

Research Article

Teachers' Work Motivation and Psychological Well-being on the Existence of ABASTEN Kindergarten Through BERSERI Programme

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Abstract.

The development of education's area is inseparable from efforts to face the challenges that exist. Aisyiyah Bustanul Athfal Kindergarten (TK ABASTEN) 10 Sumberpucung is one of the schools managed by the Aisyiyah association with the vision of providing quality preschool education to prepare children with good personality, noble character, academic foundation, and active and creative spirit. This seems ironic given the fact that ABASTEN Kindergarten is located in a localized area. Another obstacle is the school's low financial capacity which results in minimal teacher salaries. Despite these limitations, ABASTEN Kindergarten has improved its quality and increased the number of students each year. This is certainly very much related to the work motivation and psychological well-being of the teachers. The purpose of this study is to find out the innovations made by the school so that it can increase the work motivation and psychological well-being of teachers at ABASTEN Kindergarten. The research method used was qualitative using a semi-structured interview model with data analysis using interview results and literature studies. The research subjects were seven teachers with active status at ABASTEN Kindergarten. The result of this study is the promotion of the BERSERI (Sharing Every Day) programme as one of the innovations carried out by the school is to increase work motivation and strengthen the psychological well-being of teachers.

Keywords: kindergarten teacher, work motivation, psychological well-being

1. Introduction

Aisyiyah Bustanul Athfal Kindergarten 10 Sumberpucung is one of the private institutions engaged in early childhood education under the auspices of the Aisyiyah association which is located at Jalan Nusantara No.38 RT 24 RW 03 Suko Sumberpucung Hamlet, Malang Regency. The surrounding community is familiar with the name of this kindergarten institution as TK ABASTEN, which is an acronym for TK ABA Suko Ten. ABASTEN Kindergarten was established on 1 July 1981 and is one of the most credible early childhood education institutions in Sumberpucung District. It currently has a student population of 84 children with 7 teachers, 1 janitor and 1 head teacher. The building is a two-storey building with 6 classrooms on a land area of 264 m².

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ABASTEN Kindergarten is a school located in an area where the majority of the community is in the lower middle-class economy. As a foundation, it is no secret that teachers' salary come from the organisation's own funds. In addition, the salary for educators and education staff at ABASTEN Kindergarten currently ranges from IDR 250,000 to IDR 600,000 per month, which comes from the education contribution of each student of IDR 100,000 per month.

From the student guardians' self-help money, a budget allocation is made which is divided into salary posts for educators and education personnel, learning and playing activities for students, and also for accommodation for professional activities at the cluster level up to the district level. Actually, this school also receives operational assistance from the government in the form of cash per semester. However, the assistance provided is not enough to fulfil education facilitation services optimally.

In the Sumberpucung village area, the monthly fees budgeted by ABASTEN kindergarten are very expensive because out of 50 early childhood education institutions in the sub-district, only between IDR 30,000 and IDR 60,000 per month. It is a dilemma for institutions and foundations to raise monthly fees for fear of not getting the targeted students. The majority of guardians of rural students prefer cheap schools to expensive ones. If they stay with the nominal value of IDR 100,000, teachers are worried that children's learning will be less than optimal because of the limited facilities and props needed for play and learning activities.

Every educational institution certainly wants to prosper its educators by providing a decent honorarium. As is the case pursued by the principal because the self-help of student guardians and government operational assistance that is obtained every year has not yet fulfilled these expectations. With salaries that can be said to be not much, educators and education personnel are sincerely pleased because from the beginning of entering this institution it has been instilled that joining is part of the ABASTEN Kindergarten family for a jihad mission with the motto "live Aisyiyah, don't look for a living in Aisyiyah". From there the educators are also not too concerned about the worldly honour they receive. Being sincere in assisting students to become a generation of reformers is one of their noble hopes.

Another problem for ABASTEN Kindergarten is that it is located in a localised area. The increase in the number of students each year and the strong determination of the teachers raises questions about their financial capacity, the high cost of schooling, and the location in the localisation area. Therefore, the purpose of this study is to

investigate school innovation, work motivation and psychological well being of teachers at ABASTEN Kindergarten.

