INCREASING THE COMPETENCE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS FROM A MADRASAH-BASED MANAGEMENT PERSPECTIVE

Husnol Khotimah[1*], Umar Manshur[2], Abdul Wahid Zaini[3], M. Aqil Fahmi Sanjani[4], Suhermanto[5]

[1,2,5]Universitas Nurul Jadid, Probolinggo, East Java, Indonesia
[3,4]Universitas Islam Negeri Maulana Malik Ibrahim, Malang, East Java, Indonesia
DOI: https://doi.org/10.52627/managere.v6i1.388

Abstract :
This study aims to analyze and examine the model of improving the competence of Islamic religious education teachers in the perspective of Madrasah-based management, a new direction based on psychological functions towards the development and progress of teachers as educators. This study was conducted in Islamic educational institutions at the elementary madrasah level. The researcher used a qualitative case study type approach. Data were collected using interview, observation and documentation techniques and then analyzed through several steps, namely: data collection, data reduction, data presentation and conclusions. The results of the study indicate that, in an effort to improve the competence of Islamic religious education teachers in elementary madrasahs, including innovative strategies in developing teacher competencies, collaboration-based competency approach, technology integration in transforming islamic religious education learning. The results of the study are expected to provide benefits to realize the improvement of the competence of Islamic religious education teachers in elementary madrasahs from the perspective of madrasah-based management.

Abstrak:
Penelitian ini bertujuan untuk menganalisis dan mengkaji model peningkatan kompetensi guru pendidikan agama Islam dalam perspektif manajemen berbasis Madrasah, suatu arah baru yang berbasis pada fungsi psikologis terhadap pengembangan dan kemajuan guru sebagai pendidik. Penelitian ini dilakukan di lembaga pendidikan Islam pada jenjang madrasah dasar. Peneliti menggunakan pendekatan kualitatif tipe studi kasus. Data dikumpulkan dengan menggunakan teknik wawancara, observasi dan dokumentasi kemudian dianalisis melalui beberapa langkah yaitu: pengumpulan data, reduksi data, penyajian data dan simpulan. Hasil penelitian menunjukkan bahwa, dalam upaya peningkatan kompetensi guru pendidikan agama Islam di madrasah dasar, meliputi strategi inovatif dalam mengembangkan kompetensi guru, pendekatan kompetensi berbasis kolaborasi, integrasi teknologi dalam transformasi pembelajaran pendidikan

agama islam. Hasil penelitian diharapkan dapat memberikan manfaat untuk mewujudkan peningkatan kompetensi guru pendidikan agama Islam di madrasah dasar dari perspektif manajemen berbasis madrasah.

INTRODUCTION

Education holds a crucial and transformative role in societal change, yet Indonesia faces significant challenges, including financial, administrative, and cultural issues (Rohayati et al., 2022; Indrawati & Kuncoro, 2021; Hidayat et al., 2021). These persistent problems undermine the educational system's functionality, contributing to Indonesia's low ranking on the Human Development Index (HDI) (Lestari & Arumi, 2024; Haidir & Setyari, 2023). Addressing these obstacles is imperative to enhance the quality of education and ensure its efficacy in preparing students for future challenges. The rapid advancement of science and technology in this era of globalization intensifies the need for educational institutions to adapt and respond to evolving cultural demands (Usman et al., 2024; Eden et al., 2024; Beribe, 2023). Education must anticipate and align with sociocultural developments, guiding students towards holistic growth (Razali et al., 2024; Jurkova & Guo, 2021). Central to this endeavour is the role of the teacher, whose ability to facilitate effective learning is contingent upon strong communication and interaction with students (Contreras et al., 2021). Therefore, improving teacher competencies and addressing systemic issues are critical steps towards achieving educational excellence and fostering human development in Indonesia.

Competent teachers in madrasa management-based schools play a key role in ensuring high-quality education (Najah et al., 2021; Wati et al., 2024; Yusuf et al., 2023). In this context, teacher competency does not only involve academic and pedagogical expertise, but also skills in applying managerial principles that are in accordance with the madrasa management approach. This includes the ability to manage the learning process effectively, adapt to student needs, and collaborate with colleagues and related parties in the educational environment (Zaragoza et al., 2021; Zabolotska et al., 2021; Sanjani, 2024). In addition, teachers at madrasahs are expected to be able to integrate religious values into their teaching, strengthen student character, and support the vision and mission of the madrasah (Syarnubi et al., 2021; Nasser et al., 2022). This competency also involves understanding the madrasah managerial system that supports the planning, implementation and evaluation of overall educational programs.

