



Physiological and social needs in decision making teacher of Yayasan Al Mumtaz Pontianak

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ABSTRACT

To create an ideal school environment, it starts from how an educator conducts teaching in the classroom, especially in terms of techniques in making a good and loving communication space for students. Based on Abraham Maslow's theory, there are a variety of ideas that do fulfill the rules of psychological needs for humans including physiological needs and social needs. Which is where pshysiological is related to the needs that are identical to the biological needs of humans, food clothing shelter and welfare in their work environment, while social needs are basically social needs experienced by humans, the point here is how the social needs of educators can be met or not. This Research results that The magnitude of the influence is influenced by 62.5% of physiological needs and social needs and 37.6% of them are influenced by factors other than physiological needs and social needs. So it is very important for teachers to pay attention to their physiological and social needs before making decisions in the learning process.

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INTRODUCTION

Decision making is something that does exist in all lines of life, in decorating the baby's room only, requires decision making. Decision making involves several stakeholder elements in the organization, both educational and non-educational (Mendari A.S, 2010).

In order to elaborate teachers and students, teachers need pedagogic competence Pedagogy comes from the Greek paedagogeio, which consists of genetic pais, paidos which means child and agogo means to lead, so literally pedagogy, means to lead children (Rosmawati, 2020). In ancient Greek, the word pedagogy meant a slave (household overseer) who supervised the teaching of his master's son or master, when the daughter was not given special instruction, this housekeeper escorted, waited and accompanied her master's son home to and from school or gymnasium. Nowadays pedagogy is associated with (the art of teaching), which is the art of teaching which is intended to add to a wealth of one's insight (Nadhiroh, 2015). The problem in teaching, teachers only teach just to abort obligations and limitations in conducting interactive communication in applying their teaching competencies(Ichsan, 2016).

In addition, decision making, often occurs when teaching and strategic decision making in the sense that decision making is fast and minimal time to think about problems of competence and insight, psychological factors also play an important role in determining the quality of teaching of an educator teacher in schools (Alfita Choirun Amalia & Munawir, 2021a). Therefore we here will carry out research on teacher teaching decision making juxtaposed with the theory of needs sparked by Abraham Maslow (Puspita Sari et al., 2022).

Maslow held the view that these five groups of needs are hierarchical, that is, before the satisfaction of the needs of the second level (group) is met, the fulfillment of the needs of the first level must be done first, and so on. The five levels of need are as follows (Kristen A, 2021). Physiological Needs, which are biological needs. Examples: (1) clothing, food, sexual, and shelter and welfare. (2) Safety Needs, namely the need for a sense of security. Example: in an atmosphere of activity, a sense of security for the future, etc. (3) Social Needs, namely social needs. Examples: the need to be accepted by others where he works, the need to participate (sense of participation) and the need to be able to achieve. (4) Esteem Needs, namely the need for self-esteem. Example: in an ideal situation, self-esteem will grow if the opportunity to achieve is broad enough (Dedi Rosala, 2016). (5) Self Actualization, namely the need to do better, meaning that humans want to develop their work capacity through functional personal development of their environment (Yuliana, 2018a). Of the five theories presented by Abraham Maslow, we only take two points, namely physiological needs and social needs (Aiman & Arifi, 2022).

First is Physiological needs in the context of educators none other than emotional control in teaching and emotions are identical to the variety of supporting expressions, namely: Facial expressions, facial expressions are the most common expressions that occur when someone experiences an emotional event (Muslimin et al., 2016). A pale, red, puckered, radiant face is a series of forms of emotional expression that are commonly experienced (Hasan et al., 2018). According to Davidoff (in Hude, 2002), it is not impossible that facial expressions are hereditary, because the facts prove that even babies born deaf-blind are able to communicate emotions with expressions typical of normal humans (Yunailis, n.d.). So, experience is just enriching facial expressions. (2) Voice expression Voice expression when emotions are commonly known in everyday relationships, such as laughing, humming, shouting, cursing, or suddenly faltering. (3) Expression of Attitudes and behavior (Alfita Choirun Amalia & Munawir, 2021)

