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MULTIFACTOR STRATEGY MODEL OF PRINCIPALS IN IMPROVING TEACHER MOTIVATION POST-SELF-DEVELOPMENT

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Abstract

This study examines the low motivation of teachers at SD Negeri 9 Muara Pinang to participate in Professional Development (PD) despite the Merdeka Belajar policy, which places Professional Development (PD) at the center of educational quality improvement. Existing research on principals' strategies is largely fragmented and lacks a model that integrates the interaction of multiple influencing factors. Using a qualitative intrinsic case study design, this research formulates a multifactor strategic model to strengthen teacher motivation. Data were gathered through in-depth interviews, observations, and document analysis, followed by thematic analysis. Findings show that the effectiveness of integrative leadership combining instructional and transformational approaches depends on its interaction with three factor clusters: teachers' motivational profiles (expectancy instrumentality, valence), organizational conditions (collaborative culture and administrative burden), and external dynamics (district policies and committee support). These interactions shape a systemic, non-linear Multifactor Principal Strategy Model equipped with feedback mechanisms. The study concludes that principals must adopt a situational integrative leadership paradigm, acting as diagnosticians who tailor strategies to the unique configuration of these factors. The model contributes both theoretical insight and a contextual operational guide for school leadership.

Keywords: Case Study; Multifactor Model; Professional Development; School Leadership; Teacher Motivation,

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A. Introduction

Transformation of national education policy through policy *Freedom of Learning* placing teacher self-development (PD) as an important prerequisite in improving the quality of learning in basic education. Teachers are no longer positioned solely as implementers of learning, but as lifelong learners who are required to continue to develop pedagogic and professional competencies in accordance with the dynamics of 21st century learning (Susanti et al. 2025). However, at the practical level, the implementation of teacher self-development (PD) at the primary school level still faces various obstacles that hinder teachers' sustainable engagement, a challenge that is also identified in the international context (Darling-Hammond, Hyler, and Gardner 2017).

The initial findings of a pre-research survey at State Elementary School 9 Muara Pinang show low teacher participation in self-development activities (PD). Of the 12 teachers, only 33% participated in self-development activities (PD) in the past six months, while the other 67% did not participate. The reasons given include high administrative burden, lack of institutional support, irrelevance of self-development materials (PD) to class needs, and low personal motivation. Most teachers also tend to be reactive by waiting for the principal's direction before engaging in self-development (PD) (Hidayat et al. 2025). This condition shows that teachers' self-development (PD) problems are not only individual, but are closely related to the leadership pattern and school organizational climate, which is in line with the findings that collaborative school culture is the main driving factor for self-development participation (PD) (Khalis 2025). Phenomenon *Teacher Agency* This low level of professional development is also reflected in studies in various contexts (Laivuori, Pyhältö, and Tikkanen 2022).

A number of previous studies have examined the relationship between principals' leadership, teacher motivation, and participation in self-development (PD). (Aisyah and Rahman 2025), through a research titled *School Principals' Strategies in Increasing Teacher Motivation* published by the Journal of Basic Education, using a quantitative approach and finding that rewards, mentoring, and training have an effect on teacher motivation, with financial incentives as the dominant factor. (Ratnawati 2025), in his research on transformational leadership of school principals at the secondary school level, shows a significant influence of leadership on teachers' intrinsic motivation. Meanwhile, (2023 Pledge) emphasized that teacher motivation is positively correlated with activeness in participating in self-development (PD), even though the focus of the study is at the junior high school level and has not placed the principal's strategy as the main variable. On the other hand, research (Wasitoh and Wahyudin 2025) that focuses on influence *Instructional Leadership* in primary schools concluded that academic supervision directly related to teaching practice was more effective in increasing teacher involvement in self-development (PD) than general training. Studies from (Leithwood, Harris, and Hopkins 2008) More broadly confirms

that effective school leadership influences teachers' internal conditions, including motivation and commitment, which ultimately impacts participation in professional development.

Although these studies show a link between leadership and teacher motivation, the existing studies still tend to be partial and highlight one particular dimension of the strategy. There has not been much research that has formulated a principal's leadership strategy as a multifactor model that integrates individual teacher factors (such as *self-efficacy* and motivation), school organization (such as culture and structure), and the external environment (such as regional policies and support), particularly in the context of primary schools.

