



## Dynamics of Internal and External Factors in the Formation of Educational Personnel Motivation: A Case Study of the Faculty of Cultural Sciences, Sebelas Maret University, Surakarta

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### ABSTRACT

Educational staff play an important role in supporting the smooth running of administration and academic services in higher education institutions. Work motivation is one of the factors that influence the performance of educational staff, which is formed from internal and external factors. This study aims to analyze the dynamics of motivator and hygiene factors in the formation of work motivation among educational staff at the Faculty of Cultural Sciences, Sebelas Maret University. This study uses a qualitative approach with a descriptive method. Data were collected through interviews, observations, and documentation of educational staff as research informants. The results show that the work motivation of educational staff is formed through the interaction between motivator factors such as achievement, recognition, responsibility, self-development, and the work itself, with hygiene factors such as organizational policies, work relationships, work environment conditions, leadership supervision, and compensation. The findings also show that there is an overlap between motivational and hygiene factors in work practices, so that work motivation is formed through a balance between intrinsic motivation and organizational support

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## **INTRODUCTION**

Support staff play a vital role in supporting the operations of higher education institutions, particularly in academic administration, student services, and the smooth running of faculty activities. The quality of service provided is determined not only by staff competence but also by their level of work motivation. According to Robbins and Judge (2021), work motivation is the process that determines an individual's intensity, direction, and persistence in achieving organisational goals. High motivation encourages more productive work behaviour and a focus on improving performance.

Work motivation is influenced by internal and external factors. Internal factors relate to individual psychological aspects such as needs, satisfaction, responsibility, and the desire to achieve (Maslow, 2019; McClelland, 2016). Meanwhile, external factors include the work environment, reward systems, organisational communication, and managerial support (Herzberg, 2017). Previous research indicates that managerial support, good working relationships, and fair reward systems can enhance employees' work motivation (Lestari et al., 2023).

Preliminary survey results from the Faculty of Cultural Sciences at Sebelas Maret University indicate that academic staff possess a relatively high level of intrinsic motivation, such as a sense of responsibility, commitment to academic service, and pride in their work. However, several external factors—such as recognition from management, transparency in performance appraisal, communication between departments, and the adequacy of workplace facilities—are still perceived as suboptimal. These conditions indicate that work motivation is formed through the interaction between individual internal factors and organisational external factors.

Research on work motivation in higher education generally still employs a quantitative approach focused on measuring relationships between variables. Such an approach has not been fully capable of capturing staff members' subjective experiences or the dynamics of interaction between internal and external factors in shaping work motivation. Therefore, this study aims to conduct an in-depth analysis of the dynamics of motivator and hygiene factors in the formation of work motivation among educational staff at the Faculty of Cultural Sciences, Sebelas Maret University, Surakarta.

## **LITERATUR REVIEW**

### **Work Motivation**

Work motivation is the drive that originates from within an individual or from the work environment, encouraging a person to work to their full potential in order to achieve organisational goals. According to Robbins and Judge (2019), motivation is the process that determines an individual's intensity, direction, and persistence in achieving goals. Hasibuan (2018) states that work motivation is a driving force that generates enthusiasm for work, thereby making a person willing to work diligently and enthusiastically.

Several theories explaining work motivation include Maslow's Hierarchy of Needs, which emphasises the fulfilment of human needs from basic levels to self-actualisation, and Herzberg's Two-Factor Theory, which divides work

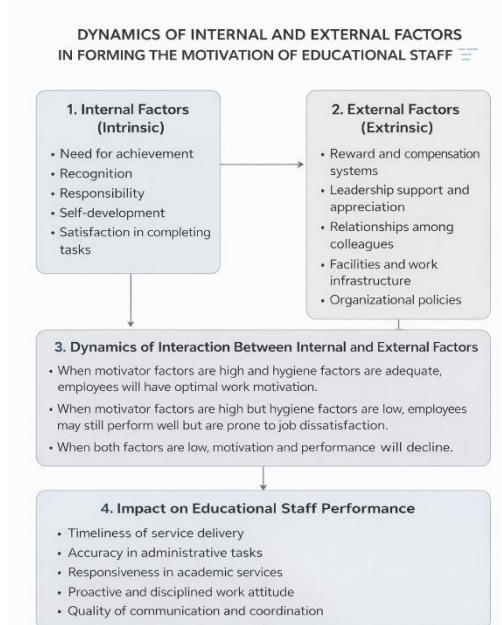
motivation into motivators and hygiene factors. In the context of higher education organisations, the motivation of educational staff is influenced by leadership support, opportunities for self-development, recognition of achievements, and a conducive working environment (Matlakala & Bezuidenhout, 2024).

### Performance of Educational Staff

Performance refers to the results of an individual's work, in terms of both quality and quantity, in accordance with the responsibilities assigned to them. Rivai (2018) states that performance is the actual behaviour of employees in carrying out organisational tasks. According to Gomes (2019), performance is influenced by an employee's ability, motivation, and opportunities. Meanwhile, Sedarmayanti (2019) explains that performance indicators include work quality, work quantity, timeliness, effective use of resources, and the ability to collaborate.

### The Relationship Between Work Motivation and Performance

Work motivation is closely linked to employee performance. Employees with high motivation tend to demonstrate greater enthusiasm, responsibility and productivity (Hasibuan, 2018). Several studies also indicate that managerial support, a conducive work environment, and opportunities for personal development can enhance employee motivation and performance (Lestari et al., 2025; Lei et al., 2023; Matlakala & Bezuidenhout, 2024). Consequently, the higher the work motivation of educational staff, the better the performance they deliver in supporting services and academic activities at the university.



