



Reconstruction of Ranking System Based on Maslow and Al-Ghazali's Motivation Theory in Elementary School

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Received 13 May 2020; Revised 2 June 2020; Accepted 28 June 2020

Published 22 December 2020

Abstract

Start from Abraham Maslow's motivational theory which states that humans need appreciation, this research is attempt by the researchers in studying the ranking system in elementary schools. The competition system is known to grow the education system in a country like South Korea and Japan which have high literacy levels. This competition system is also applied in Indonesia, with giving a ranking which can foster a competitive spirit and high motivation. However, many students feel anxious when their ranking decreases. Therefore, Al-Ghazali's Motivation Theory can be a solution for student anxiety. This research uses mix methods, namely quantitative methods in the form of data analysis of questionnaire results and qualitative methods in the form of questionnaires, literature studies, and simple interviews conducted to several different sources. Through this research we expected that the competition system in elementary schools can become a healthy competition system both physically and spiritually.

Keywords: Ranking System, Maslow Motivational Theory, Al-Ghazali Motivational Theory

Abstract

Departing from Abraham Maslow's motivational theory which states that humans need rewards, this study is an attempt by researchers to examine the ranking system in elementary schools. System competition is known to be able to improve the education system in countries like South Korea and Japan which have high literacy rates. This competition system is also applied in Indonesia, namely in the form of giving rankings that can foster a competitive spirit and high motivation. However, many students feel anxious when their grades drop. Therefore, Al-Ghazali's Theory of Motivation can be a solution for student anxiety. This study uses mix methods, namely quantitative methods in the form of data analysis from questionnaires and qualitative methods in the form of distributing questionnaires, literature studies, and short interviews conducted to several different sources. Through this research, it is hoped that the competition system in elementary schools can become a healthy competition system, both physically and spiritually.

Keywords: Ranking System, Maslow's Motivation Theory, Al-Ghazali's Motivation Theory

PRELIMINARY

Education is one aspect that is in harmony with the progress of a country, basic education is the spearhead of a country's education so that the success or failure of the country begins with the basic education system in the country.

According to Kurniawan (2017), assessment of cognitive skills and educational attainment succeeded in placing South Korea as a country with the best education system in the world. With a ratio between teachers and students of only 16.85%, and total support from the

government by allocating funds of 20.27% of the total expenditure of funds in South Korea.

Although it sounds fun to study there, the number of hours of study which is quite long, which is around 16 hours, makes students in South Korea unable to feel their playing time normally. The level of competition that is very tight to be accepted at the next school level makes all students compete to get the best grades as early as possible.

This is in line with today's Indonesia, where some elementary school (SD) educators apply a competition system known as ranking or class ranking as a form of appreciation for the efforts of students who

study hard. Ranking is a form of appreciation from the school environment that can foster motivation in students.

However, the competition system in the form of giving a ranking or ranking has become a prestige for some parents in elementary school, not a few parents are forcing their children to get the best rank in class just because they don't want to look embarrassed, it certainly creates pressure on the child. so that the child becomes stressed.

Researchers want to reconstruct the competition system in the form of giving a ranking or ranking with all the advantages and disadvantages that exist. So that from the reconstruction of the ranking system, it is hoped that the anxiety in students will decrease and students can still compete with a healthy mentality and strong spirituality.

Philosopher Al-Ghazali put forward a motivational theory about fear and hope, that everything humans do in this world, including when studying, humans must feel fear and hope. Namely hoping that Allah protects, believing that his existence can make peace, and fear of mistakes when studying so that humans will not do despicable things in studying.

It is hoped that Al-Ghazali's theory of motivation can balance the ranking system in elementary schools. Researchers will combine Al-Ghazali's motivation theory with Abraham Maslow's motivation theory which states that humans need appreciation and appreciation for everything they have achieved.

RESEARCH METHODS

This research uses mix methods (quantitative and qualitative). The quantitative method is in the form of data analysis from the questionnaire results. Meanwhile, the qualitative method is in the form of distributing questionnaires and short interviews to teachers, students and parents, as well as literature study.

In analyzing the results of the questionnaire, the researcher will relate the respondent's statement to the two motivation theories previously mentioned, namely Al-Ghazali's motivation theory and Abraham Maslow's motivation theory.

