

The Effects of Teacher Work Motivation and Teacher Professionalism on Instructional Quality in Public Elementary Schools in Banyuasin III District

Meri Susanti

merisusantise2@gmail.com

Alhadi Yan Putra

alhadian.putra@univpgri-palembang.ac.id

Hery Setyo Nugroho

herysetiyo47@gmail.com

Universitas PGRI Palembang

ABSTRACT

This study examined the effects of teacher work motivation and teacher professionalism on instructional quality in public elementary schools in Banyuasin III District. A quantitative ex post facto design was employed. The population consisted of 38 teachers from two public elementary schools, all of whom were included through total sampling. Data were collected using Likert-scale questionnaires and documentation. The instruments were valid and highly reliable, with Cronbach's alpha coefficients of 0.909 for teacher work motivation, 0.914 for teacher professionalism, and 0.891 for instructional quality. Data were analyzed through descriptive statistics, prerequisite tests, simple linear regression, and multiple linear regression using SPSS version 26. Teacher work motivation had a positive and significant effect on instructional quality ($B = 0.306$; $t = 4.910$; $p < 0.001$; $R^2 = 40.1\%$). Teacher professionalism also had a positive and significant effect ($B = 0.336$; $t = 4.329$; $p < 0.001$; $R^2 = 34.2\%$). Simultaneously, both variables significantly predicted instructional quality ($F = 17.923$; $p < 0.001$; $R^2 = 50.6\%$), with the regression equation $Y = 2.344 + 0.222X_1 + 0.211X_2$. These findings show that instructional quality can be strengthened by sustaining teachers' work motivation and continuously developing their professional competence.

Keywords: Teacher Work Motivation; Teacher Professionalism; Instructional Quality

INTRODUCTION

Instructional quality is a central indicator of educational success because the quality of teaching and learning determines the extent to which students obtain meaningful learning experiences. High-quality instruction is reflected not only in achievement scores but also in the school's and teachers' capacity to create learning that is active, purposeful, enjoyable, challenging, and responsive to students' developmental needs. At the elementary-school level, instructional quality provides a foundation for literacy, numeracy, character formation, and readiness for further education

(Bafadal, 2020; Zamroni, 2021). Instructional quality can be understood as the quality of interactions among teachers, students, subject matter, methods, media, assessment, and the learning environment. It does not depend merely on administrative completeness. It is shaped by the quality of teachers' decisions in setting objectives, selecting strategies, managing time, building communication, monitoring student progress, and improving subsequent lessons. Teachers therefore occupy a central position as the principal agents of instructional quality.

The role of teachers is particularly important in elementary education because students require guidance, habituation, character reinforcement, and concrete learning experiences. Teachers not only transmit knowledge but also establish safe classroom conditions, guide learning behavior, stimulate curiosity, and help students understand fundamental concepts. When teachers possess strong work motivation and adequate professional competence, instruction is more likely to be focused, engaging, and beneficial to students' development. Instructional quality is influenced by both individual and organizational factors. Two teacher-related factors that warrant particular attention are work motivation and professionalism. Work motivation encourages teachers to perform diligently, responsibly, and with a clear orientation toward educational goals. Professionalism determines whether teachers can plan, implement, assess, and improve instruction competently. Together, these factors affect the consistency and quality of classroom practices (Hamalik, 2019; Uno, 2020).

Ideally, elementary schools should be supported by teachers who have high work motivation and strong professionalism. Teachers should work toward clear targets, take responsibility for their duties, experience satisfaction in their profession, and continuously develop their competence. They should also demonstrate subject mastery, select appropriate methods, prepare instructional materials, use learning media, manage classrooms, and conduct educational assessment. The combination of motivational energy and professional capacity creates favorable conditions for improving instructional quality. School leadership has an important role in cultivating both aspects. Teacher work motivation can be supported through recognition, a positive work climate, fair task distribution, open communication, participation in decision making, and support for professional needs. Professionalism can be strengthened through academic supervision, relevant training, teacher learning communities, teacher working groups, and systematic reflection on classroom practice. Improving instructional quality therefore requires managerial strategies that address teachers' psychological and professional needs simultaneously.

