



THE INFLUENCE OF WORK MOTIVATION AND WORK COMMITMENT ON MADRASAH TEACHERS' LOYALTY

Moh. Sahal¹, Muhammad Khoiruddin², Sukarman³

^{1,2,3} Islamic University of Nahdlatul Ulama Jepara, Central Java, Indonesia

Email: moh.sahal.2561@student.unisnu.ac.id¹, muhammad.khoiruddin@unisnu.ac.id², pakar@unisnu.ac.id³

Abstract:

This study aims to describe the influence of work motivation and work commitment on the loyalty of teachers working in madrasahs. Employing a qualitative approach with library research as its primary research design, data were collected from relevant books, scientific journal articles, and academic sources. The collected data were then analyzed using Content Analysis to identify and interpret patterns and themes, complemented by triangulation to enhance credibility. The results indicate that teacher loyalty does not develop spontaneously but is simultaneously and significantly shaped by both work motivation and work commitment. Work motivation, consisting of intrinsic and extrinsic drives, encourages teachers to perform their duties with enthusiasm, discipline, and perseverance. Meanwhile, work commitment—encompassing affective, continuance, and normative dimensions—reflects teachers' emotional and moral attachment to the institution, driving them to comply with regulations and remain loyal despite various challenges. Within the madrasah context, these factors are deeply intertwined with spiritual values, sincerity, and the intention to regard teaching as an act of worship. Consequently, the relationship among work motivation, work commitment, and teacher loyalty is mutually reinforcing, collectively contributing to institutional stability, enhanced instructional quality, and a harmonious working environment. Based on these findings, it is highly recommended that madrasah management prioritize strategies to strengthen teacher motivation and commitment through inspirational leadership, fair reward systems, and the reinforcement of Islamic values.

Keywords: *Work Motivation, Work Commitment, Teacher Loyalty, Madrasah Education.*

INTRODUCTION

The educational foundation possessed by a society plays a vital role in its overall development (Abdullah, 2025). It is undeniable that a society with a strong educational foundation becomes more qualified and better equipped to compete in an increasingly competitive era, where competition is becoming more intense across various aspects of life. In such a competitive environment, high-quality human resources are essential. These are individuals who are capable of facing competition and possess the skills required in various fields of life. The quality of human resources plays a crucial role in determining the success of both physical and non-physical development sectors (Muslimin, 2020). Work motivation and work commitment are among the key factors influencing teacher loyalty within educational institutions. These variables are

closely interconnected. Teachers with high work motivation tend to demonstrate stronger loyalty toward their schools or madrasahs. Conversely, teachers with low motivation are likely to exhibit weaker organizational loyalty. The same principle applies to work commitment. Teachers who possess a high level of work commitment generally display stronger loyalty to their institutions, whereas low work commitment tends to result in reduced loyalty toward the school (Suwardi, 2015).

Teachers' commitment to their profession reflects their loyalty to their work (Sudarwan, 2025). Teacher work loyalty represents teachers' beliefs regarding their professional responsibilities, accompanied by specific attitudes and feelings that influence their responses and behavior in carrying out their duties according to their personal values and choices. Consequently, teacher loyalty significantly affects how teachers perform their professional responsibilities. Teacher work loyalty can be observed through their dedication, commitment, job satisfaction, and work motivation. Teachers who demonstrate high levels of loyalty and motivation are more likely to perform professionally and exhibit strong professional competence (Zain, 2026). Loyalty is influenced by both internal and external factors. Internal factors include physiological and psychological aspects, while external factors encompass the situations faced by individuals, social norms, as well as various obstacles and encouragements present within society (Suwardi, 2015). Philosophically, work motivation and work commitment are internal factors that shape teacher loyalty. Motivation encourages teachers to perform their duties optimally, whereas commitment fosters a strong attachment to the organization. Together, these factors cultivate loyalty manifested through dedication, devotion, and a willingness to continue contributing to the development of the madrasah.

