Thawalib: **Jurnal Kependidikan Islam**
Vol. 6, No. 2, October 2025, pp. 323-336
E-ISSN: 2807-386X | P-ISSN: 2807-4289, DOI: https://doi.org/10.54150/thawalib.v6i2.448 | Research Papers

The Influence of the Implementation of School Quality Management System Factors on Teachers' Work Motivation

Zainullah[1]*, Abdul Hamid Bashori [2], Teni Nurrita[3], Sri Rohwahyuti Rahayu[4], Bhujangga Ayu Putu Priyudahari[5]
[1]Educational Technology, Universitas Dr. Soetomo Surabaya, Indonesia
[2]Islamic Education Management, Sekolah Tinggi Ilmu Dakwah dan Komunikasi Islam Al-Mardliyyah Pamekasan, Indonesia
[3]Manajemen Pendidikan Islam, Sekolah Tinggi Agama Islam Az-Ziyadah, Jakarta, Indonesia
[4]Sekolah Dasar Negeri Wonosalam 3, Jombang, Indonesia
[5]Computer Education, Universitas Musamus, Indonesia
[1]zainullahgasela@gmail.com✉, [2]abdul.hamid.bashori@gmail.com✉, [3]teninurhazet2@gmail.com✉, [4]srirahayu731@guru.sdbelajar.id✉, [5]bhujanggapriyudahari@unmus.ac.id✉
***Corresponding Author**

Article Info

Article history:
Submission August 31, 2024
Revised July 3, 2025
Accepted September 23, 2025
Published October 18, 2025

Keywords:
School Quality,
Teacher Motivation,
School System.

ABSTRACT

Teachers' work motivation is influenced by intrinsic and extrinsic factors, school leadership, quality management, and working conditions, all of which affect teacher performance and the overall quality of learning. This study aims to analyse the influence of implementing school quality management system regulations on teachers' work motivation, enhancing engagement, satisfaction, and sustainable professional performance. A correlational quantitative research method was employed, with the sample consisting of principals, teachers, and educational staff. Data were collected through questionnaires and analysed using SmartPLS to conduct validity, reliability, and t-tests. The results demonstrate that convergent validity was assessed through outer loading and AVE to evaluate the extent to which indicators accurately represent their corresponding latent constructs. The outer loading values for SQMS ranged from 0.791 to 0.890, and for TWM, from 0.866 to 0.922, all of which exceeded 0.70, indicating valid indicators. The AVE values, 0.721 and 0.796, respectively, were above 0.50, confirming convergent validity. Discriminant validity, as demonstrated by cross-loading, showed that each indicator loaded higher on its respective construct than on the others, ensuring a clear distinction between SQMS and TWM. Reliability was assessed using Cronbach's Alpha and Composite Reliability, both of which demonstrated high consistency (>0.87). The t-test indicated that SQMS has a significant influence on TWM ($t = 15.217$; $p < 0.05$), confirming that the implementation of the school quality management system positively supports teachers' motivation. Conclusion: SQMS has a significant positive influence on teachers' motivation, enhancing autonomy, competence, self-confidence, participation, professionalism, and the sustainable quality of education.

A. INTRODUCTION

Teachers' work motivation can be understood through the interplay of intrinsic and extrinsic factors that complement one another. Intrinsically, autonomy and self-determination play crucial roles, as self-leadership and independent professional development enable teachers to design new strategies and lead effectively, thereby fostering a sense of independence and personal growth (John, 2025; Jameel & Omar, 2025). In addition, personal fulfilment and the formation of professional identity also serve as sources of motivation, reflected in the joy of teaching, closeness with students, and opportunities for innovation in instructional methods (Dronova et al., 2024; Bright & Heyting, 2024). Extrinsically, job satisfaction emerges as a dominant factor, influenced by a supportive work environment, positive psychological capital, and overall job satisfaction (Viseu et al., 2016a, 2016b). Financial incentives, such as salary increases, bonuses, and other forms of recognition, further enhance teacher motivation and performance. Meanwhile, opportunities for continuous professional development help sustain engagement and improve teaching practices (Kontar et al., 2025).

