

The Influence of Instructional Leadership, Work Motivation, and Teacher Well-Being on Teacher Professionalism in Public Elementary Schools

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Abstract. This research examines the relationships among instructional leadership, work motivation, and teacher well-being, and their effects on teacher professionalism. Quantitative research was conducted, and data were gathered through questionnaires. The population for this study comprises 116 teachers from State Elementary Schools in the Gajah Mada and Diponegoro clusters, and a total sampling technique was used, with all 116 teachers included. Data analysis involved descriptive analysis and prerequisite tests; the research hypotheses were tested using regression analysis in IBM SPSS Statistics 26. These research findings indicate that instructional leadership positively and significantly influences teacher professionalism, contributing 43,0%. The regression model is $Y = 71,327 + 0,761X_1$, and the $F\text{-count} = 85,902 > F\text{-table} = 3,924$. Work motivation positively and significantly influences teacher professionalism, accounting for 33,9% of the contribution. The regression model is $Y = 84,881 + 0,622X_2$, and the $F\text{-count} = 58,397 > F\text{-table} = 3,924$. A positive and significant influence was also found between teacher well-being and teacher professionalism, with a contribution of 38,2%. The regression model is $Y = 80,191 + 0,561X_3$, and the $F\text{-count} = 70,458 > F\text{-table} = 3,924$. Simultaneously, instructional leadership, work motivation, and teacher well-being positively and significantly influence teacher professionalism, contributing 53,9%. The multiple regression model is $Y = 50,406 + 0,430X_1 + 0,285X_2 + 0,207X_3$, and the $F\text{-count} = 43,607 > F\text{-table} = 1,981$.

Keywords: *Instructional Leadership, Teacher Well-Being, Teacher Professionalism, Work Motivation*

INTRODUCTION

Education plays a crucial role in shaping individual and social quality, with its primary goal extending beyond mere knowledge transfer. Education aims to build character, strengthen national values, and develop students' potential (Waskit, 2024, p. 11). In achieving this goal, the role of educators is vital, especially for nations striving to develop human resources to keep pace with the advancements of civilization and technology, where educators serve as essential role models, exemplars, and mentors in community life (Munawir, Salsabila & Nisa, 2022).

Law Number 14 of 2005 on Teachers and Lecturers affirms that teaching is a profession, a job that requires specialized expertise and cannot be performed by just anyone. According to

Toatubun & Rijal (2018: 15), a profession requires competence, public recognition, and a code of ethics. Furthermore, there is the concept of professionalism, which Ismail, Wijaya, & Ananda (2024: 56) define as another form of the word "profession." Anjaya, Arifianto, and Fernando (2021) define teacher professionalism as the qualities of a teacher's attitude and personality that align with the profession's requirements, including mastery of competencies and the fulfillment of duties that prioritize student satisfaction.

The primary focus of this research is teacher professionalism, which refers to the quality of a teacher's attitude and personality in line with the profession's requirements, as well as their ability to fulfill teaching duties that prioritize students' welfare and satisfaction (Ismail, Wijaya, & Ananda, 2024). Teacher professionalism is significantly influenced by three main factors: instructional leadership, teacher well-being, and work motivation.

Initial observations at the beginning of 2025, based on Dapodik data, show that 72% of teachers in Bandar District, Batang Regency, have obtained an educator certificate. Nevertheless, several challenges related to teacher professionalism persist, such as suboptimal lesson planning, ineffective evaluation, and a need for improved work discipline. This situation is further complicated by school principals' leadership, which is not yet optimal in disseminating the school vision and mission, and by supervisory practices that tend to be merely formal.

Instructional leadership has been shown to impact teacher professionalism, according to several studies significantly. A study by Ikram (2023) found that improvements in teacher professionalism are highly influenced by instructional leadership, as evidenced by the success of school programs and the enhanced performance of teachers and educational staff. This type of leadership indicates that the principal is directly involved in boosting teacher professionalism, particularly through academic supervision (Fitria, Kristiawan, & Rahmat, 2019). The quality of instructional leadership positively affects teacher professionalism when the principal implements the curriculum, designs academic standards, and develops educational programs that meet students' needs (Yeni, Lian, & Sari, 2020).

