

Exploring the Moderating Role of Work Motivation on the Impact of Academic Supervision and Workplace Culture on Teacher Professionalism

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DOI: <http://doi.org/10.33650/al-tanzim.v9i2.10899>

Received: 11 March 2025

Revised: 02 June 2025

Accepted: 25 June 2025

Abstract:

Teacher professionalism is paramount for adapting to today's evolving educational demands and ensuring quality student outcomes. This research is crucial for understanding how to effectively enhance it. The research specifically aimed to analyze how work motivation moderates the relationship between academic supervision, workplace culture, and teacher professionalism. The research is a quantitative study employing a correlational design. The population consists of 153 elementary school teachers. A sample of 110 teachers was selected through a proportional random sampling technique. Data was collected using a questionnaire developed with a 4-point Likert scale. The data analysis was performed using Moderated Regression Analysis (MRA). The research concluded that work motivation moderates the effect of academic supervision and workplace culture on teachers' professional development. This finding suggests that a teacher's level of motivation influences the effectiveness of academic supervision and workplace culture in promoting professionalism. Thus, for genuine improvements in professionalism, efforts must strategically focus on both strengthening supervisory practices and culture, as well as cultivating high levels of teacher motivation.

Keywords: *Academic Supervision, Workplace Culture, Work Motivation, Teachers' Professionalism*

Abstrak:

Profesionalisme guru merupakan aspek krusial dalam menghadapi tuntutan pendidikan yang terus berkembang dan untuk memastikan capaian pembelajaran siswa yang berkualitas. Oleh karena itu, penelitian ini sangat penting untuk memahami strategi yang efektif dalam meningkatkan profesionalisme guru. Penelitian ini secara spesifik bertujuan untuk menganalisis peran motivasi kerja sebagai moderator dalam hubungan antara supervisi akademik, budaya kerja, dan profesionalisme guru. Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional. Populasi penelitian terdiri dari 153 orang guru sekolah dasar. Sampel penelitian terdiri dari 110 orang guru dipilih menggunakan teknik *proportional random sampling*. Pengumpulan data dilakukan dengan kuesioner yang dikembangkan menggunakan skala Likert 4 poin. Analisis data dilakukan menggunakan *Moderated Regression Analysis (MRA)*. Hasil penelitian menunjukkan bahwa motivasi kerja memoderasi pengaruh supervisi akademik dan budaya kerja terhadap profesionalisme guru. Temuan ini mengindikasikan bahwa efektivitas supervisi akademik dan budaya kerja dalam meningkatkan profesionalisme disaring melalui tingkat motivasi guru. Dengan demikian, untuk mencapai peningkatan profesionalisme yang signifikan, upaya harus secara strategis difokuskan pada penguatan praktik supervisi dan budaya kerja, sekaligus menumbuhkan tingkat motivasi guru yang tinggi.

Kata Kunci: *Supervisi Akademik, Budaya Kerja, Motivasi Kerja, Profesionalisme Guru*

INTRODUCTION

Teachers' professionalism encompasses the attitudes, behaviors, and skills that define the quality and effectiveness of their roles as educators. Central to this concept is a commitment to ethical practices, continuous learning, and fostering positive student outcomes (Susanti et al., 2023; Zaini & Syafaruddin, 2020). Therefore, it is reasonable that teachers' professionalism has become one of the important issues in Indonesian education. The change in the education paradigm, in line with the onset of the Society 5.0 era, demands an improvement in teachers' professionalism (Salehuddin et al., 2024; Zainuddin et al., 2022). The criticality of teacher professionalism is formally recognized and legally mandated by Act No. 14 of 2005 concerning Teachers and Lecturers. This legislative framework, designed to elevate educational standards, requires teachers to operate as professionals with primary responsibility for students' comprehensive educational development (Frenk et al., 2022; Qurtubi, 2024). Their core functions, as outlined in the Act, encompass educating, instructing, guiding, directing, training, assessing, and evaluating learners.

