

## The Effect of Work Motivation and School Climate on the Professionalism of Mathematics Teachers in SMAN Kota Pekanbaru

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### ABSTRACT

Teacher professionalism is one of the variables that determines the success of education in the future. Based on the observation results, it is known that teacher professionalism is still low. This study seeks the effect of work motivation and school climate on teacher professionalism. This research was conducted in Pekanbaru Riau in 2024. The research sample was 130 Mathematics teachers. The sampling technique used simple random sampling with data collection techniques using questionnaires. The data analysis techniques used were simple linear regression and multiple linear regression. The research results reveal that 1) there is an effect of work motivation on the professionalism of mathematics teachers at SMAN Pekanbaru, 2) there is an effect of school climate on the professionalism of mathematics teachers at SMAN Pekanbaru, and 3) there is an effect of work motivation and work climate on the professionalism of mathematics teachers at SMAN Pekanbaru. Based on the research results, the regression equation  $Y = 7.954 + 0.157$  obtained the meaning that each unit increasing in work motivation and school climate scores together can increase teacher professionalism scores by 0.157 and 0.661 respectively at a constant of 7.954. Therefore, it can be said that the higher the work motivation and the better the school climate as well as the greater the professionalism of Mathematic teachers at Pekanbaru State High School.

**Keywords:** *work motivation, school climate, teacher professionalism*

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### INTRODUCTION

Teachers are one of the human elements in the education process. In the education process at school, teachers hold dual duties, namely as teachers and educators. As teachers, teachers are tasked with providing a number of learning materials into the brains of students, while as educators, teachers are tasked with guiding and fostering students to become capable, active, creative, and independent morals. The main task of a teacher is not only to carry out education and teaching in the classroom but teachers must also be able to provide guidance and direction to students and be able to foster community relations, this is because teachers are the most responsible and influential factors in determining the quality of education, without the presence of reliable teachers, the education process will not be carried out properly. According to (Zainal, 2002), teachers are the determining factor for the success of education in schools, because teachers are central and the source of teaching and learning activities. Furthermore, it is stated that teachers are components that influence the improvement of the quality of education in schools. This shows that the professionalism of a teacher greatly determines the quality of education.

In an effort to create professional teachers, the government has made rules on the requirements to become a professional teacher. Article 8 of Law No. 14 of 2005 concerning teachers and lecturer states that teachers must have academic qualifications, competence, teacher certificates, be physically and mentally healthy, and have the ability to realize national education goals. However, in reality, there are still few teachers who meet these requirements. Law No. 14 of 2005 Chapter IV Article 20a concerning teachers and lecturers states that the standard of teacher work performance in carrying out their professional duties, teachers are obliged to plan learning, carry out quality learning processes and assess and evaluate learning

outcomes. The main tasks of teachers which are realized in teaching and learning activities are a form of teacher professionalism.

Professionalism is the appearance of work behavior characterized by flexibility of movement, rhythm and sequence of work in accordance with the procedure, so that results are obtained that meet the requirements of quality, speed and quantity. In line with that, Smith in (Sedarmayanti, 2001) said that professionalism is "output derived processes, human or other wise". So professionalism is the result or output of a process. Teacher professionalism is something complex and involves various factors. In line with that, (Mathias & Jackson, 2010) said that many factors influence the professionalism of a teacher, namely the standard qualification of teachers and the relevance between the teacher's field of expertise and teaching tasks, ability and motivation, teacher education level, work experience, mastery of social, pedagogical and skill competencies.

In addition to improving teacher competence, efforts to improve teacher professionalism can also be done by improving teachers' work motivation. Teachers teach because there is something that motivates them to work. This work motivation causes a teacher to be enthusiastic in carrying out their duties as an educator because their needs have been met. Fulfillment of these needs is related to job satisfaction, where the teacher's expectations are met by the reality provided by the organization. Based on interviews with several teachers at MGMP, information was obtained that teachers tend to use old teaching materials and do not make innovations for learning renewal. Another factor that influences teacher professionalism is school climate. Davis and Jhon (2000) stated that specific elements that form a pleasant climate are: (1) Quality of leadership, (2) level of trust, (3) upward and downward communication, (4) feeling of doing useful work, (5) responsibility, (6) fair rewards, (7) reasonable work pressure, (8) opportunity, (9) reasonable control of structure and bureaucracy, (10) employee involvement, participation.

