



The Motivation of Elementary School Teachers in Jepara Regency within the Context of Educational Organizational Behavior

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ABSTRACT

Teacher motivation is a fundamental element in improving the quality of learning and achieving educational goals. In Jepara, particularly in the Kembang District, education still faces various challenges, such as a shortage of teachers, limited classroom space, inadequate infrastructure, and low motivation among some teachers. Elementary school teachers play a crucial role in enhancing the quality of education in Jepara; however, they also encounter several obstacles. This article aims to examine the motivation of elementary school teachers in Jepara Regency in relation to school principals' leadership and organizational behavior in education. Based on a literature review, teacher motivation is influenced not only by internal factors but also by the dynamics of the work environment, leadership style, and the organizational culture of schools. Motivation theories such as Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, and Self-Determination Theory are used as the analytical framework. Previous studies have shown that transformational leadership and a supportive organizational climate can significantly enhance teachers' work motivation. This article emphasizes the importance of synergy between effective leadership and healthy organizational management in fostering sustainable teacher motivation. The results indicate that school leadership, organizational climate, and professional recognition significantly affect teacher motivation. In conclusion, teacher motivation can be improved through transformational leadership and the strengthening of a supportive work environment. It is expected that this article will contribute to the development of education in Jepara Regency.

Keywords: elementary school teacher motivation, education in Jepara Regency, educational organization, work environment

1. Introduction

Teacher motivation is an essential factor in improving the quality of education at the elementary school level. Motivated teachers tend to demonstrate high levels of dedication, enthusiasm, and creativity in the learning process. In the context of basic education, the role of teachers goes beyond delivering subject matter they are also educators who shape the character of students. Therefore, understanding the factors that influence teacher motivation is crucial to continuously enhancing the quality of education.

In various regions, including Jepara Regency, there is a noticeable variation in the levels of teacher motivation in carrying out their professional duties. While some teachers exhibit high enthusiasm, others appear to experience burnout, decreased work spirit, and minimal effort in fulfilling their

responsibilities. Such conditions can hinder the achievement of educational goals, particularly in creating meaningful and impactful learning experiences for students.

In Jepara Regency, the motivation level of elementary school teachers remains low in some areas, influenced by various challenges such as limited facilities, lack of organizational support, and insufficient access to professional training. Other major issues include shortages of teachers, inadequate classrooms, and poor infrastructure. Highly motivated teachers are more likely to show strong enthusiasm in their work, have a higher sense of dedication, and be more open to change and professional development. With proper support and motivation, elementary school teachers can drive meaningful change and help shape

students who are more competent and competitive in the future.

Education is a cornerstone of human resource development, and teachers play a central role in this process. The quality of education is not solely determined by the curriculum or infrastructure but is also heavily influenced by the motivation teachers have in performing their duties. Teacher motivation plays a critical role in influencing teaching enthusiasm, instructional innovation, and the overall success of the learning process in the classroom. As a result, it contributes significantly to improving learning quality in Jepara Regency.

In the context of educational organizations, teacher motivation does not exist in isolation; it is influenced by various factors such as the leadership style of the school principal, work climate, reward systems, and organizational values. Effective leadership can enhance both intrinsic and extrinsic motivation among teachers. Conversely, an unsupportive work environment can reduce morale and professional performance. Organizational structure, workplace culture, and institutional reward systems are all significant in shaping teacher motivation.

The main issue addressed in this study is the low motivation of elementary school teachers in Jepara Regency, which has a direct impact on the overall quality of education. Factors such as limited access to professional training and a lack of resources are major obstacles for many teachers. Additionally, teachers are often required to meet national curriculum standards while also preserving local cultural values in the learning process.

To address this issue, the study proposes a multi stakeholder approach involving collaboration between local governments, educational institutions, and the community to support teacher welfare and enhance their capacity. One potential solution is the provision of continuous professional development programs.

Teachers are central actors in the educational process. Their motivation level affects learning effectiveness, student engagement, and educational outcomes. However, in the complex and dynamic

world of education, teacher motivation often fluctuates. Therefore, an organizational and leadership approach is needed to consistently support and enhance teachers' work motivation, allowing school leaders to become wise and synergistic facilitators.