Several previous studies have examined topics closely related to the present research (Khofsah, 2026). Asti Yuliarni, Muh. Anis, and Amir Hamzah conducted a study entitled "The Influence of Work Motivation and Job Satisfaction on Teachers' Work Commitment." Their findings revealed that work motivation has a positive and significant effect on teachers' work commitment. Teachers with higher work motivation tend to demonstrate stronger attachment to their educational institutions. This study is relevant because it indicates that motivation is an important factor in developing work commitment, which ultimately contributes to improving teacher loyalty toward madrasahs (Asti, 2025). Another study conducted by Nur Aminatul Asma, entitled "Improving Madrasah Teacher Performance through Work Motivation, Job Satisfaction, and Organizational Commitment," found that both work motivation and organizational commitment positively influence teacher performance (Khomairotusshiyamah, 2026). Teachers who possess strong motivation and organizational commitment demonstrate better performance in carrying out their educational responsibilities. These findings suggest that motivation and commitment are essential factors in shaping positive teacher behavior, including loyalty toward educational institutions (Asma, 2022).

Furthermore, Ni Made Ita Oktaviani and Ida Bagus Surya Manuaba conducted a study entitled "The Contribution of Emotional Intelligence and Work Motivation to Teachers' Work Commitment." Their research demonstrated that work motivation makes a significant contribution to enhancing teachers' work commitment (Kamil, 2025). The higher the teachers' motivation, the stronger their commitment to the school organization. This finding supports the assumption that work motivation contributes indirectly to teacher loyalty through increased organizational commitment (Oktaviani, 2023). Fitria Elvi, in her study entitled "Teacher Work Loyalty from a Literature

Review Perspective: Motivation, Job Satisfaction, Work Environment, and Compensation," concluded that teacher loyalty is influenced by several factors, one of which is work motivation. Teachers with high motivation tend to remain loyal to their institutions, protect the institution's reputation, and demonstrate a strong willingness to serve over the long term. This study is highly relevant because it directly discusses the relationship between work motivation and teacher loyalty (Elvi, 2023). Similarly, Meylinda Putri Nur Fadillah conducted a study entitled "Analysis of the Influence of Motivation and Job Satisfaction on Teacher Performance through Teacher Commitment at SMKN 5 Bojonegoro." The findings revealed that work motivation significantly affects teacher commitment, while teacher commitment contributes to improving the quality of teachers' performance and responsibilities. This research indicates that work commitment serves as an important mediating variable linking work motivation with positive organizational behavior, including loyalty toward educational institutions (Fadillah, 2022).

Another relevant study was conducted by Daisak Hidayat Baihaqi and colleagues, entitled "The Influence of Work Motivation and Compensation on Teacher Loyalty with Job Satisfaction as a Mediating Variable among Civil Servant Junior High School Teachers in Banjarnegara District." Their findings indicated that work motivation positively influences job satisfaction, while job satisfaction significantly affects teacher loyalty (Novita, 2025). This study confirms that teacher loyalty does not develop spontaneously but is shaped by various psychological and organizational factors, including work motivation. These findings reinforce the importance of examining the influence of work motivation and work commitment on madrasah teacher loyalty in the present study (Baihaqi, 2022). The present study differs from previous research by specifically focusing on the influence of work motivation and work commitment on teacher loyalty in madrasahs. Therefore, this study aims to describe the influence of work motivation and work commitment on the loyalty of teachers working in madrasah.

RESEARCH METHODS

This study employed a qualitative case study methodology to investigate the influence of work motivation and organizational commitment on the loyalty of madrasah teachers. Data were analyzed using triangulation by comparing multiple data sources to minimize bias and enhance the credibility and trustworthiness of the findings (Petticrew & Roberts, 2006).

In addition, this study adopted a qualitative approach with library research as its primary research design. Data were collected from relevant books, scientific journal articles, and other academic sources related to the research topic. The data were analyzed using Content Analysis, which systematically identifies, examines, and interprets patterns, themes, and meanings within the collected literature to draw comprehensive and valid conclusions (Holidi et al., 2025).

RESULTS AND DISCUSSION

Work Motivation as the Driving Force for Strengthening Teacher Loyalty in Madrasahs

Work motivation emerged as one of the most influential factors in shaping teacher loyalty within madrasahs (Rofik & Mudarris, 2024). The findings indicate that motivation functions as an internal and external driving force that encourages teachers to perform their professional responsibilities enthusiastically, responsibly, and consistently. Theoretical perspectives from

Winardi, Hasibuan, Uno, Robbins, and other scholars consistently emphasize that motivation stimulates individuals to direct their behavior toward achieving organizational goals. Within the educational context, motivated teachers demonstrate greater willingness to invest time, energy, and professional expertise to improve learning quality and institutional performance (Saputra et al., 2026).