Teachers' motivation is significantly influenced by the quality of interpersonal relationships and the working conditions they encounter. Positive relationships among teachers, colleagues, and school leaders foster a supportive work environment, thereby increasing job satisfaction and motivation through effective communication and collaboration (Kumari & Kumar, 2023). Favourable working conditions, including adequate infrastructure, a positive work climate, moral support, and sufficient resources, also reinforce teacher motivation particularly when school leadership successfully builds a conducive work atmosphere (Rachmadi et al., 2024). This motivation has a direct impact on teacher performance, as reflected in higher engagement, commitment, instructional innovation, and participation in professional development (Abós et al., 2018). Furthermore, high teacher motivation contributes to improved student learning outcomes because motivated teachers tend to teach more effectively and responsively (Ismaili et al., 2024). School efforts to provide continuous professional development are therefore essential for sustaining such motivation (Kholifah et al., 2024).

The implementation of Quality Management Systems (QMS) in education has demonstrated significant contributions to enhancing teacher motivation, particularly when integrated with School-Based Management (SBM) practices. SBM implementation can strengthen teachers' work motivation through clearer formulation of the school vision, more focused development of school programs, and improved transparency and empowerment of educational resources (Bafadal et al., 2019). In line with this, schools adopting QMS such as ISO 9001 generally experience improvements in learning process quality, teacher participation in school development initiatives, and a more positive school climate (Egido Gálvez et al., 2016; Fernández-Cruz et al., 2019). QMS also provides a structured framework that creates a conducive work environment for nurturing teacher motivation, including through consistent and sustainable quality management practices (Fernández-Cruz et al., 2016). However, some studies have reported mixed results, including the non-significant influence of QMS on certain aspects such as conflict resolution and family involvement, indicating the need for contextual adaptation in its implementation (Fernández-Cruz et al., 2020).

Teacher motivation is also strongly influenced by the leadership of school principals and the dynamics of organisational management. Studies show that principal leadership contributes

up to 70.7% to teacher performance, and when combined with work motivation, the influence increases to 71% (Hanafi & Ediwarman, 2019). Principals who implement effective communication, provide positive reinforcement, and support teachers' professional needs have been shown to increase work motivation significantly (Emiroglu & Atamturk, 2018; Ocham & Okoth, 2015). Moreover, transformational leadership, which emphasises setting direction, developing human resources, and redesigning organisational structures, has a profound impact on teacher motivation and teaching practices (Anastasiadou & Anastasiadis, 2019; Wiyono, 2018). In the context of organisational management, changes in organisational behaviour stemming from QMS implementation also influence motivation and school performance, particularly through the creation of a positive work culture and a strong commitment to continuous quality improvement (Giatman, 2017). Variations in QMS effectiveness across school types and implementation duration highlight the need for adaptive managerial strategies.

Research on the impact of implementing school quality management systems on teachers' work motivation, particularly with a focus on school regulations and using a quantitative approach, still contains gaps. Most previous studies examined quality management in general without specifically analysing how school rules, procedures, and standard operating protocols influence teachers' motivation levels. The novelty of this study lies in mapping measurable relationships between compliance with school quality regulations and motivational aspects such as achievement needs, recognition, and job satisfaction. The aim is to obtain empirical evidence on the extent to which the clarity, consistency, and implementation of quality regulations can either enhance or hinder teachers' work motivation. The findings of this study are expected to provide a foundation for decision-making by school leaders and policymakers in designing regulatory systems that not only ensure administrative and instructional quality but also support teachers' psychological well-being, engagement, and sustainable productivity.

B. RESEARCH METHODS

This study employed a correlational quantitative research method to analyse the relationship between the School Quality Management System (SQMS) and teachers' work motivation, using numerical data for hypothesis testing. The research sample consisted of one principal, seventeen teachers, and two educational staff members at MTs. Al-Mardliyyah, Waru, Pamekasan. The purpose was to explain the influence of the School Quality Management System (SQMS) on teachers' work motivation (TWM). Data processing was conducted through several stages, starting with an indicator validity test. The outer loading results showed that all indicators had values above 0.70, indicating convergent validity. The Average Variance Extracted (AVE) values were 0.721 for SQMS and 0.796 for TWM, both exceeding the threshold of 0.50, thus confirming adequate validity. Furthermore, the cross-loading results demonstrated that each indicator loaded highest on its respective variable compared to others, reaffirming discriminant validity. Reliability testing revealed Cronbach's Alpha values of 0.945 for SQMS and 0.872 for TWM, while the Composite Reliability (CR) values were 0.954 and 0.921, respectively, indicating that both constructs were reliable. In the final stage, hypothesis testing using a t-test in SmartPLS 4.1.1.4 showed t-values greater than 1.96 with p-values less than 0.05, signifying a significant relationship between SQMS and teachers' work motivation. Data collection was conducted through a questionnaire distributed to respondents, as shown below:

