



## The Influence of Teachers' Work Motivation on Learning Quality in Public Senior High Schools in Magetan

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<http://dx.doi.org/10.18415/ijmmu.v13i2.7312>

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### Abstract

This study aims to analyze the influence of teachers' work motivation on the quality of learning at High Schools (SMAN) in Magetan. The study uses a quantitative approach with an explanatory survey design. The sample amounted to 163 teachers who were selected through proportional sampling techniques. Data was collected using a Likert scale questionnaire; Teachers' work motivation is measured through work motivation instruments, while learning quality is measured using instruments that refer to Teacher Performance Assessment (PKG) which includes aspects of planning, implementation, and learning assessment/evaluation. Data analysis was carried out by descriptive statistics, prerequisite tests (normality), and simple linear regression. The regression results showed that teachers' work motivation had a positive and significant effect on the quality of learning ( $B = 0.180$ ;  $\beta = 0.233$ ;  $t = 3.037$ ;  $\text{Sig.} = 0.003$ ), with the equation  $Y = 81.617 + 0.180X$ . These findings confirm that increased teachers' work motivation contributes to improving the quality of learning, although the magnitude of the influence is in the small-medium category.

**Keywords:** *Teacher Work Motivation; Quality of Learning; Public Senior High School*

### Introduction

The quality of learning is the main indicator of the success of the implementation of education in high school (SMA). Quality learning is not only characterized by the achievement of curriculum goals, but also by an active, meaningful, student-centered learning process, and able to develop students' cognitive, affective, and psychomotor aspects in a balanced manner (Fatmawati, 2021; Nurjadid et al., 2025). In the context of secondary education, the quality of learning has a strategic role in preparing students to face academic, social, and workplace challenges in the future (Amelia, 2023).

One of the internal factors that greatly determines the quality of learning is the teacher's motivation. Teachers as the main actors in the learning process have a central role in designing,

implementing, and evaluating learning in the classroom (Fatmawati, 2021; Sogen et al., 2025; Zulfatunnisa, 2022). High work motivation encourages teachers to show optimal performance, innovate in learning strategies, use varied media and methods, and conduct continuous reflection on their teaching practices. On the other hand, low teacher motivation can have an impact on monotonous learning, lack of creativity, and minimal student involvement.

Teachers' work motivation includes intrinsic and extrinsic motivations that affect teachers' seriousness in carrying out their professional duties. Intrinsic motivation is related to personal satisfaction, professional calling, and moral commitment to education, while extrinsic motivation includes factors of appreciation, work environment, school leadership, and welfare (Indrawan, 2025; Pratiwi & Idawati, 2019). The combination of these two types of motivation greatly determines the quality of learning planning, classroom management, teacher-student interaction, and assessment of learning outcomes.

In practice, there is still a variation in the quality of learning in public high schools, including in Magetan Regency. These differences can be seen from the implementation of learning methods, the use of educational technology, and the ability of teachers to create a conducive and intellectually challenging learning atmosphere. This condition indicates the existence of personal factors of teachers that affect the quality of learning, one of which is the level of work motivation.

Magetan Regency as one of the regions with diverse geographical and social characteristics faces its own challenges in improving the quality of secondary education. Differences in school conditions, teacher workload, and support for facilities and infrastructure have the potential to affect teachers' work motivation and ultimately have an impact on the quality of learning provided to students. Therefore, empirical studies that specifically examine the influence of teachers' work motivation on the quality of learning are important and relevant to be carried out.

Based on this description, this study aims to analyze the influence of teachers' work motivation on the quality of learning in public high schools in Magetan Regency. The results of this study are expected to make a theoretical contribution to the development of management studies and educational psychology, as well as become an empirical basis for school policy makers and local governments in formulating strategies to increase teachers' work motivation to realize quality and sustainable learning.

## **Method**

This study uses a quantitative approach with an explanatory survey design to analyze the influence of teachers' work motivation on the quality of learning in high schools in Magetan. A sample of 163 teachers was selected using proportional random sampling based on the distribution of teachers in each school. Work motivation and learning quality were measured using instruments developed by researchers. Data were analyzed using simple linear regression with the help of SPSS 25.

## **Results and Discussion**

The results of the research are from data collection based on the research that has been carried out. Data obtained in table 1:

	N	Min	Max	Mean	Std. Deviation
Teacher Motivation	163	70	106	80,98	7,397
Quality of Learning	163	80	106	96,21	5,728

The results of descriptive statistics showed that Teacher Motivation in 163 respondents had a score range of 70–106, with an average of 80.98 and a standard deviation of 7.397. These findings indicate that the level of teachers' work motivation is quite high with moderate score variations, so there are still differences in motivation between teachers. Meanwhile, Quality of Learning has a score range of 80–106, with an average of 96.21 and a standard deviation of 5.728, which shows that the quality of learning is in the high category and relatively more homogeneous than the teacher's work motivation. Overall, this description illustrates that the quality of learning tends to be stable among respondents, while teachers' work motivation shows a more varied distribution.

