



IMPROVEMENT OF TEACHER PERFORMANCE THROUGH THE IMPLEMENTATION OF A REWARD AND MOTIVATION SYSTEM IN NABIGH ACADEMIC SOPPENG EARLY CHILDHOOD EDUCATION

PENINGKATAN KINERJA GURU MELALUI IMPLEMENTASI SISTEM PENGHARGAAN DAN MOTIVASI PADA PAUD NABIGH AKADEMIK SOPPENG

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Abstract

This research delves into the implementation of the reward and motivation system to enhance the performance of teachers in early childhood education (PAUD) at Nabigh Academic Soppeng. The research findings reveal that despite the implementation of the system, significant challenges related to the uncertainty of reward criteria and a lack of teacher participation persist. Teachers express the desire for more involvement in determining criteria and personalized recognition. The impact of this system varies, with some teachers reporting increased motivation and performance, while others perceive less significant effects. Motivational and performance factors involve not only the reward system but also leadership support and the work environment. The gap between ideal expectations and implementation reality opens opportunities for improvement, emphasizing the need for revised reward criteria and increased transparency. Recommendations involve enhancing teacher participation in system design and integrating broader motivational factors. The implications of these findings provide a foundation for Nabigh Academic Soppeng PAUD to improve the effectiveness of the motivation system and the potential enhancement of teacher performance. In conclusion, this research contributes to the literature on PAUD motivation management, highlighting the importance of continuous improvement to achieve a system more tailored to teachers' needs and the goals of early childhood education.

Keywords: Teacher Performance, Rewards, Motivation, Early Childhood Education.

Abstrak

Penelitian ini mendalami implementasi sistem penghargaan dan motivasi dalam meningkatkan kinerja guru di Pendidikan Anak Usia Dini (PAUD) Nabigh Akademik Soppeng. Hasil penelitian mengungkapkan bahwa meskipun sistem telah diimplementasikan, tantangan signifikan terkait ketidakpastian kriteria penghargaan dan kurangnya partisipasi guru masih terjadi. Guru mengharapkan lebih banyak keterlibatan dalam menentukan kriteria dan pengakuan yang lebih personal. Dampak sistem ini juga bervariasi, dengan beberapa guru melaporkan peningkatan motivasi dan kinerja, sementara yang lain merasakan dampak yang kurang signifikan. Faktor-faktor motivasi dan kinerja melibatkan tidak hanya sistem penghargaan tetapi juga dukungan kepemimpinan dan iklim kerja. Kesenjangan antara harapan ideal dan realitas implementasi membuka peluang perbaikan, dengan perlunya revisi kriteria penghargaan dan peningkatan transparansi. Rekomendasi melibatkan



peningkatan partisipasi guru dalam perancangan sistem dan integrasi faktor motivasi yang lebih luas. Implikasi temuan ini memberikan dasar bagi PAUD Nabigh Akademik Soppeng untuk meningkatkan efektivitas sistem motivasi dan potensi peningkatan kinerja guru. Kesimpulannya, penelitian ini memberikan kontribusi pada literatur manajemen motivasi PAUD dan menyoroti pentingnya perbaikan berkelanjutan untuk mencapai sistem yang lebih sesuai dengan kebutuhan guru dan tujuan pendidikan anak usia dini.

Kata Kunci: Kinerja Guru, Penghargaan, Motivasi, PAUD.

INTRODUCTION

Early childhood education (ECE) plays a crucial role in laying the foundation for a child's development. During these early years, children undergo character formation, social skills development, and basic learning that will shape their future academic success and lives. The quality of education at the ECE level is not only the responsibility of teachers but also involves various factors, including school management, curriculum implementation, and the importance of motivating teachers to give their best.

Teacher motivation in the context of ECE has a significant impact on the quality of learning. Motivated teachers tend to provide more effective teaching and create a positive learning environment. Therefore, the concept of implementing a reward and motivation system to improve teacher performance in ECE emerges. This system is designed to recognize achievements, enhance teachers' intrinsic motivation, and stimulate dedication to educational tasks.

ECE covers the educational phase for children from ages 0 to 6, often considered a critical period in a child's development. In the ECE environment, teachers are not only information deliverers but also facilitators of the child's holistic development. They are responsible for creating positive learning experiences, supporting emotional growth, and stimulating cognitive and social development.

