

Work Motivation of Educational Personnel in Improving the Effectiveness of Academic Administration Services

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Abstract

This study aims to examine the motivation of educational staff in improving the effectiveness of academic administration services in higher education institutions during the digital transformation. Educational staff play a strategic role in ensuring the accuracy, timeliness, and quality of academic administration processes, which in turn affect the efficiency of institutional management and the overall student experience. This study utilised a qualitative method by conducting a systematic review of 23 sources, including scientific articles, academic books, and policy documents published between 2020 and 2025. The literature selection process was carried out in several stages: (1) conducting an initial search using keywords related to work motivation and academic administration, (2) filtering sources based on predetermined inclusion criteria, publications written in Indonesian or English, relevant to the context of educators, and published within the specified time period, and (3) eliminating duplicate entries, non-scientific material, and references that lacked sufficient empirical or conceptual content. All sources that met the eligibility criteria were analysed using thematic analysis techniques, which included initial coding, theme grouping, and synthesis of findings to identify patterns, core concepts, and relationships between variables related to the work motivation of educators in higher education. Thematic analysis reveals that work motivation is shaped by intrinsic factors such as the importance of work, obligations related to public service, and opportunities for professional advancement and extrinsic factors, including reward systems, organisational work environment, and proportional workload. The results of the study show that the effectiveness of academic administration services is influenced by three main groups of factors: (1) intrinsic motivation, such as a sense of meaning in work and a moral commitment to serve; (2) extrinsic motivation, including reward systems, workload, and work environment support; and (3) Public Service Motivation (PSM), which plays a role in strengthening the dedication of educational personnel to service management. The literature synthesis also reveals that motivation only has an optimal impact when supported by strong human resource management, participatory leadership, and adequate digital competence. Thus, the findings of

this study directly confirm the relationship between work motivation and the effectiveness of academic services, while also providing strategic direction for universities in designing interventions to improve service quality.

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INTRODUCTION

Educational staff, such as academic administrators, data managers, and student services officers, play an important role in providing administrative services at universities. They serve as a bridge between academic policy, the academic community, and information systems that facilitate learning activities and routine academic services. Over the past decade, the evolution of the higher education ecosystem has led to increased service complexity, particularly following the post-COVID-19 recovery period, which accelerated the digitisation of various administrative procedures (Veles et al., 2023). These developments have brought about a greater volume of services, increased user expectations, and changes in competency requirements for education staff (Sarifudin et al., 2023). In this context, work motivation is not only seen as an individual psychological factor but also as a strategic element that impacts the quality and efficiency of academic administrative services (Mustafa et al., 2022).

Several international publications highlight that non-academic staff in higher education institutions are undergoing a shift in identity towards roles as professional staff who are expected to be adaptive, skilled in managing service systems, and capable of collaborating in an academic environment. Research by Veles et al. (2023) indicates that increasing responsibilities and role expectations must be supported by adequate institutional support so that administrative staff can provide services effectively. Similar conclusions are presented in other publications, which emphasises that work motivation is related to performance and quality of educational services, including in the context of academic administration (Mustafa et al., 2022). These findings are reinforced by recent research highlighting that public service motivation among higher education administrative staff contributes significantly to increased commitment and service quality (Rivai, Baharuddin, & Lestari, 2023).

Literature generally divides the motivation of educational personnel into two main dimensions: intrinsic and extrinsic motivation. Intrinsic motivation is associated with a sense of purpose in one's work, opportunities for professional growth, and recognition for contributions. In contrast, extrinsic motivation includes compensation, incentives, workload, and work environment. Studies on public service organisations show that these factors shape performance, job satisfaction, and service delivery (Hidayat & Santoso, 2021) (Saputra & Wibisono, 2022). In the Indonesian context, academic publications from 2020 to 2025 highlight that digital competence, career development pathways, and training programmes play an important role in increasing motivation and outcomes in higher education administration, especially during the digitisation of academic information systems (Sarifudin et al., 2025). Thus, an understanding of A thorough understanding of these two dimensions of motivation is a crucial element in designing effective and sustainable strategies to improve administrative performance and service quality in higher education institutions.