Previous research regarding the achievement of learning objectives in the teaching process shows that student learning achievement is the main indicator of success. According to Nofrialdi (2022), learning achievement is the result achieved by students after carrying out certain tasks or activities, which is influenced by various internal factors such as perception, interest, motivation, talent and IQ, as well as external factors such as the living environment and the person's socio-economic conditions. Teachers, as a key component in the teaching and learning process, are required to be creative in determining strategies and using learning media that are appropriate to current developments (Susilawati et al., 2022; Siahaan et al., 2021). Teachers are not only responsible for teaching

science but also for instilling noble values in students so that they act as educators, leaders and mentors (Dirsa et al., 2022; Andini, 2022). The teaching profession in Indonesia is regulated by law, which establishes professional principles such as having appropriate educational qualifications, complying with a professional code of ethics, and having the right to continuous professional development (Rahayu et al., 2023). This research highlights the importance of teacher competence and professionalism in increasing student motivation and learning achievement, as well as the need for ongoing support for teacher professional development so that they can anticipate changes and developments that occur in the era of globalization.

Meanwhile, this research aims to determine the success in increasing the competency of Islamic religious education teachers from a madrasa-based management perspective, specifically at MIN 1 Probolinggo. The novelty of this research lies in the aspect that one of the factors that determines the success or failure of the learning process, especially the learning of Islamic Religious Education at MIN 1 Probolinggo, is the teacher. Teachers not only function as adults whose job is to professionally transfer knowledge (transmitter of knowledge) that they have mastered to students, but more than that, they become leaders or educators and mentors. Therefore, teacher competence is very much needed. Psychologically based, which emphasizes understanding each individual. By implementing this approach, the MIN 1 Probolinggo institution can create a more inclusive, empathetic and leveraged environment for sustainable personal and professional growth. This research focuses on the implementation of psychologically based humanistic supervision of teachers at MIN 1 Probolinggo.

RESEARCH METHODS

This research uses a qualitative case study type method by conducting research that aims to describe the problem and carry out an analysis of the problems that occur (Adlini et al., 2022). Researchers collected data through several stages, such as observation and observation directly at the research site. Interview, interviewing a number of informants at the research location. Observation, visiting the research site. Documentation study, analyzing documents related to research. The place of research was carried out at an institution under the auspices of the National Service, namely MIN 1 Probolinggo, which is located on the Paiton highway, Paiton District, Probolinggo Regency. Accuracy data was obtained from several informants who were able to inform and describe events in the field. Several informants who provided an overview of field conditions can be seen in Table 1.

Table 1. Sources of Research Informants

No	Informan	Jumlah	Inisial
1	Kepala Sekolah	1	AD1
2	Wakil Kepala Sekolah	1	IJ2
3	Waka Kurikulum	1	HM3
4	Guru	2	ST4, SA5

It can be seen in the table above that the source of information was received from five informants including the head of MIN 1 Probolinggo, then the deputy head of MIN 1 Probolinggo, then the head of curriculum and finally the teachers as supervisors. The initial process is data collection, then reducing the sorted data in the form of notes, then displaying the data to understand the data and then drawing conclusions from the data studied.

FINDINGS AND DISCUSSION

Teacher competency development highlights the importance of a holistic approach that includes systematic planning, continuous training, and technology integration in the context of Islamic religious education (Alhashmi & Moussa-Inaty, 2021; Edy & Sumarta, 2024; Sanjani et al., 2024). Literature from research results shows that collaborative approaches between madrasas, higher education institutions and religious organizations play a crucial role in improving the quality of teaching and teachers' religious understanding (Rusdi et al., 2022; El Widdah, 2022; Sanjani, 2024). Ongoing evaluation not only provides feedback on the effectiveness of the program but also ensures that each teacher can access support that meets their needs. By implementing this strategy, it can be hoped that teacher competence in Islamic religious education will continue to increase, creating a more dynamic and relevant learning environment for students.

The implementation of technology is also an integral part of the transformation of Islamic religious education learning. The use of e-learning platforms, mobile applications and other digital resources has opened up new opportunities for developing learning methods that are more interactive and responsive to student needs (El Widdah, 2022; Najah et al., 2021). Through technology, teachers can access various learning materials, simulations and multimedia content that enrich students' learning experiences. In addition, technology integration also enables the adoption of adaptive learning models, where learning can be adjusted to students' levels of understanding and learning styles. This not only improves the quality of teaching but also prepares students to face the challenges of an increasingly connected and rapidly changing modern world. Many efforts can be developed, including the supervision of Islamic religious education teachers, which can guide efforts to increase the competency of religious teachers. At MIN 1 Probolinggo, there are several interesting things to study as a form of learning and scientific contribution regarding the competency of Islamic religious education teachers.

