

The Role, Responsibilities, and Professionalism of Muslim Teachers in Enhancing Educational Quality

Rizky Syahridun Tanjung*

Universitas Islam Sumatera Utara

Email: syahrudintanjung7@gmail.com

Abstract

This article aims to critically examine the role, responsibilities, and professionalism of educators through a literature-based approach. The study reviews a wide range of relevant sources including academic literature, national education policies, and prior research findings to construct a comprehensive understanding of the dynamics of the teaching profession in Indonesia. The findings indicate that teacher professionalism is shaped not only by academic qualifications but also by integrity, commitment, and the ability to adapt to changing times. The article highlights the importance of continuous capacity-building for teachers, as well as the need for regulatory and institutional support to uphold the dignity of the teaching profession. These findings are expected to serve as a reference for policymakers in formulating education policies that prioritize the improvement of teacher quality and the overall advancement of national education.

Keywords: *Role; Professionalism; Muslim Teachers; Educational Quality*

Abstrak: Artikel ini bertujuan untuk mengkaji secara mendalam peran, tanggung jawab, dan profesionalisme guru melalui pendekatan studi kepustakaan. Penelitian ini mengulas berbagai literatur yang relevan, baik dari kajian akademik, kebijakan pendidikan nasional, maupun hasil penelitian terdahulu, untuk membangun pemahaman komprehensif tentang dinamika profesi guru di Indonesia. Hasil kajian menunjukkan bahwa profesionalisme guru tidak hanya ditentukan oleh kualifikasi akademik, tetapi juga oleh integritas, komitmen, dan kemampuan beradaptasi terhadap perubahan zaman. Artikel ini menekankan pentingnya penguatan kapasitas guru secara berkelanjutan serta perlunya regulasi dan dukungan institusional untuk menjaga marwah profesi keguruan. Temuan ini diharapkan dapat menjadi rujukan bagi pemangku kepentingan dalam merumuskan kebijakan pendidikan yang berorientasi pada peningkatan mutu guru dan pendidikan nasional secara menyeluruh.

Kata Kunci: *Peran; Profesionalisme; Guru Muslim; Mutu Pendidikan*

Introduction

Teachers are one of the main pillars in the national education system, which plays a central role in producing a generation of the nation that is intelligent, characterful, and competent. In the midst of such rapid changes in the times, both in terms of technology, social, and culture, the role of teachers is not only as a transmitter of knowledge, but also as an educator, guide, and moral role model. In the framework of human resource development, teachers are at the forefront of the process of internalizing noble values, forming life skills, and instilling the spirit of nationality and civilization. Therefore, the existence of professional and integrity teachers is a key factor in creating quality and sustainable education (Lubis, 2022).

However, the reality on the ground shows that the role and responsibility of teachers in Indonesia still face various challenges. Phenomena such as low teacher welfare, competency disparities between regions, high administrative burden, and the demand for adaptation to digital technology in learning, are problems that continue to emerge. Not a few teachers experience a gap between professional idealism and real conditions in schools, both in terms of facilities and policy support. On the other hand, people's expectations of teachers are increasing, requiring them to be not only proficient in teaching, but also sensitive to social, cultural, and character issues of students in this era of disruption (Darling-Hammond, 2021).

The study of the role, responsibility, and professionalism of teachers is important to be carried out as an effort to fully understand the dynamics of the teaching profession in Indonesia. A number of previous studies have reviewed aspects of teacher competence, such as a study conducted by Suyatno (2018) on the integration of character values in learning, and research by Susanto (2020) which highlights the role of teachers in digital-based learning. However, there have not been many studies that comprehensively explore the relationship between the role of teachers, their moral and social responsibilities, and the standards of professionalism required in the current national education context. Therefore, this article is expected to fill this gap, as well as enrich the academic discourse on the existence of teachers in the midst of the complexity of 21st-century educational challenges.

This article aims to descriptively analyze the role of teachers as educators and moral guides, their responsibilities in shaping the character and skills of students, and the extent to which teachers' professionalism is manifested in daily educational practices. The questions asked in this study include what are the forms of teacher responsibility in teacher duties and ethics. By answering these questions, it is hoped that this study can contribute to strengthening educational policies and practices that are more in favor of the development of teachers as strategic actors in social change and the progress of the nation.

