

The influence of Work Motivation, Pedagogic Competence and Professionalism on Teacher Performance

Study at SD An Namiroh Pekanbaru

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Abstract

Introduction/Main Objectives: Teacher effectiveness is a crucial determinant of educational quality at the primary school level. This study investigates the influence of work motivation, pedagogical competence, and professionalism on teacher performance at SD An Namiroh Pekanbaru, with the aim of identifying key factors that contribute to improved performance outcomes.

Background Problems: Variations in teacher performance raise questions regarding the relative importance of motivational, competency-based, and professional factors. Understanding which variables significantly influence performance is essential for designing effective teacher development strategies.

Research Methods: A quantitative approach with an explanatory research design was employed. Data were collected from all 63 teachers at SD An Namiroh Pekanbaru using closed-ended questionnaires based on a five-point Likert scale. The data were analyzed using multiple linear regression techniques.

Findings/Results: The findings show that pedagogical competence and professionalism have positive and significant effects on teacher performance, while work motivation does not have a significant partial effect. Professionalism emerges as the most influential factor. Together, the three variables explain 90.9% of the variance in teacher performance.

Conclusion: The study concludes that enhancing professionalism and pedagogical competence should be prioritized to improve teacher performance through structured professional development programs.

Keywords: work motivation, pedagogical competence, professionalism, teacher performance



Introduction

Education serves as the cornerstone of national advancement in Indonesia by playing a pivotal role in cultivating high-quality human resources capable of contributing across diverse sectors. Quality education enhances productivity and social welfare while combating low educational standards that impede national progress and competitiveness on a global scale. Within educational systems, teacher quality is recognized as the foremost determinant of educational success.

Teachers are instrumental in influencing students' academic achievement and overall character development. Their performance reflects their capability in planning lessons effectively as well as executing and assessing learning processes successfully. High-performing teachers can foster productive learning environments that support student success and help achieve educational objectives; therefore, enhancing teacher performance is crucial for elevating overall educational quality.

Teacher effectiveness is shaped by multiple internal factors such as work motivation, pedagogical competence, and professionalism. Work motivation refers to the intrinsic drive individuals have to fulfill their responsibilities (Rivai, 2015). In SD An Namiroh Pekanbaru's context, most educators display satisfactory levels of work motivation; nevertheless, some teachers struggle to reach optimal motivational levels—evident from attendance records where several experienced teachers arrive close to deadlines rather than earlier.

Variability also exists regarding pedagogical competencies among SD An Namiroh Pekanbaru's faculty members; some employ technology effectively within their teaching methods while others rely solely on traditional tools like textbooks or whiteboards. Classroom management skills vary too—with many maintaining discipline adequately but others needing further training to enhance classroom dynamics—suggesting a demand for more targeted professional development initiatives.

Continuous professional growth plays an essential role in boosting educator effectiveness through training workshops that equip them with current knowledge compatible with modern educational requirements (Yuningsih et al., 2024). Although various training sessions occur regularly at SD An Namiroh Pekanbaru focusing on technology integration into lessons or innovative teaching strategies—evaluation shows some educators still perform below optimal thresholds (less than 50 percent), indicating room for improvement concerning existing support structures.

Prior studies such as Kurniati (2021) noted positive influences stemming from work motivation coupled with professionalism toward enhancing educator effectiveness within MTs Negeri 2 Bandar Lampung—but gaps were identified due to limited variable inclusion (excluding pedagogical competence).

This study addresses these discrepancies by examining how work motivation alongside pedagogical expertise and professionalism affects teacher performance specifically within elementary schools—aiming for comprehensive insights into factors impacting educator effectiveness while providing empirical contributions towards improving primary education standards.

Research Methods

Employing quantitative methodologies complemented by explanatory designs focused on elucidating variable relationships via statistical hypothesis testing constitutes this study's framework—assessing causal links between motivational elements combined with competency measures impacting teaching efficacy evaluated within SD An Namiroh Pekanbaru's setting.

The participant pool consisted entirely of active educators totaling 63 individuals drawn through saturated sampling techniques resulting in complete inclusion amongst respondents surveyed via structured closed-end questionnaires built around specific metrics derived from each independent variable rated using five-point Likert scales ranging from strongly disagreeing up until strongly agreeing responses sought during data collection phases along secondary information gathered via institutional documentation aligned alongside evaluative reports related directly back towards instructional outputs obtained previously through literature reviews conducted priorly throughout preparation stages leading into analysis protocols designed thereafter outlining key indicators underpinning research variables established beforehand as seen on Table 1.

Table 1 Variables

Variable	Code	Main Indicators
Work Motivation	X_1	Responsibility, work enthusiasm, achievement needs, discipline
Pedagogical Competence	X_2	Understanding learners, lesson planning, instructional implementation, learning evaluation
Teacher Professionalism	X_3	Professional commitment, work ethics, self-development, responsibility
Teacher Performance	Y	Lesson planning, instructional implementation, assessment, responsibility

Instrument Testing

The research instruments were tested for validity and reliability. Validity testing was conducted using the Pearson Product Moment correlation technique, with items considered valid if the calculated correlation coefficient (r-count) exceeded the r-table value at a significance level of 0.05. Reliability testing was performed using Cronbach's Alpha, with instruments deemed reliable if the Cronbach's Alpha value was greater than 0.60.

