



Examining the Influence of Teacher Motivation and School Leadership on Educational Outcomes in South Aceh

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ABSTRACT

This study investigates the impact of motivation and school management support on teacher productivity in high schools within South Aceh, Indonesia. Teacher motivation, encompassing both intrinsic factors such as personal growth and professional commitment, and extrinsic factors like recognition and support, significantly influences productivity and job satisfaction. Additionally, school management support, including effective leadership practices, resource allocation, and professional development opportunities, is critical in fostering a productive teaching environment. Despite national efforts to improve educational quality, schools in South Aceh face unique challenges, including low teacher morale, limited management support, and inadequate access to development resources. This study uses a quantitative approach, collecting data from 123 teachers across five high schools to examine the effects of motivation and management support on teacher productivity. Correlation and regression analyses reveal a strong positive relationship between teacher motivation, management support, and productivity. The results indicate that intrinsic motivation has a slightly greater impact on productivity than extrinsic motivation, while school management support is a significant predictor of teacher performance. These findings underscore the importance of both motivation and administrative support in enhancing teacher productivity, particularly in resource-limited settings. The study provides actionable recommendations for policymakers and educational leaders to support teacher productivity and improve educational outcomes in similar contexts.

INTRODUCTION

Education stands as a fundamental driver of national development, with its quality and accessibility significantly influencing societal progress (Hanushek & Woessmann, 2020). In Indonesia, educational advancement has been prioritized through the 2003 National Education Law, which establishes education as a structured effort to cultivate individuals with spiritual strength, moral integrity, and intellectual capacity (Raihani, 2018). This legislative framework emphasizes the development of competent individuals capable of meeting the demands of an increasingly competitive global environment, making educational quality improvement a national imperative (Widodo & Wardani, 2020).

Teacher productivity and effectiveness serve as crucial determinants of educational success, particularly as teachers function as primary implementers of educational policies and standards (Kraft et al., 2020). In Indonesian high schools, teacher productivity—defined as the effective execution of instructional responsibilities, student engagement, and professional development—directly impacts student achievement and educational outcomes (Sulfemi, 2020). However, research indicates that teachers in remote or resource-constrained regions often face significant challenges related to motivation and institutional support, potentially compromising their capacity to optimize the educational process (Mustafa & Othman, 2016).

Motivation, encompassing both intrinsic and extrinsic factors, plays a pivotal role in shaping teacher productivity and job satisfaction (Ryan & Deci, 2020). Intrinsic motivation arises from a teacher's personal drive for growth and professional commitment, while extrinsic motivation is fueled by external recognition and support systems (Gunawan et al., 2018). Studies have demonstrated that teachers who are highly motivated are more likely to implement innovative instructional strategies (Klassen et al., 2020), engage in continuous professional development (Day & Gu, 2019), and create engaging learning environments (Tschannen-Moran & Chen, 2018). Alongside motivation, school management support has emerged as a critical factor in enhancing teacher productivity (Hallinger et al., 2020). Effective leadership practices, such as strategic resource allocation, clear communication channels, provision of professional development opportunities, and supportive work environments, contribute significantly to teacher performance and overall institutional effectiveness (Harris et al., 2019). Research indicates that principals' leadership styles can greatly influence teacher motivation and productivity by fostering collaborative professional cultures (Leithwood et al., 2020).

The region of South Aceh presents a compelling context for examining these dynamics within Indonesia's educational landscape. Despite national initiatives aimed at improving educational quality, schools in this area face persistent challenges that impact teacher motivation and productivity (Rosser, 2018). Preliminary research points to several critical issues, including diminished teacher morale, inadequate management support structures, limited access to professional development opportunities, and a perception of teaching as merely routine rather than a professional endeavor. This study employs a

quantitative approach to explore the interrelationship between teacher motivation, school management support, and teacher productivity in high schools within South Aceh. Specifically, the research aims to examine the impact of intrinsic and extrinsic motivational factors on teacher productivity, assess the influence of management support practices on teacher performance, and analyze the interactive effects of motivation and support on educational outcomes. By addressing these objectives, the study seeks to provide insights that can inform strategies to enhance teacher productivity in similar educational contexts.

