

The Influence of Teachers' Certification and Work Motivation on the Professionalism of State Elementary School Teachers

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Abstract: This study aims to analyze the influence of teachers' certification and work motivation on the professionalism of State Elementary School teachers in Suak Tapeh District, both partially and simultaneously. Using a quantitative ex post facto approach, data were collected via questionnaires and documentation from 69 teachers and analyzed using SPSS. The results indicate that both certification and work motivation have significant positive effects individually, with motivation showing a slightly stronger influence. Furthermore, their combined impact is substantially greater, explaining a significant portion of the variance in professional standards. The novelty of this research lies in its localized examination of these interconnected factors within a specific Indonesian district, providing contextual empirical evidence. A key practical implication is that educational policy must not only maintain certification programs but also actively foster teacher motivation through systemic support to maximize professional outcomes. This study contributes to the academic literature by quantifying the synergistic relationship between certification and motivation, and offers actionable insights for local administrators seeking to enhance teaching quality through dual-focused strategies.

Keywords: Elementary School Teachers, Teachers' Certification, Teachers' Work Motivation

A. Introduction

A system that can improve the quality of human resources is very important in today's education system. Increasing the level of professional development among educators is essential if we want them to be prepared for the demands of the ever-changing education system. Education is supposed to produce competent workers, who can then meet increasingly high standards of competence in the workplace. The need to raise the standards of educational institutions is essential if they are to maintain their position as market leaders, and this is true in both public and private schools.

Factors such as leadership, school administration, the number and quality of human resources, as well as support from other parties all contribute to the overall quality of education provided. The implications for superior and enjoyable educational delivery come from quality-oriented education management, which is the foundation of good educational delivery in schools. To achieve the educational goals that have been set efficiently and successfully, education management includes a number of management procedures that utilize a variety of resources.

The fundamental responsibility of an educator is to impart knowledge to students in a way that encourages their intellectual, affective, and willful development; This is the ideal of education in practice. Psychological openness and cognitive flexibility are personality traits that are valued in teachers. Teachers are selected in accordance with the requirements of the law and work as professional staff at the PAUD level in the formal education system. From elementary school teachers to lecturers, the government has tried to optimize the professional competency standards of teachers, including by requiring a higher level of education for all teacher positions. PKG, KKG, and MGMP are three other programs in Indonesia that aim to optimize the professional skills of educators; These programs provide opportunities for educators to network and share solutions to problems they face in the classroom.

With the enactment of the Teachers Law and the Lesson Plan on Teachers, the government has made great efforts to establish certification criteria and competency requirements for educators. Aqib (2019) argues that the key indicator of the success of human resource development in the field of education is the quality of the development, which is defined as the level of acquisition of knowledge, attitudes, and skills by students that allows them to actively and independently participate in national, social, and religious life on a global and national scale. Trianto (2021) explained that other schools of thought argue that an effective educator is someone who can design and implement an effective learning process plan, is able to monitor and improve his or her own professional growth, and is able to understand pedagogical resources specific to a particular subject. A person needs certain skills and knowledge to enter the world of education as a teacher.

Teaching is a special job that requires certain abilities, according to Suryana (2021). Encouraging, guiding, and preparing students is part of a teacher's professional responsibility. The three main goals of education are to inculcate moral principles, impart knowledge of scientific and technological concepts, and hone students' practical abilities. In the context of education, "teacher performance" refers to how well a teacher uses their own skills to help the school achieve its goals. One way to evaluate a teacher is to see how well they are doing their job in the classroom.

Teachers are identified as professionals in their fields in accordance with Regulation Number 54 of 2022, which relates to the credentials of in-service teacher educators and is part of the Ministry of Education and Culture. A bachelor's degree (S-1) or

diploma (D-4) in a field of study that is in line with teaching, as well as competence as a learning agent, is expected from teachers as professionals. A bachelor's degree from an accredited college or university meets the S-1/D-4 academic qualification standard, while courses directly related to the job meet the relevance criteria. At the same time, credentials as an educator prove that they have mastered the qualities needed to be an effective learning agent. These competencies include things like personality, pedagogy, professionalism, and social skills.

Teachers have an important role in the teaching and learning process and have a high influence on student achievement. The design, management, implementation, and evaluation of learning are their primary responsibilities. In addition, they play a very crucial and appropriate function in the educational process. They play an important role in selecting and teaching subject matter, as well as strategically determining the breadth and depth of the subject matter (Zahroh, 2022). According to Sukadi (2019), educators are primarily responsible for teaching, in a broad sense, developing students' emotional, creative, and willful capacities in order to realize the ideal educational vision. Psychological openness and cognitive flexibility are the personality traits of a teacher. Teachers are expected to be able to behave professionally and competitively. In addition, according to Kurniasih (2020), teachers need certain knowledge and skills for their work. Encouraging, guiding, and preparing students is part of a teacher's professional responsibility. The three main goals of education are to inculcate moral principles, disseminate knowledge, and hone technical skills.

