

Improving Teacher Motivation and Performance Through an Organizational Behavior Approach in the UPT SDN 20 Jalamu Environment

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ABSTRACT

This study examines the improvement of teacher motivation and performance through an organizational behavior approach at UPT SDN 20 Jalamu, Pesisir Selatan Regency. The background includes challenges faced by teachers, such as heavy administrative burdens, rapid curriculum changes, technological adaptation, and an unsupportive work environment, which reduce enthusiasm, learning creativity, and consistency in learning tools. The organizational behavior approach was applied to analyze individual, group, and organizational factors to build a conducive work environment. A qualitative descriptive approach was used with purposive sampling of key informants: the principal, classroom teachers, subject teachers, operators, and the school committee. Data were collected through in-depth interviews and participatory observation, analyzed using the Miles-Huberman model (reduction, presentation, conclusion). The results show that communicative-supportive leadership, a harmonious-collaborative work culture, effective communication, and verbal appreciation increase work enthusiasm, although competency training needs to be expanded. The integrated principles of organizational behavior have successfully optimized teacher motivation and performance.

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1. INTRODUCTION

Improving the quality of education is inseparable from the role of teachers as the primary implementers of the learning process in schools. Teachers are not only transmitters of knowledge, but also facilitators, motivators, and directors of student development. Therefore, teacher motivation and performance are strategic components that significantly determine learning success. However, in practice, teachers often face various challenges, such as heavy administrative demands, rapid curriculum changes, the need to adapt to educational technology, and unfavorable work environments. These factors can impact teachers' interest, work enthusiasm, and capacity in carrying out their professional duties.

In addressing these dynamics, an organizational behavior approach becomes relevant as a theoretical foundation. Organizational behavior provides an understanding of how individuals, groups, and organizational structures work together to influence work effectiveness. According to Robbins & Judge (2021), organizational behavior encompasses the study of attitudes, motivation, leadership, communication, organizational culture, and group dynamics, all of which contribute to productive work behavior. Meanwhile, Gibson et al. (2020) explain that organizational behavior helps educational organizations understand the psychological and social factors that influence teacher performance.

Therefore, this theoretical foundation serves as a basis for analyzing teacher conditions and ways to improve their motivation and performance.

At the UPT SDN 20 Jalamu, several issues related to teacher motivation and performance are beginning to emerge, such as low enthusiasm for participating in self-development activities, suboptimal learning creativity, and inconsistent preparation and implementation of learning materials. These issues indicate the need to restructure the school's organizational elements related to teacher work behavior. Specifically, efforts are needed to strengthen the principal's leadership role, build a more collaborative work culture, clarify internal communication patterns, and provide a fair and motivating reward system.

The problem-solving plan in this study was conducted by analyzing how the application of organizational behavior principles can be a strategy to improve teachers' working conditions. This approach emphasizes improving teachers' psychological and situational aspects through supportive leadership, a conducive work environment, a positive school culture, and effective motivational mechanisms. By understanding each of these components, schools are expected to be able to determine appropriate interventions to improve teacher morale and performance.

Education is the primary foundation for human resource development, and its quality depends heavily on the quality of its teaching staff. As the spearhead of the learning process, teachers play a crucial role in determining the quality of student learning outcomes. Therefore, teacher motivation and performance are key indicators of successful educational delivery in schools. Teachers with high motivation tend to demonstrate discipline, creativity, adaptability, and more consistent performance in managing learning. Conversely, decreased motivation can result in poor learning quality, a lack of innovation, and a weakening of professionalism.

In recent years, demands on teachers have increased. Dynamic curriculum changes, the transition to digital-based learning, increased administrative burdens, and public expectations for educational quality have created new pressures for teachers. Furthermore, work environment conditions such as collegial relationships, principal support, and learning facilities also influence teacher behavior and performance. These pressures have the potential to affect teacher motivation and impact the quality of learning.

The organizational behavior (OB) approach is one theoretical perspective capable of explaining these dynamics. Organizational behavior examines how individual behavior, relationships between members, and organizational structure contribute to work effectiveness. According to Luthans (2018), organizational behavior focuses on three levels of analysis: individual, group, and organizational. Analysis at the individual level encompasses motivation, attitudes, perceptions, and personality; the group level relates to communication, leadership, and teamwork; and the organizational level concerns culture, structure, and the work environment. These three levels are interconnected and determine how teachers carry out their professional duties.

