

TEACHER PROFESSIONALISM IN THE COVID 19 PANDEMIC: A LITERATURE REVIEW

Irham Nugroho¹, Miftachul Huda², Suyadi³, Norma Dewi Shalikhah⁴

Universitas Muhammadiyah Magelang, Indonesia^{1,4}, Sultan Idris Education University,
Tanjong Malim, Malaysia², Universitas Ahmad Dahlan, Indonesia³
E-mail: irhamnugroho@unimma.ac.id¹, miftachul@fsk.upsi.edu.my²,
suyadi@fai.uad.ac.id³, normadewi@ummgl.ac.id⁴

DOI: 10.14421/al-bidayah.v14i1.752

ABSTRACT

COVID-19 has caused a crisis of teacher professionalism degradation. It has surprised teachers at all levels and at the same time inspired them to seek solutions to problems they had never encountered before. Teachers and students are required to adapt to the new normal so that teachers transition in professional life from offline to online. This study aims to analyze the professionalism of teachers during the COVID-19 pandemic, in terms of pedagogical, personality, social, and professional competencies. The method used is a systematic literature review (SLR), identifying, evaluating, and interpreting all findings on a research topic to answer pre-determined research questions using the preferred reporting item for systematic review and meta-analytic (PRISMA). This research database uses Scholar, ERIC, and Mendeley. The results of the study show that teacher professionalism is decadent during the COVID-19 period. pedagogical competence becomes highly cognitive because of the weak transfer of values online. personality competence has distorted the teacher's charisma because for almost two years the students have not met the teacher. Social competence of teachers fails to develop a sense of togetherness because of social and physical distancing. Besides that, the professionalism phase of teachers in Indonesia is in the collegial phase, pedagogic competence is considered more important than other competencies. In terms of personality competence, female teachers have a higher level of professional commitment than male teachers and the professional level of teachers with a master's degree education is significantly higher than the level of professional commitment of teachers with undergraduate education. Individual work professionalism is determined and monitored collectively. This means that the principal will be given decision-making authority over school policies and procedures and the support capacity of school leaders is needed. Pedagogy and professionalism during and after a pandemic will drive transformational change. Guidelines for professional behavior are needed to interpret what the professionalism of teachers looks like during the COVID-19 pandemic. In conclusion, the concept of teacher professionalism is no longer relevant in the COVID-19 era. For future research recommendations, it is necessary to develop guidelines for professional teacher behavior during the pandemic, both COVID-19 and other natural phenomena that cause pandemics.

Keywords: new normal; post-pandemic; professionalism

INTRODUCTION

Many studies have examined teacher professionalism so far, but rely more on secondary data than primary data. COVID-19 has changed the pace of the world of education, one of which has an impact on teacher professionalism. Over 1.6 billion pupils have been affected by school closures around the world. UNESCO estimates that more than 234 million children and youth are still affected by school closures in 33 countries



as of January 2021, accounting for more than 13% of all registered pupils worldwide. A total of 11 million children are expected to never return to school.¹

The COVID-19 pandemic has disrupted student life,² namely threatening the future of students because education is disrupted and the professionalism of teachers has been torn apart. The spread of the COVID-19 pandemic has had an impact on all sectors of society, especially education. COVID-19 has caused an education crisis. School closures worldwide have affected millions of students whose effects are not yet known. Emergency distance teaching as a temporary solution has been adopted to reduce the impact of the pandemic.³ The COVID-19 pandemic has affected education, particularly teacher education, in a number of ways. As a result of school closures, teachers and students must quickly adapt to distance teaching.^{4,5}

Most countries around the world have either gone into complete lockdown or led to the outright closure of schools. As a result, both teachers and students must learn how to adjust to distant learning firsthand.⁶ Education is regulated territorially, all schools close at the end of March, and most students study at home. However, the learning process at home is not optimal.⁷ Pedagogy and professionalism during the epidemic are both impacted by this rapid move to crisis school.⁸ Another global impact of the COVID-19 pandemic has surprised instructors at all levels while also inspiring them to seek solutions

¹ Usaid Education, "Education And Covid-19 Education And Covid-19 Ensure Safe Return To Learning , Despite widespread school closures , USAID programs a variety of in-person and distance approaches . play key roles in Covid-19 response efforts across sectors," *Jurnal Biomedika dan Kesehatan* 4, no. January (2021): 1–6.

² Sir John Daniel, "Education and the COVID-19 pandemic," *Prospects* 49, no. 1–2 (2020): 91–96, <https://doi.org/10.1007/s11125-020-09464-3>.

³ Maria Assunção Flores dan Marília Gago, "Teacher education in times of COVID-19 pandemic in Portugal: national, institutional and pedagogical responses," *Journal of Education for Teaching* 46, no. 4 (2020): 507–16, <https://doi.org/10.1080/02607476.2020.1799709>.

⁴ Corrie Stone-Johnson dan Jennie Miles Weiner, "Principal professionalism in the time of COVID-19," *Journal of Professional Capital and Community* 5, no. 3–4 (2020): 367–74, <https://doi.org/10.1108/JPC-05-2020-0020>.

⁵ Carmen Carrillo dan Maria Assunção Flores, "COVID-19 and teacher education: a literature review of online teaching and learning practices," *European Journal of Teacher Education* 43, no. 4 (2020): 466–87, <https://doi.org/10.1080/02619768.2020.1821184>.

