THE MOTIVATIONAL TRIFECTA: EMPIRICAL STUDY OF INDUSTRIAL CULTURE, INTERNSHIPS, AND LEARNING COMMUNITY IN VOCATIONAL TEACHER ENGAGEMENT

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Abstract:

Teachers' work motivation is a critical factor directly impacting their performance, job satisfaction, and a school's overall success. Furthermore, the integration of Seiri industrial culture, which emphasizes organization and efficiency, with teacher internship programs is a key strategy for vocational schools to prepare graduates with the practical competencies and professional work ethic needed by modern industries. This research was designed to analyze the influence of industrial culture, productive teacher internship programs, and learning communities on the work motivation of vocational high school (Sekolah Menengah Kejuruan, SMK) teachers across Kendal Regency, both partially and simultaneously. Employing a quantitative approach with an explanatory research design, the study encompassed all public and private vocational high schools in Kendal Regency, Central Java Province, totaling 29 institutions. The population of this research comprised 315 productive teachers. A sample of 176 teachers was determined through the application of the Slovin formula. Proportional sampling was the technique utilized for sample selection. Data collection was conducted via questionnaires. The data were analyzed using multiple linear regression analysis techniques. The findings of this research indicate that industrial culture, productive teacher internship programs, and learning communities exert a positive and significant influence on the work motivation of vocational high school teachers in Kendal Regency, both partially and simultaneously. This research significantly contributes to the fields of educational psychology and human resource management by providing a robust theoretical framework and empirical evidence on the factors influencing teacher work motivation in vocational education.

Abstrak:

Motivasi kerja guru merupakan faktor krusial yang secara langsung memengaruhi kinerja, kepuasan kerja, dan kesuksesan sekolah secara keseluruhan. Selain itu, integrasi budaya industri Seiri, yang menekankan pada keteraturan dan efisiensi, dengan program magang guru merupakan strategi utama bagi sekolah kejuruan untuk mempersiapkan lulusan dengan kompetensi praktis dan etos kerja profesional yang dibutuhkan oleh industri modern. Penelitian ini dirancang untuk menganalisis pengaruh budaya industri, program magang guru produktif, dan komunitas belajar terhadap motivasi kerja guru Sekolah Menengah Kejuruan (SMK) se Kabupaten Kendal, baik secara parsial maupun simultan. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian eksplanatori. Lokasi penelitian mencakup seluruh SMK negeri dan swasta di Kabupaten Kendal, Provinsi Jawa Tengah, yang berjumlah 29 sekolah. Populasi

dalam penelitian ini terdiri dari 315 orang guru produktif. Sampel terdiri dari 176 guru, yang ditentukan melalui perhitungan rumus Slovin. Teknik pemilihan sampel yang diterapkan adalah proportional sampling. Pengumpulan data dilakukan melalui kuesioner. Analisis data menggunakan teknik analisis regresi linear berganda. Hasil penelitian menunjukkan bahwa budaya industri, program magang guru produktif, dan komunitas belajar memiliki pengaruh positif dan signifikan terhadap motivasi kerja guru SMK di Kabupaten Kendal, baik secara parsial maupun simultan. Penelitian ini memberikan kontribusi signifikan terhadap bidang psikologi pendidikan dan manajemen sumber daya manusia dengan menyajikan kerangka kerja teoritis yang kuat dan bukti empiris mengenai faktor-faktor yang memengaruhi motivasi kerja guru dalam pendidikan kejuruan.

INTRODUCTION

Teachers' work motivation is fundamental to educational quality, influencing instructional effectiveness and student outcomes. Within vocational education, where teachers prepare students for specific industries, motivation assumes heightened importance. These educators must remain current with industry practices and foster practical skills, requiring significant dedication. Understanding the factors that sustain or diminish their professional drive is crucial for ensuring the vitality of vocational training programs and the successful transition of students into the workforce. Therefore, identifying the determinants of work motivation among vocational teachers represents a critical area of inquiry for educational researchers and policymakers seeking to optimize this sector's performance.

Work motivation, in an organizational context, is a critical determinant of success, as it directly fosters effective employee performance. The attainment of an organization's objectives is fundamentally contingent upon the productivity and effectiveness of its workforce (Vo et al, 2022). The necessity for employees to be fully engaged and motivated, rather than just physically present, is paramount for organizational success. Within organizational psychology, motivation remains a critical construct for elucidating individual behavior. Consequently, empirical research into the antecedents of work motivation can significantly advance theoretical knowledge concerning the conditions that maximize individual performance and well-being.

Work motivation for a teacher encompasses the duties and responsibilities evident in their instructional activities, stemming from internal drives and the influences of the school environment. The profession of teaching is undertaken due to an inherent motivation to educate; a lack thereof would impede optimal performance outcomes. Motivation can originate from various sources, both intrinsic and extrinsic. Furthermore, professional educators must possess a high degree of work motivation. Teachers exhibiting strong work motivation demonstrate this through their attitudes and behaviors, characterized by a willingness to exert considerable effort, a proactive disposition, and the effective utilization of their abilities, intellect, and skills to achieve educational objectives (Collie, 2023).

Preliminary research indicates that the work motivation of vocational high school teachers in Kendal Regency is currently relatively low. A considerable

number of teachers exhibit a lack of diligence in executing their core duties and responsibilities effectively, often citing various non-teaching administrative tasks and other obligations as impediments. The summary of the 2024 teacher performance appraisal (PKG) results is presented in Table 1.1 below.

Table A.1. Recapitulation of Teachers' Performance Assessment

No	Competence	Scores
1	Pedagogical	22.0
2	Personality	11.0
3	Social	7.0
4	Professional	6.0
	Total	46.0
	Conversion Average Scores	82.1%

An examination of Table A.1 reveals that the overall teacher performance in vocational high schools within Kendal Regency is commendable, yielding a result of 82.1%. However, this figure has not yet reached the 100% target for performance appraisal as stipulated by the Regulation of the Minister of Administrative and Bureaucratic Reform Number 16 of 2009. Furthermore, the seemingly low work motivation among vocational high school teachers in Kendal Regency is also evident in their timekeeping, with a significant number of teachers frequently arriving late to their scheduled classes.