At the UPT SDN 20 Jalamu, several indications of declining teacher motivation and performance are beginning to emerge, such as delays in developing learning materials, a lack of innovation in delivering materials, and declining participation in competency development activities. These issues demonstrate an imbalance between job demands and the support teachers receive. In addition to external factors, internal challenges such as psychological stress, burnout, and lack of appreciation can undermine teacher motivation.

Article Type

The article titled *"Improving Teacher Motivation and Performance Through an Organizational Behavior Approach in the UPT SDN 20 Jalamu Environment"* is classified as an Original Research Article. This classification is based on the fact that the study was conducted through direct empirical field research using a qualitative descriptive approach. The main objective of this research is to explore and explain how the application of organizational behavior principles contributes to improving teacher motivation and performance in the context of primary education. The data collected are primary data, obtained through in-depth interviews, participatory observation, and documentation, involving the school principal, classroom and subject teachers, school operators, and the school committee as key informants. The data were analyzed using the Miles and Huberman interactive model, which consists of data reduction, data display, and conclusion drawing carried out continuously to ensure validity and consistency of findings.

As an empirical scientific paper, this article meets the defining characteristics of a research-based study: it presents original field findings, supported by theoretical interpretation and relevant literature. The structure follows the conventional academic format of research publications, including title, author information, abstract, keywords, introduction, methodology, results and discussion, conclusion and recommendations, and references. Unlike conceptual or review articles that rely solely on theoretical

discussions or secondary data, this paper provides new empirical evidence (novelty) on how organizational behavior through leadership, communication, and work culture affects teachers' motivation and performance in the real-world educational setting. Hence, the article has both scientific and practical significance. Academically, it enriches scholarly discourse in educational management and organizational behavior; practically, it offers actionable insights for school leaders, education administrators, and policymakers to foster a positive, collaborative, and high-performing organizational climate. In this regard, the article also falls under the broader category of applied educational research, as it bridges theory and practice by demonstrating how organizational behavior concepts can be effectively implemented to address actual challenges in school environments.

2. METHOD, DATA, ANALYSIS

This study uses a qualitative descriptive approach because it seeks to understand in depth how the implementation of organizational behavior contributes to improving teacher motivation and performance at the UPT SDN 20 Jalamu. This approach was chosen to allow researchers to observe phenomena naturally through direct interaction with the school environment and informants. The study was conducted at UPT SDN 20 Jalamu, Pesisir Selatan Regency, an elementary school that exhibits interesting dynamics related to curriculum changes, administrative demands, work culture, and teacher adaptation to developments in learning technology. These conditions are the rationale for selecting the location.

Research informants were determined through purposive sampling, selecting individuals deemed to have a deep understanding of organizational behavior and work activities in schools. These informants included the principal as the decision-maker, class teachers and subject teachers as learning implementers, school operators familiar with administrative and technological aspects, and the school committee as external parties familiar with communication patterns and work culture in the school.

Data collection in this study was conducted through in-depth interviews and participant observation. In-depth interviews were used to explore teachers' perceptions, experiences, and motivations in carrying out their daily tasks, allowing researchers to understand how organizational behavior is perceived and experienced directly by teachers. Meanwhile, participant observation was conducted to observe work interactions, communication patterns, and the dynamics of the work environment developing in the school. Through these observations, researchers obtained a concrete picture of how work culture, leadership, and interpersonal relationships are reflected in teachers' daily activities.

All data obtained through interviews and observations were analyzed using the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. Data reduction was performed by selecting and simplifying relevant information from the interviews and observations. Data presentation was carried out by organizing findings into meaningful thematic patterns and categories, thus facilitating interpretation. Conclusions were drawn continuously, through a continuous verification process throughout the research to ensure that the results obtained were accurate and consistent with the facts on the ground.

