

The Effect of Teacher Welfare and Teacher Work Motivation on the Professionalism of High School Teachers

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Abstract: This study aims to determine and analyze the influence of teacher welfare and teacher work motivation on the professionalism of high school teachers in Sungai Lilin District. A quantitative approach with a survey method was employed. The population comprised public and private high school teachers in the district, with a sample of 108 teachers. Data were collected through questionnaires and analyzed using inferential statistics, including prerequisite tests, simple and multiple linear regression, t-tests, F-tests, and coefficient of determination. Findings reveal that: (1) teacher welfare significantly influences teacher professionalism ($t = 8.544$; $p < 0.05$); (2) teacher work motivation significantly influences teacher professionalism ($t = 10.263$; $p < 0.05$); and (3) simultaneously, both variables exert a positive and significant effect ($F = 82.785$; $p < 0.05$). The coefficient of determination ($R^2 = 0.612$) indicates that teacher welfare and work motivation jointly explain 61.2% of the variance in teacher professionalism, with the remaining 38.8% attributed to other factors. This study provides empirical evidence from a district-level context in Sungai Lilin, demonstrating the combined predictive power of welfare and motivation on teacher professionalism in an under-researched setting. Findings recommend that school principals, government, and stakeholders continuously prioritize teacher welfare, create supportive work environments, and provide awards and coaching to sustain motivation. This research contributes actionable insights affirming that teacher professionalism is substantially enhanced through integrated welfare improvement and motivation strengthening, offering a foundational reference for policy formulation in secondary education.

Keywords: Teacher Welfare, Teacher Professionalism, Work Motivation

A. Introduction

Education in Indonesia is a crucial foundation for developing superior and high-quality human resources. The government has made education a key focus of national development, as stated in the 2025–2029 National Medium-Term Development Plan. Education is also considered a strategic factor in strengthening the nation's competitiveness amidst increasing global competition, particularly in the face of the Industrial Revolution 4.0 and the digital transformation of education (Kumar, 2025).

Overall, access to education in Indonesia has shown significant progress (Romlah et al., 2023; Sukmayadi & Yahya, 2020). Data from the Central Statistics Agency in 2025 shows that the school participation rate for the 16–18 age group reached 77.6%, up from 74.3% in 2022 (Susenas, 2025). This increase indicates that more Indonesian youth are gaining the opportunity to pursue secondary education. However, disparities in access to education remain a challenge, particularly between urban and rural areas and between provinces on and off Java. According to the 2024 UNESCO Global Education Monitoring Report, Indonesia still faces significant challenges in improving the quality of education (Widiastuti, 2025).

These challenges primarily relate to the quality of teaching staff and the equitable distribution of teacher welfare. This situation demonstrates that improving the quality of education is highly dependent on the quality of human resources, particularly teachers, as they play a direct role in the learning process. Teachers are a dominant factor in determining the quality of education (Langdon Warren, 2021). Data from the Ministry of Education, Culture, Research, and Technology shows that of the approximately 3.2 million teachers throughout Indonesia, approximately 27% still do not meet the pedagogical and professional competency standards stipulated in Ministerial Regulation No. 16 of 2007. This situation indicates that teacher professionalism remains a central issue that requires serious attention. Teachers have a broader role than simply delivering lesson material. They also function as educators, guides, facilitators, and role models for students.

Therefore, teachers need to possess a high level of professionalism to optimally carry out their duties and responsibilities (Keshmiri et al., 2023). This professionalism is reflected in mastery of pedagogical, professional, personal, and social competencies, as stipulated in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers. These four competencies are an important foundation in creating a quality, sustainable, and modern learning process. In modern educational studies, teacher professionalism is no longer narrowly understood as mastery of teaching material alone, but rather as a multidimensional construct that includes professional attitudes, work ethic, commitment to the profession, and the ability to continue developing oneself throughout life (Day et al., 2023; Metsäpelto et al., 2022). Professional teachers are expected to be able to adapt to curriculum changes, technological developments, and the increasingly complex needs of students.