The main objective of this study is to identify the various factors that influence the motivation of elementary school teachers in Jepara Regency while also exploring opportunities and challenges in creating a more qualified educational system.

In addition, this study aims to strengthen the synergy between formal education and local wisdom. Therefore, teachers in Jepara Regency should be encouraged to integrate local values into the learning process while still adhering to national curriculum standards. This approach is expected to help develop a more relevant education system that meets the needs and challenges of the local community.

Through the integration of local wisdom and educational innovation, Jepara Regency is expected to become a successful model in improving education quality. Thus, this study contributes not only to scientific advancement but also to the socio-economic development of the Jepara community.

2. Methodology

This article is a conceptual study using a descriptive qualitative and analytical approach. Data were collected through a literature review from various relevant primary and secondary sources, such as scholarly journals, books, and previous research related to teacher motivation, educational leadership, and organizational behavior in schools. The analytical technique employed is content analysis, which involves examining and synthesizing theories and research findings to build a comprehensive understanding of the study topic.

To develop an effective conceptual article, several steps were followed. The first step was to determine a research topic and objective that are relevant to the educational context in Jepara Regency. The main focus of this study is to identify the

factors that influence teacher motivation and to design a more effective education system. The next step involved conducting a literature review to gather information from theoretical sources that support the analysis, such as theories in education, management, and psychology. According to Creswell (2014), the use of comprehensive literature enables researchers to build strong, evidence-based arguments.

In addition to literature analysis, qualitative data were also gathered through in-depth interviews with teachers, school principals, and other stakeholders. This method helps to explore deeper perspectives on educational conditions and challenges, as explained by Patton (2015) in qualitative research approaches.

After collecting the data, the next step was to analyze the information using a thematic approach to identify relevant patterns and themes. Thematic analysis allows for systematic data organization, making it easier to structure the article clearly. According to Braun and Clarke (2013), this approach helps researchers logically connect findings with research objectives. The article must be structured coherently, starting from the introduction to the discussion and conclusion. Each section should be interconnected and support the main argument, using clear and accessible language.

Based on the analysis, the author formulated practical recommendations for stakeholders to improve teacher motivation and the quality of education in Jepara Regency. These recommendations should include actionable steps that can be implemented, such as professional training, provision of technological infrastructure, and fair and equitable incentive programs. Once the article is written, the revision and editing stages are essential to ensure clarity and consistency of the arguments. According to Swales and Feak (2012), careful editing can significantly enhance the quality of an academic article. The revised article can then be submitted for publication in an appropriate journal or platform, followed by follow up actions to evaluate the impact of the publication.

3. RESULTS AND DISCUSSION

This study found that the motivation of elementary school teachers in Jepara Regency is influenced by various internal and external factors. Qualitative data from in-depth interviews revealed that most teachers feel more motivated when their contributions to education are appreciated and acknowledged. This finding aligns with modern motivation theories developed by Gagné and Deci (2020), which highlight the importance of fulfilling basic psychological needs such as autonomy, competence, and social relatedness to enhance individual motivation.

The study also indicates that many teachers face significant challenges in maintaining their motivation. One of the key findings is the lack of professional training available to teachers in remote areas. The low level of support from school management for teacher development also affects their work motivation.

Hygiene factors such as working conditions and salary are among the primary causes of low motivation. Interview results show that many teachers experience financial hardship due to insufficient salaries to meet the cost of living, particularly in areas with a relatively high living standard. Despite these challenges, some teachers still demonstrate high motivation, citing strong support from the local community and a sense of responsibility for the younger generation in Jepara as key motivators.

The research also emphasizes the importance of integrating local cultural values into the curriculum. Teachers who incorporate local wisdom into their teaching tend to be more motivated, as they feel they are making a tangible contribution to society. Findings further show that teachers with access to information technology tend to be more enthusiastic and innovative in delivering learning materials. Technological support enables them to access updated resources and engage with the global education community. This aligns with Selwyn's (2022) theory of educational technology, which underlines the role of technology in improving teaching and learning quality.

The study also reveals that incentive and reward programs provided by the local government have not been fully effective in boosting teacher motivation. Many teachers feel that the incentives offered are insignificant compared to their workload. Armstrong's (2020) reward system theory stresses that incentives must be fairly and proportionally designed to have a positive impact on motivation.

