

Relevance of Reward Giving in Relation to Transformational Leadership of Private Kindergarten Teachers in East Jakarta

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Abstract: Increasing teacher organizational commitment is a reward or appreciation for teacher contributions to the organization. Marjuni (2020), said that giving awards to teachers is very appropriate and beneficial. Because, when teachers are recognized, the results of their hard work will be appreciated and can increase their productivity. This study aims to describe the relevance of giving teacher rewards in relation to the transformational leadership they have. The research method used is qualitative with a case study type in East Jakarta. The data collection technique used was participatory observation, interviews and documentation studies with Myles and Huberman data analysis techniques (Data reduction, data verification, data display and drawing conclusions). The results of this study show that rewards as remuneration for effort and work results include various elements. The term 'reward' first reminds us of financial matters, namely 'salary'. However, it should be emphasized that salary is not the only form of reward. In fact, it is sometimes argued that financial payments are not the most effective form of reward. The principal's transformational leadership provides motivation as a form of appreciation for teachers which ultimately increases teacher involvement in the educational process. Rewards offer real recognition to people for their achievements and contributions. Financial rewards consist of job-based pay, which provides a base salary according to the value of the work, and individual-based pay, which provides recognition for a person's contribution, competence, or skills. Rewards can also be non-financial, such as recognition. If the reward is valuable and achievable, and people know how to achieve it, this reward can be a trigger for motivation. A PAUD teacher who has a high commitment will have positive thoughts and behavior, prioritize the interests of the organization and try as hard as possible so that the organization's goals are achieved and develop for the better.

Keywords: Reward, Transformasional Leadership, Preschool Teacher.

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A. INTRODUCTION

Childhood Education (PAUD) is crucial for the sustainable development goals of a country. However, the existence of Early Childhood Education in Indonesia is still lacking in attention. Maniza Zaman, as Country Representative of UNICEF Indonesia, reported by kompas.com, revealed that the allocation of the state budget for PAUD is minimal. Its value is only 0.8 percent of the total national education budget. This is far below the international standard of 10 percent and needs to be increased significantly. Maniza continued, "In addition, not all PAUDs are supported by qualified teachers. It is undeniable that there is still a perception that to become a PAUD teacher does not really require a teacher with good qualifications. Data shows that only 60 percent of PAUD teachers have a bachelor's degree compared to 90 percent at other levels of education. There needs to be recognition that teaching is a noble profession even for PAUD" (kompas.com). Furthermore, Prof. Netti Herawati, Chairperson of HIMPAUDI (Association of Indonesian Early Childhood Educators and

Education Personnel) stated that, "Quality PAUD services will produce a superior generation of the nation, while on the other hand PAUD educators also still face various challenges to improve the quality of their performance, for example related to technical competence to financial support" (MediaIndonesia.Com).

The importance of Early Childhood Education requires PAUD units to have quality services. Quality PAUD unit services will be very beneficial for the future of children. To realize this, quality educators are also needed who play an active role in stimulating the growth and development of early childhood to the maximum. Law No. 137 of 2014, article 24 concerning Educator Standards for Early Childhood Education, paragraph 1 states that, "Early childhood educators are professional workers who are tasked with planning, implementing learning, and assessing learning outcomes, as well as providing guidance, training, care and protection". In addition, it is specifically stated that the academic qualifications of an PAUD teacher are to have a Diploma four (D-IV) or Bachelor's degree (S1) in the field of early childhood education obtained from an accredited study program, or have a Diploma four (D-IV) or Bachelor's degree (S1) in other relevant education or psychology and have a PAUD Teacher Professional Education (PPG) certificate from an accredited university. One form of formal Early Childhood Education service is Kindergarten (TK). According to data from the Ministry of Education and Culture, in East Jakarta there are 925 TK/equivalent managed by the Private Sector and 21 State TK.

This number ranks first compared to the number in other areas in DKI Jakarta. However, the percentage of PAUD and PNF accreditation in 2022 in East Jakarta is still 62.94% that have not been accredited, 8.89% that are accredited A. Accredited B 20.93% and 7.24% accredited C. While the Gross Participation Rate (APK) of PAUD in East Jakarta is only 29.95% (npd.kemdikbud.go.id). Furthermore, for the qualifications of PAUD teachers in East Jakarta who have a Bachelor's/D4 background, only 39.7 %. Those who do not have a Bachelor's/D4 background are 60.3 %. Meanwhile, only 4.8 % of PAUD teachers are certified. And the remaining 95.2 % are not yet certified (npd.kemdikbud.go.id). Teacher certification aims to improve teacher competence as teachers and provide benefits and opportunities for teachers to receive professional allowances which will be very helpful because teacher salaries at the PAUD level are very low (<https://edukasi.sindonews.com/>). Another problem faced by PAUD institutions is the lack of Human Resources (HR) causing many teachers to have several other tasks besides their main duties as class teachers (<https://iaiq.ac.id/>).