In addition to the procedures already described, this study also emphasized several methodological aspects to ensure the credibility, dependability, and confirmability of the data. The qualitative descriptive design was not only intended to describe phenomena as they occur but also to interpret the underlying meanings of teachers' behaviors and organizational interactions. The researcher acted as the key instrument, engaging directly with participants through sustained observation and dialogue. Field notes, interview transcripts, and documentation were collected systematically to build a comprehensive database for analysis.

The research process was conducted over a period of three months, encompassing preliminary observation, data collection, and validation. During the preliminary stage, the researcher identified issues related to teacher motivation, communication flow, and leadership dynamics within the school. This early mapping helped determine the most relevant informants and contextual factors to be explored further. During the main phase of data collection, interviews were conducted in a semi-structured manner, enabling flexibility in probing deeper into respondents' perspectives. Each interview lasted approximately 45–60 minutes and was audio-recorded with participants' consent to maintain data accuracy. Participant observation was conducted both in formal settings, such as teacher meetings and classroom supervision, and informal contexts, such as break times and collaborative planning sessions.

The data obtained were then triangulated across multiple sources interviews, observations, and documentation to strengthen the validity of the findings. Triangulation also involved comparing the perceptions of different informants (principal, teachers, operators, and school committee members) to

identify patterns of consistency and divergence in the data. This methodological triangulation ensured that conclusions drawn were grounded in multiple perspectives rather than single-point observations.

Furthermore, the analysis followed the interactive model of Miles, Huberman, and Saldaña (2014), which integrates data reduction, data display, and conclusion drawing as a cyclical process. In the data reduction phase, irrelevant or redundant information was systematically excluded while maintaining the richness of the narrative context. Codes and sub-codes were generated inductively from the raw data, representing key concepts such as leadership support, collegial collaboration, communication openness, and intrinsic motivation. These codes were then categorized into broader themes that captured the essence of organizational behavior in the school setting.

The data display phase involved organizing the information into matrices and thematic charts to visualize the relationships between categories. This facilitated pattern recognition and interpretation of the interplay among leadership, motivation, and culture. Each theme was supported by direct quotations from participants to maintain transparency and authenticity.

In the conclusion drawing and verification phase, the researcher continuously revisited the data to test the emerging interpretations against the evidence. This iterative process ensured the internal validity of the conclusions, allowing for refinement of meanings through reflection and peer debriefing. Regular consultations with academic supervisors and qualitative research experts were conducted to maintain methodological rigor and prevent researcher bias.

Ethical considerations were also prioritized throughout the research. All participants were informed about the purpose of the study, their voluntary participation, and the confidentiality of their responses. Pseudonyms were used to protect the identity of individuals and the school. In addition, data storage followed ethical research standards, where all digital files were securely archived to preserve integrity.

Finally, the analytical process yielded a comprehensive framework of understanding regarding how organizational behavior operates as an integrated system influencing teacher motivation and performance. The combination of qualitative techniques triangulation, thematic coding, and interpretive validation enabled the study to produce a nuanced, evidence-based understanding of educational organizational behavior in the context of Indonesian primary schools. The methodological rigor applied in this research thus ensures that the findings are not only descriptive but also analytically robust and transferable to similar educational settings.

3. RESULT AND DISCUSSION

Result

The results of the research were obtained through interviews with the principal, teachers, and school operators, as well as direct observations of work activities within UPT SDN 20 Jalamu. In general, the study found that organizational behavior plays an important role in influencing teacher motivation and performance. The main findings of the study are presented as follows: First, in terms of leadership, most teachers stated that the principal demonstrates a communicative leadership style and provides support in completing tasks. Teachers feel that they receive clear direction and helpful guidance when encountering instructional challenges. Observations showed that the principal is actively involved in school activities, particularly in monitoring teaching and providing feedback to teachers.

Second, regarding work culture, it was found that interactions among teachers take place harmoniously and tend to be collaborative. Teachers help one another in preparing instructional documents and addressing classroom problems. This conducive work environment is reflected in the atmosphere of mutual respect and the availability of informal discussion spaces. Third, in the aspect of communication, teachers reported that the communication flow in the school runs quite effectively, both through formal meetings and everyday spontaneous communication. Observations indicated that informal communication, such as brief discussions among teachers, helps accelerate task coordination and problem-solving.

