

Teachers Responsibilities as Educators at SD Negeri 06 Luhak Nan Duo

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ABSTRACT

This study aims to determine the extent of teachers' responsibilities as educators at SD Negeri 06 Luhak Nan Duo. This study focuses on how teachers fulfill their responsibilities as educators at school. Teachers as educators are not only tasked with delivering lesson material, but also responsible for guiding, directing, and developing the overall potential of students. With this responsibility, teachers are required to have pedagogical, professional, social, and personal competencies so that the learning process can be carried out effectively and meaningfully. The responsibility of teachers is to educate in various dimensions, focusing on developing the intelligence within each student so that they can grow into intelligent individuals who are ready to face all challenges in the future. At SD Negeri 06 Luhak Nan Duo, teachers have fulfilled their responsibilities as educators, whereby teachers are always responsible for their work in teaching and demonstrate a high work ethic when performing their duties as teachers at school.

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1. INTRODUCTION

Basic education is the first foundation in developing quality human resources and is at the forefront of shaping the character and knowledge of the younger generation. Elementary school (SD) is the first level of basic education, lasting six (6) years, which aims to teach basic knowledge, personality, noble character, and skills so that students become good citizens and are prepared to continue to secondary education. Teachers are a key component in the education system and play a strategic role in shaping the quality of human resources.

As educators, teachers are not only responsible for delivering lesson material, but also for guiding, directing, and developing the overall potential of students. With this responsibility, teachers are required to have pedagogical, professional, social, and personal competencies so that the learning process can be carried out effectively and meaningfully. Djollong (2017) states that teachers are a determining factor in the quality of education because they are the ones who directly interact with students in the classroom learning process. Sanjaya (2008) states that the most important task of teachers is to teach and educate, whereby teaching is the process of conveying information or knowledge from teachers to students. Teachers, as educators, have an obligation to help students who are developing to learn things they do not yet know. In this way, teachers must be able to position themselves as second parents, carrying out the duties entrusted to them by the biological parents or guardians of their students for a certain period of time.

In today's digital era and post-pandemic challenges, the responsibility of teachers as educators at SD Negeri 06 Luhak Nan Duo is increasingly crucial. Teachers not only convey and explain lesson material, but also build the moral, cognitive, and social foundations of students. In addition, teachers are required to be able to design learning strategies in accordance with student characteristics, use varied methods, and utilize relevant learning media. In Law Number 14 of 2005 concerning Teachers and Lecturers, teachers

are tasked with planning learning, implementing the teaching and learning process, assessing learning outcomes, and guiding students holistically. However, the reality in the field often shows that teachers have a double burden, from limited facilities to demanding curricula. Therefore, a deep understanding of the essence of this responsibility is needed to improve the quality of national education.

This article aims to discuss the responsibilities of teachers as educators in elementary schools. This discussion uses a qualitative approach that can add to the understanding and insight into the responsibilities of teachers. Thus, this article is expected to increase teachers' enthusiasm in teaching so as to produce students who are intelligent, moral and characterful, nationalistic, and socially skilled.

2. METHOD

This article was compiled using qualitative research methods with a descriptive qualitative research type. According to Moeleng (2005), qualitative research is research aimed at understanding phenomena experienced by research subjects, such as behavior, perceptions, motivations, actions, and others. This approach aims to gain an in-depth understanding of the responsibilities of teachers as educators in schools based on their experiences, views, and practices in the field. Teachers teaching at SD Negeri 06 Luhak Nan Duo were the research subjects. The object of the research is the responsibilities of teachers as educators, including carrying out their main responsibilities as teachers, ensuring that their duties and obligations have a positive impact on student development and the school environment, as well as the biggest challenges in carrying out their responsibilities and their solutions.

3. RESULT AND DISCUSSION

The 2005 Law of the Republic of Indonesia on Teachers and Lecturers explains that teachers are education professionals whose purpose is to educate, teach, guide, train, and evaluate students in formal education, primary education, and secondary education. According to Sanjaya (2008), teachers play an important role in the learning process. No matter how advanced technology is today, teachers will always be needed and cannot be replaced. Teachers play an important role as learning resources, managers, facilitators, mentors, demonstrators, and motivators. Herriyan (2017) states that educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance and training, and conducting research and community service, especially for educators. Mulyasa (2006) explains that teachers are educators who are key figures, role models, and points of identification for students and their environment. Therefore, teachers must have certain personal qualities, including responsibility, authority, independence, and discipline.