Based on the attendance records of both public and private vocational high school teachers, obtained from the Branch XIII Office of the Central Java Provincial Education Bureau in Kendal Regency, it was observed that during the first semester of the 2024/2025 academic year, the incidence of teachers arriving late to class amounted to 9 days (7.00%), absences due to illness totaled 30 days (20.00%), and absences due to approved leave reached 15 days (10.00%). Consequently, the overall teacher attendance rate was calculated to be 85.00%.

One significant factor capable of influencing work motivation in vocational high schools (SMK) is industrial culture. The implementation of industrial culture within schools is currently underway. Industrial culture itself constitutes a set of behavioral patterns, habits, and values prevalent in the work environment of an industrial enterprise (Reekers & Stihl, 2021). Consequently, within industrial society, industrial culture is paramount for enhancing the quality of work performed by industrial personnel. Through the adoption of industrial culture, students can develop into proficient and valuable employees for the companies that hire them. Furthermore, the integration of an industrial work culture among students will foster the development of resilient soft skills (Juniarti, Maryanto & Egar, 2023).

Industrial culture also plays a role in instilling the values and norms that govern how work is conducted. Generally, there are five types of industrial culture. These five types are commonly known as 5S, namely *Seiri*, *Seiton*, *Seiso*, *Seiketsu*, and *Shitsuke* (Gupta, 2022). The 5S methodology, originating in Japan, is a systematic approach to workplace organization and standardization. While seemingly focused on the physical environment, the implementation and consistent practice of 5S have a profound and positive impact on employee work motivation. This connection stems from several key factors, namely: (1) enhanced efficiency and reduced frustration [Gupta, 2022 and Lobo, 2023]; (2) improved safety and well-being [Gupta, 2022; Jean & Siregar, 2022; and Lobo, 2023]; (3) increased ownership and pride [Gupta, 2022; and Lobo, 2023]; (4) clearer communication and collaboration

[Jean & Siregar, 2022; and Lobo, 2023]; and (5) cultivating a culture of continuous improvement [Jean & Siregar, 2022 and Collie, 2023].

The *5S* methodology, as one of industrial culture, is not just about physical organization; it's a powerful tool for shaping a positive and productive work environment that directly impacts employee work motivation. By reducing frustration, improving safety, fostering ownership, enhancing communication, and cultivating a culture of continuous improvement, *5S* creates a workplace where employees feel more competent, valued, and ultimately, more motivated to excel.

Another salient factor capable of fostering heightened teacher work motivation is the implementation of teachers' internship programs. Educational institutions that institute structured teacher practicum opportunities empower educators to augment their professional competencies. This enhancement can yield substantial positive ramifications for both students and the school, notably including the cultivation of productive teacher work motivation.

Teachers' internships can be executed through diverse modalities (Rogayan & Reusia, 2021). Beyond assigning teachers to participate in direct immersion within pertinent industries, internship experiences can also be facilitated by inviting industry experts to conduct in-service training (Diklat) at the school and through peer-learning initiatives. This underscores that industrial internships represent an effective avenue for enhancing teachers' professional competence and work motivation.

Internship programs offer a dynamic pathway for teachers to invigorate their practice and rekindle their passion for education in several key ways. Firstly, they provide a fresh perspective by immersing educators in new learning environments, often exposing them to innovative teaching methodologies, diverse student populations, or different school cultures [Cai et al, 2022; Gomez, 2022]. This exposure can break down routine and challenge existing assumptions, fostering a sense of intellectual stimulation and encouraging teachers to re-evaluate their approaches.

Secondly, internships often involve mentorship and collaboration with experienced professionals or experts in specific fields [Gomez, 2022; Sasmit & Riyanti, 2023]. This interaction provides invaluable opportunities for learning new skills, receiving constructive feedback, and expanding professional networks. The support and guidance received can boost a teacher's confidence and empower them to experiment with new strategies without the fear of failure [Cai et al, 2022; Gomez, 2022; and Cabile, 2024].

Furthermore, many internship programs focus on professional development in areas that teachers are particularly interested in or where they feel a need to grow [Gomez, 2022; Sasmit & Riyanti, 2023; and Cabile, 2024]. This targeted learning can lead to a greater sense of competence and efficacy in the classroom, which in turn fuels motivation. The acquisition of new knowledge and skills can translate into more engaging lessons, improved student outcomes, and a renewed sense of purpose.

Finally, the experience of an internship can lead to career advancement opportunities or new roles within the education system [Cai et al, 2022; Gomez, 2022; Sasmit & Riyanti, 2023; and Cabile, 2024]. This potential for growth and recognition can be a significant motivator, encouraging teachers to strive for excellence and continuously seek ways to improve their practice. Ultimately, internship programs act as a catalyst for professional growth, providing teachers

with the stimulation, support, and opportunities they need to stay inspired and effective in their vital role.

The following factor that contributes to increasing teacher work motivation is the learning community. Learning communities provide a promising structure for enhancing teacher knowledge and encouraging collaboration between schools (Evert & Stein, 2022).

Teachers' work motivation serves as the vital lifeblood that nourishes student growth and fuels school success. While intrinsic passion undoubtedly plays a role, the external environment significantly shapes and sustains this crucial drive. At its core, a learning community fosters a sense of belonging and shared purpose [Evert & Stein, 2022; Clark et al, 2023; and Krabonja et al, 2024]. Moreover, learning communities can create a supportive and trusting environment where teachers feel safe to take risks, experiment with innovative teaching methods, and even admit to challenges without fear of judgment [Botha & Nel, 2022; Liu et al, 2024]. This psychological safety is crucial for fostering a growth mindset and encouraging teachers to step outside their comfort zones (Chen et al, 2023).

The inherent structure of a professional learning community promotes a culture of continuous improvement and reflective practice. Through regular discourse and constructive feedback mechanisms, teachers are empowered to critically evaluate their instructional approaches, identify areas for professional development, and experiment with alternative strategies. This process of inquiry and reflection cultivates a sense of ownership and agency regarding their professional trajectory, leading to heightened engagement and a more profound commitment to their professional responsibilities.

By fostering a sense of belonging, providing opportunities for professional growth, encouraging reflective practice, and cultivating a supportive environment, learning communities act as powerful catalysts for igniting and sustaining teachers' passion and commitment. Consistent nurturing and a supportive ecosystem, so too does teachers' motivation thrive in the rich and collaborative environment of a vibrant learning community.

