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Commitment of the Head of the Ministry of Religious Affairs in Increasing the Motivation for Achievement of Teachers Raudhatul Athfal within the Ministry of Religious Affairs of Sarolangun Regency

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Abstract: Commitment Head of the Ministry of Religious Affairs in increasing the motivation of outstanding teacher Raudhatul Athfal within the Ministry of Religious Affairs of Sarolangun Regency. Based on the grand tour found still lacking. The research method uses a qualitative descriptive approach. Data collection is carried out by observation, interview and documentation techniques. Determination of research subjects using the snowball sampling technique. Data analysis techniques are carried out by data reduction, data presentation and conclusion drawing and verification of the reliability of research results obtained by techniques of extension of participation, accuracy of observation, triangulation and data. The results showed that. The commitment of the Head of the Ministry of Religious Affairs in increasing the motivation of outstanding teachers Raudhatul Athfal within the Ministry of Religious Affairs of Sarolangun Regency can be in the form of perspective, normative and sustainable commitments. The factors causing the lack of commitment of the Head of the Ministry of Religious Affairs in increasing the motivation for the achievement of Raudhatul Athfal teachers are First, the Internal Factors that exist in the Head of the Ministry of Religion itself lack the enthusiasm to motivate teachers Raudhatul Athfal. Second External Factors from outside the Head of the Ministry of Religion such as lack of cooperation with the community, Regional Government, Provincial Ministry of Religion and Central Ministry. The strategy of the Head of the Ministry of Religion for improving the Motivation for Teacher Achievement Raudhatul Athfal can be in the form of providing coaching, training and including seminars and improving higher education.

Keywords: Commitment of the Head of the Ministry of Agriculture, Motivation for Teacher Achievement, Raudhatul Athfal

INTRODUCTION

Commitment describes the involvement of individuals in efforts to implement effective decisions by looking forward in order to achieve organizational goals (Gary Yuki, 2008: 143). Based on this theory, the commitment of the Head of the Ministry of Religious Affairs of Sarolangun Regency tried to motivate the teachers of Raudhatul Atfhat. That quality human resources are an important asset for development. Efforts to improve and develop the quality of human resources are the main needs of the Indonesian nation in order to be able to compete in the globalization scene in the third millennium. To face global challenges, the government is an important component of government that must always be open, honest, transparent and able to maintain accountability in work procedures, both domestically and abroad. For this reason, good and reliable resources are very important for national development, it can even be said that the future of a nation lies in the awareness that quality institutions will emerge if individuals are qualified and have a perfect work ethic. Teachers are the most important element in determining the smooth and successful process of activities of one of the duties of the Head of Section in an organization or agency in carrying out their duties and functions. Whether or not an institution is good in achieving its goals depends on the behavior of teachers who encourage it in carrying out its duties and obligations. In addition, a teacher is not only responsible for smooth learning in the classroom, but must also be able to maintain all activities both group and individual, working situations and conditions and institutions.

However, the behavior of teacher Raudhatul Athfal is currently under much criticism from the community, because the efforts of teachers as reliable human resources have not been successful, this is because many teachers' moral problems are accused ranging from teachers to officials. structural and functional, including corruption issues. The connection with this problem is considered very serious where teachers do not enter classes or enter at the specified time, lack of discipline in handling work, or the teacher placement system is not in accordance with educational background, so that mutual blame and many other problems related to the rules set by the institution / agency. The success of an organization in carrying out organizational functions is highly dependent on the strategy or system of implementing organizational commitments that need continuous attention. Of course, by optimizing and utilizing all potentials that aim to prosper and provide services to the community in Sarolangun Regency, especially as a whole while still developing institutions as the foundation of life in society, nation and state as well as sustainable utilization of human resources. on an ongoing basis. In this case, employees need to improve work ethic activities as well as possible to support the institution. In the opinion of some experts cited by Maisah, such as Glanz, states that commitment is like motivation, that is, something that cannot be observed directly, but can only be estimated based on what one says and does. There are at least 2 types of behavior that signify Guru Raudhatul Athfal's commitment, namely (1) seen in one thought or focused on what they do and characteristics (2) related to their willingness to make personal sacrifices to achieve group or organizational goals (Maisah: 2013: 43).