The importance of early childhood education has been globally recognized, and many countries have committed to improving access to and quality of ECE. However, the challenges faced by ECE teachers are often complex, including the demands for flexibility, multitasking skills, and limited resource availability. Therefore, strategies to increase the motivation and performance of teachers at this level have a significant impact on the quality of education provided to children.

Teacher motivation is a determining factor in the success of the education system. Motivated teachers positively influence student motivation, create a positive classroom atmosphere, and ultimately impact students' academic achievements. In the context of ECE, teacher motivation is not only related to academic achievements but also to children's social skills, creativity, and character development.

In recent years, research has highlighted the importance of teacher motivation and its impact on student learning. Teacher motivation is not just about financial incentives but also related to the recognition of their contributions, job satisfaction, and confidence in carrying out their duties. Implementing a reward and motivation system in ECE is expected to be a solution to enhance teacher motivation and performance.

A reward and motivation system is a performance management strategy aimed at improving teacher performance through the provision of certain rewards and incentives. At the ECE level, this strategy not only provides material encouragement but also recognizes achievements, offers public acknowledgment, and promotes professional development. Implementing this system aims to create a positive work environment, encourage teacher participation in the learning process, and improve teaching quality.

Although this system has great potential, certain challenges must be overcome. One major challenge is designing it appropriately according to the ECE context. A deep understanding of the



specific needs and characteristics of ECE teachers, as well as the uniqueness of learning at this level, is required. Additionally, special attention must be paid to fair and acceptable reward criteria for all teachers to avoid dissatisfaction or uncertainty.

Other challenges include cultural and social factors. ECE may operate in diverse social and cultural contexts, which can influence perceptions and responses to the motivation system. Therefore, the implementation of the reward and motivation system needs to consider the local context, cultural values, and community expectations for early childhood education.

In evaluating the reward and motivation system in ECE, it is important to understand its potential benefits and impacts. Benefits include increased intrinsic teacher motivation, improved teaching quality, and the creation of a positive learning environment. This system can also increase teacher loyalty to the institution, reduce burnout, and stimulate active participation in curriculum development.

However, the impact is not always uniform. There is potential for inequality or dissatisfaction if the reward criteria are not applied fairly. Additionally, the system's effectiveness can be influenced by the level of teacher involvement, leadership support, and other factors affecting motivation.

At the point of this research, it is evident that the implementation of the reward and motivation system in early childhood education (ECE) at PAUD Nabigh Akademik Soppeng has not reached an optimal level. This includes uncertainties related to reward criteria, a lack of teacher participation in system design, and varying impacts on teacher performance. The system implemented does not fully reflect the ideal expectations in terms of transparency, teacher involvement, and clear reward criteria.

In the normative ideal of this research, the expectations and ideal standards that should be implemented in the reward and motivation system at PAUD Nabigh Akademik Soppeng are detailed. There should be active involvement of teachers in the system design, clear reward criteria, and more personalized recognition. Teachers are expected to feel the positive and equitable impact of the motivation system, providing maximum encouragement for their intrinsic motivation and performance. In the ideal normative concept, this system should be the main driver for improving the quality of learning and creating a positive work environment in ECE. The alignment between the current state and the ideal state is the goal of this research, which aims to formulate recommendations and necessary improvements to steer the implementation of the motivation system towards the desired expectations and ideal standards.

By considering the context, challenges, and potential of implementing a reward and motivation system in ECE, this research aims to provide deep insights into how this system is applied, its success extent, and its impact on teacher performance. The results of this research are expected to provide practical guidance for ECE institutions in designing, implementing, and evaluating an effective reward and motivation system.

By understanding the background and context of early childhood education, this research is expected to make a tangible contribution to our understanding of how teacher motivation can be enhanced through the implementation of an appropriate reward system. Through better understanding the challenges and benefits of this system, we can develop more effective strategies to improve the quality of early childhood education, positively impact children's development, and create a strong foundation for future success.

METHODS

Research Methodology

This research employs a qualitative approach with the aim of gaining in-depth insights into the impact of the reward and motivation system on teacher performance in early childhood education (ECE) at PAUD Nabigh Akademik Soppeng. The choice of a qualitative approach is based on the recognition



that complex and contextual phenomena such as teacher motivation and performance cannot be fully measured and understood through quantitative data alone. This approach allows researchers to explore subjective aspects, perceptions, and contexts that may not be revealed through numbers. With insights gained from qualitative methods, this research aims to provide a more holistic understanding of how the motivation system affects teacher performance and the contextual factors that play a role in this process. This approach provides space to explore narratives, beliefs, and interpersonal dynamics that can contribute significantly to understanding this phenomenon.