This study investigates three potentially influential factors within the vocational school environment: industrial culture, teacher internships, and learning communities. Therefore, the problems discussed in the research paper will be: How do industrial culture, teacher internships, and learning communities partially and simultaneously influence the work motivation of vocational teachers? This final problem seeks to understand the combined effect of all three elements on teacher drive.. These elements collectively shape the context in which vocational teachers operate and potentially influence their drive.

RESEARCH METHODS

This study employed a quantitative approach utilizing an explanatory research design. Explanatory research constitutes a research modality oriented towards the elucidation of causal relationships between two or more variables (Sugiyono, 2023, p. 44). The present investigation endeavors to ascertain the influence of industrial culture, productive teacher internships, and learning communities on the work motivation of productive teachers within Vocational High Schools (SMK) throughout Kendal Regency.

The present research employs a quantitative approach and utilizes descriptive analysis as its methodological framework. The objective of descriptive

research is to examine hypotheses or address inquiries about the extant status of the subjects under investigation. Furthermore, the quantitative methodology is applied to ascertain the influence of the variables under scrutiny (Tharaba & Wahyudin, 2024).

The research design operationalized four key variables based on the theoretical underpinnings and prior studies discussed in the literature review. Industrial culture (X1), teacher internships (X2), and learning communities (X3) were designated as independent variables, hypothesized to influence the dependent variable, teacher work motivation (Y). Each variable was measured using specific dimensions and indicators derived from established literature, such as the 5S framework for industrial culture and intrinsic/extrinsic factors for motivation. The design facilitated the examination of the distinct impact of each independent variable, as well as their synergistic effect when considered together, on teacher work motivation.

The target population for this investigation comprised all vocational teachers, specifically termed 'Productive Teachers', employed across the 29 public and private Vocational High Schools (SMK) within Kendal Regency, Central Java. Based on data obtained from the Cabang Dinas Pendidikan Wilayah XIII Jawa Tengah in Kendal for the year 2024, the total number of these specialized teachers was 315. The sample size was determined using the Slovin formula (Sugiyono, 2023, p. 82), a common method for calculating sample size from a finite population when the variance is unknown. With a total population (N) of 315 vocational teachers and employing a margin of error (e) set at 5% (0.05), which is a conventional tolerance level in educational and social science research, the calculation yielded a required sample size (n) of 176 teachers. This sample size was considered adequate to ensure the findings could be generalized to the entire population of vocational teachers in Kendal Regency with a 95% confidence level.

A proportionate stratified random sampling technique was employed to select the 176 participants from the population of 315. Proportional sampling entails a method of sample selection from the constituent members of a population employing a randomized procedure that does not take into account pre-existing strata within the population (Sugiyono, 2023, p. 271). The population was first stratified based on the 29 individual Vocational High Schools.

The data collecting method was done using questionnaire. A questionnaire comprises a structured compilation of questions posed by the researcher to elicit fundamental information pertaining to self-reported accounts, personal knowledge or beliefs of the subjects, or other information relevant to the research inquiry (Sugiyono, 2023, p. 94). The research utilized four distinct questionnaires to measure work motivation, industrial culture, the teacher internship program, and learning communities. A detailed description of each questionnaire is provided below.

The questionnaire for measuring work motivation was based on Herzberg's theory and originally comprised 32 statements, assessing both intrinsic and extrinsic motivation. Following a validity test using Product Moment analysis, one item (item number 29) was deemed invalid. Consequently, the final questionnaire consisted of 31 valid items. The reliability of this instrument was confirmed through Cronbach's Alpha analysis, which yielded a coefficient of 0.928. As this value exceeds the minimum acceptable threshold of 0.700, as cited by Nunally in Sugiyono, the instrument was considered reliable.

To measure organizational culture, a questionnaire containing 30 statements was developed based on the 5S concept, which includes the dimensions of *seiri*, *seiton*, *seiso*, *seiketsu*, and *shitsuke*. A validity test using Product-Moment analysis showed that all items were valid, with p-values less than 0.05. The instrument's reliability was established with a Cronbach's Alpha coefficient of 0.933. Since this value is greater than the 0.700 criterion for reliability (Nunally in Sugiyono, 2023, p. 132), the questionnaire was deemed reliable.

The questionnaire for the teacher internship program consisted of 30 statements, focusing on work attitudes, knowledge, and skills. Validity was confirmed for all items through Product-Moment analysis, with each item demonstrating a p-value less than 0.05. The instrument's reliability was assessed using Cronbach's Alpha, resulting in a coefficient of 0.914. This value surpassed the 0.700 reliability criterion (Nunally in Sugiyono, 2023, p. 132), confirming the instrument's reliability.

Finally, the learning community questionnaire comprised 36 statements covering the dimensions of educating, facilitating, motivating, and integrating. Validity for all items was established through Product Moment analysis, with each item having a p-value less than 0.05. The reliability test, using Cronbach's Alpha, produced a coefficient of 0.918. Given that this value exceeds the 0.700 reliability benchmark (Nunally in Sugiyono, 2023, p. 132), the instrument was declared reliable.

The data were analyzed using Multiple Linear Regression to examine the influence of industrial culture (X_1), productive teachers' internships (X_2), and learning communities (X_3) on teacher work motivation (Y). This technique allowed for testing the individual hypotheses regarding the predictive power of each independent variable on the dependent variable, assessed through the significance of their respective regression coefficients (β) using t-tests ($p < 0.05$). The overall model's significance, addressing the combined influence hypothesis, was evaluated using the F-test (ANOVA) (Ghozali, 2023, p. 92).
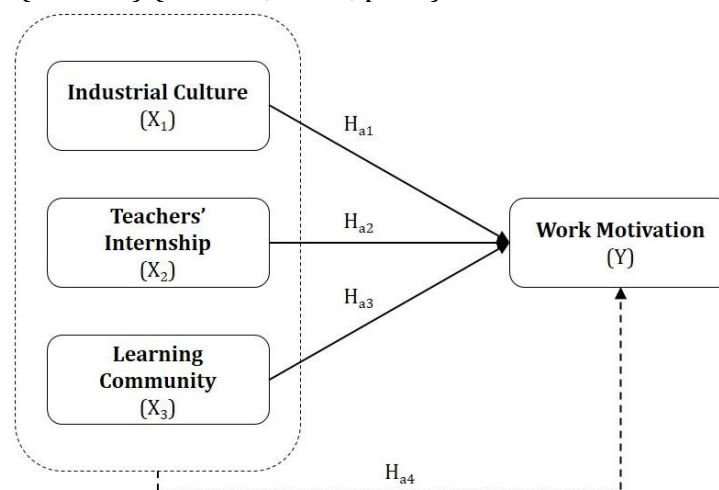

