JURNAL ILMIAH MANAJEMEN BISNIS DAN INOVASI
UNIVERSITAS SAM RATULANGI (JMBI UNSRAT)

MOTIVATIONAL FACTORS OF EMPLOYEES IN THE EDUCATIONAL SECTOR IN SURABAYA CITY

Alexander Hiro Wibisono, Christina Whidya Utami
Universitas Ciputra

ARTICLE INFO

Corresponding author:

Alexander Hiro Wibisono
alexander.wibisono@ciputra.ac.id

Abstract. *This study explores the key factors motivating teachers in Surabaya City by distinguishing between internal and external dimensions of motivation. Using motivation theory as its foundation, the research seeks to identify the dominant drivers influencing teacher performance. Data were collected from 100 teachers across primary, junior high, and senior high schools through an online questionnaire, following a pre-survey using focus group discussions. Exploratory factor analysis revealed two main motivational factors: professional growth and recognition, and organizational support. Career advancement emerged as the strongest motivator, supported by training, incentives, and peer recognition, while adequate facilities and acknowledgment from school leaders also played a significant role. Overall, the study highlights the critical role of career development, recognition, and institutional support in strengthening teacher motivation, offering practical insights for education human resource management despite its geographic limitations.*

Abstrak. Studi ini mengeksplorasi faktor-faktor kunci yang memotivasi guru di Kota Surabaya dengan membedakan antara dimensi motivasi internal dan eksternal. Dengan menggunakan teori motivasi sebagai dasarnya, penelitian ini berupaya mengidentifikasi pendorong dominan yang memengaruhi kinerja guru. Data dikumpulkan dari 100 guru di sekolah dasar, sekolah menengah pertama, dan sekolah menengah atas melalui kuesioner daring, setelah survei pendahuluan menggunakan diskusi kelompok fokus. Analisis faktor eksplorasi mengungkapkan dua faktor motivasi utama: pertumbuhan dan pengakuan profesional, serta dukungan organisasi. Kemajuan karir muncul sebagai motivator terkuat, didukung oleh pelatihan, insentif, dan pengakuan rekan sejawat, sementara fasilitas yang memadai dan pengakuan dari pimpinan sekolah juga memainkan peran penting. Secara keseluruhan, studi ini menyoroti peran penting pengembangan karir, pengakuan, dan dukungan kelembagaan dalam memperkuat motivasi guru, menawarkan wawasan praktis untuk manajemen sumber daya manusia pendidikan meskipun memiliki keterbatasan geografis.

INTRODUCTION

The challenge for the workforce in Indonesia post-pandemic is to produce superior and highly competitive human resources (HR) (Supanji, 2021; Wibowo et al., 2023). Factors considered in high-quality HR include professionalism, productivity, competitiveness, and the ability to face global challenges (Leonard, 2016; Oktaviani et al., 2020; Riwukore et al., 2021). After the pandemic, Indonesia experienced a decline in the ratio of working individuals to the working-age population by the end of 2021, followed by an increase in 2022. However, in 2024, economic prospects are uncertain. Indonesia's Gross Domestic Product (GDP) growth is projected to decline due to several factors: 1. The presidential and legislative elections create political and economic uncertainty, affecting investment and consumer spending decisions. 2. Rising global food and energy prices leading to inflation. 3. An expected increase in the government budget deficit due to inflation and the elections. 4. The Indonesian rupiah is expected to weaken against the US dollar. 5. Labor shortages and high unemployment rates.

In addition to these factors, labor and human resources play a crucial role (Gibson, 2025; Mira et al., 2019). The availability of a large, young workforce can contribute to economic growth. However, the quality of human resources, determined by education levels and skills, significantly impacts productivity. In Indonesia, the unemployment rate reaches 4.82%, meaning 5 out of every 100 workers are unemployed (Badan Pusat Statistika, 2024). High unemployment negatively affects GDP by reducing income and purchasing power. Policies aimed at job creation, particularly in the manufacturing and service sectors, can help reduce unemployment and boost economic output.

HR quality significantly influences employee performance. Regression analysis conducted by Oktaviani et al. (2020) indicates a correlation between HR quality and employee performance. Employee performance is essential for businesses, as human resources are one of their most crucial elements, making continuous HR development necessary. To produce high-quality human resources that drive the economy, companies in the education sector must enhance their performance. The education sector plays a significant role in shaping competent human resources by providing quality education to produce capable intellectuals (Lucya & Anis, 2019; Rana et al., 2024).

