



## Analysis of differences in teacher professionalism in terms of gender and length of service

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### ABSTRACT

Teacher professionalism is a key factor in improving the quality of education. However, in practice, there are still discrepancies between empirical findings and normative assumptions regarding the influence of teacher demographic characteristics, particularly gender and tenure, on teacher professionalism. Some studies indicate differences in professionalism based on gender and teaching experience, while others show inconsistent results. This uncertainty raises the need for empirical studies to objectively examine the influence of gender and tenure on teacher professionalism. This study aims to analyze teacher professionalism in terms of gender and tenure, and to examine the interaction between these two variables on teacher professionalism. This study used a quantitative approach with a survey method of 42 teachers. Data were analyzed using the t-test, Two-Way ANOVA, and the nonparametric Mann-Whitney test. Limited interviews were conducted as supporting data to strengthen and clarify the results of the statistical analysis. The results showed that gender and tenure did not significantly influence teacher professionalism, either partially or simultaneously, and there was no significant interaction between gender and tenure on teacher professionalism. These statistical findings were reinforced by interview results, which showed that teachers carry out professional duties based on the same competency standards regardless of gender or tenure. This study concludes that teacher professionalism is more influenced by school systems and culture than by individual demographic characteristics. These findings have implications for competency-based teacher professional development and strengthening teacher development systems in schools..

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## 1. INTRODUCTION

High teacher professionalism can improve the quality of education in Indonesia by meeting competency standards (Maisaroh, 2024). Therefore, it can be concluded that teacher professionalism is crucial for improving the quality of education in Indonesia and driving national educational progress (Fatkhul Ibnu Prayoga, Nisaul Masrurroh, 2024).

Gaps in the Variables Studied. Many previous studies have examined only one factor, not a combination of factors. Some studies have examined gender alone in relation to teacher

professionalism. Others have examined tenure or teaching experience alone. For example, research on madrasah teacher professionalism showed that teaching experience influences professionalism, but the effect of gender is not always significant. This study, however, simultaneously examines differences in teacher professionalism based on gender and tenure, providing a more comprehensive comparative analysis (Tambak et al., 2022).

Inconsistency in previous research results Previous research has shown varying results. Some studies have found no difference in professionalism based on gender (Nevrita et al., 2021). Other studies have found differences in teacher competence or performance based on gender (Gan et al., 2025). Teacher professionalism can be achieved through a process of self-empowerment, both intrinsically through one's own efforts and extrinsically through external development or coaching (Ningsih, 2019). Through their experiences as educators, teachers have intrinsically empowered themselves by planning lessons, implementing the learning process, and assessing and evaluating learning outcomes. Through these activities, they have improved their abilities as educators themselves (self-empowerment) (Dudung, 2018).

Working period is the accumulation of a person's work activities carried out over a long period of time. Years of work can describe a person's experience in mastering their field of work. In general, employees or officers with a lot of work experience do not need guidance compared to officers with little work experience. According to Kunandar in (Subehan et al., 2022), the longer a person works in an organization, the more experienced that person will be, so that their work skills will be better. Teacher professionalism is a teacher who is well educated and trained, and has rich experience in his field. Teacher professionalism is a teacher who is able to carry out the tasks of educating, teaching, guiding, directing, training, assessing and evaluating students based on expertise, skills or abilities that meet certain quality standards or norms (Anwar, 2020). Thus, the definition of teacher professionalism refers to a teacher's ability and authority to carry out their teaching profession. In other words, a teacher who is skilled in carrying out their profession can be called a professional teacher. Becoming a professional teacher takes considerable time. This includes mastering academic material, participating in teaching training, and committing to continuously improving one's skills and knowledge, all the way through years of practice in the field.

The government has established competency standards that serve as a benchmark for professional teachers. Article 8 of Law No. 14 of 2005 concerning Teachers and Lecturers states that "a professional teacher is one who possesses four competencies (abilities): pedagogical, personality, social, and professional competencies." These competency points are a description of the general competency standards. The competencies that teachers must master are mastery of their subject area, understanding of students, and developing their personality and professionalism (Nasional, 2005). Thus, from the description above, it can be concluded that, in principle, teacher professionalism is a teacher's ability to master the subject matter being taught, their level of understanding of students, their ability to master educational learning, and their ability to develop their personality and professionalism (Oktoberia, 2025). The measure of a professional teacher should refer to the teacher competency standards set by the government.

