

Teachers' Work Motivation at Kartika 1–5 Senior High School Padang

Latifa Zahra^{1*}, Nellitawati², Merika Setiawati³, Widiawati⁴

¹²³⁴ Department of Educational Administration, Padang State University, Padang, Indonesia

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ABSTRACT

This study was conducted based on the importance of teachers' work motivation as a key factor in supporting the quality of learning and the achievement of educational goals at the senior high school level. High work motivation encourages teachers to perform their duties responsibly, enthusiastically, loyally, and with strong work discipline. This study aimed to describe the level of teachers' work motivation at Kartika 1–5 Senior High School Padang in terms of responsibility, work enthusiasm, loyalty, and work discipline.

This research employed a quantitative approach using a descriptive method. All 54 teachers at Kartika 1–5 Senior High School Padang were involved as research respondents through a total sampling technique. Data were collected using a Likert-scale questionnaire that had been tested for validity and reliability. Data analysis was carried out by calculating mean scores to describe the level of teachers' work motivation for each indicator examined.

The results indicated that teachers' work motivation at Kartika 1–5 Senior High School Padang was categorized as very high. Work discipline obtained the highest mean score, followed by loyalty and responsibility, which were also classified as very high. Meanwhile, work enthusiasm was categorized as high. These findings implied that teachers demonstrated strong professional commitment; however, continuous efforts to strengthen work enthusiasm remained necessary to further enhance the quality of the learning process.

Corresponding Author:

Latifa Zahra

Email: latifazahra0817@gmail.com

1. INTRODUCTION

Education plays a fundamental role in developing qualified and competitive human resources. The success of educational implementation is not solely determined by curriculum design and facilities, but is also strongly influenced by the quality of educators, particularly teachers. Teachers hold a strategic position as the main actors in the learning process and directly contribute to the achievement of educational objectives. Therefore, teachers' performance becomes a crucial factor in determining the quality of learning at the senior high school level.

One of the key determinants of teachers' performance is work motivation. Robbins and Judge (2020) described motivation as an internal drive that determines the intensity, direction, and persistence of individual efforts toward achieving goals. In the educational context, teachers' work motivation functions as psychological energy that encourages teachers to perform their duties responsibly, enthusiastically, and professionally. Uno (2021) emphasized that teachers with high work motivation tend to demonstrate strong commitment in lesson planning, teaching implementation, and fulfillment of academic and administrative responsibilities.

Teachers' work motivation is multidimensional and is reflected through various aspects of work behavior. Mulyasa (2017) explained that teachers' motivation can be observed through responsibility in carrying out tasks, work enthusiasm during the teaching process, loyalty to the institution, and discipline in complying with school regulations. Teachers with strong work motivation generally exhibit professional awareness in fulfilling their roles as educators, facilitators, and role models for students. Conversely, low work motivation may result in less effective teaching practices and a decline in educational service quality.

Field observations indicated that teachers' work motivation does not always align with theoretical expectations. Preliminary observations at Kartika 1–5 Senior High School Padang revealed variations in teachers' responsibility for lesson preparation, enthusiasm in addressing students' learning needs, involvement in school activities, and discipline in completing administrative tasks. This situation highlighted a gap between the ideal conditions proposed by motivational theories and the actual practices observed in the school environment.

Based on these issues, this study was designed to provide an empirical description of teachers' work motivation at Kartika 1–5 Senior High School Padang. Specifically, this research aimed to describe teachers' work motivation in terms of responsibility, work enthusiasm, loyalty, and work discipline, with the expectation that the findings would contribute to efforts to improve teachers' performance and overall learning quality.

2. METHOD, DATA, ANALYSIS

This study employed a quantitative approach using a descriptive research design. This approach was selected because the research aimed to objectively describe teachers' work motivation based on empirical data obtained from respondents. The descriptive method allowed the researcher to present actual conditions of teachers' work motivation without manipulating variables, thereby reflecting real practices in the school context.

The research population consisted of all teachers actively teaching at Kartika 1–5 Senior High School Padang during the 2025/2026 academic year. A total of 54 teachers were involved as research participants. A total sampling technique was applied because the population size was relatively small and all members possessed characteristics relevant to the research objectives. This sampling strategy ensured comprehensive representation of teachers' work motivation within the school.