Innovative Strategies in Developing Teacher Competencies

From the results of research in the field, it was found that efforts to increase the competency of Islamic Religious Education teachers at MIN 1 Probolinggo were carried out because of the problems that existed at MIN 1 Probolinggo, including the presence of teachers who taught not in accordance with their academic qualifications. Apart from that, the lack of teacher competency in pedagogical and professional aspects is also the reason for implementing teacher competency improvement at MIN 1 Probolinggo. This was stated by AD1 as follows; "There are many teachers here who still don't understand the importance of understanding student characteristics, up-to-date

methods, use of technology-based media, so that learning outcomes are less than optimal. Therefore, we are making various efforts to overcome this matter." Illustrative image of the problem that will be known.
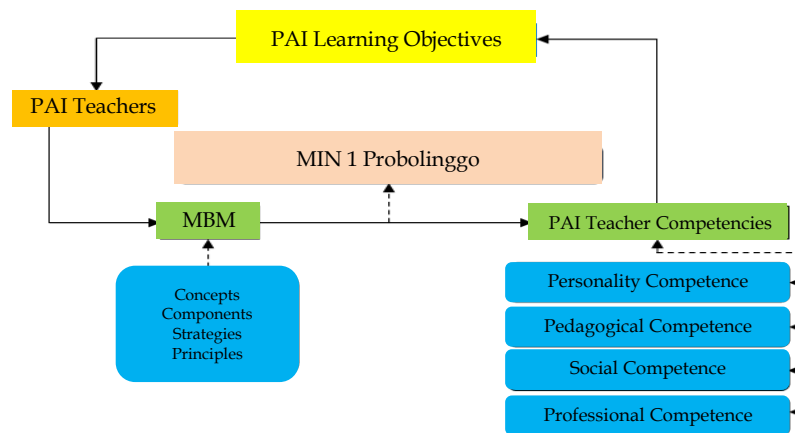
Figure 1. Teacher Competency Development Cycle

Based on Figure 1, increasing teacher competency at MIN 1 Probolinggo was carried out to create effective and efficient learning conditions. In accordance with the results of research by researchers in the field, efforts to increase the competency of Islamic Religious Education teachers are carried out by (1) Cultural Change: Cultural change is an effort made by the school to change unfavourable activities towards a positive direction, for the sake of the school's progress (Nasser et al., 2022; Andini, 2022: This cultural change in order to increase teacher competency is carried out by establishing a culture of discipline for teaching and education staff so that they carry out their duties and responsibilities seriously at school. The formation of a culture of discipline at MIN 1 Probolinggo is an effort to create good school conditions because, with a culture of discipline towards duties and responsibilities, the quality of the school will be good. The existence of a disciplined attitude as an implication of the cultural changes that exist at MIN 1 Probolinggo is a form of teacher awareness, especially of Islamic Religious Education teachers, of the duties and responsibilities they are entrusted with.

The formation of the professional character of Islamic Religious Education teachers at MIN 1 Probolinggo through a disciplined attitude that is cultivated at all times can be seen from the teacher's mastery of the materials, methods and evaluations he uses in the Islamic Religious Education learning system at school (Rahayu et al., 2023). (2) Increasing the quality of human resources and increasing the competency of Islamic Religious Education teachers at MIN 1 Probolinggo from a madrasa-based management perspective is then carried out by increasing human resources (HR). In improving the quality of human resources, the first thing to do is determine the qualifications of educational staff. Determining the qualifications of educational staff is intended so that Islamic Religious Education teachers are qualified in the teaching process and educate their students according to their competencies and in accordance with their expertise. After

determining the qualifications of educational staff, the next step is to delegate Islamic Religious Education teachers to take part in various activities that support improving the quality of Islamic Religious Education teachers, such as delegation to activities, seminars, workshops, training and so on.

Development of the quality of human resources (HR) for teaching staff at MIN 1 Probolinggo, especially for Islamic Religious Education teachers. Apart from receiving guidance, education and training from government agencies, teachers also often receive guidance from supervisors and colleagues, whom MIN 1 Probolinggo appoints to explain the material that must be delivered and adapt it to the school's current needs. The informant's statement is in accordance with the researcher's observations; "To prove this statement, researchers looked for the head of school administration to look for information about documentation or minutes of activities that had been carried out. "When the researcher was given the meeting attendance list and the results of the minutes, the researcher saw that in this institution, coaching had actually been carried out for teachers to improve their competence, whether carried out by educational supervisors or colleagues."(I-ST4,12/5)