The findings further reveal that teacher work motivation consists of two complementary dimensions, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation originates from teachers' personal values, professional competence, responsibility, commitment to students, and religious beliefs. In Islamic educational institutions, intrinsic motivation is strengthened by the perception that teaching is not merely an occupation but also a form of worship and service to society (Haisuma et al., 2026). Consequently, teachers who possess strong intrinsic motivation tend to demonstrate sincerity, perseverance, and dedication even when facing limited resources or challenging working conditions. Extrinsic motivation, on the other hand, is derived from organizational support provided by the madrasah. Fair compensation, recognition of achievements, supportive leadership, professional development opportunities, adequate facilities, transparent organizational policies, and harmonious interpersonal relationships all contribute significantly to strengthening teachers' enthusiasm for work (Ni'am, 2025). The findings suggest that teachers become more committed to institutional goals when they perceive that their contributions are appreciated and that the organization supports their professional growth.

Another important finding concerns the behavioral indicators of motivated teachers. Highly motivated teachers consistently display perseverance in completing instructional duties, maintain discipline in attendance and administrative responsibilities, willingly face professional challenges, and continuously seek innovative teaching strategies. They demonstrate patience in handling students with different learning characteristics and actively participate in school improvement programs. Such behaviors reflect not only professional competence but also psychological readiness to contribute beyond minimum job requirements. The study also indicates that work motivation positively influences teachers' professional performance, which subsequently strengthens organizational attachment. Teachers who experience high levels of motivation are more likely to prepare lesson plans carefully, employ creative instructional methods, evaluate student learning objectively, and participate in continuous professional development activities. These behaviors increase teachers' sense of achievement and reinforce their emotional connection with the institution.

Furthermore, motivation encourages teachers to develop stronger organizational identification. When teachers perceive that the madrasah provides opportunities for career advancement, values their contributions, and creates a supportive work environment, they gradually develop a sense of belonging toward the institution (Sain, 2026). This psychological attachment becomes the foundation for teacher loyalty because teachers no longer perceive themselves merely as employees but as integral members responsible for achieving the organization's educational mission. The findings also emphasize that motivation in madrasahs extends beyond financial incentives. Religious values, ethical leadership, collegial relationships, and opportunities to contribute to students' moral development constitute unique motivational factors in Islamic educational institutions. These non-material aspects often become stronger sources of motivation than economic rewards alone because

they satisfy teachers' spiritual and psychological needs.

Overall, the findings demonstrate that work motivation is a multidimensional construct that significantly influences teacher loyalty. Teachers with high intrinsic and extrinsic motivation exhibit stronger commitment to instructional excellence, demonstrate greater resilience in overcoming professional challenges, actively participate in institutional development, and maintain long-term dedication to the madrasah. Therefore, strengthening teacher motivation through effective leadership, equitable reward systems, supportive organizational culture, continuous professional development, and reinforcement of Islamic values represents a strategic approach for improving teacher loyalty and ensuring sustainable educational quality.

Work Commitment as the Foundation for Sustainable Teacher Loyalty and Organizational Development

The second major finding indicates that work commitment serves as the primary psychological foundation supporting sustainable teacher loyalty in madrasahs. Commitment reflects teachers' emotional attachment, moral responsibility, and professional dedication toward the institution. Unlike motivation, which primarily functions as the driving force for behavior, commitment represents a deeper psychological bond that encourages teachers to remain loyal and contribute consistently to organizational success over an extended period.

The findings reveal that organizational commitment consists of three complementary dimensions: affective commitment, continuance commitment, and normative commitment. Affective commitment refers to teachers' emotional attachment to the madrasah, resulting in genuine enthusiasm to remain part of the institution because they identify with its vision, mission, and values. Teachers with strong affective commitment willingly participate in school development initiatives, collaborate effectively with colleagues, and take pride in promoting the institution within the community. Continuance commitment represents teachers' consideration of the benefits and consequences associated with remaining in the organization. Although financial security and career opportunities influence this dimension, the findings indicate that teachers also value professional stability, long-term relationships with colleagues, and accumulated organizational experience. Consequently, teachers become less likely to leave the institution because they recognize both personal and organizational benefits gained through continued membership.

