

## The Influence of Rewards and Motivation on Leaders' Interest in Participating in Accreditation Programs

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### Abstract

Accreditation is an effort to assess whether an institution is worthy of providing services to users. Accreditation assessment is feasible so that the institution is worthy and guaranteed in providing services in any field. The purpose of this study was to determine the impact of rewards and motivation in influencing interest in participating in the accreditation program on PAUD leaders in Jember. All PAUD leaders in Jember became the population with a total of 1804 people. The number of samples was 327 leaders using the Slovin formula. The analysis tools were descriptive statistics, validity and reliability tests and direct influence tests. Rewards have a direct effect on interest in participating in accreditation. Motivation has an impact on interest in participating in accreditation.

Reward; motivation;  
leadership interest;  
PAUD.



### I. Introduction

The accreditation program is a crucial instrument in ensuring and improving the quality of education in educational institutions. The success of this program is not only determined by the formal evaluation system, but also by the level of involvement and interest of the principal as the main leader in the educational environment. The leaders of educational institutions who are agents of change have a significant role in directing schools towards achieving the quality standards set by accreditation institutions in the field of education (Akdemir et al., 2020). Accreditation needs to be carried out so that educational institutions gain the trust of users, in this case the community who need educational services. The desire for educational institutions to obtain good or very good accreditation depends on the leaders who manage the educational institution. There are many factors that cause leaders to want to participate in the accreditation program for educational institutions, including rewards and motivation. A leader is expected to be able to provide direction to achieve the goals of National Education because lecturers have the main task of transforming, developing, and disseminating science, technology, and arts through education, research, and community service. (Mulyadi, D. 2021)

One factor that can increase interest in participating in programs that can improve institutional performance is reward. Rewards or also called awards are compensation for services given to a person or group for behaving well, performing an excellence or achievement, making a contribution, or successfully carrying out a given task according to the set target (Handoko, 2015). Rewards will be given if someone has achieved an achievement that can make an institution or organization proud (Siagian, 2015). Several studies have shown that rewards can increase interest. Research (Ni et al., 2023) on grade IV students at SDK Wae Belang Laurentius showed that there was a positive relationship between rewards and students' interest in learning. Furthermore, (Saftri & Putranto, 2023)

showed that there is a significant influence on the interest in learning social studies class IX SMPN 2 Sumbergempol. Research by (Matje, 2022) which was conducted on 50 grade V students of SD Negeri 3 Baubau with the results that there was a relationship between giving rewards and the interest in learning of grade V students of SD Negeri 3 Baubau. Research by (Ummiasih et al., 2024) conducted on fourth grade students at SD Negeri 224 Palembang, stated that giving rewards to students' learning interests was categorized as "Very Good". Meanwhile, research by (Dewi & Pravitasari, 2022) conducted on Islamic accounting students of UIN Sayyid Ali Rahmatullah Tulungagung, where the results were that financial rewards and labor market considerations had a significant effect on career interest as a public accountant in Islamic accounting students at UIN Sayyid Ali Rahmatullah Tulungagung. Research by (Wali et al., 2024) conducted on students at SDI Sikumana, East Nusa Tenggara and the results were there is a very significant difference in the application of rewards in the learning process of physical education, health and recreation. Meanwhile, research by (Arismutia, 2017) conducted on the accounting study program of STIE INABA Bandung stated that financial rewards and job market considerations had an influence of 66.1% on the interest of accounting students in pursuing a career as a public accountant, the rest was influenced by other factors not examined in this study. Based on previous research, it turns out that these findings highlight the importance of providing rewards as an effective strategy in motivating and increasing interest.

Motivation as a psychological factor plays an essential role in understanding and interpreting individual behavior, including in the context of the principal's interests involved in the accreditation program (McInerney, 2019). Motivation is a drive that can make a person or employee active in carrying out the tasks given (Azhad et al., 2015). With motivation, it is hoped that employees can work well (Qomariah, 2020). The motivation possessed by the leader can bring the institution under his auspices to achieve good performance. With high motivation, a person will have a high interest in getting something they want to achieve (Azhad et al., 2015).