Although various studies have discussed work motivation and the performance of educational personnel, most studies still focus on the influence of motivation on aspects of performance or service quality in general, without specifically linking it to the context of the digital transformation of academic administration services (Rees & Smith, 2023). Furthermore, there has been little research examining how the interaction between intrinsic motivation, extrinsic motivation, and Public Service Motivation (PSM) shapes the effectiveness of administrative services in higher education institutions. This research gap is becoming increasingly apparent as the digitisation of academic information systems has changed work patterns, competency requirements, and service expectations, but the existing literature has not provided a comprehensive synthesis of how work motivation plays a role in this changing situation (Komljenović, 2025) (Dhiah, 2023). Therefore, this research is important to fill this gap by

summarising the latest findings and providing a deeper understanding of the dynamics of educational staff motivation in improving the effectiveness of academic administrative services.

The importance of this study lies in its contribution to providing a more comprehensive understanding of how the work motivation of educational personnel plays a role in improving the effectiveness of academic administration services, especially in the era of digital transformation in higher education. Unlike previous studies that tended to separate discussions on motivation, performance, or digitalisation, this study integrates these three aspects, resulting in a more holistic perspective for understanding the dynamics of modern administrative services. Furthermore, this study is important because it provides a synthesis of the latest literature from 2020–2025, which can serve as a basis for higher education policy makers in designing strategies to increase motivation, develop digital competencies, and strengthen human resource management so that administrative services can run more effectively, responsively, and be oriented towards the needs of the academic community.

The need to analyse the motivation of teaching staff has become increasingly critical when linked to the growing complexity and demands placed on academic services in higher education institutions. First, the increasing administrative burden, such as meeting regulatory requirements, accreditation criteria, internal quality assessments, and academic reporting, requires staff who not only have strong skills but also a high level of motivation to ensure data accuracy, timely service delivery, and compliance with institutional standards (Rees & Smith, 2023). Secondly, the quality of academic administrative services directly shapes the student experience, influencing aspects such as ease of enrolment, efficiency of grade processing, timely issuance of transcripts, and clarity of academic communication; these elements collectively influence students' perceptions of institutional professionalism and, in turn, contribute to the university's public reputation (Mustafa et al., 2022). Thirdly, neglecting the aspect of

motivation can have negative consequences, including increased fatigue, decreased staff commitment, increased turnover rates, and delays in the implementation of service innovations, particularly digital solutions that are essential to supporting sustainable transformation in higher education (Nuriyatul et al., 2024). Therefore, gaining a deeper understanding and strengthening employee motivation is crucial not only to ensure the effective functioning of academic services but also to strengthen the institution's competitiveness amid rapid and dynamic changes in education.

Based on this relevance, this study seeks to explore the work motivation of educational personnel in improving the effectiveness of academic administration services through a qualitative literature-based approach. This study synthesises conceptual and empirical insights from previous studies to answer the main question: how does the work motivation of educational personnel affect the effectiveness of academic administration services in higher education institutions? In addition, this study investigates: (1) the main sources of motivation, (2) the challenges and factors that shape the dynamics of motivation, and (3) recommended institutional strategies to strengthen motivation and improve the quality of academic administrative services. As a literature review, this study does not involve field data collection, but rather builds a theoretical perspective and research evidence as a basis for contextually relevant and actionable policy recommendations. The purpose of this study is to comprehensively analyse how the work motivation of educational personnel, whether intrinsic, extrinsic, or public service motivation (PSM), affects the effectiveness of academic administration services in higher education institutions, particularly in the context of digital transformation. Through a synthesis of the latest literature from 2020–2025, this study also aims to identify factors that strengthen or weaken work motivation and institutional strategies that can be applied to improve administrative service performance. The benefits of this research are to provide a

theoretical basis for the development of educational management studies related to the motivation of educational personnel, as well as to provide practical recommendations for higher education institutions in designing HR management policies, improving digital competencies, and improving academic service systems so that the sustainability of service quality can be maintained and the satisfaction of the academic community can be increased.

METHOD

This study utilised a qualitative approach with a library research method. This method was chosen because the study focuses on conceptual analysis and synthesis of previously published empirical findings related to the work motivation of educators in improving the effectiveness of academic administration services in public and private universities. In library research, data is not collected directly from the field, but is obtained through a process of collection, review, and interpretation.

from various academic sources, including journal articles, academic books, research reports, and other relevant documents. This approach is in line with the framework outlined by Ashar et al. (2024), which emphasises that literature-based research focuses on collecting references from various sources (journals, books, and documents) without conducting field research, followed by systematic analysis through stages such as determining the research focus, analysing data, and compiling the final research report. Furthermore, Annasthasya et al. (2025) in the Multidisciplinary Scientific Journal note that literature-based research methods allow researchers to systematically review previous studies, enabling them to develop a more in-depth and integrated understanding of the topic under investigation. Therefore, the application of literature-based research methods in this study is not only methodologically appropriate but also provides a solid theoretical foundation for exploring in depth the various factors that shape the work motivation of educators and how these factors affect the quality of academic

administrative services in higher education institutions.

