

Principal Management in Enhancing Educators' Work Motivation

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Abstract

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Education and learning in schools will improve with effective management conducted by the school principal. The principal serves as the leader of the school and holds multiple roles, including management. Through effective management, the principal can interact, communicate, and carry out various activities with teachers to enhance the quality of the school and improve teachers' professional competencies. This study aims to examine the role of school management in increasing educators' work motivation at Ban Kadeng School, Narathiwat Province, Thailand. The research employs a descriptive qualitative method with a field approach, aiming to understand and describe social phenomena in-depth based on data obtained directly from the field. Data was collected through observation, interviews, and documentation. The data analysis techniques used include data reduction, data presentation, and data verification. The findings reveal that the school principal plays a crucial role in enhancing educators' work motivation through effective management at Ban Kadeng School. The principal acts as a goal-setter, overseeing planning, organizing, directing, and controlling policies, procedures, budgets, and school programs. This process actively involves teachers in both planning and implementation. In terms of execution, the principal conducts evaluations, and the results serve as the basis for future improvements and program development. Ban Kadeng's principal adopts a democratic leadership style, which effectively fosters a conducive work environment, supports teachers' professional development, and ensures that every decision is made through a consultative process involving all stakeholders. The principal also ensures a positive work environment and provides continuous support for teachers' professional growth.

Keywords:

Manajemen Kepala
Sekolah, Motivasi Kerja,
Guru.

Abstrak

Pendidikan dan pembelajaran di sekolah akan semakin baik dengan manajemen yang dilakukan kepala sekolah terhadap sekolah. Kepala sekolah merupakan pemimpin dalam sekolah yang memiliki banyak peran diantaranya adalah melakukan manajemen, melalui manajemen ini kepala sekolah dapat berinteraksi, komunikasi dan melakukan beberapa kegiatan dengan guru-guru di sekolah guna meningkatkan mutu sekolah dan meningkatkan kualitas kompetensi guru di sekolah. Penelitian ini bertujuan untuk mengetahui peran manajemen kepala sekolah dalam meningkatkan motivasi kerja pendidik di Sekolah Ban Kadeng, Provinsi Narathiwat, Thailand. Metode penelitian yang digunakan adalah kualitatif deskriptif dengan pendekatan lapangan, metode penelitian yang bertujuan untuk memahami dan mendeskripsikan fenomena sosial secara mendalam berdasarkan data yang diperoleh langsung dari lapangan. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Dan Teknik Analisa yang digunakan adalah reduksi data, penyajian data, dan verifikasi data. Hasil penelitian menunjukkan bahwa. Kepala sekolah memiliki peran penting dalam meningkatkan motivasi kerja pendidik melalui manajemen yang efektif di Sekolah Ban Kadeng. Kepala sekolah Ban Kadeng bertindak sebagai penentu tujuan, termasuk perencanaan, pengorganisasian, pengarahan, pengendalian kebijakan, prosedur, anggaran, dan program sekolah, dengan melibatkan guru-guru dalam proses perencanaannya dan pelaksanaannya. Dalam hal

pelaksanaannya kepala sekolah akan melakukan evaluasi, hasil evaluasi tersebut digunakan sebagai dasar untuk perbaikan dan pengembangan program di masa depan. Kepala sekolah Ban Kadeng menerapkan kepemimpinan demokratis, gaya kepemimpinan ini efektif dapat menciptakan lingkungan kerja yang kondusif, memberikan dukungan terhadap pengembangan profesional guru, dan memastikan bahwa setiap keputusan diambil melalui proses musyawarah yang melibatkan semua pihak. Kepala sekolah juga menciptakan lingkungan kerja yang kondusif dan memberikan dukungan terhadap pengembangan profesional guru.