The research was conducted in several areas in West Java, such as Bandung and Sukabumi. This research was taken from three points of view, namely the teacher's point of view, the parents' point of view and the student's point of view, then the results of the questionnaires and interviews were presented in the form of diagrams and figures, so that they were easy to understand.

RESEARCH RESULTS AND DISCUSSION

The competition system in the form of ranking in elementary schools contains positive and negative things for teachers, students, and parents of students. This will be proven by two theories of motivation, namely the motivational theory of Abraham Maslow and Al-Ghazali.

Abraham Maslow in Andjarwati (2015), believes that humans initially have a good attitude in themselves, but humans also have a motive for something. He continued that there are five levels or hierarchy of needs that humans must have, which are as follows:

1. Physiological needs
It is the most basic need, such as drinking and eating.
2. The need for security
Humans need physical and psychological peace. Examples include a sense of security from disasters, dangers and avoiding social crimes.
3. Social needs
Humans need friends and need to build relationships with other people with love.
4. The need to be appreciated
"Ego" will appear at this stage, so humans need respect, achievement and reputation.
5. Self-actualization needs
This is the stage of the highest need where humans have been able to show their identity.

Based on this theory, the fourth level, namely the need to be appreciated or appreciated, is closely related to ranking, because ranking is born with the aim of appreciating students when they have studied

seriously, and motivating other students to form a competitive spirit within themselves.

Al-Ghazali in Dacholfany (2014), argues that Al-Khauf (fear) is something that is in the heart in the form of anxiety because things that God hates happen that might happen to someone in the day to come. Al-Khauf occurs in knowledge, things and charity. The purpose of science is knowledge to avoid things that God hates. Then about Al-Raja' (hope) which is stated by Al-Ghazali as a better thing than feeling afraid because he hopes for the pleasure and love of God. Al-Raja' will come with good prejudice.

This sense of fear and hope is in line with the verses of the Qur'an contained in the letter Al-A'raf verse 56 which contains the command to pray with fear (not to accept) and also hope (hope to be granted). Both hope and anxiety are two things that cannot be separated, because both are efforts to approach God to make it easier to give knowledge.

A. Teacher's Point of View

Educators should not only be responsible for the level of knowledge, but educators must also be able to be protectors and provide spiritual teachings. Based on this statement, a teacher should provide scientific knowledge and instill a religious attitude even though the teacher is not a spiritual teacher like a PAI (Islamic Religious Education) teacher.

In providing scientific knowledge in the classroom, teachers should apply a student-centered approach such as a contextual approach. This is in line with the opinion of Parhan (2019), which states that by applying a contextual learning approach, the quality of learning will be around 48.72% better.

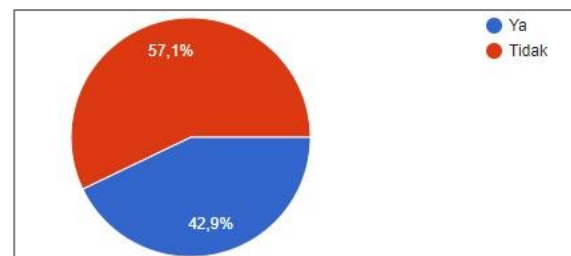
Besides being able to improve the quality of learning, of course learning with this contextual approach will increase the final assessment of students which is usually formulated into a ranking. Not a few schools implement a ranking system with the aim of increasing competition and motivation in students.

From research that has been done, as many as 57% of teachers agree with the existence of a ranking system in elementary

schools on the grounds of the importance of increasing motivation in students from an early age, as well as increasing a positive sense of competitiveness that is useful for students' lives as adults.

Meanwhile, 43% of teachers do not agree with the existence of a ranking system because ranking is not the only thing that can motivate students. Given the existence of a ranking system, teachers are also afraid to choose the wrong child, because a child's achievement can not only be measured from the level of intelligence but also his attitude.

1 chart
Teachers' Anxiety Levels for Students with Lower Ranks



The diagram above shows that 57.1% of teachers feel anxious if there are students whose learning achievement declines. Teachers try to improve the quality of learning by finding the right model or strategy so that children can return to learning and regain their motivation. Teachers also try to increase motivation in children by giving advice and instilling a strong spiritual side in children so that they are balanced.

Giving rewards is a teacher's effort to raise motivation in children, one example of rewards given by teachers is ranking in class.

