

Teacher Motivation In Improving Quality Of Education In Basic School

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Abstract: The success of education in schools is largely determined by the success of the principal in managing the educational staff available at the school. The principal is one component of education that has an influence in improving teacher performance. The principal is responsible for organizing educational activities, school administration, fostering other education personnel and utilizing and maintaining facilities and infrastructure. This becomes more important in line with the increasingly complex demands of school principals, who want more effective performance support. The purpose of this study is to describe and analyze the motivation of teachers in improving the quality of education; describe the strategy of improving education quality, and describe and analyze the supporting factors and obstacles to teacher motivation in improving the quality of education in the Geumpang II Elementary School SP V Geumpang District, Pidie District. This study uses a qualitative approach because the researcher intends to obtain a deep picture of a particular social phenomenon in the sense of describing the motivation of the teacher in improving the quality of education in Public Elementary Schools in Pidie District. Theoretically, qualitative research is a study that uses itself (researchers) as a research instrument. Analysis technique uses. The data analysis technique used in this study is analyzed using an interactive model. Teachers are motivated in improving the quality of education because of physiological motivation, a motivation for security, social motivation, a motivation of appreciation and motivation for self-actualization are fulfilled. The strategy used for improving the quality of education is the government's strategy through certification, accreditation, standardization, and increasing teacher salaries and welfare. School strategies include: providing incentives and creating a sense of family. The strategies undertaken by the teacher include: adjusting the teaching to individual needs, determining the style of teaching. Supporting factors for teacher motivation include internal factors, namely factors of teacher welfare, incentive benefits, and awards, level of education, personality and dedication, teaching ability, discipline, while external factors include facilities and infrastructure, welfare guarantee, Principal managerial abilities, and community relations. The inhibiting factor of teacher motivation internally is the level of education, professionalism, reluctance to develop its protection, and externally consists of facilities and infrastructures and the lack of teacher support tools in teaching.

Keywords: Teacher motivation, Quality of education

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I. INTRODUCTION

Education as a locomotive of development to encourage the Indonesian government to make improvements and development in various sectors of education. This is done in accordance with the nature education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, is aimed at developing students' potentials in order to become a man of faith and bertakwa to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible (Law No. 20 of 2003 on National Education System Section 3). Vision Policies National Education System is the realization of the education system as a social institution that is strong and authoritative to empower all citizens of Indonesia develop into a human quality so capable and proactive answer the challenges of the times are always changing.

This adult education quality improvement efforts continue to be made by the various parties. Such efforts based on an awareness of the importance of the role of education in human resource development and the development of national character (Nation Character Building) for the advancement of society and the nation. The dignity of a nation is determined by the quality of education. In the level of development of the Indonesian nation, improving the quality of education is the goal of development in the field of national education and an integral part of efforts to improve the overall quality of Indonesian human (Mulyasa, 2007: 31).

Improving the quality of school education emphasizes the importance of the role as the main base autonomous actors, and the role of parents and communities in developing education. Schools need to be given the trust to organize and take care of himself in accordance with the environmental conditions and customer needs. Schools as autonomous institutions are given the opportunity to manage in a coordinated process to achieve the objectives of education (Admodiwirio, 2000: 5-6). In other words, improving the quality of education indicates the involvement of various parties (stakeholders) that government, schools (teachers, students, Principal), society (the Committee), and parents.

The concept of these ideas have prompted the emergence of the management approach for school-based quality improvement. That is the approach known as quality improvement of school-based management (school-based quality management / school based quality improvement). The concept of improving the quality of school-based education emerged within the framework of school-based management approach. In essence, MBS will bring progress in the two areas are mutually dependent, that is, first, the progress of educational programs and services to students-parents, students and the community. Second, the quality of the working environment for all members of the organization (Suryosubroto, 2004: 204)

The school principal is responsible for the implementation of educational activities, school administration, coaching other education personnel and efficient utilization and maintenance of facilities and infrastructure. This becomes more important in line with the increasing complexity of the principal demands of the task, which requires the support of the performance of the more effective and efficient. Implementation of MBS that emphasizes accountability, the task of principals increasingly complex and diverse. The role of the principal to the success of MBS is "as educators, managers, administrators, supervisors, leaders, innovators and motivators. Meanwhile, Mulyasa (2005: 98)

The explanation affirms that the school principal as supreme leader influence and determine the progress of the school must have the administrative capacity, committed and flexible in their duties. Good school leadership must be able to work on improving the performance of teachers through educational personnel capacity building program. Therefore, the principal must have the personality or attributes and the ability and skills to lead an educational institution. In his role as a leader, the principal must be able to address the needs and feelings of the people who work so the teacher's performance is always maintained.