Commitment is love and loyalty. According to Michael Armstrong Commitment consists of three components; 1) unification with the organization's goals and values 2) desire to stay together/be in the organization, 3) willingness to work behalf of the organization. Based on the description above, commitment is the involvement of individuals in organizational activities, and the desire for active achievement. Therefore, the Head of Kemenag Sarolangun Regency functions to make planning, organizing a si a n, organizing, coordinating, communicating, supervising. The management function is in accordance with what was stated by Nanang Fatah quoted by Maisah, namely planning, organizing, organizing, coordinating, leadership, communication, supervision (Martinis and Maisah, 2009: 23). Based on the opinions of the experts mentioned above, it can be concluded that motivation is an

encouragement from within a person (employee) to carry out a planned activity in accordance with their respective tasks to achieve goals that have been set together in an organization. Therefore, what is an indicator to find out a person's motivation in an activity can be seen; 1) how long the ability to use time to carry out activities, 2) frequency of activities (how often activities are carried out in a certain period of time). 3) Persistence (accuracy and lethargy) on the objectives of the activity, 4) Fortitude, tenacity, and difficulty to achieve the goal, 5) Dedication and sacrifice to achieve the goal, 6) Level of aspiration, (purpose, plan, ideal, goal or target), 7) Level of qualification of achievement achieved from the activity, 8) The direction of his attitude towards the target of the activity.

Achievement motivation as the desire: 1) to achieve something difficult, 2) to lead, manipulate, or organize physical objects, people or ideas, 3) to do those things as quickly and independently as possible, 4) to overcome difficulties and maintain high standards, 6) to compete and surpass others (Kinicki Angelo, 2009: 233). Achievement motivation according to McClelland directed by Martinis is that someone has the motivation to work because of the need to achieve. Achievement motivation is intrinsic and relatively stable. People who are motivated to achieve want challenges that allow them to show their performance.

Realizing the lack of commitment from the Head of the Ministry of Religion in motivating the achievement of Raudhatul Athfal teachers in the Sarolangun Regency Ministry of Religious Affairs, the author wanted to know more deeply about the commitment planned by the head of the Ministry of Religion in the field of increasing the motivation of Raudhatul Athfal teachers and the factors that caused the lack of his. Referring to the background of the problem mentioned above, the main question in this study is "why has the Head of the Ministry of Religion not been optimal in motivating Raudhatul Athfal teachers in Sarolangun Regency?" Based on these main questions, several sub-discussions can be taken in this study as follows: 1) How is the commitment of the Head of the Ministry of Religion in increasing the motivation of teacher Raudhatul Athfal to achieve?; 2) What are the factors that hinder the Head of the Ministry of Religion in increasing the motivation for the achievement of Raudhatul Athfal teachers in Sarolangun Regency?; 3) How are the efforts made by the Head of the Ministry of Religion to increase the motivation of outstanding teacher Raudhatul Athfal in Sarolangun District? .

LITERATURE REVIEW

Commitment of the Head of the Ministry of Religion

Commitment describes the involvement of individuals in efforts to implement effective decisions in a forward-looking manner in order to achieve organizational goals. (Gary Yukl, 2008: 143) Based on this theory, the commitment of the Head of the Ministry of Religious Affairs of Sarolangun Regency tried to motivate the teachers of Raudhatul Athfal. That quality human resources are an important asset for development. Efforts to improve and develop the quality of human resources are the main needs of the Indonesian nation in order to be able to compete in the globalization scene in the third millennium. To face global challenges, the government is an important component of government that must always be open, honest, transparent and able to maintain accountability in work procedures, both domestically and abroad. For this reason, good and reliable resources are very important for national development, it can even be said that the future of a nation lies in the awareness that quality institutions will emerge if individuals are qualified and have a perfect work ethic.

Motivation

Achievement motivation as the desire: 1) to achieve something difficult, 2) to lead, manipulate, or organize physical objects, people or ideas, 3) to do those things as quickly and independently as possible, 4) to overcome difficulties and maintain high standards, 6) to

compete and surpass others (Kinicki Angelo, 2009: 233). Achievement motivation according to Mc Clelland directed by Martinis is that someone has the motivation to work because of the need to achieve. Achievement motivation is intrinsic and relatively stable. People who are motivated to achieve want challenges that allow them to show their performance.

