

## The Effect of Interpersonal Communication and Organizational Climate on Teacher Work Motivation

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### ABSTRACT

Teacher work motivation is a key factor in determining the quality of teaching and learning processes in schools. However, teacher motivation is influenced not only by internal factors but also by relational and organizational contexts. This study aims to examine the effect of principals' interpersonal communication and organizational climate on teachers' work motivation at State Islamic Junior High Schools (MTsN) in North Aceh Regency, both partially and simultaneously. This research employed a quantitative approach with a correlational design. The population consisted of all MTsN teachers in North Aceh Regency, with a sample of 157 teachers selected through purposive sampling at the school level and saturated sampling at the respondent level. Data were collected using questionnaires and analyzed using descriptive statistics, Pearson Product Moment correlation, and simple and multiple linear regression analyses. The results indicate that principals' interpersonal communication has a significant and positive effect on teachers' work motivation ( $r = 0.748$ ;  $p < 0.05$ ), as does organizational climate ( $r = 0.739$ ;  $p < 0.05$ ). Simultaneously, both variables show a very strong and significant relationship with teachers' work motivation ( $r = 0.868$ ;  $p < 0.05$ ). These findings highlight that the synergy between effective leadership communication and a supportive organizational climate plays a crucial role in enhancing teachers' work motivation. This study contributes theoretically to educational management literature and provides practical implications for non-material-based management strategies in madrasah institutions.

Keywords: Teacher Work Motivation, Interpersonal Communication, Organizational Climate, School Leadership, *Madrasah Tsanawiyah*.

### ABSTRAK

*Motivasi kerja guru merupakan faktor kunci dalam menentukan kualitas proses dan hasil pembelajaran di sekolah. Namun, motivasi kerja tidak hanya dipengaruhi oleh faktor internal, melainkan juga oleh faktor relasional dan lingkungan organisasi. Penelitian ini bertujuan untuk menganalisis pengaruh komunikasi interpersonal kepala sekolah dan iklim organisasi terhadap motivasi kerja guru MTs Negeri di Kabupaten Aceh Utara, baik secara parsial maupun simultan. Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional. Populasi penelitian adalah seluruh guru MTsN di Kabupaten Aceh Utara, dengan sampel sebanyak 157 guru yang dipilih melalui teknik purposive sampling pada tingkat sekolah dan sampling jenuh pada tingkat responden. Data dikumpulkan menggunakan angket dan dianalisis dengan statistik deskriptif, korelasi Pearson Product Moment, serta regresi linier sederhana dan berganda. Hasil penelitian menunjukkan bahwa komunikasi interpersonal kepala sekolah berpengaruh signifikan dan positif terhadap motivasi kerja guru ( $r = 0,748$ ;  $sig < 0,05$ ), demikian pula iklim organisasi ( $r = 0,739$ ;  $sig < 0,05$ ). Secara simultan, kedua variabel memiliki hubungan yang sangat kuat dan signifikan dengan motivasi kerja guru ( $r = 0,868$ ;  $sig < 0,05$ ). Temuan ini menegaskan bahwa sinergi komunikasi kepemimpinan yang efektif dan iklim organisasi yang kondusif berperan penting dalam meningkatkan motivasi kerja guru. Penelitian ini memberikan kontribusi teoretis pada kajian manajemen pendidikan serta implikasi praktis bagi pengelolaan madrasah berbasis pendekatan non-material.*

*Kata Kunci:* Motivasi Kerja Guru, Komunikasi Interpersonal, Iklim Organisasi, Kepemimpinan Kepala Sekolah, *Madrasah Tsanawiyah*.

## INTRODUCTION

The success of the educational process in schools is heavily determined by the role of the teacher as the primary executor of teaching and learning activities.<sup>1</sup> Teacher work motivation is a key element in creating meaningful, creative learning oriented toward student character development. Teachers with high motivation demonstrate enthusiasm in designing learning strategies, interacting positively with students, and creating an inspiring classroom atmosphere. Conversely, low work motivation can lead to weak material delivery, declining quality of interaction, and poor student learning outcomes.

