

**IMPLEMENTATION OF PROFESSIONALISM BY MATHEMATICS TEACHERS IN
MANAGING LEARNING AT UPT SMP NEGERI 35 MEDAN**

Sri Nila Sari¹, Rahma Kamila², Siti Ramadhani Pakpahan³, Fatma wati Siregar⁴

¹²³⁴Pendidikan Matematika, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri
Sumatera Utara Medan, Medan, Indonesia

Correspondence Email: nila0305242040@gmail.ac.id

ABSTRACT

This study examines the implementation of mathematics teacher professionalism at UPT SMP Negeri 35 Medan. Using a descriptive qualitative approach, the study explores how mathematics teacher plan, implement, and evaluate learning. Interview results show that teacher demonstrate professionalism through well-prepared lesson plans (RPP), mastery of subject matter, use of varied teaching methods and media, and the ability to create a conducive classroom atmosphere. The main challenges include a lack of student interest and limited school facilities. Nevertheless, teacher continue to make optimal efforts through personal approaches and assess success based on student's understanding and comfort. Teacher professionalism, reflected in their discipline and sense of responsibility, plays a crucial role in improving the quality of mathematics learning.

Keywords: teacher; professionalism; mathematic; learning management.

INTRODUCTION

Education is an important foundation in the development of a nation. One of the main components in the education system is teachers, who play a key role in the success of the learning process at school. Teachers not only function as conveyors of material, but also as educators, mentors and role models for students. Therefore, teacher professionalism is crucial for achieving effective, meaningful, and high-quality learning, (Al-Ghazali, 2007).

Teacher professionalism encompasses the ability to design, implement, and evaluate learning activities in accordance with pedagogical principles and the evolving needs of students, (Cahyana & Agustin, 2024; Ully et al., 2024). A professional teacher not only possesses academic competence but also integrity, ethics, and managerial skills in managing the classroom, (Carney et al., 2024). This aligns with the demands of the curriculum and national education policies, which emphasise the importance of teacher quality as a key factor in improving educational quality.

In the context of mathematics education, teacher professionalism is particularly important. Mathematics is known as a subject that demands logical, abstract, and high-level reasoning skills. Many students struggle to understand mathematical concepts, making the teacher's role in managing the learning process crucial. A professional mathematics teacher is expected to deliver content using varied methods, manage time effectively, develop learning materials, and create a classroom environment that supports active learning, (Desalegn Mekonnen & Negassa Golga, 2023).

However, in this study, we identified challenges in implementing teacher professionalism in managing learning at UPT SMP Negeri 35 Medan, particularly in terms of planning, implementation, and evaluation of learning. These challenges may be influenced by various factors, especially related to facilities and infrastructure, as well as support from the school environment. UPT SMP Negeri Medan, as one of the secondary education institutions in the city of Medan, has the responsibility to ensure that the learning process is carried out by professional educators. Mathematics teachers at this school are expected to apply the principles of professionalism in every stage of the learning process. However, to what extent this has been implemented in practice remains an interesting question to explore.

Therefore, this study was conducted to explore in depth how mathematics teachers at UPT SMP Negeri 35 Medan implement their professionalism in managing learning activities. This study is important as a form of evaluation and reflection on existing learning practices, as well as providing constructive input for improving the quality of learning in the future.

RESEARCH METHODS

This research was conducted at UPT SMP Negeri 35 Medan, Jl. Williém Iskandar Pasar V Medan, Bandar Selamat, Medan Tembung District, Medan City, North Sumatra. The interview observation was conducted on 15 May 2025, by asking several questions to the informants. The research method used in this study was a qualitative method. Qualitative research is one type of research that involves obtaining in-depth and open information about events occurring in the field, rather than merely yes or no answers.

According to Moleng, qualitative research is a type of research used to understand and describe phenomena or events experienced by research subjects, such as perceptions, behaviours, actions, motivations, etc., in a comprehensive and clear manner by explaining them in words, language, and natural methods. This research aims to explain events in depth through the collection of clear and detailed data so that information can be obtained regarding the implementation of professionalism by mathematics teachers in managing learning at UPT SMP Negeri 35 Medan.

RESULTS AND DISCUSSION

Based on research conducted at UPT SMP Negeri 35 Medan using a data collection method involving in-depth interviews with predetermined informants, the following research results were obtained:

This research was conducted at UPT SMP Negeri 35 Medan with a mathematics teacher as the informant. From the interviews conducted, information was obtained that describes how the teacher implements professionalism in managing mathematics learning in the classroom. The teacher explained that before the learning process begins, he always prepares a lesson plan (RPP) as a guideline. In the lesson plan, the teacher plans the learning objectives, the methods to be used, and the media and tools needed. This shows that the teacher is aware of the importance of careful planning before teaching.