Table 1. Research Instrument

Variable	Indicator	Written Statement
School Quality Management System (X) (de Miranda et al., 2018; Kaleli et al., 2024; Susetyo & Lie, 2025)	Teacher participation in meetings	1. I routinely participate actively in school teachers' meetings. 2. My participation in school meetings contributes to more effective decision-making.
	Teacher collaboration	3. I collaborate with other teachers to improve the quality of learning. 4. I believe teacher collaboration is essential to achieving school goals.
	Teacher–student collaboration	5. I actively involve students in the learning process. 6. I encourage students to provide feedback during teaching and learning activities.
	Collaboration with stakeholders	7. I collaborate with parents and external parties to support school programs. 8. Good relationships with stakeholders help me carry out my tasks more effectively.
	Personal job satisfaction	9. I feel satisfied with my work as a teacher at this school. 10. My work provides a sense of accomplishment and personal satisfaction.
	Benchmarking techniques	11. I utilize best practices from other schools to enhance school performance. 12. Benchmarking helps me improve the quality of learning processes.
	School governance	13. School governance supports me in carrying out my tasks effectively. 14. The school has a transparent and well-structured management system.
	Participation in school organizations (non-teaching roles)	15. I actively participate in school organizational activities beyond teaching. 16. My involvement in school organizations improves my collaboration and leadership skills.
Work Motivation (Y) (Toropova et al., 2016; Bergmark et al., 2018; Wang & Zhang, 2021)	Personal job satisfaction	1. I find my work personally satisfying. 2. I feel happy and comfortable performing my duties as a teacher.
	Autonomy in completing tasks	3. I have the freedom to determine my teaching methods and approaches. 4. I can adjust my work according to my personal working style.
	Satisfaction with incentives	5. I am satisfied with the incentives provided by the school. 6. The incentives given motivate me to work better.
	Confidence in performing tasks	7. I am confident in carrying out my tasks well. 8. I feel confident when facing challenges in the teaching–learning process.
	Receiving external recognition	9. Recognition from external parties increases my motivation to work. 10. I feel acknowledged by external stakeholders for my achievements.

C. RESULTS AND DISCUSSION

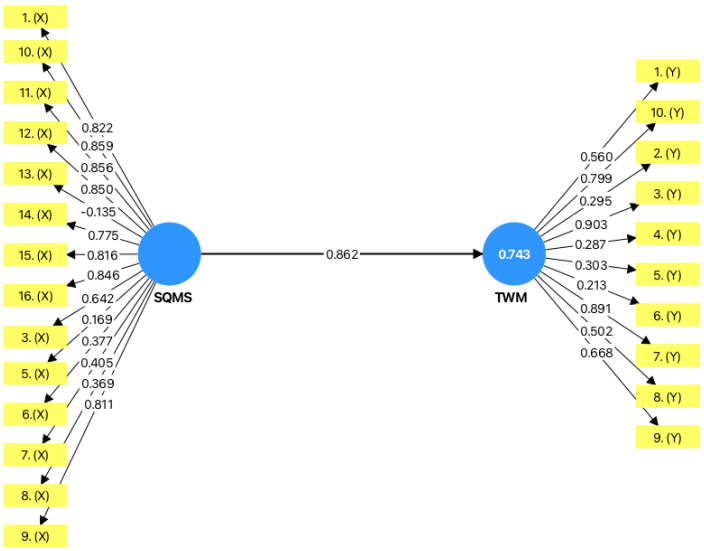

Figure 1. Data Validity Phase 1

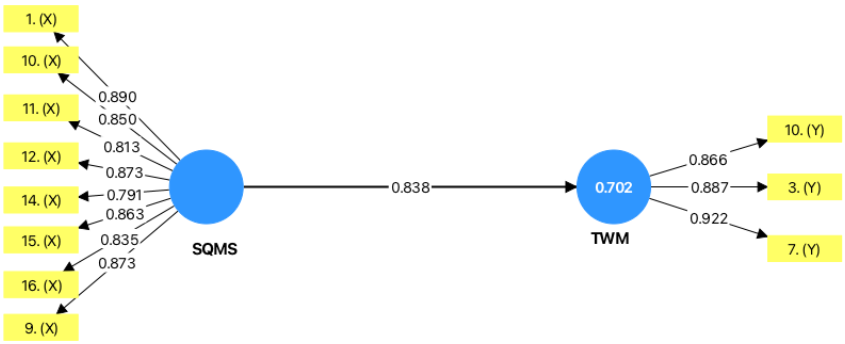

Figure 2. Data Validity Phase 2

1. Convergent Validity

a. Outer Loading (Loading Factor)