However, these ideal conditions have not been fully realized in public elementary schools in Banyuasin III District. Preliminary observations indicated that some teachers experienced reduced work motivation because of heavy workloads, fatigue, limited educational facilities, an insufficiently supportive work environment, and rapid curriculum changes. Professional challenges were also identified, including teaching assignments that were not fully aligned with teachers'

academic backgrounds and the limited use of instructional media and teaching aids. These conditions may reduce the effectiveness and efficiency of classroom instruction. Previous studies have established relationships between teacher motivation, professionalism, performance, and learning quality. Alhusaini et al. (2020), Damayani et al. (2020), Rizalini et al. (2021), and Syafe'i et al. (2021) demonstrated that work motivation contributed to teacher performance. Hapizoh et al. (2020), Himawan et al. (2021), and Rosyada et al. (2021) showed that teacher professionalism and pedagogical competence were associated with the quality of educational practice. Nevertheless, studies simultaneously examining teacher work motivation and teacher professionalism as predictors of instructional quality in public elementary schools in Banyuasin III District remain limited.

The novelty of this study lies in its contextual examination of two complementary teacher factors in a small elementary-school population facing practical challenges related to workload, work climate, out-of-field teaching, media use, and curriculum adaptation. The study provides empirical estimates of the independent and combined contributions of work motivation and professionalism to instructional quality. Accordingly, the study aimed to analyze the effect of teacher work motivation on instructional quality, the effect of teacher professionalism on instructional quality, and the simultaneous effect of both variables on instructional quality in public elementary schools in Banyuasin III District. The findings are expected to support principals and education authorities in designing more focused, evidence-based teacher-development and instructional-quality programs.

LITERATURE REVIEW

Previous Related Studies

Alhusaini et al. (2020) found that work motivation and work discipline positively influenced teacher performance. Damayani et al. (2020) similarly reported that principal leadership and work motivation affected teachers' performance, while Rizalini et al. (2021) and Syafe'i et al. (2021) confirmed the contribution of work motivation and discipline to the quality of teachers' work. Lestari et al. (2021) further showed that work motivation and compensation were related to elementary-school teacher performance. These studies indicate that motivation influences the persistence, responsibility, and productivity with which teachers carry out their duties.

Research on teacher professionalism has produced comparable evidence. Hapizoh et al. (2020) showed that teacher professionalism and principal supervision affected teacher performance. Himawan et al. (2021) found that leadership and teacher professionalism contributed to improvements in learning quality, and Rosyada et al. (2021) demonstrated that pedagogical competence influenced the quality of senior-secondary-school learning. These findings establish professionalism as a practical capability that is expressed through planning, teaching, classroom management, assessment, and professional development.

International studies reinforce these relationships. Klassen and Chiu (2010) linked teachers' self-efficacy and job satisfaction with work experience and job stress. Zee and Koomen (2016), through a synthesis of four decades of research, found that teacher self-efficacy was related to classroom processes, students' academic adjustment, and teacher well-being. Kunter et al. (2013) found that teachers' professional competence affected instructional quality and student development, while Fauth et al. (2019) demonstrated that teaching quality mediated the relationship between teacher competence and student outcomes. The present study extends these findings by examining the simultaneous predictive contribution of teacher work motivation and professionalism in an Indonesian elementary-school context.

Instructional Quality

Instructional quality refers to the extent to which the teaching-learning process is purposefully planned, effectively implemented, educationally assessed, and continuously improved so that students obtain meaningful and developmentally appropriate learning experiences. High-quality instruction combines clear learning objectives, coherent content, appropriate strategies, active student engagement, useful feedback, a conducive environment, and follow-up based on assessment results (Bafadal, 2020; Nasution, 2020; Zamroni, 2021). Instructional quality is broader than students' examination scores. It includes the clarity of the school's vision and mission, professional leadership, teacher professionalism, a conducive school environment, a broad and balanced curriculum, and community involvement. These dimensions position instructional quality as a systemic outcome produced by interactions among teachers, school management, curriculum, resources, students, and stakeholders. At the classroom level, instructional quality is visible when teachers establish clear expectations, present content accurately, use methods that match student characteristics, involve students actively, use instructional media effectively, assess learning fairly, and provide timely feedback. At the school level, it requires an environment that supports teachers' work, encourages professional learning, and aligns organizational resources with instructional priorities.

