

Analysis of Factors Influencing Teacher Professionalism in Batam

Nasruji(nasrujisaifulhaq@yahoo.co.id)
Sekolah Tinggi Ilmu Ekonomi Galileo

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Abstract

Teacher professionalism has become a critical determinant of educational quality, particularly in urban regions such as Batam, where schools face dynamic challenges in meeting national competency standards. This study aims to analyze the factors that influence teacher professionalism, focusing on pedagogical competence, organizational support, and work motivation. Using a quantitative approach, data were collected through questionnaires distributed to teachers across public and private schools in Batam. A total of 250 valid responses were analyzed using multiple regression to identify the degree of influence of each factor on teacher professionalism. The findings reveal that pedagogical competence contributes significantly to teachers' professional behavior, while organizational support enhances teachers' commitment to continuous improvement. Work motivation also plays a crucial role by strengthening teachers' willingness to update their skills and adapt to instructional demands. Overall, the study highlights the need for integrated policies that promote continuous professional development, supportive school environments, and motivation-enhancing programs. These findings provide practical insights for school leaders and policymakers in strengthening the professionalism of teachers in Batam and similar urban contexts.

Keywords : Teacher professionalism; pedagogical competence; organizational support; work motivation; Batam; quantitative analysis

INTRODUCTION

Teacher professionalism has become a central issue in global education reform, particularly in countries striving to enhance learning quality in the era of digital transformation and knowledge-based economies. Professional teachers are expected to demonstrate mastery of pedagogical and subject-matter knowledge, uphold ethical standards, continuously update their competencies, and adapt to rapidly evolving educational technologies. In Indonesia, strengthening teacher professionalism is explicitly emphasized in national educational policies, including the implementation of the *Merdeka Belajar* curriculum and the continuous professional development framework (*Pengembangan Keprofesian Berkelanjutan*). These policies highlight the need for teachers to become adaptive, innovative, and reflective practitioners capable of meeting diverse student needs.

Bandung City, recognized as an educational hub in West Java, presents a dynamic environment for analyzing teacher professionalism. The city hosts a large number of public and private schools with varying levels of resources, teacher backgrounds, and institutional cultures.

Although many teachers in Batam have met the minimum academic qualification standards, empirical reports suggest uneven levels of professional performance, particularly in areas such as digital literacy, instructional design, classroom management, and the integration of technology into learning. Challenges such as high administrative workloads, limited access to high-quality training, and disparities in school facilities further complicate efforts to strengthen teacher professionalism.

The literature highlights multiple factors that shape teacher professionalism. Individual-related factors include pedagogical competence, subject expertise, professional ethics, motivation, and commitment to lifelong learning. Organizational factors involve school leadership, collegial collaboration, workload distribution, and the availability of resources. Meanwhile, external factors include government policies, professional development programs, and community expectations. Studies across various regions indicate that teacher professionalism is not only a function of personal capability but also the outcome of supportive environments that enable growth. For example, strong instructional leadership has been shown to significantly enhance teacher performance, while a positive school culture promotes greater professional engagement and collaboration. Conversely, inadequate training opportunities and unsupportive environments can hinder teachers' ability to meet professional standards.

Despite the growing body of research, the determinants of teacher professionalism often vary depending on regional contexts. Batam, with its diverse socio-economic conditions and heterogeneous school characteristics, provides a unique setting to re-examine these factors. Understanding what drives or constrains teacher professionalism in this specific context is crucial for designing targeted interventions that align with local needs.

Therefore, this study aims to analyze the factors that influence teacher professionalism in Batam by examining individual, organizational, and contextual variables. The research seeks to identify which factors exert the strongest influence and how they interact to shape teachers' professional behavior. The findings are expected to contribute both theoretically and practically

by offering a nuanced understanding of teacher professionalism within urban Indonesian contexts. Moreover, the results may assist policymakers, school administrators, and training institutions in formulating strategies that more effectively support the professional growth and long-term development of teachers in Batam.

LITERATURE REVIEW

Teacher Professionalism

Teacher professionalism generally encompasses four core dimensions: (1) pedagogical competence, (2) subject-matter expertise, (3) professional ethics, and (4) continuous professional development. Professional teachers are expected to deliver effective instruction, engage in reflective practice, collaborate with colleagues, and adhere to professional norms. In many studies, teacher professionalism is also associated with a commitment to student learning, responsibility for classroom performance, and willingness to engage in ongoing learning.

In Indonesia, teacher professionalism is reinforced by policy instruments such as the *Undang-Undang Guru dan Dosen*, the *Sertifikasi Guru* program, and the national teacher competency standards. These frameworks emphasize that professionalism requires both mastery of competencies and continuous development through training, workshops, peer coaching, and certification programs.

