



# CLASSROOM ACTION RESEARCH IN THE PERSPECTIVE OF TEACHER PROFESSIONALISM: A THEORETICAL STUDY AND ITS IMPLICATIONS

## PENELITIAN TINDAKAN KELAS DALAM PERSPEKTIF PROFESIONALISME GURU: KAJIAN TEORITIS DAN IMPLIKASINYA

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DOI: <https://doi.org/10.62567/micjo.v2i3.903>

Article info:

Submitted: 11/06/25

Accepted: 14/07/25

Published: 30/07/25

### Abstract

Classroom Action Research (PTK) is a scientific approach that not only functions as a solution to learning problems in the classroom, but also as a strategic means in developing teacher professionalism. Through systematic reflection and continuous improvement, PTK encourages teachers to improve their pedagogical, professional, social, and personality competencies. Theoretically, PTK strengthens the foundations of constructivism and reflective learning practices, allowing teachers to dynamically connect theory and classroom reality. From a practical perspective, PTK has a direct impact on improving the quality of learning, student involvement, and changing teachers' professional attitudes. Although its implementation is faced with various challenges, both technical and psychological, solutions can be found through ongoing training, mentoring, and institutional support. Thus, PTK plays an important role in building an innovative work culture and improving the quality of education holistically.

**Keywords:** Classroom Action Research, Teacher Professionalism, Learning Reflection, Education Quality, Pedagogic Competence



### Abstrak

Penelitian Tindakan Kelas (PTK) merupakan pendekatan ilmiah yang tidak hanya berfungsi sebagai solusi terhadap permasalahan pembelajaran di kelas, tetapi juga sebagai sarana strategis dalam pengembangan profesionalisme guru. Melalui refleksi sistematis dan perbaikan berkelanjutan, PTK mendorong guru untuk meningkatkan kompetensi pedagogik, profesional, sosial, dan kepribadian. Secara teoritis, PTK memperkuat landasan konstruktivisme dan praktik pembelajaran reflektif, memungkinkan guru menghubungkan teori dan realitas kelas secara dinamis. Dari sisi praktis, PTK berdampak langsung pada peningkatan mutu pembelajaran, keterlibatan siswa, dan perubahan sikap profesional guru. Meskipun pelaksanaannya dihadapkan pada berbagai tantangan, baik teknis maupun psikologis, solusi dapat ditemukan melalui pelatihan, pendampingan, dan dukungan institusional yang berkelanjutan. Dengan demikian, PTK berperan penting dalam membangun budaya kerja inovatif dan meningkatkan kualitas pendidikan secara holistik.

**Kata Kunci :** Penelitian Tindakan Kelas, Profesionalisme Guru, Refleksi Pembelajaran, Kualitas Pendidikan, Kompetensi Pedagogik

## 1. INTRODUCTION

Education plays a fundamental role in developing quality human resources and shaping a competitive society. Within the educational process, teachers serve as central figures who facilitate learning, guide students, and foster character development. Consequently, there is an increasing demand for teachers to improve their professionalism in response to the evolving challenges of modern education. Teacher professionalism is not merely measured by content mastery but also by the ability to reflect on teaching practices, continuously improve performance, and contribute actively to the enhancement of learning quality. In this context, *Classroom Action Research* (CAR) emerges as a critical tool that reflects a teacher's effort to grow as a professional educator (Wardani et al., 2019).

Classroom Action Research is a scientific approach conducted by teachers within their own classrooms, aimed at improving the quality of teaching and learning, enhancing student outcomes, and cultivating a reflective teaching culture. By involving teachers as researchers in real classroom settings, CAR encourages them to think critically, design instructional interventions, evaluate outcomes, and revise strategies based on empirical findings. This process not only boosts the effectiveness of teaching practices but also forms an integral part of a teacher's professional development.

From a professionalism standpoint, conducting CAR reflects key aspects such as the development of pedagogical competence, scientific attitude, intellectual independence, and a moral responsibility to uphold educational quality. Teachers who engage in CAR demonstrate a strong commitment to continuous improvement, openness to evaluation, and a willingness to examine their instructional methods through scholarly inquiry. Thus, CAR is not merely a research method but also a strategic path to achieving comprehensive teacher professionalism.

