

IMPLEMENTATION OF THE PRINCIPAL'S PARTICIPATIVE LEADERSHIP STYLE AND MOTIVATION IN INCREASING TEACHER PRODUCTIVITY IN SCHOOLS SD NEGERI 076080 SIHARE'O III MA'U DISTRICT

By

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Abstract

This study aims to determine the implementation of the principal's participatory leadership style and the role of teacher motivation in improving teacher productivity, as well as to identify obstacles encountered in its implementation at SD Negeri 076080 Sihare'o III, Ma'u District, Nias Regency. This study used a qualitative approach with data collection techniques through in-depth interviews, observation, and documentation. The results show that the participatory leadership style at SD Negeri 076080 Sihare'o III has begun to have a positive impact. Teachers have become more active, the work atmosphere is more comfortable, and cooperation between teachers is improving. Although not yet perfect, the implementation is moving in the right direction and has the potential to improve the quality of education. Teacher motivation is influenced by several factors, such as basic needs being met, but there are still obstacles such as a lack of facilities and a heavy workload. Teachers also often have to use personal funds to support learning activities. Relationships between teachers are quite good, but communication with the leadership still needs to be improved. Although there are obstacles such as differences of opinion and time constraints, open communication helps overcome them. The principal strives to adapt the approach to the teacher's conditions and maintains work enthusiasm so that the learning process runs smoothly.

Keywords: Participative Leadership Style, Teacher Motivation, Teacher Productivity

PENERAPAN GAYA KEPEMIMPINAN PARTISIPATIF KEPALA SEKOLAH DAN MOTIVASI DALAM MENINGKATKAN PRODUKTIVITAS GURU DI SEKOLAH SD NEGERI 076080 SIHARE'O III, KABUPATEN MA'U

ABSTRAK

Penelitian ini bertujuan untuk menentukan implementasi gaya kepemimpinan partisipatif kepala sekolah dan peran motivasi guru dalam meningkatkan produktivitas guru, serta mengidentifikasi hambatan yang dihadapi dalam implementasinya di SD Negeri 076080 Sihare'o III, Distrik Ma'u, Kabupaten Nias. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data melalui wawancara mendalam, observasi, dan dokumentasi. Hasil menunjukkan bahwa gaya kepemimpinan partisipatif di SD Negeri 076080 Sihare'o III telah mulai memberikan dampak positif. Guru menjadi lebih aktif, suasana kerja lebih nyaman, dan kerja sama antar guru semakin membaik. Meskipun belum sempurna, implementasi ini bergerak ke arah yang benar dan memiliki potensi untuk meningkatkan kualitas pendidikan. Motivasi guru dipengaruhi oleh

beberapa faktor, seperti terpenuhinya kebutuhan dasar, namun masih ada hambatan seperti kurangnya fasilitas dan beban kerja yang berat. Guru juga sering harus menggunakan dana pribadi untuk mendukung kegiatan pembelajaran. Hubungan antar guru cukup baik, tetapi komunikasi dengan pimpinan masih perlu ditingkatkan. Meskipun ada hambatan seperti perbedaan pendapat dan keterbatasan waktu, komunikasi terbuka membantu mengatasi hal tersebut. Kepala sekolah berusaha menyesuaikan pendekatan dengan kondisi guru dan menjaga semangat kerja agar proses pembelajaran berjalan lancar.

Kata Kunci: Gaya Kepemimpinan Partisipatif, Motivasi Guru, Produktivitas Guru

INTRODUCTION

The right leadership style can build a solid work team, which will ultimately improve the quality of education. One leadership style considered effective in education is participatory leadership. Participatory leadership is a style in which the principal involves teachers in decision-making, provides opportunities to contribute to policy design, and allows teachers to provide input. This way, teachers feel valued and have a sense of responsibility for the policies they implement. This leadership style is expected to increase teacher motivation to work better and more productively.

According to Bass and Avolio (2019:34), participatory leadership is a style in which leaders provide opportunities for team members to participate in decision-making. This is crucial for increasing team member commitment and job satisfaction. In the educational context, teachers who feel involved in decision-making will feel more valued and motivated to give their best. A study by Goh and Low (2020:25) also stated that an inclusive and participatory leadership style can reduce work stress and increase teacher satisfaction and productivity in schools.

Furthermore, according to Lee and Chen (2021), principals who employ a participatory leadership approach find it easier to build harmonious relationships with teachers. This occurs because teachers feel they have a voice in decisions that affect their work. Open and respectful communication between principals and teachers can boost teachers' self-confidence, which in turn increases their motivation to perform better. This leadership style enables principals to build stronger teams and increase teacher productivity.

Motivation is a factor that significantly influences a person's performance, including in the context of a teacher's work. Generally, motivation can be defined as the drive or force that drives someone to carry out an activity or task with enthusiasm and responsibility. According to Robbins and Judge (2021), motivation is a factor that drives individuals to achieve specific goals and can be influenced by various external and internal factors. In the educational context, teacher motivation plays a crucial role in determining the quality of instruction provided to students.