LITERATURE REVIEW

The productivity of teachers is a key factor in the effectiveness of educational institutions, directly impacting student outcomes and the overall quality of education (Wibowo, 2019). Teacher productivity encompasses a range of activities, from classroom instruction to ongoing professional development, all of which contribute to a school's academic performance and student success. Studies have consistently shown that motivated and well-supported teachers are more productive, innovative, and committed to their roles (Sigalingging, 2023). Understanding the factors that influence teacher productivity, particularly motivation and management support, is essential for developing strategies that enhance educational quality.

Motivation in the workplace is generally categorized as intrinsic or extrinsic. Intrinsic motivation, driven by personal satisfaction and internalized values, has been found to foster sustained commitment and engagement in professional tasks (Uno, 2023). Teachers who are intrinsically motivated are more likely to pursue professional development, engage in creative teaching methods, and invest emotionally in their students' success. Conversely, extrinsic motivation arises from external factors such as incentives, recognition, and support, which can also significantly enhance productivity, especially when internal motivation is low (Suroto, 2023). Research on motivation in education highlights the importance of balancing intrinsic and extrinsic factors to sustain teacher performance over time (Anggraini, 2021).

School management support plays a crucial role in establishing an environment that fosters teacher motivation and productivity. Effective management practices—encompassing planning, organizing, directing, and controlling—have been linked to improved job satisfaction and productivity among teachers (Siahaan, 2023). According to Rohiyat (2020), school principals who are actively involved in creating a supportive work environment can significantly boost teacher morale and commitment. Effective school leadership includes the delegation of responsibilities, provision of resources, and establishment of a clear communication structure, all of which help teachers feel valued and motivated (Rasyidi et al., 2024).

Leadership style, particularly transformational leadership, has been identified as a critical factor in educational settings, with leaders who inspire, motivate, and guide teachers often resulting in higher levels of job satisfaction and productivity (Sunarso, 2023). Transformational leaders engage teachers in the vision and mission of the school, providing emotional and professional

support that encourages personal and collective growth (Daft, 2023). Conversely, ineffective leadership can contribute to job dissatisfaction, decreased morale, and lower productivity. Studies by Syarifudin (2022) emphasize that supportive and participative leadership positively impacts teachers' commitment to their roles, fostering an environment conducive to professional and institutional development.

In addition to leadership, management practices that promote teacher well-being and development are essential for sustaining productivity. Research by Astuti and Saa'dah (2024) highlights that physical work conditions, professional development opportunities, and interpersonal relationships within the school significantly influence teacher performance. Teachers who work in environments with adequate resources and professional support are more likely to exhibit high productivity levels. Furthermore, programs that encourage collaborative problem-solving and shared decision-making have been shown to enhance teachers' sense of belonging and ownership in their schools, further boosting productivity (Wibowo, 2023).

In the Indonesian context, studies indicate that teacher motivation and productivity are particularly susceptible to management practices due to the unique challenges posed by resource limitations and regional disparities (Irawati et al., 2022). Jaelani (2024) notes that in rural regions, teachers often experience lower motivation due to inadequate facilities, limited professional development opportunities, and minimal administrative support. Addressing these issues requires targeted interventions that not only address immediate needs but also foster a long-term commitment to teacher growth and satisfaction.

METHODOLOGY

This study employed a quantitative research design to examine the effects of motivation and school management support on teacher productivity in high schools in South Aceh, Indonesia. The study's design focused on analyzing the relationship between intrinsic and extrinsic motivational factors, management practices, and teacher productivity to provide empirical insights that inform strategies for enhancing educational quality.

Participants

The study sampled 123 teachers and school principals from five high schools in South Aceh: SMA Negeri 1 Kluet Utara, SMA Negeri 2 Kluet Utara, SMA Negeri 1 Kluet Timur, SMA Negeri 3 Kluet Utara, and SMA Negeri 1 Bakongan. The sample was selected using stratified random sampling to ensure a representative mix of teachers with different levels of experience, responsibilities, and professional backgrounds. Participants provided informed consent, and ethical considerations were addressed by maintaining participant confidentiality and data anonymity.

Instruments

Data for this study were collected using a structured questionnaire designed to measure three primary constructs relevant to the research focus: teacher motivation, school management support, and teacher productivity. Each section of the questionnaire was adapted from validated scales that have

been extensively used in previous research on teacher motivation and school management practices (e.g., Wibowo, 2019; Uno, 2023). This adaptation ensured the questionnaire's relevance to the specific context of the study while maintaining the rigor and validity associated with well-established measurement tools. The structured approach allowed for systematic data collection, enabling an in-depth analysis of the factors impacting teacher productivity within the high school setting in South Aceh.