In carrying out the profession as a PAUD teacher, a high organizational commitment is needed and adhering to organizational principles and trying as hard as possible to achieve common goals. Victoria W. Miroshnik, (2013:33) said, "the core of commitment is 'the relative strength of an individual's identification with and involvement in a particular organization'. The core of commitment is the relative strength of an individual's identification with and involvement in a particular organization. Organizational commitment means going beyond passive loyalty, but involves an active relationship and a person's desire to actively contribute to their organization without coercion but happily even though they have to spend extra energy for the benefit of the organization or institution where they work (Syamsuddin et al., 2022). Thus, a PAUD teacher who has a high commitment will have positive thoughts and

behavior, prioritize the interests of the organization and try as hard as possible so that the organization's goals are achieved and develop for the better.

Several studies have proven the positive influence of transformational leadership on teachers' organizational commitment. The results of the study by Zainuddin, Badrudin, Erni Haryanti (Zainuddin et al., 2020) proved that the principal's transformational leadership and organizational communication simultaneously had a positive and significant influence on the organizational commitment of teachers at Al-Quran Elementary School, Mandalajati District, Bandung City. It is said that the large influence of transformational leadership on organizational commitment indicates that the principal must continue to have and develop such a leadership style so that teachers have high organizational commitment. With high organizational commitment, teachers will have a positive impact and the school's vision and mission will be easily achieved. This is supported by the results of the study by Aritonang and Hutahuruk (Aritonang & Hutaauruk, 2024) which found that there was an influence of transformational leadership style, achievement motivation and job satisfaction on the organizational commitment of teachers at State Middle Schools in Tanjung Morawa District. Another study by Mohammed Alzoraiki, Abd Rahman Ahmad, Ali Ahmed Ateeq, Gehad Mohammed Ahmed Naji, Qais Almaamari and Baligh Ali Hasan Beshr (Alzoraiki et al., 2023) also found that there was a positive influence of transformational leadership on teacher commitment in public schools in Yemen.

Another factor that influences the increase in teacher organizational commitment is rewards or awards for teacher contributions to the organization. Marjuni (2020) said that giving awards to teachers is very appropriate and beneficial. Because, when teachers are recognized, the results of their hard work will be appreciated and can increase their productivity. In addition, teachers who are appreciated can work and produce in a safe and comfortable environment, free from external pressure. The vision, mission and goals of education in Indonesia will be realized through the protection and awards given to educators. Furthermore, Samsul & Ashlan Said (2023) explained that awards are one of the factors that can encourage a teacher's commitment in carrying out their duties as an educator. If teachers are filled with dissatisfaction with the awards they receive, the impact on educational institutions will be very negative. This can happen because teachers do not have self-confidence in carrying out their duties, do not pursue their profession to the maximum because they are busy working part-time to meet daily needs, so that their work as teachers will be neglected and disrupted, such as being undisciplined, not having preparation when teaching, often being absent or arriving late, and not getting the opportunity to improve their quality.

Saudagar and Pradana, (2020) then explained that giving rewards to teachers who excel and have high loyalty to the school can create job satisfaction, so that teachers are motivated to be more committed in carrying out their duties as educators. However, if the appreciation for teachers is not realized, there will be dissatisfaction which will result in decreased productivity and teacher commitment to the organization. This is evidenced by the research of Frimin and Sikawa (2023), entitled Monetary rewards and work commitment among teachers in rural public secondary schools in Rombo district, Tanzania, concluding that there is a lot of dissatisfaction among teachers of Public Secondary Schools in Rombo district,

Tanzania due to low salary payments and lack of other remuneration. Based on the background above, the researcher is interested in conducting a study entitled, "The Relevance of Giving Rewards in Relation to Transformational Leadership of Private Teachers (TK) in East Jakarta".

B. METHOD

This research will be conducted in Private Kindergarten in East Jakarta II, DKI Jakarta Province. The research period is from January to March 2025. The unit of analysis in this study was teachers at private kindergartens in East Jakarta II. This study uses a qualitative approach with a case study method with the aim of improving and increasing the leadership and rewards obtained by private kindergarten teachers in East Jakarta II. One of the indicators of Reward includes; salary or wages, allowances, training opportunities or self-development, and positive feedback and reinforcement. Meanwhile, to observe transformational leadership, the indicators studied include; providing role models, providing inspirational motivation, helping to solve problems, and meeting teacher needs and providing teacher welfare. Through data collection techniques by interviewing informants, namely private kindergarten teachers in Jakarta, various information related to the study was found to be able to find valid answers to questions in the study using data collection techniques such as; participatory observation and interviews and documentation studies. After that, data analysis was carried out using the Myles and Huberman data analysis technique, namely reducing the data found, then verifying the truth of the data that had been collected and concluding the findings that had been analyzed in advance with a series of data validity tests so that a conclusion was obtained.