⁶ Maria Assunção Flores dan Anja Swennen, "The COVID-19 pandemic and its effects on teacher education," *European Journal of Teacher Education* 43, no. 4 (2020): 453–56, <https://doi.org/10.1080/02619768.2020.1824253>.

⁷ Agus Supriyanto et al., "Teacher professional quality: Counselling services with technology in Pandemic Covid-19," *Counsellia: Jurnal Bimbingan dan Konseling* 10, no. 2 (2020): 176, <https://doi.org/10.25273/counsellia.v10i2.7768>.

⁸ Trista Hollweck dan Armand Doucet, "Pracademics in the pandemic: pedagogies and professionalism," *Journal of Professional Capital and Community* 5, no. 3–4 (2020): 295–305, <https://doi.org/10.1108/JPC-06-2020-0038>.

to situations they had never faced before. To comprehend the primary responsibilities of students and teachers since the outbreak of the pandemic, as well as to enlighten about the ways in which the new normal in (teacher) education can be learned to promote innovation and teaching improvement.⁹

Currently, teachers face serious problems related to teacher competence in terms of pedagogy, professionalism, personality, and social skills. This relates to how teachers deliver subject matter, limited teacher interaction, character transmission, and teaching hard skills and soft skills to students, so it is necessary to find new approaches to learning. The system's ability to provide training and support is further hampered by students' and teachers' lack of technical knowledge. The application of social distancing rules and the implementation of proper learning will also increase school operational costs. In addition, the sudden shift to online learning will make it difficult for education authorities due to the lack of infrastructure and planning for formats suitable for the new approach.¹⁰

Online and face-to-face education have different contexts and require an examination of teacher self-efficacy for online education. Many teachers hope to return to normal learning, the reality is that education has changed, and online learning will become an integral part of education today. The development of online teaching abilities and the creation of online learning environments will be an important part of ongoing teacher professional development. With the reality of the new need to design and implement effective online learning environments, teachers and learning professionals must adapt to better support the new realities.¹¹

Due to the COVID-19 epidemic, distance education has become popular among scientific circles in a number of nations across the world.¹² The school system will continue to focus on all kids and collaborate with partners to develop better methods to assist their academic, social, emotional, and physical well-being. The educational system, the crisis response, and the pandemic's health and social effects all attest to efforts to re-

⁹ Flores dan Swennen, "The COVID-19 pandemic and its effects on teacher education."

¹⁰ (Süt & znaçar, 2021)

¹¹ Tim Dolighan dan Michael Owen, "Teacher efficacy for online teaching during the COVID-19 pandemic," *Brock Education Journal* 30, no. 1 (2021): 95, <https://doi.org/10.26522/brocked.v30i1.851>.

¹² Koçoğlu Erol dan Tekdal Danyal, "Analysis of distance education activities conducted during COVID-19 pandemic," *Educational Research and Reviews* 15, no. 9 (2020): 536–43, <https://doi.org/10.5897/err2020.4033>.

conceptualize educators in order to change or recreate the teaching profession in the future¹³ in this case the teacher and students are in an online space.¹⁴

Smartphones, instructional videos, and other media can be used to implement online and offline learning¹⁵. Specific procedures are required for online teaching and learning, which can be seen in roles, skills, and professional development techniques, as well as curriculum, pedagogy, assessment, and the type of participant interactions.¹⁶ Different tools (e.g., narratives, blogs, chats, forums, web conferencing or video conferencing, social networks) enable users to interact affectively with other members of the community.¹⁷

Student teachers have adapted to the online teaching context by promoting challenge-oriented materials and assignments that students have to do in school. Student teachers use email, whatsapp, skype, chat, and forums to interact with students. Platforms like google meet, zoom and skype are also used for online teaching. According to a document issued by the Ministry of Education, support from Microsoft and Google will help in the process of adapting and expanding the use of digital platforms for distance teaching.

The majority of schools choose for synchronous sessions via the Googlemeet online platform and Google and Microsoft's free class teams. Several schools also employ the Skype and Zoom platforms, the latter of which has significant limitations in the free version as well as security concerns. Teachers took advantage of the Moodle platform, which was already in place in their schools prior to the COVID-19 epidemic.¹⁸

A combination of affective characteristics such as humility, empathy, and optimism appear to have attenuated the negative implications of taking chances and

¹³ Álvaro González et al., "Teaching in the pandemic: reconceptualizing Chilean educators' professionalism now and for the future," *Journal of Professional Capital and Community* 5, no. 3–4 (2020): 265–72, <https://doi.org/10.1108/JPC-06-2020-0043>.

¹⁴ Steffany Comfort Maher dan Alan Zollman, "'Into the Unknown': Supervising Teacher Candidates During the 2020 COVID-19 Pandemic," *Journal of Teaching and Learning with Technology* 10, no. 1 (2021): 158–63, <https://doi.org/10.14434/jotlt.v9i2.31437>.

¹⁵ Edi Wiranto, Muhammad Kristiawan, dan Yessy Fitriani, "Learning Atmosphere During The Covid-19 Pandemic," *Edunesia: Jurnal Ilmiah Pendidikan* 2, no. 2 (2021): 387–99, <https://doi.org/10.51276/edu.v2i2.133>.

