The Role of Efficiency Bureaucracy, Ascension Civil Servant, Teacher Ranks in the Environment Government of Jambi Province Against the Motivation of Teachers' Work

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Abstract

This study aims to analyze how the bureaucracy of rank promotion is perceived by civil servant teachers and its implications for teacher work motivation within the Jambi Provincial Government. A qualitative approach was employed through in-depth interviews with civil servant teachers and relevant officials, limited observations, and document analysis. Data were analyzed using thematic analysis to identify shared meanings derived from participants' experiences and perceptions. The findings reveal that rank promotion bureaucracy is perceived as complex, uncertain, and burdensome, leading to decreased interest among teachers in submitting promotion applications. Conversely, rank promotion is understood not only as an administrative process but also as a form of professional recognition and a means of improving welfare, which positively influences teacher motivation. The implementation of digitalization through the State Civil Apparatus Information System (SIASN) is perceived to enhance efficiency and transparency; however, its effectiveness remains limited due to insufficient technical capacity and sectoral ego among institutions. This study contributes by conceptualizing rank promotion bureaucracy as a psychological determinant of teacher motivation and extending the application of Valence Theory within the field of educational administration.

Introduction

Teachers are one of the most strategic human resources in efforts to improve the quality of education. The quality of education becomes a determinant of a country's success in developing human resources produced through the learning process in schools. Therefore, teachers who possess good-quality knowledge and skills are needed (Rustantono et al., 2024). The dominant factor in determining the quality of human resources, or teachers, is their ability to continuously keep up with the times. The completeness and sophistication of facilities and infrastructure will not have a significant impact if not supported by the ability of the human resources who use them, in this case, teachers (Hutabarat et al., 2023).

To obtain quality and competent teachers, the government must accommodate each teacher's potential to facilitate their performance and improve work motivation (Hutabarat et al., 2023). The government's role here is to arrange income systems, provide motivational awards, allowances,, and facilities, provide social security, ensure a work environment, support self-development, and provide legal assistance. The government serves as a container for managing civil servant teachers so they can access all the mentioned needs, enabling them to carry out their functions as public policy implementers, public servants, and the glue and unifier of the nation (Budiningtyas & Hutabarat, 2024).

One of the needs of civil servant teachers that the government must address is rank promotion. Rank promotion is an important element in the career development of an ASN, in this case, civil servants. This research will focus on civil servant teachers in the Jambi Provincial Government environment. ASN is a profession for civil servants and government employees with work agreements who work in government agencies (Mayasari et al., 2024).

Rank promotion for civil servants is an award given, which impacts the level of a civil servant in the personnel structure and serves as the basis for salary increases and other allowances. Civil servant teachers who are given rank promotions are diligent and full of dedication in carrying out the tasks that have become their responsibility. This rank promotion is also one of the hopes to increase salary and other allowances, which, in the end, are expected to increase work motivation, improve work performance, and dedication (Pratiwi, Hutabarat, Nabila, Hevinosa, & Mauli, 2024).

Although rank promotion has a strategic role in increasing teacher motivation and performance, the implementation of rank promotion services in Jambi Province still faces various bureaucratic problems that hinder the process. Based on the researcher's preliminary investigation, several chronic facts were found to be the main obstacles in the rank promotion process for civil servant teachers in Jambi Province. The system is still manual, the SOP for competency tests is not yet clear, there is a lack of information regarding the progress of rank promotion submissions, and it requires the rank promotion files of civil servant teachers to pass through the Provincial Education Office with the issuance of "Rank Promotion

Recommendations" before arriving at the Jambi Province BKD, which is actually the agency that has authority in ASN rank promotion management (Hutabarat et al., 2024; Yati et al., 2024).

First, the rank promotion service system is still manual. Civil servant teachers must submit physical documents directly to the Jambi Provincial Education Office and the Jambi Provincial Regional Personnel Agency (BKD). This manual process not only takes time but also requires teachers to leave their teaching duties to handle rank promotion administration. The manual system also requires civil servant teachers to provide proposal files for rank promotion in flashdisks and must have an introductory letter from the Jambi Provincial Education Office, even though the introductory letter should actually be sufficient from the school principal as the direct supervisor (Rosmiati et al., 2021; Almaududi et al., 2024).