Teacher Work Motivation

Teacher work motivation is the internal and external drive that initiates, directs, and sustains teachers' behavior in performing professional duties. Motivation determines the intensity of effort, persistence in facing difficulties, willingness to assume responsibility, and orientation toward educational goals. It may arise internally from responsibility, enjoyment of work, professional pride, and the desire to see students succeed, or externally from recognition, promotion opportunities, supportive leadership, an appropriate work environment, and fair compensation (Hamalik, 2019; Sardiman, 2018; Uno, 2020). In this study, teacher work motivation comprised internal and external indicators, including responsibility,

performance based on clear targets, independence, enjoyment of work, achievement, fulfillment of needs, opportunities for advancement, recognition, and expectations of appropriate rewards. These indicators reflect both personal commitment and the organizational conditions that encourage teachers to sustain their effort.

Teacher motivation can be observed through punctuality, lesson preparation, persistence in completing tasks, participation in school programs, willingness to improve instruction, and responsiveness to students' needs. Highly motivated teachers do not work solely to meet administrative obligations. They are more likely to invest additional effort in preparing materials, using varied strategies, solving classroom problems, and evaluating the effectiveness of their teaching. Motivation is also affected by teachers' perceptions of competence and support. Klassen and Chiu (2010) showed that self-efficacy and job satisfaction were related to work experience and job stress, while Zee and Koomen (2016) demonstrated that teacher self-efficacy was associated with classroom processes and teacher well-being. These findings suggest that schools can strengthen work motivation by creating manageable workloads, supportive leadership, collegial relations, recognition, and meaningful opportunities for professional growth.

Teacher Professionalism

Teacher professionalism is the capacity and commitment to perform educational duties according to professional knowledge, pedagogical standards, ethical responsibilities, and students' developmental needs. Professional teachers master subject matter, understand how students learn, design coherent lessons, select appropriate methods and media, manage classrooms, conduct assessment, provide feedback, and continuously improve their practice (Aqib, 2020; Rusman, 2019). The professionalism variable in this study was measured through mastery of subject matter, the ability to conduct research and prepare scholarly work, the ability to develop professionally, and understanding of educational perspectives and foundations. These dimensions emphasize that professionalism involves not only classroom routines but also reflective, scholarly, and developmental activities.

Professionalism enables teachers to translate curricula into learning experiences suited to students' characteristics. Teachers who possess strong professional competence can identify essential content, sequence learning activities, use questions productively, adapt methods, develop or select media, and interpret assessment evidence. Kunter et al. (2013) showed that professional competence influenced instructional quality and student development, while Fauth et al. (2019) found that teaching quality mediated the effects of competence on student outcomes. Professionalism is not a fixed condition achieved once a qualification has been obtained. It requires sustained learning through training, teacher working groups, peer observation, academic supervision, action research, scholarly writing, professional reading, and reflection. Desimone (2009) argued that effective professional development should focus on content, involve active learning, remain

coherent with school needs, continue for sufficient duration, and promote collective participation. These principles are relevant to teachers who must adapt to curriculum changes, emerging technologies, and diverse student needs.

Relationship among Teacher Work Motivation, Teacher Professionalism, and Instructional Quality

Teacher work motivation and professionalism are conceptually complementary. Motivation supplies the psychological energy that encourages teachers to prepare, implement, and improve instruction. Professionalism supplies the knowledge, skills, and ethical orientation required to convert that energy into appropriate classroom decisions. A highly motivated teacher with insufficient professional competence may struggle to select effective methods, while a professionally competent teacher with weak motivation may demonstrate limited persistence and commitment. The relationship can be understood as a sequence. Teachers who are motivated are more willing to prepare lessons, participate in professional development, try new strategies, and reflect on results. Professional competence enables them to transform these efforts into well-structured lessons, appropriate media use, effective classroom management, and educational assessment. The combination of willingness and capability is therefore expected to produce higher instructional quality than either factor alone.

METHOD

Design and Samples

The study used a quantitative approach with an ex post facto design. No treatment was administered to the respondents; instead, the study examined predictive statistical relationships among variables that had already occurred in the field. Teacher work motivation (X1) and teacher professionalism (X2) served as the independent variables, while instructional quality (Y) was the dependent variable. The study was conducted during the 2025/2026 academic year in two public elementary schools in Banyuasin III District. The population consisted of 38 teachers. Because the population was relatively small, all teachers were included as respondents through total sampling. The sample therefore comprised 38 teachers.