Data were collected using a structured questionnaire developed based on four indicators of teachers' work motivation: responsibility, work enthusiasm, loyalty, and work discipline. The questionnaire employed a five-point Likert scale to measure the frequency of teachers' motivational behaviors. Prior to the main data collection, the instrument was tested for validity and reliability to ensure accurate and consistent measurement. Data collection was conducted directly by distributing the questionnaires to all respondents and ensuring independent completion.

Data analysis was carried out using descriptive statistical techniques. The collected data were analyzed by calculating mean scores for each indicator of teachers' work motivation. The results were then interpreted using Likert scale criteria to determine the level of work motivation across the measured aspects. This analytical approach was considered appropriate as it aligned with the research objective of systematically describing teachers' work motivation.

3. RESULT AND DISCUSSION

Result

This section presents the results of the study on teachers' work motivation at Kartika 1–5 Senior High School Padang based on four main indicators, namely responsibility, work enthusiasm, loyalty, and work discipline. The data are presented in the form of mean scores to provide an overview of teachers' work motivation both overall and for each indicator examined.

Table 1. Recapitulation of Research Data on Teachers' Work Motivation at Kartika 1–5 Senior High School Padang

NO	INDICATOR	MEAN SCORE	CATEGORY
1	Responsibility	4,66	Very High
2	Work Enthusiasm	4,52	High
3	Loyalty	4,67	Very High
4	Work Discipline	4,72	Very High
Overall Mean		4,64	Very High

Based on Table 1, the overall level of teachers' work motivation at Kartika 1–5 Senior High School Padang was classified as very high. The work discipline indicator obtained the highest mean score among all indicators, indicating that teachers demonstrated a strong level of compliance with school regulations and administrative responsibilities. The responsibility and loyalty indicators were also categorized as very high, reflecting teachers' strong commitment to carrying out their professional duties and maintaining loyalty to the school institution.

Meanwhile, the work enthusiasm indicator recorded the lowest mean score compared to the other indicators, although it remained in the high category. This finding indicates that although teachers generally exhibited very high work motivation, the aspect of work enthusiasm still has room for improvement in order to be more aligned with the other dimensions of work motivation.

Discussion

The discussion of the research findings is presented based on four main indicators of teachers' work motivation, namely responsibility, work enthusiasm, loyalty, and work discipline. The analysis focuses on interpreting the meaning of the obtained scores, identifying possible factors influencing each indicator, and integrating the findings with relevant theoretical perspectives and previous studies in the field of educational management.

The results indicate that teachers' work motivation at Kartika 1–5 Senior High School Padang was categorized as very high, with an overall mean score of 4.64. This finding reflects that teachers generally possess strong internal motivation in performing their professional duties. High work motivation is a fundamental factor that supports teachers' consistency, commitment, and effectiveness in the teaching and learning process, particularly in the context of secondary education where academic and administrative demands are relatively complex.

Regarding the responsibility indicator, the results show a very high category with a mean score of 4.66. This finding indicates that teachers demonstrate a strong sense of accountability in carrying out their roles, including lesson planning, instructional implementation, assessment, and administrative responsibilities. High responsibility reflects teachers' professional awareness and commitment to fulfilling their obligations as educators. According to Mulyasa (2017), responsibility is a core dimension of teacher professionalism, as it represents the willingness to carry out tasks seriously and to be accountable for educational outcomes. Teachers with high responsibility tend to prepare learning activities thoroughly and ensure that instructional objectives are achieved.

The high score in responsibility may also be influenced by institutional expectations and organizational culture within the school. A structured school system, clear job descriptions, and consistent supervision can encourage teachers to perform their duties responsibly. In addition, internal factors such as professional values and moral commitment to the teaching profession may strengthen teachers' sense of responsibility. This finding supports the view of Robbins and Judge (2020), who state that employees with strong internal motivation are more likely to show responsibility and commitment to organizational goals.

The work enthusiasm indicator obtained a mean score of 4.52 and was categorized as high, although it was slightly lower than the other indicators. This result suggests that teachers generally show positive energy, interest, and willingness in performing their tasks, but there is still room for improvement to reach an optimal level. Work enthusiasm is closely related to emotional engagement and psychological well-being at work. Uno (2021) explains that enthusiasm reflects

the degree to which individuals feel excited, motivated, and emotionally involved in their work activities.

The relatively lower score in work enthusiasm compared to other indicators may be influenced by factors such as workload intensity, routine teaching activities, and limited opportunities for professional variation. Teachers may carry out their responsibilities and comply with regulations effectively, yet experience fluctuations in enthusiasm due to repetitive tasks or external pressures. To address this condition, schools need to create supportive work environments, provide recognition, and offer opportunities for professional development that can refresh teachers' motivation and sustain their enthusiasm in the long term.

