 2015; Fernet, Guay, Senecal, & Austin, 2012; Finnigan, 2010; Hopkins, 2012; Richardson, Karabenick, & Watt, 2014).

Studies reveal that educators have to confront various professional issues (Pasathang, Tesaputa, & Sataphonwong, 2016) including low levels of work motivation (Ghosh & Guha, 2016). Inefficient classroom instruction, absenteeism, and lack of education competencies are among the indicators of the issue (Watt & Richardson, 2015). Motivation, according to (Schacter, 2011), drives and governs actions towards the desired goal. It also explains an individual's intensity, orientation, and determination in achieving his purpose (Klassen, Tze, Betts, & Gordon, 2011; Mitchell, 1997). Therefore, it is believed that increased motivation will help educators deal with the problems in their profession.

Fostering the profession of the educator is one of the most frequently discussed topics in the education world (Avalos, 2011). Motivation and motivational development, however, are much less studied (Bjekic et al., 2014; Budden, 2009; Eyal & Roth, 2011; Husny Arar & Massry-Herzllah, 2016; Keshwar Seebaluck & Devi Seegum, 2013; Rich & Shiram, 2005), although building educator motivation has become compelling not only due to its far-reaching implication for personality and professional development but also due to its crucial role in improving the quality of education, boosting students'

motivation, and contributing to academic progress and academic success in general (Alfaro & Umana-Taylor, 2015; Budden, 2009; Chen, 2008; Finnigan, 2010; Nir & Hameiri, 2014). Every educator must be highly motivated to help and inspire their students to learn, and to encourage healthy social and mental interactions in educational settings to attain educational goals; further, they have to take pride in their profession and display a confident mood and positive attitude in doing their job (Erdem & Gozel, 2014; Ilter, 2013). Educator motivation has become a fascinating subject to study, since its complexity may provide insight into how to develop educator motivation more intensively (Mansfield, Wosnitza, & Beltman, 2012).

METHODOLOGY

The study was conducted using a multi-case multi-site exploratory case study with a qualitative approach (Yin, 2013; Obeng, 2016), in which a series of in-depth and focus group interviews. That is to say, that focus group interviews were two groups (24 experience teachers) whereas 8 experts were in-depth interviewed (psychologist and counseling expert, religious expert, adult education expert). They are selected using the "purposive" method with the consideration they are considered experts in the field of the study conducted, and are assumed to be able to provide comprehensive data for this study. Their selection also considers the criteria given by Spradley (2016) for the selection of qualitative research subjects, namely: (i) have to experience and fully understand the phenomenon under study, (ii) remain active in the field under study, (iii) have sufficient time to provide information to researchers, and (iv) can provide information in line with facts. In other words, the chosen subject has the predicate of the key informant.

A multi-case multi-site exploratory case study is a comprehensive research that incorporates multiple techniques of data collection and analysis (Yin, 2013). Habibi et al. (2019) highlight that data analysis consists of several stages, i.e. examining, categorizing, and tabulating, or otherwise recombining the evidence, to address the initial goal of a study. Such an approach allows researchers to acquire wide-ranging information related to the issue that they are investigating (Creswell, 2014; Creswell, Hanson, Clark Plano, & Morales, 2007; Gutmann, & Hanson, 2003; Yin, 2013). Qualitative approach and, in particular, focus-group interviews generate large amounts of data, which tend to overwhelm novice as well as experienced researchers.

