

School Culture in Fostering Teachers' Work Motivation

Imawati¹, Ika Maryani¹, Muhammad Zuhaery¹

¹Ahmad Dahlan University, Yogyakarta, Indonesia

Corresponding author e-mail: Imawati2308046066@webmail.uad.ac.id

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Abstract: School culture is crucial in creating a supportive work environment, which directly affects teacher motivation. Teacher motivation, as a key element in the education system, has a significant impact on the effectiveness of teaching and the quality of student learning outcomes. This study analyzes how indicators of organizational culture in schools, such as innovation, attention to detail, outcome orientation, individual orientation, and team orientation, affect teacher motivation. Using a qualitative approach through case studies, data were collected through semi-structured interviews and focus group discussions. The results showed that a culture that encourages innovation and measured risk-taking has a positive impact on teacher motivation. A culture that emphasizes attention to detail encourages a focus on teaching quality. In addition, a result-oriented culture motivates teachers by aligning their efforts with clear achievement goals. The study also revealed that a culture that supports individual development and professional growth significantly increases teacher motivation. Another important factor is effective leadership, which plays a vital role in fostering a positive and collaborative work atmosphere.

Keywords: organizational culture, school, work motivation, teachers

A. Introduction

Low teacher motivation in Indonesia represents a complex and multifaceted issue, shaped by interrelated structural and psychological factors (Suncaka, 2023). One of the primary causes lies in inadequate levels of teacher welfare, particularly among honorary and private school teachers, many of whom still earn below the regional minimum wage (Amanah et al., 2022). This condition directly impacts job satisfaction and diminishes enthusiasm for fulfilling professional responsibilities.

Additionally, unsupportive work environments characterised by limited educational facilities, excessive workloads, and insufficient institutional support further exacerbate the issue (Satria et al., 2025). A lack of societal and governmental recognition for the teaching profession, along with restricted access to professional development programmes and competency-based training, also plays a significant role in weakening teacher morale (Hutasuhut et al., 2025). Inefficient bureaucratic systems, particularly in recruitment and teacher distribution, coupled with the demands of constantly evolving curricula, present further challenges that contribute to declining teacher motivation (Andina & Arifa, 2018).

The consequences of low teacher motivation are profound, affecting both the process and outcomes of education (Mubarok & Sutiyono, 2024). Unmotivated teachers tend to lack enthusiasm in the classroom, fail to adopt innovative teaching methods, and often exhibit low accountability in executing their duties (Burić & Moè, 2020). This inevitably leads to diminished student performance, as ineffective instruction impairs students' ability to grasp and engage with the material. Over time, this condition undermines the overall quality of education and may widen the disparities in educational standards across different regions and schools (Candrasa & Cen, 2023). Therefore, it is essential to design systemic strategies aimed at enhancing teacher motivation, including improvements to

welfare, the provision of supportive work environments, the reinforcement of professional recognition, and the continuous development of professional competencies.

Addressing the issue of low teacher motivation requires proactive and sustained efforts from educational institutions through strategic approaches (Rezai et al., 2025). Providing fair compensation, adequate facilities, and a comfortable working atmosphere contributes significantly to a sense of security and job satisfaction. A sense of belonging and collective enthusiasm can be fostered by involving teachers in school activities, including programme planning and collaborative evaluation processes (R. Sari et al., 2024). Equitable treatment both in terms of recognition and in participatory decision-making cultivates trust and a sense of appreciation. These efforts not only enhance performance but also strengthen teachers' commitment to their professional role.

This condition underscores that efforts to improve motivation must be embedded within the framework of school culture, which emerges through the interaction of shared values, norms, and beliefs (Suskawationo et al., 2021). School culture reflects a system of meaning shared among members of an educational organisation, shaping patterns of behaviour, habitual practices, and the overall atmosphere experienced in daily activities (Nurlina et al., 2022). Understanding these shared values, behavioural standards, and organisational climate serves as the foundation for directing the actions and attitudes of individuals. A strong and positive culture creates an environment conducive to the development of teacher motivation, thereby contributing to the achievement of broader educational goals.