However, teacher professionalism is not formed automatically but is influenced by internal and external factors in educational human resource management (Liu et al., 2022). One of the determining external factors is teacher welfare, both financial and non-financial, which contributes to emotional stability and a sense of security in carrying out professional duties (Demir-Yıldız, 2023; Sukanto, 2026). On the other hand, work motivation as an internal factor is the main driver for teachers to carry out learning creatively, disciplinedly, and oriented towards sustainable professional development. One external factor that has a significant influence on teacher

professionalism is teacher welfare. Teacher welfare is not only related to financial aspects but also includes social and psychological aspects that enable teachers to carry out their professional duties optimally.

Teachers who are economically prosperous have a greater sense of security and emotional stability, so they can focus on developing the quality of learning and increasing professional competence. Teachers' motivation to take part in certification programs is generally not only driven by the desire to improve professional competence but is also related to financial aspects, namely obtaining professional allowances, which is a form of improving welfare. According to O'Mahony (2022), welfare is a condition when individuals feel security, tranquility, and prosperity through the fulfillment of various needs, both physical, psychological, social, and spiritual. This prosperity can be achieved if someone has access to work, a decent income, food, education, shelter, health services, and other basic needs. The welfare of educators can be measured by the use of the salaries and allowances they receive. The inadequate level of teacher welfare in Indonesia has the potential to impact their teaching performance, dedication, and efforts to improve their professional competence (Salim et al., 2025; Suyatno et al., 2021).

The concept of welfare can theoretically explain the implementation of certification as an effort to improve teacher performance. Motivation, which is defined as an individual's internal strength that drives and directs a person's actions to achieve a goal (Bandhu et al., 2024), when low in relation to improving self-quality, can explain the low performance of a teacher. Besides well-being, another internal factor that significantly determines teacher professionalism is work motivation. Work motivation is understood as an internal and external drive that influences the intensity, direction, and persistence of an individual in carrying out their work (Robbins & Judge, 2019). In the context of the teaching profession, work motivation plays a crucial role in encouraging teachers to plan learning carefully, implement learning creatively, and engage in continuous reflection and evaluation. Contemporary motivation theory, particularly self-determination theory, explains that intrinsic motivation is the primary factor driving individuals to display consistent, sustainable, and meaningful work behaviours in carrying out their duties (Ryan & Deci, 2020).

In the educational context, teachers with high intrinsic motivation generally demonstrate a strong commitment to their profession, are highly emotionally involved in the learning process, and continually strive to improve their competencies through continuous learning and innovation. Conversely, low work motivation has the potential to reduce the quality of the learning process and hinder the development of teacher professionalism. In line with (H. E. Mulyasa, 2021), one factor that can improve teacher performance in carrying out their duties and responsibilities is motivation. Therefore, in this study, motivation is viewed as a variable that plays a role in bridging or strengthening the relationship between the implementation of

certification policies and improved teacher performance. Teacher motivation directly influences the quality of teaching, learning, and student performance (Woolfolk Hoy, 2021). Therefore, it is important to understand the factors that influence teacher work motivation and identify effective strategies to improve it.

According to Reeve (2024), motivation is an inner desire that causes a person to act. People act for a single reason, namely to achieve a goal. Motivation is a strong desire that drives someone to take action. Self-motivation is crucial as a driving force to carry out our responsibilities on time. Nationally, the Indonesian government has implemented various strategic policies to improve teacher welfare and professionalism. The teacher certification programme, the provision of professional allowances, and continuous professional development are systematic efforts to improve the quality and dignity of the teaching profession. Normatively, these policies are expected to improve teacher welfare while encouraging increased professionalism. The reality indicates that the payment of certification allowances at the regional level is hampered by administrative constraints. Educators who successfully obtain certification demonstrate inadequate professional performance (Rusilowati & Wahyudi, 2020).

