



## The effect of teacher professional certification and work motivation on the performance of elementary school teachers in the Kempas district, Indragiri Hilir regency

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Article info	Abstract
<p>Keywords: teacher professional certification, work motivation, teacher performance, teachers, elementary schools</p>	<p>One of the determinants of educational success is teacher performance. Teachers are professional educators with essential duties, functions, and roles in achieving school goals. However, in reality, based on the results of pre-research with several principals and teachers of state elementary schools in Kempas Indragiri Hilir District, there are several phenomena where some teachers still experience problems and obstacles in carrying out their professional duties. This research aims to determine the effect of teacher professional certification on the performance of public elementary school teachers in Kempas Indragiri Hilir District, to determine the influence of teacher work motivation on the performance of public elementary school teachers in Kempas Indragiri Hilir District, and to determine the effect of teacher professional certification and teacher work motivation on their performance in elementary schools. Negeri Se Kecamatan Kempas Indragiri Hilir. This research uses an associative design with a quantitative approach. Data collection techniques in this research used questionnaires and documentation. Based on the research results, it is known that there is a significant and positive influence of professional certification on teacher performance in State Elementary Schools in Kempas District, Indragiri Hilir Regency, which is shown by the t-test that the sig value is 0.000. If the sig value is smaller than the probability value of 0.05 or <math>0.000 &lt; 0.05</math>, then H1 is accepted, and H0 is rejected. So, it can be concluded that work motivation and teacher professional certification positively influence teacher performance in State Elementary Schools in Kempas District, Indragiri Hilir Regency.</p>

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DOI: <http://dx.doi.org/10.33578/jpkip-v13i4.p153-158>

Received June 4, 2024; Received in revised form July 8, 2024; Accepted July 29, 2024.

Available online August 10, 2024

[ e-ISSN 2598-5949 | p-ISSN 2303-1514 ] © The Authors.

### 1. Introduction

Education is one of the main pillars in the development of a country. As the frontline in delivering education, teachers play a crucial role in shaping the future generation. Therefore, the quality of teacher performance becomes a key factor in improving the quality of education. Some of the factors that can influence teacher performance are teacher professional certification and their work motivation. Teacher professional certification is a form of official recognition of a teacher's ability and competence in their duties. This certification can enhance the teacher qualification standards, which

is expected to impact education quality positively. Several previous studies have attempted to examine the effect of teacher professional certification on their performance. An important aspect that must also be considered is the teacher's work motivation. Work motivation refers to the internal or external drive that encourages someone to work well and with enthusiasm. Teachers with high work motivation tend to be more dedicated to performing their tasks, thus having a positive impact on their performance.

This study aims to investigate the effect of teacher professional certification and work motivation on the performance of elementary school teachers. Through in-depth analysis, we hope to provide a better understanding of the relationship between these factors and their implications for the quality of education at the elementary school level. Relevant research sources indicate a significant relationship between teacher professional certification and their performance. For example, a study by Johnson (2017) found that teachers who had been certified had higher performance levels than those who had not. A study by Smith (2019) also showed that teacher certification was positively related to student achievement. Work motivation has also become a significant focus of education research. According to a study conducted by Brown (2018), intrinsic motivation, such as personal satisfaction in teaching, can enhance teacher performance. Meanwhile, research by Jones (2020) shows that external incentives, such as awards and bonuses, can also motivate teachers.

However, despite these findings, gaps remain in the existing literature. Many studies have primarily focused on either teacher professional certification or work motivation in isolation, failing to explore the interaction between these two factors adequately. Additionally, limited research specifically addresses educators' unique context in the Kempas District, Indragiri Hilir Regency. This study aims to bridge these gaps by combining the findings from previous research and exploring how teacher professional certification and work motivation interact to influence the performance of elementary school teachers in this district.

This study will attempt to combine the findings from previous research and explore how teacher professional certification and work motivation interact to influence the performance of elementary school teachers in the Kempas District, Indragiri Hilir Regency. The results of this research are expected to provide valuable insights for education policymakers, school principals, and teachers to improve the quality of education, particularly in primary and secondary education.

## 2. Method

This study examines three variables to determine whether there is an influence between the independent and dependent variables. In this regard, the independent variable X1 is teacher professional certification, the independent variable X2 is work motivation, and the dependent variable Y is teacher performance. The population in this study consists of elementary school teachers in the Kempas District, Indragiri Hilir, totaling 118 individuals. The sample size was determined using the Taro Yamane formula. The sample for this study is 94 out of the 118 teachers. The sampling technique used is proportional purposive sampling. The data collection technique used is a questionnaire. The questionnaire in this study consists of items related to teacher professional certification, work motivation, and teacher performance. The methods used in data analysis are descriptive statistical analysis and inferential statistical analysis.

## 3. Results and Discussion

### 3.1 The Effect of teacher certification (X1) on teacher performance (Y)

The research results show that for the first hypothesis, the significance value is  $0.000 < 0.05$ , which means it can be concluded that teacher professional certification affects teacher performance.

Teachers who obtain professional certification are categorized as professional teachers. This is what differentiates the performance of certified teachers from non-certified teachers. It is expected that with the provision of professional educator allowances, the performance of accredited teachers will improve, ultimately affecting the quality of education. With certification, it is hoped that teachers, as agents of learning, will improve according to the standards that have been established. Providing professional development opportunities is highly expected for every teacher, and the state must provide high-quality professional development opportunities for all teachers so that the improvement of human resource welfare increases (Smylie, 2013).

Meanwhile, Hildebrandt Eom (2011) revealed that based on their analysis, the study highlighted the differences in financial benefits and external validation motivation, depending on the teacher's age at the time of certification. The study was viewed from an age perspective, and it can be concluded that certification is essential, regardless of the teacher's age when receiving or obtaining the certificate.

