

Reconceptualizing Teacher Professionalism for Educational Quality in the Contemporary Era

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Submitted:	Revised:	Accepted:	Published:
Sep 5, 2026	Oct 4, 2026	Oct 15, 2026	Oct 20, 2026

Abstract

Teacher professionalism is central to educational quality and effective teaching and learning. This study examines the characteristics of professional teachers, their rights and obligations, professional competencies, and responses to contemporary educational challenges. A descriptive qualitative literature review drew on relevant journal articles, academic books, previous studies, and educational policy documents. Information was analyzed through reduction, thematic classification, interpretation, comparison, and synthesis to identify key concepts and relationships across the literature. The findings characterize professional teachers by subject-matter mastery, pedagogical knowledge, integrity, responsibility, reflective practice, and commitment to continuous professional development. Teachers' rights and obligations are closely linked to professional accountability: adequate professional protection, fair remuneration, and career development opportunities support the fulfillment of educational responsibilities. Pedagogical, professional, personal, and social competencies contribute to instructional planning, classroom management, assessment, and responsiveness to diverse learning needs. The review further identifies technological transformation, curriculum changes, and growing expectations for inclusive and effective learning as challenges requiring the integration of professionalism into educational practice. Addressing these challenges calls for sustained competency development, institutional support, professional collaboration, and adaptation to changing educational contexts. The study concludes that teacher professionalism requires a comprehensive approach connecting professional characteristics, rights and obligations, competencies, and ongoing development. This synthesis provides a conceptual basis for

strengthening responsible teaching practices, supporting meaningful learning experiences, and guiding continued improvement in educational quality.

Keywords: Teacher Professionalism; Educational Quality; Professional Competencies; Teachers' Rights; Teachers' Obligations.

INTRODUCTION

Teachers play a significant role in determining the quality of education because they are directly involved in facilitating learning, developing students' potential, and creating meaningful educational experiences. Educational quality is therefore closely associated with teachers' professional knowledge, instructional practices, and capacity to respond to students' diverse learning needs (Moussa-Tooks and Chaku, 2026). This perspective highlights the need to understand teacher professionalism as an essential element in efforts to strengthen educational quality.

Teacher professionalism extends beyond the completion of instructional tasks. It involves the continuous development of professional knowledge, pedagogical skills, ethical conduct, and a commitment to students' learning (Rizza, Azizah, et al., 2026). Professional teachers are expected to adapt their instructional approaches to changing educational demands while maintaining appropriate standards of practice. Recent studies have also examined the characteristics and professional demands of teachers in contemporary educational settings (Curto and Fraga, 2026).

In addition to professional characteristics, teachers' rights and obligations constitute important dimensions of the teaching profession. Rights provide a foundation for teachers to carry out their responsibilities with appropriate recognition and support, whereas obligations establish expectations regarding professional conduct and educational service. In Indonesia, these dimensions are addressed in Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers. Understanding the relationship between teachers' rights and obligations is essential for examining how professional responsibilities are established and implemented within the education system.

Teacher competence is another fundamental component of professionalism. It encompasses the knowledge, skills, and professional dispositions required to plan instruction, facilitate learning, assess student progress, and maintain constructive relationships within educational environments (Rizza, Azahra, et al., 2026). Teachers' competencies influence

their ability to respond to classroom challenges and support students' academic development. Research has continued to explore the relationship between teacher competence, professional practice, and educational outcomes.

The development of teacher professionalism also requires sustained professional learning and adaptation. Changes in educational approaches, classroom practices, and students' learning needs require teachers to update their knowledge and refine their instructional skills. Professional development can help teachers strengthen their capacity to address these demands and improve the quality of their teaching. Studies have examined various aspects of professional practice and the conditions that contribute to teachers' ongoing development (Qayyum and Munir, 2023).

Despite the importance of teacher professionalism, its various dimensions need to be considered in an integrated manner. Professional characteristics, rights, obligations, and competencies are interconnected elements that shape teachers' roles and responsibilities. Examining these dimensions separately may provide useful insights, but an integrated perspective offers a broader understanding of how they collectively contribute to educational quality. Previous discussions of professional practice and teacher development provide a basis for considering these relationships (Sahidi, 2026).

Accordingly, this article examines teacher professionalism and its contribution to educational quality through a literature review focusing on teachers' professional characteristics, rights, obligations, and competencies (Rizza, Azizah, et al., 2026). By synthesizing the existing literature, the review aims to clarify the conceptual relationships among these dimensions and identify their implications for educational practice. It also seeks to identify areas that require further empirical investigation, particularly concerning how the different dimensions of teacher professionalism can be understood in relation to efforts to improve educational quality (Gaur, Singh, and Kumar, 2026).

