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TEACHERS' WORK MOTIVATION FROM INTRINSIC AND EXTRINSIC PERSPECTIVES ON LEARNING OUTCOMES AT ELEMENTARY SCHOOL

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Abstract

This study aims to understand in depth the work motivation of teachers in intrinsic and extrinsic perspectives and their relation to learning performance in Andalusian Madrasas. This study uses a qualitative approach of case studies to explore teachers' real experiences, perceptions, and practices in carrying out their professional duties. The research subjects consisted of teachers in Andalusian Madrasas. Data collection was carried out through interviews, observations and documentation, and its validity was tested through triangulation of sources and data collection techniques. The results show that intrinsic motivation, such as teaching satisfaction, and commitment to students, are the dominant factors in shaping effective learning performance. Meanwhile, extrinsic motivations such as institutional support, work environment, and reward systems play a role as a reinforcer in increasing teacher enthusiasm and professionalism. The interaction between the two types of motivation forms a teacher's work behavior that is reflective, innovative, and oriented towards learning quality. This study concludes that teachers' learning performance is not only influenced by external factors, but is highly determined by the intrinsic motivational strength possessed. The implications of this research contribute to the development of qualitative-based work motivation studies and become the basis for education managers in designing strategies to improve teacher motivation and performance that are more contextual and sustainable.

Keywords: teacher work motivation, intrinsic motivation, extrinsic motivation, learning performance

Abstrak

Studi ini bertujuan untuk memahami secara mendalam motivasi kerja guru dari perspektif intrinsik dan ekstrinsik serta hubungannya dengan kinerja pembelajaran di Madrasah Andalusia. Studi ini menggunakan pendekatan kualitatif studi kasus untuk mengeksplorasi pengalaman, persepsi, dan praktik nyata guru dalam menjalankan tugas profesional mereka. Subjek penelitian terdiri dari guru di Madrasah Andalusia. Pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi, dan validitasnya diuji melalui triangulasi sumber dan teknik pengumpulan data. Hasil penelitian menunjukkan bahwa motivasi intrinsik, seperti kepuasan mengajar dan komitmen kepada siswa, merupakan faktor dominan dalam membentuk kinerja pembelajaran yang efektif. Sementara itu, motivasi ekstrinsik seperti dukungan institusional, lingkungan kerja, dan sistem penghargaan berperan sebagai penguat dalam meningkatkan antusiasme dan profesionalisme guru. Interaksi antara kedua jenis motivasi tersebut membentuk perilaku kerja guru yang reflektif, inovatif, dan berorientasi pada kualitas pembelajaran. Studi ini menyimpulkan bahwa kinerja pembelajaran guru tidak hanya dipengaruhi oleh faktor eksternal, tetapi sangat ditentukan oleh kekuatan motivasi intrinsik yang dimiliki. Implikasi dari penelitian ini berkontribusi pada pengembangan studi motivasi kerja berbasis kualitatif dan menjadi dasar bagi pengelola pendidikan

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dalam merancang strategi untuk meningkatkan motivasi dan kinerja guru yang lebih kontekstual dan berkelanjutan.

Kata kunci: motivasi kerja guru, motivasi intrinsik, motivasi ekstrinsik, kinerja pembelajaran

INTRODUCTION

Teachers' work motivation is one of the fundamental factors that play a role in determining the quality of learning performance in the education system (Pianda, 2018). Globally, various studies show that the success of education is not only determined by the curriculum and infrastructure, but also by the quality of human resources, especially teachers as the main actors in the learning process. Research (Material, 2024) emphasizing that teacher motivation is an important element in creating effective, innovative, and student-oriented learning. Teachers who have high motivation tend to be more adaptive to curriculum changes, more creative in using learning methods, and able to build meaningful interactions with students. In research (Susanto, 2025), said that the challenge of improving the quality of education is still faced with the problem of uneven teacher performance quality. This can be seen from the fact that there are still gaps in pedagogic skills, professionalism, and work commitment of teachers at various levels of education. This condition shows that work motivation is not only an individual issue, but also a systemic problem related to education policies, school organizational culture, and support for the work environment. Therefore, understanding teachers' work motivation is very important as a first step in improving the quality of learning in a comprehensive and sustainable manner.

