

The Function Of Teacher Organizations In Improving Teacher Discipline And Professionalism

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Abstract

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Teacher organizations have an important role in improving the quality of human resources in the field of education, particularly in building teachers' discipline and professionalism. This study aims to analyze the function of teacher organizations in improving work discipline and teacher professionalism in carrying out their duties and responsibilities. This research uses a qualitative approach with a descriptive method. Data collection techniques were conducted through observation, interviews, and documentation involving teachers and teacher organization administrators. The results show that teacher organizations function as a forum for guidance, competency development, and as a means of communication and collaboration among teachers. Through activities such as training, seminars, scientific discussions, and professional ethics development, teacher organizations are able to increase teachers' awareness of the importance of discipline in carrying out their duties and improve their professional competence. In addition, teacher organizations also play a role in instilling values of responsibility, professional commitment, and improving teachers' pedagogical and professional abilities.

Keywords: *Teacher Organizations, Teacher Discipline, Teacher Professionalism, Education Quality.*

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INTRODUCTION

Education is one of the key factors in improving the quality of human resources and national development. The success of education is greatly influenced by the quality of teachers as the main implementers of the learning process in schools. Teachers have a strategic role in shaping students' character, knowledge, and skills through effective learning processes. Therefore, teachers are required to possess high levels of competence, discipline, and professionalism in order to perform their educational duties optimally (Rusdiana, 2019).

Teacher professionalism refers to a teacher's ability to carry out their duties and responsibilities effectively in accordance with established competency standards. Professional teachers are not only expected to master subject matter but also to manage classrooms effectively, apply appropriate instructional methods, and conduct systematic learning evaluations. Teacher professionalism also reflects a commitment to the profession and continuous efforts to improve personal quality through professional development activities (Priansa, 2020).

Collaboration among teachers is an important factor in improving professionalism. Research shows that communities of practice can help teachers share knowledge and experiences, as well as support one another in addressing

challenges. With support from colleagues, teachers can become more confident in implementing new technology-based teaching methods (Abdurrahmansyah, 2025).

Professionalism in the teaching profession is often associated with three key elements: teacher competence, teacher certification, and professional compensation. These three aspects are considered closely related to the development of educational quality in Indonesia. The government seeks to increase the number of professional teachers through the implementation of the Teacher Competency Test (*Ujian Kompetensi Guru/UKG*). Teachers are required to have experience in developing innovative learning practices so that they can effectively respond to the questions presented in the UKG. The examination is conducted online using computers.

Government efforts also include improving teacher professionalism through various structured programs such as the Teacher Activity Center (*Pusat Kegiatan Guru/PKG*) and the Teacher Working Group (*Kelompok Kerja Guru/KKG*). Through these programs, teachers can share experiences and collaborate in addressing challenges encountered in designing learning programs or lesson plans (*Rencana Pelaksanaan Pembelajaran/RPP*) and implementing the learning process in schools. The government has undertaken various initiatives to enhance teacher professionalism. Studies show that teacher professionalism has a significant influence on performance and the quality of learning, particularly through improvements in competence, motivation, and work discipline. This highlights the importance of continuous support, including from professional organizations, to strengthen teacher performance and achieve optimal educational quality (Maullidina & Mulyani, 2023).

In addition to professionalism, teacher work discipline is also an important factor supporting the success of the learning process. Teacher discipline can be reflected in compliance with regulations, punctuality in carrying out duties, and responsibility in conducting learning activities. Teachers with high levels of discipline are able to create a conducive learning environment and serve as good role models for students in terms of responsibility and work ethic (Sutrisno, 2020).

One effort that can be undertaken to improve teacher discipline and professionalism is through teacher organizations. Teacher organizations serve as a platform for educators to develop competencies, strengthen professional solidarity, and advocate for teachers' interests in the field of education. Through teacher organizations, educators can participate in various activities such as training programs, seminars, workshops, and academic discussions aimed at improving professional abilities and strengthening commitment to the teaching profession (Suwatno & Priansa, 2021).