To retrieve data from all informants, the authors use a set of structured interview protocol instruments that are guided by Krueger (1994) design, so that the interview to be neatly structured and easy to understand the flow of the conversation, it was important for researchers to compile the interview protocol in several parts as follows: opening questions for introduction, transitioning to the objective of the research questions, key questions to receive in-depth data to the research, and closing questions so that informants can provide further information to the research. Thematic analysis is a more flexible way to identify, analyze, and report qualitative research data. The data was later analyzed thematic-qualitatively using Nvivo (Yin, 2013, 2017; Akbuber, Erdik, Guney, Cimsitoglu, & Akbuber, 2019). Before all data was entered into the NVivo analysis tool, all the results of the interviews with the informants were

transcribed, then reduced, grouped into a theme to be reported in the form of dialogue or verbatim. Data analysis techniques in this way have been carried out by several previous researchers such as (Engkizar *et al.* 2018; Braun & Clarke, 2019; Maputra *et al.* 2020; Syafril *et al.* 2020; Rahawarin *et al.* 2020).

RESULTS AND DISCUSSION

The results indicate that there are eight major aspects in motivational development among educators: (i) *maximum effort* (ii) *seeing challenges as opportunities*, (iii) *specific planning*, (iv) *discipline and consistency*, (v) *learning from the success of others*, (vi) *learning from one's failure*, (vii) *well-defined goals*, and (viii) *great passion*. In other words, making maximum effort helps to look for more alternatives so that the goal can be achieved and challenges can be seen as opportunities for success. Moreover, to succeed, it is critically important to make an achievable specific plan realistically. Regarding discipline and consistency, it is important to take responsibility, have self-disciplined, and fully commit to the accomplishment of the tasks. Taking the success of others as an example so that personal development can grow further, taking from family and own failures as an impetus for success and prioritize what matters that can lead to success and seeing success as trust and responsibility. The following chart describes the experience and perspective of the subjects on each of the eight major aspects.