When dealing with their students, male teachers teach more based on their experiences while still learning, while female teachers use more teaching systems that are in accordance with applicable educational regulations. However, female teachers are more sensitive to the feelings/conditions of a student compared to male teachers. (Zulfatul Muhasanah, 2021). Thus, a teacher's educational level is a determining factor in how well they can manage a class and teach students. Teaching is a process carried out by a teacher to guide, assist, and direct students to have learning experiences so that students can achieve pre-planned goals and improve their learning outcomes (Male et al., 2021).

However, this is different from the research results from (I G. N. Kade Angga Juliartawan, 2022) When viewed from the perspective of teacher gender roles, female teachers are superior to male teachers in terms of increasing student learning motivation. Female teachers are more active during learning than male teachers. (Diana & Mampouw, 2019) (Wangid, 2021). In addition, the pedagogical

knowledge of female teachers appears to be superior to that of male teachers.(Gong et al., 2018)Female teachers have a higher sense of self-efficacy than male teachers. Female teachers have a gentle, motherly nature, and are said to be more sensitive to students' feelings and conditions than male teachers. However, male teachers tend to be friendlier toward their students and have a firmer attitude, making it easier to discipline them. Gender is a term used to describe the social distinction between men and women. Gender can also be defined as a concept of social relations that differentiates (sorts out or separates) the functions and roles of men and women (Ellemers, 2018); (Sjoberg & Thies, 2023). The distinction between the functions and roles of men and women is not determined by biological or natural differences, but rather is distinguished by their respective positions, functions, and roles in various areas of life and development Gender is a characteristic inherent in men and women that is constructed socially and culturally.(Fazira et al., 2020).

According to Pratama in(Fazira et al., 2020)Men are more assertive than women because of societal demands that make them more aggressive, independent, and competitive, while women tend to be more passive and dependent. Gender influences motivation for choosing an educational institution.(Sa'adah, 2022). According to Aldy Hardikriyawan in(Supriyatna, 2020)length of service can be defined as the amount of time an employee works for a company or agency.

Long tenure will shape an employee's performance to be more effective, as they can navigate various obstacles based on their experience. Tenure, or length of service, generally refers to the length of time a person has worked in the same or different field, typically measured in time. Length of service also influences an employee's skill level. Therefore, a person's tenure inevitably provides work experience, which then influences their level of professionalism.(Candra, 2018).

Based on observations conducted by researchers at Gugus 1 Elementary School in Tanjung Gadang District, variations in the level of teacher professionalism in carrying out their professional duties, such as lesson planning, implementing learning activities, evaluating learning outcomes, and interacting with students and colleagues, were observed. This variation appears to be influenced not only by individual competencies but also by demographic factors such as gender and teacher tenure. For example, in one of the public schools observed, teachers with more than 15 years of service tended to demonstrate professional attitudes in terms of discipline, responsibility, and maturity in educational decision-making. On the other hand, teachers with less than 5 years of service appeared to be more active in using learning technology and innovating teaching methods, but in some aspects showed limitations in classroom management and interpersonal relationships. Furthermore, in terms of gender, several differences in professional behavior were also observed. Female teachers generally demonstrated a high emotional closeness with students and thoroughness in learning administration, while male teachers appeared to be more dominant in decision-making and classroom management. However, these differences are not always consistent and need to be further researched quantitatively and systematically to determine whether there are significant differences in professionalism between teachers based on gender and length of service.

Teacher professionalism is a key factor influencing the quality of learning and student achievement. However, preliminary observations at Elementary School Gugus 1 in Tanjung Gadang District revealed differences in teacher professionalism, demonstrated through teaching discipline, classroom management skills, responsibility for tasks, and participation in professional development activities. Based on interviews conducted by researchers with several school principals in Tanjung Gadang sub-district on Wednesday and Thursday, July 23 and July 24, 2025, it was found that there were very significant differences between male and female teachers in terms of professionalism. Male teachers tend to be undisciplined in terms of attendance and learning administration. They tend to come when the bell rings or students are already lined up on the field. In terms of administration, male teachers do not have complete learning tools at the beginning of the lesson, but when they teach students in class, they have very big responsibilities, this can be seen from their sincerity in teaching and very rarely leaving the class. Meanwhile, female teachers diligently come early and have complete learning tools at the beginning of the lesson. However, when carrying out learning, some female teachers often play with their cellphones or excuse themselves to leave the students.

