



Duties and Responsibilities, Rights and Obligations of Teachers at State Junior High School 10 Padang

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Abstract

This study aims to examine in depth the implementation of duties and responsibilities, as well as the fulfillment of rights and obligations of teachers at State Junior High School 10, Padang City. This study uses a descriptive qualitative approach with literature study and interview methods as data collection techniques. The focus of this study covers various aspects faced by teachers in carrying out their duties, starting from their roles as teachers, mentors, to implementing additional activities at school. The results of the study indicate that teachers are not only responsible for delivering lesson materials, but also play an important role in shaping students' character and establishing partnerships with parents and fellow teachers. In addition, teachers also have rights facilitated by the school such as salaries, professional training, and supporting facilities. This finding shows the importance of synergy between the fulfillment of rights and the implementation of obligations to create a quality educational environment.

INTRODUCTION

In the national education system, teachers play a central role as educators, instructors, and mentors, guiding students to become intelligent, well-rounded, and morally upright individuals (Adeoye, 2024; Aithal & Srinivasan, 2024). Teachers are not only tasked with delivering subject matter but also with a significant responsibility in shaping the personality and morals of students through exemplary behavior and daily interactions (Hanafiah et al., 2024; Jumatullailah et al., 2024; Taufan & Basalamah, 2021). Therefore, the teaching profession is not just a job, but rather a devotion that requires commitment, competence, and high dedication (Low et al., 2022; Türk & Korkmaz, 2022). To carry out these duties, teachers have rights and obligations stipulated in various regulations, one of which is Law Number 14 of 2005 concerning Teachers and Lecturers (Arifudin & Ali, 2022; Loeneto et al., 2022).

These rights include guaranteed welfare, legal protection, and opportunities for professional development. Their obligations, meanwhile, include planning and implementing quality learning, behaving professionally, and maintaining ethical standards in carrying out their duties (Chen, 2024; Okechukwu, 2025; Paschal, 2023). However, in reality, teachers in the field often face significant challenges, such as

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mounting administrative burdens, inadequate learning facilities, and high performance demands without adequate welfare (Javed & Akhter, 2024). This means that the fulfillment of teachers' rights and the fulfillment of their obligations are not always balanced.

Given this reality, a more in-depth study is needed on how teachers carry out their duties and responsibilities, as well as how their rights and obligations are fulfilled in the school environment. One example is at State Junior High School 10 Padang, where teachers are not only active in teaching but also carry out additional duties such as being homeroom teachers, extracurricular instructors, and collaborating with parents and fellow teachers. Therefore, through this paper, the author wants to highlight the reality of the duties and responsibilities, as well as the rights and obligations of teachers at State Junior High School 10 Padang, as a reflection of the important role of teachers in improving the quality of national education.

METHOD

This research uses a descriptive qualitative approach, with the primary methods being literature review and field interviews (Furidha, 2023). The literature review was conducted by searching various relevant academic sources related to educational technology and 21st-century teacher competencies. Meanwhile, field data was obtained through a direct interview with an Islamic Religious Education (PAI) teacher at SDN 18 Anduring, Padang City. This interview aimed to obtain a concrete picture of teachers' difficulties in integrating technology into learning and the solutions offered. The analysis technique was carried out by reviewing the interview results and connecting them with theories in the literature review (Stanley, 2023).

RESULT AND DISCUSSION

Duties and Responsibilities of Teachers

A teacher's responsibilities and obligations include creating an environment or atmosphere in the learning process that can encourage students to continue learning well and enthusiastically (Dirsa et al., 2022; Shermukhammadov, 2022; Uri & Chanifuddin, 2024). A teacher's obligations encompass several aspects, namely: teachers have various responsibilities reflected in the form of dedication (Zamzami et al., 2024). These responsibilities encompass professional, humanitarian, and social aspects. The duties of a teacher as a profession include educating, teaching, and training. Educating means continuing and developing life values. Teaching means conveying and developing science and technology. Meanwhile, training means developing skills in students (Dewi & Alam, 2020; Murkatik et al., 2020).