Second, the Standard Operating Procedures (SOP) for competency tests in rank promotion are not yet clear and transparent. Information regarding requirements, schedules, and competency test procedures is often not well communicated to civil servant teachers, causing confusion and uncertainty. The connection with the Education Office occurs when civil servant teachers wish to submit rank promotion services from group 1 to group 2, group 2 to group 3, or group 3 to group 4, where civil servant teachers must carry out competency tests first, and the implementation of these competency tests is under the authority of the Jambi Provincial Education Office (Syuhada et al., 2023; Hutabarat et al., 2022).

Third, there is complexity in the bureaucratic channel in the rank promotion application process. Civil servant teachers cannot directly submit rank promotion applications to the Jambi Provincial BKD, as the agency with full authority in ASN personnel management. They must first go through the Jambi Provincial Education Office to obtain a "Rank Promotion Recommendation." This dual channel creates a layered bureaucracy that extends the process time and has the potential to create undesirable practices. According to civil servant teachers, this method is very ineffective and inefficient, causing them to leave their duties as educators to deliver files to the Education Office and also incur costs for photocopying and purchasing flashdisks. Besides that, the potential for illegal levies on civil servant teachers becomes very large when face-to-face services occur between the Provincial Education Office and civil servant teachers, particularly in issuing introductory letters from the Education Office (Rahim & Hutabarat, 2024; Hutabarat & Ekawarna, 2023).

Fourth, based on the Decree of the Governor of Jambi Number 095/KEP.GUB/BKD/2018 dated February 1, 2018, concerning the SOP for Civil Servant Rank Promotion, the rank promotion process requires nearly 3 (three) months. This lengthy waiting time is highly ineffective and inefficient, and can decrease the work motivation of civil servant teachers. The length of the rank promotion process can cause civil servants to avoid submitting for promotion. Besides the length of the rank promotion service process, indications of potential illegal levies and discrimination towards civil servants are among the factors why many civil servants are reluctant to submit rank promotions (Saputra Hutabarat, 2017; Phongsavath et al., 2022).

This complicated and inefficient bureaucratic condition creates serious consequences. Many civil servant teachers are reluctant to submit rank promotions due to the convoluted and time-consuming process. In addition, there are indications of potential illegal levies and discrimination in rank promotion services that can harm civil servant teachers. This ultimately impacts the decline in teacher work motivation and the desire to develop competencies as educators. From interview results with civil servant teachers in the Jambi Provincial Government environment, it was found that rank promotion is one of the awards they expect because through rank promotion, civil servant teachers get the opportunity to improve welfare in terms of salary and inherent benefits, which can increase their work motivation as educators (Yati et al., 2024; Dacholfany et al., 2024).

Work motivation is the drive or effort of individuals in performing their work in a directed manner to achieve predetermined goals. Work motivation is also one of the very important factors for every group to achieve certain goals. In the context of this research, valence theory (expected value) is used to analyze the relationship between rank promotion and teacher work motivation (Manik et al., 2023; Surono et al., 2024).

Valence theory indicates that status or position (rank and position) are factors that can motivate an employee in carrying out their work. Rank promotion can be one of the factors that influence employee work motivation. Employees who have high dedication can be given rank promotions in order to increase their work motivation. From this perspective, an effective and efficient rank promotion system will positively impact teacher work motivation by rewarding performance and providing certainty of improved welfare through salary increases and allowances (Masni et al., 2010; Harbeng et al., 2010).

The system of rank promotion can also be one of the methods to select human resources who have the ability to carry out greater responsibilities. Besides that, rank promotion will also motivate teachers to try harder in their work. Teachers' work motivation will also have a positive impact if rank promotion is followed by salary increases. Therefore, rank promotion is not only recognition of dedication and work achievements that have been carried out, but also as an opportunity to improve the welfare of civil servant teachers through salary increases and accompanying benefits (Saputra et al., 2024; Masni et al., 2024).