This phenomenon shows that teachers' work motivation is not always at an optimal level and is often influenced by a variety of complex factors. Several research results revealed that there are variations in motivation levels that have a direct impact on learning performance. Research (Murtafi'ah, 2025) It shows that teachers with high intrinsic motivation are better able to develop innovative, student-centered learning strategies. In contrast, teachers who rely more on extrinsic motivations, such as financial incentives or institutional policies, tend to show fluctuating performance depending on external conditions (Muiz, 2025). In addition, a study by (Aulya, 2025) It was found that a less conducive work environment, lack of rewards, and a high administrative burden can reduce teachers' work motivation. The results of initial observations in the madrasah environment also show that there is a tendency for some teachers to carry out their duties routinely without any encouragement to innovate in learning. This can be seen from the use of monotonous learning methods, lack of use of technology, and low student involvement in the learning process. This phenomenon shows that teachers' work motivation is a real issue that needs to be studied in depth, especially in the context of teachers' daily experiences and practices.

Teachers' work motivation can be understood through two main dimensions, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to internal drives that arise from within the individual, such as a sense of responsibility, satisfaction in teaching, and commitment to the profession (Riyadi, 2022). Meanwhile, extrinsic motivation is related to external factors such as salary, rewards, work environment, and organizational policies (Febriantina, 2025). These two types of motivation cannot be separated, but interact with each other in shaping teachers' work behavior. In perspective (Edi Jusriadi, 2025), motivation is not only seen as a measurable variable, but as a construction of meaning formed through experience, social interaction, as well as the context of work culture. Therefore, it is important to understand how teachers interpret their work motivation in real-world situations, including how they respond to work pressure, professional demands, and expectations from educational institutions. This approach allows researchers to delve deeper into the deeper dimensions of work motivation, not only from what aspects motivate, but also how those motivations are formed, maintained, and actualized in everyday learning practices.

Although studies on teachers' work motivation and performance have been extensive, most research is still dominated by quantitative approaches that focus on the relationships between variables. This approach tends to produce generalizations, but is less able to explain in depth the

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subjective experience of teachers in interpreting their work motivations (Anwar, 2026). In addition, research that integrates intrinsic and extrinsic motivations in one complete analytical framework is still relatively limited, especially in the context of madrasah education. In fact, the madrasah environment has unique characteristics that are influenced by religious values, organizational culture, and the social role of teachers in society. This opens up opportunities to conduct a more in-depth exploration of how teachers' work motivation is formed in this context. Thus, there is a research gap *(Research Gap)* who are able to explore the meaning, experience, and dynamics of teachers' work motivation more comprehensively. This research is expected to provide new perspectives that not only complement the quantitative findings, but also enrich the understanding of work motivation in a broader educational context.

Based on this description, this study aims to deeply understand teachers' work motivation from intrinsic and extrinsic perspectives and its relation to learning performance in Andalusian Madrasahs. In particular, this research focuses on three main aspects, namely: identifying and describing forms of teacher work motivation in an intrinsic and extrinsic perspective, analyzing how intrinsic and extrinsic motivation affects teachers' learning performance, and exploring how teachers interpret and actualize work motivation in daily learning practices. The focus of the study is directed at the experience, perception, and real practice of teachers in carrying out their professional duties in the madrasah environment, so as to be able to reveal the interaction between internal and external factors in shaping teachers' work behavior. Theoretically, this research is expected to contribute to the development of work motivation studies based on a qualitative approach, especially in understanding the dimensions of individual meaning and experience. Practically, the results of this study are expected to be the basis for policy makers and education managers in designing strategies to increase teacher motivation and performance that are more contextual and sustainable. Thus, this research is not only academically relevant, but also has real implications in efforts to improve the quality of education in madrasas.

