The Teacher Professionalism: The Biblical Study of Teacher Professionalism Phenomena

Aprilia Sungamta[1], Laura Manullang[1], Indah Gresia Tampubolon[1], Tri Putri Handayani[1], Rahel Simbolon[1], & Natalia Silalahi[2]

[1]**Faculty of Mathematics and Natural Sciences, Universitas Negeri Medan, Indonesia**
[2]**Faculty of Education, Universitas Negeri Medan, Indonesia**

CORRESPONDING AUTHOR
Author name: Laura Manullang
E-mail:
lauramanullang38@gmail.com
Post Address: *Faculty of Mathematics and Natural Sciences, Universitas Negeri Medan, Indonesai*

ABSTRACT

Education is the main foundation in creating an advanced, dignified, and competitive society. As one of the key elements in the education process, teachers have an irreplaceable strategic role. The purpose of this study is to provide a comprehensive overview of the current state of teacher professionalism, while also offering recommendations that can be used by policy makers in designing effective teacher development programs. In addition, this study is also expected to be a reference for educators in reflecting on and improving the quality of their professionalism in accordance with the demands of the times. This study uses a library search approach (library research). This research method aims to provide an overview of teacher professionalism based on data obtained through literature reviews and primary data from respondents. The results of the study indicate that teacher professionalism at SMA Negeri 5 Sungai Penuh still has several significant shortcomings. The results of the questionnaire showed that the majority of teachers have a good understanding of professionalism, especially in the dimensions of pedagogical and professional competence. The conclusion of this study is Most teachers have shown a good level of professionalism, especially in pedagogical and professional competence.

1. INTRODUCTION

Education is the main foundation in creating an advanced, dignified, and competitive society. As one of the key elements in the education process, teachers have an irreplaceable strategic role. Teachers not only act as teachers, but also as facilitators, motivators, and agents of change in the formation of character and competence of students (Mahaimin, 2023). In this case, Teacher professionalism is a cornerstone in establishing an effective and ethical educational environment, significantly influencing both academic achievements and the moral and character development of students. This study, titled "The Teacher Professionalism: The Biblical Study of Teacher Professionalism Phenomena," seeks to explore the multifaceted nature of teacher professionalism through a biblical lens, integrating timeless spiritual principles with contemporary professional standards. The Bible offers profound insights into virtues such as integrity, stewardship, compassion, and dedication, which are essential components of professional conduct in education. By examining teacher professionalism from this spiritual perspective, the research aims to highlight how these values can enhance teachers' roles as educators, mentors, and role models, thereby addressing the challenges faced by educators in today's complex and rapidly evolving educational landscape.

Teacher professionalism encompasses various dimensions, including pedagogical skills, mastery of teaching materials, social competence, ability to utilize technology, and commitment to continuous professional development. Pedagogical competence involves the teacher's ability to plan effective learning experiences, understand student characteristics, and apply appropriate teaching methods. Professional ethics require teachers to carry out their duties honestly, responsibly, and with respect for student rights. Additionally, continuous development is a critical aspect of professionalism, necessitating that teachers persistently learn and adapt to advancements in science and technology (Suwandi & Permatasan, 2021). In an era marked by significant transformations in teaching and learning methodologies, these standards of professionalism are increasingly vital. For instance, advancements in information technology have revolutionized learning approaches, such as the implementation of digital-based education, which demands that teachers continuously enhance their technological skills and adapt to the needs of millennial and Generation Z students.

Integrating biblical principles with these professional dimensions provides a holistic framework for understanding and fostering teacher professionalism. The virtues derived from biblical teachings can reinforce the ethical and moral responsibilities of teachers, ensuring that their professional conduct aligns with both spiritual and societal expectations. This integration not only enriches the conceptualization of professionalism but also offers practical guidance for teachers striving to balance their professional duties with their personal values. Moreover, by grounding professional practices in ethical and moral foundations, educators can better navigate the complexities of modern education, fostering environments that support the holistic growth of their students.

