

Administrative Theory, Bureaucratic Theory And Achievement Motivation Theory

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ABSTRACT

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Education is also recognized as a partial effort to improve the welfare of human life, and even the purpose of education has been stated in the preamble of the 1945 Constitution. To achieve this goal, supporting facilities are needed, namely educational administration, education administration is an educational administration with a wider scope, which includes sharing activities that are all directed to the achievement of educational goals. In every educational process there will be a need for educational administration, the presence of bureaucracy is used to manage a variety of work that concerns the interests of many people so that it can be carried out and serve all groups well, effectively and easily. Various jobs in an educational institution (madrasah) ranging from the head of the madrasah, KTU and staff, WAKAMAD, teachers, homeroom teachers, KALAP, KAPUS, ESKUL Coaches, security guards, CS.

Motivation is a person's driving force to carry out an activity in meeting his needs, motivation makes someone try to improve the work results to be achieved. This effort will continue to be carried out until it gets what it wants. The emergence of motivation due to need, achievement motivation is a curiosity drive that can be developed during the learning process, an attitude that builds and encourages to achieve learning outcomes, so that achievement motivation will affect student learning outcomes.

1. Introduction

Education as an effort that is carried out comprehensively and systematically, will enliven the learning environment and educational process so that students actively develop their potential to have spiritual strength, personality, intelligence and self-development. Education is also recognized as an effort to improve the level of well-being of human life.

To support educational goals and motivations, education administration is needed to support them. Educational administration is an administration with a broader scope that includes various activities that are all directed to the achievement of educational goals. In every educational process, there will be a need for educational administration.

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Bureaucratic issues are not only in the field of government. It has been extensive in various fields, including in the field of education. The need for a bureaucratic reform strategy in the education sector is currently considered very important. Bureaucracy can be understood as work procedures, organizational systems, and decision-making power.

Motivation is the driving force of a person to carry out an activity to meet his needs. Motivation makes someone try to improve the work results to be achieved. This effort will continue to be carried out until it gets what it wants. The emergence of motivation due to need. Achievement motivation is a curious drive that can be developed during the learning process, an attitude that builds and encourages to achieve learning outcomes, so that achievement motivation will affect student learning outcomes.

These three theories are very closely related, especially if implemented in the world of education. In this article presented a literature review of concepts, strategic issues and implementation of these three theories in education. More specifically for educators or education actors who spearhead the implementation of education.

2. Literature Review

2.1 Theory Study

As a starting point, a glimpse of general insights into the three theories is presented as a starting point for understanding the topic. The estuary is that the author and also the readers can understand the reading skewed by the author so that it can be implemented by educational actors.

2.2 General Insights into Administrative Theory

Administration is a series of activities carried out by a number of individuals and groups in a room equipped with chairs, tables and a collection of papers and files containing various job descriptions. Formally, administration is a series of activities that are used as a process of controlling and managing cooperative efforts carried out by a group of humans to achieve a mutually agreed and predetermined goal. (Ahmad Rohani, 2010)

In general, educational administration contains varied objectives that are tailored to the field and administrative science, one of which is educational administration. Every administrative implementation is always directed to the goals and objectives to be achieved. When coupled with the context of the objectives of education administration, the role of administration is used as a support for the success of education implementation to achieve educational goals. (Hamalik, 2011)

Various scopes of education administration in schools and madrasahs in the implementation of educational activities and to achieve educational goals optimally. The important components included in the scope of education administration include curriculum administration, personnel administration, facilities and infrastructure administration, financial administration and financing. (Jalaludin, 2013). Basically, what is of concern to the administration is the goal, the human source, and also the time. If these four elements are developed and seen from their form and behavior, it will appear as a certain social unit that is often called an organization. It can even be stated that administration is a sub-system of the organization itself whose elements consist of organizational elements, namely goals, people, resources and time, (Ardiwinata, 1992).

2.3 Bureaucratic Theory

Based on Webster's Dictionary (2008: 151), bureaucracy has several meanings. First, the administration of government is authorized through offices run by official staff. Second, the department and the staff as a whole. In addition, briokarsari also means government marked by the merger of the authority of departments, offices, offices and fields to operate common rules in order to achieve the objectives of its implementation. In addition, bureaucracy also means an administrative system that must comply with a number of procedures for effective work.

In KBBI, bureaucracy means a government system run by government employees who adhere to hierarchy and position levels. Bureaucracy also means a slow way of working or structuring work, and according to rules (customs, etc.) that

have many twists and turns. Both meanings in KBBI imply the ongoing dynamics and complications of bureaucratic understanding in Indonesia so that positive and negative meanings arise. It is said to be positive if the bureaucracy is organized legally-rationally, with a clear and consistent system as well as effective and efficient. Conversely, it is said to be negative if the bureaucracy is complicated, inconsistent, stagnant, long-winded and full of manipulation. (Ministry of Education, 2013).

