



Strategies for Developing a School Work Climate to Enhance Teachers' Achievement Motivation

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Abstract

This study is motivated by the importance of a positive school work climate in enhancing teachers' achievement motivation amid the demands of modern education. The problems addressed include the role of the principal, strategies for developing the school work climate, and their impact on teachers' motivation at MTsN 2 Tulungagung. This research aims to analyze the strategies used to create a conducive work environment that supports teacher performance and achievement. This study employs a qualitative approach with a case study design. Data were collected through interviews, observations, and documentation involving the principal, teachers, and educational staff. Data analysis was conducted using an interactive model consisting of data reduction, data display, and conclusion drawing. The findings indicate that the development of the work climate is carried out through managerial strategies, professional development, provision of facilities, and strengthening of social relationships. Communicative leadership, appropriate task distribution, and reward systems are key factors in improving teachers' work comfort. In addition, adequate facilities and professional development activities further enhance teachers' achievement motivation. The impact of a conducive work climate is reflected in increased self-confidence, responsibility, achievement motivation, and professional performance of teachers. Therefore, effective management of the school work climate plays a crucial role in improving the quality of education in madrasahs.

Keyword: School Work Climate; Teacher Achievement Motivation; Madrasah Leadership





INTRODUCTION

The educational work environment in the modern era increasingly requires structured and systematic management. The challenges of 21st-century education lie not only in technological advancement and instructional innovation, but also in the ability of educational institutions to create a work climate that motivates teachers to continuously achieve. National-level evidence indicates that teacher performance is strongly influenced by the work environment, including physical, psychological, and managerial aspects. A 2023 survey by the Ministry of Education, for instance, revealed that more than 60% of teachers in Indonesia experienced a decline in work motivation due to administrative burdens, limited facilities, and ineffective organizational communication. Such conditions hinder teachers from performing optimally in delivering quality learning.

This general phenomenon is also reflected in secondary education institutions, including madrasahs. Madrasahs face dual challenges: meeting modern educational standards while maintaining students' religious character. Teachers are required to work professionally, innovatively, and with high achievement motivation to ensure effective learning processes. In this context, the development of a positive school work climate becomes a strategic factor in enhancing teacher motivation.

Specifically, this reality is evident at MTsN 2 Tulungagung as an Islamic secondary educational institution striving to improve the quality of its learning processes. Preliminary observations and informal interviews with several teachers indicate that achievement motivation is strongly influenced by the principal's leadership style, organizational communication, and the availability of work facilities. Teachers who receive professional support through adequate resources, clear policies, and opportunities for self-development tend to demonstrate higher achievement motivation compared to those who feel less supported. In recent years, teachers at MTsN 2 Tulungagung have actively participated in instructional innovation competitions and classroom action research, indicating a positive relationship between a supportive work environment and teacher achievement.

However, several challenges remain. Some teachers reported that coordination in program planning, the effectiveness of interdepartmental communication, and task management still require improvement to foster a more conducive work climate. In addition, the need for enhanced digital facilities and innovative learning spaces remains a priority, considering the demands of 21st-century education that require teachers to master technology and implement creative teaching methods.

From an organizational perspective, work climate is a significant factor influencing





employee performance and motivation. The organizational climate theory proposed by Litwin and Stringer defines work climate as individuals' perceptions of policies, procedures, leadership practices, and interpersonal relationships within the workplace. A positive climate enhances employees' sense of security, comfort, and enthusiasm. In schools, work climate includes communication quality, organizational culture, leadership patterns, teacher collaboration, and the availability of learning support facilities. Hoy and Miskel emphasize that school climate is a key indicator determining the quality of interaction among leaders, teachers, and students. A conducive climate encourages teachers to be more achievement-oriented, creative, and responsible.