When it comes to the seriousness of educators in carrying out their responsibilities, there are a number of resources that are essential to their work, including adequate classrooms and other infrastructure. In the field of education, learning materials can be seen as a means to achieve student achievement goals, or learning achievements, as explained by Hernawan (2022). Evaluating the quality of the learning process and the results of the learning process is an important part of a thorough evaluation of the effectiveness of learning implementation in schools. If one only considers the definition or method of learning, they only touch the surface. General behavioral changes, including cognitive, emotional, and psychomotor components, are fundamental to learning.

The form of teacher professionalism is stated during the teaching and learning process. There are three missions that teachers must carry out in the learning process. The three missions are known as *the three missions*. According to Zahroh (2022), the *three missions* are professional *missions*, humanitarian *missions*, and civic *missions*. According to Rochman (2020), teachers interact directly with students, convey information and skills while demonstrating noble values through their extraordinary leadership and exemplary character. Teachers play an important role in education because they are entrusted with more than just conveying information to students; They must also embody those principles in themselves.

Aqib (2020) states that in order for a teacher to be considered professional, he or she must meet four criteria: (1) strong dedication to students and their learning, (2) extensive knowledge of subject matter and effective teaching methods, (3) accountability in monitoring student progress through various forms of assessment, and (4) active participation in professional learning communities. In addition to these four factors, the character and personality of the teacher in particular, their level of enthusiasm, confidence, accuracy, empathy, and cooperation are very important for the success of the learning process. First, the field of the teaching profession, which is tasked with educating and training students; second, the humanitarian sector, which is in charge of understanding students and accompanying them in the process of growth and change; third, the social sector, which is tasked with helping the community in pursuing science and making the entire Indonesian nation smart in accordance with Pancasila (Uzer, 2019).

In the learning process, a teacher is required to have an educator's certificate as proof that the teacher already has the ability to teach recognized by the Government and professionalism in teaching. As stated in Regulation 54 of 2022, which relates to the credentials of teacher educators in office, the Ministry of Education, Culture, Research, and Technology recognizes teachers as professionals. A Bachelor's Degree (S-1) or Diploma (D-4) in a field of study appropriate to teaching, as well as competence as a learning agent, is a professional requirement for educators.

Without intrinsic encouragement from teachers, the learning process activities they carry out will always not be in accordance with expectations. Teachers' work motivation is defined by Uno (2020) as an approach to inspire educators to take action in pursuit of specific and measurable goals. Work motivation is essential for educators because it inspires and guides them to perform tasks in a way that meets the goals that have been set. When educators have both intrinsic and extrinsic motivation, they are more likely to complete projects to completion. Developing an intrinsic drive is an ongoing process. Then it is not possible to achieve the purpose of life without it. The same goes for workers: inspiration is key. Highly motivated people always try to complete their tasks on time and with a set goal.

Teachers' work motivation will be even better if the teacher is recognized and fulfilled his rights as an educator, such as the right to salary. Educator certificates are part of the rights that must be received by teachers, because of the educator certificate, of course teachers can be motivated in carrying out their duties as teachers. According to Hamalik (2018), motivation is very important for a person to act and achieve goals. A person's intrinsic motivation requires constant development. One's aspirations cannot be achieved without inspiration. Similarly, educators must have an intrinsic drive in order to produce high-quality students. Teachers' performance can be improved according to their stated goals if they are

motivated to work. In Suak Tapeh Banyuasin District, there are 15 (Fifteen) State Elementary Schools that exist, as seen in the following table.

Table 1. Number of Civil Servant, P3K and Honorary Teachers in the Suak Tapeh Education Union

No.	Satuan	Jumlah				Total
		PNS	P3K	Sertifikasi	Honorer	
1	SDN 1 Suak Tapeh	3	8	3	6	20
2	SDN 2 Suak Tapeh	5	4	5	4	18
3	SDN 3 Suak Tapeh	4	10	5	7	26
4	SDN 4 Suak Tapeh	8	2	8	3	21
5	SDN 5 Suak Tapeh	4	9	3	4	20
6	SDN 6 Suak Tapeh	12	5	5	6	28
7	SDN 7 Suak Tapeh	4	3	3	4	14
8	SDN 8 Suak Tapeh	2	6	3	5	16
9	SDN 9 Suak Tapeh	3	5	3	2	13
10	SDN 10 Suak Tapeh	6	5	7	5	23
11	SDN 11 Suak Tapeh	7	2	3	5	17
12	SDN 12 Suak Tapeh	11	6	11	7	35
13	SDN 13 Suak Tapeh	5	5	4	4	18
14	SDN 14 Suak Tapeh	4	4	4	3	15
15	SDN 15 Suak Tapeh	2	7	2	5	16
Jumlah						300

(Source: Disdik Kec. Suak Tapeh, 2025).