Based on the data published in the Elementary School National Survey Assessment data report published by the Tugu district of the Semarang municipality education bureau in 2023, primarily as indicated in indicators stated in points D1 (Learning Quality) and D2 (Reflection and Learning Improvement), the average scores gained were 66.48 and 61.01, respectively. The scores gained indicated that the elementary school teachers' performance in Tugu Sub-district, both in educational quality (D1) and reflection and learning improvement (D2) indicators, was relatively low. The preliminary survey results among elementary school teachers in Tugu District, Semarang City, are presented in Table 1, which includes data on teachers' certification, teaching and learning processes, principals' academic supervision, workplace culture, and work motivation.

Table 1. The Summary of Preliminary Survey Results

Aspects	Results
The Number of certified teachers	Eighty (52.00%) of the 153 teachers surveyed possess professional educator certifications.
Teachers' teaching and learning process	<ol style="list-style-type: none"> 1. Approximately 70% of teachers do not develop lesson plans. 2. Around 60% of teachers have not optimally mastered instructional content. 3. Roughly 60% of teachers do not utilize varied teaching methods. 4. About 65% of teachers have not effectively managed their classrooms. 5. More than 70% of teachers have not provided constructive feedback. 6. Over 65% of teachers have not employed appropriate assessment techniques. 7. More than 70% of teachers have not conducted assessment analysis or followed up with improvements.

Academic Supervision	<p>The preliminary survey involving 14 school principals revealed several challenges regarding academic supervision:</p> <ol style="list-style-type: none"> 1. Approximately 60% of principals had not developed academic supervision plans. 2. Around 65% of principals did not involve teachers in the formulation of academic supervision plans. 3. Roughly 55% of principals did not conduct classroom visits during supervision activities. 4. About 60% of principals reported difficulty in allocating time for supervision. 5. Approximately 65% of principals had not provided constructive feedback from supervision results. 6. A significant 85% of principals did not implement follow-up actions based on supervision outcomes.
Workplace Culture	<p>The survey of 153 teachers revealed a couple of notable findings regarding their professionalism and openness:</p> <ol style="list-style-type: none"> 1. Approximately 70% of teachers had not fully demonstrated a sense of responsibility toward their core duties. 2. More than 70% of teachers in their respective schools had not yet exhibited an attitude of openness or receptiveness to criticism.
Work Motivation	<p>The survey also indicated challenges related to teacher motivation and engagement in professional growth:</p> <ol style="list-style-type: none"> 1. More than 70% of teachers lacked the intrinsic motivation to improve their potential or achieve higher performance. 2. Approximately 50% of teachers exhibited a lack of enthusiasm for participating in professional development activities.

The less satisfying aspects of teachers' professionalism mentioned above should be improved to achieve a better educational paradigm in the 5.0 era of society. Moreover, the most effective way to enhance a teacher's professionalism is to identify and address factors that impact their professional development. Teachers' professionalism encompasses the attitudes, behaviors, and skills that define the quality and effectiveness of their roles as educators (Moustapha et al., 2022; Sholeh, 2021). Central to this concept is a commitment to ethical practices, continuous learning, and fostering positive student outcomes. Therefore, it is reasonable that teachers' professionalism has become one of the important issues in Indonesian education (Amelia et al., 2022; Estaji & Ghiasvand, 2022). The change in the education paradigm, in line with the onset of the Society 5.0 era, demands an improvement in teachers' professionalism.

Due to the importance of teachers' professionalism, it has been mandated in Act No. 14 of 2005 that teachers are professionals, with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students (Gunherani, 2023). Such ideal conditions, in reality, often do not meet expectations. It is said that the professional ability possessed by educators is one of the key elements supporting the best performance in teaching and learning processes (Morgado et al., 2021). In other words, it can be said that the teachers are the most important factors affecting the quality of education.

Baggini defines teachers' professionalism as the extent to which teachers use their skills and experiences related to their profession as teachers (Suriagiri et

al., 2022). At the same time, teachers' professionalism refers to their ability to perform at their best and set the highest standards for best practice. Based on the definitions mentioned above, it can be summarized that teachers' professionalism refers to their best practices in utilizing their skills and quality in performing tasks related to their profession as teachers.

