

## Teacher Professionalism in Professional Perspective and Educational Management: An Exploratory Study at UPTD SMP Negeri 2 Gunungsitoli Idanoi

Nurin Aprillinia Zalukhu<sup>a</sup> | Christi Elissabeth Zentrato<sup>a</sup> | Karuniaman Hia<sup>a</sup> | Destin Cerah Anggela Hulu<sup>a</sup> | Dewi Sandra Zamili<sup>a</sup> | Natalia Kristiani Lase<sup>b</sup> 

<sup>a</sup> Department of Biology Education, Faculty of Teacher Training and Education, Universitas Nias, Gunungsitoli, Indonesia

<sup>b</sup> Department of Agrotechnology, Faculty of Science and Technology, Universitas Nias, Gunungsitoli, Indonesia

Received: 18 May 2026

Revised: 03 June 2026

Accepted: 20 June 2026

Published: 24 June 2026

Corresponding Author:

Author Name: Nurin Aprillinia

Zalukhu

Email:

[nurinaprilliniazalukhu@gmail.com](mailto:nurinaprilliniazalukhu@gmail.com)

DOI: 10.56207/genbionix.v4i1.949

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**Abstract:** Teacher professionalism is one of the key factors determining the quality of education. This study aimed to explore teacher professionalism from the perspectives of the teaching profession and educational management at UPTD SMP Negeri 2 Gunungsitoli Idanoi. The study employed a descriptive qualitative approach with an exploratory research design. Data were collected through interviews, observations, and documentation involving the school principal and a science teacher as research informants. The collected data were analyzed using descriptive qualitative techniques, including data reduction, data presentation, and conclusion drawing. The findings revealed that teacher professionalism at UPTD SMP Negeri 2 Gunungsitoli Idanoi is generally categorized as good, as indicated by the majority of teachers having completed the Teacher Professional Education Program (PPG) and obtained teaching certificates. Teachers actively participate in various professional development activities to enhance their competencies. From the educational management perspective, the school supports teacher professionalism through training programs, effective teacher management, and the provision of learning facilities. However, challenges remain, particularly related to limitations in educational facilities and infrastructure, including laboratory equipment, as well as diverse student characteristics. The school addresses these challenges through collaboration among teachers, counseling staff, and parents. Overall, teacher professionalism has shown positive development and continues to require support through sustainable competency improvement and educational facility enhancement.

**Keywords:** teacher professionalism, teaching profession, educational management, professional development, qualitative study

### How to Cite:

Zalukhu, N. A., Zentrato, C. E., Hia, K., Hulu, D. C. A., Zamili, D. S., Lase, N. K. (2026). Teacher Professionalism in Professional Perspective and Educational Management: An Exploratory Study at UPTD SMP Negeri 2 Gunungsitoli Idanoi. *GEN BIONIX: Jurnal Ilmiah Pendidikan Biologi*, 4(2), 96–102. <https://doi.org/10.56207/genbionix.v4i1.949>

## Introduction

Education plays a crucial role in developing high-quality human resources capable of responding to the challenges of globalization and technological advancement. The success of educational implementation is influenced by various components, among which teachers hold a strategic position. Teachers are not only responsible for delivering subject matter but also for guiding, motivating, facilitating, and shaping students' character and competencies. Therefore, teacher professionalism has become one of the key determinants of educational quality.

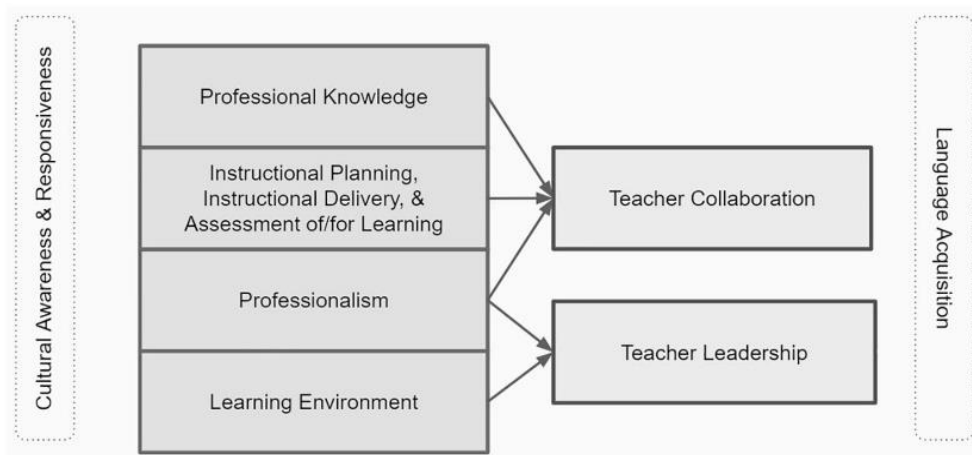
Teacher professionalism refers to the ability and commitment of teachers to perform their duties and responsibilities in accordance with established professional standards. Professional teachers are expected to possess pedagogical, professional, social, and personal competencies that enable them to conduct effective and meaningful learning processes. Continuous professional development is also necessary to ensure that teachers remain responsive to changes in educational policies, curriculum development, and advances in science and technology.