INTRODUCTION

A school is an educational institution or a place where the educational process takes place, including teaching, educating, guiding, and directing. There is a managerial element within the institution that continuously regulates, maintains, and supervises all activities. (Jaliah, J., Fitria, H., & Martha, 2020). One of the key determinants of educational success is the state of the educational institution itself; therefore, a strategic and supportive environment is necessary for the implementation of conducive education. (As'ad, 2022; Chen & Liu, 2021; Wiyono, 2019). It can be concluded that well-managed schools or educational institutions, supported by all relevant parties, will succeed in creating a conducive learning environment. Priansa emphasizes the importance of educational institutions in producing quality education, stating that schools, as formal educational institutions, must develop students' potential (Priansa, 2014). This potential includes cognitive, affective, and psychomotor aspects, aligning with the objectives of education outlined in the National Education System Law Number 20 of 2003, which aims to develop students' potential and instill values (Tanjung, R., Supriani, Y., Mayasari, A., & Arifudin, 2022). The principal is a professional leader within the school organization, responsible for managing all school resources and collaborating with teachers, staff, and other employees to educate students and achieve educational goals. (Priansa, 2016).

The term "principal" comes from two words: "head" and "school." Etymologically, the word "head" refers to "heading," meaning acting as the chairman or leader of an organization, such as a company, school, or office. Meanwhile, "school" is defined as a building where students learn. (Teti dkk, 2023). Schools, as educational institutions, play a crucial role in shaping students' character and fostering their cognitive, affective, and psychomotor development. Ban Kadeng School, located in Narathiwat Province, Thailand, is an example of a rural school providing basic education to children from economically disadvantaged families. Additionally, the school integrates local cultural values and life skills lessons relevant to the daily lives of the local community.

The school principal, as a leader, plays a strategic role in enhancing teachers' work motivation. Several efforts can be made by the principal to develop this motivation, including creating a positive and supportive work climate within the school environment, as such an atmosphere can significantly foster teachers' motivation. Therefore, the principal's role is essential in encouraging teachers to perform at their best. One of the main responsibilities of a school principal is management, particularly in overseeing and coordinating the activities of teachers. If a principal is able to carry out their duties, functions, and responsibilities effectively and professionally, and implements sound management practices, they can indirectly enhance teachers' work performance. Through effective management, a school principal can establish a conducive and communicative working environment that supports teachers' professional development. This is in line with the study conducted by Loly Nadila Putri (2023), titled *The Role of the School Principal in Increasing Teacher Work Motivation at SMA IT Diniyyah Al Azhar*, which found that positive motivation from the principal can influence teachers to improve their performance and

has a direct impact on work discipline. Therefore, specific strategies must be employed by school principals to enhance teachers' work motivation. (Putri, Loly Nadila, 2023).

Previous studies have extensively discussed the relationship between school principals' leadership and teacher performance. For example, a study by (Adeoye, Baharun, & Munawwaroh, 2025; I. Arifin, Juharyanto, Mustiningsih, & Taufiq, 2018; Eva, Robin, Sendjaya, van Dierendonck, & Liden, 2019; Ferine, Aditia, Rahmadana, & Indri, 2021; Rahayu, Wangsanata, & Jamalullael, 2024) revealed that transformational leadership by school principals has a positive impact on both teacher motivation and performance. Meanwhile, research conducted by (M. Arifin & Kartiko, 2022; Aziz, Napitupulu, & Parapat, 2025; Hakim & Salim, 2024; Permana, Pendidikan, Pendidikan, & Surabaya, 2019) emphasized the importance of participative leadership styles in fostering a sense of ownership and teacher involvement in decision-making processes. However, these studies have not explored in depth the management aspect of school principals from the perspective of work motivation, particularly in terms of the implementation of structured and sustainable managerial strategies.