At its core, teachers' professionalism is built upon a foundation of expertise, collaboration, and reflective practice (Astuti et al., 2022). Educators are expected to master their content areas, employ effective pedagogical strategies, and engage in meaningful interactions with colleagues (Effendi & Sahertian, 2023; Saleh et al., 2021). Their ability to critically assess their performance and implement evidence-based improvements reflects their dedication to excellence. This combination of knowledge, skill, and adaptability defines the professional identity of teachers.

Beyond individual competencies, teachers' professionalism is influenced by external factors, such as institutional support, workplace culture, and academic supervision. These elements shape the way teachers view and carry out their roles in diverse and complex educational environments (Nasrullah et al., 2024; Sudarman et al., 2021). A professional educator thrives in structures that promote empowerment and motivation, ultimately contributing to better learning experiences and outcomes for their students.

Several factors can influence teachers' professionalism. Regarding the factors that affect teachers' professionalism, Farida et al. (2021) identified three types of factors that have a substantial positive impact on professionalism. They are individual, organizational, and external professional occupational. One of the factors included in the micro-level is motivation. The factors within the meso-level include working culture or organizational culture, and supervision/monitoring.

One of the roles of the principal as a supervisor is to provide guidance and support to create better teaching and learning conditions, addressing issues related to the technical implementation and development of education, as well as improving teaching programs and implementing educational activities. Therefore, one way to improve teachers' professionalism in schools is through principals' academic supervision.

Work motivation has a significant influence on individuals' interactions with organizational structures and cultural dynamics. Previous research has explored the moderating effect of work motivation in various contexts, including the relationships between competence and performance, compensation and performance, salary and job satisfaction, and discipline and performance. However, its role as a moderator in the context of academic supervision and workplace culture remains unexplored. Therefore, this study introduces a novel approach by investigating work motivation as a moderating variable in the relationship between academic supervision, workplace culture, and teacher professionalism.

This study examines the complex relationship between academic supervision, workplace culture, and teachers' professionalism, with work motivation serving as a potential moderating factor. Understanding this dynamic is crucial for creating environments where educators flourish and effectively contribute to institutional goals. This research aims to elucidate how academic

supervision and workplace culture, mediated by work motivation, impact teachers' professional development and effectiveness within educational environments, thereby contributing to existing knowledge and providing practical recommendations. The findings are expected to contribute actionable insights for policymakers, school leaders, and educational stakeholders striving to foster environments where professionalism thrives through a synergy of support, culture, and individual drive.

RESEARCH METHOD

This study employs a quantitative research design to examine the moderating effect of work motivation on the relationship between academic supervision, workplace culture, and teachers' professionalism (Williams, 2021). The methodology focuses on a correlational approach to analyze the strength and nature of these relationships. Survey instruments were used to collect data, utilizing standardized and validated tools to ensure reliability and precision in measuring the variables under investigation. The questionnaire used in this study consisted of four distinct sections: teachers' professionalism, academic supervision, workplace culture, and work motivation.

The teachers' professionalism questionnaire used in this study comprised 30 statements, developed based on four dimensions. These capabilities were categorized into four key areas: educating and instructing students, guiding and training students, assisting with and managing school programs, and developing professional programs (Ghanad, 2023). A Product-Moment correlation analysis was conducted for validity testing, which identified that all items were valid. Consequently, the questionnaire for teachers' professionalism consisted of 30 statements. The reliability of the instrument was assessed using Cronbach's Alpha coefficient, yielding a value of 0.876. Given that this value exceeds the minimum acceptable reliability threshold of 0.700, the instrument is considered reliable.

The questionnaire designed to measure workplace culture consisted of 30 statements. The workplace culture questionnaire was developed based on four distinct dimensions: discipline, openness, mutual respect, and collaboration among members. A Product-Moment correlation analysis was conducted for validity testing, which identified that all items were valid. Consequently, the questionnaire for workplace culture consisted of 30 statements. The reliability of the instrument was assessed using Cronbach's Alpha coefficient, yielding a value of 0.899. Given that this value exceeds the minimum acceptable reliability threshold of 0.700, the instrument is considered reliable.