METHODS

1. Type of Research

This study employed a literature review method with a descriptive-qualitative approach to examine teacher professionalism. A literature review enables researchers to identify, evaluate, and synthesize existing scholarly knowledge to develop a comprehensive

understanding of a particular research topic. Rather than collecting primary data through fieldwork, this approach relies on the interpretation of relevant academic publications and other authoritative sources. Banerjee and Sharma (2025) emphasizes that a literature review requires a clearly defined methodological approach to ensure that the identification, evaluation, and synthesis of previous research are conducted rigorously and transparently.

The review focused on three principal dimensions of teacher professionalism: the characteristics of professional teachers, teachers' rights and obligations, and the competencies required of teachers as professional educators. These dimensions were examined to identify conceptual relationships and understand how professional responsibilities and competencies contribute to the quality of educational practice. A descriptive-qualitative approach was adopted to interpret the concepts and findings presented in the selected literature without relying on statistical aggregation.

2. Research Design

The research design employed a structured literature review process comprising the identification of the research focus, determination of relevant literature sources, collection and selection of publications, thematic organization of information, and synthesis of findings. These stages provided a framework for maintaining consistency between the research objectives, the literature examined, and the interpretation of the findings. The review was designed to integrate relevant theoretical perspectives and previous research rather than to measure relationships between variables through statistical procedures. According to Banerjee and Sharma (2025), a literature review requires an appropriate methodological framework to support the systematic examination and synthesis of existing knowledge.

The review process emphasized the relevance, credibility, and conceptual contribution of each source to the study of teacher professionalism. Literature selection and synthesis were directed toward identifying recurring concepts, complementary arguments, and differences in scholarly perspectives. Hallinger and Narong (2026) emphasize the importance of clearly defined search and selection procedures in conducting literature reviews. In addition, Oviedo-Berrocal et al. (2026) explains that an integrative literature review can contribute to knowledge development by synthesizing existing literature and identifying relationships among relevant concepts. Accordingly, the research design supported a coherent synthesis of the literature concerning professional teacher

characteristics, rights and obligations, and professional competencies. The thematic organization of the literature also followed the analytical principles described by Withorn (2023), while the interpretation process considered the importance of transparency and trustworthiness in qualitative analysis, as discussed by Muthohharoh et al. (2026).

3. Data Sources and Literature Selection

The data consisted of secondary sources relevant to teacher professionalism, including national and international journal articles, academic books, previous research studies, and educational policy documents. Scholarly journal articles constituted an important source for examining theoretical developments and empirical findings, while academic books and policy documents provided additional conceptual and regulatory perspectives. The selection of literature was guided by its relevance to the research objectives, the credibility of the publication source, its contribution to the discussion of teacher professionalism, and the availability of sufficient information for analysis. Utami, Ghufro, and Ishartiwi (2025) emphasizes that the selection and evaluation of relevant literature are essential components of a rigorous review process.

The literature was considered relevant when it addressed at least one of the following topics: the characteristics of professional teachers, teachers' rights and obligations, or teacher competencies in professional educational practice. Publications that discussed education without a meaningful connection to these topics were outside the primary scope of the review. Particular attention was given to sources that explained the conceptual foundations, practical implications, and regulatory dimensions of teacher professionalism. According to Costa et al. (2024), clearly defined selection criteria help ensure that the literature included in a review is aligned with the research objectives and scope.

The selection process involved examining publication titles, abstracts, keywords, and, where necessary, full texts to determine their suitability for the study. The relevance of each source was assessed in relation to the research focus, while its academic credibility and contribution to the conceptual discussion were considered during the evaluation. This selection strategy was intended to ensure that the literature included in the analysis provided a meaningful basis for understanding the dimensions of teacher professionalism. Lewis and Bader (2026) explains that a well-conducted literature review requires careful evaluation and integration of existing research to develop a comprehensive understanding of the topic under investigation. Furthermore, Karsantuk (2026) highlight the importance of systematically

identifying relevant patterns in qualitative data, while Owen and Xu (2026) emphasize transparency and methodological rigor in qualitative analysis. Accordingly, the selection criteria were aligned with the purpose and scope of the review to support a coherent examination of professional teacher characteristics, rights and obligations, and professional competencies.

