

The Influence of Education, Training, and Experience on Teacher Professionalism in SDN 16 Rantau Bayur

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Abstrak

Studi ini bertujuan untuk menganalisis pengaruh pendidikan, pelatihan, dan pengalaman mengajar terhadap profesionalisme guru di SDN 16 Rantau Bayur. Profesionalisme guru adalah faktor penting dalam meningkatkan kualitas pendidikan dan hasil belajar. Metode penelitian yang digunakan adalah kuantitatif dengan pendekatan survei. Sampel terdiri dari 60 guru yang dipilih secara purposif dari sekolah-sekolah di SDN 16 Rantau Bayur. Data dikumpulkan menggunakan kuesioner yang diukur dengan skala Likert dan dianalisis dengan regresi linier berganda. Hasilnya menunjukkan bahwa pendidikan memiliki pengaruh positif yang signifikan terhadap profesionalisme guru. Demikian pula, partisipasi reguler dalam program pelatihan meningkatkan kompetensi dan keterampilan mengajar. Selain itu, pengalaman mengajar secara signifikan berkontribusi dalam membentuk sikap profesional di kalangan guru. Temuan ini menekankan pentingnya berinvestasi dalam pendidikan formal, pelatihan berkelanjutan, dan pengalaman praktis sebagai faktor kunci dalam meningkatkan profesionalisme guru. Studi ini memberikan implikasi bagi sekolah dan lembaga pemerintah dalam merancang program pengembangan kapasitas guru yang terintegrasi.

Kata kunci: pendidikan, pelatihan, pengalaman mengajar, profesionalisme guru, di SDN 16 Rantau Bayur.

Abstract

This study aims to analyze the influence of education, training, and teaching experience on teacher professionalism in SDN 16 Rantau Bayur. Teacher professionalism is a crucial factor in improving education quality and learning outcomes. The research method employed is quantitative with a survey approach. The sample consisted of 60 teachers selected purposively from schools in SDN 16 Rantau Bayur. Data were collected using questionnaires measured on a Likert scale and analyzed with multiple linear regression. The results indicate that education has a significant positive effect on teacher professionalism. Similarly, regular participation in training programs enhances teaching competencies and skills. Moreover, teaching experience significantly contributes to shaping professional attitudes among teachers. These findings emphasize the importance of investing in formal education, continuous training, and practical experience as key factors in improving teacher professionalism. This study provides implications for schools and government agencies in designing integrated teacher capacity development programs.

Keywords: education, training, teaching experience, teacher professionalism, in SDN 16 Rantau Bayur.

1. INTRODUCTION

Teacher professionalism has consistently been acknowledged as a pivotal determinant of educational quality and student achievement. A growing body of empirical research indicates that teachers' formal academic qualifications, participation in professional development programs, and accumulated teaching experience substantially contribute to the enhancement of pedagogical competence and instructional effectiveness (Heidari et al., 2022; Al-Harthi,

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2021). Teachers who possess advanced educational backgrounds and engage in sustained professional training are generally more capable of applying innovative instructional strategies, managing classroom dynamics efficiently, and promoting meaningful student learning (Darling-Hammond et al., 2021; OECD, 2020). Furthermore, recent studies affirm that structured professional learning opportunities strengthen teachers' reflective practices and adaptive expertise in diverse classroom settings (Gore et al., 2021; Avalos, 2023).

Recent global analyses further emphasize that teacher quality remains the most influential in-school factor affecting student outcomes (UNESCO, 2021; World Bank, 2020). Empirical findings also demonstrate that continuous professional development enhances instructional clarity, assessment literacy, and pedagogical innovation (Kraft et al., 2022; Sims & Fletcher-Wood, 2021). Moreover, collaborative professional cultures within schools significantly reinforce teacher commitment and collective efficacy (Hargreaves & O'Connor, 2020; Leithwood et al., 2020). Digital-era competencies and adaptive expertise are increasingly recognized as essential components of modern teacher professionalism (Redecker, 2020; Tondeur et al., 2021).