Another relevant framework is David McClelland's achievement motivation theory, which suggests that individuals with high achievement motivation tend to work hard, focus on results, and strive for excellence. In education, teacher motivation develops when the work environment provides structural and psychological support, such as professional development opportunities, clear task distribution, rewards, and positive reinforcement. Thus, achievement motivation is not solely an internal factor but is strongly influenced by the school system. From a leadership perspective, Bass explains that transformational leadership fosters a work environment that encourages teachers to work enthusiastically, innovate, and prioritize quality. Leaders who are communicative, inspirational, and exemplary can build a healthy and productive work climate. This aligns with the role of the madrasah principal not only as an administrative manager but also as an instructional leader who cultivates a collaborative work culture.

These theoretical perspectives confirm that developing a school work climate is not merely an administrative necessity but a crucial component of educational management aimed at enhancing teachers' achievement motivation. At MTsN 2 Tulungagung, various efforts have been undertaken, including improving facilities, strengthening two-way communication, organizing internal training, supporting participation in MGMP, and providing rewards for high-performing teachers. However, further investigation is needed to examine how these strategies are implemented, their level of effectiveness, and the factors that most strongly influence teacher motivation. A comprehensive understanding of work climate development strategies will enable madrasahs to formulate more targeted improvements. Therefore, this study seeks to analyze strategies for developing the school work climate to enhance teachers' achievement motivation at MTsN 2 Tulungagung, focusing on managerial, physical, and socio-psychological aspects as the foundation for a conducive work environment.

Based on theoretical review and empirical conditions, this study proposes that



systematically planned work climate development through managerial, physical, and socio-psychological strategies significantly influences teachers' achievement motivation. Furthermore, the study assumes that the principal's leadership is a key factor in fostering a work climate that supports teacher professionalism and achievement. Facility support, responsive policies, and a collaborative work culture are expected to be the most influential aspects.

Thus, this research is expected to contribute to the development of educational management, particularly in creating a conducive, productive, and quality-oriented madrasah work climate. The findings are also anticipated to provide insights for other madrasahs on the importance of effective strategies in building a work environment that encourages teachers to continuously achieve.

METHOD

This study employs a qualitative approach because it aims to gain an in-depth understanding of how the madrasah principal develops a conducive work climate and how teachers respond to that environment in terms of achievement motivation. A qualitative approach enables researchers to explore social phenomena naturally from the participants' perspectives, particularly when the school context cannot be reduced to numerical data (Creswell, 2018). Based on this approach, the study adopts a case study design, as the phenomenon under investigation is centered in a single location, namely MTsN 2 Tulungagung. Therefore, an in-depth exploration of managerial strategies, forms of social interaction, and organizational culture within the madrasah is required (Yin, 2014). To obtain comprehensive data, the study utilizes both primary and secondary data sources. Primary data are derived from direct interviews with the principal of MTsN 2 Tulungagung, vice principals, teachers, and educational staff, as well as observations of school activities. Secondary data serve as supporting information when needed (Sugiyono, 2019).

Data were collected through three main techniques: in-depth interviews, observation, and documentation. Interviews were conducted to explore leadership strategies and teachers' perceptions of the work climate; observations were used to examine actual practices such as communication patterns, workplace dynamics, and coordination among teachers; while documentation was used to verify data through written records and activity archives (Moleong, 2021). All collected data were analyzed using the interactive analysis model of Miles, Huberman, and Saldaña, which includes data condensation, data display, and conclusion drawing. During the data condensation stage, the researcher selected, simplified, categorized, and coded information based on themes such as work climate development strategies, managerial support,

interpersonal relationships, and indicators of achievement motivation. This process helped filter relevant data and facilitated further interpretation (Miles, Huberman, & Saldaña, 2014).

Subsequently, the data were presented in the form of thematic narrative descriptions and classification tables to identify patterns of relationships among components, such as the link between the principal's support, work environment conditions, and teachers' responses. The final stage involved drawing conclusions through repeated verification by cross-checking interview results, observations, and documentation to ensure the consistency of findings. Through this method, the study is expected to provide a comprehensive understanding of work climate development strategies at MTsN 2 Tulungagung and how these strategies influence teachers' achievement motivation, so that the findings can serve as recommendations for improving institutional quality.