Findings from several studies highlight the role of motivation in influencing investment and entrepreneurial interest. According to (Cahya & W, 2019), investment motivation and technological advances influence investment interest, especially in the "Yuk Nabung Saham" campaign for Generation Y in Kudus City. (Haidir, 2019) emphasized that minimum capital and self-motivation and from others greatly influence students' interest in investing in the Islamic capital market. (Widianingsih, 2021) stated that motivation has a positive and significant influence on students' interest in entrepreneurship. Similar findings were found in the study (Anand & Meftahudin, 2020), which showed that motivation has a positive effect on entrepreneurial interest. (Darmawan & Japar, 2019) added Indicators to the context of stock investment by stating that motivation has a significant positive effect on interest in stock investment in the capital market. Thus, these studies consistently emphasize the important role of motivation in shaping interest.

Early Childhood Education Institutions in Jember Regency have a very important role in providing early intelligence for children who will enter formal schools. Based on the phenomena that occur in Early Childhood Education Institutions in Jember Regency, it can be seen that the achievement of accreditation is still far from the target that has been set, only reaching 37.03% of the target of 75%. Therefore, this study has a significant urgency to be carried out with the aim of determining the impact of rewards and motivation on interest in participating in accreditation.

## II. Review of Literature

### 2.1 Interest

Interest, in a psychological context, refers to an individual's tendency or attraction to a particular thing or activity. This concept encompasses various aspects of life, such as education, work, hobbies, or social interactions. Interest plays a central role in shaping a person's identity and behavior (Drummond, 2021). The concept of interest cannot be separated from the factors that influence it. First, an individual's life experiences have a significant impact on the development of interests. Positive or negative experiences in childhood, education, or previous work can shape a person's unique preferences and interests (Makabori & Tapi, 2019). Second, personal values and beliefs also play an important role in shaping interests. Activities or fields that are consistent with personal values tend to attract more attention and interest (Akhsan, 2021). When schools offer a palpably inferior curriculum to pupils whom teachers consider to be less able, these pupils are more likely to turn their interest to other aspects which are either irrelevant to school work, or directed against classmates, teachers, lessons and schools. (Gadour, A.2013)

### 2.2 Interest Indicators

According to Kotler & Keller, there are four main indicators that describe different aspects of interest, namely transactional interest, referential interest, preferential interest, and explorative interest (Kotler & Keller, 2016).

1. Transactional Interest: Refers to an individual's interest in the context of transactions or activities involving the exchange of value. This interest relates to a person's tendency to be interested in activities or transactions involving the exchange of goods, services, or other economic values.
2. Referential Interest: Refers to an individual's interest in certain references or sources of information that are considered relevant or valuable. This can include interest in sources of information such as authoritative figures, user reviews, or other references that shape a person's views or decisions.
3. Preferential Interest: Implies an individual's choice or tendency towards a particular thing or activity. Preferential interest reflects a person's personal preference for available options or alternatives.
4. Explorative Interest: Is an interest in new things, new knowledge, or new experiences. Individuals with explorative interests tend to seek out information or activities that can broaden their understanding or insight.

### 2.3 Motivation

Motivation refers to the internal and external forces or drives that drive individuals to act, strive for goals, and satisfy needs. Motivation plays an important role in shaping behavior, guiding individual efforts, and providing the energy needed to achieve goals. There are several concepts and factors related to motivation (Kurnia et al., 2019). First, motivation can be divided into two main types: intrinsic motivation and extrinsic motivation. Intrinsic motivation arises from within the individual, where a person performs an activity because of personal satisfaction, a sense of achievement, or a desire for self-development (Mangkunegara, 2018). On the other hand, extrinsic motivation involves encouragement from external factors, such as rewards, punishments, or social recognition (Mustika, 2021). Other factors that influence motivation involve perceptions of risk and reward, self-confidence, and the social and cultural environment. When a person feels that their actions can produce positive results and that they have the ability to do so, the

motivation to act will increase (Vo et al., 2022). Motivation is the most critical element for all organizations, both private and public, to achieve good performance. Motivation is one of the goals so that employees remain motivated to work following the job references and responsibilities given so that company goals can be adequately achieved. (Suriyani, E. Dkk 2021)