In addition to instructional leadership, teacher work motivation plays a vital role in fostering professionalism. According to Kultsum (2017), motivation is a process that drives an individual's intensity and determination toward fulfilling goals. As explained by Agustina, Ibrahim, and Maulana (2020), teacher work motivation is the procedure that mobilizes teachers to direct their conduct toward achieving set objectives. A study by Ansel and Nono (2023) found that work motivation significantly impacts teacher professionalism; the higher the motivation, the higher the professionalism. Kastawi, Nugroho, and Miyono (2021) added that teacher work motivation is an internal drive that pushes them to perform their duties well and responsibly, originating from within themselves or their work environment. Highly motivated teachers do more than fulfill their tasks; they are also highly dedicated to educating their students, eager to advance their careers, and perform their duties with sincerity.

Another equally important factor is teacher well-being, which encompasses cognitive, emotional, health, and social aspects related to a teacher's job (Carine & Fraser, 2020). School working conditions, such as workload and available support, heavily influence this well-being. Teachers with a good level of well-being tend to have higher job satisfaction, motivation, and teaching effectiveness, which ultimately have a positive influence on student learning outcomes and the classroom environment. Furthermore, teacher well-being impacts the quality of the teacher-student relationship. Well-adjusted teachers are more open, use humor, and show appreciation to their students (Kansu, 2018). High well-being also makes teachers love their jobs, have strong self-confidence in their teaching, and display emotional intelligence that allows them to think positively and apply realistic problem-solving strategies (Winesa & Saleh, 2020).

However, studies that simultaneously examine these three factors in public elementary schools, especially in the Bandar sub-district, remain very limited. This indicates a research gap that warrants a more comprehensive study.

This research aims to fill that gap by integrating an examination of the influence of school principals' instructional leadership, teacher work motivation, and teacher well-being on teacher professionalism. Through systematic quantitative measurement, the study is expected to provide a comprehensive, empirically grounded understanding.

The researcher's motivation for conducting this study stems from a concern about the suboptimal role of teachers as professionals, despite their already having teaching certificates. Additionally, the need for scientific evidence, grounded in real data, to inform policy improvement is a crucial driver, ensuring that research findings are not only theoretical but also applicable to the development of elementary school education.

The main objective of this study is to analyze the partial and simultaneous influences of instructional leadership, teacher well-being, and work motivation on teacher professionalism in public elementary schools. This research also aims to identify which of these factors has the most significant effect on teacher professionalism.

The expected contributions of this research are to provide theoretical insights for the development of educational management science, serve as a practical reference for school principals to elevate the quality of their leadership and teacher development, and offer an empirical basis for formulating contextual policies to enhance teacher professionalism. Furthermore, the findings are expected to encourage teachers to understand better the importance of work motivation and well-being in performing their profession professionally and sustainably.

Based on the problem background described, this research limits the study to teacher professionalism, the principal's instructional leadership, work motivation, and teacher well-being.

METHOD

This study uses a quantitative method that systematically collects measurable data to investigate a phenomenon. By utilizing statistical, mathematical, and computational techniques, the study aims to analyze the findings objectively (Priadana & Sunarsi, 2021: 24). The research was conducted from February 2025 to July 2025. This study focused on a population of 116 teachers from public elementary schools in Bandar District, Batang Regency, across two school clusters: Gajah Mada and Diponegoro. A total sampling technique was used in this research, meaning all members of the population were included in the sample. The research instrument for this study is a questionnaire. According to Arikunto (2017: 128), a questionnaire consists of a series of questions used to gather information from respondents about themselves or about things they know. Sugiyono (2018: 219) further explains that a questionnaire serves as a tool for collecting data, in which respondents provide answers to a pre-written set of questions or statements.

The instruments in this study were developed based on several theories pertinent to the research. For instructional leadership, the instrument was derived from theories by Karim et al. (2020), Werdiningsih et al. (2022), and Wijaya & Windasari (2023), encompassing three dimensions: 1) defining the school's mission; 2) managing the instructional program; and 3) fostering a favorable school learning climate. The work motivation instrument was based on theories by Greenberg & Baron (Sukadi & Purwanto, 2022), Krismawati & Manuaba (2022), and Uno (Mustika & Syamsuddin, 2023), which include two dimensions: 1) internal motivation, and 2) external motivation. For teacher well-being, the instrument referenced theories by Carine & Fraser (2020), featuring four dimensions: 1) cognitive well-being; 2) subjective well-being; 3) physical and mental well-being; and 4) social well-being. Lastly, the instrument for teacher professionalism was developed from theories by Ismail, et al. (2020) and Mulyasa (2019: 19-20), comprising five dimensions: 1) teacher as educator; 2) teacher as instructor; 3) teacher as guide/trainer; 4) teacher as program developer and manager; and 5) teacher as a professional. Data collection was conducted using a closed questionnaire designed with a Likert scale with five levels or five scales.

