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Examining The Influence of School Effectiveness, Knowledge Management, and School Based Budgeting on Teachers' Work Motivation

Danisma*, Robi Hendra, Akhmad Habibi
Master of Educational Management, Universitas Jambi, Indonesia
*Corresponding Author. Email: danismaa2001@gmail.com

Abstract: This study aims to examine the influence of school effectiveness, knowledge management, and school-based budgeting on teachers' work motivation in educational settings. The research employed a quantitative approach with a non-experimental survey design (ex post facto). The sample consisted of 207 teachers from various schools in Jambi Province. Data were analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) to examine the relationships among the study variables. The results indicate that the proposed model meets the criteria for good validity and reliability. Furthermore, all three independent variables have positive and statistically significant effects on teachers' work motivation. Specifically, knowledge management contributes to increased motivation through processes of knowledge sharing and professional competence development. School effectiveness and school-based budgeting enhance teacher motivation by strengthening managerial systems, increasing teacher participation, and promoting transparency in school resource management. These findings confirm that improving school effectiveness, optimizing knowledge management practices, and implementing school-based budgeting are key determinants in fostering sustainable teacher work motivation and enhancing overall educational quality.

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Introduction

Education is one of the main pillars in creating superior and competitive human resources in the era of globalization. In the context of educational institutions, teachers have a strategic role as the main implementers of the learning process as well as agents of change that determine the success of educational institutions. Therefore, teachers' work motivation is an important factor in improving school effectiveness and learning quality. Teachers who have high motivation will show optimal dedication, commitment, and performance so that it has a positive impact on students' learning outcomes and school reputation (Wiyono, 2018). However, in the post-pandemic and digital era, teachers' work motivation has changed unsteadily due to the demand to adapt to new technology and learning systems. Teachers must master online learning even though the facilities, training, and support are inadequate, so it often causes work fatigue and decreased motivation to teach. In addition, the role of teachers, which now includes educators as well as digital innovators, adds to the burden of responsibility that affects the effectiveness of schools. Therefore, responsive leadership and support from educational institutions are important factors in maintaining teacher motivation and performance in the digital era.

Teachers' work motivation is not only determined by internal factors, but also by external factors such as school effectiveness, knowledge management, and school-based

budgeting systems. School effectiveness reflects the extent to which educational institutions are able to achieve their goals efficiently through leadership, work culture, and planned resource management (Tanzeh, 2019). Research (Khun-Inkeeree et al., 2022) shows that school effectiveness is strongly influenced by teachers' work motivation. Teachers who have high motivation will work with enthusiasm, discipline, and actively participate in improving the quality of learning and school performance.

In addition to the effectiveness of schools, knowledge management is also an important aspect in improving the performance of educational organizations. According to Shih and Tsai (2016), knowledge management capabilities consist of two main dimensions, namely supporting capabilities and process capabilities, which include the acquisition, storage, sharing, and application of knowledge. The improvement of these abilities has a positive effect on the effectiveness of the school. Furthermore, the results of the study (Soeprayitno, 2020) show that knowledge management affects teachers' work motivation through strengthening communication, collaboration, and participatory leadership. Another factor that also affects teachers' work motivation is the implementation of school-based budgeting or school-based budgeting system. This system gives autonomy to schools to manage financial resources independently according to their respective priorities and needs. Meanwhile, research (Bafadal, Wiyono, and Sobri, 2019) proves that the implementation of school-based management has a positive effect on teachers' work motivation and school quality. With the involvement of teachers in the budget management process, the sense of ownership and responsibility for the achievement of school goals is increasing.

Despite extensive studies on these variables, most previous research has examined them separately. There remains a gap in understanding how school-based budgeting can facilitate knowledge management infrastructure, such as training, collaboration platforms, and professional learning communities, which in turn enhances teacher motivation. Therefore, this study examines the influence of school effectiveness, knowledge, and school-based budgeting simultaneously to provide a more integrated explanation of teachers' work motivation in the context of Jambi Province.