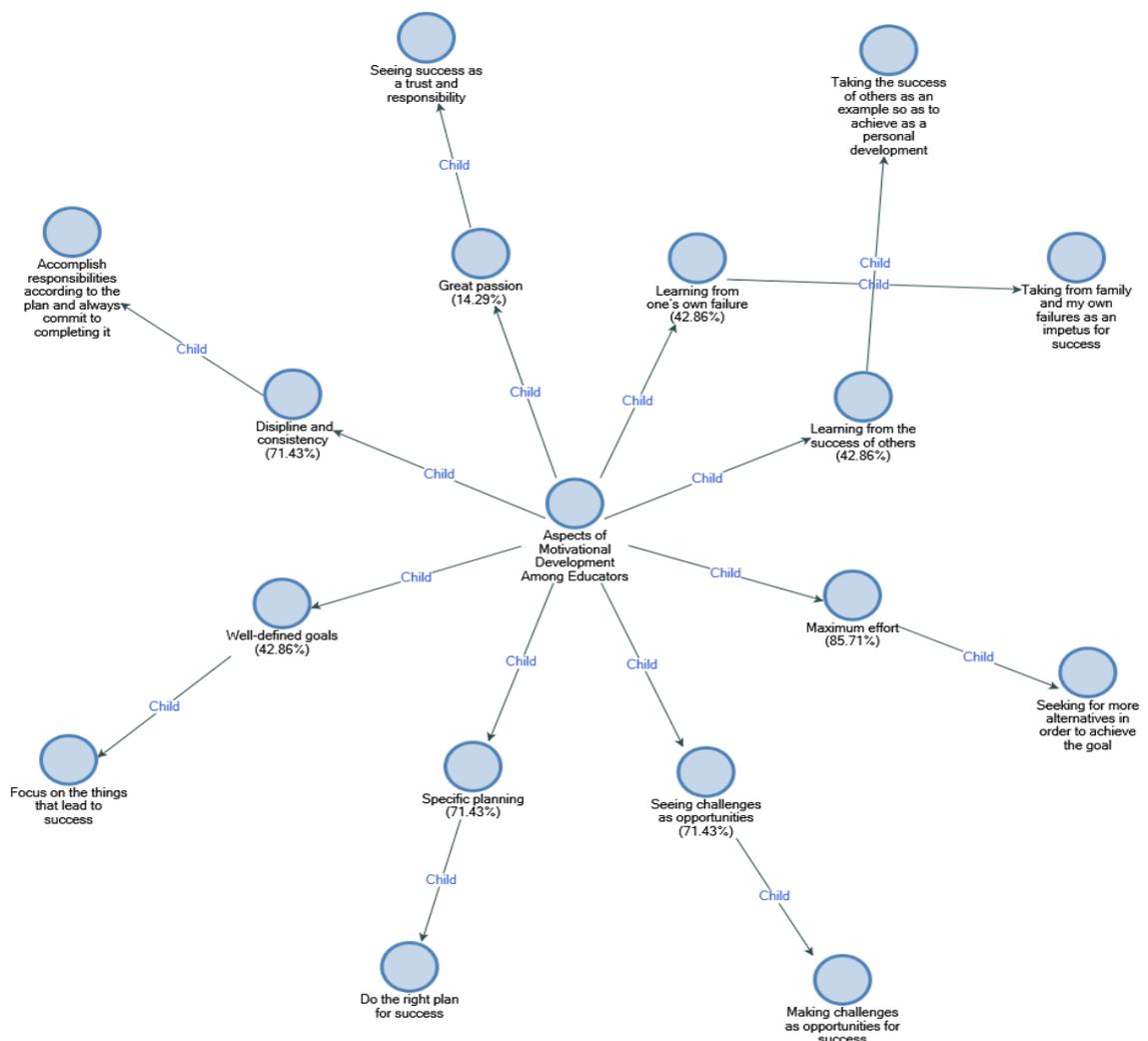


Figure 1. Aspects of motivational development among educators

Figure 1 shows the percentages of the eight major aspects: maximum effort (85,71%), seeing challenges as opportunities (71,43%), specific planning (71,43%), discipline and consistency (71,43%), learning from the success of others (42,86%), learning from one's own failure (42,86%), well-defined goals (42,86%) and great passion (14,29%).

If we look at the *Intersection Matrix* on the interview results in the eight components, it is found that the overall data appears through focus groups and in-depth interviews. However, the results showed that sharing of subjects through in-depth interviews was found to be higher in intensity compared to group interviews. This data illustrates that individual experience is very significant in motivational development among educators. A detailed description of the Matrix intersection motivational development among educators is shown in **Table 1** below.

Table 1 Matrix intersection motivational development among educators

No	Matrix Nodes	Group	In-depth
1.	Maximum effort	2	5
2.	Seeing challenges as opportunities	1	5
3.	Specific planning	1	5
4.	Discipline and consistency	0	6
5.	Learning from the success of others	2	3
6.	Learning from one's failure	1	3
7.	Well-defined goals	0	3
8.	Great passion	0	1

Some excerpts from the interviews are shown below to help clarify the data.

... To be the best, we have to put our effort; we cannot do things without any plan. I did not think twice about discipline. The awareness came up when we saw our colleagues were no longer at school that made us kind of left behind, which then encouraged us to rise, ... raising our awareness (Subject 02, Subject 03, Subject 01).

... So we prepare ourselves, we save up for any opportunities ..., we attended TOEFL classes, I took private classes ... So we must set a target in our life, to make us more focused ... which makes me believe that we don't do things to seek people's compliments, but it's purely my responsibility, so I have to do it (Subject 04, Subject 02).

... Before then I was assigned to SK where it was kind of extreme and remote and it's like there was nothing there, no officers, no clerks. So I became the clerk and then filled some other positions until I became a headteacher. So I was managing everything at the school including the teachers' salaries. I also learned from my own experience and reading about the success of notable people. I shared stories with more experienced people and learned from my past failures (Group 01, Group 02).