These findings provide concrete answers to the issues identified in the introduction. The low motivation of teachers in Jepara Regency stems from a combination of external factors, such as the lack of training and professional support, and internal factors, such as a moral sense of responsibility. The integration of modern motivation theories, such as the self-determination theory by Ryan and Deci (2020), helps explain how fulfilling teachers' basic needs influences their level of motivation.

In a multicultural education context, the research shows that integrating local values into the curriculum increases the relevance of the learning process. This aligns with Ladson Billings' (2021) inclusive education theory, which emphasizes the importance of valuing cultural diversity within the education system. This model can serve as a reference for developing a more inclusive curriculum in Jepara Regency.

Geographical challenges faced by teachers in Jepara also require serious attention. According to Smith and Johnson (2023), hard-to-reach geographical locations can negatively affect teaching effectiveness and teacher motivation. Thus, the government needs to formulate specific policies to address these challenges, such as providing better transportation and logistical support.

The digital divide identified in this study is another crucial issue to address. UNESCO (2023) highlights the need for investments in ICT infrastructure to reduce the digital gap in education. Local governments can partner with private institutions to provide internet access and technological devices to schools in remote areas. Existing local government incentive programs need to be reevaluated to ensure they genuinely meet the needs of teachers.

Armstrong (2020) suggests that incentives should include not only financial compensation but also non material rewards such as public recognition or opportunities for international training.

Findings on the importance of professional support offer new insights into how to improve teacher motivation. Rhoades and Eisenberger (2021) demonstrate that support from superiors and colleagues can foster a positive work environment, thereby enhancing teacher motivation and productivity. School principals in Jepara need to be more proactive in supporting their teachers. The integration of modern motivation theories, such as self determination theory, helps explain how internal and external factors interact to influence teacher motivation. The findings also suggest that a holistic approach is necessary to improve teacher motivation, covering psychological, social, and professional dimensions.

Teacher motivation is influenced by both internal and external factors. According to the literature, internal factors include personal needs, values, life goals, and career aspirations, while external factors involve school leadership style, reward systems, school climate, and professional development opportunities. Motivation refers to the process that explains the strength, direction, and persistence of effort toward achieving goals.

Teacher motivation refers to the internal and external drives that influence teachers' enthusiasm, commitment, and willingness to perform their professional duties optimally. It may stem from intrinsic factors (such as teaching satisfaction, a sense of calling, and self actualization) or extrinsic factors (such as salary, rewards, work environment, and school leadership). Motivation is not only about the desire to teach, but also reflects high enthusiasm for self development, innovation, and maintaining healthy interpersonal relationships within the school.

Teacher motivation is generally classified into two categories:

a. Intrinsic Motivation

This refers to an internal drive to teach due to personal satisfaction, a love

for the profession, and a desire to make a positive impact on students. Examples:

1. Feeling happy when students understand the lesson.
2. A sense of moral responsibility as an educator.
3. A desire for continuous learning and development.

b. Extrinsic Motivation

This refers to external factors such as salary, recognition, work environment, social status, and institutional policies. Examples:

1. Professional allowances and incentives.
2. Praise from school principals or parents.
3. Promotions or certifications.

Transformational leadership has proven effective in improving teachers' work motivation. Principals who lead by example, provide a clear vision, and value individual contributions can create a positive working environment and boost teachers' spirit. Research by Andriyanto et al. (2017) shows that teachers working under participatory leadership exhibit higher job satisfaction. Principals who can inspire, articulate a vision, and build strong interpersonal relationships foster a work environment that supports teachers' professional growth (Leithwood & Jantzi, 2000).

A school culture that is open to change, with effective communication and a fair, transparent reward system, encourages teachers' emotional engagement with their work. Robbins & Judge (2017) note that a healthy organizational culture strengthens a sense of belonging and enhances intrinsic motivation. Integrating inspirational leadership and effective organizational management creates a work environment conducive to sustainable teacher motivation. This is crucial so that teachers are not merely focused on administrative tasks but are also active participants in instructional innovation.