Figure A.2 Theoretical Frame-work of the Research

RESULTS AND DISCUSSION

Results

Descriptive Analysis

The descriptive analysis results can be summarized in Table A.2 as follows:

Table A.2 The Summary of Descriptive Analysis Results

Variables	Descriptor	Statistics
Work Motivation (Y)	Mean	125.25
	Standard Deviation	10.72
	Minimum Score	90.0
	Maximum Score	155.0
Industrial Culture (X_1)	Mean	126.32
	Standard Deviation	11.448
	Minimum Score	97.0
	Maximum Score	150.0
Teachers' Internship (X_2)	Mean	122.41
	Standard Deviation	10.009
	Minimum Score	98.0
	Maximum Score	150.0
Learning Community (X_3)	Mean	129.36
	Standard Deviation	13.763
	Minimum Score	100.0
	Maximum Score	160.0

Teacher Work Motivation (Y), the dependent variable measured by 32 items based on Herzberg's intrinsic and extrinsic factors, exhibited a mean score of 125.25 (SD = 10.72). This result points towards a generally high level of work motivation among the sampled vocational teachers. The strong agreement, indicated by the low standard deviation, suggests that teachers feel motivated by both intrinsic aspects like achievement and recognition, and extrinsic factors such as working conditions and salary, reflecting satisfaction across Herzberg's two factors.

The variable Industrial Culture (X_1), measured using 30 items reflecting the 5S dimensions (Seiri, Seiton, Seiso, Seiketsu, Shitsuke), yielded a mean score of 126.32 (SD = 11.448) across the 176 respondents. This relatively high mean score indicates that, on average, vocational teachers in Kendal Regency perceive the implementation of industrial culture principles within their school environments favorably. The moderate standard deviation suggests a reasonable degree of consensus among teachers, although some variation in perception exists across the different schools sampled.

Teacher Internships (X_2), assessed through 30 items covering work attitude, knowledge, and skills dimensions, showed a mean score of 122.41 (SD = 10.009). This suggests that vocational teachers generally hold a positive view regarding the contribution of internships to their professional development, although slightly less pronounced than their view on industrial culture. The score implies that internships are perceived as beneficial for enhancing practical competencies and understanding industry demands, aligning with the goals of vocational education preparation within the regency.

Learning Communities (X_3), measured via 36 items across dimensions of educating, facilitating, motivating, and integrating, the descriptive analysis revealed a mean score of 129.36 (SD = 13.763). This high mean indicates a strong positive perception among vocational teachers regarding the presence and effectiveness of

learning communities within their schools. The low standard deviation further suggests a high level of agreement among respondents, highlighting the perceived importance of collaborative professional environments for enhancing teaching practices in Kendal Regency.

Hypothesis Tests

Hypothesis testing in this study was conducted utilizing multiple linear regression analysis with three predictor variables. The general equation for multiple linear regression is as follows (Ghozali, 2023, p. 76):

$$\hat{Y} = a + b_1 X_1 + b_2 X_2 + b_3 X_3 + \varepsilon$$

Where:

Y = Dependent Variable (Work Motivation of Productive Teachers)
α = Intercept
β1,β2,β3 = Regression Coefficients for each predictor variable X_1 = Industrial Culture; X_2 = Productive Teacher Internship; and X_3 = Learning Community
ϵ = Error term

Based on the results of the analysis, the following statistical test outcomes were obtained:

Table A.3 The Summary of Multiple Regression Analysis Tests

Model	β	t	ρ
Constant	23.777	3.496	0.001
Industrial Culture	0.178	2.194	0.030
Teachers' Internship	0.433	5.890	0.000
Learning Community	0.201	3.011	0.003
R^2 : 0.584 R: 0.764			
F : 80.498			
Sig. : 0.000			

Referring to the summary of the multiple linear regression analysis results as presented in Table A.3 above, the following model equation can be derived:

$$\hat{Y} = 23.777 + 0.178 X_1 + 0.433 X_2 + 0.201 X_3 + \varepsilon$$

The aforementioned model demonstrates that all generated regression coefficient values are positive. Consequently, it can be inferred that all predictor variables, namely Industrial Culture (X1), Teachers' Internship (X2), and Learning Community (X3), exert a direct or positive influence on the dependent variable. Thus, an increase in the levels of these three variables corresponds to a concomitant increase in teachers' work motivation. Conversely, a decrease in these variables is associated with a reduction in work motivation.

The analysis of the partial influence of the Industrial Culture (X_1) on Work Motivation (Y) yielded a *t*-statistic value of 2.194 with a significance value (ρ) of 0.030. Given that the obtained significance value (p<0.05), the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. Therefore, it is concluded that there is a statistically significant and positive partial influence of Industrial Culture (X_1) on Work Motivation (Y).

The analysis concerning the partial effect of the Teachers' Internship (X_2) on Work Motivation (Y) revealed a *t*-statistic value of 5.890 with a significance value (ρ) of 0.000. Considering that the resulting significance value (ρ<0.05), the null

hypothesis (H₀) is rejected, and the alternative hypothesis (Hₐ) is accepted. Consequently, it can be concluded that there is a statistically significant and positive partial influence of Teachers' Internship (X_2) on Work Motivation (Y).

The analysis of the partial influence of the Learning Community (X_3) on Work Motivation (Y) yielded a *t*-statistic value of 3.011 with a significance value (ρ) of 0.003. Given that the obtained significance value ($\rho < 0.05$), the null hypothesis (H₀) is rejected, and the alternative hypothesis (Hₐ) is accepted. Therefore, it is concluded that there is a statistically significant and positive partial influence of the Learning Community (X_3) on Work Motivation (Y).