Indonesia's education sector is responsible for developing the next generation to advance the country in politics, economy, health, and education (Laili, 2023; Rosidah et al., 2023; Super, 1980). Maintaining HR quality and employee performance in the education sector is a priority to ensure the next generation has the necessary capabilities and intellectual competence. Indonesia faces various infrastructure challenges, especially in education, including substandard facilities and limited internet access, which are common concerns among educators. Surabaya, the most populous city in East Java, according to the Central Statistics Agency (2024), was chosen as the research location. Given the background above, defining the motivational factors for employees in the education sector in Surabaya is necessary.

Mira et al. (2019) analyzed Maslow's theory in the Saudi Ports Authority, highlighting that meeting employee needs increases motivation and performance. HR practices such as recruitment, training, and rewards significantly impact job satisfaction and productivity (Kalleberg, 1996; Spector, 2022). Organizations implementing Maslow's framework experience gradual improvements in motivation and performance (Arquisola & Walid Ahlisa, 2019; Noltemeyer et al., 2021; Ray, 2016; Sadri & Bowen, 2011). Wedadjati & Helmi (2022) studied Herzberg's theory in PT PLN Punagaya, categorizing motivation into hygiene and intrinsic factors. Findings suggest that improving workplace conditions and recognition enhances employee motivation. Hayat Khan Tahir & M. Iraqi (2018) found that Theory X negatively affects retention and performance, while Theory Y fosters engagement. Maslow's

hierarchy had an insignificant impact on retention. Supportive leadership plays a crucial role in job satisfaction and productivity.

Mallah (2018) and Nurymbetov et al. (2022) explored teacher motivation, categorizing incentives into monetary, social, and vision-based rewards. The study emphasized both intrinsic and extrinsic motivation. Cabaron & Oco (2023) identified professional development, salary, recognition, and achievement as key motivational drivers for teachers. Oco et al. (2022) further emphasized workplace environment and social relationships as critical factors in sustaining motivation.

LITERATURE REVIEW

2.1. Motivation

Motivation is defined as a drive within an individual, shaped by both internal and external factors, to achieve specific goals and perform effectively within their environment (Bright, 2009). It plays a crucial role in encouraging individuals to carry out tasks effectively, aiming for optimal results. In the context of human resource management, motivation is a key component in enhancing employee performance. It should be considered a benchmark in maintaining the quality of human capital within an organization. In the workplace, employee motivation significantly influences performance and behavior. It is often necessary to foster motivation to increase employee effectiveness, which in turn contributes to overall organizational value. Factors such as the work environment, financial rewards, job security, and recognition have been shown to impact employee motivation levels significantly (Mahmood et al., 2023). While motivators may follow a similar hierarchy across individuals, their forms vary depending on the context. For example, even physiological needs the most basic survival needs, can manifest differently, such as in the form of salaries or commissions that allow employees to fulfill their basic needs (Ray, 2016). Motivation has been consistently proven to be a vital factor in driving employee performance, highlighting the need for strategic planning to motivate staff effectively. Well-structured motivation strategies can lead to higher productivity, and many managers are increasingly recognizing the importance of tailored, systematic approaches to fostering motivation within their teams, ultimately creating a work environment where employees are encouraged to perform at their best.

2.2. Motivation towards Work Performance

Mira et al. (2019) examined the application of Maslow's theory within the Saudi Ports Authority and found that fulfilling employee needs significantly impacts job satisfaction and performance, particularly in the cargo sector. The study aimed to validate the relevance of Maslow's hierarchy of needs by exploring the relationship between job satisfaction and human resource management (HRM) practices. Job satisfaction refers to how individuals feel about their work and the various factors that influence their attitudes toward it (Spector, 2022). In this context, HRM practices such as recruitment, training, performance evaluation, and reward systems play a crucial role in enhancing organizational knowledge and employee behavior (Kalleberg, 1996). High levels of job satisfaction are positively associated with employee commitment, loyalty, and engagement, while also reducing turnover, complaints, tardiness, and absenteeism. Strategic application of Maslow's theory allows organizations to design benefit packages tailored to employees' specific needs. Sadri and Bowen (2011) support this by demonstrating how motivation hierarchies have enabled companies to align benefit programs with individual employee needs, resulting in gradual increases in productivity, motivation, and overall performance. Thus, existing literature affirms that Maslow's motivational theory remains relevant and practical in positively influencing job satisfaction and employee performance, with effects corresponding to the levels within the needs hierarchy.

