

# The Influence of Work Motivation on the Professionalism of Science Teachers in Elementary School Kutai Village

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**Abstract:** The study was conducted in an elementary school in Kutai Village. The population of the study was The population in this study were all elementary school science teachers in Kutai Village, totaling 111 teachers spread across 28 schools. Of the 111 teachers in the population, 53 were selected as samples using a random sampling technique with the Taro Yaname and Slovin formula with a precision of 10%. The data collection technique in this study used a questionnaire with a Likert scale. In addition, documentation techniques were used to obtain supporting data related to school conditions and teacher profiles. The research instrument used was a closed questionnaire that was first tested for validity and reliability. Validity testing was carried out to determine the extent to which the instrument was able to measure what should be measured, while reliability testing was carried out to determine the level of consistency of the research instrument. The collected data were analyzed using statistical analysis techniques. The results of the study indicate that the work motivation of elementary school teachers in Kutai Village has a low and insignificant relationship with their professional abilities (0.309). The contribution of teacher work motivation in rural areas is also insignificant, at 9.5%. In addition, teachers also experience obstacles in developing their professionalism. This study recommends that local governments provide stimulus and encouragement to teachers in rural areas to continue developing their professionalism. The implication is the need for a more comprehensive approach in efforts to improve the professionalism of science teachers in elementary schools in Kutai Village. Increasing teacher work motivation alone is not enough to produce optimal professionalism if it is not accompanied by structural and institutional support

**Keywords:** Elementary School; Science Teachers; Professionalism; Work motivation

## Introduction

Basic education is a crucial foundation for human resource development in every country. As the spearhead of the educational process, teachers play a strategic role in improving the quality of learning and student learning outcomes. Teacher professionalism reflects not only pedagogical skills and scientific competence but also commitment, work ethic, and internal motivation, which influence overall professional performance (Mardikaningsih et al., 2022), (Agustina et al., 2021). In this context, work motivation is a crucial factor believed to influence teacher professionalism. Work motivation encompasses internal

and external drives that motivate individuals to achieve work goals optimally and consistently in carrying out their professional duties (Kurteshi & Rrustemi, 2025).

Several studies have shown that work motivation has a significant relationship with aspects of teacher professionalism (Ain et al., 2024). A study conducted by Harapan showed that although teacher work motivation in some rural areas is still relatively low, this motivation is still one of the factors that influence teacher professionalism in carrying out daily learning tasks (Harapan, 2019; Ismail et al., 2023). Other studies also revealed that the variable of work motivation positively and significantly contributes to teacher professionalism, both partially and together with other variables such as

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school leadership (Sartka et al., 2021; Pajar et al., 2025). This finding is consistent with the results of quantitative studies that show that work motivation has a positive influence on teacher professionalism in various educational contexts, although the degree of influence can vary depending on school conditions and other environmental factors (Wetria, 2025; Saihu & Siregar, 2022).

Theoretically, teacher work motivation can be examined from the perspectives of educational psychology and human resource management (Muhajir, et.al, 2024). Internal motivations, such as the need for achievement, goal attainment, and professional recognition, tend to drive teachers to improve their professional competence through self-development, learning innovation, and adherence to professional standards (Nugroho et al., 2023). Furthermore, external motivations, such as incentives, awards, and institutional recognition, also play a role in strengthening teachers' professional commitment to their work (Abdul et al., 2025). This suggests that work motivation is not only related to individual factors but is also influenced by the school's organizational environment, which supports professionalism (Putra et al., 2020).

Research on the relationship between work motivation and teacher professionalism has been conducted at various levels of education, including elementary, secondary, and vocational schools (Listiqowati et al., 2022). However, literature specifically examining the influence of work motivation on the professionalism of science teachers at the elementary school level in rural areas is still relatively limited (Siregar et al., 2025). Science teachers face unique challenges because this subject requires a strong mastery of scientific concepts, effective pedagogical skills, and the ability to integrate theoretical and practical knowledge in learning (Rasmitadila et al., 2025), (Muhammad, 2022). Therefore, a deeper understanding of how work motivation influences science teacher professionalism is crucial to support policies to improve the quality of basic education, particularly in rural areas such as Kutai Village (Sawaluddin, et.al, 2022).