Regarding the research conducted, preliminary data was obtained that certified teachers can be said that almost all teachers in SD Negeri Suak Tapeh District have been fulfilled, although there are still those who do not have an educator certificate or are certified. This means that not all teachers at State Elementary Schools in Suak Tapeh District are certified. In addition, referring to the teacher's work motivation itself, the researcher's initial information obtained that the teacher in delivering learning materials can be said to have not indicated his work motivation to the maximum. This means that teachers are still not fully motivated in conveying motivation. There is certainly a reason for this, namely the need for learning facilities has not been met, so that teachers who deliver learning materials can be said to be modest based on the existing lesson plans or syllabus. Due to the limited resources of learning media in each school, the information provided has not been accompanied by easily accessible learning media/teaching aids. In observations in each school, the researchers found the following facts: the professionalism of teachers has not produced the expected results, because some educators still teach non-linear or without teaching certification, generally in every State Elementary School in Suak Tapeh District, it can be said that there is a lack of learning media, such as the need for learning kits, Because in the learning process delivered by the existing supporting media are inadequate, such as package books, existing teaching aids such as: (1) fractional blocks, (2) flat building model, (3) transparent flat side space building model, (4) curved side space building volume model, (5) flat building

area model, (6) Pythagorean theorem, (7) circle model, (8) flat side space building framework model, (9) curved side space building model, (10) flat side space building volume model, (11) crossbar, and (12) compartmentalized magnetic board. The lack of existing infrastructure certainly affects teachers in delivering learning materials. This certainly affects the professionalism of teachers in teaching.

Based on the problems stated above, the researcher wanted to find out more deeply about teacher professionalism which is influenced by the existing determinant aspects through a study entitled “The Influence of Teacher Certification and Work Motivation on the Professionalism of Teachers of State Elementary School in Suak Tapeh District, Banyuasin Regency” The formulation of the problem in this study is: 1) Is there an effect of certification on the professionalism of State Elementary School teachers in Suak Tapeh District? 2) Is there an impact of teachers’ work motivation on the professionalism of State Elementary School teachers in Suak Tapeh District? 3) Is there an impact of certification and teacher work motivation together on the professionalism of State Elementary School teachers in Suak Tapeh District?

B. Methods

This study uses a quantitative method using *an ex post facto* approach. According to Sugiyono (2019), the *ex post facto* approach is aimed at identifying the factors that cause changes in behavior, symptoms, or events after the event. This approach uses careful processing of statistics, numbers, and measurement techniques to answer questions about several variables. The population in this study consists of elementary school teachers from public schools in Suak Tapeh District, Banyuasin Regency.

Table 2. Research Population

No	School Name	Guru		Quantity Teacher
		Certified	Non-Certification	
1	SDN 1 Suak Tapeh	3	17	20
2	SDN 2 Suak Tapeh	5	13	18
3	SDN 3 Suak Tapeh	5	21	26
4	SDN 4 Suak Tapeh	8	13	21
5	SDN 5 Suak Tapeh	3	17	20
6	SDN 6 Suak Tapeh	5	23	28
7	SDN 7 Suak Tapeh	3	11	14
8	SDN 8 Suak Tapeh	3	13	16
9	SDN 9 Suak Tapeh	3	10	13
10	SDN 10 Suak Tapeh	7	16	23
11	SDN 11 Suak Tapeh	3	14	17
12	SDN 12 Suak Tapeh	11	24	35
13	SDN 13 Suak Tapeh	4	14	18
14	SDN 14 Suak Tapeh	4	11	15
15	SDN 15 Suak Tapeh	2	14	16
Quantity		69	231	300

(Data Source: Banyuasin Education District, 2025)

In this analysis, purposive sampling method is used, as previously explained. The following table shows the characteristics used by researchers to determine sample collection in targeted sampling, namely non-random sampling techniques (Sugiyono, 2019). Researchers used these characteristics to answer research questions.