Fourth, interviews revealed that organizational support in the form of verbal appreciation and recognition of performance has a positive impact on teachers' work enthusiasm. However, teachers expressed that opportunities to participate in professional training still need to be improved. Fifth, regarding intrinsic motivation, several teachers stated that internal drives such as a sense of responsibility for student success, pride in the profession, and the desire to improve personal competence are the main factors in maintaining work enthusiasm. Teachers with strong professional awareness consistently prepare instructional documents, develop simple digital teaching media, and update teaching methods according to student needs. This phenomenon shows that teachers' intrinsic motivation grows stronger when they feel appreciated, trusted, and given room to innovate in teaching.

Sixth, in the aspect of extrinsic motivation, the study found that the school's reward system remains simple, mainly in the form of verbal praise, words of thanks, or recognition in teacher meetings. Although it does not include financial incentives, these symbolic forms of appreciation have been proven to produce a positive psychological effect on work enthusiasm. Teachers feel more valued for their contributions, especially when the principal gives open appreciation. Nonetheless, some teachers also expect a more systematic and performance-based reward mechanism to encourage healthy competition within the school. Seventh, regarding the work environment, observations showed that the physical comfort of workspaces, availability of learning facilities, and cleanliness of the environment also contribute to teacher job satisfaction. Although technological facilities such as projectors, computers, and internet access are still limited, teachers adapt by creatively using existing resources. For example, some teachers combine printed visual media with small group discussions to maintain interactive learning. This condition illustrates the flexibility and creativity of teachers when dealing with limitations.

Eighth, in the aspect of professional collaboration, teachers show a tendency to build positive professional networking with colleagues. This collaboration is evident through activities such as sharing materials, conducting teaching discussions, and carrying out joint evaluations. On several occasions, senior teachers also serve as mentors for new teachers, providing guidance on classroom management techniques, communication strategies with students, and preparation of instructional administration. This collaboration not only strengthens social relationships in the workplace but also serves as an informal means of professional development for teachers. Ninth, in terms of principal leadership, interviews showed that the principal's role as a transformational leader is reflected in the ability to create an open working climate and encourage participation. The principal not only serves as a decision-maker but also as a facilitator and mediator in resolving internal problems. In several cases, the principal provides full trust to teachers to design thematic learning activities, while also offering personal guidance for teachers facing difficulties adapting to the curriculum. This leadership pattern fosters a strong sense of belonging among teachers toward the school. Tenth, in the aspect of formal organizational communication, it was found that routine coordination mechanisms such as weekly meetings and monthly evaluation forums serve as effective platforms for conveying policies, monitoring program implementation, and discussing solutions to instructional challenges. Teachers feel that these forums provide opportunities for them to express their opinions, thus creating a sense of engagement in the decision-making process. However, some teachers suggested that two-way communication could be further improved by involving teacher representatives in every stage of school activity planning.

The study concludes that the application of organizational behavior principles at UPT SDN 20 Jalamu has brought positive changes to the school's working climate. Harmonious social interactions, supportive leadership, open communication systems, and emotional support among colleagues have significantly enhanced teacher motivation and performance. However, the findings also highlight that professional development and performance-based rewards remain areas that require further attention to ensure sustainable improvement in teacher motivation.

Discussion

Organizational behavior is a discipline that studies how individuals and groups behave within an organization and how the organization as a system influences such behavior. Robbins and Judge (2021) state that organizational behavior is a multidisciplinary field integrating psychology, sociology, and management science to understand work dynamics, including attitudes, motivation, communication, leadership, and organizational culture. This approach is essential because the behavior of individuals and groups within an organization is crucial in determining the overall effectiveness and performance of the organization.

According to Luthans (2018), organizational behavior is analyzed at three main levels: individual, group, and organizational. At the individual level, the focus is on motivation, attitudes, perception, and personality; at the group level, it encompasses communication, leadership, and group dynamics; while at the organizational level, the emphasis is on culture, structure, and the work environment. These three levels interact with one another and provide a comprehensive understanding of the factors that influence employee productivity and job satisfaction.