The questionnaire designed to measure work motivation comprised 30 statements. The work motivation questionnaire used in this study was developed based on Herzberg's Two-Factor Theory, which encompasses both intrinsic and extrinsic motivation dimensions. A Product-Moment correlation analysis was conducted for validity testing, which identified that all items were valid. Consequently, the questionnaire for work motivation consisted of 30 statements. The reliability of the instrument was assessed using Cronbach's Alpha coefficient, yielding a value of 0.904. Given that this value exceeds the minimum acceptable reliability threshold of 0.700, the instrument is considered reliable (Long et al., 2022).

The research sample consisted of 110 teachers, selected through proportional random sampling from a population of 153 elementary school teachers in the District of Tugu, Semarang. This sampling method ensured representation across different workplace cultures and supervision practices. A structured questionnaire was distributed to participants, capturing key data on their perceptions of academic supervision, workplace culture, work motivation, and professionalism. Respondents provided valuable insights into their experiences, enabling a comprehensive analysis of the factors that influence their professional behavior.

The moderating role of work motivation was examined through hierarchical regression, enabling a precise measurement of its influence on the relationships between supervision, culture, and professionalism. This rigorous approach strengthens the validity of the findings, ensuring they contribute meaningfully to discussions on enhancing teacher development in educational settings.

Considering the intricate relationship among the variables described above, the research employs a theoretical framework based on established theories in organizational behavior and education, such as expectancy theory and cultural theories of workplace behavior. These perspectives help articulate how motivation shapes individuals' responses to supervision and cultural factors. By integrating these theories, the framework positions work motivation as a key element modulating the effects of external institutional conditions on professional outcomes.

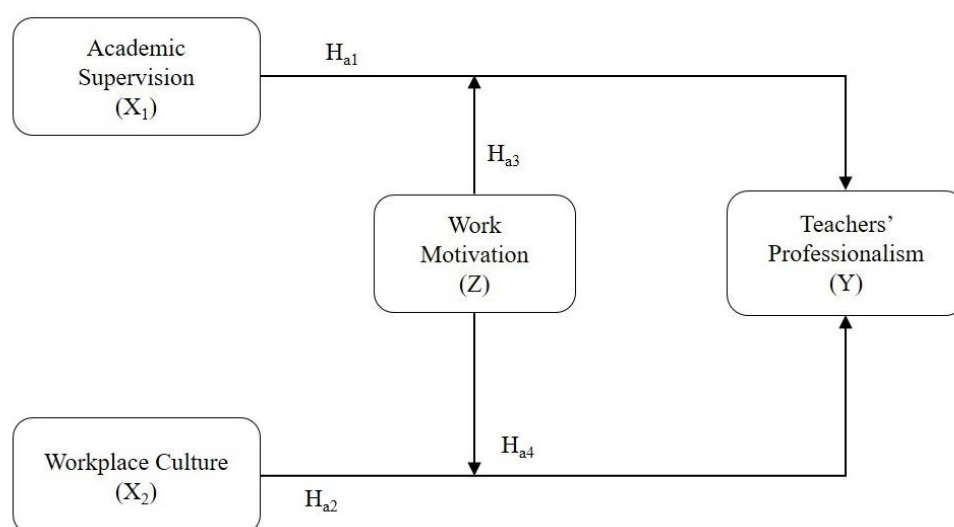


Figure 1. Theoretical Framework

Figure 1 shows that teacher professionalism, encompassing a teacher's mastery of pedagogical, professional, social, and personal competencies, extends beyond mere qualifications. It reflects a commitment to continuous improvement, a dedication to ethical practice, and the ability to adapt to evolving educational landscapes. A professional teacher consistently seeks to refine their skills, deepen their knowledge, and optimize their teaching methodologies to foster optimal student learning outcomes. The inherent connection between these two constructs

is multifaceted. Firstly, academic supervision provides a structured framework for professional development. Secondly, academic supervision plays a crucial role in fostering reflective practice. Thirdly, academic supervision plays a significant role in enhancing teaching competencies. Finally, academic supervision serves as a mechanism for ensuring accountability and adherence to educational standards. In conclusion, academic supervision and teacher professionalism are not disparate concepts; instead, they are inextricably linked in the pursuit of high-quality education. Therefore, the first hypothesis in this research can be formulated as follows,

H_{a1} : There is a positive and significant effect of academic supervision on teachers' professionalism.

