

Gender And Professionalism Of Primary School Teachers

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ABSTRACT

Keywords:

Research,
Publication,
Gender literacy

The purpose of this study was to describe the understanding and self-development of primary school teachers after receiving certification. Self-development activities included conducting research, writing articles, and writing modules and gender literacy. This study was quantitative with a survey model. The study population consisted of public primary school teachers and Madrasah Ibtidaiyah (MI) teachers in East Java. The sampling technique used in this study was purposive random sampling. There were 247 respondents in this study. Research data was collected through questionnaires. The data analysis technique used was quantitative descriptive. The results showed that teachers did not engage in much self-development after obtaining certification. In the field of research, 51% of teachers conducted research, 24% published, 66% wrote workbooks, and 8% wrote textbooks. Writing textbooks in the form of workbooks used in their own teaching has been done by most teachers. Meanwhile, the gender literacy of primary school teachers in East Java is good. More than 50% of teachers have teaching patterns that are not gender biased. Similarly, their understanding of violence, double burden, and gender-based leadership is also good.

INTRODUCTION

Nowadays, educational institutions are one of the hopes of society, believed to be able to foster good character for the future of the nation. Achieving national educational goals is not an easy matter, but it all requires considerable costs. Likewise, the educational process requires individuals who are truly capable and competent in handling educational issues and who are highly dedicated to the field of education. Muhayah (2024) states that in order to achieve the desired educational outcomes, supporting factors within education itself are essential, in addition to other factors. To achieve the objectives of national education, professional educators are needed. In accordance with Law - Law No. 20 of 2003 concerning the National Education System, the position of teacher as an educator is a professional position, while according to Law No. 14 of 2005 concerning Teachers and Lecturers, and Government Regulation No. 19 of 2005 (updated by Government Regulation No. 32 of 2013) concerning National Education Standards, teachers are professional educators. Therefore, teachers are required to have a minimum academic qualification of a Bachelor's degree or Diploma IV (S1/D-IV) in a relevant field and to master the competencies as learning agents. One of the obligations of teachers is to continuously improve and develop their academic qualifications and competencies in line with developments in science, technology and the arts in carrying out their professional duties. Therefore, Budiyanto (2023) adds that teachers are required to continuously develop their abilities in accordance with the times, science and technology, and the needs of society, including the need for quality human resources.

Law No. 14 of 2005 states that professional teachers are required to have a number of competencies. Competencies are a set of knowledge, skills, and behaviours that teachers must possess, internalise, and master in order to carry out their duties. Specifically, the meaning of professional teacher competencies includes: pedagogical competencies, professional competencies, personality competencies and social competencies. These

competencies can essentially be acquired by teachers through relatively long and continuous education and training. Teachers' competence can be assessed, measured and observed. The assessment of a teacher's competence is carried out through a certification programme conducted by a government-appointed Teacher Training Institute. According to Nasanius in Pupuh Fathurrohman and Suncoko (2023), the decline in education is not only caused by the curriculum but also by the lack of professionalism among teachers and students' reluctance to learn. From the above opinion, there are several factors contributing to the decline in education, one of which is the lack of professionalism among teachers. Therefore, educators must still be required to work professionally so that the objectives of National Education, namely to educate the nation and develop well-rounded individuals, can be realised. This is because the position of teachers, as stated in Law Number 14 of 2005 concerning Teachers and Lecturers, is that teachers, as professionals, serve to enhance the dignity and role of teachers as agents of learning, thereby improving the quality of national education. Teachers' competence can be assessed, measured, and observed. The assessment of a teacher's competence is carried out through a certification programme conducted by the Teacher Training Institute (LPTK) appointed by the government.

Certification is the process of awarding teaching certificates to teachers. A teaching certificate is a certificate issued by a higher education institution that conducts certification as formal proof of recognition given to teachers as professionals. Marcelus (2011) states that the purpose of teacher certification is to determine the suitability of teachers in planning, implementing, evaluating learning, and guiding students in accordance with national education objectives. Djafri (2024) adds that teacher competence aims to enable teachers to carry out their teaching profession professionally. Purwati (2024) also argues that the purpose of teacher competency is to achieve quality standards in carrying out real tasks or work. Therefore, teachers must possess competency in order to carry out their professional duties properly. Purwati (2024; Puspitaningtyas, 2023) adds that teacher development is intended to stimulate and improve the quality of staff in solving organisational problems, because the substance of study and the context of learning are always developing and changing according to the dimensions of space and time, teachers are required to continuously improve their competence.