This questionnaire was structured to measure four key variables: school principals' instructional leadership (X_1), work motivation (X_2), teacher well-being (X_3), and teacher

professionalism (Y). Before the main study, the instrument was piloted with 30 teachers who were not part of the main sample but had similar characteristics. The Pearson Product-Moment correlation coefficient was employed to assess validity, which indicated that one item in the teacher professionalism variable and one in the teacher motivation variable were invalid and were subsequently removed. Cronbach's Alpha was then used to assess reliability. The results showed that all instruments were reliable ($Y = 0,870$; $X_1 = 0,843$; $X_2 = 0,845$; and $X_3 = 0,845$). These findings indicate that the instruments are reliable and suitable for use in the primary research.

Using IBM SPSS Statistics 26, the data were analyzed using linear and multiple regression. Before the regression analysis, prerequisite tests were conducted, including the normality test with the Kolmogorov-Smirnov test, the linearity test, the Variance Inflation Factor (VIF), and the Tolerance values used to assess multicollinearity, and the heteroscedasticity test with the Glejser method.

After all assumptions were met, a multiple regression analysis was performed to test the effect of each independent variable on the dependent variable both simultaneously and partially. Significance testing was done with the t-test for partial effects and the F-test for simultaneous effects. To determine the extent to which the independent variables accounted for teacher professionalism, the coefficient of determination (R^2) was calculated.

The research framework illustrates the hypothesized relationships between the variables, as shown below:

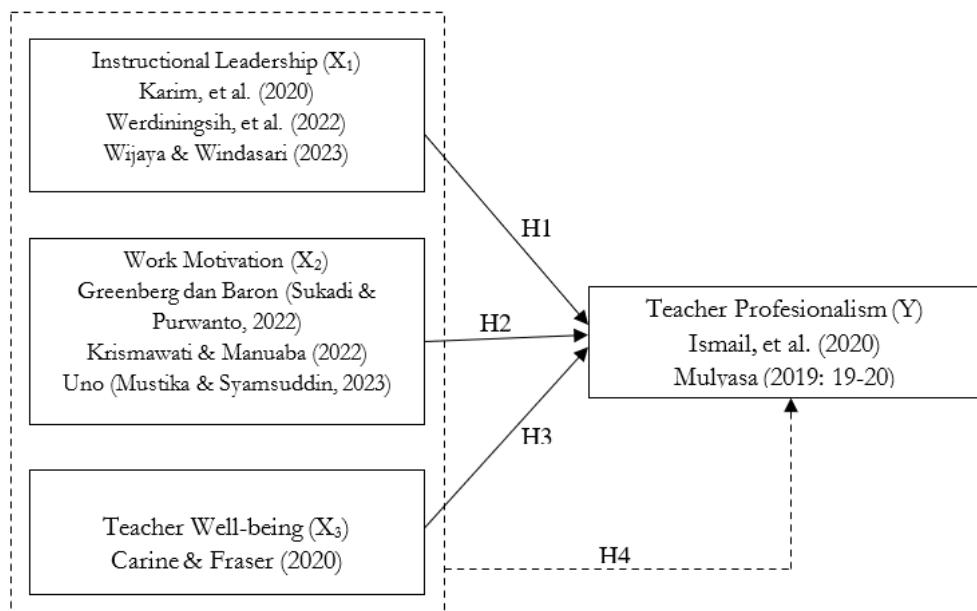


Figure 1. The Research Framework

Based on the literature review and conceptual framework, the hypotheses for this study are as follows:

1. H_1 : There is a positive influence of the instructional leadership on the teacher professionalism of public elementary schools.
2. H_2 : There is a positive influence of work motivation on the teacher professionalism of public elementary schools.
3. H_3 : There is a positive influence of teacher well-being on teacher professionalism in public elementary schools.
4. H_4 : There is a positive influence of instructional leadership, work motivation, and teacher well-being on the teacher professionalism of public elementary schools.