Academic supervision, as a systematic and supportive process designed to enhance teaching effectiveness, directly contributes to teacher professionalism through various channels. It provides targeted feedback, fosters reflective practice, facilitates professional development, and ensures adherence to pedagogical standards. These supervisory interventions are designed to equip teachers with enhanced instructional strategies, more profound content knowledge, and a more substantial commitment to their craft, all hallmarks of professional excellence.

However, the efficacy of academic supervision in cultivating professionalism is not uniform across all teachers. This is where work motivation enters as a critical moderating variable. Work motivation, encompassing the psychological forces that determine the direction, intensity, and persistence of an individual's efforts in the workplace, can significantly alter how teachers perceive, engage with, and benefit from supervisory practices. Therefore, the second hypothesis of the research can be formulated as follows,

H_{a2} : Work motivation moderates the effect of academic supervision on teachers' professionalism.

Workplace culture, defined as the shared values, beliefs, practices, and norms that characterize an organization's environment, exerts a potent yet often intangible influence on employee behavior and performance. A robust and positive workplace culture acts as a fertile ground for the blossoming of teacher professionalism. Several key elements contribute to this synergistic effect, namely: firstly, collaboration and collegiality are paramount. Strong collegial relationships cultivate trust and psychological safety, reducing feelings of isolation and promoting a sense of shared purpose (Duckett, 2021). This collective efficacy, in turn, enhances individual commitment and professional motivation, as teachers feel supported and valued within a community of practice.

Secondly, supportive leadership plays a transformative role. Transformational or supportive leadership, characterized by vision, inspiration, intellectual stimulation, and individualized consideration, empowers teachers by providing necessary resources, offering constructive feedback, fostering autonomy, and recognizing diligent efforts. Thirdly, a culture that explicitly values opportunities for professional development and growth directly enhances

teachers' pedagogical skills, content knowledge, and adaptability to evolving educational trends. Furthermore, recognition and appreciation are vital. A culture that systematically acknowledges and celebrates teacher efforts and achievements significantly contributes to job satisfaction, intrinsic motivation, and a profound sense of being valued (Walter, 2025). Therefore, the third hypothesis of the research can be formulated as follows,

H_{a3} : There is a positive and significant effect of workplace culture on teachers' professionalism.

A positive workplace culture, characterized by supportive leadership, strong collegiality, opportunities for professional development, recognition, and autonomy, generally fosters a culture of professionalism. Such environments encourage collaboration, reduce stress, enhance self-efficacy, and provide avenues for continuous learning, all of which directly contribute to teachers upholding high standards of practice. Conversely, a hostile or toxic culture, marked by a lack of support, poor communication, micromanagement, and excessive workload, invariably erodes professionalism.

The existence of work motivation in teachers, both intrinsic and extrinsic, on the other hand, actively alters the impact of culture on professionalism. When teachers possess high levels of work motivation, particularly intrinsic motivation, the positive effects of a supportive workplace culture are significantly amplified. Conversely, low work motivation, whether due to burnout, disillusionment, or a lack of intrinsic drive, can drastically exacerbate the detrimental impacts of a negative workplace culture. In an environment lacking support, characterized by poor communication, or riddled with micromanagement, a teacher with low motivation will quickly disengage. Therefore, the fourth hypothesis of the research can be formulated as follows;

H_{a4} : Work motivation moderates the effect of workplace culture on teachers' professionalism.

RESULT AND DISCUSSION

Result

Descriptive statistical analysis revealed several key insights regarding teacher perceptions. The mean score for teacher professionalism was 132.71 with a standard deviation of 6.299, suggesting that teachers generally perceive their professionalism as relatively high. Similarly, academic supervision received a mean score of 125.71 (standard deviation = 6.464), indicating that teachers perceive the academic supervision provided by school principals as quite favorable. Furthermore, the mean score for workplace culture was 130.59 (standard deviation = 7.569), indicating that teachers generally hold a positive perception of the existing work culture. Finally, work motivation was registered at a mean of 119.43 (standard deviation = 9.055), suggesting that teachers' work motivation is also perceived as relatively high. The descriptive analysis results can be summarized in Table 2.

