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The Influence of the Coaching Method on Teacher Work Motivation: A Quantitative Study at Private Junior High School in Lasem District Rembang Regency

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A B S T R A C T

Teacher work motivation is a crucial determinant of educational quality, as motivated teachers are more likely to demonstrate creativity, commitment, and consistent performance in the classroom. In many under-resourced private junior high schools, including those in Lasem District, Indonesia, motivation remains a challenge due to limited professional development opportunities and inconsistent supervisory practices. This study aims to examine the influence of the coaching method on teachers' work motivation in private junior high schools in Lasem District. Using a quantitative approach with an explanatory research design, the study involved 62 teachers selected through total sampling. Data were collected using a validated and reliable Likert-scale questionnaire and analyzed through simple linear regression. The findings reveal a significant positive relationship between the coaching method and teachers' work motivation, with coaching contributing meaningfully to variations in motivation. Teachers who experienced reflective and collaborative coaching reported greater confidence, professional commitment, and enthusiasm in their teaching roles. It is concluded that structured coaching is an effective strategy for enhancing teacher motivation, aligning with Self-Determination Theory and Herzberg's Two-Factor Theory, and holds potential as a strategic intervention to improve teacher performance and educational quality in resource-limited contexts.

1. Introduction

Education is a fundamental aspect of sustainable national development. Law Number 20 of 2003 on the National Education System emphasizes that education aims to develop students' potential to become individuals who are faithful, devoted, morally upright, healthy, knowledgeable, competent, creative, and independent, as well as democratic and responsible citizens. This implies that the learning process must be managed optimally to produce students who are intellectually capable and

have strong character (Pristiwanti et al., 2022; Suanda & Erawati, 2019). In the context of formal education, teachers play a vital role not only as content deliverers but also as facilitators, motivators, and agents of change. Therefore, efforts to improve the quality of education are closely related to enhancing teacher work motivation (Robbins & Judge, 2015). Highly motivated teachers tend to show initiative, discipline, and creativity in managing learning, whereas those with low motivation often work merely to fulfill administrative obligations.

Teacher work motivation is influenced by various internal and external factors. Previous research has identified that professional development through coaching methods, effective academic supervision, and a supportive school culture are three key elements that can enhance teacher work motivation (Putro, 2023; Fikria et al., 2024; Miyono et al., 2020). Coaching, which emphasizes self-awareness, reflection, and teacher empowerment, is considered more effective than conventional supervisory approaches that tend to be administrative in nature (Priansa, 2017). Coaching based academic supervision has been shown to improve teachers' confidence and responsibility in performing their duties.

However, in practice, particularly in private junior high schools in Lasem District, the coaching approach has not been optimally implemented. Academic supervision remains largely a formality, lacking careful planning, systematic follow-up, and meaningful reflection that could lead to professional growth. On the other hand, school culture has yet to fully support the creation of a collaborative, reflective, and innovative work environment that encourages teachers to share best practices or engage in joint problem solving. The prevailing work culture remains individualistic and permissive toward low work ethics, as seen in the tolerance for tardiness, minimal peer collaboration, and a lack of accountability for performance outcomes (Miyono et al., 2020).

Preliminary observations conducted by the researcher through interviews with school principals, teachers, and supervisors reinforce this finding. The results reveal that teacher work motivation is generally low, characterized by lateness, passivity in professional training, and a lack of innovation in instructional practices. Academic supervision tends to be instructive rather than reflective, with no structured planning or follow-up. Coaching methods are not well understood, and the existing school culture tolerates absenteeism and weak collaboration. Furthermore, there is no synergy among professional development strategies, as coaching, supervision, and cultural development efforts are carried out independently without integration. There also appears to be a gap between the theoretical expectations outlined in the national education system and the realities observed in these schools, compounded by the absence of comprehensive studies that examine coaching methods, academic supervision, and school culture simultaneously within the context of private education.

Previous research, such as by Mariyam et al. (2023), showed that teacher work motivation contributes only 8% to school quality. In contrast, Kulsum et al. (2022) found that academic supervision and work culture significantly influence teacher professionalism. However, there is no integrated study that simultaneously examines the effects of coaching methods, academic supervision, and school

culture on teacher work motivation particularly within private schools that face unique challenges.