METHOD

This research uses a qualitative approach with a case study design that aims to deeply understand the phenomenon of teacher work motivation in an intrinsic and extrinsic perspective and its relation to learning performance. The qualitative approach was chosen because this study does not focus on quantitative measurements, but rather on the subjective meanings, experiences, and interpretations of individuals in natural contexts (Creswell, 2009). The case study design was used because the research focused on one specific location, namely the Andalusian Madrasah, thus allowing for an in-depth, contextual, and holistic exploration of the phenomenon. The case study also provides a space for researchers to understand the social and cultural dynamics that influence teachers' work motivation in daily learning practices. This research was carried out from March to April 2026, which was chosen because it was an active period of learning activities so that it allowed researchers to obtain authentic data related to teachers' activities in the classroom. In this context, the case study approach is particularly relevant because it is able to capture complex and dynamic empirical realities. In addition, this approach also allows researchers to examine the interaction between intrinsic factors, such as job satisfaction, and extrinsic factors such as the work environment and madrasah policies, in shaping teacher learning performance as a whole and sustainable.

The research subjects in this study were teachers who actively taught in Andalusian Madrasas, who were selected based on certain criteria to ensure relevance to the research objectives. The informant selection technique uses *purposive sampling*, which is the deliberate selection of participants based on certain considerations, such as teachers who have at least two years of teaching experience, are actively involved in the learning process, and have a willingness to provide information openly. In addition, *the snowball sampling technique* is also used to expand the number of informants through recommendations from early participants, thus allowing researchers to obtain more in-depth and diverse data. The informants in this study include subject teachers, homeroom teachers, and madrasah management such as the head of the madrasah or the

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deputy head of curriculum. This variety of informants is important to obtain a comprehensive perspective on work motivation and learning performance. By involving various parties, this research is able to capture the dynamics of work motivation from various perspectives, both as learning implementers and as policy makers.

The data collection techniques in this study were carried out through interviews, observations, and documentation. In-depth interviews are used to explore information related to teachers' experiences, perceptions, and views on intrinsic and extrinsic motivations at work. The interview process is carried out in a semi-structured manner so that the researcher has flexibility in exploring the informant's answers more broadly and in depth. Observation is carried out by directly observing learning activities in the classroom, including the interaction between teachers and students, the learning strategies used, and the form of work behavior that reflects the teacher's motivation. Meanwhile, documentation is used to complete data, such as learning tools, teaching schedules, and madrasah policy documents such as madrasah regulations. To ensure the validity of the data, this study uses triangulation techniques, namely source triangulation and method triangulation. Source triangulation is carried out by comparing information from various informants, while method triangulation is carried out by comparing the results of interviews, observations, and documentation. In addition, data validation is also carried out by reconfirming the findings to informants to match their intended experience.

The data analysis in this study uses the Miles and Huberman interactive model which includes three main stages, namely data reduction, data presentation, and conclusion drawn. Data reduction is carried out from the beginning of data collection by selecting, focusing, and simplifying data that is relevant to the research objectives. The data that has been reduced is then presented in the form of a descriptive narrative, table, or thematic matrix to facilitate the interpretation process. Furthermore, conclusions are drawn in stages by identifying patterns, relationships, and meanings that emerge from the data that has been analyzed. In addition, the study also uses thematic analysis to group data into key themes, such as intrinsic motivation, extrinsic motivation, and learning performance. The analysis process is carried out in a repetitive and reflective manner to ensure that the research results truly reflect the reality of what is happening in the field(Miles & Huberman, 1994). By using this analysis model, the research is expected to be able to produce valid, in-depth findings, and can contribute both theoretically and practically to the development of teacher work motivation studies.

