



Teacher Self-Actualization and Professionalism in the 21st Century Education Era

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Articles Information

Abstrak

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Pendidikan abad ke-21 menuntut guru untuk mampu mengaktualisasikan diri agar dapat meningkatkan profesionalisme mereka. Aktualisasi diri merupakan proses di mana individu mencapai potensi penuh mereka melalui pengembangan diri dan profesional. Setiap individu memiliki potensi yang beragam dan dengan kesadaran penuh dapat dimanfaatkan sebaik mungkin agar dapat diaktualisasikan dengan baik. Begitupula dengan guru, mereka membutuhkan ruang untuk mengaktualisasikan segala potensi yang dimiliki agar menghasilkan pembelajaran yang maksimal. Penelitian ini menggunakan metode studi kepustakaan untuk mengkaji hubungan antara aktualisasi diri guru dan profesionalisme dalam konteks pendidikan modern. Hasil penelitian menunjukkan bahwa aktualisasi diri berkontribusi pada peningkatan kreativitas, keterlibatan, dan efikasi diri guru, yang pada akhirnya memperbaiki hasil belajar siswa. Faktor-faktor seperti dukungan dari pimpinan sekolah, pengembangan profesional berkelanjutan, dan lingkungan kerja yang positif berperan penting dalam mendukung proses aktualisasi diri guru. Penelitian ini memberikan wawasan strategis untuk menciptakan ekosistem pendidikan yang mendukung pengembangan guru, baik secara individu maupun kolektif, guna memenuhi tantangan pendidikan abad ke-21 yang semakin kompleks.

Abstract

21st century education requires teachers to be able to self-actualize in order to improve their professionalism. Self-actualization is a process in which individuals reach their full potential through personal and professional development. Every individual has diverse potentials and with full awareness can be utilized as well as possible so that they can be actualized properly. Likewise with teachers, they need space to actualize all their potential in order to produce maximum learning. This research uses the literature study method to examine the relationship between teacher self-actualization and professionalism in the context of modern education. The results show that self-actualization contributes to increased teacher creativity, engagement and self-efficacy, which in turn improves student learning outcomes. Factors such as support from school leaders, continuous professional development, and a positive work environment play an important role in supporting teachers' self-actualization process. This research provides strategic insights for creating an educational ecosystem that supports teacher development, both individually and collectively, to meet the increasingly complex challenges of 21st century education.



INTRODUCTION

Self-actualization is a crucial concept in the field of education, especially for teachers who serve as the main drivers of the learning process. In the philosophy of existentialism, self-actualization is understood as the pursuit of authenticity, meaning, and purpose in life, where individuals strive to develop their best potential. This philosophy emphasizes freedom and responsibility as essential aspects of human existence, which in the educational context can be reflected in how teachers make independent pedagogical decisions, take responsibility for students' learning outcomes, and continuously reflect on their professional growth. In this sense, existentialist values are not merely theoretical but can be seen in teachers' behavior and commitment to meaningful and inspiring teaching (Gani et al., 2023; Krismona et al., 2022).

Maslow's Needs Theory supports this philosophical foundation by explaining that human needs are arranged hierarchically—from basic to self-actualization needs (Kurniawati & Maemonah, 2021; Rahmi et al., 2022). In education, fulfilling these needs is essential to create a conducive learning atmosphere and foster teachers' professional well-being. However, many teachers still face barriers to achieving self-actualization, such as rigid curriculum demands, limited institutional support, and mental health challenges (Alfinur & Sakti, 2022; Kurniawan et al., 2019). These conditions show that achieving self-actualization among teachers is not merely a psychological process but also a professional and philosophical struggle that requires balance between freedom, responsibility, and contextual challenges in the workplace.

In the era of 21st-century education, teachers are required to be creative, adaptive, and reflective in facing rapid educational changes. This era emphasizes digital literacy, collaboration, critical thinking, and lifelong learning, which demand that teachers continuously actualize themselves to remain relevant and effective. Therefore, understanding teachers' self-actualization in this context becomes increasingly important for the development of professional competence and quality education.

This study differs from previous research that has focused mainly on individual psychological aspects or environmental influences on self-actualization. Instead, it explores how teachers' self-actualization, viewed through the lens of existentialism, contributes to their professionalism in teaching (Aulia & Zainarti, 2023; Hartono & Mudhar, 2022). This study aims to identify the factors that influence teachers' self-actualization and how these factors contribute to improving educational quality. Through this exploration, the study is expected to provide deeper insights into the relationship between self-actualization and teacher professionalism and to develop strategies that help teachers achieve optimal self-actualization.

