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# Teacher Work Motivation in the Post-COVID-19 Era: A Descriptive Study at Vocational High Schools in East Padang in Support of SDG 4 (Quality Education)

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## ABSTRACT

**Objective:** To analyze the level of teachers' work motivation after the COVID-19 pandemic in vocational high schools in East Padang and to examine its implications for improving educational quality. The findings are expected to provide evidence-based recommendations for strengthening teacher motivation as an essential component in achieving Sustainable Development Goal (SDG) 4: Quality Education. **Method:** A descriptive quantitative research design. Data were collected using a structured questionnaire distributed to teachers at vocational high schools in East Padang. The collected data were analyzed using descriptive statistical techniques to determine the level of teachers' work motivation based on several motivational indicators. **Results:** The findings indicate that the overall level of teachers' work motivation reached an achievement score of 78%, which falls within the fairly high category. Responsibility, perseverance, independence, and work enthusiasm contributed positively to teachers' motivation; however, several aspects still require improvement. The study also highlights the important role of school principals in enhancing teachers' motivation through supportive leadership, adequate facilities, and appropriate incentive systems. Strengthening teachers' motivation is expected to improve teaching quality and student learning outcomes, thereby supporting the realization of inclusive and quality education. **Novelty:** The study provides recent empirical evidence regarding teachers' work motivation in the post-COVID-19 educational context at vocational high schools in Indonesia. Unlike previous studies that primarily examined teacher motivation before or during the pandemic, this research specifically focuses on post-pandemic conditions and emphasizes the importance of school leadership in sustaining teacher motivation. Furthermore, the study links teacher motivation with the achievement of SDG 4, highlighting its contribution to improving educational quality and promoting sustainable educational development.

## INTRODUCTION

The COVID-19 pandemic has affected education management and education policies around the world (Rahman et al., 2021). In an effort to control the spread of COVID-19, most countries have had to take drastic measures, including the physical closure of schools. This forced education systems to adapt quickly and resulted in a number of influential changes. Firstly, many countries turned to distance learning platforms such as Zoom and Google Meet, which required adequate digital infrastructure and internet access. This access gap raised issues of inequality in education. Secondly, curricula and teaching methods had to be adapted to online learning, requiring additional teacher training. Thirdly, the pandemic also disrupted economic stability, which resulted in reductions in education budgets and consequently affected the quality of education. Thus, COVID-19 fundamentally changed the way education is managed and prompted changes in education policy to address the challenges faced in education (Andriani et al., 2018; Mincu, 2015).

After the COVID-19 pandemic ended, educational policies and management patterns also changed. Changes in the learning environment and conditions after the pandemic became an important area for study and evaluation. One aspect requiring evaluation is