

The Effect of the Availability of Infrastructure and Teachers' Work Motivation on Teacher Professionalism

Asmawati¹, Syaiful Eddy², Reva Maria Valianti²

¹SDN 11 Banyuasin III, Banyuasin III, Banyuasin, South Sumatra, Indonesia,

²Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: wasma4484@gmail.com

Article History: Received on 24 January 2026, Revised on 18 February 2026,

Published on 7 April 2026

Abstract: This study aims to analyze the influence of infrastructure facility availability and teacher work motivation on the professionalism of State Elementary School teachers in the Ikrar Cluster, Banyuasin III District, examining both partial and simultaneous effects. Employing a quantitative ex post facto method, data were collected via questionnaires and documentation from a sample of 138 teachers. Analysis was conducted using SPSS. The results confirm three key findings: (1) infrastructure availability has a significant positive influence on teacher professionalism; (2) teacher work motivation has a significant positive influence on professionalism; and (3) both factors together exert a statistically stronger combined influence. The novelty of this research lies in its empirical examination of the synergistic relationship between tangible resource allocation (infrastructure) and intangible human resource factors (motivation) within a specific Indonesian school cluster context. A central practical implication is that school district administrators must adopt integrated improvement policies that concurrently invest in physical facilities and foster motivational strategies to optimize teacher professionalism. The study contributes actionable empirical evidence to the field of educational management, demonstrating that teacher development is most effectively enhanced through a dual-focused strategy addressing both environmental and psychological supports.

Keywords: Availability of Infrastructure, Teachers' Professionalism, Teachers' Work Motivation

A. Introduction

The world of education continues to be required to be able to produce human resources in accordance with the needs of the community and jobs along with the development of technology and community culture. The government has made efforts to improve the professional ability of teachers, including improving qualifications and higher education requirements for teaching staff from early to university levels. Education is one of the drivers for development and a very important provision in facing the changes and developments of the times. Education

or teaching process is manifested in the teaching and learning process. The teaching and learning process is essentially a communication process, which is the process of delivering a message from a message source through a certain channel/facility to the recipient of the message. The message to be communicated is the content of the teachings or learning materials in the curriculum, the source of the message can be the teacher and the recipient of the message is the student. The position of teachers in the teaching and learning process is also very strategic and decisive. It is strategic because the teacher will determine the depth and breadth of the subject matter, while it is decisive because the teacher will sort and choose the subject matter to be presented. However, in the learning process carried out, without the support of the availability of infrastructure facilities, of course the results achieved are less than optimal.

Daryanto (2017) explained that the educational goals of an educational institution depend on the effectiveness of education and the results or outputs are determined by several factors such as students, educators, curriculum, facilities (facilities and infrastructure), and environment. In relation to the world of education, infrastructure facilities can be positioned as part of supporting the success of students. The success of the implementation of learning in schools must be thoroughly evaluated, among other things, by evaluating the quality of the process from learning outcomes. Overall, the understanding of the basic concepts of learning will not be complete if it stops at the definition or process. Basically, the learning process is characterized by changes in overall behavior, both in terms of cognitive, affective, and psychomotor aspects (Hernawan, 2022).

In order for the learning process to run well and effectively, teachers who are professional in managing learning are needed. It is explained by Sukadi (2019) that teachers are educators whose main task is to teach, in the sense of developing the realm of creation, taste and karsa of students as the implementation of the ideal concept of education. Personality characteristics of teachers include: cognitive flexibility, and psychological openness. We hope that teachers will be able to compete and work professionally. Furthermore, Kurniasih (2020) stated that teachers are professions whose position or jobs require special skills. The duties of teachers as a profession include: educating, teaching and training. Educating means developing life values, teaching means passing on and developing science and technology, while training means developing students' skills.

According to Aqib (2020), there are four measures for a teacher to be declared professional: (1) have a commitment to students and their learning process, (2) deeply master teaching materials and how to teach them, (3) be responsible for monitoring students' learning abilities through various evaluation techniques, (4) should be part of the learning community in their professional environment. In addition to these four aspects, the nature and personality of a teacher are very important for the learning process, namely adaptability, enthusiasm, confidence,

thoroughness, empathy and good cooperation. Basically, there is a set of tasks that must be carried out by teachers related to their profession as teachers, namely (1) tasks in the field of profession include educating, teaching and training students; (2) tasks in the field of humanity include that teachers in schools must be able to become second parents, be able to understand students, help students in transforming and identifying themselves as participants; (3) tasks in the field of society include helping the community to be able to obtain knowledge and educate the entire Indonesian nation based on Pancasila, (Uzer, 2019).

It is necessary to have quality teachers, where teachers are able to make learning tools, manage learning, be able to develop themselves or follow the development of the world of education so as not to miss information and master teaching materials in accordance with the field they are engaged in. To become a teacher, you must have certain qualifications or competencies (Trianto, 2021). Teachers are one of the components in teaching and learning activities and have a position that greatly determines the success of learning, because the main function of teachers is to design, manage, implement and evaluate learning. In addition, the position of teachers in the teaching and learning process is also very strategic and decisive. It is strategic because the teacher will determine the depth and breadth of the subject matter, while it is decisive because the teacher will sort and choose the subject matter to be presented (Zahroh, 2022).

Without the support of infrastructure in the learning process, of course, teachers' professionalism in teaching is not optimal. The goal of education in achieving success is one of the supports is infrastructure. Explained in Permendikbudristek Number 22 of 2023 concerning Standards for Facilities and Infrastructure in Early Childhood Education, Basic Education Levels, and Secondary Education Levels, it is explained that facilities and infrastructure standards are the minimum criteria that must be available to educational units in the implementation of education. In the Permendikbudristek, it is clearly stated that the implementation of the learning process carried out in schools must have the availability of infrastructure facilities provided by the government directly, as well as the availability of infrastructure facilities that must be provided by the school itself, which includes: 1) Each educational unit must have facilities that include furniture, educational equipment, educational media, books, and other learning resources, consumables, as well as other equipment needed to support an orderly and engaging learning process; 2) Each educational unit must have infrastructure which includes land, classrooms, educational unit leadership rooms, educator rooms, administrative rooms, library rooms, laboratory rooms, workshop rooms, production unit rooms, canteen rooms, power and service installations, sports venues, places of worship, places of mining, places of creation, and other spaces or places needed to support an orderly and continuous learning process.

