

## PROFESSIONAL DEVELOPMENT, MOTIVATION, AND JOB SATISFACTION AMONG MADRASAH TSANAWIYAH TEACHERS: INTEGRATING SELF-DETERMINATION THEORY AND ISLAMIC TEACHER PROFESSIONALISM

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### ABSTRACT

Teacher professional development, motivation, and job satisfaction are important factors that influence educational quality and teacher well-being, yet their interconnected relationships in madrasah contexts remain underexplored. This study aims to examine the direct and indirect relationships among professional development, work motivation, and job satisfaction among Madrasah Tsanawiyah (MTs) teachers in Nusa Tenggara Barat, Indonesia, using an integrated framework combining Self-Determination Theory and Islamic teacher professionalism. Employing a quantitative correlational design, data were collected from 345 teachers selected through stratified random sampling from public and private madrasahs. The data were analyzed using covariance-based structural equation modelling (SEM). The findings reveal that professional development positively influences both intrinsic and extrinsic motivation as well as teachers' job satisfaction. Intrinsic motivation emerged as the strongest predictor of job satisfaction and significantly mediated the relationship between professional development and job satisfaction. These findings indicate that teachers' professional satisfaction in madrasah settings is shaped not only by professional competence but also by meaningful engagement and value-oriented professional commitment. The study implies that professional development programs in Islamic education should prioritize autonomy, collaboration, reflective practice, and moral-professional engagement to strengthen teacher motivation, well-being, and sustainable professional commitment.

**Keywords:** Islamic Education, Job Satisfaction, Madrasah Tsanawiyah, Professional Development, Self-Determination Theory, Teacher Motivation

### INTRODUCTION

Teachers play a central role in shaping educational quality and student learning outcomes, making professional development, work motivation, and job satisfaction important factors in sustaining teacher effectiveness and long-term school improvement (El-Soussi, 2025; Muslimin & Basthomi, 2022; Ritonga et al., 2020). Professional development has been widely recognized as a key mechanism for enhancing teachers' pedagogical competence, reflective practice, and professional adaptability, while also contributing to teachers' confidence, professional agency, and collaborative engagement (Gondwe, 2021; Heap et al., 2021; Su, 2023). Nevertheless, most previous studies have focused on general school settings, with limited attention to Islamic educational institutions such as Madrasah Tsanawiyah (MTs), where professional practices are closely connected to religious and value-oriented commitments (Febrini et al., 2024). This limitation highlights the need for more context-sensitive research examining teacher professional experiences within Islamic education environments.

Within the broader literature on teacher motivation, scholars frequently distinguish between intrinsic and extrinsic forms of motivation. Intrinsic motivation refers to engagement driven by personal meaning, enjoyment, and professional fulfillment, whereas extrinsic

motivation is associated with external rewards, institutional demands, or social recognition (Muslimin & Cahyono, 2023). One influential theoretical perspective that explains these motivational processes is Self-Determination Theory, which emphasizes the importance of autonomy, competence, and relatedness in fostering high-quality motivation (Deci & Ryan, 1985). Previous studies have demonstrated that intrinsic motivation is strongly associated with positive professional outcomes such as teacher engagement, persistence, and job satisfaction (Przybylski et al., 2010). Nevertheless, prior research has largely examined professional development, motivation, and job satisfaction as separate constructs, resulting in fragmented findings regarding how professional learning contributes to teachers' professional well-being through motivational mechanisms.

This issue becomes particularly important in Islamic education contexts, where teaching is often understood not merely as a professional activity but also as a moral and spiritual responsibility. In madrasah environments, teachers are expected to embody values such as *amanah* (responsibility), *ikhlas* (sincerity), and a commitment to educational service, which may shape their professional development experiences and the internalization of work motivation (Al-Thani et al., 2025). Such value-oriented dimensions indicate that teacher motivation in Islamic schools may not be adequately explained through psychological perspectives alone. Instead, professional engagement among madrasah teachers is likely influenced by the interaction between psychological needs and religiously grounded professional identity. Despite this, empirical studies integrating motivational theory with the context of Islamic teacher professionalism remain limited, particularly within Indonesian madrasah settings.