According to (Mardiyoko et al., 2013), suboptimal professionalism includes; (1) likes to be absent from work, (2) leaving teaching hours before the time is up, (3) being lazy to work, (4) many teacher complaints, (5) low work performance, (6) low quality of teaching, (7) indiscipline, and other negative symptoms. This condition is certainly not conducive to school progress, even though professionalism is an important target in human resource management, because it directly or indirectly affects work productivity. Based on the explanation above from the results of interviews with the principal, the condition of professionalism of teachers, especially mathematics at SMAN Pekanbaru City, is faced with various problems. Based on the results of observations obtained by the author, the phenomenon that occurs in teachers of SMAN Pekanbaru City is that there is a tendency for teacher professionalism to weaken which can be seen from the data from school supervision results in 2023-2024. The report data shows that the professionalism of teachers at the SMAN Kota Pekanbaru level is: (1) teachers have not implemented varied learning strategies, (2) teachers have not implemented effective learning activity structures, (3) teachers have not improved their teaching professionalism through Classroom Action Research (CAR), and (4) teachers have not conducted context analysis in syllabus development. Based on the results of interviews with several mathematics teachers, they feel that the school's work climate is less friendly. There are groups that cause a lack of familiarity between all teachers at the school.

This study aims to determine the effect of teacher work motivation and school climate on the professionalism of mathematics teachers in Pekanbaru City. Based on research conducted by (Liliestighfaroh Rohmalia, 2023; Maria Ulfa, 2008; Maulana Faliquli, 2013; Siti Rohimah, 2013) each found the influence of work motivation on teacher professionalism and organizational climate on teacher professionalism.

## **LITERATURE REVIEW**

### **Teacher Professionalism**

Professional teachers are people who have special abilities and expertise in the field of teaching, so that they are able to carry out their duties and functions as teachers with maximum ability (Sulfemi, 2019). This difficult task of a teacher can basically only be carried out by teachers who have good professional

competence. Teachers play a central role in the teaching and learning process, for that the quality of education in a school is largely determined by the ability of a teacher in carrying out their duties. Isjoni (2018) Teacher professionalism is a term for the competence or quality of teachers in their profession and the degree of knowledge and expertise they have to be able to carry out their duties (Sutiono, 2021). Thus, the term teacher professionalism better describes a "state" of the degree of professionalism of each teacher to rise to achieve the attitudes, knowledge, and expertise needed to carry out their duties in learning the field of study. In this case, teachers are expected to have adequate teaching professionalism so that they are able to carry out their duties effectively. Teacher professionalism is the condition, direction, values, goals, and quality of expertise and authority in the field of education and learning related to a person's work as a livelihood (Fauzi, 2020).

Several factors that influence teacher professionalism include teacher competence, organizational climate, and work motivation. Factors that influence teacher professionalism are organizational climate, namely the overall "feeling" that includes physical things, how members interact and how members of the organization control themselves in dealing with customers or parties outside the organization (Maesaroh et al., 2024). The types of organizational climate vary such as controlled climate, loose climate, closed climate, open climate, where all of these climate types greatly influence teacher professionalism. In addition to competence and organizational climate, work motivation is also a factor that influences teacher professionalism. According to LL. Thurstone: attitude is a level of positive or negative tendency related to psychological objects in the form of average symbols, slogans, people, institutions, ideas and so on (Fasila, 2014). In (Janulukita, 2017) according to D. Krech and Crutch field: motivation is a permanent organization of the profession of motivation, emotions, perceptions, or observations of an aspect of an individual's life. Motivation is something that leads to the goals faced in the form of actions, speech, deeds, or emotions of a person (Siregar, 2020).

Teacher professionalism is a form of teacher behavior that is oriented towards work and work results that contribute to the achievement of educational goals at school level, with indicators: mastering materials, managing the teaching and learning process, managing classes, using media and learning resources, mastering educational foundations, planning teaching programs, leading classes, managing teaching and learning interactions, using various methods in learning, understanding and organizing school administration, and understanding and being able to interpret research results to improve the quality of learning.

### Work motivation

According to Hasibuan (2010) motivation is the provision of driving force that creates a person's passion for work so that they are willing to work together, effectively and integrate with all their efforts to achieve satisfaction. According to Dessler (2005) motivation is one of the simplest but also the most complicated jobs. Motivation is simple because people are basically motivated or driven to behave in a certain way that is felt to lead to obtaining rewards. Mc Clelland in (Vanjery, 2016) said that work motivation is divided into three factors or dimensions, namely: 1) Motives, 2) Expectations and 3) Incentives.