Another factor that takes the principal in carrying out its task is the support of the government, whether it be coaching or support material, but in fact more focused government support to teachers as compared to the principal, but the principal is the key to school success. The lack of government support is what causes the principal task is becoming increasingly severe.

In addition to the principal, the elements that determine the quality of education is the teacher. The successful implementation of the curriculum depends on the ability, willingness, and professional attitude of teachers (Soedijarto, 1993: 136). Appendix National Education Minister Regulation No. 16 of 2007 on Academic Qualification Standards and Teacher Competency described competencies required of teachers, the pedagogical competence, personal competence, social competence and professional competence. Teacher competence standards with due regard to cultural diversity, diversity of background and characteristics of learners, as well as demands to produce qualified graduates.

The existence of the teacher as the executor of the program is first and foremost on the school is expected to play its role to the fullest, so as to improve the quality of education in schools. But the reality of the existence of a teacher is not maximized and effective in improving the quality of education, because teachers are more likely to be prosecuted spent the target material and the target value of the national exam. Finally, the teacher is not touching the improvement of education quality management process as a whole and not in accordance with the role and function is to assist the principal in the management of education quality. The same thing is done Elementary School in Pidie District in improving the quality of education in particular, the implementation of the curriculum is to integrate general learning material. In addition, the school is also implementing extracurricular Dhuhr prayers in congregation and other activities.

Improving the quality of primary school education is the main goal of School Based Management (SBM) by focusing on three main pillars are: school management, participation (participation) on education in the school community, and the learning process in schools. The problem of improving the quality of education, including teacher motivation, efforts to improve the welfare and professionalism of teachers in basic education is a problem faced by teachers in the entire country, including teachers in public elementary school Geumpang II SP V (SP five) Geumpang District of Pidie district.

The school is located in transmigration areas with a distance of 100 km from the capital of Pidie and 15 km from the district town Geumpang. Remote location with the condition of the road to the school is quite heavy (and often muddy landslides, even elephants still roam freely) makes many teachers are reluctant to be placed in Geumpang. There are also teachers who as honorary would be placed on the SDN Geumpang II SP V, but after the appointment of the Civil Service had requested a transfer of Geumpang. Although the deed of agreement the appointment and deployment of teachers is determined that a teacher who is appointed and placed

first shall serve seurang least five (5) new year may propose mutase. But in reality, there are teachers who are only eight (8) months in charge at SDN Geumpang II SP V has been able to transfer to another school.

In addition, the Trustees and the Education Bureau is not aligned in the execution of their duties. So too Headmaster less daring act only depend Supervisors, Principals do not dare to act for fear of being blamed by all relevant parties, the lack of teachers PNS bakkkan Guru civil servants sent from outside the District always welcome to stay in Geumpang because often distracted on the way to complete the School Administration (avalanche path, to meet the elephants). Coupled with the lack of attention of parents to the child's learning process at home, the limitations of instructional media, the lack of active participation of all parties, qualification and competence of teachers are still not equitable is a challenge that inhibit the improvement of education quality in Geumpang. But in the middle of the limitations mentioned above, the State Elementary School Geumpang II SP V was able to show his achievements, always got a champion though not always number one, as a field of study and O2SN race. This fact prompted researchers to examine more deeply about motivation, tips and strategies for teachers to improve the quality of education.

The aim of this seminar were: mendesripsikan and analyze the motivation of teachers in improving the quality of education in Elementary School Geumpang II SP V District of Pidie district Geumpang; describes the strategy to increase the quality of education in public elementary school Geumpang II SP V Pidie District; and to describe and analyze the factors supporting and motivation of teachers to improve the quality of education in public elementary school Geumpang II SP V District of Pidie district Geumpang

II. LITERATURE REVIEW

Motivation theory

According Santrock, motivation is a process of encouragement, direction, and persistence of behavior. That is, the behavior is a behavior motivated energetic, effective, and durable (Santrock, 2007). In teaching, the motivation can be regarded as a driving force in the overall teacher raises self learning activities, which ensure the continuity of teaching and learning, giving directions on learning activities, so that the goal can be achieved (Sardiman, 2000).

Maslow's theory assumes that the lower strata needs must be met before the higher strata began to control the behavior of an individual. In Maslow's theory of needs that had been met would stop power motivation. Needs that are intended by Maslow noted from the lowest strata to the highest as follows:

- 1) Physiological needs (Physiological needs), the need for food, drink, shelter, and freedom from pain. These needs are basic needs (basic needs) to sustain life
- 2) Safety and security needs (security needs and security), namely the need for freedom from threats and safety guaranteed.
- 3) Social (Belongingness) needs (social needs), the need for friends, affiliates, imteraksi, and love.
- 4) esteem needs (Esteem needs), namely the need for self-esteem and the respect of others.
- 5) Self actualization needs (Aktualisasi needs themselves), namely the need for self-gratification to maximize the potential, ability, and skill.