The ideal teacher profile today, in addition to having a bachelor's degree or diploma, also has a teaching certificate. The academic qualifications of teachers are whether they have a certificate issued by an accredited or non-accredited Teacher Training and Education Institution (LPTK). After entering its twelfth year, the teacher certification process has undergone several certification programme models. The three certification programme models are: (a) through portfolio assessment, (b) through Teacher Professional Education and Training (PLPG), and (c) through Teacher Professional Education (PPG). The question that arises is whether these three certification programme models have produced professional teachers.

Teachers are a key component that influences the school system. Teachers, as agents of change, are expected to be able to pioneer changes in the social system of the schools they serve in an effort to bring about positive change. This is in line with what Cahyanti et al. (2024) stated, that through the teacher certification programme, the perspective of the quantity and quality of school changes should be carried out. This study aims to

determine the extent to which the teacher certification programme contributes to and influences teacher self-development.

RESEARCH METHOD

This research is quantitative research. The method used in this research is a survey (Creswel, 2018). In the survey, information was collected from respondents using questionnaires distributed online.

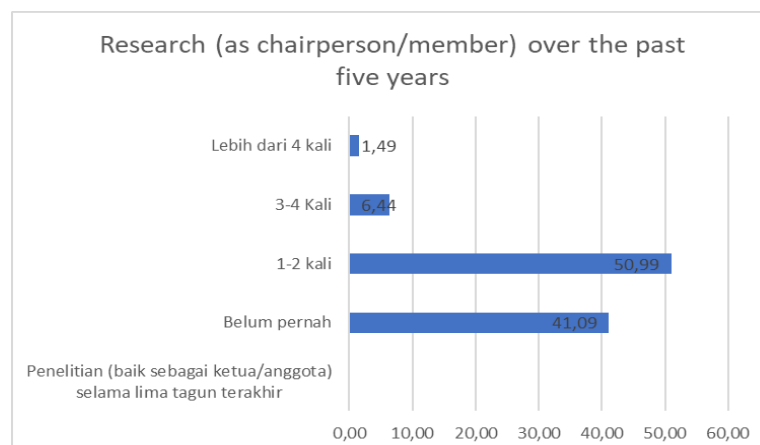
The population of this study was public elementary school teachers. In accordance with Sugiono (2022), the sampling technique used in this study is purposive sampling. The sample was selected in such a way as to represent the conditions of public elementary schools throughout East Java. The data for this study was collected through questionnaires. There were 150 teacher respondents. The data analysis technique for this study was descriptive quantitative.

RESULTS AND DISCUSSION

This section will describe the research results, which consist of two aspects, namely the competencies and gender profiles of primary school teachers in East Java. Teacher competencies consist of three aspects, namely self-development, scientific publications, and innovative works.

Self-Development

Teachers are expected to continuously develop themselves by conducting scientific activities in accordance with their respective fields. Baharudin, et al. (2024) stated that research, particularly Classroom Action Research (CAR), is a strategy for developing teachers' self-development that is useful for improving classroom management. The results of the self-development of primary school teachers in East Java are as follows.