Based on the description above, here is an overview of the research design used in this study, based on Sugiyono (2013: 30):

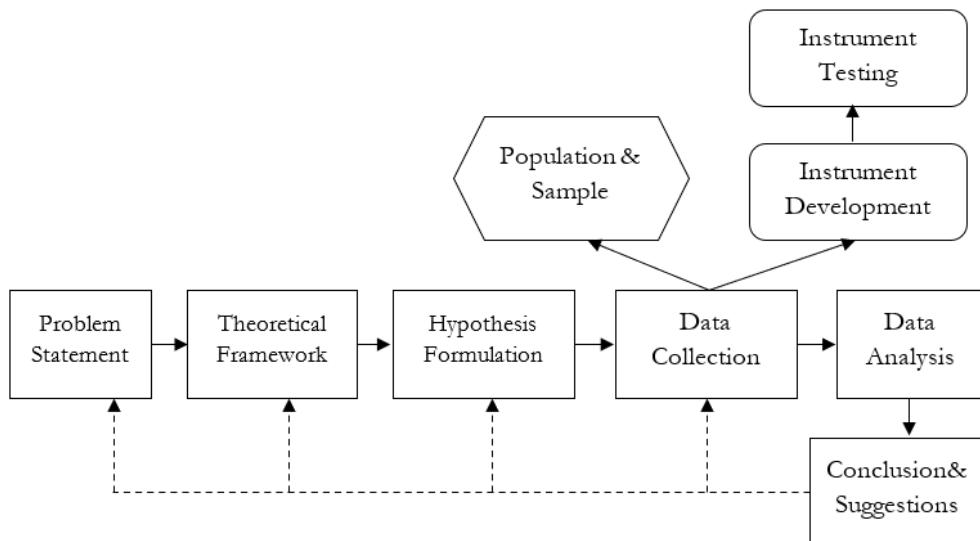


Figure 2. Research Design

FINDINGS

This research aims to determine the extent to which instructional leadership, teacher well-being, and work motivation influence teacher professionalism. Below are the findings of the hypothesis testing conducted in this research.

Analyzing the Effect of Instructional Leadership on Teacher Professionalism using Simple Linear Regression

The summarized results and calculations from the regression analysis were generated using IBM SPSS Statistics 26. The table below contains the complete results.

Table 1. Simple Regression Analysis Outcomes between Instructional Leadership and Teacher Professionalism

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1	(Constant) 71,327	8,393		8,499	.000
	Instructional Leadership .761	.082	.656	9,268	.000
a. Dependent Variable: Teacher Professionalism					

A simple linear regression analysis showed that instructional leadership has a significant positive influence on teacher professionalism. The regression equation, $Y = 71,327 + 0.761X_1$, indicates that instructional leadership has a beneficial effect on teacher professionalism, with each one-unit increase in the former predicting a 0.761-unit increase in the latter. This significance is validated by the t-test results, where the $t\text{-calculated} = 9,268 > t\text{-table} = 1,981$, and the significance $= 0,000 < 0,05$. It is evident that the role of an instructional leader positively and significantly impacts teacher professionalism.

Table 2. F-Test Analysis Outcomes between Instructional Leadership and Teacher Professionalism

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3310.326	1	3310.326	85.902	.000 ^b
	Residual	4393.122	114	38.536		
	Total	7703.448	115			

a. Dependent Variable: Teacher Professionalism
b. Predictors: (Constant), Instructional Leadership

According to the significance test, the regression model that examined how instructional leadership affects teacher professionalism was found to be statistically significant. This conclusion is supported by an F-count = 85,902 > F-table (0,05;1;114) = 3,924, as well as a significance (Sig.) = 0,000 < 0,05. Therefore, we can infer that a principal's instructional leadership significantly influences teachers' professionalism.

Simple Linear Regression Analysis: Work Motivation on Teacher Professionalism

The regression analysis was calculated and summarized using IBM SPSS Statistics 26. For a complete overview of the results, see the table below.

Table 3. Simple Regression Analysis Outcomes between Work Motivation and Teacher Professionalism

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1	(Constant)	84.881	8.404		10.099	.000
	Work Motivation	.622	.081	.582	7.642	.000

a. Dependent Variable: Teacher Professionalism

The regression equation resulting from the simple linear regression analysis is $Y = 84,881 + 0,622X_3$. This equation shows that without work motivation, the average level of professionalism among teachers is 84,881. The regression coefficient of 0,622 suggests that each one-unit increase in work motivation leads to a 0,622-unit increase in teacher professionalism, holding all other variables constant. The significance test (t-test) results show that Work motivation significantly and positively influences teacher professionalism, with a t-count = 7,642 > t-table = 1,981 and a significance = 0,000 < 0,05.

Table 4. F-Test Analysis Outcomes between Work Motivation and Teacher Professionalism

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2609.435	1	2609.435	58.397	.000 ^b
	Residual	5094.013	114	44.684		
	Total	7703.448	115			

a. Dependent Variable: Teacher Professionalism
b. Predictors: (Constant), Work Motivation

The results of the significance test indicate that the regression model examining the effect of work motivation on teacher professionalism is statistically significant. The F-count = 58,397 >

F-table (0.05; 1; 114) = 3.924, and the significance (Sig.) = 0.000 < 0.05. This suggests that work motivation significantly influences teacher professionalism.