If infrastructure facilities can be said to be available even though they are not optimally available as part of the needs in the learning process, teachers who teach do not have motivation, of course this will also not run optimally. Because one of the visitors will succeed in the learning process is the motivation of teachers. According to Uno (2020), teachers' work motivation is nothing but a process carried out to move teachers so that their behavior can be directed to real efforts to achieve the goals that have been set. Teacher work motivation is something that teachers need to move and direct teachers in doing work to achieve the goals that have been set. Teachers will move to do their work if there is motivation both from within and from outside. The motivation that is in a person needs to always be improved. Without motivation, a person will not be able to achieve the desired goal. Likewise with people who work, motivation is very necessary. Motivated people will always try to complete work on time and according to predetermined goals. The function of teacher work motivation is as a driving force that encourages teachers to do the work that has been assigned, determine the direction of actions in accordance with the set of goals that have been formulated, and select actions by setting aside activities that are not useful in completing the work. The motivational function according to Hamalik (2019) is as follows: (1) Encouraging the emergence of behavior or an action. Without motivation there will be no deeds; (2) As a director. It means directing actions to the achievement of desired goals; (3) As a mover. It functions as an engine for cars. The magnitude or magnitude of motivation will determine the speed or slowness of a job.

Related to the explanation above, that there are infrastructure facilities and teacher work motivation in the implementation of the learning process conveyed, teachers must be professional in carrying out the tasks given. A teacher who has professionalism in teaching will have a positive impact on the results that have been implemented. As explained by Danim (2019) stated that professionalism is a dynamic effort to optimize the application of tasks in order to become professional by improving the quality of competency elements. Teacher professionalism is defined as the quality of expertise and authority in the field of education and teaching related to a person's work which is used as a livelihood. Furthermore, Bafadal (2020) emphasized that a professional teacher is a teacher who is able to manage himself in carrying out daily tasks. A professional teacher is a teacher who has the competencies required to perform educational and teaching tasks.

The initial observation of the researcher in the Banyuasin III District Pledge Cluster is that there are 11 (eleven) State elementary schools, namely SDN 1, SDN 2, SDN 5, SDN 10, SDN 11, SDN 14, SDN 15, SDN 18, SDN 26, SDN 28, and SDN 38. As a result of the researcher's observation in several State Elementary Schools in the Banyuasin III District Pledge Cluster area, the researcher obtained information explained by each deputy principal in the field of infrastructure facilities and curriculum that for schools in SD Negeri Gugus Ikrar Banyuasin III District the infrastructure facilities owned are still very minimal and far from adequate, because

the existing infrastructure facilities have not been able to meet the needs of learning delivered by teachers and used students, such as science kits, social studies kits, mathematics kits that concern cube media, blocks, triangles. Books in the library can also be said to be very minimal and modest, so that with the lack of infrastructure facilities that there is motivation for teachers' work in delivering learning can also be said to be not carried out optimally. The vice principal also explained that the professionalism of teachers in delivering learning has not indicated the expected results, because there are still some teachers who do not have an educator certificate because the teacher's education obtained is not linear with the field taught. This certainly has an impact on the expected results.

Based on the above background, the researcher wants to find out clearly whether the lack of infrastructure and teachers' work motivation has a positive or negative impact on teacher professionalism through a study entitled "The Effect of the Availability of Infrastructure Facilities and Teachers' Work Motivation on Teacher Professionalism" which was carried out at State Elementary School in Gugus Ikrar, Banyuasin III. The reason why the researcher conducted the research with the title above is because there have been no other researchers who have conducted research at SD Negeri Gugus Ikrar Banyuasin III District with the same title and who strengthens the researcher to conduct this research is strengthened by other researchers who examine the infrastructure, teachers' work motivation, teacher professionalism, such as the research conducted by Tjiptarahardja et al., (2023), where the results of his research conclude that the availability of facilities and infrastructure to support PJOK learning in State Junior High Schools in Banjar District as a whole can be said to be quite good, but good management is needed. In more detail as follows. (1) The availability of PJOK learning support facilities at State Junior High Schools in Banjar District is 605 in good condition, 554 with an average percentage of 60.13%, which are in poor condition, which is 51 with an average percentage of 4.72 percent. Then in terms of ownership status of the total number is 605 with an average percentage of 100% owned. (2) The availability of PJOK learning support infrastructure at State Junior High Schools in Banjar District is 36 with a percentage of 100% good, in terms of ownership status amounting to 19 with an average percentage of 0.37% and those who borrow/rent amount to 17 with an average percentage of 25%. This research has similarities with the current research, which is both researching the availability of facilities and infrastructure. The difference between this research and the current research is the supporting variables that are used as research.'

Furthermore, the research conducted by Nabela (2021) explained that: (1) there is an influence of teachers' professional competence on teacher performance in State Junior High Schools in West Prabumulih District; (2) there is an influence of work motivation on teacher performance in State Junior High Schools in West Prabumulih District, and (3) there is an influence of teachers' professional competence and work motivation together on teacher performance in State Junior High Schools in West

Prabumulih District by 64.2%, the remaining 35.8% is influenced by other factors that are not considered variable variables in this study. This research has similarities with the current research, namely both research the professionalism of teachers, the difference is that the current research examines the Influence of the Availability of Infrastructure Facilities and Teachers' Work Motivation on the Professionalism of State Elementary School Teachers in Gugus Ikrar Banyuasin III.