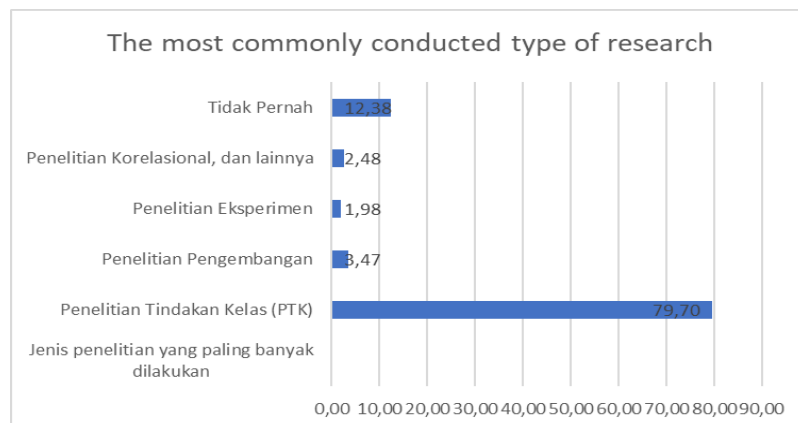


Conducting research is one of the activities that teachers should always do to improve their performance. The data diagram above shows the responses of certified teachers regarding the number of research projects conducted in the last five years. Of the 202 teachers, 50.99% stated that they had conducted one to two research projects as either the leader or a member in the last five years; 6.44% of teachers conducted three to four research projects; and 1.49% of teachers conducted more than four research projects.

Meanwhile, the remaining 41.09% of teachers had never conducted any research at all. This data illustrates that teachers do not conduct enough research. Teachers do not conduct research every year.

One measure of a teacher's performance is how often they conduct research. The more often teachers conduct research, the better their performance. Conversely, the less often they conduct research, or if they never conduct research, their performance will be poor. The data shows that more than half of teachers have conducted research, which means they have good performance. Meanwhile, teachers who have never conducted research can be said to have poor work performance over the past five years. The lack of research conducted by these teachers also occurs overseas. According to Hill (2024), this is due to a lack of human resources or teachers conducting research.

Below is the design data or research programme conducted by teachers.

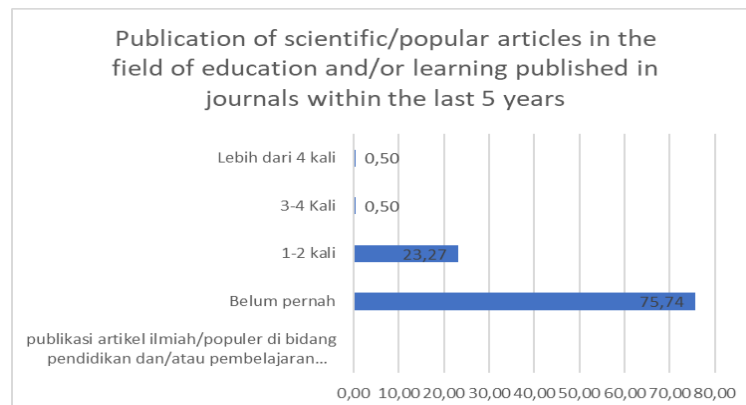


There are five types of research that teachers can conduct to improve their work performance. These types of research include Classroom Action Research (CAR), development research, experimental research, correlational research, and other types of research. From the data in the diagram above, it can be seen that 79.70% of teachers conduct CAR; 3.47% conduct development research; 1.98% conduct experimental research; 2.48% conduct correlational research; and 12.38% have never conducted research. If the total number of respondents is 202, then the number of teachers who conduct research is 177, and 25 of them have never conducted research.

Looking at the diagram above, it can be seen that the most common type of research conducted by teachers is Classroom Action Research (PTK) and the least common type is experimentation. This is related to the daily routine of teachers who are in the classroom with students, so the easiest research to conduct is Classroom Action Research. However, this does not mean that teachers cannot conduct other types of research. In fact, there are teachers who can conduct experimental and correlational research.

Scientific Publications

Publications are a means of promoting teachers' ideas about education and classroom learning. Publications appear in both scientific and popular journals. Data on scientific publications by primary school teachers in East Java is as follows.

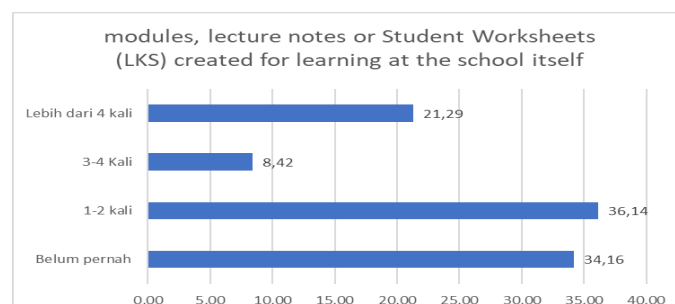


The diagram above shows the responses of certified teachers regarding the publication of scientific/popular articles in the field of education and/or learning published in journals over the past 5 years. 75.74% of teachers have never published a scientific article. With a total of 202 respondents, there are 153 teachers whose names have never been listed in journals. Only 49 certified teachers have had their names published in journals because their articles in the field of education and/or learning have been published. Of those 49 teachers, only 1 teacher had more than 4 articles published and 1 teacher had more than 3 articles published in the last 5 years. Thus, only 23.37% or 47 teachers had their articles published one to two times.