RESULTS AND DISCUSSION

The Role of the Madrasah Principal in Creating a School Work Climate

The role of the madrasah principal is the most strategic element in creating a work environment that is comfortable, safe, and productive for teachers. As seen at MTsN 2 Tulungagung, the principal functions not only as an institutional manager but also as a leader and mentor who fosters a work climate that supports improved performance and teachers' achievement motivation. A conducive work environment does not emerge naturally; it requires visionary leadership, effective communication skills, and policies that are responsive to teachers' needs.

a. Communicative Leadership Style

A communicative leadership style has a direct impact on the quality of working relationships within the madrasah. An open leadership approach that allows teachers to express aspirations, challenges, and ideas for instructional development fosters a sense of appreciation and involvement. At MTsN 2 Tulungagung, this form of communication is reflected in routine forums such as coordination meetings, informal discussions, and opportunities for two-way dialogue between teachers and the school leadership.

First, regular coordination meetings serve as formal platforms for delivering up-to-date information, evaluating programs, and determining institutional policies. Through these forums, leaders can clarify directions and expectations, while teachers can convey their needs, challenges, and suggestions for improvement. Such two-way communication promotes transparency and a sense of ownership of school programs (Robbins & Judge, 2019). At MTsN 2 Tulungagung, these meetings commonly address instructional



implementation, extracurricular programs, and quality improvement agendas. Teacher involvement in these meetings strengthens work commitment and enhances achievement motivation, as they feel directly engaged in decision-making processes.

Second, informal discussions—such as conversations in the teachers’ room or interactions during school activities—play an important role in creating a harmonious work environment. According to organizational communication theory, informal interactions can strengthen social cohesion and reduce interpersonal conflict in the workplace (Luthans, 2011). At MTsN 2 Tulungagung, such discussions often serve as spaces for sharing teaching strategies, classroom experiences, and practical solutions to daily challenges. These informal forums help foster a more supportive and cooperative work atmosphere.

Third, two-way dialogue represents a form of communication that enables equal exchange of ideas between teachers and school leaders. This type of communication has been shown to increase trust and work motivation, as individuals feel valued and involved in decision-making processes (Yukl, 2016). At MTsN 2 Tulungagung, dialogue is often facilitated through individual consultations, small subject-based meetings, and opportunities for teachers to provide input before policies are implemented. This approach enhances teachers’ motivation to achieve, as they are given meaningful opportunities to contribute to the advancement of the madrasah.

b. Policy Formulation Oriented toward Teacher Comfort, Safety, and Welfare

A conducive work environment cannot be separated from policies designed to protect and facilitate teachers in carrying out their professional duties. The madrasah principal plays a crucial role in formulating policies that ensure both the physical and psychological well-being of teachers. According to Mulyasa, school principals must ensure that working conditions support the productivity and welfare of educators (Mulyasa, 2020). The forms of policies implemented at MTsN 2 Tulungagung are as follows:

- 1) Adequate Work Facilities: Comfortable teachers’ room, instructional technology devices, and other supporting facilities.
- 2) Environmental Safety: Organized parking areas, supervision of the madrasah environment, and safety procedures during teaching and learning activities.
- 3) Welfare and Professionalism: Proportional workload distribution, recognition of teachers’ achievements, and full support for training and professional development.

Policies that are responsive to teachers’ needs help create a positive psychological climate in which teachers feel protected, valued, and supported in carrying out their



professional duties. Such conditions ultimately encourage the improvement of teachers' achievement motivation within educational institutions.

Strategies for Developing the School Work Climate

The development of the work environment is a crucial component of the madrasah's efforts to create a productive, safe, and motivating work ecosystem. At MTsN 2 Tulungagung, these strategies are implemented in an integrated manner through managerial, physical, and socio-psychological approaches. These approaches not only aim to improve teachers' performance but also to build a harmonious, structured work atmosphere that supports the professional well-being of educators. Such strategies are in line with the view that an effective work environment is a combination of organizational aspects, adequate facilities, and social conditions that support teaching and learning activities (Nitisemito, 2019).

a. Managerial Strategies

The managerial strategies implemented by the madrasah principal include two main aspects: (1) proportional task delegation and (2) a reward or recognition system. First, task delegation is a leadership strategy oriented toward empowering educators. At MTsN 2 Tulungagung, task distribution is carried out by considering teachers' pedagogical competence, teaching experience, professional interests, and personal characteristics. This delegation model helps optimize each teacher's role, enabling tasks to be completed more effectively and without overlap. Proportional delegation also contributes to increased responsibility and commitment among teachers. When teachers are assigned tasks that align with their expertise, their confidence improves, and the quality of instructional implementation becomes more effective. This is consistent with Robbins' view that task allocation based on competence enhances organizational efficiency as well as individual job satisfaction (Robbins, 2018).