Simple Linear Regression Analysis: Teacher Well-Being on Teacher Professionalism

The calculations and summary of the regression analysis results were performed using IBM SPSS Statistics 26. The following table presents the complete results.

Table 5. Simple Regression Analysis Outcomes between Teacher Well-Being and Teacher Professionalism

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	80.191	8.211			9.766	.000
Teacher Well-Being	.561	.067	.618	.618	8.394	.000

a. Dependent Variable: Teacher Professionalism

The following regression equation was determined by simple linear regression: $Y = 80,191 + 0,561X_3$. This indicates that without any teacher well-being, the average teacher professionalism is 80.191. The regression coefficient of 0.561 indicates that a one-unit increase in teacher well-being is associated with a 0.561-unit increase in teacher professionalism. According to the t-test, there is evidence that teacher well-being significantly and positively influences teacher professionalism, with a t-count = 8,394 > t-table = 1,981 and a significance = 0.000 < 0,05.

Table 6. F-Test between Teacher Well-Being and Teacher Professionalism

Model	ANOVA^a					Sig.
	Sum of Squares	df	Mean Square	F		
1 Regression	2942.510	1	2942.510	70.458		.000 ^b
Residual	4760.938	114	41.763			
Total	7703.448	115				

a. Dependent Variable: Teacher Professionalism

b. Predictors: (Constant), Teacher Well-Being

The significance test results indicate that the regression model examining the effect of teacher well-being on teacher professionalism is statistically significant. The F-count v = 70,458 > the F-table (0,05; 1; 114) = 3,924 , and the significance (Sig.) = 0,000 <0,05. This suggests that teacher well-being significantly influences teacher professionalism.

Multiple Regression Analysis: Instructional Leadership, Work Motivation, and Teacher Professionalism

The calculations and summary of the regression analysis results were performed using IBM SPSS Statistics 26. The following table presents the complete results.

Table 7. Multiple Regression Analysis Outcomes

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	50.406	8.639			5.835	.000
Principal's	.430	.101			.370	.4237 .000
Instructional						
Leadership						
Work Motivation	.285	.085			.267	3.366 .001
Teacher Well-	.207	.082			.228	2.525 .013
Being						

a. Dependent Variable: Profesionalitas Guru

From the multiple regression analysis, the research revealed that instructional leadership (X_1), work motivation (X_2), and teacher well-being (X_3) positively and significantly influence teacher professionalism (Y). The resulting regression equation from the data is $Y = 50,406 + 0,430X_1 + 0,285X_2 + 0,207X_3$. This means that teacher professionalism will be 50,406 if all independent variables are zero. Additionally, a one-unit increase in each independent variable will increase teacher professionalism. The outcomes of the t-test support this conclusion, as the significance (Sig.) $< 0,05$, confirming a significant partial effect.

Table 8. Multiple Regression F-Test Outcomes

Model	ANOVA^a					
	Sum of Squares	df	Mean Square	F	Sig.	
1 Regression	4150.270	3	1383.423	43.607	.000 ^b	
Residual	3553.178	112	31.725			
Total	7703.448	115				

a. Dependent Variable: Teacher Profesionalism

b. Predictors: (Constant), Teacher Well-Being, Work Motivation, Instructional Leadership

According to Table 8, the F-test results indicate that school principals' instructional leadership, work motivation, and teacher well-being, either simultaneously or collectively, significantly influence teacher professionalism. This is confirmed by the F-calculated = 43,607 $>$ F-table = 2,68, and a significance = 0.000 < 0.05 . Therefore, this regression model is effective at predicting teacher professionalism.

The results of the coefficient of determination test, as generated by IBM SPSS Statistics 26, can be found in the Model Summary table.

Table 9. The Coefficient of Determination Test Outcomes

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.656 ^a	.430	.425	6.208

a. Predictors: (Constant), Instructional Leadership

Based on Table 9, $R^2 = 0,430$ indicates that 43,0% of the variation in teacher professionalism is due to instructional leadership. The model accounts for only 43,0% of the total influence, with the remaining 57,0% explained by unmeasured variables.

Table 10. Coefficient of Determination Test Outcomes: Work Motivation on Teacher Professionalism

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.582 ^a	.339	.333	6.685

a. Predictors: (Constant), Work Motivation

Based on Table 10, the $R^2 = 0,339$. This shows that 33.9% of the variation in teacher professionalism can be attributed to or predicted by the work motivation variable. The remaining 66,1% of the variation in teacher professionalism is attributed to variables not included in this study.