According to Muazza (2021), teachers with adequate competencies and good welfare support are expected to perform optimally in their professional duties. However, various studies on the impact of certification programs on teacher performance have yielded mixed results. Several studies provide evidence that teacher certification positively contributes to improving teacher quality. Research by Sholihah et al. (2020), for example, found that implementing a certification program can improve professionalism and the quality of teaching. Research by Tjabolo & Herwin (2020) also shows that teachers who have passed certification are able to demonstrate better performance in carrying out their duties. Taryana et al. (2023) presented similar findings, concluding that certification programs positively impact teacher performance. On the other hand, several studies indicate that certification programs have not had an optimal impact on teacher performance.

In fact, a comparative analysis of teacher performance before and after obtaining a teacher certificate showed that the average teacher performance after certification decreased compared to pre-certification levels. Similar findings were also presented by Sudirman et al. (2021), who concluded that certification has not had a significant direct impact on improving teacher performance. This condition indicates that the improvement in teacher welfare as a consequence of the certification program has not fully driven performance improvements. Therefore, teacher welfare deserves greater attention as a factor that can support the optimization of teacher performance. The discrepancies in research findings regarding the impact of certification programs on teacher performance indicate a persistent research gap, requiring further research to gain a more comprehensive understanding of the factors influencing the success of certification programs in improving teacher performance. Various studies have

shown that improvements in financial welfare do not always correlate with improvements in teacher professionalism.

Suryadi & Yusup (2023) found that although professional allowances have increased teacher income, their impact on changes in professional behavior varies. This suggests that welfare is a necessary, but not necessarily sufficient, condition for developing teacher professionalism. Nationally, the phenomenon of low teacher welfare reflects unresolved structural issues. The government has indeed increased the fixed allowance for non-civil servant teachers by Rp 2,000,000 per month and increased the basic salary per year for civil servant teachers starting in late 2024, in line with the increase in the education budget to Rp 81.6 trillion in 2025. However, this policy has not been able to reach all teachers equally. Approximately 74% of honorary teachers in Indonesia still earn less than Rp 2,000,000 per month, with irregular salary disbursements disrupting household financial management.

This situation has pushed some teachers to take on side jobs (double burden) or even become entangled in online loans due to the economic pressures experienced by approximately 42% of honorary teachers in the study, ultimately risking eroding their focus and readiness to carry out their teaching duties. A similar phenomenon is also reflected in high school teachers in Sungai Lilin District. Civil servant teachers generally receive a base salary and a Teacher Professional Allowance regularly every month, while honorary teachers and permanent foundation teachers in nearby private schools still rely on quarterly disbursements of School Operational Assistance funds, which are generally distributed. This variation in welfare levels based on employment status (civil servant and non-civil servant) is exacerbated by differences in school management conditions. Consequently, some honorary teachers must take on additional work outside of teaching hours to meet their living expenses, a situation that can potentially reduce their concentration and readiness to optimally carry out their professional duties.

In terms of work motivation, a common phenomenon encountered both nationally and within the Sungai Lilin District high school environment is a decline in some teachers' enthusiasm for carrying out professional development tasks, such as independently developing learning materials, actively participating in Subject Teacher Conferences, and efforts to innovate teaching methods. Some teachers, especially those with non-civil servant status, tend to work solely to fulfill minimum administrative obligations without internal motivation to continuously develop their competencies, due to limited career development opportunities and professional recognition (Robbins & Judge, 2019). Furthermore, differences in school conditions, management support, and organizational culture also influence teacher work motivation. In some cases, teachers with relatively adequate welfare still exhibit low levels of work motivation, resulting in suboptimal professionalism. Conversely, teachers with high work motivation who face economic pressures due to minimal

welfare are also at risk of experiencing burnout, which erodes their professionalism in the long term.

These phenomena indicate the complex relationship between welfare, work motivation, and teacher professionalism, which requires empirical study. Several previous studies have shown a positive relationship between teacher well-being and work motivation and teacher professionalism. Fedorov et al. (2020) found a strong positive relationship between teacher well-being and professionalism. Rewards and improving psychological well-being are crucial, as teachers who feel well-being tend to have a higher commitment to maintaining their professional standards (Daheri et al., 2023). Skinner et al. (2021) emphasized that professionalism is strongly influenced by the working conditions and reward systems received by professionals. Kholifah et al. (2024) found that work motivation acts as a mediator between working conditions and teacher professional behavior. However, most of these studies were conducted in different regional contexts or educational levels, so the generalizability of the results to the context of high schools at the sub-district level is still limited.