The problem formulation in this study consists of five main points: (1) What is the meaning of self-

actualization in the context of education? (2) How does the philosophy of existentialism affect teachers' self-actualization? (3) What factors influence teachers' self-actualization in the 21st-century education era? (4) How does teachers' self-actualization contribute to their professionalism? and (5) What strategies can be applied to improve teachers' self-actualization? By answering these questions, this research is expected to make a significant contribution to the development of education in Indonesia, particularly in improving teacher quality and classroom learning.

Thus, this study focuses not only on theoretical aspects but also on practical implications for enhancing educational quality. A deeper understanding of teachers' self-actualization and professionalism is expected to foster a more meaningful learning environment for students and contribute to the advancement of education in this increasingly complex era.

METHOD

This research uses the library research method, which means that the process of collecting information is carried out through library sources that are relevant to the topic discussed. The information collected is then analyzed to produce answers to research questions (Berlianti et al., 2024). Thus, this research does not require direct data collection in the field, but simply utilizes available text materials. The purpose of this approach is to gain an in-depth understanding of the topic under study, identify existing research gaps, and build a solid theoretical basis as a foundation for the research.

RESULT AND DISCUSSION

Definition of Self-Actualization in Education

Self-actualization in the context of education is a very important and relevant concept, especially in helping individuals reach their maximum potential. Self-actualization is the highest stage in the hierarchy of human needs, where individuals strive to fulfill their full potential and become the best in themselves (Gani et al., 2023; Maslow, 1970). Imam Al-Ghazali has a spiritual perspective on self-actualization. According to Al-Ghazali, self-actualization is not just about achieving worldly potential, but also involves purification of the soul (*tazkiyatun nafs*) and closeness to Allah (Anam, 2024; Imam Al-Ghazzali & Translated by Malik Karim Amrullah, 1963). This is in line with self-actualization in education which is not only related to academic achievement, but also includes character development, social skills, and emotional abilities of students. A good education should be able to provide an environment that favors students to explore and develop their potential, both in academic and non-academic fields (Syafi'i et al., 2023).

Education that focuses on self-actualization encourages students to recognize and understand their potential. This can be achieved through various teaching methods that encourage exploration and creativity, such as arts education and extracurricular activities (Pulu et al., 2023). These activities not only assist students in developing practical skills, but also increase their self-confidence, which is the

basic capital to achieve self-actualization (Murdana et al., 2022). In this case, the role of the teacher is very important as a facilitator who can help students discover and develop their talents and interests (Zubaidah, 2022).

One of the important things of self-actualization in education is character development. Character education aims to shape students into individuals who are not only academically intelligent, but also have strong moral and ethical values (Apiyani, 2022). Through character education, students are taught to respect themselves and others, and understand their social responsibilities. This becomes essential in building individuals who are not only personally successful, but also contribute positively to society (Rahmayanty et al., 2023). Therefore, the integration of character education in the education curriculum is necessary to support students' self-actualization process.

Self-actualization is also closely related to satisfaction and motivation in learning. Research shows that students who feel able to actualize themselves tend to be more satisfied with their learning experience (Alfinur & Sakti, 2022). They are more motivated to learn and actively participate in educational activities. This suggests that an educational environment that supports self-actualization can increase students' engagement in the learning process, which can improve their learning outcomes (Heliyani & Hardi, 2021). Therefore, it is important for educators to create a positive and inclusive learning atmosphere, where every student feels valued and encouraged to contribute.

The importance of self-actualization is also seen in the development of students' social and emotional skills. These skills are essential to help students interact well in their social environment (Keo et al., 2022). Education that emphasizes the development of social and emotional skills can help students become more empathetic individuals who are able to cooperate with others. This is not only beneficial for students' personal development, but also important for building a harmonious and helpful society (Alhakiki & Desyandri, 2019).

Education that supports self-actualization should also consider the special needs of students. Children with special needs often require different approaches in their learning process (Mareza, 2017). Therefore, it is important for educators to understand and accommodate the individual needs of students so that they can reach their full potential. By providing appropriate support, students with special needs can experience the same self-actualization process as other students, thus creating an inclusive and equitable educational environment (Alhakiki & Desyandri, 2019).