2. Literature Review

2.1. Teacher Work Motivation

Work motivation is everything that arises based on desire which then raises a person's passion and desire which has the ability to direct, maintain, and influence a behaviour in realizing desires and goals in the work environment [1]. Motivation is needed by teachers at work to be able to clearly know the goals in the teaching and learning process to be achieved. In [2], Uno is explained that there are several indicators of teacher performance that can increase teacher motivation at work, including, (a) There is a desire and desire to teach, (b) There is an urge to channel the knowledge possessed, (c) There are ideals in realising education, (d) Have self-appreciation based on achievements in teaching activities, (e) There is a good school organisation environment, and (f) There are activities in the school environment that are unique or interesting.

2.2. Psychological Well-Being

Psychological Well-being is defined as a concept where individuals feel free from pressure and mental problems [3]. This freedom is caused by the individual's ability to accept himself and his life in the past, the ability of personal growth, the existence of purpose in life and maintaining the synergy of positive quality relationships with others, the capacity to regulate life and the environment effectively and the ability to determine self-autonomy. *Psychological well-being* is a state where individuals are able to accept their condition positively, both the current situation and their life experiences, including experiences that they consider unpleasant and accept all of them as part of themselves [4].

2.3. School Innovation & Existence

Indonesian Ministry of Education and Culture [5] defines innovation as an input or introduction to new things, or a new discovery that has a difference from before in terms of ideas, tools or methods. Kristiawan et al.[6] define innovation as an idea, item, event or

method that can be perceived, interpreted and observed as a new event for individuals or groups. Innovation aims to solve problems or achieve certain goals. Innovation does not only exist in the realm of education but all sectors such as economics, politics, scientific studies and so on also require innovation. Forms of innovation can be simple, practical and economical. All matters of novelty are measured subjectively to determine the level of innovation produced.

In the realm of education, teachers as pioneers of innovation in schools need to provide facilities for students to have high creativity and renewable innovation in solving a problem. The innovation in question can be in the form of developing learning models, technological media as props and improving student skills [7]. Learning innovation is highlighted in the education sector. This is due to the involvement of the use of technology in presenting innovations so that it shows that teachers have adapted and have technological literacy in the 21st century [8]. One of the innovations at ABASTEN Kindergarten is a character application programme for students by distributing food every Friday in front of the school. This innovation aims to provide assistance to the community around the school.

Existence can be interpreted as an effort to maintain an image. If it is associated with schools, then existence is the ability to become a place with quality services, adequate infrastructure and the best educational efforts provided by schools [9]. In order to achieve school existence, it is necessary to present new innovations and explore the best internal potential as a school reinforcement to be of interest to the community. According to Maghfirah [10], the factors that influence school existence include the following.

1. Economy. The economic conditions and background of the parents influence whether or not the student continues to receive education. Here there is also the influence of attention from parents on the child's future.
2. Learning Facilities. How the school fulfils facilities to support learning so that students do not have significant obstacles in following the learning process.
3. Child Interests. Without the drive in students to continue their education, the school will not be able to continue its existence.
4. School Location. Parents will consider the distance travelled by their children to attend school, the farther it is, the more time and money will be spent, and vice versa.

3. Method

This research uses qualitative methods with instruments in the form of semi-structured interview texts. Qualitative methods are used in order to obtain a relatively in-depth understanding and interpretation of the meaning and phenomena in the field [11]. The analysis and sharpness of qualitative research is strongly influenced by the strength of the words and sentences used. Therefore, Rahmanita & Akabrjono [11] concluded that the focus of qualitative research is on the process and the meaning of the results. Qualitative research attention is more focused on human elements, objects, and institutions, as well as the relationship or interaction between these elements, in an effort to understand an event, behaviour, or phenomenon [11].

The subjects of the study were 7 teachers from Aisyiyah Bustanul Athfal 10 (ABASTEN) Kindergarten in Sumberpucung. Data collection was conducted online using Google Meet on Sunday 10 March 2024, in accordance with the agreement of the teachers and researchers while upholding the integrity of the research.

Data analysis was conducted using the interview method and the literature study method. This method according to Imami [12] is the most frequently used form of data collection in qualitative research. The researcher must decide the amount of structure in the interview. The interview structure can range from unstructured to structured. Then, the literature study method was conducted as a comparison between field data and previous research. Literature study is a theoretical study and other references related to the values, culture and norms that develop in the social situation under study [6].