Organisational culture is defined as a set of basic assumptions, norms, values, and shared behaviours that are transmitted to new members (Bogale & Debela, 2024). It encompasses a shared system of meanings held by members, distinguished by values, behaviours,

customs, attitudes, and beliefs (Carvalho et al., 2023). According to Robbins and Judge (2024), organisational culture is the collective meaning system that distinguishes one organisation from another, guiding members through a shared framework of values, beliefs, and norms.

Good, as cited in Umyati et al. (2019), explains that school culture is a complex network of interactions among actors within the school, manifested in traditions and rituals shared by teachers, students, parents, and administrators, designed to address challenges and achieve common objectives. Luthans, as cited in D. M. Sari et al. (2022), further elaborates that school culture involves the shared understanding of essential organisational values and norms that direct member behaviour. Key dimensions of school culture include observable behavioural patterns, work norms and standards, core shared values, governing rules, and the organisational climate as perceived by members.

Previous studies have demonstrated a positive correlation between school culture and teacher motivation. Stiawati and Maisaroh (2022) found that the values, norms, and rules that shape school culture contribute to a supportive working environment that fosters teacher commitment and enthusiasm. Similarly, Murni and Sulasmi (2021) reported that school culture, in conjunction with principal leadership, significantly enhances teacher motivation. Furthermore, Wahyuni et al. (2023) identified that school culture alone accounts for 63% of the variance in teacher motivation based on their regression analysis. These studies, while valuable, adopted predominantly quantitative approaches, focusing on statistical relationships and offering macro-level insights into the influence of school culture.

However, these studies have not sufficiently explored how specific dimensions of school culture such as innovation and risk-taking, attention to detail, results orientation, people orientation, and

ownership orientation are subjectively experienced by teachers and how they influence motivation. The general and quantitative nature of prior research limits understanding of the lived, contextual realities within the school environment. Addressing this gap, the present study employs a qualitative approach to gain an in-depth understanding of how these cultural indicators are internalised and interpreted by teachers in their professional practice. This inquiry is intended not only to enrich the theoretical discourse on school culture but also to provide practical insights for fostering an empowering and transformative organisational culture.

In response to the identified research gap, this study aims to analyse the implementation of key indicators of organisational culture in schools namely, innovation and risk-taking, attention to detail, results orientation, people orientation, and team orientation and to examine how these aspects influence teacher motivation. By applying a qualitative methodology that foregrounds teachers' perspectives and lived experiences, the study seeks to contribute both conceptually to the literature on school culture and practically to the development of strategic interventions that sustain teacher motivation in a meaningful and enduring manner.

B. Methods

This study employed a qualitative approach through interviews. This method was selected to systematically and measurably explore the influence of school culture on teacher motivation. The sample consisted of two teachers from a lower secondary school (junior high school). The findings of this analysis are expected to offer insight into the extent to which school culture contributes to shaping teacher motivation.

Data collection was conducted using semi-structured interviews designed to explore the key factors in the implementation of

organisational culture within schools that influence the enhancement of teacher motivation. The data gathered were categorised according to the organisational culture indicators proposed by Robbins and Judge (as cited in Oupen & Yudana, 2020), namely: innovation and risk-taking, attention to detail, results orientation, people orientation, and team orientation.

The focus of this research lies in examining the relationship between school culture and teachers' willingness to engage in their professional duties. The primary objective is to understand how elements of school culture such as shared values, institutional policies, daily practices, and overall workplace atmosphere influence teachers' motivation to perform their roles.

The participants of this study were teachers working at a junior high school. They were selected as respondents to provide insights into their perceptions of school culture and their intrinsic drive to fulfil the tasks and responsibilities assigned to them. Research on this topic may also be conducted by selecting specific educational levels such as primary, junior secondary, or senior secondary or by considering additional variables such as years of service or professional position.

