



Optimizing Teacher Performance through Internalization of Maslow and Herzberg's Motivation Theories

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Abstract

This study aims to analyse the application of Maslow's and Herzberg's motivation theories in improving teacher performance at Madrasah. The research adopts a qualitative approach with a case study design. Data were collected through in-depth interviews, observations, and documentation involving teachers and the headmaster. The findings indicate that teachers' work motivation is predominantly influenced by intrinsic factors, social climate, and religious values rather than financial incentives. Verbal appreciation from the headmaster, social cohesion among teachers, harmonious relationships with students, and the religious meaning of teaching as an act of worship are the key drivers of work enthusiasm. Analysis using Maslow's hierarchy of needs revealed that most teachers have reached the level of self-actualization, while Herzberg's two-factor theory emphasized that motivators have a more substantial influence than hygiene factors. The study resulted in the development of an Integrative-Religious Work Motivation Model, which emphasizes strengthening intrinsic motivation, fulfilling social-hygiene needs, and fostering transformative-religious leadership. The study recommends that future research focus on the development of motivation measurement instruments based on Islamic values and conduct comparative studies across different Islamic educational institutions to better understand the broader applicability of these motivational frameworks. Additionally, exploring the role of school leadership in nurturing a supportive and motivating work environment could provide valuable insights for further enhancing teacher performance in Madrasah settings.

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Introduction

In the context of Islamic education, teacher performance remains a critical challenge for educational leaders. Teachers in these religious institutions often face unique pressures, including balancing religious teachings with academic curricula (Khalili et al., 2022; Nasri et al., 2020). Empirical evidence suggests that teacher performance in *Madrasah* is largely influenced by intrinsic factors such as personal fulfillment in teaching, social cohesion, and a sense of religious duty (Lafrarchi, 2020; Suyatno et al., 2022). A study by (Zhu et al., 2020) indicates that intrinsic motivation, especially the spiritual and religious satisfaction derived from teaching, significantly enhances teacher engagement and commitment. Conversely, extrinsic factors, such as financial incentives, are often found to have a less substantial impact on teacher motivation and performance in this setting (Hussain et al., 2026). This underscores the importance of understanding how Maslow's hierarchy of needs and Herzberg's two-factor theory can be applied to *Madrasah* environments, where the internalization of religious values is central to both the personal and professional lives of teachers. By addressing intrinsic needs such as self-actualization and recognition, *Madrasah* leaders can better align the motivations of their teachers with the broader goals of the institution.

Further empirical studies have shown that *Madrasah* teachers exhibit high levels of job satisfaction when they experience strong social bonds within their school community, particularly with students and colleagues. Research by (Dore & Martins, 2024) reveals that social cohesion among teachers and a positive school climate can directly enhance teacher performance, especially in environments where teachers view their roles as religious vocations. For example, teachers who perceive teaching as an act of worship, and who feel appreciated and respected by their peers and administrators, show greater levels of enthusiasm and dedication. Herzberg's motivator-hygiene theory, when applied to this context, reveals that while hygiene factors such as adequate facilities and fair pay are necessary (Stefanova & Dimitrova, 2025), it is the motivators—recognition, achievement, and the opportunity to contribute to a higher purpose—that most strongly influence performance in *Madrasahs*. As such, integrating both Maslow's need hierarchy and Herzberg's motivation theory provides a framework that can support the development of an organizational culture that fosters intrinsic motivation, leading to enhanced teacher performance and overall institutional success.