In addition to serving as a medium for professional development, teacher organizations also play a role in building a disciplined and professional work culture among educators. Through organizational activities, teachers can exchange experiences, broaden their perspectives, and increase awareness of the importance of continuous self-improvement. Thus, the existence of teacher organizations becomes an important factor in enhancing the quality and professionalism of teachers, which ultimately contributes to the improvement of educational quality (Ara Hidayat & Machali, 2022).

RESEARCH METHOD

The research method used in this study is a qualitative approach with a research design in the form of a literature review. This study was conducted by collecting various literature sources relevant to the research topic. The data collection process was carried out by examining various written documents such as books, scientific journals, and research articles related to the functions of teacher organizations in improving teacher discipline and professionalism. The data obtained were then analyzed descriptively to produce a synthesis of relevant literature, thereby providing a comprehensive overview of the role of teacher organizations in enhancing the quality and professionalism of educators.

RESULTS AND DISCUSSION

Teacher Professional Organizations

Teacher professional organizations are institutions that bring educators together to develop competencies, enhance professionalism, and advocate for the interests of the teaching profession. Through professional organizations, teachers can obtain various opportunities to improve their academic and pedagogical abilities through training, seminars, workshops, and academic discussion forums. These organizations also play a role in fostering solidarity among teachers and strengthening commitment to improving educational quality. Through participation in professional organizations, teachers not only perform their duties as educators but also continuously develop themselves to keep pace with the advancement of science and technology in education (Kompri, 2021).

Teacher professional organizations play an important role in improving the quality of education through the development of professional attitudes and discipline. This aligns with the concept of learning outcomes in the affective domain, which is reflected in positive behaviors such as attention to learning, learning motivation, discipline, and respect toward teachers. Through professional organizations, teachers can enhance their competencies, professional ethics, and commitment to their duties, thereby creating a disciplined and professional learning environment.

The teaching profession is not a role that can be performed by just anyone. Individuals appointed as teachers are those who possess teaching expertise obtained through formal teacher education. Teachers have a professional organization known as PGRI (*Persatuan Guru Republik Indonesia* or the Indonesian Teachers Association). This organization plays an important role, one of which is maintaining the dignity and professional status of teachers in various aspects of their professional lives so that they can perform as qualified educators.

Certification is also a requirement for teachers working in both public and private schools. Licenses and certifications are granted once teachers meet the requirements established by the government and professional organizations. Several teacher professional organizations exist in Indonesia, including PGRI (Indonesian Teachers Association), MGMP (Musyawarah Guru Mata Pelajaran or Subject Teacher Forum), and ISPI (Ikatan Sarjana Pendidikan Indonesia or Indonesian Association of Education Graduates). ISPI itself includes several divisions such as IPBI (Ikatan Petugas Bimbingan Indonesia), HISAPIN (Himpunan Sarjana Administrasi Pendidikan Indonesia), and HSPBI, which focus

on educational administration and guidance services (Harahap, Siregar, & Nasution, 2022).

In addition, teacher professional organizations function as institutions that foster professional ethics and responsibility. These organizations assist teachers in understanding and implementing professional codes of ethics so that they can perform their duties responsibly and professionally. Through professional development programs and guidance activities, teacher organizations encourage the development of disciplined, competent educators who possess strong commitments to improving educational quality. Therefore, the existence of teacher professional organizations becomes an important factor in supporting improvements in educational quality in schools (Mulyasa, 2021).

Professionalism of Teacher Performance

The professionalism of teacher performance is a concept that integrates the fundamental competencies possessed by educators with the actual work performance demonstrated in everyday teaching practices. In this context, teachers are not only required to possess academic qualifications but must also be capable of realizing national educational goals through measurable and ethical actions. This emphasizes that teaching is a profession that requires specific standards in every aspect of its practice.