Several previous studies have highlighted the importance of teacher professionalism in improving educational quality. Research conducted by Susanto (2020) found that teacher professionalism significantly contributes to the effectiveness of learning and student achievement. Similarly, Sagala (2022) emphasized that educational management plays an essential role in supporting teachers through supervision, training programs, and resource management. However, most previous studies have focused primarily on theoretical discussions of teacher professionalism or quantitative assessments of teacher competencies, with limited attention given to how professionalism is implemented and supported within specific school contexts.

Furthermore, studies examining teacher professionalism often overlook the integration between professional development and educational management practices at the school level. In particular, there is limited research exploring how school management supports teacher professionalism through teacher deployment, professional training, learning facilities, and the utilization of supporting infrastructure. Understanding these aspects is important because effective educational management can create a conducive environment for teachers to perform their professional roles optimally.

UPTD SMP Negeri 2 Gunungsitoli Idanoi provides an interesting context for exploring teacher professionalism. The school has implemented various efforts to support professional development, including participation in Teacher Professional Education (PPG), training activities, and the management of learning facilities. However, challenges related to infrastructure limitations and diverse student characteristics remain. Investigating these conditions may provide valuable insights into the relationship between teacher professionalism and educational management in school settings.

Therefore, this study aims to explore teacher professionalism from the perspectives of the teaching profession and educational management at UPTD SMP Negeri 2 Gunungsitoli Idanoi. Specifically, the study seeks to describe the condition of teacher professionalism, examine school management efforts in supporting professional development, identify challenges faced by the school, and analyze strategies implemented to enhance the quality of teaching and learning. The findings are expected to contribute to the understanding of teacher professionalism and provide recommendations for improving educational management practices in schools.



**Figure 1.** Conceptual framework of teacher professionalism from the perspectives of teaching profession and educational management.  
*Source: Developed by the authors based on the concepts of teacher professionalism and educational management (2026).*

## Methods

This study employed a qualitative research approach with an exploratory descriptive design to investigate teacher professionalism from the perspectives of the teaching profession and educational management at UPTD SMP Negeri 2 Gunungsitoli Idanoi. A qualitative approach was chosen because it enables an in-depth understanding of participants' experiences, perceptions, and practices related to teacher professionalism and school management.

The research was conducted at UPTD SMP Negeri 2 Gunungsitoli Idanoi, located in Gunungsitoli Idanoi District, Gunungsitoli City, North Sumatra, Indonesia. The participants were selected purposively based on their involvement and knowledge of teacher professional development and educational management. The key informants consisted of the school principal and a teacher who provided relevant information regarding professional practices, school management, and challenges encountered in the educational process.

Data were collected through semi-structured interviews, direct observations, and documentation studies. Interviews were conducted to obtain detailed information regarding teacher professionalism, professional development activities, school management support, and challenges faced by educators. Observations were carried out to examine teaching and learning activities as well as the utilization of educational facilities. Documentation was used to support the findings through school records, professional development certificates, and other relevant documents.

The collected data were analyzed using the interactive model proposed by Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, which consists of three stages: data reduction, data display, and conclusion drawing/verification. Data reduction involved selecting and organizing relevant information obtained from interviews, observations, and documentation. Data display was performed by presenting the data in a systematic narrative form to facilitate interpretation. Finally, conclusions were drawn and verified continuously throughout the research process to ensure the credibility and consistency of the findings.

To enhance the trustworthiness of the study, data triangulation was employed by comparing information obtained from different sources and data collection techniques. The combination of interviews, observations, and documentation enabled the researchers to validate findings and minimize potential bias. This approach ensured that the results

accurately reflected the actual conditions of teacher professionalism and educational management practices at the research site.

**Table 1.** Research Instruments

Data Collection Technique	Instrument	Purpose
Interview	Interview Guide	To obtain information regarding teacher professionalism and educational management
Observation	Observation Sheet	To observe teaching-learning activities and school facilities
Documentation	Documentation Checklist	To collect supporting documents related to teacher professional development and school management

## Results

### *Teacher Professionalism*

The findings revealed that teacher professionalism at UPTD SMP Negeri 2 Gunungsitoli Idanoi has shown positive development. Based on interviews with the school principal and teachers, most educators have participated in the Teacher Professional Education Program (*Pendidikan Profesi Guru—PPG*) and obtained teaching certificates. This indicates that teachers have fulfilled one of the important requirements for professional educators in Indonesia.