Several previous studies have examined work motivation in the context of education, including (Skiadas, 2020)'s research, which found that hygienic environments indirectly enhance student academic achievement through satisfaction with a comfortable school atmosphere. Additionally, other studies have identified that not all levels of Maslow's needs are fulfilled in Islamic Religious Education (PAI) contexts, particularly in terms of esteem and self-actualization needs (Edidarmo & Fudhaili, 2023). (Piramanayagam et al., 2024) highlighted the relevance of Structural Equation Modelling in improving learning motivation in the digital era, though technological access disparities remain a

challenge. Other studies, such as (Hong & Wonglek, 2025), emphasize the role of intrinsic motivation in fostering teacher commitment, while a study by (Edidarmo & Fudhaili, 2023) showed that teachers' religious values significantly influenced their engagement and performance. Similarly, (Yousaf, 2020) demonstrated that positive teacher-student relationships, aligned with Herzberg's motivators, positively impacted teacher motivation, whereas (Alrawahi et al., 2020a) has shown that a lack of professional development opportunities and recognition negatively affected teacher job satisfaction and performance. Lastly, (Alrawahi et al., 2020b) found that effective leadership and a supportive school culture were crucial for enhancing both teacher motivation and student outcomes in Madrasah settings.

Although previous studies have made significant contributions, there remains a gap in the comprehensive integration of classical motivation theories with the context of Islamic values in Madrasah educational institutions. Previous research has largely focused on individual theories or specific aspects of motivation, without holistically integrating various motivational theories to create a contextual model for Islamic educational settings. This research aims to bridge this gap by integrating Maslow's hierarchy of needs and Herzberg's two-factor theory within the unique context of Islamic educational institutions, which are characterized by a strong religious dimension. The novelty of this study lies in the development of an Integrative-Religious Work Motivation Model that specifically accommodates Islamic values as a fundamental dimension of teacher motivation in Madrasahs. This research thus expands and complements prior studies by offering a more comprehensive, contextually relevant framework for understanding teacher motivation in Islamic education, taking into account both classical motivational theories and the central role of religious values in shaping educators' work attitudes and performance.

This research is crucial because it addresses the need for a deeper understanding of teacher motivation in Madrasah settings, where the integration of Islamic values plays a pivotal role in shaping educational outcomes. While previous studies have explored various motivational theories and their application in educational contexts, there has been limited focus on how these theories intersect with the religious dimensions inherent in Islamic education. The urgency of this study stems from the increasing need to align motivation models with the unique cultural and spiritual context of Madrasahs, where the integration of religious values can significantly influence both teacher performance and student success.

This research focuses to develop a comprehensive model that combines Maslow's hierarchy of needs and Herzberg's two-factor theory, while incorporating Islamic values as central to the motivational framework for teachers. This approach is vital in addressing the specific challenges faced by Madrasahs, where intrinsic motivators such as religious fulfillment, social cohesion, and the sense of teaching as a spiritual duty are essential for fostering a productive and dedicated teaching environment. By doing so, this research aims to create a more contextualized understanding of teacher motivation, which is not only informed

by classical motivation theories but also by the values that are fundamental to Islamic educational practice. The findings of this study are expected to provide valuable insights for educational leaders and policymakers in Madrasah settings, offering practical strategies to enhance teacher motivation and, ultimately, improve the quality of education in Islamic schools.

Methods

This research adopts a qualitative case study design, which is selected due to its ability to provide a deep exploration of teacher motivation within the context of Islamic educational institutions. A case study is a research method that allows for an in-depth examination of specific events, processes, activities, or groups, enabling a comprehensive understanding of real-life phenomena (Foster, 2024; Roller & Lavrakas, 2015). In this study, the focus is on investigating the teachers' motivation as well as the role of the school principal in influencing this motivation. This approach is particularly suitable as it allows for an extensive analysis of the unique experiences, practices, and dynamics involved in teacher motivation within a specific institutional setting (Leavy & Patricia, 2017), providing valuable insights into the context of Islamic education.

The research is conducted at Islamic Elementary School Nurul Ichlas (MI YAPINUR), located in Sindang Anom, Limbangan Tengah, Blubur Limbangan, Garut, West Java. Data for this study is collected through three complementary techniques (Marx, 2023). First, in-depth interviews are conducted with both the teachers and the school principal to gather personal insights and experiences regarding work motivation. These interviews serve to capture the perspectives of key stakeholders in the educational process. Second, observations are carried out within the classroom and school environment to directly observe how teachers' motivation manifests in their daily actions, interactions with students, and overall behaviour. Lastly, documentation such as attendance records, performance reports, and internal policies are analysed to provide additional context and triangulate the data gathered through interviews and observations. This combination of data collection methods ensures a comprehensive understanding of the research topic.