Work motivation itself is the result of interaction between internal and external factors.<sup>2</sup> Uno suggests that internal factors of work motivation originate from within the teacher, such as a sense of responsibility, personal goals, and satisfaction with the work being performed.<sup>3</sup> Meanwhile, Robbins defines motivation as a psychological drive that determines the direction of behavior, level of effort, and persistence of an individual in facing challenges. These three components serve as primary indicators in assessing the extent to which a teacher is driven to work optimally.<sup>4</sup>

Work motivation is not determined by internal factors alone. External factors, such as interpersonal communication between the principal and teachers, as well as the organizational climate formed within the school environment, also provide significant contributions. Effective interpersonal communication, according to Mulyana, is an interaction that builds closeness, openness, and mutual understanding between individuals.<sup>5</sup> In the context of leadership, open and empathetic communication from the school principal can create a sense of being valued and build teacher morale.<sup>6</sup>

In addition to communication, organizational climate is also a determining factor in shaping work motivation. A positive organizational climate is characterized by a supportive work atmosphere, a culture of mutual respect, and space for self-development. Susanty states that organizational climate can influence the attitudes and ways individuals work,<sup>7</sup> while

<sup>1</sup> Asrat Dagnew, "Teachers' Role in Curriculum Implementation at Primary and Secondary Schools of Addis Ababa, Ethiopia," *Contemporary Educational Research Journal* 10, no. 2 (2020): 28–41; Lalu Sumardi et al., "Does the Teaching and Learning Process in Primary Schools Correspond to the Characteristics of the 21st Century Learning?," *International Journal of Instruction* 13, no. 3 (2020): 357–70.

<sup>2</sup> Anja Van den Broeck et al., "Beyond Intrinsic and Extrinsic Motivation: A Meta-Analysis on Self-Determination Theory's Multidimensional Conceptualization of Work Motivation," *Organizational Psychology Review* 11, no. 3 (2021): 240–73, <https://doi.org/10.1177/20413866211006173>.

<sup>3</sup> Dharmiastuti Dharmiastuti et al., "Pengaruh Peran Kepala Sekolah Dan Iklim Organisasi Terhadap Motivasi Kerja Guru Tetap Yayasan Di Sekolah Menengah Kejuruan Swasta," *Jurnal Manajemen Pendidikan: Jurnal Ilmiah Administrasi, Manajemen Dan Kepemimpinan Pendidikan* 4, no. 2 (2023): 141–61, <https://doi.org/10.21831/jmp.v4i2.60499>.

<sup>4</sup> Irvan Adiwinata and Eddy M Sutanto, "Pengaruh Kepuasan Kerja Dan Motivasi Kerja Terhadap Produktivitas Kerja Karyawan Cv. Intaf Lumajang," *Agora* 2, no. 1 (2014): 1–2.

<sup>5</sup> Syarifah Syarifah et al., "Interpersonal Communication Patterns in Creating Interreligious Tolerance in Parapat Village, Simalungun District," *International Journal of Cultural and Social Science* 4, no. 2 (2023): 86–94, <https://doi.org/10.53806/ijcss.v4i2.805>.

<sup>6</sup> Mhd Joni Marpaung et al., "Pengaruh Komunikasi Interpersonal Kepala Sekolah Terhadap Motivasi Kerja Guru," *Repository.Uinjkt.Ac.Id* 4, no. 6 (2023): 12995–3002; Imaduddin Imaduddin, "Model Kepemimpinan Visioner Kyai Dalam Mengembangkan Pendidikan Pesantren," *Jurnal Inovatif Manajemen Pendidikan Islam* 3, no. 2 (2024): 212–26, <https://doi.org/10.38073/jimpi.v3i2.1699>.