Cabaron and Oco (2023) found that professional development is the most significant motivational factor for teachers, serving as a key source of strength in their workplace. The study reported an average motivation score of 3.37, which was interpreted as a meaningful indicator of motivation in teachers' professional lives. According to their findings, the main motivational drivers include professional development, salary, recognition, and achievement, all of which contribute to teachers' sense of purpose and overall effectiveness. Among these, professional development was particularly emphasized for its role in helping teachers continuously update and improve their instructional skills. As a long-term, sustainable source of growth, professional development not only enhances teacher competency but also strengthens their motivation and resilience in the educational environment. This study employed a descriptive quantitative approach to evaluate employee satisfaction using Herzberg's Two-Factor Motivation Theory (Wedadjati & Helmi, 2022). Data were collected through questionnaires designed around Herzberg's framework, which distinguishes between hygiene factors and motivational factors. The sample included employees from various companies, representing approximately 80% of the total workforce of PT PLN Punagaya's partner organizations. The research focused on identifying key sources of employee motivation in relation to both hygiene and motivator factors. Based on the findings, recommendations were made to enhance employee motivation by addressing both categories of factors in alignment with Herzberg's theory.

2.3. Motivation on Employees in Education Sector

Hayat Khan Tahir and M. Iraqi (2018) analyzed the impact of motivational theories on employee retention and performance in a university setting. The application of Theory X showed a negative relationship with both retention and performance, while Theory Y demonstrated a positive correlation with these outcomes. In contrast, Maslow's hierarchy of needs revealed an insignificant negative relationship with retention and performance. The study emphasized the importance of supportive leadership and the fulfilment of employee needs in achieving better performance. Overall, the findings indicate that the Theory Y approach is more effective in enhancing employee retention and performance compared to Theory X and Maslow's theory.

A Focus Group Discussion (FGD) was conducted to explore teacher perceptions. The variables are presented in Table 1, followed by the source that supports the use of these variables to be examined.

Table 1. Table of Variables

Variables	Definition	Source
School Facilities	A conducive work environment with adequate facilities and support can motivate employees to complete tasks efficiently.	(Diamantidis & Chatzoglou, 2019; Mahmood et al., 2023; Nurymbetov et al., 2022)
Career Advancement Opportunities		
Teaching Comfort	When employees find satisfaction and enjoyment in their work, they are more likely to perform better.	(Kuswati, 2020; Mallah, 2018; Nurymbetov et al., 2022)
Job Suitability		
Pride in Students' Achievements		
Incentives		

Supervisor Recognition	Recognition of achievements and providing incentives can increase employee motivation, leading to improved performance.	(Kuswati, 2020; Nurymbetov et al., 2022)
Praise from Colleagues		
Student Interaction	Social interactions with coworkers and students can lead to an increase in a teacher's motivation	(Alvarez & Anderson-Ketchmark, 2011; Fadlun & Fatmawati, 2023; Robbins, 2006; Rosidah et al., 2023)
Closeness with Employees		
Conflict Resolution Ability in Schools		
Teacher Training Participation	The availability and support provided by the school have been known to provide an efficient and comfortable environment for teachers to perform better.	(Mallah, 2018; Nurymbetov et al., 2022)
Availability of Learning Materials		
Availability of Teaching Methodology Development Training		
Innovation and Technology in Education		

METHOD

This study employs a quantitative descriptive approach to develop a scientifically structured sensory test using factor analysis. Factor analysis identifies relationships between variables, reducing data complexity (Dugard et al., 2022; Ghozali, 2021). Exploratory Factor Analysis (EFA) assesses variable interactions, with eigenvalues and factor loadings determining significance (Cudeck, 2000; Tucker & MacCallum, 1997). This research will only use exploratory factor analysis since the purpose of this research is to identify the motivational factors.