¹⁶ Carrillo dan Flores, "COVID-19 and teacher education: a literature review of online teaching and learning practices."

¹⁷ Carrillo dan Flores.

¹⁸ Assunção Flores dan Gago, "Teacher education in times of COVID-19 pandemic in Portugal: national, institutional and pedagogical responses."

making mistakes while teaching and learning online.¹⁹ Professional roles and values, highlighting implications for the reconceptualization of educator professionalism in the post-pandemic era.²⁰

Teachers who possess certain characteristics in accordance with the demands of the teaching profession. Professional teachers are always mastering the information or subject matter that will be taught in teaching and learning interactions, and they are always improving their talents, both in terms of knowledge and experience. Meanwhile, teacher professionalism is defined as the ability of teachers to carry out their primary responsibilities as educators and teachers, which includes the ability to plan, implement, and evaluate learning.

Professionalism develops alongside the necessary features that distinguish a person as a professional, which include specialized knowledge and obligations that characterize members of a profession.²¹ Teachers' evolving perceptions about their own professionalism, as well as a variety of contextual issues, may have an impact on the professional development strategies and programs needed to help educators during these trying times²².

Schools have implemented design thinking as a customer-focused redesign method to transform their processes. This procedure is unique in that it must transition from an on-site learning paradigm to a distance learning model in a short period of time²³. As a result, teachers' expertise is enhanced by their acquisition of digital knowledge and time committed to class preparation²⁴. So that teachers transition in professional life from offline to online²⁵. This research raises a question for research, namely how to evaluate

¹⁹ Flores dan Swennen, "The COVID-19 pandemic and its effects on teacher education."

²⁰ González et al., "Teaching in the pandemic: reconceptualizing Chilean educators' professionalism now and for the future."

²¹ Anna Malandrino dan Fritz Sager, "Can Teachers' Discretion Enhance the Role of Professionalism in Times of Crisis? A Comparative Policy Analysis of Distance Teaching in Italy and Switzerland during the COVID-19 Pandemic," *Journal of Comparative Policy Analysis: Research and Practice* 23, no. 1 (2021): 74–84, <https://doi.org/10.1080/13876988.2020.1844544>.

²² Barbara B. Lockee, "Shifting digital, shifting context: (re)considering teacher professional development for online and blended learning in the COVID-19 era," *Educational Technology Research and Development* 69, no. 1 (2021): 17–20, <https://doi.org/10.1007/s11423-020-09836-8>.

²³ Jay Scott, "Redesign Resiliency during the COVID-19 pandemic Redesign Resiliency : Kansas Secondary Redesign Schools Navigating COVID-19" 46, no. 2 (2020).

²⁴ Malandrino dan Sager, "Can Teachers' Discretion Enhance the Role of Professionalism in Times of Crisis? A Comparative Policy Analysis of Distance Teaching in Italy and Switzerland during the COVID-19 Pandemic."

²⁵ Jeanne Allen, Leonie Rowan, dan Parlo Singh, "Teaching and teacher education in the time of COVID-19," *Asia-Pacific Journal of Teacher Education* 48, no. 3 (2020): 233–36,

pedagogical, personality, social, and professional competencies during the COVID-19 pandemic? The purpose of this study is to examine teachers' professionalism in terms of educational, personality, social, and professional competences during the COVID-19 epidemic.

RESEARCH METHODS

Procedure

A systematic literature review (SLR) is a way of identifying, evaluating, and interpreting all data on a study issue in order to answer preset research questions²⁶. The search was limited to items published between 2016 and 2021. Articles found in the Scholar, ERIC, and Mendeley databases use the search term "pedagogic, personality, social, and professional competence of COVID-19 pandemic instructors" in the title and keywords only selected articles that are continued in the discussion and articles that are not included in the scope of the review. issued includes:

1. Articles from discontinued covered journals and from journals that are alleged to have not carried out a rigorous peer-review process;
2. Articles that are not included in the original research paper;
3. Inaccessible articles;
4. Articles that do not discuss teacher professionalism; and
5. Articles mentioning teacher professionalism in abstracts and body texts but not discussing teacher professionalism in methods and results;

Analysis

The Preferred Reporting Item for Systematic Review and Meta Analytic (PRISMA) technique was employed. The goal, author's name, year of publication, number of respondents, instruments used, research results, and ideas for further research were all reviewed and summarized for all publications that passed the selection process.

1) Pedagogical, 2) personality, 3) social, and 4) professional qualities are all factors for teacher professionalism. The search procedure begins with a review of all search results' titles and abstracts, which are then compared to preset criteria.

<https://doi.org/10.1080/1359866X.2020.1752051>.

²⁶ Barbara Kitchenham dan Stuart Charters, "Guidelines for performing systematic literature reviews in software engineering," 2007.

Searching the research database yielded 39 research papers, including 15 articles from Scholar, 16 articles from ERIC, and 8 articles from Mendeley. Following a cursory search of the title, the same article appears in two different databases. After removing duplicates, there were 37 articles left. Because the findings were in the form of paper submission (2), literature review (1), journal index (1), book review (3), and article, a total of 9 findings were issued (2). At the same time, 28 papers failed to meet the criteria, including those on teacher assignments (1), teacher counseling (1), learning exercises (2), learning techniques (2), comparison of learning policies (1), and learning environment (1). (8). Furthermore, two pieces have been published because they deal with leadership. The literature review is made up of 11 articles.

