



Teacher's work motivation in SD gmim tincep, Sonder district, Minahasa district

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Abstract

The development of human resources is very important in terms of quality or quality, states that "in order to be able to compete at the global level, Indonesia must improve the quality of its human resources. Research approach and design: research approach, research design, research instruments, types and sources of data, data collection procedures, data Analysis, data validity check. Based on the research findings, the following conclusions can be drawn, the work motivation of teachers at SD GMIM Tincep, Sonder District, Minahasa Regency is closely related to their awareness of the nature of the work itself. In general, teachers view that the work profession as a teacher is a noble job in the world of education and society in general. This motivation is motivation that arises from within the teacher itself or is called internal (intrinsic) motivation. Also the factor of harmonious social relations among fellow teachers, as well as good relations with superiors (principals) and students, which are colored by a family atmosphere, also have an influence on teacher work motivation. This external factor is called external (extrinsic) motivation, and supporting factors for teacher work motivation also come from within the teacher himself or from outside. Factors that support motivation that come from within the teacher are: a sense of responsibility towards work, seeing the teaching profession as a calling in life, and views on the nature of work itself. While the external (extrinsic) factors that support are harmonious relationships with teacher colleagues, with superiors (principals) and students, recognition of teacher performance by superiors, and provision of teacher welfare.

Keywords: Work motivation, teachers, support motivation

Introduction

Facing the current era of globalization, one of the problems faced by the Indonesian people, especially in education, is how to improve the quality of education. Increasing the quality of national education is expected that the Indonesian people will be able to compete in the era of globalization, especially in the field of science and technology.

The development of human resources is very important in terms of quality or quality, Tilaar (2002:2) ^[26] states that "in order to be able to compete at the global level, Indonesia must improve the quality of its human resources."

The various problems faced by the world of education today are of course not to make pessimists but to find a way out so that the existing problems can be resolved. The role of education in the quality improvement process is very important, this is closely related to the role of the teacher as an educator. Law No. 14 of 2005 concerning Teachers and Lecturers, Article 1:1 states that teachers function as educators, teachers as educators play an important role in educating the nation's life, because teachers directly have close interactions with students as learners. Recognition of the historical role of teachers in educating the nation's life is evidenced by national education figures.

However, it is realized that the teacher is not the only determining factor because in the national education system the teacher is only one of the educational instruments, in addition to the curriculum, learning programs, facilities and infrastructure, educational costs and various learning tools or media.

In the education system it must be recognized that the teacher is the main or central factor for success in the educational process, no matter how complete the educational facilities owned by an educational institution are

if it is not accompanied by the teacher's ability to manage education, then what is expected in improving the quality of education will not be achieved. In carrying out the task as a teacher, one of the determining factors for teachers to work is the work motivation possessed by the teacher. Efforts made to improve teacher performance are by increasing the teacher's work motivation factor, namely the willingness or encouragement of teachers to teach students optimally.

One of the managerial functions that plays an important role in encouraging employees to work optimally is motivation. Kambey (1999: 135) explains motivation is the entire process of providing work motivation to employees in such a way that they want to work with high morale in order to achieve organizational goals that have been set efficiently and economically. Motivation is one of the organic functions of a leader in addition to other organic functions, namely planning, organizing, controlling and decision making. Employee motivation and satisfaction are influenced by many factors including compensation, benefits, communication, counseling, discipline, and a conducive work environment.

The knowledge possessed by the principal in the field of motivation can help the principal as an education unit manager understand the work attitudes of teachers. Principals can motivate teachers in various ways, so that they can increase and encourage teacher enthusiasm in completing their assignments. Usually there are new teachers who want to work when motivated by the principal. In the theory of "X" and "Y" from Douglas McGregor, employees who will work later if motivated by their superiors (Managers) are classified as "X" type humans. Whereas those who work without always being directed by

their superiors and always show their creativity, are classified as "Y" type humans.

More about teacher work motivation, there are many theories that can be used as references, such as the hierarchy of needs theory from Abraham Maslow, the two-factor theory from Frederick Herzberg, the "X" and "Y" theories from Douglas McGregor, to contemporary theories such as the ERG (Existence, Relatedness, and Growth) theory from Clayton Alderfer, the need theory from David McClelland, the expectancy theory from Victor Vroom, etc. All of the motivational theories above are basically complementary to each other, therefore in this study, researchers use these motivational theories as a basis for conducting a study of the issues raised.