The principal also serves as a key source of motivation with a significant impact on improving teacher performance. This relates to how the principal enhances teacher performance by providing motivation (Alfiani, Nugraha, Mudiyanto, & Setiawan, 2023; Anwar, Rahman, Nurwahidin, Sutrisno, & Saputra, 2023; Aseery, 2024; Järvelä & Renninger, 2014; Pratiwi & Warlizasusi, 2023). Motivation plays a role in guiding, encouraging, and fostering activities that lead to better teacher performance. As the highest-ranking position, the principal is instrumental in shaping the school's direction, overseeing the learning process and teaching methods, and providing guidance and support to all staff, thereby promoting a supportive and harmonious environment.. (Gusli, R. A., 2024). Based on observations of Ban Kadeng School in Narathiwat, the institution has already established a good reputation due to its qualified educators, dedicated school principal, well-maintained facilities and infrastructure, and other supporting factors. The school has achieved numerous accomplishments, both by students and teachers. This success is closely linked to the principal's role as a manager, ensuring that school activities whether related to teachers or student are conducted effectively. Therefore, this study aims to examine how principal management can enhance the work motivation of educators at Ban Kadeng School.

RESEARCH METHODS

This study employs a descriptive qualitative method with a field approach. The research was conducted over three months, from November 2024 to January 2025. The purpose of descriptive qualitative research is to provide an in-depth depiction of phenomena or situations occurring in the field through words and narratives, without using statistical tests. (Moleong, 2006). This study aims to understand how principal management can enhance teachers' work motivation at Ban Kadeng School in Narathiwat Province, Thailand.

The subjects of this study are school principals and teachers at Ban Kadeng School, Narathiwat, Thailand. The researcher interacted directly with the research subjects to explore information related to teachers' work motivation and the role of principal management in increasing this motivation. This study uses three main techniques in data collection, namely observation, interviews, and documentation. Data collection through observation means that the researcher makes direct observations of teacher performance and interactions between the

principal and teachers at Ban Kadeng School. Observations were conducted to collect data on how principals motivate teachers and how teachers respond to the applied management.

Data collection through interviews was conducted by the researcher with school principals and teachers to explore more in-depth information about teachers' work motivation and the role of school principals in increasing this motivation. Interviews were conducted using an interview guide that had been prepared in advance. Data collection through documentation involved researchers collecting data from official documents related to school management, such as activity reports, meeting notes, and other relevant documents. These documents were used as a secondary data source to complement the primary data obtained from observations and interviews.

The data analysis techniques used include data reduction, data presentation, and data verification. Data reduction in this study involved filtering relevant information from observations, interviews, and documentation while eliminating insignificant data. The goal was to simplify the data so that it was easier to analyze. Data presentation involved presenting the reduced data in the form of a narrative or a specific model to facilitate interpretation and draw conclusions. The purpose of data presentation was to provide a clear picture of the research findings. Data verification was conducted to ensure the validity and reliability of the data. The researcher used the triangulation method by comparing data from various sources (observations, interviews, and documentation) to check for consistency and accuracy. Additionally, discussions were held with fellow researchers or resource persons to verify the collected data.

To ensure the validity of the data, the researcher used the triangulation method by comparing data from multiple sources, such as observations, interviews, and documentation. Furthermore, the researcher engaged in discussions with school principals, teachers, and other parties involved in the research to confirm the accuracy and accountability of the collected data. This research was conducted at Ban Kadeng School, Narathiwat Province, Thailand. This school was chosen because it has unique characteristics, particularly in terms of principal management and teachers' work motivation, making it an interesting subject of study.

RESULTS AND DISCUSSION

Result

This study evaluates the principal's management in enhancing teacher work motivation at Ban Kadeng School, Narathiwat Province, Thailand. A qualitative approach was employed, with the researcher conducting fieldwork to observe the phenomena directly. Data were collected using three methods: interviews, documentation, and observation, involving key informants. Ban Kadeng School is located in Area 3, Kalisa Subdistrict, Ranae District, Narathiwat Province, and is easily accessible via paved roads. Established in 1957, the school has well-maintained facilities, including buildings, sports fields, and gardens. Students come from several surrounding villages.