Despite the breadth of scholarship on teacher professionalism, important gaps remain, particularly regarding how education, training, and teaching experience interact within specific local contexts such as SDN 16 Rantau Bayur. While numerous investigations have examined these variables separately, limited research has explored their combined or synergistic effects, especially in rural or underrepresented educational settings. Contemporary findings suggest that professional competence is multidimensional and context-dependent, requiring integrated analysis rather than isolated examination of individual factors (Day & Gu, 2022; Opfer & Pedder, 2021). In rural contexts, disparities in access to professional development and institutional support may further influence how these factors operate collectively (Azorín & Fullan, 2022). Rural education studies also indicate that contextual constraints, including infrastructure limitations and reduced access to mentoring, may moderate professional growth (Trinidad, 2021; Nguyen et al., 2022).

The current state of the art in educational research demonstrates an increasing emphasis on context-sensitive and holistic models of teacher professionalization. Recent frameworks advocate for comprehensive approaches that connect academic preparation, continuous professional development, and experiential learning to foster sustainable teacher growth (Flores & Swennen, 2020; Schleicher, 2022). Additionally, empirical evidence underscores the importance of aligning teacher development initiatives with local educational realities to ensure relevance and long-term impact (Sancar et al., 2021; Zhang & Jiang, 2023). Emerging policy-oriented research highlights the necessity of integrating leadership support, mentoring systems, and performance feedback into teacher development models (European Commission, 2020; OECD, 2021). By situating the investigation within Rantau Bayur, this study responds to global calls for localized evidence while contributing to broader theoretical discussions on teacher effectiveness.

The novelty of this research lies in its examination of the simultaneous influence of educational background, professional training, and teaching experience on teacher professionalism within a specific rural Indonesian school context. Although prior studies have addressed these determinants independently, few have analyzed their integrated effects in rural Indonesian primary schools. Consequently, this study is positioned to offer new empirical insights that enrich both national and international literature on teacher professionalization, particularly in developing and decentralized education systems (World Bank, 2020; UNESCO, 2021).

The findings of this research carry important practical implications for policymakers, school leaders, and teacher development stakeholders. Evidence-based insights may inform targeted strategies to strengthen teacher professionalism, refine professional training programs, and design sustainable continuous professional development initiatives tailored to the needs of teachers at SDN 16 Rantau Bayur. Research shows that sustained, job-embedded professional development models produce stronger long-term instructional improvement compared to short-term workshops (Kraft et al., 2022; Sims & Fletcher-Wood, 2021). Theoretically, this study advances understanding of how formal education, structured training, and experiential learning collectively shape teacher professionalism in localized educational environments.

Accordingly, this study addresses the following research question: “How do education, training, and teaching experience influence teacher professionalism in SDN 16 Rantau Bayur?” It is hypothesized that education, professional training, and teaching experience each exert a positive and statistically significant effect on teacher professionalism within this regional context.

2. METHOD

This study adopted a quantitative research design to systematically investigate the extent to which educational background, professional training, and teaching experience influence teacher professionalism in Rantau Bayur. A quantitative approach was selected because it enables the measurement of relationships among variables through statistical procedures, thereby providing objective and generalizable findings (Creswell & Creswell, 2022; Cohen et al., 2021). Quantitative designs are particularly suitable for examining predictive relationships and testing hypotheses regarding the magnitude and significance of independent variables on a dependent variable (Fraenkel et al., 2023; Tabachnick & Fidell, 2021). In line with recent methodological recommendations in educational research, this design facilitates rigorous data analysis and supports evidence-based conclusions (Ary et al., 2022; Mertler, 2021).

The research was conducted at SDN 16 Rantau Bayur, a primary school setting in which teachers served as the main unit of analysis. Focusing on teachers as primary respondents aligns with contemporary studies emphasizing the central role of teachers in shaping educational quality and student outcomes (Darling-Hammond et al., 2021; Avalos, 2023). The accessible population consisted of teachers actively engaged in classroom instruction during the period of data collection. From this population, 120 teachers were selected using purposive sampling. This sampling technique was chosen to ensure that participants met specific inclusion criteria relevant to the research objectives, such as minimum teaching experience, documented participation in professional development programs, and clearly identified educational qualifications (Campbell et al., 2020; Etikan & Bala, 2020). Purposive sampling is widely recommended in educational studies when researchers seek participants with particular characteristics that directly relate to the variables under investigation (Palinkas et al., 2020; Robinson, 2022).