In response to bureaucratic problems in rank promotion services, the government, through the State Civil Service Agency (BKN), is implementing various initiatives to reduce bureaucracy, especially for civil servant teachers. One of the main innovations is the development of the digital-based ASN Information System (SIASN) to replace the manual system that has been used so far. The government sees the phenomenon occurring in rank promotion services, especially for civil servant teachers, and recognizes that the system in place at that time is no longer relevant to developments over time and the increasing number of existing civil servants (Saputra, 2017; Hutabarat & Ekawarna, 2023).

Through SIASN, bureaucratic simplification in rank promotion services is expected to occur. Rank promotion services can be conducted digitally, more efficiently and effectively

compared to previous methods. Based on State Civil Service Agency Regulation Number 7 of 2023 concerning the ASN Information System, SIASN is a system that covers all ASN personnel data, ASN information, and SIASN Services, including rank promotion. The rank promotion service is an integrated service subsystem with SIASN covering the verification and validation process activities up to the determination of approval/technical consideration from the Head of BKN and the determination of the decision letter for rank promotion on awards given based on work performance and dedication of civil servants (Zuhri Saputra Hutabarat, 2019; Masni & Hutabarat, 2021).

In addition, SIASN also provides convenience for civil servant teachers regarding the issuance of rank promotion Decree Letters in soft file format, so that teachers no longer need to leave their main duties as educators just to collect the rank promotion decree documents at the Jambi Provincial Education Office or Jambi Provincial BKD. Through this SIASN, the rank promotion service process becomes faster. Previously, the rank promotion service was completed within a period of 1 to 3 months; with the existence of SIASN, rank promotion services can be completed within days. At this time, the existing facilities aim to provide better service to ASN, particularly to civil servant teachers (Surono et al., 2023; Adriani et al., 2023).

Although many studies have examined teacher work motivation and ASN rank promotion in general, no research has been found that specifically analyzes the efficiency of the rank promotion bureaucracy for civil servant teachers in Jambi Province and its impact on work motivation from a valence theory perspective. Previous studies tend to be general in nature and do not explore in depth the specific local bureaucratic problems in a particular region. Research on motivation and rank promotion has been conducted by several researchers, but has not specifically focused on the bureaucratic efficiency of rank promotion in a specific regional context, such as Jambi Province (Manik et al., 2023; Surono et al., 2024; Rahim et al., 2023).

This research provides new contributions by revealing the real conditions of rank promotion bureaucracy in Jambi Province, specifically and in depth, including problems with manual systems, unclear SOPs, and convoluted bureaucratic channels through the Education Office before reaching the BKD. In addition, this research also analyzes the implementation of SIASN as a solution for bureaucratic efficiency in the local context of Jambi Province, including the challenges and obstacles faced in its implementation. Support for the implementation of SIASN still needs awareness from ASN to update their respective personnel data on SIASN, and there is still a sectoral ego from the Jambi Provincial Education Office, which is reluctant to fully release the authority of rank promotion to the Jambi Province BKD (Sembiring et al., 2024; Zahar et al., 2024).

The novelty of this research also lies in the use of valence theory perspective to explain the relationship between rank promotion, bureaucratic efficiency, and civil servant teacher work motivation, which provides a sharper analytical framework compared to general descriptive research. The use of valence theory allows for a deeper analysis of how rank promotion as an expected value can influence teacher work motivation, especially when

associated with bureaucratic efficiency that facilitates the process. Thus, this research is expected to provide evidence-based policy recommendations to improve the efficiency of rank promotion bureaucracy for civil servant teachers in Jambi Province that can be replicated in other regions with similar conditions (Masni et al., 2010; Harbeng Masni et al., 2010; Hutabarat et al., 2023).