Table 3. Research Sample

No	School Name	Certified Teacher
1	SDN 1 Suak Tapeh	3
2	SDN 2 Suak Tapeh	5
3	SDN 3 Suak Tapeh	5
4	SDN 4 Suak Tapeh	8
5	SDN 5 Suak Tapeh	3
6	SDN 6 Suak Tapeh	5
7	SDN 7 Suak Tapeh	3
8	SDN 8 Suak Tapeh	3
9	SDN 9 Suak Tapeh	3
10	SDN 10 Suak Tapeh	7
11	SDN 11 Suak Tapeh	3
12	SDN 12 Suak Tapeh	11
13	SDN 13 Suak Tapeh	4
14	SDN 14 Suak Tapeh	4
15	SDN 15 Suak Tapeh	2
Quantity		69

In this study, the data collection method used questionnaires (Arikunto, 2019). Researchers in this study mostly relied on questionnaires with statements scored on a Likert scale to collect data. According to Sugiyono (2019), the questionnaire includes four possible answers: 1) Always (SL), 2) Often (SR), 3) Rarely (JR), and 4) Never (TP) (Sugiyono, 2019). A total of 69 teachers were selected for this study from State Elementary Schools in Suak Tapeh Regency. Each teacher was given a questionnaire that measured their certification, work motivation, and professionalism. The certification questionnaire consists of 30 items, while the work motivation and professionalism questionnaire consist of 30 items each. Then documentation (Arikunto, 2019). Regarding documentation techniques, the data used for the collection came from the following sources: 1) questionnaire guidelines, which include certification questionnaires, work motivation, and professionalism for teachers; 2) the results of the trial with questionnaires; and 3) the results of the research with questionnaires. The research data is complemented by the help of this documentation.

This study used *SPSS for Windows version 26* to conduct data analysis, which included basic correlation and multiple regression methods. The stages of analysis implementation include hypothesis testing, analytical needs, and descriptive analysis. Because it only relies on the theoretical thinking framework of the

researcher, the hypothesis is only a temporary solution to the formulation of a problem until the validity of the response can be proven experimentally through field research (Arikunto, 2019). In addition, according to Sugiyono (2019), the hypothesis is only a temporary solution until the validity of the researcher's theory can be proven through field studies. This is because the hypothesis is based on the researcher's theoretical framework of thinking. Two types of simple and multiple regression tests were used for hypothesis tests in this study. Regression testing aims to examine the relationship between the described variable and one or more explanatory factors. The hypothesis testing procedure in this analysis is: first, a partial test (t-test) is carried out using a basic regression test. Then, a multiple regression test (F-test) was carried out using a determination test (R^2).

C. Results and Discussion

This study assumes three things about the professionalism of primary school teachers in Suak Tapeh Regency: 1) that certification affects their professionalism; 2) that intrinsic motivation in work affects their professionalism; and 3) that certification and intrinsic motivation both have an effect on their professionalism.

The findings of this analysis are based on data collected from 69 teachers who filled out three questionnaires: 1) Certification (with 30 statements), 2) Teachers' Work Motivation (also with 30 statements), and 3) Teacher Professionalism (also with 30 statements). The data was analyzed using the SPSS For Windows Version 26 application, Data obtained from teacher feedback who chose each statement: 1) Always (S); 2) Frequent (SR); 3) Rare (JR); 4) Never (TP) for each questionnaire variable given to 69 teachers in this study, analyzed with SPSS For Windows Version 26 software.

The findings of the study show that each variable has a partial and simultaneous impact. The findings show that (1) elementary school teachers in Suak Tapeh District, Banyuasin Regency are more professional when certified; (2) elementary school teachers in Suak Tapeh District, Banyuasin Regency are more professional when motivated to do their jobs well; and (3) elementary school teachers in Suak Tapeh District, Banyuasin Regency are more professional when they are certified and motivated to do their jobs well at the same time. The researcher discusses each research finding in the following way.

First Hypothesis (X_1 to Y)

Initial hypothesis testing showed a t-count value of 5.603 when using t-test statistical analysis. Our criterion for accepting H_a as a null hypothesis is if the t-count value $>$ the t-table value. On the other hand, H_a is rejected if the t-count value $<$ the t-table value. To determine the table, we examine the level of Sig $\alpha = 5\%$ divided by two, which yields 2.5% for the double-sided test. The degree of freedom (df) is

determined using the formula nk , so $df = 69 - 2 = 67$, where n is the number of samples and k is the sum of independent variables. The table in the double-sided test is 1.615 at a significance level of 0.025. Therefore, $5,603 > 1,615$, or $t\text{-count} > t\text{-table}$, according to this data. All signs indicate that H_a is accepted and H_o is rejected. Therefore, it can be stated that certification has a beneficial and considerable impact on the professionalism of public elementary school teachers in Suak Tapeh District, Banyuasin Regency. This is the first hypothesis that has been tested and approved.

The Model Summary shows an R value of 0.561, which is obtained from the results of the determination coefficient study using basic linear regression analysis. It can be stated that X_1 has a substantial impact on Y . The correlation coefficient, which ranges between 0.400 and 0.599, is visible in the table, so this is already known. Therefore, it can be stated that the level of professionalism among elementary school teachers in Suak Tapeh District, Banyuasin Regency, is somewhat correlated with their certification status. It can then be seen how much the expected value can vary from the mean by looking at the Standard Deviation, which is also known as the Standard Error Estimate. This study has a standard deviation of 0.19973. The quality of the model is directly proportional to its standard deviation. This analysis is used to assess the magnitude of independent factors affecting the dependent variable in the form of percentages, in line with the analysis of the determination coefficient. The graph above explains this, stating that certification has an impact of 29.3% on the professionalism of public elementary school teachers in Suak Tapeh District, Banyuasin Regency. The determination coefficient of R Square (R^2) of 0.293 further supports this conclusion. Thus, the more qualified teachers, the higher the level of professionalism in the implementation of teaching activities.