The data sources for this study include reputable national and international journal articles, scientific conference proceedings, academic books, and higher education policy documents issued by relevant ministries and institutions. The literature was selected based on the following criteria: (1) published between 2020 and 2025 to ensure thematic relevance; (2) discussing topics related to work motivation, educational staff performance, academic administrative services, and digital transformation in higher education; and (3) available in full text and having undergone a peer-review process. The search for sources was conducted through academic databases such as Google Scholar, Scopus, DOAJ, ERIC, and Garuda Kemdikbud using keywords such as motivation, educational personnel, academic services, higher education, performance, digital transformation, along with their equivalents in Indonesian. This approach is in line with previous studies that highlight the role of motivation and employee performance in improving the quality of academic administration services (Mariah & Sa'ud, 2021), the impact of motivation on the performance of educational staff in higher education institutions (Pamela & Khusni, 2024), the importance of digital transformation in strengthening the competence and performance of educators (Sarifudin et al., 2025), and efforts to optimise educational administration in the Society 5.0 era (Putri et al., 2024).

Data analysis in this study was conducted using a thematic content analysis approach that was systematically structured to ensure that the results were interpreted comprehensively and accountably. The first phase involved data reduction, which included selecting and organising various literature sources in accordance with the study objectives. At this stage, researchers reviewed relevant journals, books, and academic reports, extracting information specifically related to educator motivation and the quality of academic administrative services. The second phase

consisted of presenting the data by categorising the findings into main themes, such as forms of intrinsic and extrinsic motivation, factors that support or hinder motivation, and the impact of motivation on administrative service performance. This stage enables researchers to identify emerging patterns, relationships, and differences between sources. The third phase involves drawing conclusions, which includes developing conceptual syntheses and analysing policy implications based on themes identified in the literature. To enhance the reliability of the analysis, this study ensures the credibility of sources by verifying references, cross-checking citations, and maintaining a detailed audit trail documenting each step of literature selection, coding, and interpretation. Through this structured process, the analysis becomes more transparent and easier for others to replicate.

RESULTS AND DISCUSSION

A literature review published between 2020 and 2025 shows that the work motivation of educators consistently influences the effectiveness of academic administrative services in higher education institutions. Several The study highlights that the motivation of administrative staff is directly related to service quality, particularly in terms of reliability and accuracy in document management, which ultimately increases student satisfaction. Highly motivated staff tend to perform their duties more thoroughly, proactively, and responsibly in handling various academic procedures, from managing student data to providing academic information in a timely manner. These findings are in line with the research by Mariah & Sa'ud (2023), which notes that 'the motivation of administrative staff has a significant positive impact on the reliability of academic administrative services.' Beyond these internal aspects, several studies also emphasise the role of external elements such as incentives, institutional rewards, and a supportive work environment in improving work motivation and service quality. Motivation even functions as an intermediary factor between reward systems and employee

performance. This is supported by the findings of Sekar & Wikaningtyas (2023), who report that 'incentives increase motivation, which then acts as an intermediary between incentives and performance improvement.' Consequently, recent literature emphasises that strengthening motivation through intrinsic and extrinsic factors is crucial for building effective, efficient, and responsive academic administration services, which will ultimately improve the overall quality of academic governance.

Other studies show that educators generally have a high level of public service motivation (PSM), particularly in terms of social responsibility and commitment to the public interest, so that they view administrative work not merely as a routine task, but as a valuable contribution to the academic community (Royhan, 2025). However, previous research also highlights structural barriers such as excessive workloads, psychological pressure, and inadequate organisational control systems that can hinder service effectiveness despite strong individual motivation (Dewi et al., 2024). In addition, effective leadership and a supportive organisational culture have been recognised as key elements that can increase public service motivation and improve the overall quality of academic services, as shown by research exploring how leadership and psychological conditions affect PSM among public sector employees (Sabuhari et al., 2025).