Research on teacher job satisfaction has largely emphasized organizational factors such as school climate, leadership, and self-efficacy, while the interconnected roles of professional development and motivational quality have received comparatively limited attention (Ritonga et al., 2020; Fang & Qi, 2023). In addition, previous findings regarding the relationship between professional development and job satisfaction remain inconsistent, with some studies reporting direct effects and others suggesting indirect effects through motivational mechanisms. Although Self-Determination Theory has been widely applied in general educational contexts, its application in Islamic education settings remains limited despite the distinctive value systems embedded within madrasah education. Therefore, this study aims to examine the relationships among professional development, work motivation, and job satisfaction among Madrasah Tsanawiyah teachers, including the mediating role of intrinsic motivation in explaining how professional development contributes to teachers' job satisfaction within the context of Islamic secondary education.

## METHOD

This study employed a quantitative correlational design to examine the relationships among professional development, work motivation, and job satisfaction among Madrasah Tsanawiyah (MTs) teachers in Nusa Tenggara Barat, Indonesia. The study adopted an integrated framework combining Self-Determination Theory and Islamic teacher professionalism to provide a context-sensitive understanding of teacher motivation and professional well-being within Islamic education settings. Self-Determination Theory explains that intrinsic motivation develops through the fulfillment of autonomy, competence, and relatedness (Deci & Ryan, 1985, 2000; Guay, 2022), while Islamic teacher professionalism emphasizes moral responsibility (*amanah*), sincerity (*ikhlas*), and service-oriented commitment in teaching practices (Al-Thani et al., 2025; Stacey & Mashayekh, 2026; Succarie, 2024). Within this framework, professional development was conceptualized not only as a mechanism for improving pedagogical competence but also as a process that strengthens teachers' professional meaning, motivational quality, and job satisfaction in madrasah contexts (Heap et al., 2021; Ventista & Brown, 2023).

The participants consisted of 345 teachers from public and private Madrasah Tsanawiyah selected through stratified random sampling to ensure proportional representation across urban and rural schools. All participants had at least one year of teaching experience and had participated in professional development activities during the previous academic year. Data were collected using a self-administered questionnaire adapted from previously validated instruments measuring professional development, work motivation, and job satisfaction. The instruments underwent translation and back-translation procedures, followed by expert review and pilot testing to ensure contextual appropriateness for Indonesian madrasah settings. Data collection was conducted between August and December 2025 using both online and paper-based survey formats, and informed consent was obtained from all participants prior to participation. Ethical approval for the study was granted by the Institutional Review Board of Universitas Islam Negeri Mataram, Indonesia (Newman et al., 2021).

The collected data were analyzed using SPSS version 26 and AMOS. Descriptive statistics and Pearson correlation analysis were initially conducted to examine the distribution and relationships among variables. Subsequently, covariance-based structural equation modelling (SEM) was employed to test the proposed direct and indirect relationships among professional development, work motivation, and job satisfaction. Confirmatory factor analysis was first performed to evaluate construct validity and reliability through factor loadings, composite reliability, average variance extracted, and Cronbach's alpha. The structural model was then assessed using multiple goodness-of-fit indices, including the chi-square to degrees of freedom ratio, Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), Root Mean Square Error of Approximation (RMSEA), and Standardized Root Mean Square Residual (SRMR), with statistical significance established at the 0.05 level (White et al., 2022).

## RESULTS AND DISCUSSION

This section presents the empirical findings of the study based on data collected from MTs teachers in Nusa Tenggara Barat, Indonesia. The analysis begins with a description of the participants' demographic characteristics, followed by descriptive statistics of the main research variables. Subsequently, the reliability and validity of the measurement model are reported, before examining the structural relationships among professional development, work motivation, and job satisfaction using structural equation modelling. Together, these analyses provide a comprehensive empirical basis for testing the proposed research framework.

### Demographic Profile of Participants

Table 1 presents the demographic characteristics of the respondents. Of the 345 teachers who participated in the study, slightly more than half were female, indicating a relatively balanced gender composition. In terms of teaching experience, the sample was well distributed across different career stages, with a substantial proportion of teachers reporting more than ten years of experience. The distribution shows representation across different teaching experience levels, including early-career and more experienced teachers.

Table 1. Demographic Profile of Participants

Characteristic	Category	n	Percentage
Gender	Male	158	45.8
	Female	187	54.2
Teaching Experience	1–5 years	97	28.1
	6–10 years	123	35.7
	More than 10 years	125	36.2
School Status	Public MTs	71	20.6

	Private MTs	274	79.4
School	Urban	143	41.4
Location	Rural	202	58.6

Table 1 portrays that the majority of participants were employed at private Madrasah Tsanawiyah, reflecting the broader structural landscape of Islamic secondary education in Nusa Tenggara Barat, where private madrasahs predominantly comprise the educational institutions. In terms of geographic distribution, a higher proportion of teachers were situated in rural areas compared to urban settings. This disparity underscores the rural-urban divide prevalent within the region's educational framework, highlighting the concentration of educators in less urbanized localities.

