



Relationship Between Teacher Professionalism and Performance in Elementary Schools

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Abstract

This study investigates the relationship between certified teacher professionalism and teacher performance in elementary schools. A quantitative approach with a correlational design was employed. The sample consisted of 52 certified teachers selected through total sampling. Data were collected using a Likert-scale questionnaire that had been tested for validity and reliability. Pearson Product Moment correlation analysis was conducted with the aid of Microsoft Excel. The findings reveal a positive and significant relationship between certified teacher professionalism and teacher performance ($r = 0.755 > r_{table} = 0.273$; $p < 0.05$), categorized as a strong correlation. Teacher professionalism contributed 57% to teacher performance. These results highlight the crucial role of enhancing teacher professionalism in improving performance within elementary education.

INTRODUCTION

Education plays a strategic role in improving the quality of human resources and the nation's progress. In the context of globalization, teachers are a key factor in determining the success of the learning process in schools. Therefore, teachers are required to possess a high level of professionalism, which encompasses pedagogical, professional, social, and personal competencies. According to [Indriani et al., \(2023\)](#); [Muzzaki, \(2022\)](#); [Tatto, \(2021\)](#); [Wahyuni & Andayani, \(2025\)](#), teacher professionalism is reflected in the ability to perform duties effectively and a commitment to fulfilling educational responsibilities.

To enhance teacher professionalism, the government has established a certification policy as a form of recognition of teachers' competencies and qualifications. In theory, certified teachers are expected to perform better in planning, implementing, and evaluating instruction. Previous research indicates that teacher professionalism has a positive relationship with performance ([Adnan et al., 2024](#); [Albshkar et al., 2025](#); [Grace et al., 2023](#)). However, some studies have also found that certification has not yet fully resulted in a significant improvement in teacher performance ([Antile et al., 2023](#); [Hafidz et al., 2016](#)).

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This situation reveals a gap between normative expectations and the reality on the ground. This phenomenon is also evident in Punggur Subdistrict, Central Lampung Regency, where the professionalism and performance of certified teachers still vary. This suggests that certification does not yet fully guarantee a uniform improvement in teacher performance.

Given these conditions, this study is urgently needed to provide an empirical picture of the relationship between the professionalism of certified teachers and their performance. This study is expected to strengthen research in educational administration, particularly in the field of educational human resource management, as well as contribute to the development of policies aimed at enhancing teacher professionalism. Based on the above discussion, this study aims to analyze the relationship between the professionalism of certified teachers and teacher performance (Basri, 2019; Dacholfany et al., 2022; Dacholfany & Wahyu Febriana, 2025).

Furthermore, this study is important because it can provide a more evidence-based foundation for decision-making by education policymakers, particularly in evaluating the effectiveness of teacher certification programs (Istifadah et al., 2021; Neviana, 2018; Noor et al., 2024; Ramli et al., 2024). From an educational administration perspective, the results of this study not only serve to empirically test the relationships between variables but also provide material for reflection in formulating more comprehensive and sustainable strategies for improving teacher quality. Thus, the findings of this study are expected to provide relevant recommendations for local governments, school principals, and other stakeholders in optimizing the role of certification as an instrument for improving teacher performance, thereby directly impacting the improvement of learning quality and the overall quality of education.

METHODS

This study employs a quantitative approach using a correlational research design. The quantitative approach was used to examine the relationship between the variable of certified teachers' professionalism (X) and teacher performance (Y) through an objective analysis of numerical data. A correlational design was chosen because this study aims to determine the strength and direction of the relationship between the two variables without manipulating the research subjects (Akbar et al., 2023; Hariwibowo, 2025).

The research was conducted at an elementary school in Indonesia. The location was selected using purposive area sampling, taking into account variations in school conditions and teacher characteristics. The research was conducted during the 2025/2026 academic year. The research subjects were all 52 certified teachers. The sampling technique used was total sampling, in which all members of the population were included as research respondents. This technique was used because the population size was relatively small, making it possible to study the entire group (Akem et al., 2025; Alatise & Akinfolarin, 2025; Engkizar et al., 2025; Engkizar et al., 2026; Lestari et al., 2021; Mutiaramses et al., 2025; Yusnita et al., 2018).

The research instrument consisted of a Likert-scale questionnaire used to measure the variables of certified teachers' professionalism and teacher performance. The Likert scale used comprised five frequency-based categories, namely: i) never, ii) rarely, iii) sometimes, iv) often, and v) always. The research instrument was tested for validity using Pearson's Product-Moment correlation and for reliability using Cronbach's Alpha coefficient. Data analysis employed Pearson's Product-Moment correlation to determine the

relationship between variable X and variable Y. The correlation coefficient (r) was used to determine the direction and strength of the relationship. Data analysis was conducted using Microsoft Excel.