The first section of the questionnaire, the Motivation Scale, assessed both intrinsic and extrinsic aspects of teacher motivation. Intrinsic motivation items focused on factors such as job satisfaction and personal growth, which reflect teachers' internal motivations to excel in their roles. In contrast, extrinsic motivation items addressed external incentives like rewards and recognition, which are often influential in reinforcing teachers' commitment and engagement in their tasks. Respondents were asked to rate their agreement with statements on a five-point Likert scale ranging from "Strongly Disagree" (1) to "Strongly Agree" (5). This scale was chosen for its ability to capture the nuanced perceptions of teachers regarding their motivations, offering insights into how both internal and external factors impact their professional productivity.

The second section, the School Management Support Scale, included items evaluating the extent of management support in areas such as planning, organization, resource allocation, and leadership practices. This section aimed to gauge the perceived effectiveness of school administration in creating a supportive environment for teachers. Sample items in this scale addressed the role of school leadership in providing professional development opportunities and fostering a work environment that encourages collaboration and growth. By capturing the teachers' perceptions of management support, this scale provided a comprehensive view of how administrative practices potentially impact teacher motivation and, subsequently, their productivity.

The third section, the Teacher Productivity Scale, measured specific aspects of teacher productivity, including instructional delivery, classroom management, and engagement in professional development activities. Teachers were asked to rate the frequency of their participation in these activities on a five-point Likert scale from "Never" (1) to "Always" (5). This scale allowed for an objective assessment of teachers' productivity by capturing how often they engage in core professional activities that directly contribute to educational outcomes. By evaluating productivity across multiple dimensions, this scale provided a well-rounded measure of teacher effectiveness in their daily roles.

To ensure the reliability of each scale, Cronbach's alpha was calculated, yielding high internal consistency for all three scales. The Motivation Scale achieved a reliability coefficient of 0.87, the School Management Support Scale 0.85, and the Teacher Productivity Scale 0.88. These coefficients indicate a strong level of reliability, suggesting that the scales used in the questionnaire consistently measure the constructs of interest. The high reliability of the scales reinforces the robustness of the data collected, ensuring that the study's findings are both valid and reliable for further statistical analysis.

Data Collection Procedure

The data collection was conducted over a two-month period, from June to July 2024. After obtaining permission from the school administration and the district education office, questionnaires were distributed to teachers and principals during scheduled school meetings. The participants completed the surveys in approximately 20-30 minutes. For teachers who were unable to attend, additional sessions were arranged to ensure full participation. Data were collected anonymously to encourage honest responses.

Data Analysis

The collected data were analyzed using SPSS version 25.0. Descriptive statistics were calculated to summarize the demographic characteristics of the sample and the overall responses to each questionnaire item. To examine the relationships between motivation, management support, and productivity, a multiple regression analysis was conducted, with teacher productivity as the dependent variable and motivation and management support as the independent variables.

Additionally, Pearson correlation coefficients were calculated to explore the strength and direction of the relationships between each pair of variables. Regression coefficients and significance values were analyzed to determine the predictive power of motivation and management support on teacher productivity. A significance level of $p < 0.05$ was used to determine statistically significant relationships.

Ethical Considerations

This study was conducted in compliance with ethical research standards. Informed consent was obtained from all participants before data collection, ensuring they understood the purpose of the research and their right to withdraw at any time. Data confidentiality and participant anonymity were strictly maintained, with all data stored in password-protected files accessible only to the researchers.

RESULTS AND DISCUSSION

This section presents the findings of the study, examining the relationships between teacher motivation, school management support, and teacher productivity among high school teachers in South Aceh. Descriptive statistics provide an overview of the participants' responses, followed by inferential statistics that analyze the impact of motivation and management support on teacher productivity.

Descriptive Statistics

Table 1 summarizes the means and standard deviations for each of the main constructs: Motivation, School Management Support, and Teacher Productivity. The Motivation Scale had an overall mean of 4.12 (SD = 0.58), indicating a generally high level of motivation among participants, with slightly higher scores for intrinsic motivation (M = 4.20, SD = 0.55) than for extrinsic motivation (M = 4.03, SD = 0.61). School Management Support scored moderately high (M = 3.85, SD = 0.62), while Teacher Productivity also showed a high mean score (M = 4.15, SD = 0.57), suggesting that teachers engage frequently in productivity-related activities.