Overall, the results of the literature review consistently show that work motivation, both intrinsic and extrinsic, has a significant contribution in shaping employee performance and the quality of academic administration services in higher education institutions. Intrinsic motivation encourages dedication and thoroughness in work, while extrinsic motivation strengthens commitment through structural support such as incentives and rewards. Both complement each other in creating a productive work environment that is responsive to academic needs. To facilitate understanding and present the findings in a more structured manner, a summary of the reviewed studies is presented in a table that

summarises the main findings, descriptions of the research results, and article sources.

Table 1 Summary of Findings Based on Literature Review 2020–2025

No	Key Findings	Research Results Description	Article Source
1.	Pengaruh motivasi terhadap kualitas layanan	The motivation of administrative staff has been proven to have a positive and significant effect on the quality of academic services, especially in terms of reliability and accuracy in document processing.	Mariah & Sa'ud (2021/2022)
2.	The role of rewards and the work environment	Rewards (incentives) and a conducive work environment increase the motivation of administrative staff. Motivation mediates between rewards and performance.	Baskoro, Poluan & Sihombing (2024)
3.	Public Service Motivation (PSM)	The three dimensions of PSM—social service, public commitment, and common interest—are at a high level. Administrative staff view their duties as a service to the academic community.	Rivai, Baharuddin, dkk. (2023)
4.	Structural barriers	Individual, psychological, workload, and organizational control system factors influence service performance; motivation alone is not enough without HR management support.	Sulfianna dkk. (2023)
5.	Leadership role	The motivation of administrative staff improves when supported by leadership competencies and an enabling organizational culture, thereby impacting administrative service performance.	Studi UGM (myresearch.id)
6.	General conclusions from the literature	Motivation (intrinsic and extrinsic) is consistently linked to the effectiveness of	Sintesis literatur 2020–2025

		academic administration services and increases when supported by performance-based human resource management, a positive work environment, and digital technology.	
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Based on the summary of findings in the table, it can be concluded that the work motivation of educational staff plays an important role in shaping the quality of academic administration services in higher education institutions. Recent studies show that motivation plays a crucial role in improving the quality of academic administrative services. High work motivation has been proven to improve the accuracy, reliability, and responsiveness of services, while external factors such as incentives, organisational support, and a conducive work environment further strengthen employees' internal drive to complete their tasks (Widarni et al., 2021).

Furthermore, Public Service Motivation (PSM) is recognised as an important component that shapes employees' professional identity and drives their commitment to providing the best service to the academic community (Haris, 2022). However, various studies emphasise that motivation alone is insufficient to produce optimal performance if structural barriers such as heavy workloads, unclear procedures, and weak control and evaluation mechanisms persist (Kusuma & Febrianti, 2021).

Conversely, transformational leadership and a supportive organisational climate can significantly enhance employee motivation and performance. Collaborative organisations have been shown to increase employee motivation and create a more productive work environment that prioritises service improvement (Hidayat et al., 2023). Overall, these studies confirm that the integration of intrinsic and extrinsic motivation, supported by a robust institutional structure, forms an essential foundation for achieving effective, efficient, and highly responsive academic administrative services that meet the needs of stakeholders.

The results of this literature review reinforce the view that the work motivation of educational staff is a very important foundation for the implementation of effective academic administrative services. Intrinsic motivators such as a sense of responsibility, meaningful work, and opportunities for continuous skill development have been shown to improve the quality of administrative services, in line with Herzberg's two-factor theory, which distinguishes between motivators and hygiene factors in shaping employee performance. The importance of intrinsic motivation is particularly evident in higher education settings, where administrative staff not only handle technical tasks but also perform social roles through frequent interactions with students, lecturers, and other academic stakeholders. Research on administrative staff and educators in Indonesian universities shows that work motivation is positively related to the quality of administrative services, and the quality of administrative services in turn affects student satisfaction (Palu et al., 2018). Furthermore, research on public service motivation (PSM) further shows that intrinsic motivation among educational personnel strengthens work engagement and commitment to serving the academic community.

Public Service Motivation (PSM) identified among non-academic staff at state universities indicates that administrative tasks are not only viewed as bureaucratic routines, but also as meaningful contributions to the national education mission and to upholding academic integrity in society. Research by Rivai, Baharuddin, and colleagues (2023) shows that the three dimensions of PSM—public commitment, compassion, and sacrifice among academic administrative staff are very strong and shape their willingness to continue providing services

even when administrative demands increase. This perspective is further supported by a study by Veles et al. (2023), which reveals that the professional identity of university staff has shifted from traditional support roles to more strategic positions, with increased agency, visibility of contributions, and collaboration with academic staff in the process of organisational change.