The research is conducted in schools across Surabaya, from primary to high school, from November to December 2024. According to the 2024 Education Office database of Surabaya, the city has 30,771 teachers across formal and non-formal educational institutions. This study focuses on teachers from kindergarten, elementary, middle, and high schools, reducing the research population to 23,725 teachers. The study applies proportional random sampling using Slovin's formula with a 10% margin of error to determine a sample size of 100 teachers. Following the previous FGD, structured questionnaires were distributed via Google Forms. Responses were recorded using a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree).
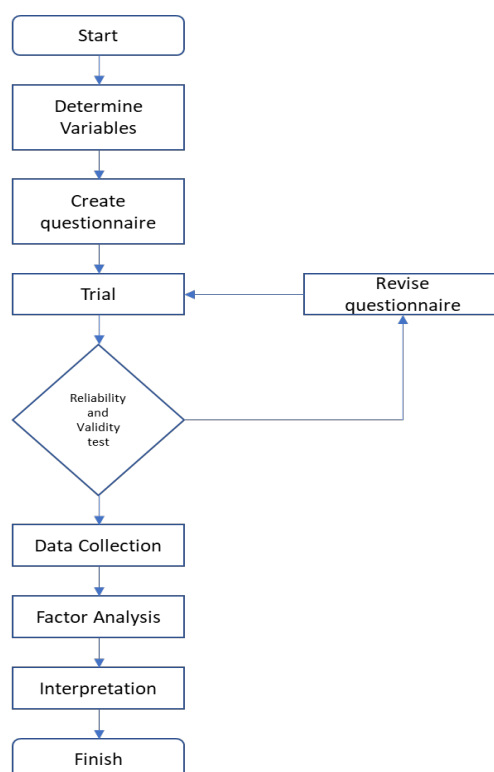
Figure 1. Research Diagram Flowchart

RESULT AND DISCUSSIONS

The initial dataset included 215 respondents, but 206 responses met the criteria after a validation process. The final sample consisted of 100 selected respondents based on response order. This data suggests that women dominate the teaching profession in Surabaya, reflecting broader trends in education, with 65% female respondents and 35% male respondents. The EFA was used to identify key motivational factors affecting teachers in Surabaya. SPSS 26 is used as the statistical tool for this research.

The validity and reliability test found that teaching comfort and interactions with students do not meet the minimum requirements of 0,196. This indicates that these indicators need to be removed as they are invalid. After the indicators have been reduced, the reliability test using Cronbach's Alpha shows that all the indicators surpass the minimum requirement of >0,7.

Table 2. Validity Test Table

Indicator	Description	R count	R Table	Note
i1	School Facilities	.624**	.196	Valid
i2	Career Advancement Opportunities	.684**	.196	Valid
i3	Teaching Comfort	.400**	.196	Valid
i4	Job Suitability	0,179	.196	Not Valid
i5	Pride in Students' Achievements	.394**	.196	Valid
i6	Incentives	.632**	.196	Valid
i7	Supervisor Recognition	.597**	.196	Valid
i8	Praise from Colleagues	.618**	.196	Valid
i9	Student Interaction	0,194	.196	Not Valid

i10	Closeness with Employees	.205*	.196	Valid
i11	Conflict Resolution Ability in Schools	.408**	.196	Valid
i12	Teacher Training Participation	.682**	.196	Valid
i13	Availability of Learning Materials	.596**	.196	Valid
i14	Availability of Teaching Methodology Development Training	.617**	.196	Valid
i15	Innovation and Technology in Education	.662**	.196	Valid

Source: Processed by SPSS (2024)

Table 3. Reliability Test Table

Indicator	Cronbach's Alpha
School Facilities (i1)	0,803
Career Advancement Opportunities (i2)	0,797
Teaching Comfort (i3)	0,816
Pride in Students' Achievements (i5)	0,819
Incentives (i6)	0,801
Supervisor Recognition (i7)	0,804
Praise from Colleagues (i8)	0,806
Closeness with Employees (i10)	0,830
Conflict Resolution Ability in Schools (i11)	0,818
Teacher Training Participation (i12)	0,796
Availability of Learning Materials (i13)	0,805
Availability of Teaching Methodology Development Training (i14)	0,804
Innovation and Technology in Education (i15)	0,798

Source: Processed by SPSS (2024)

The KMO-MSA initially showed that indicators 10 and 11 were below 0,5, which meant that these indicators had to be removed; this resulted in the KMO-MSA value being above 0,5. The Bartlett's test of sphericity shows it to be significant to 0,05. A total of 3 factors were formed based on the total variance table, which shows that only three factors have an eigenvalue above 1. Since this research aims to explore and identify new factors in the model, an oblique rotation was used to run the model. The result shows that factor 1 consists of four indicators, factor 2 consists of two indicators, and factor 3 consists of only one indicator. Since a factor needs more than one indicator to be considered a factor (Ghozali, 2021), factor three was removed entirely from the model, leaving factors one and two.