RESEARCH

In this study, researchers used a qualitative-naturalistic approach. Through this qualitative approach, it is hoped that an overview of the commitment of the Head of the Ministry of Religion in increasing the motivation for teacher Raudhatul Atfhfal in the Ministry of Religious Affairs of Sarolangun Regency is expected. The naturalistic approach demands data collection in a natural setting. With this concept, researchers strive so that the presence of researchers does not change the situation or behavior of the person under study. The methods in collecting data in the field are observation, interview and documentation methods.

RESULT AND DISCUSSION

Commitment of the Head of the Ministry of Religious Affairs in Increasing the Motivation for Achievement of Teacher Raudhatul Athfal within the Ministry of Agama, Sarolangun Regency

Based on the observational data that researchers can collect related to the commitment of the Head of the Ministry of Religious Affairs in increasing achievement motivation to Raudhatul Athfal teachers totaling 35 people is still not optimal, this is evidenced by 1) there is still a lack of attention to teachers to educate children well and more carefully, 2) There is no assistance in the form of material that suits the needs of teachers for the learning process, 3) There is no coaching on learning strategies. 4) There is no opportunity for teachers to participate in training either carried out by the Province or the Center related to Raudhatul Athfal. The findings of the researcher above show the lack of commitment made by the Head of the Ministry of Religion in motivating teachers to achieve. The results of the researcher's observations above are different from what was conveyed by the Head of the Ministry of Religion himself whose initials ST said "as the leader and special staff of the management section of Raudhatul Athfal, of course I am fully responsible for the Early Childhood Islamic Education Institute and at the same time provide guidance, guidance to teachers, in order to educate children well. Because the age of the child is a time of imitation, both speech, behavior and all things that children see are quickly imitated. Therefore, a teacher must be a good role model.

Another opinion was also expressed by the special section of management Raudhatul Athfal stated that indeed the commitment of the head of the Ministry of Religion with me as the manager, is very committed to motivating outstanding teachers, such as providing guidance, training and rewarding teachers who are indicated to perform well. In addition, I also occasionally go directly to the school to see the learning process carried out by teachers on children, of course this is done with the aim of motivating teachers. Even though our reward from the Kamenag has not been maximized, we have tried to give the best according to our ability. Then, to complete the data, the researcher asked for information from one of the teachers, Raudhatul Athfal, whose initials are AM as crocek related to the commitment of the Head of the Ministry of Religion in improving teacher achievement motivation, saying that it was still lacking. Hi, it seems that the head of the Ministry of Religion cares less about the needs of teachers for learning such as learning media. Because learning media for Early Childhood needs a lot of pictures and other real media that can be directly seen and touched by children. However, so far, I and other teachers, teach only using makeshift media. If you look at the responsibility of teaching is very large for small children.

Another opinion was also conveyed by one of the teachers who was insial RD, namely that the commitment of the head of the Ministry of Religion to increase the motivation of Raudhatul Athfal teachers was still lacking, especially those related to the teacher teaching honor rock, was not paid attention to at all. While the Raudhatul Athfal Institute is educating young children and the responsibility is very large, because the child has not been able to control himself such as urinating, defecating and so on. Therefore, it takes the help of parents and the commitment of the Head of the Ministry of Religion to pay attention in the form of additional honors.