The data above shows that many teachers have not published articles in journals in the last five years. Writing articles and having them published in journals can improve teachers' performance. Only 24.27% of all teachers have had articles published in journals. This figure is very small because it does not even reach a quarter of the total number of teachers. This condition is in line with Hasan's (2021) research, which found that teacher research is still minimal and does not meet expectations.

Innovative Works

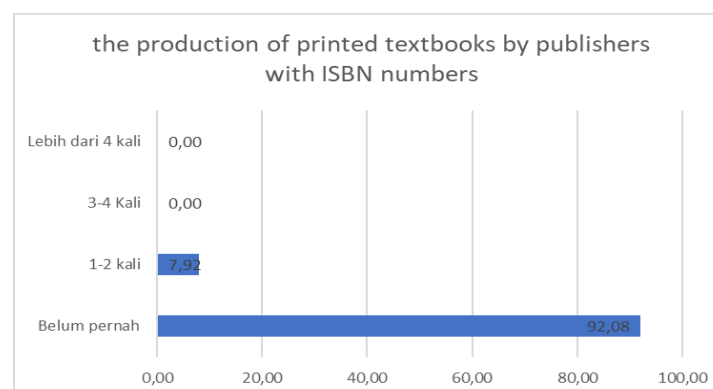
Teachers' innovative works consist of several types, such as interactive media, teaching materials or interactive learning modules, project-based learning methods, and others. Teaching materials are a basic necessity in learning. Teachers are expected to compile teaching materials and use them in the learning process. The following is data on teachers' activities in writing teaching materials.



In order for learning activities to be carried out, modules, lecture notes or Student Worksheets are required. These modules, lecture notes or SWs can be created by teachers

themselves by adjusting them to the basic competencies and learning objectives that have been formulated previously. Of the 202 certified teachers, 34.16% or 69 teachers have never written modules, lecture notes or SWs for learning purposes at their own schools. Meanwhile, the other 133 teachers have created modules, lecture notes or worksheets for learning at their own schools in varying quantities. There are 36.14% or 73 teachers who have written 1 to 2 times; 8.42% or 17 teachers who have written 3 to 4 times; and 21.29% of teachers who have written more than 4 times.

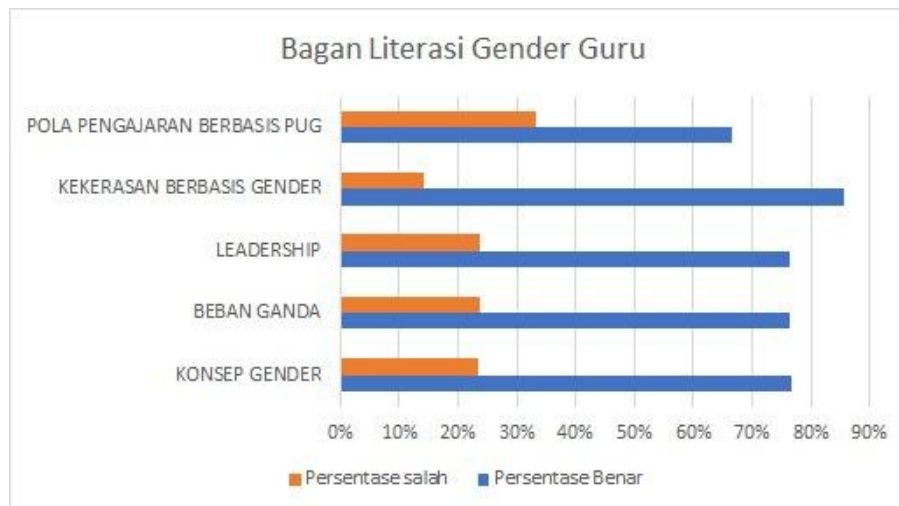
The writing of modules, lecture notes or worksheets by teachers needs to be done to tailor learning to competencies, materials and learning objectives. Through the response data from these certified teachers, it can be seen that the majority of teachers have written modules, lecture notes or worksheets for learning purposes in their own schools. However, there are still some teachers who have never written modules, lecture notes or worksheets. In fact, by writing these teaching materials, teachers can tailor learning activities to other supporting aspects. The following is data on textbooks written by teachers.