The expression of emotions in the form of behavior is very broad in scope, as broad as human activity itself (Hasibuan et al., n.d.). However, it can be divided into two expressions of attitude and behavior, namely: self-involvement behavior (attachment) and self-detachment (with drawal) (Hidayat B, 2006). Emotional behavior with self-involvement is behavior with an effort to move forward to maintain a pleasant atmosphere on positive emotions (Anwar H, 2014). Aggressive and explosive behavior is an example of self-involvement in dealing with various threats as an effort to self-defense mechanism (Purba et al., 2007). While emotional behavior in the form of self-detachment is running away or avoiding objects that cause emotions (Asrori, 2020). An example of an expression of self-detachment is, running to save yourself from a frightening source or bowing in shame. Starting from facial expressions, voices and behaviors can all be applied and encountered by students in the classroom to teachers, everything is neatly wrapped in educational psychology there are many definitions expressed by experts related to educational psychology, even educational psychology according to some experts is a subdiscipline of psychology, not psychology itself (Rani Febriany & Yusri, 2013).

Among those who consider educational psychology a subdiscipline of applied psychology is Arthur S. Reber (1988, a professor of psychology at Brooklyn College, University of New York City) (Qodir, 2017). In his view, educational psychology is a subdiscipline of psychology related to educational theories and problems that are useful in the following: Application of learning principles in the classroom, (2) Curriculum development and renewal, (3) Examination and evaluation of talents and abilities, (4) Socialization of processes and interaction of these processes with the

utilization of cognitive domains, (5) Implementation of teacher education (Jauhari & Karyono, 2022). Therefore, educational psychology has two objects of research and study. (1) Students, namely people who are learning, including approaches, strategies, influencing factors, and achievements achieved., (2) Teachers, namely people who are obliged or in charge of teaching, including methods, models, strategies and others related to the activity of presenting subject matter (Yuliana, 2018b).

Next is Social Needs, the needs of these teachers for the social environment, in addition to the way these teachers deal with their students in educating (Komparatif et al., n.d.). It is also mandatory to perform optimally in their educational environment, but there are still many educators out there who are hampered by their educational environment, for example a school environment that does not provide independence to its educators in teaching, all of which are only encouraged to encourage student achievement to improve the quality of education unhealthily, students are given homework beyond their human limits just for the sake of grades formalities on paper, without further input. In addition, schools also compartmentalize students based on merit alone, indeed giving appreciation to students who excel and make the school proud is important and highly recommended.

Understand the concept of achievement alone excessively, in the sense that the school here is hungry for academic and non-academic achievements only (Garuda Mas et al., 2016). Whereas if the school, really opens access for teachers to be close to students will be able to apply a prestige in the process of achieving the best achievements and quality, The thing that is often forgotten is prestige, prestige is a process in which to give birth to an achievement, in the sense that here students' hard work, tears, sweat, prayers and even the process process is always wrapped in failure (trial and error). As well as providing a variety of space so that students are able to develop their respective competencies (Modelu et al., 2019). In addition, most ordinary people often demand that teachers be actively involved and have good social interaction in learning activities, besides that the competence of these teachers is really lacking and needs to improve school environmental management starting from their relationship with government supervisory bodies to create a supportive and clean social environment. Basically, to form an ideal educational social environment, starting from how teacher teaching competence is applied to students in the classroom. Further research will be carried out at the Al Mumtaz Pontianak Foundation.

For this reason, research is needed to find out: (1) Is there a positive direct influence between Physiological Needs & Pedagogics in the teaching methods of Al Mumtaz Foundation? (2) Is there a direct positive influence between Social Needs & Pedagogics in the teaching methods of Al Mumtaz Foundation? (3) Is there a direct positive influence on Physiological Needs, Social Needs & Pedagogics in the teaching methods of Al Mumtaz Foundation teachers?