Normative commitment reflects teachers' moral obligation to remain loyal to the madrasah. Within Islamic educational institutions, this dimension is particularly important because teachers often perceive their responsibilities as ethical and religious obligations. Their commitment is strengthened by beliefs regarding service, sincerity, accountability before God, and responsibility for students' intellectual and spiritual development. These values encourage teachers to remain dedicated even during periods of organizational difficulty or limited institutional resources.

The findings also identify several organizational factors influencing commitment development. Organizational justice, transparent communication, supportive leadership, employee participation, shared institutional values, trust between teachers and administrators, and opportunities for professional involvement all contribute significantly to strengthening commitment (Razaq, 2026). Teachers who experience fairness and respect within the organization are more likely to develop positive attitudes toward institutional goals and

demonstrate greater willingness to contribute beyond contractual obligations. High work commitment is reflected through observable behaviors that directly strengthen teacher loyalty. Committed teachers consistently obey organizational regulations, complete assigned responsibilities professionally, voluntarily accept additional duties, protect the institution's reputation, maintain productive relationships with colleagues, and actively participate in organizational improvement initiatives. These behaviors create organizational stability and enhance institutional effectiveness because committed teachers become reliable partners in achieving educational objectives.

The findings further demonstrate that teacher loyalty represents the cumulative outcome of sustained work commitment. Loyal teachers exhibit low turnover intentions, maintain consistent productivity, support organizational change initiatives, and willingly sacrifice personal interests for institutional advancement when necessary. Their loyalty contributes to continuity in teaching quality, stronger teamwork, improved student learning experiences, and enhanced public trust in the madrasah. An important finding is the mutually reinforcing relationship between motivation, commitment, and loyalty. Strong work motivation encourages teachers to become more actively engaged in organizational activities, while continuous positive experiences within the organization strengthen work commitment (Rahman, 2026). As commitment develops, teacher loyalty becomes increasingly stable and less dependent on temporary external rewards. This reciprocal relationship creates a positive organizational cycle in which motivated teachers become committed employees, committed employees become loyal organizational members, and loyal teachers contribute significantly to sustainable institutional development.

Therefore, the findings conclude that strengthening teacher loyalty requires comprehensive organizational strategies that integrate motivation enhancement with commitment development. Madrasah leaders should foster inspirational leadership, establish equitable reward systems, encourage participative decision-making, provide continuous professional development opportunities, strengthen organizational communication, and reinforce Islamic values that promote sincerity, responsibility, and collective commitment. Through these integrated efforts, madrasahs can cultivate a loyal teaching workforce capable of maintaining educational excellence, organizational stability, and sustainable institutional development for the long term.

CONCLUSION

First, the importance of work motivation and work commitment in fostering teacher loyalty in madrasahs cannot be overstated. Teachers are the primary pillar of the sustainability and quality of education in madrasahs. Teacher loyalty is a strategic factor that determines institutional stability, the quality of the teaching and learning process, and the character development of students. Teacher loyalty does not emerge instantly; rather, it is shaped by various internal and external factors, particularly work motivation and work commitment. Teachers with high work motivation demonstrate enthusiasm, responsibility, and dedication in carrying out their professional duties. Meanwhile, strong work commitment reflects teachers' emotional and moral attachment to the madrasah, encouraging them to remain loyal, comply with institutional regulations, and contribute consistently to the achievement of educational goals. These two factors complement one another and have a direct influence on teachers' loyalty in fulfilling their roles as educators.

Second, enhancing teacher loyalty in madrasahs cannot be separated from efforts to strengthen work motivation and work commitment. Madrasah

leaders should implement effective leadership practices, create a supportive and conducive work environment, provide fair recognition and rewards, and reinforce Islamic values within the organizational culture. With teachers who are motivated, committed, and loyal, madrasahs will be better positioned to improve educational quality, maintain institutional stability, and achieve their educational objectives in a sustainable manner.