C. Results and Discussion

The organisational culture indicators applied in this study are categorised into five main themes: innovation and risk-taking, attention to detail, results orientation, people orientation, and team orientation. Based on the analysis of the collected data, the following findings were obtained:

Innovation and Risk-Taking

The findings indicate that the school culture indicator of innovation and risk-taking is reflected in teachers' ability to integrate

technology into the teaching and learning process. Teachers are expected to continually innovate in developing instructional methods that align with student needs and contemporary educational demands. The use of modern technologies opens substantial opportunities for innovation, particularly in delivering content more interactively and accessibly. This is illustrated by the statement of Participant 1: "In my opinion, technology offers many opportunities for innovation in teaching methods. For example, I use online learning platforms such as Google Classroom and Edmodo to provide materials and assignments interactively. Additionally, with tools like Canva, I can create engaging presentations and infographics to explain complex concepts."

The integration of technology not only enhances instructional delivery but also fosters a collaborative and engaging learning environment. Teachers reported that technology supports their ability to monitor and assess student understanding in real time, as noted by Participant 2: "For me, technology helps create a more collaborative and engaging learning experience. It not only increases student enthusiasm but also allows me to evaluate their understanding in real time."

Furthermore, continuous innovation presents both challenges and opportunities for teachers to develop their creativity in the classroom. This dynamic significantly influences teacher motivation, particularly when institutional support allows for experimentation and innovation. Participant 3 explained: "Technology enables us to meet the diverse learning needs of students. With the data generated from using technology, I can analyse student progress and adjust my teaching strategies accordingly. Technology truly provides the flexibility to try things that were previously not possible." Participant 3 also added: "I feel that the encouragement to innovate gives me space to experiment and express creativity. When the school provides support, such as training or recognition for successful innovation, I feel valued and

more motivated to continue improving. Innovation also creates opportunities to collaborate with other teachers, share ideas, and develop new strategies that can be implemented in the classroom. This not only increases my enthusiasm but also enriches students' learning experiences."

In conclusion, the findings suggest that a school culture which encourages innovation and risk-taking contributes directly to enhancing teacher motivation. Consistent institutional support emerges as a crucial factor in creating a healthy and productive environment for professional growth and pedagogical experimentation.

Attention to Detail

The findings reveal that attention to detail, as a component of school culture, plays a significant role in shaping a professional and responsible work ethic among teachers. This cultural element encourages educators to place serious emphasis on the quality of each aspect of the teaching process, from lesson planning and instructional methods to implementation and evaluation. Rather than focusing solely on end results, teachers ensure that every step aligns with the intended learning objectives. As expressed by Participant 2: "I apply attention to detail by mapping students' needs before designing the materials. I adapt the content based on students' abilities so that all students can follow along effectively. In terms of teaching methods, I always make sure that each step I take is relevant to the learning goals."

A strong commitment to precision is also evident in teachers' habits of drafting lesson plans in a structured and systematic manner. Participant 1 stated: "In preparing materials, I always ensure that every detail is arranged neatly." Furthermore, this participant highlighted the motivational impact of being recognised for diligence and precision: "Recognition for accuracy and attention to

detail is very motivating because I feel that my efforts in designing lesson plans are appreciated,” and “In my opinion, informal recognition such as a thank-you or being acknowledged in front of colleagues is highly effective. When the principal or colleagues appreciate my work during meetings or school events, I feel valued and more motivated.”

These findings suggest that both formal and informal forms of recognition significantly influence teacher motivation, especially when grounded in objective performance assessments. As emphasised by Participant 3: “...the recognition was based on objective performance.” In sum, attention to detail not only enhances the quality of instructional delivery but also serves as a key foundation for fostering a motivating and professionally supportive work environment for teachers.