Education concept

Education is a process, techniques, and methods of learning and teaching with the intention of transferring knowledge from one person to another through a systematic and organized procedures that take place within a relatively long time. Meanwhile, according to the language center of the national education department, education is the process of changing the attitude and manner of a person or group of people in a mature business man through teaching and training efforts (Harsono; 2011: 162).

According Hasibuan quoted from Edwin. B. Flippo (2002: 69) education is associated with increased public knowledge and understanding of our environment as a whole. According Ruky in Hendrik Setiawan (2006) education / learning (learning) is an act done by the employee in an attempt to master, skill, knowledge, and a certain attitude that resulted in relatively permanent change in the behavior of their work.

Master concept

According UU.No. 14 Year 2005 Article 1 of Teachers and Lecturers. Teachers are professional educators with the primary task of educating, teaching, guiding, directing, train, assess and evaluate students on early childhood education, formal education, primary education and secondary education. Teachers like this has to have some kind of formal qualification. In a broader definition, anyone who teaches something new can also be considered to be a teacher.

Educational Quality Concept

One indicator of the success of the leadership of a school principal measure of the quality of education in the school. In the context of education, the notion of quality includes input, process and output of education

(MONE, 2001: 5). Educational inputs is: Everything that should be provided as needed for the process. The education process is changing something into something else by integrating the input of the school so as to create a pleasant learning situations (enjoyable learning), able to encourage motivation and interest in learning, and really be able to empower learners. Output education is a school performance that can be measured by the quality, effectiveness, productivity, efficiency, innovation, and moral works.

Theory of Social Behavior

In theory this behavior there is an approach to behaviorism, where this approach has been known since a long time in the social sciences, particularly in the field of psychology pioneered by BF Skinner (1963). According to Skinner, the paradigm of social facts and social definition as the perspective of a mystery, containing issues that still puzzle and can not be explained rationally. While the behavioral paradigm focuses on the relationship between the individual and his environment. Environment consists of an assortment of objects of social and non-social objects.

Differences of views between the paradigm of social behavior with the paradigm of social facts, lies in the source control individual behavior. Included in the paradigm of social behavior is a sociological theory of behavior (behavioral sociology theory) and the theory of exchange (exchange theory). Social behavior theory focuses on the relationship between the behavior of the actors with the behavior of the environment. The basic concept is empowerment (reinforcement) which can be interpreted as the result or reward. A reward does not bring influence to the actor certainly will not be repeated. This theory can not be separated from the idea once expressed its predecessor, such as Adam Smith, David Ricardo, John Stuart Mill.

In other words, people's behavior is not solely due to the default of the family but is the result of social interaction in the fabric of society itself. So that people's behavior is born is also due to the influence of the community where it is located or shelter means of self external factors are also very dominant society. A similar sentiment was expressed by BF Skinner that the behavior of individuals that took place in relation to environmental factors will result in consequences, or changes in environmental factors, lead to changes in behavior (Ritzer; 1992; 82).

III. RESEARCH METHOD

Research approach

This study used a qualitative approach (qualitative Research) because the researcher intends to acquire in-depth description of a particular social phenomenon in terms describe the motivation of teachers in improving the quality of education in public elementary school Geumpang II SP V in Pidie District. Theoretically, a qualitative research study using self (researchers) as a research instrument. In the course of research, researchers will follow at the same cultural assumptions follow the data, in order to achieve insights into the world of the imagination of social information, which the researchers hoped flexible and reflective but still able to set the distance.

Research focus

The focus of the research is as follows:

- 1) Motivation of teachers in improving the quality of education in public elementary school Geumpang II SP V Pidie District:
 - a. Motivation physiological
 - b. Motivation sense of security
 - c. social motivation
 - d. Motivation award
 - e. Motivation for self-actualization
- 2) The strategy for improving the quality of education in public elementary school Geumpang II SP V Pidie Regency
 - a. Government strategy
 - b. Schools Strategy (principal and teachers)
 - c. Community strategy
- 3) Factors supporting and improving the quality of education in public elementary school Geumpang II SP V Pidie Regency
 - a. Factors supporting improvement of the quality of education in public elementary school Geumpang II SP V Pidie Regency
 - 1) Internally:
 - 2) Externally:

- b. Inhibiting factors increase the quality of education in public elementary school Geumpang II SP V Pidie Regency
- 1) Internally:
 - 2) Externally:

Data analysis technique

Data analysis technique used in this research is the analysis using an interactive model according to the Sugiyono Milles and Huberman (2012: 338) states that "Activities in qualitative analysis performed interactively that continues over time through, so that the data is already saturated". The activities described in the data analysis, among others, the reduction of the data (data reduction), presentation of data (data display), and conclusion / verification (conclusion drawing / verification).