According to Idris (2008), a teacher is an adult who is responsible for guiding students in their physical and spiritual development to achieve maturity, fulfill their duties as creatures of God, independent individuals, and social beings. Uno (2009) explains that a teacher is a position attached to a particular person, and with that position comes the responsibility to teach and instruct the students that the teacher encounters. Teachers need special skills as teachers and cannot be done by just anyone outside the field of education. Rama (2007) states that teachers are people who are appointed by a decree from an institution or foundation as teachers and educators in formal educational institutions. Djollong (2017) explains that teachers are educators or determinants of the success of every educational effort. That is why every educational innovation, especially in the curriculum and improvement of human resources produced and educational efforts, always boils down to the teacher factor. This shows how important the role of teachers is in the world of education. The special position and importance of teachers is balanced with their heavy duties and responsibilities. With their position as educators, teachers are obliged to realize educational goals. As educators, teachers are required to be able to play their roles and functions in carrying out their teaching duties, so that they can prioritize their interests as individuals, members of society, citizens, and educators themselves.

Usman (2001) explains that the teaching profession requires special skills; this job cannot be done by just anyone who does not have expertise as an educator. To become a teacher, certain requirements must be met, especially to become a professional teacher who must master the ins and outs of education and teaching by sharing other knowledge that needs to be nurtured and developed through a specific period of education or pre-service education, currently known as Teacher Professional Education (PPG). Usman (2001) states that the role of a teacher is to create a series of interrelated behaviors or attitudes carried out in certain situations and related to the progress of behavioral changes and student development, which is the goal. In addition, according to Darmadi (2010), teachers play a role and function as educators and

instructors, among other things: every teacher must have emotional stability, want to advance students, be realistic and open, and be sensitive to development, especially innovation and education. To achieve all of this, teachers must have broad knowledge, master various types of learning materials and educational theories and practices, and also master the curriculum and learning methodologies.

According to Rochma (2016), responsibility is an obligation to bear everything or provide answers and bear the consequences. In addition, responsibility is human awareness of intentional and unintentional good behavior or actions. Being responsible is a state in which all actions, deeds, or attitudes are manifestations of moral values and noble values of decency or religion. According to Schiller and Bryan (2002), responsibility is behavior that determines how one reacts to everyday situations that require some kind of moral decision. Zubaedi (2011) explains that responsibility is the ability to be accountable and have the desire to fulfill tasks in a trustworthy, independent, and committed manner. For example, a person who runs away from the problems they have caused is acting irresponsibly.

According to Mudjiono (2012), responsibility is an attitude related to promises or demands for rights, duties, and obligations in accordance with the rules, values, norms, and customs embraced by members of society. The characteristics of responsibility include: a) performing routine tasks without being told to do so; individuals will be aware of their responsibility in carrying out tasks; b) being able to explain what they do; everything they do has a reason; c) not blaming others for their mistakes; d) the ability to make choices; e) being able to work independently with enthusiasm and make decisions that differ from those of others in the group; f) having suggestions or interests that they pursue; g) respecting and valuing rules; h) being able to concentrate on complex tasks; i) doing what they say they will do; and j) admitting mistakes without making excuses.

Rama (2003) states that the duties and responsibilities of teachers are to educate in various dimensions, with the main orientation being to develop the intelligence within each student so that they can grow into intelligent individuals who are ready to face all challenges in the future. Mulyasa (2008) explains that the responsibilities of teachers can be described in terms of specific competencies, including the following: a) Moral responsibility: every teacher must be able to understand behavior and ethics in accordance with Pancasila morals and practice them in daily life. b) Responsibility in school education: every teacher must master effective teaching and learning methods, be able to develop curricula, syllabi, and lesson plans, conduct effective learning, be a role model for students, provide advice, evaluate learning outcomes, and develop students. c) Responsibility in the community: every teacher must participate in the success of development, and must be competent in guiding, serving, and assisting the community. d) Responsibility in the field of science: every teacher must participate in advancing science, especially in their specific field, by conducting research and development.

At SD Negeri 06 Luhak Nan Duo, teachers have fulfilled their responsibilities as educators. Law No. 14 of 2005 on Teachers and Lecturers, article 1 paragraph (1) defines teachers as professional educators whose duties are to educate, teach, guide, and assess students. Teachers are always responsible for the results of their work in teaching. This responsibility is not limited to delivering material but also includes planning, implementing, and evaluating learning in a professional manner.

Teachers demonstrate a high work ethic by completing tasks on time and thoroughly, which is a tangible manifestation of their responsibility as educators. Siregar and Azmi (2022) state that the work ethic of teachers is a fundamental attitude that is reflected in their daily activities. With a strong work ethic, teachers are able to set a good example for their students. Punctuality in preparing teaching and learning activities demonstrates the sincerity of teachers in carrying out their role as professional educators. Teachers' thoroughness in carrying out their duties shows their commitment to ensuring that all material taught is well understood by their students.

Teachers are responsible for actions taken in accordance with their professional duties at school. This is in accordance with Law Number 14 of 2005 concerning Teachers and Lecturers, which emphasizes accountability in educating, teaching, and guiding students at school. Every decision and action taken by teachers in the classroom must be professionally accountable. Teachers' attitudes, words, and behavior during the learning process serve as real examples for students. Thus, every action taken by teachers not only reflects their professionalism but also plays an important role in shaping the personalities and development of their students.