The teacher also explained that in delivering mathematics material, he uses lectures, discussions, and practice questions, (Viirman, 2021). In addition, the teacher tries to adjust the methods to the characteristics of the students in the class. They realize that mathematics is often considered difficult by some students, so they use learning media such as pictures, teaching aids, and even educational videos to facilitate students' understanding. Teachers also create a pleasant classroom atmosphere so that students do not feel tense or bored when learning mathematics. This reflects the teachers' ability to manage the classroom well.

Teachers mention that the challenge they often face is the lack of interest in learning mathematics among students, (Oktawiryati et al., 2025; Putri & Safrizal, 2023). To overcome this, the teacher tries to explain the material slowly, provides examples that are relevant to everyday life, and often motivates students to be more confident, (Amadi & Kufre Paul, 2017; Leng et al., 2021). The teacher also emphasizes the importance of good communication with students, such as listening to their complaints and giving them the opportunity to ask questions. However, the main challenge comes from the school itself, as it is not yet able to provide the necessary facilities for the teaching and learning process to take place.

In terms of professional attitude, the teacher demonstrates discipline, patience, and a high sense of responsibility, (Yana & Husnita, 2023). He arrives at school on time, prepares the material well, and always evaluates the students' learning outcomes. The teacher also participates in training sessions organized by the school or the education office to increase his knowledge and teaching skills. This shows that the teacher continues to strive to develop himself as a professional educator, (Salim, Aji Prasetia, et al., 2024)

The teacher has demonstrated a professional attitude in teaching, one of which is being certified as a teacher, (Mireles-Rios & Roshandel, 2020) Certification shows that the teacher has undergone a specific assessment and training process recognized by the government, so that he is considered qualified and competent to teach in the classroom. A professional teacher must be able to master the material well. This is important so that teachers can explain the material to students in a way that is easy to understand. If teachers do not understand the material being taught, then students will also have difficulty learning. Therefore, these teachers always prepare their lessons as well as possible before entering the classroom.

The success of a teacher in developing themselves can be seen from the students' understanding. If students understand the material and feel comfortable while learning, then that is a sign that the teacher has been successful, (Salim, Prasetia, et al., 2024). Thus, success is not only measured by students' grades but also by a pleasant learning environment and students' engagement in the learning process. Regarding teaching methods, the teacher mentioned that a personal or emotional approach to students is quite effective. This means the teacher strives to connect with students, understand their personalities, and build good communication. With such an approach, students feel valued and more motivated to learn.

Lastly, the most important attitude that a professional teacher must have is the ability to apply professionalism in real actions, (Noor et al., 2024). For example, arriving on time, being polite, disciplined, and always willing to learn and improve teaching methods. A teacher is not enough to just know the theory, but must also demonstrate good attitude and responsibility in front of students.

From all these explanations, it can be concluded that the mathematics teachers interviewed have implemented professionalism in teaching, although there are still challenges in the field. This indicates that being a professional teacher is not just about degrees or certifications, but about attitude, responsibility, and continuous effort to improve oneself for the sake of the students.

CONCLUSIONS

Based on the results of the study, it can be concluded that a teacher who has become a resource person is a professional mathematics teacher. There are many characteristics that define a professional teacher, such as thorough preparation, including lesson plan development, mastery of subject matter, use of appropriate teaching methods and media, and the ability to create a comfortable and enjoyable learning environment for students. Teachers must also be aware of the importance of self-development, whether through training or daily teaching experience. Despite challenges such as inadequate school facilities, teachers strive to ensure that the learning process remains effective. In addition, teachers measure their success in teaching not only by students' grades, but also by students' understanding of the material and their comfort while learning. Teachers also emphasize that a professional attitude must be demonstrated in concrete actions, such

as discipline, responsibility, and always striving to improve oneself. In general, this study shows that teacher professionalism plays a very important role in improving the quality of mathematics learning in schools. Based on the suggestions received during the research process, the following can be stated: (1) Teachers are expected to continue to improve their professionalism through research, self-reflection, and the use of creative teaching methods so that students can more easily understand the lessons, especially mathematics, which is considered difficult; (2) Schools are expected to provide adequate facilities and learning media so that the teaching and learning process can run more optimally and supportively; (3) For students, they can increase their enthusiasm for learning mathematics and begin to think that mathematics is not that difficult; (4) For other researchers, the results of this study can be developed into a reference for conducting research with different backgrounds and subjects.