This study aims to address this gap by examining the influence of work motivation on science teacher professionalism in elementary schools in Kutai Village (Aditya et al., 2024; Carrine et al., 2024). Using a quantitative correlational approach, this study is expected to provide stronger empirical evidence regarding the relationship between these two variables and its implications for formulating strategies for developing teacher professionalism in elementary schools (Rosmiati & Pujilestari, 2025).

## Method

Research design and method should be clearly defined. This study uses a quantitative approach with a correlational research type (Untung, 2019). The quantitative approach was chosen because this study aims to determine and analyze the influence of work motivation on the professionalism of science teachers objectively and measurably (Asep, 2018).

The study was conducted in an elementary school in Kutai Village. The population of the study was The population in this study were all elementary school science teachers in Kutai Village, totaling 111 teachers spread across 28 schools. Of the 111 teachers in the population, 53 were selected as samples using a random sampling technique with the Taro Yaname and Slovin formula with a precision of 10%.

The data collection technique in this study used a questionnaire with a Likert scale (Matthew and Huberman, 2014). The questionnaire was compiled based on the indicators of each research variable and was given to respondents to obtain data on the level of work motivation and professionalism of science teachers (Leedy, 2015). In addition, documentation techniques were used to obtain supporting data related to school conditions and teacher profiles (Lester & Lester, 2018). The research instrument used was a closed questionnaire that was first tested for validity and reliability (Creswell, 2013). Validity testing was carried out to determine the extent to which the instrument was able to measure what should be measured, while reliability testing was carried out to determine the level of consistency of the research instrument. The collected data were analyzed using statistical analysis techniques (Johnson & Christensen, 2018).

Data analysis began with descriptive analysis to describe the work motivation and professionalism of science teachers. Next, prerequisite analysis tests were conducted, including normality and linearity tests (Harahap, 2020). To test the research hypotheses, simple linear regression analysis was used to determine the effect of work motivation on science teacher professionalism (Sugiyono, 2013). Hypothesis testing was conducted using a t-test at a significance level of 0.05

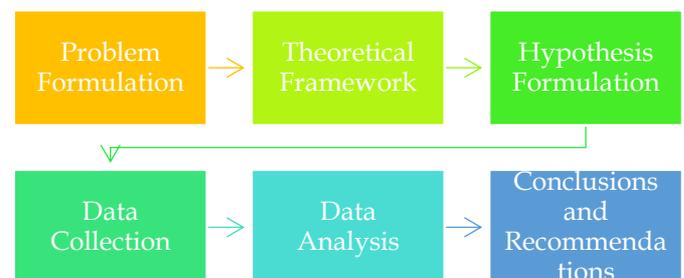


Figure 1. Research flow chart

## Result and Discussion

Normality tests were conducted using the Liliefors and Kolmogorov-Smirnov Z methods. the results of which can be seen in Table 1.

**Table 1.** Results of normality test

		Teacher Professionalism	Work motivation
N		53	53
Normal Parameters	Mean	76.04	75.64
	Standard Deviation	9.401	11.030
Most Extreme Differences	Absolute	.093	.105
	Positive	.081	.105
	Negative	-.093	-.092
Kolmogorov-Smirnov Z		.675	.768