Table 2. Outer Loading Results

Indicator	SQMS	TWM
1. (X)	0.890	
9. (X)	0.873	
10. (X)	0.850	
11. (X)	0.813	
12. (X)	0.873	
14. (X)	0.791	
15. (X)	0.863	
16. (X)	0.835	
3. (Y)		0.887
7. (Y)		0.922
10. (Y)		0.866

Outer loading (loading factor) is used to assess the validity of indicators in a PLS-SEM model, indicating how strongly each indicator represents its latent construct. Table 2 presents the outer loading results for the indicators of the School Quality Management System (SQMS) and Teacher Work Motivation (TWM). The outer loading values for SQMS range from 0.791 to 0.890, while those for TWM range from 0.866 to 0.922. All

values exceed the minimum threshold of 0.70, indicating excellent measurement quality. This means each indicator significantly reflects its corresponding latent variable, confirming that both SQMS and TWM exhibit strong convergent validity and can be reliably used for PLS-SEM analysis in this study.

b. Average Variance Extracted (AVE)

Table 3. AVE Values

	Average variance extracted (AVE)
SQMS	0.721
TWM	0.796

Average Variance Extracted (AVE) is used to evaluate the convergent validity of indicators in the PLS-SEM model, indicating the extent to which the indicators of a construct represent the latent variable being measured. Table 3 shows the AVE values for the School Quality Management System (SQMS), which is 0.721, and Teacher Work Motivation (TWM), which is 0.796. Both values exceed the acceptable threshold of 0.50, demonstrating that the indicators of both constructs possess adequate convergent validity. This means that the majority of the variance in the indicators is explained by their respective latent constructs, showing that SQMS and TWM can be measured consistently and accurately, thereby supporting the reliability and validity of the research model.

2. Discriminant Validity

Table 4. Cross Loading Results

Indicator	SQMS	TWM
1. (X)	0.890	0.677
9. (X)	0.873	0.661
10. (X)	0.850	0.693
11. (X)	0.813	0.729
12. (X)	0.873	0.778
14. (X)	0.791	0.704
15. (X)	0.863	0.705
16. (X)	0.835	0.727
3. (Y)	0.667	0.887
7. (Y)	0.757	0.922
10. (Y)	0.804	0.866

Cross-loading is used to assess the discriminant validity of indicators in the PLS-SEM model, indicating how well an indicator loads more strongly on its intended latent construct than on other constructs. Table 4 presents the cross-loading results for the indicators of the School Quality Management System (SQMS) and Teacher Work Motivation (TWM). The indicator loadings on their respective constructs (e.g., SQMS: 0.791–0.890; TWM: 0.866–0.922) are higher than their loadings on other constructs, demonstrating that each indicator primarily represents its intended construct. This confirms that discriminant validity is satisfied, meaning that SQMS and TWM are clearly distinct and their indicators reliably differentiate between the two variables.

3. Data Reliability

Table 5. Data Reliability Results

Variable	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)
SQMS	0.945	0.945	0.954

TWM	0.872	0.877	0.921

Data reliability is used to assess the internal consistency of indicators in measuring latent constructs. Table 5 shows the reliability results for the School Quality Management System (SQMS) and Teacher Work Motivation (TWM). SQMS has a Cronbach's Alpha of 0.945 and Composite Reliability (rho_a and rho_c) ranging from 0.945 to 0.954, while TWM has a Cronbach's Alpha of 0.872 and Composite Reliability ranging from 0.877 to 0.921. All values exceed the 0.70 threshold, indicating that the indicators for both variables are highly reliable. This means that the measurements of SQMS and TWM are consistent and trustworthy, ensuring high-quality data that support accurate PLS-SEM analysis.

4. Hypothesis Testing

Table 6. T-Test Results

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
SQMS ->TWM	0.838	0.852	0.055	15.217	0.000

The t-test is used to evaluate the significance of the path between variables in the PLS-SEM model. Table 5 presents the t-test results for the effect of the School Quality Management System (SQMS) on Teacher Work Motivation (TWM). The original sample value (O) = 0.838, standard deviation (STDEV) = 0.055, resulting in a t-statistic of 15.217 with a p-value of 0.000. Since $t > 1.96$ at a significance level of $\alpha = 0.05$ (two-tailed), these results indicate that the effect of SQMS on TWM is statistically significant. This means that the implementation of the school quality management system has a positive and significant impact on teachers' work motivation, supporting the research hypothesis.