Table 1. Descriptive Statistics for Main Constructs

Construct	Mean	Standard Deviation
Motivation	4.12	0.58
Intrinsic Motivation	4.20	0.55
Extrinsic Motivation	4.03	0.61
School Management Support	3.85	0.62
Teacher Productivity	4.15	0.57

Table 1 provides descriptive statistics for the three main constructs, showing generally high scores for teacher motivation and productivity, and moderately high scores for school management support.

Correlation Analysis

A Pearson correlation analysis was conducted to examine the relationships between Motivation, School Management Support, and Teacher Productivity (see Table 2). The results indicated a strong positive correlation between Teacher Motivation and Teacher Productivity ($r = 0.68, p < 0.01$), suggesting that higher motivation levels are associated with increased productivity. School Management Support was also positively correlated with Teacher Productivity ($r = 0.60, p < 0.01$), indicating that teachers who perceive higher levels of administrative support tend to report higher productivity.

Table 2. Pearson Correlation Coefficients Between Constructs

	Motivation	School Management Support	Teacher Productivity
Motivation	1.00	0.58**	0.68**
School Management Support	0.58**	1.00	0.60**
Teacher Productivity	0.68**	0.60**	1.00

Note: $p < 0.01$

Table 2 shows strong positive correlations between Motivation and Teacher Productivity, as well as between School Management Support and Teacher Productivity.

Regression Analysis

To further analyze the predictive power of motivation and management support on teacher productivity, a multiple regression analysis was conducted. The regression model was significant ($F(2,120) = 45.32, p < 0.001$), with both Motivation ($\beta = 0.45, p < 0.001$) and School Management Support ($\beta = 0.33, p < 0.01$) emerging as significant predictors of Teacher Productivity (see Table 3). Together, these variables explained 56% of the variance in teacher productivity ($R^2 = 0.56$), suggesting that motivation and management support are influential factors in promoting teacher productivity.

Table 3. Multiple Regression Analysis Predicting Teacher Productivity

Predictor	β	t	p-value
Motivation	0.45	5.12	< 0.001
School Management Support	0.33	4.21	< 0.01

Model Summary	$R^2 = 0.56$	$F(2,120) = 45.32$	$p < 0.001$
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Table 3 shows the results of a multiple regression analysis, indicating that both Motivation and School Management Support significantly predict Teacher Productivity.

Differences in Intrinsic and Extrinsic Motivation

A paired-sample t-test was conducted to assess whether there was a significant difference between intrinsic and extrinsic motivation scores. The results revealed a significant difference ($t(122) = 3.15, p < 0.01$), with intrinsic motivation ($M = 4.20, SD = 0.55$) being higher than extrinsic motivation ($M = 4.03, SD = 0.61$). This suggests that teachers in South Aceh are more driven by internal factors like personal growth and job satisfaction than by external incentives. Figure 1 visually depicts the comparison between intrinsic and extrinsic motivation.

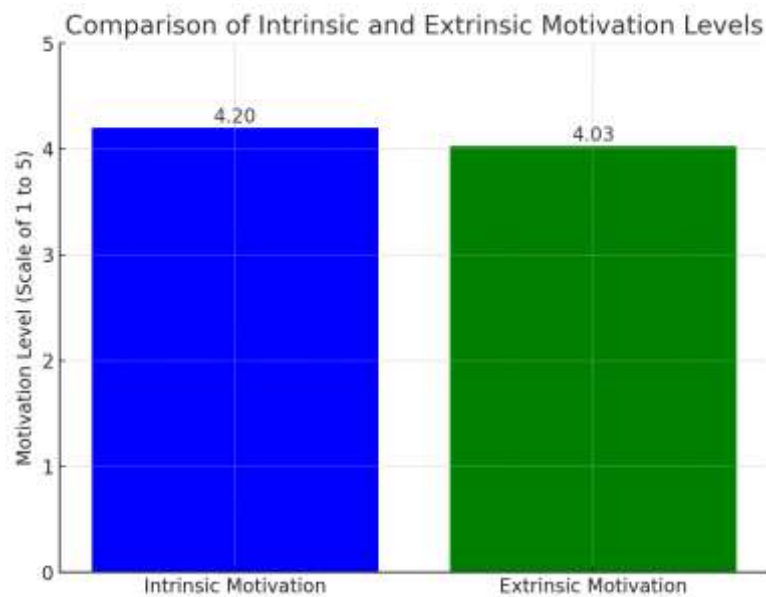


Figure 1. compares the mean scores for intrinsic and extrinsic motivation, showing that intrinsic motivation levels are higher among teachers.