RESULTS AND DISCUSSION

Forms of Teacher Work Motivation in Intrinsic and Extrinsic Perspectives

The motivation of teachers' work in the Andalusian Madrasah can be understood through two main dimensions, namely intrinsic and extrinsic motivation as explained in the framework of Self-Determination Theory by Edward L. Deci and Richard M. Ryan in (Sukma, 2025). This theory emphasizes that intrinsic motivation comes from within the individual, while extrinsic motivation is influenced by external factors such as the work environment and reward system. In the context of the Andalusian Madrasah, the intrinsic motivation of teachers is reflected in the soul's calling as an educator, a sense of moral responsibility, and inner satisfaction when successfully transferring knowledge to students. Teachers not only work based on formal obligations, but also based on professional awareness and the values they believe in. This is in line with the findings (Mohzana, 2024) which states that individuals with high intrinsic motivation have a stronger and more sustainable work commitment. This phenomenon can be seen from the dedication of teachers who continue to teach despite facing limited facilities. One of the teachers stated that *Teaching is a call of the heart that provides its own satisfaction when students experience development.* Thus, intrinsic motivation is the main foundation in shaping teachers' work ethic and maintaining the quality of learning in a sustainable manner.

In addition to intrinsic motivation, extrinsic motivation also plays an important role in supporting teacher performance in Andalusian Madrasas. This motivation is related to external factors such as awards, organizational support, leadership, and interpersonal relationships in the

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work environment. In the perspective of the Two-Factor Theory put forward by Frederick Herzberg, extrinsic factors are referred to as hygiene factors which include working conditions, social relations, and organizational policies (Andjarwati, 2015). These factors do not directly increase job satisfaction, but greatly determine the level of comfort and prevent dissatisfaction. Research by (Suri, 2024) shows that institutional support and effective leadership have a significant influence on teachers' work motivation. In the Andalusian Madrasah, the form of extrinsic motivation can be seen from the appreciation of the leadership, a harmonious work atmosphere, and the relationship between teachers who support each other. One of the teachers stated that *The award from the head of the madrasah makes them feel appreciated and more enthusiastic in teaching.* This condition shows that extrinsic motivation functions as a reinforcement that strengthens teachers' work morale.

The interaction between intrinsic and extrinsic motivation shows that there is a complementary relationship in shaping teachers' work behavior. In the perspective of integrative theory explained by (Adhari, 2021), the combination of these two types of motivation is able to produce more optimal performance than if you only rely on one. Research (Paryanti, P., & Baidi, 2026) It also shows that teachers who have a balance between intrinsic and extrinsic motivation tend to be more adaptive, innovative, and have a high level of job satisfaction. In Andalusian Madrasas, this is reflected in the daily learning practice, where teachers not only encourage internal impulses such as intentions and callings of the heart, but also respond positively to the external support provided by the work environment. For example, teachers still take the initiative to develop creative learning methods because of personal encouragement, but are more motivated when these efforts are recognized by the leadership. One of the informants stated that *Environmental support makes the work results more optimal.* This shows that the synergy between intrinsic and extrinsic motivation is able to strengthen teachers' overall work commitments and significantly improve the quality of learning.

The findings in Andalusian Madrasah also show that teachers' work motivation is not singular, but rather the result of the dynamics between internal and external factors that interact with each other. This is in line with research (Aulya, 2025) which states that teachers' work motivation is influenced by a combination of personal factors and the context of the work environment. In practice, teachers in this madrasah are able to manage the two sources of motivation in a balanced manner, resulting in stable and consistent learning performance. Despite the limitations of facilities, teachers still show high dedication due to a strong intrinsic drive, which is then strengthened by social support and madrasah leadership. One of the teachers said that limitations are not an obstacle as long as there is intention and support from the environment. This statement confirms that intrinsic motivation plays a role as the main driver, while extrinsic motivation serves as a supporting factor that strengthens work morale. This combination creates a balance that allows teachers to remain productive in a variety of conditions.