Thus, there is a research gap that requires further study. On the one hand, policies to improve teacher well-being have been implemented nationally. On the other hand, teacher professionalism in the field still shows significant variation. Furthermore, research examining the simultaneous influence of well-being and work motivation on teacher professionalism, particularly at the high school level and in the local context of Sungai Lilin District, is relatively limited. Given this gap, this research is relevant and important. Academically, this study is expected to enrich educational management studies by providing an empirical understanding of the relationship between teacher well-being, work motivation, and teacher professionalism. Practically, the results of this study are expected to inform school principals' considerations in designing strategies for fostering and improving teacher motivation. Policy-wise, this research is expected to provide an empirical basis for formulating more effective and equitable policies to improve the well-being and professionalism of high school teachers.

The novelty of this research lies in the integration of two key variables, teacher well-being and work motivation, into a single quantitative analysis model to explain teacher professionalism in a specific local context, namely high schools in Sungai Lilin District. Unlike previous studies, which generally examined teacher well-being or work motivation separately or positioned them as factors influencing teacher performance and competence at the elementary, junior high, and kindergarten levels, this study positions teacher professionalism as the primary dependent variable and examines the simultaneous influence of both variables at the high school level at the sub-district level. Theoretically, this novelty is based on the argument that teacher well-being is a necessary but insufficient condition for achieving professionalism without strong work motivation (H. E. Mulyasa, 2021). Therefore, a model that simultaneously integrates these two variables provides a more comprehensive

understanding of the mechanisms underlying teacher professionalism, compared to models that examine only one variable, as is commonly found in previous research.

Of the several relevant studies reviewed, none specifically examined the simultaneous influence of well-being and work motivation on teacher professionalism in the high school context at the sub-district level. Most previous studies focused on different educational levels (elementary, junior high, kindergarten, or madrasah), different dependent variables (teacher performance, professional competence, or performance), and different methodological approaches (qualitative, literature review, or ex-post facto). This gap is filled by this study, and its results are expected to enrich the body of educational management research and provide practical contributions to teacher resource management at the sub-district level. The focus on teacher professionalism as the primary dependent variable, rather than simply performance or competence as found in most previous studies, makes an important contribution to the development of policies for sustainable teacher quality improvement, particularly in formulating development strategies that simultaneously consider both well-being and work motivation. Therefore, this study on the influence of teacher well-being and work motivation on high school teacher professionalism in Sungai Lilin sub-district is expected to provide a comprehensive empirical picture and significantly contribute to improving the quality of secondary education.

B. Methods

This research was conducted in high schools across Sungai Lilin District, comprising both public and private high schools with varying levels of teacher well-being and motivation. The study was conducted from April 2026 to June 2026.

Table 1. Research Time

No	Activity	Month/Week											
		April				May 2026				June 2026			
		1	2	3	4	1	2	3	4	1	2	3	4
1	Preparation												
2	Data Collection												
3	Data Analysis												
4	Report Preparation												

This quantitative study, using an explanatory research approach, aimed to examine the influence of two independent variables: teacher well-being and teacher work motivation, on the dependent variable, teacher professionalism. This approach was chosen because it is appropriate for testing the causal relationships between variables established in the research framework and hypotheses. The relationship model used was linear and simultaneous; therefore, the analysis was conducted using multiple linear regression. The results objectively explain the contribution of each factor in shaping teacher professionalism in high schools in the study area. Population determination and sampling were carried out systematically. Respondents were

selected with consideration for representation of all relevant groups within the research scope.

The population in this study was 148, consisting of all teachers teaching at high schools (public and private) under the authority of the South Sumatra Provincial Education Office. This study used a proportional stratified random sampling technique, with strata based on school type (public and private). This technique was chosen to ensure proportional representation of various types of educational units in the study area. Sampling was conducted using a proportional random sampling method from the list of permanent teachers at each school. The sample size was determined using the Slovin formula, resulting in a sample size of 108 with a 5% margin of error. Teachers were selected proportionally from each school. The sample size for this study is as follows. In this study, a questionnaire was used as the data collection technique, considering its suitability for the quantitative approach and the research objectives.