A theoretical exploration of the relationship between CAR and teacher professionalism is essential to understand how this research model contributes to meeting professional standards in education (Adiani et al., 2023). Furthermore, the practical implications of CAR must be critically examined from its benefits in the classroom to the challenges of implementation and alignment with existing educational policies. Therefore, this paper aims to explore in depth the concept of Classroom Action Research within the framework of teacher



professionalism and to analyze its theoretical and practical implications in the ongoing effort to improve the quality of education.

## 2. RESEARCH METHOD

This study employs a library research method, which involves the systematic collection, analysis, and interpretation of information sourced from various academic literature (Roosinda et al., 2021). The data were gathered from books, scientific journals, research reports, government publications, and credible online academic sources that discuss Classroom Action Research (CAR) and teacher professionalism. The selection of sources prioritized recent publications and theoretical frameworks that are relevant to the focus of the study (Moleong, 2017). The purpose of this approach is to construct a comprehensive understanding of the theoretical foundations and to identify patterns, concepts, and perspectives that link CAR with the development of teacher professionalism.

Through qualitative analysis of the literature, this study synthesizes different viewpoints and theoretical arguments to explore the role of CAR in enhancing professional competencies among teachers. The analysis was conducted by comparing and critically reviewing existing theories and empirical findings related to classroom-based research and professional teacher development. This method allows the researcher to draw conclusions and implications based on established knowledge, while also identifying gaps and potential areas for further research. The findings are presented in a descriptive and analytical format to provide a theoretical basis for understanding the contribution of CAR to teacher professionalism.

## 3. RESULTS AND DISCUSSION

### 1. Concept of Classroom Action Research (PTK)

Classroom Action Research (CAR) is a reflective and practical research approach, conducted by teachers directly in their own classroom environment, with the main objective of improving the quality of learning and overcoming various problems that arise during the teaching process. CAR was born from the awareness that teachers are the ones who know the most about classroom conditions and learning dynamics, so they have a strategic position to make continuous improvements through structured and systematic research activities (Azizah & Fuadi, 2021). Different from pure academic research which is often theoretical, CAR places more emphasis on solving real problems in learning practices and is directed at positive changes that can be directly felt by teachers and students.

In general, CAR aims to help teachers improve the effectiveness of teaching methods, increase student engagement and learning outcomes, and strengthen teachers' ability to reflect and evaluate their actions in the classroom. CAR is also a means of professional development for teachers because it requires active involvement in data-based pedagogical decision-making. In addition, CAR encourages teachers to become lifelong learners who do not only rely on intuition in teaching, but also rely on systematic studies and empirical evidence. Thus, CAR is not only a tool for technical improvement, but also forms a scientific, critical, and innovative attitude in an educator (Purwaningsih & Muliyardari, 2021).

The characteristic of PTK lies in its cyclical nature which consists of four main stages: (1) planning, namely compiling an action plan based on the identification of problems found in the classroom; (2) implementing the action (acting), namely implementing the strategy or



solution that has been designed; (3) observation (observing), namely observing and recording the impact of the actions taken; and (4) reflection (reflecting), namely analyzing the results of the action, whether they are effective or need improvement. If the problem has not been completely resolved, this cycle will be repeated with certain modifications, so that improvements occur gradually and continuously. This repeated cycle is the advantage of PTK because it provides space for a dynamic and adaptive evaluative process. Teachers in PTK play a very important dual role, namely as practitioners and researchers. As practitioners, teachers carry out the learning process as usual, but as researchers, teachers review and record the process to find gaps that need to be fixed. This role requires the ability to identify problems, formulate action hypotheses, design strategies, and assess their impact through appropriate instruments, such as observation sheets, daily journals, or learning outcome tests. In this case, PTK strengthens the professional competence of teachers, not only in pedagogical aspects but also in critical, analytical, and reflective thinking skills. Thus, PTK is not only a technical instrument to improve learning, but also a strategic approach in building a scientific culture among teachers. PTK creates space for teachers to continue learning from their own practices and develop professional knowledge contextually. In the long term, consistent implementation of PTK will form a learning ecosystem that is more adaptive, innovative, and responsive to student needs and developments in the era.