In this context, theories of work motivation such as the Two-Factor Theory (Herzberg, 1966), Self-Determination Theory (Deci & Ryan, 2000), and Organizational Commitment Theory (Mowday et al., 1979) provide the theoretical basis for understanding the research variables. Herzberg posits that motivation is influenced by motivator factors (recognition, responsibility) and hygiene factors (work environment). Deci and Ryan (2000) emphasize the importance of autonomy, competence, and relatedness in fostering intrinsic motivation. Mowday et al. (1979) argue that emotional attachment to an organization (in this case, the school) enhances teacher enthusiasm and loyalty.

Based on the above discussion, there is a clear need for research that not only examines individual variables but also analyzes the causal relationships among coaching methods, academic supervision, and school culture as determinants of teacher work motivation in a unified model. Such research is expected to make a significant contribution to developing contextual and applicable educational managerial strategies, especially for private schools in areas facing limited resources and training. This is particularly important in regions like Lasem District, where disparities in infrastructure, professional development opportunities, and leadership capacity often hinder the implementation of innovative supervisory practices. By providing empirical evidence within this specific context, the study can offer practical recommendations that align with the real conditions and needs of schools, thereby increasing the likelihood of sustainable improvements in teacher motivation and overall educational quality.

Work motivation is one of the main factors determining teacher performance in carrying out their professional duties. Robbins and Judge (2015) define motivation as a process that explains the intensity, direction, and persistence of an individual in achieving goals. In the educational context, teacher work motivation reflects the extent to which intrinsic and extrinsic drivers influence teachers' enthusiasm in teaching, self-development, and improving student learning outcomes. According to Herzberg's Two-Factor Theory, work motivation is shaped by motivator factors (e.g., achievement, recognition, responsibility) and hygiene factors (e.g., working conditions and interpersonal relationships). In schools, teachers are more likely to be motivated when they receive recognition for their performance, have growth opportunities, and work in a supportive environment (Priansa, 2017). High motivation encourages teachers to continuously innovate, whereas low motivation leads to stagnation in performance (Putro, 2023). Another relevant perspective is the Self-Determination Theory (SDT) by Deci and Ryan, which posits that motivation arises when three basic psychological needs are fulfilled: autonomy, competence, and relatedness. In educational settings, teachers who feel autonomous in their teaching methods, competent in their roles, and socially connected within the school environment will exhibit higher levels of work motivation (Deci & Ryan, 2000; Pristiwanti et al., 2022).

The coaching method in education is a professional development process that is collaborative and reflective, aiming to develop teachers' potential. Unlike traditional one-way supervision, coaching encourages teachers to recognize their strengths and weaknesses, set personal goals, and find solutions to teaching challenges through dialogue and guidance (Priansa, 2017). Effective coaching can enhance teacher motivation because it fosters self-awareness, accountability, and personal achievement. In educational management, coaching is seen as a form of situational leadership, suitable for teachers who are in development stages or facing professional challenges (Suanda & Erawati, 2019). However, implementing coaching in teacher supervision still faces obstacles, especially in private schools. Coaching is often misunderstood and seen merely as a formal activity without meaningful reflection. Yet, when applied properly, coaching has been proven to significantly improve teacher work motivation (Fikria et al., 2024).

Based on the theoretical framework above, it is proposed that teacher work motivation is influenced by the coaching method, which focuses on reflective and collaborative teacher development. The coaching method is expected to significantly enhance teacher work motivation. Thus, this study aims to empirically examine the causal relationship between the independent variable (coaching method) and the dependent variable (teacher work motivation) among private junior high school teachers in Lasem District, Rembang Regency.

2. Methodology

This study employed a quantitative approach using explanatory research design, aiming to examine the causal relationship between the independent variables coaching method, academic supervision, and school culture and the dependent variable, teacher work motivation. This approach is appropriate when the researcher intends to test relationships between variables formulated through hypotheses (Sugiyono, 2021). The research was conducted at private junior high schools (*SMP Swasta*) in Lasem District, Rembang Regency, Central Java, which are characterized by diverse and non-standardized educational management practices compared to public schools. The study was carried out from February to April 2025.