Research Method

The method used is a quantitative approach, where the validation of the instrument is carried out through a content and construct validity test using SmartPLS. To achieve the proposed objectives, the authors use a non-experimental design through surveys (ex post facto). Data collection was carried out through probability sampling using a sample consisting of 207 teachers from various schools in Jambi Province. Data was collected from various teachers in Jambi Province between September and October 2025.

School effectiveness describes the ability of educational institutions to achieve the goals that have been set efficiently and sustainably. According to Tanzeh (2019), the effectiveness of schools is influenced by quality planning, the ability of school principals to organize human resources, and the management of educational facilities and infrastructure. Research (Wiyono, 2018) shows that transformational leadership of school principals can increase teachers' work motivation and work team effectiveness, which ultimately has an impact on improving school performance. In addition, research (Khun-Inkeeree et al., 2022) confirms that school effectiveness is highly dependent on teachers' motivation levels, as teachers who have high enthusiasm and dedication are able to create a productive learning environment. Knowledge management is a systematic process of creating, storing, sharing, and using knowledge to improve organizational effectiveness. Research (Soeprayitno, 2020)

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shows that knowledge management has a positive effect on teachers' work motivation because it increases collaboration and innovation.

School-based budgeting is a financial management system that gives schools the authority to compile, implement, and evaluate budgets according to their individual needs. The results of the study (Chin and Chuang, 2015) show that school-based budget management encourages managerial innovation and indirectly increases school effectiveness. In addition, Bafadal, Wiyono, and Sobri (2019) revealed that the implementation of school-based management has a significant effect on teachers' work motivation, because it provides opportunities for teachers to actively participate in the process of planning and implementing school budgets. Teachers' work motivation is an internal and external motivation that affects the enthusiasm, responsibility, and productivity of teachers in carrying out their duties. Research (Hidayat, Suriansyah, and Noorhapizah, 2022) shows that motivation has a direct influence on teachers' effectiveness and job satisfaction. Based on the above quote, the following hypothesis is proposed:

H1: Knowledge Management has a positive effect on Teacher Work Motivation.
H2: Knowledge Management has a positive effect on School Effectiveness.
H3: Teacher's Work Motivation has a positive effect on School Effectiveness.
H4: School-based Budgeting has a positive effect on Teacher Work Motivation.
H5: School-based Budgeting has a positive effect on School Effectiveness.

The characteristics of the respondents in this study consisted of 207 teachers (Table 1). Based on gender, 72.46% are female, and 27.54% are male. In terms of school institutions, 28 (13.53%), honorary employment status (60.39%), ASN PPPK (18.36%), PPPK (3.86%), teaching length of 1-4 months (76.81%), and teaching experience 4-26 years (23.19%). By age, the majority of respondents were aged 21–29 years (28.5%), followed by the age group of 30–39 years (38.65%), and the rest were aged 40–59 years (32.85%).

Table 1. Demographic profile of participants

Demography	Category	Frequency	%
Gender	Man	57	27,54%
	Woman	150	72,46%
School board	Schools 1 – 28	28	13,53%
Employment status	Honorary	125	60,39%
	ASN	36	17,39%
	ASN PPPK	38	18,36%
	PPPK	8	3,86%
Age	21-29	59	28,5%
	30-39	80	38,65%
	40-59	68	32,85%
Monthly teaching time	1-4 Months	159	76,81%
Annual teaching experience	4-26 Years	48	23,19%

The data in this study were analyzed quantitatively using SEM. This study uses Smart PLS 4 to estimate an empirical model. A robust multivariate statistical approach examines the structural relationship between measured variables and latent variables using multiple regression and factor analysis. Finding the correlation and covariance of variables and adjusting for variation is the goal of SEM. The preparation of descriptive data and statistics is displayed before these phases. Pathway coefficient (β), t-value, p-value, coefficient of determination (R^2), predictive relevance (Q^2), and effect measure (f^2) were used to analyze the relationship of variables (Hendra et al, 2025).