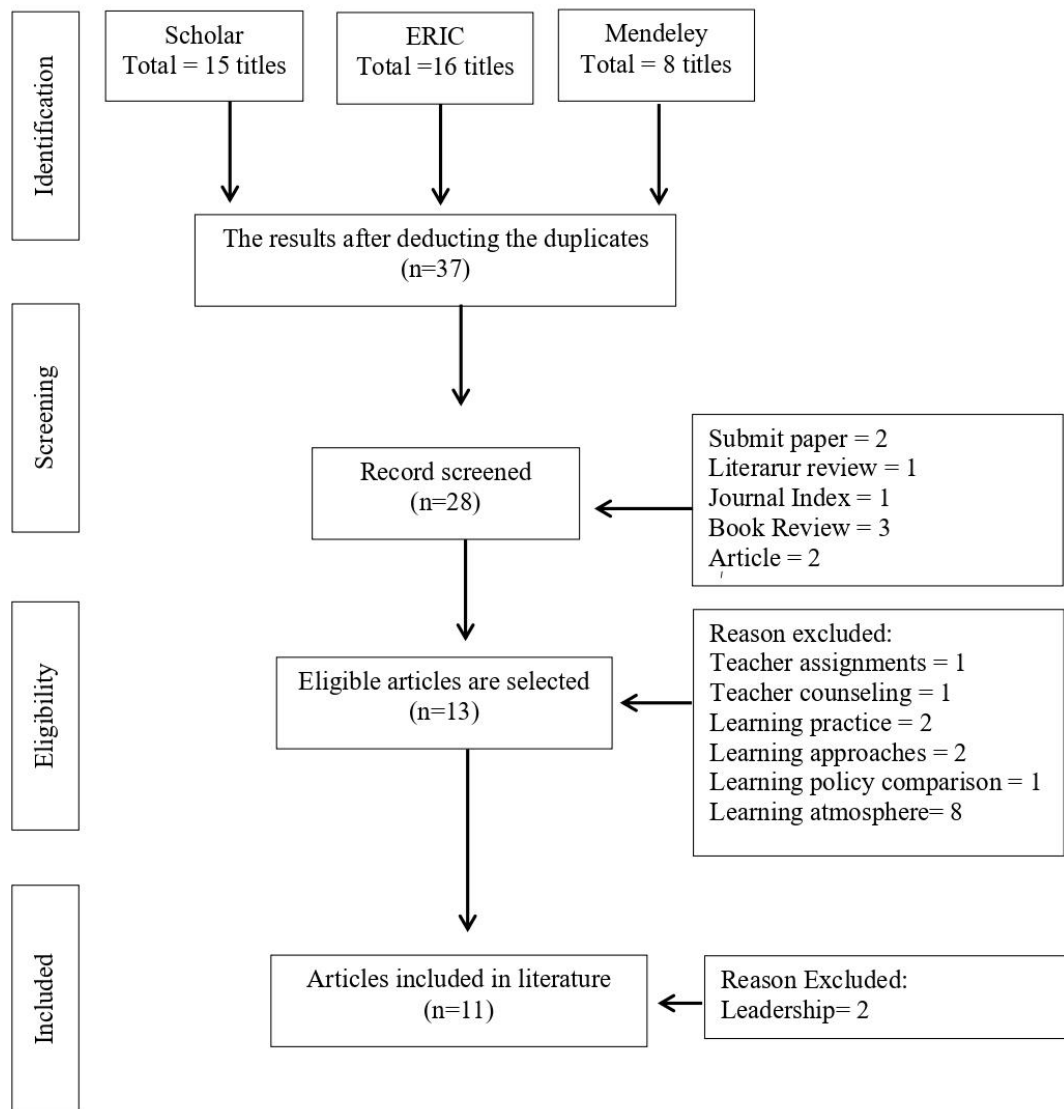


Figure 1.
Literature Review Search Method

RESULT AND DISCUSSION

Results

Data Synthesis

This section summarizes the findings of previous large-scale data research on teacher professional indicators such as educational, personality, social, and professional skills. The findings of the synthesis data evaluation are summarized in Table 1:

Table 1.
Review of synthesizing data from pedagogical, personality, social, and professional competencies.

No	Respondent	Method	Teacher professional competence				Main findings (conclusions)	ref
			Pedagogy	Personality	Social	Professional		
1	Principal, Teachers, Students, Family	Professional capital framework 27	yes	no	yes	yes	1. The COVID-19 pandemic has had a major impact on teacher pedagogy and professionalism as well as making distance learning possible. 2. Teachers, policy makers, and leaders are required to think about the future of the school.	28
2	Teacher, Student	Systematic meta-aggregative review 29	no	no	no	yes	1. Changes in teaching practices, particularly in the transition to online teaching, greatly affect teachers' emotions and motivation. 2. Distance learning creates significant anxiety among students and teachers.	30
3	Teacher, Student	Qualitative, library research	no	no	no	yes	1. Professional teachers are required to actively develop knowledge in their fields through research or competency development as professional teachers. 2. In the midst of the COVID-19 pandemic, teachers must develop a learning model that is in line with the qualities of learning so	31

²⁷ Michael Fullan dan Andy Hargreaves, "Reviving teaching with 'professional capital,'" *Education Week* 31, no. 33 (2012): 30–36.