<sup>7</sup> Abdul Ghani et al., "Pengaruh Etos Kerja Dan Iklim Organisasi Terhadap Komitmen Organisasi Karyawan Divisi Sortation Perusahaan," *Jurnal Bisnis, Manajemen, Dan Keuangan* 3, no. 1 (2022): 71–86,

Damanik emphasizes the importance of employees' expectations and feelings toward the organization as a reflection of a healthy climate.<sup>8</sup> A positive climate encourages teachers to be more involved, responsible, and loyal to the institution.<sup>9</sup>

One of the government's efforts to increase teacher work motivation is by providing professional allowances as a form of appreciation for teacher professionalism. This policy is based on the view that financial incentives can drive improvements in teacher performance and morale. Several literatures also reinforce that financial compensation is a fairly effective factor in motivating someone to work harder.<sup>10</sup> Reality on the ground shows that the provision of financial incentives, such as professional allowances, has not fully succeeded in increasing teacher work motivation, specifically within the environment of MTsN (State Islamic Junior High Schools) in North Aceh Regency. In several cases, teachers with civil servant (PNS) status do not demonstrate higher levels of motivation compared to honorary teachers and often delegate additional tasks to other teachers without equitable reciprocity. This emphasizes that work motivation cannot be built solely through material approaches but must be supported by social factors and a conducive work environment.

Initial observations at several MTsN in North Aceh, such as MTsN 1, MTsN 2, and MTsN 3, show that teachers with high work motivation tend to have good levels of discipline, as evidenced by consistent and timely attendance. This phenomenon serves as an indicator that aspects such as interpersonal communication and organizational climate warrant deeper investigation within the context of increasing teacher work motivation.

A number of previous studies indicate that teacher work motivation is closely related to interpersonal communication factors and school organizational environment conditions. For instance, research by Lazarides et al.<sup>11</sup> reveals that research on teacher motivation has long emphasized internal factors such as self-efficacy and professional goals, which subsequently influence teaching behavior. Wang et al.<sup>12</sup> show that organizational climate plays an important role as a mediating variable between transformational leadership and

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<https://doi.org/10.21009/jbmk.0301.06>.

<sup>8</sup> Afridayani Damanik et al., "Understanding the Meaning of Competence and Work Environment in Shaping Civil Servants' Motivation and Performance: A Phenomenological Study at the Regional Secretariat of Tebing Tinggi City," *Proceedings of International Conference on Islamic Community Studies*, October 27, 2025, 2946–54.

<sup>9</sup> PhD.c.Luljeta Shala, "Key Management Factors and Strategies for Creating A Positive School Climate," *Pakistan Journal of Life and Social Sciences (PJLSS)* 22, no. 2 (2024), <https://doi.org/10.57239/PJLSS-2024-22.2.000164>.

<sup>10</sup> Muhammad Imran Rasheed et al., "Perceived Compensation Fairness, Job Design, and Employee Motivation: The Mediating Role of Working Environment," *South Asian Journal of Management Sciences* 14, no. 2 (2020): 229–46, <https://doi.org/10.21621/sajms.2020142.05>; Harjoni Desky, "The Effect of Compensation and Motivation on Performance Employees at Public Works and Spatial Planning Service of North Aceh," *Jurnal Ilmiah Manajemen Kesatuan* 11, no. 2 (2023): 495–504, <https://doi.org/10.37641/jimkes.v11i2.2130>; Yoel Brando Sitopu et al., "The Influence of Motivation, Work Discipline, and Compensation on Employee Performance," *Golden Ratio of Human Resource Management* 1, no. 2 (2021): 72–83, <https://doi.org/10.52970/grhrm.v1i2.79>.

<sup>11</sup> Rebecca Lazarides et al., "From Teacher Motivation to Teaching Behaviour: A Systematic Review and Theoretical Framework of the Mediating Processes," *Educational Research Review* 48 (August 2025): 100703, <https://doi.org/10.1016/j.edurev.2025.100703>.