Furthermore, there are indications that female teachers are more consistent in preparing and organizing lesson administration than male teachers. However, in terms of classroom leadership and assertiveness in disciplining students, male teachers are considered more dominant. These differences are interesting to further investigate to determine whether there is a significant relationship between gender and length of service with teacher professionalism.

This phenomenon demonstrates the dynamics in the implementation of teachers' professional duties, which are influenced not only by educational background or training but also by personal factors such as gender and length of work experience. Therefore, it is important to conduct an in-depth analysis of differences in teacher professionalism in terms of gender and length of service to provide input for developing more targeted policies and training for educators. However, the reality on the ground shows that some teachers are still unfamiliar with the use of technology, which impacts the fulfillment of pedagogical, personality, social, and professional competencies as a whole. Regarding pedagogical competency, a phenomenon that emerges is that some teachers still struggle to design and implement technology-based learning. Teachers tend to use lecture methods and textbooks without utilizing digital media, such as interactive presentations, learning videos, or other learning platforms. From a personal competency perspective, limited technological mastery among some teachers leads to a lack of confidence in implementing learning. Furthermore, regarding social competency, limited use of technology impacts teachers' ability to communicate and collaborate with students, fellow teachers, and parents. Teachers still struggle to use digital communication media, such as online learning groups or school communication applications, resulting in ineffective interaction and information delivery. Meanwhile, from a professional competency perspective, teachers who are still unfamiliar with the use of technology experience obstacles in self-development and carrying out professional duties.

Therefore, teachers who are still unfamiliar with this technology are generally influenced by several factors, including age, relatively long tenure, minimal technology training, and low motivation to keep up with current developments. Despite extensive teaching experience and strong mastery of the material, limited use of technology presents a challenge to improving the quality of learning and educational services. Professionalism-wise, teachers with longer tenure tend to have more mature pedagogical experience and good classroom management. However, many senior teachers still use conventional teaching methods, underutilize technology, and show resistance to learning innovations. Conversely, teachers with relatively short tenure are generally more adaptable to the use of learning technology and innovative learning approaches, but still face challenges in classroom management, pedagogical decision-making, and consistent implementation of learning evaluations. These differences in professionalism based on gender and length of service are evident in teachers' performance of professional duties, such as developing learning materials, utilizing learning media, managing classrooms, and engaging in ongoing professional development activities. This phenomenon indicates that teacher professionalism is not solely determined by academic qualifications but is also influenced by individual factors and work experience.

Improving the quality of education is thus crucially determined by improving the quality of the teaching and learning process at every level of education (schools or madrasas). The professional issues teachers face relate to issues such as teaching assignments, the learning process, classroom management, learning resources, learning evaluation, extracurricular activities, and professional development. These issues faced by teachers in the field must be addressed professionally. These factors include gender, teaching experience, and educational level. (Herlina, 2018).

## 2. RESEARCH METHOD

This type of research is quantitative. It uses a comparative method. The purpose of the comparative method is to compare the presence of one or more variables in two or more different samples, or at different points in time. The comparative method is used to determine differences in teacher professionalism in terms of gender and length of service (Saputra, 2022) (Sugiyono, 2021).

Comparative research is research that compares the existence of one or more variables in two or more different samples, or at different times.

The first indicator of teacher professionalism is pedagogical competence: the teacher's ability to design, implement, and evaluate learning. The second is professional competence: in-depth mastery of subject matter and the ability to develop the knowledge taught. The third is personal competence: the teacher's attitude, moral integrity, discipline, responsibility, and role model. The fourth is social competence: the ability to communicate and interact effectively with students, fellow teachers, parents, and the community (Tisar Dewi Pratiwi, 2025). This model is often used as an indicator of teacher professionalism in quantitative research.

Several other studies measure teacher professionalism through professional behavior on the job. Indicators include: 1) Commitment to the teaching profession, 2) Professional ethics and teacher code of ethics. 3) Continuing professional development (training, workshops, seminars), 4) Work ethic and responsibility Ability to collaborate with fellow teachers (Rafi Hasan et al., 2024).