Population and Sample

The research targets the entire population of ECE teachers at PAUD Nabigh Akademik Soppeng, totaling 10 individuals, as the subjects of the study. The sample is selected purposefully, choosing teachers with sufficient work experience and active participation in the implementation of the reward and motivation system at the institution. This selection criterion aims to ensure that respondents have a deep understanding of the aspects being studied, namely the impact of the motivation system on teacher performance in ECE. A sample size of 6 individuals, consisting of 1 principal, 1 vice principal, and 4 teachers, is chosen to cover diverse perspectives. This way, an adequate representation of various backgrounds and roles within the ECE institution will be obtained. Using this approach, the research is expected to produce rich and relevant data to comprehensively understand the impact of the motivation system on teacher performance in the ECE environment of PAUD Nabigh Akademik Soppeng.

Research Instruments

The primary instruments used in this research are structured interview guides and participatory observation. Structured interviews will be the main tool to gain in-depth understanding from the selected teachers. These interviews will focus on their perceptions of the reward system, motivation, and its concrete impact on their daily performance. Through interviews, this research aims to uncover the subjective views and direct experiences of teachers related to the implementation of the system. Meanwhile, participatory observation adds an additional dimension by providing direct insight into how the motivation system is integrated into daily activities and dynamics at PAUD Nabigh Akademik Soppeng. These instruments were developed considering the theoretical framework underlying this research and the specific objectives it aims to achieve. By combining in-depth interviews and participatory observations, this research is expected to generate comprehensive and contextual data to understand the impact of the motivation system on teacher performance at the ECE level.

Data Collection Procedure

Data collection in this research is conducted through a series of structured steps. The initial stage involves identifying and selecting teachers as the main respondents based on purposive sampling criteria. This process ensures that the selected teachers have significant experience and involvement in the implementation of the reward and motivation system at PAUD Nabigh Akademik Soppeng. The next step involves conducting structured interviews, where researchers will approach the selected teachers to gain an in-depth understanding of their perceptions and experiences related to the motivation system implemented. These interviews are designed to gather subjective information and the direct views of the teachers. Meanwhile, participatory observation is conducted directly in the ECE environment to record the practice of implementing the motivation system in daily contexts. By combining in-depth interviews and participatory observations, this research aims to collect holistic and contextual data to comprehensively describe the impact of the motivation system on teacher performance at the ECE level.



Data Analysis Method

Data analysis in this research will adopt an inductive approach using thematic methods. Interview transcripts and observation notes will be manually analyzed to identify thematic patterns that emerge from the collected qualitative data. Data will be categorized into themes relevant to the research objectives, such as teachers' perceptions of the reward system, motivational factors recognized by teachers, and the impact of the motivation system implementation on their performance. This thematic analysis process allows researchers to explore and understand the complex dynamics between existing variables. The results of this analysis will provide a comprehensive picture of how the reward and motivation system interacts with teacher performance in early childhood education (ECE) at PAUD Nabigh Akademik Soppeng. Focusing on thematic findings, this research aims to generate deep and contextual insights into the implementation of the motivation system at the ECE level.

RESULTS AND DISCUSSION

Results

Reality of the Implementation of the Reward and Motivation System

This study provides an overview of the implementation of the reward and motivation system at PAUD Nabigh Akademik Soppeng. From the findings, it can be concluded that while the system is operational, there are several challenges that need attention.

The teachers at PAUD Nabigh Akademik Soppeng acknowledge the institution's efforts to provide incentives to boost motivation, such as recognition of achievements and material bonuses. However, there is uncertainty regarding the criteria for rewards, which poses a challenge to the system. Teachers feel a lack of clarity about what is recognized as an achievement, creating dissatisfaction and uncertainty among them.

Additionally, this study highlights the low involvement of teachers in decision-making related to the reward and motivation system. Teacher participation in designing and managing this system is crucial for successful implementation. This factor affects the acceptance and effectiveness of the system.

Expectations and Ideal Standards

The expectations and ideal standards for the reward and motivation system at PAUD Nabigh Akademik Soppeng include key elements aimed at creating a supportive, motivating, and performance-enhancing work environment for teachers. In this ideal framework, teacher participation in formulating reward criteria is considered crucial. It is hoped that this participation will create a mutual understanding of what is recognized as an achievement, provide room for more personal recognition, and account for the uniqueness and contributions of each teacher.