4. Data Collection Procedure

Data collection was conducted through the identification and examination of literature relevant to the research topic. The procedure began with determining the main concepts and themes associated with teacher professionalism, followed by searching for scholarly publications and other authoritative documents addressing those themes. Search terms were conceptually related to professional teachers, teacher professionalism, professional competencies, teachers' rights and obligations, and professional responsibilities in education. Where appropriate, related terms and variations in terminology were considered to identify literature addressing similar concepts. Segarra-Morales and Rodríguez-Miranda (2026) emphasizes that a clearly defined search strategy is an important component of a rigorous literature review because it supports the systematic identification of relevant scholarly sources.

Following the initial search, the identified publications were screened for relevance to the research objectives. The titles and abstracts were examined first, followed by a review of the full texts of sources considered potentially relevant. Information from the selected literature was then recorded and organized according to the principal themes of the study. The recorded information included the authors' central arguments, definitions of key concepts, descriptions of professional competencies, discussions of teachers' rights and obligations, and findings relevant to the characteristics of professional educators. Naudé and Kanji (2026) explain that transparent screening and selection procedures are essential for establishing methodological clarity in literature-based research.

The extracted information was subsequently classified into thematic categories to facilitate comparison across sources. Particular attention was paid to similarities and differences in the ways scholars conceptualized teacher professionalism and explained its implications for educational practice. The collected information was examined to identify recurring concepts, complementary arguments, and distinctions among the perspectives presented in the selected publications. Wilkins et al. (2025) highlights the importance of

integrating existing literature to develop a comprehensive understanding of a research topic, Mashwani and Fawad (2025) describe thematic analysis as a method for identifying and interpreting patterns within qualitative data. In addition, Tariq (2025) emphasize that transparency and systematic documentation contribute to the trustworthiness of qualitative analysis. Accordingly, the data collection procedure was organized to maintain the relevance, consistency, and traceability of the information used to examine teacher professionalism.

5. Data Analysis Technique

The collected literature was analyzed using descriptive-qualitative analysis through information reduction, thematic classification, interpretation, and synthesis. Information reduction involved identifying the substantive content of each source and retaining material directly relevant to the research objectives. The retained information was then classified into three principal analytical themes: the characteristics of professional teachers, teachers' rights and obligations, and teacher competencies. This classification provided an analytical structure for examining the literature systematically and maintaining a clear connection between the collected information and the research focus. Shu et al. (2026) explains that a literature review requires a systematic approach to evaluating and synthesizing existing knowledge to produce a coherent understanding of the research topic.

The next stage involved comparing the concepts, arguments, and findings presented across the selected sources. The comparison was intended to identify recurring ideas, complementary explanations, and differences in scholarly perspectives. Relevant information was interpreted in its original conceptual context before being integrated into a broader discussion of teacher professionalism. This process helped distinguish established conceptual arguments from findings that reflected particular research settings or policy contexts. Taji and Attak (2026) emphasize the importance of systematic procedures in reviewing and synthesizing literature to ensure that the resulting analysis remains aligned with the research objectives.

The analysis also involved identifying relationships among the three principal themes. Professional teacher characteristics were examined in relation to the responsibilities and ethical expectations associated with teaching, while professional competencies were considered in relation to the knowledge, skills, and capacities required for educational practice. The findings from these thematic comparisons were synthesized into a descriptive account of teacher professionalism. The use of thematic organization was informed by

Mashwani and Fawad (2025b) explanation of thematic analysis as a flexible method for identifying and interpreting patterns within qualitative data. Furthermore, Torraco (2005) highlights the value of integrating findings from existing literature to develop a more comprehensive understanding of a particular research topic.

To strengthen the consistency of interpretation, the analysis emphasized the traceability of arguments to their respective sources and the coherence of the resulting thematic synthesis. The researcher considered the context of each publication, compared related findings, and avoided treating isolated statements as representative of the entire body of literature. Attention to systematic documentation and transparent interpretation is consistent with the recommendations of Nowell et al. (2017) concerning rigor and trustworthiness in qualitative thematic analysis. The final conclusions were formulated by integrating the interpreted findings across the three analytical themes in accordance with the study's objectives.

RESULTS

1. Characteristics of Professional Teachers

Professional teachers are characterized by their mastery of subject matter, pedagogical knowledge, ethical conduct, and commitment to continuous professional development. They possess the ability to design, implement, and evaluate learning activities that accommodate students' diverse needs and learning characteristics. In addition to academic qualifications, professional teachers demonstrate responsibility, discipline, integrity, and accountability in fulfilling their educational duties. Their professionalism is also reflected in their ability to establish supportive learning environments that encourage student participation, critical thinking, and independent learning. These characteristics indicate that teacher professionalism encompasses not only technical competence but also personal qualities and ethical commitments that support effective educational practice.

