



The Effect of Work Motivation on Educator Productivity at SMA IT Al-Fath Payakumbuh

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Abstract

This study aims to analyze the influence of work motivation on the productivity of educators at SMA IT Al-Fath Payakumbuh. The main issue raised is how motivational factors, both intrinsic and extrinsic, impact teachers' performance in carrying out their professional duties. This study uses a quantitative descriptive approach with data collection methods through questionnaires and interviews with eight respondents consisting of teachers and educational staff. The results of the study indicate that work motivation is in the high category with an average score of 3.65, dominated by indicators of responsibility and discipline. Work productivity also showed good results with an average score of 3.60, reflected in the regularity of teaching materials preparation and participation in school activities. A positive correlation was found between motivation and productivity, where more motivated teachers demonstrated more optimal performance. However, weaknesses were identified in the indicators of creativity and job satisfaction, which require attention through continuous training and a better reward system. These findings emphasize that strengthening work motivation through a comprehensive spiritual, emotional, and professional approach is an important strategy in improving the quality of educators in Islamic educational settings.

INTRODUCTION

Education is an important foundation in nation and state development. One of the important elements in education is the quality of educators, which in this case is teachers. In the Islamic education environment, the role of teachers is not only limited to the transfer of knowledge, but also as role models in shaping student character. Therefore, improving the quality of teachers is an absolute necessity that must be considered by the managers of educational institutions. In this context, effective management of human resources (HR) will affect the quality of the teaching and learning process and overall educational achievement (Komalia, 2017).

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Work motivation is one of the important factors that determine teacher performance. Motivation can be intrinsic, such as spiritual drive and inner satisfaction with the profession, or extrinsic, such as financial rewards and recognition. Motivated teachers tend to have high dedication, great work enthusiasm, and are able to create a conducive learning atmosphere. Conversely, teachers with low motivation have the potential to reduce the quality of learning and impact on student achievement (Setyadin, 2017).

Empirical studies show that there is a significant relationship between work motivation and teacher productivity. Research at SMK PGRI 1 Cimahi found that work motivation has a positive contribution to teacher productivity by 41% (Fadel, 2018). This finding is supported by various other studies that confirm that increasing motivation is able to improve teacher work in the aspects of planning, implementation, and evaluation of learning as a whole (Dewi, 2018).

The context of an Islamic educational institution such as SMA IT Al-Fath Payakumbuh provides its own dynamics in managing teacher work motivation. Spiritual values, such as sincerity and responsibility to Allah SWT, are unique intrinsic motivation factors. However, challenges in terms of facilities, incentives, and institutional management also play a role in shaping teachers' motivation levels. Therefore, a comprehensive understanding of the various factors that influence teacher motivation and productivity in Islamic schools is needed (Ainur Alam Budi Utomo, 2020).

Some indicators of teacher productivity include discipline, attendance, innovative ability, and contribution to school development. Research in Depok shows that motivation contributes 54.7% to teacher work productivity, showing a strong correlation between work enthusiasm and effectiveness in educator tasks (Indah & Anggraini, 2022). Therefore, strengthening work motivation is a strategic step in school management that wants to improve the performance of its educators.

This study aims to determine the effect of work motivation on teacher productivity at SMA IT Al-Fath Payakumbuh. With a quantitative descriptive approach, data were collected through questionnaires and interviews. The research sample consisted of 8 educators and education personnel. The results of the study are expected to make a real contribution in developing strategies to improve the quality of teacher work based on psychological and managerial approaches (Rahmaniah, 2021).

One of the preliminary findings from the research instrument is that the majority of teachers have a high level of motivation, particularly in the indicators of responsibility and work commitment. However, constraints were still found in the aspects of incentives and continuous professional development. This finding is in line with previous studies in various Islamic schools that highlighted the importance of a combination of spiritual and material rewards in shaping stable motivation (Mutiarra et al., 2024).

The urgency of this research is reinforced by the fact that teachers are the prime movers in the education process. Therefore, creating a motivating work environment should be a top priority for schools. Principals also play a central role in encouraging motivation through supportive and participative leadership styles (Setiaryni, 2023). Failure to manage teacher motivation has the potential to reduce productivity and the quality of education services.