### Descriptive Statistics of Main Variables

Table 2 presents the descriptive statistics for the primary variables examined in the study. The data reveal that teachers demonstrated a moderate to high level of engagement in professional development activities, suggesting that participation in workshops, collaborative learning sessions, and training programs was relatively prevalent among the respondents. Notably, intrinsic motivation recorded the highest mean score among all variables, underscoring its prominence in the data.

Table 2. Descriptive Statistics of Main Variables

Variable	Mean	SD	Interpretation
Professional Development	3.61	0.59	Moderate to high
Intrinsic Motivation	3.87	0.55	High
Extrinsic Motivation	3.18	0.62	Moderate
Job Satisfaction	3.74	0.57	High

Extrinsic motivation was observed at a moderate level, indicating the influence of external factors such as administrative demands, evaluations, and rewards. However, this influence was comparatively smaller than that of intrinsic drivers. In addition, job satisfaction was reported to have a high mean score, highlighting a generally positive perception among respondents ( $M = 3.74$ ,  $SD = 0.57$ ) (see Table 2).

### Reliability and Validity of Measurement Instruments

The measurement model underwent evaluation through confirmatory factor analysis (CFA) to determine the constructs' reliability and validity. Reliability was assessed by calculating Cronbach's alpha and composite reliability (CR). Table 3 presents the internal reliability of the constructs (Cronbach's alpha).

Table 3. Internal Reliability (Cronbach Alpha)

Construct	Number of Items	Alpha
Professional Development	8	0.88
Intrinsic Motivation	8	0.9
Extrinsic Motivation	6	0.83
Job Satisfaction	12	0.91

As shown in Table 3, all constructs exhibited high internal consistency, with Cronbach's alpha values surpassing the commonly accepted threshold of 0.70, thereby confirming the

robustness of the measurement model. Composite reliability values were also above 0.70, indicating satisfactory reliability.

The assessment of convergent validity was conducted using standardized factor loadings in conjunction with the average variance extracted (AVE). Table 4 presents the composite reliability and average variance extracted, while Table 5 shows the standardized factor loadings.

Table 4. Composite Reliability and Average Variance Extracted

Construct	CR	AVE
Professional Development	0.89	0.56
Intrinsic Motivation	0.91	0.59
Extrinsic Motivation	0.84	0.53
Job Satisfaction	0.92	0.60

Table 5. Standardized Factor Loadings

Item	Loading
PD1	0.78
PD2	0.81
PD3	0.76
PD4	0.79
PD5	0.82
PD6	0.80
PD7	0.77
PD8	0.83
WM1	0.75
WM2	0.78
WM3	0.80
WM4	0.77
WM5	0.79
WM6	0.81
WM7	0.76
WM8	0.82
WM9	0.73
WM10	0.75
WM11	0.74
WM12	0.78
WM13	0.76
WM14	0.72
JS1	0.79
JS2	0.82
JS3	0.84
JS4	0.80
JS5	0.78
JS6	0.81
JS7	0.83
JS8	0.79
JS9	0.80
JS10	0.82
JS11	0.81

JS12	0.83
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As demonstrated in Tables 4 and 5, all factor loadings surpassed the threshold of 0.70, and the AVE values exceeded the recommended minimum of 0.50. These findings suggest that each construct sufficiently accounted for the variance observed in its indicators, thereby affirming the validity of the measurements employed.

Furthermore, the assessment of discriminant validity was conducted through the heterotrait–monotrait ratio (HTMT). Table 6 presents the results of discriminant validity testing.

Table 6. Discriminant Validity (HTMT)

Construct	PD	Intrinsic	Extrinsic	Job Satisfaction
Professional Development	—			
Intrinsic Motivation	0.72	—		
Extrinsic Motivation	0.65	0.68	—	
Job Satisfaction	0.74	0.79	0.60	—

As shown in Table 6, all HTMT values remained below the accepted threshold of 0.85. This indicates that the constructs (Professional Development, Intrinsic Motivation, Extrinsic Motivation, and Job Satisfaction) are empirically distinct from one another and do not overlap excessively. The relatively low HTMT ratios confirm strong discriminant validity, supporting the notion that each construct captures unique aspects of the underlying theoretical model rather than measuring redundant phenomena. These results strengthen the overall quality of the measurement model and provide confidence for subsequent structural analysis.