### METODOLOGY

This study employs a qualitative approach using a descriptive research design to understand the phenomenon of work motivation among educational staff and its impact on performance at the Faculty of Cultural Sciences, Sebelas Maret University (UNS). This approach was used to explore in depth the

experiences, perceptions, and meanings attributed by educational staff to work motivation within the organisational environment (Sugiyono, 2022).

The research was conducted at the Faculty of Cultural Sciences, Sebelas Maret University, Surakarta, with the research subjects being educational staff working in various units such as the academic, finance, personnel, student affairs, and administration departments. Informants were selected using purposive sampling, taking into account length of service, position, and involvement in the faculty's operational activities.

Data collection was carried out through in-depth interviews, observation and documentation. Interviews were conducted using a semi-structured approach to gather information regarding work motivation and the factors influencing it. Observation was used to directly observe the work activities of educational staff, whilst documentation was used to supplement the research data.

Data validity was ensured through triangulation of sources and techniques, as well as confirmation of interview results with informants (member checking). Data analysis employed the Miles and Huberman interactive analysis model, which involves data reduction, data presentation, and drawing conclusions – all carried out continuously throughout the research process.

## **RESULTS AND DISCUSSION**

### **Overview of the Research Location**

Sebelas Maret University was established on 11 March 1976 pursuant to Presidential Decree of the Republic of Indonesia No. 10 of 1976. The university was formed through the merger of several higher education institutions in Surakarta, including the State Institute of Education (IKIP) Surakarta, the Academy of Commercial Administration, the College of Physical Education, and several other higher education institutions. At the time of its establishment, the university had nine faculties, one of which was the Faculty of Literature and Culture.

In line with developments in organisational structure and higher education policy, this faculty underwent several institutional changes. In accordance with the policy of restructuring faculties based on academic disciplines, the Faculty of Literature and Fine Arts was subsequently split into two faculties: the Faculty of Cultural Studies (FIB) and the Faculty of Fine Arts and Design (FSRD). This change aimed to enhance the effectiveness of academic management, strengthen academic development, and improve the quality of organisational governance.

Currently, the Faculty of Cultural Studies offers ten degree programmes, comprising six undergraduate programmes and four postgraduate programmes. Academic and administrative activities within the faculty are supported by academic staff who are responsible for administrative services, the management of academic activities, and the faculty's operational support.

There are 41 members of the academic support staff at the Faculty of Cultural Sciences, spread across various departments, such as the academic affairs, student affairs, administration, finance, laboratories, and quality assurance units.

In this study, the informants comprised the Vice-Dean for Non-Academic Affairs, the Head of Administration, and academic support staff selected using purposive sampling.

#### **Internal Factors in the Formation of Work Motivation**

Research findings indicate that internal factors play a significant role in shaping the work motivation of educational staff. These internal factors include a sense of responsibility towards one's work, a desire for self-improvement, and the need to provide for one's family.

Informants stated that a sense of responsibility towards their work is the primary driving force in carrying out their duties professionally. Furthermore, the desire to continuously improve one's own capabilities is also a factor that encourages staff to perform better over time.

#### **External Factors in the Formation of Work Motivation**

In addition to internal factors, work motivation is also influenced by external factors originating from the organisational environment. These factors include leadership support, reward and compensation systems, and workplace facilities.

Communicative and fair leadership support is considered capable of creating a working atmosphere conducive to educational staff. Meanwhile, reward and compensation systems are seen as a form of organisational recognition of employees' contributions. However, inadequate workplace facilities can hinder the effective completion of administrative tasks.

#### **The Dynamics of the Interaction Between Internal and External Factors**

Research findings indicate that the work motivation of educational staff is shaped by the interaction between internal and external factors. The ideal situation arises when high personal motivation is supported by a conducive working environment.

Conversely, where internal motivation is low, the presence of facilities or organisational support does not always succeed in optimally enhancing performance. Consequently, a balance between intrinsic drive and workplace support is a crucial factor in shaping staff work motivation.

#### **Analysis Based on Herzberg's Theory**

This research analysis draws on the two-factor theory proposed by Frederick Herzberg. This theory distinguishes between motivators and hygiene factors in shaping work motivation.

Motivator factors include responsibility, work achievement, and opportunities for self-development. These factors constitute intrinsic motivation, which plays a crucial role in enhancing job satisfaction and employees' commitment to the organisation.

Meanwhile, hygiene factors encompass compensation, organisational policies, leadership, and working environment conditions. These factors do not directly enhance work motivation but serve to prevent the emergence of job dissatisfaction.

The research findings indicate that the work motivation of educational staff at the Faculty of Cultural Sciences, Sebelas Maret University, is predominantly influenced by motivational factors. Nevertheless, the presence of hygiene factors remains important in supporting work stability and comfort.

Thus, the work motivation of educational staff is shaped through the interaction between motivational and hygiene factors, which complement one another in creating optimal administrative service performance.

## **CONCLUSIONS AND RECOMMENDATIONS**

This study analyses the work motivation of educational staff at the Faculty of Cultural Sciences, Sebelas Maret University, based on Frederick Herzberg's two-factor theory. The results indicate that work motivation arises from the interaction between motivator factors (intrinsic) and hygiene factors (extrinsic). Motivator factors such as responsibility, achievement, recognition, and opportunities for self-development are the primary drivers of job satisfaction. Meanwhile, hygiene factors such as managerial support, working relationships, organisational policies, and workplace facilities play a role in creating a conducive working environment and preventing job dissatisfaction. A balance between these two factors contributes positively to improved performance and the quality of administrative services.

Organisations need to strengthen motivational factors through the provision of appreciation, increased responsibility, and opportunities for competence development. Furthermore, evaluating hygiene factors such as workplace facilities and managerial support is also important for maintaining a conducive working environment. Further research is recommended to expand the scope of the study or to use a quantitative approach to obtain more generalisable results.

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