The number of teachers who were the subjects of the study was spread across eight public elementary schools. SD Negeri 1 Taratak Baru had 9 teachers, SD Negeri 7 Timbulun had 8 teachers, and SD Negeri 8 Tanjung Hadang had 7 teachers. Furthermore, SD Negeri 15 Taratak Baru had the largest number of teachers, with 10, while SD Negeri 16 Timbulun and SD Negeri 18 Tanjung Gadang each had 7 teachers. SD Negeri 19 Timbulun and SD Negeri 26 Taratak Baru each had 8 teachers. Overall, the total number of teachers from these eight schools was 64 teachers who were respondents in this study. From the population of 64 teachers that has been determined, the sample is teachers who have a work period of 5 years, totaling 6 people, 6-10 years totaling 4 people, 11-15 years totaling 9 people, and > 15 years totaling 23 people, so the researcher determined a sample of 42 people.

Table 1. Teacher professionalism research instrument grid in terms of gender and work period

Sub-Variabes	Indicator	Question No.
Pedagogy	Understanding student character	2, 8, 19, 25
	Develop curriculum / learning tools	11, 22, 28, 38
	Carrying out assessment and evaluation of learning processes/results	5, 14, 32, 40
Professional	In-depth mastery of learning materials	1, 34, 35
	Continuing professional development (training, workshops, seminars)	6, 23, 30
	Development and implementation of PTK	10, 17, 27, 31
Social	Communication	7, 15, 18, 21
	Collaboration	3, 9, 24, 33
	Social interaction	29
Personality	Steady, stable, mature, wise, authoritative personality	12, 16
	Integrity and morality as an educator	4, 26
	Be a role model for students	36
	Responsibility for duties and obligations	20

Table 2. Years of service

Sub-Variabes	Indicator	Question No.
Length of Teaching	Number of years & teaching experience	39
Job Satisfaction Level	Job satisfaction as a teacher	41
	Ability to plan learning	11
Career Development	Participation in training/seminars	6, 30

Total butir = 40 item

Skala yang umum dipakai: Likert 1-5

Table 3. Cronbach alpha value

Cronbach Alpha Value	Information
$r < 0.20$	Very Low
$0.20 < r < 0.40$	Low
$0.40 < r < 0.60$	Currently

0.60 < r < 0.80		Tall
0.80 < r < 1.00		Very high

Between-Subjects Factors		
		N
Gender	Man	18
	Woman	26
Years of service	< 5	6
	> 15	25
	11-15	9
	6-10	4

### 3. RESULTS AND DISCUSSIONS

#### Teacher Professionalism Viewed from Gender Perspective

This descriptive analysis of teacher professionalism data from a gender perspective aims to provide a general overview of the level of professionalism of male and female teachers based on data obtained from research respondents. Teacher professionalism in this study was measured using an instrument that encompasses pedagogical, professional, social, and personality competency aspects. This can be seen in the graph below. The relationship between length of service (tenure) and teachers' professionalism/professional commitment shows a tendency for a positive relationship. This means that the longer a teacher's service period, the higher the level of professionalism or professional commitment they possess (Umi Anugerah Izzati et al., 2022).

Based on the graph of teacher professionalism by gender, it appears that the levels of professionalism of male and female teachers exhibit a relatively balanced pattern. The graph shows that professionalism scores for both genders fall within nearly the same category, with no significant differences. Visually, the graph shows that female teachers have slightly higher professionalism scores than male teachers. However, the difference appears small, so descriptively, the difference in professionalism levels between male and female teachers is not significant. This indicates that gender is not a dominant factor influencing teacher professionalism. Furthermore, the graph also shows that the majority of teachers from both genders fall into the medium to high professionalism category. There is no significant disparity between male and female teachers in terms of professionalism. This pattern indicates that both male and female teachers possess strong professional skills in carrying out their educational duties, as can be seen in the graph below.

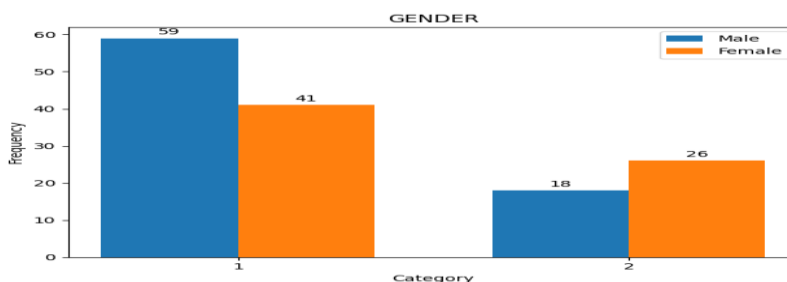


Figure 1. Teacher professionalism reviewed from gender

Based on Figure 1, it can be seen that teacher professionalism, when viewed from a gender perspective, shows variations in the level of professionalism between male and female teachers. We can see that in the medium/low teacher professionalism category, the number of female teachers is greater than male teachers. There are 26 female teachers, while there are 18 male teachers. Meanwhile, in the lower professionalism category, the number of female teachers is greater than male teachers. Overall, the results of this descriptive analysis show differences in the distribution of teacher professionalism based on gender. However, these differences are still descriptive in nature