Teachers comply with school regulations and consistently uphold the code of ethics and professional ethics. Angkat et.al (2025) explains that the teacher code of ethics is a guideline for teachers in maintaining their integrity and professionalism in the world of education. If teachers violate the code of ethics, it will have a negative impact on the achievement of learning objectives and student quality, emphasizing the importance of compliance in maintaining professional integrity. Complying with school regulations and

upholding the professional code of ethics emphasizes that teachers are not only responsible for delivering material but also morally and professionally responsible for their students.

Teachers are responsible for guiding students, including those who excel or have special needs. Pertiwi et al. (2023) state that teachers have a role in the learning process of students, namely motivating students to increase their curiosity, providing direction and guidance so that students can choose activities that can improve their talents and interests according to their desires. Teachers have a big responsibility in guiding all their students without discriminating against their backgrounds, abilities, and conditions, whether they are high achievers or have special needs. Teachers ensure that each of their students receives educational services that are appropriate to their potential and needs. As responsible teachers, they can design and implement inclusive learning.

Teachers show confidence and pride as educators through responsibility. Saputra (2019) explains that self-confidence is an attitude of certainty that a person has in their own ability to perform an action responsibly in achieving their life goals. Self-confidence arises because teachers prepare themselves well in terms of their appearance and abilities. In addition, pride as an educator arises when teachers are able to take responsibility for the learning outcomes achieved by their students.

Teachers are responsible for developing professionalism through reflection and continuous training. Korthagen & Vasalos (2005) state that self-reflection is a form of continuous professional development that is key in teacher education. By reflecting, teachers can identify their strengths and weaknesses in the learning process, thereby enabling continuous improvement. Sudrajat (2017) states that continuing education or training programs are one solution to ensure that teachers keep pace with the latest developments in science, technology, and learning methods. Through training, workshops, seminars, and other activities, teachers can update or renew their knowledge, understand curriculum developments, master innovative learning strategies, and make optimal use of educational technology.

Teachers are always present and teach with full responsibility, without neglecting their duties. Sarpiati (2022) states that teacher discipline is exemplary behavior in complying with all existing rules and norms in carrying out their duties as a form of responsibility for their students' education. The presence of teachers with full responsibility means that teachers are actively involved in the classroom by delivering material, guiding students, motivating them, and creating a conducive learning atmosphere. Teachers who do not neglect their duties ensure that learning objectives are achieved and students' rights to quality education are fulfilled.

Teachers are responsible for evaluating the learning process of students objectively and fairly. Syaridawati et.al (2025) states that learning evaluation has a strategic role in improving the quality of the learning process and outcomes. Evaluating the learning process of students objectively and fairly reflects the professionalism of teachers in carrying out their role as educators. With objective assessment, teachers can assess according to the abilities of their students. Fairness in evaluation ensures that every student has the same opportunity to demonstrate their abilities and learning progress.

Teachers have a social responsibility to communicate effectively with students' parents and the community. Puspa (2019) states that the relationship between teachers and parents will achieve the goal of character education. Through open communication with parents, teachers can convey students' learning progress. Parents become active partners in supporting teachers' duties as educators. Jaya (2022) states that communication between schools and the community is an interaction that schools strive for in order to be accepted in the community. Good relations with the community enable teachers to create a conducive learning atmosphere that is relevant to students' social lives.

4. CONCLUSION

Teachers are adults who are responsible for guiding students in their physical and spiritual development toward maturity, fulfilling their duties as creatures of God, independent individuals, and social beings. Teachers play a role and function as educators and teachers, among other things: every teacher must have emotional stability, a desire to advance students, be realistic and open, and be sensitive to development, especially innovation and education. To achieve all of this, teachers must have broad knowledge, master various types of learning materials and educational theories and practices, and also master the curriculum and learning methodologies.

The responsibility of teachers is to educate in various dimensions, with the main orientation being to develop the intelligence within each student so that they can grow into intelligent individuals who are ready to face all challenges in the future. The teachers at SD Negeri 06 Luhak Nan Duo have carried out their duties responsibly at school. The responsibilities of teachers at the school are: a) teachers have fulfilled their

responsibilities as educators; b) teachers demonstrate a strong work ethic by completing tasks on time and thoroughly; c) teachers are responsible for actions taken in accordance with their professional duties at school; d) teachers comply with school regulations and consistently uphold the code of ethics and professional ethics; e) teachers are responsible for guiding students, including those with special needs or achievements; f) teachers demonstrate confidence and pride as educators through responsibility; g) teachers are responsible for developing professionalism through reflection and continuous training; h) teachers are always present and teach with full responsibility, without neglecting their duties; i) teachers are responsible for evaluating the learning process of students objectively and fairly; and j) teachers are socially responsible by communicating effectively with parents and the community.

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