The formulation of the problem in this study is 1) is there an influence of the availability of infrastructure facilities on teacher professionalism?; 2) is there an influence of teachers' work motivation on teachers' professionalism?; and 3) whether there is an effect of the availability of infrastructure facilities and teachers' work motivation together on the professionalism of State elementary school teachers in Gugus Ikrar, Banyuasin III?

B. Methods

This study uses a quantitative method by analyzing the results of the research. Quantitative research is based on the philosophy of *positivism* which emphasizes objective phenomena and is studied quantitatively. The maximization of the objectivity of this research is carried out by using numbers, statistical processing, which are used to answer problems through careful measurement techniques on certain variables, so as to produce conclusions that can be generalized regardless of the context of time and situation as well as the type of data collected, especially quantitative data. The design of this study is *ex post facto* aimed at finding causes that allow changes in behavior, symptoms or phenomena caused by an event, behavior, or things that cause changes in the free variables as a whole to occur (Sugiyono, 2019).

The population in this study is State Elementary School teachers in Gugus Ikrar, Banyuasin III, totaling 204 people. Sampling in this study used *purposive sampling*. Sugiyono (2019) explained that *purposive sampling* is one of the non-random sampling techniques where the researcher determines sampling by determining special characteristics that are in accordance with the research objectives so that it is expected to answer the research problem. The sample of this study is teachers who have educator certificates, namely civil servant and ASN (P3K) teachers, totaling 138 teachers. The data collection instrument in this study is a questionnaire. The data analysis technique in this study uses simple correlation data analysis techniques and multiple regression with the help of *the SPSS For Windows Version 26* program. The stages of implementation of the analysis include: (1) descriptive analysis, (2) analysis requirements test, and (3) hypothesis test.

Based on the findings of the research and hypothesis testing in this study, it can be explained as follows: 1) there is a significant influence of the availability of infrastructure facilities on the professionalism of State Elementary School teachers in

the Gugus Ikrar Banyuasin III; 2) there is a significant influence of teachers' work motivation on the professionalism of State Elementary School teachers in the Gugus Ikrar Banyuasin III; 3) There is a significant influence of the availability of infrastructure facilities and teachers' work motivation together on the professionalism of State Elementary School teachers in the Gugus Ikrar Banyuasin III.

C. Results and Discussion

First Hypothesis

Based on the results of the first hypothesis test using statistical analysis, the t-test showed that the t-calculated value was obtained as 5.603. To test the hypothesis, we use the criterion that if t-count exceeds t-table, then H_a is accepted. Conversely, if t-count is less than t-table, then H_a is rejected. To find the t-table, we look at the significance level $\alpha = 5\%$ divided by two, i.e. 2.5% for the double-sided test, with the degree of freedom (df) calculated by the formula $n-k$, so $df = 138 - 2 = 136$, with n as the number of samples and k as the sum of independent variables. In the double-sided test, for a significance level of 0.025, the t-table was obtained at 0.487. Thus, based on this information, the t-calculated value of $> t$ -table or the value obtained is $5.603 > 0.487$. This shows that H_0 was rejected and H_a was accepted. Thus, the results of this first hypothesis test can be said to be accepted or there is a significant influence of the availability of infrastructure facilities on the professionalism of State Elementary School teachers in the Gugus Ikrar Banyuasin III.

Based on the findings of the determination coefficient analysis research with analysis using simple linear regression, an R value in the Model Summary was obtained of 0.533. This indicates that there is a fairly strong influence between the two variables X_1 on Y . This is known from the correlation value listed in the table which shows that the correlation coefficient is in the range of 0.400 to 0.599. This means that the availability of infrastructure facilities has a strong relationship with the professionalism of State Elementary School teachers in the Gugus Ikrar Banyuasin III. The Standard Error of the Estimate (Standard Deviation) indicates how much variation the predicted value varies. In this study, the standard deviation value was 0.19973. The smaller the standard deviation number, the higher the quality of the resulting model. In accordance with the determination coefficient analysis, this analysis is used to measure how much influence the independent variable has on the bound variable in the form of a percentage. This shows that the value of the R Square (R^2) determination coefficient is 0.288, which means that the effect of the availability of infrastructure facilities on the professionalism of State Elementary School teachers in the Gugus Ikrar Banyuasin III is 28.8%. This means that the better and more complete the availability of State Elementary School infrastructure in the Gugus Ikrar Banyuasin III, the more professional teachers will be in delivering learning materials.

Regarding the theory of the availability of prerana facilities, Karwono (2017) explained that judging from its function or role in the implementation of the teaching and learning process, educational facilities are divided into two types, namely: 1) learning tools such as: books in the library, teacher handbooks, lesson package books for students, dictionaries, teaching aids; 2) practical tools, such as sports equipment, arts, laboratory equipment, and so on; 3) stationery, such as: whiteboards, notebooks, pens, pencils, chalk, markers, computers, and so on; 4) educational media, which can be used for learning process activities that encourage students to think, willingness to learn in order to achieve goals.

Pribadi (2019) explained that the main functions of facilities and infrastructure are: 1) creating student comfort in learning; 2) creating satisfaction, facilitating learning activities; 3) accelerating the process of learning activities; 4) increase learning productivity; 5) The quality of the results achieved is better. According to Sanjaya (2022), learning facilities are everything that supports the smooth learning process. School learning facilities and infrastructure are very important in the learning process to support the learning process. With a variety of school learning facilities and infrastructure available and utilization that can support learning activities, it will certainly help students in learning both at home and at school. Roestiyah (2018) explained that learning facilities are learning tools needed in the learning process so that the achievement of learning goals can run smoothly, regularly, effectively and efficiently. Judging from its function, learning facilities are divided into 2 (two), namely: study tools and teaching aids. Judging from its function to the teaching and learning process, the function of indirect facilities, which includes land, yards, fences, plants, school buildings/buildings, road networks, water, telephones, and furniture. Meanwhile, direct means for the teaching and learning process, such as teaching tools, teaching aids and educational media (Gunawan, 2021).