Instruments and Procedures

Data were collected using Likert-scale questionnaires and documentation. The teacher-work-motivation questionnaire measured internal and external motivation through responsibility, clear work targets, independence, enjoyment of work, achievement, fulfillment of needs, promotion opportunities, recognition, and expected rewards. The teacher-professionalism questionnaire measured subject-matter mastery, research and scholarly-writing ability, professional-development ability, and understanding of educational foundations. The instructional-quality questionnaire measured clarity of vision and mission, principal professionalism,

teacher professionalism, a conducive school environment, a broad and balanced curriculum, and community participation. The instruments were tested before the main data collection. Validity testing confirmed that the items were suitable for use. Reliability testing with Cronbach's alpha yielded coefficients of 0.909 for teacher work motivation, 0.914 for teacher professionalism, and 0.891 for instructional quality. These coefficients indicated high internal consistency. After the instruments met the validity and reliability requirements, the questionnaires were administered to all respondents and the completed responses were coded for statistical analysis.

Data Analysis

Data were analyzed using descriptive statistics, the Kolmogorov-Smirnov normality test, linearity tests, multicollinearity tests, simple linear regression, and multiple linear regression with SPSS version 26. Hypotheses were tested at a significance level of 0.05. Descriptive statistics summarized the minimum, maximum, mean, and standard deviation of each variable. Simple regression assessed the separate effects of X1 and X2 on Y, while multiple regression assessed their simultaneous effect.

RESULT AND DISCUSSION

Descriptive Results

Descriptive analysis was conducted to identify the general tendencies of teacher work motivation, teacher professionalism, and instructional quality. The results are presented in Table 1.

Table 1. Descriptive Statistics of the Research Variables

Variable	N	Min.	Max.	Mean	SD	Category
Teacher work motivation (X1)	38	3.56	4.70	4.2524	0.27521	High
Teacher professionalism (X2)	38	3.57	4.64	4.2511	0.23151	High
Instructional quality (Y)	38	3.93	4.44	4.1855	0.13303	High

Table 1 shows that teacher work motivation ranged from 3.56 to 4.70, with a mean of 4.2524 and a standard deviation of 0.27521. This result placed teacher work motivation in the high category. The teachers generally demonstrated a strong drive to perform their duties, although support for the work environment, methodological mastery, workload management, and self-development still required attention. The standard deviation indicates that respondents' motivation was not completely

uniform. Some teachers may have been strongly motivated because they felt supported by the school environment, while others continued to face fatigue, workload pressures, limited facilities, or insufficient recognition. The high mean should therefore be treated as a positive organizational asset that still requires continuous maintenance.

Teacher professionalism ranged from 3.57 to 4.64, with a mean of 4.2511 and a standard deviation of 0.23151. This variable was also categorized as high. Most respondents perceived that teachers demonstrated adequate professional capability in subject mastery, instructional implementation, professional development, and understanding of educational foundations. The relatively small standard deviation shows that these perceptions were fairly consistent across respondents. Professionalism nevertheless remains dynamic because curricular demands, technologies, student characteristics, and educational policies continue to change. A high current score does not eliminate the need for further development. Professional practice requires balance among knowledge, teaching skills, professional attitudes, reflection, and evidence-based improvement.

Instructional quality ranged from 3.93 to 4.44, with a mean of 4.1855 and a standard deviation of 0.13303. This variable was categorized as high and showed the smallest variation among respondents. The schools therefore possessed a positive foundation for instructional improvement. However, preliminary observations concerning media use, educational facilities, out-of-field teaching, and work motivation show that meaningful opportunities for improvement remain. All three variables were rated highly. Descriptive results alone, however, do not establish whether teacher work motivation and professionalism predict instructional quality. Regression analysis was therefore conducted after the statistical assumptions had been examined.

Prerequisite Tests

Normality, linearity, and multicollinearity tests were conducted before hypothesis testing. The results are summarized in Table 2.

Table 2. Summary of the Prerequisite Tests

Test	Indicator	Value	Criterion	Decision
Normality X1-Y	Asymp. Sig.	0.068	> 0.05	Normal
Normality X2-Y	Asymp. Sig.	0.200	> 0.05	Normal
Normality, multiple model	Asymp. Sig.	0.200	> 0.05	Normal

Test	Indicator	Value	Criterion	Decision
Linearity X1-Y	Deviation from Linearity	0.336	> 0.05	Linear
Linearity X2-Y	Deviation from Linearity	0.766	> 0.05	Linear
Multicollinearity X1	Tolerance/VIF	0.776/1.289	Tolerance > 0.10 ; VIF < 10	None
Multicollinearity X2	Tolerance/VIF	0.776/1.289	Tolerance > 0.10 ; VIF < 10	None

The normality significance values were 0.068 for the X1-Y model, 0.200 for the X2-Y model, and 0.200 for the multiple model. All values exceeded 0.05, indicating that the data met the normality assumption. The deviation-from-linearity values were 0.336 for the relationship between teacher work motivation and instructional quality and 0.766 for the relationship between teacher professionalism and instructional quality. Both values exceeded 0.05, demonstrating linear relationships. Teacher work motivation and teacher professionalism each produced a tolerance value of 0.776 and a variance inflation factor of 1.289. The tolerance values were greater than 0.10 and the VIF values were below 10, indicating no multicollinearity. The data therefore met the assumptions required for simple and multiple linear regression.