Observations of researchers in the field, especially the factual situations and conditions in SD GMIM Tincep, Sonder District, Minahasa Regency, it can be seen that there are still teachers who work part-time outside of school, in order to make ends meet so that this makes teachers sometimes lack concentration in preparing themselves to teach and even often asking for permission, and being late for school there are still teachers who lack initiative in developing their competence, especially in developing self-potential and developing teacher abilities and skills, which of course greatly affects teacher performance, besides that there is a tendency for teachers who teach not to have teaching preparation or there is preparation teaching but incomplete or only as an administrative requirement, so of course this requires awareness for teachers and even encouragement to always make preparations in teaching and always develop the learning process by following the guidelines that have been prepared. In addition, there are still teachers who instruct students to write on the blackboard or in terms of writing down books until they are finished, of course this will affect the quality of education of students so of course it is necessary to find the best way out in solving existing problems.

Some of these existing problems are of course closely related to teacher work motivation, where teacher work motivation is very important so because if the teacher has less work motivation it will certainly have an impact on teacher performance and this will affect the quality of teaching teachers and will ultimately have an impact on quality. education.

Research method

A. Research approach and design

1. Research approach

Given the nature of the research problem to reveal a phenomenon is the basis for determining the approach used in a study, this research uses a qualitative phenomenological approach (Bogdan & Taylor, 1992; Lengkong, 2004) ^[4].

The qualitative approach was chosen considering that this research takes the form of the actions or activities of a person or several people with regard to teacher work motivation and the object of research is natural. The results of this research exploration are expected to be able to build an inductive theory from a number of data abstractions that have been collected regarding the problems formulated in this study.

In describing phenomena naturally, descriptive and inductive procedures are used by presenting the researcher as the main instrument for collecting data as one of the characteristics of qualitative research. understanding or

understanding based on reasoning that is acceptable to common sense (logic). Strictly speaking, qualitative research aims to gain an ideographic understanding (case study) of the phenomenon of human behavior and actions.

Qualitative research is continuous or cycles from specific to general (inductive logic) starting from the conceptualization, categorization and description stages developed on the basis of events obtained during field research

2. Research design

This research uses a qualitative approach with a case study design, of course it has implications for the use of relevant research methods for that matter, suitable research methods as proposed by Bogdan and Biklen, in Sugiyono (2010: 14), namely:

First, the constant comparative method. This constant comparative method is meant as a series of stages that take place simultaneously and the analysis always returns to the data collection stage. This method emphasizes the process of data collection and data analysis which can take place simultaneously like a cycle.

Second, modified analytic induction. This modified analytical induction is intended as a means by which to develop and test theory. This method emphasizes the theoretical findings that have been formed so far. By using the modified analytical induction method, it means that data collection activities are carried out by researchers repeatedly and continuously, then analyzed and the results are used to modify temporary theories generated through previous data collection, and in turn produce an increasingly broad theory.

B. Type of research

This type of research is a case study related to teacher work motivation at GMIM Tincep Elementary School, Sonder District, Minahasa Regency. This type of case study research is a detailed disclosure of a state of a single object or a place where documents or facts are stored from a particular event (Sugiyono 2010: 49). For this reason, this study uses a case study design in accordance with the nature of qualitative research.

The design used in this study starts from a problem that is seen in general, then gradually the problem becomes more focused. Sugiyono (2010) explains that the case study research design is described in a funnel manner. At the beginning of entering the research setting, the problem is seen as a wide and broad part of the funnel, then over time in the process of ongoing research the problem begins to focus or narrow on the core problem because the researcher will focus on certain cases that have been determined.

C. Research instruments

In qualitative research, the researcher must be present in the field, because the researcher acts as the main instrument for collecting data. According to Bogdan & Biklen in Sugiyono (2010: 59) in qualitative research, researchers function as planners, data collectors, analyzers, interpreters, and reporters of research results. Thus, the research data collection is carried out in earnest which is characterized by a selective, objective and careful attitude based on the factual conditions in the field.

The researcher as the main instrument enters the research setting in order to be able to deal directly with informants, be able to naturally understand the reality that exists in the research setting, try to overcome various problems that

occur in the field. Researchers try to interact with research informants fairly and respond to all changes that occur in the field, trying to adapt to the situation and conditions of the research location. The good relationship that is created between researchers and research informants while in the field is the main key to the success of data collection.