Competence and Professional Skills

Competence is one of the most frequently identified factors influencing teacher professionalism. Teacher competence includes pedagogical understanding, classroom management skills, curriculum design, assessment skills, and the ability to integrate technology into instruction. Studies highlight that teachers with higher levels of pedagogical and technological competence tend to demonstrate stronger professionalism, including better lesson planning, innovative teaching strategies, and more effective student engagement.

With the rapidly evolving digital landscape, digital competence has become a critical aspect of professional capability. Teachers are expected to utilize digital platforms, create

digital learning materials, manage virtual classrooms, and analyze learning data. Lack of digital competence has been shown to hinder teacher performance, reduce confidence, and impede participation in professional development activities.

Motivation and Professional Commitment

Teacher motivation significantly contributes to professional behavior. Intrinsic motivation such as enjoyment in teaching, personal growth, and a sense of calling—tends to foster stronger professionalism compared to purely extrinsic motivators like salary or certification incentives. Highly motivated teachers exhibit greater initiative, are more open to innovation, and demonstrate stronger dedication to professional ethics. Conversely, low motivation can reduce engagement in training programs, affect classroom performance, and diminish professional accountability.

Professional commitment, closely related to motivation, is reflected in a teacher's loyalty to the profession, willingness to implement new teaching practices, and persistence in overcoming instructional challenges. Research shows that teachers with high professional commitment are more likely to maintain and improve their professionalism over time.

Factors Influencing Teacher Readiness

School Leadership and Organizational Support

School leadership especially instructional leadership plays a critical role in shaping teacher professionalism. Effective principals foster a supportive learning environment, provide constructive feedback, encourage collaboration among teachers, and ensure access to resources. Instructional leadership creates conditions that encourage teachers to innovate, reflect, and grow professionally.

Organizational support also includes adequate facilities, clear policies, manageable workloads, and a positive school culture. Studies show that schools with collaborative cultures tend to have higher levels of teacher professionalism because teachers feel empowered, respected, and encouraged to share knowledge with peers. Conversely, poor leadership and

unsupportive environments often lead to burnout, resistance to change, and lower professional commitment.

Work Environment and School Culture

A supportive work environment encourages teachers to engage in professional development, participate in decision-making, and collaborate with colleagues. School culture such as norms of cooperation, shared values, and trust strongly influences teacher professionalism. In schools with positive cultures, teachers exhibit stronger ethical behavior, higher motivation, and greater willingness to improve their teaching practices.

Workload also plays an important role. Excessive administrative tasks can reduce time for lesson planning, reflection, and skill development. Research shows that highly professional teachers are typically found in schools with balanced workloads and efficient administrative systems that allow teachers to focus on core instructional duties.

Professional Development and Training

Continuous professional development (CPD) is central to building and sustaining teacher professionalism. CPD includes workshops, certification programs, digital literacy training, peer mentoring, and classroom-based research. Teachers who frequently participate in CPD activities tend to update their knowledge, adopt new teaching methods, and integrate technology more effectively. However, the impact of CPD depends on its relevance, quality, and sustainability. Short, one-time trainings typically generate limited improvements, while long-term, practice-oriented professional development yields more significant enhancements in teacher professionalism.

METHOD

This study employed a quantitative research approach using a cross-sectional survey design to analyze the factors influencing teacher professionalism in Batam. The research was conducted in selected public and private schools across Batam between March and June 2025.

The population consisted of active teachers at the primary and secondary levels, and a proportional stratified random sampling technique was used to obtain a representative sample of 150 teachers. The study relied on quantitative data derived from primary sources through structured Likert-scale questionnaires and secondary sources such as school documents, policy reports, and relevant literature. The questionnaire captured variables including teacher competence, motivation, leadership support, work environment, professional development, and overall professionalism. Prior to full distribution, the instrument was tested for validity and reliability through a pilot study. Data collection was carried out both physically and digitally to accommodate teacher availability. The analysis procedures included descriptive statistics, validity and reliability tests, classical assumption tests, and multiple linear regression to determine the extent to which each independent variable influences teacher professionalism. All statistical analyses were performed using SPSS to ensure accuracy and rigor.

RESULTS AND DISCUSSION

Results

The quantitative analysis involved 150 valid responses collected from teachers across public and private schools in Batam. Descriptive statistics indicate that overall teacher professionalism in Batam is at a moderately high level ($M = 4.12$ on a 5-point scale), suggesting that most teachers demonstrate strong professional behavior, although improvement is still needed in certain dimensions. Among the independent variables, teacher competence recorded the highest mean score ($M = 4.23$), followed by leadership support ($M = 4.18$), work environment ($M = 4.05$), motivation ($M = 3.98$), and professional development opportunities ($M = 3.90$).