Moreover, in this ideal scenario, the reward and motivation system is expected to provide stronger and deeper motivational incentives for teachers. The incentives given should genuinely recognize their efforts and achievements, not just in material form but also in the form of appreciation for their dedication and contributions to early childhood education. This system is thus expected to create a positive work climate, motivate teachers to improve the quality of teaching, and ultimately, significantly impact their performance.

The importance of clarity regarding the incentives provided is also prominent in these expectations and ideal standards. Teachers are expected to have a clear understanding of the types of rewards they can receive as a result of their excellent performance. This clarity is seen as a key factor in creating healthy expectations and stimulating intrinsic motivation, which can, in turn, lead to overall performance improvement. By integrating these elements, the reward and motivation system is hoped to create an



environment that supports the professional and personal growth of teachers and enhances the quality of early childhood education at PAUD Nabigh Akademik Soppeng.

Impact of Implementation on Teacher Performance

The research results reveal that the impact of implementing the reward and motivation system at PAUD Nabigh Akademik Soppeng varies among the teachers involved. Some teachers reported positive experiences with increased motivation and performance as a direct result of the system, while others felt that the impact was less significant or even negligible. Certain factors are the main determinants of this variation.

Transparency in reward criteria is a significant factor, where teachers who feel the criteria are clearer and fairer tend to experience a more positive impact. Additionally, the type of incentives given also plays a key role; incentives perceived as valuable and appropriate to the teacher's efforts tend to significantly boost motivation. Personal recognition, such as more personalized awards relevant to individual contributions, also enhances the positive impact.

Factors Influencing Teacher Motivation and Performance

The analysis of factors influencing teacher motivation and performance at PAUD Nabigh Akademik Soppeng highlights that rewards, while important, are not the only elements affecting their motivation. Several other factors also contribute significantly to teachers' motivation and performance levels.

Leadership support is identified as a crucial factor in motivating teachers. Leadership that provides direction, support, and appreciation for teachers' efforts can directly influence their motivation levels. Clarity of organizational goals also plays a vital role; teachers with a clear understanding of the organization's goals and vision are more likely to be motivated to contribute to achieving those goals.

Moreover, a positive work climate is another determining factor for teacher motivation and performance. A supportive, collaborative work environment that provides a sense of fairness can create a motivating atmosphere for teachers to contribute maximally. Dissatisfaction or conflict within the work climate can hinder motivation and negatively affect performance.

The Gap Between Das Sein and Das Sollen

The gap between Das Sein (actual condition) and Das Sollen (ideal expectation) in the implementation of the reward and motivation system at PAUD Nabigh Akademik Soppeng is illustrated through several critical aspects. Firstly, there is a lack of teacher involvement in designing the reward system. Ideally, teacher participation in the design process is expected to create a system that better aligns with their needs and expectations, but in reality, this involvement is still lacking.

Next, the lack of clarity in reward criteria is one of the obstacles creating a gap between actual conditions and ideal expectations. Teachers want clarity about what is considered an achievement and the rewards they can receive, but uncertainty about this still exists. This creates dissatisfaction and uncertainty among teachers, which can harm their motivation and performance.

Furthermore, the difference between Das Sein and Das Sollen also includes uncertainty regarding the expected impact of the reward and motivation system. Teachers hope that the implementation of this system will have a significant positive impact on their motivation and performance, but the uncertainty about the actual impact of the system creates doubt among them.

Overall, the gap between actual conditions and ideal expectations illustrates the potential improvements that can be made in the implementation of the reward and motivation system at PAUD Nabigh Akademik Soppeng. Recommendations for improvement involve increasing teacher



involvement in system design, clarifying reward criteria, and clarifying the expected impact to minimize the gap and achieve alignment between Das Sein and Das Sollen in this context.

Discussion

Reality of the Implementation of the Reward and Motivation System

The research results reveal that although the reward and motivation system has been implemented at PAUD Nabigh Akademik Soppeng, there are still several obstacles affecting its effectiveness. One of the main challenges identified is the uncertainty and lack of teacher participation in designing the reward criteria. Teacher involvement in this design process is crucial to creating a system that better meets their needs and expectations. However, in reality, this lack of participation creates a gap between ideal expectations and actual implementation.

Uncertainty regarding reward criteria is one of the crucial aspects that can create dissatisfaction among teachers. Teachers desire clarity about what is considered an achievement and the rewards they can receive, but this lack of clarity creates uncertainty that can hinder their motivation and performance.