According to the theory that explains certification based on Permendikbud No. 54 of 2022 regarding the certification of in-service teacher educators, teachers need to have a strong understanding of social, professional, educational, and personality skills. The following is a breakdown of the four categories of competent teachers: 1) Personality Competence, a quality that shows a strong sense of self-control, maturity, wisdom, and authority; 2) Character Competence, a quality that shows high moral principles and serves as an example for students; 2) Pedagogical Competencies, which include recognizing students, carrying out the learning process, conducting outcome assessments, and guiding students to achieve full excellence; 3) Mastery of learning materials, both in a broad and in-depth sense, including the content of the curriculum of school subjects and the underlying science, as well as the organization and methodology of science; 4) Social Competence, which refers to the teacher's ability to interact with community members, as well as students, other school personnel, and their families.

According to Samani (2018), the objectives of certification are as follows: (1) assessing whether teachers are qualified to teach; (2) improving teaching practices and student achievement; (3) protect and improve the well-being of teachers; and (4)

increase students' sense of self-esteem. Academic qualifications, training, classroom experience, the ability to organize and carry out lessons, success in the classroom, and professional work are all ways to prove one's competence as a teacher. Both training and portfolios can be used to certify teachers while they are still teaching in the classroom. It has been recognized that a teacher plays the role of an educator, and according to Kartini & Kristiawan (2019), teacher certification is proof of this. According to Tilaar (2019), certification is a formal recognition of a person's competence in carrying out job duties through a letter of recommendation or a certificate of competence.

There are many factors that contribute to teacher performance and motivation, which in turn affect the quality of education students receive. Improving teacher competence is just one of them. One way to optimize student learning standards is to implement a certification program for educators. The thinking behind this program is that teachers tend to give their best if they are well compensated for their skills. The quality of teaching and student achievement are influenced by how well teachers perform their duties. Education should be of high quality if good teaching and learning practices are implemented. For this reason, teacher certification is important (Muslich, 2022). According to Kadarisman (2018), this aims to assess the suitability of teachers as learning agents in the classroom and provide certification to those who have met the criteria and performed well in exams. In other words, certification aims to ascertain whether a teacher is qualified to act as a learning agent and contribute to the achievement of national education goals, which in turn raises the quality.

Meiliyani, et al., (2021) found that in their previous research on the subject, it was explained that: (1) The success of student learning is greatly influenced by certification at the Lais District High School, Musi Banyuasin Regency; (2) At SMA Lais District, Musi Banyuasin Regency, the effectiveness of teachers greatly affects the progress of students in the classroom; (3) At Lais District High School, Musi Banyuasin Regency, the success of student learning is greatly influenced by teacher certification and performance when viewed together. There are some similarities and differences between this study and the current research. Certificates are equally scrutinized. Public elementary school teachers in Suak Tapeh District, Banyuasin Regency, are the focus of this research on the influence of school certification and infrastructure on professionalism. Given that the purpose of this study is to reinforce the researchers' own assumptions about the current research, it can be said that this study does not have any impact on the current research.

Aripin, et al., (2020) found that the supervision of the principal affected the performance of teachers at Madrasah Tsanawiyah Negeri 1 Palembang, based on other certification studies. Teachers strive to improve their teaching skills under the guidance of the principal. The effectiveness of the staff at Madrasah Tsanawiyah Negeri 1 Palembang is influenced by the principal's certification and the level of

supervision they receive. Both this study and previous research have examined teacher quality, so there are some similar and unique aspects to both findings. The main difference between previous research and current research lies in where and what is researched. Moreover, this study was not affected by the investigation because it only added to the doubts of the researchers.

Second Hypothesis (X₂ to Y)

The value of this study was 8.273 according to the findings of the second hypothesis test. The criteria for accepting or rejecting a hypothesis are based on whether or not the t-count value > the t-table. The value of the table was obtained by performing a double-sided test with $\alpha = 5\%$ and the degree of freedom (df) was calculated as nk, specifically $df = 69 - 2 = 67$ (where n is the total sample and k is the sum of independent variables). The value of the table was 2.043 thanks to the double-sided test (significance = 0.025). The reason above states that t-count value > t-table because t-count value = 8.273 > t-table = 1.170. All signs indicate that H_a is accepted and H_o is rejected. That way, it can be said that state teachers in Suak Tapeh District, Banyuasin Regency, are partly influenced by their work motivation in terms of professionalism.