Results Orientation

The findings indicate that results orientation has a significant impact on teacher motivation. A strong focus on achieving clear and measurable outcomes drives teachers to design instructional strategies that are not only effective but also responsive to the individual needs of students. Teachers prioritise student learning outcomes, beginning with a deep understanding of the challenges each student faces. As noted by Participant 2: “For me, focusing on student outcomes begins with understanding their individual needs and challenges. This way, I can provide early interventions for students who need additional support, ensuring they stay on track to meet the learning objectives.”

A commitment to results also encourages teachers to actively involve students in the learning process and to establish constructive communication with parents to foster synergy between home and school environments. Participant 3 shared: “I always prioritise student outcomes by involving them in the

learning process. I use strategies such as project-based learning, where Students complete real-life tasks related to the lesson content. This not only enhances their engagement but also allows me to evaluate their achievement more holistically. Additionally, I make efforts to maintain good communication with parents to ensure they support the learning process at home.”

Teachers’ efforts to achieve optimal learning outcomes are positively correlated with appropriate forms of recognition from the school. Acknowledgement of teachers’ dedication and success in advancing student performance has been shown to enhance their motivation to innovate further in designing instructional approaches. Participant 2 affirmed this: “It also makes me more enthusiastic about trying new, more detailed approaches, such as integrating technology into lesson planning,” and further added, “I am more inspired by formal recognition, such as a promotion or a certificate. It provides official acknowledgment of my hard work and serves as concrete evidence of my contribution to the school.”

In conclusion, results orientation not only reinforces the direction and focus of teaching practices but also emerges as a key factor in cultivating teacher motivation, encouraging continuous professional development and optimal performance.

People Orientation

The findings indicate that people orientation within school culture is reflected in the attention given to teacher development, well-being, and individual aspirations. This focus not only aims to address teachers’ professional needs but also serves as a key factor in fostering sustainable work motivation. School support for enhancing teacher competence whether through formal education or non-formal training stands as a tangible expression of this orientation. As noted by Participant 3: My school provides opportunities to pursue further education by supporting teachers

who wish to enrol in postgraduate programmes. In addition, the school frequently organises internal workshops featuring expert speakers in the field of education. Such programmes not only help me update my knowledge but also motivate me to continue learning and improving my skills.

Competence development is also realised through mentoring programmes, especially for newly appointed teachers. Collaboration between senior and junior teachers creates a conducive learning ecosystem for knowledge and experience sharing. Participant 2 explained: At my school, support for continuous learning is offered through a mentoring programme. Senior teachers assist those of us who are newer in developing teaching methods and sharing their experiences. Moreover, the school provides access to learning resources such as academic journals and e-learning platforms. This greatly facilitates my ongoing learning and skill development without having to leave the work environment.

Beyond individual initiatives, people orientation is also evident in the collaborative spaces created by the school to encourage the exchange of ideas among teachers. A work environment that actively promotes collaboration contributes to building intrinsic motivation for continuous growth. This was highlighted by Participant 3: The school provides space for collaboration among teachers. For example, regular meetings are held to share teaching experiences and new ideas. This environment keeps me motivated to learn from my colleagues.

In summary, people orientation within school culture goes beyond administrative concerns for welfare; it cultivates an atmosphere that encourages personal growth, active engagement, and ongoing collaboration essential elements in enhancing the quality of teaching and professional fulfilment.

Team Orientation

The findings indicate that team orientation within the school environment plays a vital role in enhancing teacher motivation by fostering a positive, collaborative, and supportive workplace culture. The role of the principal as a leader is crucial in establishing a healthy and productive team-based work dynamic. Principals not only facilitate collaborative meetings but also define shared goals and ensure the availability of necessary resources to help teams achieve them. As Participant 1 stated: The principal plays a crucial role in building teamwork at our school. They regularly organise collaborative meetings where all teachers can share ideas and experiences. Moreover, the principal ensures that each team has clear objectives and provides the resources needed to achieve them. This helps us feel more organised and motivated to work together toward the best outcomes.