In addition, self-actualization in education can also be influenced by external factors, such as support from family and society. Families who provide emotional support and motivation to their children can contribute greatly to their self-actualization process (Rahmayanty et al., 2023). Communities that support education and individual development can also create a conducive environment for students to explore their potential. Therefore, collaboration between school, family, and community is essential in supporting students' self-actualization process (Syafi'i et al., 2023).

Self-actualization is a complex and multidimensional process. It involves the development of academics, character, social skills and support from the surrounding environment. To achieve self-actualization, education must be able to create an environment that is supportive, inclusive, and focused on developing individual potential. Thus, students can not only achieve personal success, but also contribute positively to the society around them (Apiyani, 2022). Therefore, it is important for educators to continue to develop methods and strategies that support students' self-actualization process in education.

Existentialism Philosophy Influences Teacher Self-Actualization

The philosophy of existentialism, which focuses on individual experience and the search for meaning in life, has a significant influence on teacher self-actualization. In the context of education, existentialism encourages teachers to understand and appreciate the uniqueness of each student, as well as play an active role in helping them find their identity and purpose in life. This is in line with the view that education is not only about imparting knowledge, but also about character building and developing the potential of individuals (Sunarso, 2010). Teachers who adopt an existentialist approach will be more likely to facilitate a learning environment that supports self-exploration, so that students feel safe to express themselves and explore their interests (Julianti & Maemonah, 2022).

In practice, teachers who are influenced by the philosophy of existentialism tend to prioritize a humanist pedagogical approach. They strive to establish closer relationships with students, understand their backgrounds and needs, and provide the necessary support to help students reach their full potential (Alkhasanah et al., 2023). For example, in the context of learning, teachers can use methods that encourage students to think critically and independently, and give them the freedom to choose topics relevant to their interests (Daga, 2022). Thus, teachers do not only function as information conveyors, but also as facilitators who help students find meaning in their learning (Faiz & Faridah, 2022).

The importance of teachers' self-actualization in the context of existentialism can also be seen in how they manage the learning process. Teachers who understand the principles of existentialism will strive to create an inclusive and supportive learning atmosphere, where every student feels valued and recognized (Buchari, 2018). This can be achieved through the application of diverse learning methods, which allow students to learn according to their own style and pace (Rahmi & Dafit, 2022). Thus, the teacher acts as a mobilizer who not only teaches the material, but also helps students develop social and emotional skills that are important for their lives outside of school (Fatmawati, 2021).

Existentialism also emphasizes the importance of individual responsibility in the learning process. Teachers who are influenced by this view will motivate students to take responsibility for learning, so that they can become independent and proactive learners (Saraswati et al., 2021). In this case, teachers function as mentors who guide students in the process of decision-making and problem-solving, so that they can learn from their own experiences (Romanti & Rohita, 2021). In this way, students not only

learn to understand the subject matter, but also to develop critical and reflective thinking skills that will be useful throughout their lives (Kusnadi et al., 2023).

Existentialism also invites teachers to constantly reflect on their practice and look for ways to improve the quality of learning. Teachers who are influenced by this philosophy will be more open to feedback and criticism, and willing to adapt to changes needed to meet students' needs (Sudirman et al., 2022). This reflection process ensures that teachers remain relevant and effective in their roles, and are able to provide meaningful learning experiences for students (Widiyaningsih & Narimo, 2023). Thus, teacher self-actualization becomes an integral part of efforts to improve the overall quality of education (Sadewo et al., 2022).

Existentialism encourages teachers to develop a deeper understanding of human nature and the potential of each individual. In this context, teachers are expected to not only see students as recipients of information, but also as individuals who have uniqueness and potential that need to be valued and developed (Damayanti et al., 2021). By understanding this perspective, teachers can create a more supportive learning environment, where students feel motivated to explore their interests and talents (Yeneti et al., 2021). This is in line with the broader goal of education, which is to prepare students to become independent and responsible individuals in society (Surawardi & Maulidi, 2022).

The application of existentialism philosophy in education also has implications for the way teachers interact with parents and communities. Teachers who understand the importance of self-actualization not only focus on students in the classroom, but also strive to involve parents and communities in the educational process (Suwardi & Farnisa, 2018). By establishing strong cooperation with parents, teachers can create greater support for students in achieving their learning goals (Selawaisa, 2023). This creates synergy between school and home, which is crucial for educational success (Budiman, 2022).