Regarding the findings of relevant previous research that researched infrastructure facilities, among others, Tjiptarahardja et al., (2023), where the results of the study concluded that the availability of facilities and infrastructure to support PJOK learning in State Junior High Schools in Banjar District as a whole can be said to be quite good, but it needs good management. In more detail as follows. (1) The availability of PJOK learning support facilities at State Junior High Schools in Banjar District is 605 in good condition, 554 with an average percentage of 60.13%, which are in poor condition, which is 51 with an average percentage of 4.72 percent. Then in terms of ownership status of the total number is 605 with an average percentage of 100% owned. (2) The availability of PJOK learning support infrastructure at State Junior High Schools in Banjar District is 36 with a percentage of 100% good, in terms of ownership status amounting to 19 with an average percentage of 0.37% and those who borrow/rent amount to 17 with an average percentage of 25%. This research has similarities with the current research, which is both researching the availability of facilities and infrastructure. The difference between this research and the current research is the supporting variables that are used as research.

Another researcher who researches infrastructure, researched by Mokoginta (2021) explained that the current infrastructure at the research site is still in the development stage and the infrastructure needed, namely the construction of a clean water network, can be developed, for telecommunication networks it is necessary to add towers for cellphone networks in several villages such as in the villages of Mata Bulu and Jiko Belanga and the need for piers that do not yet exist. Meanwhile, the facilities are the needs of community institutions (farmer/fisherman groups), TPI, fish processing industry, drying fields, ice factories, financial institutions, petrol stations/SPDN, processing/packing buildings, seed supply, refrigerators and boat workshops. This research has similarities with the current research, which is both researching the availability of facilities and infrastructure. The difference between this research and the current research is that the previous research used qualitative methods, while the current research uses quantitative methods.

Research conducted by Mawaddah, et al. (2021), explains that the leadership of school principals affects job satisfaction at Tanjung Raja District State Elementary School. The availability of facilities and infrastructure affects the Work Pontifical in the State Elementary School of Tanjung Raja District. The leadership of the principal and the availability of facilities and infrastructure have a combined effect on job satisfaction at SD Negeri Tanjung Raja District. Based on the explanation of this research, the researcher suspects that there is a similarity with the current research, namely both researching the availability of facilities and infrastructure. The difference between this research and the current research is in the supporting variables that are used as research.

The research conducted by Karbila & Usman (2021) concluded that the results of the research concluded that the availability of lecture infrastructure facilities at IAIN Palangka Raya has met the standards of Permenristikdikti number 44 of 2015 concerning standards for educational infrastructure facilities articles 32-36. However, IAIN Palangka Raya has not met the provisions of the standards stipulated in article 37 concerning the standard of infrastructure facilities that can be accessed by people with disabilities. The feasibility of infrastructure facilities according to the academic community of IAIN Palangka Raya is categorized as feasible and very feasible at 79.56%. These results show that the condition of facilities and infrastructure at IAIN Palangka Raya is suitable for use in accordance with the standards of learning activities in higher education. This research has similarities with the current research, which is both researching the availability of facilities and infrastructure. The difference between this research and the current research is that the previous research used qualitative methods, while the current research uses quantitative methods.

Research conducted by Winarno & Mundilarno (2018) concluded the results of their research that the use of infrastructure, teacher welfare, and personality together affect teacher performance The use of infrastructure facilities affects teacher

performance Welfare affects teacher performance Personality affects teacher performance at State Vocational Vocational School Arts and Crafts Tourism Group of Yogyakarta City for the 2017/2018 Academic Year. This research has similarities with the current research, which is to jointly research infrastructure. The difference is in the supporting variable X2.

Second Hypothesis

Based on the results of this study through the testing of the second hypothesis, it was found that the t-count value was 8.273. In the hypothesis testing criteria, if t-count is greater than t-table then H_a is accepted, but if it is the opposite, then H_a is rejected. To determine the table, it is searched with $\alpha = 5\% : 2 = 2.5\%$ (double-sided test) and with degrees of freedom (df) calculated as $n-k$, i.e. $df = 138 - 2 = 136$ (where n is the number of samples and k is the sum of independent variables). With double-sided testing (significant = 0.025), the obtained t-table was 2.420. Based on the existing explanation, $t\text{-count} = 8.273 > t\text{-table} = 0.615$, then t-count is greater than t-table. This shows that H_0 was rejected and H_a was accepted. Therefore, it can be said that there is a significant influence of teachers' work motivation on the professionalism of State Elementary School teachers in the Gugus Ikrar Banyuasin III.

Based on the results of the determination coefficient analysis, the R number in the Model Summary is 0.579. This shows that there is a strong relationship between teachers' work motivation and the professionalism of State Elementary School teachers in the Gugus Ikrar Banyuasin III. This is seen because the relationship value is between 0.400 and 0.599. The Standard Error of Estimated, also known as the Standard Deviation, serves to measure how much the predicted value varies. In this study, the standard deviation value was 0.18073. If the standard deviation number is smaller, then the model used is better. Based on the results of the analysis, the determination coefficient is used to calculate the percentage contribution of independent variables to dependent variables. This explanation can be seen in the table above, where the value of the determination coefficient of R Square (R^2) is recorded as 0.335. This shows that teachers' work motivation affects the professionalism of State Elementary School teachers in the Gugus Ikrar Banyuasin III by 33.5%. This means that if the teacher's work motivation is getting better, the teacher who delivers the learning will be seen professionally.