Hypothesis Testing

Simple linear regression was used to test the separate effects of teacher work motivation and teacher professionalism on instructional quality, while multiple linear regression tested their simultaneous effect. Table 3 presents the results.

Table 3. Summary of the Regression Results

Model	R	R ²	B	Test value	p	Regression equation
X1 → Y	0.633	0.401	0.306	t = 4.910	< 0.001	$Y = 2.884 + 0.306X1$
X2 → Y	0.585	0.342	0.336	t = 4.329	< 0.001	$Y = 2.756 + 0.336X2$

Model	R	R ²	B	Test value	p	Regression equation
X1 and X2 → Y	0.711	0.506	X1 = 0.222; X2 = 0.211	F = 17.923	< 0.001	$Y = 2.344 + 0.222X1 + 0.211X2$

The first model showed that teacher work motivation had a positive and significant effect on instructional quality. The regression coefficient was 0.306, the t value was 4.910, and p was below 0.001. The equation $Y = 2.884 + 0.306X1$ indicates that a one-unit increase in teacher work motivation was associated with a 0.306-unit increase in instructional quality. The R² value of 0.401 shows that teacher work motivation explained 40.1% of the variance in instructional quality. The second model demonstrated that teacher professionalism had a positive and significant effect on instructional quality. The regression coefficient was 0.336, the t value was 4.329, and p was below 0.001. The equation $Y = 2.756 + 0.336X2$ indicates that a one-unit increase in professionalism was associated with a 0.336-unit increase in instructional quality. Teacher professionalism explained 34.2% of the variance in instructional quality.

The multiple-regression model showed that teacher work motivation and teacher professionalism simultaneously had a positive and significant effect on instructional quality. The F value was 17.923 and p was below 0.001. The equation was $Y = 2.344 + 0.222X1 + 0.211X2$. The R² value of 0.506 indicates that both predictors jointly explained 50.6% of instructional-quality variance, while the remaining 49.4% was associated with other variables outside the model. In the simultaneous model, the standardized coefficient for teacher work motivation was 0.459 and that for teacher professionalism was 0.368. Work motivation therefore showed a somewhat stronger relative contribution, although both predictors remained important. The results supported all three research hypotheses.

Effect of Teacher Work Motivation on Instructional Quality

The positive and significant effect of teacher work motivation means that instructional quality improves as teachers' motivation becomes stronger. Motivated teachers tend to assume responsibility, work toward clear targets, demonstrate independence, enjoy their work, and strive for achievement. These characteristics encourage careful lesson preparation, consistent classroom engagement, timely completion of duties, and willingness to improve instruction. The 40.1% contribution is substantial in an educational setting where instructional quality is usually influenced by many factors. This finding indicates that motivation is not merely an auxiliary psychological condition. It is a central force that shapes how consistently teachers prepare, teach, assess, respond to students, and persist when instructional difficulties arise.

The result supports Hamalik (2019), Sardiman (2018), and Uno (2020), who conceptualized motivation as a force that initiates, directs, and sustains goal-oriented behavior. It is also consistent with Alhusaini et al. (2020), Damayani et al. (2020), Rizalini et al. (2021), and Syafe'i et al. (2021), whose studies linked work motivation with teacher performance. The present study extends these findings by demonstrating a direct statistical relationship with instructional quality. Klassen and Chiu (2010) emphasized that teacher self-efficacy and job satisfaction were related to work experience and job stress. This helps explain why motivation is influenced by more than personal enthusiasm. Teachers are more likely to sustain high motivation when they feel capable, valued, supported, and able to manage their workload. Conversely, administrative pressure, fatigue, limited resources, and insufficient recognition can gradually weaken their engagement.