## 2. Teacher Professionalism: Definition and Core Dimensions

Teacher professionalism is one of the fundamental elements in education that determines the quality of both the learning process and its outcomes. In general, teacher professionalism can be understood as the attitude, capability, and commitment of a teacher in carrying out their duties optimally, based on ethical standards, competencies, and the responsibilities inherent in the teaching profession. Professionalism not only includes mastery of subject matter but also reflects moral integrity, discipline, pedagogical skills, and a reflective awareness to continuously grow in response to the evolving educational landscape. A professional teacher does not merely teach, but also educates, mentors, sets a good example, and serves as an agent of change within their environment (Haan & Arifianto, 2022).

In the context of Indonesia's education system, Law Number 14 of 2005 on Teachers and Lecturers clearly states that a professional teacher is an educator who possesses academic qualifications, competencies, a teaching certificate, physical and mental health, and the ability to achieve national education goals. Teacher professionalism is technically measured through four key competencies:

1. Pedagogical competence refers to the teacher's ability to design, implement, and evaluate effective learning processes that are tailored to the characteristics of students. This includes understanding learning theories, curriculum development, and the application of creative teaching strategies.
2. Professional competence involves in-depth and broad mastery of subject matter, along with the ability to relate the content being taught to real-life contexts. A professional teacher not only delivers content but also adapts and expands it in line with the latest developments in science and technology.
3. Social competence reflects the teacher's ability to communicate and interact effectively with students, fellow teachers, parents, and the broader community. This includes openness, empathy, and collaboration.



4. Personal competence refers to moral integrity, professional ethics, emotional stability, and maturity in behavior. A teacher with strong personal character will serve as a positive role model for students.

These four competencies do not stand alone but are integrated and must be developed continuously. In practice, teacher professionalism requires a commitment to lifelong learning and innovation. Teachers should not remain stagnant in routine teaching practices but must continually update their knowledge and skills through training, scholarly discussions, and research such as Classroom Action Research (CAR) (Aslamiyah & Abun, 2023). Therefore, teacher professionalism is not a static condition but a dynamic process that demands continuous renewal in line with the demands of the 21st century. A professional teacher is adaptive, reflective, and focused on the quality of learning and the holistic well-being of their students.

### **3. Classroom Action Research (CAR) as a Means of Developing Teacher Professionalism**

Classroom Action Research (CAR) functions not only as a tool to solve instructional problems in the classroom, but also as a strategic means to develop teacher professionalism. Through CAR, teachers are encouraged to critically and systematically reflect on their teaching practices, allowing them to identify both strengths and weaknesses in the learning process. This reflection is essential, as it serves as the foundation for designing improvements and innovations in teaching methods, media, and approaches. In this sense, CAR embodies a concrete form of lifelong learning practiced by teachers within their professional context (Bahri et al., 2021).

CAR contributes to enhancing teacher professionalism across various competency domains. In terms of pedagogical competence, CAR strengthens a teacher's understanding of student characteristics, learning needs, and the effectiveness of instructional methods. Teachers learn to teach not only based on intuition but through data-driven and planned observations. Regarding professional competence, CAR encourages deeper mastery of subject matter and alignment with relevant, contextualized teaching strategies. From a social competence perspective, CAR often involves collaboration among teachers within schools or learning communities, thereby reinforcing professional teamwork (Ni'mah, 2017). As for personal competence, involvement in CAR nurtures responsibility, intellectual honesty, and perseverance in addressing problems through scientific inquiry.

By engaging teachers in the processes of problem identification, action planning, strategy implementation, observation, and reflection, CAR fosters a working culture grounded in scientific attitudes and innovation. Teachers are no longer mere implementers of the curriculum but become active agents of change who shape and improve the quality of education. Furthermore, the implementation of CAR opens opportunities for academic publication and professional recognition, which in turn can contribute to career advancement. Therefore, CAR not only improves classroom instruction but also lays a strong foundation for long-term professional growth and integrity within the teaching profession.

### **4. Theoretical and Practical Implications of Classroom Action Research (CAR) on Teacher Performance**

Classroom Action Research (CAR) holds significant implications both theoretically and practically for teacher performance within the educational context. Theoretically, CAR reinforces the concept of reflective teaching, where teachers consciously observe, analyze, and





evaluate the learning process they conduct. This aligns with constructivist learning theory, which emphasizes the teacher's active role as a facilitator who continually adapts to students' needs. Through this approach, CAR becomes more than just a method for data collection; it serves as a mechanism for developing contextual and applicable learning theories. Teachers can harmoniously connect theory and practice, thereby deepening their understanding of effective and sustainable teaching dynamics (Purwaningsih & Muliandari, 2021) .