RESEARCH METHOD

This research is quantitative, as well as the calculation of validity, regression, normality, linearity, and path analysis. This study uses a quantitative approach, which is research that aims to provide a more detailed picture of observed phenomena, with numeric data, characteristics, and patterns of relationships between variables (Sugiyono 2010: 115). The consequences of this research method require the operationalization of variables that can be measured quantitatively in such a way as to be able to use hypothesis testing models with statistical methods. By paying attention to these approaches, the type of research used correlation research. Meanwhile, the research method used is survey research using questionnaires. The research site as a source of data is the Al Mumtaz Pontianak Foundation. For data retrieval using online. Research design is a pattern of relationships between variables to be studied. Research This seeks to investigate the relationship between research variables namely Physiological Needs (X1) and Social Needs (X2) as independent variables with teacher Pedagogics in teaching (Y) as dependent variables. The two independent variables (X1, X2) are each linked to the bound variable (Y) with a relationship pattern between variable X1 with variable Y, variable X2 with variable Y and variables X1 and X2 together with variable Y.

RESULTS AND DISCUSSIONS

The study used regression hypothesis test, normality, linearity and path analysis. Based on the results of normality calculations, the value of $L_{\text{calculate}} = 0.1014$ (the largest value) is obtained. With $n = 57$ and the real level $\alpha = 0.05$ obtained the value $L_{\text{table}} = 0.1174$. Because $L_{\text{calculate}} < L_{\text{table}}$, it can be concluded that the sample comes from a normally distributed population. Furthermore, for data analysis using regression analysis and obtained significance results between X_1 and Y , namely $F_{\text{count}} = 264,150$ and $F_{\text{table}} = 4,016$ so that $F_{\text{calculate}} > F_{\text{table}}$, it can be concluded that the regression equation model Y over X is significant. So is the case with X_2 and Y , which are significant and X_1 and X_2 are also significant.

Furthermore, through the calculation of Path Analysis the path coefficient obtained the value of $F_{\text{calculate}} = 23.335$ while the critical value at $F_{\text{table}}(0.05, 2, 28) = 3.34$ and $F_{\text{table}}(0.01, 1, 28) = 5.453$. It appears that the calculated F value is greater than the table F value or $23.335 > 5.453$, so the calculated F value is located in the rejection area H_0 . Thus it can be interpreted that there is an influence between Physiological Needs (X_1) and Social Needs (X_2) on Pedagogics when teaching and Decision Making (Y), because the path from X_1, X_2 to Y is statistically meaningful. This shows that Physiological Needs (X_1) and Social Needs (X_2) have a very significant effect together on Pedagogics when teaching and Decision Making (Y).

The Total Effect of Exogenous Variables and Endogenous Variables is as follows: Total Effect (X_1) on Y in total is the influence of 0.3402, Total Effect (X_2) on Y in total is 0.2848. While the effect of total exogenous var and endogenous var is 0.6250. Thus it can be concluded that the magnitude of the total influence of variables (X_1) and variables (X_2) on change. In total, the variable (X_1) and Variable (X_2) to the change in variable (Y) is 0.6250 or 62.50%, this is R^2 , while the remaining 37.59% comes from external influences of the variable.

CONCLUSION

It can be concluded that the physiological and social needs of teacher decision making in teaching there is a total influence that differs between physiological needs (X_1), social needs (X_2) on teacher decision making in teaching (Y). The magnitude of the influence is influenced by 62.5% of physiological needs and social needs and 37.6% of them are influenced by factors other than physiological needs and social needs. So it is very important for teachers to pay attention to their physiological and social needs before making decisions in the learning process. From this research, the implication is that physical needs and social needs are needed to determine decision making by teachers so that they must be fulfilled properly. This is a shared responsibility not only for individual teachers, because good management of educators is needed so that all teacher needs can be met. It is hoped that in the future school management will pay more attention to the details of physical and social needs so that it can help teachers in making good decisions so that the learning process is maximized.

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