IV. DISCUSSION

Motivation of teachers in improving the quality of education in public elementary school Geumpang II SP V Pidie Regency

1) Motivation physiological

Interviews with informants revealed that the motivation to follow the teaching program in the area transmigrasi are: a) want to serve as a professional teacher anywhere, b) the need to retrieve the welfare of individuals and families, c) work to increase revenue, d) increase the capacity and professionalism of me as a teacher , e) social skills and discipline as a teacher. This answer shows that every teacher first to admit that their motivation once more physiological. But at the same time awareness of the responsibility as a teacher appears. It is seen in consequence that the teacher wants to show a good performance sbagai teacher then; a) came just in time, b) teach using props and complete all the preparation to teach in accordance with the expected demand, c) improve self-discipline, responsibility, interaction between teachers and students increases, d) there is a moral burden if it does not perform well and the responsibility of both the level of school attendance, punctuality, preparation of teaching more attention, locate and determine the methods and media right, or create variations each time to go to class so that students are not saturated but are actively involved in learning. Thus improving the quality of primary school education means that the rise in the quality of the student or general human morality, bookish knowledge, responsibility and discipline. preparation of teaching more attention, locate and determine the appropriate methods and media, or create variations each time to go to class so that students are not saturated but are actively involved in learning. Thus improving the quality of primary school education means that the rise in the quality of the student or general human morality, bookish knowledge, responsibility and discipline. preparation of teaching more attention, locate and determine the appropriate methods and media, or create variations each time to go to class so that students are not saturated but are actively involved in learning. Thus improving the quality of primary school education means that the rise in the quality of the student or general human morality, bookish knowledge, responsibility and discipline.

It's related to the physiological needs mentioned by informants incentives that reward or punishment given to motivate a person to better performance, both financial and nonfinancial. Incentives to support the quality of schools is the cooperation of all parties concerned and to opt out of all components of society, the most dominant is the level of student discipline, comfort / safety of the school environment.

Basically, people's motivation to work in any profession is to meet the needs that exist within each person. According to Maslow, humans require several needs, among them: the need fisiologikal (protection of goods or salaries), safety needs (security, retirement benefits or stability), the need to have (friendship or friends in the group), esteem needs and self-actualization (feat or challenging work).

For someone who has a profession as a teacher and administrative personnel as well as they do their work also wants to get a salary, appreciated for what they are doing and also get a sense of security or pension benefits when it expired devotion. Everything was organized and established by the government in Law No. 8 of 1974 states that every civil servant (PNS) are entitled to a decent salary in accordance with the work and responsibilities.

2) Motivation Sense of security

The aim of this motivation to get a sense of security, both physically and emotionally. This was revealed in an interview with the principal of SDN Geumpang II SPV that experience that there are teachers who as honorary would be placed on the SDN Geumpang II SP V, but after the appointment of the Civil Service had requested a transfer from Geumpang, but the teacher just served as a civil servant for 8 months , In the deed of agreement the appointment and deployment of teachers is determined that a teacher who is appointed and placed first shall be served at least five (5) new year may propose mutation. The transfer of a civil servant and of course through the procedure with a good employer policy Principals, Supervisors, UPTD Head and Head of the Department of Education.

The reality is a concrete example of motivation of teachers who pursue only secure position in life, hoping to become civil servants in order to get a sense of security in later times by relying on the pension fund. Teachers like it could have been any sacrifice to be a civil servant so that there is a story of bribery to be a civil servant. Motivation to such teachers, ie, getting a sense of security after a civil servant does not mean unilaterally judged that the teacher concerned is not responsible. Therefore, the mutation is not the authority of the teacher, but the leadership on it.

In this case, the pattern of coordination, cooperation and supervision is necessary. Need to conduct periodic supervision; The government has budgeted the lower portion to improve the quality of teachers; Empowering KKG (Teachers Working Group); Provide a means of support. Thus, the motivation to improve the quality of schools and the quality of graduates from schools in need of government support, fellow teachers, and committees. Of course, the record for the government and people are looking for solutions and ways to be able to withstand the teachers so that home to work as a teacher at SDN Geumpang II SPV

Efforts to improve the quality of education to be done comprehensively, covering a wide range of components and determinants that influence on quality improvement. Its components, it's like the students / learners, education personnel, managers / supervisors, school committees, infrastructure, media, learning resources, curriculum, methods and techniques, school management, learning and school environment. It so because education is a system whose components mutually influence one another in achieving a goal. Therefore, changes made partially ineffective for improving the quality of education.