Table 2. Summary of Descriptive Statistics Test Results

		Teachers' Professionalism	Academic Supervision	Workplace Culture	Work Motivation
N	Valid	110	110	110	110
	Missing	0	0	0	0
Mean		132.71	125.71	130.59	119.43
Median		133.00	125.50	131.00	119.00
Mode		134	125	131	119
Std. Deviation		6.299	6.464	7.569	9.055
Variance		39.676	41.786	57.290	81.990
Range		29	29	34	39
Minimum		116	111	113	101
Maximum		145	140	147	140

Source: Data Processed (2024)

The data analysis is done using Moderated Regression Analysis (MRA). Statistical procedures, including moderated regression analysis (MRA), were applied to evaluate interactions among the variables. Moderated regression analysis (MRA) is employed to investigate the contingent relationship between an independent variable and a dependent variable, as influenced by a third variable, known as a moderator. Essentially, MRA enables researchers to determine whether the strength or direction of the relationship between the independent and dependent variables is altered by varying levels of the moderator variable. The hypothesis test is done using Moderated Regression Analysis (MRA). The regression analysis conducted is hierarchical, meaning that it is performed in stages by entering each predictor into the regression. The results of the hierarchical regression analysis can be summarized as follows.

Table 3. Regression Coefficients

Model		Unstandardized β	t	Sig.
1	(Constant)	37.332	5.041	0.000
	Academic Supervision	0.759	12.895	0.000
2	(Constant)	37.708	6.271	0.000
	Academic Supervision	0.421	6.424	0.000
	Work Motivation	0.353	7.538	0.000
3	(Constant)	197.881	2.712	0.008
	Academic Supervision	2.278	3.950	0.000
	Work Motivation	2.348	3.801	0.000
	X ₁ *Z	0.016	3.239	0.002

Source: Data Processed (2024)

Table 4. Summary of Changes in Hierarchical Regression Model

Model	R	R-Squared	Change statistics				
			R-square change	F change	df1	df2	Sig. F change
1	0.779	0.606	0.606	166.290	1	108	0.000
2	0.862	0.743	0.137	56.823	1	107	0.000
3	0.875	0.766	0.023	10.491	1	106	0.002

Source: Data Processed (2024)

Table 5. Regression Coefficients

Model		Unstandardized β	t	Sig.
1	(Constant)	51.110	7.387	0.000
	Workplace Culture	0.625	11.814	0.000
2	(Constant)	49.820	8.599	0.000
	Workplace Culture	0.288	4.351	0.000
	Work Motivation	0.380	6.868	0.000
3	(Constant)	69.559	2.293	0.028
	Workplace Culture	1.188	2.083	0.040
	Work Motivation	1.395	2.174	0.032
	$X_1 * Z$	0.012	2.069	0.046

Table: 6 Summary of Changes in Hierarchical Regression Model

Model	R	R-Squared	Change statistics				
			R-square change	F change	df1	df2	Sig. F change
1	0.751	0.564	0.564	139.571	1	108	0.000
2	0.835	0.697	0.133	47.168	1	107	0.000
3	0.844	0.714	0.017	8.524	1	106	0.005

Research Hypothesis Testing

Based on the hypothesis test results presented in the previous section, the research hypothesis testing results can be summarized in Table 7.

Table 7. The Summary of Hypothesis Testing

No.	Hypothesis	R-Squared change	F Change	Sig.	t statistics	Sig.	Conclusion
1.	$X_1 \rightarrow Y$	0.606	166.290	0.000	12.895	0.000	Significant
2.	$X_2 \rightarrow Y$	0.564	139.571	0.000	11.814	0.000	Significant
3.	$X_1 \rightarrow Z \rightarrow Y$	0.023	10.491	0.002	3.239	0.046	Significant
4.	$X_2 \rightarrow Z \rightarrow Y$	0.017	8.524	0.005	2.069	0.002	Significant

Discussion

The first hypothesis, which states “there is a positive and significant effect of academic supervision on teachers’ professionalism,” is proven to be true. One significant factor influencing and enhancing this professionalism is academic supervision (Ardliana et al., 2021). In the context of the school system, academic supervision is defined as ‘a series of activities to help teachers develop the ability to manage the learning process’ (Sulhan & Hakim, 2023). Supervision, in this context, emphasizes observations of academic problems that are directly incorporated into the teaching and learning process (Busahdiar et al., 2023). It is one of the duties of the principal. Recent research has highlighted the significant contribution of academic supervision to teachers’ professional development. Consistently emphasize the importance of constructive feedback, reflective dialogue, and individualized guidance provided by supervisors. This contrasts with traditional, top-down approaches, demonstrating that teachers are more likely to embrace change and improve when they feel understood and empowered.