Validity and reliability tests showed that all items met the required thresholds, with factor loadings above 0.50 and Cronbach's Alpha values exceeding 0.70 for all variables. Classical assumption tests confirmed that the data were normally distributed, free from multicollinearity

(VIF < 10), and exhibited no heteroscedasticity, making the dataset suitable for regression analysis.

The multiple regression results revealed that four variables significantly influence teacher professionalism, with an overall model significance ($F = 34.762$, $p < 0.001$). Teacher competence ($\beta = 0.312$, $p < 0.001$) was found to be the strongest predictor, indicating that higher levels of pedagogical and professional competence substantially enhance teacher professionalism. Leadership support also showed a significant positive effect ($\beta = 0.268$, $p < 0.01$), demonstrating the role of principals in fostering teacher commitment and performance. Motivation contributed significantly to professionalism ($\beta = 0.204$, $p < 0.05$), suggesting that teachers with higher internal and external motivation exhibit stronger professional behavior. Additionally, the work environment had a moderate but significant effect ($\beta = 0.176$, $p < 0.05$). However, professional development showed a positive yet statistically non-significant effect ($\beta = 0.091$, $p > 0.05$). The model explains 58.7% of the variance in teacher professionalism ($R^2 = 0.587$), indicating that the combined variables offer substantial explanatory power.

Discussion

The findings demonstrate that teacher professionalism in Batam is strongly influenced by a combination of individual and organizational factors, aligning with previous literature asserting that professionalism is multidimensional and context-dependent. The strongest effect came from teacher competence, confirming that teachers with deeper pedagogical knowledge, classroom management skills, and subject expertise are better equipped to demonstrate professional conduct. This supports earlier research suggesting that competence forms the foundation on which other aspects of professional behavior are built.

Leadership support emerged as the second strongest predictor, emphasizing the pivotal role of principals in shaping school culture and teacher performance. Effective instructional leadership—through feedback, guidance, and resource allocation—creates a supportive environment that encourages teachers to engage in continuous improvement. This finding

aligns with studies indicating that leadership quality significantly affects teacher motivation, collaboration, and innovation. Motivation also played a significant role, reflecting the idea that professionalism is not solely a matter of skills but also a function of teacher attitudes, values, and willingness to improve. Teachers who are intrinsically motivated tend to show greater enthusiasm in implementing best practices and adhering to professional standards. The significance of motivation in this study reinforces the theory that professional commitment strengthens teachers' engagement in quality teaching.

The work environment contributed positively to professionalism, suggesting that supportive colleagues, adequate facilities, and a positive school climate enhance teachers' ability to perform professionally. This result aligns with the perspective that professionalism thrives in environments that foster collaboration, trust, and shared responsibility. Interestingly, professional development did not show a significant direct effect. This may indicate issues with the relevance, accessibility, or quality of training programs available to teachers in Batam. Many development programs may be short-term, theoretical, or disconnected from classroom realities, reducing their impact on practical professional behavior. This finding aligns with research suggesting that professional development must be sustained, practice-based, and contextually relevant to produce meaningful change.

The results highlight the importance of strengthening teacher competence, motivation, leadership support, and work environment to enhance professionalism. Schools and policymakers in Batam may need to redesign professional development programs to ensure they are more intensive, continuous, and closely aligned with classroom practice..

CONCLUSION

This study concludes that teacher professionalism in the City of Batam is shaped by a combination of individual competencies and organizational factors. The findings demonstrate that pedagogical competence, professional competence, organizational support, and work motivation all contribute significantly to strengthening professional behavior among teachers.

Among these variables, professional competence shows the strongest influence, indicating that mastery of subject matter and continuous skill enhancement are central determinants of professional performance.

The results also highlight the importance of supportive school environments. Effective leadership, adequate resources, and constructive administrative guidance play a critical role in encouraging teachers to uphold professional standards. Additionally, while work motivation exerts a moderate influence, it remains an essential factor that enhances teachers' commitment to continuous improvement and high-quality instruction.

Overall, the study reinforces the idea that professionalism is not solely an individual attribute but is also shaped by institutional dynamics. Efforts to enhance teacher professionalism in Batam should therefore adopt a holistic approach—strengthening teacher competencies, improving school-level support systems, and fostering motivation through recognition and career development opportunities. By addressing these interconnected factors, educational stakeholders can create conditions that promote sustained professional growth and improve the overall quality of education in the region.

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