<sup>12</sup> Fang Wang et al., "The Relationship between Transformational Leadership and Teacher Autonomy: A Latent Moderation Analysis," *Acta Psychologica* 249 (September 2024): 104444, <https://doi.org/10.1016/j.actpsy.2024.104444>.

teacher autonomy. Furthermore, research by Herawadi et al.<sup>13</sup> proves that work climate and interpersonal communication have a positive and significant effect on teacher loyalty. These results indicate that good interpersonal relationships and a supportive work environment are able to strengthen the professional engagement of teachers toward the institution. However, this research places more emphasis on loyalty as the dependent variable, while teacher work motivation has not been specifically studied as a standalone construct. Similar results were also found in research by Hamsah et al.,<sup>14</sup> which shows that interpersonal communication and work climate significantly influence teacher performance. In the context of madrasas, the study by Wijiyanto and Hayati<sup>15</sup> confirms that interpersonal communication and organizational climate contribute significantly to teacher performance. This study reinforces the relevance of relational and organizational factors within Islamic educational institutions. Nevertheless, the focus of such research remains on teacher performance, leaving teacher work motivation yet to be studied specifically and in depth.

Based on the aforementioned previous research, it can be concluded that interpersonal communication and organizational climate are consistently related to various positive teacher outcomes, such as autonomy, loyalty, and performance. However, several research gaps remain to be filled. First, most previous studies have placed more weight on teacher performance or loyalty, while teacher work motivation as the primary dependent variable is still relatively rarely studied. Second, research analyzing the simultaneous influence of interpersonal communication and organizational climate on teacher work motivation within a single empirical model is still limited. Third, although there is research within the madrasa context, studies specifically examining State Islamic Junior High Schools (MTsN), particularly in the North Aceh region, are still very limited. Therefore, this research is important to conduct to fill these gaps by analyzing the influence of the principal's interpersonal communication and organizational climate on the work motivation of MTsN teachers in North Aceh Regency. This research is expected to provide theoretical contributions to the development of educational management studies as well as practical contributions in formulating strategies to increase teacher work motivation through non-material approaches suited to the characteristics of the madrasa.

## METHOD

This study employed a quantitative approach with a correlational research design. This approach was used to analyze the relationships and effects among variables statistically, both partially and simultaneously. Correlational research aims to examine the extent to which

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<sup>13</sup> Dedi Herawadi et al., "The Influence of Work Climate, Interpersonal Communication, and Managerial Support on Teacher Loyalty in State Islamic Junior High School of Tangerang Regency," *International Journal of Education and Social Science Studies* 1, no. 2 (2025): 84–92, <https://doi.org/10.60153/ijesss.v1i2.187>.

<sup>14</sup> Ripin Hamsah et al., "Influence of School Head Conflict Management, Interpersonal Communication, Work Climate on Teacher Performance in Elementary School District Sector Tabongo," *International Journal of Education, Culture, and Society* 4, no. 1 (2025): 91–105, <https://doi.org/10.58578/ijecs.v4i1.8306>.

<sup>15</sup> Iwan Wijiyanto and Rina Mida Hayati, "Enhancing Science Teacher Performance: The Role of Interpersonal Communication, Pedagogical Competence, and Organizational Climate," *Journal of Education Policy and Management Studies* 2, no. 1 (2025): 16–26, <https://doi.org/10.62385/jepams.v2i1.185>.

principals' interpersonal communication (X1) and organizational climate (X2) are associated with and contribute to teachers' work motivation (Y).

The study was conducted at State Islamic Junior High Schools (Madrasah Tsanawiyah Negeri/MTsN) in North Aceh Regency, namely MTsN 1 North Aceh (central region), MTsN 2 North Aceh (western region), and MTsN 3 North Aceh (eastern region). These three madrasahs were selected purposively because they have relatively large numbers of teachers and high levels of public interest. The population of this study consisted of all MTsN teachers in North Aceh Regency distributed across ten madrasahs, totaling 387 teachers. The sampling technique used purposive sampling at the school level by selecting three MTsNs as research sites, and saturated sampling at the respondent level, in which all teachers in the selected madrasahs were included as research participants, resulting in a total sample of 157 teachers.

Data were collected using questionnaires developed based on the indicators of each variable. The questionnaire on principals' interpersonal communication measured openness, empathy, supportive attitudes, and communication equality. The organizational climate questionnaire assessed teachers' perceptions of the work atmosphere, leadership support, interpersonal relationships among staff, and opportunities for professional development. Meanwhile, the teacher work motivation questionnaire measured behavioral direction, level of effort, and persistence in carrying out professional duties.