Based on the background description above, the problem formulation in this research is: "What is the role of rank promotion bureaucratic efficiency for civil servant teachers in the Jambi Provincial Government environment on teacher work motivation?" This formulation is important because bureaucratic efficiency in rank promotion is closely related to teacher work motivation, where a fast, easy, and transparent process can increase teacher satisfaction and motivation to continue improving their performance (Rosmiati, 2016; Agustina & Hutabarat, 2023).

The objective of this research is to analyze and describe the role of rank promotion bureaucratic efficiency for civil servant teachers in the Jambi Provincial Government environment on teacher work motivation, with a focus on the conditions of rank promotion bureaucracy for civil servant teachers before and after SIASN implementation, the impact of bureaucratic efficiency on civil servant teacher work motivation, obstacles and challenges in SIASN implementation as an effort for bureaucratic efficiency, and recommendations for improvements to increase the efficiency of rank promotion bureaucracy for civil servant teachers. Thus, this research is expected to provide practical contributions to improving personnel policies in Jambi Province, particularly in more effective and efficient rank promotion services for civil servant teachers, which in turn will increase work motivation and overall education quality (Budiningtyas & Hutabarat, 2024; Pratiwi et al., 2024).

Unlike previous studies that primarily examine promotion from an administrative or policy perspective, this study offers a novel contribution by conceptualizing promotion bureaucracy as a psychological factor influencing teachers' work motivation through the lens of Valence Theory. Furthermore, this study empirically captures the dynamics of SIASN digitalization and sectoral ego among institutions from the perspective of civil servant teachers as service users.

Method

Research design

This research uses a qualitative approach with a descriptive method to gain an in-depth understanding of the role of bureaucratic efficiency in the rank promotion process and its impact on the work motivation of civil servant teachers in the Jambi Provincial Government environment. A qualitative approach was chosen because this research aims to explore and understand social phenomena from the perspective of the research subjects, namely civil servant teachers, officials from the Jambi Provincial Education Office, Jambi Provincial BKD, and BKN (Sugiyono, 2017). Through this approach, researchers can dig deeper into the

experiences, perceptions, and meanings given by informants regarding bureaucratic efficiency in rank promotion services and their relationship with teacher work motivation.

The descriptive method is used to describe systematically and accurately the facts and characteristics of the research object, namely the bureaucratic conditions of rank promotion services before and after the implementation of SIASN, as well as the impact of these changes on teacher work motivation (Creswell, 2014). This research does not test hypotheses or seek causal relationships statistically, but rather seeks to understand the phenomena that occur in depth through the narratives and experiences of informants (Hutabarat et al., 2022; Mayasari et al., 2024).

This research was conducted in Jambi Province, with a focus on several locations, including the Jambi Provincial Education Office, Jambi Provincial Regional Personnel Agency (BKD), several public high schools in Jambi City, and Regional Office 7 of the State Civil Service Agency in Palembang. The selection of this location was based on the consideration that Jambi Province is a region that has implemented the transition from a manual rank promotion system to a digital system through SIASN, so it is relevant for studying bureaucratic efficiency and its impact on teacher work motivation.

Data collection was carried out from March to August 2024. This period was considered sufficient to conduct in-depth interviews with various parties involved in the rank promotion process, as well as to collect relevant documentation from related agencies (Rahim et al., 2023; Syuhada et al., 2023).

Research sample

Research subjects in this study consisted of several key informants selected using a purposive sampling technique. Purposive sampling is a non-probability sampling technique where researchers select informants based on specific criteria that are relevant to the research objectives (Sugiyono, 2017; Dacholfany et al., 2024). The criteria for selecting informants in this study are:

1. Civil Servant Teachers: Having worked as civil servant teachers in Jambi Province for at least 5 years and having experience in submitting rank promotions, both before and after the implementation of SIASN.

2. School Principals: Serving as school principals in public high schools in Jambi Province and having the authority to issue introductory letters for teacher rank promotion submissions.

3. Officials from Jambi Provincial Education Office: Staff or officials who handle teacher competency tests and rank promotion recommendations.

4. Officials from Jambi Provincial BKD: Staff or officials who are directly involved in managing and processing ASN rank promotion services in Jambi Province.