3) Social Motivation

Motivation is aimed to gain acceptance, status and relationships. Motivation is personal encouragement to keep trying to develop personal abilities. So there is another motivation that follows, namely:

- 1) Teaching as a worship.
- 2) To share good teaching science knowledge gained during the school level as well as experience.
- 3) Want to advance the nation's generation.
- 4) Pull the power their students: innocence, fear, confusion, joy and happiness when I memberikam matter and when they begin to understand, make me always happy and always wanted to come to the school to meet my students.

The second explanation of teachers above show that there are cases where a person had to be a teacher, but he was still fighting for this profession, so that he could be accepted in society at large. Being a teacher is not just a status, but a grace and vocation. In this awareness, a teacher had three principal task is the duty of professional, humane task, and civic duties (sivic mission).

Improving the quality of education must be supported by an increase in the quality of the teachers. As is the educators is an important component in the provision of education, which is in charge of organizing activities of teaching, training, research, develop, manage, and provide technical services in the field of education.

Teachers are educators who have a primary duty to educate, teach, train, and direct students to have readiness in the face of increasingly fierce global competition with other nations.

4) Motivation Award

Motivation is intended to award both internally and externally. Thus, teachers in improving the quality pendidikan always full of vigor and contribution in education is the real world, as expressed by the informants:

- The money earned is not worth the sacrifice of energy and mind. But the glory of his work led me to become a teacher.
- If the task as my teacher elaborated, God Insyah fortune will follow. (Religious motif)

To meet the needs of these levels SDN Committee Chairman Geumpang II SPV say that the welfare of teachers is a major concern to be improved, through incentives, incentive allowance (although not yet available here), or any form of government. Because the terrain is very difficult Geumpang, electricity was not available, all difficult. Parents are aware that an indicator of success is the quality of student teachers. But teachers can work quiet or comfortable when all needs are met. Geumpang pupil achievement II SPV pretty well proven with championship trophies in line students. Motivation is further strengthened by the government's attention through teacher incentive program. Recognition as a professional teacher aims to implement the national education system and achieve national education goals,

5) Motivation Self Actualization

Motivation is intended to express themselves and explore its potential. Teachers will give you all the best in order to expose herself, and even pride in bearing the teaching profession. Motivation for self-actualization, among others:

- The teacher is a noble job that is shared Science. When we share something that is material, then the material can be distributed. But if we share knowledge, that knowledge will never run out, even more and more.
- Teaching for me is one of the means to help others (students) towards a better direction.
- Teaching is one of the means to build the nation. Key to the progress of a nation lies in education. And by teaching that we can learn to educate and explore the potential of children. Educating more new seeds and of course with new innovation and improvisation in the way of guidance in order to create a generation of quality.
- The purpose of teaching is to achieve the success of students who will carry on the continuity of the career of a teacher.
- Teaching as kepuasan the heart. Each student who does not understand one thing and then helped his teacher to explain what he did not understand, if he could then hang of it, it gives a feeling of joy for a teacher.

Accordingly, there researcher interviews with teachers at SDN Geumpang II SPV indicate that the motivation of teachers to improve the quality of education, are:

- 1) Together the benefits of development. The consequence: discipline / come just in time, teaching props and complete all the preparation to teach in accordance with the expected demand.
- 2) Improving the ability of teachers and well-being of individuals and families.
- 3) The quality of education achieved by a teacher who is a professional, so teachers consciously to improve discipline, responsibility, interaction between teachers and students is increasing. That is, the teachers feel there is a moral burden that is liable to be demonstrated in the implementation of tasks, both the level of school attendance, punctuality, preparation of teaching more attention, locate and determine the methods and media that are appropriate for each subject there is even a tendency (encouragement) the teachers to always create variations each time to go to class so that students are not saturated but are actively involved in learning.
- 4) Improving the ability and professionalism of teachers, social skills and discipline as a teacher, and to improve the well-being because there is extra income allowances / incentives remote teacher.
- 5) Teachers appreciated parallel with the work of other professionals.
- 6) Want to be a better teacher, set an example for friends teacher, educating students to be better and to improve the quality of education and improve the welfare of the family
- 7) Improving the welfare of the family, then the other to smooth the task at school. Because if there are no fees, the school must have stunted. So that the benefits of the incentives that increase the welfare of families and children need to study, support the implementation of the tasks in the school to make it more smoothly.