D. Types and sources of data

The type of data in qualitative research is more in the form of the subject's words both verbally and in writing, including the observed and described behavior (Bogdan & Taylor, 1993). The data disclosed is in the form of words, paragraphs, documents and not in the form of numbers. With qualitative data researchers can follow and understand the flow of events chronologically, see causes and effects and obtain useful explanations. Obtaining data comes from the human element, namely key informants who are determined based on a survey, namely school principals and teachers who are determined according to needs. They were all considered very representative to provide information in the form of data/information relating to the work motivation of teachers at GMIM Tincep Elementary School, Sonder District, Minahasa Regency.

Determination of key informants as data sources in qualitative research conducted by looking at the function and position as well as responsibility for the implementation of education in schools; and non-humans such as documents or written notes related to the focus of the problem in this research.

E. Data collection procedures

The data collection procedure for researchers carried out through techniques commonly used in qualitative research proposed by Nasution (2003: 33) ^[18], namely:

1. Orientation stage, at this stage the step taken by the researcher is understanding the literature related to the research problem. Research seeks and reads decision sources and obtains theoretical sources that support research aspects. At this stage the researcher also conducted field observations at GMIM Tincep Elementary School, Sonder District, Minahasa Regency as the chosen location and identified and determined the problems that were considered important as the focus of the problem.
2. Exploration stage, at this stage researchers carry out activities that include observation, interviews, and documentation with data sources related to the focus of the problem and make an analysis of the results in the field.
3. The stage of giving checks, this stage is the culmination of research activities which are carried out after the field research ends, includes: perfecting the results of the analysis in the form of interim reports, multiplying reports and distributing them to informants to provide feedback, recording and analyzing new information from informants and conducting corrections in accordance with existing corrections.

F. Data analysis

The analysis of the research data follows the advice of Bogdan & Biklen (1982) ^[5], namely data analysis in qualitative research is carried out from the beginning of data collection in the field and after the data has been collected entirely even throughout the research process. Data analysis

is the process of organizing and sorting data into data, categories, and basic descriptive units so that themes can be found and working hypotheses can be formulated as suggested by the data (Moleong 2004:280). The process of analyzing the data begins with examining all available data from informants, namely observations, interviews, documentation and field notes, read, studied and reviewed, then the next step is analysis. Furthermore (Nasution 2003:129) ^[18]. The steps to analyze the data carried out by the researcher are as follows:

1. Data reduction

The data obtained in the field is written or typed in the form of detailed descriptions or reports. These reports need to be reduced, summarized, the main things selected, focused on the important things to look for themes or patterns. Field reports as raw materials are shortened, reduced, arranged more systematically, highlighting important points. For research effectiveness, data is immediately analyzed during data collection and once the data is collected, the reduced data gives a sharper picture of the observations, making it easier for the researcher to look up the data obtained if needed.

2. Display data

Presentation of data which is the process of compiling complex information into a systematic form, so that it becomes simpler and more selective and its meaning can be understood. Presentation of data is intended to obtain meaningful findings, as well as provide the possibility of drawing conclusions and taking action.

3. Draw conclusions or verify

Based on data and various sources, researchers draw conclusions that are still tentative, but with more data, conclusions that are fundamentally "grounded" will be obtained. So in other words, conclusions must always be verified during the research.

G. Data validity check

To determine the validity of this research data, inspection techniques are needed. The implementation of the inspection technique is based on a number of criteria. There are four criteria used in this study according to Nasution, 2003 ^[18]; Moleong, 2002, namely:

1. Trust (Credibility)

In this study, researchers followed several methods that could be equated with validity tests so that the truth of the research results could be trusted. For example:

- a. Extend the observation period. With enough time, the researcher really knows an environment, establishes good relations with informants, knows the environment, and checks the truth of the information
- b. Observation persistence. Researchers find situations and information that are very relevant to the issues that are the focus of research so that researchers can obtain data and information carefully, in detail, and in depth.
- c. Triangulation. It is done to check the truth, to eliminate differences when collecting data about various events and various views, in other words, triangulation can recheck the data and information the researcher finds.
- d. Peer check. This technique is carried out to make researchers maintain an open and honest attitude,

researchers can review, perceptions, views, and analysis that researchers are doing.

