

The Role Of Management Psychology In Improving Teacher Work Motivation: A Literature Review itle Inggris Kalijaga : Jurnal Penelitian Multidisiplin Mahasiswa

Peran Psikologi Manajemen Dalam Meningkatkan Motivasi Kerja Guru: Sebuah Kajian Literatur itle Indonesia Kalijaga : Jurnal Penelitian Multidisiplin Mahasiswa

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About Article



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ABSTRAK

Penelitian ini bertujuan untuk menelaah peran psikologi manajemen dalam meningkatkan motivasi kerja guru melalui pendekatan kajian literatur. Metode yang digunakan adalah systematic literature review dengan mengkaji tujuh artikel ilmiah yang relevan dan diterbitkan dalam kurun waktu 2020–2026. Temuan penelitian menunjukkan bahwa psikologi manajemen berkontribusi secara signifikan terhadap peningkatan motivasi kerja guru, yang tercermin melalui kepemimpinan yang inspiratif, komunikasi organisasi yang efektif, penerapan sistem penghargaan yang adil, serta pengelolaan stres kerja yang baik. Selain itu, faktor psikologis seperti kecerdasan emosional, kepuasan kerja, dan kualitas hubungan sosial turut memengaruhi tingkat motivasi guru. Penerapan prinsip-prinsip psikologi manajemen di lingkungan pendidikan terbukti mampu menciptakan kondisi kerja yang kondusif, meningkatkan kinerja guru, serta mendukung efektivitas proses pembelajaran. Oleh karena itu, integrasi pendekatan psikologi manajemen dalam pengelolaan sumber daya manusia di bidang pendidikan menjadi strategi penting untuk meningkatkan kualitas pendidikan secara menyeluruh.

ABSTRACT

This study aims to examine the role of management psychology in enhancing teachers' work motivation through a literature review approach. The method employed is a systematic literature review, analyzing seven relevant scientific articles published between 2020 and 2026. The findings indicate that management psychology plays a significant role in improving teachers' motivation, particularly through inspirational leadership, effective organizational communication, fair reward systems, and proper stress management. In addition, psychological factors such as emotional intelligence, job satisfaction, and social relationships contribute to the level of teachers' motivation. The implementation of management psychology principles in educational institutions has been proven to create a conducive working environment, improve teachers' performance, and support the effectiveness of the learning process. Therefore, integrating management psychology approaches into human resource management in the education sector is a strategic effort to enhance the overall quality of education.

1. INTRODUCTION

Education is a key element in the development of human resources across countries. On a global scale, the quality of education is largely determined by the quality of teachers as the main actors in the learning process. Teachers do not merely function as conveyors of information, but also as facilitators who are capable of driving the learning process and creating a conducive, creative, and student-centered

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learning environment. Therefore, teachers' work motivation becomes a crucial factor in determining the success of the learning process and the achievement of overall educational goals.

Teachers' work motivation remains an important issue in the field of education in Indonesia (Riyadi, 2025). Several studies reveal that the level of teacher motivation is influenced by various factors, both internal and external, such as high workloads, limited forms of professional appreciation, and less supportive working conditions. These conditions have the potential to reduce teachers' performance and affect the quality of learning in schools. Teachers with high work motivation tend to be more creative in developing learning strategies and demonstrate strong commitment to their profession. Conversely, low motivation can lead to burnout, work pressure, and a decline in the quality of classroom learning (Ulum et al., 2025).

One approach that can be used to understand and enhance teachers' work motivation is through the lens of management psychology. This field integrates psychological concepts with management practices to examine individual behavior within an organization. In the context of education, this approach emphasizes the importance of understanding psychological aspects such as motivation, leadership, organizational communication, and stress management, all of which influence teachers' performance (Afifah et al., 2025). By applying this approach, educational institutions can develop more effective managerial strategies to improve teachers' psychological well-being and enhance the quality of learning.

Previous studies indicate that the application of management psychology principles in educational institutions can positively impact teachers' work motivation. The implementation of inspirational leadership, effective organizational communication, and the provision of professional recognition can create a more conducive working environment and encourage higher levels of motivation (Ulum, 2025). In addition, management psychology contributes to improving the effectiveness of the learning process through strengthening work motivation, applying participatory leadership, and managing stress effectively within the educational environment (Afifah et al., 2025).

However, most previous studies tend to focus on the relationship between work motivation and teacher performance using quantitative approaches, or on the implementation of specific management strategies in educational institutions. Studies that specifically examine the application of management psychology concepts in enhancing teachers' work motivation through a comprehensive literature review approach are still limited. Furthermore, there is a lack of research that integrates various empirical findings to provide a more comprehensive understanding of the interaction between psychological factors, organizational leadership, and working conditions in improving teachers' work motivation.