The influence of existentialism philosophy on teachers' self-actualization is also seen in their commitment to continuous learning and development. Teachers inspired by this view will always seek opportunities to continuously improve their knowledge and skills, both through formal education and practical experience (Muthma'innah, 2023). Thus, so that they can become better educators, but also role models for their students in terms of the importance of lifelong learning (Sugiyono, 2023). In this context, teachers' self-actualization is key to building a dynamic and innovative learning environment, so that students can develop optimally (Daga, 2022).

Factors Affecting Teacher Self-Actualization in the Era of 21st Century Education

Teacher self-actualization in the 21st century education era is a complex and multidimensional topic, influenced by a number of factors. One of the main factors is the advancement of information and communication technology (ICT), which has changed the way teachers teach and interact with students. In this context, teachers are expected to have 21st century skills, which include critical

thinking, collaboration, communication and creativity. Research illustrates that teachers who have a good understanding of ICT tend to be more effective in connecting technology to learning, which in turn increases student motivation and engagement (Caena & Redecker, 2019; Maba et al., 2023).

Another factor that affects teacher self-actualization is the diversity of students in the classroom. In the 21st century education era, students come from various cultural, social and economic backgrounds, which require different teaching approaches. Teachers are required to be able to adapt their teaching strategies to meet all students' needs, including those with learning difficulties or special needs (Maba et al., 2023). Teachers who are able to manage this diversity well can create an inclusive learning environment and support the development of all students (Kiyasoğlu & Ay, 2020). Therefore, training and professional development focusing on the skills of managing student diversity is essential to improve teachers' teaching effectiveness (Shopia et al., 2022).

Furthermore, curriculum relevance is also an important factor in teacher self-actualization. A curriculum that is irrelevant to real-world needs and challenges can hinder teachers' ability to teach the skills that students need in the 21st century (Maba et al., 2023). Research shows that teachers who engage in relevant and contextualized curriculum development tend to be more motivated and able to inspire their students (Varghese & Musthafa, 2021). Therefore, collaboration between teachers, curriculum developers and other stakeholders is essential to ensure that the curriculum implemented in schools is in line with the demands of the times (Caena & Redecker, 2019).

Continuous professional development is also a key factor in teacher self-actualization. Teachers need to continuously improve their skills and knowledge through training, seminars, and other professional development activities (Shopia et al., 2022). Research shows that teachers who are active in professional development activities have higher levels of confidence in teaching and are better able to apply 21st century skills in their teaching (Ceylan et al., 2023). Therefore, educational institutions need to provide adequate access to professional development for teachers so that they can continue to adapt to the changes taking place in the world of education (Shafto et al., 2014).

In addition, support from school leaders also plays an important role in teacher self-actualization. School leaders who provide the necessary support and resources can assist teachers in implementing innovative and effective teaching practices (Maba et al., 2023). Research shows that a positive and collaborative work environment in schools can improve teacher motivation and performance (Kareem et al., 2022). Therefore, it is important for school leaders to create a school culture that supports professional development and collaboration among teachers (Shopia et al., 2022).

Another important aspect is teachers' attitudes and beliefs about their own ability to teach. Teachers' self-efficacy has a major influence on the way they teach and interact with students (Ceylan et al., 2023). Research shows that teachers who have high confidence in their ability to teach effectively tend to

be more successful in implementing 21st century skills in their teaching (Kareem et al., 2022). Therefore, training programs that focus on increasing teachers' confidence are essential to support their self-actualization (Kiyasoglu & Ay, 2020).

Parental and community involvement also contributes to teacher self-actualization. When parents and communities are involved in the education process, teachers feel more supported and motivated to improve their teaching practices (Maba et al., 2023). Research shows that collaboration between schools and communities can create a better learning environment for students and teachers (Varghese & Musthafa, 2021). Therefore, it is important for schools to establish strong partnerships with parents and communities to support the development of quality education (Shopia et al., 2022).

Changes in education policy also affect teacher self-actualization. Policies that support the development of 21st century skills and give teachers autonomy in their teaching can increase teacher motivation and effectiveness (Maba et al., 2023). Research shows that teachers who feel supported by education policies tend to be more innovative and committed to improving the quality of their teaching (Hayes et al., 2023). Therefore, it is important for policymakers to consider the needs and challenges faced by teachers in formulating relevant and effective education policies (Caena & Redecker, 2019).