The theory of teacher work motivation put forward by Wahyudi (2019) explains that teacher work motivation is the factors that exist in a person that moves, directs behavior, and provides high work morale to meet certain goals that have been set effectively and efficiently. Teacher work motivation is one of the factors in a teacher that can provide work spirit so that they can achieve the goals that have been set. According to Uno (2020), stating that teachers' work motivation is nothing but a process carried out to move teachers so that their behavior can be directed to real efforts to achieve the goals that have been set. Teacher work motivation is something

that teachers need to move and direct teachers in doing work to achieve the goals that have been set. Teachers will move to do their work if there is motivation both from within and from outside.

The motivation that is in a person needs to always be improved. Without motivation, a person will not be able to achieve the desired goal. Likewise with people who work, motivation is very necessary. Motivated people will always try to complete work on time and according to predetermined goals. The function of motivation according to Purwanto (2018) is: (1) Encouraging humans to do/act. Motivation functions as a drive or as a motor that provides energy (strength) to a person to perform a task; (2) The motivation determines the direction of the action. Namely towards the realization of a goal or ideal. Motivation prevents deviation from the path that must be taken to achieve that goal. The clearer the goal, the clearer the path that must be taken, and (3) the motivation to select our actions. It means determining the actions that must be done, which are compatible, in order to achieve that goal by setting aside actions that are not beneficial to that goal.

The function of teacher work motivation is as a driver that encourages teachers to do the work that has been assigned, determine the direction of actions in accordance with the set of goals that have been formulated, select actions by setting aside activities that are not useful in completing the work. The motivational function according to Hamalik (2019) is as follows: (1) Encouraging the emergence of behavior or an action. Without motivation there will be no deeds; (2) As a director. It means directing actions to the achievement of desired goals; (3) As a mover. It functions as an engine for cars. The magnitude or magnitude of motivation will determine the speed or slowness of a job. Teachers' work motivation serves to encourage teachers so that an act arises such as doing work regularly. As a director and driver in achieving the goal, namely the completion of the work. If this function has been running, it will determine the speed or slowness of a work completion (Sardiman, 2018).

Teachers' work motivation is also influenced by certain factors. According to Poerwadarminta (2019), motivation is formed by energies that come from within and outside the individual in the form of: (1) Drive, which is a drive directed to the fulfillment of physical needs; (2) *Motive*, is an impulse directed towards psychic or spiritual fulfillment; (3) Need, is a situation in which individuals feel the existence of a deficiency, or the absence of something that they need; (4) Wish, is the hope to get or have something needed. Factors that affect teachers' work motivation come from within and outside themselves in the form of urge, namely to meet physical needs, motives, namely to meet psychological or spiritual needs, needs, namely to meet the lack or absence of something they need, and desire, namely to get something in return (Sukadi, 2022). According to Uno (2020), motivation is formed because of the desire and desire to do activities, the motivation and need to do activities, the existence of hopes and ideals, appreciation and respect for oneself, the existence of a

good environment and the existence of interesting activities. Teachers' work motivation is formed because of the desire and desire to work, the motivation and need to do work, the existence of hopes and ideals, appreciation and respect for oneself, as well as the existence of a good environment and interesting activities.

Relevant research studies on principal leadership and teacher work motivation were researched by Damayani et. al., (2020). This study states that: (1) there is a significant influence between the principal's leadership on teacher performance; (2) there is a significant influence between work motivation on teacher performance; and (3) there is a significant influence together between the principal's leadership and work motivation on teacher performance. The results of this study are concluded to have similarities with the research conducted now, namely examining the leadership of school principals and teachers' work motivation. The difference is that the current research examines the effect of the availability of infrastructure facilities and teachers' work motivation on the professionalism of State Elementary School teachers in the Gugus Ikrar Banyuasin III.

Another study that examined teachers' work motivation was researched by Darmiati et al., (2020) explaining the results of the research are: (1) the leadership of the principal has a significant effect on teacher discipline; (2) work motivation has a significant effect on teacher discipline; and (3) the principal's leadership and work motivation together have a significant effect on work discipline. This research can be concluded to have similarities with the current research, which is to examine teachers' work motivation. The difference is that the current study examines the Influence of the Availability of Infrastructure and Teacher Work Motivation on the Professionalism of State Elementary School Teachers in the Gugus Ikrar Banyuasin III.

Furthermore, the research conducted by Nabela (2021) explained that: (1) there is an influence of teachers' professional competence on teacher performance in State Junior High Schools in West Prabumulih District; (2) there is an influence of work motivation on teacher performance in State Junior High Schools in West Prabumulih District, and (3) there is an influence of teachers' professional competence and work motivation together on teacher performance in State Junior High Schools in West Prabumulih District by 64.2%, the remaining 35.8% is influenced by other factors that are not referred to as variables in this study. This research has similarities with the current research, namely both research the professionalism of teachers, the difference is that the current research examines the Influence of the Availability of Infrastructure Facilities and Teachers' Work Motivation on the Professionalism of State Elementary School Teachers in the Gugus Ikrar Banyuasin III.

Research on teachers' work motivation was researched by Suciningrum, et al., (2021) explaining that there is a significant influence between work motivation and work discipline on teacher performance. This research has similarities with the research

conducted now, which is both researching teachers' work motivation. Furthermore, the difference is that the current research examines the influence of the availability of infrastructure facilities and teachers' work motivation on the professionalism of State Elementary School teachers in the Gugus Ikrar Banyuasin III.

The next study on teacher work motivation was researched by Ristianey et al., (2021) concluded that: (1) teacher certification and work motivation have a positive effect on teacher performance, (2) teacher certification has a positive effect on teacher performance, (3) work motivation has a positive effect on teacher performance. The results of this study have similarities and differences with the current research, namely the same research, the motivation of teachers' work. Furthermore, the difference is that the current research examines the Effect of the Availability of Infrastructure Facilities and Teachers' Work Motivation on the Professionalism of State Elementary School Teachers in the Gugus Ikrar Banyuasin III.