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Results and Discussion

Displays the internal consistency of the model, including the average of the extracted variance (AVE), Cronbach alpha (CR), loading factor for each item, and the Cronbach alpha index of each factor (Sofyan et al, 2025). The degree of relationship between each measurement item (indicator) and its construct is explained by the standardized loading factor. When the value of the loading factor is more than 0.7, the indicator is considered valid to assess the construct. The loading factor value of > 0.5 is still acceptable in empirical studies. Therefore, the loading factor value of < 0.5 should be omitted from the model. Table 2 shows the items that meet these suggested criteria, with values ranging from 0.919 to 0.946. The items show an adequate load factor given the statistical values and suggested thresholds. Regarding the Cronbach alpha index, it is noted that all factors have values that exceed the specified minimum threshold.

In this type of validity, two analyses were performed, namely the Fornell-Larcker criterion, as well as discriminant validity, which is recognized as between two fundamental variables if the square root of the AVE coefficient of the factor exceeds the variance of the factor shared with other factors of the instrument. This method aims to verify that each item is substantially connected to the factors of which it is a part, thus distinguishing it from the others (Sofyan et al, 2025). Table 3 shows the values found between the factor pairs, with the coefficient corresponding to the square root of AVE being greater than the value below the diagonal. Table 4 highlights items that show a significant relationship with their relevant factors and a weaker correlation with the rest. These results and the previous criteria demonstrate the appropriate discriminant validity for the suggested model.

The initial stage in the uncertainty model is to quantify multicollinearity, which is necessary to ensure regression analysis.

Table 2. Loading, α, CR, AVE.

Code	Items	Load	α	CR	AVE
Knowledge Management			**0,919**	**0,929**	**0,935**
KM1	The principal formulates the school development plan according to the vision and mission	0,945			
KM2	Senior management prioritizes project objectives according to the school's vision	0,945			
KM3	Tasks to achieve goals listed in the school plan in a structured manner	0,939			
KM4	Each department communicates effectively with teachers to implement the school plan	0,946			
KM5	Tasks are carried out according to the purpose, time, and resources available	0,937			
KM6	The principal coordinates the department's tasks for the smooth implementation of the plan	0,922			
KM7	The principal and foundation formulate success criteria to measure the effectiveness of each task stated in the school plan	0,949			
KM8	The principal and foundation measure the achievement of each plan to determine whether it is achieving the expected effectiveness	0,942			
KM9	The principal and vice-principal evaluate the effectiveness of each plan to formulate a plan of improvement	0,934			
Work Motivation			**0,946**	**0,948**	**0,829**
MK1	I work because it is fun to do this task	0,947			

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MK2	I work because I think this task is interesting to do	0,945			
MK3	I work because I love doing this task	0,934			
MK4	I work because it's important for me to carry out this task	0,926			
MK5	I work because this task allows me to achieve work goals that I consider important	0,948			
MK6	I work because I think this assignment is important for the academic success of students	0,927			
MK7	I work because if I don't carry out this task, I will feel bad	0,774			
MK8	I work because I would feel guilty not doing it	0,758			
MK9	I work to not feel bad if I don't	0,943			
MK10	Because the institution requires me to do what is my obligation	0,816			
School-based Budgeting			**0,939**	**0,949**	**0,894**
SBB1	In the preparation of the school budget, together determine the work program and details of the activities to be carried out	0,946			
SBB2	The school prepares a budget starting from the activity plan or program that has been prepared together	0,947			
SBB3	The school collaborates with the Madrasah committee in general to provide consideration	0,948			
SBB4	Schools help underprivileged students in the form of tuition reductions and exemptions	0,935			
SBB5	Establish free education for all students in accordance with official government/local government regulations	0,944			
SBB6	Funds are used to help teachers improve performance	0,937			
SBB7	Every acquisition of funds in its expenditure must be based on the needs of needs that have been adjusted to the education financing plan	0,945			
SBB8	In school financing management, financing expenditures must be proven in accordance with the pattern set by regulations	0,867			
SBB9	The costs incurred are in accordance with what has been planned	0,92			
SBB10	Ensure the quality of budget implementation	0,947			
SBB11	In doing financial management, I pay attention to financial management guidelines related to education donations or funds from the community	0,906			
SBB12	The school records according to the time and allocation	0,942			
School Effectiveness			**0,929**	**0.943**	**0,946**
SE1	The administrative service runs well, satisfactorily, and according to standards	0,949			
SE2	Orderly administrative governance and follow established procedures	0,945			
SE3	Service procedures are easy, effective, efficient, and on target	0,934			
SE4	Teachers carry out their duties as educators well and in accordance with the rules	0,947			
SE5	Teachers apply a variety of innovative and effective learning methods	0,938			
SE6	Teachers understand the needs of students and utilize technology in learning	0,936			