According to Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, teachers are professional educators whose main duties include educating, teaching, guiding, directing, training, assessing, and evaluating students at early childhood education, primary education, and secondary education levels. Teacher qualifications and competency standards play an essential role in improving educational quality in Indonesia. Teachers must be able to adapt to technological advancements, collaborate with other teachers, and continuously develop their professional skills (Abdurrahmansyah, 2025).

Professional teacher performance also requires a commitment to continuous self-development in order to remain relevant to contemporary developments and the needs of students. Professional teachers are those who continuously learn and reflect on their teaching practices to achieve improvement in the future. Without ongoing development, educational quality would stagnate and fail to address global challenges. Thus, teacher professionalism is not merely a status but an ongoing process of learning and improvement (Mulyasa, 2013).

Teachers play a crucial role in improving educational quality through continuous professional development. They should be encouraged to create innovative learning approaches and participate in various training programs to enhance their competencies. Schools are expected to initiate professional development programs, including training related to online learning and blended learning implementation (Abdurrahmansyah, 2022).

To achieve professional performance, teachers must master four main competencies (Uno, 2007):

1. Pedagogical Competence

Pedagogical competence refers to teachers' ability to manage the learning process, including understanding student characteristics, designing learning activities, implementing instruction, and evaluating learning outcomes. Teachers with strong pedagogical competence can select appropriate learning

methods, strategies, and media that meet students' needs, thereby making learning more effective and meaningful.

2. Personality Competence

Personality competence relates to teachers' attitudes and behaviors as mature, wise individuals with strong moral values who serve as role models for students. Teachers are expected to demonstrate integrity, responsibility, and emotional stability in performing their duties.

3. Social Competence

Social competence refers to teachers' ability to communicate and interact effectively with students, colleagues, educational staff, parents, and the community. Teachers with strong social competence can establish harmonious collaboration within the school environment.

4. Professional Competence

Professional competence relates to teachers' mastery of subject matter and their ability to develop knowledge in accordance with current developments. Professional teachers must continuously improve their competencies through training, seminars, research, and other academic activities.

These four competencies are interconnected and serve as the foundation for teachers in performing their duties professionally. Teachers who master pedagogical, personality, social, and professional competencies will demonstrate improved performance and contribute positively to the quality of learning and education in schools.

Functions of Teacher Organizations

Teacher professional organizations aim to improve teacher professionalism, enhance educational quality, promote teacher welfare, advocate for teachers' rights, and provide protection for the teaching profession. Some of the main functions of teacher professional organizations include the following (Khusnul, 2019):

1. Advocacy and Representation

Teacher organizations act as representatives of teachers in advocating for their rights and interests within educational policies and professional matters. Through this advocacy function, teacher organizations can convey teachers' aspirations and provide protection against policies affecting their professional duties.

2. Professional Development

Teacher organizations provide professional development activities such as training programs, seminars, workshops, and academic discussions aimed at improving teachers' competencies and teaching skills.

3. Networking and Collaboration

Teacher organizations serve as platforms for building professional networks and collaboration among teachers and educational institutions. Through meetings and discussion forums, teachers can exchange ideas, share experiences, and learn best practices.

4. Professional Protection

Teacher organizations also protect the dignity and professional rights of teachers from unfair treatment or professional disputes. They provide assistance in legal, ethical, or workplace-related issues.

5. Improving Teacher Welfare

Teacher organizations also advocate for improved teacher welfare, including fair salaries, adequate facilities, and better working conditions, which ultimately increase teachers' motivation and professionalism.

Integration of Professional Organizations with Teacher Professionalism

The integration between teacher professional organizations and teacher professionalism is an important factor in improving educational quality. Professional organizations provide a platform for teachers to enhance competencies and develop professional abilities through various activities such as training, seminars, workshops, and academic forums (Danim, 2012).

These organizations also strengthen teachers' commitment and responsibility toward their profession by promoting professional ethics and collaborative work among teachers. Through participation in professional organizations, teachers can strengthen solidarity and cooperation to improve educational quality (Sagala, 2013).

