



DETERMINANTS OF INTRINSIC MOTIVATION IN PRIVATE SCHOOL TEACHERS IN SOUTH KALIMANTAN: AN EMPIRICAL ANALYSIS BASED ON HERZBERG'S MOTIVATOR FACTOR THEORY

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ABSTRACT

An individual or organization is guided to attain their objectives by motivation. The school's goals will be achieved if the teacher is motivated and dedicated to his duties and obligations. Based on Herzberg's theory, the purpose of this study is to identify the component that, when it comes to intrinsic motivation, has the most significant percentage among private teachers in South Kalimantan Province: achievement-quality performance, Advancement, and growth-new learning, recognition for achievement, Responsibility, and work itself. The design chosen to conduct this research is a survey. The total sample selected is 335 private school teachers. All items in the questionnaire used a five-point Likert scale to evaluate the response sample in this study. Respondents are asked to assess each item by selecting one of the five options available, ranging from 'Strongly disagree' to 'Strongly agree.' Based on the results of a study of 355 private teachers in South Kalimantan Province, it was found that their level of intrinsic motivation was generally high to very high on various aspects of the assessment. It indicates that these teachers have strong internal enthusiasm for their teaching profession.

Keywords: Intrinsic Motivation, Herzberg's motivator theory, Private school teachers

INTRODUCTION

Motivation is essential for success in educational institutions because it allows teachers to work with a passion that advances achieving hierarchical objectives (Kumari & Kumar, 2023). Motivation can come from either intrinsic or extrinsic sources. According to Deci and Ryan (1985), intrinsic motivation is required to engage in an activity because it is enjoyable and rewarding. In 2000, Ryan and Deci argued that intrinsic motivation is driven by enjoyment and interest. It can help individuals work harder and lower their emotional exhaustion. Woolfolk (2001) illustrates that intrinsic motivation comprises inborn human traits like desires, interests, curiosity, and enjoyment. Intrinsic motivation is the primary mindset in schooling, according to Woolfolk.

In previous studies (Bukhari et al., 2023; Feser et al., 2023; Oluoch, 2022), the main focus of their research was the factors that influence teachers' intrinsic motivation, based on the Self-Determination Theory proposed by Deci and Ryan (1985), and Ryan and Deci (2002), with the methodology of structural equation models and correlation analysis. The results show that teacher motivation significantly impacts students' academic performance. In addition, working environment conditions—including interpersonal relationships and administrative support—were identified as essential factors influencing teachers' motivation levels. Here, the intrinsic motivation of private teachers is focused on Herzberg's motivator factor theory (Amzat et al., 2017). Through descriptive statistic design, the primary factors influencing the intrinsic motivation of private teachers in South Kalimantan, Indonesia, will be understood (Sartono & Ardhani, 2016). The results of this study can be used to recommend that the authorities make policies related to the motivation of private teachers (Ali et al., 2016). The study's results can also be the basis for carrying out innovative steps to increase the motivation of private teachers according to the needs and challenges faced by education in South Kalimantan (Tambrin et al., 2021).

Theoretical background

Understanding the intrinsic elements of motivation

Motivation is the process that inspires people to work toward a common goal. It is the key to success for any educational institution and enables teachers to work with a passion that contributes to achieving hierarchical goals (Hanus & Fox, 2015). According to Ryan and Deci (2017), teachers have different motives for their career choices, and intrinsic and extrinsic goals have been compared and contrasted. Intrinsic plans include the desire to serve others, the drive for personal development, the simple joy of teaching, and the desire to give back to the community.

Analysis of Herzberg's Motivator Factor Theory

According to Herzberg, a well-motivated teacher can turn an otherwise average group into a highly effective team. Teachers who are responsible will make every effort to fulfill their obligations. It will occur if the activity is driven by solid motivation. The motivation of the teacher to instruct is essential to the student's educational experiences. Highly driven teachers have a higher probability of creating a learning environment that maximizes the motivation of their students (Ma et al., 2018).

Herzberg (1959) stated that motivational factors consist of achievement-quality performance, Advancement, growth-new learning, recognition for achievement, Responsibility, and Work (Giroux, 1960). Achievement motivation is the desire to do the job well. Some experts commented on achievement motivation. In the Motivation to Work study and all subsequent investigations, the most common factor contributing to job satisfaction was achievement or quality performance. In other words, we discovered that some behaviors or routines result in satisfaction and good sentiments. Job satisfaction refers to employees' attitudes regarding all aspects of their jobs, the work environment, and their overall reaction to their jobs (Fuming & Jiliang, 2015). According to Evans (1997), A person's mental condition, or job satisfaction, is based on how well they feel their needs linked to their work are being met (328). Furthermore, two significant components of teacher job satisfaction are identified: job comfort and job fulfillment.