In addition to certification, teachers actively engage in various professional development activities, including training programs, workshops, seminars, and teacher professional communities. These activities enable teachers to improve their pedagogical, professional, social, and personal competencies. Continuous professional development is considered essential for adapting to curriculum changes, technological advancements, and evolving student learning needs.

The observation results also indicated that teachers demonstrated professional attitudes during classroom instruction. Teachers prepared learning materials, implemented lesson plans, and facilitated student participation during the learning process. Such practices reflect the implementation of professional competencies that support effective teaching and learning. The findings support the notion that teacher professionalism is not solely determined by academic qualifications or certification status but also by continuous efforts to improve competencies and teaching practices. Therefore, professional development activities should be maintained to ensure sustainable improvement in educational quality.

**Table 2.** Indicators of Teacher Professionalism Identified in the Study

Aspect	Findings
Academic Qualification	Teachers meet the required educational qualifications
Professional Certification	Most teachers have completed PPG and obtained teaching certificates
Professional Development	Participation in training, workshops, and professional communities
Teaching Practice	Lesson preparation and active classroom facilitation
Professional Commitment	Continuous efforts to improve teaching competencies

### *Educational Management Support for Teacher Professionalism*

The study found that educational management plays a significant role in supporting teacher professionalism. School management facilitates teacher participation in professional development programs and encourages continuous learning among educators. The principal actively supports teachers by providing opportunities to attend training programs and professional activities relevant to their fields. Furthermore, teacher management practices within the school contribute to the enhancement of professionalism. The allocation of teaching responsibilities is adjusted according to teachers' educational backgrounds and expertise. This strategy allows teachers to maximize their competencies and improve instructional effectiveness.

The provision of educational facilities also constitutes an important component of educational management. The school provides classrooms, learning media, and laboratory facilities that support instructional activities. Although some facilities require improvement, the existing resources contribute positively to the learning process and teachers' professional performance. These findings demonstrate that educational management serves as an enabling factor for teacher professionalism. Effective school leadership, professional support systems, and adequate learning facilities create a conducive environment for teachers to perform their professional roles.

### *Challenges and Strategies in Enhancing Educational Quality*

Despite the positive condition of teacher professionalism, several challenges were identified during the study. One of the primary challenges relates to limitations in educational facilities and infrastructure. Some learning resources and laboratory equipment require upgrading to support more effective learning activities.

Another challenge concerns the diverse characteristics of students. Teachers encounter differences in learning abilities, motivation, and classroom behavior, requiring adaptive instructional strategies. Managing diverse student needs demands additional effort and professional competence from educators. Time constraints and workload also emerged as factors influencing professional development. Teachers are required to balance teaching responsibilities, administrative tasks, and participation in professional development activities. Consequently, effective time management becomes crucial for maintaining professionalism.

To address these challenges, the school implements several strategies. Collaboration among teachers is encouraged through professional discussions and experience sharing. The school also strengthens communication with parents and counseling personnel to support student development. In addition, efforts are made to improve educational facilities gradually and provide continuous opportunities for teacher professional development. The findings suggest that although challenges remain, collaborative school management and sustained professional development initiatives contribute significantly to maintaining teacher professionalism and improving educational quality.

**Table 3.** Challenges and Strategies Identified in the Study

Challenges	Strategies Implemented
Limited facilities and infrastructure	Gradual improvement of educational facilities
Diverse student characteristics	Adaptive teaching approaches and collaboration with counseling staff
Teacher workload and time constraints	Effective time management and professional collaboration
Need for continuous competency improvement	Participation in training and professional development programs

The findings indicate that teacher professionalism is closely associated with continuous competency development and effective educational management. Professional certification alone is insufficient to ensure teacher professionalism; sustained participation in training and professional learning activities remains essential. These findings are consistent with previous studies emphasizing that teacher professionalism requires lifelong learning and continuous competency enhancement. Teachers who actively engage in professional development programs are more likely to adopt innovative teaching strategies, improve classroom management skills, and respond effectively to the changing demands of education. Consequently, professional development should not be viewed as a one-time requirement but rather as a continuous process that supports teachers throughout their careers.

The results of this study reveal that participation in Teacher Professional Education (PPG), workshops, seminars, and teacher learning communities contributes positively to the development of teacher competencies. These activities enable teachers to update their pedagogical knowledge, strengthen subject-matter expertise, and improve instructional practices. Similar findings have been reported in previous studies, which suggest that continuous professional development enhances teachers' confidence, instructional effectiveness, and adaptability in diverse learning environments. Therefore, schools should encourage and facilitate teachers' participation in such activities as part of their long-term professional growth.