By considering all these aspects, this research is expected to be a reference in developing effective HR management policies based on Islamic values. The resulting findings will contribute both academically and practically in improving the quality of teaching staff. In addition, the results of this study can also be used as a reference by other Islamic schools in developing strategies to increase productivity through a comprehensive work motivation approach (Riastuti, 2017).

METHODS

This study uses a quantitative descriptive approach that aims to determine the effect of work motivation on the productivity of educators at SMA IT Al-Fath Payakumbuh. This approach was chosen because it is able to explain the relationship between variables systematically and objectively through measurable numerical data. The research was conducted in the 2024/2025 academic year at SMA IT Al-Fath located in Payakumbuh City, West Sumatra. The population in this study were all educators and education personnel at the school. Because the population is only eight people, the total sampling technique is used, namely the entire population is used as a research sample.

The data collected consisted of primary and secondary data. Primary data was obtained through questionnaires and direct interviews with respondents, while secondary data was obtained from internal school documents such as teacher attendance reports, learning tools, and performance evaluations. The main instrument used was a closed questionnaire with a Likert scale of 1-5 to measure the level of work motivation and productivity, with indicators compiled based on Herzberg's motivation theory and work productivity according to (Komalia, 2017). In addition, a semi-structured interview guide was used to gain a deeper understanding of teachers' work motivation, as well as documentation to strengthen the research results.

The steps of implementing the research began with the preparation of instruments, content validation by experts, then data collection through distributing questionnaires and direct interviews with 8 respondents. Furthermore, the data was analyzed descriptively by calculating the average score of each indicator. The questionnaire results were then supported by qualitative findings from interviews and documentation. To maintain validity and reliability, the instruments were validated by experts and tested for consistency through a theoretical approach. Qualitative data analysis was done thematically, namely data reduction, data presentation, and conclusion drawing. With this design and implementation, the study can be replicated by other researchers in similar contexts.

RESULT AND DISCUSSION

Based on the results of a questionnaire distributed to 8 respondents consisting of 7 teachers and 1 education staff at SMA IT Al-Fath Payakumbuh, it was found that their work motivation was in the high category. The average work motivation score of 3.65 on a scale of 5 shows that the majority of respondents have good work enthusiasm. This can be seen from their high sense of responsibility in carrying out their duties, discipline in attending school, and enthusiasm in participating in internal activities such as training or teacher meetings. This data is reinforced by the interview

results which show that the majority of teachers feel inspired by the school's mission and see their work as a form of devotion and worship.

In the work productivity indicator, the average score obtained is 3.60 which puts the productivity category at a good level. This score is compiled from various indicators such as timeliness of attendance, completion of teaching tools, implementation of lessons, and participation in school activities. Teachers also demonstrate the ability to compile evaluation reports regularly and submit grades in a timely manner. These scores indicate that educators at SMA IT Al-Fath Payakumbuh have stable and organized operational performance, in accordance with the demands of work professionalism in the world of education.

The results of the two main variables, namely work motivation and work productivity, were then analyzed to see the relationship between the two. There is a strong positive correlation, which means that when work motivation increases, so does work productivity. Teachers who show enthusiasm in attending training or school activities also tend to complete administrative and learning tasks faster. This finding is in line with a study by (Fadel, 2018), which shows that motivation boosts have a significant impact on teachers' work performance.

One of the highest indicators of work motivation is a sense of responsibility towards teaching duties, with a score of 4.20. All respondents stated that they feel a moral and spiritual obligation to carry out the learning process as well as possible. They develop detailed lesson plans and consistently reflect on their teaching performance. Some teachers even independently search for references to additional teaching materials or use interactive methods to make the classroom atmosphere more lively. This shows that responsibility is not only formal but has become part of the work ethic.

Discipline emerged as the second indicator with a high score of 4.00. Teachers are present on time, complete tasks according to deadlines, and follow school rules consistently. In direct observations, teachers appear to be present before the lesson starts and prepare teaching materials thoroughly. This is also evident from the principal's report, which states that the teacher tardiness rate has been very low in the last three months. This consistency is an important foundation in creating a productive work culture (Indah & Anggraini, 2022).