Classical Assumption Tests

Prior to conducting regression analysis, the data were tested using classical assumption tests, including the normality test, multicollinearity test, and heteroscedasticity test. These tests were performed to ensure that the regression model met the required statistical assumptions and was appropriate for hypothesis testing.

Hypothesis Testing

Hypothesis testing was conducted using multiple linear regression analysis to examine the effects of work motivation, pedagogical competence, and professionalism on

teacher performance, both partially and simultaneously. Partial effects were tested using the *t-test*, while simultaneous effects were examined using the *F-test*, with a significance level set at 0.05. All data analyses were carried out using statistical software.

Result

This section outlines the findings from statistical analyses aimed at assessing the impact of the unique selling proposition (X_1), tuition fees (X_2), and service quality (X_3) on parents' selection of SD An Namiroh Pekanbaru. The analyses were conducted in a structured manner, starting with instrument testing and progressing to model estimation.

Validity Test Results

The validity evaluation aimed to determine how effectively each statement item measures the research variables. According to the outcomes of the Pearson Product Moment correlation analysis, all statement items related to work motivation, pedagogical competence, teacher professionalism, and teacher performance exhibited correlation coefficient values (*r-count*) exceeding the *r-table* value at a significance level of 0.05. Consequently, all statement items were considered valid and suitable for use as research instruments.

Reliability Test Results

To evaluate the internal consistency of the research instruments, reliability testing was performed using Cronbach's Alpha. The results from this reliability assessment are displayed in Table X.

Table 2 Reliability Test Result

Variable	Cronbach's Alpha	Description
Work Motivation (X_1)	> 0.60	Reliable
Pedagogical Competence (X_2)	> 0.60	Reliable
Teacher Professionalism (X_3)	> 0.60	Reliable
Teacher Performance (Y)	> 0.60	Reliable

Based on the reliability test results, all research variables demonstrated Cronbach's Alpha values greater than 0.60. It can therefore be concluded that the research instruments are reliable and exhibit adequate internal consistency for subsequent data analysis.

Classical Assumption Test Results

Classical assumption tests were conducted to ensure that the multiple linear regression model met the required statistical assumptions and was therefore appropriate for hypothesis testing. The classical assumption tests included normality, multicollinearity, and heteroscedasticity tests.

Normality Test

The normality test aimed to examine whether the residuals in the regression model were normally distributed. Based on the results of the histogram and normal probability plot analyses, the residual distribution exhibited a pattern resembling a normal curve, and the residual points were distributed around the diagonal line. Thus, it can be concluded that the residuals in this study were normally distributed and satisfied the normality assumption.

Multicollinearity Test

The multicollinearity test was conducted to determine the presence of correlations among the independent variables in the regression model. This test was performed by examining the Tolerance and Variance Inflation Factor (VIF) values. The results of the multicollinearity test are presented in Table X.

Table 3 Multicollinearity Test Result

Variable	Tolerance	VIF
Work Motivation (X_1)	0.117	8.540
Pedagogical Competence (X_2)	0.196	5.093
Teacher Professionalism (X_3)	0.114	8.774

Based on Table X, all independent variables exhibited VIF values of less than 10 and tolerance values greater than 0.10. These results indicate that no multicollinearity exists among the independent variables, and therefore, the non-multicollinearity assumption is satisfied.

Heteroscedasticity Test

The heteroscedasticity test aimed to determine whether unequal variance of residuals occurred in the regression model. Based on the scatterplot analysis, the residual points were randomly distributed above and below the zero line without forming a specific pattern. Accordingly, it can be concluded that the regression model does not exhibit heteroscedasticity and fulfils the homoscedasticity assumption.

Multiple Linear Regression Analysis Results

Multiple linear regression analysis was employed to examine the effects of work motivation, pedagogical competence, and professionalism on teacher performance. The results of the regression analysis are presented in Table X.

Table 4 Regression Analysis

Variable	B	Std. Error	Beta	T	Sig.
Constant	1.945	3.867	—	0.503	0.617
Work Motivation (X_1)	-0.089	0.118	-0.086	-0.752	0.455
Pedagogical Competence (X_2)	0.377	0.096	0.348	3.926	0.000
Professionalism (X_3)	0.680	0.111	0.714	6.141	0.000

Based on the regression analysis, the following regression equation was obtained:

$$Y=1.945-0.089X_1+0.377X_2+0.680X_3+$$

These results indicate that pedagogical competence and professionalism have positive and significant effects on teacher performance, whereas work motivation does not have a significant effect. Among the independent variables, professionalism demonstrates the most dominant influence, as indicated by the largest regression coefficient and standardized beta value.