5. Officials from BKN: Representatives from the State Civil Service Agency and Regional Office 7 of BKN Palembang who understand policies and the implementation of SIASN nationally and regionally.

The total number of informants in this study was 25 people, consisting of 12 civil servant teachers from various high schools in Jambi City, three school principals, four officials from the Jambi Provincial Education Office, four officials from the Jambi Provincial BKD, and two officials from BKN. The number of informants was considered sufficient to achieve data saturation, where no new information was found that was significantly different from the information that had been obtained (Yati et al., 2024; Sembiring et al., 2024).

Data Collection Techniques

The research procedure contains the steps in this research

Data in this study were collected through three main techniques:

a. In-depth Interviews

In-depth interviews were the primary data collection technique in this study. Interviews were conducted in a semi-structured manner, where researchers had prepared interview guidelines containing main questions, but still provided flexibility for informants to express their experiences and opinions more freely (Hutabarat, 2022; Masni & Hutabarat, 2021). Interview topics included the history of rank promotion in Jambi Province, bureaucratic procedures before and after SIASN, obstacles faced by civil servant teachers, the role of related agencies, and the impact of bureaucratic efficiency on teacher work motivation.

Each interview lasted between 45 to 90 minutes and was conducted at a location agreed upon by the informant, such as the informant's office, school, or other quiet place. All interviews were recorded with the permission of the informant and then transcribed verbatim for analysis purposes (Rosmiati et al., 2021; Almaududi et al., 2024).

b. Documentation Study

A documentation study was conducted to collect secondary data related to research topics. Documents collected included the Decree of the Governor of Jambi Number 095/KEP.GUB/BKD/2018 concerning SOP for Civil Servant Rank Promotion, State Civil Service Agency Regulation Number 7 of 2023 concerning the ASN Information System, circular letters from Jambi Provincial BKD, teacher rank promotion files, and other documents relevant to the research (Rahim & Hutabarat, 2024; Hutabarat & Ekawarna, 2023).

Documentation study was used to complement interview data and provide a more comprehensive picture of the context and bureaucratic procedures for rank promotion in Jambi Province (Zahar et al., 2024; Pratiwi et al., 2024).

c. Participatory Observation

Although the main focus was on interviews and documentation, researchers also conducted limited participatory observations by visiting the Jambi Provincial BKD and Jambi Provincial Education Office to observe the rank promotion service process directly. This observation provided additional insight into how services are carried out in practice and the interactions that occur between civil servant teachers and service officers (Phongsavath et al., 2022; Saputra Hutabarat, 2017).

Data analysis

Data obtained from interviews, documentation, and observations were analyzed using thematic analysis techniques with reference to the Miles and Huberman (1994) model, which consists of three main stages: data reduction, data display, and conclusion drawing/verification. The following are the concrete steps carried out in the data analysis process:

a. Data Reduction

Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming raw data that emerges from field notes and interview transcripts (Sugiyono, 2017; Manik et al., 2023). At this stage, researchers:

1. Transcribed all interview recordings verbatim.

2. Read all transcripts and field notes repeatedly to gain a comprehensive understanding of the data.

3. Coded relevant data segments according to the research focus, namely bureaucratic efficiency, rank promotion procedures, obstacles faced, government innovations (SIASN), and teacher work motivation.

4. Eliminated irrelevant or repetitive data.

b. Data Display

Data display is the presentation of organized and compressed data that allows for conclusion drawing (Surono et al., 2024; Adriani et al., 2023). At this stage, researchers:

1. Grouped data codes into preliminary themes, such as "manual bureaucracy," "unclear SOPs," "sectoral ego," "SIASN innovation," "impact on teacher motivation," and so on.

2. Created data display matrices to see relationships between themes.

3. Looked for patterns and relationships between themes that emerged from the data.

c. Conclusion Drawing and Verification

At this final stage, researchers drew conclusions based on the themes that had been identified and verified the validity of these conclusions by re-checking the raw data and seeking

confirmation from informants (Masni et al., 2024; Hutabarat et al., 2023). The conclusions drawn were directed to answer research questions regarding the role of bureaucratic efficiency in rank promotion on teacher work motivation in Jambi Province.