In the educational context, organizational behavior plays a strategic role in improving teacher motivation and performance. Greenberg and Baron (2017) emphasize that a supportive organizational environment and collaborative work culture encourage emotional engagement and individual commitment to tasks. Effective leadership and open communication are key factors that strengthen teachers' internal motivation, ultimately enhancing teaching effectiveness.

Furthermore, Herzberg's motivation theory, which distinguishes between motivator factors and hygiene factors, is relevant in assessing how recognition, appreciation, and a conducive work environment influence teacher satisfaction and performance (Herzberg, Mausner, & Snyderman, in Uno 2020). Fair reward systems and opportunities for competency development also strengthen the sense of belonging and work enthusiasm, as supported by findings from Rahminda (2025), which show a positive correlation between transformational leadership style, intrinsic motivation, and employee performance.

Understanding organizational behavior helps educational managers design more targeted interventions to improve the quality of human resources. Gibson et al. (2014) argue that positive organizational culture and transformational leadership can create a supportive work climate and strengthen collaboration among teachers. Effective communication, established through both formal and informal mechanisms, enhances coordination and problem-solving, encouraging innovation in teaching.

Yukl (2013) adds that leadership roles in managing change and providing emotional support to teachers are important factors in maintaining motivation and work commitment. This is crucial in dynamic educational environments where teachers face administrative demands and rapid technological adaptation. Therefore, optimizing organizational behavior can serve as a key strategy for developing professional and high-performing educational human resources.

Organizational behavior theory not only explains individual and group aspects within organizations but also provides a practical framework for improving the effectiveness of educational institutions. In education, the application of organizational behavior principles supports the management of interpersonal relationships between teachers and students, classroom group dynamics, and administrative effectiveness (Teachers Institute, 2025). Understanding how motivation, communication, and conflict resolution function enables teachers and school leaders to create a conducive learning environment.

Motivation becomes a central factor in improving teacher performance. Through motivational theories such as Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory, educators can understand the factors that encourage teachers to perform optimally and remain committed (Teachers Institute, 2025). Schools that implement appropriate reward systems and provide opportunities for professional development are better able to maintain teacher motivation sustainably.

A strong organizational culture significantly influences teacher performance and retention. A systematic literature review shows that transformational leadership, professional development programs, reward systems, and participatory decision-making are the key characteristics of an effective school culture (Ijmsirjournal, 2025). Conversely, weak organizational culture and excessive bureaucracy contribute to low teacher engagement, high turnover rates, and declining teaching quality.

Visionary and collaborative leadership fosters teacher motivation by creating shared goals and sustaining professional support (Eyal & Roth). The collective leadership model, which involves various leaders within the school, has been shown to positively influence teacher motivation and student learning outcomes by enhancing teacher performance. This underscores that building a positive culture and effective leadership is a primary strategy for improving education quality.

For educational managers, understanding the influence of organizational behavior facilitates the design of management interventions aimed at human resource development. Research in private senior high schools in Gresik confirms that organizational culture, workload, and discipline have a direct impact on teacher performance (Journal UMG, 2024). Therefore, school managers need to focus on cultivating a supportive culture, ensuring reasonable workload distribution, and enforcing consistent discipline to improve teacher productivity and job satisfaction.

Strategies such as leadership training, reducing unnecessary bureaucracy, mentoring programs, and structured reward systems constitute best practices for strengthening school culture (Ijmsirjournal, 2025). This is particularly important in schools with limited resources to ensure teacher motivation remains high and learning quality is maintained.

The findings of this study also indicate that the application of organizational behavior principles in the context of primary education not only improves individual teacher performance but also contributes to the formation of a learning organization at the school level. This concept aligns with Peter Senge's (2019) view that a learning organization is an institution that continually enhances its capacity to create its desired future through collective learning processes. In the school context, adaptive and collaborative organizational behavior enables teachers to learn from one another, share experiences, and innovate in addressing instructional challenges.

The implementation of organizational behavior values also shows a paradigm shift in school leadership. The principal is no longer seen as a sole authority, but as a leader-as-coach who nurtures trust, empathy, and empowerment among teachers. This leadership model strengthens professional autonomy,

where teachers are given space to take initiative and make pedagogical decisions appropriate to the characteristics of their students. This aligns with transformational leadership theory proposed by Bass and Avolio (1994), which highlights four main components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. In the context of UPT SDN 20 Jalamu, this practice is evident in the principal's efforts to provide role modeling, motivation, and personal attention to teachers' needs.