The system of delegation of teachers to participate in education and training in several government agencies, it is carried out proportionally, meaning that the delegation is adjusted to the background of their position and teaching duties. This is done so that teachers who receive coaching and training can directly apply the knowledge they have gained, thereby having a positive influence on their learning activities. The delegation of teachers to take part in education and training in a proportional manner is delivered. "Teachers here are often sent to attend education and training, both at the city and provincial levels. The teachers sent are adjusted to the invitation or delegation request from the hosting agency. If it's about the curriculum, the deputy principal who handles curriculum matters will be sent, if the training is about religious material, then... the religion teacher will be sent. In essence, we adjust the delegation to the activities." (I-SA5,14/5)

Continuous Motivation Providing Continuous Motivation is the most important and first activity carried out at MIN 1 Probolinggo, considering that motivation is very important in forming a teacher's personality from the start. This effort is made so that Islamic Religious Education teachers at MIN 1 Probolinggo have a good attitude, high integrity and uphold teacher professionalism in their teaching and learning system. This motivation is provided personally, or generally conveyed during routine school meetings (meetings). Providing this motivation is carried out in the context of continuous improvement to increase teacher competency at MIN 1 Probolinggo, which is carried out using persuasive approaches, which is carried out by giving rewards and punishments to teachers who excel and to teachers who violate school regulations. (4) Educational Supervision, Increasing the competency of Islamic Religious Education teachers at MIN 1 Probolinggo, madrasah-based management perspective is then carried out through educational supervision. The implementation of MIN 1 Probolinggo educational supervision aims to provide teachers with an understanding of the importance of the meaning of a

learning objective, so that teachers will later think hard with the assistance of supervisors in achieving learning targets and objectives.

The implementation of educational supervision at MIN 1 Probolinggo aims to assess teacher activities in teaching and learning activities, whether the learning carried out has paid attention to learning principles, use of learning approaches and methods, use of media, resources and learning environment. The assessment of Islamic Religious Education teachers in the form of supervision carried out at MIN 1 Probolinggo is aimed at coaching and improving it in a more perfect direction. This development and improvement is aimed at creating teaching staff who have reliable, skilled and professional competencies. In order for the implementation of supervision at MIN 1 Probolinggo to run effectively and efficiently and in accordance with what is desired, supervision activities are carried out objectively, that is, without distinguishing between individuals. The principle of objectivity in educational supervision at MIN 1 Probolinggo is aimed at forming professional teachers, who are able to manage the class well and correctly, so that learning runs effectively and efficiently in accordance with expectations.

There is implementation of educational supervision activities carried out by school principals and educational supervisors in accordance with the results of researchers' observations; "To prove the implementation of supervision that took place at MIN 1 Probolinggo, the researcher asked the religion teacher to show the supervision form that had been carried out by the school principal and supervisor. It turned out to be true, the religious teacher had been supervised by the supervisor of Islamic Religious Education, as evidenced by the assessment that had been made by the supervisor." (5) Continuous Evaluation. Continuous evaluation is an effort to increase the competency of Islamic Religious Education teachers from a madrasa-based management perspective. The ongoing program evaluation which is carried out aims to find out and measure the success of the implementation of the learning program that has been implemented by Islamic Religious Education teachers, in order to seek feedback to be followed up and make improvements towards a better direction. Implementation of ongoing evaluation includes evaluation of the learning system, evaluation of student achievement results, and evaluation of teaching and learning strategies (Zabolotska et al., 2021; Syarnubi et al., 2021). In addition to evaluating student learning outcomes, it turns out that an evaluation is also carried out on teachers' teaching strategies, whether the methods applied are appropriate and achieve educational goals, or are they still not perfect.

Collaboration-Based Competency Approach

The Collaboration-Based Competency Approach emphasizes the importance of cooperation between various stakeholders in an effort to improve teacher competence and the quality of education. In this approach, teachers, principals, parents, as well as higher education institutions and professional organizations work together to design and implement relevant and effective competency development programs. Through this collaboration, teachers can gain access to a range of resources, training, and support that allow them to continue to evolve and adapt to changing curriculum and student needs. In

addition, this approach also encourages the creation of learning communities where teachers can share experiences, provide input to each other, and work together in solving complex educational problems.