The findings suggest that the implementation of the School Quality Management System (SQMS) has a significant influence on teachers' work motivation. Teacher participation in meetings, including active involvement in discussions and decision-making, provides greater autonomy in determining teaching methods and strategies, thereby enhancing independence and control over the learning process. Personal job satisfaction, including a sense of accomplishment and fulfilment, increases teachers' confidence in performing their tasks more effectively. The application of benchmarking techniques through the utilisation of best practices from other schools and the improvement of learning processes support teachers in gaining recognition and external acknowledgement, which motivates them professionally. Transparent and structured school governance provides systemic support that strengthens teachers' ability to work confidently. Additionally, teacher involvement in school organisations outside of teaching hours enhances collaboration and leadership skills. Collectively, the implementation of SQMS promotes greater independence, competence, and recognition, positively affecting teachers' work motivation.

School management can enhance educational quality through three main aspects: program planning, strategy implementation (such as SWOT analysis, socialisation, and evaluation), and supervision (Baidowi, 2020). The application of quality management in Islamic schools involves planning, control, and evaluation of educational quality, aiming to improve learning effectiveness, teacher competence, and graduate quality in accordance with Islamic education standards (Febrina & Sesmiarni, 2024). Establishing quality control institutions in Islamic educational institutions, with a focus on monitoring, evaluation, and teacher quality improvement, ensures consistent school quality standards and supports

effective learning and teacher professionalism (Bashori et al., 2024). School leadership influences the implementation of school performance to enhance educational quality, emphasising strategy, supervision, and the management of teaching and learning processes, as well as ensuring continuous improvement and compliance with quality standards (Amelia & Siahaan, 2025).

The School Quality Management System (SQMS) serves as a framework designed to improve education quality through an integrated and sustainable approach. One form of implementation is the Integrated Quality Management System (IQMS), which focuses on performance management to support school strategies, academic achievement, and stakeholder satisfaction. Schools are encouraged to develop mission-oriented, time-efficient strategies that are periodically updated to improve both academic and extracurricular outcomes (Booyse et al., 2024). Total Quality Management (TQM) emphasises principles of leadership, human resources, collaboration, processes, and strategic planning as the foundation for school performance improvement (Kaleli et al., 2024). TQM also encourages continuous improvement, stakeholder satisfaction, and proactive leadership. However, effective SQMS implementation, including IQMS and TQM, faces challenges such as the need for regular updates, stakeholder engagement, and translating policies into actionable plans (Nawelwa et al., 2015).

The effectiveness of human resource programs in increasing school productivity, including teacher development strategies, staff management, and performance enhancement, supports both educational quality and overall institutional performance (Aditya et al., 2025). The influence of verbal and non-verbal teacher communication on student motivation highlights how teacher–student interactions can enhance learning enthusiasm, teaching quality, and teacher performance, thereby contributing to education quality management (Jalaluddin et al., 2025). Learning Management Systems (LMS) are digital platforms that support school management by improving communication among schools, teachers, students, and parents, thereby strengthening community engagement and education quality. Schools are encouraged to adopt participatory approaches that involve all stakeholders in the development and implementation of quality management strategies (Supiani et al., 2024). Effective LMS implementation requires understanding, training, and user-friendly interfaces, making regular training for teachers and administrators essential to maximise the benefits of LMS and other quality management tools (Simon et al., 2025). Furthermore, Quality Assurance Systems encompass policies, procedures, and practices that maintain and enhance the quality of education, including ensuring program relevance and effectiveness (Akoto & Akoto, 2018). The use of information technology within these systems allows for real-time monitoring of student performance, teaching effectiveness, and stakeholder satisfaction (Jesus-Silva et al., 2023). Nevertheless, key challenges remain in ensuring continuous improvement and adapting to the specific needs of each school (Liu et al., 2019).

D. CONCLUSION

The results of the hypothesis testing indicate that the implementation of the School Quality Management System (SQMS) has a positive and significant effect on teachers' work motivation. This suggests that the application of school quality management through teacher participation in planning, decision-making, evaluation, and the adoption of best practices from other schools can

enhance teachers' autonomy, competence, and self-confidence. Furthermore, transparent and structured school governance, along with teacher involvement in school organisations, contributes to overall professional motivation. The implementation of quality management in schools, including the Integrated Quality Management System (IQMS) and Total Quality Management (TQM), emphasises integrated strategies, performance improvement, continuous enhancement, and stakeholder satisfaction. The use of Learning Management Systems (LMS) and information technology-based quality assurance systems further supports the effective management of learning processes, communication, and evaluation, thereby improving educational quality, teacher competence, and stakeholder satisfaction. Overall, effective SQMS implementation through various quality management systems has been shown to increase teacher work motivation and enhance education quality. This highlights the crucial role of systematic, participatory, and quality-based school management in improving teacher performance, academic achievement, and higher education standards. With an integrated and sustainable approach, schools can optimise resources, enhance teacher professionalism, and create a high-quality, adaptive learning environment tailored to students' needs.