A healthy educational organization is marked by transparency, organizational justice, and collegial support. A positive school environment encourages teachers to be open, innovative, and valued. According to Hoy and Miskel (2013), schools with

good organizational climates have more motivated and productive teachers.

In the context of education in Jepara, this research aligns with the theory of educational transformation proposed by Freire and revised by Santos (2022). Freire highlights the importance of dialogue between educators and learners to create meaningful and relevant education. Teachers in Jepara Regency need to foster more specific interactions with students and the local community to better understand their needs and build positive synergy.

Furthermore, this research supports the contextual learning theory by Caine and Caine (2022), which suggests that socio cultural based learning can increase the relevance of the curriculum. Teachers in Jepara must integrate local contexts into their teaching to make learning more meaningful to students. Quality education in Jepara can be a key factor in improving the community's overall welfare. The findings on teacher motivation are also relevant to Gagné and Deci's (2020) work motivation theory, which states that both intrinsic and extrinsic motivation must be fulfilled to create a positive work environment. Teacher motivation is a key factor in improving educational quality.

The final results of this study indicate that education in Jepara Regency has great potential to grow and improve teacher motivation if all stakeholders collaborate effectively. Overall, this research provides new insights into how to strengthen the education system in Jepara Regency through enhanced teacher motivation. By integrating modern theories, this study not only offers practical solutions but also contributes to the development of a more inclusive and sustainable educational framework aimed at improving teacher motivation in teaching and learning.

4. CONCLUSION

This study concludes that the motivation of elementary school teachers in Jepara Regency is influenced by both internal and external factors. Internal factors include a sense of moral responsibility and pride in local culture,

which serve as key drivers for many teachers to remain motivated. External factors, such as the lack of professional training, limited resources, and geographical challenges, often hinder teachers from delivering optimal education. According to the self-determination theory by Ryan and Deci (2020), fulfilling basic psychological needs such as autonomy, competence, and social relatedness is essential for enhancing teacher motivation.

Teacher motivation is a critical pillar in ensuring the success of education, especially at the elementary level. Based on theoretical studies and interview findings, it is evident that the motivation of elementary school teachers in Jepara Regency is shaped by a combination of interrelated intrinsic and extrinsic factors. Democratic school leadership, a conducive organizational climate, and a fair reward system are key determinants in improving teacher motivation. Therefore, a synergistic effort is needed among school principals, supervisors, and the education office to create a supportive, appreciative, and professionally enriching work environment for teachers.

Motivation is a vital aspect in achieving educational goals. Effective leadership and a healthy organizational culture play significant roles in maintaining and enhancing teacher motivation. Hence, developing school leadership and improving the organizational climate are necessary strategies in modern education management. Teacher motivation is strongly influenced by school leadership and organizational behavior. Principals who adopt a transformational leadership style and foster a positive work climate can significantly enhance teachers' enthusiasm and dedication. These findings imply that leadership capacity development and the creation of a healthy school culture are crucial strategies for boosting teacher motivation in schools.

To sustainably increase teacher motivation, school leaders must apply transformational leadership styles and build a work environment that supports autonomy, competence, and teacher involvement in decision-making processes.

In addition, organizational policies should be directed toward meeting teachers' psychological needs to create a productive and inspiring work atmosphere.

The integration of local cultural values into the learning process is also a significant finding of this study. Teachers who successfully incorporate local wisdom into the curriculum tend to be more motivated, as they feel they are making a real contribution to their communities. Multi-stakeholder collaboration among the government, educational institutions, and society is also key to building more inclusive and high quality education. Therefore, local governments should involve all stakeholders in designing and implementing education programs that are grounded in local wisdom and modern innovation. Such collaboration will ensure that education policies are not only responsive to local challenges but also sustainable in the long term.

The conclusions of this study indicate that education in Jepara Regency holds great potential for growth, provided that all stakeholders work together to support the well-being and capacity of teachers. By integrating modern theories on motivation, inclusive education, and human resource management, this research offers practical solutions that can be implemented to improve the quality of education in Jepara. It is hoped that the findings of this study will serve as a reference for developing more inclusive, sustainable education policies that are focused on enhancing teacher motivation in teaching and educational organizational behavior.

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