In the educational context, teacher productivity is measured not only by the number of teaching hours, but also by the quality of instruction provided, creativity in teaching, and teacher involvement in professional development activities. According to Allen and Sutherland (2021:45), teacher productivity can be measured by the achievement of established educational goals and the positive impact they have on students. Principals who employ a participatory leadership style can help create a productive work culture, where teachers feel supported and motivated to perform better.

State Elementary School 076080 Sihare'o III, located in Ma'u District, Nias Regency, is one of the relevant elementary education institutions to be used as an object of study in examining the implementation of participatory leadership styles in the context of increasing teacher

motivation and productivity. Despite being located in an area facing various challenges in the field of education, this school has the potential to develop if supported by the right leadership pattern. The principal as an educational leader plays a strategic role in directing and managing all existing resources, including in creating a work climate that encourages active participation and collaboration. Therefore, the principal at State Elementary School 076080 Sihare'o III is expected to be able to be a role model in implementing a participatory leadership style that not only contributes to improving the quality of the learning process, but also to the welfare and professionalism of the teaching staff in the school environment.

The purpose of this research is To find out the implementation of the principal's participatory leadership style in increasing teacher productivity, to describe the role of teacher motivation in increasing teacher productivity and to identify the obstacles faced in implementing a participatory leadership style and motivation to increase teacher productivity at SD Negeri 076080 Sihare'o III, Ma'u District, Nias Regency.

LITERATURE REVIEW

Leadership

According to Simarmata et al. (2021:32), They define leadership as the process of influencing the thoughts, feelings, attitudes, and behaviors of others to achieve specific goals. This definition emphasizes that leadership is not only related to actions or behaviors, but also involves the emotional and cognitive aspects of the individuals being led. By influencing these various dimensions, a leader can create an environment conducive to achieving shared goals. Leadership is a complex process that involves the ability to influence and direct individuals or groups toward achieving specific goals. Aspects such as influence, motivation, organization, and resource management are key elements in leadership. Furthermore, effective leadership focuses not only on achieving organizational goals but also on individual development and improving the well-being of organizational members. Thus, successful leaders are those who are able to balance goal achievement with attention to the needs and development of their team members.

According to Rowe and Guerrero (2021:90), states that participatory leadership style is a method that allows leaders to create synergy between individuals in a team by giving them the freedom to express their opinions and act according to their responsibilities.

From the various definitions above, it can be concluded that a participatory leadership style emphasizes collaboration, two-way communication, and team member empowerment. Leaders with this style serve not only as directors but also as facilitators, creating an inclusive work environment. This not only improves decision-making quality but also fosters a sense of shared responsibility and team spirit. Active team member involvement fosters innovation, increases productivity, and strengthens the emotional bond between leaders and team members.

Motivation

According to Robbins & Judge (2019: 47), motivation is a driving force that drives individuals to behave and take action to achieve certain goals. From this perspective, motivation is not only related to achieving personal goals, but also to how a person interacts with the environment to achieve what is desired. According to Sutrisno (2018: 44), factors that influence motivation consist of two main categories: internal factors and external factors. Internal factors include a person's needs, desires, and personal values, which influence an individual's level of motivation to act. Meanwhile, external factors include environmental conditions and external stimuli that can stimulate or decrease motivation. Sutrisno also emphasizes the importance of

understanding these factors to create better motivation in the workplace, both from an intrinsic and extrinsic aspect.

Motivation in education is a factor that encourages individuals to actively participate in the learning process and develop their abilities. According to Ryan and Deci (2018:34), in their book **Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness**, motivation in education plays a crucial role because it can influence the quality and quantity of student engagement in learning activities. High motivation will encourage students to study harder, participate in discussions, and improve academic achievement. In the educational context, motivation can be divided into two main types: intrinsic motivation, which comes from within the individual, and extrinsic motivation, which comes from external factors such as rewards or praise.

RESEARCH METHODS

This research uses a qualitative research type. A qualitative approach was chosen in this study because it aims to understand in-depth the implementation of the principal's participatory leadership style and motivation in improving teacher productivity at SD Negeri 076080 Sihare'o III, Ma'u District, Nias Regency. This approach allows researchers to explore experiences, perceptions, and social interactions that occur in the school environment through interviews, observations, and document analysis. Qualitative research also provides flexibility in exploring the meaning behind principals' actions and policies in building teacher engagement, which are difficult to measure quantitatively. Furthermore, this approach helps researchers understand the specific contexts surrounding teacher motivation and productivity, thus generating more comprehensive and applicable insights. Therefore, qualitative methods are considered most appropriate for obtaining descriptive and interpretive data related to the phenomena under study.

RESULTS AND DISCUSSION

Implementation of the Principal's Participatory Leadership Style in Increasing Teacher Productivity

The participatory leadership style implemented by the principal at SD Negeri 076080 Sihare'o III, Ma'u District, plays a crucial role in improving teacher performance and productivity. The principal strives to create an open, democratic work environment and respects the opinions of all teachers in every decision-making process. This is evident in the principal's habit of regularly holding meetings with the teachers' council to discuss policies, work programs, and solutions to problems that arise within the school environment. This approach makes teachers feel more valued, involved, and motivated because their opinions are heard and become part of the school's policy direction.