## 2.4 Reward

Reward or also called appreciation is a reward given to a person or group for behaving well, performing an excellence or achievement, making a contribution, or successfully carrying out a given task according to the set target (Handoko, 2015). Reward or appreciation, in the context of psychology and management, refers to a form of recognition or reward given to individuals in response to desired behavior or achievement. This is a common strategy used to build motivation, reinforce positive behavior, and improve individual psychological well-being (Sudaryo et al., 2019). Rewards can be in the form of material such as financial bonuses or non-material rewards such as verbal recognition (Indriani et al., 2022). Factors that influence the effectiveness of rewards involve a deep understanding of the individual and organizational culture. First, individual differences in reward preferences need to be taken into account. Some people may be more inspired by financial rewards, while others may be more motivated by verbal recognition or career development opportunities (Beck-Krala, 2020). Therefore, it is important to identify individual preferences so that rewards are more relevant and meaningful.

## 2.5 Conceptual Framework

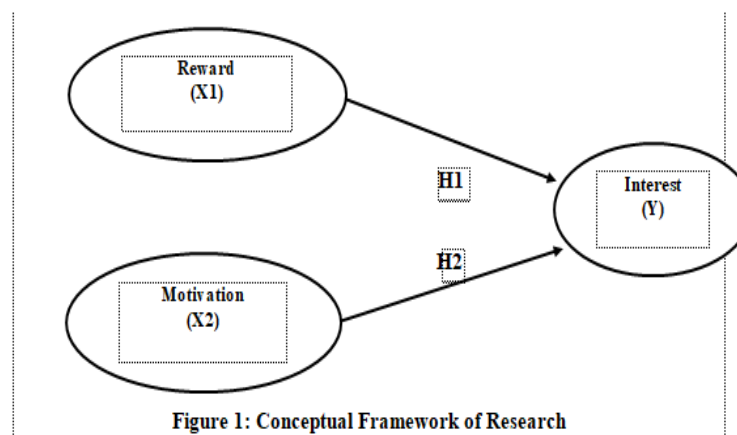


Figure 1: Conceptual Framework of Research

## 2.6 Research Hypothesis Developed

H1: Reward (X1) received can increase interest (Y).

H2: Motivation (X2) owned can increase interest (Y).

### III. Research Method

This research is a causal research. Causality research is a type of scientific research that aims to understand the cause and effect relationship between two or more variables (Sugiyono, 2018). The variables in this study are independent variables and dependent variables. Rewards and motivation as independent variables and interests as dependent variables. All leaders of PAUD institutions in Jember are used as the population. By using the Slovin formula with an error of 5%, a sample size of 327 respondents was obtained. Data were collected using a questionnaire distributed to respondents in this study. Descriptive analysis, validity test and reliability test, and direct influence test were used in this study.

### IV. Result and Discussion

#### 4.1 Results of Descriptive Analysis

The results of descriptive statistics show that based on gender, it was obtained that of the 327 respondents sampled in the study, it was dominated by female respondents, namely 95%. Based on educational qualifications, of the 327 respondents sampled in the study, the most respondents were with a bachelor's degree background, namely 309 respondents. Based on the age of the respondents, it is known that of the 327 respondents sampled in the study, the most respondents were aged 30-40 years, namely 120 respondents.

#### 4.2 Validity and Reliability Test Results

The validity test was conducted by looking at the cross loading value of the indicators used in this study. The reliability test was conducted by looking at the cronbach alpha value. The results of the validity test and reliability test are presented in Table 1 and Table 2 below.