Professional organizations also help create a professional culture in educational environments. Teachers who actively participate in professional organizations tend to have greater opportunities to improve their competencies and teaching quality (Suyanto & Jihad, 2019).

In addition, teacher organizations perform several roles within the educational system (Harfianto & Semarang, 2021):

- a. Advisory agency: providing recommendations and input to the government in formulating educational policies.
- b. Supporting agency: supporting educational development and providing professional services to educators.
- c. Controlling agency: monitoring transparency and accountability in educational implementation.
- d. Communicating agency: acting as a mediator between teachers, stakeholders, and educational authorities.

The government also plays a significant role in improving teacher professionalism through programs such as teacher training, workshops, and professional development activities. Another initiative is the Teacher Competency Test (UKG) and Teacher Performance Assessment (PKG), which aim to measure teachers' pedagogical and professional competencies and provide guidance for improving teaching quality (Mulyasa, 2013).

Impact of Professional Organizations on Teacher Professionalism and Educational Quality

The Indonesian government has established the National Education Standards (Standar Nasional Pendidikan – SNP) as guidelines for ensuring the quality of education across the country. These standards cover various aspects of educational implementation, including graduate competency standards, curriculum content, learning processes, teacher qualifications, and educational infrastructure (Rusdiana, 2019).

Professional educational organizations contribute significantly to improving teacher competence through initiatives such as teacher professional education programs and continuous professional development. These initiatives help develop teachers' potential and strengthen their professional attitudes in

implementing educational plans and improving learning quality (Ari Hidayat & Mahali, 2012).

Educational quality is generally influenced by three main components: input, process, and output. Educational inputs include resources such as teachers, students, curricula, and facilities. The educational process involves the implementation of learning activities, while outputs refer to the results achieved by students after completing the learning process.

Improving educational quality also requires effective school leadership, active teacher participation, and strong support from the educational environment. Collaboration among teachers, school leaders, students, and the community can create a conducive educational environment that supports the achievement of educational goals (Suwatno & Priansa, 2021).

Efforts to improve educational quality are closely related to improving teacher competence and professionalism. Teachers with strong competencies can create effective, innovative, and student-centered learning environments. Therefore, continuous professional development programs such as training, seminars, and workshops must continue to be implemented to enhance teacher performance (Kompri, 2021).

Teacher welfare also plays an important role in influencing teacher performance. Teachers with better welfare tend to demonstrate higher motivation and commitment to their duties. Therefore, support from the government, educational institutions, and professional organizations is essential to improve teacher professionalism and ultimately enhance overall educational quality.

In conclusion, teacher professional organizations have a significant impact on improving teacher professionalism and educational quality. Through professional development programs, collaboration among teachers, and advocacy for teacher welfare, these organizations support the development of competent and professional educators. Professional teachers are able to conduct effective learning processes, thereby improving educational quality and producing high-quality graduates.

CONCLUSION

Teacher professional organizations play a very important role in improving teacher discipline and professionalism in the field of education. Through these organizations, teachers obtain a platform to develop their competencies, strengthen their commitment to the profession, and improve the quality of their performance in carrying out their duties as educators. Teacher organizations also help build a more disciplined and responsible work culture so that teachers can perform their roles optimally in the learning process.

In addition, teacher professional organizations function as a means of professional development through various activities such as training, seminars, workshops, and scientific discussions. These activities provide opportunities for teachers to enhance their knowledge, skills, as well as their pedagogical and professional abilities. With the support of professional organizations, teachers can continuously develop themselves in accordance with advancements in science and technology, thereby improving the quality of learning in schools.

Thus, the existence of teacher professional organizations has a significant impact on improving the quality of education. Teachers who are disciplined and professional are able to create learning processes that are effective, innovative, and meaningful for students. Therefore, the role of teacher organizations needs to be continuously strengthened in order to support the development of competent and qualified educators in an effort to improve the overall quality of education.

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