Method

This research uses a library research approach that aims to explore, analyze, and formulate a theoretical understanding of the role, responsibility, and professionalism of teachers in Indonesia. Literature study is a research method that is carried out through the search of various written sources, either in the form of books, scientific journals, policy reports, or other relevant documents, which directly or indirectly discuss the issues that are the focus of the study. This approach was chosen because it provides a wide space to understand the phenomenon of education in depth through the conceptual framework and theoretical foundations that have been developed by experts before.

The data in this study was obtained from secondary sources that have been verified for quality and relevance, such as academic literature from the field of education, government policy studies related to teachers, and previous research results both on a national and international scale. The search was carried out using online journal databases such as Google Scholar, SINTA, and other academic portals, as well as printed references from university libraries and educational institutions. The main focus of the search was directed to themes related to the dimensions of the role of teachers, ethics and professional responsibility, and standards of professionalism in educational practice.

Data analysis is carried out in a descriptive-qualitative manner with an emphasis on the process of interpretation and synthesis of information. Each source was analyzed to identify similarities, differences, and similarities with the educational context in Indonesia. Furthermore, the classified data are analyzed to formulate a complete and systematic understanding of how teachers' roles and responsibilities are formed, as well as how teachers' professionalism is developed and measured. This approach allows the author to construct scientific arguments that are both theoretical and contextual.

Results and Discussion

The Role of the Teacher

Teachers are a fundamental element in the educational process, playing an important role in developing the potential of human resources. A professional teacher is not only in charge of teaching, but also has a great responsibility in educating students, both individually and in groups, in the school environment and outside of school. The role of teachers is not limited to the transfer of knowledge, but includes character guidance and the formation of students' personalities. For this reason, teachers are required to have high competence that includes knowledge, skills, and professional attitudes. In addition, integrity and ethics are inseparable aspects of this profession, where teachers are expected to be role models in discipline and morality (Santosa, 2022).

In carrying out their duties, teachers not only play a role in the classroom, but also actively in the development of the school community

through extracurricular activities and various educational programs. Teachers are required to continue learning, adjust to the dynamics of the times and technology, and be able to provide the best educational services for students. In addition, teachers are also figures who provide emotional support to students in facing various learning challenges. Thus, the existence of teachers is the main pillar in forming a generation with strong character and ready to face the challenges of future life (Lubis, 2022).

The Existence of Teachers

The ideal teacher is a figure who is able to become *uswatun hasanah*, which is a good example in speech, action, and attitude, both in the school environment and in the community. The example displayed by the teacher will be a strong role model for his students, building the trust and authority inherent in social interaction. When teachers are able to display behavior that is in accordance with the ethical values of society, their existence becomes very valuable not only for educational institutions but also for wider social life (Putri Amanati & Yayat Suharyat, 2022).

In a broader perspective, the teaching profession is seen as a form of skill that demands high skill and art in teaching. A teacher does not only rely on theoretical knowledge from formal education, but also requires practical experience, sensitivity to the needs of students, and the ability to innovate in the teaching and learning process. Teachers are required to build a creative and inspiring learning environment, so that students are encouraged to develop their maximum potential (Berliana Berliana & Dian Andarini, 2023).

More than that, teachers also play the role of agents of social change. Through interaction with the community and their involvement in social services, teachers contribute to bridging the world of education with the real needs of the community. This role includes the formation of students' character and social skills in order to become individuals who are able to lead and be responsible in community life. Thus, the existence of teachers has a broad and profound impact on the quality of life of the community as a whole (Yasin et al., 2024).

Characteristics of Teachers

Classical Islamic thinkers such as Ibn Muqaffa and Al-Ghazali emphasized that the ideal teacher should begin the educational process by improving himself. He must guard his speech, improve his morals, straighten his mind, and cleanse his heart before imparting knowledge to others. In their view, teachers are protectors who love their students like their own children, teach knowledge with a humble and affectionate

attitude, and guide students towards a deep understanding, both intellectually and morally (Hamdan et al., 2021).

The character of educators in Islam also requires the possession of rabbaniyah traits, which is an orientation to life that is always connected to divine values. Educators with this character carry out their duties sincerely, only hoping for Allah's pleasure and upholding the values of truth. Patience is an integral part of the educational process, as education is a long process that requires repetition, perseverance, and varied approaches. In this process, teachers are required to foster students' motivation to learn so that they can apply the knowledge gained in real life (Dewi et al., 2021).

Honesty is also the main characteristic of the ideal teacher. A teacher must first practice the knowledge he teaches so that he becomes an authentic role model for students. In addition, teachers are also required to continue to develop themselves, increase knowledge, and update learning approaches in accordance with the times. Competence in choosing and applying relevant learning methods is essential for the teaching and learning process to run effectively and meaningfully (Muthoifin et al., 2023).

