

THE ROLE OF SCHOOLS IN ENCOURAGING THE MOTIVATION OF CONTRACT TEACHERS IN ISLAMIC SCHOOLS

Maulida Khusna Nur Aini^{1,a*}, Jaya Addin Linando^{2,b}

^{1,2}Dept. of Management, Faculty of Business and Economics, Islamic University of Indonesia, Yogyakarta, Indonesia

^a20311557@students.uii.ac.id

^baddin.linando@uii.ac.id

*Corresponding Author: animaulida225@gmail.com

Abstract: *This study explores the impact of school facilities on the motivation of contract teachers within Islamic educational settings. It underscores the pivotal role of adequate infrastructure, including laboratories and technological resources, in significantly enhancing teacher motivation and performance by satisfying both their fundamental and professional needs, consistent with Maslow's hierarchy of needs. Furthermore, positive interpersonal relationships among colleagues and the integration of Islamic values, such as cooperation and mutual support, are critical in cultivating a conducive work environment. The findings highlight the necessity of addressing facility inadequacies to promote a more motivated and effective teaching workforce.*

Keywords: *Contract Teachers, Motivation, Work Environment, School Facilities.*

1. Introduction

Education within the family, community, and school is a crucial foundation for shaping children's morals and creating an intellectual, independent, and democratic generation (Pratama et al., 2023). As a country with a Muslim-majority population (Said, 2021), Indonesia has many Islamic schools established through community philanthropic initiatives, particularly supporting modernist movements (Latief, 2016). Islamic schools in Indonesia, such as madrasas and integrated Islamic schools, combine traditional religious education, characteristic of pesantrens, with modern education typical of general schools (Kurniawan and Ariza, 2020).

Islamic schools emphasize habituation in daily activities as a fundamental standard of life, which is crucial for students to understand faith, piety to God, morality, creativity, independence, and a sense of responsibility (Diantoro et al., 2021). Therefore, the role of the teacher is crucial, as they must possess good character because a teacher serves as a model and example for their students to follow (Siregar and Lessy, 2021). Consequently, schools need to pay attention to improving the motivation and performance of teachers through various means so they can perform their duties well and achieve optimal performance (Agustina et al., 2020).

According to the Basic Education Data (Dapodik), there are 704,503 contract teachers in Indonesia (Abdullah and Budiani, 2024). Contract teachers tend to receive fewer benefits compared to permanent teachers, and their employment future remains uncertain (Ufaira and Hendriani, 2019). Good facilities can affect a teacher's comfort at work, which can increase their motivation and performance (Sancoko and Sugiarti). The availability of work facilities greatly assists teachers in the teaching and learning process as they serve as tools and infrastructure that make the teachers' tasks easier to complete, ultimately resulting in more

productive teachers (Rodi et al., 2020). Facilities can also be used as models in teaching, provided they include the necessary equipment (Silalahi et al., 2022).

Teachers are influenced by their motivation to perform school duties, as motivation is one of the internal factors (Zubaedi et al., 2022). Generally, educational institutions will progress and develop when educators are happy and comfortable in their working environment and receive recognition for their achievements (Agustin et al., 2021). Recognition is an essential component that can enhance performance (Raden Soebartika and Ida Rindaningsih, 2023). Recognition has a positive and significant impact on teachers' willingness to work, so schools are encouraged to offer greater recognition to teachers because it will make them feel valued and motivate them to work harder (Warna et al., 2020).

The work environment encompasses all aspects, both physical and psychological, that directly or indirectly affect employee motivation (Nabawi, 2019). Teachers in a pleasant work environment will be more enthusiastic and eager to perform better (Elly and Soraya, 2020). Lighting, air temperature, noise, color usage, space for movement, work safety, and relationships between colleagues are indicators of the work environment, including both physical and non-physical aspects, used as references to assess the working conditions of an organization (Nabawi, 2019).

This study explores a rarely discussed issue in the literature: how school facilities affect the work motivation of contract teachers in an Islamic environment. By exploring this, the study aims to further illustrate how school facilities and an Islamic work environment help teachers improve their motivation in carrying out their duties.