Third Hypothesis

Based on the results of the third hypothesis test research, using multiple regression analysis, it was found that the F-calculated value in the table above was obtained, the result was 48.834. The condition for testing a hypothesis is that if $F\text{-calculated} > F\text{-table}$, then an alternative hypothesis is accepted. However, if $F\text{-calculated} < F\text{-table}$, then the alternative hypothesis is rejected. Referring to the F-table with a significance level of 0.05 and a degree of numbering freedom of 2 (calculated based on the number of free variables) and a degree of freedom of denominator of 137 (calculated from the number of samples minus the number of free variables, after that subtracted by one), the number can also be searched using an Excel program by entering the formula =FINV(0.05,48,834) in the blank cell, which yields the number 2.803 (Prayitno, 2018). From the description, we can see that the value of F-calculation is 48.834 and the F-table is 2.803. Because $F\text{-calculation} > F\text{-table}$, the hypothesis in this study is acceptable, which shows that there is a significant influence of the availability of infrastructure facilities and teachers' work motivation together on the professionalism of State Elementary School teachers in the Gugus Ikrar Banyuasin III.

Based on the results of the analysis of the third hypothesis test through the analysis of the determination coefficient which shows the summary of the model, an R value of 0.648 was obtained. This indicates that there is a strong relationship between the variables X1 and X2 (which are independent) and Y (which are dependent). This means that the correlation value is in the range of 0.500 to 0.699. The Standard Error of Estimated is used to assess how diverse the estimated values are. In this study, the standard deviation obtained was 0.16941. The smaller the standard deviation value, the better the model used.

Based on the results of the third hypothesis test, the analysis of the determination coefficient was used to determine the percentage contribution of the influence of independent variables on the dependent variables. It was found that the value of the R Square (R²) determination coefficient was 0.420, which showed that the availability of infrastructure facilities and teachers' work motivation together had an influence on the professionalism of State Elementary School teachers in the Gugus Ikrar Banyuasin III by 42% and the rest was influenced by other factors that were not involved in this study.

In order for the learning process to run well and effectively, teachers who are professional in managing learning are needed. It is explained by Sukadi (2019) that teachers are educators whose main task is to teach, in the sense of developing the realm of creation, taste and karsa of students as the implementation of the ideal concept of education. Personality characteristics of teachers include: cognitive flexibility, and psychological openness. We hope that teachers will be able to compete and work professionally. Furthermore, Kurniasih (2020) stated that teachers are professions whose position or jobs require special skills. The duties of teachers as a profession include: educating, teaching and training. Educating means developing life values, teaching means passing on and developing science and technology, while training means developing students' skills.

According to Aqib (2020), there are four measures for a teacher to be declared professional: (1) have a commitment to students and their learning process, (2) deeply master teaching materials and how to teach them, (3) be responsible for monitoring students' learning abilities through various evaluation techniques, (4) should be part of the learning community in their professional environment. In addition to these four aspects, the nature and personality of a teacher are very important for the learning process, namely adaptability, enthusiasm, confidence, thoroughness, empathy and good cooperation. Basically, there is a set of tasks that must be carried out by teachers related to their profession as teachers, namely (1) tasks in the field of profession include educating, teaching and training students; (2) tasks in the field of humanity include that teachers in schools must be able to become second parents, be able to understand students, help students in transforming and identifying themselves as participants; (3) tasks in the field of society include helping the community to be able to obtain knowledge and educate the entire Indonesian nation based on Pancasila, (Uzer, 2019).

It is necessary to have quality teachers, where teachers are able to make learning tools, manage learning, be able to develop themselves or follow the development of the world of education so as not to miss information and master teaching materials in accordance with the field they are engaged in. To become a teacher, you must have certain qualifications or competencies (Trianto, 2021). Teachers are one of the components in teaching and learning activities and have a position that greatly determines the success of learning, because the main function of teachers is to

design, manage, implement and evaluate learning. In addition, the position of teachers in the teaching and learning process is also very strategic and decisive. It is strategic because the teacher will determine the depth and breadth of the subject matter, while it is decisive because the teacher will sort and choose the subject matter to be presented (Zahroh, 2022).

Without the support of infrastructure in the learning process, of course, teachers' professionalism in teaching is not optimal. The goal of education in achieving success is one of the supports is infrastructure. Explained in Permendikbudristek Number 22 of 2023 concerning Standards for Facilities and Infrastructure in Early Childhood Education, Basic Education Levels, and Secondary Education Levels, it is explained that facilities and infrastructure standards are the minimum criteria that must be available to educational units in the implementation of education. In the Permendikbudristek, it is clearly stated that the implementation of the learning process carried out in schools must have the availability of infrastructure facilities provided by the government directly, as well as the availability of infrastructure facilities that must be provided by the school itself, which includes 1) Each educational unit must have facilities that include furniture, educational equipment, educational media, books, and other learning resources, consumables, as well as other equipment needed to support an orderly and engaging learning process; 2). Each educational unit must have infrastructure which includes land, classrooms, educational unit leadership rooms, educator rooms, administrative rooms, library rooms, laboratory rooms, workshop rooms, production unit rooms, canteen rooms, power and service installations, sports venues, places of worship, mining, creative places, and other spaces or places needed to support an orderly and continuous learning process.

If infrastructure facilities can be said to be available even though they are not optimally available as part of the needs in the learning process, teachers who teach do not have motivation, of course this will also not run optimally. Because one of the visitors will succeed in the learning process is the motivation of teachers. According to Uno (2020), teachers' work motivation is nothing but a process carried out to move teachers so that their behavior can be directed to real efforts to achieve the goals that have been set. Teacher work motivation is something that teachers need to move and direct teachers in doing work to achieve the goals that have been set. Teachers will move to do their work if there is motivation both from within and from outside. The motivation that is in a person needs to always be improved. Without motivation, a person will not be able to achieve the desired goal. Likewise with people who work, motivation is very necessary. Motivated people will always try to complete work on time and according to predetermined goals. The function of teacher work motivation is as a driving force that encourages teachers to do the work that has been assigned, determine the direction of actions in accordance with the set of goals that have been formulated, and select actions by setting aside activities that are not useful in completing the work. The motivational function

according to Hamalik (2019) is as follows: (1) Encouraging the emergence of behavior or an action. Without motivation there will be no deeds; (2) As a director. It means directing actions to the achievement of desired goals; (3) As a mover. It functions as an engine for cars. The magnitude or magnitude of motivation will determine the speed or slowness of a job.