A questionnaire was used as the primary instrument to collect quantitative data on the variables of teacher well-being (X1), teacher work motivation (X2), and teacher professionalism (Y) in high schools in Sungai Lilin District. The questionnaire was formatted as a closed-ended statement employing a five-level Likert scale: strongly disagree, disagree, undecided, agree, and strongly agree. The use of a questionnaire was chosen because it allows researchers to obtain numerical data systematically and objectively and can be analyzed statistically inferentially. This view aligns with Creswell & Creswell (2018), who stated that quantitative survey methods using questionnaires have proven effective in measuring the attitudes, perceptions, and behaviors of respondents in relatively large populations. Instrument development in this study was conducted in several stages. The first stage was analyzing the research variables and creating indicators based on relevant scientific theories or concepts; second, determining the appropriate type of instrument to measure each research variable; and third, compiling statement items that align with the established indicators and instrument types.

Researchers conducted a pilot test of the instrument on 30 teachers at SMK Negeri 1 Sungai Lilin, who had similar characteristics to the study population but were not included in the main research sample. Based on the test results, the questions were identified as valid and reliable, making them suitable for use as research instruments. The Pearson Product Moment formula was used to measure the validity of the instrument in this study. If $r_{\text{count}} > r_{\text{table}}$, the instrument is considered valid. Conversely, if the r_{count} is less than the r_{table} , the instrument is considered invalid and unsuitable for data collection. Reliability testing in this study was conducted through internal reliability testing, obtained by analyzing the data from the pilot test results using the Cronbach's alpha formula.

Internal reliability indicates the extent to which items within a variable align in measuring the same construct, resulting in consistent data when used in populations with similar characteristics. An instrument is considered reliable if its Cronbach's alpha (α) value is ≥ 0.70 , indicating that all items within the variable have a satisfactory level of internal consistency and can be relied upon as a data collection tool. The following are the results of the reliability test for each variable.

Table 2. Reliability Test

No	Variable	Cronbach's Alpha	Conclusion
1	Teacher Professionalism	0.929	Reliable
2	Teache Welfare	0.957	Reliable
3	Teacher Work Motivation	0.931	Reliable

All research instruments for each variable were found to be reliable and had excellent internal consistency, making them suitable for use as data collection tools in this study. Data analysis in this study used inferential statistics. Data obtained from the questionnaire distribution were first processed through coding, tabulation, and instrument testing. Next, the data were analysed using statistical software, including prerequisite analysis tests, multiple linear regression analysis, t-tests (partial tests), F-tests (simultaneous tests), and the coefficient of determination (R^2).

C. Results and Discussion

The Influence of Teacher Welfare on the Professionalism of High School Teachers in Sungai Lilin District

Based on the results of the research, it was found that teacher welfare has a positive and significant effect on the professionalism of high school teachers in Sungai Lilin District. The results of a simple regression analysis showed a regression coefficient of 0.281, with the regression equation $Y = 50.550 + 0.281X$. This equation indicates that every one-unit increase in teacher welfare will increase teacher professionalism by 0.281 units. Furthermore, the calculated t-value was 8.544, with a significance level of <0.001 . Because the significance value is less than 0.05 and the calculated t-value is greater than the t-table, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Thus, it can be concluded that teacher welfare has a positive and significant effect on the professionalism of high school teachers in Sungai Lilin District.

The research results are further supported by a correlation coefficient (R) of 0.639, indicating a strong relationship between teacher well-being and teacher professionalism. Furthermore, a coefficient of determination (R^2) of 0.408 indicates that teacher well-being contributes 40.8% to teacher professionalism, while the remaining 59.2% is influenced by factors outside the study. This indicates that teacher well-being is a crucial factor in improving teacher professionalism. Theoretically, teacher well-being is defined as the condition in which teachers' material and non-

material needs are met, supporting the implementation of their professional duties and responsibilities. Teachers with a good level of well-being tend to be more focused on their teaching tasks, highly motivated, and able to improve their professional work quality. Conversely, low teacher well-being can affect work enthusiasm, concentration, and the quality of their work performance.