and cannot yet be interpreted as statistically significant. Therefore, to draw stronger conclusions regarding differences in teacher professionalism based on gender, further inferential statistical analysis is required.

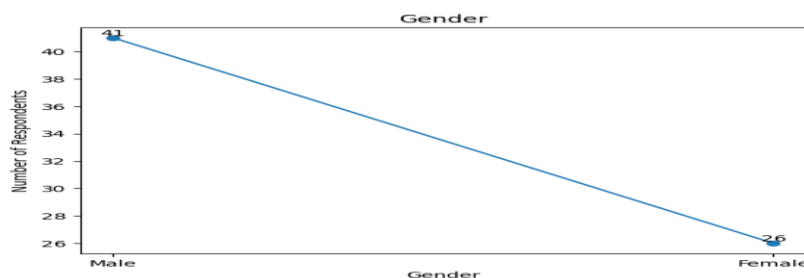


Figure 2. Distribution of teacher professionalism by gender

Figure 2 illustrates the distribution of teacher professionalism by gender, namely male and female teachers, across two categories of teacher professionalism. The graph shows that the number of male teachers in the professionalism category reached 59, with 18 respondents. Meanwhile, female teachers received a score of 41 in one category of teacher professionalism, with 26 respondents.

Descriptively, the graph shows that male teachers have a higher number of dominant professionalism categories than female teachers. Conversely, in other professionalism categories, the number of female teachers is relatively greater than that of male teachers. The line pattern, which tends to increase and then stabilize, indicates a difference in the distribution of professionalism between male and female teachers. Therefore, the differences shown in this graph are still descriptive in nature, so it cannot be concluded that there are significant differences in professionalism based on gender without being supported by the results of further statistical tests.

### Teacher Professionalism is Reviewed from the Length of Service

Teacher professionalism, viewed from the perspective of length of service, shows that teaching experience (length of service) is an important part of professional development, where teachers learn in-service, improve their competencies, and master the intricacies of teaching tasks over time. This has a positive impact on performance and the quality of education, but needs to be balanced with training, innovation, and a commitment to continuous self-development, not just length of service. This can be seen in the figure below.

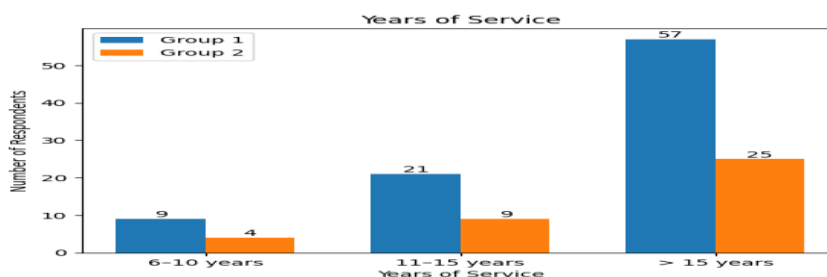


Figure 3. Teacher professionalism in terms of years of service

Based on the data in Figure 4.3, there is a tendency for teacher professionalism to increase with increasing length of service. Among teachers with 6–10 years of service, the level of professionalism remains relatively low compared to other groups. This is understandable, as teachers at this stage are still in the process of adjusting and strengthening their professional competencies through ongoing teaching experience.

Furthermore, among teachers with 11–15 years of service, there was a significant increase in professionalism. Teachers in this category generally have sufficient experience in learning

management, mastery of material, and the implementation of more effective learning strategies. Longer work experience allows teachers to learn from direct practice and reflect on the learning process. Teachers with more than 15 years of service demonstrated the highest level of professionalism compared to other groups. This indicates that the longer a teacher serves, the more mature their pedagogical, professional, social, and personal competencies become. Teachers with longer service tend to have greater emotional stability, self-confidence, and adaptability to the dynamics of education. Overall, these data indicate that tenure plays a significant role in shaping and enhancing teacher professionalism. However, improving teacher professionalism depends not only on length of tenure but also on self-development opportunities such as training, workshops, and support from educational institutions.