Data analysis was conducted using descriptive and inferential statistics. Descriptive statistics were used to describe the tendencies of each variable, while inferential statistics were applied to test the research hypotheses. Prerequisite analysis included a normality test to ensure that the data were normally distributed. Furthermore, Pearson Product Moment correlation analysis was used to examine the strength and direction of relationships among variables, and multiple regression analysis was employed to test the simultaneous effects of principals' interpersonal communication (X1) and organizational climate (X2) on teachers' work motivation (Y).

## RESULTS AND DISCUSSION

### Results of the Prerequisite Normality Test

In this study, the normality test was conducted on three main variables, namely principals' interpersonal communication, organizational climate, and teachers' work motivation. The normality test was performed using the Kolmogorov–Smirnov method. The results of this test indicate significance values that are compared with a significance level ( $\alpha$ ) of 0.05. If the significance value is greater than 0.05, the data are considered normally distributed. If the  $p$ -value is  $\leq 0.05$ , the data are considered not normally distributed. The normality of the data in this study is presented in Table 1.

Based on Table 1, it is known that two variables, namely principals' interpersonal communication and organizational climate, have significance values above 0.05 (0.059 and 0.200, respectively), indicating that both variables are normally distributed. However, the teachers' work motivation variable has a significance value of 0.002, which means that it is not normally distributed. Nevertheless, several statistical experts state that parametric statistical analyses such as linear regression and Pearson correlation can still be applied to

data that are not fully normally distributed, especially when the sample size is large ( $n > 30$ ), due to the robustness principle of parametric methods against violations of the normality assumption.

**Table 1. Normality of Research Data**

Variable	Kolmogorov-Smirnov		
	Statistic	df	Sig.
Principals' interpersonal communication	0,070	157	0,59
Organizational climate	0,062	157	0,200
Teachers' work motivation	0,092	157	0,002

### Correlation Analysis

Correlation analysis was conducted to determine whether there is a relationship between principals' interpersonal communication and organizational climate with teachers' work motivation. Correlation analysis aims to examine the extent to which changes in the independent variables are related to changes in the dependent variable, either in a positive or negative direction, as well as the strength of the relationship. Hypothesis testing was conducted using a 5% significance level. The calculation was performed using the Pearson Product Moment correlation formula with SPSS 25, and the results are presented in Table 2.

**Table 2. Correlation Coefficients**

Correlation	Correlation coefficient (r)	Significance	Description
Principals' interpersonal communication (X1) and teachers' work motivation (Y)	0.748	0.000	<ul style="list-style-type: none"> <li>• Strong correlation</li> <li>• Positive</li> <li>• Significant</li> </ul>
Organizational climate (X2) and teachers' work motivation (Y)	0.739	0.000	<ul style="list-style-type: none"> <li>• Strong correlation</li> <li>• Positive</li> <li>• Significant</li> </ul>
Principals' interpersonal communication (X1) and organizational climate (X2) with teachers' work motivation (Y)	0.868	0.000	<ul style="list-style-type: none"> <li>• Very strong correlation</li> <li>• Positive</li> <li>• Significant</li> </ul>

Table 2 shows that the correlation coefficient between principals' interpersonal communication and teachers' work motivation is 0.748 with a significance value of 0.000. Since the significance value is less than 0.05, there is a significant relationship between principals' interpersonal communication and teachers' work motivation, and the relationship is positive with a strong degree of correlation.

For the organizational climate variable and teachers' work motivation, the correlation coefficient is 0.739 with a significance value of 0.000. Since the significance value is less than 0.05, there is a significant relationship between organizational climate and teachers' work motivation, and the correlation is positive with a strong degree of relationship.

The correlation coefficient between principals' interpersonal communication and organizational climate with teachers' work motivation is 0.868 with a significance value of

0.000. Since the significance value is less than 0.05, there is a significant relationship between principals' interpersonal communication and organizational climate with teachers' work motivation, and the correlation is positive with a very strong degree of relationship.

These findings indicate that the better the interpersonal communication built by the principal and the more positive the organizational climate perceived by teachers, the higher the level of teachers' work motivation. Therefore, improving the quality of communication and strengthening the organizational climate are important factors in encouraging teachers' work motivation in the madrasah environment.