Second, the implementation of a reward or recognition system. A fair reward system serves as an acknowledgment of teachers' contributions. At MTsN 2 Tulungagung, the principal applies appreciation mechanisms that consider performance quality, instructional innovation, and teachers' participation in various school programs. Rewards are not limited to financial incentives but also include formal recognition such as certificates, public acknowledgment in school forums, and opportunities to participate in prestigious training programs. This approach aligns with motivation theory, which states that rewards play a significant role in fostering a sense of pride and encouraging teachers to improve their performance (Hasibuan, 2018). Furthermore, transparent recognition practices help build



trust and maintain professional relationships between teachers and the madrasah leadership.

b. Teacher Professional Development Strategies

Efforts to enhance teacher professionalism are a key element in creating a productive work environment that supports optimal learning. At MTsN 2 Tulungagung, strengthening teacher competence is not merely viewed as an administrative routine but as part of the madrasah's strategic agenda. Improving teacher quality is carried out through various training programs and workshops designed to align pedagogical skills with curriculum developments, learning technologies, and the demands of the 21st century (Mulyasa, 2020). These activities enable teachers to update their knowledge, diversify teaching methods, and improve digital skills in utilizing learning platforms.

The madrasah principal plays an important role as a facilitator and motivator in encouraging teachers to participate in professional communities such as MGMP, educational seminars, and certified training programs organized by the Ministry of Religious Affairs. At MTsN 2 Tulungagung, this policy is implemented through time allowances, administrative support, and dedicated budgeting to ensure teachers can actively engage in external professional development activities. For example, teachers' participation in MGMP for English and Islamic Education subjects has helped them adopt updated strategies such as differentiated instruction and authentic assessment, as indicated by informal interviews with a senior teacher.

In addition to external activities, the madrasah also provides internal platforms to foster a culture of innovation. MTsN 2 Tulungagung regularly organizes internal mini workshops, focus group discussions, and peer coaching sessions to facilitate the exchange of experiences among teachers. The availability of creative spaces and continuously improved digital libraries allows teachers to develop technology-based instructional materials. This aligns with the view that environments providing opportunities for exploration can enhance teacher creativity and reflective capacity in instructional practices (Robbins & Judge, 2019).

The provision of facilities such as innovation corners, microteaching laboratories, and internal teacher working groups not only offers space for experimenting with new teaching techniques but also serves as a medium for self-evaluation. Teachers can test instructional media designs, implement teaching strategies, and receive feedback from colleagues. Thus, professional development does not stop at formal training but evolves into a culture of continuous learning embedded in teachers' daily work at MTsN 2 Tulungagung (Uno, 2016).



Overall, the teacher professional development strategies at MTsN 2 Tulungagung demonstrate that strengthening competence is a systemic effort involving managerial support, adequate facilities, and a consistent collaborative culture. This approach has proven effective in enhancing teachers' work motivation, improving the quality of learning, and strengthening the madrasah's capacity to face the challenges of modern education.

c. Infrastructure Development Strategies

The physical work environment is a fundamental aspect in supporting effective learning. MTsN 2 Tulungagung continuously strives to provide facilities that meet teachers' needs, such as comfortable workspaces, computer equipment, high-capacity internet access, and access to modern learning media. These facilities enable teachers to prepare instructional materials more efficiently, develop digital teaching resources, and enhance the quality of classroom interaction. The provision of adequate facilities reinforces Sedarmayanti's view that proper infrastructure significantly affects employee performance by improving comfort and work efficiency (Sedarmayanti, 2020).