Experts' perspectives support this explanation. According to Subiyantoro et al. (2025), employee well-being is a complementary reward, both material and non-material, provided based on organizational policy with the aim of maintaining and improving the physical and mental condition of employees to increase their work productivity. In the context of education, this view suggests that teacher welfare is not only related to income but also concerns a sense of security, appreciation, work facilities, and certainty in carrying out their profession. In line with this, Mulyasa (2017) emphasized that improving teacher welfare is an important prerequisite for improving teacher performance and professionalism, because prosperous teachers have a greater opportunity to focus on improving the quality of learning.

Thus, the results of this study align with the expert view that welfare is a key supporting factor for teachers in carrying out their duties professionally. The results of this study align with those of Wardana & Solehudin (2024), who found that policies to improve teacher welfare have a positive and significant impact on teacher work motivation. These results indicate that meeting financial and welfare needs through professional policies can increase teachers' internal motivation to carry out educational tasks more optimally. In other words, the better the level of welfare teachers receive, the higher their motivation in carrying out the learning process and other professional responsibilities. Experts state that welfare is one of the factors influencing teacher professionalism and performance.

Good welfare can provide a sense of security, comfort, and job satisfaction for teachers, enabling them to carry out their duties optimally. Furthermore, prosperous teachers will more easily develop professional, pedagogical, social, and personal competencies in the learning process. Based on field conditions, the relatively good welfare of high school teachers in Sungai Lilin District is evident in the support provided in the form of salaries, allowances, and work facilities that assist teachers in carrying out their duties. These conditions have a positive impact on improving teacher professionalism, such as increasing work discipline, responsibility in teaching, and the ability to develop learning materials and improving the quality of the teaching and learning processes in schools. Thus, the results of this study indicate that the better the level of teacher welfare, the higher the professionalism of high school teachers in Sungai Lilin District. Therefore, improving teacher welfare requires continued attention from both the government and schools as an effort to improve teacher professionalism and the quality of education in schools.

The Influence of Teacher Work Motivation on High School Teacher Professionalism in Sungai Lilin District

Based on the results of this study, it was found that teacher work motivation has a positive and significant effect on the professionalism of high school teachers in Sungai Lilin District. The results of a simple regression analysis showed a regression coefficient of 0.309 with a regression equation of $Y = 47.581 + 0.309X$. This equation indicates that every one-unit increase in teacher work motivation will increase teacher professionalism by 0.309 units. Furthermore, the t-test value was 10.263 with a significance level of <0.001 . Because the significance value is smaller than 0.05 and the t_{count} value is greater than t_{table} , the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Thus, it can be concluded that teacher work motivation has a positive and significant influence on the professionalism of high school teachers in Sungai Lilin District. The research findings are further supported by a correlation coefficient (R) of 0.706, indicating a strong relationship between teacher work motivation and teacher professionalism.

Furthermore, a coefficient of determination (R^2) of 0.498 indicates that teacher work motivation contributes 49.8% to teacher professionalism, while the remaining 50.2% is influenced by factors outside the study. This indicates that teacher work motivation is a crucial factor in enhancing teacher professionalism. Theoretically, work motivation is a drive originating from within and outside a person to carry out work with enthusiasm, responsibility, and sincerity to achieve specific goals. Teachers with high work motivation tend to be more disciplined, creative, active, and responsible in carrying out learning tasks. Work motivation also encourages teachers to continuously improve their competencies, develop professional skills, and provide better educational services to students. Expert perspectives on work motivation also support the findings of this study. Ihensekien & Joel (2023) states that work motivation is a drive from within and outside an individual, demonstrated through passion and interest, drives and needs, hopes and aspirations, recognition, and a positive work environment.