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SE7	Students' academic performance shows consistent improvement based on the results of periodic evaluations	0,928
SE8	Students show good development in non-academic skills, such as creativity, leadership, and collaboration	0,938

Table 3. Fornell-Larcker criterion.

	1	2	3	4
1	0,947			
2	0,930	0,910		
3	0,941	0,950	0,936	
3	0,941	0,948	0,948	0,942

Note: Knowledge Management (1); Work Motivation (2); School-based Budgeting (3); School Effectiveness (4).

The beta coefficient by changing the direction and magnitude of the coefficient, which can lower the accuracy of the findings. This study studied multicollinearity using the Variance Inflation Factor (VIF). According to Soeprayitno (2020), Mahanani et al. (2020), Ledun et al. (2018), Tanzeh (2019), and Khun-Inkeeree et al. (2022), in the research that has been conducted, the Variance Inflation Factor (VIF) is used as an indicator to detect the potential for multicollinearity between independent variables in the research model. In studies that use multiple linear regression approaches and Structural Equation Modeling based on Partial Least Squares (SEM-PLS), the VIF value functions to identify the extent to which an independent variable can be explained by other independent variables. The VIF value below the threshold of 3.0 to 5.0 indicates that the model is free from multicollinearity problems, so that each variable has an independent contribution and does not overlap with each other. Thus, the existence of a low VIF value strengthens the validity of the model and ensures that the results of parameter estimation in the study are stable, reliable, and can be interpreted scientifically. To create hypothetical correlations between variables, the second step of this study is focused on testing the magnitude and importance of linear coefficients. The hypothesis testing findings are summarized in Table 5, which shows that hypotheses are accepted for 5 hypotheses. This study shows a strong correlation between various factors that affect personal values, cross-cultural competence, global competence, and student exchange motivation.

In particular, Hypothesis 1 examines that knowledge management positively affects teachers' work motivation. The results showed a significant relationship between the two factors (β = 0.483, t-value = 3.887, p-value <0.05). Hypothesis 2 examines whether knowledge management positively affects school effectiveness. The relationship showed significant (β = 0.430, t-value = 3.822, p-value >0.05), Hypothesis 3 examined whether teachers' work motivation increased school effectiveness. The findings showed that teachers' work motivation positively affected school effectiveness (β = 0.228, t-value = 3.352, p-value <0.05). Hypothesis 4 aims to determine whether school-based budgeting significantly affects teachers' work motivation. The relationship was significant (β = 0.486, t-value = 3.906, p-value <0.05), corroborating H4. Meanwhile, hypothesis 5 explores whether the school-based budgeting factor significantly affects school effectiveness. The relationship was significant (β = 0.185, t-value = 3.828, p-value <0.05).

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Table 4. Cross loadings.