The analysis concerning the simultaneous influence of Industrial Culture (X_1), Teachers' Internship (X_2), and Learning Community (X_3) on Work Motivation (Y) yielded an *F*-statistic value of 80.498 with a significance value (ρ) of 0.000. Given that the obtained significance value ($\rho < 0.05$), the null hypothesis (H₀) is rejected, and the alternative hypothesis (Hₐ) is accepted. Consequently, it is concluded that there is a statistically significant and positive simultaneous influence of Industrial Culture (X_1), Teachers' Internship (X_2), and Learning Community (X_3) on Work Motivation (Y).

The magnitude of the simultaneous influence of Industrial Culture (X_1), Teachers' Internship (X_2), and Learning Community (X_3) on Work Motivation (Y) is determined by the coefficient of determination (R^2), which was found to be 0.584. Consequently, the variables Industrial Culture (X_1), Teachers' Internship (X_2), and Learning Community (X_3) simultaneously account for 58.40% of the variability of Work Motivation (Y). The remaining 41.60% of the variance is attributable to other variables beyond the model.

Variables' Effective and Relative Importance

The effective (EI) and relative importance (RI) of each variable to work motivation can be ascertained through the application of the following formulas:

EI (X)% = $\beta(X_1)$ X $r(X_1)$ X 100% (Mizumoto, 2022)

RI (X)% = $\dfrac{EI(X)\%}{R_{Square}}$ (Mizumoto, 2022)

Based on the employment of the EI formula mentioned above, the effective importance of each variable to work motivation can be summarized in the following table.

Table A.4 The Summary of Variables' Effective Importance to Work Motivation

Variables	Standardized β	Correlation Coeff (*r*)	Effective Importance (EI)
Industrial Culture	0.190	0.666	12.70%
Teachers' Internship	0.404	0.700	28.30%
Learning Community	0.258	0.676	17.40%
Total			58.40%

Further, the relative importance of each variable to work motivation can be summarized in the following table.

Table A.5 The Summary of Variables' Relative Importance to Work Motivation

Variables	Effective Importance (EI)	Determination Coeff (R^2)	Relative Importance (RI)
Industrial Culture	12.70%		21.75%
Teachers' Internship	28.30%	0.584	48.45%
Learning Community	17.40%		29.80%
Total			100.00%

Assumption Tests

The assumption testing conducted in this research comprised assessments for data normality, linearity, multicollinearity, and heteroscedasticity. The outcomes of these assumption tests are detailed as follows.

The initial assumption tested was the normality of the data. The Kolmogorov-Smirnov test, employed to assess data normality, yielded Kolmogorov-Smirnov (KS) coefficients for all variables with significance values (ρ) > 0.05. Based on these findings, it can be concluded that the data for all variables were drawn from populations with a normal distribution. The results of the data normality tests are summarized in Table A.6 below.

Table A.6 The Summary of Normal Test

Variables	Asymp. Sig. (2-tailed)	Remark
Work Motivation	0.082	Normal
Industrial Culture	0.060	Normal
Teachers' Internship	0.056	Normal
Learning community	0.103	Normal

The second assumption tested was the linearity of the data. The results of these tests indicated that all assumptions of linearity were met. This is evidenced by the significance values (ρ) exceeding 0.05 for all *F*-statistic values obtained. The results of the data linearity tests are further summarized in Table A.7 below.

Table A.7 The Summary of Linearity Test Results

Models	*F*-stat	Sig.	Remark
Industrial Culture – Work Motivation	1.130	0.295	Linear
Teachers' Internship – Work Motivation	0.877	0.877	Linear
Learning community – Work Motivation	0.998	0.487	Linear

The third assumption tested was multicollinearity. To ascertain multicollinearity, the *Variance Inflation Factor* (VIF) and *Tolerance* values were examined. The test results revealed that the VIF values for all independent variables were < 10, and the Tolerance values were > 0.1. This indicates that the independent variables employed in this study did not exhibit symptoms of multicollinearity, implying that all these variables can be considered mutually independent. The results of these tests are summarized in Table A.8 below.

Table A.8 The Summary of Multicolinearity Test Results

Variable	Collinearity Statistics		Remark
	Tolerance	VIF	
Industrial Culture	0.322	3.103	Non-multicolinear

Teachers' Internship	0.514	1.945	Non-multicolinear
Learning community	0.329	3.039	Non-multicolinear

The final assumption tested was heteroscedasticity. This was assessed using the Glejser test. Based on the test results, the *t*-statistic values for all independent variables exhibited significance values > 0.05. Consequently, it can be concluded that heteroscedasticity did not occur in the regression model. The results of these tests are further summarized in the table below.

Table A.9 The Summary of Heteroscedasticity Test Results

Model	*t* statistics	Sig.	Remark
Constant	0.309	0.758	Non-heteroscedasticity
Industrial Culture	0.927	0.355	Non-heteroscedasticity
Teachers' Internship	0.489	0.114	Non-heteroscedasticity
Learning community	0.693	0.208	Non-heteroscedasticity

Based on the results of the assumption tests presented in the preceding section, it can be established that the regression assumptions were met. Consequently, the resulting estimations satisfy the criteria for *BLUE* (Best, Linear, Unbiased, Estimator) (Ghozali, 2023, p. 82). This is indicated by the outcomes of the assumption tests, which demonstrated that: (1) the data were drawn from normally distributed populations; (2) the regression model exhibits a linear relationship in its parameters; (3) multicollinearity is absent; and (4) the independent variables display homoscedasticity.

Discussion

The Influence of Industrial Culture on Work Motivation

The findings of this research indicate a positive and statistically significant influence of industrial culture on the work motivation of vocational high school (SMK) productive teachers throughout Kendal Regency. This is evidenced by a t-statistic value of 2.194 with a significance level of p=0.030. Given that the significance value (p<0.05), the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. Consequently, it can be concluded that there is a positive and significant effect of industrial culture on the work motivation of productive teachers in vocational high schools across Kendal Regency. The effective importance (EI) of the Industrial Culture variable to Work Motivation is 12.70%, while the relative importance (RI) is 21.75%. These research outcomes suggest that an improved industrial culture is associated with enhanced work motivation among productive teachers in vocational high schools within Kendal Regency. Conversely, a weaker industrial culture is likely to impede the realization of strong work motivation among this group of teachers.