Meanwhile, Robbins & Judge (2019) explain that motivation is a process that explains an individual's intensity, direction, and persistence in achieving goals. Based on this perspective, teacher work motivation can be understood as the force that directs teachers to work diligently, responsibly, and oriented towards achieving quality learning. Therefore, the higher a teacher's work motivation, the greater their drive to improve their competence and demonstrate professional behavior in carrying out their educational duties. The results of this study align with previous research that found that work motivation is closely related to teacher professionalism. Research conducted by Talwelkar & Uppal (2025) provides an empirical overview of the significant influence of work motivation on teacher professionalism. The results showed that work motivation effectively contributed to teacher professionalism.

These findings confirm that work motivation plays a crucial role in shaping an educator's professional attitudes and qualities. This indicates that teacher professionalism is not influenced by a single factor, but rather by a combination of interrelated aspects. Nevertheless, motivation remains a core component inherent in a teacher's professional identity, as this internal drive plays a role in determining the level of dedication, responsibility, and quality of educational performance. Teachers with high work motivation will be more enthusiastic in carrying out teaching duties, developing learning materials, improving the quality of learning, and striving to achieve better work performance. Conversely, low work motivation can lead to decreased work enthusiasm, discipline, and the quality of performance as educators.

Based on field conditions, the work motivation of high school teachers in Sungai Lilin District is considered good. This is evident in the high level of responsibility shown by teachers in carrying out their duties, their discipline in teaching, and their active participation in school activities and competency development. These conditions have a positive impact on improving teacher professionalism in carrying out the learning process. Thus, the results of this study indicate that the higher the teacher work motivation, the higher the professionalism of high school teachers in Sungai Lilin District. Therefore, teacher work motivation needs to be continuously improved through awards, work support, a conducive work environment, and career development opportunities to continuously improve teacher professionalism and improve the quality of education.

The Effect of Teacher Welfare and Teacher Work Motivation on the Professionalism of High School Teachers in Sungai Lilin District

Based on the results of the research, it was found that teacher welfare and teacher work motivation simultaneously had a positive and significant effect on the professionalism of high school teachers in Sungai Lilin District. The results of the multiple linear regression analysis showed a regression equation of $Y = 38.421 + 0.170X_1 + 0.227X_2$. The equation shows that teacher welfare and teacher work motivation have a positive influence on teacher professionalism. The constant value of 38.421 indicates that if the variables of teacher welfare and teacher work motivation are considered constant or have a value of zero, then teacher professionalism has a value of 38.421. The regression coefficient value of teacher welfare of 0.170 indicates that every increase in teacher welfare by one unit will increase teacher professionalism by 0.170 units, while the regression coefficient value of teacher work motivation of 0.227 indicates that every increase in teacher work motivation by one unit will increase teacher professionalism by 0.227 units.

The results of the hypothesis testing using the F-test showed a calculated F value of 82.785 with a significance level of <0.001 . This value is greater than the F table value of 3.08 at a significance level of 0.05 with 2 degrees of freedom in the numerator and 105 degrees of freedom in the denominator. Because the calculated F value is greater

than the F table and the significance value is less than 0.05, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Thus, it can be concluded that teacher welfare and teacher work motivation jointly have a positive and significant effect on the professionalism of high school teachers in Sungai Lilin District. The results of the study are also supported by a correlation coefficient (R) value of 0.782, indicating that the relationship between teacher welfare and teacher work motivation with teacher professionalism is in the strong category.

Furthermore, the coefficient of determination (R^2) of 0.612 indicates that teacher well-being and work motivation simultaneously contribute 61.2% to teacher professionalism, while the remaining 38.8% is influenced by factors outside the study. Theoretically, teacher professionalism is influenced by various factors, including well-being and work motivation. Good teacher well-being provides a sense of security, comfort, and job satisfaction, enabling teachers to focus more on their teaching and learning tasks. Meanwhile, high work motivation encourages teachers to be more disciplined, responsible, and creative and to continuously improve their professional competence. When these two factors are present simultaneously, teacher professionalism will optimally improve. Experts' perspectives on teacher professionalism further clarify the relationship between well-being, work motivation, and professionalism. According to Herlinawati et al. (2024), a professional teacher is one who possesses the competence to carry out educational and learning tasks, characterized by mastery of material, ability to manage learning, commitment to tasks, and responsibility for student development.