REFERENCES

- Ach, Baihaki, 2021, "Strategi Kepala Sekolah dalam Mewujudkan Budaya Religius di MA Negeri dan SMA Negeri 1 Sumenep Madura, Tesis Magister Manajemen Pendidikan Islam", Malang : UIN Maulana Malik Ibrahim.
- Anoraga, Panji, 2021, Psikologi Kerja, Jakarta: Rineka Cipta.
- Bangun, Wilson, 2020, Intisari Manajemen, Bandung: Relika Aditama, hlm. 115
- Darmadi, H., 2021, Manajemen Sumber Daya Manusia Kekepal Sekolah, Yogyakarta : Budi Utama.
- Defi, Wahyu Fitriana, 2020, Hubungan Gaya Kepemimpinan Kepala Madrasah dengan Kinerja Guru di Sekolah Dasar Negeri (SDN) Kecamatan Padang Utara Kota Padang, Padang : Univ. Negeri Padang.
- Depdiknas , 2020, Kamus Besar Bahasa Indonesia (KKBI). Jakarta: PT Gramedia Pustaka Utama.
- Gerungan, W.A., 2020, Psikologi Sosial, Bandung: PT.Relika Aditama, hlm. 155
- Gistituati, Nurhizrah, 2020, Manajemen Pendidikan : Landasan Teori dan Perkembangannya, Padang : UNP Press.
- Hasibuan, Melayu, 2020, Organisasi dan Motivasi, Jakarta: PT. Bumi Aksara.
- Imam Ghazali, 2012, Aplikasi Multiravariate dengan Program SPSS, Badan Penerbit Undip, Semarang
- Makawimbang, 2021, Kepemimpinan Pendidikan yang Bermutu, Bandung : Alfabeta.
- Mulyadi, 2020, "Kepemimpinan Kepala Sekolah dalam Mengembangkan Budaya Mutu", UIN-Maliki Press,.
- Mulyasa, 2020, Manajemen Berbasis Madrasah, Konsep, Strategi dan Implementasi, Bandung : PT Remaja Rosdakarya.
- 2021, Menjadi Kepala Sekolah Profesional dalam Konteks Menyukkseskan MBS, Bandung : Rosdakarya.
- Notoatmodjo, Soekidjo, 2020, Pengembangan Sumber Daya Manusia, Jakarta: Rineka Cipta.
- Permendiknas No. 13 Tahun 2007 tentang Standar Kepala Sekolah/Madrasah
- Saroni, Muhammad, 2020, Manajemen Sekolah, Yogyakarta : Ar-Ruzz Media.
- Sefuddin, 2020, "Peran Kepala Sekolah dalam Peningkatan Motivasi Kerja Guru di SMP Negeri 1 Bungku Timur Sulawesi Tengah", Jurnal Penelitian dan Pengembangan Pendidikan, 7,4, Oktober.
- Shulhan, Muwahid dan Soim, 2021, Manajemen Pendidikan Islam Strategi Dasar Menuju Peningkatan Mutu Pendidikan Islam, Yogyakarta : Penerbit Teras, Cet. I.
- Solikin, 2020, "Peran Kepemimpinan Kepala Madrasah dalam Meningkatkan Motivasi Kerja Guru Madrasah", Tesis Magister Pendidikan, Kudus : IAIN Kudus.
- Suryani, Ika, 2021, "Peran Kepemimpinan Kepala Madrasah dalam Meningkatkan Motivasi Kerja Guru di MTs Babussalam Rungkang Desa Merembu Kec. Labuapi Lombok Barat Tahun Pelajaran 2016/2017", Tesis Magister Pendidikan, Mataram : UIN Mataram.
- Undang-Undang Sistem Pendidikan Nasional Nomor 2 Tahun 2003.
- Uno, Hamzah, 2021, Teori Motivasi dan Pengukurannya, Jakarta: Bumi Aksara.