Several studies emphasize the need to continually improve educators' skills with regards to psychology (Syafri, S. et al. 2020; Nova Erlina, Syafri, S. 2018; Syafri, S., & Yaumas, N. E. 2017; Syafri, S., & Yaumas, N. E. 2017; Ishak, Syed Najmuddin, & Syafrimen, 2004; Zurinah, 2005). Along with motivational development, continual self-motivation enrichment among educators will preserve self-responsibility and self-consistency in their profession (Eyal & Roth, 2011; Leithwood *et al.* 2008). This study defines maximum effort and discipline and consistency as major aspects in motivational development, similar to several previous studies. (Finnigan, 2010; Wei, 2013) call these three aspects "high commitment". (Morgan, Kitching, & O'Leary, 2007) supports that educator motivation is associated with commitment, effectiveness, organizational behavior, and involvement in professional development. Another view considers that productivity will increase when people are faced with varied and challenging tasks (Johnson, Monk, & Swain, 2000). Maximum effort and discipline and consistency will encourage them to carry out these varied and challenging jobs.

Eyal & Roth, 2011; Mansfield, Wosnitza, & Beltman, 2012b assert that motivational development is a complex undertaking and requires accountability (Neumerski, 2013). This study includes seeing challenges as opportunities, great passion, and well-defined goals as major aspects of motivational development. Accountability is seen to be related to great passion, and educators with great and lifelong passion will carry strong motivation in doing their educational duties, improving professional performance, being creative, and showing emotional well-being (White-McNulty, Patrikakou, & Weissberg, 2005). Motivation will be constantly secured when educators can sense that they have a clear mission and well-defined goals in their jobs (Leithwood *et al.* 2008). If we draw a line to the findings of this study, it appears that individuals with great passion and a set of well-defined goals tend to see challenges as opportunities rather than limitations.

Moreover, the findings tell us about learning from the success of others and learning from one's failure as major aspects of motivational development. Covey has explained in his *Living the 7 Habits* the success of people who learned from their experience (Covey, 2011; 2014; Syafri *et al.* 2020). A highly-motivated person is likely to have a strong desire to fulfill his needs and to be more encouraged to motivate himself when he sees others succeed (Desa, 2006). The findings agree with Mennin's view (Mennin & Farach, 2007) that someone who learns from experience will find his life more meaningful because experience grants him deeper and broader knowledge and wisdom. Motivation in education is a connecting bridge that has a profound impact on academic quality and success (Davidson, 2007; Gardner, 2007; Gasco, Goñi, & Villarreal, 2014; Kim, Schallert, & Kim, 2010; Plenty & Heubeck, 2013; Yusnita *et al.* 2018).

Lack of self-confidence (Watt & Richardson, 2008), differences among students' learning styles and instructional strategies (O'Brien, 2012), students' perception of teachers (Berson, Da'as, & Waldman, 2015; Eyal & Roth, 2011), and pressing requirements in school reform may affect educator motivation

(Arar, Shapira, Azaize, & Hertz-Lazarowitz, 2013; Murniyetti *et al.* 2016) also found that educator motivation is related to the preferences in curriculum and school textbooks, as well as these educators' ability to take part in deciding on their students since they play a role in either increasing or reducing students' learning motivation.

A study by (Kontaş, 2016) suggests that highly-motivated educators tend to do their job more conscientiously and appreciate their profession better, thus they show substantial teaching performance, which ultimately improves education quality. Lack of motivation and competence will most likely undermine educator performance (Dewi, Bundu, & Tahmir, 2016). On the other hand, educator performance will most likely increase when a high level of motivation for achievements is observed (Queen, 2010). (Farida, 2014) found in her study that educators are discouraged to improve their performance when they lack motivation. The motivation for professional achievements is believed to have a positive and significant impact on performance (Lorenzo, 2012; Osvaldo, 2011; Robert, 2010).

CONCLUSION

Professional educators who have a high level of motivation and inspiring passion are a notable factor in realizing the goals of education. Therefore, motivation has to be fostered continuously since it is a life-long development. The eight major aspects of motivational development among educators identified by this study can be used as an alternative means to carry out continual development of educator motivation.

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