For public elementary schools in Banyuasin III District, strengthening motivation requires organizational action. Principals should distribute tasks proportionally, communicate expectations clearly, recognize teachers' contributions, involve teachers in relevant decisions, provide constructive feedback, and support the resources needed for instruction. Recognition does not need to be exclusively financial; professional trust, public appreciation, opportunities to lead, and access to development programs may also reinforce motivation. The high mean score for motivation should therefore be converted into observable instructional behavior. Schools should monitor whether motivation is reflected in lesson readiness, punctuality, media use, active learning, follow-up on assessment, and participation in professional learning. This connection ensures that motivation contributes directly to classroom improvement rather than remaining a positive self-perception alone.

Effect of Teacher Professionalism on Instructional Quality

Teacher professionalism also had a positive and significant effect on instructional quality. Professional teachers are better able to master subject matter, organize content, select instructional strategies, manage classrooms, use media, assess learning, and adjust teaching to students' needs. Professionalism therefore affects the technical and ethical quality of teachers' classroom decisions. The 34.2% contribution demonstrates that instructional quality cannot be separated from teachers' competence. Although the contribution was slightly lower than that of work motivation, it remained substantial. Motivation encourages teachers to work, whereas professionalism enables them to work effectively. Teachers require both the willingness to invest effort and the capacity to direct that effort toward appropriate instructional practices.

The finding supports Aqib (2020), Rusman (2019), and Zahroh (2022), who emphasized subject mastery, pedagogical competence, responsibility for student development, and continuous professional learning. It is also consistent with Hapizoh et al. (2020), Himawan et al. (2021), and Rosyada et al. (2021), who linked professionalism or pedagogical competence with teacher performance and learning

quality. Kunter et al. (2013) demonstrated that professional competence affected instructional quality and student development, and Fauth et al. (2019) showed that teaching quality mediated the relationship between competence and student outcomes. These findings clarify that professionalism operates through concrete classroom actions, including clear explanations, organized content, appropriate questions, meaningful feedback, varied activities, and formative assessment.

Professional development in the study context should address actual instructional problems. Teachers need support in subject-matter reinforcement, lesson planning, differentiated instruction, classroom management, simple media development, formative assessment, scholarly writing, and adaptation to curriculum change. Academic supervision should provide constructive feedback on these areas rather than focus only on administrative documents. Desimone's (2009) framework suggests that professional development is more effective when it is content-focused, active, coherent, sustained, and collective. Teacher working groups and school-based learning communities can therefore be used for joint planning, peer observation, discussion of student work, media sharing, and reflective evaluation. Such activities can strengthen professionalism while also sustaining motivation through collegial support.

Simultaneous Effect of Teacher Work Motivation and Teacher Professionalism on Instructional Quality

The simultaneous contribution of 50.6% shows that teacher work motivation and teacher professionalism together are strong predictors of instructional quality. More than half of the variation in instructional quality was explained by teachers' willingness to work and their capacity to perform professionally. This result supports a combined rather than fragmented approach to teacher development. Motivation and professionalism perform different but complementary functions. Motivation encourages teachers to begin, persist, and improve, while professionalism guides the direction and quality of their effort. A motivated teacher may willingly try new approaches, but professional knowledge is required to judge whether those approaches are appropriate. A professional teacher may possess strong technical competence, but motivation is required to apply that competence consistently under demanding conditions.

The combined relationship can be illustrated through the instructional cycle. Motivation encourages teachers to attend, prepare, and engage seriously in teaching. Professionalism enables them to convert this commitment into coherent objectives, suitable methods, effective media, well-managed activities, and valid assessment. Reflection then allows teachers to identify weaknesses and improve subsequent instruction. The cycle is most effective when both motivational and professional conditions are sustained. The remaining 49.4% of variance indicates that instructional quality also depends on other factors. Principal leadership, academic supervision, school culture, educational facilities, work discipline, parental support, student characteristics, curriculum implementation, and school

climate may also influence classroom quality. The results should therefore not be interpreted as implying that teacher factors operate independently from the broader school system.

A practical strategy is to integrate motivational support with professional development. Training should be relevant to teachers' classroom problems and followed by opportunities to practice, receive feedback, and share results. Principals should recognize improvement efforts, reduce unnecessary administrative burdens, provide time for collaboration, and ensure that supervision is developmental. This combination can strengthen both teachers' confidence and their competence. For teachers assigned outside their academic field, development should be more specific. Schools can provide subject-matter mentoring, shared lesson resources, peer support from teachers with relevant expertise, access to appropriate open learning resources, and classroom feedback. Such support reduces the professional difficulty of out-of-field teaching and may prevent frustration from weakening work motivation.