Practically, the implementation of CAR has a direct impact on improving the quality of classroom instruction. Through the cycle of planning, action, observation, and reflection, teachers are able to identify obstacles that have hindered the learning process and implement innovative solutions tailored to student characteristics and school context. Another practical implication is the transformation in teachers' professional attitudes they become more open to constructive feedback, more creative in developing instructional methods, and more accountable in evaluating student learning outcomes (Adiani et al., 2023). CAR also encourages active student engagement, as teachers adopt more interactive and participatory strategies based on research findings. This improves student motivation and focus, which ultimately leads to better academic achievement.

Furthermore, CAR strengthens the professional relationships between teachers, students, and the broader school environment. Teachers who actively engage in CAR tend to communicate and collaborate more effectively with colleagues and are more attuned to students' needs and challenges. Improved teacher performance not only enhances academic results but also supports the development of students' character and positive attitudes. Overall, the implications of CAR demonstrate that developing teacher professionalism through action research is an effective strategy for improving education quality holistically benefiting not only teachers and students, but also educational institutions and society at large.

## **5. Challenges in Implementing Classroom Action Research (CAR) and Their Solutions**

The implementation of Classroom Action Research (CAR) as an effort to develop teacher professionalism often encounters various challenges—technical, practical, and psychological. One of the main obstacles is the limited time teachers have to carry out CAR thoroughly, considering their heavy workload that includes teaching duties, administrative responsibilities, and extracurricular activities. In addition, limited knowledge and skills in systematically designing and implementing CAR are also significant barriers. Many teachers lack confidence in conducting observations and scientific data analysis, which hinders the process of reflection and continuous improvement. Another challenge stems from inadequate institutional support, such as lack of facilities, resources, and guidance from schools or educational institutions.

Moreover, psychological challenges such as fear of change and lack of motivation can also obstruct the successful implementation of CAR (Ni'mah, 2017). Teachers accustomed to conventional teaching methods are often reluctant to try new approaches that demand innovation and critical self-evaluation. Resistance to criticism from peers or superiors may also reduce teachers' enthusiasm for conducting CAR optimally. Therefore, solutions to these challenges must be addressed holistically and sustainably.

On an individual level, teachers can enhance their capacity through training and workshops focused on CAR methodology, data analysis skills development, and the strengthening of reflective competencies. Mentorship and guidance from experienced supervisors also play a crucial role in building teachers' confidence and direction during the



CAR process. On an institutional level, schools should foster a supportive environment for CAR implementation, such as allocating dedicated time, providing necessary facilities, and offering incentives or recognition for teachers actively engaged in action research. Additionally, cultivating a culture of collaboration and open communication among teachers encourages the exchange of experiences and creative solutions to overcome obstacles (Purwaningsih & Muliyardari, 2021). With this integrated approach, CAR implementation is expected to run more smoothly and have a significant impact on improving the quality of learning and teacher professionalism.

#### 4. CONCLUSION

Classroom Action Research (PTK) is a strategic approach that not only solves learning problems in the classroom, but also becomes a means of developing teacher professionalism in a sustainable manner. Through a cycle of reflection, planning, action, observation, and evaluation, PTK encourages teachers to continue to improve their pedagogical, professional, social, and personality competencies. PTK fosters a scientific and innovative work culture, making teachers active agents of change in creating effective, contextual, and meaningful learning.

Theoretically, PTK strengthens teachers' understanding of reflective learning theory and constructivism, as well as encourages the linkage between theory and practice in learning activities. Meanwhile, from a practical perspective, PTK has a direct impact on improving the quality of learning, active student involvement, and changing teachers' professional attitudes that are more open to innovation and self-evaluation.

Although in its implementation, PTK faces challenges such as time constraints, lack of methodological skills, and psychological and institutional obstacles, these can be overcome through training, mentoring, strengthening school support, and developing a collaborative culture. Thus, PTK is not only an evaluative tool, but also the foundation for career development and the integrity of the teacher's profession in the long term.

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