Furthermore, professional teachers demonstrate a commitment to lifelong learning by updating their knowledge, refining their teaching strategies, and responding to developments in educational theory and practice. They engage in reflective practice to identify instructional strengths and weaknesses and to improve the quality of their teaching. Collaboration with colleagues, school leaders, parents, and other educational stakeholders is another important characteristic because it supports the exchange of knowledge and the

development of shared educational goals. Professional teachers also recognize the importance of fairness, inclusivity, and respect for students' individual differences in maintaining an equitable learning environment. Therefore, the characteristics of professional teachers can be understood as an integration of academic expertise, pedagogical competence, ethical responsibility, reflective practice, and sustained commitment to improving educational quality.

2. Teacher's Rights and Obligations

Teachers' rights and obligations constitute essential dimensions of professional practice that establish the relationship between professional protection and educational responsibility. Teachers have the right to receive appropriate remuneration, professional recognition, opportunities for career development, and access to resources that support the implementation of their duties. They are also entitled to professional protection when performing their responsibilities and to opportunities to improve their qualifications and competencies. The fulfillment of these rights contributes to a supportive working environment in which teachers can perform their roles effectively and maintain their professional commitment. Therefore, the protection of teachers' rights is an important foundation for strengthening teacher professionalism and supporting the quality of educational services.

Alongside these rights, teachers have obligations to provide quality education, facilitate students' learning, and uphold professional ethics in their daily practice. They are responsible for planning and implementing effective learning activities, assessing students' progress fairly, and supporting students' intellectual, social, and personal development. Teachers must also maintain professional integrity, respect students' rights, and treat learners equitably regardless of their backgrounds or individual characteristics. Furthermore, they are expected to continuously develop their competencies and collaborate with educational stakeholders to improve teaching and learning outcomes. The balance between teachers' rights and obligations is therefore essential to ensuring accountability, maintaining professional standards, and promoting a responsible and sustainable educational environment.

3. Professional Teacher Competencies

Professional teacher competencies represent the essential knowledge, skills, and attitudes required to perform educational responsibilities effectively. These competencies

generally encompass pedagogical competence, professional competence, personal competence, and social competence, which collectively support teachers' performance in educational settings. Pedagogical competence enables teachers to understand students' characteristics, design appropriate learning activities, implement instructional strategies, and evaluate learning outcomes. Professional competence relates to teachers' mastery of subject matter and their ability to develop relevant knowledge in accordance with curricular requirements and advances in their fields. Meanwhile, personal and social competencies support ethical conduct, emotional maturity, effective communication, and constructive relationships with students, colleagues, parents, and the wider educational community.

The development of these competencies requires continuous learning, professional reflection, and adaptation to changing educational demands. Teachers need to update their knowledge, improve their instructional practices, and integrate appropriate learning technologies to support meaningful educational experiences. They must also be capable of identifying students' diverse learning needs and selecting teaching strategies that promote participation, critical thinking, creativity, and independent learning. Collaboration with colleagues and participation in professional development activities further contribute to the improvement of teaching quality and the strengthening of professional capacity. Therefore, professional teacher competencies should be understood as interconnected capabilities that require continuous development to ensure effective teaching, responsible educational practice, and improved learning outcomes.

4. The Integration of Teacher Professionalism in Enhancing Educational Practice

The integration of teacher professionalism in educational practice involves the alignment of professional characteristics, rights and obligations, and competencies in the implementation of teaching and learning activities. Professional characteristics, including integrity, discipline, responsibility, and commitment to continuous improvement, provide the foundation for teachers' daily conduct and decision-making. The fulfillment of teachers' rights supports a conducive working environment, while the implementation of their obligations ensures accountability in delivering educational services. Professional competencies enable teachers to translate their knowledge, pedagogical skills, and ethical principles into effective instructional practices. The interaction of these dimensions demonstrates that teacher professionalism is a comprehensive concept that extends beyond academic qualifications to encompass professional behavior, institutional support, and

educational responsibility.