Good teachers are also able to manage the classroom with a firm but fair attitude, understand the psychological condition of students according to their developmental stages, and are responsive to social changes that affect students' ways of thinking and values. In carrying out their roles, teachers must be fair in giving assessments, enforcing discipline, and giving sanctions, by upholding the principles of justice and compassion.

According to Islamic thought, teachers are also required to have noble qualities such as *zuhud*, cleanliness of birth and mind, humility, courage in conveying the truth, and the ability to forgive and be wise. A strong personality, *tawadhu* attitude, sincerity, and courage in action are important characters that shape the integrity of a teacher. All of these characteristics make teachers not just teachers, but moral leaders who guide the younger generation towards a meaningful life and contribute to society (Mujahid, 2021).

Duties and Responsibilities of Teachers

The primary duties of a teacher are not only limited to teaching activities, but also include educating, guiding, directing, training, assessing, and evaluating students so that they can achieve their educational goals as a whole and move towards intellectual, emotional, and spiritual maturity. This process requires teachers to have a high level of professionalism which is reflected in the mastery of competencies, skills, and the practice of professional ethical standards. Although there are technical differences between guiding and teaching activities, they both

have the same orientation, namely helping students develop their potential comprehensively in the cognitive, affective, and psychomotor realms (Latuapo, 2023).

A teacher can only carry out his duties effectively if he has the necessary competencies in the field of teacher training and is able to carry out his role and function as a true educator. From an Islamic perspective, the ideal teacher is reflected in the person of the Prophet Muhammad PBUH, who not only teaches knowledge, but also educates the people with compassion, example, and wisdom. His example shows that teaching is not just about conveying information, but also touching the heart, shaping morals, and instilling good values (Tabroni et al., 2022).

In carrying out their duties, teachers play the role of planners or designers of the learning process. Before learning activities take place, teachers must prepare careful planning, including preparing a curriculum, choosing the right media and learning aids, and preparing relevant evaluation instruments. This planning is the foundation to create a conducive and meaningful learning atmosphere.

Teachers also have responsibilities as guardians of values or cultural conservators. In this case, teachers are expected to be role models in behavior, speech, and actions. Such examples not only reflect the moral and social values upheld in society, but also strengthen the emotional connection between teachers and students. Through this closeness, teachers can play the role of a substitute for parents as long as students are in the school environment, creating a safe atmosphere and supporting the learning process (Zakaria & Ismail, 2022).

To carry out their duties professionally, teachers are required to master four main competencies. First, pedagogic competence which includes knowledge and skills in designing, implementing, and evaluating the learning process effectively. Second, personality competencies related to integrity, emotional stability, and moral maturity are the basis for a teacher's authority in front of students. Third, social competence refers to the ability to communicate and interact with students, peers, parents, and the community at large to support the achievement of educational goals. Fourth, professional competence that reflects in-depth mastery of teaching materials and skills acquired through continuous education and experience processes.

In the classic work *Ihya 'Ulumuddin*, Imam Al-Ghazali gives an in-depth overview of the duties and manners of teachers. According to him, a teacher who learns knowledge, practices it, and then teaches it to others, is classified as a noble figure who is glorified in the sky. Being a teacher is a path of glory that must be lived with full awareness and responsibility, accompanied by a commitment to maintain manners and the mandate that accompanies it.

Manners that must be upheld by teachers include affection for students, treating them like their own children, and educating with gentleness and sincerity. Teachers are also expected to emulate the morals of the Prophet, including in terms of sincerity in teaching without

being based solely on material rewards. In addition, teachers are obliged to provide constructive advice for the good of students' future, as well as guide them to stay away from reprehensible morals and instill good values in daily life (Tabroni et al., 2022).

Conclusions

The role, duties, and responsibilities of teachers in the world of education occupy a central position as the main pillar in shaping the character and competence of students. Teachers function not only as teachers who transfer knowledge, but also as educators who guide morally, emotionally, and spiritually. The findings in this article confirm that professional teachers are figures who have pedagogical, personality, social, and professional competencies in a balanced manner, as well as uphold ethics and integrity in carrying out their roles. Overall, teachers are not just actors in the classroom, but also agents of social change and guardians of cultural values tasked with creating a humanistic, relevant, and transformative educational environment. Therefore, to answer the challenges of the times, teachers must always develop themselves and strengthen moral integrity in order to be able to form a generation that is knowledgeable, characterful, and highly competitive.

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