According to Al-Ghazali, the main task of a teacher is to perfect, cleanse, purify and guide human hearts to draw closer to Allah SWT (Nazalia & Fitria, 2024; Yanti et al., 2024). In general, it can be said that the task that must be carried out by a teacher is to invite others to do good. This task is similar to Islamic da'wah which aims to invite Muslims to do good. Allah SWT. says in Q.S. Ali Imran/3: 104:

وَلْتَكُنْ مِنْكُمْ أُمَّةٌ يَدْعُونَ إِلَى الْخَيْرِ وَيَأْمُرُونَ بِالْمَعْرُوفِ وَيَنْهَوْنَ عَنِ الْمُنْكَرِ وَأُولَئِكَ هُمُ الْمُفْلِحُونَ؛ ١٠

It means: “*And let there arise among you a group of people inviting to goodness, enjoining what is right and forbidding what is wrong. And it is they who will be successful*”.

Teachers are always faced with the main tasks that must be carried out as a consequence of their professional activities (Hamka, 2023; Vashetina et al., 2022). This is contained in the description of the Republic of Indonesia Law Number 20 of

2003 concerning the National Education System (UU Sisdiknas) Chapter XI, Article 39 paragraphs (1) and (2), namely; paragraph (1) places teachers as elements of educational personnel tasked with carrying out administration, management, development, supervision, and technical services to support the educational process in educational units. Meanwhile, paragraph (2) emphasizes teachers as professional teachers who are tasked with planning, implementing the learning process, assessing learning outcomes, providing guidance and training, and conducting research and community service, especially for teachers in higher education (Amin & Suradi, 2024).

The duties of a teacher include: First, teaching is a profession with very complex tasks, and all tasks assigned to teachers emphasize the transformation of knowledge for others (Aidoo et al., 2022; Zeichner, 2020). This condition is reinforced by the assumption that teachers are figures who contribute significantly to the growth and development of students' knowledge in the educational environment. Second, the view regarding duties reveals that the teaching profession has a very heavy workload, so it is considered natural for teachers to “demand justice for their profession”.

This reality can be seen from the important role of teachers in shaping, fostering, and directing the personality of their students, so that they become human beings who are always pious to God, and can be responsible for themselves, others, and their surroundings. Third, viewed from the perspective of grouping teachers' duties, such as; teacher duties in the professional field, teacher duties in the humanitarian field, teacher duties in the social field, and teacher duties in the religious field have shown teachers as a prototype of expertise that fulfills all aspects of social life. In fact, teachers with all their duties can be said to be a very noble profession because they are able to fulfill the development dimension of all aspects of social life in society (Komariah & Nihayah, 2023).

Furthermore, a teacher also has responsibilities. The form of a teacher's responsibilities is closely related to educational activities, explains that the responsibilities a teacher must shoulder encompass various important aspects (Timm & Barth, 2021). *First*, responsibility in moral development which emphasizes the teacher's attitude to uphold moral values, both through speech, behavior, and conduct in the learning process (Bashir et al., 2023; Muis et al., 2022). *Second*, responsibility in the field of education that emphasizes teacher performance in planning, implementing, and evaluating learning for students. *Knith*, the responsibility of teachers in the social field related to building social relations between teachers and the community, for example through outreach activities, eradicating illiteracy, and other forms of service.

Fourth, a responsibility in the scientific field that emphasizes teachers' awareness to continuously increase their insight, develop knowledge, and apply it to educate others (Darling-Hammond et al., 2024). Thus, the role of teachers is not limited to the classroom but also extends to the moral, social, and scientific realms. Judging from the roles carried out by teachers, it can be said that they bear considerable responsibility (Darling-Hammond et al., 2020). Teachers have a very significant role in the learning process, in developing students' potential. The activities carried out by teachers may not immediately show results, but they will feel successful if students can become individuals who are beneficial to their environment (Nurhaliza & Suryatik, 2024).