C. RESULTS AND DISCUSSION

Implicitly the concept of reward or appreciation leads to the concept of motivation. Frederick Herzberg (1959) in Luthan (2011) stated that job satisfaction is related to job content and job dissatisfaction is related to job context. Herzberg labeled satisfiers as motivators, and dissatisfied ones as hygiene factors. In Herzberg's theory, Hygiene factors are factors that prevent dissatisfaction. Overall, the motivators and Hygiene factors are known as Herzberg's two-factor theory of motivation.

According to Luthans. Organizational Behavior (2011) Hygiene Factors consist of: Company policies and administration, Supervision, technical, Salary, Interpersonal relationships, supervisors and Working conditions. While the Motivator factors are: Achievement, Rewards, The work itself, Responsibility and Job advancement. A teacher or employee in any organization, who has worked as well as possible, definitely wants something called an award from the organization where he works as a form of recognition for what has been done for the organization. According to the Big Indonesian Dictionary (KBBI), Awards are actions (things and so on) to appreciate or respect. The reward system includes various organizational activities aimed at allocating compensation and benefits to employees in return for their efforts and contributions to achieving organizational goals (Widodo & Damayanti, 2020).

Rewards are objects that generate approaching and consuming behavior, trigger learning, and form the basis for decision making. Rewards are essential for motivation, learning, cognition, and behavioral regulation. Rewards are also often the goal of behavior, allowing the selection of appropriate response sequences and decisions to achieve those goals. Schultz (2017) expressed the same thing as follows: A reward is an object, event, stimulus, situation or activity that generates positive learning (positive reinforcement); induces approach behavior (whereas punishers induce withdrawal); is maximized in economic decisions; and evokes positive emotions such as pleasure and desire.

Furthermore, John Shield (2007:30) defines reward as follows: A reward may be anything tangible or intangible that an organization provides to its employees either intentionally or unintentionally in exchange for the employee's potential or actual work contribution, and to which employees as individuals attach a positive value as a satisfier of certain self-defined needs. On this definition, rewards can be seen as including not only financial rewards (ie 'pay', 'remuneration' or 'compensation') but also rewards of a beneficial non-financial nature. Rewards can be anything, either tangible or intangible, that an organization provides to its employees, either intentionally or unintentionally, in exchange for the employee's potential or actual work contribution, and to which employees as individuals attach a positive value as a satisfier of certain self-defined needs.

Kressler (2003:115) then explains that reward as remuneration for effort and work results includes various elements. The term 'reward' first reminds us of financial matters, namely 'salary'. However, it should be emphasized that salary is not the only form of reward. In fact, it is sometimes argued that financial payments are not the most effective form of reward. Kressler further said there is no doubt that non-financial measures can be a very significant part of the overall rewards strategy in a more developed sense. While its nature may make it difficult to quantify and measure, this measure has high potential to drive performance, identification, and capability. Career development, promotions, feedback, communication, and recognition can provide clear and effective indications of how performance is rewarded.

According to Stone (2002:10) reward is payment based on performance either in the form of bonuses or more traditional merit-based increases. Non-financial rewards such as attending seminars, high-visibility assignments, or free time for personal needs should be earned as well as salary. This means that non-financial rewards should also be given for work that is aligned with the company's direction. Stone further stated that the role of the manager is to ensure, to the best of his ability, that people are rewarded according to their work both financially and non-financially. Armstrong (2010:138-139) stated that there is a difference between rewards and incentives. Rewards offer real recognition to people for their achievements and contributions. Financial rewards consist of job-based pay, which provides a base salary according to the value of the work, and individual-based pay, which provides recognition for a person's contribution, competence, or skills. Rewards can also be non-financial, for example in the form of recognition. If the reward is valuable and achievable, and people know how to achieve it, this reward can be a trigger for motivation. Armstrong (2003:156) revealed six tips in using Financial Rewards which were put forward, namely: (1) Provide accurate, consistent, and fair performance or contribution assessments, (2) Adjust the scheme to the context and culture of the organization, (3) Make the scheme as simple as possible. (4) Involve stakeholders,

including line managers, employees, and employee representatives, in designing the scheme. (5) Communicate the objectives, methodology, and impact of the scheme clearly, (6) Ensure there is a clear relationship between effort and reward and that the reward given is achievable and has value to achieve.

The results of the study confirmed that rewards, personality and job satisfaction have a significant direct effect on organizational commitment; rewards and personality have a significant direct effect on job satisfaction; rewards and personality have a significant indirect effect on organizational commitment through the mediation of job satisfaction. There is a positive and significant correlation between the Total Reward elements (performance management; recognition; talent development and career opportunities; compensation; benefits; work-life balance and organizational commitment.

