

STRATEGIES TO INCREASE TEACHERS' WORK MOTIVATION THROUGH THE APPLICATION OF ORGANIZATIONAL CULTURE BASED ON THE CONCEPT OF TATWAM ASI

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ABSTRACT

The purpose of this study is to investigate strategies to increase teachers' work motivation through the application of organizational culture based on the concept of Tatwam Asi. This research was conducted in Denpasar, Bali, with a focus on elementary school teachers. The research approach used is qualitative, with the aim of deeply understanding teachers' experiences and perceptions related to work motivation and the influence of organizational culture based on Tatwam Asi. The research population is elementary school teachers in Denpasar, with a sample of 30 teachers selected based on the criterion of at least 5 years of teaching experience. Data collection was carried out through three main methods: in-depth interviews to explore individual teachers' experiences, observations to understand the context of the work environment and interactions in schools, and documentation studies to supplement the data with notes and materials related to teacher professional development. The collected data is analyzed using thematic analysis techniques, which allow the identification of key patterns and themes that emerge from the qualitative data. The results of the study show that the application of the concept of Tatwam Asi in organizational culture has a positive impact on teachers' work motivation. Emerging themes include a sense of belonging and community, mutual respect and collaboration, professional development opportunities, recognition and appreciation, and alignment with personal values. Leadership support, work-life balance, emotional well-being, empowerment through autonomy, and cultural relevance in practice were also identified as important factors. In conclusion, Tatwam Asi-based organizational culture can increase teachers' work motivation through a supportive environment and internalized values.

Keywords: teacher work motivation, organizational culture, tatwam asi, elementary school, qualitative research.

1. INTRODUCTION

In the contemporary educational landscape, teacher motivation is an important factor that affects student outcomes and overall institutional effectiveness. The concept of work motivation includes both intrinsic and extrinsic factors that drive educators to perform their roles effectively (Brouwers & Tomic, 2019). Among the various strategies to increase this motivation, the implementation of an organizational culture rooted in philosophical principles, such as the concept of Hindus in Bali is "Tatwam Asi", presents a new approach. Tatwam Asi, which translates to "it is you", emphasizes interconnectedness and mutual respect in an organization, fostering an environment conducive to motivation and engagement (Sari & Haryanto, 2020).

Organizational culture significantly influences employee behavior and attitudes. A positive culture can lead to increased job satisfaction, commitment, and performance among teachers (Schein, 2017). Research shows that when teachers perceive their work environment to be supportive and aligned with their values,

their motivation levels increase (Hakanen et al., 2020). Thus, integrating Tatwam Asi into the organizational culture of educational institutions has the potential to increase teachers' motivation by promoting a sense of belonging and shared goals.

Implementation of Tatwam Asi as a guiding principle In the educational environment, it requires a comprehensive understanding of its core principles. This philosophy encourages individuals to recognize their role in the larger community, thus fostering collaboration and empathy among colleagues (Sari & Haryanto, 2020). By fostering an organizational culture that reflects these values, schools can create a supportive atmosphere that motivates teachers to engage deeply with their work and students.

In addition, the interaction between organizational culture and teacher motivation is supported by empirical evidence. Studies have shown that organizations characterized by strong cultural values tend to experience lower turnover rates and higher employee satisfaction (Kahn et al., 2018). This shows that adopting a cultural framework based on Tatwam Asi can not only increase motivation but also contribute to teacher retention—an urgent problem in many education systems around the world (Ingersoll, 2017).

Based on the results of interviews and initial observations conducted by the researcher to 4 representative elementary school teachers from each sub-district in the city of Denpasar, it is known that teachers in the city of Denpasar may feel that they may not get the opportunity to develop themselves professionally. This is due to budget constraints, lack of training programs that suit the needs of teachers, or lack of support from schools to participate in training outside of school. Excessive workload and a lack of balance between work-life and personal life can also be problems that affect teachers' work motivation. Administrative demands, teaching preparation, and extracurricular activities can cause teachers to feel stressed and burnout, which in turn lowers their motivation to work.

To effectively implement strategies based on Tatwam Asi, education leaders must engage in ongoing dialogue with teachers to understand their needs and aspirations. A participatory leadership style that emphasizes collaboration and shared decision-making is essential for fostering an inclusive culture (Leithwood et al., 2019). This approach is in line with the principles of Tatwam Asi, where mutual respect and understanding are paramount. By involving teachers in the development of organizational policies and practices, schools can ensure that these initiatives are in line with the values and motivations of educators.

In addition, professional development programs should be designed to reflect the principles of Tatwam Asi. Such programs can focus on building interpersonal skills, enhancing teamwork, and promoting a sense of community among educators (Day et al., 2016). By equipping teachers with the tools necessary to thrive within this cultural framework, schools can further increase motivation levels and improve overall job satisfaction.

Increasing teachers' work motivation through the implementation of Tatwam Asi-based organizational culture presents a promising path to improve the quality of education. Therefore, by analyzing and knowing the strategies used in the implementation of organizational culture based on the concept of Tatwam Asi, it is hoped that the intrinsic value of interconnectedness and mutual respect in educational institutions, stakeholders can create an environment where teachers feel valued and motivated. The strategies obtained can be widely implemented for the advancement of education, especially in Bali and in Indonesia in general.