Overall, the discussion about teachers' work motivation in Madrasah Andalusia emphasizes the importance of a holistic approach in understanding individual work behavior. Intrinsic motivation provides a solid foundation in the form of commitment, responsibility, and inner satisfaction, while extrinsic motivation provides support in the form of rewards, a work environment, and a conducive organizational system. The integration of these two types of motivation has been proven to be able to improve the quality of learning and maintain the consistency of teacher performance. This is in line with the concept in Motivation: Theory, Research, and Application which explains that effective motivation is one that is able to combine internal and external factors in a balanced manner (Aurellia, F., & Wardana, 2025). Therefore, in the context of education management, it is important for madrasah leaders to not only pay attention to the aspects provided and facilities, but also to build intrinsic values such as professionalism and dedication. Thus, teachers' work motivation can develop optimally and sustainably, thus having a positive impact on improving the overall quality of education.

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Motivation Aspect	Findings Indicators	Field Description	Impact on Performance
Intrinsic Motivation	1. Soul calling	Teachers teach because of moral awareness and professional values	Improve dedication and consistency of work
	2. Teaching satisfaction	Feel satisfied as students progress	Encourage learning creativity
	3. Commitment to students	Focus on student success	More meaningful learning
Extrinsic Motivation	1. Institutional support	Madrasah facilities, policies, and assistance	Improves work comfort
	2. Rewards	Appreciation from the head of the madrasah	Increase morale
	3. Working environment	Harmonious relationship between teachers	Create a conducive work atmosphere

Table 1. Forms of Teacher Work Motivation (Intrinsic & Extrinsic)

Based on Table 1, teachers' work motivation in Andalusian Madrasah is divided into two main dimensions, namely intrinsic and extrinsic motivation. Intrinsic motivation seems to be more dominant, which is reflected in the vocation of the soul as an educator, satisfaction in teaching, and high commitment to student development. These findings show that teachers not only work on the basis of formal obligations, but are also driven by professional awareness and internal values. Meanwhile, extrinsic motivations such as institutional support, awards, and work environment function as supporting factors that strengthen teachers' enthusiasm and work comfort.

The Influence of Intrinsic and Extrinsic Motivation on Learning Performance

Intrinsic motivation has a very fundamental role in shaping the quality of teacher learning performance, especially in the aspects of creativity, commitment, and professional responsibility. In the perspective of Self-Determination Theory developed by Edward L. Deci and Richard M. Ryan, intrinsic motivation arises from the internal drive of the individual that is required of the three main psychological needs, namely autonomy, competence, and social connectedness (Rohmah, I. H., & Izzati, 2026). Teachers who have high intrinsic motivation tend not only to carry out tasks formally, but also to create meaningful, innovative, and student-oriented learning. Research by (Marganingtyas, A., Fadhiilah, U., & Nurlaili, 2025) shows that teachers' intrinsic motivation makes a significant contribution to improving the quality of teaching as well as student involvement in the learning process. This is in line with the findings of the American Psychological Association which states that individuals with high intrinsic motivation tend to have better performance because they are driven by internal satisfaction (Irawan, 2022). In the context of Andalusian Madrasas, this phenomenon can be seen from teachers' efforts to develop independent learning methods without having to wait for a formal process. The statement of one of the teachers who said that he taught because he wanted students to develop showed that internal motivation is the main factor in shaping the quality of learning. Thus, intrinsic motivation not only affects the technical aspects of learning, but also shapes the attitude of teacher professionalism as a whole.