### Structural Model and Hypothesis Testing

The overall fit of the structural equation model was assessed through a range of fit indices. Table 7 presents the model fit indices along with their recommended thresholds.

Table 7. Model Fit Indices

Fit Index	Value	Recommended
Chi-square divided by df	2.08	< 3.00
CFI	0.95	> 0.90
TLI	0.94	> 0.90
RMSEA	0.051	< 0.08
SRMR	0.045	< 0.08

As shown in Table 7, all fit indices demonstrated acceptable model fit. The Chi-square/df ratio was 2.08 (< 3.00), CFI = 0.95, TLI = 0.94, RMSEA = 0.051, and SRMR = 0.045, all meeting recommended thresholds. These results indicate a good fit of the proposed structural model to the data.

Moreover, the structural path coefficients are presented in Table 8. Professional development was found to have a strong, significant effect on intrinsic motivation, indicating that participation in professional learning activities substantially enhanced teachers' intrinsic motivation. Its effect on extrinsic motivation was also significant, though comparatively weaker. Professional development had a stronger effect on intrinsic motivation ( $\beta = 0.53$ ) than on extrinsic motivation ( $\beta = 0.30$ ).

Table 8. Structural Path Coefficients

Path	Beta	p
Professional Development → Intrinsic Motivation	0.53	< 0.001
Professional Development → Extrinsic Motivation	0.3	< 0.01
Intrinsic Motivation → Job Satisfaction	0.57	< 0.001
Extrinsic Motivation → Job Satisfaction	0.18	< 0.05
Professional Development → Job Satisfaction	0.22	< 0.05

Based on Table 8, intrinsic motivation emerged as a strong predictor of job satisfaction, while extrinsic motivation had a smaller but still significant effect. In addition, professional development maintained a direct positive effect on job satisfaction, even after accounting for motivational pathways. This indicates that professional development contributes to job satisfaction both directly and indirectly.

**Mediation Analysis**

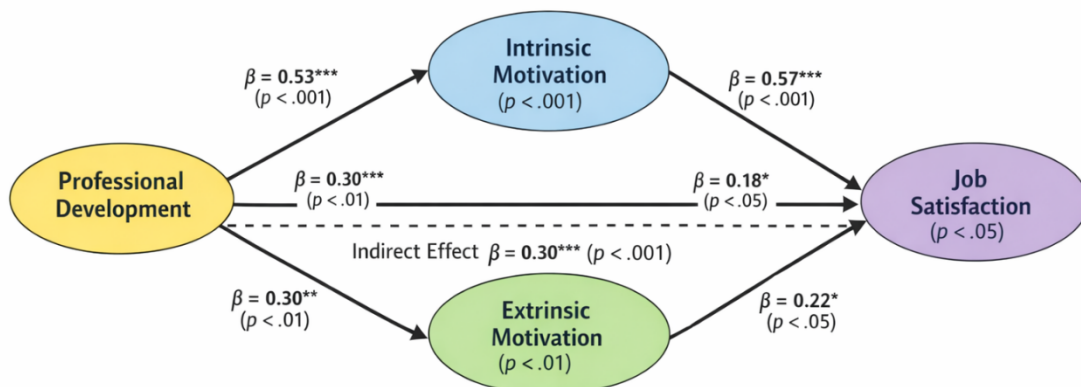
The results of the mediation analysis are presented in Table 9. Table 9 shows the indirect effect of professional development on job satisfaction through intrinsic motivation. This analysis highlights the mediating role of intrinsic motivation in the relationship between the two variables

Table 9. Mediation Effect

Indirect Path	Beta	p
PD → Intrinsic Motivation → Job Satisfaction	0.3	< 0.001

The data indicate that intrinsic motivation plays a significant mediating role in the relationship between professional development and job satisfaction. Specifically, the indirect effect of professional development on job satisfaction, mediated by intrinsic motivation, was found to be statistically significant. These findings underscore the importance of intrinsic motivation as a key mechanism through which professional development influences job satisfaction ( $\beta = 0.30$ ,  $p < 0.001$ ).

Subsequently, Figure 1 presents the overall structural equation modeling (SEM) results with standardized path coefficients.