The study of the determination coefficient yielded an R value of 0.572, as shown in the Model Summary. The results stated that there was a fairly substantial correlation between the professionalism of elementary school teachers in Suak Tapeh District, Banyuasin Regency, and their level of work enthusiasm. Since the value of the relationship is in the range of 0.400 to 0.599, this is clearly proven. To see how spread the expected value is, you can use Standard Deviation or Standard Estimation Error. There was a standard deviation of 0.18073 in this study. The accuracy of the model is directly proportional to its standard deviation. As a percentage, the contribution of an independent variable to a dependent variable can be determined using the analysis determination coefficient. The table above shows this explanation, with the value of the determination coefficient R Square (R²) of 0.326. This means that the infrastructure in Suak Tapeh Regency affects the professionalism of elementary school teachers by 32.6%. So, it can be said that the professionalism of teachers increases directly along with their intrinsic level of motivation to do a good job.

The person's intrinsic qualities are what motivate, direct, and provide high enthusiasm for work to achieve certain goals efficiently and successfully. In a teacher, there are a number of elements that can inspire them to work enthusiastically towards their goals. One of them is intrinsic motivation. The goal of motivating teachers to work toward a specific goal is to influence their actions in a way that advances those goals, as stated by Uno (2020). Work motivation is important for educators because it inspires and guides them to perform tasks in a way that meets the goals that have been set. If educators are intrinsically and

extrinsically motivated, they will get things done. Constant effort is required to increase one's intrinsic drive.

So, you can't achieve your goals in life without it. Similarly, working people need motivation. Highly motivated people will always try their best to meet deadlines and stick to the set plan. Purwanto (2018) states that motivation has the following goals: (1) Giving action directions to individuals. An individual's intrinsic level of motivation determines how much effort they put into completing a job; (2) The direction of action is determined by the source of motivation. Specifically, towards perfection. When motivated, it will not deviate from the path that leads to success. When someone knows exactly what they want, the path ahead becomes much easier to navigate, and (3) our actions are chosen based on our motivations. This includes identifying the right steps to achieve the goal, while ignoring the steps that would get in the way.

Teachers need to be motivated to do their jobs well because their job is to complete assignments, create learning goals, and prioritize tasks by eliminating tasks that are not directly related to the completion of the work. The following is an explanation of motivation from Hamalik (2018): (1) encouraging the development of behavior or an activity. Without inspiration, nothing will happen; (2) in a directing capacity. (3), as a driver, it includes guiding activities to achieve goals. Simply put, it's like a car engine. The rate of completion of an activity is directly proportional to the level of intrinsic drive. Motivating teachers to do things like get their work done consistently is an important part of their job. Not only that, but it also motivates to complete the activity by providing directions and roadmaps. This feature, if activated, will determine the rate of task completion (Sardiman, 2018).

Certain variables can affect teachers' motivation to work. The following factors, both internal and external to the individual, combine to form motivation: (1) the urge to meet physical needs; (2) motivation to meet psychological or spiritual needs; (3) the need to feel the absence of something needed; and (4) the desire to obtain or possess something desirable (Poerwadarminta, 2019). Internal and external factors such as the need to meet physical needs, psychological or spiritual needs, the absence of needs, and the desire to obtain rewards play a role in influencing teachers' work motivation (Sukadi, 2022). Uno (2020) states that motivation arises because, "there is a desire and desire to do activities, there is an urge and need to do activities, there are hopes and ideals, self-esteem and respect, there is a good environment and there are interesting activities." Having a good work environment, engaging in interesting activities, having high goals and ideals, self-esteem and self-respect, and a strong desire to work all contribute to the motivation of teachers to perform their duties well.

The previous analysis that was in line with teacher work motivation was researched by Herawati, et al., (2021), according to the findings of this study, the partial and

simultaneous impact of the principal's leadership and teachers' work motivation on teacher performance. In contrast to this study which examined the impact of employee certification and motivation on the professionalism of public elementary school teachers in Suak Tapeh District, Banyuasin Regency, the previous study examined the impact of principal leadership and employee motivation on teacher performance.

Relevant research studies on principal leadership and teacher work motivation were researched by Damayani et al., (2020), the findings of this study show that: (1) the leadership style of school principals has a high impact on teacher performance; (2) the level of intrinsic motivation in the workplace has a high impact on teacher performance; and (3) the combination of these two factors has a significant influence on teacher performance. Both studies found that principals' leadership and teachers' work motivation were positively correlated. This study is different because it aims to determine how elementary school teachers in Suak Tapeh District, Banyuasin Regency, are professionally affected by certification and work motivation.