The findings indicate that the principal plays a crucial role in enhancing teacher motivation through effective management, which includes planning, organizing, directing, and controlling school activities. The principal also contributes to creating a conducive work environment and supports the professional development of teachers. To become a principal at Ban Kadeng, one must possess specific expertise and pass a selection examination administered by the royal government, demonstrating that the principal holds recognized qualifications and a solid understanding of leadership.

The principal's managerial ability at Ban Kadeng is evident in how they mobilize all school resources to realize the school's vision, mission, and objectives. The principal ensures that every activity and program runs smoothly, although at times they may be unable to participate directly due to certain reasons. In such cases, responsibilities are delegated to the vice principal to implement the planned programs. Moreover, the principal addresses various school-related issues, and their problem-solving skills are reflected in the analytical and conceptual solutions provided. They aim to act as a mediator in resolving conflicts and make decisions that satisfy the teaching staff and boost their motivation.

In response to the researcher's question, "How does the principal at Ban Kadeng exercise leadership in important decision-making?" the principal stated:

"I, as the principal of Ban Kadeng, implement a democratic leadership style. Every important decision is made through deliberation with the teachers. For example, we hold regular weekly meetings to discuss the school's progress, challenges faced, and solutions to improve the quality of education. We also hold meetings to discuss the development of teacher quality, challenges in the teaching process, and student progress. This aligns with the principal's commitment to enhancing the professional abilities of the teachers, so they can work with joy and creativity to achieve the school's objectives."

The principal's statement is also supported by one of the teachers at Ban Kadeng, who added:

"Meetings are also held to set the budget needed to support teaching and learning activities, as well as other programs, such as national-level competitions that students participate in. Teachers are involved in determining the priorities and needs of the school, including budgeting for activities that support student education."



Figure 1: Weekly Meeting Between the Principal and Teachers

The researcher also posed the question: "How does the principal support the improvement of teachers' professional capabilities?" This was answered directly by the principal, who stated:

"I evaluate the planning and implementation of the programs that have been developed. The principal assesses the effectiveness of the activities carried out and evaluates whether they have been implemented as planned. This evaluation aims to improve and further develop the programs in the future to make them more effective in achieving the school's objectives. The principal also ensures that teachers receive constructive feedback to enhance their performance."

In terms of work motivation, the principal of Ban Kadeng pays attention not only to extrinsic factors but also to intrinsic ones. Based on McClelland's theory, there are three types of

intrinsic needs that can influence teacher motivation: the need for achievement (N-Ach), the need for affiliation (N-Aff), and the need for power (N-Pow). The teachers' need for achievement at Ban Kadeng can be observed through the work principles they apply, such as effective learning, discipline, enthusiasm for learning, and strong ethics and morality. The teachers at Ban Kadeng demonstrate a high sense of responsibility toward their duties and tend to collaborate with competent colleagues when a task requires support. They also seek feedback on their task performance to understand how well they have carried it out.

The external motivation provided by the principal is also reflected in the weekly meetings held with teachers to discuss school development and improvements. The researcher also asked about the challenges encountered in the learning process at Ban Kadeng. This was answered by the principal and confirmed by a teacher:

"During the learning process, one of the main challenges faced by teachers is the students' limited proficiency in the Thai language. This is a common issue in the area, as the majority of the community primarily uses the Malay language. The solutions implemented to address this issue include: intensive discussions during the weekly meetings to design appropriate learning strategies, and teacher training on effective language teaching methods."

This issue has become a major focus in efforts to improve the quality of education at the school. The principal ensures that all planned programs and activities are implemented properly and provides the necessary support to enhance teacher performance and overall educational quality.



Figure 2: The Principal Giving Directions to Teachers and Students Before Starting the School Program



Figure 3: The Principal and Teachers of Ban Kadeng Held a Meeting for School Development.