	MILES	MK	SBB	ONE
KM1	0,954	0,899	0,931	0,968
KM2	0,965	0,902	0,902	0,934
KM3	0,979	0,936	0,928	0,945
KM4	0,976	0,922	0,937	0,929
KM5	0,970	0,929	0,924	0,924
KM6	0,952	0,869	0,892	0,891
KM7	0,969	0,945	0,954	0,954
KM8	0,962	0,919	0,947	0,949
KM9	0,974	0,941	0,941	0,955
MK1	0,931	0,957	0,970	0,952
MK10	0,762	0,816	0,776	0,774
MK2	0,952	0,965	0,944	0,960
MK3	0,933	0,963	0,916	0,929
MK4	0,948	0,962	0,920	0,942
MK5	0,944	0,980	0,945	0,959
MK6	0,934	0,972	0,930	0,948
MK7	0,621	0,744	0,625	0,619
MK8	0,660	0,758	0,653	0,656
MK9	0,870	0,943	0,879	0,880
SBB1	0,941	0,906	0,964	0,917
SBB10	0,918	0,916	0,947	0,920
SBB11	0,887	0,892	0,958	0,908
SBB12	0,857	0,874	0,935	0,879
SBB2	0,944	0,891	0,944	0,935
SBB3	0,933	0,894	0,957	0,927
SBB4	0,947	0,928	0,954	0,964
SBB5	0,794	0,794	0,867	0,825
SBB6	0,864	0,874	0,920	0,893
SBB7	0,931	0,918	0,974	0,942
SBB8	0,943	0,940	0,960	0,930
SBB9	0,928	0,942	0,962	0,931
SE1	0,926	0,888	0,916	0,969
SE2	0,931	0,911	0,923	0,975
SE3	0,923	0,909	0,912	0,964
SE4	0,966	0,961	0,952	0,975
SE5	0,964	0,958	0,957	0,984
SE6	0,952	0,938	0,974	0,976
SE7	0,948	0,937	0,939	0,978
SE8	0,944	0,944	0,952	0,958

Note: Knowledge Management (1); Work Motivation (2); School-based Budgeting (3); School Effectiveness (4).

Table 5. Structural model.

	Relationship	VIVID	β	SD	t-value	p-value	Supported	f
H1	Knowledge Management ->Teacher Work Motivation	2,971	0,483	0,256	3,887	0,035	YES	0,227
H2	Knowledge Management -> School Effectiveness	2,910	0,430	0,236	3,822	0,048	YES	0,314

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H3	Teacher Work Motivation -> School Effectiveness	2,599	0,228	0,168	3,352	0,017	YES	0,111
H4	School based Budgeting -> Motivation for Teachers' Work	2,971	0,486	0,255	3,906	0,007	YES	0,230
H5	School based Budgeting -> on School Effectiveness	2,948	0,338	0,185	3,828	0,049	YES	0,194

These results provide important insights in improving effective teachers' work motivation in School Effectiveness, Knowledge Management, and School-Based Budgeting. Next, the determination coefficient (R2) was checked. The R2 coefficient quantifies the predictive capacity of the structural model, which shows how much the independent variables explain the variation of the dependent variables. According to Hair et al. (2021), an R^2 value that is above 0.50 indicates a model with a strong, clear power; values between 0.25 to 0.50 are categorized as moderate, while values below 0.25 are considered weak. Thus, the higher the R^2 value, the greater the ability of the independent variable to explain the variation of the dependent variable, which indicates that the research model has good predictive ability.

The model explains Knowledge Management 92.1% of the variance in Teacher Work Motivation (R^2 = 0.921), and 96,3% of the variance in School Effectiveness (R^2 = 0.963). The model also explains School-based Budgeting 92,1% of the variance in Teacher Work Motivation (R^2 = 0.921) and 96.3% of the variance in School Effectiveness (R^2 = 0.963). These data show that models can predict Knowledge Management, School Effectiveness, and School-based Budgeting can improve predictions for Teacher Work Motivation. Figure 2 shows that the model has good explanatory abilities.

In structural analysis models such as SEM-PLS, the f^2 value (effect size) is used to measure the magnitude of the influence or contribution of each independent variable on the dependent variable by looking at the change in the R^2 value when a variable is excluded from the model. Based on the criteria put forward by Hair et al. (2021), an f^2 value of 0.02 indicates a small influence, 0.15 indicates a moderate influence, and 0.35 indicates a large influence. Based on the value of f^2 in Table 5, it can be seen that significant relationships vary in their measure of effectiveness.