ACKNOWLEDGMENTS

The authors wish to express their gratitude to MTs. Al-Mardliyyah Pamekasan for their support throughout this study. This research aimed to analyse the impact of SQMS implementation on teacher work motivation. The results demonstrate a positive and significant effect, showing that the application of integrated quality management enhances teacher autonomy, competence, and self-confidence. Additionally, transparent and participatory school governance, along with the use of technology to support quality management, further promotes professional motivation and overall educational quality. These findings highlight the importance of sustainable quality management in enhancing teacher performance and school standards.

AUTHOR CONTRIBUTIONS

Author 1 : Designed the research methodology, developed research instruments, tested validity and reliability, and coordinated the overall data collection process to ensure strict adherence to scientific standards.

Author 2 : Conducted field data collection through observation and interviews, ensured consistent procedures, verified initial data quality, and maintained methodological compliance throughout the study.

Author 3 : Processed statistical data, designed the analysis model, interpreted results objectively, and created data visualizations to facilitate methodological understanding and support research accuracy.

Author 4 : Systematically developed the methodological framework, evaluated method reliability, ensured alignment between theory and approach, and elaborated on methodological discussions linking research processes to outcomes.

Author 5 : Conducted the final editing of methodology, drafted conclusions based on findings, ensured consistency between objectives and methods, and reviewed ethical compliance to meet high academic standards.

LITERATURE

Abós, Á., Haerens, L., Sevil, J., Aelterman, N., & García-González, L. (2018). Teachers' motivation in relation to their psychological functioning and interpersonal style: A variable- and person-centered approach. *Teaching and Teacher Education, 74*, 21–34. https://doi.org/10.1016/j.tate.2018.04.010

Aditya, V. D., Alisha, M. N., & Jawas, S. (2025). Effectiveness of human resource programs in improving school work productivity. *Journal of Comprehensive Education, 1*(01), 56–65. https://ejournal.sultanpublishing.com/index.php/JournalofComprehensiveEducation/article/view/6

Akoto, E. V., & Akoto, E. O. (2018). Quality assurance of business management education in Africa: A review of current systems and recommendations for quality enhancements. *Africa Journal of Management, 4*(2), 195–218. https://doi.org/10.1080/23322373.2018.1458543

Amelia, A., & Siahaan, A. (2025). The Principal's Leadership in Implementing Performance to Improve School Quality. *Thawalib: Jurnal Kependidikan Islam*, *6*(1), 181–194. https://doi.org/10.54150/thawalib.v6i1.678

Anastasiadou, S., & Anastasiadis, L. (2019). Quality assurance in education in the light of the effectiveness of transformational school leadership. In N. Sykianakis, P. Polychronidou, & A. Karasavvoglou (Eds.), *Springer Proceedings in Business and Economics* (pp. 323–344). Springer. https://doi.org/10.1007/978-3-030-12169-3_21

Bafadal, I., Wiyono, B. B., & Sobri, A. Y. (2019). The implementation of school based management, and its effect on the teachers' work motivation and the school quality. *Universal Journal of Educational Research, 7*(9), 2021–2026. https://doi.org/10.13189/ujer.2019.070925

Baidowi, A. (2020). Manajemen Sekolah Dalam Meningkatkan Mutu. *Management of Education: Jurnal Manajemen Pendidikan Islam*, *6*(2), 76–86. https://doi.org/10.18592/moe.v6i2.5560

Bashori, A. H. ., Alisha, M. N., & Jalaluddin, M. . (2024). Implementasi Lembaga Pengendali Mutu Pendidik di Lembaga Pendidikan Islam: Implementation of Educator Quality Control Institutions in Islamic Education Institutions. *Thawalib: Jurnal Kependidikan Islam*, *5*(1), 29–42. https://doi.org/10.54150/thawalib.v5i1.290

Bergmark, U., Lundström, S., Manderstedt, L., & Palo, A. (2018). *Why become a teacher?*

Booyse, N. J., Shuttleworth, C. C., & Aluko, T. O. (2024). A performance management framework for self-managing schools in an emerging economy. *Corporate Governance and*