Based on the two references above, it was found that the first few understandings lead to government affairs, leadership, and its administration or governance. While the last understanding is limited to administrative matters. For this reason, it is necessary to describe a more open generic understanding. In the sense that the formulated understanding is open or accommodates all institutions or work systems.

2.4 Achievement Motivation Theory

The term motivation comes from the word motive which can be interpreted as the power contained in the individual, which causes the individual to act or do. Motives are not observed directly, but can be interpreted in behavior, in the form of stimuli, drives, or energy generators for the emergence of a certain behavior, (Usmara, 2006).

In relation to the notion of motivation, some psychologists refer to motivation as a hypothetical construct used to explain the desire, direction, intensity, and efficacy of goal-directed behavior. In motivation are included concepts, such as the need to achieve, the need for affiliation, habits, and one's curiosity about something.

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When viewed from the source of its appearance, motivation is divided into two types, namely intrinsic motivation and extrinsic motivation.

- a. Intrinsic motivation comes from stimuli from within or does not require external stimuli due to stimuli from within the individual, because it suits his needs. For example, someone wants to study history in order to get knowledge that is in accordance with the interests and urgency of the science, then this factor comes from within himself.
- b. Extrinsic motivation is motivation that arises due to stimuli from outside the individual, for example someone who participates in a competition because he wants to become first place. So the desire to become first place is a factor that comes from outside the individual, (Sanjaya, 2008).

3. Methodology

This research is qualitative descriptive research, which is research that aims to gain a deep understanding of human and social problems, not describing the surface part of a reality as quantitative research with positivism is done, (Gunawan, 2013). This research is a literature research or literature (library research) that focuses its study on books related to the research conducted, as well as obtaining research data through the book without having to go directly into the field, (Zed, 2004)

Data collection in this study uses documentation techniques, which is a research technique using various sources used to complement the research, both in the form of written sources, films, images, and monumental works, all of which provide information for the research process. (Gunawan, 2013) Documentation activities are very important to be carried out in order to test the compatibility between ideality and reality that exists from the research being conducted.

4. Results and Discussion

4.1 Basic and Objectives of Education Administration

Administration works best when it is based on the right foundations. Basis is defined as a fundamental truth that can be used as a basis and guide for action in social life.

The following will be presented some basics that need to be considered so that administrators can achieve success in their duties. There are many administrative basics, including:

- 1) The principle of efficiency. An administration will succeed in its duties if it is efficient in using all available resources, funds, and facilities.
- 2) Management principle. The administration will obtain the most effective and efficient results through other people by doing management work, namely planning, organizing, directing and controlling.
- 3) The principle of prioritizing management tasks. If accompanied by management and cooperative work at the same time, an administrative person tends to give first priority to operative work, the Administrator must be able to
- 4) Avoid this negative tendency, because he is too busy with operative tasks, his main work of management will be neglected.
- 5) Principles of effective leadership. An administrator who succeeds in his duties if he uses an effective leadership style, that is, one that pays attention to the dimensions of human relationships, the dimensions of task execution and the situation and conditions.
- 6) Working principle. An administrator will succeed well in his task if he is able to develop cooperation among the people involved, both horizontally and vertically, (Baharuddin, 1998).

4.2 Purpose of Education Administration

The purpose of education administration in general is for all activities to support the achievement of educational goals. In other words, the administration used in the world of education is sought to achieve simple goals. This simple sentence actually contains a deep meaning because in the world of education involves many people who each have to do their own activities regularly, as well as carry out the same activities to achieve educational goals, (Baharuddin, 1998).

As for administrative tasks, precisely the education administration strives so that educational goals can be achieved. In rather detail and administrative obligations in connection with this educational purpose can be put forward as follows:

- 1) Strive for educational objectives to appear formally by formulating, selecting, describing and setting educational goals that will be achieved in accordance with the educational institution or organization concerned formally.
- 2) Disseminate and try to instill the purpose of education to the members of the institution, so that the purpose of education becomes the need and driving the work of the members of the institution.
- 3) Selecting, selecting, describing and determining processes in the form of actions, activities, and work patterns that are calculated to provide results in accordance with the objectives that have been set.
- 4) Supervise the implementation of educational and other processes by monitoring, checking and controlling every activity and action at each stage of the system process.
- 5) Assess the results that have been achieved and processes that are or have been in force, seeking that information about the results and processes become feedback that can improve the process and subsequent results

4.3 Education Bureaucracy in Indonesia

The presence of bureaucracy is actually used to organize a variety of jobs that concern the interests of many people so that they can be carried out and serve all groups well, effectively, and easily. However, in its development, until now bureaucracy has become a scourge for modern humans, which always want to be avoided and shunned, (Rifai, 2011).