a. Test distribution is Normal

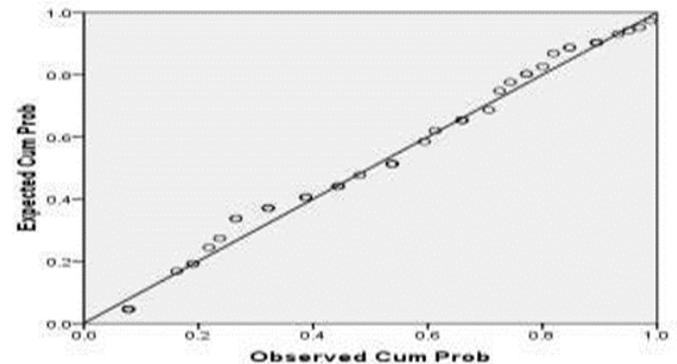
Based on Table 1 Results of Normality Test, the normality test was conducted using the Kolmogorov-Smirnov method on two research variables, namely teacher professionalism and teacher work motivation, with a total of 53 respondents. The results of the analysis show that the teacher professionalism variable has a Kolmogorov-Smirnov Z value of 0.675, while the teacher work motivation variable has a Kolmogorov-Smirnov Z value of 0.768. These values indicate that the data distribution in both variables is in the normal category (Krisno et al., 2021).

Descriptively, the teacher professionalism variable has a mean value of 76.04 with a standard deviation of 9.401. This indicates that the level of teacher professionalism is in the fairly good category with relatively moderate data variation. Meanwhile, the teacher work motivation variable has a mean value of 75.64 and a standard deviation of 11.030, indicating that teacher work m

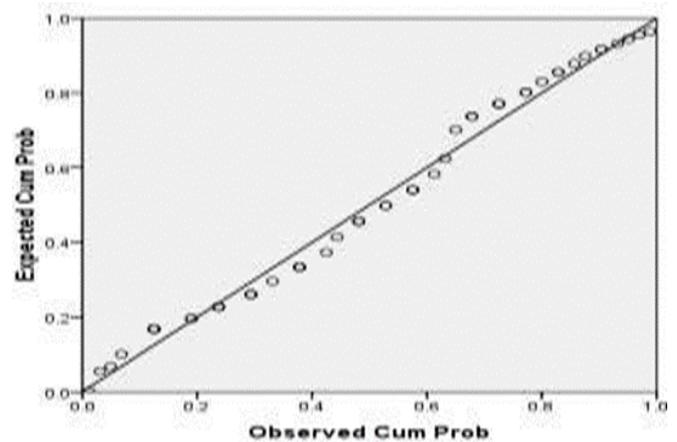
otivation is also at a relatively balanced level, although it has slightly greater data variation than teacher professionalism (Septiara et al., 2024).

The absolute, positive, and negative Most Extreme Differences values for both variables are still within acceptable limits, indicating no extreme deviations from the data distribution. According to Field, if the

maximum difference value in the data distribution does not show a sharp deviation, then the data can be considered to follow a normal distribution pattern (Ansel & BS, 2023). Thus, the data on teacher professionalism and teacher work motivation in this study meet the assumption of normality. Normally distributed data can also be seen through the PP plot graph of the work motivation and teacher professionalism variable data as follows



**Figure 2.** P-Plot graph of work motivation variable (X)



**Figure 3.** P-Plot graph of teacher professionalism variable (y)

Figures 1 and 2 show that the plot points always follow and approach the diagonal line. If the points or data are near or follow the diagonal line, then the residual values of both variables are normally distributed. The linearity test is used to determine whether the variables studied have a linear relationship or not (Manirafid et al., 2025). The results of the linearity test of the relationship between work motivation and teacher professionalism are as follows (Table 2).

**Table 2.** Results of the linearity test of work motivation (X)

	Sum of Squares	Df	Mean	Fsquare	Sig.
Between Groups (Combined)	2984.725	25	119.389	2.001	0.040
Linearity	438,065	1	438.065	7.341	0.012
	Deviation from Linearity	24	106.111	1.778	0.075
Within Groups	1611.200	27	59.674		
Total	4595.925	52			

Based on Table 2 Results of the Linearity Test of Work Motivation (X), a linearity test was conducted to determine the relationship between teacher work motivation as the independent variable (X) and teacher professionalism as the dependent variable (Y). The linearity test was conducted using analysis of variance (ANOVA), which displays the significance value in the Linearity and Deviation from Linearity sections.