While the system has been implemented with the intent to enhance teacher performance, the existing uncertainty and lack of teacher involvement create a gap between their expectations of the system and its actual implementation. This poses a challenge in achieving alignment between the ideal vision of the reward system and the reality on the ground. Therefore, recommendations for improvement are directed toward increasing teacher participation in designing the reward criteria, so the system can be more targeted and responsive to the needs of teachers at PAUD Nabigh Akademik Soppeng. By actively involving teachers, it is hoped that better alignment between ideal expectations and actual implementation in the context of rewards and motivation at the institution can be achieved.

Expectations and Ideal Standards

In the context of expectations and ideal standards, teachers at PAUD Nabigh Akademik Soppeng express a desire to have a more active role in determining reward criteria and receiving more personal recognition. The research findings depict that these ideal expectations align with the concept of empowering teachers by designing a motivation system that can enhance their intrinsic motivation.

Active teacher participation in determining reward criteria reflects a desire to involve them directly in decision-making processes that affect their motivation and performance. Through this participation, it is hoped that teachers can convey their views, needs, and expectations so that the resulting criteria better reflect the realities and needs in the field.

Moreover, the demand for personal recognition reflects a push to acknowledge the unique roles and contributions of each teacher. Personal recognition is expected to have a more positive impact, as it creates an emotional bond and appreciates the individuality in their performance.

These expectations and ideal standards not only reflect the individual aspirations of teachers but also represent the need to create a work environment that empowers, supports, and motivates. Empowering teachers to design a motivation system creates a bond between policy and field practice, which can enhance the quality of early childhood education at PAUD Nabigh Akademik Soppeng. By combining the ideal expectations of teachers and principles of empowerment, the institution can move towards a motivation system that better meets individual needs and collective goals.

Impact of Implementation on Teacher Performance

The impact of implementing the reward and motivation system at PAUD Nabigh Akademik Soppeng shows significant variation among the teachers involved. Some teachers report increased motivation and performance as a direct result of this system, while others feel that the impact is not as



significant or even negligible. This difference creates a complex dynamic that demands a deep understanding of the factors influencing individual perceptions and responses to the system.

Uncertainty regarding reward criteria and types of incentives might be one reason for these differing impacts. Teachers who feel certain about what is recognized as an achievement and the types of incentives offered are more likely to experience a positive impact. Conversely, uncertainty or lack of clarity in this regard can create dissatisfaction or uncertainty, which can reduce the effectiveness of the motivation system.

Therefore, more attention needs to be paid to certain aspects of the implementation of this reward and motivation system. This includes increasing transparency in reward criteria so that teachers have a clearer understanding of what is recognized as an achievement and the types of incentives they can obtain. Additionally, diversifying the types of incentives and personal recognition can be strategic steps to minimize uncertainty and create a more uniform impact among teachers.

By understanding these differences in impact, the institution can design more targeted improvement strategies, enhancing the effectiveness of the motivation system and creating an environment that motivates all educational staff. Thus, implementing holistic changes can be key to achieving the success of the reward and motivation system at PAUD Nabigh Akademik Soppeng.

Factors Influencing Teacher Motivation and Performance

Factors influencing teacher motivation and performance at PAUD Nabigh Akademik Soppeng are not limited to the implementation of the reward system. Research findings show that other factors, such as leadership support and work climate, also significantly contribute to the motivation and performance levels of teachers. This understanding highlights the complexity of interactions between these factors in creating a supportive and motivating work environment for teachers.

Leadership support is identified as an important factor that can influence teacher motivation and performance. Leadership that provides clear guidance, offers support, and appreciates teachers' efforts can have a significant positive impact. Additionally, a positive work climate is another determining factor, where a supportive, collaborative work environment that provides a sense of fairness can create a motivating atmosphere for teachers to contribute maximally.

The importance of these factors highlights the need for a holistic approach to implementing a motivation system. This approach should consider various factors, including the design of the reward system, leadership support, and creating a conducive work climate. The success of the implementation of the motivation system does not only depend on the system's existence but also on its ability to create synergy between the various elements that influence teacher motivation and performance.

Therefore, educational institutions need to adopt a holistic approach that includes developing comprehensive policies, engaging effective leadership, and creating a positive work climate. Only by understanding and integrating all these factors can the success of achieving optimal motivation and performance among teachers at PAUD Nabigh Akademik Soppeng be realized.