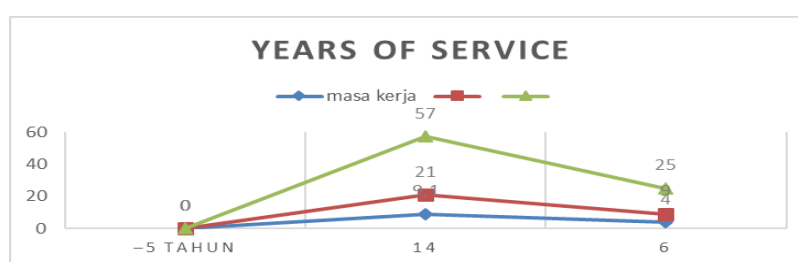


Figure 4: Chart of teacher professionalism reviewed by length of service

Based on the graph of teacher professionalism based on length of service, differences in professionalism levels are evident in each tenure group. Among teachers with less than 5 years of service, professionalism remains in the low category. This indicates that teachers in the early stages of service are still adapting to the work environment, strengthening their pedagogical competencies, and developing their professional skills through direct experience in the field.

Furthermore, among teachers with 6–10 years of service, professionalism levels increased significantly. This indicates that teachers in this phase have more stable teaching experience, better mastery of the material, and increasingly developed classroom management skills. Increased work experience contributes to improving the quality of teachers' professional performance.

Among teachers with 11–15 years of service, teacher professionalism reached the highest level compared to other tenure groups. Teachers in this category generally have achieved optimal professional maturity, characterized by the ability to plan lessons effectively, conduct learning evaluations appropriately, and demonstrate a professional attitude in carrying out their role as educators. However, among teachers with more than 15 years of service, there was a decline in professionalism compared to the 11–15-year group, although the score was still higher than the early tenure group. This decline could be influenced by various factors, such as work burnout, reduced motivation to participate in learning innovations, or a lack of ongoing professional development programs. Overall, these data indicate that tenure is related to teacher professionalism, with professionalism tending to increase with tenure, peaking at mid-tenure levels and then declining slightly at very long tenure levels. Therefore, ongoing professional development efforts are needed for teachers throughout their tenure to maintain and improve their professionalism.

**Interaction between Gender and Years of Service on Teacher Professionalism**

Based on the analysis of teacher professionalism, examined in terms of gender and tenure, there was no significant interaction between gender and tenure on teacher professionalism. This means that the influence of tenure on teacher professionalism was relatively equal for both male and female teachers. Descriptively, teacher professionalism in both genders tends to increase with length of service, particularly in the middle-service category. Both male and female teachers exhibit similar patterns of professional development, with work experience playing a significant role in shaping teachers' pedagogical, professional, social, and personal competencies. However, there is no significant difference in the level of professionalism between male and female teachers in each

service category. The lack of interaction between gender and tenure indicates that gender is not a factor that strengthens or weakens the influence of tenure on teacher professionalism. In other words, professional development is more influenced by accumulated experience and learning during the teaching profession, rather than gender differences. This can be seen in the graph below.

Thus, it can be concluded that gender and tenure do not interact in influencing teacher professionalism, but rather each contributes independently. Therefore, efforts to improve teacher professionalism should focus on providing ongoing training and professional development for all teachers regardless of gender, taking into account needs based on tenure stage.

Inferential research results refer to conclusions or findings obtained from data analysis using inferential statistical methods. Inferential statistical methods aim to make generalizations or predictions about the population based on the analyzed data, such as the classical assumption test, which is a prerequisite step that must be carried out before conducting regression analysis on research data. In this study, the classical assumption test includes normality, linearity, and homogeneity tests. Two-Way ANOVA analysis was then performed. To facilitate the data analysis process, the researcher used SPSS version 24 to process the research data. In this study, the researcher used both methods, graphical analysis and statistical analysis, to conduct normality tests.