This research is expected to provide practical benefits for school principals as a strategic planning framework in increasing teachers' motivation to participate in sustainable self-development (PD), as well as a reference for basic education policy makers in designing contextual and realistic school leadership strengthening programs.

B. Method

This study uses a qualitative approach with the type of intrinsic case study research, because the research is focused on an in-depth understanding of the principal's strategy in increasing teachers' motivation to participate in Self-Development (PD) in the specific context of State Elementary School 9 Muara Pinang. The research was carried out in October-December 2025 at Sekolah Elementery Negeri 9 Muara Pinang. The data sources consist of principals and teachers as the main subjects of the research, as well as supporting documents in the form of school programs, self-development activity (PD) reports, and internal policies. Data collection techniques include in-depth interviews, limited observations, and documentation studies. The validity of the data is ensured through triangulation of sources and methods. Data analysis is carried out interactively through the stages of data reduction, data presentation, and conclusion drawing (Huberman and Miles 2002).

The research stage begins with problem identification and pre-research, followed by field data collection, coding and grouping of data based on the theme of leadership strategy and motivational factors, as well as analysis of interaction patterns between factors. The results of the analysis are used as a basis for interpretation in the discussion until the conclusion of the research.

C. Results and Discussion

Direct Leadership Strategy and Exemplary

The results of interviews with school principals and teachers show that school principals are actively involved in self-development activities (PD). The principal not only serves as a policy maker, but also acts as a participant.

The results of the researcher's observations on *In-House Training* (IHT) activities prove this statement, where the principal sits as a participant, actively asks questions, and discusses on an equal footing with other teachers.

Differentiation Approach and Individualized Attention

The results of the interviews show the application of different personal approaches between teachers. Teachers with certain family conditions (e.g., having children under five) are given flexibility when participating in self-development (PD).

On the other hand, teachers who are considered to have more competence are given additional roles as presenters or internal facilitators.

Mechanism of Dissemination and Collaborative Reflection

The results of interviews and analysis of *minutes of meeting* documents show that schools have a systematic mechanism to disseminate external self-development (PD) results. Every teacher who takes part in training outside of school is required to deliver a *sharing session* in the teacher forum. However, more than just a presentation, teachers are asked to critique and assess the suitability of the material to the context of their class. Observations in the post-training reflection session showed that this activity took place in a dialogue and involved most of the teachers in discussions to adapt the material.

Organizational Structural and Cultural Support

The results of the analysis of school planning documents, such as the Medium-Term Work Plan (RKJM) and the School Activity Plan and Budget (RKAS), show that the self-development (PD) of teachers has become a priority that has been allocated a special budget. The observation also confirmed that there is a scheduled time every two weeks ("*Learning Tuesdays*") that is allocated specifically for pedagogical discussions and the sharing of good practices between teachers.

Table 1. Summary of Research Findings and Evidence

Finding	Evidence from the field	Interpretation
Principal as role	Principal actively participated in IHT and interacted with teachers as a learner	Leadership modeling strengthens teachers' perception that professional development is a shared responsibility
Individualized leadership	Teachers received different forms of support according to their personal and professional conditions	Leadership effectiveness depends on teachers' individual circumstances

Collaborative dissemination	Teachers who attended external training shared and discussed the material with colleagues	Professional development is transformed from individual training into collective learning
Organizational support	PD was included in RKJM/RKAS and a biweekly “Learning Tuesday” was scheduled	Institutionalization of PD provides structural support for sustained participation
Variation in teacher responses	Some teachers reported increased motivation, while others considered activities repetitive or insufficiently relevant	The same leadership strategy does not produce identical responses among teachers
Administrative burden	Teachers identified administrative workload as a major obstacle	Organizational constraints can weaken the effect of leadership interventions
External environment	District programs were perceived as partly top-down, while committee recognition provided moral support	External policy and social recognition can either constrain or reinforce teacher motivation

Taken together, the findings indicate that the principal’s strategy operates through several interconnected mechanisms rather than through a single leadership intervention. The evidence points to the interaction of leadership practices, individual teacher conditions, organizational support, and external factors in shaping teachers’ motivation to participate in professional development.