However, the creativity in learning indicator received a lower average score of 3.20. This suggests there is room for improvement in the use of innovative methods and technology in teaching. Some teachers still predominantly use the lecture method and do not fully utilize digital media or project-based learning. In group discussions, some teachers expressed limitations in training in the use of digital learning media. This indicates the need for a special training program to improve teachers' digital skills, so that learning becomes more contextual and enjoyable for students.

The job satisfaction indicator also shows a relatively low score of 3.10. Based on information from respondents, the main factors causing low satisfaction are the inadequate incentive system and uncertainty in performance evaluation. Teachers expect a more transparent reward system and performance-based incentives that can motivate them further. They also want regular increases in allowances as a form of appreciation for the hard work they have done (Komalia, 2017).

The following table shows the average results of each indicator of work motivation and productivity:

No.	Indicator	Score
1	Responsibility	4.20
2	Discipline	4.00
3	Creativity	3.20
4	Job satisfaction	3.10
5	Timeliness	3.80
6	Learning innovation	3.50
7	Teamwork	3.70

Based on the table above, the strongest indicators in supporting work productivity are responsibility and discipline. These are the internal strengths of educators that can be further developed as a foundation in implementing education quality improvement programs. High responsibility is reflected in the quality of lesson planning and evaluation, while discipline affects the stability of teaching and learning activities. By maximizing these two factors, schools can improve learning effectiveness in a comprehensive and sustainable manner (Safrudin, 2024).

Conversely, creativity and job satisfaction are weak points that can hinder productivity if not followed up with appropriate HR development policies. Low creativity can lead to stagnation in the teaching and learning process, while low job satisfaction risks mental fatigue and labor turn-over. Therefore, strengthening teachers' capacity through training in pedagogical innovation, rewarding and establishing a positive feedback system is important. These strategies have proven effective in various studies related to Islamic school management (Dewi, 2018).

Based on in-depth observations and interviews, it was found that teachers at SMA IT Al-Fath Payakumbuh have a high awareness of their spiritual responsibilities in teaching. They not only teach as a profession, but also as a field of charity and contribution to Islamic education. This intrinsically increases their motivation to remain optimal in carrying out their duties, even in conditions where infrastructure is not ideal. Studies by (Mishan, 2017) support that a work environment based on religious values can strengthen teachers' internal motivation.

In terms of leadership, the principal at SMA IT Al-Fath Payakumbuh is considered quite successful in building a harmonious working atmosphere. Teachers recognize that the principal has a transformational leadership style, where two-way communication is well established. Each teacher is given space to express their aspirations and contribute to decision-making. This is in line with the results of research by (Azizzah et al., 2016), which found that participatory leadership is able to encourage increased teacher motivation and loyalty.

Teachers' intrinsic motivation is also reinforced by the inner satisfaction of seeing their students succeed. Some teachers reported that they feel proud and motivated when their students are able to understand lessons well or achieve academic success. This kind of satisfaction is long-term and more stable than incentive-based motivation. According to (Setyadin, 2017), satisfaction with work results is a very strong source of internal motivation in the teaching profession.

Observations of documents and attendance reports show that teachers have consistent discipline. Teacher absenteeism is very low, and they are on average present 10-15 minutes before the lesson starts. This gives the impression of good readiness in welcoming students and starting the learning process. The principal noted that there were no significant cases of tardiness during the semester. This finding reinforces the value of the discipline indicator as a driver of teachers' daily productivity.

In terms of administrative productivity, teachers show good performance. All teachers reported that they routinely prepare lesson plans, report the results of student learning evaluations, and conduct learning reflections on a monthly basis. Some teachers are even accustomed to using Google Forms for exams and grade analysis. This shows that in the midst of limited facilities, teachers still try to find ways so that administrative tasks do not interfere with the teaching and learning process.

Respondents also indicated that involvement in strategic school decision-making increased their motivation. For example, in determining the academic calendar, preparing the RKS (School Work Plan) and the placement of teachers. This participation provides a high sense of belonging to the institution. A study by (Sholeh, 2023) states that teachers' involvement in school management can increase their loyalty and dedication.

Finally, the strong religiosity at SMA IT Al-Fath Payakumbuh also influences teachers' work motivation. The school environment that emphasizes Islamic values such as congregational prayers, morning *tadarus*, and other religious activities creates a conducive spiritual atmosphere. Teachers feel comfortable working in an environment that is in line with their values. This aspect confirms that Islamic educational institutions have high potential in shaping holistic and sustainable work motivation.