²⁸ Hollweck dan Doucet, "Pracademics in the pandemic: pedagogies and professionalism."

²⁹ (Philipsen, Tondelur, Roblin, Vanslambrouck, & Zhu, 2019)

³⁰ Lockee, "Shifting digital, shifting context: (re)considering teacher professional development for online and blended learning in the COVID-19 era."

³¹ N. F. Handayani dan A. Gafur, "Professionalism of Civics Teachers Facing Educational Challenges in the Era of the Covid-19 Pandemic.," *International Journal of Multicultural and Multireligious Understanding*, 7, no. 10 (2020): 527–34.

							that learning becomes exciting, creative, and imaginative in order to provide instructional materials that pique students' interest and excitement.	
4	Teacher	Literature review	yes	no	no	yes	1. Digital competence can be a core element of professionalism in teaching and teacher education. 2. Specifics of convergence and divergence, as well as an examination of how the link between teaching, teacher professionalism, teacher education, and education research can serve as crucial indicators for assessing teaching and teacher education circumstances in a given setting.	32
5	Teacher	Quantitative, descriptive survey	no	yes	no	yes	1. Female teachers have a higher level of professional commitment than male teachers and the professional level of teachers with S2 education is significantly higher than the level of professional commitment of teachers with S1 education. 2. Teachers are reportedly having major challenges adapting to online teaching, maintaining low-level communication with pupils, and supporting student learning and growth during the COVID-19 pandemic.	33
6	Teacher, Principal	Quantitative, descriptive	no	yes	no	yes	Female instructors are higher at risk of stress during the COVID-19 epidemic, according to psychological responses and teacher stress management.	34
7	Teacher	Quantitative	yes	yes	yes	yes	The phase of teacher professionalism in	35

³² (Minister & Assunção Flores, 2021)

³³ International Journal dan International Journal, "Examination of professional commitment levels of primary and secondary school teachers during Covid-19 pandemic period" 13, no. 2 (2021): 1825–44.

³⁴ Ryan Michael Oducado et al., "Perceived Stress Due COVID-19 Pandemic Among Employed Professional Teachers," *IJERI: International Journal of Educational Research and Innovation*, no. 15 (2020): 305–16, <https://doi.org/10.46661/ijeri.5284>.

³⁵ Cipto Wardoyo, Aulia Herdiani, dan Sulikah Sulikah, "Teacher Professionalism: Analysis of

8	Teacher	Literature review	no	no	no	yes	Indonesia is in the collegial phase, pedagogic competence is more important than other competencies	36
9	Teacher	Non-intervention quantitative descriptive	no	yes	yes	yes	Professionalism is applied by involving teachers, parents and students. With the involvement of teachers, parents, and students will change learning for the better	37
10	Teacher	Literature review	yes	yes	yes	yes	Teachers' perceptions of professionalism according to the type of school where they work are more or less the same. female teachers have more positive perceptions than males in the dimension of "professional competence"	38
11	Teacher	Quantitative	yes	no	no	yes	1. Schools involve parents when carrying out online learning. 2. The implementation of online learning triggers the principal's approach to teacher professionalism. 3. Re-ensure students' health when school is held face-to-face.	39
							The principal's approach to teacher professionalism is triggered when online learning is used.	

Discussion

1. Pedagogical Competence

A comprehensive view of teacher professionalism in pedagogical competence is clear, where management of information systems has an effect on pedagogical and professional competence⁴⁰. The phase of teacher professionalism in Indonesia is in the

Professionalism Phases," *International Education Studies* 10, no. 4 (2017): 90, <https://doi.org/10.5539/ies.v10n4p90>.

³⁶ Andy Hargreaves dan Michael Fullan, "Professional capital after the pandemic: revisiting and revising classic understandings of teachers' work," *Journal of Professional Capital and Community* 5, no. 3/4 (1 Januari 2020): 327–36, <https://doi.org/10.1108/JPCC-06-2020-0039>.

³⁷ Abdurrahman Ilgan et al., "Comparing Turkish and Pakistani teachers' professionalism," *International Education Journal* 17, no. 2 (2018): 1–5.

³⁸ González et al., "Teaching in the pandemic: reconceptualizing Chilean educators' professionalism now and for the future."

³⁹ Dinar Roudhotul Lailia, Ani Fariyatul Fahyuni, dan Moch. Bahak Udin By Arifin, "Management Educational Information System During Pandemic Covid- 19 Through Teachers' Professionalism," *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 6, no. 1 (2019): 144–62.

⁴⁰ Lailia, Fahyuni, dan Arifin.

collegial phase, pedagogic competence is considered more important than other competencies⁴¹.

Educational competency during the pandemic considers the pedagogical potential connected with online tools, such as the acceptability and availability of various technologies or online resources, such as blogs that promote conversation and facilitate reflective practice. Videos assist in the development of practical knowledge of the profession and the integration of educational theory and practice. Online forums enable the exchange of narratives that improve attention skills and guarantee that the tool or resource chosen assists learners in achieving their goals⁴². As a result, the COVID-19 epidemic has had a significant impact on teacher pedagogy and professionalism, allowing for distance learning⁴³.