On the other hand, extrinsic motivation plays a supporting role as a supporting factor that strengthens and maintains teacher learning performance in the long term. Based on Frederick Herzberg's two-factor theory, extrinsic motivation is related to hygienic factors such as working conditions, organizational policies, interpersonal relationships, and reward systems that can affect an individual's level of job satisfaction (Puspita, 2022). (Trismi, 2025) explains that although extrinsic factors do not necessarily increase motivation directly, their presence is essential to prevent dissatisfaction that can degrade performance. In education, extrinsic motivation can be in the form of incentives, awards, learning facilities, and support from school management. Research (Fauziana, 2017) It shows that a conducive work environment and institutional support have a positive influence on teacher performance and learning effectiveness. This is also reinforced by a UNESCO report in the study (Lestari, 2026) which emphasizes the importance of supporting the school environment in improving the quality of teaching. In Andalusian Madrasas, the form of

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extrinsic motivation can be seen from the support of the head of the madrasah in providing learning facilities and giving awards to outstanding teachers. The statement of teachers who feel more enthusiastic when receiving an award shows that extrinsic motivation functions as a reinforcement that maintains performance stability. Therefore, although not a major factor, extrinsic motivation still has a strategic role in creating a productive and professional work environment.

The synergy between intrinsic and extrinsic motivation is the main key in producing optimal and sustainable learning performance. These two types of motivation cannot be separated, but complement each other in shaping teachers' work behavior. Stephen P. Robbins states that motivation is the result of the interaction between individual needs and environmental factors that affect the direction and intensity of work behavior (Judge, T. A., & Robbins, 2017). Research (Risman, 2023) shows that a balanced combination of intrinsic and extrinsic motivation can significantly improve individual performance. In addition, the research (Ardi, 2024) revealed that teachers who have a balance between internal encouragement and external support tend to be more adaptive, resilient, and able to withstand challenges in the learning process. This is also in line with the findings of the Organization for Economic Co-operation and Development in the study (Hamid, 2023) which states that the quality of education is greatly influenced by the balance between individual factors and the work environment. In Andalusian Madrasahs, this synergy can be seen from the spirit of teachers who come from within themselves and are strengthened by a supportive school system. The teacher's statement that mentions the importance of external support shows that there is a dynamic interaction between the two types of motivation. Thus, effective learning performance is determined not only by internal factors, but also by organizational systems that are able to strengthen that motivation.

The simultaneous application of intrinsic and extrinsic motivation in learning in Andalusian Madrasah results in teacher performance that is more adaptive, creative, and oriented to student learning outcomes. Teachers not only carry out administrative tasks, but also strive to create an active, innovative, and fun learning atmosphere. This is in line with research (Pujoandika, 2021) which states that teachers' work motivation has a direct relationship with the quality of learning interaction and student learning outcomes. In addition, a study from (Yanuarsari, 2025) It also shows that the quality of teachers is greatly influenced by the level of motivation they have, both intrinsic and extrinsic. In practice, teachers in this madrasah show high commitment in developing learning methods that are relevant to the needs of students. The statement of teachers who are always trying new ways shows that intrinsic motivation drives innovation, while extrinsic motivation provides support for the transfer of the practice. Thus, the integration of these two types of motivation not only improves individual teacher performance, but also has a direct impact on improving the quality of learning in the classroom.

Overall, the influence of intrinsic and extrinsic motivation on learning performance shows that the two are complementary factors in forming optimal educational quality. Intrinsic motivation acts as the main driver that comes from within the individual, while extrinsic motivation functions as a reinforcement that comes from the external environment (Iliza, I. N., & Hanif, 2025). The combination of the two results in performance that is not only effective, but also sustainable in the long run. This is supported by research (Ramadan, 2025) which states that the integration between intrinsic and extrinsic motivations can significantly improve the quality of performance. In addition, the report from UNICEF also emphasized that the quality of learning is greatly influenced by teachers' motivation in trying to become educators (Prince, 2025). Therefore, in the Andalusian Madrasah, it is important for the management to continue to develop strategies that are able to strengthen these two types of motivation, both through improving welfare, giving awards, and developing professional teachers. Thus, the resulting learning performance is not only of high quality, but also able to have a sustainable positive impact on student development and the overall quality of education.