According to the results of the observations and interviews mentioned above, it can be concluded that the commitment of the head of the Ministry of Religion has motivated teachers who teach in Raudhatul Athfal, even though it has not been optimal. In the observations of researchers, there are several forms of commitment of the Head of the Ministry of Religion, namely: 1) Commitment of Strength is the loyalty of the head of the Ministry of Religion to the institution he leads. This loyalty is an emotionally attached bond to a leader who is able to have a positive influence on the people he leads such as self-loyolity to subordinates, Raudhatul Athfal teachers, so as to determine success in implementing a policy in educational institutions. As data from the researcher's interview with one of the teachers, Raudhatul Athfal as information, stated "The affective commitment made by the head of the Ministry of Religion in motivating teachers to excel is still lacking, indicating that what is seen is not in accordance with reality, the example of giving reward assistance to teachers is not fulfilled. This means that my fellow teachers and I kept the promise of the head of the Ministry of Religion to pay attention to teacher Raudhatul Athfal. Having a good relationship with Raudhatul Athfal's teachers is a form of proof of the commitment of the leader's work. By carrying out faithfulness causes the formation of harmonious relationships against the background of different social, economic, cultural, ethnic and religious conditions in an educational institution. However, if the heterogeneous environmental conditions are less faithful, it will more or less cause problems in the adjustment of Guru Raudhatul Athfal. This is manifested in the fact that in the affective reality of an educational organization, there is the dominant Guru Raudhatul Athfal in addition to the isolated and depressed, there are majority and minority groups. Therefore, the need for commitment and cooperation of the Head of the Ministry of Religion with the community and parents of children to increase motivation for Raudhatul Athfal teachers; 2) Sustainable Commitment: The Head of the Ministry of Religion of Sarolangun Regency is a charismatic leader. The persuasive approach he uses to encourage awareness, togetherness for the achievement of goals and values of achievement motivation. Socialization of the ranks of teachers in the Ministry of Religion of Sarolangun Regency and then immediately coordinate the plan that will be realized for the sake of the Raudhatul Athfal teachers. Leaders need to encourage teachers to work effectively as a consequence of leaders who are committed to moving the organization forward. The researchers' identification of interviews with AD showed that Guru Raudhatul Athfal worked in accordance with what had been ordered by the Sarolangun Regency MORA, to the point that the teacher sacrificed time to work in order to complete what had been assigned by the Sarolangun Regency MORA. Furthermore, the researcher interviewed one of the teachers Raudhatul Athfal whose initials are YM, who said that indeed I admit that this employee of the Ministry of Religious Affairs of Sarolangun Regency worked responsibly, whatever had been assigned by the Regional Office of the Ministry of Religious Affairs of Sarolangun Regency the teacher completed it responsibly, so that his return time was sacrificed, meaning that he was overtime in completing the tasks given by the Ministry of Religion Sarolangun Regency; 3) Commitment to survive: The high and low awareness of the head in carrying out the duties and responsibilities imposed on him can be seen from his commitment to the existing norms. Normative commitments or complying with applicable regulations in the organization must be carried out by the Ministry of Religion

of Sarolangun Regency based on the main duties and functions of the Head of the Ministry of Religion of Sarolangun Regency.

The Ministry of Religious Affairs of Sarolangun Regency has the task of leading, formulating policies, organizing, coordinating and supervising the implementation of the religious sector. To carry out these main tasks, the Ministry of Religion of Sarolangun Regency organizes the following functions: 1) Formulation and determination of vision, mission, and technical policies in the field of services and guidance of religious life to the community in the district/city; 2) Service, guidance and guidance in the field of Hajj and Umrah; 3) Service, guidance, and guidance in the field of madrasah education, religious and religious education; 4) Fostering religious harmony; 5) Implementation of technical policies in the field of administrative and information management; 6) Coordinating program planning, control, supervision, and evaluation; and Implementation of relations with local governments, related agencies, and community institutions in the context of carrying out ministerial duties in districts/cities.

Factors Causing the Lack of Commitment of the Head of the Ministry of Religious Affairs in Increasing the Motivation for Achievement of Raudhatul Athfa Teachers in Sarolangun Regency

According to the observations of researchers, there are two actors that are the cause of the lack of commitment of the head of the Ministry of Religious Affairs in increasing the motivation of teachers Raudhatul Athfal, namely 1) Internal Factors: is the factor that comes from within the Head of the Ministry of Religion itself which becomes an obstacle such as lack of sympathy, indifference, no desire to innovate, and there is no sense to encourage the teachers of Raudhatul Athfal to become outstanding teachers. This internal factor, indeed, cannot be seen with the human eye, because it is abstract. However, it can be seen from the form of implementation of his behavior in everyday life, as stated by the following Head of the Ministry of Religion. Regarding the factors that hindered me as the Head of the Ministry of Religion from the motivation of Raudhatul Athfal's teachers, I admit that it was still lacking. These internal factors take many forms, perhaps lacking my understanding of what kind of motivation will be given to the teachers of Raudhatul Athfal. In addition, it can also be caused by the ups and downs of the mood that exists itself into unstable body stamina, so that what is thought becomes weak and powerless to do something at hand.