Yet another study also reports that educators are aware of the newly developed spatial imagination they are applying to pandemic pedagogy. Despite the fact that new venues are being forced into existence, they are still being used, resulting in better and more inventive behaviors⁴⁴. It's fascinating to learn how online pedagogy benefits both professors and students, resulting in high levels of student engagement⁴⁵.

2. Personal Competence

During the COVID-19 epidemic, personal competence was focused toward a personality that was steady, stable, mature, wise, noble in character, and dignified, serving as a role model for students⁴⁶. Teachers are reportedly having major challenges adapting to online teaching, maintaining low-level communication with students, and supporting student learning and growth throughout the COVID-19 pandemic⁴⁷.

Female teachers have a higher level of professional dedication than male teachers in terms of personality competence, and the level of professional commitment of teachers with a

⁴¹ Wardoyo, Herdiani, dan Sulikah, "Teacher Professionalism: Analysis of Professionalism Phases."

⁴² Carrillo dan Flores, "COVID-19 and teacher education: a literature review of online teaching and learning practices."

⁴³ Hollweck dan Doucet, "Pracademics in the pandemic: pedagogies and professionalism."

⁴⁴ Warren Kidd dan Jean Murray, "The Covid-19 pandemic and its effects on teacher education in England: how teacher educators moved practicum learning online," *European Journal of Teacher Education* 43, no. 4 (2020): 542–58, <https://doi.org/10.1080/02619768.2020.1820480>.

⁴⁵ Allen, Rowan, dan Singh, "Teaching and teacher education in the time of COVID-19."

⁴⁶ Handayani dan Gafur, "Professionalism of Civics Teachers Facing Educational Challenges in the Era of the Covid-19 Pandemic."

⁴⁷ Journal dan Journal, "Examination of professional commitment levels of primary and secondary school teachers during Covid-19 pandemic period."

master's degree education is much higher than that of instructors with an undergraduate education⁴⁸. However, other studies also reveal that the psychological response and stress management of teachers during the COVID-19 pandemic, female teachers are more at risk of stress⁴⁹⁵⁰.

3. Social Competence

Educators' ability to communicate and interact effectively with students, fellow educators, education personnel, parents/guardians of students, and the community are all required for social competency during the COVID-19 epidemic⁵¹. Different tools (e.g., narratives, blogs, chats, forums, web conferencing or video conferencing, social networks) enable users to interact affectively with other members of the community⁵². Teachers, policy makers, and leaders are required to think about the future of the school⁵³. Other research, on the other hand, claim that schools incorporate parents in online learning. Furthermore, the introduction of online learning influences the principal's attitude toward teacher professionalism. When school is held face to face, protect the health of kids once again⁵⁴.

4. Professional Competence

During the COVID-19 pandemic, it is critical to retain professional competence that stems from a sense of urgency and need, as well as a vision that stresses professional accountability and collaboration among educators⁵⁵. Teachers' professionalism can improve during times of crisis as a result of their spontaneous response to changing circumstances⁵⁶.

Professional competence, according to some studies, is the ability of educators to grasp learning materials extensively and profoundly, allowing them to direct students

⁴⁸ Journal dan Journal.

⁴⁹ Oducado et al., "Perceived Stress Due COVID-19 Pandemic Among Employed Professional Teachers."

⁵⁰ Ilgan et al., "Comparing Turkish and Pakistani teachers' professionalism."

⁵¹ Handayani dan Gafur, "Professionalism of Civics Teachers Facing Educational Challenges in the Era of the Covid-19 Pandemic."

⁵² Carrillo dan Flores, "COVID-19 and teacher education: a literature review of online teaching and learning practices."

⁵³ Hollweck dan Doucet, "Pracademics in the pandemic: pedagogies and professionalism."

⁵⁴ González et al., "Teaching in the pandemic: reconceptualizing Chilean educators' professionalism now and for the future."

⁵⁵ González et al.

⁵⁶ Malandrino dan Sager, "Can Teachers' Discretion Enhance the Role of Professionalism in Times of Crisis? A Comparative Policy Analysis of Distance Teaching in Italy and Switzerland during the COVID-19 Pandemic."

toward achieving the desired competences⁵⁷. Individuals are granted additional autonomy and discretion as a result of collaboratively determined and regulated knowledge in the workplace. In the context of school leaders, this means that the principal will be given decision-making authority over teaching and learning policies and processes⁵⁸. The principal's learning leadership must also support teacher professionalism⁵⁹.

CONCLUSION

Pedagogy and professionalism will inspire transformational change during and after the pandemic. Pracademists are in a great position to help and promote this process. It's more about how other people see you and how you see yourself when you're a professional. Professionalism is defined by what you do and how you act. Unfortunately, there is no clear definition on what professionalism looks like during a pandemic, and different viewpoints on what teachers should do at this time are emerging from different stakeholder groups. Without clear and defined professional conduct rules from governments or system leaders, educators are left to decide what pandemic professionalism entails. In a classroom, professionalism refers to educators who are guided by ethical ideals and use sound judgment when instructing students. It entails pondering on and critically considering someone in the classroom, as well as being accountable for a learning mentoring act. The limitation of this SLR is that the object of research in the form of teacher professionalism is general so that it is not studied in detail on one of the teacher competencies. In order for the professional competence of teachers to remain a priority, further research is needed related to the development of professional behavior guidelines for teachers during the pandemic, both COVID-19 and other natural phenomena that cause pandemics.