The diagram above shows the responses of certified teachers regarding the creation of textbooks printed by publishers and assigned an ISBN. Based on the diagram above, it can be seen that 92.08% of teachers have never created a textbook and only 7.92% of teachers have written one to two textbooks. If the number of respondents is 202, then only 16 teachers have ever written textbooks printed by publishers and assigned an ISBN. This number is certainly very small, considering that writing published textbooks with ISBNs is an important achievement that reflects the quality of a teacher's work.

Gender Literacy

The concept of gender is one of the indicators in the assessment of National Standard textbooks. Research by Kusnanto, et al. (2024) shows that gender has become a mainstream issue in education, including the arts. As preparation for teachers, gender is also taught to students during their lectures. Surabaya State University, through its Civic Education course, raises the topic of gender as a topic in its textbooks (Suwanda, 2023). The following is data on the gender literacy of primary school teachers in East Java.



The graph shows that primary school teachers already have good literacy regarding gender. The learning patterns implemented by teachers are in line with gender concepts. Teachers' treatment of students in the classroom is not gender biased. Similarly, their understanding of gender-based violence, leadership in the classroom, and double burdens is not gender biased. This is evidenced by data showing that their correct answers are greater than their incorrect answers, namely above 50% overall.

CONCLUSION

One measure of a teacher's performance is how often they conduct research. The more often teachers conduct research, the better their performance. Conversely, the less often or even never conducting research, the poorer their work performance will be. From the data obtained, it can be seen that more than half of the teachers have conducted research, which means they have good work performance. Meanwhile, teachers who have never conducted research can be said to have poor work performance in the last 5 years.

The most common type of research conducted by teachers is Classroom Action Research (PTK), while the least common is experimentation. This is related to the daily routine of teachers who are in the classroom with students, so the easiest type of research to conduct is Classroom Action Research. However, this does not mean that teachers cannot conduct other types of research. In fact, there are teachers who are able to conduct experimental and correlational research.

Teachers whose articles have not been published in journals in the last five years account for 75%. However, writing articles and having them published in journals can improve teachers' performance. Only 24.27% of all teachers have had articles published in journals. This figure is very small, as it does not even reach a quarter of all teachers.

Teachers need to write their own modules, lecture notes or worksheets to tailor learning to their competencies, materials and learning objectives. The data from the responses of these certified teachers shows that the majority of teachers have written modules, lecture notes or worksheets for teaching purposes at their own schools. However, there are still some teachers who have never written modules, lecture notes or worksheets. Writing these teaching materials allows teachers to adapt their teaching activities to other supporting aspects.

The production of textbooks printed by publishers and assigned an ISBN is still very minimal. There are 92.08% of teachers who have never written a textbook, and only 7.92% of teachers who have written one or two textbooks. This number is certainly very small, considering that writing a published textbook with an ISBN is an important achievement that reflects the quality of a teacher's work.

Innovative works can be in the form of developments, modifications or new discoveries in the field of education or learning. The above data shows the responses of certified teachers regarding innovative works in the world of education and learning in the last five years. Based on the percentage, only 31.19% of teachers have carried out learning innovations, while the remaining 68.81% have never done so. Looking at the number of respondents, only 63 teachers have carried out learning innovations in the last five years out of a total of 202 respondents.

This is in contrast to gender literacy. Primary school teachers have a good understanding of gender. More than 50% of teachers have gender-neutral teaching patterns. Similarly, they understand violence, double burdens, and gender-based leadership.

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