Answer informants confirms a few things that motivate teachers to improve the quality of education; ranging from improving the welfare of families to the establishment and recognition of the teaching profession as a professional work as well as doctors, lawyers, and others - others. The teachers are also aware that the consequences of such professionalism should appear in the preparation and implementation of learning-oriented students' active participation, improving student learning outcomes and ultimately improving the quality of education and quality of human resources. In other words, changes in behavior as mentioned above is not just part of it, but it has been oriented achievement motivation for personal interests, the interests of the students, the public interest and the interests of the nation.

The strategy for improving the quality of education in public elementary school Geumpang II SP V Pidie Regency

Quality improvement strategies have become essential in order to meet the challenges, especially globalization, advances in science and technology as well as the movement of very massive experts. Then competition between nations was fierce and intense that requires educational institutions to endure childbirth education output quality, expertise and professional competence are prepared to face global competition.

1) Strategies implemented by the Government for Improving the Quality of Education

Motivation of teachers to improve the quality of basic education as an obligation both morally and as demands dedication and commitment as a public accountability has significantly increased the quality of education in the Republic of Indonesia. Therefore, Pidie District Government has committed to advancing the quality of education at all levels including education in elementary schools in Pidie. Some efforts to improve the quality of education is the biggest challenge that must be done by the government (Ministry of National Education). Efforts are being made at this time is through:

a. certifications

Teacher certification is the process of awarding certificates to the teacher educators. Teaching certificate awarded to teachers who have met the professional standards of teachers. Professional teachers is a prerequisite for creating a system and practice of quality education. Teaching certificate is a certificate signed by

the college the certification as evidence of the professionalism of teachers of formal recognition given to teachers as professionals. But for teachers in rural or remote schools such as SDN Geumpang II SPV this Pidie, Pidie regency government to provide incentives (additional excluding salaries). Moreover, the teachers at this school yet tersertifikasi.

b. Accreditation

School accreditation is the assessment carried out by the government or an independent institution authorized to determine the feasibility of program or educational unit at formal education and non-formal at all levels and types of education., Based on predefined criteria, as a form of public accountability conducted objectively, fairly, transparently and comprehensively using instruments and criteria refer to the National Education Standards. Reasons school accreditation policy in Indonesia is that every citizen is entitled to a quality education. To be able to organize quality education,

c. Salary and Welfare Improvement Guru

The success of the education reform agenda is ultimately determined by the element that is most depn namely teachers. Rights as a private teacher, the teaching profession stakeholders, community members and citizens who have been neglected, should be a priority in the reform ". The main rights educators must obtain attention in government policy is the right to earn income and well-being with a decent wage.

2) Which strategy do School (principal and teachers) for Improving Quality of Education

Improving the quality of education in primary school should be directed to the key components of the quality of teaching and learning in schools, namely:

a. The strategy made Principal

Leadership is the most fundamental resource in the organization in achieving the objectives of the organization. Leadership is also a pattern of relationships and forms of cooperation between those dynamic. The success of an educational institution is highly dependent on the leadership of the principal, so that there is a judge that school success is the success of the principal. However, the principal is an essential element for the effectiveness of educational institutions. Would not we find a good school with a bad principals or vice versa a bad school with good principals. Good principals who will be dynamic to prepare a wide variety of educational programs. In fact, the level of the quality of a school will be differentiated by school leadership.

Leadership deals with the principal issues in improving opportunities for effective meetings with teachers in a situation conducive. The behavior of the principal should be able to push the performance of teachers to show a sense of friendship, close and full consideration of the teachers, both as individuals and as a group. Positive leader behaviors may encourage groups in directing and motivate people to work together in groups in order to realize the goal of educational institutions.

Thus, the seriousness of the school to improve the quality of education is not only the discipline and performance but also an impact on the development of creativity and innovation so personal competencies of teachers continue to increase efforts to master eg Information and Communication Technology (ICT). Teachers tried to buy a laptop, books and exercise mnegikuti write scientific papers. This is a personal motivation in building the commitment of each teacher quality improvement.

b. The strategy carried out Teacher

The good teacher always know that no single size fitted to all of them, and even they are often forced to use educational strategies that only covers a narrow scope on the levels of abilities, interests and readiness of their students. Teaching approach sometimes ignores the enthusiasm of the students are smart and frustrating for students to learn and that requires special attention. Outstanding educators who will provide their own strategies in the learning process with the techniques that inspire talented students.