According to Bole (2021), the concept of industrial culture is defined as "a dynamic phenomenon where former and present industrial production is embedded in the physical environment, social structures, cognitive abilities, and institutions that can influence future development choices of (post)industrial communities." This concept implies that industrial culture encompasses aspects of

the physical environment, social structures, cognitive abilities, and institutions that collectively play a role in shaping the future development of industry.

One prevalent model of industrial culture implemented in Indonesia is the 5S methodology (*seiri, seiton, seiso, seiketsu*, and *shitsuke*). Fundamentally, the 5S concept represents a process of attitudinal change accompanied by continuous training and application, leading to habitual practice. According to Osada (2004), the 5S concept constitutes a process of transforming work attitudes through the implementation of sorting, organizing, cleaning, maintaining, and sustaining these practices in the workplace. Notably, its application is not confined solely to the manufacturing sector. The implementation of this concept has expanded beyond manufacturing and is increasingly being explored for its influence in educational settings, particularly concerning teacher work motivation.

The 5S principles, namely, *Seiri* (Sort), *Seiton* (Set in Order), *Seiso* (Shine), *Seiketsu* (Standardize), and *Shitsuke* (Sustain), offer a robust framework that may exhibit a positive correlation with teachers' work motivation. This rationale posits that the systematic implementation of these principles within the educational environment has the potential to cultivate conditions conducive to enhanced motivation through several interconnected mechanisms.

The positive direction of the relationship signifies that higher perceived implementation of industrial culture principles, specifically the 5S framework (*Seiri, Seiton, Seiso, Seiketsu, Shitsuke*), corresponds to higher levels of teacher work motivation. Teachers working in environments perceived as more organized, clean, standardized, and disciplined reported greater motivation. This suggests that the structured and efficient atmosphere fostered by industrial culture contributes positively to the teachers' drive and commitment towards their professional responsibilities within the vocational education setting of Kendal Regency.

Interpreting this through Herzberg's Two-Factor Theory, industrial culture likely impacts both hygiene and motivator factors. Aspects like *Seiri* (sorting), *Seiton* (Set in Order), and *Seiso* (shining) improve the physical work environment, reducing potential dissatisfaction and thus acting as hygiene factors. Concurrently, *Seiketsu* (standardizing) and *Shitsuke* (sustaining discipline) can foster a sense of order, achievement, and responsibility, potentially enhancing intrinsic motivation by creating a more predictable and professional workplace conducive to effective teaching and accomplishment.

The significance of industrial culture in the vocational context is particularly noteworthy. Vocational teachers are tasked with preparing students for specific industries where practices like 5S are often standard. A school environment that embodies these industrial principles can enhance teachers' sense of professional relevance and alignment with industry expectations. This congruence between the school's operational culture and the demands of the industries their students will enter likely strengthens teachers' feelings of competence and purpose, thereby boosting their intrinsic work motivation.

In conclusion, the implementation of the 5S principles offers a structured approach to enhancing the physical and organizational aspects of the educational setting. By reducing waste, improving efficiency, fostering a positive environment, promoting consistency, and cultivating a culture of continuous improvement, the 5S framework can contribute to a more supportive and effective workplace for teachers, thereby positively correlating with and potentially enhancing their work motivation.

The research findings indicate a positive and statistically significant influence of work culture on teachers' work motivation. This outcome reinforces the theoretical assertion that the work culture within an organization can serve as a motivating factor for its members (Sabon et al, 2020). This discovery also aligns with the results of prior research, which has consistently demonstrated a positive and significant effect of work culture on work motivation [Collie, 2023; Miyono et al, 2020; Gurunathan, 2021; Gupta, 2022; Jean & Siregar, 2022; Tiran, Bole & Kozina, 2022; Rowaji, Nurkolis & Egar, 2023; Eriksen, Isaksen & Rypestøl, 2023: and Susanto, Juliejatiningsih & Maryanto, 2024].

The Influence of Teachers' Internship on Work Motivation

Further analysis employing multiple linear regression revealed a statistically significant positive relationship between Teacher Internships (X_2) and Teacher Work Motivation (Y). The t-test for the internship variable yielded a *t*-statistic of 5.890 with p-value of 0.000. Given that this significance value $(p<0.05)$, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. Consequently, it can be concluded that there is a positive and significant effect of productive teacher internships on the work motivation of vocational high school teachers throughout Kendal Regency. The effective importance (EI) of the productive teacher internship variable to Work Motivation is 28.30%, while the relative importance (RI) is 48.45%. Based on these findings, it can be inferred that enhanced productive teacher internships are associated with higher levels of teacher work motivation, and conversely, diminished productive teacher internship opportunities are likely to impede the realization of strong work motivation among productive teachers in vocational high schools across Kendal Regency. This finding substantiates the hypothesis that practical, industry-related training significantly contributes to the professional drive of vocational educators within the Kendal Regency school system.

According to Narayanan, internship programs are defined as "an ongoing placement of an enrolled student in an organization for some time, sometimes paid, sometimes without pay, with a faculty supervisor, a company supervisor, and some academic credit obtained associated with a degree" (Cai et al., 2022). Internships represent a learning process that integrates elements of learning by doing (Lobo, 2023).

Pinton (2024: 28) defines internship programs as training conducted within the work environment or relevant industries to enhance teachers' professional competencies. Rogayan & Reusia (2021) describe teacher internships as industry-based training for vocational teachers, aimed at fostering greater professionalism and mastery of essential competencies within their respective fields.

The aims and benefits of such internships are to equip interns with several key abilities. These abilities encompass: (1) the application of theoretical knowledge acquired in academic settings to real-world work environments, and the acquisition of new knowledge and experiences within these environments; (2) the cultivation of discipline, responsibility, and forward-thinking among prospective employees; (3) the enhancement of the capacity to apply existing knowledge and skills; (4) the improvement of communication and socialization skills within professional contexts; and (5) the development of a comprehensive understanding of the professional landscape that they will eventually enter (Rogayan & Reusia, 2021).