Some of the teachers who agreed to give rankings to students were in line with Abraham Maslow's motivational theory which suggested five levels of needs that every human being needs to fulfill, one of which is the need for self-esteem (Self Esteem Needs). Teachers must be aware that students are human beings who have an "ego" and want to be appreciated (Iskandar, 2016).

However, teachers feel anxious if students decrease their ranking or achievement, some teachers try to overcome this anxiety by motivating and advising students that world knowledge must be

balanced with religious knowledge or religious values. This shows that the ranking system is not perfect, there needs to be something that can calm the teacher's anxiety.

This is in line with Al-Ghazali's theory of motivation in Hayah (2015), which says that there are two factors that can motivate a person, namely fear (anxiety) and hope (for satisfaction). A teacher must instill the fear of Allah, teach for the sake of Allah, and not do things that can destroy the lives of students. As well as about hope that a teacher must apply the role of religion in the hearts of students and pray every time they carry out learning. So that when the teacher applies it all, the teacher's anxiety will be resolved.

B. Parent's Perspective

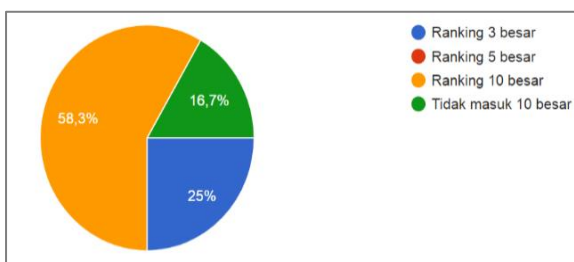
Abraham Maslow in Andjarwati (2015), said that humans have great potential and motivation to continuously improve.

Every child is gifted with different potentials and motivations. In the field of education, one of the potentials and motivations can be seen from the achievement of rankings and the desire of children to achieve rankings. To reveal the achievement of children's rankings, a study was conducted from the perspective of parents as respondents.

From the research that has been done, it is revealed that the ranking of children from the parents' point of view is as follows:

Diagram 2

Student Ranking in Elementary School



From the parents' point of view, 25% of their children are ranked in the top 3, 58.3% of their children are in the top 10, and 25% of children's rankings are not in the top 10 in their class.

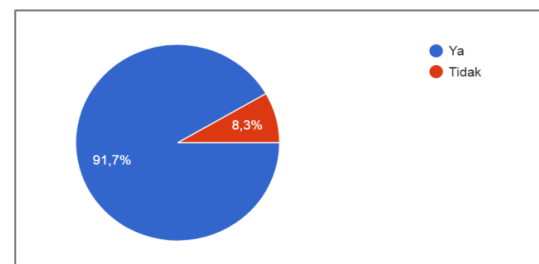
Al-Ghazali in Assegaf (2013) states that every human being is born with basic potential, then this potential develops because

it is influenced by the environment. Parents in the family environment are expected to be able to give a good influence to develop the potential of their children.

Parents certainly expect the best for their children, including hoping that their children will excel in school. Al-Ghazali in Ghazali (2013), reveals that the attitude of hope is the attitude of seekers of knowledge and is the attitude of those who take the path of Allah.

Diagram 3

Hope for Ranking or Achievement



From the research that has been done, it was revealed that as many as 91.7% of respondents as parents expect their children to get a rank or excel in school. While the rest, as many as 8.3% of parents do not expect their children to get a rank in school.

Then, after a child gets a ranking, as many as 83.3% of parents expect their child to rank again. The reason is for the sake of the child's future, because parents must be proud of the achievements of their children, parents want their children to always be champions. However, besides that, the respondents also stated that as a parent, they do not force their children to always be champions, because there are things that are more important than rankings, namely children's honesty. Meanwhile, 16.7% of respondents did not expect their children to rank again, because they did not want to force their children's abilities. Respondents also stated that as a parent, they do not require their child to get a ranking, as long as the child understands or understands the lessons at school.

These reasons are in line with the fourth level in Abraham Maslow's hierarchy of needs (Masbur, 2015), namely the individual's need for strength, achievement, excellence, ability, self-confidence, independence and freedom.