According to Herzberg's theory of motivation, the need for Advancement and growth is an intrinsic motivational factor that can increase one's job satisfaction. Employees will be satisfied

if they feel that their job provides opportunities for growth and development and provides challenges and happiness by developing new abilities and skills. Recognition provides correct performance feedback, adopts hygiene dynamics, is perceived as interpersonal appraisal, and is frequently dissatisfying. Work-customer relationship (completing an order for a customer or a group of customers within or outside the company). Giving an employee a particular position within an organization is called recognition. Recognition refers to how an employee's performance is judged and how much gratitude they receive from their organization. It also describes how an organization rewards and recognizes its employees for their efforts and achievements (Danish & Usman, 2010). According to Adil and Fatima (2013), employee recognition has two components. On the one hand, it shows how open-minded managers are, regardless of whether they even realize when one of their staff members is performing well. Secondly, there is a significant impact on employee enthusiasm, creativity, and, most crucially, working relationships when managers acknowledge employees' reasonable efforts through formal and informal communication media.

Impact of Intrinsic Motivation on Teacher Performance and Education Quality

Numerous research studies have provided empirical evidence of the relationship between student motivation and learning effectiveness. In particular, it has been demonstrated that intrinsic drive positively affects students' capacity for successful learning. It was evidenced in a seminal study by Guay and Vallerand (1997), which proved that higher levels of intrinsic motivation led to more excellent student learning performance and outcomes. Their results underscored the importance of stimulating intrinsic motivation in an educational context to enable students to learn in an engaged, self-driven manner. Further supporting this finding is more recent research by Zaccone and Pedrini (2019), which also revealed through their work that intrinsic motivation significantly positively affects students' learning effectiveness. When students are intrinsically motivated to learn due to interest, enjoyment, or internal fulfillment, they show increased learning performance and mastery of educational material. The positive impact of intrinsic motivation on learning effectiveness is thus validated across multiple empirical investigations.

Teacher motivation has also been connected to performance outcomes in addition to those of students. A study by Anggraeni (2021) examined how intrinsic and extrinsic factors influenced teacher performance. The research discovered that (1) intrinsic factors significantly improved teacher performance, (2) extrinsic factors significantly improved teacher performance, and (3) there was an interaction effect that affected teacher performance when work motivation moderated the combination of intrinsic and extrinsic factors. Therefore, intrinsic sources of motivation, such as satisfaction in teaching, and extrinsic sources, such as pay and benefits, can improve teachers' effectiveness, and work motivation strengthens these relationships. These results contribute to our understanding of how motivational dynamics related to the inherent enjoyment of the job vs. external rewards affect teachers' ability to perform well in the classroom.

Furthermore, the interplay between different types of motivation among teachers is highlighted in Malmberg's (2006) report, which points to a correlation between intrinsic motivation for the act of teaching itself and the extrinsic motivations around the profession and job security. It suggests that teachers are frequently motivated by their desire to help pupils learn

and by external factors like pay and job security. The Malmberg research emphasizes how difficult it is to determine how instructors' motivation affects their desire to succeed. The corpus of research based on teachers and students shows the complex relationship between motivation and work performance or learning. Although learning and teaching that are more successful are associated with intrinsic motivation in particular, the best results are probably achieved when internal incentives and external rewards are combined. To completely comprehend these motivational dynamics in education, more research is necessary.

METHOD

The design chosen to conduct this research is a survey. The total sample selected is 335 private school teachers. All items in the questionnaire used a five-point Likert scale to evaluate the response sample in this study. Respondents are asked to assess each item by selecting one of the five options available, ranging from 'Strongly disagree' to 'Strongly agree.' Each option represents respondents' confidence level or willingness to the statements or questions posed in the questionnaire. Before being distributed to 335 research samples, questionnaire items were tested for validity and reliability. The questionnaire to be distributed to the sample is a questionnaire item that has passed CFA analysis. Statistical methods: the researcher used descriptive statistical analysis to measure and analyze participants' answer data obtained through instruments based on the research objective.

RESULTS AND DISCUSSION

The data processing results obtained information about teacher motivation categories based on their percentages.

Table 1.