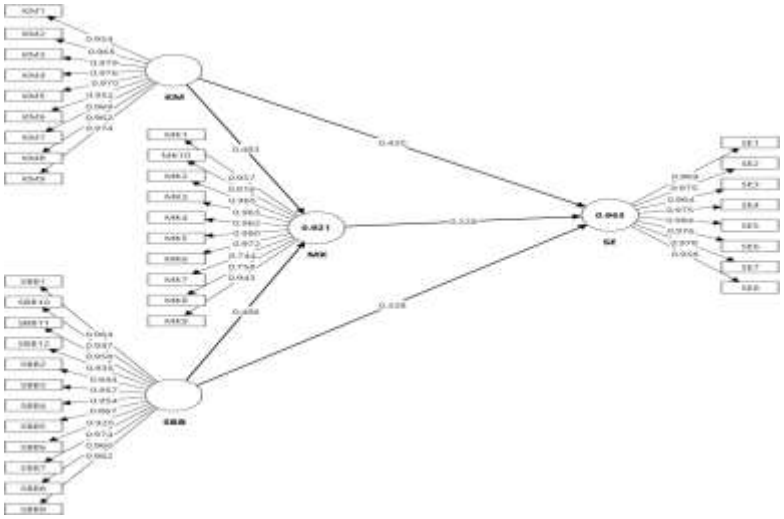

Figure 2. Smart-PLS—path analyses with R-square values

The relationship between "Knowledge Management" and "Teacher Work Motivation" (f^2 = 0.227) had a moderate effect effect, "Knowledge Management" and "School

Effectiveness" (f^2 = 0.314) had a moderate effect effect measure, "Teacher Work Motivation" and "School Effectiveness" (f^2 = 0.111) had a small effect effect measure, "School based Budgeting" and "Teacher Work Motivation" (f^2 = 0.230) has a moderate effect effect measure, while "School based Budgeting" and "School Effectiveness" (f^2 = 0.194) have a moderate effect effect measure. These results highlight the different strengths of the various predictors in the model, suggesting that intervariable plays an important role in teachers' motivation to work.

The findings of this study show that the variables School Effectiveness, Knowledge Management, and School-Based Budgeting have an important contribution to increasing teachers' work motivation. This is in line with the findings of Soeprayitno (2020) who stated that knowledge management and leadership style have a positive relationship with teachers' work motivation in Islamic educational institutions. The application of good knowledge management allows teachers to share information, improve professional competence, and foster intrinsic motivation in carrying out their duties. Furthermore, the findings of Bafadal, Wiyono, and Sobri (2019) support that the implementation of school-based management has a significant influence on teachers' work motivation and school quality. The implementation of participatory school-based management allows teachers to be involved in decision-making and resource management, including school-based budgeting, which ultimately increases a sense of belonging, responsibility, and motivation for work. In a similar context, Arar and Nasra (2020) also found that school-based management has a direct and indirect effect on school effectiveness through work motivation mediation variables, showing that autonomous and collaborative school management policies are able to increase teachers' motivation in achieving educational goals. Overall, the results of these studies show that school effectiveness, knowledge management, and school-based budgeting interact with each other in influencing teachers' work motivation. The more effective a school is in managing knowledge, optimizing resources, and involving teachers in the decision-making process, the higher the level of work motivation that is formed.

Conclusion

This study concludes that School Effectiveness, Knowledge Management, and School-Based Budgeting have a positive and significant influence on teachers' work motivation. The findings indicate that effective knowledge management practice, particularly knowledge sharing, collaboration, and professional competency development, play a central role in strengthening teachers' motivation. In addition, school effectiveness supported by well-organized administrative services, innovative teaching practices, and student-centered learning contributes to a conducive working environment for teachers. Overall, the synergy among these factors forms a strong foundation for building sustainable teacher motivation and improving the quality of education, particularly in the context of decentralized school management.

Recommendation

Based on findings, several practical recommendations can be proposed for education policymakers and school management. Policymakers are encouraged to strengthen policies that support school-based budgeting, ensuring transparency and teacher involvement in budget planning and implementation. Schools should institutionalise knowledge management practice by facilitating regular professional development activities, collaborative forums, and knowledge-sharing cultures among teachers. In addition, school leaders are advised to

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continuously improve school effectiveness through participatory management, self-evaluation mechanisms, and supportive leadership that fosters teacher engagement.

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