In order to improve the quality and relevance of education, continue to be done increasing the number and quality of teachers and teacher aides, including through the provision of temporary, as did SDN Geumpang II SPV. Besides the provision of teaching materials, especially textbooks and educational aids equipment, strengthening the life skills education and educational institutions structuring relationships with other institutions. In addition, learners' interests and talents developed through a variety of student activities including competitions of scientific works and the Olympics, both national and international level (bdk.foto trophy the students of SDN Geumpang II)

Strategies and techniques of which is to develop a profile of students by:

1. Adjust teaching to individual needs

If students do not learn the way we teach, then we need to megajar them in a way that they learn. Martha Kaufeldt (In Forsten, Grant and Hollas 2002). Each pupil meempunyai born with the tendency of its own diversity and different abilities then by that we can memahi them first.

2. Determine the Diverse Intelligence, Learning Styles, initial knowledge, and interests of each student.

Recognize stages of development, readiness, areas of challenges and limitations. In addition to developing our students as a teacher profile can diversify the presentation while teaching.

3) Strategies conducted the Society for Improving the Quality of Education

Society will make its contribution to improving the quality of education if they know what the purpose and importance of education. Therefore socialization of education development programs should continue to be delivered to the public. Community participation here is more on providing time and energy to help the needs of the school; voluntary work and others who need to employ people. In addition, people always help teachers difficulties in the way either because of landslides and elephants disorders. Therefore, Public participation in every phase of improving the quality of primary school education is reflected in the participation of society in participating in the execution of the program contributed to the school's physical development. Communities take part in giving time, energy and costs used in the smooth development. Society also participated in the planning, implementation and seek to preserve and develop the co-development and school improvement activities.

Various attempts have also been made to strengthen education management through, among other things, strengthening the implementation of decentralization and autonomy of education to the education unit. In addition, although compliance with gradual education budget reaches the percentage that is encouraging, the Government continues its efforts to increase the education budget from year to year to reach 20 percent of state and local budgets, as mandated in the 1945 Constitution and reinforced by Law No. 20/2003 on the National Education System.

One of the common reasons why an innovation or planned changes in practice may result in problems in the implementation of even fail to realize the potential envisioned by its proponents is that their understanding is limited about the practices changed for users leads to a design that is less good or implementation strategies inadequate. Where innovation is evaluated and lessons learned, a revised understanding of the process of changes should allow us to do better than next time.

The factors driving and inhibiting the motivation of teachers in improving human resources

Any attempt to improve the quality of primary school education there are a number factor driving and inhibiting motivated teachers, include:

1) Supporting factors Motivation Master in Human Resource Increase (Quality of Primary Education)

a. Internally:

Motivation of teachers' work is strongly influenced by the supporting factors. The factors that increase the motivation of supporting the teacher is, the welfare of teachers (salary increase) allowance incentives and awards. Efforts to improve teacher motivation can also be done through the improvement of teachers' welfare, in this case the salary is one source of job satisfaction. It can be concluded that by providing teachers' welfare can motivate teachers to improve professionalism. Factors - these factors include: the level of teacher education, personality and dedication, the ability to teach and discipline.

b. External factors:

(1) Facilities and infrastructure

Facilities and infrastructure is also a very important contributing factor in realizing professional performance for facilities and infrastructure in the schools will be able to support the learning process becomes more effective with a good infrastructure and adequate.

(2) Welfare assurance

Welfare benefits for teachers will make the teacher to keep the spirit in the intended purpose of performing professional, due to the performance of professional will give welfare benefits, such as teacher incentives given to teachers who have been professional in the field of education, so that together have motivation to continually improve the quality and performance in teaching.

(3) Managerial Ability Principal

Teachers and principals have links that can not be separated, because they are in the organization, namely the school in which they carry out their duties. Where principals who have good management under the supervision terhadap existing teachers in the school would make the teacher's performance be kept regularly do not go up and down so that the desired results can be achieved with the maximum.

(4) Community Relations

Society as a relation in creating a good education has an important role also in helping teachers improve their performance professional because of where it is society that led to the education there, because people really need to meet the educational needs so that a good relationship with the community is needed, so that teachers will earn the trust of the community that he has had a professional performance that should be given credence in educating their children

2) Teacher Motivation Obstacles in Improving the Quality of Primary Education

a. Internally:

(1) Level of education

In carrying out his profession as a teacher, a teacher must have a high level of education, not only to the high school, but had to get a bachelor so as to realize a professional performance as a teacher can be run with the maximum. A teacher who has a high level of education has been getting a lot of extensive knowledge and skills even sehingga very likely that a teacher will be able to deliver results meksimal in performing their duties. The level of teacher education will greatly affect whether a teacher's performance. The ability of a person is strongly influenced by the level of education, because through education that a person undergoing a process of learning from not knowing to knowing, of can not be able to. During the course of his education, someone will receive a lot of feedback in the form of knowledge and skills that will affect patterns of thinking and behavior. This means that if a person's education level is higher, the more knowledge and skills taught him that it is probable performance will be good because it is supported by the provision and the skills and knowledge gained.