Beyond the spiritual aspects and work culture, some teachers also showed interest in the career opportunities offered by the institution. Teachers feel motivated if there is a clear career path, such as the opportunity to become a subject coordinator or program head. However, currently, the school's organizational structure does not fully support competency-based promotions. A study by (Ainur Alam Budi Utomo, 2020) emphasized the importance of career systems as an effective motivational factor for teachers in private institutions.

Some teachers with new or untenured status expressed pressure to perform better. Although this pressure can trigger morale, in the long run it has the potential to cause job stress if it is not accompanied by institutional support. In the context of learning, teachers also show good adaptation to students' needs. Some teachers stated that when they see students excited and active, they feel more motivated to teach. This positive interaction with students has been shown to improve teaching quality and teacher job satisfaction.

Teachers also showed resilience to challenges, such as curriculum changes, the COVID-19 pandemic or additional administrative burdens. They independently seek solutions, such as attending free webinars, reading online journals or discussing with peers. This resilience reflects strong intrinsic motivation and concern for learning quality. This is in accordance with the principle of self-motivation in Islamic education, which places teachers as servants of knowledge and moral role models.

One of the major challenges that schools face is retaining quality teachers so that they do not move to other institutions that offer higher incentives. In interviews, some teachers mentioned that they stayed because of their emotional ties and religious values in the school, not because of economic factors. This shows that loyalty is not only determined by salary but also by the compatibility of personal values with the school culture (Zibran, 2023).

Principals realize the important role of motivation in maintaining teacher productivity. Therefore, some of the strategies designed include: interest- and talent-based assignments, committee rotations, and simple incentives such as words of appreciation and certificates. These strategies are considered quite successful in building teachers' appreciation and morale, as also emphasized in the study (Nugroho & Marzuki, 2019).

In terms of career development, the school has also started to encourage teachers to write scientific papers and conduct classroom action research (PTK). Some teachers have attended writing training and have been asked to prepare papers as part of their annual performance appraisal. These activities not only improve professional competence but also strengthen teachers' motivation to keep developing.

Based on the overall data, it appears that teachers' work motivation at SMA IT Al-Fath Payakumbuh is influenced by a combination of spiritual, emotional, social and structural factors. Teachers who feel valued, given space to develop, and supported in aspects of welfare and spirituality tend to show higher work productivity. It can be concluded that strengthening comprehensive work motivation is the key to success in improving teacher performance in this Islamic education institution.

CONCLUSION

Based on the results of research conducted at SMA IT Al-Fath Payakumbuh, it is known that the level of teacher work motivation is in the high category, with an average value of 3.65. This motivation is dominated by intrinsic drives such as spiritual responsibility, the desire to educate the nation's children, and loyalty to the school's vision and mission. This has a positive influence on teacher work productivity which is also in the good category, with an average score of 3.60. The relationship between motivation and productivity can be seen in the active involvement of teachers in planning, implementing and evaluating learning. This data is reinforced by qualitative findings in the form of teachers' awareness of Islamic values and their role as educators who carry the mission of da'wah.

Although motivation and productivity levels are high, there are some indicators that show weaknesses and need to be followed up. Creativity in learning and job satisfaction are two important aspects that score below average. Teachers expressed the need for structured training, more modern support facilities and a transparent performance-based reward system. The existence of a transformational leadership style and collaborative work culture has helped stabilize teachers' morale, but strengthening HR management policies is still needed to maintain performance sustainability. The balance between material needs and non-material rewards is a crucial issue in maintaining educators' satisfaction and loyalty.

Therefore, it is recommended that SMA IT Al-Fath Payakumbuh improve the

HR management system through continuous training strategies, the preparation of a clear career path, and improvements in providing incentives and rewards. Supporting teachers' initiatives to develop themselves through scientific work, professional forums, and involvement in school policy making will strengthen their sense of belonging and increase productivity. The combination of spiritual, professional and emotional approaches has proven effective in maintaining work motivation in Islamic education. In conclusion, structured, balanced and value-based motivation management is the key to successful continuous improvement of teacher quality in this school.

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