The local education office should design contextualized programs for elementary-school teachers. Priority areas may include lesson planning, formative assessment, differentiated learning, use of simple or digital media, classroom management, curriculum adaptation, and reflective practice. Programs should include follow-up mentoring and monitoring so that professional development changes classroom practice rather than ending with attendance certificates. The results also suggest that school-quality programs should evaluate teacher well-being and organizational support. Heavy workloads, persistent fatigue, unclear expectations, inadequate facilities, and limited opportunities for advancement can undermine motivation even when teachers possess professional competence. A sustainable instructional-quality strategy must therefore attend to teachers as professionals and as organizational members whose performance is influenced by working conditions.

Practical Implications and Research Limitations

Principals should use the findings to develop a teacher-support plan that connects academic supervision, professional learning, recognition, workload management, and instructional resources. Supervision should examine classroom processes and provide specific feedback on objectives, methods, media, student engagement, assessment, and follow-up. A culture of appreciation and open professional dialogue can maintain motivation while encouraging continuous improvement. Teachers should strengthen self-directed professional learning through reflection, participation in teacher working groups, peer collaboration, media development, scholarly reading, and evaluation of their own instructional strategies. Professionalism develops most effectively when individual responsibility is combined with a collective school culture that encourages teachers to learn from one another.

The study has several limitations. Data were obtained through teachers' perception questionnaires and may therefore contain subjective bias. The study involved only 38 teachers from two public elementary schools, which limits the generalizability of the findings. The ex post facto design identifies statistical or predictive relationships rather than definitive causality. Future studies should include larger and more diverse samples, combine questionnaires with classroom observation and interviews, and examine variables such as leadership, academic supervision, school culture, educational facilities, job satisfaction, work discipline, and parental support. Despite these limitations, the study provides contextual empirical evidence that teacher motivation and professionalism jointly constitute a major component of instructional quality. The findings can serve as a basis for coordinated policies that support teachers' psychological engagement, professional competence, and classroom practice.

CONCLUSION

Teacher work motivation had a positive and significant effect on instructional quality in public elementary schools in Banyuasin III District and explained 40.1% of its variance. Teacher professionalism also had a positive and significant effect and explained 34.2% of the variance. Simultaneously, the two variables explained 50.6% of instructional quality, with the multiple-regression equation $Y = 2.344 + 0.222X_1 + 0.211X_2$. The findings demonstrate that instructional quality is strengthened when teachers possess both the motivation to perform consistently and the professional competence to make effective instructional decisions. Principals should reinforce teacher motivation through supportive leadership, open communication, fair task distribution, recognition, and a positive work environment. Teacher professionalism should be developed through sustained training, teacher working groups, academic supervision, lesson and media development, reflective practice, and support for teachers assigned outside their academic field. The education office should provide contextualized professional-development programs, follow-up mentoring, and appropriate instructional resources so that improvements in motivation and professionalism translate into better classroom learning.

REFERENCES

- Alhusaini, A., Kristiawan, M., & Eddy, S. (2020). Pengaruh motivasi kerja dan disiplin kerja terhadap kinerja guru. *Jurnal Pendidikan Tambusai*, 4(3), 2166–2172.
- Aqib, Z. (2020). *Menjadi guru profesional berstandar nasional*. Yrama Widya.
- Arikunto, S. (2021). *Prosedur penelitian: Suatu pendekatan praktik*. Rineka Cipta.
- Bafadal, I. (2020). *Manajemen peningkatan mutu sekolah dasar dan menengah dari sentralisasi menuju desentralisasi*. Bumi Aksara.
- Dahyani, T., Arafat, Y., & Furkan, N. (2023). The influence of competence and work motivation on teacher's performance. *Journal of Social Work and Science Education*, 4(1), 1–13. <https://doi.org/10.52690/jswse.v4i1.340>