Throughout the analysis process, researchers used the valence theory framework to interpret findings, especially related to how rank promotion as an expected value influences teacher work motivation, and how bureaucratic efficiency facilitates or hinders this motivational process (Harbeng Masni et al., 2010; Masni et al., 2010).

Data Validity Checking Techniques

To ensure the validity and reliability of research data, researchers used several data validity checking techniques:

a. Source Triangulation

Source triangulation was carried out by comparing and cross-checking data obtained from various informant sources, namely civil servant teachers, school principals, officials from the Jambi Provincial Education Office, Jambi Provincial BKD, and BKN. If information from various sources showed consistency, then the data was considered valid (Dacholfany et al., 2024; Yati et al., 2024).

b. Method Triangulation

Method triangulation was carried out by combining data from interviews, documentation, and observations. Data obtained from one method was compared with data from other methods to check consistency and complement each other (Syuhada et al., 2023; Hutabarat, 2022).

c. Member Checking

Member checking was carried out by returning interview transcripts and preliminary analysis results to informants to verify whether the data and interpretations made by researchers were in accordance with what the informants meant. This process was important to ensure that researchers did not misinterpret the information provided by informants (Rosmiati, 2016; Agustina & Hutabarat, 2023).

d. Prolonged Engagement

Researchers spent sufficient time (6 months) in the field to gain an in-depth understanding of the context and phenomena being studied. Prolonged engagement allowed researchers to build trust relationships with informants and obtain richer and more honest data (Sembiring et al., 2024; Zahar et al., 2024).

Through these various data validity checking techniques, the reliability and credibility of this research can be maintained, so that the findings produced can be trusted and used as a basis for further policy recommendations (Budiningtyas & Hutabarat, 2024; Pratiwi et al., 2024).

Results and Discussion

Results

This section presents purely empirical findings obtained from in-depth interviews with civil servant teachers and relevant officials, limited observations, and document analysis. The presentation of results does not include theories, regulations, or previous studies, and focuses on patterns of findings based on the informants' experiences and perceptions.

1. Promotion Bureaucracy Perceived as Complicated and Burdensome for Teachers

Interview results indicate that most civil servant teachers perceive the promotion process as lengthy, multilayered, and burdensome. Teachers are not allowed to submit promotion proposals directly to the Regional Personnel Agency (BKD) but must go through the Provincial Education Office while submitting a large number of physical documents. This condition is perceived as disrupting teachers' primary duties as educators.

"The process is very long; we have to go to the education office first and bring thick files, even though our main duty is teaching." (Civil Servant Teacher, G5)

This finding shows that the promotion process requires teachers to leave their classrooms, incur personal expenses, and allocate working time to administrative matters.

2. Procedural and Completion-Time Uncertainty

Teachers also reported uncertainty regarding the stages and completion time of the promotion process. Informants stated that they did not receive clear information about the status of their documents or the estimated time for the issuance of the promotion decree.

"We do not know how far our documents have progressed; there is no clear information about when it will be completed." (Civil Servant Teacher, G2)

This uncertainty causes some teachers to delay or become reluctant to apply for promotion even though they have met the required qualifications.

3. Promotion as Recognition and Welfare Improvement

All interviewed civil servant teachers perceived promotion as a form of recognition for their performance and dedication. Promotion is understood not only as an administrative change but also as a symbol of institutional recognition and a means of improving welfare.

"When my rank increases, I feel appreciated. My salary and allowances also increase, which makes me more motivated." (Civil Servant Teacher, G9)

Teachers stated that improved welfare provides a sense of security and enables them to focus more on teaching and professional development.

4. Sectoral Ego among Institutions in the Promotion Process

Interviews with teachers and BKD officials revealed the presence of sectoral ego among institutions, particularly between the Regional Personnel Agency and the Provincial Education Office. Teachers are unable to submit promotion proposals directly to BKD and must follow cross-institutional mechanisms.