Considering the various factors that influence teachers' self-actualization in the era of 21st century education, it can be concluded that teachers' success in implementing 21st century skills is highly dependent on support from various parties, including educational institutions, school leaders, parents, and communities. Therefore, a holistic and collaborative approach is needed to facilitate an educational environment that provides support for teachers' professional development and improves the overall quality of education (Maba et al., 2023; Shopia et al., 2022).

Teacher Self-Actualization Contributes to Teacher Professionalism

Teachers' self-actualization is an important aspect that contributes to their professionalism in education. In this case, self-actualization can be defined as the process by which teachers strive to reach their full potential, both in personal and professional aspects. Teacher professionalism in Islam emphasizes the importance of right intention and passion in teaching, which is part of broader self-actualization (Azizah & Fuadi, 2021). Teachers who are able to actualize themselves will not only improve the quality of teaching, but will also contribute to the overall development of students. This suggests that self-actualization and teacher professionalism are interrelated, where one supports the other in the context of education.

Teacher creativity and professionalism influence student learning outcomes (Suprihatin et al., 2022). Teachers who self-actualize themselves tend to be more creative in their teaching approaches, which in turn improves student engagement and learning outcomes. This creativity can arise from teachers' desire to continue learning and developing, which is part of the self-actualization process. Thus, self-actualization not only has benefits for the teachers themselves, but also has a positive impact on students and the learning environment as a whole.

Teacher professional development, including through activities such as lesson study, can improve teaching quality (Jamaludin & Rosli, 2021). These activities provide opportunities for teachers to collaborate and share best practices, which is part of self-actualization. In this context, teacher self-actualization can be seen as an ongoing process that involves reflection, learning and applying new knowledge in teaching practices. Therefore, it is important for schools to create an environment that supports teachers' self-actualization so that their professionalism can flourish.

In addition, academic supervision conducted by madrasah principals also plays an important role in improving teacher professionalism. Effective supervision can assist teachers in implementing better teaching practices (Masniah, 2022). In this case, teacher self-actualization can be triggered by constructive feedback and support from school leaders. So with good supervision, teachers can feel more confident in their abilities, which in turn encourages them to continue to develop themselves and improve their professionalism.

The importance of self-actualization in the context of teacher professionalism is also evident in research by Khotimah and Sutarman, who provide an explanation that the development of professionalism of Islamic religious education teachers can be achieved through training and self-development activities (Khotimah & Sutarman, 2023). This training not only provides new knowledge, but also encourages teachers to explore their potential and self-actualize in teaching practices. Thus, self-actualization becomes one of the main drivers in improving teacher professionalism.

On the other hand, teachers' self-efficacy affects their performance (Istikomah, 2022). Teachers who have high self-efficacy tend to be more able to actualize themselves in teaching. This suggests that self-actualization is not only related to skill development, but also to teachers' attitudes and beliefs about their abilities. Therefore, it is important for educational institutions to support the development of teachers' self-efficacy so that they can reach their full potential.

In a broader context, research by Mustofa highlights the government's efforts to improve teacher professionalism through various programs and policies (Mustofa, 2012). One important step is to improve teachers' educational qualifications, which contributes to their self-actualization process. Thus, by providing teachers with access to further education and training, the government seeks to create an environment that supports the development of teacher professionalism. This indicates that teachers' self-actualization depends not only on individual effort, but also on systemic support from educational institutions and the government. Furthermore, school policies are important in developing teacher professionalism. Policies that support teachers' self-development can create a conducive climate for teachers to actualize themselves. In this case, the principal acts as a leader who can facilitate and encourage teachers to continue learning and developing. With the right support, teachers will be more encouraged to improve their professionalism through the process of self-actualization.

It is important to note that teachers' self-actualization is also closely related to their job satisfaction. There is a positive relationship between self-actualization and job satisfaction in teachers (Alfinur & Sakti,

2022). Teachers who feel actualized tend to be more satisfied with their work, which in turn improves their performance and professionalism. Therefore, providing an environment that supports teachers' self-actualization is an important step in improving their professionalism and, ultimately, the quality of education provided to students.

Teachers' self-actualization has a significant contribution to their professionalism. This process involves developing skills, creativity, self-efficacy and support from the educational environment. Therefore, it is important for all stakeholders in education to create conditions that support teachers' self-actualization so that they can reach their full potential and make maximum contributions to education.