Table 11. Coefficient of Determination Test Outcomes: Teacher Well-Being on Teacher Professionalism

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.618 ^a	.382	.377	6.462

a. Predictors: (Constant), Teacher Well-Being

Based on Table 11, the $R^2 = 0,382$. This implies that 38.2% of the changes in teacher professionalism can be attributed to the teacher well-being variable. Other factors not included in this research model account for the remaining 61.8% of the variation.

Table 12. Coefficient of Determination Test Outcomes: Instructional Leadership, Work Motivation, and Teacher Well-Being on Teacher Professionalism

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.734 ^a	.539	.526	5.632

a. Predictors: (Constant), Teacher Well-Being, Work Motivation, Instructional Leadership

Based on Table 12, the $R^2 = 0,539$. The variables of instructional leadership, work motivation, and teacher well-being collectively account for 53.9% of the variation in teacher professionalism. This indicates that these three variables can predict a little over half of the changes observed in a teacher's professionalism. The remaining 46.1% of the variation, however, is likely due to factors this research did not account for.

DISCUSSION

This research was conducted to determine the effect of instructional leadership, work motivation, and teacher well-being on the professionalism of elementary school teachers in Bandar Sub-district, Batang Regency. The following discussion is based on the results of the data analysis conducted.

The Influence of Instructional Leadership on Teacher Professionalism

Based on the linear regression analysis, it was found that instructional leadership (X_1) has a significant positive effect on teacher professionalism (Y). The resulting regression equation is $Y=71.327+0.761X_1$. This equation indicates that without instructional leadership, the average

teacher professionalism is 71,327. Furthermore, every one-unit increase in instructional leadership will increase teacher professionalism by 0,761 units.

Both the F-test results ($F\text{-calculated} = 85,902 > F\text{-table} = 3,924$, $\text{Sig.} = 0,000 < 0,05$) and the t-test results ($t\text{-calculated} = 9,268 > t\text{-table} = 1,981$, $\text{Sig.} = 0,000 < 0,05$) indicate that the regression model is statistically significant. Thus, the first hypothesis, which states that instructional leadership has a positive effect on teachers' professionalism in public elementary schools in Bandar Sub-district, Batang Regency, can be accepted.

The findings of this study align with the views of Yeni, Lian, and Sari (2020), who state that the quality of principals' instructional leadership influences teacher professionalism when principals effectively implement the curriculum, fulfill their role in designing academic standards, and develop educational programs, including the school curriculum, tailored to student needs. Research by Ikram (2023) indicates that principals' instructional leadership plays a highly significant role in enhancing teacher professionalism and achieving positive outcomes, with madrasah heads successfully fostering professional qualities among teachers. The successful implementation of school programs provides evidence of this. The results of the leader's hard work are reflected in significant improvements in the performance of teachers and educational staff. These changes include teachers gaining a deeper understanding of the professional attitudes they need to cultivate, thereby improving the teaching and learning process.

The coefficient of determination (R^2) indicates that 43.0% of the variation in teacher professionalism can be explained by instructional leadership. The research model explains only 57.0% of the outcome, leaving other, unstudied factors unaccounted for. These results show that instructional leadership has a moderately notable influence on teacher professionalism. These results align with research by Russamsi et al (2020), which demonstrates that instructional leadership contributes significantly, specifically 80.5%, to enhancing teacher professionalism. Wardany (2020) further explains that, based on their findings, principals play a substantial role in empowering teachers and are obligated to continuously guide and direct them in performing their duties and functions according to existing standards. Among the actions principals can undertake are implementing academic supervision and developing educators' capabilities.

The Influence of Work Motivation on Teacher Professionalism

Simple linear regression analysis revealed that work motivation (X_2) has a substantial positive impact on teacher professionalism (Y). The resulting regression equation, $Y = 84,881 + 0,622X_2$, shows that the average teacher professionalism is 84,881 when there is no work motivation. Furthermore, every one-unit increase in work motivation will raise teacher professionalism by 0,622 units.

This finding is reinforced by both the F-test ($F\text{-calculated} = 58,397 > F\text{-table} = 3,924$ with a sig. of $0,000 < 0,05$) and the t-test ($t\text{-calculated} = 7,642 > t\text{-table} = 1,981$ with a sig. of $0,000 < 0,05$), which indicate that the regression model is significant. Therefore, the second hypothesis, which states that a positive impact can be observed between work motivation and teacher professionalism in public elementary schools in Bandar Sub-district, Batang Regency, can be accepted.