However, the literature also highlights that motivation both intrinsic and extrinsic does not always guarantee optimal performance in academic administration services. Research by Setiawan & Tricahyadinata (2024) at Mulawarman University shows that although work motivation contributes to the performance of educational staff, its influence on work discipline is not significant, indicating that the operational effectiveness of administration also depends heavily on control mechanisms (such as discipline) and procedural compliance. This is in line with the findings of Hakim (2024), which show that heavy workloads, complex task demands, and differences in staff proficiency in using academic information systems can hinder service quality, even when individual motivation is relatively high. Overall, these studies show that structural elements such as digital competence, organisational support, and adequate professional recognition play a crucial role in shaping the performance effectiveness of academic administrative staff in higher education institutions. In line with these findings, other scientific publications show that structural challenges such as heavy workloads, limited digital skills training, and inadequate professional recognition can hinder the effectiveness of academic administrative staff, even when their personal motivation is relatively high.

Based on these findings, efforts to improve the work motivation of educational personnel must be developed comprehensively within the broader framework of human resource management in higher education. Various studies have proposed several strategic steps, including strengthening the reward system and implementing performance-based incentive schemes; offering clear career development paths and training in digital administration and

academic information system literacy; fostering a collaborative work environment that encourages service innovation; and building an organisational culture rooted in the values of accountability and public service. Research by Baskoro et al. (2024) shows that motivation functions as a mediating factor between rewards and performance of administrative staff, which shows that the reward system not only serves as a financial incentive but also as part of a broader strategy to improve service quality. With well-designed and integrated human resource policies, higher education institutions are expected to successfully transform academic administrative services to be more responsive, effective, and capable of strengthening the institution's competitiveness in the higher education landscape.

CONCLUSION

A literature review covering the period from 2020 to 2025 shows that employee motivation, especially among academic administrative staff, has a significant influence on the quality of administrative services in higher education institutions. Workplace motivation not only serves as a catalyst for constructive work behavior, but also as a key pillar in the provision of professional, accurate, and responsive academic services. Intrinsic factors such as a strong sense of purpose, moral dedication to serving the academic community, and an understanding of their important role in supporting the educational process have been shown to improve the reliability of academic data management and the accuracy of administrative tasks. Personnel with strong intrinsic motivation generally show greater attention to detail, higher responsibility, and greater sensitivity to the needs and dynamics of the academic environment. These results are in line with the concept of Public Service Motivation (PSM), which states that individuals working in the public sector, including higher education, are often motivated by a desire to serve and a commitment to the public good. In academic administration, employees with strong PSM view their

responsibilities not merely as routine tasks, but as meaningful contributions to improving the overall quality of national education. As a result, intrinsic motivation becomes a crucial factor in maintaining professional and ethical standards in the education administration system.

However, the literature shows that motivation, especially intrinsic motivation, cannot function optimally without the support of a solid organizational framework. High-quality administrative performance depends on a robust human resource management system, which includes a performance-based incentive structure, consistent supervision, and the implementation of clear and accessible Standard Operating Procedures (SOPs). In addition, the use of an efficient academic information system allows staff to work more effectively while reducing the possibility of errors in managing student records and carrying out other academic tasks. When technology is well integrated, it further improves the accuracy of services and speeds up communication between units within the institution. Leadership also plays a crucial role in strengthening motivation and improving performance. Leaders who create a collaborative atmosphere, encourage innovation, provide constructive feedback, and promote accountability are more likely to inspire staff to perform optimally. When the work environment is supportive and well-organized, both intrinsic and extrinsic motivation can flourish and result in high-quality administrative outcomes.

Therefore, higher education institutions must develop motivation enhancement strategies that are in line with competency development initiatives, especially digital skills, which are increasingly vital in the era of educational transformation. Continuous training, career development opportunities, and the availability of adequate work facilities are essential components in improving staff professionalism. By integrating motivational support, disciplined work practices, technological readiness, and a positive organizational culture, educators and administrative staff will be better able to provide effective, efficient, and competitive academic services. In the long term, superior administrative

services directly contribute to the achievement of the institution's vision, mission, and strategic objectives, while promoting the formation of quality and competitive higher education governance.

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