DISCUSSION

The results of the study show that the principal at Ban Kadeng School plays a crucial role in increasing teachers' work motivation through effective management. The principal plans, organizes, directs, and controls school activities. In addition, the principal also fosters a conducive work environment and provides support for the professional development of teachers. The principal at Ban Kadeng School, Mr. Muhammad Romli Saleh, leads with a warm and friendly attitude. This aligns with the qualities that a leader should possess. According to McKeever in (Purwanto, 2016) leadership in educational institutions is essential for improving student achievement, both in the learning process and beyond.

To become a principal in Ban Kadeng, Narathiwat, one must possess special skills and pass the selection exam for the educational institution management path, which is conducted by the royal government. This requirement ensures that only qualified individuals with strong leadership capabilities can take on the role. In a previous study with the same title, it was found that the principal was able to enhance teachers' work motivation through several key stages. First, in the planning stage, the principal develops an educational strategic plan, which includes curriculum design, educator development, and the provision of learning facilities and supporting resources. This step is crucial in setting clear objectives and ensuring the availability of necessary materials for an effective learning environment. Second, in the organizing stage, the principal structures the school's organizational framework and assigns duties and responsibilities to teachers and education staff. This ensures that the teaching and learning process runs smoothly and efficiently, with each staff member knowing their role in achieving the school's objectives. Third, in the directing stage, the principal provides clear guidance and motivation to teachers and staff. This includes aligning their work with the school's vision and mission while fostering a supportive and conducive work environment. Through this, the principal ensures that teachers remain motivated and dedicated to their professional responsibilities. Fourth, in the controlling stage, the principal evaluates and supervises the educational process, teacher performance, and student learning outcomes. This stage is essential for ensuring that educational goals are being met and that any issues can be addressed promptly through proper monitoring and assessment. Through these structured stages, the principal successfully fosters teachers' work motivation. (Dewangga, Erawan, & Habibie, 2024). By passing the graduation exam to become an educational institution administrator, the principal of Ban Kadeng, Narathiwat, has obtained recognized qualifications from the government. This demonstrates that the principal possesses a deep understanding of leadership and has been officially acknowledged for their competence. In conclusion, becoming a principal in Ban Kadeng, Narathiwat, is not an easy achievement. Candidates must successfully pass a series of rigorous exams and demonstrate exceptional leadership and management skills before attaining the position. This selection process ensures that the school is led by a competent and capable individual who can effectively enhance teachers' work motivation and overall school performance.

The management ability of the principal of Ban Kadeng, Narathiwat, is evident in how they empower all school resources to realize the school's vision, mission, and goals. The principal effectively delegates responsibilities to their representatives and strives to remain accountable for every decision and action. When the principal is unable to attend certain school programs due to unavoidable commitments, they assign their deputy to take responsibility for managing the activities or programs within the school.

Like other principals, the principal of Ban Kadeng, Narathiwat, faces various challenges in school management. Their problem-solving skills are reflected in the analytical and conceptual approaches they take to address issues. Additionally, the principal serves as a mediator in conflicts among educational personnel and strives to make decisions that enhance teachers' work motivation.

Teachers' work motivation can be increased by creating a conducive physical environment with adequate facilities. A comfortable and well-organized workspace makes teachers feel valued and motivated to work more effectively (Fasya, Darmayanti, & Arsyad, 2023; Fleckman, Scholer, Branco, & Taylor, 2021; Garba & Yakubu, 2022; Murharyana, Ayyubi, Rohmatulloh, & Ikromi, 2024). Building a harmonious and collaborative work atmosphere among school staff also fosters higher motivation. The principal can encourage open and transparent communication to create

mutual trust and strong cooperation among educators. Furthermore, upholding fair and consistent discipline helps establish a professional work culture. By enforcing clear rules and maintaining strict discipline, teachers are more likely to stay motivated and adhere to established standards.