Summary of Findings

In summary, the results highlight the importance of both teacher motivation and school management support in predicting teacher productivity. High levels of intrinsic and extrinsic motivation, coupled with effective management support, are strongly associated with greater teacher productivity in instructional delivery, classroom management, and professional development. These findings suggest that efforts to enhance both intrinsic motivation and school management support could be effective strategies for improving educational outcomes in South Aceh.

The findings of this study highlight the significant role of teacher motivation and school management support in predicting teacher productivity within high schools in South Aceh. Both intrinsic and extrinsic motivation were positively associated with teacher productivity, with intrinsic motivation demonstrating a slightly higher mean. This aligns with previous research indicating that teachers driven by personal satisfaction and growth are often

more engaged and effective in their roles (Anggraini, 2021; Uno, 2023). Intrinsic motivation has been shown to foster a deep commitment to teaching, encouraging teachers to develop creative instructional methods and engage in continuous self-improvement (Wibowo, 2019). Teachers in this study exhibited strong intrinsic motivation, suggesting that personal fulfillment is a primary motivator in their professional lives.

The moderate yet significant level of extrinsic motivation found in this study also aligns with literature suggesting that external rewards, such as recognition and incentives, can positively influence teacher performance (Suroto, 2023). While intrinsic motivation remains a stronger predictor of long-term engagement, extrinsic motivators are valuable in sustaining teachers' immediate effort and involvement in school activities. This balance between intrinsic and extrinsic motivators supports findings by Uno (2023) and Anggraini (2021), who emphasize the need for both types of motivation to achieve sustained teacher productivity.

The positive correlation between school management support and teacher productivity underscores the importance of effective leadership and administrative practices in education. Teachers who perceive strong support from their school management are likely to feel more valued, which positively impacts their performance and engagement (Daft, 2023). In particular, school management that provides professional development opportunities, resources, and an inclusive work environment contributes to a culture that fosters both individual and collective growth (Siahaan, 2023). Transformational leadership, which involves inspiring and supporting teachers to achieve personal and professional goals, has been shown to significantly enhance teacher motivation and productivity (Sunarso, 2023). This study's findings align with this research, showing that supportive management practices are essential for fostering teacher productivity.

The regression analysis results further reveal that both motivation and school management support are significant predictors of teacher productivity, explaining a substantial portion of the variance in productivity outcomes. These results are consistent with previous studies, such as those by Rasyidi et al. (2024), which found that teachers' perceptions of administrative support and encouragement directly influenced their classroom effectiveness and engagement. Effective school management not only improves organizational efficiency but also positively affects teachers' psychological well-being and job satisfaction, creating a productive and positive teaching environment (Rohiyat, 2020).

In the context of South Aceh, where resources may be limited and teachers may face unique challenges, the role of school management support becomes even more critical. Studies on rural or resource-constrained educational settings suggest that teachers in these environments rely heavily on administrative guidance and support to overcome challenges, which in turn influences their motivation and productivity (Jaelani, 2024). These findings imply that in resource-limited settings, school management practices need to be particularly attentive to teacher needs, providing both the emotional and professional resources necessary to sustain high levels of productivity.

This study contributes to the understanding of teacher productivity by demonstrating that both intrinsic motivation and supportive management are crucial for optimizing teacher performance. Efforts to enhance teacher productivity should focus on fostering intrinsic motivation through opportunities for personal growth and professional satisfaction. At the same time, extrinsic motivators, such as incentives and recognition, should not be overlooked as they provide immediate reinforcement that sustains daily teaching practices. Finally, the findings highlight the critical role of school management support, especially in challenging contexts, suggesting that leadership development programs and management training may benefit educational outcomes.

The results affirm that a dual focus on intrinsic motivation and management support can effectively enhance teacher productivity. Future studies may explore these relationships in more diverse educational settings or consider additional factors, such as peer support and teacher-student relationships, which may further impact productivity. The insights provided here offer valuable guidance for policymakers and school administrators seeking to improve teacher productivity, especially in regions where educational resources may be constrained.