Variations in Teacher Responses and Inhibiting Factors

The results of in-depth interviews showed that there were differences in teachers' responses to the same strategy. Active teachers (about 40% of respondents) stated that the principal's approach boosted their intrinsic motivation and confidence. On the other hand, some teachers (around 30% of respondents) revealed that some self-

development programs (PD) are still felt to be repetitive and too theoretical, not touching real problems such as dealing with students with special needs in regular classes. From an organizational perspective, the results of observations and interviews identified the main obstacle in the form of high administrative burden.

Table 2. Reported Teacher Response Patterns to the Principal’s Strategies

Response Pattern	Repoerted Proportion	Main Characteristic
More responsive/active	~40%	Increased intrinsic motivation and confidence
Experiencing relevance barriers	~30%	PD perceived as repetitive or too theoretical
Other/mixed responses	Remaining respondents	Responses varied according to individual and organizational conditions

These response patterns indicate that teachers did not respond uniformly to the principal’s professional development strategies. Teachers who perceived the programs as relevant and received adequate support tended to demonstrate stronger motivation and confidence, whereas perceived repetition, limited practical relevance, and administrative workload constrained participation. These findings suggest that the effectiveness of the principal’s strategies is influenced by differences in teachers’ motivational conditions and organizational constraints.

Influence of External Factors

The results of the interviews show mixed perceptions of external factors. The training policy from the Education Office is often perceived as a *"top-down program"* that is mandatory and does not pay attention to the specific needs of the school". On the other hand, the support of the School Committee in the form of symbolic awards (*"Outstanding Teachers of the Month"*) and social recognition is considered to provide a significant moral boost for some teachers.

Synthesis between Transformational and Instructional Leadership: From Exemplification to Practice Improvement

Findings on principal's role model and individualized approach aligned with the dimensions *Idealized Influence* and *individualized consideration* In transformational leadership (Bass and Riggio 2006). However, this study develops this understanding by showing how these dimensions operate concretely in the context of self-development (PD). The example of the principal as a learner (*Modeling*) serves as a *"Social proof"* powerful to change cultural norms from mere fulfillment of obligations to collective needs (Seashore Louis, Dretzke, and Wahlstrom 2010). This complements the findings (Jadidah 2025) which emphasizes more on the aspect of visionary communication. These findings on active role models have strong support from the study (Hasra, Asyarah, and Azainil 2024) which proves that *Leader*

participation in professional development activities significantly increase engagement and perception of benefits among staff.

Meanwhile, the mechanism of sharing sessions and collective reflection observed is a direct manifestation of instructional leadership, especially in promoting "*Professional Learning Community*" (PLC) (Hallinger 2011). The findings that these sessions were dialogical and adaptive – not just the submission of reports – show a deepening of the concept "*Managing the Instructional Program*".

This practice is in line with research (Utami and Yuliana 2025), but this study provides empirical evidence about the microprocesses that occur, i.e. how external knowledge is internalized, criticized, and contextualized through collective discussion. This synthesis between transformational approaches (building motivation and commitment) and instructional (focusing on improving learning) forms what in the cutting-edge literature is referred to as "*Integrated Leadership*", which has been shown to have more impact on learning outcomes than a single approach (Liu, Bellibaş, and Gümüş 2021).

Explaining Response Variations: The Interaction of Individual Factors and Leadership Strategies

The findings of variation in teachers' responses to the same strategy are a key contribution to this study. Framework *Expectancy-Value Theory* (Eccles and Wigfield 2020) provides the right lens to explain this phenomenon. For responsive teachers, the principal's strategy is such as providing a facilitator role that succeeds in improving *expectancy* (confidence in one's abilities) and *attainment value* (value of personal achievement) towards self-development (PD). On the other hand, for teachers who are less motivated, self-development materials (PD) that are considered irrelevant fail to meet the requirements of the *utility value* (usability value), so that the supporting strategy is less impactful. The complexity of teacher motivation is also recorded in qualitative research (Smith et al. 2023) in different contexts, which concludes that the gap between *perceived relevance* (perceived relevance) of self-development (PD) and *contextual needs* (contextual needs) of teachers are the main barrier to meaningful participation.

These findings not only support (2023 Pledge) about the correlation between motivation and activeness, but further explains *Mediating Mechanism*-nya: Influential leadership strategies through the formation of value perceptions (*value*) and confidence (*expectancy*) teacher. It also synthesizes and deepens the findings (Aisyah and Rahman 2025) and (Ratnawati 2025). This study confirms that non-material incentives (such as recognition and trust) are of great value, while also showing that transformational leadership must intentionally design interventions that can change teachers' psychological appraisal of self-development (PD) activities.