Related to the explanation above, that there are infrastructure facilities and teacher work motivation in the implementation of the learning process conveyed, teachers must be professional in carrying out the tasks given. A teacher who has professionalism in teaching will have a positive impact on the results that have been implemented. As explained by Danim (2019) stated that professionalism is a dynamic effort to optimize the application of tasks in order to become professional by improving the quality of competency elements. Teacher professionalism is defined as the quality of expertise and authority in the field of education and teaching related to a person's work which is used as a livelihood. Furthermore, Bafadal (2020) emphasized that a professional teacher is a teacher who is able to manage himself in carrying out daily tasks. A professional teacher is a teacher who has the competencies required to perform educational and teaching tasks.

Research on teacher professionalism was researched by Mardalena et al., (2020), the results of the study concluded that 1) there is an influence of academic supervision on teacher performance with a t-count value of 9.815 and a t-table value of 1.987, 2) there is an influence of teachers' professional competence on teacher performance with a t-count value of 3.015 and a t-table value of 1.987, 3) there is an influence of academic supervision and professional competence of teachers on teacher performance with The F-Calculation value is 64.652 and the F-Table value is 3.10. The conclusion of this study is that in order to improve teacher performance, academic supervision and professional competence of teachers are needed. The similarity of previous research with current research is that both research the professionalism of teachers, while the difference lies in the object that is used as a source of research data and the place of research.

Research on learning was researched by Rosyada et al., (2021). The results of this study conclude that teachers' pedagogic competence has a significant effect on the quality of learning with a coefficient value of 0.295. The results of this study suggest strengthening teachers' pedagogic competence as part of efforts to improve the quality of learning. This research also has similarities with the current research, which is to examine the professionalism of teachers. However, what distinguishes this study is the study of the supporting variables that are used as research.

Furthermore, research conducted by Nabela (2021) explains that: (1) there is an influence of teachers' professional competence on teacher performance in State Junior High Schools in West Prabumulih District; (2) there is an influence of work motivation on teacher performance in State Junior High Schools in West Prabumulih

District, and (3) there is an influence of teachers' professional competence and work motivation together on teacher performance in State Junior High Schools in West Prabumulih District by 64.2%, the remaining 35.8% is influenced by other factors that are not referred to as variables in this study. This research has similarities with the current research, namely both research the professionalism of teachers, the difference is that the current research examines the Influence of the Availability of Infrastructure Facilities and Teachers' Work Motivation on the Professionalism of State Elementary School Teachers in the Gugus Ikrar Banyuasin III.

Another study on teacher professionalism was researched by Hapizoh (2020) who concluded the results of his research that: (1) There is an influence of teacher professionalism on the performance of teachers of SMP Negeri Sub Rayon 16, Sukarami District, Palembang City. (2) There is an influence of the Principal's Supervision on the Performance of Teachers of State Junior High School Sub Rayon 16, Sukarami District, Palembang City. (3). There is an Influence of Teacher Professionalism and Principal Supervision on the Performance of Teachers of State Junior High School Sub Rayon 16, Sukarami District, Palembang City. This research has similarities with the current research, which is researching the professionalism of teachers. The difference with the current research examines the Effect of the Availability of Infrastructure Facilities and Teachers' Work Motivation on the Professionalism of State Elementary School Teachers in the Gugus Ikrar Banyuasin III.

D. Conclusions

This study establishes significant determinants of teacher professionalism within the Ikrar Cluster elementary schools in Banyuasin III District. The key finding is that both the availability of infrastructure facilities and teacher work motivation exert strong, statistically significant positive influences on professionalism, both independently and in combination. Infrastructure alone accounts for 28.8% of the variance in professionalism (t -count=5.603), while work motivation demonstrates an even greater individual impact, explaining 33.5% (t -count=8.273). Most importantly, their combined synergistic effect is highly significant (F -count=48.834), confirming that these factors are complementary pillars for professional development. However, the model indicates that a substantial portion (approximately 71.2%) of the influencing factors remains unexplained, pointing to the complexity of professional growth. The practical implications of these findings are directed at district education offices and school principals. To enhance teacher professionalism, a dual-focused strategy is essential. First, there must be a committed policy and budget allocation for the provision, maintenance, and equitable access to quality infrastructure, such as classrooms, libraries, and instructional technology. Second, concurrently, school leadership must implement systematic programs to boost intrinsic and extrinsic teacher motivation. This can include recognition systems, professional development opportunities, and participatory decision-making processes. Investment in one area

without the other will yield suboptimal results, as the synergy between a supportive physical environment and a motivated workforce is critical. For future research, several avenues are recommended. To explore the large unexplained variance, studies should investigate other potential factors such as school leadership styles, peer collaboration networks, teacher self-efficacy, or professional training quality. Employing a mixed-methods approach would add depth, using qualitative interviews to understand how teachers experience and utilize infrastructure and what specifically drives their motivation. A longitudinal design would help establish causal relationships more firmly. Finally, comparative research across different districts or school clusters would test the generalizability of this model and help identify context-specific variables that influence teacher professionalism.

E. Acknowledgement

We thank to all friends who helped us in this project especially from SDN 11 Banyuasin III, Banyuasin III, Banyuasin, and Universitas PGRI Palembang.