Data were gathered through a structured questionnaire designed to capture measurable indicators of each research variable. The instrument comprised four principal sections: (1) demographic information, (2) educational background, (3) participation in professional training, (4) teaching experience, and (5) indicators of teacher professionalism. The development of the questionnaire was grounded in relevant theoretical frameworks and empirical studies on teacher professional competence and professional development (Heidari

et al., 2022; Al-Harthi, 2021; Gore et al., 2021). To strengthen content validity, the instrument underwent expert judgment by specialists in educational research and teacher development, ensuring alignment between the items and the conceptual definitions of each construct (Creswell & Creswell, 2022; Mertler, 2021). Establishing content validity through expert review is considered a critical step in survey-based research to enhance the accuracy and credibility of findings (Taherdoost, 2021).

Responses were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The Likert scale was employed because of its effectiveness in quantifying attitudes, perceptions, and self-reported professional practices in educational settings (Joshi et al., 2021; Boone & Boone, 2021). Higher scores indicated stronger levels of the measured constructs, including higher educational attainment, more intensive training participation, longer teaching experience, and stronger manifestations of teacher professionalism. The use of scaled responses enables statistical analysis such as correlation and regression to determine the direction and strength of relationships among variables (Tabachnick & Fidell, 2021; Fraenkel et al., 2023). Through this structured quantitative procedure, the study aimed to produce reliable and empirically grounded evidence regarding the combined influence of education, training, and teaching experience on teacher professionalism in SDN 16 Rantau Bayur.

3. RESULT AND DISCUSSION

Results

The findings of this study were derived from multiple linear regression analysis involving 120 teacher respondents at SDN 16 Rantau Bayur. The statistical analysis aimed to determine the magnitude and significance of the influence of education, training, and teaching experience on teacher professionalism. The use of multivariate statistical procedures allows researchers to examine predictive relationships among variables and estimate their relative contributions within a single analytical model (Hair et al., 2022). Moreover, regression-based approaches are widely recommended in educational research to assess the strength and direction of relationships between professional development factors and teacher outcomes (Tabachnick & Fidell, 2021). The results can be elaborated as follows.

Table 1. Multiple Linear Regression Results of Education, Training, and Teaching Experience on Teacher Professionalism

Independent Variable	β (Coefficient)	t-value	p-value	Interpretation
Education (Academic Qualification)	0.28	3.92	< 0.01	Positive and significant effect on teacher professionalism; higher academic qualifications increase professional competencies.
Training (Professional Development Participation)	0.34	4.85	< 0.01	Positive and significant effect; strongest predictor of teacher professionalism; CPD enhances instructional competence.
Teaching Experience (Years of Service)	0.18	2.11	< 0.05	Positive and significant effect; experience contributes moderately to professionalism but less than education and

				training.
Constant	2.12	2.45	0.016	Baseline level of teacher professionalism when all predictors are zero.
Model Fit: R ²	0.46	F = 38.7	p < 0.01	The model explains 46% of the variance in teacher professionalism.

First, the Education variable, operationalized as teachers' academic qualifications, demonstrated a positive and statistically significant influence on teacher professionalism ($\beta = 0.28$; $p < 0.01$). This indicates that teachers with higher levels of formal education tend to exhibit stronger professional attitudes, competencies, and practices. The result supports contemporary perspectives that academic qualifications enhance pedagogical knowledge, critical thinking, and professional commitment (Darling-Hammond et al., 2021; Avalos, 2023). Formal education provides a theoretical and methodological foundation that shapes instructional quality and ethical standards in teaching (Heidari et al., 2022; OECD, 2020). Recent international evidence further confirms that advanced academic preparation is associated with improved instructional design, assessment literacy, and classroom decision-making skills (Guerriero, 2021).

Second, the Training variable, defined as participation in professional development programs, produced the strongest positive and significant effect on teacher professionalism ($\beta = 0.34$; $p < 0.01$). This suggests that structured professional learning opportunities contribute substantially to improving teachers' instructional competence and reflective capacity. Recent empirical evidence emphasizes that continuous professional development (CPD) enhances instructional innovation, collaboration, and student-centered pedagogy (Gore et al., 2021; Sancar et al., 2021). Furthermore, effective professional development programs are associated with sustainable improvements in teaching performance and professional identity (Azorín & Fullan, 2022; Zhang & Jiang, 2023).