2. Literature Review

2.1 Work Motivation of Contract Teachers

Motivation is defined as the process that explains an individual's intensity, direction, and persistence in achieving their goals (Adha et al., 2019). Intrinsic motivation is stronger than extrinsic motivation because individuals are more accountable for the outcomes and can also reflect on their past experiences to assess the extent of positive and beneficial results they will gain (Armstrong, 2009). Motivation is a mental condition that drives a person to act and directs their energy towards fulfilling desires, needs, or satisfaction, and it will not arise without a stimulus that triggers action (Ismail, 2017).

In education, there are many reasons why teachers are motivated to become educators, five of which include academic ability, status, future security, job necessity, and the noble nature of the profession (Kurniawan and Harapan, 2021). However, for non-permanent (contract) teachers, they are uncertain about their future—whether they will be appointed as permanent teachers or remain contract teachers indefinitely (Ufaira and Hendriani, 2019). Contract teachers are appointed by school principals to teach in educational institutions with compensation paid from BOS (School Operational Assistance) funds, but they have the same duties as civil servant teachers (Nurdin, 2021).

To improve the quality of education, contract teachers are required to quickly adapt to new curricula and continually evolving teaching technologies (Maya et al.) School principals can help enhance the motivation and professional competence of contract teachers by offering motivation, conducting regular performance evaluations, and providing training through seminars, focus groups, and workshops (Hafsah and Fahmi, 2020). Moreover, a conducive work environment can also encourage teachers to perform better (Badawi, 2014).

2.2 The Role of the School Environment

The school environment is an essential part of achieving school goals, as it is the place where teachers and students engage in learning activities. The school environment should support the learning process (Elly and Soraya, 2020). A non-supportive work environment can lead to employees feeling bored and unmotivated to perform their tasks (Elfita and Mailani, 2019). The work environment can be divided into physical and non-physical aspects. The physical environment includes the conditions surrounding the workplace that affect employees, such as color schemes, temperature, and cleanliness. Meanwhile, the non-physical environment relates to social interactions in the workplace, such as relationships with superiors, colleagues, as well as a sense of security and employee satisfaction (Santoso and Rijanti).

Good work facilities with the right tools help employees perform the tasks assigned by the company and also make the job more efficient and effective (Linando, 2021). School facilities play a positive role in supporting efforts to achieve benefits, enabling various work activities carried out by teachers (Bahrudiet al., 2022). A better learning experience can also be hindered by limited teaching facilities and supporting tools (Kusmawati et al., 2024).

Every institution, especially schools, must manage its facilities and infrastructure as they are vital in supporting the learning process (Sahid and Rachlan, 2019). Educational facilities can be divided into physical facilities, such as tangible objects like vehicles, writing machines, computers, furniture, teaching aids, and media that facilitate operations, and non-physical facilities, which include intangible elements like people, services, and finances that help ensure smooth operations (Bararah and Pd, 2020). The utilization and management of facilities and infrastructure are crucial for the success of learning, as facility management aims to ensure their effective and efficient use (Marzuqi and Julaiha, 2020).

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Providing rewards is an external element that can instill intrinsic motivation in teachers (Hidayah) Teachers have the same rights as professional workers to receive recognition, which can be given to outstanding teachers, those with exceptional performance, dedication, or those who work in specific fields (Marjuni, 2020). The awarding of recognition is based on the principle of fairness; the rewards received will increase teachers' motivation to perform their duties to the best of their abilities (Warna et al., 2020).

3. Research Methodology

To understand the meaning behind individual experiences, this study employs a qualitative method with a phenomenological approach. Specifically, it focuses on how schools provide facilities and rewards to their teachers, thereby enhancing teacher motivation in fulfilling their duties.

The methodology begins by observing the existing phenomenon: Good school facilities motivate teachers to perform their tasks more effectively. Subsequently, a review of existing research is conducted to provide context and identify the knowledge gaps necessary for this study. Based on these guidelines, participants with experiences related to the phenomenon were identified and invited to participate in the research. Open-ended questions were used during the interviews to gather more information about the identified issues. This also gave participants the opportunity to share their experiences.

The data collection process was carried out in a fairly structured manner. The questions prepared by the author were only used to guide the conversation. New questions were posed

whenever respondents mentioned topics of interest for further discussion. Additionally, to conduct the analysis, the most and least significant statements were identified, codes were created, and the statements were grouped into several categories based on their similarities and semantic purposes. Ultimately, the results were clearly described by highlighting the emerging themes and how they helped in understanding the research objectives.