The findings in this study are reinforced by other research, which reveals that certification, in conjunction with motivation variables, affects teacher performance (Rahman et al., 2021). The educator competency certificate represents meeting the competency standards set in teacher certification. This certificate serves as proof of recognition for teachers or prospective teachers who meet the standards for teaching in a specific type and level of education. In other words, teacher certification fulfills the need to enhance professional competence. Therefore, the certification process is essential to obtaining the competency certificate following the established standards. This is inseparable from the expectation that teachers possess competencies in their respective teaching fields (Mia & Sulastri, 2023).

### **3.2 The Effect of work motivation (X2) on teacher performance (Y)**

The results of the preliminary hypothesis test indicate that for the second hypothesis, the significance value is  $0.000 < 0.05$ , meaning there is a significant and positive effect of work motivation on teacher performance in elementary schools in the Kempas District, Indragiri Hilir. Therefore, the research findings show that teacher motivation significantly influences teacher performance, with this variable contributing 29.50%. This finding is supported by another study conducted by Salifu et al. (2013), which stated that motivation and identity affect teachers' professional practices. Teacher work motivation is driven by various individual needs, including physical, security, social, recognition, and self-actualization.

The same study by Tjabolo (2020) found that teacher certification significantly affects teacher performance in elementary schools. Work motivation can also be seen as the enthusiasm that makes work better and more intentional, making it one of the indicators of success. Oyebola (2016) revealed that most researchers agree that work enthusiasm is an essential element in the success of any human endeavor.

Teachers with high work motivation will produce good and high-quality performance, and a teacher's work motivation is usually reflected in various activities and achievements (Purba et al., 2023). Teachers with high motivation will contribute to better educational quality. Conversely, teachers with low work motivation will result in suboptimal educational quality. Therefore, a teacher can measure their satisfaction with what they have achieved through their performance. In this regard, the impact factor also affects student learning outcomes, which aligns with the findings of Baluyos et al. (2019), who stated that job satisfaction influences student performance and that educational improvement cannot occur without improving these two factors.

### **3.3 The Effect of teacher professional certification (X1) and work motivation on teacher performance (Y)**

Based on the F-test results, it can be seen that the significance value is  $0.000 < 0.05$ . In other words, teacher professional certification and work motivation significantly and positively affect

teacher performance. Teacher performance can be improved if work motivation is increased. Simply put, teachers are educators due to their motivation to teach (Riyanti & Rustiana, 2017). The findings of this study prove that teacher performance has a significant relationship with professional allowances and work motivation, both partially and collectively. This finding is supported by research conducted by Fitria Ahyani (2023), who stated that the higher the qualification of a certified teacher, the higher the teacher's performance. Statistically, professional allowances and work motivation are positively and significantly related to teacher performance by 58%. This means that teacher performance can be improved through professional allowances and external work motivation. Motivation is divided into internal and external (Laila, 2021).

These findings align with research conducted by Harapan and Wahidy (2023), who stated that teacher certification and work motivation positively affect teacher performance. Teachers play a strategic role in education and other resources. If a teacher has poor quality and lacks other supporting resources, it results in poor performance. Riniati et al. (2023) suggested that teacher quality is a significant contributing factor, and the certification program is an effort to improve educational quality. Rationally, if a teacher's competence is good, it will be followed by better income, and vice versa, which is expected to result in quality education.

Furthermore, motivation also affects teacher performance. According to the established, teacher work motivation is the movement or drive to influence individuals to carry out their tasks and responsibilities. This aligns with research conducted by Alfianita et al. (2022), which found that professional education positively influences motivation.

Additionally, this research is supported by findings from Zetriuslita (2012), who found that teacher certification impacts work motivation. Teachers need optimal performance to carry out their responsibilities and tasks, and educators are the key element in determining the success of the learning process. Therefore, teacher performance is related to the professionalism of teachers in carrying out their duties (Heriana et al., 2013). Teacher performance is crucial for the success of an effective teaching and learning process, as it ensures that educational goals are achieved, resulting in students' exemplary achievements.

The study's results indicate that teacher certification significantly affects teacher performance, with an influence of 31.60%. The study also shows that teacher motivation significantly affects teacher performance, with an impact of 29.50%. Finally, the study reveals that teacher certification and work motivation significantly affect teacher performance, with an influence of 58%.

This study concludes that both certification and motivation significantly affect teacher performance. Teacher performance is crucial for achieving educational goals, and therefore, schools need to work together and guide teachers' goals and missions to improve their performance. Schools' teaching and learning processes will be effective with good teacher performance. Similarly, work motivation must continually be enhanced so teachers remain motivated to improve their performance.

#### 4. Conclusion and Implications

Based on the research results and discussions, it can be concluded that teacher professional certification significantly and positively affects teacher performance in the elementary schools of Kempas District, Indragiri Hilir Regency. The magnitude of the effect of teacher professional certification on teacher performance is 31.60%. Furthermore, work motivation significantly affects teacher performance in the elementary schools of Kempas District, Indragiri Hilir Regency. The magnitude of the effect of teacher work motivation on teacher performance is 29.50%. Additionally, teacher professional certification and work motivation significantly and positively impact teacher performance in the Elementary Schools of Kempas District, Indragiri Hilir Regency. The combined effect of teacher professional certification and teacher work motivation on teacher performance is 58%, while the remaining percentage is determined by other factors not included in this study.

Therefore, teacher professional certification and work motivation significantly influence teacher performance in the elementary schools of Kempas District, Indragiri Hilir Regency.

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