Providing motivation in the form of praise, awards, or opportunities for professional development boosts teachers' morale. School principals can recognize teachers' achievements and offer them opportunities to participate in training or seminars to enhance their skills. Recognizing teachers' accomplishments through appropriate rewards, whether in the form of financial incentives, formal recognition, or career development opportunities, further increases their motivation. Additionally, ensuring the availability of complete and accessible learning resources, such as books, modules, and educational technology, supports teachers in improving the quality of their teaching. With adequate resources, teachers feel more prepared and motivated to perform their duties effectively. Through these strategies, the principal of Ban Kadeng, Narathiwat, successfully fosters a supportive and productive educational environment, ultimately enhancing teachers' motivation and performance. (Fatikah, Noor., 2019).

The leadership of the principal of Ban Kadeng is reflected in the programs designed to improve the quality of teachers in the school. One such program involves holding meetings between teachers and the principal to discuss school developments. These meetings also serve as a platform to address challenges faced by teachers in the learning process and in student development. This approach aligns with the principal's commitment to enhancing professional abilities, ensuring continuous development of strategies to inspire educators and other school staff to work with enthusiasm and creativity toward achieving educational goals. (Teti dkk, 2023).

The role of the principal of Ban Kadeng is supported by several key functions. First, as a planner, the principal sets goals, policies, procedures, budgets, and programs for the school. This includes budgeting, estimating necessary costs, and planning future financial inflows. To achieve this, the principal holds meetings with teachers to determine the budget for the upcoming year, ensuring that all teachers can provide input regarding the funds needed to support teaching and learning activities as well as other school programs. For example, expenses related to teacher activities, national-level competitions, and student participation, including transportation and lodging, are covered by the school. Through this process, the principal plays a crucial role in setting school objectives, policies, procedures, budgets, and programs. Planning is carried out collaboratively with teachers to establish priorities and ensure that all school activities align with the school's vision and mission while meeting the needs of both teachers and students.

Second, the principal serves as an implementer, ensuring that all planned programs are executed effectively. This function is evident in the coordination of events such as national-level mathematics competitions, teacher development activities, training sessions, and field visits. As the implementer, the principal of Ban Kadeng Narathiwat ensures that these programs run according to plan through cooperation with teachers and other stakeholders. Additionally, the principal provides the necessary support for teachers to carry out their responsibilities effectively. This includes motivation and professional development through regular meetings, training, and career advancement opportunities. Weekly meetings serve as a platform to discuss school progress, address challenges faced by teachers, and develop solutions to improve the overall quality of education (Almazova, Krylova, Rubtsova, & Odinkaya, 2020; Maghfiroh et al., 2024; Mirawati, Tjahjono, Hamami, & Suud, 2025).

Lastly, the principal functions as an evaluator, assessing the planning and implementation of previously agreed-upon activities. The evaluation process involves reviewing whether the

planned activities were carried out as intended or if any deviations occurred. This includes analyzing the effectiveness of teacher training programs, student activities, and budget utilization to ensure that all initiatives meet their intended goals. For instance, if there is a shortage of funds for teacher training, the principal will assess the planning and execution stages, then discuss the findings in the next meeting. The results of these evaluations serve as a foundation for refining and improving future programs. Additionally, the principal ensures that teachers receive constructive feedback to enhance their performance and contribute to the continuous improvement of the school's educational standards.

The role of the principal of Ban Kadeng as a manager, as explained above, is essential in developing the school and assisting teachers in improving their competence and professionalism as educators. However, if this role is not properly mastered and applied to school development and teacher professionalism, the principal's managerial role will have little impact on school progress and teacher performance. This is due to unsupportive work environment conditions, which may negatively affect overall productivity. According to McClelland (Bernhard Tewal et al, 2017), a manager's actions—in this case, the principal—should not only focus on the extrinsic conditions of teachers' work but also on the intrinsic aspects of the work itself. There are three types of intrinsic needs: the need for achievement (N Ach), the need for affiliation (N Aff), and the need for power (N Pow).