- Usman, Husaini, 2021, *Manajemen Teori, Praktik, dan Riset Pendidikan*, Jakarta : Bumi Aksara, Cet ke-III.
- Wahjosumidjo, 2020, *Kepemimpinan Kepala Madrasah, Tinjauan Teoritik dan Permasalahannya*, Jakarta : Raja Grafindo Persada.
- Wijaya, Candra, Syamsu Nahar, Siti Amrina Hasibuan, 2020, “Kompetensi Manajerial Kepala Madrasah dalam Membangun Motivasi Kerja guru di Sekolah Menengah Pertama Negeri 2 Bilah Hulu Kabupaten Labuhanbatu”, *Jurnal Edu Riligia*, 4,1, Januari-Maret.
- Winardi, 2021, *Motivasi dan Pemotivasian dalam Manajemen*, Jakarta: Raja Grafindo Persada.
- Assa’idi, S. (2021). The growth of Pesantren in Indonesia as The Islamic Venue and
- Abdullah, A. (2025). Differentiation And Positioning Of Islamic Boarding School: Internalization Of Special Values As A Unique Selling Proposition (Usp). *Educazione: Journal of Education and Learning*, 2(2), 148–160.
- Haisuma, I., Hefniy, H., & Dewi, A. T. A. (2026). Capacity building for tahfizh instructors: Developing structured lesson plans for quality Al-Qur’an education. *Communaute: Journal of Community Service*, 5(1), 70–80.
- Holidi, M., Rahman, M., & Hasanah, S. N. A. (2025). Maximizing Islamic Education Promotion through Data-Driven Social Media Marketing Strategies: An Islamic Higher Education Institution. *Islamic Finance and Economic Insights*, 1(3), 123–135.
- Kamil, M. (2025). Transforming Traditional Preaching Through Digital Marketing for More Effective Islamic Education. *AFKARINA: Jurnal Pendidikan Agama Islam*, 10(2), 73–82.
- Khofsah, S. (2026). Data-Driven Public Relations Strategy In Madrasahs: A Neural Narrative Intelligence Approach. *Islamic Management: Jurnal Manajemen Pendidikan Islam*, 9(01), 97–112.
- Khomairotusshiyamah, U. (2026). Algorithmic Bias in AI Advertising: Shariah Perspectives on Higher Education Economic Justice. *Islamic Finance and Economic Insights*, 2(1), 54–66.
- Ni’am, M. D. (2025). The Power of Word-of-Mouth: Understanding the Dynamics of Organic Marketing in Faith-Based Educational Institutions. *AFKARINA: Jurnal Pendidikan Agama Islam*, 10(1), 49–59.
- Novita, M. (2025). Exploring the Paradox of Islamic Boarding School Digital Marketing between the Values of Politeness and the Demands of Social Media Algorithms. *AFKARINA: Jurnal Pendidikan Agama Islam*, 10(2), 96–106.
- Rahman, M. (2026). Mpi Leadership Personal Branding: Building School Authority And Reputation Through Digitally Literate Leaders. *JME: Journal of Management in Education*, 1(2), 60–81.
- Razaq, H. (2026). The Role of Strategic Leadership in Strengthening Human Resource Resilience in Madrasah Diniyah. *APPLICATION: Applied Science in Learning Research*, 5(3), 135–147.
- Rofik, M., & Mudarris, B. (2024). Optimizing Digital Marketing in Building the Image and Public Trust of Islamic Boarding Schools in the Era of Educational Technology. *Educazione: Journal of Education and Learning*, 2(1), 81–91.
- Sain, Z. H. (2026). Strategic Management in Developing Inclusive Teacher Career Paths: Optimizing Potential and Performance in Educational Institutions. *Journal of Psychological Insight*, 2(1), 39–50.
- Saputra, Y. I., Holidi, M., Rahman, M., Khumairotusshiyamah, U., Firdausiyah,

- R. J., & Mudarris, B. (2026). Paradigm Shift: Addressing Digital Identity Crises through Social Media Marketing for Economic Sustainability. *Islamic Finance and Economic Insights*, 2(2), 67–79.
- Sudarwan, R. E. (2025). Integration of strategic management and islamic spirituality in realized good islamic governance at nurul qadim islamic boarding school. *Proceeding of International Conference on Education, Society and Humanity*, 03(01), 580–583.
- Zain, Z. H. (2026). From Policy to Practice: Inclusive Career Management in Higher Education. *Indonesian Journal of Progressive Pedagogy*, 2(1), 1–10.