Based on these objectives, the indicators of teacher internships encompass three dimensions: teaching skills, professional knowledge, and work ethic (Lobo, 2023).

The finding that the teachers' internship program exerts a positive and statistically significant influence on teacher work motivation aligns with the outcomes of prior research. The relevance of the present findings to several preceding studies can be elaborated as follows.

Teacher internship programs, often a crucial component of pre-service teacher education, can significantly influence a teacher's work motivation in several interconnected ways. A well-structured internship provides invaluable practical experience, bridging the gap between theoretical knowledge and the realities of the classroom (Aparma, 2025). This hands-on exposure can foster a greater sense of preparedness and self-efficacy in novice teachers (Davis, 2024). When interns feel competent and confident in their abilities to manage a classroom, engage students, and navigate the complexities of teaching, their intrinsic motivation to excel and persevere is likely to be higher.

Furthermore, internships often offer opportunities for mentorship and guidance from experienced educators. This support system can be incredibly encouraging and validating for new teachers. Positive feedback, constructive criticism, and the sharing of effective strategies can build confidence and a sense of belonging to the teaching profession. Feeling supported and valued contributes significantly to job satisfaction and, consequently, to work motivation [Rogayan & Reusia, 2021; Sabon et al, 2020; Cai et al, 2022; Gomez, 2022; and Cabile, 2024].

Conversely, a poorly designed or inadequately supported internship can have detrimental effects. If interns feel overwhelmed, unprepared, or lack sufficient guidance, their initial enthusiasm and motivation can wane. Negative experiences during this formative period might lead to feelings of anxiety, inadequacy, and a diminished desire to invest fully in their teaching careers [Gomez, 2022; Sasmit & Riyanti, 2023].

In essence, the teacher internship serves as an initial immersion into the professional culture and demands of teaching. A positive and enriching experience can lay a strong foundation for intrinsic motivation, fostering a sense of purpose, competence, and commitment [Rogayan & Reusia, 2021; Sabon et al, 2020; Cai et al, 2022; Gomez, 2022; and Cabile, 2024]. Conversely, a negative experience can undermine these crucial elements, potentially leading to decreased motivation and even attrition from the profession. Therefore, the quality and structure of teacher internship programs play a vital role in shaping the long-term motivation and effectiveness of educators [Rogayan & Reusia, 2021; Cai, Zhu & Tian, 2022; and Gomez, 2022].

The Influence of Learning Community on Work Motivation

The results of the analysis indicate a positive and statistically significant effect of learning communities on the work motivation of vocational teachers within Kendal Regency. This is evidenced by the t-statistic of 3.011 with a significance level of p=0.003. Given that this significance value is below the 0.05 threshold, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. Consequently, it can be concluded that there is a positive and significant influence of learning communities on the work motivation of vocational teachers in Kendal Regency.

The effective importance (EI) of the learning community variable to Work Motivation is 17.40%, while its relative importance (RI) is 29.80%. These findings suggest that an improvement in the quality and engagement of learning communities is associated with a corresponding increase in the work motivation of vocational teachers in Kendal Regency. Conversely, a lack of robust learning communities may lead to lower levels of work motivation among these educators.

A learning community is a collective that fosters a spirit of collaborative learning, the sharing of best practices, and discussions aimed at resolving various pedagogical challenges and enhancing teacher professionalism among participants and proponents of the "guru penggerak" (teacher-leader) program (Jayanta et al, 2020). Furthermore, a Learning Community comprises a group of teachers, education personnel, and other educators who share a common enthusiasm and concern for the transformation of learning through regular interaction within a framework where they actively participate (Rogayan & Reusia, 2021).

Learning communities confer several benefits upon educators or teachers. These advantages include: (1) the enhancement of member competence; (2) the facilitation of interaction; (3) the education of community members; and (4) the integration of learning (Rogayan & Reusia, 2021). Additional benefits of learning communities are highlighted by Zhao & Kuh, who state that they "are designed to promote involvement in academics and social learning activities, both in and out of the classroom" (Evert & Stein, 2022).

Stemming from the aforementioned objectives of learning communities, the measurement of these communities comprises four dimensions. These four dimensions encompass: (1) educating community members by gathering and disseminating information pertinent to questions and issues related to practice; (2) facilitating interaction and collaboration among community members to initiate and sustain ongoing learning; (3) encouraging members to enhance their individual competencies through mutual sharing and discussion; and (4) integrating the learning acquired through the community into daily professional practice (Ditjen Tendik, 2022).

Applying Herzberg's Two-Factor Theory, learning communities likely enhance both motivator and hygiene factors. Collaboration and shared success can foster intrinsic motivation through increased feelings of achievement, recognition from peers, and professional growth opportunities. Simultaneously, supportive collegial relationships and shared problem-solving can improve the work environment and reduce feelings of isolation or lack of support, thereby acting as hygiene factors that prevent dissatisfaction. This dual impact underscores the comprehensive role of learning communities in shaping teacher work attitudes.

Specifically within the vocational setting, learning communities provide crucial platforms for teachers to collaboratively update curricula, share industry insights gained from internships or experience, and develop innovative teaching strategies relevant to workforce demands [Botha & Nel, 2022; Chen et al, 2023; and Liu et al, 2024]. This collaborative synergy enhances teachers' sense of competence, professional identity, and collective efficacy. Engaging in shared pedagogical reflection and receiving peer support directly addresses challenges unique to vocational training, thereby strengthening intrinsic motivation derived from successful teaching and student preparation for industry roles [Botha & Nel, 2022; Evert & Stein, 2022; Clark et al, 2023; Chen et al, 2023; and Krabonja et al, 2024].

The study confirms that vibrant learning communities are a significant positive determinant of vocational teacher work motivation in Kendal Regency. The findings strongly advocate for institutional policies and leadership practices that actively cultivate and sustain these collaborative professional environments [Evert & Stein, 2022; and Krabonja et al, 2024]. Investing in structures that promote peer interaction, shared learning, and mutual support appears to be a highly effective strategy for enhancing teacher engagement, job satisfaction, and overall motivation within the vocational education system, contributing positively to educational outcomes [Evert & Stein, 2022; Clarke, 2021; and and Krabonja et al, 2024].