The data analysis process follows a thematic approach, beginning with data reduction. In this stage, the researcher filters out irrelevant information and focuses on data that is directly related to the research question (Creswell, 2007). The data is then categorized into key themes, drawing from Maslow's hierarchy of needs and Herzberg's two-factor theory, to structure the analysis around how various factors influence teachers' motivation. Following categorization, the researcher interprets the findings by identifying patterns and deriving meanings from the themes. The data is then presented in a descriptive narrative format, providing a clear and detailed account of the results. This process allows the researcher to systematically explore the research question while maintaining an in-depth understanding of the subject. To ensure the validity of the findings, triangulation is used to verify the consistency of the data. Triangulation involves

comparing the results from interviews, observations, and documentation to confirm that the conclusions drawn are accurate and reliable.

Finding and Discussion

Finding

Optimizing teacher performance in Madrasahs involves understanding how Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory can be internalized to influence teacher motivation and performance. This sub-topic explores the factors that contribute to improving teacher performance by addressing both intrinsic and extrinsic motivators. In the context of MI YAPINUR, teachers' motivation is influenced by their emotional and spiritual engagement with their students, as well as their professional development opportunities. The operational definition in this study is the process of internalizing these theories to develop an effective strategy that improves teacher satisfaction, engagement, and performance in the workplace. The research identifies how various factors like leadership, work environment, and teacher autonomy are linked to teacher performance and how Maslow's and Herzberg's frameworks can be practically applied in a *Madrasah* setting.

One informant, a senior teacher, shared his thoughts: "I feel that my work is deeply fulfilling, not just because of the salary or recognition, but because I believe I am answering a higher calling. The school offers a very supportive environment where I can grow both spiritually and professionally." The teacher's statement aligns with Maslow's concept of self-actualization and Herzberg's intrinsic motivators. The informant highlights that the primary drivers of his motivation are related to the emotional and spiritual aspects of his work rather than external rewards. This intrinsic motivation enhances his commitment and passion for teaching, which in turn optimizes his performance.

Another interviewer, the headmaster, provided a different perspective: "We do not have a formal reward system beyond verbal praise, but we focus on creating a sense of belonging and family within the school. This helps maintain a harmonious work environment, and the teachers seem to respond well to this approach." The headmaster's statement reflects Herzberg's idea of hygiene factors—non-financial aspects that prevent dissatisfaction, such as fostering a positive work atmosphere. While the absence of material rewards might be seen as a limitation, the focus on social cohesion and mutual respect within the team creates an environment where teachers feel valued, reducing dissatisfaction and potentially enhancing performance.

And the researcher noted in observation of researcher that the teaching staff interacted with students in a warm, respectful, and engaging manner. Teachers were seen going beyond their professional duties, often engaging with students in after-class activities. These interactions showcased a high level of intrinsic motivation, where teachers found personal fulfilment in their ability to make a positive impact on their students' lives. The atmosphere was conducive to learning, and the teachers demonstrated a strong sense of responsibility and

dedication, indicating that Maslow's need for belonging and Herzberg's motivator factors were at play. This environment, filled with respect and emotional connections, further supports the notion that performance optimization in Madrasahs is influenced not only by external incentives but also by deep-rooted internal motivators.

The research data highlights that the motivation and performance of teachers in MI YAPINUR are significantly impacted by both intrinsic and extrinsic factors. Teachers' intrinsic motivation, derived from emotional and spiritual fulfilment, plays a crucial role in their performance. Although there is a lack of structured material rewards, the positive organizational climate—created by the headmaster's leadership and the harmonious relationships among staff—ensures that teachers feel valued and motivated. Herzberg's theory of motivators and hygiene factors is reflected in the way the school prioritizes interpersonal relationships and the well-being of its staff. The absence of formal rewards does not negatively affect teacher performance, as teachers find their work meaningful and are driven by factors beyond monetary compensation.