Table 5. Test of normality of teacher professionalism in terms of gender

<i>One-Sample Kolmogorov-Smirnov Test</i>		
		Unstandardized Residual
N		44
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Standard Deviation	13.38140022
Most Extreme Differences	Absolute	.095
	Positive	.095
	Negative	-.082
Test Statistics		.095
Asymp. Sig. (2-tailed)		.200

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Table 6. Teacher professionalism reviewed from gender and length of service

<i>Descriptive Statistics</i>				
Dependent Variable: Professionalism				
Gender	Years of service	Mean	Standard Deviation	N
Man	-5	192.50	17,678	2
	> 15	191.64	24,373	11
	11-15	186.67	18,583	3
	6-10	191.50	44,548	2
	Total	190.89	23,001	18
Woman	-5	214.25	10,145	4
	> 15	192.07	17,989	14
	11-15	200.83	19,914	6
	6-10	167.00	5,657	2
	Total	195.58	19,896	26
Total	-5	207.00	15,824	6
	> 15	191.88	20,564	25
	11-15	196.11	19,605	9
	6-10	179.25	29,534	4
	Total	193.66	21,089	44

The descriptive statistics table shows the level of professionalism of respondents based on gender and length of service. Based on the linearity test between variables using SPSS 24, the following results were obtained:

Table 7. ANOVA linearity test of teacher professionalism and gender

Tests of Between-Subjects Effects					
Dependent Variable: teacher professionalism					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	492.872a	5	98,574	.494	.779
Intercept	97561.397	1	97561.397	489,045	.000
Gender	8,519	1	8,519	.043	.837
Length of service	264,221	2	132,110	.662	.522
Gender * Term of Office	116,202	2	58,101	.291	.749
Error	7580.764	38	199,494		
Total	248426.000	44			
Corrected Total	8073,636	43			

a. R Squared = .061 (Adjusted R Squared = -.062)

Based on the results of data analysis using Two Way ANOVA in table 2 Tests of Between-Subjects Effects, it is known that teacher professionalism is the dependent variable, while gender and tenure are independent variables. The test results show a significance value of the gender variable of 0.837, tenure of 0.522, and the interaction of gender and tenure of 0.749. All significance values are greater than 0.05, so it can be concluded that there is no significant difference in teacher professionalism in terms of gender or tenure, and there is no interaction between gender and tenure on teacher professionalism. Thus, the three problem formulations in this study are not statistically proven. The R Squared value of 0.061 indicates that gender and tenure together only explain 6.1% of the variation in teacher professionalism, while 93.9% is influenced by other factors outside this study.

Table 8. Teacher professionalism reviewed by length of service

		Levene Statistics			Sig.
		df1	df2		
Teacher Professionalism	Based on Mean	1,142	2	41	.329
	Based on Median	1,121	2	41	.336
	Based on Median and with adjusted df	1,121	2	35,282	.337
	Based on trimmed mean	1,126	2	41	.334

Based on the results of the homogeneity of variance test in the Test Homogeneity of Variance table, a significance value of 0.329 was obtained. Because the significance value is greater than 0.05 (Sig. > 0.05), H<sub>0</sub> is accepted and H<sub>1</sub> is rejected, so it can be concluded that the variance of teacher professionalism data is homogeneous.

Table 9. Teacher professionalism judging from years of service

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	63,861	7,875		8.109	.000
years of service	.762	.577	.200	1,321	.194

Table 9. ANOVA test

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	322,243	1	322,243	1,746	.194 <sup>b</sup>
	Residual	7751.393	42	184,557		
	Total	8073,636	43			

Results of the F-Test of Teacher Professionalism in Terms of Gender and Length of Service

Table 10. Results of the f-test for teacher professionalism in terms of gender and length of service

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.215	.046	.000	13,704

a. Predictors: (Constant), Work Period, gender

Based on the (Model Summary), the correlation value (R) is 0.215. This value indicates a weak relationship between the independent variables of gender and tenure and the dependent variable of teacher professionalism. Furthermore, the R Square value of 0.046 indicates that gender and tenure together can only explain 4.6% of the variation in teacher professionalism.

The coefficient of determination (R Square) illustrates the extent to which variations in teacher professionalism can be explained by gender and tenure. Thus, it can be concluded that the influence of gender and tenure on teacher professionalism is relatively small, while 95.4% of the variation in teacher professionalism is influenced by other factors not examined in this study.