- e. Adequacy of references. Reference materials are used to increase the degree of trust and correctness of data, namely the results of tape recorder recordings or other documentation materials, including videos and photos.

2. Transferability

In this research, the researcher seeks to build research transfer value by reporting research results as thoroughly and accurately as possible so that all parties can understand the findings that will be obtained by researchers.

3. Dependability (Depandability)

Conducted to assess whether the research process is of quality or not associated with the examination and results of the data to be obtained in the field, whether the data acquisition and research results can be maintained.

4. Confirmability

In this research, it is a scientific endeavor carried out by researchers in a disciplined way that is bound by the principles of qualitative research and is open to examiners and verification by those who are interested in assessing the quality of research results by testing whether the existing data results remain stable. If at this stage of the examinations it turns out that the answers from the respondents are not the same or there are differences regarding the information data, then the validity of the data is doubtful. So it takes accuracy and objectivity.

H. Research stages

The stages in this study were adapted from the opinions of Nasution (1983: 33) and Moleong (2002: 125), as follows:

First, the preparation or orientation stage relates to the pre-field stage. The activities carried out by researchers are to look for actual, unique and interesting issues within the scope of work motivation, then formulate the main ideas in formulating the research title by referring to the relevant literature review. Furthermore, the formulation of a research proposal by reviewing the necessary supporting sources, supplemented by a preliminary study to obtain general information. This activity ended with consulting the supervising lecturers in order to obtain suggestions for improvement and approval of the proposals submitted by researchers.

Second, the exploration stage relates to the field activity stage. The activities carried out by the researcher began with arranging permits as a basis for conducting field studies, through exploration by observing, interviewing and conducting documentation studies. Then proceed with an intensive literature review to strengthen the research focus, hold discussions with relevant parties to obtain meaningful input for the research process, consult intensively with supervisors to obtain directions for the smooth running of the research process starting from data screening, data analysis, to writing research reports.

Third, the data analysis stage. Checking findings and writing research reports.

Results and discussion

A. Research findings

Based on the above observation and interview data, the researcher found the following findings:

1. It turns out that the work motivation of teachers at SD GMIM Tincep, Sonder District, Minahasa Regency, has more to do with their awareness of seeing their status and position as teachers as a noble profession in the world of education and in society, as a calling in life and closely related to the environment in which they live. where they work which is colored by an atmosphere of kinship, familiarity, such as the existence of harmonious relations between co-workers, mutual care and also relatively good relations with school leaders. They also feel quite satisfied working as teachers because of the government's attention by providing THR allowances and salaries, various teacher certification allowances, and regional allowances.

2. Driving factors

The things that drive teacher work motivation at GMIM Tincep Elementary School, Sonder District, Minahasa Regency, where the teacher is very motivated by the existence of the principal who always helps the teachers if there are difficulties at work, where the principal always helps the teachers so this gives motivation for teachers to work even harder, teachers are very enthusiastic at work because the principal is a source of inspiration for existing teachers, at work all existing teachers feel safe and there is no pressure at work, with a good working relationship school leaders with teachers and the relationship between teachers and existing teachers so as to create a conducive working climate.

3. Inhibiting factors

In addition to the factors that encourage teacher work motivation as mentioned above, there are also factors inhibiting work motivation, namely, generally related to inadequate infrastructure, conditions of school safety and lack of parental (committee) support. Infrastructure that is felt to be the least supportive is the lack of resource books, handbooks for teachers, no textbooks for students, no practice room, wifi, internet network, electricity and lack of communication information media in order to keep abreast of developments and progress in the world of education. as well as innovations in education.