The test results show that the significance value in the Linearity section is 0.035, which is smaller than the 0.05 significance level. This indicates a significant linear relationship between teacher work motivation and teacher professionalism (Carrine et al, 2024). In other words, statistically, there is a tendency for changes in work motivation to be followed by changes in teacher professionalism, although the level of relationship is not strong (Mahyudin et al., 2024).

Furthermore, the significance value in the Deviation from Linearity section is 0.775, which is greater than 0.05. According to Field, if the significance value of Deviation from Linearity is greater than 0.05, then there is no significant deviation from the linear relationship.<sup>3</sup> This means that the relationship between teacher work motivation and teacher professionalism does not deviate from the linear line, so the linearity assumption has been met (Pajar et al., 2025).

By fulfilling both criteriaa Linearity significance value of <0.05 and a Deviation from Linearity significance value of >0.05 – it can be concluded that the relationship between teacher work motivation and teacher professionalism in this study is linear. Therefore, the use of simple linear regression analysis to test the effect of work motivation on the professionalism of science teachers at Kutai Village Elementary School is declared feasible and meets statistical requirements (Ismail et al., 2023).

The hypothesis of this study is that the work motivation of certified elementary school teachers influences the professionalism of elementary school teachers in rural areas (Ain et al., 2024). Hypothesis testing was conducted by measuring the coefficient of determination obtained from the correlation coefficient (R) value used to measure the strength of the relationship between two variables (Kesumawati et al., 2018). The results of the calculation of the work motivation (X) and teacher professionalism (Y) variables are shown in Table 3.

**Table 3.** Model summary of the coefficient of determination X-Y

Model	R	R Square	Adjusted Square	Standard Error of the Estimate
1	.309a	.095	.078	9.029

a. Predictors: (Constant), X (work motivation)

Based on Table 3, Model Summary of the Coefficient of Determination X-Y, the results of a simple linear regression analysis show that the correlation coefficient (R) between work motivation (X) and teacher professionalism (Y) is 0.309. This value indicates a positive relationship between work motivation and teacher professionalism, but the relationship is in the low category. This is in line with Sugiyono's opinion, which states that a correlation coefficient value between 0.20–0.399 is included in the low relationship category (Sugiyono, 2013).

The R Square value of 0.095 indicates that teacher work motivation can only explain 9.5% of the variation in science teacher professionalism at Kutai Village Elementary School. Meanwhile, 90.5% of the variation in teacher professionalism is influenced by other factors outside the work motivation variable that were not examined in this study (Septiara et al., 2024). These factors may include pedagogical competence, principal leadership, school culture, learning facilities and infrastructure, administrative workload, and opportunities for continuous professional development (Ansel & BS, 2023).

The Adjusted R Square value of 0.078 indicates that after adjusting for the number of samples and variables in the model, the contribution of work motivation to teacher professionalism is 7.8%. According to Field, the Adjusted R Square value provides a more accurate picture than R Square, especially in studies with a relatively limited number of samples, because it has taken into account the possibility of bias due to sample size (Siregar et al., 2025). Thus, the contribution of work motivation to teacher professionalism in this study is relatively small and not dominant (Mahyudin et al., 2024).

Furthermore, the Standard Error of the Estimate value of 9.029 indicates the level of prediction error of the regression model. The smaller the standard error value, the better the model's ability to predict the dependent variable. However, in the context of this study, the relatively large standard error value indicates that the regression model, which only uses work motivation as a predictor, is not able to optimally explain teacher professionalism (Rasmitadila et al., 2025).