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Table 2. The Effect of Motivation on Learning Performance

Types of Motivation	Main Role	Forms of Influence	Performance Results
Intrinsic	Key factors (core drivers)	Encourage innovation, creativity, and responsibility	Active, innovative, and meaningful learning
Extrinsic	Reinforcement factor	Maintain stability and morale	More consistent and professional performance
Integration of the two	Synergy	Complementing each other	Optimal and sustainable performance

Table 2 shows that intrinsic motivation plays a major role in shaping the quality of learning performance, especially in the aspects of creativity, innovation, and professional responsibility. On the other hand, extrinsic motivation serves as a reinforcing factor that maintains the stability of teacher performance in the long term. The integration between the two results in more optimal, adaptive, and sustainable learning performance. This confirms that teachers' performance is not only influenced by internal factors, but also by the support of the work environment.

Application of Intrinsic and Extrinsic Motivation in Learning Implementation

The application of intrinsic and extrinsic motivation in the implementation of learning in Andalusian Madrasah can be comprehensively analyzed through the framework of Self-Determination Theory developed by Edward L. Deci and Richard M. Ryan. This theory emphasizes that intrinsic motivation arises from internal drives such as interest, satisfaction, and meaning in activities, while extrinsic motivation is influenced by external factors such as reward, recognition, and the work environment (Dedi, 2021). In the Andalusian Madrasah, teachers show intrinsic motivation through creativity in developing varied learning methods, such as interactive discussions, project-based learning, and adapting materials according to the needs of students. This can be seen from the teacher's statement which reveals that the greatest satisfaction is obtained when students are active and understand the material well. The statement shows that inner drive is a major factor in improving the quality of learning. These findings are in line with research (Alfarizqi, 2026) which confirms that intrinsic motivation has a strong influence on the quality of teacher performance. In addition, the research (Stuttgart, 2025) It also shows that intrinsic motivation makes a significant contribution to individual engagement in the learning process.

In addition to intrinsic motivation, extrinsic motivation also has an important role in supporting the effectiveness of learning in Andalusian Madrasahs. In Frederick Herzberg's perspective through the two-factor theory, it is explained that extrinsic factors or hygienic factors such as institutional policies, supervision, labor relations, and valued systems have a role in creating job satisfaction, although they do not directly increase intrinsic motivation (Azzahra, 2025). In Andalusian Madrasas, institutional support in the form of learning facilities, teacher training, and a conducive work environment are factors that drive the spirit of teaching. Teachers make use of available learning media as well as adequate classrooms to create an effective learning atmosphere. This is reinforced by the informant's statement that the support from the madrasah increases their morale. These findings are in line with research (Nurhasbi, 2025) which states that organizational support and external awards have a positive effect on teacher performance and professionalism.

The interaction between intrinsic and extrinsic motivations in learning practice results in adaptive, professional, and quality-focused work behaviors. Teachers not only rely on internal encouragement, but also respond positively to external stimuli provided by the institution. In this case, the Expectancy Theory put forward by Victor Vroom explains that individuals will be motivated if they believe that the effort made will result in good performance and followed by a corresponding imbalance (Khairunisa, 2025). This is manifested in the statement of teachers who feel more motivated when they get appreciation from the school. This condition shows that there is a relationship between effort, performance, and rewards that strengthen work motivation. Research (Suradarma, 2018) It also emphasized that expectations for results and rewards are important factors in increasing teachers' work motivation. In addition, the research (Hendrawan,

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2025) shows that the integration of intrinsic and extrinsic motivation can improve teacher welfare as well as learning effectiveness

The application of intrinsic and extrinsic motivation also reflects the awareness of professional teachers in managing learning in a reflective and innovative manner. Teachers not only carry out teaching tasks, but also actively evaluate the methods used to improve the quality of learning. This is in line with the constructivist approach in education that emphasizes the active role of teachers as learning facilitators. One of the teachers stated that he always played the learning process after the class was over as a form of self-reflection. This statement shows a strong intrinsic motivation in the form of awareness to continue to grow. Research by (Issalillah, 2024) It shows that teachers with high motivation tend to be more innovative and able to create a positive and conducive learning environment. In addition, the constructivist approach put forward by Jean Piaget also the importance of active involvement in the learning process (Mandar, 2025).