Based on Table 4, Indicator 1 (i1) has a communal variance of 0.707, indicating that approximately 70% of the variance in i1 is shared with other indicators. Indicator 14 (i14) shows the highest extraction value, approaching one, suggesting that the extracted factors can explain 95% of its variance. In contrast, Indicator 3 (i3) did not reach the threshold of 0.3 for both the initial and extracted values, indicating that other factors do not well explain it and is unlikely to be included in the factor solution.

Table 4. Communalities

Indicator	Initial	Extraction	Contribution to Factor Solution
i1	.707	.596	High
i2	.696	.663	High
i3	.260	.140	Low
i6	.573	.633	High
i7	.589	.720	High
i8	.484	.352	Adequate
i12	.452	.438	Adequate
i13	.521	.444	Adequate
i14	.667	.952	High
i15	.623	.755	High

Two main motivational factors were identified: The first was labelled "Professional Development & Recognition," which consists of Career advancement, Incentives, Praise from colleagues, and Training opportunities. The second factor is labelled "Support from Facilities & Supervisors," which consists of school infrastructure and supervisor recognition.

Table 5. Total Variance Table

Factor	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	3.973	39.727	39.727
2	1.617	16.169	55.896
3	1.137	11.368	67.265

Source: Processed by SPSS (2024)

School Facilities (i1) has a communal variance of 0.707, which indicates that around 70% of the variance of i1 is shared with other indicators. Indicator Job Suitability (i14) shows the highest extraction approaching one, indicating that the extracted factors can explain 95% of the variance of indicator 14. While Teaching Comfort (i3) does not reach 0.3 for the initial value and extraction, other factors do not explain the indicator well and are likely not included in the solution factor.

Table 6. Factor Solution

Indicator	Factor		
	1	2	3
Career Advancement Opportunities (i2)	**.856**	-.135	.002

Incentives (i6)	**.812**	-.057	-.051
Praise from Colleagues (i8)	**.607**	-.040	.001
Teacher Training Participation (i12)	**.566**	.191	.083
School Facilities (i1)	.060	**.746**	-.008
Supervisor Recognition (i7)	-.067	**.876**	.104
Availability of Teaching Methodology Development Training (i14)	.534	.342	**.703**

Source: Processed by SPSS (2024)

This study applies a pattern matrix with oblique rotation using the Oblimin method in SPSS to clarify which indicators belong to specific factors shown in Table 5. The analysis reveals that Factor 1 includes five indicators (i2, i6, i8, i12, i14) with factor loadings above 0.5, demonstrating stronger associations with this factor than others. Meanwhile, Factor 2 consists of only two indicators (i1 and i7). Indicator i14 is valid for both Factor 1 and Factor 3, but since Factor 3 contains only one indicator, it is considered irrelevant in the final model.

The researcher conducted a Cronbach's Alpha reliability test to determine the most significant indicators, assessing which indicators affected the model's reliability when removed. A reliability test using Cronbach's Alpha identifies career advancement opportunities (i2) as the most influential indicator in Factor 1. Further analysis indicates that teachers aged 30–39 are particularly driven by career growth as they seek job security and professional stability. Additionally, the findings highlight that female educators are more motivated when their schools offer structured career progression opportunities. These results suggest that schools implementing clear career development pathways can enhance teacher motivation and retention, ultimately improving overall job satisfaction and performance.

Table 7. Significant Indicators

Indicator	Cronbach's Alpha if Item Deleted
i2	0,718
i6	0,730
i8	0,773
i12	0,766

Factor 2 contains only two indicators, making the model less suitable to be classified as a robust factor solution. However, the strong correlation between the two indicators, as shown in Table 5.10, along with high communalities, suggests a good model fit, allowing the factor to be considered relevant in contributing to employee motivation. Unlike Factor 1, Factor 2 could not be further analyzed for key indicators using reliability tables due to the limited number of items. Therefore, the researcher relied on supporting metrics such as scale variance if item deleted, mean, standard deviation, and factor loadings to evaluate the importance of the indicators within this factor.