2. RESEARCH METODOLOGY

The research methodology uses a qualitative approach, which is very effective in exploring complex social phenomena such as teacher motivation. This study focuses on elementary school teachers in Denpasar, Bali, with a sample size of 30 teachers who have at least five years of teaching experience. These selection

criteria ensure that participants have enough experience to provide valuable insight into their motivational factors and the impact of organizational culture on their work engagement.

Data collection for this study was carried out through various qualitative methods, including in-depth interviews, observations, and documentation studies. In-depth interviews allow for a comprehensive understanding of each teacher's experience and perception regarding their work motivation and the influence of organizational culture based on Tatwam Asi. Observations complement this by providing contextual insights into the environment and teacher interactions in their schools. Documentation studies further enrich the data by examining existing records and materials related to teacher professional development and organizational practice.

The data analysis collected uses thematic analysis, a very suitable method for identifying patterns and themes in qualitative data. This approach allows researchers to interpret the underlying meaning behind teacher motivation and the role of organizational culture in fostering a supportive work environment. By focusing on themes emerging from the data, the study aims to provide actionable insights into strategies that can improve teacher motivation through culturally informed practices.

3. RELATED RESEARCH/LITERATUR REVIEW

This review of the research literature refers to various studies that highlight the importance of organizational culture and its impact on teacher motivation. Research shows that a supportive organizational culture is essential for improving employee motivation, job satisfaction, and overall performance (Schein, 2017). In an educational environment, a positive culture fosters collaboration, trust, and respect among teachers, which is an important component for motivating educators (Hakanen et al., 2020).

One significant study by Leithwood et al. (2019) emphasized that transformational leadership and a strong organizational culture contribute to increased teacher engagement and motivation. The authors argue that leaders who foster an inclusive and participatory culture can significantly influence teachers' commitment to their work. This is in line with the principles of Tatwam Asi, which promotes interconnectedness and collective responsibility within educational institutions. By creating an environment where teachers feel valued and respected, schools can increase their motivation levels.

In addition, research conducted by Day et al. (2016) revealed that professional development opportunities embedded in a supportive organizational culture can lead to increased teacher motivation and retention. The study highlights that when teachers engage in continuous learning in a collaborative environment, they are more likely to feel empowered and motivated in their roles. These findings underscore the importance of integrating culturally relevant practices, such as those derived from Tatwam Asi, into professional development programs to foster teacher motivation.

In addition, a study by Brouwers and Tomic (2019) illustrates the relationship between teacher fatigue and motivation. The authors found that teachers who perceived their work environment as supportive were less likely to experience burnout and were more likely to stay motivated in their teaching practices. This reinforces the idea that an organizational culture rooted in mutual respect and support can reduce the factors that reduce teacher motivation.

In conclusion, the literature supports the idea that organizational culture plays an important role in influencing teacher motivation. By applying the concept of Tatwam Asi, educational institutions can create a nurturing environment that increases teachers' work motivation through shared values and collaborative practices.

4. RESULTS AND DISCUSSION

The results of this study reveal several key themes that emerge from the thematic analysis of the data collected through interviews, observations, and documentation. These themes highlight the significant impact of organizational culture on teacher motivation and underscore the importance of integrating the principles of Tatwam Asi into the educational environment.

Theme 1: Sense of Belonging and Community

One of the prominent themes identified in this study is a sense of belonging and community among teachers. Many participants stated that a supportive organizational culture fosters strong interpersonal relationships, which increases their motivation to work well. These findings are in line with Hakanen et al. (2020), who noted that a sense of belonging significantly contributes to teacher engagement and job satisfaction. The concept of Tatwam Asi emphasizes connectedness, encouraging teachers to see themselves as integral members of the larger educational community, thus motivating them to contribute positively to their environment.

Theme 2: Mutual Respect and Collaboration

Another important theme is the value of mutual respect and collaboration among educators. Participants reported that an organizational culture rooted in respect allows for open communication and collaborative practices, which are essential for professional growth. Leithwood et al. (2019) support this idea by stating that collaborative culture leads to increased teacher efficacy and motivation. The principles of Tatwam Asi advocate respect and understanding among colleagues, fostering an environment where teachers feel valued and empowered to share their ideas.

Theme 3: Professional Development Opportunities

The availability of professional development opportunities emerges as a significant factor influencing teacher motivation. Teachers indicated that when they are given a continuous learning experience in a supportive culture, their motivation increases. Day et al. (2016) highlighted that professional development embedded in a positive organizational culture increases teacher retention and commitment. By integrating Tatwam Asi into its professional development programs, schools can create culturally relevant learning experiences that align with teachers' values and aspirations.

Theme 4: Recognition and Appreciation

Recognition and appreciation for teachers' efforts are also identified as vital motivators. Participants emphasized the importance of recognition from school leaders and peers for their hard work and dedication. Brouwers and Tomic (2019) note that recognition plays an important role in reducing fatigue and increasing motivation among educators. Tatwam Asi's philosophy encourages leaders to recognize individual contributions while promoting collective spirit, thereby strengthening motivation through appreciation.