- Damayani, T., Arafat, Y., & Eddy, S. (2020). Pengaruh kepemimpinan kepala sekolah dan motivasi kerja terhadap kinerja guru. *Journal of Innovation in Teaching and Instructional Media*, 1(1), 46–57. <https://doi.org/10.52690/jitim.v1i1.29>
- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181–199. <https://doi.org/10.3102/0013189X08331140>
- Fauth, B., Decristan, J., Decker, A. T., Büttner, G., Hardy, I., Klieme, E., & Kunter, M. (2019). The effects of teacher competence on student outcomes in elementary science education: The mediating role of teaching quality. *Teaching and Teacher Education*, 86, Article 102882. <https://doi.org/10.1016/j.tate.2019.102882>
- Hamalik, O. (2019). *Motivasi belajar-mengajar*. RajaGrafindo Persada.
- Hamzah. (2020). *Supervisi akademik kepala sekolah*. Dian Pustaka.
- Hapizoh, H., Harapan, E., & Destiniar, D. (2020). Pengaruh profesionalisme guru dan supervisi kepala sekolah terhadap kinerja guru. *JMKSP: Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan*, 5(2), 168–174. <https://doi.org/10.31851/jmksp.v5i2.3764>
- Himawan, B. R. A., Lian, B., & Mulyadi, M. (2021). Peran kepemimpinan dan profesional guru terhadap perbaikan mutu pembelajaran. *Jurnal Educatio FKIP UNMA*, 7(3), 744–752. <https://doi.org/10.31949/educatio.v7i3.1217>
- Kesumawati, N., & Aridanu, I. (2025). *Statistik parametrik penelitian pendidikan* (6th ed.). NoerFikri Offset.
- Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology*, 102(3), 741–756. <https://doi.org/10.1037/a0019237>
- Kunter, M., Klusmann, U., Baumert, J., Richter, D., Voss, T., & Hachfeld, A. (2013). Professional competence of teachers: Effects on instructional quality and student development. *Journal of Educational Psychology*, 105(3), 805–820. <https://doi.org/10.1037/a0032583>
- Lestari, A. M., Lian, B., & Putra, A. Y. (2021). The effect of teacher work motivation and compensation on the performance of elementary school teachers at Cempaka Sub-District of OKU Timur District. In *Proceedings of the International Conference on Education Universitas PGRI Palembang (INCoEPP 2021)* (Vol. 565, pp. 1414–1419). Atlantis Press. <https://doi.org/10.2991/assehr.k.210716.283>
- Nasution, M. N. (2020). *Manajemen mutu terpadu*. Ghalia Indonesia.
- Prayitno, D. (2022). *Paham analisa statistik data dengan SPSS*. Mediakom.
- Rizalini, D., Arafat, Y., & Putra, A. Y. (2021). The effect of work motivation and work discipline on teachers' performance. In *Proceedings of the International Conference on Education Universitas PGRI Palembang (INCoEPP 2021)* (Vol. 565, pp. 283–286). Atlantis Press. <https://doi.org/10.2991/assehr.k.210716.052>
- Rosyada, A., Harapan, E., & Rohana, R. (2021). Pengaruh kompetensi pedagogik guru terhadap kualitas pembelajaran sekolah menengah atas di Kota Sekayu, Sumatera Selatan. *Jurnal Manajemen Pendidikan: Jurnal Ilmiah*

- Administrasi, Manajemen dan Kepemimpinan Pendidikan*, 3(1), 31–42. <https://doi.org/10.21831/jump.v3i1.38295>
- Rusman. (2019). *Guru dan profesinya*. Rineka Cipta.
- Sardiman. (2018). *Interaksi dan motivasi belajar mengajar*. RajaGrafindo Persada.
- Sugiyono. (2022). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif dan R&D*. Alfabeta.
- Suryana. (2021). *Kemampuan profesional guru dan tenaga kependidikan*. Remaja Rosdakarya.
- Syafe'i, S., Putra, A. Y., & Ahyani, N. (2021). The correlation between work motivation and work discipline on teacher performance. *Edunesia: Jurnal Ilmiah Pendidikan*, 2(2), 424–443. <https://doi.org/10.51276/edu.v2i2.141>
- Triana. (2021). *Gerakan menata mutu pendidikan: Teori dan aplikasi*. Ar-Ruzz Media.
- Uno, H. B. (2020). *Guru dalam pembelajaran*. Bumi Aksara.
- Zahroh, A. (2022). *Membangun kualitas pembelajaran melalui dimensi profesionalisme guru*. Yrama Widya.
- Zamroni. (2021). *Meningkatkan mutu sekolah*. PSAP Muhammadiyah.
- Zee, M., & Koomen, H. M. Y. (2016). Teacher self-efficacy and its effects on classroom processes, student academic adjustment, and teacher well-being: A synthesis of 40 years of research. *Review of Educational Research*, 86(4), 981–1015. <https://doi.org/10.3102/0034654315626801>