The respondents in this study were non-permanent teachers working in Islamic schools at all levels of education, who had worked for at least one year. The number of respondents for this study was 15. This number was chosen because qualitative research seeks to gather data from an in-depth understanding of individual experiences or viewpoints, rather than focusing on quantity. After around ten to fifteen interviews, "saturation" often occurs, where the information provided becomes repetitive and no new insights are gained. This number allows the researcher to manage and analyze the data more effectively without losing the complexity of the research findings.

4. RESULTS

4.1 The Correlation Between Facilities and Motivation

Schools with better facilities tend to motivate temporary teachers to work more productively, as they feel supported by a comfortable working environment. In an interview, respondent ZNA stated:

"... Absolutely, yes. When our needs are met, we feel like we are being monitored, so we don't work carelessly because we feel supervised."

The statement above indicates that meeting teachers' needs increases their motivation and performance. When teachers feel cared for and their needs are fulfilled, they tend to work more seriously and professionally because they feel the school is watching, which pushes them to give their best performance in teaching.

Informant LFI added that adequate facilities can boost motivation, but it also depends on the individual.

"If the school's facilities are good, it can be very motivating, but sometimes it depends on the person. If someone has high expectations, they might feel something is lacking when they join..."

This statement shows that although school facilities are perceived differently by individuals, they play a crucial role in motivating teachers. Teachers with high expectations might feel dissatisfied, especially in developing schools. However, truly dedicated teachers tend to accept limitations with gratitude and remain motivated without complaining.

Respondent US mentioned that facilities in this era require modern equipment. When a school can provide such facilities, it's a plus, but alternatives are still possible when not available.

"Yes, that's right. For example, Wi-Fi and projectors are very influential in teaching in modern times, and thankfully, at MA Salafiyah, they are available, which boosts our enthusiasm for teaching..."

This statement reveals that facilities such as Wi-Fi, projectors, and coffee breaks enhance teachers' enthusiasm at MA Salafiyah. However, in less modern schools, traditional teaching methods like using a blackboard can still suffice. Adequate facilities are very helpful, but limitations can still be overcome with traditional methods.

Respondent MDA agreed that when teachers are provided with easy access to facilities, it increases their teaching enthusiasm.

“...when teachers are given easy access to facilities, teaching becomes more comfortable, and they definitely become more enthusiastic...”

The interview results indicate that the motivation and performance of temporary teachers significantly increase when adequate classroom facilities, such as computer labs for ICT, science labs, libraries, and air conditioning, are available. When teachers' facility needs are met, they feel more comfortable and enthusiastic in teaching. This leads to more varied teaching methods and improvements in teaching quality. Adequate facilities not only ensure smooth teaching and learning processes but also encourage teachers to be more creative in delivering lessons.

In some Islamic schools, limited facilities hinder temporary teachers from teaching effectively and affect their job satisfaction. Respondent ANM stated that insufficient facilities make it difficult for teachers to be motivated to perform their duties well.

“...but in my school, the facilities are incomplete, so we are less motivated to do what we're supposed to...”

The interview results show that teachers' motivation is significantly influenced by the availability of facilities. One issue mentioned was the lack of a prayer room (mushola), which means teachers have to leave and walk to a different location for prayers. As a result, they do not often pray in congregation. Moreover, not all classrooms have teaching aids like projectors and LCDs, making the teaching and learning process less effective.

Additionally, respondent CN mentioned that inadequate facilities make it harder for teachers to present material effectively.

“...if in high school, the facilities are incomplete, it's confusing how to teach, and this sometimes makes me lose enthusiasm or feel less motivated...”

“...sometimes teachers don't get textbooks, so they have to find soft copies themselves. It's also hard to vary teaching methods in elementary school due to a lack of facilities...”

The interview results highlight that inadequate facilities in high schools decrease teachers' motivation to teach. Teachers find it difficult to teach optimally using only lectures, and the lack of facilities becomes an obstacle to their work enthusiasm and innovation in teaching.