Another study on teachers' work motivation was researched by Nurningsih & Sunarto, (2022) the main points of this study: (1) teachers' professional competence affects teacher performance in State Junior High School in West Prabumulih Regency; (2) work motivation affects the performance of teachers in the same district; and (3) the combination of professional competence and work motivation has an effect on the performance of teachers in the same district, with an influence of 64.2% of the total influence; The remaining 35.8% was explained by factors beyond the scope of this study. Although there are some characteristics in common between this study and the current research, the main difference is that this study examines how certification and intrinsic motivation affect the professionalism of elementary school teachers in Suak Tapeh District, Banyuasin Regency.

The next research on teachers' work motivation was researched by Alhusaini et. al., (2020), first, this study found that work motivation has a significant influence on teacher performance. Second, work discipline has a significant influence on teacher performance. Third, this study found that work motivation and work discipline both have a significant impact on teacher performance. Both this research and its follow-up research examine the factors that motivate teachers to carry out their duties well. What distinguishes this study is its focus on elementary school teachers in Suak Taph District, Banyuasin Regency, and how certifications and work incentives affect their professionalism.

The next research on teacher certification and work motivation was researched by Ristianey et. al., (2021) teacher certification has a positive influence on teacher performance, work motivation has a positive influence on teacher performance, and the results of the study show that (1) work motivation and (2) teacher certification both have a positive influence on teacher performance. Given that both studies

examined teacher certification and work motivation, there are some similarities and differences between the two findings. In addition, this study is unique because it examines how certification and work motivation affect the professionalism of elementary school teachers in the public sector in Suak Tapeh District, Banyuasin Regency.

Third Hypothesis (X_1 and X_2 to Y)

The F-count value of 48.834 was calculated from the results of the third hypothesis test, which used multiple regression analysis, and is shown in the table above. If the value of F-count value is greater than the value of F-table, then the alternative hypothesis is accepted according to the conditions of hypothesis testing. An alternative hypothesis is rejected, however, if $F\text{-count} > F\text{-table}$. The number can also be found using an Excel program by entering the formula $=FINV(0.05,48,834)$ in a blank cell. The result was 0.284 (Prayitno, 2018). This refers to F-table with a significance level of 0.05 and the degree of freedom in the numerator of 2 (determined by the number of independent variables) and the degree of freedom in the denominator of 68 (determined by the number of samples minus the number of independent variables, then subtracted by one). Based on the data shown above, the F-table value is 2.803 and the F-count value is 48.834. Elementary school teachers in Suak Tapeh District, Banyuasin Regency, were found to be professionally affected by certification and work motivation at the same time, as shown by the fact that the $F\text{-count} < F\text{-table}$. This supports the premise of the study.

The third hypothesis test using determination coefficient analysis yielded an R value of 0.659; this value summarizes the model. It shows a strong relationship between the independent variables X_1 and X_2 and the dependent variable Y . It shows that the correlation coefficient is between 0.600 and 0.799. To measure how spread out the estimated value, the Standard Deviation, also known as the Standard Error of Estimated, is used. The model performs better when the standard deviation is smaller; The standard deviation in this study was 0.16941. The analysis of the percentage contribution of the influence of independent variables on dependent variables was carried out using the findings of the third hypothesis test, namely the analysis of the determination coefficient. There was an effect of 43.3% of simultaneous teacher certification and work motivation on the professionalism of elementary school teachers in Suak Tapeh District, Banyuasin Regency, based on the determination coefficient of R Square (R^2) of 0.433. The rest of the influence is due to factors not discussed in this study. Therefore, it can be concluded that the level of professionalism of teachers is directly correlated with the number of qualified teachers and their level of work motivation.

According to Danim (2019), educators should always strive to improve the quality of their competency aspects to maximize the implementation of activities that lead to professionalism. The term "professionalism" is used to describe a teacher who is

highly competent and respected in his or her field of education and teaching. Being “professional” in this context means that educators base their work on scientifically explainable knowledge; This knowledge can only be obtained through accredited educational institutions (Sanjaya, 2018). The main responsibility of a teacher is to teach, direct, train, and design the curriculum (curriculum tool), according to Rusman (2019), after devoting oneself to the state. Expertise in a particular field is necessary for success in a profession. This shows that in order for a job to be considered professional, special training and preparation are required and cannot be done by just anyone.

Teaching is a noble and honorable profession, according to Rusman (2019), who talks about the professionalism of teachers. Educators in Indonesia are committed to fostering a better society through the education of the next generation to become loyal, religious, and moral individuals who are also experts in science and technology. The same view is put forward by Nurdin (2020) who argues that because “professional” is connected to “profession”, the two terms are interchangeable and have the same meaning: both require highly specialized knowledge and abilities. In addition, according to Kristiawan et al., (2017), certified educators need to have pedagogical skills honed through programs such as education act, and field-specific training. These skills are honed through a process of professionalization, which occurs both before and after entering the field (*in-service training*).