Efforts to create effective collaboration, support from school leaders and active involvement of teachers in designing collaborative activities are essential. At MIN 1 Probolinggo, this strategy has been implemented by involving all teaching staff in various collaborative initiatives, such as teacher working groups and joint training. The principal at MIN 1 Probolinggo plays a key role in facilitating this collaboration by providing full support and creating an environment conducive to the exchange of ideas and best practices. Policymakers at the local level also need to be involved in building and strengthening this collaboration in the long term, ensuring that the education policies implemented are aligned with local needs and dynamics. With supportive policies and the involvement of all parties, effective collaboration can help improve teacher competence and the overall quality of education, as seen from the improvement of student learning outcomes at MIN 1 Probolinggo. This approach shows that structurally and systematically supported collaboration not only benefits individual teachers but also strengthens educational institutions as a whole, creating a more adaptive and progressive learning environment. "At MIN 1 Probolinggo, we apply this approach by involving all teachers in collaborative activities such as working groups and joint training. We believe that support from school leaders is very important, so we always try to create an environment that supports collaboration." (I-AD1, 12/5)

The results of the interview are in line with the thematic mathematics teacher who stated that cobaroration is very important in improving teacher competence. Sometimes junior teachers are more familiar with the latest educational concepts, thus requiring collaboration between the two. "Some of the initiatives we have carried out include regular discussion groups between teachers, competency improvement training involving external resource persons, and mentoring programs where senior teachers help junior teachers. We also involve teachers in the learning program planning process so that they feel belonging and committed to the program." (I-HM3, 14/5)

The results of the interview revealed that MIN 1 Probolinggo has implemented various initiatives to improve teacher competence through a collaborative approach. These initiatives include regular discussion groups between teachers that allow for the exchange of experiences and teaching-related solutions, as well as competency building training involving external resource persons to provide new insights and skills. In addition, the school also runs a mentoring program where senior teachers provide guidance to junior teachers, which not only improves competence but also strengthens professional bonds. Teachers are also involved in the learning program planning process, which gives them a sense of ownership and commitment to the program. This approach creates an environment that supports collaboration and innovation, so that teachers become more confident and effective in teaching. The support from the principal and the supportive policies further strengthen this initiative, which overall has a positive impact on the quality of learning and student learning

outcomes at MIN 1 Probolinggo. "We feel very supported and motivated. Through collaboration, we can share experiences and learn from each other. It also helps us to continue to evolve and adapt our teaching methods to the needs of our students." (I-IJ2, 15/5)

The results of the interviews revealed that the teachers at MIN 1 Probolinggo felt very supported and motivated by the collaborative approach applied. Through collaboration, they can share experiences and learn from each other, which helps them to continue to grow professionally. This sharing process allows teachers to adjust their teaching methods to better suit the needs of students. The support they receive creates an environment conducive to growth and innovation, so that they can improve the quality of teaching and provide education that is more effective and responsive to the challenges of modern education.

A collaborative approach in improving teacher competence has been implemented by involving all teachers in various collaborative activities such as working groups, regular discussions, and joint training. Support from school leaders proved crucial in creating an environment that supports this collaboration. Initiatives include regular discussions between teachers, training with external resource persons, and mentoring programs where senior teachers assist junior teachers. In addition, teachers are also involved in learning program planning, so that they feel they belong and are committed to the program (Nofrialdi 2022; Siahaan et al., 2021). Teachers feel very supported and motivated by this approach, which allows them to share experiences and learn from each other. This helps them to continue to evolve and adapt teaching methods to the needs of students, creating a more effective and responsive teaching and learning process to the challenges of modern education. This structural and systematic support strengthens the quality of teaching and learning and improves student learning outcomes.

Technology Integration in Transforming Islamic Religious Education Learning

By implementing madrasa-based management at MIN 1 Probolinggo, efforts to create competency for Islamic Religious Education teachers at this institution can be achieved (Yusuf et al., 2023; Ridlo & Yanti, 2023). The competency achieved by these teachers has implications for the professionalism of Islamic Religious Education teachers at MIN 1 Probolinggo which can be seen from; *First*, a disciplined attitude in carrying out duties and responsibilities. The implications of increasing the competency of Islamic Religious Education teachers from a madrasa-based management perspective are seen in increasing teacher discipline in carrying out their teaching duties. The teacher's discipline in carrying out his duties can be seen from the use of teaching time in accordance with existing regulations, meaning that the teacher is punctual in every learning activity (Nasser et al., 2022; Zaragoza et al., 2021; Faiz et al., 2023). The presence of punctuality in attending school and leaving school influences teacher discipline in using teaching time. The increasing level of discipline of Islamic Religious Education teachers at MIN 1 Probolinggo can also be seen from the discipline of the teachers in carrying out their teaching duties and

responsibilities. The disciplinary attitude shown by Religious Education teachers.