Based on the above background, this study aims to examine the role of management psychology in enhancing teachers' work motivation through a literature review approach in the field of education. The focus of the study includes analyzing management psychology concepts in the educational context, identifying psychological factors that influence teachers' work motivation, and reviewing the implications of applying management psychology in managing teachers' motivation in educational institutions. Theoretically, this study is expected to enrich the body of knowledge related to management psychology in education. Practically, the findings are expected to serve as a reference for school principals, educational administrators, and policymakers in designing more effective management strategies to improve teachers' work motivation and the quality of learning in schools.

2. METHOD

This study employs a systematic literature review approach aimed at examining, evaluating, and integrating findings from previous research related to the role of management psychology in enhancing teachers' work motivation in educational settings. Data collection was conducted by searching for scholarly articles through academic databases such as Google Scholar and Publish or Perish, using the keywords "educational management psychology" and "teachers' work motivation."

Based on the initial search results, a number of articles were obtained and subsequently filtered using inclusion criteria, including relevance to the research focus, publication years ranging from 2020 to 2026, and full-text accessibility. The next stage involved a validation process to exclude irrelevant articles, duplicates, or those with overly similar ideas. Through this process, seven main articles were selected as the most relevant to the research focus.

All collected data were then analyzed through a coding process by grouping findings into several main themes: the concept of management psychology in the educational context, the role of management psychology in enhancing teachers' work motivation, and the implications of its application in managing work motivation within educational institutions. The analysis was conducted using a narrative synthesis approach to identify patterns, relationships between concepts, and research trends. Through this process,

a comprehensive conceptual mapping of the role of management psychology in improving teachers' work motivation was developed.

3. RESULT AND DISCUSSION

Result Of The Journal Literature Review

| No | Authors | Year | Article Title | Source/publisher | ISSN | SINTA Index | Method | Context of Main Findings |
|----|--|------|--|---|-----------|-------------|--|--|
| 1 | Boby Yasman Purnama, Kasful Anwar Us, Shalahudin | 2025 | Management Psychology in Education: Management Intelligence and Information and Communication Technology (Artificial Intelligence) | Sulawesi Tenggara Educational Journal | 2807-7474 | SINTA 5 | Literature review | Management psychology plays Management psychology integrated with managerial intelligence and technology (AI) can create adaptive, innovative, and inclusive educational systems. This approach improves educational quality through decision-making, interpersonal communication, and effective leadership. |
| 2 | Siti Rukhaiyah, M. Yusuf Rasyidin | 2025 | The Application of Management Psychology in Improving Educational Quality at MTs S PAB 2 Sampali | Jurnal Penelitian dan Studi Pendidikan MUDABBIR | 2396-2406 | SINTA 6 | Qualitative descriptive (observation, interviews, documentation) | The application of management psychology such as participatory leadership, effective communication, and rewards can improve discipline, teacher performance, and students' learning motivation. |
| 3 | Titin Eka Ardiana | 2017 | The Influence of Teachers' Work Motivation on the Performance of Vocational High School Accounting | Jurnal Akutansi dan Pajak | 1412-629x | Non-Sinta | Quantitative correlational (regression) | Work motivation has a positive influence on teacher performance with a contribution of approximately |

| No | Authors | Year | Article Title | Source/publisher | ISSN | SINTA Index | Method | Context of Main Findings |
|----|--|------|--|---|-----------|-------------|--|--|
| | | | Teachers in Madiun City | | | | | 80.6%, indicating that motivation is a crucial factor in improving teacher performance. |
| 4 | Misbahul Ulum, Dina Salsabila, Sabila Sherinata Mayandari, Muhammad Farhan Firdaus, Muhammad Yusrizal Lifanto, Mu'alimin | 2025 | The Role of Management Psychology in Optimizing Teacher Motivation as a Strategy to Improve School Effectiveness | Jurnal Inovasi Pendidikan | 3046-5516 | Non-SINTA | Literature review | High teacher motivation enhances learning effectiveness and student achievement. Key factors include inspirational leadership, organizational support, and a collaborative work environment. |
| 5 | Siti Ma'unatul Afifah, Alya Rahmawati, Yova Hamdani, Mualip, Salisa Indah Aini, Mu'alimin | 2025 | Management Psychology Approach to Improve Learning Effectiveness and Educator Performance | Jurnal Manajemen dan Pendidikan Agama Islam | 3031-8416 | Non-SINTA | Literature study (qualitative descriptive) | The application of management psychology through work motivation, transformational leadership, and stress management can improve educator performance and learning effectiveness. |
| 6 | Alfan Fadli, Hosniyatul Hasanah, Kamalia Amaniya, Mu'allimin | 2025 | The Role of Management Psychology in Optimizing Organizational Decision-Making | Jurnal Publikasi Ilmu Psikologi | 3031-0164 | Non-SINTA | Systematic literature review | Effective organizational decision-making is influenced by leaders' emotional intelligence, adaptive leadership styles, and understanding of individual and group psychological dynamics. |