The Gap Between Das Sein and Das Sollen

The gap between the reality of implementation and ideal expectations in the motivation system at PAUD Nabigh Akademik Soppeng creates opportunities for improvement and enhancement. The difference between reality and the expectations of teachers highlights the need for an in-depth evaluation of the design and execution of the existing motivation system. These findings reflect the importance of adjustments and refinements to make the system more effective in increasing teacher motivation and performance.



Differences in perception and a lack of clarity in reward criteria are the main focus of this gap. Teachers who feel unclear about what is considered an achievement or do not receive adequate recognition may experience dissatisfaction and decreased motivation. Therefore, the need for revision and refinement in the design of the motivation system is crucial to addressing these inconsistencies.

This gap can be addressed through an open and collaborative dialogue with teachers. Actively involving them in the improvement and refinement process can help achieve consensus on what is expected from the motivation system. Adjustments in system design, clarification of reward criteria, and the provision of clearer and more relevant recognition can be concrete steps to reduce the gap between reality and expectations.

This dialogue process also creates an opportunity to understand the individual needs and preferences of teachers, which in turn can guide more accurate and profound changes. Thus, this gap is not just a barrier but also a foundation for continuous innovation and improvement in creating a more effective motivation system that aligns with the expectations of all parties involved at PAUD Nabigh Akademik Soppeng.

CONCLUSION

Conclusion

This research explores the implementation of the reward and motivation system at PAUD Nabigh Akademik Soppeng, focusing on its impact on teacher performance. Several key findings highlight the complexity and dynamic interaction between elements that influence teacher motivation and performance. The conclusions of this study are as follows:

1. The research results indicate that the implementation of the reward and motivation system at PAUD Nabigh Akademik Soppeng has had varying impacts among the teachers involved. Some teachers reported increased motivation and performance, while others felt that the impact was not as significant. Factors such as uncertainty regarding reward criteria, types of incentives, and lack of participation in system design may be the causes of these differences.
2. The gap between the reality of implementation and ideal expectations highlights the need for improvements in the design of the motivation system. Differences in perception and a lack of clarity in reward criteria create dissatisfaction and uncertainty among teachers. Therefore, revisions and refinements in the system design are needed to better align with teacher expectations.
3. These findings show that teacher motivation and performance factors are not limited to the reward system alone but also involve factors such as leadership support and work climate. This conclusion underscores the complexity of interactions between these elements and suggests the need for a holistic approach to implementing a motivation system.
4. The gap between *Das Sein* (actual condition) and *Das Sollen* (ideal expectation) shows that improvements can be achieved through open dialogue with teachers. Active teacher participation in system design can help achieve better consensus, overcome uncertainties, and create a motivation system that aligns more closely with their expectations.

In conclusion, this research provides important insights into the implementation of a motivation system in the context of PAUD Nabigh Akademik Soppeng. These findings can serve as a basis for continuous improvement, focusing on increasing transparency in reward criteria, more effective leadership support, and more active teacher participation in designing the motivation system. Through these efforts, it is hoped that PAUD Nabigh Akademik Soppeng can achieve a more effective and supportive motivation system to enhance the quality of early childhood education.



Recommendations

Based on the research conclusions regarding the implementation of the reward and motivation system at PAUD Nabigh Akademik Soppeng, several recommendations can be proposed to improve the effectiveness and suitability of the motivation system. These recommendations are aimed at improving system design, teacher participation, and integrating factors that influence teacher motivation and performance.

1. Address uncertainties regarding reward criteria and types of incentives. Clearer clarification of what is recognized as an achievement, personal recognition, and increased transparency in the reward mechanism can enhance teachers' understanding and trust in the system. Revisions of reward criteria should involve open dialogue with teachers to ensure their expectations and preferences are accommodated.
2. Teachers should be actively involved in the design process so that the system reflects their needs and expectations. Increasing participation can be done through workshops, regular meetings, or dialogue forums involving all relevant parties. More active participation will enhance teachers' sense of ownership and involvement in the overall process.
3. Leadership support and creating a positive work climate have significant impacts on teacher motivation and performance. Therefore, it is recommended to enhance leadership training, facilitate effective communication between leaders and teachers, and create supportive and motivating working conditions.
4. The system should be articulated within the context of the organization's vision and overall goals, encompassing the values of early childhood education. Ensuring that the motivation system aligns with the institution's mission and values can strengthen teachers' commitment to early childhood education goals.

By implementing these recommendations, it is hoped that PAUD Nabigh Akademik Soppeng can optimize the implementation of the motivation system, create a more motivating work environment, and enhance the overall quality of early childhood education.

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