Theme 5: Alignment with Personal Values

The alignment between organizational culture and personal values is another theme that comes up during the analysis. Teachers express higher motivation when their work environment reflects their personal beliefs and values. These findings are consistent with research by Sari et al. (2020), which shows that teachers are more engaged when they perceive their school culture to be in line with their values. The concept of Tatwam Asi promotes shared values within the organization, creating a harmonious environment where teachers feel motivated to align their personal goals with institutional goals.

Theme 6: Leadership Support

Leadership support emerged as an important factor that influenced teacher motivation. Participants reported that supportive leadership practices foster a positive organizational culture that increases motivation levels. Kahn et al. (2018) emphasized that transformational leadership styles contribute significantly to employee engagement by building trust and support in an educational environment. Leaders who embody the principles of Tatwam Asi can create an inclusive atmosphere where teachers feel supported in their professional endeavors.

Theme 7: Work-Life Balance

The importance of work-life balance was highlighted by some participants as an important thing to maintain motivation. Teachers state that a supportive organizational culture allows them to manage their professional responsibilities alongside personal commitments effectively. Research shows that organizations that prioritize work-life balance experience higher levels of employee satisfaction and retention (Kusumawati et al., 2021). By embracing the principles of Tatwam Asi, schools can foster an environment where work-life balance is valued, which further increases teacher motivation.

Theme 8: Emotional Well-Being

Emotional well-being was another important aspect discussed by the participants, which showed that a positive organizational culture contributed to their overall mental health. Teachers reported feeling more motivated when they work in an environment where emotional support is a priority. These findings are in line with Hakanen et al. (2020), who noted that emotional well-being is closely related to teacher engagement and performance. The concept of Tatwam Asi encourages empathy and understanding among coworkers, fostering an emotionally supportive atmosphere.

Theme 9: Empowerment through Autonomy

Empowerment through autonomy was identified as a driving factor for many teachers in this study. Participants expressed appreciation for having the freedom to make decisions regarding their teaching practices in a supportive culture. Research by Ingersoll (2017) supports this idea, highlighting that autonomy increases job satisfaction among educators. The principles of Tatwam Asi promote a collaborative decision-making process, empowering teachers to take over their roles, which ultimately increases motivation.

Theme 10: Cultural Relevance in Practice

Finally, cultural relevance in educational practice emerged as an important theme that influenced teacher motivation. Participants emphasized the need for culturally responsive teaching methods that are appropriate to their students' backgrounds. Research has shown that culturally relevant pedagogy increases student engagement and achievement (Ladson-Billings, 2014). By incorporating Tatwam Asi into teaching practice, educators can create meaningful relationships with students while also increasing their own motivation.

In summary, the results of the study show that the application of the concept of Tatwam Asi in organizational culture significantly increases teachers' work motivation through various interconnected themes such as community, respect, professional development, recognition, alignment with values, leadership support, work-life balance, emotional well-being, empowerment through autonomy, and cultural relevance in practice.

These findings underscore the importance of fostering an organizational culture that reflects the principles of Tatwam Asi as a strategic approach to increase teachers' work motivation. By creating an environment characterized by mutual

respect, collaboration, recognition, and support, educational institutions can increase teacher engagement and commitment.

Furthermore, these results contribute to the existing literature on teacher motivation by providing empirical evidence that supports the role of organizational culture in shaping the educator experience (Schein, 2017; Dai et al., 2016). The integration of culturally relevant practices rooted in Tatwam Asi not only benefits teachers but also positively impacts student outcomes by fostering engaged and motivated educators.

In conclusion, this study highlights the critical role of organizational culture based on the concept of Tatwam Asi as an effective strategy to increase teachers' work motivation. Future research should explore the practical implementation of these findings in different educational contexts to assess their effectiveness in improving teacher motivation globally.

5. CONCLUSION

The findings of the study show that fostering a supportive organizational culture significantly increases teacher motivation. Through thematic analysis, several key themes emerged, including the importance of community, mutual respect, professional development opportunities, and recognition. Teachers reported feeling more motivated when they experience a sense of belonging and collaboration in their work environment. In addition, the alignment of the organization's culture with personal values and the presence of supportive leadership were identified as important factors that contributed to increased motivation. The principles of Tatwam Asi, which emphasize interconnectedness and shared values, play an important role in creating a positive atmosphere that encourages teachers to be fully involved in their roles.

Further analysis highlights that integrating the concept of Tatwam Asi into educational practice can lead to meaningful improvements in teacher motivation and overall job satisfaction. By prioritizing emotional well-being, work-life balance, and empowerment through autonomy, schools can foster an environment where teachers feel valued and supported. These findings underscore the need for educational institutions to adopt culturally relevant practices that are appropriate to teachers' experiences and aspirations. Ultimately, implementing strategies based on Tatwam Asi is not only beneficial for teachers but also improves student outcomes by fostering motivated and engaged teaching staff.

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