At MIN 1 Probolinggo according to the researcher's observations; "When the researcher was at the MIN 1 Probolinggo office, at that time it was the change of lesson time. Apparently, as soon as the clock rang, the teacher who was in the office rushed to the classroom to teach. This shows that teachers' awareness of the importance of discipline has been well ingrained." *Second*, the results of efforts to increase the competency of Islamic Religious Education teachers at MIN 1 Probolinggo from a madrasa-based management perspective are seen in the increase in the quality of Islamic Religious Education teacher resources at the institution. The increase in the quality of teaching staff resources in the school environment can be seen from the use of a variety of teaching methods carried out by several Islamic Religious Education teachers at MIN 1 Probolinggo. The application of a variety of different methods in teaching and learning activities on Islamic Religious Education material at MIN 1 Probolinggo has implications for increasing student learning motivation.

Apart from the use of varied methods, the improvement in the quality of teaching staff resources at MIN 1 Probolinggo can be seen by the use of various media and learning resources. The use of varied media and learning resources is intended to ensure that the learning atmosphere is conducive, comfortable, focused and in line with what is expected.

The use of various methods and media applied by teachers in teaching and learning activities in the classroom, in accordance with the results of researcher observations; "When researchers observed teaching and learning activities in class, researchers saw that religious teachers used problem solving models in managing their learning activities. Students look enthusiastic and enthusiastic in listening to the opinions of students and teachers. "Apart from that, the teacher in presenting his material uses technological media using a modified Power Point program and displays it via an LCD projector." *Third*, Increased Work Ethic. The result of efforts to increase the competence of Islamic Religious Education teachers at MIN 1 Probolinggo, the next madrasa-based management perspective is an increase in teachers' teaching enthusiasm which is based on sincere intentions and lillahi ta'ala.

The enthusiasm for teaching, which is based on the very high work ethic of Islamic Religious Education teachers, provides a certain satisfaction for the teachers. Why not, with the increasing work ethic that they carry out, it indicates that teachers are able to be responsible for their duties and responsibilities (Pujiman et al., n.d.). The existence of external motivation from religious teachings to improve the work ethic of Islamic Religious Education teachers at MIN 1 Probolinggo has its own characteristics, namely that they always do their work without having to be reminded by other people, especially, if something goes wrong (for example: there are a lot of students who had no teachers) they immediately stepped in to handle the teacher vacancies in other classes (Wati et al., 2024). Fourth, Increasing the Quality of Learning. Increasing the quality of Islamic Religious Education learning is the result of efforts to increase the competency of Islamic Religious Education teachers at MIN 1 Probolinggo from

a madrasa-based management perspective. This improvement in the quality of Islamic Religious Education learning can be seen in the existence of teaching systems carried out by teachers in various ways that are in accordance with learning planning. An increase in the quality of learning can also be seen from the use of varied methods, learning media and learning resources in the learning system implemented by Islamic Religious Education teachers at MIN 1 Probolinggo (Wati et al., 2024; Zuhdi et al., 2024). Apart from the use of varied learning methods, media and resources, improving the quality of learning can also be seen in increasing student learning achievement.

CONCLUSION

Improving the competence of Islamic Religious Education (PAI) teachers at MIN 1 Probolinggo, from the perspective of madrasah management, involves several strategic steps such as cultural change, improving the quality of human resources, continuous motivation, educational supervision, and continuous evaluation. This effort has been proven to improve the professionalism of PAI teachers, which is reflected in the attitude of discipline in carrying out their duties, improving the quality of teacher human resources, work ethics, and learning quality. Madrasah-based management emphasizes the importance of effective application of managerial principles to achieve the goals of Islamic education, so PAI teachers need to understand and apply these principles in the implementation of their duties.

Islamic Religious Education (PAI) teachers not only function as educators but also as educational managers who must be able to plan, implement and evaluate learning systematically. Increasing PAI teacher competency involves scientific aspects of the Islamic religion as well as managerial skills such as planning, organization, leadership, supervision and evaluation. Madrasah-based management emphasizes the integration of Islamic values in every managerial aspect, so PAI teachers need to internalize these values in decision making and carrying out tasks. Teachers who have managerial competence can act as agents of change in madrasas, contributing to improving the quality of Islamic education and developing madrasas as quality educational institutions. Success in improving the competency of PAI teachers requires the support of government institutions and policies, as well as the involvement of all parties, including madrasa heads, parents and the community, to create a conducive educational environment and produce a generation with a good understanding of Islam.