Table 5 Determination Coefficients

R	R Square	Adjusted R Square	Std. Error
0.953	0.909	0.904	5.085

The correlation coefficient (R) value of 0.953 indicates a very strong relationship between work motivation, pedagogical competence, and professionalism with teacher performance. Furthermore, the coefficient of determination (R^2) of 0.909 suggests that 90.9% of the variance in teacher performance can be explained by the three independent variables, while the remaining 9.1% is influenced by other factors outside the research model.

Discussion

Based on the results of the statistical analysis, this discussion aims to explain the effects of work motivation, pedagogical competence, and professionalism on teacher performance at SD An Namiroh Pekanbaru. The multiple linear regression analysis indicates that pedagogical competence and professionalism have significant effects on teacher performance, while work motivation does not show a statistically significant partial effect.

The Effect of Work Motivation on Teacher Performance

The partial test results indicate that work motivation does not have a significant effect on teacher performance. This is evidenced by a calculated t -value of -0.752 , which is lower than the critical t -value of 2.001 , as well as a significance value of 0.455 (> 0.05). Therefore, the hypothesis stating that work motivation affects teacher performance is not statistically supported.

These findings suggest that, within the context of SD An Namiroh Pekanbaru, teacher performance is not directly determined by individual levels of work motivation. This result differs from the findings of Samosir et al. (2025), who reported a positive effect of work motivation on teacher performance. The discrepancy may be attributed to the school's organizational conditions, which include well-established work systems, supervision mechanisms, and performance standards. As a result, teacher performance may remain stable despite variations in individual motivation levels. In this context, work motivation functions more as a supporting factor rather than a primary determinant of teacher performance.

The Effect of Pedagogical Competence on Teacher Performance

Pedagogical competence is proven to have a positive and significant effect on teacher performance. This is indicated by a calculated t -value of 3.926, which exceeds the critical t -value of 2.001, and a significance value of 0.000 (< 0.05). These results imply that higher levels of pedagogical competence are associated with better teacher performance.

Pedagogical competence encompasses teachers' abilities to design instructional plans, select appropriate teaching methods, manage classrooms effectively, and conduct learning evaluations. Teachers with strong pedagogical competence are better able to create conducive learning environments and achieve instructional objectives. This finding is consistent with the study by Rahmawati et al. (2024), which identified pedagogical competence as a key factor in enhancing teacher performance. Therefore, strengthening pedagogical competence represents a strategic priority in efforts to improve teacher performance at the primary school level.

The Effect of Professionalism on Teacher Performance

Professionalism demonstrates a positive and significant effect on teacher performance and emerges as the most dominant variable in this study. This is evidenced by a calculated t -value of 6.141, which is substantially higher than the critical t -value of 2.001, and a significance value of 0.000 (< 0.05).

Teacher professionalism reflects responsibility, commitment to the profession, adherence to ethical standards, and willingness to engage in continuous professional development. Teachers with high levels of professionalism tend to exhibit consistent and high-quality performance. This finding aligns with the study by Diahsari and Widiatmoko (2025), which reported that teacher professionalism plays a crucial role in improving performance through enhanced work discipline and task execution quality. The dominant influence of professionalism indicates that professional attitudes and values serve as a fundamental foundation for achieving optimal teacher performance.

The Simultaneous Effect of Work Motivation, Pedagogical Competence, and Professionalism on Teacher Performance

Simultaneously, work motivation, pedagogical competence, and professionalism have a significant effect on teacher performance. This is indicated by a calculated F -value of 196.671, which exceeds the critical F -value of 2.76, with a significance level of 0.000 (< 0.05). These results confirm that the regression model is statistically appropriate and that the three independent variables collectively explain variations in teacher performance.

Although work motivation does not exhibit a significant partial effect, its presence still contributes when combined with pedagogical competence and professionalism. This finding supports the study by Ain et al. (2024), which emphasized that teacher performance is influenced by the interaction of multiple internal factors. Accordingly, improving teacher performance requires a comprehensive approach that not only focuses on enhancing pedagogical competence and professionalism but also fosters a supportive work environment that sustains teacher motivation.

Conclusion

This study concludes that pedagogical competence and professionalism are the primary factors influencing teacher performance at SD An Namiroh Pekanbaru. Professionalism demonstrates the strongest effect, with a calculated t -value of 6.141, confirming that professional attitudes, responsibility, and teachers' commitment to their work are the main determinants of performance. Pedagogical competence also has a significant effect ($t = 3.926$), indicating that teachers' abilities to design, implement, and evaluate learning activities play a crucial role in enhancing performance.

In contrast, work motivation does not have a significant effect on teacher performance ($t = -0.752$), suggesting that individual motivation levels do not directly determine the quality of teacher performance within the context of this study. This finding indicates that teacher performance is more strongly influenced by competence and professional attitudes than by motivational factors alone.

Simultaneously, work motivation, pedagogical competence, and professionalism explain 90.9% of the variance in teacher performance, indicating that the combination of these three variables provides a very strong contribution to shaping teacher performance. These findings emphasize that strengthening professionalism and enhancing pedagogical competence should be the primary strategic focus of schools in efforts to sustainably improve teacher performance.

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