| No | Authors | Year | Article Title | Source/publisher | ISSN | SINTA Index | Method | Context of Main Findings |
|----|--|------|---|-----------------------------------|--------------------------------------|-------------|--|---|
| 7 | Rizka Septia, Bambang Sri Anggoro, Eti Hadiati | 2026 | The Influence of Self-Efficacy and Work Motivation on the Performance of Madrasah Ibtidaiyah Teachers in Natar District | Journal of Educational Management | p-ISSN: 2548-4826; e-ISSN: 2548-4834 | SINTA 4 | Quantitative Survey (Multiple Linear Regression) | Self-efficacy and work motivation significantly influence teacher performance both partially and simultaneously. Higher self-efficacy and work motivation improve teachers' professionalism, discipline, and effectiveness in the learning process. |

The Concept of Management Psychology in the Educational Context

Management psychology is a field of study that integrates psychological concepts with management practices to understand individual and group behavior within an organization. In the realm of education, this approach plays an important role in examining the psychological dynamics of educators and how these psychological aspects influence teachers' motivation and performance.

(Purnama et al., 2025) argues that the application of management psychology in educational institutions has the potential to improve the quality of education through an understanding of emotional intelligence, multiple intelligences, and teachers' interpersonal skills in the learning process. Understanding these psychological dimensions provides opportunities for educational managers to create a more conducive work environment for teachers' professional development. In addition, management psychology highlights the importance of effective leadership, well-functioning organizational communication, and the management of work motivation within educational environments. Through this approach, educational institutions can design managerial strategies that are not only focused on administrative aspects but also take into account the psychological well-being of educators.

The Role of Management Psychology in Enhancing Teachers' Work Motivation

Teachers' work motivation is a crucial aspect that influences performance and the success of the learning process in schools. From the perspective of management psychology, improving teachers' work motivation can be achieved through various strategies, such as implementing inspirational leadership, providing fair reward systems, ensuring effective organizational communication, and creating a supportive work environment (Imron, 2023).

(Septia et al., 2026) reveals that work motivation has a strong influence on teacher performance. Teachers with high levels of motivation tend to demonstrate more optimal performance in planning, implementing, and evaluating learning activities. Similar findings are presented by (Ardiana, 2017), who states that work motivation contributes positively to teacher performance with a substantial impact on improving work quality. This indicates that efforts to enhance teachers' work motivation through a management psychology approach have the potential to significantly improve educators' performance.

(Ulum et al., 2025) emphasizes that management psychology plays a significant role in increasing teacher motivation, which ultimately has a positive impact on school effectiveness. Teachers with high motivation tend to be more enthusiastic, creative, and committed in carrying out their teaching duties, thereby improving the quality of learning and student achievement. The implementation of management psychology strategies, such as providing support and appreciation, effective communication, continuous training, and inspirational leadership, has been proven to create a positive and productive work environment. In addition, both internal and external factors, such as job satisfaction, social relationships, and the physical conditions of the school environment, also play an important role in influencing teachers' work motivation. Therefore, the application of management psychology can serve as an effective strategy to enhance teachers' motivation.

Implications of Applying Management Psychology in Managing Teachers' Motivation

The application of management psychology in educational institutions brings various strategic implications for improving teachers' work motivation. One of the most prominent implications is the need to develop human resource management policies that consider teachers' psychological aspects, such as the need for recognition, organizational support, and opportunities for professional development.

(Rukhaiyah et al., 2025) suggests that the application of management psychology through participatory leadership, effective communication, and recognition of teachers' performance can encourage improvements in work discipline and teachers' motivation in carrying out their duties. This approach also contributes to creating a more conducive work environment and supports the enhancement of educators' performance.

Furthermore, (Fadli et al., 2025) states that management psychology provides a conceptual framework for understanding how human behavioral dynamics, such as motivation and group interaction, can be integrated into management functions, including planning, organizing, directing, and controlling.

4. CONCLUSION

Based on the results of the literature review, it can be concluded that management psychology plays an important role in enhancing teachers' work motivation. This approach provides a more comprehensive understanding of various psychological factors that influence teachers' behavior and performance within the educational environment. The implementation of strategies such as participatory leadership, effective communication, the provision of rewards, and the management of work-related stress has been proven to encourage improvements in both motivation and teacher performance optimally.

In addition, teachers' work motivation has been shown to be a crucial factor in determining the quality of learning and the effectiveness of educational implementation in schools. Therefore, educational institutions need to adopt and integrate the principles of management psychology into their policies and management practices. Through this approach, it is expected that a conducive, professional work environment can be created, one that supports the continuous improvement of educational quality..

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