Intrinsic teacher motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It tends to be High	10	2.8	2.8	2.8
	High	184	51.8	51.8	54.6
	Very High	161	45.4	45.4	100.0
	Total	355	100.0	100.0	

51.8% of teachers are known to be intrinsically motivated, based on the Intrinsic Teacher Motivation Table and Herzberg's motivational components hypothesis. It belonged to the high group. 45.4% is the very high class after that. In the meantime, 2.8% of educators fall into this category, which is usually high. In other words, it may be said that South Kalimantan Province's private school teachers typically exhibit high levels of intrinsic motivation. It's a successful outcome.

According to Herzberg's theory of motivation, the need for Advancement and growth is an intrinsic motivational factor that can increase one's job satisfaction. Employees will be satisfied if they feel that their job provides opportunities for growth and development and provides challenges and satisfaction by developing new abilities and skills. The research conducted by Yasmeen, Mushtaq, and Murad (2019) concluded that special education teachers possess intrinsic motivation, which they receive as fulfilment, joy, honour, and accomplishments.

Conversely, extrinsic motivation was found to be relatively low, with examples including a slow promotion process, restricted salaries, allowances, and other facilities, and no teacher regularisation. Most school administrators note how well special education teachers are performing. The study's findings indicate a favorable correlation between instructors' performance and their intrinsic motivation.

The category data per Aspect of intrinsic motivation is as follows:

Table 2.

Aspect of achievement-quality performance

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Very Low	1	.3	.3	.3
	Low	2	.6	.6	.8
	It tends to be High	23	6.5	6.5	7.3
	High	150	42.3	42.3	49.6
	Very High	179	50.4	50.4	100.0
	Total	355	100.0	100.0	

Based on Herzberg's motivational factors theory, the data shows that most private school teachers in Kalimantan Province, Indonesia, have very high achievement-quality performance. Specifically, 50.4% of teachers are in the very high category, meaning they feel delighted and motivated when they succeed in achieving high-quality performance. It aligns with achievement motivation theories, which suggest that people with high achievement motivation have a strong desire to accomplish difficult tasks, achieve high standards, master complex goals, and outperform others (Daft, 2010; Griffin & Moorhead, 2014). Furthermore, 42.3% of teachers fall into the high achievement-quality category, indicating they also feel satisfied and motivated by achievement and quality but to a slightly lesser degree than the very high group. Only 6.5% are in the moderate category, meaning they feel limited satisfaction and motivation based on achievement and quality. Meanwhile, 6% and 3% of teachers are in the low and very low categories, respectively, suggesting they feel little satisfaction or motivation based on achievement and quality performance.

Overall, the data confirms that most private school teachers in this region of Indonesia have high to very high achievement motivation, as evidenced by their levels of satisfaction and motivation related to accomplishing complex tasks and producing quality work. It aligns with theories stating that those with high achievement motivation actively work to achieve goals and outperform themselves (Eripuddin & Hardianto, 2018).

Table 3.

Aspect of Advancement and Growth-new learning

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Low	1	.3	.3	.3

Determinants of Intrinsic Motivation in Private School Teachers in South Kalimantan: an Empirical Analysis Based on Herzberg's Motivator Factor Theory

It tends to be High	31	8.7	8.7	9.0
High	172	48.5	48.5	57.5
Very High	151	42.5	42.5	100.0
Total	355	100.0	100.0	

The data shows that most private school teachers in South Kalimantan Province have high Advancement and growth-new learning motivation based on Herzberg's Motivator factors theory. Specifically, 48.5% of teachers fall into the high category, indicating they feel satisfied and motivated when they can advance, develop, and learn new things. It aligns with Herzberg's theory that opportunities for Advancement, growth, and learning new abilities increase intrinsic motivation and job satisfaction (Herzberg, 1959). Additionally, 42.5% of teachers are in the very high Advancement and growth-new learning category, meaning they feel even stronger satisfaction and motivation from progressing and expanding their knowledge and skills. In contrast, only 8.7% of teachers are in the moderate category, suggesting they feel limited motivation and satisfaction from Advancement and growth. Moreover, just one teacher reported low motivation for progress and learning.

Overall, the data confirms that most private school teachers in this Indonesian province have high levels of growth motivation, as demonstrated by their satisfaction with Advancement, development, and acquiring new capabilities. It corresponds with research showing that job satisfaction results from intrinsic motivators like growth opportunities that allow employees to gain new skills and challenges (Evans, 1997).

Table 4.