**Table 1.** Validity Test Results

Variable	Indicator	Loading Factor Value	P-value
<b>Rewards (X1)</b>	X1.1	0.766	<0.001
	X1.2	0.964	<0.001
	X1.3	0.901	<0.001
	X1.4	0.765	<0.001
	X1.5	0.964	<0.001
<b>Motivation (X2)</b>	X2.1	0.795	<0.001
	X2.2	0.814	<0.001
	X2.3	0.904	<0.001
	X2.4	0.766	<0.001
	X2.5	0.873	<0.001
<b>Interest (Y)</b>	Y1.1	0.668	<0.001
	Y1.2	0.884	<0.001
	Y1.3	0.855	<0.001
	Y1.4	0.734	<0.001

**Table 2.** Reliability Test Results

<b>Variable</b>	<b>Cronbach's Alpha Value</b>	<b>Conclusion Reliability</b>
Rewards (X1)	0.842	Reliable
Motivation (X2)	0.832	Reliable
Interest (Y)	0.723	Reliable

### 4.3 Results of the Direct Influence Test

The results of the direct influence test of this study are presented in Table 3 below.

**Table 3.** Results of the Direct Effect Hypothesis Test

<b>Relationship Between Variables</b>	<b>Path Coefficient</b>	<b>P value</b>	<b>Results</b>
X1 (Reward) → Y (Interest)	0.259	<0.001	Significant
ZX2(Motivation)→ Y (Interest)	0.343	<0.001	Significant

### 4.4 Discussion

#### a. The Influence of Rewards on Interest

The results of this study indicate that the path coefficient value is 0.259 with a p value below 0.001, indicating that rewards have a significant influence on the interest of PAUD leaders in Jember Regency in participating in the accreditation program. A very low P value (<0.001) indicates that incentives, either material or non-material, play an important role in increasing the interest of leaders. In this context, the rewards received by leaders become positive reinforcement that encourages and maintains their interest in accreditation (Edwards & Poling, 2020). Previous research also supports the influence of rewards on interest. For example, a study (Arismutia, 2017) found a positive relationship between Students' interest in pursuing a career as a public accountant is highest influenced by the variable of financial rewards followed by job market considerations. In addition, research (Wali et al., 2024), confirms that rewards significantly influence learning interest, providing further evidence that rewards and incentives have an important role in increasing interest. Research conducted by (Dewi & Pravitasari, 2022; Matje, 2022; Ni et al., 2023; Saftri & Putranto, 2023; Ummiasih et al., 2024) also discusses the problem of the relationship between rewards and interest.

#### b. The Influence of Motivation on Interest

The results of the analysis of this study indicate that motivation has a significant influence on the interest of PAUD leaders in Jember Regency to be involved in the accreditation program. This can be proven by the path coefficient value of 0.343 with a p value of less than 0.001. Thus, the internal and external motivation of educational institution leaders plays a crucial role in directing their interest in activities that support professional development and improve the quality of education. In this context, the motivation of educational institution leaders is influenced by their perceptions of the benefits of accreditation and its impact on their careers and school development (Wani, 2022).

Previous studies have shown the relationship between motivation and interest. For example, research by (Pradadewi & Puspitasari, 2024), found that motivation plays an important role in directing the behavioral interest of investors in purchasing on online stock platforms. Another study by (Nurdiana et al., 2022) describes how entrepreneurial motivation, socio-economic conditions and family environment, have an influence on the entrepreneurial interest of housewives. Meanwhile, research (Ar Rahman & Subroto, 2022) found that motivation and knowledge have a positive impact on investment interests. Research conducted by (Aini & Oktafani, 2020), (Ryandana et al., 2023; Wahyuningtyas et al., 2022) also discusses the issue of the impact of motivation on interest. Meanwhile, research by (Oryza & Listiadi, 2021) found that motivation had no impact on interest in continuing to college.

## V. Conclusion

Based on the results of the study conducted on the influence of socialization, mentoring, and rewards on the motivation and interest of PAUD institution leaders in Jember Regency to participate in the Accreditation Program, the following are the main conclusions:

1. Rewards increase the interest of educational institution leaders to participate in the Accreditation Program. The incentives provided facilitate an increase in their desire to be actively involved and achieve positive results in the accreditation process.
2. Motivation has a positive and significant effect on the interest of educational institution leaders in the accreditation program. Increased motivation, both intrinsic and extrinsic, encourages school principals to be more involved in accreditation activities.

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