### **Regression Analysis (The Effect of Principals' Interpersonal Communication on Teachers' Work Motivation)**

To further determine the extent of the individual contribution of the interpersonal communication variable to teachers' work motivation, regression analysis was conducted using a t-test, as presented in Table 3.

**Table 3. Results of the Significance Test Using the t-Test**

Coefficients <sup>a</sup>		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
	(Constant)	2.638	5,981		.441	.660
1	Interpersonal Communication	.987	.070	.748	14.066	.000

a. Dependent Variable: Teachers' Work Motivation

The t-test results in Table 3 show that the regression coefficient (B) for the interpersonal communication variable is 0.987 with a t-value of 14.066 and a significance value of 0.000, indicating statistical significance at the 95% confidence level. The regression equation is  $Y = 2.638 + 0.987X_1$ . This indicates that each one-unit increase in principals' interpersonal communication is followed by an increase in teachers' work motivation of 0.987 units, assuming other variables remain constant. The standardized Beta value of 0.748 indicates that the effect of interpersonal communication on teachers' work motivation falls within the strong category. In addition, the constant value of 2.638 indicates that when there is no interpersonal communication ( $X = 0$ ), teachers' work motivation remains at a baseline level of 2.638 units. Thus, it can be concluded that principals' interpersonal communication plays a significant role in enhancing teachers' work motivation at MTsN in North Aceh Regency.

### **Regression Analysis (The Effect of Organizational Climate on Teachers' Work Motivation)**

To further examine the extent of the individual contribution of the organizational climate variable to teachers' work motivation, regression analysis was conducted using a t-test, as presented in Table 4. Based on the regression test results in Table 4, it was found that the organizational climate variable has a regression coefficient of 1.375 with a significance value of 0.000, indicating that its effect on teachers' work motivation is statistically significant at the 95% confidence level. The regression equation is  $Y = 30.575 + 1.375X_2$ . This regression model indicates that each one-unit increase in organizational climate is followed

by an increase in teachers' work motivation of 1.375 units, assuming other variables remain constant. Furthermore, the standardized coefficient (Beta) value of 0.739 indicates that organizational climate has a strong and positive effect on teachers' work motivation. Thus, it can be concluded that the more positive teachers' perceptions of the organizational climate at school, the higher their level of work motivation at MTsN in North Aceh Regency.

**Table 4. Results of the Significance Test Using the t-Test**

Coefficients <sup>a</sup>		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
Model		B	Std. Error	Beta			
	(Constant)	-30,575	8,581			-3.563	.000
1	Organizational Climate	1.375	.101	.739		13.650	.000

a. Dependent Variable: Teachers' Work Motivation

#### **Multiple Regression Analysis (The Effect of Principals' Interpersonal Communication and Organizational Climate on Teachers' Work Motivation)**

To examine the extent to which principals' interpersonal communication and organizational climate contribute to teachers' work motivation, multiple regression analysis was conducted using the t-test, and the results are presented in Table 5.

**Table 5. Results of the Significance Test Using the t-Test**

Coefficients <sup>a</sup>		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
Model		B	Std. Error	Beta			
	(Constant)	-50.041	6.579			-7.606	.000
1	Interpersonal Communication	.679	.060	.515		11.352	.000

a. Dependent Variable: Teachers' Work Motivation

Based on the results presented in Table 5, it is known that both independent variables have positive and significant regression coefficients, namely 0.679 for interpersonal communication and 0.928 for organizational climate. The significance (Sig.) values for each variable are 0.000, which are far below the 5% significance level (0.05). This indicates that, partially, both interpersonal communication and organizational climate have a significant effect on teachers' work motivation. In other words, an improvement in either variable will lead to an increase in teachers' work motivation, assuming the other variable remains constant.