The findings from MI YAPINUR reveal a clear pattern: intrinsic motivators, such as personal fulfilment and meaningful work, strongly influence teacher performance. Teachers in this setting experience high motivation due to the alignment of their values with the educational goals of the Madrasah. The positive relational dynamics within the school further enhance this effect, creating a supportive environment that fosters collaboration and growth. Although financial incentives are limited, teachers remain engaged and motivated, demonstrating the power of Herzberg's motivators in creating a work culture that values professional development and interpersonal respect. This case study demonstrates that optimizing teacher performance in Madrasahs is not solely reliant on financial rewards but on fostering a supportive, respectful, and emotionally fulfilling environment.

Table 1. Intrinsic Motivators that Influence Teacher Performance

Position of Informant	Interview Excerpt	Indicator
Senior Teacher	"I feel that my work is deeply fulfilling, not just because of the salary or recognition, but because I believe I am answering a higher calling. The school offers a very supportive environment where I can grow both spiritually and professionally."	Personal achievement, emotional and spiritual meaning in work, sense of devotion.
Headmaster	"We do not have a formal reward system beyond verbal praise, but we focus on creating a sense of belonging and family within the school. This helps maintain a harmonious work environment, and the teachers seem to respond well to this approach."	Positive work environment, interpersonal relationships, social cohesion, leadership.
Teacher	"I feel highly appreciated by the principal and fellow teachers, even though there are no	Verbal appreciation,

Position of Informant	Interview Excerpt	Indicator
	regular financial incentives, I still feel motivated to give my best for the students."	social recognition, supportive relationships within the team.
Headmaster	"We don't emphasize material incentives too much, but we ensure that the family atmosphere is maintained. Teachers feel valued socially, and this is one of the ways we keep their spirit high."	Leadership style based on family values and democratic principles.

Analysis of Teacher Performance Based on Maslow's Hierarchy of Needs

The analysis of teacher performance in MI YAPINUR based on Maslow's Hierarchy of Needs presents a clear progression of teachers' needs being met at different levels. The teachers, while fulfilling their basic physiological and safety needs, have surpassed these foundational needs and reached higher levels in the hierarchy. Their physiological and safety needs are partially addressed through supplementary income from private tutoring, as the basic salary is deemed adequate but lacks sufficient financial incentives. The need for job security is relatively met due to a well-defined staffing system and a secure working environment. On the social level, teachers find fulfilment in the harmonious organizational climate, strong social cohesion, and mutual collaborative support from their peers. Recognition from the school leadership and a sense of belonging help fulfil esteem needs, with a verbal appreciation from the headmaster and respect from students enhancing their self-esteem. Finally, many teachers in MI YAPINUR have reached the self-actualization stage, where teaching is viewed not just as a job, but as a meaningful spiritual calling and a way to contribute to society.

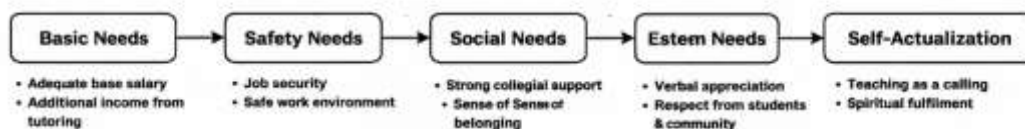
During classroom observations, it was evident that teachers at MI YAPINUR display a high level of engagement and emotional connection with their students. The teachers went beyond their professional duties, often taking extra time to offer additional help to students in a collaborative manner. The harmonious relationships between teachers and students were clear, creating an environment where learning felt meaningful and impactful. This engagement reflects the teachers' fulfilment of social needs, where they experience a strong sense of belonging within the school community. The observation revealed that teachers felt a sense of security and purpose, with their emotional and spiritual needs being met through their work. Despite financial limitations, their motivation remains high, driven by internal factors like personal growth, spiritual fulfilment, and a commitment to their students' development.