These findings are in line with research (Jawahir n.d.) presented in *International Conference on Educational Leadership*, which emphasizes that *Leadership Empathy* and the ability to build *Psychological Safety* As seen in the provision of time

flexibility, it is a prerequisite for teachers to dare to take risks and engage in new learning.

Newness: Towards a Leadership Model for Contextual and Integrative Self-Development (PD)

The novelty of this research lies in the formulation of a leadership conceptual model that is multifactorial and interactionist. The proposed model places teachers' motivation following self-development (PD) as *a dependent variable* influenced by dynamic interactions between: (1) Leadership Strategy (direct, transformational, instructional); (2) Individual Factors of Teachers (values, beliefs, personal conditions); (3) Organizational conditions (collaboration culture, workload); and (4) External Environment (official policies, community support). The finding that administrative burden can neutralize the positive impact of leadership strategies shows the importance of viewing organizational factors not as a static background, but rather as a critical intervening variable. The issue of administrative burden as a "thief of time" for professional learning is increasingly critical after the pandemic and has been highlighted in the OECD report (2021) on education policy.

This model addresses gaps in the literature that still tend to address these factors separately. This is an original synthesis that asserts that the effectiveness of leadership is situational and contextual, depending on its ability to read and manage the interactions of these different layers of factors. This interactionist approach supports and expands on the proposition of the Contextually Relevant Leadership Framework developed by Wang (2024) in the journal *Leadership and Policy in Schools*, which calls for a more fluid and responsive understanding of leadership to unique school ecosystems.