References

- Aqib, Z. (2020). *Become a National Standard Professional Teacher*. Yrama Widya.
- Bafadal, I. (2020). *Primary and Secondary School Quality Improvement Management from Centralization to Decentralization*. Bumi Aksara.
- Damayani, T., Arafat, Y., & Eddy, S. (2020). The influence of principal's leadership and work motivation on teacher performance. *Journal of Innovation in Teaching and Instructional Media*, 1(1), 47-58. <https://doi.org/10.52690/jitim.v1i1.835>
- Darmiati, D., Kristiawan, M., & Rohana, R. (2020). The influence of school leadership and work motivation toward teacher's discipline. *Journal of Social Work and Science Education*, 1(1), 32-44. <https://doi.org/10.52690/jswse.v1i1.8>
- Danim, S. (2019). *Professionalization and Professional Ethics of Teachers*. Alfabeta.
- Daryanto. (2017). *School Administration: Microeducation Administration*. Rineka Cipta.
- Gunawan, A. (2021). *School Administration: Microeducation Administration*. Rineka Cipta.
- Hapizoh, H., Harapan, E., & Destiniar, D. (2020). The influence of teacher professionalism and principal supervision on teacher performance. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, 5(2), 168-174. <https://doi.org/10.31851/jmksp.v5i2.3764>
- Hamalik, O. (2019). *Learning and Instruction*. Raja Graffindo Persada.
- Hernawan. (2022). *Learning and Instruction*. Rineka Cipta.
- Karbila, I. H., & Usman, U. (2021). Analysis of the Availability and Feasibility of Lecture Infrastructure in Higher Education. *SULTANIST: Jurnal Manajemen dan Keuangan*, 9(1), 1-13. <https://doi.org/10.37403/sultanist.v9i1.225>
- Karwono. (2021). *Learning and Learning and the Utilization of Learning Resources*. Rajawali Pers.

- Kurniasih, I. (2020). *Pedagogic Competencies, Theory and Practice for Improving Teacher Performance and Quality*. Kata Pena
- Mardalena, M., Arafat, Y., & Fitria, H. (2020). The Influence of Academic Supervision and Professional Competence of Teachers on Teacher Performance in State High Schools in Tanjung Raja District. *Jurnal Intelektualita: Keislaman, Sosial Dan Sains*, 9(1), 103-114. <https://doi.org/10.19109/intelektualita.v9i1.5582>
- Mokoginta, D. C., Poluan, R. J., & Lakat, R. M. (2021). Availability of Infrastructure Facilities and Special Criteria for the Minapolitan Area in Nuangan District, East Bolaang Mongondow Regency. *Spasial*, 8(1), 67-76. <https://ejournal.unsrat.ac.id/index.php/spasial/article/view/32915>
- Mawaddah, M., Harapan, E., & Kesumawati, N. (2021). The influence of the principal's leadership and the availability of facilities and infrastructure on teacher job satisfaction. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, 6(1), 100-111. <https://doi.org/10.31851/jmksp.v6i1.4037>
- Nabela, S., Fitria, H., & Nurkhalis, N. (2021). The influence of professional competence and teachers' work motivation on teacher performance. *ISEJ: Indonesian Science Education Journal*, 2(1), 12-16. <https://siducat.org/index.php/isej/article/view/155>
- Pribadi, B. A. (2019). *Media Technology in Learning*. Dian Rakyat.
- Poerwadarminta. (2019). *Work Motivation and Teacher Performance*. Erlangga.
- Purwanto, N. (2018). *Motivation and Learning Effectively*. Raja Graffindo Persada.
- Ristianey, F., Harapan, E., & Destiniar, D. (2021). The Influence of Teacher Certification and Work Motivation on Teacher Performance. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 6(1), 34-43. <https://doi.org/10.31851/jmksp.v6i1.3950>
- Rosyada, A., Harapan, E., & Rohana, R. (2021). The Influence of Teachers' Pedagogic Competence on the Quality of High School Learning in Sekayu City, South Sumatra. *Jurnal Manajemen Pendidikan: Jurnal Ilmiah Administrasi, Manajemen Dan Kepemimpinan Pendidikan*, 3(1), 31-42. <https://jurnal.uny.ac.id/index.php/jmp/article/view/38295>
- Sanjaya, W. (2022). *Educational Strategy*. Rineka Cipta.
- Suciningrum, F., Rhamanda, A. Z., & Handayani, M. (2021). The effect of work motivation and work discipline on teacher performance. <http://dx.doi.org/10.2139/ssrn.3864629>
- Sugiyono. (2019). *Educational Research Methods, Quantitative, Qualitative and R&D Approaches*. Alfabeta.
- Sukadi. (2019). *Powerful Teachers, the Key to Success in Becoming an Effective Teacher*. Qolbu.
- Roestiyah, N. K. (2018). *Teaching and Learning Strategies*. Rineka Cipta.
- Trianto. (2021). *Introduction to Educational Research for the Development of the Education Profession and Education Personnel*. Kencana Prenada Media Group.
- Uno, H. B. (2020). *Teachers in Learning*. Bumi Aksara.
- Uzer, U.M. (2019). *Teacher Competence in Learning*. Remaja Rosdakarya.
- Wahyudi. (2019). *Principal's Leadership in Learning Organizations*. Alfabeta.

- Tjiptarahardja, W., Sutrisno, S., & Wong, M. (2023). Analysis Of The Availability Of Learning Facilities And Infrastructure To Improve Learning Interest Of Buddha Sunday School Students. *Jurnal Ilmu Sosial Mamangan*, 12(2), 275-291.
- Winarno, W., & Mundilarno, M. (2018). The Influence of Infrastructure Utilization, Welfare and Personality on Teacher Performance. *Media Manajemen Pendidikan*, 1(1), 30-37.
- Zahroh, A. (2022). *Building Learning Quality Through the Dimension of Teacher Professionalism*. Yrama Widya.