Siri et al. (2020) also emphasized that teacher professionalism is reflected in their ability to responsibly plan, implement, and evaluate learning. Therefore, well-being and work motivation are two factors that can strengthen teacher professionalism, as well-being provides external support in the form of a sense of security and job satisfaction, while motivation provides an internal drive to perform better. When these two factors are balanced, teachers will be better able to demonstrate competence, commitment, discipline, and professional responsibility in the learning process. The results of this study align with previous research conducted by Forson et al. (2021), which emphasized that teacher professionalism is not understood solely as formal status or administrative recognition, but rather as work behavior shaped by achievement motivation and the reward system implemented in the educational environment.

A sound reward system can boost teacher morale by recognizing their performance and dedication to educational tasks. Furthermore, high work motivation encourages teachers to continuously develop their skills and innovate in the learning process. Motivated teachers tend to be more active in seeking creative learning strategies, methods, and media to improve the quality of student learning. This innovative attitude is one of the key characteristics of professional teachers in the modern era, where educational demands continue to evolve with changing times and

technological advances (Daheri et al., 2023). Teachers with good well-being and high work motivation tend to be able to better carry out their teaching tasks, improve the quality of the teaching and learning process, and develop professional competencies sustainably. Based on field conditions, high school teachers in Sungai Lilin District have a fairly good level of welfare and work motivation.

This is evident in the high level of teacher responsibility in carrying out their duties, discipline in teaching, the ability to develop learning materials, and the active participation of teachers in school activities and competency development. These conditions have a positive impact on improving teacher professionalism in implementing the learning process in schools. Thus, the results of this study indicate that the better the welfare of teachers and the higher the teacher's work motivation, the higher the professionalism of high school teachers in Sungai Lilin District. Therefore, improving teacher welfare and teacher work motivation needs to be continuously considered by the government, school principals, and related parties as an effort to improve teacher professionalism and the quality of education in schools.

D. Conclusions

Based on the research findings from high schools in Sungai Lilin District, this study conclusively establishes that both teacher welfare and work motivation exert significant positive influences on teacher professionalism, both partially and simultaneously. Individually, teacher welfare contributes 40.8% to professionalism, confirming that better welfare conditions encompassing compensation, benefits, working conditions, and recognition directly enhance professional competence and commitment. More dominantly, teacher work motivation accounts for 49.8% of the variance, indicating that intrinsic and extrinsic motivational factors—such as achievement drive, recognition, career development opportunities, and supportive work environments are even stronger predictors of professionalism. Crucially, their simultaneous influence yields a coefficient of determination of 61.2%, proving that professionalism is optimally strengthened when welfare and motivation are developed in tandem. The remaining 38.8% is influenced by other factors not included in this model, while the standardized beta values confirm that work motivation exerts a more dominant influence than welfare, highlighting the primacy of psychological and motivational drivers over material conditions in fostering professional excellence. Practically, these findings mandate that school principals and education authorities adopt a dual-pronged strategy: systematically improving teacher welfare through fair compensation, adequate facilities, and professional recognition, while simultaneously investing in motivational programs such as career development pathways, achievement awards, participatory decision-making, and positive school climates. Given motivation's dominant role, leadership should prioritize creating inspiring work environments that foster intrinsic drive, autonomy, and professional growth. Regular assessments of teacher satisfaction and motivation levels should inform targeted interventions. For future research, it is recommended to investigate

additional variables accounting for the remaining 38.8% of variance such as school leadership, organizational culture, peer support, or infrastructure to build a more comprehensive model. Comparative studies across districts, school levels, and geographic contexts would enhance generalizability and reveal contextual variations. Longitudinal designs could track how changes in welfare and motivation over time affect professionalism trajectories, while mixed-method approaches combining quantitative surveys with qualitative interviews would provide richer insights into teachers' lived experiences and specific welfare or motivational needs, thereby informing more responsive policy frameworks.

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