The Influence of Industrial Culture, Teachers' Internship, and Learning Community on Work Motivation

The results of the multiple linear regression analysis indicate that the calculated F-statistic is 80.498, with a significance level of $\rho=0.000$. Given that the significance value ($\rho<0.05$), the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. Consequently, it can be concluded that the hypothesis stating "there is a significant influence of industrial culture, productive teacher internship programs, and learning communities simultaneously on the work motivation of vocational high school productive teachers in Kendal Regency" is proved by the evidence.

The magnitude of the simultaneous influence of these three independent variables on teacher work motivation is determined by the coefficient of determination (R2) yielded, which is 58.4%. Based on this finding, it can be stated that industrial culture, productive teacher internship programs, and learning communities simultaneously account for 58.4% of the variability of the work motivation of vocational high school productive teachers in Kendal Regency. The remaining 41.6% of the variance is attributable to other variables not included in this model.

Several factors influence productive work motivation, including industrial culture, productive teacher internships, and learning communities. A positive industrial culture, characterized by values such as recognition and support, can enhance teacher motivation, thereby encouraging them to perform effectively. Conversely, a negative culture, marked by a lack of appreciation or excessive pressure, can diminish teacher motivation and productivity. By cultivating a positive industrial culture, schools can bolster the work motivation of productive teachers, which will ultimately have a favorable impact on overall school performance [Miyono et al, 2020; Gurunathan, 2021; Gupta, 2022; Jean & Siregar, 2022; Tiran, Bole & Kozina, 2022; Rowaji et al, 2023; Eriksen et al, 2023: and Susanto et al, 2024].

Furthermore, teacher internships exert an influence on productive work motivation. Through internship experiences, productive teachers can enhance their professionalism across various dimensions, including the augmentation of creativity in the presentation of learning materials and personal development. The teachers' internship program serves as an initial immersion into the professional culture and demands of teaching. A positive and enriching experience can lay a strong foundation for intrinsic motivation, fostering a sense of purpose, competence, and commitment [Sabon et al, 2020; Cai et al, 2022; Gomez, 2022; and Cabile, 2024]. Conversely, a negative experience can undermine these crucial elements, potentially leading to decreased motivation and even attrition from the profession. Therefore,

the quality and structure of teacher internship programs play a vital role in shaping the long-term motivation and effectiveness of educators [Yustiana, 2020; Herawati, Susatya & Achsan, 2021; Cai, Zhu & Tian, 2022; and Gomez, 2022].

Finally, learning communities also exert an influence on the work motivation of productive teachers. Prior research findings indicate a positive correlation between participation in learning communities and the enhancement of teacher work motivation. Teachers who actively engage in learning communities tend to exhibit higher levels of motivation to pursue continuous learning and develop their competencies.

Teachers who are motivated to learn tend to be more innovative in their teaching methodologies and more responsive to the needs of their students. This has a positive impact on student learning outcomes and enhances the overall quality of education (Botha & Nel, 2022; Chen et al, 2023; and Liu et al, 2024).

This cooperative interaction serves to augment educators' perceived competence, professional self-concept, and collective effectiveness. Participation in shared pedagogical contemplation and the receipt of collegial support directly addresses challenges specific to vocational education, consequently reinforcing intrinsic motivation stemming from effective instruction and the preparation of students for roles within industry [Botha & Nel, 2022; Evert & Stein, 2022; Clark et al., 2023; Chen et al., 2023; and Krabonja et al., 2024].

The present research substantiates that dynamic learning communities constitute a salient positive predictor of vocational educators' work motivation within Kendal Regency. The findings robustly support the implementation of institutional policies and leadership approaches that proactively foster and maintain these collaborative professional milieus [Evert & Stein, 2022; Hamdan, 2022; Usman & Radiana, 2024]. Strategic investment in frameworks that facilitate collegial interaction, shared pedagogical development, and reciprocal support emerges as a particularly efficacious approach for augmenting teacher engagement, job contentment, and overarching motivation within the vocational education sector, thereby yielding beneficial contributions to educational outcomes [Clarke, 2021; and Krabonja et al., 2024].

CONCLUSION

This quantitative study successfully investigated the impact of industrial culture, teacher internships, and learning communities on the work motivation of vocational teachers in Kendal Regency. The findings unequivocally demonstrate that each independent variable exerts a significant positive influence on teacher motivation. Descriptive analysis revealed generally high levels of perceived industrial culture implementation, positive views on internships, strong appreciation for learning communities, and notably high overall work motivation among the 176 sampled teachers. The explanatory design effectively isolated the predictive power of these crucial factors within the specific context of vocational education, confirming their relevance to fostering teacher drive.

Delving deeper, the results highlight distinct contributions from each predictor. Industrial culture, particularly adherence to 5S principles, provides structure and professionalism, enhancing motivation. Teacher internships significantly boost motivation by improving practical skills, industry knowledge, and relevance, aligning with Herzberg's motivator factors like achievement and growth. Similarly, effective learning communities foster collaboration, peer support,

and shared problem-solving, impacting both intrinsic motivation (recognition, growth) and hygiene factors (supportive work environment). These elements collectively address the dual facets of Herzberg's theory, reducing dissatisfaction while actively promoting job satisfaction among vocational educators in this setting.

The multiple regression analysis confirmed the substantial combined predictive power of industrial culture, teacher internships, and learning communities on vocational teacher work motivation. The significant overall model indicates a synergistic relationship, where strengths in one area likely amplify the positive effects of the others. This underscores the necessity for a holistic strategy by educational stakeholders in Kendal Regency. Cultivating robust industrial practices, facilitating high-quality internship experiences, and nurturing vibrant learning communities are crucial, interconnected approaches. Implementing these strategies comprehensively promises to significantly enhance teacher motivation, commitment, and ultimately, the quality of vocational education provided.

The research focused on three key independent variables: industrial culture, teacher internships, and learning communities. While these are critical, other factors likely influence teacher work motivation, such as salary, school leadership, student behavior, and administrative support. Not including these variables means the study's model, while significant, doesn't capture the full complexity of teacher motivation. Based on such a limitation, it is recommended that future research should consider a more comprehensive model by including other potential predictors of teacher motivation, such as compensation, administrative support, professional development opportunities, and workload. This would provide a more holistic understanding of what drives vocational teachers.

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