The need for achievement (N Ach), when related to the 32 teachers at Ban Kadeng Narathiwat School, is reflected in their principles of work, including dedication to learning, discipline, enthusiasm for teaching, morality, good ethics, engagement in research development, and positive thinking. This aligns with the characteristics of individuals with a high N Ach, namely: (1) having a strong sense of responsibility for completing tasks or solving problems, often preferring to work independently rather than in groups. If collaboration is necessary, they tend to choose competent colleagues over close friends; (2) setting moderately challenging goals while carefully assessing risks; and (3) having a strong desire for feedback on their performance, eagerly seeking evaluations regardless of whether the results are positive or negative.

The external motivation provided by the principal to the teachers at Ban Kadeng School, Narathiwat Province, Thailand, is evident through weekly meetings between the principal and teachers. These meetings focus on school development and necessary improvements, with mandatory participation from all teachers. Discussions cover various topics, including classroom experiences, student progress, teacher and student achievements, and future planning. One notable topic is the Thai language, which is the national language that both teachers and students must master. However, since Narathiwat is in southern Thailand, where approximately 75% of the population speaks Malay and adheres to Malay customs, students face difficulties in mastering Thai due to their frequent use of Malay.

This language barrier is a crucial issue discussed in the weekly meetings, where teachers share students' struggles with learning Thai and brainstorm possible solutions. The principal listens to all concerns and encourages other teachers to contribute their ideas for resolving the issue. These meetings serve as a source of external motivation for teachers, as they feel supported by the principal and benefit from a conducive working environment. Teachers appreciate that their concerns receive serious attention and responses from the principal as the school's leader.

Furthermore, teacher career development is conducted on a monthly basis. The principal of Ban Kadeng School organizes meetings to select teachers who will participate in training programs organized by the government. This ensures equal opportunities for all teachers to

enhance their careers. Each month, one teacher is chosen to attend regular training sessions, focusing on pedagogical and other relevant aspects. This initiative aims to enhance teachers' competencies, allowing them to contribute more effectively to the school.

Based on the above, it can be emphasized that the principal of Ban Kadeng Narathiwat provides opportunities for teachers to participate in training and career development. Some of these trainings are held and supported by the government, while others are organized by the school. The financial support or salary of teachers in Ban Kadeng also comes from the Thai government, which helps to increase their work motivation. The income or salary of the principal and teachers in Ban Kadeng Narathiwat is provided directly by the Kingdom. When compared to the salary of teachers in Indonesia, the salary received by the principal and teachers in Ban Kadeng Narathiwat is significantly higher. While teachers in Indonesia hold civil servant status, teachers in Thailand are considered government employees under the auspices of the Kingdom, receiving direct attention from the royal administration. Even honorary teachers in Ban Kadeng Narathiwat receive a substantial salary, which is above the average salary of teachers in Indonesia, with the lowest salary in this school being 15,000 baht.

In addition to their wages and salaries provided by the Kingdom, teachers also receive other financial assistance aimed at supporting their career development and improving their professional work. Teachers are granted financial support for educational development, risk or security allowances, and academic status incentives. The school is located in a residential area, ensuring security and convenience for teachers. Every night, the school is guarded by five community members who are equipped with weapons and rifles. However, during the daytime, additional security is unnecessary since the school's location within a residential neighborhood provides a safe environment. To appreciate and support these armed security personnel from the community, the school also provides them with a salary.

The principal of Ban Kadeng Narathiwat School fosters a conducive and mutually supportive working environment for teachers. This is evident in the school's reputation as a model institution for effective management. Additionally, Ban Kadeng School has developed innovative approaches to solving student-related challenges, garnering increased attention and support from the government.