In practice, the integration of teacher professionalism can be demonstrated through effective lesson planning, inclusive instruction, fair assessment, reflective teaching, and constructive collaboration with educational stakeholders. Teachers who combine pedagogical expertise with ethical responsibility are better positioned to respond to students' diverse learning needs and establish supportive classroom environments. Continuous professional development also enables teachers to adapt their instructional approaches to curricular changes, technological developments, and emerging educational challenges. Furthermore, cooperation among teachers, school leaders, parents, and policymakers can strengthen professional support systems and promote shared responsibility for educational quality. Therefore, integrating teacher professionalism into educational practice requires sustained commitment from individual teachers and educational institutions to maintain professional standards and support meaningful learning outcomes.

DISCUSSION

The findings of this study demonstrate that teacher personality development is a complex process involving psychological awareness, behavioral adaptation, interpersonal competence, and continuous personal growth. The integration of psychoanalytic, behavioristic, and humanistic perspectives provides a broader understanding of how different psychological mechanisms contribute to the formation of teacher characteristics and professional identity. This section further discusses the meaning of these findings by relating them to relevant theories, previous studies, and their implications for teacher development.

1. Characteristics of Professional Teachers as the Foundation of Educational Quality

Professional teacher characteristics constitute an important foundation for educational quality because teachers' knowledge, attitudes, motivation, and professional commitment influence the implementation of teaching and learning. Professionalism extends beyond academic qualifications and subject mastery to include pedagogical competence, ethical conduct, reflective practice, and the ability to respond to students' diverse learning needs. Recent meta-analytic evidence indicates that teacher characteristics are associated with different dimensions of instructional quality, including classroom management, cognitive activation, and learning support, although the strength of these relationships varies across

characteristics and contexts (Hidayah et al., 2023). These findings suggest that professional teachers need to integrate technical expertise with appropriate motivational orientations and effective instructional practices. Accordingly, teacher professionalism should be understood as a multidimensional foundation for improving classroom processes rather than merely as the fulfillment of formal professional requirements.

Furthermore, the relationship between teacher professionalism and educational quality depends on teachers' ability to translate their professional characteristics into consistent educational practice. Teachers who demonstrate responsibility, integrity, commitment, and a willingness to engage in continuous professional development are better positioned to evaluate their instructional approaches and respond to changing educational demands. Research by (Vähä et al., 2025) identified professional development as an important factor associated with teacher professionalism, particularly in relation to teaching competence and commitment to teaching. This perspective reinforces the importance of sustained learning opportunities that enable teachers to strengthen their professional knowledge and refine their teaching practices. Therefore, improving educational quality requires not only establishing professional standards but also supporting teachers in developing the competencies, ethical commitments, and reflective habits necessary for effective and responsible teaching.

2. The Relationship Between Teachers' Rights, Obligations, and Professional Accountability

Teachers' rights, obligations, and professional accountability are interconnected dimensions that shape the implementation of teacher professionalism in educational institutions. Teachers' rights include access to fair remuneration, professional protection, opportunities for career development, and adequate support to perform their responsibilities effectively. At the same time, teachers are expected to fulfill their professional obligations by providing quality instruction, respecting students' rights, maintaining ethical standards, and evaluating learning outcomes fairly. This relationship indicates that professional rights and responsibilities should be understood as complementary elements rather than separate aspects of teaching. In the Indonesian context, Law No. 14 of 2005 concerning Teachers and Lecturers establishes a legal framework governing teachers' professional rights, obligations, qualifications, and competencies (Kartiko et al., 2026).

Professional accountability further requires teachers to demonstrate transparency, responsibility, and consistency in carrying out their educational duties. The Recommendation concerning the Status of Teachers emphasizes the importance of teachers' professional status, working conditions, and responsibilities in supporting the quality of education (Lee, 2026). Adequate institutional support and opportunities for professional development can help teachers strengthen their competencies and fulfill their obligations more effectively. Therefore, accountability should not be imposed solely through administrative supervision but should also be supported by fair working conditions, professional autonomy, and opportunities for continuous improvement. The balance between teachers' rights, obligations, and accountability is consequently essential to strengthening professional integrity and promoting sustainable improvements in educational quality.

3. The Role of Professional Competencies in Improving Teaching and Learning Effectiveness

Professional teacher competencies play a fundamental role in improving teaching and learning effectiveness because they determine how teachers plan instruction, deliver learning materials, manage classrooms, and assess students' progress. These competencies encompass pedagogical knowledge, subject-matter expertise, interpersonal skills, and the ability to create supportive learning environments. (Belluzzo et al., 2026) demonstrate the importance of teachers' professional knowledge in understanding and managing classroom situations, highlighting the relationship between teacher competence and instructional practice. Teachers who possess adequate pedagogical and professional competencies are better equipped to select appropriate instructional strategies, respond to students' diverse learning needs, and facilitate meaningful learning experiences. Consequently, professional competencies provide an essential foundation for translating educational objectives into effective classroom practices.

