



Workshop to Enhance Motivation of Teachers and Administrators in Islamic Boarding Schools Based on Motivation Theory in Educational Administration

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ABSTRACT

Work motivation of teachers and administrators in Islamic boarding schools plays a crucial role in improving the quality of Islamic education services. However, various motivational issues such as work fatigue, limited reward systems, and lack of systematic motivation management are still commonly found. This community service activity aimed to enhance the motivation of teachers and administrators at Sirojul Muhtadin Islamic Boarding School through a workshop based on motivation theories in educational administration. The method employed was a participatory workshop consisting of interactive lectures, group discussions, case studies, simulations, and evaluation using pre-tests and post-tests. The results indicated an increase in participants' understanding of motivation theories (Maslow, Herzberg, McClelland, Vroom, ERG Alderfer, and Adams), positive changes in work attitudes, and the development of contextual motivation strategies aligned with the boarding school culture. This activity contributes to strengthening human resource capacity and supports the sustainability of effective and professional educational administration in Islamic boarding schools.

Keywords: *work motivation, Islamic boarding school, community service, educational administration*

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INTRODUCTION

Work motivation is a key factor in determining the quality of human resource performance in educational institutions. In the context of Islamic education, particularly in Islamic boarding schools (*pesantren*), teachers and administrators play a strategic role in shaping the character, morals, and academic competence of students. Low levels of motivation can result in declining learning quality, weak educational administration, and reduced educational service effectiveness.

Islamic boarding schools still face various motivational challenges, including work burnout, uneven workloads, limited non-material rewards, and the suboptimal application of human resource management based on modern motivational theories. Yet, motivational theories such as those by Maslow, Herzberg, McClelland, Vroom, Alderfer, and Adams provide a strong conceptual framework for understanding individual needs, job expectations, and a sense of justice within educational organizations.

Sirojul Muhtadin Islamic Boarding School, as an Islamic educational institution, also faces similar challenges in managing the motivation of its teachers and administrators. Therefore, systematic efforts are needed to improve understanding and skills in applying motivational theories in educational administration. This community service activity is designed as a workshop to empower Islamic boarding school human resources to achieve higher, more professional, and sustainable work motivation.

The goal of this activity is to enhance participants' understanding of motivational theory, develop skills in applying motivational strategies in the Islamic boarding school environment, and foster a positive and productive work culture.

METHODOLOGY

This activity employed a community service approach using a participatory workshop method. The participants were teachers and administrators of the Sirojul Muhtadin Islamic Boarding School in Bandung Regency, West Java. The workshop was conducted through several stages: planning, implementation, and evaluation.

The implementation method included interactive lectures on motivational theory in educational administration, group discussions, case studies, simulations of implementing motivational strategies, and participant reflection. To measure the effectiveness of the activity, pre- and post-tests were used to determine improvements in participant understanding. Furthermore, participant observation was conducted to assess changes in participant attitudes and engagement during the activity.

Data analysis was conducted descriptively by comparing the pre- and post-test results and interpreting the results of the observations and group discussions.

RESULT AND DISCUSSION

The results of the activity demonstrated an increase in participants' understanding of the concepts and application of motivation theory in educational administration. Based on pre- and post-test results, the majority of participants experienced an increase in their comprehension scores, indicating the workshop's effectiveness as a means of knowledge transfer.

In addition to cognitive improvements, participants demonstrated a more positive change in work attitudes. This was reflected in increased participation in discussions, openness in addressing motivational issues, and awareness of the importance of intrinsic and extrinsic motivation in carrying out educational duties. These findings align with Herzberg's theory, which emphasizes the importance of intrinsic factors in increasing job satisfaction and motivation.

A key outcome of this activity was the development of a motivational strategy that was contextual and relevant to Islamic boarding school culture. This strategy included providing non-material rewards, strengthening internal communication, more equitable task distribution, and providing constructive feedback. The implementation of this strategy reflects the application of Adams' equity theory and Vroom's expectancy theory in the context of Islamic boarding school educational administration.

These results demonstrate that the motivational theory-based workshop not only improved conceptual understanding but also encouraged behavioral changes and more effective and sustainable educational administration practices.

CONCLUSION

A community service workshop aimed at improving the motivation of teachers and administrators at the Sirojul Muhtadin Islamic Boarding School, based on educational administration motivation theory, successfully achieved its stated objectives. The workshop enhanced participants' understanding of motivation theory, encouraged more positive work attitudes, and developed contextual and applicable motivational strategies. This activity significantly contributed to improving the quality of human resources at the Islamic boarding school and has the potential to support the sustainability of professional and effective educational administration.

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