Although Factor 2 consists of only two indicators, it still provides valuable insight into specific dimensions of teacher motivation that are not captured by other factors. Previous literature acknowledges that in exploratory factor analysis, factors with two strong and highly correlated items can be retained if they are conceptually coherent and statistically reliable (Worthington & Whittaker, 2006). In the context of this study, these two indicators may reflect a unique motivational domain specific to the educational sector in Surabaya, such as

interpersonal dynamics or recognition practices, which might not require multiple items to be meaningful. Additionally, this supports the argument that motivation is a multidimensional construct, and certain aspects of it may emerge with fewer but conceptually significant indicators. Nevertheless, the limitation of only two items should be acknowledged in future studies, where researchers may consider adding or refining items to strengthen this factor. By doing so, the robustness and generalizability of this motivational construct could be enhanced across different educational contexts or geographic locations.

The characteristics of respondents show that employees in the education sector have more women in the industry, with the average age covering middle-aged adults who are over 30 years old. Most teachers who participated in this research taught at the high school level. Based on this, it is necessary to consider that there is a possibility that the results of the factor analysis refer more to teachers who teach at the high school level. The age distribution highlights potential differences in motivational factors across career stages. In the findings of this research, with 65% of respondents being women and 50% of them aged 30-39 years, it can be concluded that many middle-adult teachers, the majority of whom are women, may prioritize professional development and career development opportunities.

The factors that formed group indicators correlated, but the factors that formed are not correlated. Grouping indicators creates two factors with a new label for each factor. This also shows a new and different factor determination from the initial grouping of indicators based on previous research, the solution factors based on grouping indicators are called Professional Development & Recognition as well as Support from Facilities & Supervisors.

5. Kesimpulan

This study found that career advancement is the primary motivational factor for teachers in Surabaya's educational sector, followed by professional development and recognition. Support from facilities and supervisors also plays a significant role. These factors align with Bright's (2009) categorization of internal and external motivations, where facilities and supervisor recognition are external influences, while professional development may include both internal and external components. The findings emphasize the importance of strategic efforts by school management to enhance teacher motivation through structured training, clear career pathways, recognition programs, and a supportive work environment. In the broader context of human resource management, investing in comprehensive employee development and transparent incentive systems is vital to sustain motivation and performance. For future research, it is recommended to expand the study to West Java, which has the largest teacher population in Indonesia, to gain broader insights into the motivational factors influencing educators.

Limitation and Further research

This study has several limitations regarding the nature of the research population and the theoretical foundation, which focuses specifically on employees in the formal education sector. The research population is limited to school teachers at the elementary (SD/equivalent), junior high (SMP/equivalent), and senior high (SMA/equivalent) levels in Surabaya. It does not include educators working in non-formal institutions, higher education, or homeschooling environments. Due to time and budget constraints, the sampling was conducted only in Surabaya, East Java, even though data from the Central Bureau of Statistics (BPS) indicates that West Java has the highest number of teachers in Indonesia, followed by East Java. The indicator variables used in this study were derived from literature related to employee

motivation in the education sector, specifically focusing on teachers; thus, theories involving personal psychological aspects, such as Maslow's hierarchy of needs, could not serve as the primary theoretical framework. Moreover, existing studies related to factor analysis in educational settings are limited and tend to focus more on student motivation or performance influenced by teachers, rather than the teachers themselves. In this study, five indicators had to be excluded from factor analysis due to not meeting validity and sampling adequacy (KMO) requirements. From the initial 15 variables, only 10 were retained. The excluded indicators were: job suitability (i4), pride in student achievement (i5), interaction with students (i9), closeness with colleagues (i10), and conflict resolution ability (i11). Several possible reasons explain their exclusion: items i4 and i9 lacked clarity in the data they produced, while i5, i10, and i11 did not show sufficient correlation with other indicators to be considered valid for inclusion.