With this ranking system in elementary schools, 16.7% of parents feel pressured, they state that there are many negative sides to the implementation of the ranking system in elementary schools. Parents are afraid that their children will not be able to account for the rankings they have achieved. This sense of distress is in line with Abraham Maslow's theory (Andjarwati, 2015), in which the individual does not have freedom, so he feels pressured. Meanwhile, 83.8% of parents did not feel pressured by the ranking system. According to them, the existence of a ranking system actually makes parents know their children's abilities and know the teacher's assessment of their children. In addition, children become more motivated to excel.

Al-Ghazali in Dacholfany (2014), argues that the feeling of fear (Al-Khauf) is something that is in the heart in the form of anxiety or anxiety. Referring to the theory, in this case there must be at least some anxiety if the child does not get a ranking, or the ranking that has been achieved by the child has decreased. Therefore, a study was conducted on the anxiety experienced by parents when their child's ranking decreased. The results showed that as many as 50% of parents felt anxious, and as many as 50% of parents did not feel anxious.

Not only parents, even this anxiety can be felt by children. Prihantarta (2015), says that individuals have a need for support and recognition. The support and role of parents is needed when children feel anxious. From the results of the study, respondents said that as parents they should know the cause of the child's declining achievement, not force the child to achieve rankings and motivate the child when the child feels anxious. The motivation can be in the form of reward or appreciation, support or reinforcement, recognition, respect, freedom and appreciation. This is reinforced by the opinion of Iskandar (2016), that every individual has a need for appreciation, or what is called an "ego" need. This need is related to the desire to get a positive image, receive attention, recognition,

The results of the study also revealed that the forms of appreciation that parents give to

their children are various, one of which is in the form of praise that can increase self-confidence in children. To increase self-confidence in children, parents must explore and explore their child's potential, as well as support and appreciate every effort made by him.

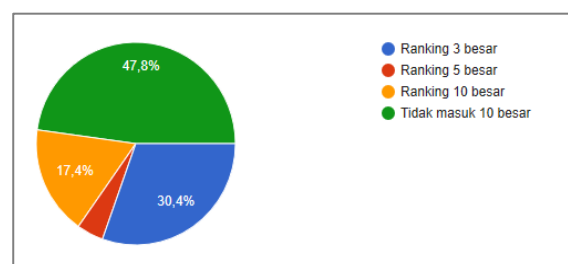
Based on the results of the study, as many as 60% of parents agreed with the existence of a ranking system in elementary schools, because with the ranking children became motivated to learn. Meanwhile, as many as 40% of parents do not agree with the ranking system because the real purpose of learning is how the child can master the knowledge or skills taught to him, not to compare one child with another. From these figures, it can be seen that the current ranking system has not fully met the expectations of parents, it is necessary to reconstruct the current ranking system.

C. Student Point of View

Students are the main subject in education, the activities carried out by students are learning through the process of interaction with teachers in their classrooms. Students will not be separated from learning. According to Slameto (2010), learning is an effort made by individuals with the aim of changing behavior through experience. From the learning process, students will get learning outcomes when following and doing assignments in learning activities. The learning outcomes are indicated by grades.

Based on the statement above, students are one of the important factors in education that need to get changes in behavior and their learning achievement can be measured by grades.

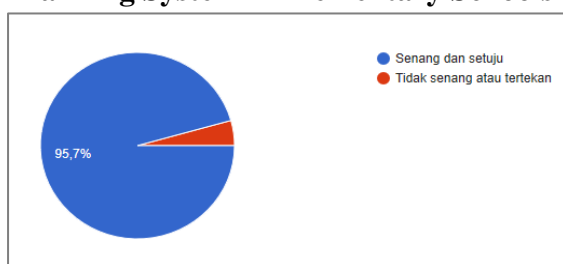
Chart 4
Student Ranking in Elementary School



The diagram above shows that 30.4% of students ranked in the top 3, 4.4% ranked in the top 5, 17.4% of students entered the top 10 and 47.8% did not enter the top 10.

Based on the respondent's statement as students, 14 students hope to get a ranking in school because they want to make their parents proud and as a provision to achieve their goals, while 9 students do not expect to get a ranking in school.