REFERENCES

Adlini, M. N., Dinda, A. H., Yulinda, S., Chotimah, O., & Merliyana, S. J. (2022). Metode Penelitian Kualitatif Studi Pustaka. *Jurnal Edumaspul, 6*(1), 974-980. https://doi.org/10.33487/edumaspul.v6i1.3394

Alhashmi, M., & Moussa-Inaty, J. (2021). Professional Learning for Islamic Education Teachers in the UAE. *British Journal of Religious Education, 43*(3), 278-287. https://doi.org/10.1080/01416200.2020.1853046

Andini, Y. N. (2022). The Role of the Teacher in Developing Students' Character at MI Muhammadiyah 2 Karangrejo Gresik. *Paedagogia: Jurnal Pendidikan, 12*(2), 297-308. https://doi.org/10.24239/pdg.Vol12.Iss2.447

Beribe, M. F. B. (2023). The Impact of Globalization on Content and Subjects in the Curriculum in Madrasah Ibtidaiyah: Challenges and Opportunities. *At-Tasyrih: Jurnal Pendidikan dan Hukum Islam, 9*(1), 54-68. https://doi.org/10.55849/attasyrih.v9i1.157

Contreras, C. P., Picazo, D., Cordero-Hidalgo, A., & Chaparro-Medina, P. M. (2021). Challenges of Virtual Education During the COVID-19 Pandemic: Experiences of Mexican University Professors and Students. *International Journal of Learning, Teaching and Educational Research, 20*(3), 188-204. https://doi.org/10.26803/ijlter.20.3.12

Dirsa, A., BP, S. A., Diananseri, C., & Setiawan, I. (2022). Teacher Role as Professional Educator in School Environment. *International Journal of Science Education and Cultural Studies, 1*(1), 32-41. https://doi.org/10.58291/ijsecs.v1i1.25

Eden, C. A., Ayeni, O. O., & Onyebuchi, N. C. (2024). A Review of Advanced Educational Methods and Their Impact on US Competitiveness in the Global Market. *International Journal of Applied Research in Social Sciences, 6*(4), 721-733. https://doi.org/10.51594/ijarss.v6i4.1064

Edy, S., & Sumarta, S. (2024). Innovation in the Development of the Islamic Religious Education Curriculum in Secondary Schools. *Research Horizon, 4*(3), 21-42. https://doi.org/10.55324/josr.v3i3.1969

El Widdah, M. (2022). Madrasah Management Strategy as the Education Base for Religious Cadre. *International Journal of Learning, Teaching and Educational Research, 21*(11), 227-242. https://doi.org/10.26803/ijlter.21.11.13

Faiz, H., Al-Amin, M. F., Mundiri, A., & Fahmi, A. (2023). Transforming Organizational Quality Through Effective Administrative Training. *Communautaire: Journal of Community Service, 2*(2), 157-167. https://doi.org/10.61987/communautaire.v2i2.352

Haidir, A. A., & Setyari, N. P. W. (2023). Indonesia Social Progress: The Role of Access to Basic Education in Escaping from Poverty Trap. *Jurnal Ekonomi & Studi Pembangunan, 24*(2), 428-457. https://doi.org/10.18196/jesp.v24i2.19810

Hidayat, A., Fatimah, S., & Rosidin, D. N. (2021). Challenges and Prospects of Islamic Education Institutions and Sustainability in the Digital Era. *Nazhruna: Jurnal Pendidikan Islam, 5*(2), 351-366. https://doi.org/10.31538/nzh.v5i2.2106

Indrawati, S. M., & Kuncoro, A. (2021). Improving Competitiveness Through Vocational and Higher Education: Indonesia's Vision for Human Capital Development in 2019-2024. *Bulletin of Indonesian Economic Studies, 57*(1), 29-59. https://doi.org/10.1080/00074918.2021.1909692

Jurkova, S., & Guo, S. (2021). Conceptualising a Holistic Model of Transcultural Lifelong Learning. *International Review of Education, 67*(6), 791-810. https://doi.org/10.1007/s11159-021-09930-w

Lestari, D., & Arumi, N. A. (2024). Factors That Influence the Islamic Perspective Human Development Index as Evidence of the Development of the Muslim Community. *Journal of Islamic Economics and Business Ethics, 1*(2), 75-93. https://doi.org/10.24235/jiesbi.v1i2.133

Najah, T. S., Zamroni, Z., & Suranto, S. (2021). Headmaster's Leadership Style in the Implementation of School-Based Management at Madrasa. *RIGEO: Review of International Geographical Education, 11*(5), 4428-4435.

Nasser, A. A., Trisnamansyah, S., Mudrikah, A., & Iriantara, Y. (2022). Strengthening Character Education of Madrasah Students Based on Boarding School. *International Journal of Educational Research & Social Sciences, 3*(2), 653-667.