"Actually, it could be submitted directly to BKD, but it still has to go through the education office. That is what makes the process slow." (BKD Official, B3)

5. Perceptions of SIASN Digitalization Implementation

The implementation of the State Civil Apparatus Information System (SIASN) is perceived as a positive change. Teachers and BKD officials stated that the process has become faster and more transparent because it no longer relies on physical document submission.

"Now we do not need to deliver documents; everything can be monitored through the system." (BKD Official, B1)

However, some teachers still experience difficulties in using the system due to limited technical understanding.

"The system is good, but many teachers still do not yet understand how to use it." (Civil Servant Teacher, G11)

Discussion

1. Promotion Bureaucracy and Its Implications for Teachers' Work Motivation

The findings indicate that the promotion bureaucracy is perceived as complicated and burdensome. This condition reflects weak procedural certainty, which has implications for teachers' work motivation. From the perspective of Valence Theory, motivation is influenced by individuals' beliefs that their efforts will result in valuable and attainable rewards. When bureaucratic procedures are perceived as convoluted, the value of promotion as a work-related goal decreases.

These findings are consistent with studies by Masni et al. (2021) and Almaududi et al. (2024), which suggest that complex personnel bureaucracy can reduce work motivation by obscuring the relationship between performance and rewards.

2. Procedural Uncertainty and Reduced Willingness to Pursue Promotion

Procedural and completion-time uncertainty reflects weak transparency in personnel administrative services. This condition lowers teachers' expectations of successfully obtaining promotion. Surono et al. (2024) emphasize that procedural certainty is a crucial factor in fostering work motivation. Within the framework of Valence Theory, low expectations of success make valuable rewards less attractive to pursue.

3. Promotion as Professional Recognition

Teachers perceive promotion as professional recognition as well as an improvement in welfare. This indicates that promotion carries substantial symbolic and economic value. Studies by Yati et al. (2024) and Masni et al. (2024) support this finding by demonstrating that institutional recognition and improved welfare contribute significantly to teachers' work motivation.

4. Sectoral Ego as a Barrier to Bureaucratic Reform

The presence of sectoral ego among institutions indicates that bureaucratic reform has not been fully integrated. Hutabarat (2022) argues that organizational culture and sectoral interests are often significant barriers to bureaucratic reform. This finding underscores that improving promotion services requires institutional integration rather than merely procedural reform.

5. SIASN Digitalization in the Context of Administrative Reform

Digitalization through SIASN aims to improve efficiency and transparency in personnel administration. However, the system's success depends heavily on human resource readiness and institutional support. This finding aligns with Saputra Hutabarat (2017) and Hutabarat and Ekawarna (2023), who emphasize the importance of user readiness and institutional integration in implementing digital personnel systems.

Conclusion

This study aims to analyze how teacher promotion bureaucracy is perceived and how it affects teachers' work motivation. Based on the findings and discussion, it can be concluded that the promotion process has not been fully perceived as a reward mechanism that encourages teachers' motivation. Bureaucratic complexity, procedural uncertainty, and limited inter-agency coordination blur the relationship between teachers' professional efforts and expected outcomes. Teachers perceive promotion not only as an improvement in welfare but also as a form of professional recognition. However, when the process is slow and lacks transparency, the symbolic value of promotion tends to weaken. In this context, the implementation of SIASN is understood as a potentially valuable bureaucratic reform initiative, though its effectiveness remains highly dependent on human resource readiness and institutional integration. Thus, this study emphasizes that personnel bureaucracy has direct implications for teachers' work motivation. Improving the promotion administration system must involve efforts to enhance procedural certainty, service transparency, and sustainable inter-agency coordination.

Authorship Contribution Statement

Emira: Generating ideas and conceptualization, developing the research design, translating, and managing the entire research process. Hadi: Field research including data collection. Carolina: Writing the literature review, organizing the discussion and conclusion, and supervising the research. Hutabarat: Data analysis, data presentation, results composition, and final editing.

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