4. Result and Discussion

Based on interviews with teachers, it is known that basically they have a great desire and sincere intention to educate students. With most of the students living in neighbourhoods or settlements that are in direct contact with localisation sites, the teachers have an even greater desire for students living in these neighbourhoods to get a proper education, especially in terms of religious education. The existence of a school in a localisation area where most of the people are classified as low-educated is basically one of the obstacles to the progress of the school. However, the Islamic values and character education promoted by ABASTEN Kindergarten have attracted residents to send their children to the kindergarten. This is also due to the community's concern about the moral decay of future generations growing up in the localisation area.

Therefore, the number of students at ABASTEN Kindergarten has increased every year despite the relatively expensive tuition fees. One of the Islamic values implemented by ABASTEN Kindergarten is “giving alms”. Therefore, ABASTEN Kindergarten promotes innovation with the BERSERI programme.

The BERSERI (Sharing Every Day) programme is an action to share any useful items such as basic needs, toiletries, side dishes, vegetables, fruit and anything else that can be donated through the school which facilitates a blessing *cantolan* (bag for donations) measuring 1 x 2.5 M which is used to put objects stored in plastic containers. The BERSERI package is then placed by students or the community in the space provided. These packages can then be enjoyed by students and the community. The BERSERI programme is carried out on a regularly scheduled basis so that the distribution mechanism of basic necessities runs well. Every Monday till Friday is a routine schedule for students to give according to class schedules. Saturday is the schedule for educators to give or participate in the BERSERI Programme. On Sundays, it is the turn of the school area residents or the community to perform charitable actions in the BERSERI Programme.

The BERSERI programme is not only a hallmark of the ABASTEN Kindergarten programme, but has also proven to bring the school and community closer together. The spirit of sharing also indirectly impacts the economy of the community. With the fulfilment of adequate and sustainable basic needs, it is hoped that in the future this program can reduce or eliminate localisation activities around the school. It can be said that ABASTEN Kindergarten’s innovations are in line with the school’s vision and mission and the needs of the surrounding community.

Based on the results of the interview, it is known that the school innovation, namely the BERSERI Programme, has successfully become a hallmark or school culture. The BERSERI programme, which is based on the spirit of sharing, certainly also motivates teachers to be more dedicated in working and providing their knowledge. In other words, the BERSERI Programme also increases the motivation of the teachers. This is also supported by research from [5] which shows the results that the culture in schools has a positive role in teacher performance and motivation if it is based on stable and sustainable norms, values, expectations and attitudes.

In this study, teachers at ABASTEN kindergarten stated that there is an inner desire to fulfil the vision and mission of the school which is considered noble. For the teachers, providing education and teaching for students is in line with their life goals and the

school's vision and mission. This is also evident in the teachers' enthusiasm to remain dedicated even though their income as teachers is minimal. The BERSERI programme always reminds the teachers to remain grateful and share with all conditions. The BERSERI programme indirectly increases the teachers' motivation to dedicate themselves to education. Not only can it increase motivation, the BERSERI Programme can also strengthen the psychological well-being of teachers.

Psychological well-being of teachers has decreased in several conditions. One of these conditions was during the COVID 19 outbreak in 2020. During the COVID 19 outbreak, teachers were faced with complicated conditions such as the implementation of an online school system. This is certainly very difficult for kindergarten teachers. Moreover, the use of technology for learning which needs to be adapted by kindergarten teachers. This certainly causes confusion and mental stress for teachers. However, efforts to survive and adapt to the conditions are still being made. With the BERSERI programme running, the relationship between teachers and guardians can be built more closely. This was utilised by the teachers to form a support group. Through this support group, teachers invite student guardians to participate in monitoring and conditioning students both in online learning and independent learning at home. The role of the support group in this case is very helpful for teachers in the current situation (Covid 19). In other words, the support group that can be established with the BERSERI programme is proven to be able to maintain the psychological well-being of the teachers at that time.

It can be concluded that the BERSERI Programme, which is one of the innovations in learning methods at ABASTEN Kindergarten, can be a characteristic that strengthens the existence of ABASTEN Kindergarten [9]. In addition, the BERSERI programme has been proven to increase teachers' motivation and psychological wellbeing. The BERSERI programme is very helpful for teachers in overcoming the challenges that exist so that the impact on the performance of the teachers is relatively good and even increased [12]. It is hoped that the BERSERI Programme can be applied sustainably and more widely so that it can spread even greater benefits.

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