(2) **Absence of Manpower Professional Teachers**

The results showed that teachers were in locations less research has innovation in teaching, where teachers who had been teaching less able to provide motivation to students, for example in terms of providing an example of the form props in a subject.

(3) **Factors of the teachers themselves are reluctant to develop their potential.**

Predicates require their professional expertise, at least a set of knowledge and skills based on the values upheld. This requirement is in accordance with the understanding of competence as a combination of values and attitudes as well as knowledge and skills embodied in mindset and behavior patterns of a person's daily life. Therefore, teachers are required to have a minimum academic classification four or bachelor's diploma in science in accordance with the subjects that are cared for with the requisite expertise. Meanwhile, the skill requirement can be met by having a teaching certificate acquired through professional education. The extent to which teachers will apply the expertise and skill determined by the values of the respect which will determine its attitude to the work he does. Teachers should have a moral responsibility and philosophical, not merely academic responsibility. In line with the progress of science and technology, termasuk learning technology, and the people's demands, then the teacher is always required to improve professionalism. Increased professionalism can be done through self-directed learning (self-taught); scientific activities (seminars, workshops, etc.); training program; training; refreshment; equalization program; Further studies program. Test incentive is one of the efforts to strengthen the competence of teachers in order to improve the professionalism of teachers. The program to improve the professionalism of teachers should be a regular work program of professional organizations, both in the form of micro-professional organizations such as KKG, MGMPs, MGBK, or in the form of macro like PGRI.

b. In External:

(1) **Facilities and infrastructure**

Limiting factor in increasing the motivation of teachers, namely, inadequate infrastructure, funding is lacking. The road to the location is not so good, so transportation to the location where the teacher's task is difficult and the lack of attention of the School Supervisors and the Department related to the place or the location of the school, because the access road that many ravines, lots of lading, steep gravel mixed and often landslides during the rainy season as well as disturbance of elephants every year down to a secluded residential area, so the coaching service and support is very less even almost nonexistent.

(2) **Lack Tools to Master in Teaching**

The results showed the lack of means in terms of teaching and teachers, which saw a tool used as teaching material was minimal. It in proved when the author and his entourage carry props, students welcome.

V. CONCLUSION

1. Motivation of teachers in improving the quality of education in public elementary schools, include:

- a) Physiological motivation, for someone who has the profession become teachers and administrative personnel as well as they do their work also wants to get a salary, appreciated for what they are doing and also get a sense of security or pension benefits when it expired devotion.
- b) Motivation sense of security, The aim of this motivation to get a sense of security, both physically and emotionally. A civil servant in order to get a sense of security in later times by relying on the pension fund.
- c) Social Motivation
- 5) Teaching as a worship.
- 6) To share good teaching science knowledge gained during the school level as well as experience.
- 7) Want to advance the nation's generation.
- 8) Pull the power their students: innocence, fear, confusion, joy and happiness when I memberikam matter and when they begin to understand, make me always happy and always wanted to come to the school to meet my students.

- d) Motivation awards, motivation These awards aim to get both internally and externally. Motivation is further strengthened by the government's attention through teacher incentive program. Recognition as a professional teacher aims to implement the national education system and achieve national education goals, namely the development of students' potentials to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens democratic and accountable.
 - e) Motivation for self-actualization, The aim of this motivation to express themselves and explore its potential. Teachers will give you all the best in order to expose herself, and even pride in bearing the teaching profession. Motivation of teachers teaching in SDN Geumpang II SPV is looking at the teaching profession is a noble job.
2. Strategies to improve the quality of education in the following manner:
 - a. The government's strategy in a way certification, accreditation, standardization and improvement of teachers' salaries and welfare
 - b. School strategies include: providing incentives and creating a sense of kinship.
 - c. Strategies that teachers do include: adjusting instruction to individual needs, define the style of teaching
 3. The factors driving and inhibiting the motivation of teachers in improving human resources, including:
 - a) Internally:
 - 1) Education level, inadequate education level of teachers, there are only a few teachers who have the appropriate education level, thus inhibiting in terms of improving the quality of education.
 - 2) The absence of professional teachers, 52 professional here seen where teachers who were at the research level of education does not correspond to the level of teacher education, making it difficult to improve the quality of education.
 - b) Externally:
 - 1) Facilities and infrastructure, access roads have been damaged, where the study site is located between the hills that impede improvement of the quality of education.
 - 2) The lack of tools as teaching materials, the absence of visual aids used in assisting teachers in teaching makes teachers' difficulties in the learning process.

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