

The Role of Teachers in Enhancing Professional Development at SMA Negeri 2 Banda Aceh

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Abstract: This study aims to describe the role of teachers in the development of professionalism at SMA Negeri 2 Banda Aceh. Teacher professional development is a crucial factor in improving the quality of learning and overall educational outcomes in schools. This research employed a descriptive qualitative approach, with teachers at SMA Negeri 2 Banda Aceh as the research subjects. Data were collected through interviews, observations, and documentation, and analyzed using data reduction, data display, and conclusion drawing techniques. The results indicate that teachers play an active role in developing their professionalism through various activities, including the enhancement of pedagogical, professional, social, and personal competencies. Teachers are also involved in professional development activities such as training programs, workshops, group discussions, and the use of technology in the learning process. However, several challenges were identified, including limited time and insufficient supporting facilities. The study concludes that teachers have a significant role in professional development, and support from school management is essential to create a conducive environment for sustainable improvement of teachers' competence and professionalism.

Keywords: Teachers' role; professional development; teacher professionalism; pedagogical competence; secondary education.

INTRODUCTION

The development of teacher professionalism is a central issue in improving the quality of education, particularly at the secondary education level. Teachers are required to continuously develop their competencies in order to adapt to curriculum changes, advancements in instructional technology, and the increasingly complex needs of students. Teacher professionalism has been proven to contribute significantly to instructional effectiveness and student learning outcomes (Saputra et al., 2025; Aziz et al., 2025; Genc et al., 2018)

Conceptually, the development of teacher professionalism encompasses the continuous enhancement of pedagogical, professional, social, and personal competencies through training, professional collaboration, reflective teaching practices, and the utilization of educational technology (Erniati et al., 2024; Ansari et al., 2023). Recent studies indicate that active teacher participation in professional development activities has a positive impact on instructional quality and pedagogical innovation (Alarfaj & Alrashidi, 2025; Safitri et al., 2024).

However, previous research shows that teacher professional development still faces various challenges, such as limited time, suboptimal institutional support, and variations in teachers' motivation to participate in professional development activities (Lestari & Margana, 2024) Other studies tend to focus more on macro-level policies related to teacher professional development, while empirical studies that

specifically examine teachers' roles as key actors in professional development at the school level remain relatively limited, particularly in the context of secondary schools in Indonesia (Ansari et al., 2023; Kilag & Sasan, 2023).

Based on a synthesis of recent literature, a research gap can be identified regarding how teachers' roles are practically enacted in supporting professional development within school environments (International Journal of Educational Methodology A Skill Application Model to Improve Teacher Competence and Professionalism, 2022) (Pereira et al., 2026). Most studies emphasize programs or policies rather than teachers' practices and direct roles within specific institutional contexts. Therefore, this study offers novelty by presenting an empirical depiction of teachers' roles in professional development at the secondary school level, specifically at SMA Negeri 2 Banda Aceh.

This study aims to describe teachers' roles in professional development by examining the forms of roles undertaken as well as the supporting and inhibiting factors. The study is based on the assumption that teachers' active roles influence the effectiveness of professional development (Saputra et al., 2025; Emilia et al., 2023). The variables examined include teachers' roles and teacher professional development. This study employs a descriptive qualitative approach, with data collected through interviews, observations, and documentation (Kim, 2026; Aziz et al., 2024).

The findings of this study are expected to provide theoretical contributions to the enrichment of research on teacher professional development, as well as practical contributions for schools and educational policymakers in designing more contextual and sustainable teacher professional development strategies (Emilia et al., 2023; AbdulRab, 2023)

In this study, the term teacher professional development refers to a continuous process of enhancing teachers' competencies, while teachers' roles are defined as teachers' active involvement in planning, implementing, and evaluating professional development activities within the school environment (Akmaluddin et al., 2021)

METHOD

Type of Research

This study employs a descriptive qualitative approach, aiming to obtain an in-depth understanding of teachers' roles in professional development within the school environment. This approach was selected because it allows the researcher to explore phenomena comprehensively based on the experiences and perspectives of the research participants (Zahraini et al., 2025; Usman et al., 2025)

Time and Research Site

The study was conducted in the second semester of the 2025/2026 academic year at SMA Negeri 2 Banda Aceh, Aceh Province.

Research Subjects and Focus

The research subjects consisted of teachers at SMA Negeri 2 Banda Aceh who were involved in professional development activities. The selection of participants was carried out using purposive sampling, with the criteria being teachers who actively participated in professional development activities at the school (Al-Barakat



et al., 2023; Bialen, 2025). The focus of the study was on teachers' roles in supporting and implementing professional development.

Research Procedure

The research procedure was carried out in several stages, namely: 1). the preparation stage, which included the development of research instruments and obtaining research permits; 2). the implementation stage, involving data collection through interviews, observations, and documentation; 3). the data analysis stage, conducted continuously from data collection to the drawing of conclusions; and 4). the reporting stage of the research findings.

Data Collection Techniques

Data were collected through the following techniques: 1). in-depth interviews with teachers to obtain information related to teachers' roles in professional development; 2). observations of teachers' activities related to professional development; and. 3). documentation, consisting of supporting data such as teacher development programs, activity schedules, and school archives.