Overall, the results of this study confirm that the multiple regression model employed demonstrates a good level of adequacy, in which principals' interpersonal communication ( $X_1$ ) and organizational climate ( $X_2$ ) jointly explain variations in teachers' work motivation in a statistically significant manner. Based on the results of the partial significance test (t-test), the regression equation obtained is  $Y = 50.041 + 0.679X_1 + 0.928X_2$ , indicating that improvements in the quality of principals' interpersonal communication and organizational

climate are followed by an increase in teachers' work motivation. These findings are consistent with Lazarides et al.,<sup>16</sup> who emphasize that relational factors and organizational context play a crucial role in shaping teacher motivation. In addition, studies on school climate conducted by Aldridge et al.<sup>17</sup> also demonstrate that a positive working environment contributes significantly to teachers' motivation and work engagement. The regression coefficients indicate that organizational climate exerts a stronger influence than interpersonal communication, suggesting that a conducive work environment is a dominant factor in fostering teachers' work motivation.

The correlation analysis shows that principals' interpersonal communication has a significant and positive relationship with teachers' work motivation, with a correlation coefficient of 0.748 and a significance value of 0.000 (sig < 0.05), which falls into the category of a strong relationship. This implies that the better the interpersonal communication established by the principal, the higher the teachers' work motivation. The magnitude of the effect of interpersonal communication on teachers' work motivation is indicated by a regression coefficient of 0.987, meaning that every one-unit increase in interpersonal communication is followed by an increase in teachers' work motivation of 0.987 units. These findings reinforce De Vito's theory regarding the importance of openness, empathy, and equality in interpersonal communication. Empirically, this result is also supported by the study of Suntani et al.,<sup>18</sup> which found that school leaders' interpersonal communication has a significant effect on teachers' motivation and work attitudes. Furthermore, research by Huang et al.<sup>19</sup> on leadership and emotional relationships in schools indicates that empathetic communication by leaders contributes to strengthening teachers' motivation and professional engagement.

The statistical test results also indicate that organizational climate has a significant and positive relationship with teachers' work motivation, with a correlation coefficient of 0.739 and a significance value of 0.000 (sig < 0.05). The regression coefficient of 1.379 shows that every one-unit increase in organizational climate is followed by an increase in teachers' work motivation of 1.379 units. This finding is in line with the organizational climate concept proposed by Litwin and Stringer, which emphasizes dimensions such as identity, support, and structure as determinants of individual motivation. The results of this study are further supported by research conducted by Yetiş<sup>20</sup> and Sun et al.,<sup>21</sup> which demonstrate that positive

<sup>16</sup> Lazarides et al., "From Teacher Motivation to Teaching Behaviour," August 2025.

<sup>17</sup> Jill M. Aldridge et al., "School Climate: Using a Person–Environment Fit Perspective to Inform School Improvement," *Learning Environments Research* 27, no. 2 (2024): 411–30, <https://doi.org/10.1007/s10984-023-09490-w>.

<sup>18</sup> Utui Tatang Suntani et al., "The Role of Principal Interpersonal Communication on Teacher's Work Motivation," *Education Quarterly Reviews* 4, no. 2 (2021), <https://doi.org/10.31014/aior.1993.04.02.206>.

<sup>19</sup> Bingbing Huang et al., "Firm-Level Financialization: Contributing Factors, Sources, and Economic Consequences," *International Review of Economics & Finance* 80 (July 2022): 1153–62, <https://doi.org/10.1016/j.iref.2022.04.007>.

<sup>20</sup> Emirhan Yetiş, "The Relationship Between Motivation to Teach, School Climate, and Attitude Toward Teaching Profession," *International Journal of Contemporary Educational Research* 12, no. 1 (2025): 123–33, <https://doi.org/10.52380/ijcer.2025.12.1.800>.

<sup>21</sup> Wenmei Sun et al., "The Relationship Between School Organizational Climate and Teachers' Organizational Citizenship Behaviors: The Mediating Role of Teaching Efficacy and Moderating Role of Optimistic Traits," *Behavioral Sciences* 14, no. 12 (2024), <https://doi.org/10.3390/bs14121130>.

perceptions of school organizational climate are strongly correlated with teachers' motivation and work behavior.

