

TEACHERS AS PROFESSIONAL EDUCATORS: A STUDY ON THEIR ROLES AND RESPONSIBILITIES IN PROMOTING ACTIVE STUDENT LEARNING AT MTS MIFTAHUL ULUM PABUARAN

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Abstract:

This study aims to examine the roles and responsibilities of teachers in enhancing students' active participation in learning at MTS Miftahul Ulum Pabuaran. The research employed a descriptive qualitative method, with research subjects including the principal, teachers, and students. The findings indicate that the roles and responsibilities of teachers at MTS Miftahul Ulum Pabuaran as educators, instructors, mentors, and evaluators still face various challenges. These challenges include issues related to the pedagogical approaches used, teachers' ability to address student diversity, the utilization of available learning media, and the effectiveness of assessment and evaluation systems. As a recommendation, teachers are encouraged to implement more interactive teaching approaches and methods, such as project-based learning or group discussions, to increase student engagement. In addition, the school is advised to provide professional development for teachers in the use of educational technology to enable more comprehensive assessment and evaluation processes.

Keywords: *teacher's role, teacher's responsibility, active participation, students, learning*

Abstrak:

Penelitian ini bertujuan untuk menelaah peran dan tanggung jawab dalam meningkatkan partisipasi aktif belajar siswa di MTS Miftahul Ulum Pabuaran. Metode penelitian yang digunakan adalah kualitatif deskriptif, dengan subjek penelitian meliputi kepala sekolah, guru, dan siswa. Hasil penelitian menunjukkan bahwa peran dan tanggung jawab guru MTS Miftahul Ulum Pabuaran sebagai pendidik, pengajar, pembimbing, dan evaluator masih menghadapi berbagai tantangan, yakni permasalahan pendekatan pedagogis yang digunakan, kemampuan guru dalam menangani keberagaman peserta didik, pemanfaatan media pembelajaran yang tersedia serta sistem penilaian dan evaluasi. Sebagai rekomendasi, guru diharapkan dapat menerapkan pendekatan dan metode pembelajaran yang lebih interaktif, seperti pembelajaran berbasis proyek atau diskusi kelompok, untuk meningkatkan keterlibatan siswa. Selain itu, sekolah dapat menyediakan pelatihan bagi guru dalam penggunaan teknologi pembelajaran agar evaluasi dan asesmen dapat dilakukan dengan lebih komprehensif.

Kata Kunci: *tugas guru, tanggung jawab guru, partisipasi aktif, siswa, belajar*

INTRODUCTION

Teaching is a profession that requires individuals to develop their professionalism in accordance with developments in science and technology (IPTEK). The main duties of teachers as regulated in Law Number 14 of 2005 Article 1 paragraph 1 are to educate, teach, guide, direct, train, assess, and evaluate students in Early Childhood Education, Formal Education, Elementary Education, and Secondary Education (INDONESIA, nd).

In carrying out their roles and responsibilities as educators, teachers often face a variety of complex and diverse obstacles. One of the main challenges that frequently arises is the high administrative burden, where teachers are required to complete numerous reports, evaluation documents, and other learning administration tasks, often consuming time and energy. Furthermore, limited learning support facilities such as learning media, technology, and inadequate classrooms also pose obstacles that hinder the smooth running of the teaching and learning process.

Demands on teacher professionalism are also increasing along with the times and advances in educational technology. Teachers are expected not only to master subject matter but also to be able to apply innovative learning methods, manage classes effectively, and establish effective communication with various parties. However, in practice, many teachers still face difficulties in managing classroom dynamics, especially when dealing with students with diverse characteristics and learning needs.

In addition, kTime constraints are another factor that complicates teachers' workload, particularly in balancing lesson planning, teaching implementation, assessment, and competency development. Equally important, the lack of parental support for the educational process at school is also a challenge. Parents' lack of involvement in assisting their children with their learning or communicating with the school can impact the effectiveness of teachers' learning.

Based on these various issues, it is clear that teachers require more serious attention and support, from schools, the government, and the community. Improving working conditions, providing adequate facilities, and reducing non-essential administrative burdens can be the first steps in creating a more conducive work environment. This way, teachers can focus more on carrying out their primary duties: optimally educating, teaching, guiding, directing, training, assessing, and evaluating students, thereby maximizing the achievement of educational goals.

The problem of teacher professionalism alsoThis was found at Miftahul Ulum Islamic Junior High School (MTS) in Pabuaran. Based on observations of 14 teachers, only 50% were able to carry out their duties as professionals. This was evidenced by the discovery that many teachers were teaching outside their field, only a few were able to perform their duties well, and a lack of training to become professional teachers.