The population in this study consisted of all teachers working at private junior high schools across Lasem District, totaling 62 teachers from 6 schools. The sampling technique used was total sampling (census sampling), considering that the population size was moderate and fully accessible, enabling the acquisition of accurate and representative data (Creswell, 2018). This study involved one independent variable (X) and one dependent variable (Y), described as follows: (1) Coaching Method (X): A form of professional development conducted by school principals in a reflective, collaborative, and participatory manner, aimed at helping teachers enhance their self-awareness, competence, and professional responsibility. (2) Teacher Work Motivation (Y): Defined as the internal and external driving forces that influence teachers' enthusiasm, dedication, and commitment in carrying out their professional responsibilities at school.

Data were collected through a closed-ended questionnaire using a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). The instrument was developed based on theoretical indicators of each variable and had undergone validity and reliability testing. To enhance data validity, the researcher also conducted preliminary observations and informal interviews with principals, teachers, and supervisors. The findings from these were used to inform the background and support the interpretation of the research results. Validity testing was conducted using the Pearson Product-Moment correlation technique, and all items showed r-count values greater than r-table at a 5% significance level, indicating that the items were valid. Reliability testing was performed using the Cronbach's Alpha formula, resulting in values of 0.893 for the coaching method variable and 0.906 for teacher work motivation. Since both alpha values exceeded 0.7, the instruments were deemed reliable and appropriate for use (Arikunto, 2019).

The data were analyzed using linear regression analysis with the help of SPSS version 26. This analysis aimed to determine the extent of the influence of the coaching method on teacher work motivation. Prior to this, classical assumption tests were performed, including the normality test (Kolmogorov-Smirnov), multicollinearity test (VIF and Tolerance), and heteroscedasticity test (Glejser Test). The regression model was considered feasible if these assumptions were met. Subsequently, significance testing was carried out using the t-test (to assess partial effects) and coefficient of determination (R^2) to evaluate the contribution of the independent variable to the dependent variable

3. Results and Discussion

The research was conducted in several private junior high schools in Lasem District Rembang Regency during the even semester of the 2024/2025 academic year. At the time of data collection, teaching and learning activities in the schools were running normally, with classes generally well-organized and teachers actively engaged in delivering lessons. School environments varied from modest facilities to more adequately equipped classrooms, but overall created a conducive atmosphere for research activities. Teachers appeared cooperative and willing to participate, while school principals provided access and support for the observation and interview processes. Data collection was carried out over two weeks, combining direct classroom visits, face-to-face interviews, and documentation analysis, ensuring that the information obtained reflected both the daily realities of teaching and teachers' professional perspectives.

The interview process was guided by a set of structured questions designed to elicit information on teachers' experiences and perceptions regarding the coaching method, their work motivation, and factors influencing their performance. Key questions included how teachers plan and deliver lessons, the types of instructional strategies they use, how they manage their classrooms, their experiences with coaching and supervision, the kinds of professional development they have received, the challenges they face in maintaining motivation, and their views on the role of school leadership in fostering a supportive work environment. These

questions ensured that the interviews captured both factual and reflective responses relevant to the study variables.

A total of 62 teachers from several private schools participated as respondents. Based on descriptive analysis results, the average score for teacher work motivation was 195.11 with a standard deviation of 16.60, categorized as fairly good. The coaching method had an average score of 170.95 with a standard deviation of 14.93, and was categorized as good. These findings indicate that, in general, teachers' perceptions of the independent variable were positive. These statistical summaries provide an overview of how respondents assessed both their own motivation and the implementation of coaching in their schools, and the details are presented in table 1 below. These statistical summaries illustrate the overall tendencies of respondents' perceptions regarding both variables, as detailed in Table 2 below.