BIBLIOGRAPHY

- Al-Ghazali, I. (2007). *Ringkasan Ihya' Ulumuddin Terjemahan Zeid Husein Al-Hamid* (2nd ed.). Pustaka Amani.
- Amadi, G., & Kufre Paul, A. (2017). Influence of Student-Teacher Communication on Students' Academic Achievement for Effective Teaching and Learning. *American Journal of Educational Research*, 5(10), 1102–1107. <https://doi.org/10.12691/education-5-10-12>
- Cahyana, C., & Agustin, M. (2024). Kompetensi Pedagogik Guru Kelas: Perencanaan, Penerapan dan Evaluasi dalam Pembelajaran. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 6(1), 844–851. <https://doi.org/10.31004/edukatif.v6i1.5962>
- Carney, S., Krejsler, J. B., Ball, S. J., Dempster, N., Elfert, M., Kasper Kofod, K., Magno, C., Merok Paulsen, J., Piattoeva, N., Schulte, B., Steiner-Khamsi, G., Tröhler, D., Verger, A., & Waldow, F. (2024). *Leadership in Educational Contexts in Finland* (R. Ahtiainen, E. Hanhimäki, J. Leinonen, M. Risku, & A.-S. Smeds-Nylund, Eds.; Vol. 23). Springer International Publishing. <https://doi.org/10.1007/978-3-031-37604-7>
- Desalegn Mekonnen, G., & Negassa Golga, D. (2023). *Teachers' Ethical Professional Practices in Higher Education Institutions: An Instrumental Case Study*. <https://doi.org/10.5772/intechopen.109651>
- Leng, C. H., Menon, S., Naimie, Z., Danaee, M., & Abuzaid, R. A. (2021). Impact of teacher communication behaviour on student's motivation in learning primary school science. *New Trends and Issues Proceedings on Humanities and Social Sciences*, 8(3), 92–97. <https://doi.org/10.18844/prosoc.v8i3.6401>
- Mireles-Rios, R., & Roshandel, S. (2020). Perceived Teacher Support and Communication in Strategizing Possible Selves. *Frontiers in Education*, 5. <https://doi.org/10.3389/feduc.2020.00125>
- Noor, N. A. M., Deris, F. D., Omar, M., Hamid, H. A., & Mokhtar, A. (2024). CONCEIVE-DESIGN-IMPLEMENT-OPERATE (CDIO) INNOVATIVE TEACHING METHODS IN REAL ESTATE EDUCATION. *Algebra: Jurnal Pendidikan, Sosial Dan Sains*, 4(3). <https://doi.org/https://doi.org/10.58432/algebra.v4i3.1120>
- Oktawiryati, N. P., Suarni, N. K., & Margunayasa, I. G. (2025). Tantangan Strategi Kreatif Pembelajaran Teori Kognitif dalam Meningkatkan Minat Belajar Matematika Siswa Kelas 5 Sekolah Dasar. *Jurnal Ilmiah Universitas Batanghari Jambi*, 25(1), 646. <https://doi.org/10.33087/jiubj.v25i1.4787>
- Putri, F. M., & Safrizal. (2023). Faktor Penyebab Rendahnya Minat Belajar Siswa dalam Pembelajaran Matematika Kelas VI Sekolah Dasar Negeri 12 Baruh-Bukit. *Jurnal Riset Madrasah Ibtidaiyah (JURMIA)*, 3(1), 66–77. <https://doi.org/10.32665/jurmia.v3i1.1346>
- Salim, Aji Prasetya, M., Bagas F, M., & Arif Fadhillah Lubis, M. (2024). Validation Analysis of HOTS-Based Multiple-Choice Questions in Islamic Religious Education at Al-Azhar High School Medan. *Journal Edukasia*, 5(1), 75–82. <http://jurnaledukasia.org>
- Salim, Prasetya, M. A., Bagas, F. M., Rohman, F., & Abdurrahman. (2024). The Impact of Blended Learning an Educational Innovation as on Student Character Building in Islamic Religious Education. *Qubahan Academic Journal*, 4(3), 139–151. <https://doi.org/10.48161/qaj.v4n3a739>
- Ully, M., Badarudin, B., & Juaini, M. (2024). Kompetensi Pedagogik Guru Dalam Melaksanakan Penilaian Pembelajaran Di Sekolah Dasar. *Educatio*, 19(2), 502–509. <https://doi.org/10.29408/edc.v19i2.27972>

- Viirman, O. (2021). University Mathematics Lecturing as Modelling Mathematical Discourse. *International Journal of Research in Undergraduate Mathematics Education*, 7(3), 466–489. <https://doi.org/10.1007/s40753-021-00137-w>
- Yana, N., & Husnita, H. (2023). The Effect of Teachers' Motivation and Communication Style on Increasing Students' Interest in Learning Mathematics. *Jurnal Komunikasi Pendidikan*, 7(2), 70–81. <https://doi.org/10.32585/jurnalkomdik.v7i2.3291>