The loyalty indicator achieved a very high category with a mean score of 4.67, indicating that teachers demonstrate strong attachment and commitment to the school. Loyalty is reflected in teachers' willingness to support school programs, comply with institutional policies, and maintain a positive attitude toward the organization. High loyalty suggests that teachers identify themselves with the school's values and goals. Robbins and Judge (2020) emphasize that loyalty is closely related to affective commitment, which encourages individuals to remain dedicated and contribute positively to organizational success.

High teacher loyalty may result from positive leadership practices, supportive collegial relationships, and a sense of belonging within the school community. When teachers feel valued and respected, they are more likely to develop emotional attachment to the institution. This finding implies that maintaining a healthy organizational climate is essential to sustaining teacher loyalty, which in turn supports organizational stability and continuity in educational quality.

The highest mean score among all indicators was found in work discipline, with a score of 4.72, categorized as very high. This finding indicates that teachers consistently comply with school rules, demonstrate punctuality, and complete their duties in accordance with established standards. Work discipline reflects self-control, professionalism, and respect for organizational norms. Hasibuan (2021) states that discipline is a key factor in organizational effectiveness because it ensures order, consistency, and efficiency in work processes.

The very high level of work discipline among teachers suggests that the school has successfully fostered a culture of compliance and professionalism. Clear regulations, consistent enforcement, and exemplary leadership may contribute to this condition. Teachers who exhibit high discipline are more likely to manage their time effectively, maintain classroom order, and fulfill administrative responsibilities, which ultimately supports the overall quality of education.

The variation in scores across the four indicators indicates that teachers' work motivation is multidimensional. While responsibility, loyalty, and discipline have reached very high levels, work enthusiasm remains relatively lower, although still high. This pattern suggests that teachers may perform their duties conscientiously and consistently, yet require additional emotional and psychological support to sustain enthusiasm. This finding reinforces the notion that motivation is influenced by both intrinsic and extrinsic factors, as proposed in Herzberg's two-factor theory, which distinguishes between hygiene factors and motivators.

From a practical perspective, the findings imply that school management should maintain the existing strengths in responsibility, loyalty, and discipline by continuing effective leadership practices and organizational policies. At the same time, targeted strategies should be implemented to enhance work enthusiasm, such as providing recognition, encouraging innovation in teaching, and supporting teachers' professional growth. These efforts can help balance all dimensions of work motivation and promote sustainable performance.

Overall, the results demonstrate that teachers at Kartika 1–5 Senior High School Padang possess a very high level of work motivation, which serves as a strong foundation for improving teaching quality and student outcomes. However, continuous efforts are necessary to ensure that all motivational dimensions develop harmoniously. By addressing both structural and psychological aspects of motivation, schools can foster a motivated, committed, and enthusiastic teaching workforce capable of meeting educational challenges effectively.

4. CONCLUSION

Based on the results and discussion of this study, it can be concluded that teachers' work motivation at Kartika 1–5 Senior High School Padang was classified as very high. This finding indicates that teachers generally possessed strong internal motivation in carrying out their professional duties. Teachers' work motivation was reflected through very high levels of work discipline, responsibility, and loyalty, as well as a high level of work enthusiasm. Therefore, the research objective of describing teachers' work motivation based on four main indicators was successfully achieved.

Work discipline emerged as the highest-rated indicator, indicating that teachers demonstrated strong professional awareness in complying with school regulations and completing tasks punctually. Responsibility and loyalty also reflected teachers' strong commitment to instructional duties and institutional values. However, work enthusiasm showed a relatively lower score compared to other indicators, suggesting that this aspect still requires improvement to ensure balanced development across all dimensions of work motivation.

Based on these conclusions, it is recommended that school management, particularly the principal, maintain and strengthen the existing high levels of teachers' work motivation through continuous guidance and the creation of a supportive work environment. Additionally, schools are encouraged to implement strategies aimed at enhancing teachers' work enthusiasm, such as recognition programs, continuous professional development, and increased collaborative activities among teachers.

For teachers, the findings of this study may serve as a reflective reference to sustain discipline, responsibility, and loyalty in their professional roles, while simultaneously enhancing work enthusiasm to improve teaching effectiveness. Furthermore, future researchers are encouraged to expand this study by incorporating additional variables or alternative research approaches to further enrich the literature on teachers' work motivation in the field of education.

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