Furthermore, academic supervision acts as a catalyst for pedagogical innovation and the adoption of evidence-based practices. This often involves peer observation, demonstration lessons, and workshops facilitated by supervisors, enabling teachers to apply theoretical knowledge in practical classroom settings (Maphie, 2023). The impact is not merely superficial; it leads to deeper engagement with subject matter, improved classroom management, and more effective assessment methods, all hallmarks of increased professionalism.

Academic supervision is not merely an administrative task, but a powerful lever for enhancing teachers' professionalism. By prioritizing collaborative feedback, fostering pedagogical innovation, bolstering self-efficacy, and cultivating a culture of continuous learning, academic supervision empowers teachers to evolve, adapt, and excel in their complex roles. This ultimately translates into improved educational experiences for students and a more robust and responsive educational system. The ongoing emphasis in scholarly discourse underscores the critical need for well-designed and consistently implemented interventions (Maduningtias et al., 2022; Sudrajat et al., 2024). The research findings that the principals' academic supervision has a positive and significant effect on teachers' professionalism support the results of previous studies.

The second hypothesis, which states that "there is a positive and significant effect of workplace culture on teachers' professionalism," is proven to be true. This statement is supported by the *F* statistic of 139.571, which is significant at $p = 0.05$, and the *t* statistic of 11.814, which is also significant at $p = 0.05$. The workplace culture is viewed as the habits that employees regularly exhibit in organizations. Therefore, any violations of this habit will not be subject to sanctions. Good habits may have a positive impact on how members of the organization perform their jobs. It, in turn, will add to their willingness to do their best to help the organization achieve its goals. Thus, a good workplace culture is one of the factors that affect the professionalism of the organization's members.

About the schooling system, workplace culture in schools can be interpreted as habits that are carried out to ensure the achievement of a profession within the educational environment. School workplace culture can produce teaching and education staff who are open-minded and willing to participate in various learning activities (Zakaria et al., 2021). Workplace culture is measured using four dimensions: discipline, openness, mutual respect, and cooperation. The four dimensions above represent the expected habits to be performed by all organization's members.

Good habits can have a positive impact on how members of an organization perform their jobs. It, in turn, will add to their willingness to do their best to help the organization achieve its goals. Thus, a good workplace culture is one of the factors that affect the professionalism of the organization's members (Skinner et al., 2021). Workplace culture represents a philosophy based on a view of life as values that become traits, habits, and drivers cultivated within a group and reflected in attitudes that become behavior, ideals, opinions, views, and actions manifested in the work environment.

The findings on workplace culture indicate its substantial role in shaping teachers' professionalism within educational settings. Schools with positive

workplace cultures, characterized by collaboration, respect, and shared values, foster higher levels of professional commitment among teachers. These environments foster teamwork and open communication, enabling educators to thrive both individually and collectively, which ultimately enhances their performance and effectiveness.

It was further observed that negative workplace cultures contribute to a decline in professionalism among teachers. In settings plagued by a lack of support, misaligned values, or conflict, teachers experienced reduced motivation, engagement, and a weakened professional identity. Such detrimental cultural factors often hinder their ability to innovate, reflect, and grow, underscoring the crucial role of fostering a constructive organizational culture (Kim, 2024). The statement that workplace culture affects teachers' professionalism is supported by previous research.

The third hypothesis, which states "work motivation moderates the effect of academic supervision on teachers' professionalism," is proven to be true. Work motivation is also able to predict teachers' professionalism. It shows that the interaction between Academic Supervision and Work Motivation is also able to predict teachers' professionalism. Academic supervision and work motivation can predict the level of professionalism among elementary school teachers in the Tugu Sub-District of Semarang Residency. Besides that, work motivation is also proven to play a role in moderating the effect of academic supervision on teachers' professionalism.