The policies and procedures for appointing school principals in Ban Kadeng, Thailand, require prospective principals to hold a master's degree in Educational Administration. This requirement ensures that they can effectively implement policies and procedures issued by the Royal Order for schools and educators. Prospective principals must also possess specific academic qualifications to enable them to develop unique advantages for their schools. Additionally, they must pass a selection exam for the educational institution management pathway.

Similarly, the requirements for becoming a teacher in Ban Kadeng School are rigorous. Prospective teachers must complete undergraduate education and hold a bachelor's degree, obtain a teaching certificate, and possess the necessary knowledge and skills for the job. These requirements are intended to equip teachers with the ability to handle classroom challenges, manage students, and foster academic achievements. Furthermore, adherence to a strict code of ethics is a crucial requirement for prospective teachers. Both within and outside the school environment, teachers must uphold ethical behavior as mandated by the Kingdom and the school. Character education for students is instilled through the conduct of teachers, making them role models—not only in Indonesia but also in Ban Kadeng schools in Thailand. Thus, all prospective teachers must embody the values outlined in the established code of ethics.

The interpersonal relationships among teachers at Ban Kadeng Narathiwat School provide an interesting area of study. These relationships are built not only through formal communication but also through daily interactions in various settings, such as the office, classroom, and other communal spaces. Since interpersonal interactions are essential for fostering strong relationships, increasing daily engagement among teachers enhances communication effectiveness (Liliweri, 2017). The principal actively promotes interpersonal relationships among teachers through weekly meetings.

Another goal is to enhance communication among teachers in schools, foster a sense of togetherness and solidarity, provide mutual support, and motivate teachers to continuously improve their professional skills (Annisa, Akrim, & Manurung, 2020; Fauzi, Imroatun, Jumaela, Rohmiyati, & Nasrudin, 2022; Isa, Neliwati, & Hadijaya, 2024; Tihabsah, Rahmat, & Rofiq, 2024). This part of the meeting is particularly engaging, as the principal poses questions to teachers related to education, the school, students, and other relevant topics. Teachers are encouraged to provide their own answers, and those whose responses are deemed correct by the principal receive a gift directly from the principal. These prizes include blankets, pillows, sarongs, clothes, and other items. Such activities contribute to strengthening the interpersonal relationships among teachers at Ban Kadeng Narathiwat School. The weekly communication further reinforces the strong bonds that have already been established. Additionally, the principal organizes training sessions for teachers at the school.

During these training sessions, a teacher is selected to conduct a lesson in the classroom while three other teachers observe and assess their performance. This activity aims to evaluate teachers' abilities, identify their strengths, and address any weaknesses they may have. While the process may seem intimidating at first, it is actually highly anticipated by teachers, as it provides an opportunity for them to enhance their teaching skills. The teachers who observe and assess will also take turns teaching and being evaluated by their colleagues. This ensures that the training is inclusive and benefits all teachers at Ban Kadeng School, promoting the overall improvement of professional teaching quality in a fair and balanced manner.

CONCLUSION

This study reveals that the principal's leadership style at Ban Kadeng tends to be democratic and participative, involving teachers in important decision-making through regular weekly meetings. This leadership approach not only focuses on managerial aspects but also emphasizes the enhancement of teacher professionalism and work motivation—both intrinsically, by strengthening a sense of responsibility, achievement drive, and work ethics; and extrinsically, through constructive feedback, teacher training, and support in addressing learning challenges, such as students' local language barriers. This collaborative approach highlights the strategic role of the principal in creating a supportive and conducive work environment for improving educational quality.

These findings are consistent with previous research by Rahayu et al. (2024), which affirmed that transformational leadership by principals can enhance teacher motivation and performance. Similarly, Permana et al. (2019) emphasized the importance of participative leadership styles in fostering teacher engagement. However, unlike earlier studies that primarily focused on general forms of leadership, this research provides further contribution by exploring the principal's managerial aspects in greater depth particularly in implementing structured, sustainable strategies aimed at increasing teacher motivation.

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