According to Muhamad, Prihatin, and Yusuf (2017), Work motivation significantly impacts teacher professionalism. High motivation leads to improved performance, self-development, better teaching quality, and a greater sense of responsibility among teachers. Motivated teachers tend to be more productive, continuously develop, and foster a positive learning environment. This finding is further supported by Handayani & Abdullah (2022), who also identified a positive relationship between work motivation and teacher professionalism. Their study produced the regression equation $Y = 25.220 + 0.898X_2$, with work motivation accounting for 55.1% of the outcome.

An analysis of the coefficient of determination indicated that $R^2 = 0,339$, indicating that 33.9% of the variation in teacher professionalism can be explained by work motivation. The

remaining 66,1% is influenced by other factors not included in this research model. These results indicate that work motivation has a moderately significant effect on teacher professionalism. This study indicates that teacher professionalism is significantly influenced by work motivation. Strong work motivation enhances teacher professionalism, while low work motivation leads to its decline. These findings are consistent with research by Kastawi et al. (2021), which showed that work motivation positively contributes to teacher performance and influences job satisfaction, which, in turn, promotes better performance. High teacher professionalism, a prerequisite for optimal performance, is primarily driven by a teacher's work motivation.

The Influence of Teacher Well-Being on Teacher Professionalism

A simple linear regression analysis found that teacher well-being (X_3) positively influences teacher professionalism (Y) in a significant way. The resulting regression equation, $Y = 80.191 + 0.561X_3$, indicates that a one-unit increase in teacher well-being corresponds to a 0.561-unit increase in teacher professionalism. Furthermore, the average teacher professionalism is estimated to be 80.191 when teacher well-being is absent.

The results validate the significance of this model using both the F-test (F -calculated = 70.458 > F -table = 3.924) and the t-test (t -calculated = 8.394 > t -table = 1.981), with both significance (Sig.) values being less than 0.05. The findings support the third hypothesis, which posits that teacher well-being positively affects the professionalism of public elementary school teachers in Bandar Sub-district, Batang Regency.

This study is consistent with the findings of several previous studies. Khaira (2024) revealed that teacher well-being, both objective (income) and subjective (spiritual aspects), contributes positively to teacher professionalism. Teachers with high well-being can perform their roles more effectively, such as developing students' potential, building character, and instilling noble values. Furthermore, Kansu (2018) explains that teacher well-being has a substantial effect on both teacher-student interaction and the learning environment. A teacher's high well-being often leads to positive student relationships, facilitated by humor, open-ended questions, and appreciation, which reflects effective professional practice. Additional support comes from Winesa & Saleh (2020), who state that good teacher well-being enables teachers to have high emotional intelligence, allowing them to manage their emotions and apply problem-solving strategies effectively in challenging situations.

The coefficient of determination test revealed that $R^2 = 0.382$, indicating that 38.2% of the variation in teacher professionalism can be attributed to teacher well-being. The research model explains only 61,8% of the variance, leaving 38,2% to be attributed to unstudied factors. Therefore, it can be inferred that teacher well-being has a moderately profound influence on teacher professionalism. According to Suwarno & Said (2025), teacher well-being significantly contributes to teacher professionalism. If a teacher's well-being is not enhanced, the impact on the education system will be substantial. Teachers who are not well-off tend to lose motivation, which ultimately affects the quality of their teaching and their students' learning outcomes. When teachers feel unappreciated or are burdened by financial and administrative issues, they tend to experience physical and mental fatigue, which can reduce their effectiveness in teaching.

The Influence of School Principals' Instructional Leadership, Work Motivation, and Teacher Well-Being on Teacher Professionalism

The multiple regression analysis revealed that the regression equation obtained is $Y = 50,406 + 0.430X_1 + 0.285X_2 + 0.207X_3$. This equation shows that teacher professionalism (Y) will be 50,406 if instructional leadership (X_1), work motivation (X_2), and teacher well-being (X_3) are all assumed to be zero. Furthermore, when holding all other variables constant, a one-unit increase in X_1 is associated with a 0.430-unit increase in teacher professionalism. Likewise, a one-unit

increase in X_2 corresponds to a 0.285-unit increase, and a one-unit increase in X_3 results in a 0.207-unit increase.