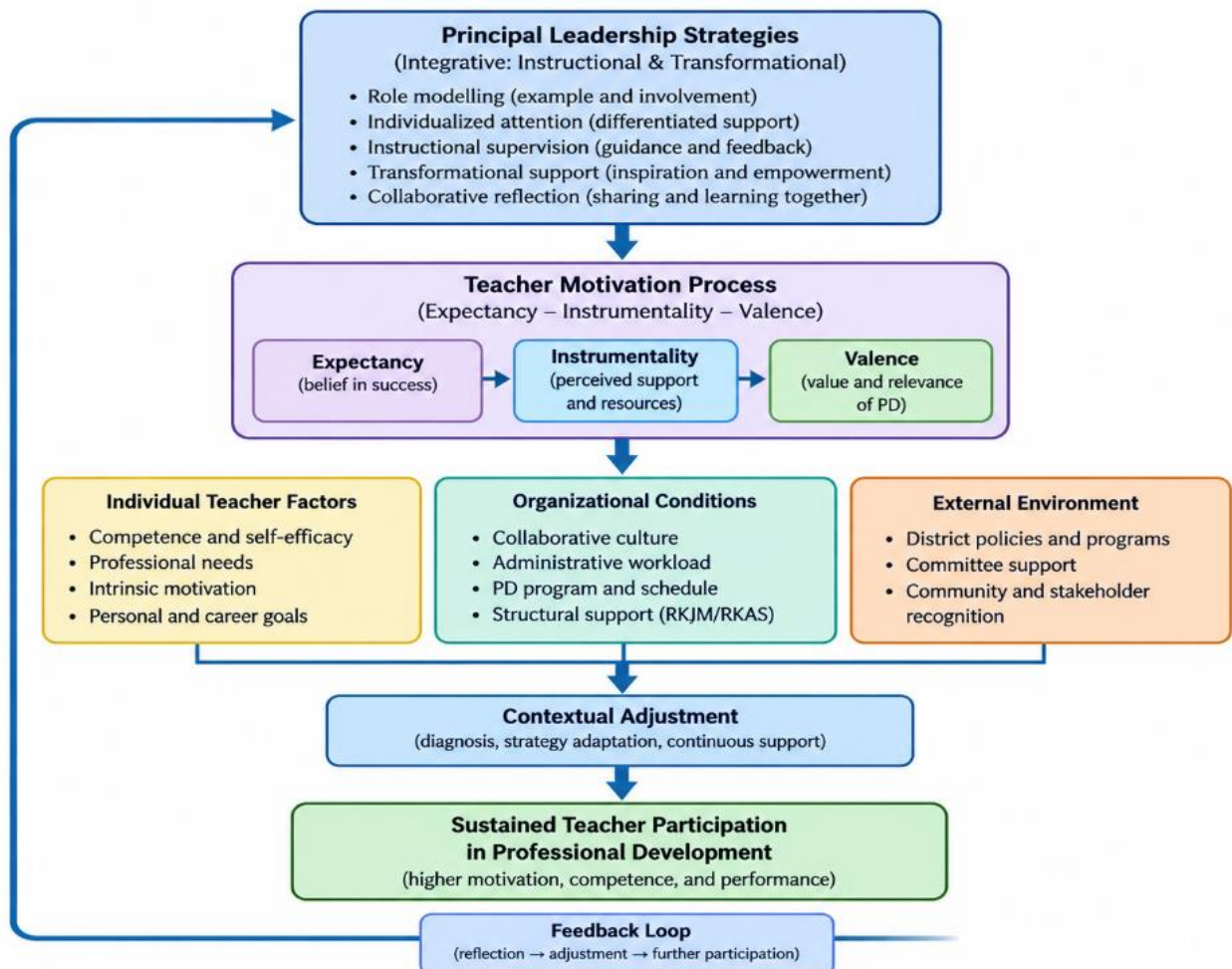


Figure 1. Multifactor Principal Strategy Model for Strengthening Teacher Motivation in Professional Development

Figure 1 illustrates that teacher motivation for professional development is shaped by the interaction of principal leadership, individual teacher factors, organizational conditions, and the external environment. The principal's role modelling, individualized attention, instructional supervision, transformational support, and collaborative reflection influence teachers' motivation, while competence, confidence, workload, collaborative culture, district policies, and School Committee support may strengthen or constrain these effects. The model emphasizes contextual adjustment and a feedback process in which reflection on professional development informs subsequent leadership strategies.

Limitations and Implications for Research and Practice

This study has limitations because it uses a qualitative case study approach in one locus, so the generalization of findings is limited. However, the depth of analysis actually results in a rich mechanistic understanding, which is difficult to obtain from large-scale quantitative approaches. This limitation is common in early qualitative

research aimed at constructing theories, as recognized in the guidelines for developing theories from specific contexts (Miles et al., 2020).

By practical implication, this model offers an actionable framework of reflection and diagnostics for school principals. Instead of blindly mimicking "best practice" strategies, principals are encouraged to conduct contextual audits: mapping teacher motivation profiles, assessing collaboration cultures, measuring administrative burdens, and evaluating the relevance of external programs. The results of these audits then serve as the basis for designing an integrated and context-specific leadership approach. The emerging policy implications are the importance of the Education Office giving schools greater autonomy and flexibility in allocating time and resources for self-development (PD), as well as designing modular and needs-based training, as recommended in a study of education policy in Southeast Asia (Tao & Li, 2023).

For further research, it is recommended to: (1) Test and validate this interactionist model in various elementary school contexts (public/private, urban/rural) with a mixed-methods approach, for example by using QCA (Qualitative Comparative Analysis) to look at the configuration of conditions that result in high PD motivation; (2) Examine more deeply the factor of administrative burden as a major constraint for teachers' self-development (PD) with a policy implementation analysis approach; and (3) Develop and test instruments to measure the relative strength and interaction between factors in the model, so as to provide more measurable guidance for practitioners.

D. Conclusion

This study concludes that teachers' motivation in participating in Self-Development (PD) at SD Negeri 9 Muara Pinang is formed through the principal's leadership strategy that is integrative, not through a single approach. The strategy works effectively when it aligns with the individual characteristics of the teacher, the condition of the school organization, and the support of the external environment. Thus, the formulation of the research problem answered that the increase in teachers' self-development motivation (PD) is not only determined by programs or incentives, but by the ability of school principals to manage the interaction of various factors in a contextual and sustainable manner.

The practical implications of this study show that school principals need to conduct regular teacher motivational diagnosis, reduce organizational barriers such as administrative burden, and optimize meaningful non-material forms of reward for teachers. However, this study has limitations because it was conducted in one school with a case study approach, so the findings cannot be generalized widely. Therefore, further research is recommended to test this multifactor strategy model in different school contexts or develop it into quantitative research to measure the strength of the relationships between variables more systematically.

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