A PAUD/Kindergarten teacher must carry out his/her profession wholeheartedly and responsibly for the future of his/her students. In accordance with the law, the main task of a teacher is to plan, implement learning, and assess learning outcomes, as well as provide guidance, training, care and protection (Law No. 137 of 2014, article 24). To realize this, a high level of commitment is required from teachers to the educational organization where they work. One of the factors that influences teacher commitment to the organization is the principal's transformational leadership. In addition to acting as a role model who helps followers realize their own potential and adopt new perspectives on a problem, transformational leadership also inspires followers to commit to a shared vision that gives meaning to their work (Colquitt et al., 2015). In agreement with this, Robbins and Judge (2013:416) explain that transformational leaders inspire followers to go beyond their personal interests for the good of the organization and can have a tremendous effect on their followers.

The results of several studies show that the principal's transformational leadership has a significant and positive effect on teacher commitment (Oupen & Yudana, 2020; Nurjanah et al., 2023; Kareem et al., 2023). Based on the explanation above, it shows that there is a positive and significant relationship between the principal's transformational leadership and teacher commitment. This means that the more effective the principal's transformational role and leadership, the more it will increase the commitment of Kindergarten (TK) teachers. Teacher commitment can be influenced by several factors. According to Hidayat (2017), teacher commitment will increase when leaders and fellow teachers appreciate the process and results of the teacher's work, when the school gives teachers the freedom to develop as well as responsibility and freedom in working. The appreciation received by the teacher, both intrinsically and extrinsically, motivates teachers to try to do their best in their work. Rewards can be anything, both tangible and intangible, given by an organization to its employees, either intentionally or unintentionally, as a reward for the potential or actual work contribution of the employee, and where employees individually provide positive value as the fulfillment of certain needs that they determine themselves (Shield, 2007). A teacher who feels appreciated and receives an award that is in accordance with the efforts made for the organization will automatically have a high commitment to the organization or educational institution where he works and serves.

A transformational leader prioritizes his followers as unique individuals, pays close attention to their needs and motivations, and seeks to help them realize their full potential. This approach to coaching and collaborative problem solving is consistent with the reward element of the effort-reward imbalance paradigm. In the workplace, rewards can take the form of money, recognition, and professional advancement. Specifically, transformational leaders offer their employees career opportunities, personal and professional development (e.g., by nurturing their potential, teaching them, and helping them try their own approaches to problem solving), and rewards (e.g., by listening attentively to their needs and showing appreciation for their achievements). Thus, effort-reward imbalance can be prevented by transformational leaders by strengthening the reward component.

Ellen (2016) explains that aspects of transformational leadership related to the reward component in the effort-reward imbalance, such as giving awards, appreciation, and career development opportunities, are mainly reflected in the transformational leadership component, namely individual consideration which includes behavior that pays attention to the individual needs and opportunities of each follower. Teacher appreciation is greatly influenced by the leadership of the principal. This affects their motivation to work, their beliefs, and the work environment they create. Ardiansyah et al., (2023) stated that Rewards or awards are a motivation for employees to do their jobs. A good reward system is one that is able to guarantee the satisfaction of the company's employees, which in turn allows the company to acquire, retain, and employ a number of people who, with various positive attitudes and behaviors, work productively for the benefit of the company.

The results of the study showed that transformational leadership styles such as providing individual support, inspiration, and ideal influence have a positive correlation with teacher job satisfaction and appreciation (W. Eva-Ellen, 2016; Ardiansyah et al., 2023; Bai & Ghazali, 2024). The principal's transformational leadership provides motivation as a form of appreciation for teachers which ultimately increases teacher involvement in the educational process and produces a productive and friendly work environment. The explanation above shows that the principal's transformational leadership has an important role in providing meaningful and appropriate appreciation for teachers in carrying out their duties and responsibilities in order to achieve educational goals. Therefore, it is suspected that there is a positive and significant influence of transformational leadership on teacher rewards.

D. CONCLUSIONS AND SUGGESTIONS

Teachers who excel and have high loyalty to the school are able to create job satisfaction, so that teachers are motivated to be more committed in carrying out their duties as educators. However, if appreciation for teachers is not realized, dissatisfaction will occur which results in decreased productivity and teacher commitment to the organization. The transformational leadership of the principal provides motivation as a form of appreciation for teachers which ultimately increases teacher involvement in the educational process and produces a productive and friendly work environment. Teacher appreciation is greatly influenced by the leadership of the principal. This affects their motivation to work, their beliefs, and the work environment they create. Ardiansyah et al., (2023) stated that rewards are a motivation for employees to do their jobs.

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