Aspect of Recognition

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Low	1	.3	.3	.3
	It tends to be High	32	9.0	9.0	9.3
	High	171	48.2	48.2	57.5
	Very High	151	42.5	42.5	100.0
	Total	355	100.0	100.0	

Based on the data in the Category of Recognition table and motivation theories, it can be concluded that most private school teachers in South Kalimantan Province are satisfied and motivated by recognition of their work. In detail, 48.2% of teachers are in the high category, 42.5% in the very high category, and 9% tend to be high for motivation based on recognition. In total, 99.7% of teachers feel motivated and satisfied by recognition of their work. It aligns with Herzberg's motivation theory that recognition is an intrinsic factor that can increase job satisfaction. According to Adil and Fatima (2013), employee recognition has two aspects. First, it reflects the manager's attitude toward employee performance. Second, when managers provide recognition through various media, it dramatically impacts employee motivation, innovation, and work relationships.

Thus, the data confirm that performance recognition is an essential factor for motivation and job satisfaction for almost all private teachers in the province, in line with motivation theory and previous research.

Table 5.

Aspect of Responsibility

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Low	2	.6	.6	.6
	It tends to be High	28	7.9	7.9	8.5
	High	205	57.7	57.7	66.2
	Very High	120	33.8	33.8	100.0
	Total	355	100.0	100.0	

Based on the data in the Category of Responsibility table and motivation theory, it can be concluded that almost all private school teachers in South Kalimantan Province feel motivated by their job responsibilities. In detail, 57.7% of teachers are in the high category, 33.8% are in the very high category, and 7.9% tend to be high for motivation based on Responsibility. Only 6% had low motivation in terms of Responsibility. Thus, 99.4% of teachers have high intrinsic motivation related to job responsibilities. According to Burhanuddin (2000), Responsibility is the ability to determine the attitude towards actions taken and the ability to bear the risks of an effort. Teacher motivation is an antecedent of teachers' sense of Responsibility for their role in the classroom (Lauermann et al., 2017). Daryanto (2013) states that Responsibility is an attitude and behavior to carry out their duties and obligations, which should be done towards themselves, society, the environment (natural, social, cultural), the state, and God Almighty. Thus, the data confirm that Responsibility is an essential factor for the intrinsic motivation of most private teachers in the province, in line with motivation theory and previous research.

Table 6.

Aspect of Work Itself

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	It tends to be High	40	11.3	11.3	11.3
	High	173	48.7	48.7	60.0
	Very High	142	40.0	40.0	100.0
	Total	355	100.0	100.0	

The Aspect of Work table displays data on 48.7% of private school teachers in South Kalimantan Province in the high category of Aspect of Work. 40% are in the very high category, which tends to be a high category of 11.3%. It indicates that most teachers feel motivated when they perceive their work as exciting and challenging. Meanwhile, it tends to be the high category of 11.3%. It proves that 100% of private school teachers feel motivated when their work is exciting and challenging. The work itself is explained by Herzberg (1971) as the actual content of one's activity. Herzberg argued that work itself is a motivator because employees are motivated

by the intrinsic nature of work rather than extrinsic rewards. Thus, the data findings align with Herzberg's Two-Factor theory that the intrinsic nature of the work itself is a crucial driver of employee motivation.

CONCLUSION

Based on the results of the data analysis, it can be concluded that most private school teachers in South Kalimantan Province have high intrinsic motivation. It is shown by the data in Table 1, which shows that 51.8% of teachers are in the high category and 45.4% in the very high category for overall intrinsic motivation. Only 2.8% of teachers tend to have high intrinsic motivation. Thus, it can be said that almost all private school teachers in this province have very high levels of intrinsic motivation.

This high intrinsic motivation is shown based on Herzberg's motivation theory. On the achievement-quality-performance part, Table 2 shows that 50.4% of teachers have very high motivation, and 42.3% are high. On the Aspect of progress and growth-new learning, 48.5% of teachers are in the high category, and 42.5% are very high based on Table 3 data. Meanwhile, Table 4 on the recognition aspect shows that 48.2% of teachers are high and 42.5% are very high. Regarding Responsibility, 57.7% of teachers are high, and 33.8% are very high, based on Table 5. Finally, Table 6 on the Aspect of the work itself shows that 48.7% of teachers are high and 40% are very high.

Thus, it can be concluded that private school teachers in this province are primarily satisfied and intrinsically motivated in their work. They feel happy and proud when they can achieve high-quality performance, are challenged and developed by learning new things, are valued when their routine is recognized, are responsible for their role, and are interested and motivated by the work. This finding aligns with Herzberg's motivation theory that these factors are intrinsic motivators that can increase job satisfaction.

Some suggestions for maintaining teachers' intrinsic motivation include providing sufficient challenge and autonomy at work, continuous professional development and growth opportunities, appreciation and recognition for performance, and constructive feedback. Thus, teachers can continue to feel proud, developed, and challenged in their work.

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