Overall, the application of intrinsic and extrinsic motivation in Andalusian Madrasah shows that teachers' work motivation is not only theoretical, but also implemented in real terms in daily learning practices. The synergy between these two types of motivation creates a balance that encourages teachers to continue to develop, both in terms of competence and professionalism. Intrinsic motivation provides a long-term, sustained boost, while extrinsic motivation serves as a reinforcer that accelerates the achievement of goals. The combination of the two results in optimal performance and better learning quality. This is in line with various empirical studies that show that the interaction of internal and external motivation is the key to success in the world of education (Rangkuti, 2025). Therefore, it is important for educational institutions to not only pay attention to external factors such as facilities and awards, but also encourage the development of intrinsic motivation through the empowerment, reflection, and professional development of teachers on an ongoing basis

Table 3. Implementation of Motivation in Learning Practice

Form of Implementation	Dominant Motivation	Example Practice	Impact
Use of innovative methods	Intrinsic	Discussions, interactive learning	Students are more active
Utilization of facilities	Extrinsic	Learning media, classroom	More effective learning
Teacher reflection	Intrinsic	Post-teaching evaluation	Improved teaching quality
Response to the award	Extrinsic	More enthusiasm after being appreciated	Improved performance

Based on Table 3, the implementation of motivation in learning practice can be seen in various real activities, such as the use of innovative methods, the use of facilities, learning reflection, and responses to rewards. Intrinsic motivation encourages teachers to continue to innovate and reflect, while extrinsic motivation strengthens enthusiasm through facility support and appreciation. The synergy between the two results in more effective, interactive, and quality-oriented learning.

CONCLUSION

Based on the results of the study, it can be concluded that teachers' work motivation consisting of intrinsic and extrinsic motivation has a significant influence on learning performance. The findings of the study show that intrinsic motivation, such as satisfaction in teaching, professional calling, and commitment to students, makes a more dominant contribution in improving the quality of learning than extrinsic motivation. However, extrinsic motivations such as institutional support, work environment, and reward systems have also been proven to play a role in strengthening teacher performance. These results generally support the research hypothesis that there is a positive influence between teachers' work motivation and learning performance. These findings imply that improving teacher performance can not only be done through the provision of external incentives or policies, but also needs to pay attention to strengthening intrinsic aspects such as developing professionalism, providing space for creativity,

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and creating a deeper meaning of work for teachers. Therefore, madrasas and education policy makers are advised to design a balanced strategy between internal and external approaches to increase teachers' work motivation in a sustainable manner. The implementation of policies that support a conducive and appreciative work environment can be a concrete step in improving the quality of learning in madrasas.

This research has several limitations, including the limited number of respondents and the scope of research that is only conducted at one educational institution, so that the results of the research cannot be generalized widely. In addition, the use of quantitative instruments also has limitations in exploring more in-depth subjective aspects related to teachers' work motivation. Based on these limitations, further research is recommended to expand the scope of the research area, increase the number of samples, and combine quantitative and qualitative *approaches (mixed methods)* to obtain a more comprehensive understanding. Follow-up research can also examine other variables that have the potential to affect teacher performance, such as the leadership of madrasah heads, organizational culture, and work welfare. Thus, the development of research in the future is expected to be able to make a broader contribution to improving the quality of education.

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UNTUK ANALISIS PENGARUH DETERMINASI DIRI DAN KEMANDIRIAN BELAJAR (AUTONOMOUS) TERHADAP MOTIVASI INTERNAL SISWA SEKOLAH DASAR DI KECAMATAN RAMBAH HILIR KABUPATEN ROKAN HULU. *(Doctoral Dissertation, UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU).*

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