Periodic physical improvements are also a key focus at MTsN 2 Tulungagung, including the renovation of classrooms, laboratories, libraries, and teacher discussion rooms. In addition, strengthening digital infrastructure—such as LCD projectors, audio-visual equipment, updated computers, and network-based learning systems—has become a strategic investment. Enhancing digital facilities enables teachers to innovate in instruction, access online learning resources, and implement interactive technology-based learning models. This supports the demands of 21st-century education, which require the integration of technology into all learning processes (Sani, 2021).

d. Socio-Psychological Strategies

Strengthening a positive work culture serves as a foundation for enhancing teacher collaboration and productivity at MTsN 2 Tulungagung. A collaborative culture is fostered through routine coaching activities, coordination meetings, and professional development workshops, aiming to build values such as discipline, mutual respect, commitment to instructional quality, and responsibility for the advancement of the madrasah. The reinforcement of a positive organizational culture has been proven to influence members' behavior toward greater professionalism and productivity (Mangkunegara, 2017), making work culture a crucial factor in sustaining educational quality.

In addition, interpersonal relationships and a harmonious work atmosphere significantly influence teachers' comfort in the workplace. MTsN 2 Tulungagung promotes healthy interpersonal relationships through open communication, collective activities, and informal



discussion forums that strengthen bonds among teachers and between teachers and leadership. A harmonious social environment encourages mutual support, reduces conflict, and enhances work effectiveness. This is supported by Hasibuan's view that a positive socio-psychological environment can increase work motivation, as individuals feel accepted, valued, and emotionally supported (Hasibuan, 2018).

The Impact of a Conducive Work Climate

A comfortable and supportive work environment has a significant influence on enhancing teachers' motivation. At MTsN 2 Tulungagung, the creation of a harmonious and well-structured work atmosphere has a direct impact on both the psychological aspects and performance of educators. A well-organized environment—both physically and non-physically—encourages teachers to feel more confident in carrying out their duties, as they feel valued, supported, and provided with opportunities for growth. This increased confidence is accompanied by a stronger sense of responsibility and a greater drive to achieve in the teaching and learning process (Wibowo, 2019).

- a. Increased Self-Confidence: Support from the madrasah principal and adequate facilities (LCD, Wi-Fi, well-organized workspace) enhance teachers' confidence in designing teaching methods and managing the classroom.
- b. Improved Sense of Responsibility: Teachers tend to complete instructional tasks more efficiently due to a supportive work environment and effective internal coordination.
- c. Growth of Achievement Motivation: Teachers actively participate in classroom action research competitions, media innovation programs, and achieve recognition at the district level, driven by institutional support.
- d. Enhanced Professional Performance: The principal establishes clear work SOPs and effective communication patterns, leading to improved teacher professionalism.

CONCLUSION

Overall, the discussion indicates that a conducive work climate at MTsN 2 Tulungagung is not formed spontaneously, but rather is the result of communicative leadership by the madrasah principal, policies oriented toward teacher well-being, and the implementation of integrated work environment development strategies. The principal acts as a guiding figure who fosters a positive work atmosphere through two-way communication, coordination forums, and dialogue spaces that allow teachers to participate in decision-making processes. In addition, policies that prioritize physical comfort, safety, and teachers' professional welfare have proven





to strengthen the psychological stability of educators in carrying out their duties. The development of the work climate through managerial, professional, physical, and socio-psychological approaches also contributes significantly to improving teacher motivation and performance quality.

Proportional task delegation, objective reward systems, competency development through training, the provision of modern facilities, and the establishment of a collaborative culture have created a harmonious and productive work ecosystem. The tangible impact of this conducive work climate is reflected in increased teacher self-confidence, a stronger sense of professional responsibility, and the emergence of achievement motivation in various professional development activities. Thus, it can be concluded that the success of MTsN 2 Tulungagung in building a positive work climate is rooted in the synergy between visionary leadership, organizational support, and teachers' readiness to continuously improve. Ultimately, a healthy work environment becomes a key factor in promoting sustainable improvements in educational quality and teacher professionalism.

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