Moreover, the study highlights the important role of educational management in creating conditions that support professional growth. Effective leadership, teacher support systems, and adequate facilities contribute significantly to teachers' ability to perform their professional responsibilities. School leaders play a crucial role in establishing a professional culture that promotes collaboration, innovation, and continuous improvement. Through strategic planning, supervision, and resource allocation, school management can create an environment that encourages teachers to develop their competencies and maintain high professional standards.

The findings also indicate that the school principal serves as a key facilitator in supporting teacher professionalism. The provision of opportunities for professional development, encouragement to participate in training programs, and the implementation of academic supervision help teachers improve their instructional performance. Effective supervision not only evaluates teachers' work but also provides constructive feedback and guidance for professional improvement. This finding supports the view that instructional leadership is one of the most influential factors in promoting teacher effectiveness and educational quality.

Another important finding concerns the role of educational facilities and infrastructure. Although the school has provided basic learning facilities, several limitations remain, particularly regarding laboratory equipment and learning resources. Adequate facilities are essential because they enable teachers to implement various teaching methods and

create meaningful learning experiences for students. Limited resources may restrict instructional innovation and reduce opportunities for practical learning activities. Therefore, improving educational facilities should be considered an important strategy for enhancing both teacher professionalism and student learning outcomes.

The study also identified challenges related to diverse student characteristics. Teachers are required to address differences in students' learning abilities, motivation, interests, and classroom behavior. Such diversity demands flexibility and creativity in instructional planning and implementation. Professional teachers are expected to adapt teaching strategies according to students' needs while maintaining an inclusive and supportive learning environment. This finding demonstrates that teacher professionalism extends beyond mastery of subject matter and includes the ability to respond effectively to diverse educational contexts.

Furthermore, workload and time constraints were identified as factors affecting professional development. Teachers often balance multiple responsibilities, including classroom instruction, administrative duties, assessment tasks, and participation in professional activities. Excessive workload may limit opportunities for reflective practice and continuous learning. Consequently, educational management should seek to create policies and support systems that enable teachers to engage in professional development without compromising their instructional responsibilities.

The collaborative efforts observed within the school also represent an important aspect of professionalism. Teachers frequently share experiences, discuss instructional challenges, and collaborate to solve educational problems. Such professional collaboration contributes to the exchange of knowledge and best practices among educators. Research has consistently shown that collaborative professional cultures enhance teacher learning and improve instructional quality. Therefore, fostering teamwork and professional learning communities should become a priority in school management practices.

In addition, the findings suggest that teacher professionalism and educational management are mutually reinforcing. Professional teachers require supportive management systems to perform effectively, while successful educational management depends on competent and committed teachers. This interdependent relationship highlights the importance of integrating teacher development initiatives with broader school improvement programs. Schools that prioritize both teacher professionalism and effective management are more likely to achieve sustainable educational improvement.

Overall, the study demonstrates that teacher professionalism and educational management are interconnected factors that collectively influence learning effectiveness and school quality improvement. Continuous professional development, supportive leadership, adequate facilities, and collaborative school cultures contribute significantly to the achievement of educational goals. Therefore, sustained support for teacher development and continuous innovation in educational management are necessary to ensure long-term improvements in teaching quality and student learning outcomes. Future research may involve a larger number of participants and different school contexts to provide a more comprehensive understanding of the factors influencing teacher professionalism and educational effectiveness.

## **Conclusion**

This study concludes that teacher professionalism at UPTD SMP Negeri 2 Gunungsitoli Idanoi has developed positively through participation in Teacher Professional Education (PPG), professional certification, and various continuous professional development activities. The findings demonstrate that educational management plays a crucial role in supporting teacher professionalism through effective leadership, teacher development programs, academic supervision, and the provision of learning facilities. Despite challenges related to limited infrastructure, diverse student characteristics, and teachers' workload, the school has implemented collaborative strategies to address these issues and maintain the quality of teaching and learning. The study further reveals that teacher professionalism and educational management are closely interconnected and collectively contribute to learning effectiveness and school quality improvement. Therefore, continuous investment in teacher professional development, educational facilities, and innovative management practices is essential to sustain positive educational outcomes and enhance the overall quality of education.

## **Acknowledgments**

The authors would like to express their sincere gratitude to the Principal, teachers, and staff of UPTD SMP Negeri 2 Gunungsitoli Idanoi for their cooperation, support, and valuable contributions throughout the research process. Appreciation is also extended to all parties who provided assistance and encouragement in the completion of this study.

## **AI Declaration**

The authors used ChatGPT (OpenAI) during the preparation of this manuscript to assist with drafting, language editing, translation, paraphrasing, and improving the organization and readability of the text. All AI-generated outputs were carefully reviewed, revised, and validated by the authors. The authors take full responsibility for the accuracy, originality, interpretation, and conclusions presented in this manuscript. Artificial intelligence tools were not used for data collection, data analysis, data interpretation, or the generation of research findings.

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