CONCLUSIONS AND RECOMMENDATIONS

This study highlights the importance of teacher motivation and school management support as critical factors influencing teacher productivity in high schools in South Aceh. Both intrinsic and extrinsic motivation were found to have a positive correlation with productivity, although intrinsic motivation was slightly stronger. This suggests that teachers are driven largely by personal satisfaction and a sense of purpose in their work. Similarly, school management support plays a significant role in enabling teachers to perform effectively by providing necessary resources, fostering a collaborative environment, and offering professional development opportunities. The combined influence of motivation and management support accounted for a substantial portion of the variance in teacher productivity, underscoring the value of fostering these elements within educational institutions.

In resource-constrained regions like South Aceh, effective management support becomes especially vital as it can help teachers overcome challenges related to limited resources and external pressures. The findings also suggest that teachers who feel supported by their administration are more likely to stay committed to their roles and maintain high productivity levels, benefiting the broader educational outcomes. These insights reinforce the need for a balanced approach to enhancing teacher productivity, one that addresses both internal motivational factors and external support structures.

Based on the findings, several recommendations can be made to improve teacher productivity through enhanced motivation and management support. First, fostering intrinsic motivation among teachers is essential. Schools should create opportunities for teachers to pursue personal and professional growth, such as providing access to professional development programs and encouraging the use of innovative teaching methods. Recognizing teachers'

contributions to student success can further enhance their sense of purpose and satisfaction, reinforcing intrinsic motivation.

While intrinsic motivation is crucial, extrinsic motivators like rewards, recognition, and incentives should also be leveraged to sustain daily engagement and reinforce productivity. Regular recognition programs, performance-based bonuses, and career advancement opportunities can provide the external reinforcement necessary to keep teachers motivated. A balanced approach that includes both intrinsic and extrinsic motivators can ensure sustained productivity.

Strengthening school management support is another priority. Administrators should focus on fostering a supportive environment by maintaining open communication, offering professional development resources, and providing a platform for teachers to express their needs and concerns. Adopting transformational leadership styles, where administrators actively empower teachers and involve them in the school's mission, can help create a collaborative environment where teachers feel valued and motivated.

Additionally, leadership training for school administrators can be instrumental in enhancing their capacity to support teachers effectively. Training in transformational and participative leadership can equip school leaders with the skills necessary to cultivate a positive work environment, address teacher needs proactively, and manage resources efficiently. Such training can empower school leaders to balance productivity with teacher well-being, creating a more conducive environment for teaching.

Creating feedback mechanisms, such as regular surveys or teacher focus groups, can help administrators stay responsive to teachers' needs and preferences. By gathering teacher input on policies, professional development priorities, and support systems, administrators can make informed decisions that align with what teachers need to perform effectively.

Finally, policymakers should consider regional disparities and allocate targeted resources to support teachers in under-resourced areas, like South Aceh. Specific funding for educational resources, technology, and facilities can alleviate challenges unique to these regions, helping teachers maintain high productivity despite limited resources. A comprehensive approach that integrates motivation, management support, and context-specific policies can foster a productive teaching environment that ultimately enhances educational outcomes.

FURTHER STUDY

This study, while providing valuable insights into the influence of motivation and school management support on teacher productivity, has certain limitations that suggest areas for further research. First, the study was limited to a sample of high school teachers in South Aceh, which may restrict the generalizability of the findings to other regions or school types. Future research could expand to include a more diverse sample of teachers from different geographic regions, educational levels, and school settings to explore whether these factors vary by context.

Additionally, this research focused primarily on motivation and school management support as predictors of productivity, excluding other potentially influential factors such as teacher-student relationships, peer support, and community involvement. Future studies could incorporate these additional variables to provide a more comprehensive understanding of the elements that contribute to teacher productivity. Longitudinal studies could also be beneficial, as they would allow researchers to examine how motivation and productivity evolve over time and in response to changing educational policies or resources. Methodologically, this study relied on self-reported data through questionnaires, which may introduce biases related to social desirability or personal perception. Future investigations might incorporate mixed methods, such as interviews, classroom observations, or peer evaluations, to triangulate data sources and provide a richer, more nuanced understanding of teacher productivity dynamics.

Lastly, given the constraints of resources in rural or underserved regions like South Aceh, future research could examine specific interventions aimed at improving both intrinsic motivation and school management support in resource-constrained settings. Investigating the effectiveness of targeted support policies, such as leadership training programs or incentive structures tailored to rural schools, could offer actionable insights for policymakers working to enhance teacher productivity across diverse educational environments. These areas for further study can deepen the understanding of teacher productivity and inform more robust educational strategies.

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