The research data illustrates that teachers in MI YAPINUR have largely surpassed the basic needs of Maslow's hierarchy and have moved into fulfilling higher needs. Although the financial rewards are not optimal, the teachers' emotional and spiritual needs are being satisfied through a supportive

organizational environment, a strong sense of community, and a meaningful connection with their work. Social needs are met through harmonious relationships, while esteem needs are fulfilled by the recognition and respect received from both peers and students. Importantly, many teachers have achieved self-actualization, where teaching is not merely seen as a profession but as a spiritual calling and a form of service to the community. This highlights how intrinsic motivation, especially when connected to religious and spiritual values, can drive teacher performance and commitment, even in the absence of substantial financial incentives.

The pattern observed in the data indicates that teachers at MI YAPINUR experience a progressive fulfilment of Maslow's hierarchy of needs, with most of them reaching the stage of self-actualization. While financial rewards are limited, teachers derive motivation from intrinsic factors such as personal fulfilment, a sense of belonging, and the meaningfulness of their work. The emotional connections with students and the supportive, collaborative work environment play a crucial role in fulfilling their social and esteem needs. These findings align with contemporary research suggesting that teachers with higher levels of intrinsic motivation, derived from a sense of purpose and spiritual meaning, are more likely to exhibit consistent and high-quality performance. As a result, teachers at MI YAPINUR show that motivation sourced from internal values leads to sustained engagement and optimal performance, even without external rewards.

Figure 1. Progressive Fulfilment of Maslow's Hierarchy of Needs



Analysis of Teacher Performance Based on Herzberg's Two-Factor

The empirical findings strongly converge with Herzberg's Two-Factor Theory. Teacher satisfaction and performance at MI YAPINUR are primarily influenced by motivator factors, which include intrinsic satisfaction derived from the work itself. Teachers perceive their role in education as a calling and a form of spiritual service, which provides them with a profound sense of purpose (**Bahar & Özen, 2024**). Additionally, teachers are motivated by the responsibility they have in managing their own teaching processes, achieving success in guiding students, and having the opportunity for professional development through access to further education. On the other hand, hygiene factors such as salary, financial incentives, and physical working conditions show limitations. However, these hygiene factors do not cause significant dissatisfaction because they are mitigated by a conducive work environment, positive interpersonal relationships with the school principal and colleagues, and fair and transparent organizational policies implemented through deliberation (Hidayati et al., 2024). Herzberg's

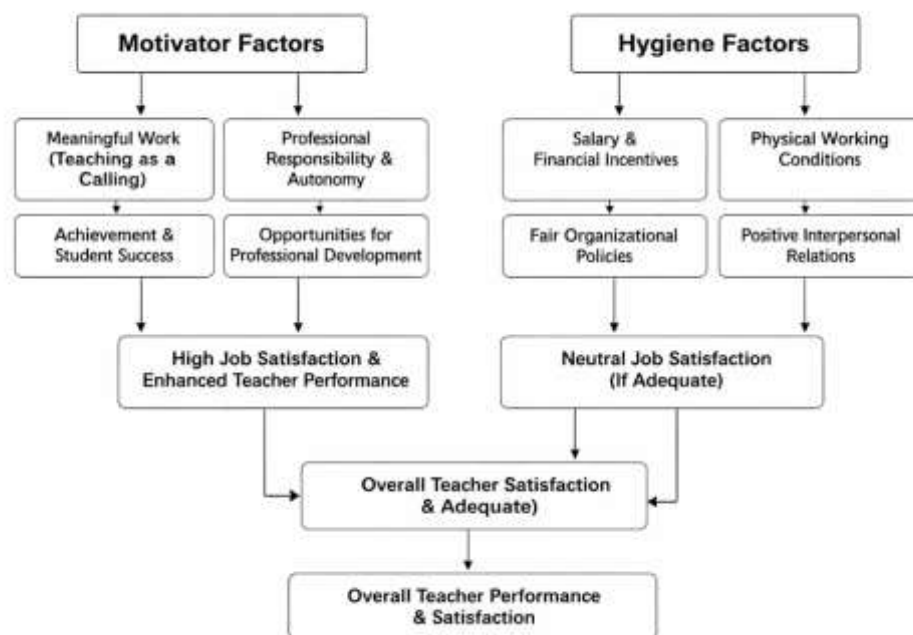
theory asserts that while poor hygiene factors lead to dissatisfaction, their fulfilment does not necessarily enhance motivation, only preventing dissatisfaction.