In relation to professionalism, it is necessary to define it briefly in relation to the teaching profession. According to Darling-Hamond & Goodwin, a job is called professional if it has at least three main characteristics, namely: (1) the application of knowledge in carrying out work is based on individual interests in each case, (2) has a structured internal mechanism, which regulates recruitment, training, licensing (work permits), and standard measures for ethical and adequate practices and (3) assume primary responsibility for the needs of his clients (Liem, 2024). Furthermore, in the Ministry of National Education, Laws and Government

Regulations of the Republic of Indonesia, in Chapter 1 Article 1 paragraph 4 it is stated that professional is a job or activity carried out by a person and becomes a source of income that requires expertise, skills, or abilities that meet certain quality standards or norms and requires professional education (Hamid, 2020).

Based on the views of Darling-Hamond & Goodwin and national education regulations, it can be understood that being a professional teacher is a teacher who teaches according to their field of expertise and needs to make efforts to improve their competence by participating in various activities that support their professionalism. However, this has not been implemented at MTS Miftahul Ulum Pabuaran. This study aims to examine the roles and responsibilities of teachers at MTS Miftahul Ulum Pabuaran in increasing active student learning participation.

RESEARCH METHOD

The approach and method used in this research is descriptive qualitative. Qualitative research is a research method that uses descriptive data in the form of written or spoken language from observable individuals and actors. It focuses on qualitative phenomena, namely phenomena related to qualities. This is to facilitate answers or provide in-depth information about a person's opinions, perceptions, and feelings (Mahagiyani et al., 2024).

Data collection techniques were conducted through interviews, observation, and documentation. The informants in this study were the principal, teachers, and students. Observations were conducted by researchers by directly visiting the location of MTS Miftahul Ulum, located in Pringkasap Village, RT 28/11, Pabuaran District, Subang Regency. Researchers analyzed the use of teaching methods used, the suitability of methods to student learning styles, techniques and methods in dealing with students with different abilities, approaches in student guidance, learning time management, and the use of learning media.

The data analysis used in this study involved data reduction, which involved selecting and sorting the data needed for the study. The data was then presented and described, followed by the results of observations, interviews, and documentation. The next stage was organizing the data into organized sentences. The data analysis techniques used were data triangulation and source triangulation.

FINDINGS AND DISCUSSION

Education is a crucial foundation for individual development, and the role of teachers as professional educators is crucial. According to Regulation of the Minister of National Education of the Republic of Indonesia Number 14 of 2005, a teacher's primary duties include educating, teaching, guiding, and evaluating students. In this context, the implementation of teachers' roles and responsibilities is an effort to increase students' active involvement in the learning process. Through diverse and adaptive approaches, teachers can create a fun and challenging learning environment, which in turn can motivate students to actively participate.

The role of teachers as educators and instructors at MTS Miftahul Ulum

Based on field findings, several significant issues emerged regarding the implementation of the learning process by teachers at MTS Miftahul Ulum in the

classroom. These issues relate to the pedagogical approach used, the teachers' ability to handle student diversity, and the use of available learning media. These three aspects directly influence the effectiveness of the teaching and learning process and the achievement of desired learning objectives.

First, The teaching methods used by some teachers at MTS Miftahul Ulum tend to lack variety and are not fully adapted to students' learning styles. In practice, teachers still often use conventional approaches such as lectures or individual assignments that are one-way and require minimal interaction. However, in a heterogeneous class, students have different learning styles such as visual, auditory, and kinesthetic, which require teachers to be able to adapt learning methods to suit each student's characteristics. This lack of variety in teaching methods can cause some students to have difficulty understanding the material, lack motivation, or even become passive in learning activities. This certainly has a negative impact on the level of student participation and overall learning outcomes.

Second, teachers at MTS Miftahul Ulum are considered to still lack sufficient understanding in dealing with students with diverse abilities. In the context of inclusive and equitable learning, teachers are required to be able to provide balanced attention to all students, including those with special needs, high-achieving students, and students with low academic abilities. However, in reality, many teachers still experience difficulties in implementing learning differentiation strategies, namely strategies that allow teachers to adjust learning materials, processes, and products according to the needs of each student. As a result, some students feel left behind, do not receive adequate guidance, or are not given enough challenges to develop their potential to the fullest.

Third, the limitations of MTS Miftahul Ulum teachers in the use of learning media is also a factor inhibiting the effective learning process. Learning media plays an important role in helping students understand abstract concepts, attracting interest in learning, and creating a more interactive and enjoyable learning experience. However, unfortunately, not all teachers optimally utilize learning media, whether conventional media such as images, models, and props, or technology-based media such as digital presentations, learning videos, or educational applications. This limitation can be caused by several factors, including lack of training, minimal supporting facilities, or low technological literacy of teachers. As a result, learning becomes monotonous, less contextual, and unable to optimally meet students' learning needs.

The role of teachers as guides, directors and trainers at MTS Miftahul Ulum

In carrying out their duties as educators, teachers at Miftahul Ulum Islamic Junior High School (MTS Miftahul Ulum) have responsibilities that are not only limited to academic aspects, but also include guidance in non-academic aspects such as character building, social skills development, and the instilling of positive attitudes and values in students. However, the implementation of this guidance is faced with various quite complex obstacles. One of the main obstacles is the

relatively large number of students in one class and limited learning time, so that teachers' attention to individual students' needs is less than optimal. In this condition, teachers' efforts to provide personalized guidance are often ineffective due to the demands of completing teaching materials within the specified time.