However, in the current era of globalization and technological advancement, the challenges faced by teachers are increasingly complex. Not only that, changes in education policies that often occur, such as curriculum revisions, also become challenges for teachers in adapting and improving their competence. Empiric data shows that there is still a gap between expectations of teacher professionalism and the reality in the field, such as the lack of relevant training, lack of professional motivation, lacks of support from schools and government, reflective action obstacles as well as in implementing innovative learning methods.

Therefore, considering the importance of teacher professionalism in supporting the achievement of national education goals, we will actively contribute to the development of the

quality of education in the country. This study aims to assess teacher competence, highlight the importance of teacher professionalism, and analyze the role of professionalism in the quality of learning. This study will use a literature study method to understand the concept and theory of teacher professionalism based on relevant literature, as well as questionnaire and interview techniques to collect primary data from teachers. This study is expected to provide a comprehensive picture of the current state of teacher professionalism, while also offering recommendations that can be used by stakeholders in designing effective teacher development programs. In the meantime, this study is expected to be a reference for educators in reflecting on and improving the quality of their professionalism in accordance with the demands of the times.

2.   METHODOLOGY

This research uses a bibliographic search approach (library research). This research method aims to provide an overview of teacher professionalism based on data obtained through literature studies and primary data and respondents. Researchers will collect information and various references, such as books, scientific journals, articles, research reports, and official documents related to teacher professionalism. This research is also exploratory in nature in identifying efforts that can be made to improve teacher professionalism. By using this method, researchers can analyze existing theories, understand key concepts, and explore relevant previous research results.

This approach was chosen to comprehensively describe the level of teacher professionalism, the factors that influence it, and the challenges faced in improving this professionalism. In addition, the zu method also helps in identifying gaps in the existing literature and provides a strong basis for developing arguments and recommendations in the context of teacher professionalism. Through the zu approach, it is hoped that research can provide significant contributions to the understanding and development of better and more relevant educational practices to answer research questions and achieve the stated objectives.

This research will be conducted at SMA Negen 5 Sungai Penuh located at Jl Arsh Ke Tanjung, Desa/Kelurahan Paling Senampun, Kec. Hamparan Rawang, Sungai Penuh City, Jambi. The population in this research is teachers at SMA Negen 5 Sungai Penuh. Meanwhile, the sample determination is 40% and the population is 35 teachers with 30 certified teachers and 5 uncertified teachers.

In this research, data collection techniques can be carried out through several complementary methods. First, interviews are conducted to gain in-depth information about the competence and experience of teachers. Through direct questions, researchers can understand the views and challenges faced by teachers in carrying out their profession. In addition, questionnaires are also used to collect data and respondents. Questionnaires are statements related to professional competence that must be answered by teachers, thus providing a quantitative picture of their level of professionalism. Observation techniques are also applied by directly observing the learning process in the classroom, which allows researchers to base the application of teacher competence in real situations. Finally, documentation is an important source of data by collecting related information and documents, such as learning implementation plans and evaluation records. The combination of various techniques is expected to provide comprehensive and accurate information about the professionalism of SMA Negeri 5 Sungai Penuh..

Data analysis in this study can be done using several techniques. First, data reduction is done to filter relevant information and eliminate unnecessary data, so that it focuses on

important aspects and teacher professionalism. Furthermore, data presentation is done to display the results of the analysis clearly and systematically, both in the form of tables and graphs. Finally, conclusions are drawn to summarize the research findings and provide interpretations of the data that has been analyzed. The results of the analysis show that the professional competence of teachers is in the good category, with indicators that show mastery of the material and the application of effective learning methods.