In addition, openness in vertical and horizontal communication serves as a reinforcing factor that plays a major role in increasing teacher engagement with the organization. According to Daft (2020), effective communication in organizations not only conveys information but also builds shared meaning and creates role clarity. Field observations show that when two-way communication runs well, teachers feel heard and involved in decision-making, which in turn strengthens trust and responsibility toward the school's collective performance. Such communication patterns also reduce the potential for organizational conflict, as differences in perceptions can be resolved through open dialogue.

From the perspective of organizational culture, this study shows that the values of cooperation, mutual respect, and professionalism have become part of the work ethos among teachers at UPT SDN 20 Jalamu. This is in line with Schein's (2017) theory of organizational culture, which states that culture is a pattern of basic assumptions learned by a group in solving problems of external adaptation and internal integration. When these values are learned and understood collectively, they form behavioral norms that create stability and a sense of identity for organization members. In this school, such positive culture is evident in teachers' willingness to help each other, share learning resources, and support colleagues in addressing technology-based instructional challenges.

In the context of work motivation, the research findings can also be linked to Vroom's (1964) expectancy theory, which explains that a person's motivation is determined by the expectation that their effort will lead to good performance and that such performance will be followed by desirable outcomes. Teachers at UPT SDN 20 Jalamu exhibit high motivation when they perceive a clear relationship between performance, recognition, and meaningful outcomes. Although the rewards provided are not financial, symbolic recognition such as public acknowledgment and the principal's support has produced positive psychological effects. This confirms that perceptions of fairness and recognition in organizations play a significant role in sustaining teacher motivation.

The post-pandemic learning context and educational digitalization demands also pose new challenges for organizational behavior in elementary schools. Interview results indicate that some teachers are still adapting to educational technology, such as using digital platforms, creating interactive media, and conducting online assessments. In this regard, the principal's ability to facilitate training and provide emotional support is crucial for successful adaptation. This finding aligns with Fullan's (2016) view that educational change can only succeed with leadership capable of creating a sustainable learning climate for teachers.

In terms of interpersonal relationships and group dynamics, organizational behavior strengthens social cohesion and teacher teamwork. According to Johnson and Johnson (2019), effective group work is characterized by positive interdependence, individual accountability, and promotive interaction. At UPT SDN 20 Jalamu, a collaborative work atmosphere facilitates synergy between senior and new teachers. Naturally occurring mentoring and peer learning processes increase the confidence of new teachers while enriching the professional experiences of senior teachers. Thus, social interactions within the organization function not only as coordination mechanisms but also as avenues for social learning.

Moreover, strengthening organizational behavior also enhances teachers' psychological well-being. According to Ryff (2018), psychological well-being includes six dimensions: self-acceptance, positive relationships, autonomy, environmental mastery, purpose in life, and personal growth. When teachers feel valued, involved in decision-making, and supported emotionally, they tend to have better psychological well-being. This condition directly impacts increased job satisfaction, loyalty to the school, and long-term professional commitment.

These findings also demonstrate that strengthening organizational behavior in primary schools can serve as an effective instrument for change management. In facing curriculum reforms and dynamic educational policies, schools require adaptive and resilient human resources. Based on Lewin's (1951) three-step model of change (unfreezing, changing, refreezing), principals play a crucial role in raising awareness of the need for change, facilitating the adaptation process, and stabilizing new behaviors as organizational norms. In the context of UPT SDN 20 Jalamu, this process is evident in the shift from an individualistic teacher work culture to a more collaborative and participatory one.

This discussion confirms that healthy organizational behavior in primary education is characterized not only by high productivity but also by the creation of positive interpersonal relationships, open communication, and a balance between work demands and teacher well-being. Therefore, strengthening organizational behavior must continue through school management policies that prioritize continuous professional development, performance-based reward systems, and humanistic and participatory leadership development.