4.2 Work Environment in Islamic Schools

The positive relationship among colleagues and the implementation of Islamic culture in the workplace are key to a conducive work environment. Values such as mutual respect, justice, and empathy are essential in an Islamic context. Supportive colleagues provide a sense of security, emotional support, and loyalty, resulting in higher levels of happiness and productivity. Furthermore, Islamic work culture emphasizes hard work, honesty, and responsibility, creating a harmonious and supportive atmosphere that fosters collaboration toward shared goals. From the interviews, SRQ expressed that his colleagues mutually support one another, stating,

“...even among fellow teachers, we support each other and do not undermine one another.”

This quote underscores the importance of a harmonious work environment and support from colleagues in creating a conducive setting for contract teachers. When conflicts are resolved and mutual support exists without jealousy or competition, a peaceful work atmosphere emerges, allowing teachers to focus more comfortably and productively on their teaching tasks. Additionally, this support enhances the sense of collaboration and collegiality among teachers, promoting teamwork and improving the quality of education.

Respondent KM also echoed similar sentiments regarding the absence of toxic colleagues. He remarked.

“...I would describe the environment as healthy. Thank God, the people here are not toxic, and the sense of family is good so far because we really feel that we are struggling together...”

Based on this interview excerpt, it can be concluded that the encouragement and enthusiasm of contract teachers are significantly influenced by a healthy work environment and good familial relationships. An environment devoid of “toxic” behaviors, combined with a sense of togetherness in facing challenges—such as efforts to enhance the school's reputation—creates a positive work atmosphere. This leads teachers to feel more comfortable at work, which motivates and commits them to give their best for the school.

From this interview, respondent ASM noted that some of her colleagues were less cooperative. She mentioned.

“...what I dislike is when there are teacher colleagues who are uncooperative. For instance, during the celebrations of significant Islamic holidays, like Maulid and Isra Mi'raj, the responsibility usually falls on the Islamic education teachers, but other teachers are rarely willing to help...”

Good working relationships are crucial in teaching. Islamic education teachers are grateful to have a team that collaborates easily and shares the same frequency. However, challenges arise from the inability to support one another during the celebrations of Islamic holidays, which are often their responsibility. Building students' character also proves difficult, especially with those who sometimes challenge the authority of teachers. The awareness of worship among teachers is also a concern, as they are expected to collaborate in worship alongside their students.

The recognition given by schools to temporary teachers, such as during formal ceremonies or staff meetings, enhances teachers' confidence and commitment to their profession. Respondent KM stated:

“...That satisfaction significantly boosted my motivation...”

The statement above shows that appreciation from the school or foundation strongly influences the motivation of temporary teachers. When teachers are entrusted with leading their students in competitive activities like speech contests, they feel motivated, and their success brings personal satisfaction. This satisfaction is crucial for enhancing teachers' work enthusiasm and encouraging them to take on similar tasks in the future.

Respondent SA, in an interview, mentioned the positive impact of appreciation from the school principal.

“...when the principal appreciates you, just a simple thank you is enough to make you feel relieved...”

Respondent SRQ also expressed that receiving a thank you from the school makes them feel appreciated.

“...they thanked us for helping to educate the nation's children. That makes me feel appreciated...”

The interview results show that temporary teachers feel more motivated when the school principal gives simple recognition, such as thanking them for participating in school activities. This seemingly small acknowledgment increases the satisfaction and security of temporary teachers, motivating them to contribute more to the school environment.

Respondent MDA also mentioned that appreciation from colleagues is given when achievements are made.

“...when we achieve something, like earning a degree or completing a master's, they are quick to appreciate and congratulate us. This makes me feel happy, comfortable, and recognized...”

According to MDA, appreciation from colleagues significantly influences teachers' comfort and loyalty. The habit of acknowledging achievements, such as congratulating those who earn new degrees, creates a supportive environment. A lack of empathy for individual achievements hinders motivation and a sense of camaraderie.

5. Discussion

Based on the interview results, Maslow's hierarchy of needs theory can be utilized to analyze the role of facilities in motivating contract teachers. This theory posits that physiological and safety needs must be met before higher needs, such as self-actualization (Mahmudah, 2024). When teachers have access to adequate facilities like laboratories, projectors, and Wi-Fi, they feel they can fulfill their basic and professional needs, which enhances their motivation and performance (Jufrizen, 2021). This aligns with respondents ZNA and MDA, who stated that good working conditions make individuals feel comfortable and motivated.