Acknowledgement

REFERENCE

Alvarez, M. E., & Anderson-Ketchmark, C. (2011). Danielson's framework for teaching. *Children and Schools*, *33*(1), 61–63. https://doi.org/10.1093/cs/33.1.61

Arquisola, M. J., & Walid Ahlisa, S. U. (2019). Do Learning and Development Interventions Motivate Employees at PT Danone Indonesia? Applying McClelland's Theory of Motivation to FMCG Industries. *FIRM Journal of Management Studies*, *4*(2), 160. https://doi.org/10.33021/firm.v4i2.780

Badan Pusat Statistika. (2024). Keadaan Ketenagakerjaan Indonesia Februari 2024. In *Berita Resmi Statistik* (Vol. 36, Issue 5).

Bright, A. D. (2009). *Motivations, attitudes, and beliefs* (1st ed.). In Handbook of hospitality marketing management.

Cabaron, G. J., & Oco, R. M. (2023). Teachers' Level of Motivation and Job Satisfaction. *Asian Journal of Education and Social Studies*, *45*(1), 1–9. https://doi.org/10.9734/ajess/2023/v45i1971

Cudeck, R. (2000). Exploratory factor analysis. In *Handbook of Applied Multivariate Statistics and Mathematical Modeling* (pp. 265–296). https://doi.org/10.4324/9781315816685-14

Diamantidis, A. D., & Chatzoglou, P. (2019). Factors affecting employee performance: an empirical approach. *International Journal of Productivity and Performance Management*, *68*(1), 171–193. https://doi.org/10.1108/IJPPM-01-2018-0012

Dugard, P., Todman, J., & Staines, H. (2022). Factor Analysis. In *Approaching Multivariate Analysis* (2nd ed., pp. 177–205). Routledge.

Fadlun, & Fatmawati, E. (2023). The Effect Of Teacher Performance On Academic Achievement Of Elementary School. *Jurnal Manajemen Pendidikan Dan Studi Islam*, *10*(1), 39–49. https://doi.org/https://doi.org/10.33507/an-nidzam.v10i1.1128

Ghozali, I. (2021). *Aplikasi analisis multivariate dengan program IBM SPSS 26* (10th ed.). Badan Penerbit Universitas Diponegoro.

Gibson, J. (2025). Structural Transformation in Asia and the Pacific. *Asian Development*

Review, *41*(2), 1–6. https://doi.org/10.1142/S0116110524020025

Hayat Khan Tahir, K., & M. Iraqi, K. (2018). Employee Performance and Retention: A Comparative Analysis of Theory X, Y and Maslow's Theory. *Journal of Management Sciences*, *5*(1), 100–110. https://doi.org/10.20547/jms.2014.1805106

Kalleberg, A. L. (1996). *Organizations in America: Analysing their structures and human resource practices* (D. E. Axelsen (ed.)). Sage Publication, Inc.

Kuswati, Y. (2020). The Effect of Motivation on Employee Performance. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, *3*(2), 995–1002. https://doi.org/10.33258/birci.v3i2.928

Laili, D. A. N. (2023, November 25). Tantangan dan Inspirasi: Perjuangan Guru di Indonesia Menghadapi Keterbatasan Pendidikan. *UPN News*. https://pers-upn.com/2023/11/25/tantangan-dan-inspirasi-perjuangan-guru-di-indonesia-menghadapi-keterbatasan-pendidikan/

Leonard, L. (2016). Kompetensi Tenaga Pendidik di Indonesia: Analisis Dampak Rendahnya Kualitas SDM Guru dan Solusi Perbaikannya. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, *5*(3), 192–201. https://doi.org/10.30998/formatif.v5i3.643

Lucya, C., & Anis, A. (2019). Pengaruh Teknologi Dan Pendidikan Terhadap Pertumbuhan Ekonomi Di Indonesia. *Jurnal Kajian Ekonomi Dan Pembangunan*, *1*(2), 509. https://doi.org/10.24036/jkep.v1i2.6261

Mahmood, R., Aziz, N., Ahmad, Z., Mulyana, M., & Wan Nasir, W. F. (2023). The Motivational Factors and Employee Performance: An Empirical Study in Malaysian Public University. *International Journal of Academic Research in Economics and Management Sciences*, *12*(2), 255–271. https://doi.org/10.6007/ijarems/v12-i2/17241

Mallah, F. (2018). A Theoretical Framework for Teacher Incentives: Monetary, Social and Vision-Based. *Journal of Education and Learning*, *8*(1), 29. https://doi.org/10.5539/jel.v8n1p29

