adults are always motivated to learn in accordance with the need for experience and interests that learning will be satisfying so that they begin to organize learning activities. In accordance with a study conducted in the United States, Johnson et al. (2005) state that younger teachers, especially those under thirty, are least likely to remain in their schools.

When considering teacher motivation from the point of view of education, the teachers in the city Surakarta with a master’s degree have higher motivation than the teachers with a bachelor’s degree. The cause is a mismatch between what they think and reality. Michelowa (2002) is of the opinion that teachers with a very high educational attainment are generally less satisfied and less motivated in their job and prefer to leave. As she observed, “teachers with a high level of education face a mismatch between their professional expectation and reality”.

**Conclusions**

Based on the results of this study, the teachers’ motivation is very high in Surakarta City, Indonesia, where the male teachers are more motivated than the female teachers. Moreover, junior teachers have higher motivation than senior teachers and teachers with a bachelor’s degree are more motivated in carrying out their professional duties than those with a master’s degree.

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