ACKNOWLEDGMENT

We would like to thank LPPM Muhammadiyah University of Magelang which has funded our research according to contract Number: 110/Kontrak/PRVI-PLR/2021

⁵⁷ Handayani dan Gafur, "Professionalism of Civics Teachers Facing Educational Challenges in the Era of the Covid-19 Pandemic."

⁵⁸ Stone-Johnson dan Miles Weiner, "Principal professionalism in the time of COVID-19."

⁵⁹ Bahtiar Agung Pambudi dan Imam Gunawan, "The Effect of Learning Leadership, Academic Supervision, and Teacher Skills on Teacher Performance Effectiveness" 501, no. *Ice*t (2020): 1–5, <https://doi.org/10.2991/assehr.k.201214.202>.

Regarding Research on Institutional Vision Revitalization (PRVI) for Fiscal Year 2020/2021. The views expressed in this publication do not necessarily represent the views of the supporting institutions.

DECLARATION OF CONFLICTING INTERESTS

I would like to confirm that there will no be potential conflicts of interest dealing with the research, authorship, and publication of the article.

FUNDING

This research was funded by LPPM Muhammadiyah Magelang University according to contract Number: 110/Kontrak/PRVI-PLR/2021 concerning Research on Institutional Vision Revitalization (PRVI) for Fiscal Year 2020/2021.

ORCID iD

Irham Nugroho  <https://orcid.org/0000-0003-1729-9216>
Miftachul Huda  -
Suyadi  -
Norma Dewi Shalikhah  <https://orcid.org/0000-0001-5907-7887>

REFERENCES

- Allen, Jeanne, Leonie Rowan, dan Parlo Singh. "Teaching and teacher education in the time of COVID-19." *Asia-Pacific Journal of Teacher Education* 48, no. 3 (2020): 233–36. <https://doi.org/10.1080/1359866X.2020.1752051>.
- Assunção Flores, Maria, dan Marília Gago. "Teacher education in times of COVID-19 pandemic in Portugal: national, institutional and pedagogical responses." *Journal of Education for Teaching* 46, no. 4 (2020): 507–16. <https://doi.org/10.1080/02607476.2020.1799709>.
- Carrillo, Carmen, dan Maria Assunção Flores. "COVID-19 and teacher education: a literature review of online teaching and learning practices." *European Journal of Teacher Education* 43, no. 4 (2020): 466–87. <https://doi.org/10.1080/02619768.2020.1821184>.
- Daniel, Sir John. "Education and the COVID-19 pandemic." *Prospects* 49, no. 1–2 (2020): 91–96. <https://doi.org/10.1007/s11125-020-09464-3>.
- Dolighan, Tim, dan Michael Owen. "Teacher efficacy for online teaching during the COVID-19 pandemic." *Brock Education Journal* 30, no. 1 (2021): 95. <https://doi.org/10.26522/brocked.v30i1.851>.

- Education, Usaid. "Education And Covid-19 Education And Covid-19 Ensure Safe Return To Learning , Despite widespread school closures , USAID programs a variety of in-person and distance approaches . play key roles in Covid-19 response efforts across sectors." *Jurnal Biomedika dan Kesehatan* 4, no. January (2021): 1–6.
- Erol, Koçoğlu, dan Tekdal Danyal. "Analysis of distance education activities conducted during COVID-19 pandemic." *Educational Research and Reviews* 15, no. 9 (2020): 536–43. <https://doi.org/10.5897/err2020.4033>.
- Flores, Maria Assunção, dan Anja Swennen. "The COVID-19 pandemic and its effects on teacher education." *European Journal of Teacher Education* 43, no. 4 (2020): 453–56. <https://doi.org/10.1080/02619768.2020.1824253>.
- Fullan, Michael, dan Andy Hargreaves. "Reviving teaching with 'professional capital.'" *Education Week* 31, no. 33 (2012): 30–36.
- González, Álvaro, María Beatriz Fernández, Mauricio Pino-Yancovic, dan Romina Madrid. "Teaching in the pandemic: reconceptualizing Chilean educators' professionalism now and for the future." *Journal of Professional Capital and Community* 5, no. 3–4 (2020): 265–72. <https://doi.org/10.1108/JPC-06-2020-0043>.
- Handayani, N. F., dan A. Gafur. "Professionalism of Civics Teachers Facing Educational Challenges in the Era of the Covid-19 Pandemic." *International Journal of Multicultural and Multireligious Understanding*, 7, no. 10 (2020): 527–34.
- Hargreaves, Andy, dan Michael Fullan. "Professional capital after the pandemic: revisiting and revising classic understandings of teachers' work." *Journal of Professional Capital and Community* 5, no. 3/4 (1 Januari 2020): 327–36. <https://doi.org/10.1108/JPC-06-2020-0039>.
- Hollweck, Trista, dan Armand Doucet. "Pracademics in the pandemic: pedagogies and professionalism." *Journal of Professional Capital and Community* 5, no. 3–4 (2020): 295–305. <https://doi.org/10.1108/JPC-06-2020-0038>.
- Ilgan, Abdurrahman, Engin Aslanargun, Yalin Kiliç, dan Sadia Shaukat. "Comparing Turkish and Pakistani teachers' professionalism." *International Education Journal* 17, no. 2 (2018): 1–5.
- Journal, International, dan International Journal. "Examination of professional commitment levels of primary and secondary school teachers during Covid-19 pandemic period" 13, no. 2 (2021): 1825–44.
- Kidd, Warren, dan Jean Murray. "The Covid-19 pandemic and its effects on teacher education in England: how teacher educators moved practicum learning online." *European Journal of Teacher Education* 43, no. 4 (2020): 542–58. <https://doi.org/10.1080/02619768.2020.1820480>.
- Kitchenham, Barbara, dan Stuart Charters. "Guidelines for performing systematic literature reviews in software engineering," 2007.
- Lailia, Dinar Roudhotul, Eni Fariyatul Fahyuni, dan Moch. Bahak Udin By Arifin. "Management Educational Information System During Pandemic Covid- 19 Through Teachers ' Professionalism." *Nidhomul Haq : Jurnal Manajemen*