Organizational Behavior Review, 8(2), 82–92. https://doi.org/10.22495/cgobrv8i2p8

Bright, D., & Heyting, E. (2024). Exploring the motivations and career choices of expatriate teachers in international schools: Embracing personal growth, professional development, and teacher autonomy. *International Journal of Educational Research, 127*, Article 102426. https://doi.org/10.1016/j.ijer.2024.102426

de Miranda, N. A., Bueno, H. P. S. de S., Bressan, G. P., Sobral, R. M., & Estevam, R. R. (2018). Quality indicators in education: The educators' opinion [Indicadores da qualidade na educação: A opinião dos educadores]. *Espacios, 39*(25). https://www.revistaespacios.com

Dronova, S. Y., Shiganova, Y. M., Ozarnov, R. V., Micallef, L. O., & Brega, A. V. (2024). Creativity, collaboration and motivation of a high school teacher. *Journal of Ecohumanism, 3*(7), 2567–2579. https://doi.org/10.62754/joe.v3i7.4661

Egido Gálvez, I., Fernández Cruz, F. J., & Fernández Díaz, M. J. (2016). Evaluation of the impact of quality management systems on school climate. *International Journal of Educational Management, 30*(4), 474–492. https://doi.org/10.1108/IJEM-01-2015-0010

Emiroglu, O., & Atamturk, H. (2018). Administrative methods of ensuring teachers' motivation: The case of north Cyprus. *Quality and Quantity, 52*, 451–461. https://doi.org/10.1007/s11135-017-0626-0

Febrina, M., & Sesmiarni, Z. (2024). Implementasi Manajemen Mutu Pendidikan di Sekolah Islam: Implementation of Educational Quality Management in Islamic Schools. *Thawalib: Jurnal Kependidikan Islam*, *5*(2), 433–452. https://doi.org/10.54150/thawalib.v5i2.483

Fernández Cruz, F. J., Egido Gálvez, I., & Carballo Santaolalla, R. (2016). Impact of quality management systems on teaching-learning processes. *Quality Assurance in Education, 24*(3), 394–415. https://doi.org/10.1108/QAE-09-2013-0037

Fernández-Cruz, F. J., Rodríguez-Mantilla, J. M., & Fernández Díaz, M. J. (2020). Impact of the application of ISO 9001 standards on the climate and satisfaction of the members of a school. *International Journal of Educational Management, 34*(7), 1185–1202. https://doi.org/10.1108/IJEM-10-2018-0332

Fernández-Cruz, F. J., Rodríguez-Mantilla, J. M., & Fernández-Díaz, M. J. (2019). Assessing the impact of ISO: 9001 implementation on school teaching and learning processes. *Quality Assurance in Education, 27*(3), 285–303. https://doi.org/10.1108/QAE-09-2018-0103

Giatman, M. (2017). Building school organizational work culture through the implementation of quality management system ISO 9001: 2008. *International Journal of GEOMATE, 12*(30), 132–139. https://doi.org/10.21660/2017.30.TVET006

Hanafi, M. S., & Ediwarman. (2019). Effective leadership and self-motivation towards professional teachers: A study of private vocational teachers in Serang district. *International Journal of Innovation, Creativity and Change, 9*(4), 29–304.

Ismaili, D., Ollogu, E. B., Xhelili, A., & Shaqiri, K. Z. (2024). Motivation, a key booster for teachers' performance: A case study on public schools in North Macedonia. *European Journal of Social Science Education and Research, 11*(3), 1–11. https://doi.org/10.26417/407bns65

Jalaluddin, M., Mahmudah, M., & Bashori, A. H. (2025). The influence of verbal and non-verbal communication of Islamic education teachers on students' learning motivation. *Journal of Comprehensive Education, 1*(01), 76–86. https://ejournal.sultanpublishing.com/index.php/JournalofComprehensiveEducation/article/view/11

Jameel, R., & Omar, I. M. (2025). Teachers' motivation and job performance. In *Empowering educators: Insights from succession planning to classroom management* (pp. 115–126). World Scientific Publishing. https://doi.org/10.1142/9789811294730_0007

Jesus-Silva, N., Carvalho, L., & Cardoso, A. (2023). Information technologies in quality management in higher education. In F. Moreira, C. S. Gonzalez-Gonzalez, A. Infante-Moro, J. C. Infante-Moro, J. Gallardo-Perez, A. Garcia-Holgado, & F. J. Garcia-Penalvo (Eds.), *Proceedings - JICV 2023: 13th International Conference on Virtual Campus*. IEEE. https://doi.org/10.1109/JICV59748.2023.10565645