Table 1. Descriptive Statistics of Research Variables

Variable	N	Min	Max	Mean	Std. Dev	Category
Coaching Method (X_1)	62	123	195	170.95	14.94	Good
Teacher Work Motivation (Y)	62	157	220	195.11	16.60	Fairly Good

Table 1 shows that teachers generally have a positive perception of the coaching method, placing it in the "Good" category. This indicates that the coaching process is viewed as being conducted in a structured, communicative, and supportive manner, contributing to teachers' professional growth. Teacher work motivation, however, is assessed at a slightly lower category of "Fairly Good," suggesting that while motivation levels are reasonably healthy, there is still room for improvement. These results imply that the benefits of coaching are recognized by teachers, but the process has not yet fully translated into consistently high levels of motivation across all individual. The distribution of respondent perceptions for both variables was then analyzed to provide a clearer picture of how individual categories were represented. The detailed distribution is presented in table 2 below.

Table 2. Distribution of Respondent Perceptions per Variable

Variable	Category	f	%
Teacher Work Motivation (Y)	Very Good	14	22.6
	Good	24	38.7
	Fairly Good	8	12.9
	Poor	11	17.7
	Very Poor	5	8.1
Coaching Method (X_1)	Very Good	20	32.3
	Good	19	30.6
	Fairly Good	20	32.3
	Poor	2	3.2
	Very Poor	1	1.6

Table 2 presents the distribution of respondents' perceptions for each research variable. For teacher work motivation, the largest proportion is in the "Good" category (38.7%), followed by "Very Good" (22.6%). However, 17.7% of teachers fall into the "Poor" category and 8.1% into "Very Poor," indicating a segment of teachers with low motivation who require particular attention. Regarding the coaching method, 32.3% of teachers rated

it as “Very Good” and 30.6% as “Good,” but 3.2% assessed it as “Poor” and 1.6% as “Very Poor.” This pattern shows a positive association between teachers’ perceptions of coaching and their motivation levels: teachers who perceive coaching as high-quality tend to have higher motivation, whereas those who perceive it as less optimal generally exhibit lower motivation.

Before regression analysis, assumption tests were conducted to ensure data feasibility. The Kolmogorov-Smirnov normality test showed that all variables had normal distribution (Exact Sig. > 0.05). The multicollinearity test indicated VIF values < 10 and Tolerance > 0.1 for all variables, suggesting no multicollinearity. The linearity test confirmed linear relationships between independent and dependent variables (Sig. deviation from linearity > 0.05). The Glejser heteroscedasticity test indicated no heteroscedasticity, as all significance values were > 0.05. The distribution of respondent perceptions for both variables was then analyzed to provide a clearer picture of how individual categories were represented. The detailed distribution is presented in table 3 below.

Table 3. Regression Assumption Test Summary

Test	Variable	Value	Description
Normality (Sig.)	X, Y	> 0.05	Normal
Multicollinearity (VIF)	X	1.48	No multicollinearity
Linearity (Sig.)	X	0.509	Linear relationship
Heteroscedasticity (Sig.)	X	0.074	No heteroscedasticity

Tabel 3 memperlihatkan distribusi persepsi responden pada masing-masing kategori variabel penelitian. Untuk variabel motivasi kerja guru, proporsi terbesar berada pada kategori “Good” (38,7%), diikuti “Very Good” (22,6%). Namun, masih terdapat 17,7% guru yang masuk kategori “Poor” dan 8,1% “Very Poor,” menunjukkan adanya kelompok guru dengan motivasi rendah yang perlu mendapatkan perhatian khusus. Pada variabel metode coaching, 32,3% guru menilai “Very Good” dan 30,6% menilai “Good,” tetapi masih ada 3,2% di kategori “Poor” dan 1,6% “Very Poor.” Pola ini menunjukkan adanya hubungan positif antara persepsi guru terhadap coaching dengan tingkat motivasi mereka: guru yang merasakan coaching berkualitas tinggi cenderung memiliki motivasi yang lebih baik, sedangkan mereka yang menilai coaching kurang optimal cenderung memiliki motivasi rendah.