### School Climate

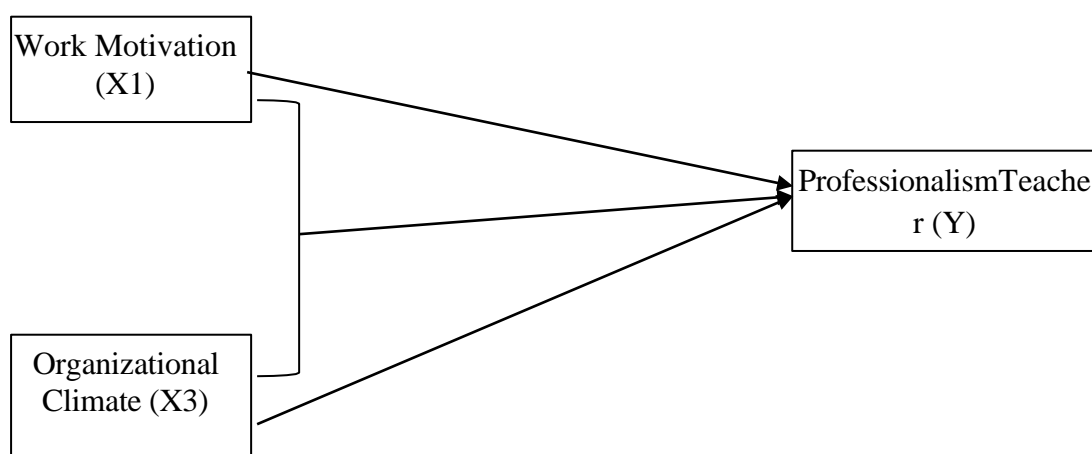
Stinger in (Rochma & Prameswari, 2023) defines organizational climate as a collection and pattern of the environment that determines the emergence of motivation and focuses on perceptions that are reasonable or can be assessed, so that they have a direct influence on the professionalism of organizational members. Davis and Jhon (2000) stated that the specific elements that form a pleasant climate are: (1) Quality of leadership, (2) level of trust, (3) communication up and down, (4) feeling of doing useful work, (5) responsibility, (6) fair rewards, (7) reasonable work pressure, (8) opportunity, (9) control of structure, and reasonable bureaucracy, (10) employee involvement, participation.

Measurement of the school organizational climate will be carried out through several indicators according to Triyanah and Edi (2016) which include: (1) support, namely appreciating achievement, empathizing and providing continuous encouragement, (2) friendship, namely sharing opinions and respecting

each other, (3) familiarity, namely solidarity, mutual respect and tolerance, (4) cooperative, namely helping each other, togetherness and working together.

## METHOD

This study uses a survey method with a technique (Analysis factor) namely a regression study that aims to test the hypothesis. This is done by measuring a number of variables and calculating the correlation coefficient between these variables, in order to determine which variables have an effect. In this study there are three research variables, namely two independent variables (independent variables) consisting of: work motivation (X1), and school climate (X2) and one independent variable, namely the professionalism of mathematics teachers (Y). the relationship between the independent variables and the dependent variables is depicted in the form of the following constellation image:



**Figure 1. Constellation of Influence Between Variables**

This research was conducted in Pekanbaru City, Riau Province in 2024. The population in this study was 192 mathematics teachers. The sample in this study was 130 teachers, with a sampling technique using simple random sampling. The data collection technique used in this study was a questionnaire. The data analysis technique used was simple linear regression and multiple linear regression.

## RESULTS AND DISCUSSION

Teacher professionalism variable data were obtained through SKP assessment conducted by the principal. The scale used in the instrument statement items was a 5-point Likert scale. Theoretically, the lowest score achieved by respondents was 67.25 and the highest theoretical score was 91.37. By using SPSS version 23, the following data description results were obtained for the teacher professionalism variable:

**Table 1. Descriptive Statistics of Teacher Professionalism**

N	Valid	130
	Missing	0
Mean		78.65
Median		78.70
Mode		78.68
Std. Deviation		5.129

Variance	26.31
Range	24.12
Minimum	67.25
Maximum	91.37
Sum	10225.47

In the table above, it can be explained that the calculation results for the professionalism scores of mathematics teachers at Pekanbaru City State Senior High Schools produce: (1) average score = 78.65; (2) median = 78.70; (3) mode = 78.68, and (4) standard deviation = 5.129. To find out the frequency distribution of scores, the scores are categorized into 5 categories, namely: very high, high, medium, low, and very low. Furthermore, the distribution of the frequency distribution of data on the professionalism of mathematics teachers at Pekanbaru City State Senior High Schools can be seen in the following table 2:

**Table 2. Distribution of Subject Scores for Teacher Professionalism Variable**

No.	Category	Interval	Frequency	
			Absolute	Relatively
1	Very Low	67 – 71	11	8.46%
2	Low	72 – 76	27	20.77%
3	Currently	77 – 81	61	46.92%
4	Tall	82 – 86	24	18.46%
5	Very high	87 – 91	7	5.39%
Amount			130	100%

The table above shows that the highest scores achieved by respondents are centered in the third category, namely the moderate category with a score range of 77–81. Around 46.92% of respondents obtained scores in the moderate category. Therefore, it can be concluded that the professionalism of mathematics teachers at Pekanbaru City State Senior High Schools is in the moderate category. The work motivation variable data was obtained through 21 valid statement items contained in the research instrument. The scale used in the instrument statement items is a 5-point Likert scale. Theoretically, the lowest score achieved by respondents is 81 and the highest theoretical score is 105. By using SPSS version 23, the following data description results were obtained for the work motivation variable.

**Table 3. Descriptive Statistics of Teachers' Work Motivation**

N	Valid	130
	Missing	0
Mean		94.42
Median		94
Mode		93
Std. Deviation		5.669
Variance		32.137
Range		24
Minimum		81
Maximum		105
Sum		12275

In the table above, it can be explained that the calculation results for the work motivation scores of mathematics teachers at Pekanbaru City State Senior High Schools produced: (1) average score = 94.42; (2) median = 94; (3) mode = 93, and (4) standard deviation = 5.669. To find out the frequency distribution of scores, the scores were categorized into 5 categories, namely: very high, high, medium, low, and very low. Furthermore, the distribution of the frequency distribution of work motivation data Mathematics teacher of Pekanbaru City State High School This can be seen in table 4 below:

**Table 4. Distribution of Subject Scores for Work Motivation Variable**

No.	Category	Interval	Frequency	
			Absolute	Relatively
1	Very Low	81 – 85	11	8.46%
2	Low	86 – 90	17	13.08%
3	Currently	91 – 95	50	38.46%
4	Tall	96 – 100	30	23.08%
5	Very high	101 – 105	22	16.92%
Amount			130	100%

The table above shows the distribution of empirical data, the highest scores achieved by respondents are centered in the interval 91-95. Around 38.46% of respondents obtained scores in the moderate category. Therefore, it can be concluded that the work motivation of mathematics teachers at Pekanbaru City State Senior High Schools is in the moderate category. School climate variable data were obtained through 19 valid statement items contained in the research instrument. The scale used in the instrument statement items was a 5-point Likert scale. Theoretically, the lowest score achieved by respondents was 71 and the highest theoretical score was 95. Using SPSS 23, the data description for the school climate variable was obtained as follows.

**Table 5. Descriptive Statistics of Teacher Work Motivation**

N	Valid	130
	Missing	0
Mean		84.51
Median		85
Mode		85
Std. Deviation		5.626
Variance		31.647
Range		24
Minimum		71
Maximum		95
Sum		10986

In the table above, it can be explained that the calculation results for the school climate scores of mathematics teachers at Pekanbaru City State Senior High Schools produced: (1) average score = 84.51; (2) median = 85; (3) mode = 85, and (4) standard deviation = 5.626. To find out the frequency distribution of scores, the score categories were divided into 5 categories, namely: very high, high, medium, low, and very



low. Furthermore, the distribution of frequency distribution of school climate data for mathematics teachers at Pekanbaru City State Senior High Schools is seen in the following table:

**Table 6. Distribution of Subject Scores for Work Climate Variables**

No.	Category	Interval	Frequency	
			Absolute	Relatively
1	Very Low	71 – 75	12	9.23%
2	Low	76 – 80	15	11.54%
3	Currently	81 – 85	49	37.69%
4	Tall	86 – 90	32	24.62%
5	Very high	91 – 95	22	16.92%
Amount			130	100%

The table above shows that the highest scores achieved by respondents are centered on the third category with an interval of 81-85. Around 49% of respondents obtained scores in the moderate category. Therefore, it can be concluded that the school climate of mathematics teachers at Pekanbaru City State Senior High School is in the moderate category. Testing of requirements in this study consists of normality and linearity testing. Based on testing using IBM SPSS Ver. 23, it is known that the testing of requirements has been met. Furthermore, hypothesis testing is carried out using simple linear regression and multiple linear regression.