Table 11. T-test results of differences in teacher professionalism in terms of gender and length of service

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	60,207	10,563		5,700	.000
gender	2,207	4.205	.080	.525	.603
Length of service	.773	.582	.203	1,328	.192

a. Dependent Variable: teacher professionalism

Based on the Coefficients table, it is known that the constant value (a) is 60.207. The regression coefficient value for the gender variable is 2.207 and for the tenure variable is 0.773. Thus, the regression equation obtained can be written as follows:

$$Y = 60.207 + 2.207X_1 + 0.773X_2$$

The results of the partial test (t-test) show that the gender variable has a significance value of 0.603, while the tenure variable has a significance value of 0.192. Both significance values are greater than 0.05 (Sig. > 0.05), so it can be concluded that gender and tenure do not significantly influence teacher professionalism.

Table 12. Uji two way anova two way ANOVA test

		ANOVA				
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	373,976	2	186,988	.996	.378
	Residual	7699,660	41	187,797		
	Total	8073,636	43			

The results of the study indicate that gender variables have a significant relationship with teacher professionalism. This finding is consistent with several studies showing that gender differences can influence the perception and development of teacher professionalism. In this study, (Tambak et al., 2022) It was found that the professional development of madrasah teachers differed between men and women, where men tended to rate their professionalism higher than women in several contexts of professional competence, although this variation was not always linear across all work experience groups based on gender.

Furthermore, the study also found that teachers with more than 30 years of teaching experience exhibited different dynamics in their professional development based on gender; for example, there were significant differences between men and women in the longer experience group.

There is an interaction between gender and tenure on teacher professionalism (Kakoliris, 2025). This finding indicates that teacher professionalism is not only influenced separately by gender and tenure factors, but teacher professionalism is a multidimensional construct influenced by demographic factors and work experience simultaneously but also by a combination of both, where the influence of gender on professionalism differs across specific tenure groups, and vice versa.

Teachers with longer tenure tend to have better mastery of pedagogical and professional competencies because they have gone through various dynamics of learning, training, and curriculum adaptation. (Danuarta et al., 2025) However, in a gender context, female teachers often demonstrate superiority in aspects of accuracy, administrative discipline, and pedagogical sensitivity,

while male teachers are relatively more prominent in aspects of classroom leadership and instructional decision-making. These differences in characteristics mean that the influence of tenure on professionalism is not always linear and uniform across genders (Jolly, 2024).

The significant interaction between gender and tenure can also be explained through the perspective of teacher career development. Early in their tenure, differences in professionalism between male and female teachers tend to be less pronounced because both are still in the adaptation and professional identity formation stages. However, during mid- to long-term tenure, differences in social roles, domestic workloads, and professional development opportunities can differentially influence the actualization of professional competence in male and female teachers.

#### 4. CONCLUSION

Male and female teachers demonstrated relatively equal levels of professionalism in the implementation of pedagogical tasks, mastery of learning materials, and professional responsibilities. This indicates that teacher professionalism is not determined by gender differences, but rather by individual competence, commitment, and responsibility in carrying out their role as educators. Furthermore, the study also showed that length of service did not significantly influence teacher professionalism. Although descriptively, there was a tendency for increased professionalism among teachers with longer tenure, the difference was not statistically significant. This finding indicates that length of teaching experience does not necessarily directly improve teacher professionalism without ongoing competency development. The lack of differences in teacher professionalism based on gender suggests that teacher quality improvement policies should not differentiate based on gender, but rather focus on strengthening individual competencies and performance. Schools need to provide equal opportunities for male and female teachers to participate in training, professional development, and career paths. Furthermore, the study's insignificant effect on teacher professionalism implies that teaching experience alone is insufficient to improve professionalism. Therefore, a structured and equitable system of ongoing professional development is needed for all teachers, both those with short and long tenures. In this way, teacher professionalism can continue to develop in line with the increasingly complex demands and dynamics of education. Strengthening Teacher Competency Development Schools and the government need to provide ongoing training programs, workshops, and professional development activities to improve teachers' pedagogical, professional, social, and personal competencies. Equal Career Development Opportunities: Policies to improve teacher quality should not discriminate based on gender, but should provide equal opportunities for male and female teachers to participate in training, certification, and job promotions.

**Continuous Professional Development System:** Because length of service does not significantly influence professionalism, a structured continuous professional development (CPD) system is needed for all teachers, both new and experienced. **Enhancing Professional Culture in Schools:** Schools need to create a work environment that supports collaboration, reflection on learning, and innovation so that teachers can continuously improve the quality of their teaching practices. **Teacher Performance Evaluation and Monitoring:** Regular teacher performance evaluations are necessary to ensure that professional development is effective and aligned with the needs of educational development.

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