3.   RESULTS AND DISCUSSION

The results of the study on teacher professionalism, based on the questionnaire data, reveal that teacher competence in mathematics learning at SMA Negeri 5 Sungai Penuh is not yet optimal. The questionnaire measured four key aspects of professional competence: (1) mastery of content, structure, concepts, and scientific attitudes; (2) ability to develop creative teaching materials; (3) use of diverse learning strategies and media; and (4) reflective actions for professional development. From the responses were collected: (1) Mastery of Content and Scientific Attitudes: 85% of teachers demonstrated strong mastery of content and a solid grasp of scientific concepts, meeting this criterion satisfactorily; (2) Development of Creative Teaching Materials: Only 30% of teachers were actively involved in developing creative teaching materials, indicating a significant gap in this area; (3) Use of Learning Strategies and Media: The use of innovative strategies and learning media was observed in only 40% of teachers, showing room for improvement in integrating technology and varied methods into their teaching; and (4) Reflective Practices: 70% of teachers reported engaging in reflective practices to enhance their professionalism, though many cited challenges in applying these reflections to their daily teaching routines. These findings suggest that while teachers possess a good understanding of the subject matter, there is a lack of effort and support in enhancing creativity in material development and utilizing diverse teaching strategies. This gap points to the need for targeted professional development programs to support teachers in these areas.

The results of the questionnaire showed that the majority of teachers have a good understanding of professionalism, especially in the pedagogical and professional competency menu. Teachers are able to design learning, master teaching materials, and use various methods. Good mastery of the material shows that teachers have a deep understanding of mathematical concepts. This is very important because a strong understanding allows teachers to explain the material more clearly and effectively to students. However, mastery of the material alone is not enough. Teachers also need to develop the ability to prepare material in an interesting and relevant way for students, so that they can increase their learning motivation (Magdalena, Sundan, Nurkamilah, Nasrullah and Amaha, 2020).

But besides that, one of the main findings and research of UU is the use of innovative learning strategies and media. In the current digital era, the use of technology in learning is very important to attract students' attention and increase interaction in the classroom. Teachers who do not utilize various sources of data and technology will have difficulty creating a meaningful and effective learning experience. Literature studies support UU's findings, which show that technology is an important component in teacher professionalism in the digital era. Therefore, training and professional development for teachers are needed so that they can integrate technology and more creative learning methods.

In addition, the ability to act reflectively is one of the important aspects in teacher professionalism. Reflective action helps teachers to evaluate their teaching practices and find ways to improve the quality of learning. The results of the study show that teachers have not fully implemented reflective action in their learning process Encouraging teachers to reflect

regularly can help them identify strengths and weaknesses in their teaching methods, as well as identify ways to improve.

Lack of teacher professionalism can have a direct impact on the quality of education received by students. If teachers are unable to prepare material in an interesting way or do not use effective learning methods, students may lose interest in learning, especially in mathematics subjects which are often considered difficult. Therefore, it is important for schools and the government to provide support through training and workshops for teachers so that they can improve their professional competence.

And regular hard studies, several strategies can be carried out to improve the professionalism of teachers (Anwar, 2018), as follow: (1) The government and educational institutions must provide ongoing training that is appropriate to the needs of teachers, especially in the use of technology and the implementation of the Merdeka Curriculum; (2) Access to digital platforms and technological devices should be expanded, especially for teachers in remote areas. In addition, online-based training can be an effective solution to reach more teachers; (3) The gum administration system needs to be simplified to free up space for them to focus more on learning activities and competency development

4. CONCLUSION

Based on the research results, several things can be concluded as follows: (1) Most teachers have demonstrated a good level of professionalism, especially in pedagogical and professional competence; (2) However, besides that, one of the main findings and determinations is the use of innovative learning strategies and media; (3) Teachers have not yet fully implemented reflective actions in their learning process. Encouraging teachers to carry out reißecctions regularly is possible help them identify the weaknesses and shortcomings in their learning methods, and find a way to improve them; and (4) Some strategies that can be implemented to improve teacher professionalism are appropriate and ongoing training, access to digital platforms and technological devices, a simple administration system and intensive compensation for teachers according to their performance

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