The next statement was conveyed by the management section of Raudhatul Athfal about those related to the internal factors of the Head of the Ministry of Religion which was the cause of the lack of motivation to give motivation to preta to teachers, indeed it seemed that it was still categorized as lacking, because three years ago Covid-19, the head of the Ministry of Religion was difficult to give real motivation, because he could not meet directly with teachers. Then from that, internal factors are indeed from within the Ministry of Religion itself that cannot be seen by others, only the Head of the Ministry of Religion knows. The researcher also took information to one of the teachers with the initials ML, suggesting that it is true that internal factors are one of the causes of the Head of the Ministry of Religion in motivating teachers. Raising the insecurity of the Head of the Ministry of Religion towards the needs of teachers such as learning media that teachers cannot buy, this needs enthusiasm from the Head of the Ministry of Religion so that teachers can make makeshift media for children's learning. In children's learning, real or real media is needed to be seen and touched by children, 2) External Factors: is coming from outside the Head of the Ministry of Religion itself such as the environmental factors of the Sarolangun Regency Ministry of Religion itself which are

less supportive, the Community Environment that does not respond to the head of the Ministry of Religion to motivate the achievements of teacher Raudhatul Athfal, The factor of good relations with the Regional Head, as well as good relations with the Ministry of Religious Affairs of Jambi Province and the Ministry of Religious Affairs of the Republic of Indonesia, to cooperate in motivating achievements to teachers, as conveyed by the Head of the Ministry of Religious Affairs of Sarolangun Regency below: lack of motivation to teachers Raudhatul Athfal. Because I admit that the relationship with the head of the region that is not stable or dependent still changes PJ, so communication is not well established. Therefore, good hierarchical relations with the Provincial and Central Ministry of Religion are the cause of the inability to pay attention in material form to the needs of teachers have not been met optimally.

Furthermore, Difficulty Encouraging Outstanding teachers due to limited teacher work ability. The Ministry of Religious Affairs of Sarolangun Regency as an educational organization functions to provide administrative services to the head of the Ministry of Religious Affairs of Sarolangun Regency, Teacher Raudhatul Athfal and students, but the Ministry of Religious Affairs of Sarolangun Regency does not yet have a specialization of employees studying office administration, to fill the gap, the Head of the Ministry of Religious Affairs of Sarolangun Regency appointed several personnel as Guru Raudhatul Athfal to handle administrative activities in the Ministry Religion of Sarolangun Regency, which is also the main task of teaching economics subjects at the Ministry of Religious Affairs of Sarolangun Regency. According to him, "I handle administrative activities at the Ministry of Religious Affairs of Sarolangun Regency, but they have not been implemented optimally due to inadequate infrastructure facilities.

Strategies that can be carried out by the Head of the Ministry of Religious Affairs in increasing the motivation for teacher achievement Raudhatul Athfal within the Ministry of Religious Affairs of Sarolangun Regency

Based on the researcher's observational data related to the strategy of increasing the motivation of outstanding teachers of Raudhatul Athfal carried out by the Head of the Ministry of Religious Affairs of Sarolangun Regency as follows: 1) Strategies to increase the motivation of Raudhatul Athfal teachers within the Ministry of Religious Affairs of Sarolangun Regency, can be in the form of coaching in the form of teacher learning strategies, involving guru for training, both training carried out by the Ministry of Religion in Kabupaten Sarolangun itself or implemented by the Provincial and Central MORA. In addition, motivating teachers to attend seminars related to Raudhatul Athfal; 2) Motivate Raudhatul Athfal teachers to increase knowledge by improving educational qualifications. Because improving the competence of educational qualifications is very important, teaching young children or called Raudhatul Athfal requires broad insight and patience; 3) Encourage teachers to teach more professionally. Of course, this needs to increase the competence of qualification taken in accordance with the Raudhatul Athfal study program. As the following data from an interview with the Head of the Ministry of Religious Affairs.

An interview with the Head of the Ministry of Religion with the initials ST said that there were several efforts that I could do such as involving teachers for training in the learning process of Raudhatul Athfal, trying to provide coaching both directly and indirectly. Then also have the teachers teach according to their professionals. Of course, professionals are in accordance with their educational background, namely S1. Furthermore, an interview with the Head of the managing section of Raudhatul Athfa, whose initials are AS said, as an extension of the Head of the Ministry of Religion, of course we make various efforts and commitments to innovate both in the field of teacher compensation, learning coaching, and various forms of

training that need to be carried out on Raudhatul Athfal teachers in the Ministry of Religion of Sarolangun Regency. In addition, one of Teacher Raudhatul Athfal said that the realization of office services was still lacking because it was not supported by an adequate work information system that participated in determining the work of Teacher Raudhatul Athfal so far. Although the Ministry of Religious Affairs of Sarolangun Regency continues to try to improve these conditions at this time.