The regression model was statistically significant in predicting teacher professionalism. This is evident from the F -calculated = 43,607 > F -table = 2,686, and a significance (Sig.) = 0,000 < 0,05. This finding confirms that school principals' instructional leadership, work motivation, and teacher well-being collectively have a substantial impact on teacher professionalism, and that the model can explain a substantial portion of the variation in the teacher professionalism variable.

According to the partial t-test, each independent variable has a significant and positive effect on teacher professionalism. School principal's instructional leadership (X_1) was proven to be significantly influential (t -calculated = 4,237 > t -table = 1,981; (Sig.) 0,000 < 0,05), as was work motivation (X_2) (t -calculated = 3,366 > t -table = 1,981; (Sig.) 0,001 < 0,05), and teacher well-being (X_3) (t -calculated = 2,525 > t -table = 1,981; (Sig.) 0,013 < 0,05). This consistency reinforces the conclusion that each independent variable contributes significantly. Thus, the fourth hypothesis, which posits a positive and significant simultaneous effect of the three variables on the professionalism of public elementary school teachers in Bandar Sub-district, Batang Regency, is accepted.

The coefficient of determination (R^2) indicates that 53,9% of the variance in teacher professionalism can be explained by the independent variables: instructional leadership, work motivation, and teacher well-being. The research model does not account for the remaining 46,1%, which is influenced by other factors. However, the three independent variables still have a significant impact on teacher professionalism.

CONCLUSION

From the analysis and discussion, it can be concluded that the equation derived from the simple linear regression analysis is $Y = 71,327 + 0,761X_1$. The F -calculated value was 85,902 > F -table (0,05;1;114) = 3,924, with a significance (Sig.) = 0,000 < 0,05, meaning that instructional leadership profoundly influences teacher professionalism, with a contribution of 43,0%. The t -test for instructional leadership yielded a t -calculated value of 9,268 > t -table (0,05; 114) = 1,981, with (Sig.) = 0,000 < 0,05. The first hypothesis, which states that instructional leadership has a significant positive effect on teacher professionalism, is confirmed and therefore accepted.

For the work motivation variable, factor analysis showed that both internal and external work motivation dimensions had identical communality values of 0,672. With a Pearson correlation coefficient (r) of 0.583, a moderately strong association with teacher professionalism is evident. The equation derived from the simple linear regression analysis is $Y = 84,881 + 0,622X_2$. The F -calculated = 58,397 > F -table (0,05;1;114) = 3,924, with a (Sig.) = 0,000 < 0,05. Essentially, this shows that work motivation significantly affects teacher professionalism, accounting for 33,9%. The t -test for work motivation yielded a t -calculated = 7,642 > t -table (0,05;114) = 1,981, and a (Sig.) = 0,000 < 0,05, indicating that there is a strong positive correlation between work motivation and teacher professionalism. Therefore, the second hypothesis is accepted.

The factor analysis for the teacher well-being variable showed that the social well-being dimension had the highest communality value at 0,698. With a Pearson correlation coefficient of 0,618, a strong positive association with teacher professionalism is evident. The simple linear regression yielded the following equation: $Y = 80,191 + 0,561X_3$. The F -calculated = 70,458 > F -table (0,05;1;114) = 3,924, with a (Sig.) = 0,000 < 0,05, confirming that teacher well-being significantly affects teacher professionalism, with a contribution of 38,2%. The t -test for teacher well-being yielded a t -calculated = 8,394 > t -table (0,05;114) = 1,981, with a (Sig.) = 0,000 < 0,05. Thus, teacher well-being has a significant positive effect on teacher professionalism, and the third hypothesis is accepted.

Multiple regression analysis yielded the equation $Y = 50,406 + 0,430X_1 + 0,285X_2 + 0,207X_3$. The F -calculated = 43,607 > F -table (0,05;3;112) = 2,686, with a (Sig.) = 0,000 < 0,05.

This indicates that school principals' instructional leadership, work motivation, and teacher well-being collectively profoundly influence teacher professionalism, accounting for 53,9%. The t-test results showed that all three independent variables contribute positively and significantly to teacher professionalism: Instructional leadership ($t\text{-calculated} = 4,237 > t\text{-table} = 1,981$; $\text{Sig. } 0,000 < 0,05$), work motivation ($t\text{-calculated} = 3,366 > t\text{-table} = 1,981$; $\text{Sig. } 0,001 < 0,05$), and teacher well-being ($t\text{-calculated} = 2,525 > t\text{-table} = 1,981$; $\text{Sig. } = 0,013 < 0,05$). The consistency of all significance values being below the 0,05 threshold reinforces that each variable contributes significantly and positively to teacher professionalism. Therefore, the fourth hypothesis is accepted.

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