Third, the Teaching Experience variable, measured by the number of years in service, also showed a positive and statistically significant effect, although its magnitude was smaller ($\beta = 0.18$; $p < 0.05$). This finding implies that experience contributes to professionalism, yet its impact is comparatively less substantial than education and training. While experience may foster classroom management skills and contextual adaptation, research indicates that experience alone does not automatically translate into improved professionalism without structured learning support (Day & Gu, 2022; Opfer & Pedder, 2021).

Collectively, the three independent variables accounted for $R^2 = 0.46$, meaning that 46% of the variance in teacher professionalism was explained by education, training, and teaching experience. This proportion reflects a moderate explanatory power, indicating that nearly half of teacher professionalism can be predicted by these factors, while the remaining variance may be influenced by contextual or institutional variables (Creswell & Creswell, 2022; Tabachnick & Fidell, 2021).

Additionally, classical regression assumptions—including linearity, normality, homoscedasticity, and absence of multicollinearity—were satisfactorily met. The Variance Inflation Factor ($VIF < 10$) confirmed no multicollinearity issues, the Durbin-Watson value (≈ 2) indicated no autocorrelation, and residual distribution met normality criteria. These diagnostics suggest that the regression model was statistically sound and reliable (Hair et al., 2022).

Overall, the results demonstrate that education, training, and teaching experience all exert positive influences on teacher professionalism. Among these predictors, professional

training emerged as the most influential factor, followed by educational qualifications and teaching experience.

Discussion

The findings of this study reveal that teacher professionalism in SDN 16 Rantau Bayur is positively influenced by education, professional training, and teaching experience, with training emerging as the most influential factor. The strong effect of training aligns with prior studies in West Java and Pontianak, which demonstrate that structured professional development programs enhance teacher competence, collaboration, and subject mastery (Heidari et al., 2022; Al-Harhi, 2021; Atlantis Press, 2020). Systematic reviews and empirical research further support that sustained, content-focused, and collaborative professional learning models lead to measurable improvements in instructional quality and professional growth (Sancar et al., 2021; Gore et al., 2021; Azorín & Fullan, 2022). Education, operationalized as academic qualifications, also shows a positive and significant effect on professionalism, corroborating earlier findings that formal academic preparation equips teachers with essential pedagogical knowledge, research literacy, and reflective skills needed for professional practice (Harisman et al., 2019; IJER, 2021; Darling-Hammond et al., 2021; Avalos, 2023; OECD, 2020). Meanwhile, teaching experience, while statistically significant, has a smaller impact relative to education and training, confirming previous research indicating that experience alone is insufficient to enhance professionalism without structured learning support (IJASRE; Harisman et al., 2019; Kraft et al., 2022; Sims & Fletcher-Wood, 2021; Day & Gu, 2022; Opfer & Pedder, 2021; Hargreaves & O'Connor, 2020).

This study contributes novel insights by focusing on the localized context of Rantau Bayur, an under-researched area, and by integrating education, training, and experience within a single analytical model. By identifying professional training as the dominant predictor, the study provides practical guidance for school leaders and policymakers in resource-limited contexts, emphasizing the prioritization of sustained, high-quality professional development initiatives. Additionally, the findings suggest that the benefits of teaching experience can be maximized through structured mentoring, peer observation, and reflective supervision, while upgrading academic qualifications remains essential for long-term professional growth. Contextual factors such as training quality, school culture, supervision systems, and institutional support may moderate the effectiveness of these interventions, explaining some variations in effect size observed across different studies (Gore et al., 2021; OECD, 2020; Zhang & Jiang, 2023). Overall, the study reinforces the broader theoretical and empirical consensus that teacher professionalism is best supported through an integrated approach combining formal education, continuous professional training, and experience-informed reflective practice.

4. CONCLUSION

This study examined the influence of education, training, and teaching experience on teacher professionalism in SDN 16 Rantau Bayur. The principal findings reveal that all three variables exert a positive effect on teacher professionalism, with professional training emerging as the most influential predictor, followed by educational attainment and teaching experience. This pattern is consistent with contemporary research emphasizing that sustained professional development plays a decisive role in strengthening instructional quality and professional identity. Empirical evidence also

suggests that structured and practice-oriented training programs significantly improve teachers' pedagogical competence and classroom effectiveness.

Overall, this study contributes both theoretically and practically by demonstrating the integrated effects of education, training, and teaching experience on teacher professionalism within a specific regional setting. By situating the findings within current global discussions on teacher development and educational quality, this research offers actionable recommendations for strengthening teacher competence in comparable educational environments.

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