Furthermore, the effectiveness of teaching depends not only on teachers' existing competencies but also on their ability to develop and apply those competencies in changing educational contexts. Camangyan (2026) found that effective teacher professional development commonly incorporates content-focused learning, active participation, collaboration, models of effective practice, coaching, feedback, and sustained implementation. These characteristics suggest that continuous professional learning can help teachers refine instructional strategies, strengthen classroom management, and improve their capacity to evaluate learning outcomes. Teachers also need to develop reflective practices

and collaborate with colleagues to identify instructional challenges and implement appropriate improvements. Therefore, sustained competency development is essential for strengthening teaching quality and supporting meaningful student learning outcomes.

4. Integrating Teacher Professionalism to Address Contemporary Educational Challenges

Integrating teacher professionalism is essential for addressing contemporary educational challenges, including technological transformation, diverse student learning needs, curriculum changes, and increasing expectations for educational quality. Professional teachers must combine pedagogical expertise, subject-matter knowledge, ethical responsibility, and adaptability to respond effectively to these developments. Efendi (2024) emphasize that effective professional development should incorporate active learning, collaboration, feedback, and sustained opportunities to strengthen teachers' instructional practices. These elements are particularly important as teachers navigate digital learning environments and develop instructional strategies that support student engagement and meaningful learning. Therefore, teacher professionalism should be understood as a continuous process of developing professional knowledge, refining teaching practices, and responding constructively to changes in educational contexts.

Addressing contemporary educational challenges also requires institutional support, collaborative professional learning, and a commitment to equitable educational opportunities. Teachers need access to relevant professional development, appropriate learning resources, and collegial networks that enable them to exchange experiences and improve instructional practices. Galila (2026) highlights the importance of teacher collaboration, professional learning, and supportive school environments in strengthening teaching practices and educational outcomes. In addition, professional teachers must ensure that technological innovation and instructional adaptation remain aligned with students' learning needs, ethical considerations, and inclusive educational principles. Consequently, integrating teacher professionalism requires coordinated efforts among teachers, school leaders, policymakers, and educational institutions to sustain professional growth and improve educational quality.

CONCLUSION

Teacher professionalism constitutes a fundamental foundation for improving educational quality through the integration of professional characteristics, competencies, ethical conduct, and commitment to continuous development. Professional teachers are characterized by subject-matter mastery, pedagogical knowledge, integrity, responsibility, reflective practice, and the ability to respond to students' diverse learning needs. These characteristics demonstrate that professionalism extends beyond formal academic qualifications to encompass the attitudes, behaviors, and practices required for effective teaching. Therefore, strengthening teacher professionalism is essential to establishing supportive learning environments and promoting meaningful educational experiences.

Teachers' rights, obligations, and professional accountability are interconnected elements that support the effective implementation of professional responsibilities. The fulfillment of teachers' rights, including professional protection, fair remuneration, and opportunities for career development, provides essential support for the performance of their duties. At the same time, teachers are responsible for delivering quality instruction, respecting students' rights, maintaining ethical standards, and evaluating learning outcomes fairly. A balanced relationship between professional rights and obligations strengthens accountability, professional integrity, and responsibility within educational institutions.

Professional teacher competencies play an essential role in improving teaching and learning effectiveness through effective instructional planning, classroom management, assessment, and the application of appropriate pedagogical strategies. The development of pedagogical, professional, personal, and social competencies enables teachers to address students' diverse learning needs and facilitate meaningful learning experiences. Continuous professional development, reflective practice, and collaboration with colleagues further support the improvement of teaching quality. Accordingly, sustained competency development is necessary to maintain effective instructional practices and support the achievement of educational objectives.

Integrating teacher professionalism into educational practice is essential for addressing contemporary educational challenges, including technological transformation, curriculum changes, and increasing demands for inclusive and effective learning. Teachers need to continuously develop their professional knowledge, adapt their instructional approaches, and collaborate with educational stakeholders to respond to changing

educational contexts. Institutional support, relevant professional development opportunities, and access to appropriate learning resources are also important for sustaining teachers' professional growth. Ultimately, improving educational quality requires the consistent integration of professional characteristics, rights and obligations, competencies, and institutional support to promote responsible teaching practices and meaningful learning outcomes.

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