Observations during the study revealed that teachers at MI YAPINUR show a deep emotional engagement with their students. Their teaching practices reflect a high degree of intrinsic motivation, where they view their work not just as a professional responsibility, but as a form of personal and spiritual fulfilment. Teachers exhibit a sense of autonomy in managing their classes, and their achievements in students' progress provide them with personal satisfaction. This intrinsic satisfaction significantly contributes to their overall job performance. Furthermore, despite the limited financial incentives, teachers are motivated by the opportunity to engage in professional development, such as further education. The work environment is supportive, with positive relationships between the teachers, the headmaster, and their colleagues, which helps mitigate the potential dissatisfaction arising from the lack of financial rewards.

The data collected clearly shows that motivator factors have a more substantial influence on teacher performance than hygiene factors, especially in the context of Islamic educational institutions like MI YAPINUR. The intrinsic satisfaction teachers derive from their work, the sense of autonomy in teaching, recognition of their achievements, and opportunities for professional growth all play a crucial role in enhancing their motivation and performance. While hygiene factors such as salary and working conditions are important, they do not significantly impact teachers' motivation if they are met at a basic level. Instead, it is the meaningfulness of the work and the opportunities for personal and professional development that drive teachers to perform at their best. This finding aligns with Herzberg's proposition that true motivation stems from the intrinsic elements of the job itself, rather than from external rewards.

The pattern observed in the data from MI YAPINUR suggests that teacher performance is predominantly influenced by intrinsic motivators, such as job satisfaction, professional autonomy, and opportunities for growth. These motivators contribute to a positive work environment and a deeper connection between teachers and their students. While financial incentives and physical working conditions play a role, they are not the key drivers of teacher performance. Instead, teachers are more motivated by the meaning they find in their work and the recognition they receive for their achievements. The data demonstrates that a focus on enhancing intrinsic motivation through meaningful work, increased responsibilities, and professional development is more effective for improving teacher performance than merely increasing financial compensation. This pattern supports Herzberg's theory that motivators—factors related to the nature of the work itself—are the true sources of motivation in the workplace.

Figure 2. The Motivation and Hygiene Factors



Discussion

Integration of the Religious Dimension into a Theoretical Framework

The integration of religious motivation in the framework of teacher performance is a significant contribution to the research on optimizing teacher performance in Madrasahs. The findings of this study highlight the important role of spiritual motivation, which is not solely influenced by material and psychological factors, but is fundamentally driven by religious dimensions. In the context of Islamic education, teaching is perceived as an *amanah* and *ibadah*, which fosters a sense of responsibility beyond professional duties. This religious motivation strengthens the teachers' commitment, ensuring that they not only meet the educational objectives but also perform their roles with a deeper sense of purpose and dedication (Warsah et al., 2023). This understanding aligns with contemporary literature on Islamic education, which emphasizes that spiritual motivation significantly impacts job satisfaction and teacher performance (Dorin & Ferencz, 2026). However, the integration of spiritual dimensions into motivation is a distinctive feature of this research compared to more general theories of motivation, such as Maslow's and Herzberg's models, which primarily focus on intrinsic and extrinsic factors without emphasizing the religious aspect.