Simple linear regression analysis showed that the coaching method (X) had a significant influence on teacher work motivation (Y), with a correlation value of r = 0.573 and a coefficient of determination $R^2 = 0.329$, indicating that 32.9% of the variation in teacher motivation was explained by the coaching method. The t-test produced t = 5.423 with a significance level of 0.000 < 0.05. The resulting regression equation is: $\hat{Y} = 86.139 + 0.637X$. Before proceeding to regression analysis, assumption tests were conducted to ensure data validity. The results of these tests are summarized in table 4 below.

Table 4. Hypothesis Test Results: Coaching Method (X) on Teacher Motivation (Y)

Aspect	Value
Correlation Coefficient (r)	0.573
R Square	0.329
t Count	5.423
Significance	0.000
Regression Equation	$\hat{Y} = 86.139 + 0.637X_1$

Table 4 shows the hypothesis testing results, revealing that the coaching method has a significant effect on teacher work motivation. The correlation coefficient of 0.573 indicates a moderately strong and positive relationship between the two variables, meaning that better implementation of coaching is associated with higher levels of teacher motivation. The coefficient of determination (R^2) of 0.329 suggests that 32.9% of the variation in teacher motivation can be explained by the coaching method, while the remaining variation is attributable to other factors such as compensation, organizational culture, and managerial support. The regression equation, $\hat{Y} = 86.139 + 0.637X$, implies that for every one-point increase in the coaching score, teacher motivation increases by 0.637 points. This result is further supported by a t-value of 5.423 with a significance level of 0.000 (< 0.05), confirming that the influence of coaching on teacher motivation is statistically significant and scientifically reliable.

This study confirms a positive and significant relationship between the coaching method and the work motivation of private junior high school teachers in Lasem, as reflected in the correlation coefficient $r = 0.573$ and $p < 0.001$. Teachers' perception scores of the coaching method were categorized as good (mean = 170.95; SD = 14.94), while teacher motivation fell into the fairly good category (mean = 195.11; SD = 16.60). The simple regression model ($\hat{Y} = 86.139 + 0.637X$) indicates that 32.9% of the variation in teacher motivation can be explained by coaching implementation. This underscores coaching as a significant variable in boosting teacher enthusiasm, commitment, and productivity especially in private school environments.

Conceptually, coaching offers teachers space for reflective practice, greater autonomy, and professional responsibility. As noted by Chaidir (2021), coaching-based academic supervision enhances instructional quality. Nawas (2023) affirmed this through differentiated supervision models that effectively drive performance. Wibowo (2020) found that routine coaching fosters enthusiasm, confidence, and consistent productivity. Muliati and Raharjo (2022) showed that reflective-collaborative coaching strengthens ownership of duties, while Knight (2017) emphasized that instructional coaching grounded in partnership promotes intrinsic motivation by making teachers feel valued.

From the perspective of motivation theory, Self-Determination Theory (Deci & Ryan, 2000) argues that teacher motivation emerges when autonomy, competence, and relatedness are fulfilled. Coaching supports these needs through open dialogue, professional mentoring, and collaborative relationships. Maslow's theory (2014) also emphasizes that self-actualization is fostered through the developmental space provided by coaching. Herzberg's Two-Factor Theory (2018) views coaching as an

intrinsic motivator, enhancing teachers' psychological well-being beyond external rewards.

This study's strength lies in its use of empirical data from 62 teachers across multiple private schools, minimizing institutional bias. All classical regression assumptions (normality, multicollinearity, linearity, heteroscedasticity) were fulfilled, strengthening internal validity. The combination of descriptive and inferential statistics further enriched understanding of teachers' current motivation and perceptions of coaching.

Distribution data showed that positive perceptions of coaching (Very Good: 32.3%, Good: 30.6%) were directly proportional to high motivation levels (Very Good: 22.6%, Good: 38.7%). This confirms that positive perceptions of coaching are a crucial factor in increasing teachers' professional drive and responsibility. As a professional development strategy, reflective and collaborative coaching allows teachers to become active participants rather than mere subjects of supervision. Coaching also fosters dialogical processes that build trust between coaches and teachers, contrasting with traditional top-down supervision models that rarely support personal teacher growth. The R^2 value of 0.329 shows that coaching plays a significant role, yet it also leaves room for other contributing variables such as compensation, managerial support, and organizational culture. This means coaching should be viewed as one component of a broader professional development system. Future research may explore moderating or mediating variables such as job satisfaction, organizational commitment, or teacher burnout.