Strategies that can be applied to improve teacher self-actualization

In the context of education, teacher self-actualization is an important aspect in influencing the quality of teaching and student development. Strategies that can be implemented to improve teachers' self-actualization include various approaches that focus on professional development, increasing motivation, and creating a supportive work environment. One approach that can be taken is through continuous training and self-development. Well-designed training can improve teachers' confidence and skills, which in turn can contribute to their self-actualization (Hartono & Mudhar, 2022; Murdana et al., 2022). In addition, training that involves recognizing self-potential and personal qualities has also proven effective in helping teachers understand and develop their abilities (Kartianti & Asgar, 2021).

Furthermore, the importance of creating a positive work environment cannot be overlooked. Teachers who feel valued and involved in decision-making can increase their motivation and job satisfaction (Ajepri, 2016; Alfinur & Sakti, 2022). Research shows that a good working atmosphere contributes significantly to the development of teachers' self-actualization attitude (Hartono & Mudhar, 2022). Therefore, school management needs to implement strategies that create a collaborative and inclusive working climate where teachers can share experiences and learn from each other. In addition, the development of professional learning communities (PLCs) is also an effective strategy to improve teachers' self-actualization. PLCs allow teachers to collaborate, share best practices and support each other in their professional development (Harjaya & Idawati, 2022). With this community, teachers can feel more connected and encouraged to continue learning and developing, which will ultimately improve the quality of their teaching.

Character education also plays an important role in teacher self-actualization. Through character education, teachers are not only taught to develop academic skills, but also moral and ethical values that can shape their personality (Apiyani, 2022). Character education integrated in the curriculum can help teachers become good role models for students, so they feel more empowered and motivated to actualize themselves (Zubaidah, 2022). Thus, character education should be an integral part of teachers' professional development. In addition, the importance of support from school management in the form of rewards and recognition of teachers' achievements cannot be ignored. Research shows that rewards

given to teachers can increase their motivation and job satisfaction, which contributes to self-actualization (Alfinur & Sakti, 2022). Therefore, school management needs to design a fair and transparent reward program to encourage teachers to continue to excel and develop themselves.

The use of technology can also be an effective tool to support teachers' self-actualization. By utilizing technology, teachers can access various learning resources, take online courses, and participate in seminars that can improve their knowledge and skills (Agus Suherman et al., 2023). Technology also allows teachers to connect with their peers around the world, so they can learn from experiences and best practices implemented elsewhere. Furthermore, it is important for teachers to have clear goals in their self-development. Research shows that teachers who have measurable and realistic goals tend to be more motivated to achieve self-actualization (Gani et al., 2023). Therefore, school management can assist teachers in formulating specific self-development goals and provide the necessary support to achieve them.

In this case, self-reflection is also an important aspect in the process of teacher self-actualization. Through reflection, teachers can evaluate their teaching practices, identify areas that need improvement, and plan steps for further development (Heliyani & Hardi, 2021). Research shows that teachers who regularly engage in self-reflection tend to be more successful in achieving self-actualization and improving their teaching quality (Hartono & Mudhar, 2022). Collaboration between teachers, students and parents can also be an effective strategy to improve teacher self-actualization. By involving parents in the educational process, teachers can gain greater support and create more solid relationships with students (Arifudin, 2022). Good collaboration between all relevant parties can create a more positive and supportive learning environment, which in turn will improve teacher self-actualization.

The strategies that can be implemented to improve teacher self-actualization are diverse and include training, creating a positive work environment, developing professional learning communities, character education, management support, use of technology, goal setting, self-reflection and collaboration with parents. The simultaneous implementation of these strategies can facilitate an educational ecosystem that supports teachers' professional development and self-actualization, which will ultimately have a better impact on the quality of education provided to students.

CONCLUSION

Self-actualization is an important part of a teacher's journey to becoming a professional in the 21st century education era. By utilizing this concept, teachers who are able to develop their potential will not only improve the quality of teaching but also have a positive impact on students and the learning community. Challenges such as technological change, student diversity and curriculum demands require supportive strategies such as continuous training, character education and collaboration with parents and communities. In addition, creating a supportive and reflective environment can help teachers reach their

full potential. Ultimately, an actualized teacher will be better able to innovate, create meaningful learning, and build a more inclusive and relevant education to meet the needs of the times.

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