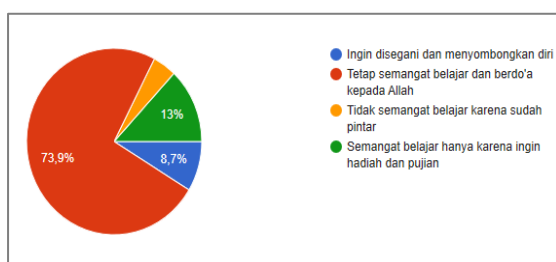
5 chart
Questionnaire Results regarding the Ranking System in Elementary Schools



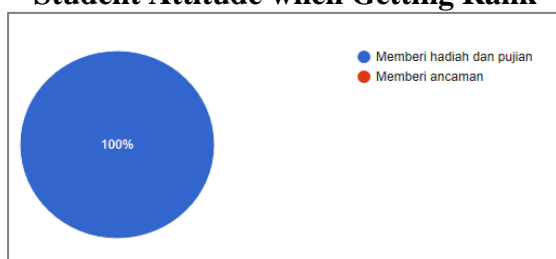
Judging from the diagram above, 95.7% of students are happy and agree with the ranking system at school and 4.3% of students say they are not happy or depressed and feel jealous when their friends get rankings.

The teacher's response to the students fully gave a positive response in the form of giving gifts or praise to students who got rankings. This is obtained from the diagram below:

6 chart
Teacher's and Parents' Responses to Ranking Children



7 chart
Student Attitude when Getting Rank



Judging from the attitude of students when getting ranked in the diagram above, 73.9% of students stated that they felt enthusiastic to learn and always prayed to Allah as gratitude, 13% of students stated that they always felt enthusiastic about learning but for reasons of wanting to get prizes and praise, and 8.7% of students get achievements because they just want to be respected and boast, there are also students who don't feel enthusiastic about learning at all because they feel they are smart.

The results of the study also revealed that as many as 69.8% of students felt anxious when they did not get a ranking, but there was a role for parents and teachers to encourage or strengthen students.

It is also undeniable that there are as many as 65.2% of parents who force students to continue learning. As a result, students feel anxious because of the coercion so that students cheat when taking exams for fear of bad grades and decreased achievement. Meanwhile, 30.4% of students feel less anxious when they do not get a ranking.

Al-Ghazali in Solichin (2006) views children as a gift from Allah and at the same time as a mandate for their parents. So, parents are very important for the success of their children. Parents must motivate their children so that they can achieve the desired achievement. When parents do not play an important role in the development of children's learning, then it could break the child's hopes to get a rank or achievement in school.

The average student at the time of getting a ranking in school will get a sense of self-confidence and motivation that encourages enthusiasm to learn and pray to God as gratitude. This is in line with Al-Ghazali's statement in Solichin (2006), which states that learning (studying knowledge) is necessary. Al-Ghazali stated that seeking knowledge is the same as getting closer to Allah SWT and he does not justify learning if it is only for worldly purposes.

With the ranking system in school, students feel motivated and try to

continuously improve their achievements. In line with Abraham Maslow's theory in Andjarwati (2015), that humans will have motivation when their interests from the lowest to the highest stages are met. Motivation is usually an effort to achieve a certain goal, which includes learning. Things that can be done to motivate or appreciate students so that they are enthusiastic about learning are with gifts (rewards) and praise (reinforcement).

Judging based on student responses, some agree with the ranking system and some disagree, some students who don't get ranked feel jealous and anxious, this is caused by fear of threats from their parents, this is in line with Abraham Maslow's theory (Masbur, 2015) which states that humans need independence and freedom in achieving their motivation. So parents should not force and threaten children because it will hinder the emergence of motivation in children.

In Al-Ghazali's view (Dacholfany, 2014) there is what is called Al-Khauf (fear) which is an expression of heartache and anxiety caused by something that God hates that might happen to someone. This view is in line with the student's statement which states that when he does not get a ranking, he can do things that are not commendable, one of which is cheating when the exam is in progress.

CONCLUSION

Abraham Maslow's theory of motivation or hierarchy of needs states that humans have an "ego" or self-esteem in the form of an individual need for esteem, strength, achievement, excellence, ability, self-confidence, independence and freedom. In this case, students as human beings want to be rewarded for their hard work at school. However, it is undeniable that there will be anxiety from parents, teachers and students themselves when student achievement declines.

Abraham Maslow's theory of motivation needs to be complemented by another theory that is able to overcome anxiety, namely the motivational theory of Al-Ghazali. Al-Ghazali stated that anxiety can be overcome by two

things, namely fear (Al-Khauf) and hope (Al-Raja'), which means fear of bad things coming from Allah and hoping for Allah's help in seeking knowledge.

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