RESULT AND DISCUSSION

This study was conducted at five public elementary schools in Punggur Subdistrict, Central Lampung Regency, with a total of 52 certified teachers as respondents. The data obtained were then analyzed using descriptive and inferential methods to determine the relationship between the professionalism of certified teachers and their performance. The results of the descriptive analysis of the research variables are presented in table 1 below.

Table 1. Descriptive Statistics of Research Variables

Variable	N	Mean	Standard Deviation
Teacher Professionalism Certified (X)	52	57.15	4.99
Teacher Performance (Y)	52	53.29	5.19

Based on table 1, the average professionalism score for certified teachers was 57.15, and the average performance score was 53.29. This indicates that both variables fall into the “fairly good” category.

Research Instrument Validation

The results of the instrument’s validity and reliability tests are presented in table 2 below:

Table 2. Results of Validity and Reliability Tests

Variable	Range of r Calculated	Table r	Notes	Cronbach's Alpha	Notes
Professionalism Teachers (X)	0.32 – 0.77	0.273	Valid	0.835	Highly reliable
Teacher Performance (Y)	0.54 – 0.86	0.273	Valid	0.873	Highly reliable

Based on table 2, all items in the variables of certified teachers’ professionalism and teacher performance were deemed valid because the calculated r-values were greater than the critical r-values (0.273). Furthermore, the Cronbach’s alpha values for both variables were above 0.70, indicating that the research instrument is highly reliable.

Prerequisite Tests for Analysis

The results of the normality test indicate that the data are normally distributed, as evidenced by the calculated D value for variable X of 0.183 and for variable Y of 0.129, both of which are smaller than the table D value of 0.189.

Furthermore, the linearity test showed that the relationship between the professionalism of certified teachers and teacher performance is linear, with a significance value of 0.000 (Sig < 0.05). Thus, the data met the requirements for Pearson correlation analysis.

Hypothesis Testing

The results of the correlation and significance tests are presented in table 3 below:

Table 3. Correlation and Significance Test Results

Variable	r Counted	r Table	t Counted	t Table	Sig	Remark
Teacher Professionalism (X) with Teacher	0.755	0.273	8.08	2.01	0.000	Significant

Performance (Y)

Based on table 3, the calculated correlation coefficient (r) was 0.755, which is greater than the critical value (0.273), indicating a strong positive relationship between the professionalism of certified teachers and teacher performance. These findings are consistent with the study by [Adnan et al., \(2024\)](#), which states that teacher professionalism significantly contributes to teacher performance. Furthermore, these findings are supported by [Grace et al., \(2023\)](#), who demonstrated that improvements in teachers' professional competencies have a direct impact on the effectiveness of learning. Theoretically, teacher professionalism encompassing pedagogical, professional, social, and personal competencies serves as a primary determinant in enhancing the quality of teacher performance ([Mulyasa, 2016](#)).

The t-test results indicate that the calculated t-value of 8.08 is greater than the critical t-value of 2.01, indicating that the relationship is statistically significant. Thus, the research hypothesis stating that there is a relationship between the professionalism of certified teachers and teacher performance is accepted.

Coefficient of Determination

The calculated coefficient of determination was 0.57, or 57%. This indicates that the professionalism of certified teachers contributes 57% to teacher performance, while the remaining 43% is influenced by other factors outside the scope of this study. Based on the overall results of the analysis and discussion, it can be affirmed that the professionalism of certified teachers has a positive and significant relationship with the performance of public elementary school teachers in Punggur Subdistrict, Central Lampung Regency. This finding indicates that an increase in teacher professionalism reflected through pedagogical, professional, social, and personal competencies contributes significantly to improving the quality of instructional delivery. However, teacher performance is not influenced solely by professionalism but is also affected by other factors outside the scope of this study. Therefore, efforts to improve teacher performance must be comprehensive, involving the strengthening of professionalism alongside support from other contributing factors.

CONCLUSION

Based on the research findings and discussion, it can be concluded that there is a positive and significant relationship between the professionalism of certified teachers and their performance. The analysis results show a correlation coefficient of 0.755, which falls into the "strong" category and is statistically significant. Furthermore, the professionalism of certified teachers contributes 57% to their performance, while the remainder is influenced by other factors outside the scope of this study. These findings confirm that enhancing teacher professionalism plays a crucial role in improving teacher performance in the implementation of instruction. Based on the research findings, it is recommended that teachers continue to enhance their professionalism in the planning, implementation, and evaluation of instruction. School principals need to strengthen ongoing academic guidance and supervision and facilitate professional development activities for teachers. The Department of Education is expected to optimize teacher competency enhancement programs, particularly for certified teachers, to have a tangible impact on improving the quality of education. Additionally, future researchers are advised to examine other variables such as work motivation, school

principal leadership, and the work environment to obtain a more comprehensive understanding of the factors influencing teacher performance.

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