The first hypothesis to be tested is: "there is a positive and significant influence of work motivation (X1) on the professionalism of mathematics teachers (Y) at Pekanbaru City State Senior High Schools". Before conducting the regression analysis, a correlation analysis is first carried out to ensure that there is a relationship between variables. The following is presented in sequence the Product Moment correlation analysis and simple linear regression analysis. The degree of strength of the relationship between X1 and Y is calculated using the Pearson Product Moment correlation technique with the results as in the following table:

**Table 7. Correlation of Work Motivation (X1) with Teacher Professionalism (Y)**

Variables	N	Person correlation	Sig (1-tailed)
X1 Y	130	0,786	0,000

From the significance test, it can be concluded that the correlation coefficient between work motivation (X1) and teacher professionalism (Y) is 0.786, which means that variable X1 has a strong relationship with variable Y. Thus, there is a positive and significant relationship between work motivation (X1) and teacher professionalism (Y), the stronger the work motivation, the stronger the teacher professionalism. Simple linear regression of work motivation variable (X1) on teacher professionalism (Y). The calculation results can be seen in table 8 below:

**Table 8. Linear Regression Testing of Work Motivation on Teacher Performance**

Model	B	tcount	ttable
(Constant)	11.484	2.456	
Work Motivation (X1)	0.711	14.394	1.656

Based on the equation above, it can be interpreted that the constant is 11.484, meaning that if the work motivation (X1) is 0, then the influence on teacher professionalism (Y) is 11.484. The regression coefficient of the work motivation variable (X1) is 0.711, meaning that if the work motivation value (X1) increases by 1 unit, then the value of the teacher professionalism level (Y) will increase by 0.711. A positive coefficient means that there is a positive influence of the work motivation value (X1) on teacher professionalism (Y). The higher the work motivation value (X1), the higher the level of teacher professionalism (Y). Based on the discussion above, it can be concluded that the Tcount value > Ttable ( $11.484 > 1.656$ ), meaning that there is a significant influence of work motivation (X1) on teacher professionalism (Y). So, it can be concluded that motivationWork (X1) hasinfluence on the professionalism of mathematics teachers (Y) at Pekanbaru City State Senior High Schools.

This is in accordance with the results of research conducted by Made Rida (2013) with the title of the study The influence of work motivation, work services and teacher welfare on the professionalism of elementary school teachers in Cluster II, Sukasada District. The results of the study showed that there was 1) a significant influence between work motivation and the professionalism of elementary school teachers in Cluster II, Sukasada District, Buleleng Regency of 0.564, 2) a significant influence between work period and the professionalism of elementary school teachers in Cluster II, Sukasada District, Buleleng Regency of 0.566, and 3) a significant influence between teacher welfare and the professionalism of elementary school teachers in Cluster II, Sukasada District, Buleleng Regency of 20.1%.

The second hypothesis to be tested is: "there is a positive and significant influence of school climate (X2) on the professionalism of mathematics teachers (Y) at Pekanbaru City State Senior High Schools. Before conducting the regression analysis, a correlation analysis was first carried out to ensure that there was a relationship between the variables. The following is presented in sequence the Product Moment correlation analysis and simple linear regression analysis. The degree of strength of the relationship between X1 and Y is calculated using the Pearson Product Moment correlation technique with the results as in the following table:

**Table 9. Correlation of School Climate (X2) with Teacher Professionalism (Y)**

Variables	N	Person correlation	Sig (1-tailed)
X2Y	130	0.872	0.000

From the significance test, it can be concluded that the correlation coefficient between school climate (X2) and teacher professionalism (Y) is 0.872, which means that variable X2 has a strong relationship with variable Y. Thus, there is a positive and significant relationship between school climate (X2) and teacher professionalism (Y), the stronger the school climate (X2) is towards teacher professionalism (Y). Simple linear regression of school climate variables (X2) on teacher professionalism (Y). The calculation results can be seen in table 10 below.

**Table 10. Linear Regression Test of School Climate on Teacher Performance**

Model	B	t <sub>count</sub>	t <sub>table</sub>
(Constant)	11.481	3.433	
School Climate (X2)	0.795	20.132	1.656

Based on the equation above, it can be interpreted that the constant of 11.481 means that if the school climate (X2) is 0, then the teacher professionalism (Y) is 11.481. The regression coefficient of the school climate variable (X2) is 0.795, this means that if the school climate value (X2) increases by 1 unit, then the teacher professionalism value (Y) will increase by 0.795. A positive coefficient means that there is a positive influence of the school climate value (X2) on teacher professionalism (Y). The higher the school climate value (X2), the higher the teacher professionalism (Y).