The integration of spiritual motivation also aligns with Herzberg's Two-Factor Theory, where motivator factors, such as achievement, recognition, and personal growth, play a vital role in enhancing teacher performance (Zdonek, 2023). However, what differentiates this study is the introduction of a spiritual layer that drives motivation, creating a more profound commitment to teaching. This finding contrasts with traditional views that focus primarily on intrinsic psychological motivators or extrinsic rewards, such as salary (Nurfurqoni et al., 2024). While Herzberg's theory suggests that hygiene factors prevent dissatisfaction, this research illustrates that spiritual motivation can create a more

sustainable source of motivation that transcends material rewards. The religious dimension adds an extra layer of commitment, which is not explicitly addressed by Herzberg but is essential in the context of Islamic educational institutions. This research expands on Herzberg's model by incorporating the importance of spiritual values in professional settings, especially in environments where teaching is considered a calling.

The implications of this research suggest that existing motivation theories, such as Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory, can be adapted to the context of Islamic education by integrating a spiritual dimension. This adaptation not only expands the scope of these theories but also enhances their applicability in educational settings with a religious foundation. The findings indicate that while material rewards and basic psychological needs are essential, the internalization of religious values, such as the sense of *amanah* and *ibadah*, plays a pivotal role in fostering a higher level of motivation. This underscores the importance of acknowledging and incorporating spiritual aspects in motivation models, especially in contexts like Madrasahs, where religious values permeate the teaching environment. By broadening the application of these theories to include spiritual motivation, educators and researchers can gain a deeper understanding of what drives teacher performance in religious settings.

From a practical standpoint, the integration of spiritual motivation in teacher performance management suggests several strategies for improving teacher satisfaction and performance in Madrasahs. First, leadership in Islamic educational institutions should recognize and nurture the spiritual motivations of teachers by fostering an environment that aligns with Islamic values. This can be achieved by incorporating opportunities for religious reflection, encouraging teachers to see their work as a form of worship, and providing platforms for professional development that also focus on spiritual growth (Owan et al., 2022). Additionally, the study indicates that while material rewards are important, they should not be the sole focus in motivating teachers. Instead, educators should be provided with opportunities to engage in meaningful work that connects their professional duties to their religious beliefs, thus enhancing their overall job satisfaction and performance. The findings suggest that aligning professional development with spiritual values can lead to more motivated, engaged, and committed teachers.

Finally, the research indicates that the combination of professional and spiritual motivation creates a stronger sense of organizational commitment. Teachers who internalize religious values in their work are more likely to stay engaged with the educational mission, leading to long-term improvements in performance. This alignment between professional responsibilities and spiritual duties creates a deeper commitment to both the institution and the students, which translates into better educational outcomes. Teachers' roles in shaping students' character and imparting values become as significant as their academic duties. The focus on character-building and value transformation, which is often qualitative, suggests that performance should not be measured solely by quantitative metrics like teaching hours or curriculum targets. Instead, teachers'

contributions to the spiritual and moral development of students should also be recognized and valued. This holistic approach to teacher performance in Madrasahs aligns with the broader objectives of Islamic education, where nurturing the heart and mind is equally important.

Integrative-Religious Work Motivation Model

The research findings related to optimizing teacher performance in Madrasahs, particularly through the integration of Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory, have led to the development of an Integrative-Religious Work Motivation Model. This model presents a comprehensive framework that includes four main dimensions: intrinsic motivator factors, hygiene-social factors, differentiation of individual needs, and transformational-religious leadership (Railean et al., 2020). The intrinsic motivator factors emphasize the spiritual and emotional significance of teaching, viewing it as a calling and a form of worship, which aligns with the findings in the literature that suggest spiritual values significantly enhance intrinsic motivation (Virgiawan et al., 2021). These findings are consistent with contemporary studies that highlight the importance of intrinsic satisfaction, such as the personal fulfillment teachers experience when they believe their work serves a higher purpose. However, the distinct integration of religious motivation into Herzberg's model in this study differentiates it from conventional approaches, suggesting a nuanced and more culturally relevant application of motivation theories in Islamic educational contexts.