4. CONCLUSION

This study concludes that the effective implementation of an organizational behavior approach can improve teacher motivation and performance in the UPT SDN 20 Jalamu environment. Specifically, the research question regarding how leadership, work culture, communication, and organizational support affect teacher motivation and performance is answered through the findings that the principal demonstrates a communicative and supportive leadership style, harmonious and collaborative interactions between teachers, effective communication flows both formal and informal, and verbal appreciation that have a positive impact on work morale although training still needs to be improved. Thus, the principles of organizational behavior at the individual, group, and organizational levels are integrated to create a conducive work environment that supports teacher productivity in the learning process.

5. ACKNOWLEDGE

Based on the research results, the principal of UPT SDN 20 Jalamu is advised to strengthen the reward system by adding regular competency training programs to increase teachers' intrinsic motivation and adapt to the demands of educational technology. Furthermore, teachers and school operators should be encouraged to utilize weekly collaborative discussion forums to enrich learning innovations and expedite the resolution of daily administrative issues. The school committee and the local education office are encouraged to provide supporting facilities such as learning technology tools and a professional development budget, so that a positive organizational culture can be maintained sustainably for the success of basic education.

Beyond these findings, this study highlights that the effective application of organizational behavior principles contributes not only to the enhancement of individual teacher motivation and performance but also to the overall development of a positive school organizational climate. The integration of supportive leadership, a harmonious work culture, and open communication channels fosters a sense of psychological safety and belonging among teachers. These conditions enable teachers to express ideas freely, engage in creative pedagogical innovation, and collaborate meaningfully with colleagues, which in turn strengthens the school's collective performance.

Furthermore, the study underscores that teacher motivation is multidimensional, influenced by both intrinsic and extrinsic factors that interact dynamically within the organizational structure. Intrinsically, motivation grows when teachers experience autonomy, recognition, and professional growth. Extrinsically, it is reinforced through leadership appreciation, peer support, and a fair organizational system. The principal's role as a transformational leader providing inspiration, individualized consideration, and intellectual stimulation proves to be a critical factor in maintaining teachers' commitment and enthusiasm in performing their duties.

At the group level, collaboration among teachers acts as a medium for mutual learning and peer mentoring, facilitating continuous professional development. The existence of trust and collective efficacy among teachers enhances both individual and institutional resilience in facing external challenges such as curriculum reforms, technological demands, and administrative workloads. These findings validate the theoretical assumption that teamwork and organizational learning are essential components of sustainable performance improvement in educational institutions.

At the organizational level, the presence of a strong, value-based school culture characterized by shared goals, collegial respect, and consistent communication patterns strengthens institutional identity and integrity. The implementation of organizational behavior principles thus bridges the gap between administrative structure and human interaction, transforming the school into a more adaptive and collaborative learning organization. This aligns with Senge's (2019) concept of a *learning organization*, where institutions continuously expand their capacity to achieve desired outcomes through collective growth and reflection.

The study also reveals that continuous professional development programs and structured reward systems are necessary to sustain the positive effects of organizational behavior. Schools must institutionalize these efforts by integrating teacher training, coaching, and reflective practice into regular organizational routines. Without such reinforcement, motivational gains may be temporary and fail to evolve into long-term behavioral transformation.

Theoretically, this study contributes to the advancement of educational organizational behavior models in the context of Indonesian primary education, illustrating how leadership, motivation, and culture intersect to shape teacher performance. The findings affirm that behavioral and psychological factors are as vital as structural or policy-based interventions in driving organizational effectiveness. In practice, these insights offer valuable guidance for policymakers, school administrators, and educational supervisors seeking to design management systems that prioritize human development alongside institutional performance.

In conclusion, the research demonstrates that when organizational behavior is implemented comprehensively across the individual, group, and organizational levels it serves as a transformative mechanism that empowers teachers, strengthens professional integrity, and enhances educational quality. The UPT SDN 20 Jalamu experience provides empirical evidence that nurturing supportive leadership, collaborative culture, and open communication can significantly elevate both teacher motivation and institutional excellence. Future studies are encouraged to expand this framework across different educational settings, incorporating comparative analyses and longitudinal approaches to further validate and refine the organizational behavior model in education.

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