A positive workplace culture, characterized by collaboration and mutual respect, fosters teachers' professional development and job satisfaction. A supportive environment fosters greater engagement and motivation among teachers, which directly impacts their effectiveness in the classroom. Academic supervision, when implemented effectively, significantly contributes to the development of teachers' professional practices (Fasinro, 2024; Tiba, 2023). Intrinsic motivation plays a critical role in enhancing professional development. Teachers who are motivated by intrinsic factors, such as professional mastery and the desire to contribute to student success, experience better job performance and reduced burnout. The statement that work motivation moderates the effect of academic supervision on teachers' professionalism is supported by previous research.

The fourth hypothesis, which states "work motivation moderates the effect of workplace culture on teachers' professionalism," is proven to be true. Based on the analysis results, it can be concluded that workplace culture and work motivation can predict the professionalism of elementary school teachers in the Tugu Sub-District of Semarang Residency. Besides that, work motivation is also proven to play a role in moderating the effect of workplace culture on teachers' professionalism.

The findings on workplace culture indicate its substantial role in shaping teachers' professionalism within educational settings. Schools with positive workplace cultures, characterized by collaboration, respect, and shared values, foster higher levels of professional commitment among teachers (Mahmud et al., 2022). These environments foster teamwork and open communication, enabling

educators to thrive both individually and collectively, which ultimately enhances their performance and effectiveness.

The significance of a positive school culture in fostering teacher engagement and professional development. They found that schools with supportive workplace cultures, where teachers felt valued and respected, not only promoted collaboration but also enhanced teachers' intrinsic motivation, leading to higher levels of professionalism. Ingsih et al. (2021) investigated the interaction between teachers' work motivation and school culture, and their findings support the moderating role of motivation in the relationship between workplace culture and teachers' professionalism. This highlights the crucial role of motivation in enhancing the positive impact of workplace culture on professionalism, as well as the interplay between work motivation and organizational culture in educational institutions. A positive culture, combined with intrinsic motivation, led teachers to adopt more innovative teaching methods and to demonstrate a more substantial commitment to professional development.

It was further observed that negative workplace cultures contribute to a decline in professionalism among teachers. In settings plagued by a lack of support, misaligned values, or conflict, teachers experienced reduced motivation, engagement, and a weakened professional identity. Such detrimental cultural factors often hinder their ability to innovate, reflect, and grow, underscoring the crucial role of fostering a constructive organizational culture. The statement that work motivation moderates the effect of workplace culture on teachers' professionalism is supported by previous research. The findings of this research have important implications for educational practice and policy, highlighting the positive impact of academic supervision on teachers' professionalism. This underscores the need for school leaders to prioritize and implement effective supervision practices.

CONCLUSION

The findings indicate that academic supervision and a positive workplace culture both have a direct and positive impact on teachers' professionalism, with work motivation serving as a crucial moderator in these relationships. Teachers with higher motivation are more likely to benefit from academic supervision and supportive workplace environments, leading to enhanced professional growth and effectiveness. However, the study has limitations. The sample is limited to elementary school teachers in the Tugu Sub-District of Semarang, which may not fully represent the broader population of teachers in different regions or educational contexts. Additionally, the cross-sectional design of the study limits the ability to conclude causality and the long-term effects of these variables on teachers' professionalism. Future research should investigate these relationships in diverse settings and employ longitudinal designs to examine how changes in supervision, culture, and motivation over time impact professional development. Moreover, further studies could investigate the role of other potential moderators or mediators, such as teacher autonomy or emotional intelligence, that may influence the dynamics between these key variables. Expanding the scope of research in these areas could provide deeper insights into how to effectively enhance teacher professionalism and improve educational outcomes.

ACKNOWLEDGMENT

We would like to express our sincere gratitude to our research consultants for their invaluable intellectual contributions and guidance throughout this research project. Their insights significantly shaped the results of this study. We are also grateful to our colleagues and fellow teachers in Kecamatan Tugu, Kota Semarang, for their dedicated assistance with data collection.

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