John, T. E. (2025). Work motivation of teachers: Role of self-leadership and self-directed professional development. In *Evolving strategies for organizational management and performance evaluation* (pp. 645–656). IGI Global. https://doi.org/10.4018/979-8-3373-0149-5.ch030

Kaleli, Z., Konteos, G., Avlogiaris, G., & Kilintzis, P. (2024). Total quality management as competitive advantage for the internal strategy and policy of Greek special education school units. *Journal of the Knowledge Economy*. https://doi.org/10.1007/s13132-024-01987-w

Kholifah, N., Nurtanto, M., Mutohhari, F., Subakti, H., Ramadhan, M. A., & Majid, N. W. A. (2024). The mediating role of motivation and professional development in determining teacher performance in vocational schools. *Cogent Education, 11*(1), Article

2421094. https://doi.org/10.1080/2331186X.2024.2421094

Kontar, H., Rizk, N., & Jabbour Al Maalouf, N. (2025). Aspects influencing teacher's motivation in private schools amid the challenging environment in Lebanon. *Quality Education for All, 2*(1), 190–208. https://doi.org/10.1108/QEA-05-2024-0045

Kumari, J., & Kumar, J. (2023). Influence of motivation on teachers' job performance. *Humanities and Social Sciences Communications, 10*(1), Article 158. https://doi.org/10.1057/s41599-023-01662-6

Liu, Z., Gao, S., & Yuan, S. (2019). Research on teaching process management and quality monitoring system for higher education. In *Proceedings - 10th International Conference on Information Technology in Medicine and Education, ITME 2019* (pp. 485–489). IEEE. https://doi.org/10.1109/ITME.2019.00114

Nawelwa, J., Sichinsambwe, C., & Mwanza, B. G. (2015). An analysis of total quality management (TQM) practices in Zambian secondary schools: A survey of Lusaka district. *TQM Journal, 27*(6), 716–731. https://doi.org/10.1108/TQM-06-2015-0080

Ocham, L., & Okoth, U. A. (2015). Head-teachers' motivational practices in public secondary schools in Kenya. *TQM Journal, 27*(6), 814–822. https://doi.org/10.1108/TQM-08-2015-0110

Rachmadi, D., Yanto, H., Sukestiyarno, & Sutopo, Y. (2024). Navigating the dynamics of teacher job satisfaction: Leadership, supervision and performance. *Journal of Ecohumanism, 3*(7), 1271–1298. https://doi.org/10.62754/joe.v3i7.4290

Simon, P. D., Jiang, J., Fryer, L. K., King, R. B., & Frondozo, C. E. (2025). An assessment of learning management system use in higher education: Perspectives from a comprehensive sample of teachers and students. *Technology, Knowledge and Learning, 30*(2), 741–767. https://doi.org/10.1007/s10758-024-09734-5

Supiani, S., Kurniady, D. A., Yuniarsih, T., Syah, S., & Nurfitriah, N. (2024). Learning management system (LMS) as supporting technology for school management. *Journal of Engineering Science and Technology, 19*(6), 17–24.

Susetyo, B., & Lie, A. (2025). Quality indicators of vocational schools: Partial least squares-SEM for small sample. *MethodsX, 15,* 103620. https://doi.org/10.1016/j.mex.2025.103620

Toropova, A., Myrberg, E., & Johansson, S. (2021). *Teacher job satisfaction: The importance of school working conditions and teacher characteristics*. *Educational Review, 73*(1), 71–

97. https://doi.org/10.1080/00131911.2019.1705247

Viseu, J., de Jesus, S. N., Rus, C., & Canavarro, J. M. (2016). Motivación docente, satisfacción en el trabajo y capital psicológico positivo: Una revisión. *Electronic Journal of Research in Educational Psychology, 14*(2), 439–461. https://doi.org/10.14204/ejrep.39.15102

Wang, D., & Zhang, L. J. (2021). *Sustainability as a goal in teaching workforce retention: Exploring the role of teacher identity construction in preservice teachers' job motivation*. *Sustainability, 13*(5), 2698. https://doi.org/10.3390/su13052698

Wiyono, B. B. (2018). The effect of self-evaluation on the principals' transformational leadership, teachers' work motivation, teamwork effectiveness, and school improvement. *International Journal of Leadership in Education, 21*(6), 705–725. https://doi.org/10.1080/13603124.2017.1318960