Research Instruments

The primary research instrument was the researcher, supported by interview guidelines, observation sheets, and documentation formats to ensure consistency in data collection (Ganesha & Aithal, 2022).

Data Analysis Techniques

Data analysis was conducted using an interactive model consisting of data reduction, data display, and conclusion drawing. The collected data were analyzed qualitatively to identify patterns, themes, and meanings related to teachers' roles in professional development.

Data Trustworthiness

The trustworthiness of the data was ensured through technique and source triangulation by comparing data obtained from interviews, observations, and documentation to enhance the credibility of the research findings (Chand, 2025)

RESULT AND DISCUSSION

Research Results

The results of this study were obtained from interviews, observations, and documentation concerning teachers' roles in professional development at SMA Negeri 2 Banda Aceh. The main findings are presented across several aspects, namely teachers' pedagogical, professional, social, and personal competencies, as well as the forms of professional development activities in which teachers participated (Napitupulu et al., 2025).

Table 1. Forms of Teacher Professional Development Activities at SMA Negeri 2 Banda Aceh

No	Competency Aspect	Types of Activities	Frequency
1	Pedagogical	Teaching method workshops, classroom observation	12 times/year
2	Professional	Curriculum training, seminars, certification	8 times/year
3	Social	Teacher group discussions, cross-subject collaboration	10 times/year
4	Personal	Self-management training, mentoring	5 times/year



The table indicates that teachers actively participated in various professional development activities. The most frequently conducted activities were related to pedagogical competence, while activities addressing personal competence were relatively limited (Sultan et al., 2025; Chappell et al., 2020). This suggests that both the school and teachers prioritize the improvement of teaching competence, whereas personal development requires greater attention.

Discussion

The findings show that teachers play an active role in professional development through various activities. This is consistent with the findings of (Meng, 2023; Muzaffar et al., 2023) which indicate that teachers' involvement in training and professional collaboration enhances instructional quality.

Strengths of the findings: 1). Teachers consistently participate in professional development activities; 2). The activities are diverse and encompass pedagogical, professional, social, and personal competencies. Limitations/Challenges: 1). Some teachers face time constraints that limit their participation in all activities; 2). Supporting facilities, such as space and equipment, remain limited.

Analytical interpretation: 1). The findings indicate a positive relationship between teachers' participation in professional activities and the improvement of their competencies (Yusron et al., 2023; Julia et al., 2025); 2). Although no formal statistical testing was conducted due to the qualitative nature of the study, patterns of participation and competency improvement were consistently identified through data triangulation from interviews, observations, and documentation.



Figure 1. Literacy and Numeracy Strengthening Dissemination Activity at SMA Negeri 2 Banda Aceh. <https://sman2bna.sch.id/sman-2-banda-aceh-tingkatkan-kualitas-pendidikan-melalui-pengimbasan-literasi-dan-numerasi/>



Figure 2. MoU Signing Between SMA Negeri 2 Banda Aceh and the Aceh Library Office to Enhance Literacy and Library Accreditation. <https://sman2bna.sch.id/sman-2-banda-aceh-gandeng-dinas-perpustakaan-aceh-tingkatkan-literasi-siswa/>



Figure 3. Robotics Training for Teachers at SMA Negeri 2 Banda Aceh in Collaboration with the STEM Research Center, Syiah Kuala University (USK) Banda Aceh. <https://sman2bna.sch.id/sman-2-banda-aceh-gelar-pelatihan-robotik-untuk-puluhan-guru/>



Figure 4. A group photo with the Principal of SMAN 2 Banda Aceh



Figure 5. Great Teachers Learning Community Sharing Best Practices
<https://sman2bna.sch.id/kombel-guru-hebat-smandu-banda-aceh-sukses-gelar-webinar-diseminasi-budaya-positif/>

Preliminary conclusion:

Teachers at SMA Negeri 2 Banda Aceh play an important role in professional development. However, the effectiveness of these activities can be enhanced through stronger institutional support, improved facilities, and more systematic planning. These findings are relevant for the development of school policies and teacher professional development strategies.

CONCLUSION

Based on the findings of the study on teachers' roles in professional development at SMA Negeri 2 Banda Aceh, the following conclusions can be drawn: 1). Teachers play an active and significant role in professional development, encompassing the enhancement of pedagogical, professional, social, and personal competencies. This role aligns with the objective of the study, which sought to describe teachers' contributions to professional development; 2). The forms of professional development activities undertaken by teachers include training, workshops, seminars, group discussions, mentoring, and the utilization of instructional technology. These findings address the research question regarding how teachers participate in professional development activities; 3). Supporting factors for teacher professional development include teachers' internal motivation, peer support, and school programs. Meanwhile, the main constraints consist of limited time, infrastructure, and supporting facilities. These findings describe the real conditions that influence the success of teacher professional development; 4). Institutional support from the school is crucial in creating a conducive environment for sustainable teacher professional development. This provides direction for improving school policies and strategies related to teacher professional development programs.

Future Prospects: 1). The results of this study may serve as a reference for the development of teacher professional development programs in other schools with similar contexts; 2). Future research may examine the relationship between teachers' levels of participation in professional development activities and improvements in teacher performance and student learning outcomes, as well as the effectiveness of school strategies in supporting teacher professionalism.

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