$\chi^2/df = 2.08$ , CFI = 0.95, TLI = 0.94, RMSEA = 0.051, SRMR = 0.045

Figure 1. SEM Analysis Results

Figure 1 illustrates the significant direct and indirect relationships among the variables. It clearly shows that professional development positively influences both intrinsic and extrinsic motivation, with intrinsic motivation demonstrating the strongest path toward job satisfaction. The diagram also highlights the significant indirect effect through intrinsic motivation, providing a comprehensive visual representation of the hypothesized model.

The findings substantiate the proposed model by demonstrating significant direct and indirect relationships among professional development, work motivation, and job satisfaction among Madrasah Tsanawiyah teachers. Professional development positively influenced both intrinsic and extrinsic motivation, while intrinsic motivation emerged as the strongest predictor of job satisfaction. In addition, intrinsic motivation significantly mediated the relationship between professional development and job satisfaction, indicating that professional learning contributes to teachers' professional well-being primarily through strengthening their internal engagement with teaching. These findings support the integrated framework combining Self-Determination Theory and Islamic teacher professionalism, suggesting that teacher motivation in madrasah contexts is shaped not only by psychological fulfillment but also by moral and value-oriented dimensions embedded within Islamic educational culture.

From the perspective of Self-Determination Theory, professional development appears to play an important role in strengthening teachers' intrinsic motivation through the fulfillment of autonomy, competence, and relatedness (Deci & Ryan, 1985; Przybylski et al., 2010). Professional learning activities involving collaboration, reflective practice, and continuous improvement may encourage teachers to develop stronger professional agency and instructional confidence, which subsequently enhances their internal engagement with teaching (Heap et al., 2021). This finding aligns with previous studies showing that professional development contributes not only to instructional competence but also to teachers' psychological and professional growth (Gondwe, 2021; Su, 2023). In the context of madrasah education, these professional experiences appear to extend beyond technical skill development because teachers often interpret professional growth as part of their broader educational and moral responsibilities (Febrini et al., 2024). Consequently, professional development in Islamic educational settings may function simultaneously as a pedagogical and value-oriented process that strengthens teachers' professional identity and commitment.

The findings also indicate that professional development positively influences extrinsic motivation, although its effect is comparatively weaker than its influence on intrinsic motivation. Participation in formal professional learning programs may expose teachers to institutional expectations, evaluation systems, recognition, and professional accountability, which contribute to externally regulated forms of motivation (Smets & Struyven, 2020; Fang & Qi, 2023). However, the relatively smaller effect of extrinsic motivation suggests that external rewards alone are insufficient to sustain deep professional engagement over time. This finding supports previous research indicating that while external incentives may encourage participation and compliance, they do not necessarily strengthen teachers' long-term attachment to the teaching profession, particularly in educational environments characterized by limited material resources and strong communal expectations (Fang, 2024).

Furthermore, intrinsic motivation demonstrated a substantially stronger relationship with job satisfaction than extrinsic motivation. This suggests that teachers' professional satisfaction is influenced more strongly by meaningful engagement, enjoyment of teaching, and internalized professional purpose than by external rewards or institutional recognition. Such findings are consistent with previous studies reporting that intrinsic motivation is closely associated with positive professional outcomes, including engagement, persistence, and satisfaction (Deci & Ryan, 2000; Li & Yu, 2022; Przybylski et al., 2010). In madrasah contexts, this pattern may reflect the value-oriented nature of Islamic teacher professionalism, where

teaching is frequently understood as *amanah* (moral responsibility) and *ikhlas* (sincere service) rather than solely as occupational work (Succarie, 2024). Teachers in Islamic educational institutions may therefore derive professional satisfaction from the moral and spiritual significance attached to teaching, reinforcing the idea that professional motivation is closely connected to socially and culturally embedded meanings of educational service (Aminullah et al., 2025; Nawas et al., 2024).

Although extrinsic motivation also showed a significant relationship with job satisfaction, its influence remained comparatively modest. This finding indicates that institutional rewards, recognition, and external expectations still contribute to teachers' professional experiences but may not constitute the primary source of sustainable satisfaction. Similar findings have been reported in previous studies, suggesting that external incentives can shape teachers' attitudes and participation but are less effective in maintaining long-term professional commitment (Fang, 2024). The weaker role of extrinsic motivation in this study contrasts with findings from some resource-rich educational settings, where salary, promotion, and institutional incentives play a more dominant role in shaping teachers' job satisfaction. This discrepancy may reflect contextual differences because teachers in madrasah environments may place greater emphasis on intrinsic and value-driven aspects of teaching than on material rewards (Zubaidah et al., 2026; De-Los-Reyes et al., 2019).