Inclusive leadership that values the input and aspirations of all team members also fosters a sense of recognition and belonging, thereby strengthening collective morale. As noted by Participant 3: Our principal plays a major role in ensuring that teamwork functions effectively. They often act as a mediator when conflicts arise between team members, allowing issues to be resolved fairly. The principal also leads by example through inclusive leadership, where every team member feels heard. This makes us feel appreciated and more motivated to work together toward common goals.

Teamwork serves as a strategic space for teachers to compensate for individual weaknesses and enrich instructional practices through idea exchange and collaborative problem-solving. Collaboration among teachers and support staff enables the development of more innovative and contextually relevant teaching methods. Participant 1 observed: "I see collaboration among teachers and staff as a key factor in improving learning outcomes.

Within teams, we can share ideas and proven teaching strategies. For example, when discussing how to teach difficult topics, insights from other teachers often offer new perspectives that are extremely helpful. Through collaboration, we can also design more integrated and effective learning approaches for students.

Similarly, Participant 2 added: Team collaboration allows us to overcome individual limitations with shared strengths. For instance, I worked with another teacher to develop a cross-disciplinary project involving mathematics and science. The students became more engaged because the content felt relevant and interesting. Moreover, collaborating with staff such as librarians or IT personnel helped us make the most of school resources to support learning.

These findings affirm that team orientation is not merely about fostering camaraderie but also makes a tangible contribution to increasing teacher motivation and improving the overall effectiveness of the teaching and learning process. Organisational Culture Indicators Affecting Teacher Motivation



Discussion

This study explores the organisational culture indicators within schools that contribute to shaping teacher motivation, which in turn significantly influences their performance and the overall quality of learning outcomes. According to Widianingsih et al. (2023), employee performance is influenced by habitual practices within an organisation that, when maintained over time, evolve into organisational culture. A strong organisational culture enhances motivation by fostering a sense of ownership and commitment to institutional goals (Maseko, 2017). Within this context, the present study examined five key indicators: innovation and risk-taking, attention to detail, results orientation, people orientation, and team orientation.

Findings indicate that innovation and risk-taking are essential components in motivating teachers, especially in adapting to and integrating modern technology into instructional practices. The use

of digital tools opens up new possibilities for creating engaging, student-centred learning environments and enables teachers to monitor student understanding in real time. Teachers who are encouraged to innovate particularly when supported through professional development and institutional recognition report higher levels of motivation and creativity. As Shabtay et al. (2019) note, teachers working in innovation-oriented environments are more likely to transform their pedagogical practices.

Similarly, Fidan and Oztürk (2015) found that school environments that support risk-taking and novel ideas positively impact intrinsic teacher motivation. Henriksen et al. (2021) also assert that organisational cultures that promote risk-taking and tolerate failure foster greater self-confidence and motivation among teachers. Collectively, these findings confirm that schools fostering innovation and experimentation provide the psychological space for teachers to explore new methods, collaborate, and enhance student learning experiences factors that significantly strengthen teacher dedication and professional performance.

Equally important is the role of attention to detail. Teachers operating within a culture that emphasises precision are more likely to focus on the quality of each stage of instruction from planning and content delivery to assessment. They do not merely concentrate on outcomes but ensure that each instructional process aligns with established learning objectives and addresses the needs of diverse learners. A detail-oriented culture enhances teacher performance by promoting thoroughness and professional discipline. Mardhani et al. (2023) argue that such cultural emphasis in school management and evaluation creates an environment that fosters professionalism. Ujiarto et al. (2017) and Siahaan et al. (2022) similarly highlight that a culture committed to detail contributes to both higher motivation and stronger instructional quality. When embedded in daily practice, attention to detail helps

establish a structured, supportive environment that cultivates not only teacher performance but also job satisfaction.