However, respondents LFI and CN noted that perceptions of facilities vary, and some teachers may remain dissatisfied despite adequate provisions. This indicates that intrinsic factors, such as commitment and personal expectations, still influence teachers' motivation, even when facilities are important (Armstrong, 2009). Teachers with high expectations for facility quality may feel disappointed and demotivated if those expectations are not met, thereby reducing their motivation (Sherlyanita, 2017).

From these interviews, it is evident that teachers with adequate facilities tend to be more motivated and comfortable at work. This is consistent with Herzberg's motivation theory, which asserts that good working conditions, including facilities, are "hygiene factors" that prevent dissatisfaction and enhance work motivation (Sudrajat, 2008). Nonetheless, intrinsic motivation, such as a sense of responsibility and dedication to the profession, is also crucial for fostering a willingness to work, even in the absence of facilities.

The findings highlight the significance of positive relationships among colleagues in fostering a productive work environment (Yohanes, 2022). According to social exchange theory, interpersonal interactions based on emotional support and respect enhance workplace dynamics. Respondent SRQ emphasized mutual support among colleagues, creating a harmonious atmosphere essential for contract teachers facing unique challenges. This aligns with Islamic values, which promote *ukhuwah* (brotherhood) and cooperation, reinforcing the need for teamwork to achieve shared goals (Siagian, 2020).

Respondent KM described a "healthy" work environment, emphasizing that strong interpersonal relationships lead to greater motivation and commitment among teachers. Research indicates that supportive workplace cultures significantly enhance employee satisfaction and retention (Lestari & Utami, 2024). The absence of toxic behaviors, as noted by KM, is crucial in maintaining a positive work culture. The Job Demands-Resources (JD-R) model supports this, indicating that a healthy work environment mitigates stress and fosters engagement, allowing teachers to focus on their responsibilities (Schaufeli, 2017).

However, challenges noted by respondent ASM regarding cooperation during significant Islamic celebrations highlight areas for improvement. The lack of collaboration reflects the diverse motivations within the workplace. This aligns with Tuckman's stages of group

development, which emphasize the importance of clarity in roles and responsibilities (Sari et al., 2022). To overcome these challenges, it is essential to foster team cohesion and clarify expectations, prioritizing collaboration (Gunawan et al., 2024).

Table 1. Explanation of Thematic Focus

Thematic Focus	Explanation
Facilities	Basic Needs: The provision of facilities such as laboratories, projectors, and Wi-Fi serves to enhance motivation by addressing fundamental physiological and safety needs, in alignment with Maslow's hierarchy of needs.
	Perceptual Variability: Despite the provision of adequate facilities, certain teachers continue to express dissatisfaction, indicating the significant role of intrinsic factors in shaping motivation (Armstrong).
	High Expectations: When facility requirements are not adequately met, teachers may experience disappointment, leading to diminished motivation and engagement.
	Hygiene Factors: Adequate facilities enhance the willingness to work and prevent dissatisfaction (Herzberg).
Work Environment	Colleague Relationships: Motivation and commitment are enhanced by positive social interactions and reciprocal support, as posited by Social Exchange Theory.
	Healthy Work Culture: Positive interpersonal relationships reduce stress and enhance job satisfaction and engagement among educators (JD-R Model).
	Collaboration Challenges: The absence of collaboration in certain events highlights the critical importance of teamwork and role clarity (Tuckman's Group Development Theory).

6. Conclusion

From this study, it was found that contract teachers are more motivated and successful when adequate facilities are provided, and they are appreciated. However, in some schools, the lack of facilities remains a significant issue, which can diminish teaching enthusiasm and efficiency. Positive colleague relationships and Islamic values are vital for fostering a supportive teaching and learning environment.

There are several limitations to this study. First, teachers' views on facilities may be influenced by personal expectations and subjective bias, which could affect the interview results. Second, intrinsic components such as commitment and personal expectations were not fully explored, despite their influence on teacher motivation and the availability of facilities. Moreover, the findings cannot be generalized to all contract teachers, as the respondents come from a limited background.

This study has a significant impact on educational policy, particularly in terms of providing facilities that support the performance of contract teachers. By offering physical resources such as laboratories and access to technology that meet the basic needs of teachers, as outlined in Maslow's hierarchy of needs, teachers can feel more motivated and perform better in their roles. However, it is important to note that intrinsic motivation is also crucial, and thus professional development programs are essential for long-term success.

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