Next gThe teachers at Miftahul Ulum Islamic Junior High School (MTS Miftahul Ulum) have also attempted to provide guidance and explanations before learning activities begin as a form of initial conditioning for students. However, in reality, the teachers' delivery methods are often less engaging or not tailored to the students' diverse learning styles. This results in most students paying little attention to the directions given and even tending to ignore important information conveyed.

In training students, especially those with different learning abilities, MTS teachers Miftahul Ulum provides additional guidance for students experiencing difficulties. However, time constraints prevent this approach from being optimal. Furthermore, when training specific skills, teachers face challenges in adapting training methods to suit the needs and abilities of each student. These various obstacles pose challenges to becoming a professional teacher. Improving the quality of teachers at MTS Miftahul Ulum requires more than just meeting formal requirements, but also addressing the various problems that arise.

The role of teachers as assessors and evaluators at MTS Miftahul Ulum

In the learning evaluation process, teachers at Miftahul Ulum Islamic Junior High School (MTS Miftahul Ulum) have carried out their duties by manually recording and documenting student assessment results and utilizing a simple application as a tool for processing grades. However, the system used is still limited and unable to provide a comprehensive picture of each student's overall learning progress. Teachers at Miftahul Ulum Islamic Junior High School also provide opportunities for students to improve their grades through additional assignments or remedial tests. In principle, this is a form of continuous and educational assessment (assessment for learning), where students are given a second chance to correct mistakes and re-understand material they have not yet mastered. However, in practice, the implementation of remedial and additional assignments has not been fully effective. Teachers still face several obstacles, particularly in providing further guidance to students experiencing learning difficulties. Time constraints, a high teaching load, and a large student population make it difficult for teachers to provide intensive and individualized guidance. As a result, the process of improving grades often lacks students' in-depth understanding of material they have not yet mastered.

Based on the results of research conducted at MTS Miftahul Ulum, the implementation of the roles and responsibilities of MTS Miftahul Ulum teachers in increasing active student engagement is still not optimal. This is due to the many obstacles and challenges faced. When associated with the theory of constructivism education that emphasizes the active role of students in learning, the approaches and methods used by MTS Miftahul Ulum teachers are still not optimal in building an interactive learning environment. Vygotsky, with his theory regarding the zone

of proximal development, provides insight into the importance of social interaction in accelerating student learning. Thus, effective learning requires social interaction and scaffolding, where teachers provide guidance tailored to the needs of each student (Aritonang et al., 2025).

In this context, teachers at MTS Miftahul Ulum still need to develop methods that are more adaptive to students' learning styles. For example, the use of group discussions and project-based learning methods can be a solution to increase student engagement. Furthermore, the active learning theory proposed by Bonwell & Eison emphasizes that student engagement can be enhanced with strategies such as problem-based learning and collaborative approaches. Furthermore, various active learning strategies can be used by students, such as group discussions, project-based learning, experiments, and role-playing. Sugiyanto's published research states that the implementation of active learning strategies can significantly improve student motivation and learning outcomes (Ramadani & Suriani, 2024).

Collaborative learning can improve student learning outcomes, social skills, and a sense of responsibility for the learning process. By creating an atmosphere where students support and collaborate with one another, the learning environment becomes more inclusive and empowering. If teachers increasingly use this method, student engagement can significantly increase. In the evaluation aspect, Bloom explains that learning evaluation not only includes cognitive aspects but also affective and psychomotor aspects (Marta et al., 2025). Teachers at MTS Miftahul Ulum still focus on written exam-based evaluation, so there is a need for innovation in evaluation methods, such as project-based assessment and portfolio assessment, to provide a more comprehensive picture of student development. From the results of this study, it can be concluded that the active involvement of MTS Miftahul Ulum students in learning can be increased by:

1. Adopting a more interactive learning approach and method that suits the learning style of MTS Miftahul Ulum students.
2. Improving the skills of MTS Miftahul Ulum teachers in guiding students with a more personal approach.
3. Developing a more comprehensive assessment system by utilizing technology.
4. Using more innovative evaluation methods to make learning more effective.

CONCLUSION

Based on the research and analysis conducted, it can be concluded that the role of teachers at MTS Miftahul Ulum in increasing student engagement in learning still faces several challenges, namely the pedagogical approach used, teachers' ability to handle student diversity, and the use of available learning media. Furthermore, the assessment and evaluation system needs to be improved by utilizing technology to ensure student progress can be monitored more effectively. As a recommendation, teachers are expected to implement more interactive learning approaches and methods, such as project-based learning or group discussions, to increase student

engagement. Furthermore, schools can provide training for teachers in the use of learning technology so that evaluation and assessment can be carried out more comprehensively.

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