Results orientation emerged as another influential factor, as it directs teachers to focus on achieving clearly defined and measurable learning targets. Teachers prioritise student achievement by identifying individual needs and challenges early, implementing appropriate interventions, and designing targeted strategies such as project-based learning. This results-oriented approach not only enhances student engagement but also encourages parental involvement, creating a more holistic support system. Recognition whether in formal forms such as promotions and certificates or informal appreciation further reinforces teacher motivation. As Rivai et al. (2019) observe, organisational cultures that emphasise achievement goals improve teacher motivation and drive performance. Rofifah et al. (2021) similarly found that goal-oriented cultures positively influence teacher commitment and enthusiasm. According to Uçar and İpek (2019), environments where result attainment is prioritised shape teachers' perceptions of organisational purpose and increase their dedication to instructional responsibilities. The data demonstrate that results orientation, when aligned with institutional support and learning objectives, contributes significantly to teacher motivation and instructional effectiveness.

People orientation within school culture is reflected in the institutional focus on individual well-being, professional needs, and aspirational growth. The findings suggest that such a focus must be operationalised through capacity-building initiatives ranging from formal education support (e.g., postgraduate programmes) to non-formal activities such as internal workshops and peer mentoring. These programmes offer teachers both motivation and opportunity to improve their competencies.

Continuous learning is further supported through access to academic journals and digital learning platforms, which enhance teacher skill development without disrupting their teaching roles. In addition, collaborative forums, where teachers regularly exchange ideas and experiences, foster a learning culture that is both empowering and motivational. Gherkenashvili and Machavariani (2024) note that organisational cultures attuned to personal needs improve motivation by creating a conducive work environment. Support structures like mentoring, training, and collaboration not only promote skill enhancement but also validate individual contributions. Lewis et al. (2023) highlight that structural support for collaboration among teachers significantly boosts motivation. Thus, a people-oriented culture encourages sustained professional growth, job satisfaction, and improved teaching quality through continuous development and institutional recognition.

Lastly, team orientation plays a central role in shaping a supportive work environment. The study reveals that effective leadership particularly from school principals is instrumental in cultivating a collaborative organisational culture. Principals support teamwork by facilitating meetings, clarifying team goals, ensuring resource availability, and mediating conflicts. Inclusive leadership that acknowledges the voices of all team members strengthens collective morale and deepens motivation. Within collaborative teams, teachers are able to compensate for individual weaknesses by leveraging collective strengths, thereby creating more effective and innovative instructional approaches.

Cross-disciplinary collaboration, such as joint project design, enhances the relevance of instructional content and boosts student engagement. Additionally, cooperation with non-teaching staff such as librarians and IT personnel enables schools to optimise available resources in support of instructional goals. Effective leadership is thus a critical enabler of collaborative culture. As Soim et al. (2022)

argue, leadership that promotes both professional and personal support creates the conditions necessary for teacher motivation and innovation. Thoonen et al. (2011) add that effective leadership and teacher motivation operate synergistically to enhance instructional practice. Yalçinkaya et al. (2021) similarly found that motivational leadership characterised by recognition, transparent communication, and constructive feedback fosters both intrinsic and extrinsic motivation. Teachers who feel valued and supported are more likely to perform their duties with enthusiasm, resilience, and commitment.

In summary, the findings demonstrate that each indicator of organisational culture when embedded meaningfully into school life plays a distinct and complementary role in influencing teacher motivation. Schools that nurture innovation, precision, achievement, personal growth, and collaboration cultivate not only effective teaching environments but also sustainable professional commitment. These elements are essential for elevating instructional quality and achieving educational goals in a rapidly changing learning landscape.

D. Conclusions

This study focused on analysing the implementation of organisational culture indicators within schools that contribute to enhancing teacher motivation. The findings reveal that a school culture which promotes innovation and risk-taking has a positive impact on teacher motivation. A culture that emphasises attention to detail encourages teachers to focus on the quality of every aspect of their instructional practice. The results also indicate that a results-oriented culture enhances motivation by aligning teaching efforts with clearly defined achievement targets. In terms of people orientation, an organisational culture that supports the development of teachers' potential and competencies proves effective in increasing motivation. Another influential factor

identified is effective leadership, which plays a crucial role in fostering a supportive and positive work environment conducive to professional growth and sustained motivation.

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