To realize effective educational services in the Ministry of Religious Affairs of Sarolangun Regency, it actually requires the completeness of existing tools/facilities of the Ministry of Religious Affairs of Sarolangun Regency. Improving the quality of educational services must pay attention to several factors, namely work instructions and other work tools. In order to improve educational services at an educational institution. The above factors are basic needs that must be owned completely. If these factors are incomplete, then efforts to improve education services are not carried out properly. This was explained by MH, the Regional Office of the Ministry of Religious Affairs of Sarolangun Regency said that I and the teachers of Raudhatul Athfal in working tried to provide an information technology-based work information system

Cooperation and communication between leaders and other organizational personnel are also encouraged and built by the Regional Office of the Ministry of Religion of Sarolangun Regency, MH, the Regional Office of the Ministry of Religion of Sarolangun Regency said that during his leadership the working relationship between personnel was well established. All parties carry out their duties in accordance with their respective portions and responsibilities. In the event of a conflict, the Regional Office of the Ministry of Religion of Sarolangun Regency acts as a mediator who bridges the resolution of the conflict. More in-depth research through interviews obtained a clearer picture of the leadership of the Regional Office of the Ministry of Religion of Sarolangun Regency. All components of the organization such as Guru Raudhatul Athfal and the head of the Sarolangun Regency Ministry of Religion said that the Sarolangun Regency MORA Regional Office always conducts deliberations to make a decision, the Sarolangun Regency MORA Regional Office tries to involve various competent parties to discuss a problem, the Sarolangun Regency MORA Regional Office views students as an important component that is considered in making decisions even though they are not Join the Deliberation

In addition to building internal communication and togetherness, the Head of the Ministry of Religious Affairs of Sarolangun Regency also said that he had established communication with good relations with stakeholders. The Ministry of Religion of Sarolangun Regency gave an example of a form of effort to build good relations with its target schools. The Regional Office of the Ministry of Religion of Sarolangun Regency discussed the planning and implementation of school construction with the principals.

CONCLUSION

Based on the results of research on the commitment of the Head of the Ministry of Religious Affairs in increasing the motivation of outstanding teachers Raudhatul Athfal within the Ministry of Religious Affairs of Sarolangun Regency mentioned above, researchers can draw the following conclusions:

1. The commitment of the Head of the Ministry of Religious Affairs in increasing the motivation of Raudhatul Athfal Raudhatul Athfal teachers within the Ministry of Religious Affairs of Sarolangun Regency has three forms of commitment from the Head of the Ministry of Religious Affairs, namely: 1) Commitment of strength (affective) in the form of strength, the Head of the Ministry of Religion remains istiqomah wants to motivate achievements to Raudhatul Athfal teachers. 2) Continuous Commitment The Head of the Ministry of Religion does not stop motivating the teacher Raudhatul Athfal and continue

- to apply the values that exist in the Ministry of Religious Affairs of Sarolangun Regency,
- 3) Commitment to Survive (normative) the head of the Ministry of Religion continues to be responsible and fulfill his obligations and comply with applicable regulations in the Ministry of Religious Affairs of Sarolangun Regency.
 2. There are several factors causing the lack of commitment of the Head of the Ministry of Religious Affairs in increasing the motivation for achievement of Raudhatul Athfal teachers within the Ministry of Religious Affairs of Sarolangun Regency, namely: 1) Internal factors that exist in the Head of the Ministry of Religion itself, which is indicated by lack of attention and lack of desire, more sensitive to the needs of Raudhatul Athfal teachers. 2) External factors that exist outside the Head of the Ministry of Religion itself such as factors that lack good cooperation with the community, Regional Government, Provincial Ministry of Religion and Central Ministry.
 3. Strategies that can be carried out by the Head of the Ministry of Religious Affairs to improve his commitment in increasing the motivation of Raudhatul Athfal teachers within the Ministry of Religious Affairs of Sarolangun Regency can be in the form of coaching, training, and involving Raudhatul Athfal teachers in seminars related to Early Childhood Education.

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