However, in its implementation, principals also faced various challenges, such as differences of opinion among teachers and a lack of readiness on the part of some teachers to actively participate. However, these obstacles were overcome through personal communication and a humanistic approach, such as providing moral support and building trust among teachers. Teachers who were initially passive were gradually encouraged to become more confident in expressing their opinions.

Based on Wibowo's (2021) findings, a participatory leadership style can encourage increased work productivity by creating space for active participation from organizational members. Another study by Harahap and Siregar (2022) also showed that teacher involvement in school policy processes can increase their sense of responsibility and improve their

performance. Therefore, the principal of SDN 076080 Sihare'o III's policy of building a participatory climate aligns with theory and empirical findings regarding leadership effectiveness in education.

The Role of Teacher Motivation in Increasing Teacher Productivity

Teacher motivation plays a crucial role in increasing school productivity. At Sihare'o III Public Elementary School 076080, teacher motivation is evident in their enthusiasm for teaching, developing lesson plans, managing classes, and participating in training activities. Teachers who possess intrinsic motivation, such as a sense of responsibility and a desire to develop, will work more diligently, creatively, and take initiative. This means that motivation drives teachers to work not only out of obligation but also out of awareness and commitment to educational goals.

However, teacher motivation is also greatly influenced by the work environment. Support such as recognition for hard work, adequate facilities, a sense of security, and a good relationship between teachers and school leaders are crucial for building work enthusiasm. At SD Negeri 076080 Sihare'o III, challenges such as a lack of facilities and ineffective communication remain. Therefore, the principal needs to create a supportive work environment that engages all teachers, so they feel valued and motivated. Continuously improving teacher motivation will improve their teaching productivity and contribution to the school.

According to Robbins and Judge (2019:47), motivation is an internal drive that moves a person to act to achieve a specific goal. In this context, motivation is not only related to achieving personal goals but also reflects how individuals adapt and interact with their environment to fulfill their desires or needs.

Obstacles Faced in Implementing Participative and Motivational Leadership Styles to Increase Teacher Productivity

In implementing a participatory leadership style, the principal of SD Negeri 076080 Sihare'o III, Ma'u District, Nias Regency, faced several challenging obstacles. One of the main obstacles was the differences in character and level of readiness of teachers to accept and actively participate in decision-making. Not all teachers were accustomed to a participatory approach, especially those who had previously been more comfortable simply carrying out orders or instructions from superiors. This led to some teachers appearing passive in discussions or school meetings. Furthermore, time constraints due to the busy school schedule also posed a barrier to building intensive communication between the principal and teachers.

Another challenge is the limited facilities and infrastructure that support the learning process and the implementation of school programs. In these circumstances, principals must be able to encourage teachers to remain creative and enthusiastic in carrying out their duties, even with limited facilities. High administrative burdens also often affect teacher morale, requiring principals to provide continuous morale and motivation. Furthermore, building trust and openness between leaders and teachers also takes time and is not an instant process. Principals must be able to maintain a balance between providing direction and listening to teachers' opinions to create a conducive and collaborative work environment.

Robbins and Judge (2020) stated that participation will be effective if supported by strong trust and motivation from all members of the organization. Unfortunately, other obstacles such as limited coordination time, busy teaching schedules, and inadequate communication facilities also weaken this collaborative spirit. This is reinforced by Northouse (2021), who emphasizes the importance of efficient time management in collaborative processes to avoid disrupting the organization's core functions.

CONCLUSION

1. The implementation of the principal's participatory leadership style in increasing teacher productivity at SD Negeri 076080 Sihare'o III shows that the participatory leadership style implemented at SD Negeri 076080 Sihare'o III has shown a positive impact on increasing teacher productivity.
2. The role of teacher motivation in increasing teacher productivity at SD Negeri 076080 Sihare'o III shows that their work motivation is influenced by many factors, both physical and psychological. Salaries and a sense of security are met, but obstacles remain such as a lack of teaching aids, technology, and a high administrative burden. Teachers feel compelled to work extra hours, even using their own funds. Relations between teachers are quite good, but cooperation with leaders is not optimal because they are rarely involved in decision-making and receive little appreciation..
3. Obstacles in implementing participatory leadership and motivation in increasing teacher productivity at SD Negeri 076080 Sihare'o III show that the implementation of participatory leadership has begun, although there are still obstacles such as differences of opinion, limited time, and lack of facilities. Open communication is very helpful in overcoming these obstacles..
4. It is recommended that school principals continue to hold internal training and regular discussions involving all teachers to familiarize them with expressing their opinions and participating in the school's decision-making process. These activities not only provide a forum for sharing ideas but also strengthen a sense of ownership of school policies. Furthermore, holding regular joint reflection forums is crucial for fostering a participatory and collaborative work culture. Through joint reflection, teachers and school leaders can evaluate ongoing processes, identify obstacles, and formulate solutions openly. This effort will foster a more harmonious and democratic work environment and increase teacher motivation and productivity at SD Negeri 076080 Sihare'o III.

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