Mira, M. S., Choon, Y. V., & Thim, C. K. (2019). The impact of human resource practices on employees' performance through job satisfaction at saudi ports authority based on the assumption of Maslow theory. *International Journal of Engineering and Advanced Technology*, *8*(5C), 245–253. https://doi.org/10.35940/ijeat.E1037.0585C19

Noltemeyer, A., James, A. G., Bush, K., Bergen, D., Barrios, V., & Patton, J. (2021). The Relationship between Deficiency Needs and Growth Needs: The Continuing Investigation of Maslow's Theory. *Child and Youth Services*, *42*(1), 24–42. https://doi.org/10.1080/0145935X.2020.1818558

Nurymbetov, Y., Nurlakov, A., & Mukanova, D. (2022). Teacher Motivation and Its Socio-Professional Features. *InterConf*, *18(95)*, 210–218. https://doi.org/10.51582/interconf.19-20.01.2022.020

Oktaviani, D. N., Firdaus, M. A., & Bimo, W. A. (2020). Kualitas Sumber Daya Manusia Dan Motivasi Terhadap Kinerja Karyawan. *Manager : Jurnal Ilmu Manajemen*, *3*(1), 101. https://doi.org/10.32832/manager.v3i1.3838

Rana, M. M., Rashid, A., Ferdous, F., & Bhuiyan, L. R. (2024). Factors Affecting Teacher Motivation to Teaching Effectiveness: A Study at the Tertiary Level in Bangladesh. *World Journal of English Language*, *14*(1), 80–88. https://doi.org/10.5430/wjel.v14n1p80

Ray, J. (2016). Staff motivation and its impact on performance in a retail environment Dublin Business School [Dublin Business School]. In *Dublin Business School*. https://esource.dbs.ie/bitstream/handle/10788/3088/ba_ray_j_2016.pdf?sequence=1&isAllowed=y

Riwukore, J. R., Susanto, Y., Pilkandis, J., & Habaora, F. (2021). Analysis of Employee Performance in The Department of Education and Culture, Lubuklinggau City. *Asia Pacific Journal of Management and Education*, *4*(2), 95–109.

https://doi.org/10.32535/apjme.v4i2.1149

Robbins, S. P. (2006). *Perilaku Organisasi* (10th ed.). PT. Indeks Kelompok Gramedia.

Rosidah, A. S., Rahman, W. I., Aulia, M., Ariansyah, A., & Fauzi, I. (2023). Penilian Kinerja Guru Di Sekolah Dasar, Antara Tantangan Dan Peluang. *DIMAR: Jurnal Pendidikan Islam*, *4*(1), 1–23. https://doi.org/10.58577/dimar.v4i1.93

Sadri, G., & Bowen, C. R. B. T.-I. E. (2011). *Meeting employee requirements: Maslow's hierarchy of needs is still a reliable guide to motivating staff.* *43*(10), 44+. https://link.gale.com/apps/doc/A270989759/AONE?u=anon~2b80ccfd&sid=googleScholar&xid=5b63b36a

Spector, P. E. (2022). *Job Satisfaction: From Assessment to Intervention (1st ed.). Routledge* (1st ed.). Taylor & Francis Group.

Supanji, T. H. (2021, November 2). Tantangan Tenaga Kerja Indonesia di Era Industri 4.0. *Kemenko PMK*. https://www.kemenkopmk.go.id/tantangan-tenaga-kerja-indonesia-di-era-industri-40

Super, D. E. (1980). A life-span, life-space approach to career development. *Journal of Vocational Behavior*, *16*(3), 282–298. https://doi.org/10.1016/0001-8791(80)90056-1

Tucker, L. R., & MacCallum, R. C. (1997). Exploratory Factor Analysis. In *Oxford University Press*.

Wedadjati, R. S., & Helmi, S. (2022). Evaluasi Kepuasan Karyawan Berbasis Herzberg's Two Factors Motivation Theory. *Mbia*, *21*(3), 246–262. https://doi.org/10.33557/mbia.v21i3.1777

Wibowo, A. T., Sutrisno, T. F., & Kenang, I. H. (2023). The Role of Soft Total Quality Management Towards Operational Performance at PT SIER. *Jurnal Aplikasi Bisnis Dan Manajemen*, *9*(1), 85–93. https://doi.org/10.17358/jabm.9.1.85