Pendidikan Islam 6, no. 1 (2019): 144–62.

- Lockee, Barbara B. “Shifting digital, shifting context: (re)considering teacher professional development for online and blended learning in the COVID-19 era.” *Educational Technology Research and Development* 69, no. 1 (2021): 17–20. <https://doi.org/10.1007/s11423-020-09836-8>.
- Maher, Steffany Comfort, dan Alan Zollman. “‘Into the Unknown’: Supervising Teacher Candidates During the 2020 COVID-19 Pandemic.” *Journal of Teaching and Learning with Technology* 10, no. 1 (2021): 158–63. <https://doi.org/10.14434/jotlt.v9i2.31437>.
- Malandrino, Anna, dan Fritz Sager. “Can Teachers’ Discretion Enhance the Role of Professionalism in Times of Crisis? A Comparative Policy Analysis of Distance Teaching in Italy and Switzerland during the COVID-19 Pandemic.” *Journal of Comparative Policy Analysis: Research and Practice* 23, no. 1 (2021): 74–84. <https://doi.org/10.1080/13876988.2020.1844544>.
- Menter, Ian, dan Maria Assunção Flores. “Teacher education, teacher professionalism and research: international trends, future directions.” *European Journal of Teacher Education* 44, no. 1 (2021): 1–4. <https://doi.org/10.1080/02619768.2020.1850550>.
- Oducado, Ryan Michael, Judith Rabacal, Rome Moralista, dan Khen Tamdang. “Perceived Stress Due COVID-19 Pandemic Among Employed Professional Teachers.” *IJERI: International Journal of Educational Research and Innovation*, no. 15 (2020): 305–16. <https://doi.org/10.46661/ijeri.5284>.
- Pambudi, Bahtiar Agung, dan Imam Gunawan. “The Effect of Learning Leadership, Academic Supervision, and Teacher Skills on Teacher Performance Effectiveness” 501, no. Icet (2020): 1–5. <https://doi.org/10.2991/assehr.k.201214.202>.
- Philipsen, Brent, Jo Tondeur, Natalie Pareja Roblin, Silke Vanslambrouck, dan Chang Zhu. “Improving teacher professional development for online and blended learning: A systematic meta-aggregative review.” *Educational Technology Research and Development* 67, no. 5 (2019): 1145–74.
- Scott, Jay. “Redesign Resiliency during the COVID-19 pandemic Redesign Resiliency : Kansas Secondary Redesign Schools Navigating COVID-19” 46, no. 2 (2020).
- Stone-Johnson, Corrie, dan Jennie Miles Weiner. “Principal professionalism in the time of COVID-19.” *Journal of Professional Capital and Community* 5, no. 3–4 (2020): 367–74. <https://doi.org/10.1108/JPCC-05-2020-0020>.
- Supriyanto, Agus, Sri Hartini, Wahyu Nila Irdasari, Aulia Miftahul, Siska Oktapiana, dan Sesya Dias Mumpuni. “Teacher professional quality: Counselling services with technology in Pandemic Covid-19.” *Counsellia: Jurnal Bimbingan dan Konseling* 10, no. 2 (2020): 176. <https://doi.org/10.25273/counsellia.v10i2.7768>.
- Süt, Hüsne Mehtap, dan Behçet Öznaçar. “Effects of COVID-19 Period on Educational Systems and Institutions.” *International Journal of Curriculum and Instruction* 13, no. 1 (2021): 537–51.
- Wardoyo, Cipto, Aulia Herdiani, dan Sulikah Sulikah. “Teacher Professionalism: Analysis of Professionalism Phases.” *International Education Studies* 10, no. 4 (2017): 90. <https://doi.org/10.5539/ies.v10n4p90>.

Wiranto, Edi, Muhammad Kristiawan, dan Yessy Fitriani. “Learning Atmosphere During The Covid-19 Pandemic.” *Edunesia : Jurnal Ilmiah Pendidikan* 2, no. 2 (2021): 387–99. <https://doi.org/10.51276/edu.v2i2.133>.

This page is intentionally left blank