One of the most important findings of this study concerns the mediating role of intrinsic motivation in the relationship between professional development and job satisfaction. The mediation analysis demonstrates that professional development contributes to job satisfaction primarily through strengthening teachers' intrinsic motivation, confirming that motivational quality functions as an important mechanism linking professional learning with professional well-being (Manzoor et al., 2021). This finding extends previous literature by empirically demonstrating the mediating role of intrinsic motivation within Islamic secondary education contexts, which have remained relatively underexplored in motivational research. The findings therefore support the applicability of Self-Determination Theory within madrasah education while also highlighting the importance of contextualizing motivational processes within faith-based educational environments.

At the same time, professional development maintained a direct positive effect on job satisfaction even after accounting for motivational mediation. This suggests that professional learning may also contribute to teachers' satisfaction through additional mechanisms such as collegial support, professional recognition, instructional confidence, and improved institutional engagement (Gao et al., 2025). Consequently, the findings indicate that professional development should not be understood solely as a technical intervention for improving instructional competence but also as a multidimensional process influencing teachers' motivation, professional identity, and well-being. This interpretation is consistent with previous studies emphasizing the broader role of professional learning in supporting teachers' professional experiences and educational outcomes (Suryani, 2022; Ventista & Brown, 2023).

The findings also contribute theoretically by extending the application of Self-Determination Theory within Islamic educational contexts. While the theory traditionally emphasizes autonomy, competence, and relatedness as universal psychological needs (Deci & Ryan, 1985, 2000), the present study suggests that these dimensions are closely intertwined with value-oriented commitments embedded within Islamic teacher professionalism. Teachers in madrasah settings may internalize professional motivation through interpretations of teaching as morally meaningful and socially valuable work, shaped by sincerity, responsibility, and service-oriented commitment (Al-Thani et al., 2025; Stacey & Mashayekh, 2026). This finding supports previous arguments that motivational processes in education are not shaped solely by individual psychological factors but also by internalized cultural values, beliefs, and moral

commitments (Urhahne & Wijnia, 2023). Therefore, intrinsic motivation in Islamic educational settings appears to emerge through the interaction between psychological fulfillment and religiously grounded professional meaning.

Taken together, the findings directly address the gaps identified in the previous literature by integrating professional development, work motivation, and job satisfaction into a single explanatory framework grounded in Self-Determination Theory and Islamic teacher professionalism. The study contributes context-specific evidence from Madrasah Tsanawiyah in Nusa Tenggara Barat, Indonesia, where teachers' professional experiences are shaped by both institutional and value-oriented dimensions of Islamic education. From a practical perspective, the findings highlight the importance of designing professional development programs that prioritize collaboration, autonomy support, competence development, and reflective engagement rather than focusing solely on procedural or administrative requirements. Professional development programs that align with teachers' instructional needs and professional identities are more likely to strengthen intrinsic motivation and sustainable job satisfaction within Islamic educational institutions (Deci & Ryan, 2000; Fang, 2024; Heap et al., 2021; Manzoor et al., 2021; Przybylski et al., 2010). Moreover, the findings reinforce the importance of considering contextual and cultural dimensions of teaching in understanding teacher motivation and professional well-being within Madrasah Tsanawiyah environments (Febrini et al., 2024; Nawas et al., 2024).

## CONCLUSION

This study concludes that professional development, work motivation, and job satisfaction are closely interconnected within the context of Madrasah Tsanawiyah education. Professional development was found to positively influence both intrinsic and extrinsic motivation, with intrinsic motivation emerging as the strongest predictor and a significant mediator of teachers' job satisfaction. These findings indicate that professional learning contributes to teacher well-being not only through improving instructional competence but also through strengthening teachers' internal engagement, professional meaning, and commitment to teaching. The results align with the structural model tested in this study, confirming both direct and indirect pathways among the variables. Grounded in an integrated framework that combines Self-Determination Theory and Islamic teacher professionalism, the study further demonstrates that teacher motivation in madrasah settings is shaped by both psychological fulfillment and value-oriented dimensions, such as amanah and ikhlas. The study, therefore, contributes to a more context-sensitive understanding of teacher motivation within Islamic education while highlighting the importance of designing professional development programs that support autonomy, collaboration, reflective practice, and meaningful professional engagement to foster sustainable job satisfaction among madrasah teachers.

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