Inside Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers Chapter IV Article 14 paragraph 1, it is stated that in carrying out their

professional duties, teachers have a number of rights that must be guaranteed. Teachers have the right to receive income above the minimum living needs and social welfare guarantees, receive promotions and awards in accordance with their duties and achievements, and receive protection in carrying out their duties and intellectual property rights. In addition, teachers also have the right to have the opportunity to improve their competence, utilize learning facilities and infrastructure to support the smooth implementation of their duties, and have the freedom to assess and determine graduation, awards, and sanctions for students in accordance with educational principles, the teacher code of ethics, and laws and regulations. Teachers are also guaranteed a sense of security and safety in carrying out their duties, have the freedom to associate in professional organizations, and the opportunity to play a role in determining educational policy. Furthermore, teachers have the right to develop and improve their academic qualifications, and receive training and professional development in the field of education (Popova et al., 2022; Tanang, 2021). Thus, this law emphasizes the importance of protection, appreciation, and development for teachers as professionals (Bergmark, 2023; Smith & Gillespie, 2023).

Professional teachers are required to have special competencies while carrying out established obligations. Article 20 of Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers, it is stated that teachers have a number of important obligations in carrying out their duties. Teachers are required to plan learning, implement quality learning processes, and assess and evaluate learning outcomes. Furthermore, teachers are required to continuously improve and develop their academic qualifications and competencies in accordance with developments in science, technology, and the arts. In the learning process, teachers must act objectively and non-discriminatory based on gender, religion, ethnicity, race, physical condition, family background, or socioeconomic status of students. Teachers are also obliged to uphold laws and regulations, professional codes of ethics, and religious and ethical values. Equally important, teachers must maintain and foster national unity. Thus, teachers' obligations are not only oriented towards academic aspects, but also encompass moral, social, and national dimensions (Kusmawan et al., 2025).

Duties and Responsibilities, Rights and Obligations of Teachers at State Junior High School 10 Padang

Based on the results of an interview with Mr. Kondrital, S. Ag, a PAI teacher at Padang 10 Public Junior High School, it was discovered that in addition to teaching, he also has several additional duties. He serves as the homeroom teacher for grades VII-10 and also the mentor for the tahfidz extracurricular activity. This shows that the teacher's duties are not only limited to the classroom, but also include character development and student activities outside of class hours. In planning and implementing learning, the teacher first prepares a teaching module as a guide. The learning methods frequently used are lectures and questions and answers, which are interactive and allow students to be actively involved in the learning process. The teacher is also involved in administrative activities, especially those related to student grades, in accordance with his role as homeroom teacher. Learning evaluation is carried out through written and oral tests, which assess students' cognitive abilities and communication skills.

In terms of accountability, teachers are required to submit reports on student activities and progress to the principal at the end of the semester. Furthermore, teachers also have obligations such as overseeing student cleanliness and discipline. If

these obligations are not met, non-financial sanctions will be given as a form of performance evaluation. He also stated that there is collaboration between teachers, such as through the KKG (Pai Teacher Working Group) forum, to collaboratively develop learning materials. In fact, teachers also collaborate with students' parents, especially in dealing with students who are experiencing problems, by calling parents to school as a form of educational synergy between school and home (Darna et al., 2023). Each teacher receives several rights from the school, such as a monthly salary and access to literacy and learning resources. Salaries are paid regularly every month, and the school also provides opportunities for teachers to participate in professional training, such as workshops, to improve their competency. The school also supports teachers' work by providing complete facilities, such as classrooms, teaching aids, and other learning support devices. This demonstrates the school's commitment to creating a conducive learning environment for both students and teachers.

CONSLUSSION

Based on the analysis, it can be concluded that teachers at State Junior High School 10 Padang have a complex workload, including responsibilities in learning, character development of students, as well as administrative and social activities. In addition to teaching, teachers also play the role of homeroom teachers and extracurricular instructors. In carrying out their roles, teachers receive rights such as a monthly salary, training, and support facilities, and are also obliged to develop teaching materials, assess learning outcomes, and maintain professional ethics. Therefore, it is important for educational institutions to continue to support the role of teachers by fulfilling adequate rights, so that teachers can carry out their duties optimally. This research is expected to serve as an initial reference for further studies on the implementation of teacher professionalism in junior high schools.

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