B. Discussion

1. Teacher work motivation

Based on the findings above, the work motivation of teachers at SD GMIM Tincep, Sonder District, Minahasa Regency can be seen as a mixture or combination of intrinsic motivation, namely motivation that arises from within the teacher himself, and extrinsic motivation that arises from outside himself. the teacher because of the simulation of very supportive work environment factors, such as good relations between superiors and subordinates and harmonious relations between fellow teachers. The motives mentioned above can be grouped as follows: Teaching profession is a noble job

There is a strong awareness of the interviewed informants to see that the teaching profession is a noble job in society and especially in the world of education. There are also those who see that the teaching profession is a profession that they have aspired to since they were born. So the informants who were interviewed generally gave a positive assessment of the profession they currently have. These conditions encourage them to work as teachers with a full sense of responsibility. They also associate the understanding of

teachers as a noble profession with efforts to educate students, so that students later become quality human beings, useful for families, communities, as well as nations and countries.

a. Being a teacher is a calling in life

The motivation to work as a teacher is not only seen as a noble task/job, but also to be a teacher is seen as a calling in life, more specifically a call to devote oneself to the nation and the nation through education. As a vocation implied in it, an understanding that the profession as a teacher is not only a choice, but a vocation from the owner of this life (God) to be answered. So the profession as a teacher is an answer to a calling in their life. As a consequence of this understanding, the profession must be carried out properly, because the person concerned is not only responsible to the educational institution where he serves, but also to Him who called him to work as a teacher.

b. Being a teacher is a responsibility to the area where he serves

From the informants interviewed by the researchers regarding their understanding of motivation to work as teachers, it appears that they associate this profession with responsibility to the area where they grew up/originated. That as sons of the region they are responsible for educating their students, through education, teaching, and training so that they become students who are of high quality, achievement, and have noble character, who are later expected to be able to develop the region or society in which they are located. This motivation appears to be driven by a sense of solidarity as local children, who have the responsibility to advance their own region through the world of education, by giving themselves and educating students in the areas where they serve.

c. Working as a teacher is also encouraged by a conducive environment

The existence of a conducive work environment at school (workplace), as well as harmonious relations between leaders and subordinates, as well as fellow teachers, also motivates them to work well at GMIM Tincep Elementary School, Sonder District, Minahasa Regency. These environmental factors are usually seen as external motivation (extrinsic motivation). A person's workplace environment greatly determines the level of worker satisfaction. The more conducive the environment in which they work, because there is a sense of security, good relationships or relationships with fellow teachers, or between leaders and subordinates will increase the work productivity of the teachers themselves. Conversely, a place to work that is not conducive will actually reduce the enthusiasm (motivation) of the teacher's work which in turn will reduce the work productivity of the teacher himself. (see, Frederick Herzberg's Theory in Malayu S.P. Hasibuan, Organization and Motivation, Jakarta: Bumi Aksara, 2008:109-110)

2. Factors supporting teacher work motivation

As stated above, the supporting factors for teacher work motivation at GMIM Tincep Elementary School, Sonder District, Minahasa Regency are closely related to motivation from within (intrinsic motivation) and also motivation from outside (extrinsic motivation), that is, there is a harmonious

relationship between friends, work, with leaders and even students. According to Frederick Herzberg, the factors that give job satisfaction (satisfier) include achievement (awards by others), recognition (recognition), responsibility (responsibility) and advancement or ability (Daniel C. Kambey, Human Resource Management, 1999: 139; Sondang P. Siagian, Theory of Motivation and Its Application, 2004: 164).

However, in addition to the motivational factors from within the teacher himself, external factors were also found that were no less strong in encouraging teachers to be motivated to work, namely: the relationship factor with the teacher's co-workers, with school leaders and students, supervision carried out by superiors, and the government's concern for teacher welfare (regarding salaries) at GMIM Tincep Elementary School, Sonder District, Minahasa Regency. It is said that these external factors are very strong as a driving force for work motivation, because they are related to the basic human needs themselves. As stated by Abraham Maslow, in Kambey (Daniel C. Kambey: 2004: 138), which is also known as the theory of fulfillment of needs (satisfaction of need theory), there are five levels of human needs, namely: (1) Physiological needs, such as the need for clothing, food and shelter; (2) Security needs; (3) Social needs; (4) The need for prestige which is generally reflected in various status symbols; (5) The need for self-actualization in the sense of providing opportunities for a person to develop the potential contained within him so that it turns into a real ability.