Theoretically, these findings indicate that although work motivation has a positive relationship with teacher professionalism, the effect is relatively weak (Gustina, 2023). This reinforces the view that teacher professionalism is a multidimensional construct that cannot be explained by a single psychological factor alone. According to Rosmiati, teacher professionalism is influenced by a combination of internal and external factors, including competence, the work environment, educational policies, and institutional support (Rosmiati & Pujilestari, 2025). Therefore, improving teacher

professionalism in rural areas like Kutai Village requires a more comprehensive and systemic approach, not just focusing on improving individual work motivation (Nuryani & Supriyoko, 2020).

The results of the analysis of the significance test (meaningfulness) of the relationship between work motivation and the professionalism of certified teacher educators are presented in the following Table 4.

**Table 4.** Coefficients of regression analysis

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	56,133	8,676		6.470	.000
	X(work motivation)	.263	.114	.309	2.318	.024

Based on Table 4 of the Coefficients of Regression Analysis, a constant value of 56.133 was obtained with a significance value of 0.000. This constant value indicates that if teacher work motivation is considered to be zero or unchanged, then the teacher professionalism score remains at 56.133. According to Sugiyono, the constant in the regression equation indicates the value of the dependent variable when the independent variable is zero, and serves as the starting point for prediction in the regression model.<sup>2</sup>

Furthermore, the regression coefficient for the work motivation variable (X) is 0.263 with a significance value of 0.024, which is smaller than the significance level of 0.05. These results indicate that teacher work motivation has a significant effect on science teacher professionalism. A positive regression coefficient indicates that every one-unit increase in work motivation will increase teacher professionalism by 0.263 units. Thus, the direction of the influence of work motivation on teacher professionalism is positive.

The calculated t-value of 2.318 with a significance level of 0.024 strengthens the conclusion that the work motivation variable has a partial and significant effect on teacher professionalism. According to Field, if the t-test significance value is less than 0.05, then the independent variable individually has a significant influence on the dependent variable in the regression model (Manirafid et al., 2025).

However, the Standardized Coefficient (Beta) value of 0.309 indicates that the influence of work motivation on teacher professionalism is low. This aligns with Aditya opinion, which states that work motivation is one of the internal factors influencing teacher professionalism, but not the sole determinant. Teacher professionalism is also significantly influenced by other factors such as pedagogical competence, the work environment, principal leadership, and educational policy support (Aditya et al., 2024).

Theoretically, the regression results indicate that work motivation plays a role in improving science teacher professionalism, but its contribution is relatively small (Putria et al., 2024). This finding reinforces the view that teacher professionalism is a multidimensional

construct that cannot be explained by a single psychological variable. In the context of elementary schools in rural areas such as Kutai Village, limited infrastructure, access to training, and institutional support are likely more dominant factors than individual work motivation (Irawati & Saleh, 2019).

Thus, although statistically, teacher work motivation has a significant influence on science teacher professionalism, improving teacher professionalism cannot rely solely on increased work motivation. A more comprehensive and systemic approach is needed to continuously improve teacher professionalism.

### Conclusion

The results of the study indicate that the work motivation of elementary school teachers in Kutai Village has a low and insignificant relationship with their professional abilities (0.309). The contribution of teacher work motivation in rural areas is also insignificant, at 9.5%. In addition, teachers also experience obstacles in developing their professionalism. This study recommends that local governments provide stimulus and encouragement to teachers in rural areas to continue developing their professionalism. The implication is the need for a more comprehensive approach in efforts to improve the professionalism of science teachers in elementary schools in Kutai Village. Increasing teacher work motivation alone is not enough to produce optimal professionalism if it is not accompanied by structural and institutional support.

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### Author Contributions

Conceptualization, methodology, validation, N.S.W.; formal analysis, investigation, resources, D.S.; data curation, writing—original draft preparation, Z.A.; writing—review and editing, visualization, M.F. All authors have read and approved the published version of the manuscript.

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**Conflicts of Interest**

The authors declare no conflict of interest

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