When comparing these findings with the existing literature, this research demonstrates that while Herzberg's motivators and hygiene factors play an essential role in teacher motivation, the introduction of religious values as a motivator adds a unique dimension (Phuyal, 2023). Previous studies primarily focused on intrinsic motivators like achievement and recognition in secular contexts, while this study emphasizes that the meaning teachers attribute to their work—specifically its spiritual significance—greatly contributes to their overall performance. The model presented in this study diverges from traditional motivation theories by integrating spiritual factors that are central to Islamic education (Mnyani et al., 2023). This integration highlights the importance of understanding motivation not only in terms of material or psychological needs but also in relation to the religious and moral dimensions, which are often overlooked in mainstream educational motivation theories.

The research extends existing motivation theories by incorporating a spiritual dimension that significantly enhances teacher performance in Islamic educational settings. By integrating Maslow's and Herzberg's theories with Islamic values, the study provides a deeper understanding of how both intrinsic and extrinsic motivators interact in this specific context. The findings suggest that the motivation of teachers in Madrasahs cannot be solely explained by traditional frameworks of job satisfaction and performance. Instead, incorporating spiritual meaning into these frameworks leads to more comprehensive insights into the factors that drive teachers in Islamic educational institutions. This approach offers

an innovative way to broaden the scope of traditional motivation theories by adding a layer of religious and cultural relevance, which can be applied to other religious-based educational systems globally.

And the Integrative-Religious Work Motivation Model offers several implications for improving teacher performance in Madrasahs. First, school leaders in Islamic educational institutions should focus on enhancing intrinsic motivation by ensuring that teaching is perceived as a meaningful and spiritually fulfilling task. This can be achieved by aligning educational practices with Islamic values and encouraging teachers to view their work as an act of worship and service to the community. Second, the model suggests that hygiene-social factors, such as salary, working conditions, and interpersonal relationships, while important, do not directly increase motivation but prevent dissatisfaction. Therefore, providing a supportive work environment that includes positive relationships, clear organizational policies, and adequate facilities is crucial for ensuring that teachers can perform optimally without external distractions. Finally, differentiation of motivation strategies based on individual needs can improve the effectiveness of interventions, allowing educators to feel personally acknowledged and supported.

The integration of transformational-religious leadership as the final dimension of the model is a crucial element for ensuring the sustainability of teacher motivation and performance. The study highlights that leadership based on Islamic values, coupled with transformative practices, creates an environment where teachers are continuously motivated by both their professional responsibilities and their spiritual mission. The role of the leader in this context is not just to manage but to inspire and model behaviour that align with religious principles. This finding underscores the significance of values-based leadership in fostering a work culture that supports both the professional and spiritual development of teachers. The model illustrates that teacher performance is most effectively optimized when leadership, intrinsic motivation, hygiene-social factors, and individual needs are all addressed simultaneously, creating a holistic and sustainable approach to improving teacher performance in Islamic educational institutions.

Conclusion

The point of this research is that teacher motivation in Islamic educational institutions is primarily driven by intrinsic, social, and religious factors, rather than financial incentives. Most teachers in the study have reached the level of self-actualization, perceiving their teaching profession as both a calling and an act of worship. This highlights the importance of intrinsic motivation, which, when supported by a conducive social and spiritual environment, has a more substantial impact on teacher performance than financial rewards alone. The strength of this study lies in its contribution to the academic field by developing an Integrative-Religious Work Motivation Model, which provides a comprehensive framework for optimizing teacher performance through the enhancement of intrinsic

motivation, the fulfillment of social-hygiene needs, the differentiation of individual needs, and transformational-religious leadership. This model offers valuable insights into the unique motivational dynamics of Islamic educational settings, where professional, social, and spiritual dimensions are integrated. However, this study has some limitations, including the need for further research to develop standardized tools for measuring motivation based on Islamic values and conducting cross-institutional comparative studies to strengthen the external validity of the proposed model. Future research could explore these areas to provide a deeper understanding and broader application of this model across different Islamic educational institutions.

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