Based on the discussion above, it can be concluded that the calculated  $t$  value  $> t$  table ( $20.132 > 1.656$ ) then  $H_a$  is accepted, meaning that there is an influence of school climate (X2) on teacher professionalism (Y). So it can be concluded that school climate (X2) has an influence on the professionalism of mathematics teachers (Y) at Pekanbaru City State Senior High Schools.

This is in accordance with the research conducted by Maria Ulfa (2008) who studied the influence of the climate of cooperation and motivation on the professionalism of elementary school teachers in Kuantan Hilir District. The results of her research prove that the climate of cooperation and teacher motivation are very influential and have a positive and significant relationship to teacher professionalism. This means that the higher the teacher's motivation and the better the climate of cooperation, the higher the teacher's loyalty to his responsibilities in the work assigned to him as befits a teacher's duties. The third hypothesis proposed in this study is "there is a positive and significant influence of work motivation (X1) and school climate (X2) together on the professionalism of mathematics teachers (Y) at Pekanbaru City State Senior High Schools".

**Table 11. Linear Regression Testing of Work Motivation and School Climate on Teacher Performance**

Model	B	$t_{\text{count}}$	$t_{\text{table}}$
(Constant)	7.954	2.165	
Work Motivation (X1)	0.157	2.173	1.656
School Climate (X2)	0.661	9.087	

Based on the equation above, it can be concluded that the constant is 7.954, meaning that if work motivation (X1) and school climate (X2) have a value of 0, then the level of teacher professionalism (Y) is 7.954. The regression coefficient of the work motivation variable (X1) is 0.157, meaning that if the work motivation value (X1) increases by 1 unit, then the level of teacher professionalism (Y) will increase by 0.157, assuming that other independent variables remain constant. The regression coefficient of the school climate variable (X2) is 0.661, meaning that if the school climate (X2) increases by 1 unit, then teacher professionalism (Y) will increase by 0.661, assuming that other independent variables remain constant. The level of significance uses 0.05 ( $\alpha = 5\%$ ). Based on table 12, the  $F_{\text{count}}$  is 210.903. Determining  $F_{\text{table}}$  using a 95% confidence level,  $\alpha = 5\%$ , the results obtained for  $F_{\text{table}}$  are 3.07. For more details, see the table below.

**Table 12. F Test Results**

Source of variation	Sum of Squares	Df	$F_{\text{count}}$	$F_{\text{table}} (0.05)$
Regression	2608.932	2		
Residual	785.514	127	210.903	3.07
Total	3394.446	129		

Based on table 12 above, it can be concluded that  $F_{\text{count}} > F_{\text{table}}$  ( $210.903 > 3.07$ ), so  $H_a$  is accepted, meaning that work motivation (X1) and school climate (X2) simultaneously influence the professionalism of mathematics teachers (Y) at Pekanbaru City State Senior High Schools. This is in accordance with the research conducted by Maulana Faliquli (2013) who studied the Influence of Work Motivation and Organizational Climate on the Professionalism of Elementary School Teachers in Rembang District, Rembang Regency. The results of the study proved that there was a positive and significant influence between work motivation and organizational climate on the professionalism of elementary school teachers in Rembang District, Rembang Regency. This means that the better the level of work motivation and organizational climate, the better the teacher's professionalism will be.

## CONCLUSIONS AND RECOMMENDATION

From the research results, the following conclusions were obtained:

1. There is a positive influence of work motivation on the professionalism of Mathematics teachers at Pekanbaru State Senior High School. This means that the higher the work motivation of Mathematics teachers at Pekanbaru State Senior High School, the higher the degree of teacher professionalism.
2. There is a positive influence of school climate on the professionalism of Mathematics teachers in Pekanbaru State Senior High Schools. This means that the better the school climate in Pekanbaru State Senior High Schools, the better the degree of teacher professionalism.
3. There is a positive influence of work motivation and school climate on the professionalism of Mathematics teachers in Pekanbaru State Senior High Schools. Thus, it can be said that high work motivation and the better the work motivation of teachers, the higher the degree of professionalism of Mathematics teachers in Pekanbaru State Senior High Schools.

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