Nofrialdi, R. (2022). The Effect of Student's Creativity and Learning Interest on Learning Achievement in Economic Students Class XI IPS SMA Ekasakti Padang. *Journal International on Global Education, 1*(1), 37-46. https://doi.org/10.31933/jige.v1i1.536

Rahayu, H., Agbale, B., Ackon, E., & Assopiah, B. (2023). Teacher Professionalism in Asia: Practical Perspectives from Indonesia. *International Journal of Research and Innovation in Social Science, 7*(10), 720-730. https://doi.org/10.47772/IJRISS.2023.701058

Razali, R., Sundana, L., & Ramli, R. (2024). Curriculum Development in Higher Education in Light of Culture and Religiosity: A Case Study in Aceh of Indonesia. *International Journal of Society, Culture & Language, 12*(1), 39-55.

Ridlo, M. H., & Yanti, L. S. (2023). Investigating the Holistic Management in Increasing Graduates' Competence in Madrasa Based on Pesantren. *PEDAGOGIK: Jurnal Pendidikan, 10*(2), 226-239.

Rohayati, Y., Bangkara, B. A., Fkun, E., Iskandar, A., & Jacob, J. (2022). Understanding the Roles and Challenges of Local Government in the Era of Technological Transformation in Indonesia: A Study of Public Policy Literacy. *ARISTO, 10*(3), 566-590.

Rusdi, R., Halim, S., & Hakim, R. (2022). The Role of Madrasa Heads in Improving the Quality of Islamic Religious Education. *WARAQAT: Jurnal Ilmu-Ilmu Keislaman, 7*(2), 250-261. https://doi.org/10.51590/waraqat.v7i2.358

Sanjani, M. A. F. (2024). The Impact of School Principals on Graduate Quality Through Character Education Initiatives. *Journal of Educational Management Research, 3*(1), 30-46.

Sanjani, M. A. F., Islamiah, R., & Maulidiah, L. (2024). Building Strong Foundations, Educational Management's Contribution to Character Education and Graduate Quality Enhancement. *Ar-Rosikhun: Jurnal Manajemen Pendidikan Islam, 3*(3), 244-257. https://doi.org/10.18860/rosikhun.v3i3.26503

Siahaan, K. W. A., Manurung, H. M., & Siahaan, M. M. (2021). Android-Based Learning Media Development Strategies During Pandemic Times to Improve Student Science Literature. *International Journal of Education and Humanities, 1*(1), 34-42. https://doi.org/10.58557/ijeh.v1i1.4

Susilawati, S., Doyan, A., & Harjono, A. (2022). Development of Learning Media for Wave Ripple Tanks with the Implementation of Guided Inquiry Models on Students' Mastery of Concepts and Scientific Creativity. *Jurnal Penelitian Pendidikan IPA, 8*(2), 985-991. https://doi.org/10.29303/jppipa.v8i2.1542

Syarnubi, S., Mansir, F., Purnomo, M. E., Harto, K., & Hawi, A. (2021). Implementing Character Education in Madrasah. *Jurnal Pendidikan Islam, 7*(1), 77-94. https://doi.org/10.15575/jpi.v7i1.8449

Usman, F. O., Kess-Momoh, A. J., Ibeh, C. V., Elufioye, A. E., Ilojianya, V. I., & Oyeyemi, O. P. (2024). Entrepreneurial Innovations and Trends: A Global Review: Examining Emerging Trends, Challenges, and Opportunities in the Field of Entrepreneurship, With a Focus on How Technology and Globalization Are Shaping New Business Ventures. *International Journal of Science and Research Archive, 11*(1), 552-569. https://doi.org/10.30574/ijsra.2024.11.1.0079

Wati, I., Yetri, Y., Thahir, A., & Dewi, A. (2024). Implementation of Strategic Management in the Tahfidz Program at Madrasa. *Journal of Advanced Islamic Educational Management, 4*(1), 39-46.

Yusuf, M. H., Fatima, A., & Patimah, S. (2023). Madrasah-Oriented Educational Management. *Jurnal Multidisiplin Indonesia, 2*(12), 3632-3641. https://doi.org/10.58344/jmi.v2i12.884

Zabolotska, O., Zhyliak, N., Hevchuk, N., Petrenko, N., & Alieko, O. (2021). Digital Competencies of Teachers in the Transformation of the Educational Environment. *Journal of Optimization in Industrial Engineering, 14*(Special Issue), 25-32.

Zaragoza, M. C., Díaz-Gibson, J., Caparrós, A. F., & Solé, S. L. (2021). The Teacher of the 21st Century: Professional Competencies in Catalonia Today. *Educational Studies, 47*(2), 217-237. https://doi.org/10.1080/03055698.2019.1686697

Zuhdi, Z., Faridy, F., Baharun, H., Hefny, H., & Fahmi, M. A. (2024). Enhancing Learning Quality Through Management Support in Crafting Self-Assessment Questions at School. *Communautaire: Journal of Community Service, 3*(1), 1-12.