Table 2. Data Normality Test

	Kolmogorov-Smirnov <sup>a</sup>		
	Statistic	df	Sig.
Teacher Motivation	.129	163	.692

Based on the Kolmogorov–Smirnov normality test, the Teacher Motivation variable has a value of Sig. = 0.692 (df = 163) with a statistical value of 0.129. Because the significance value > 0.05, the Teacher Motivation data is normally distributed (there is no significant difference between the data distribution and the normal distribution). Thus, the normality assumptions for parametric analysis (e.g. linear regression) on this variable are met.

Table 3. Simple Regression Test

		Coefficients <sup>a</sup>		t	Sig.
		Unstandardized Coefficients	Standardized Coefficients		
Model		B	Std. Error	Beta	
1	(Constant)	81.617	4.827		16.909
	Teacher Motivation	.180	.059	.233	3.037

a. Dependent Variable: Quality of Learning

The results of the regression analysis showed that Teacher Motivation had a positive and significant effect on the Quality of Learning. The non-standardized regression coefficient showed a value of B = 0.180 (SE = 0.059), with t = 3.037 and p = 0.003, so that the increase in teachers' work motivation was followed by an improvement in learning quality.

The results of this study show that teachers' work motivation has a positive and significant effect on the quality of learning in high schools in Magetan Regency. This significance is reflected in the value of p = 0.003 on the regression coefficient, which indicates that increased teacher work motivation correlates with improved learning quality. These findings confirm that work motivation is a relevant psychological factor in explaining the variation in learning quality in secondary education units.

The results of this study are in line with the findings of Nurdadiyono et al., (2022) who reported that teachers' work motivation has a positive and significant effect on the quality of learning. For example, research in the context of vocational schools in Banyumas found that work motivation has a positive and significant influence on the quality of learning (reported to contribute around 24.3%). This alignment strengthens the argument that work motivation is one of the important determinants of learning quality at various school levels. These findings are also consistent with studies that emphasize that teacher motivation is a key factor in the development of learning quality, especially when schools face contextual challenges such as limited resources or organizational support (Tilga, 2025). Studies on rural schools in Indonesia confirm the importance of teacher motivation in encouraging dedication and innovation in

learning, as well as the need for training and professional development support to strengthen this motivation.

These findings are in line with the view that work motivation functions as a driving force that influences the intensity, perseverance, and quality of an individual's performance in carrying out their professional duties (Al Ghifari et al., 2025; Chrishartanto & Said, 2019; Sogen et al., 2025). In the context of teachers, high motivation tends to encourage more optimal efforts in learning planning, teaching strategy selection, classroom management, and evaluation and follow-up. Therefore, work motivation can be understood as an internal mechanism that strengthens the consistency of teachers' professional behavior, which is ultimately reflected in improving the quality of the learning process.

In addition, these findings are in line with Self-Determination Theory (SDT) which emphasizes that strong motivation, especially intrinsic motivation and internalized motivation will increase engagement, persistence, and the quality of individual efforts at work (Lestari et al., 2021; Seda, 2013). In the context of learning, teachers who have an intrinsic drive and personal meaning to their work are more likely to design meaningful learning, utilize a variety of strategies, and conduct continuous reflection and improvement. Thus, motivation affects not only the quantity of work, but also the quality of pedagogical actions.

The empirical relationship between work motivation and learning quality can also be explained through PKG-based learning quality indicators, which emphasize planning, implementation, and assessment aspects. Teachers with high motivation tend to be more disciplined in compiling teaching tools, more adaptive in managing learning, and more accountable in conducting assessments and reflections (Hidayat et al., 2025). Thus, work motivation not only plays a role in the affective aspect, but also has an impact on the quality of pedagogical actions that are structured and measured according to the PKG indicators.

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The practical implication of these findings is the need for a strategy to increase work motivation that is integrated with strengthening the school quality system. Interventions can be directed at strengthening performance-based awards, providing professional feedback, career development and competency development, and creating a work climate that supports collaboration and teachers' psychological well-being. However, to achieve a more substantial improvement in the quality of learning, motivational interventions should be combined with competency strengthening, constructive academic supervision, and the provision of learning resources.

The limitations of this research need to be examined. The survey design with perception data through questionnaires has the potential to give rise to respondents' subjectivity bias and has not fully captured the quality of learning observationally. Follow-up research is recommended to combine questionnaire instruments with classroom observation data, teaching tool documentation, or performance assessment based on PKG rubrics directly, as well as include mediator/moderator variables such as academic supervision, school climate, or pedagogic competence to obtain a more comprehensive explanatory model.

Overall, this study confirms that teachers' work motivation has a meaningful contribution in improving the quality of learning in high schools in Magetan Regency. These findings enrich the empirical evidence that strengthening the psychological aspects and work organization of teachers is relevant to the agenda of improving the quality of learning. With a policy and management approach to schools that place motivation as part of a continuous professional development system, improving the quality of learning can be achieved in a more targeted and sustainable manner.

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