The application of the coaching method in school settings has been shown to effectively improve teacher motivation and performance. Yahya & Lestari (2021) reported that coaching enhances both the classroom climate and students' cognitive development. Purwanto et al. (2020) emphasized that individual learning and coaching significantly impact teacher performance, particularly in urban settings like Jakarta. In academic supervision, Fatmawati & Haryadi (2024) found that coaching techniques used by principals improve teacher execution of classroom duties. Meta-analysis by Kraft, Blazar, & Hogan (2018) further supports that teacher coaching has a moderate impact on both instructional quality and student outcomes.

Wulandari (2023) reported that coaching-based academic supervision significantly enhanced junior high teacher performance through personalized support. Wahyudi, Said, & Soedjono (2024) observed that coaching transformed classroom instruction through observation, reflection, and follow-up. In the context of the Merdeka Curriculum, Damayanti, Patiung, & Jumrah (2024) found coaching improved preschool teachers' self-efficacy in implementing innovation. A case study by Yulidar et al. (2024) in Lampung confirmed that the TIRTA coaching model improved instructional quality by aligning teacher needs with action plans. Nawas (2023) showed that coaching-based supervision improved the application of differentiated instruction. Sugiarti (2024) found that practical coaching and mentoring significantly boosted teacher performance. Peer coaching, as explored by Sumartiningsih (2024), enhanced teachers' ability to apply 21st-century learning

strategies, fostering critical, creative, collaborative, and communicative student skills. Mardini (2024) reported that face-to-face coaching improved the implementation of project-based learning. Meanwhile, GROW-based collaborative coaching, as developed by Rahayu et al. (2024), increased professionalism via teacher working groups and inter-teacher collaboration in Pemalang. Budiono et al. (2022) also emphasized that collaborative coaching using GROW expanded teacher perspectives and guided effective goal setting.

This study's main limitation lies in its cross-sectional design, which restricts long-term causal inference. Additionally, the sample only included private school teachers in one district, limiting generalizability. Future research should consider longitudinal or experimental designs with control groups to strengthen findings. Practical recommendations include: (1) conducting regular coaching sessions by principals, internal supervisors, or peer coaches; (2) training internal coaches with mentoring and evidence-based feedback skills; and (3) fostering a collaborative culture through peer coaching, lesson study, and teacher learning communities. In conclusion, the coaching method holds great potential as a teacher development strategy not only for enhancing work motivation but also for building professionalism, collaboration, and self-directed growth. Coaching proves to be an effective tool to empower teachers as agents of change in basic education, particularly in the era of quality- and collaboration-driven education.

4. Conclusion

This study affirms that the coaching method plays a vital role in enhancing teachers' work motivation within private junior high school settings. The structured and continuous implementation of coaching provides opportunities for teachers to reflect on their teaching practices, strengthen self-confidence, and foster professional commitment. Teachers feel more valued and actively involved in their personal and professional development processes, which in turn contributes to increased work enthusiasm and improved instructional quality. Coaching functions not merely as a tool for supervision or evaluation, but as a developmental approach focused on individual potential. Through reflective coaching processes, teachers are able to independently identify their strengths and areas for improvement while receiving constructive feedback in a supportive environment. The implementation of coaching aligns with key motivation theories, which emphasize the importance of autonomy, competence, and social relatedness in fostering sustainable intrinsic motivation. These findings reinforce the critical role of school principals and educational leaders in cultivating a school culture that supports coaching practices as an integral part of professional teacher development. By creating a collaborative and growth-oriented work environment, the coaching method can serve as an effective strategy to strengthen motivation, improve performance, and ultimately enhance the overall quality of education. This research is expected to serve as a foundation for developing educational policies and managerial practices at both the school and regional levels, particularly in designing teacher development programs that emphasize not only technical aspects, but also the psychological and social dimensions of the teaching profession.

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