Furthermore, Muhammad Rifai revealed that the main focus of the Ministry of National Education's Strategic Plan (Renstra) 2010-2014 is to provide services related to the national education bureaucracy. As we all know, the birth of the reform order was a response to the poor bureaucracy during the New Order era. But in fact, the bureaucracy during the reform order was not much different. Still according to Rifai, in the Strategic Plan of the Ministry of National Education it is said that the problem of education bureaucracy is related to bureaucratic reform which is the core of various priority programs to improve the quality of public services. The Ministry of National Education is one of the ministries that must complete bureaucratic reforms. Bureaucratic reform is needed in line with the increasing responsibility of having to manage the education budget of 20% of the APBN/APBD. Based on the initial study of bureaucratic reform in 2009, bureaucratic reform was implemented, among others, through the following policies: (1) organizational restructuring that supports the vision and mission of the Ministry of Education, (2) improvement of governance, (3) improvement of the quality of human resources, (4) development of performance-based measurement and remuneration systems, and (5) monitoring and evaluation of the implementation of bureaucratic reform.

The vision stated in the 2010-2014 Kemendiknas Strategic Plan is the implementation of excellent national education services to form comprehensive intelligent Indonesian people. Excellent service in the field of national education includes the following aspects: (1) available evenly throughout Indonesia; (2) affordable to all levels of society; (3) quality and relevant to the needs of society, the business world and the industrial world; (4) equal for Indonesian citizens in obtaining quality education by taking into account the diversity of socio-cultural, economic, geographical, gender backgrounds and so on; (5) ensure certainty for Indonesian citizens to receive education and adapt to the demands of society, the business world and the industrial world.

The role of a humanist-looking bureaucracy in providing services to the community in the field of education is expected to play a vital, reformist, dynamic, innovative, aspirational, open and nurturing role. Here, the Ministry of National Education immediately took a stand by innovating and thinking, reforming bureaucratic structures and mechanisms that are conducive to creating superior education, even though it requires a lot of budget and competent human resource capabilities in their fields.

4.4 Achievement Motivation in Education Implementation

Basically, in everyone there is a need to do actions that aim to obtain the best results. The need to achieve the best results, by David Mc Clelland (in Suciati, 1994) is called the need for achievement. It is realized that some people have a high level of achievement motivation, others do not, thus every human being is different in achievement motivation. McClelland's achievement motivation theory identifies three basic types of needs: achievement needs (n Ach), affiliation needs (n-Aff), and power needs (n Pow), (Suciati, 1994).

This need for achievement (n-Ach) is intrinsic and relative. Motivation here is a function of three variables, namely (1) the expectation to perform the task successfully, (2) the perception of the value of the task in question, (3) the need for success or success. People who have a high "n-Ach" want to complete tasks and improve their appearance, and are task-oriented and challenge problems, where their performance can be assessed and compared to a standard or compared to others. People with high "n-Ach" always choose to work for tasks that are full of challenges, they do not like easy tasks and do not provide challenges. Thus it is seen that in carrying out their duties they are not for-profit, and all their goals are realistic. If successful, then they will tend to increase their aspirations so that they can increase towards more challenging tasks, (Soekanto, 1994).

Several studies on student achievement show that motivation as a factor that influences many student learning processes and outcomes. Educational figures named Mc Clelland (1985), Bandura (1977), Blomm (1980) conducted various studies on motivation in learning, and found interesting results. For example, in a study conducted by Fyans and Maehr (1987) among 3 factors, namely: family background, school conditions / / context and motivation, the latter factor is the best predictor of learning achievement. A study conducted by Suciati (1990) concluded that the contribution of motivation was 36 percent, while Mc Clelland showed that achievement motivation had a contribution of 64 percent to learning achievement.

A teacher needs to know the extent of his students' needs to excel, teachers are expected to manipulate motivation, or assign appropriate tasks to each student.

5. Conclusion

After collecting, processing and analyzing data as a result of research from the discussion on Principal Managerial Competence in Improving Teacher Professionalism at SMA Negeri 3 Palu, it can be concluded that the managerial competency of school principals in improving teacher professionalism is that the principal uses efforts to control and supervise teacher professionalism so that the control of educational activities in schools is in line with the goals set. The implications of the principal's efforts to improve the professionalism of Islamic Religious Education teachers bring positive things to Islamic education teachers because they can add insight, skills, discipline and provide enthusiasm for work through direction and guidance from the principal.

Reference

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