According to Abraham Maslow's theory of motivation, if the primary needs (clothing, food and shelter) are not met, it will be difficult for workers to think about the next needs. So it is understandable that fulfilling these physiological needs is fundamental for teachers, and they can fulfill this through the existence of teacher welfare (salary) which the government pays great attention to them. In addition, there are also social needs, namely the need to feel recognized or accepted by other people or groups where humans belong (sense of belonging). If this need is not met, it will affect the work motivation of a teacher worker in the institution where he serves. The results of this study are also supported by the theory of motivation from Clayton Alderfer, commonly known as the "ERG" theory (Existence, Relatedness, and Growth). According to this theory, maintaining one's "existence" is a fundamental need. Maintaining one's existence includes the fulfillment of basic human needs, which, using Maslow's classification, means the fulfillment of primary needs (clothing, food, and shelter) and also the need for "Relatedness", namely the human social need to be recognized and related to others. While "Growth" is a need that is basically reflected in a person's desire to grow and develop, for example in improving one's skills or profession that allows him to achieve achievements. (see, Sondang P. Siagian: 2004:166; Daniel C. Kambey, 1999:141)

3. Factors Inhibiting Teacher Work Motivation

From the results of the study it was found that the inhibiting factors of teacher work motivation were mainly caused by external factors, which were generally related to inadequate infrastructure, conditions of school safety and lack of parental (Committee) support. The infrastructure that is felt to be the least supportive is the lack of resource books, handbooks for teachers, no textbooks for students, no practice rooms, and lack of Wifi communication information media and internet and electricity networks that

are not optimal and IT facilities in order to follow development and progress in education. Which is still lacking so that this results in obstacles in implementing innovations in education.

According to Herzberg, when workers are dissatisfied with their jobs, the dissatisfaction is generally associated with extrinsic factors, such as organizational policies, job security conditions, supervision and facilities that are less supportive (Sondang P. Siagian: 2004: 164). If Herzberg's theory is used, then the conditions experienced by teachers at GMIM Tincep Elementary School, Sonder District, Minahasa Regency, also justify the existence of this theory, namely the lack of support from external factors, such as adequate facilities, unsecured security conditions and a lack of support from the Committee (student parents), also influences the teacher's work motivation itself. Therefore, to increase teacher work motivation, it is necessary to pay attention to external factors that exist within the institution (organization) of these workers. In other words, the better (complete) the facilities they have, such as the availability of complete source books for teachers, the availability of supporting books, and textbooks for students. In addition, support from the Committee (student parents) is very important in relation to supporting teacher work motivation. From the research findings, it turns out that school security conditions are also the main focus of teachers. Likewise, the security of the school building, including the facilities in it, need attention. No less important. The last factor is the lack of support from the Committee (parents) in motivating and paying attention to students. From the results of interviews with informants, among others, it was stated that there were students who left class during class hours, and some even missed class many times (absent, absent). According to the informants, this was due to the parents' lack of attention to the importance of education for their students. This of course still needs to be studied further, whether students leave class when the subject is in progress and not many are absent from school (alpa) due to lack of parental attention/support, or because there are other factors, such as inadequate textbook facilities. inadequate, and the teaching methods (ways) of the teachers that do not suit the students. To examine this, of course, research is needed on the background of parents, both their education and their relationship with the teachers and students themselves. However, because this research is only focused on teacher work motivation, where the author only limits the research object to teachers, it suffices to say that the lack of parental support in the teaching and learning process has an influence on teacher work motivation at SD GMIM Tincep, Sonder District, Minahasa Regency.

Conclusion

Based on the research findings, the following conclusions can be drawn:

1. The work motivation of teachers at SD GMIM Tincep, Sonder District, Minahasa Regency is closely related to their awareness of the nature of the work itself. In general, teachers view that the work profession as a teacher is a noble job in the world of education and society in general. This motivation is motivation that arises from within the teacher itself or is called internal (intrinsic) motivation. Also the factor of harmonious social relations among fellow teachers, as well as good relations with superiors (principals) and students, which
2. Supporting factors for teacher work motivation also come from within the teacher himself or from outside. Factors that support motivation that come from within the teacher are: a sense of responsibility towards work, seeing the teaching profession as a calling in life, and views on the nature of work itself. While the external (extrinsic) factors that support are harmonious relationships with teacher colleagues, with superiors (principals) and students, recognition of teacher performance by superiors, and provision of teacher welfare.
3. Factors inhibiting teacher work motivation generally come from outside the teacher himself, namely: First, the existence of school conditions that are less supportive for the process of implementing good teaching and learning, the school caddy. Second, the lack of learning infrastructure, such as resource books, student textbooks, practice rooms, sports facilities, wifi, internet, IT facilities, and the role of the committee (parents) of students has not been maximized.

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