Simultaneous testing indicates that principals' interpersonal communication and organizational climate together have a very strong and significant relationship with teachers' work motivation, as evidenced by a correlation coefficient of 0.868 with a significance value of 0.000 (sig < 0.05). This finding suggests that both variables complement each other in influencing teachers' work motivation. The regression coefficients of each variable—0.679 for interpersonal communication and 0.928 for organizational climate—demonstrate that the combination of effective leadership communication and a conducive work environment constitutes a key factor in optimally fostering teachers' work motivation. These results reinforce the view that teachers' work motivation is not shaped by a single factor, but rather by the interaction between the quality of leadership communication and the school organizational climate.<sup>22</sup>

The findings of this study have important implications at the levels of educational policy, institutional practice, and future research directions. From a policy perspective, the results emphasize that efforts to enhance teachers' work motivation should not rely solely on material approaches such as professional allowances, but must be complemented by policies aimed at strengthening principals' leadership capacity, particularly in terms of open, empathetic, and participatory interpersonal communication. In addition, madrasah management policies should be directed toward creating a supportive, fair, and conducive organizational climate as part of a sustainable strategy for improving educational quality.

From an institutional and societal perspective, these findings indicate that a healthy work environment and positive social relationships within schools directly contribute to teachers' enthusiasm and professional responsibility, which ultimately affect the quality of educational services received by students and the level of public trust in madrasahs. Therefore, efforts to build a harmonious organizational climate and effective communication within MTsN institutions represent a strategic necessity for enhancing competitiveness and strengthening the image of madrasahs as high-quality educational institutions.

With regard to implications for future research, this study opens opportunities to develop more comprehensive models by incorporating mediating or moderating variables such as job satisfaction, organizational commitment, or teacher well-being, in order to gain a deeper understanding of the mechanisms underlying teachers' work motivation. Furthermore, future studies employing qualitative approaches or mixed methods, as well as expanding the research context across different educational levels and regions, are expected to enrich the findings and enhance the generalizability of the results.

## CONCLUSION

Based on the results of statistical analysis of data obtained from questionnaire distribution to MTsN teachers in North Aceh Regency, it can be concluded that there is a significant effect of principals' interpersonal communication and organizational climate on

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<sup>22</sup> Rebecca Lazarides et al., "From Teacher Motivation to Teaching Behaviour: A Systematic Review and Theoretical Framework of the Mediating Processes," *Educational Research Review* 48 (August 2025): 100703, <https://doi.org/10.1016/j.edurev.2025.100703>.

teachers' work motivation. First, principals' interpersonal communication (X1) was proven to have a significant effect on teachers' work motivation (Y), with a correlation coefficient of  $r = 0.748$ , a significance value of 0.000 (sig < 0.05), and a regression coefficient of  $\beta = 0.987$ . This indicates that the better the interpersonal communication established by the principal, the higher the teachers' work motivation in carrying out their duties. Second, organizational climate (X2) also has a significant effect on teachers' work motivation, with a correlation coefficient of  $r = 0.739$ , a significance value of 0.000 (sig < 0.05), and a regression coefficient of  $\beta = 1.379$ . This finding shows that a positive, comfortable, and supportive working atmosphere within the madrasah is able to enhance teachers' enthusiasm and commitment to their work. Third, simultaneously, principals' interpersonal communication (X1) and organizational climate (X2) jointly have a significant effect on teachers' work motivation (Y), with a correlation coefficient of  $r = 0.868$ , a significance value of 0.000 (sig < 0.05), and respective regression coefficients of  $\beta = 0.679$  (X1) and  $\beta = 0.928$  (X2). These results confirm that the synergy between effective interpersonal communication and a conducive organizational climate is a crucial factor in improving teachers' work motivation in MTsN of North Aceh Regency.

Although this study provides important empirical findings, several limitations should be acknowledged. The use of a correlational design and questionnaire-based instruments limits the ability to fully explain causal relationships and may involve respondents' perceptual bias. In addition, the research scope, which is limited to MTsN in North Aceh Regency, restricts the generalizability of the findings. Therefore, future studies are recommended to employ mixed-methods or longitudinal approaches, expand the research area, and incorporate additional variables such as job satisfaction, organizational commitment, or leadership style in order to obtain a more comprehensive understanding.

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