Continuing the same thought, Trianto (2021) states that a teacher can be considered professional if he has: a) Intellectual capacity developed during formal education. A bachelor’s degree is often required to enter the teaching profession. An ideal teacher would have a master’s degree or higher. In addition, educators gain a higher level of professionalism as they gain hands-on expertise. b) Become an expert in the chosen field of study and have extensive knowledge in the field. Being an effective educator is a skill that not everyone has. Teachers who are experts in their respective fields and have mastered effective teaching strategies; c) A teacher needs strong communication skills to be understood by all parties involved: students, administrators, colleagues, parents, and the environment around the school. In addition, a teacher must have two things: a code of ethics and a professional culture.

According to Kurniasih (2020), a competent educator is someone who, among other things, has a deep understanding of the following areas: (1) learning materials; (2) concepts, structures, and methods; (3) the relationship between concepts in related subjects; (4) practical application of scientific concepts; and (5) professional competitiveness while upholding national values and culture. According to Martinis (2019), effective educators have the characteristics of learning designers, learning managers, administrators, supervisors, innovators, counselors, facilitators, and evaluators. They also have the characteristics of providing encouragement, helping

students solve problems, designing learning experiences, and managing and developing students' personalities.

Related to relevant previous research, Mardalena et al., (2020), the findings of the study showed that: 1) academic supervision had an effect on teacher performance ($t = 9,815$, $t = 1,987$), 2) teacher professional competence had an effect on teacher performance ($t = 3,015$, $t = 1,987$), and 3) academic supervision and teacher professional competence had an effect on teacher performance ($f = 64,652$, $t = 3.10$). This study found that academic supervision and professional competence are necessary to improve teacher effectiveness. Although both studies examined teacher professionalism, the difference lies in the additional factors used to support the findings.

The trio of Rosyada, et. al., (2021) investigated the nature of learning. The findings show that the pedagogical competence of teachers has a substantial impact on the quality of learning ($r=0.295$). These results show the need to improve the pedagogical competence of educators in an effort to improve student learning. The examination of teacher professionalism in this study is comparable to other studies in this field. However, it is the supporting factors that distinguish this study. In addition, research by Nurningsih & Sunarto, (2022) states that: (1) work motivation has an impact on teacher performance in State Junior High Schools in West Prabumulih Regency; (2) the professional competence of teachers affects the performance of teachers in the same district; and (3) the combined influence of the two factors has an impact on the performance of teachers in the same district by 64.2%. The remaining 35.8% of the influence was due to factors not discussed in this analysis. Both studies focused on teacher professionalism; however, this study specifically examined how school certification and infrastructure affect teacher professionalism in public elementary schools in Suak Tapeh District, Banyuasin Regency. The findings of Hapizoh (2020) research on the topic of teacher professionalism: (1) Teacher performance at SMP Negeri Sub-Rayon 16, Sukarami District, Palembang City is influenced by teacher professionalism. (2) At SMP Negeri Sub-Rayon 16, Sukarami District, Palembang City, the supervision of the principal affects the performance of teachers. (3) Professionalism in the Classroom and Principal's Supervision Affect Student Achievement at SMP Negeri Sub-Rayon 16 Palembang City. Both studies examined teacher professionalism, which is a common theme. What is unique about this study is its focus on public elementary school teachers in Suak Tapeh District, Banyuasin Regency, and how factors such as infrastructure and certification affect their professionalism in carrying out their duties. Researchers have stated that trained teachers are more professional in their jobs, and that teachers' intrinsic motivation levels have a greater impact on their level of professionalism depending on the level of certification.

D. Conclusion

This study confirms that both teacher certification and work motivation significantly enhance the professionalism of State Elementary School teachers in Suak Tapeh District. The data demonstrate that each factor independently contributes to professional development, with certification accounting for 29.3% of the influence and work motivation for 32.6%. Most importantly, when combined, these two factors have a substantial collective impact, explaining 43.3% of the improvement in teacher professionalism, while the remaining 56.7% is attributed to other variables not examined in this research. The practical implication is clear: sustaining certification programs is essential, as they directly improve professional standards. Furthermore, educational policymakers and school administrators must actively cultivate and maintain high work motivation through systemic support, recognition, and conducive working environments to amplify these positive effects. For future research, it is recommended to investigate the specific, unexamined factors that constitute the larger share of influence on professionalism. Studies could explore variables such as school leadership, peer collaboration, access to continuing professional development, or institutional culture. A qualitative inquiry into how certified teachers experience and channel their motivation into daily professional practice would also provide valuable depth. Ultimately, fostering teacher professionalism requires a holistic strategy that extends beyond certification alone, integrating motivational support with other key organizational and personal factors to achieve optimal educational outcomes.

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