



Peran Guru Pendidikan Agama Islam dalam Meningkatkan Efektivitas dan Kualitas Pembelajaran Siswa (The Role of Islamic Religious Education Teachers in Improving the Effectiveness and Quality of Student Learning)

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis profesionalisme guru Pendidikan Agama Islam (PAI) dalam meningkatkan kualitas pembelajaran pada siswa. Profesionalisme guru PAI melibatkan kemampuan dalam mengintegrasikan nilai-nilai Islam dalam setiap proses pembelajaran, serta penguasaan kompetensi pedagogik, sosial, kepribadian, dan profesional yang mendukung terciptanya pembelajaran yang bermakna. Metode yang digunakan dalam penelitian ini adalah metode kualitatif deskriptif, di mana data dikumpulkan melalui wawancara, observasi, dan dokumentasi dengan melibatkan guru PAI dan pihak terkait di beberapa sekolah. Hasil penelitian menunjukkan bahwa meskipun guru PAI telah berupaya mengintegrasikan nilai-nilai Islam dalam pembelajaran, tantangan yang dihadapi antara lain keterbatasan fasilitas, kurangnya pelatihan, serta perbedaan latar belakang siswa yang mempengaruhi pemahaman mereka terhadap materi. Oleh karena itu, diperlukan langkah-langkah strategis seperti pelatihan berkelanjutan, peningkatan fasilitas, serta inovasi dalam metode pembelajaran agar kualitas pembelajaran dan profesionalisme guru PAI dapat terus ditingkatkan, sehingga berkontribusi pada pembentukan generasi muda yang berkarakter Islami.

Kata Kunci: Kualitas Pembelajaran, Pendidikan Agama Islam, Profesionalisme Guru.

ABSTRACT

This study aims to analyze the professionalism of Islamic Religious Education (PAI) teachers in improving the quality of learning for students. The professionalism of PAI teachers involves the ability to integrate Islamic values in every learning process, as well as mastery of pedagogical, social, personality, and professional competencies that support the creation of meaningful learning. The method used in this study is a descriptive qualitative method, where data is collected through interviews, observations, and documentation involving PAI teachers and related parties in several schools. The results of the study indicate that although PAI teachers have attempted to integrate Islamic values in learning, the challenges faced include limited facilities, lack of training, and differences in student backgrounds that affect their understanding of the material. Therefore, strategic steps are needed such as ongoing training, improving facilities, and innovation in learning methods so that the quality of learning and professionalism of PAI teachers can continue to be improved, thus contributing to the formation of a young generation with Islamic character.

Keywords: Quality of Learning, Islamic Religious Education, Teacher Professionalism.

PRELIMINARY

The professionalism of Islamic Religious Education (PAI) teachers greatly influences the quality of learning for students, because PAI teachers are not only responsible for teaching religious material, but also for shaping the character and morals of students in accordance with Islamic teachings. Professional PAI teachers must have in-depth religious knowledge, good pedagogical skills, and the ability to manage classes and adapt to student needs. In this context, teacher professionalism is an important factor in creating an effective and meaningful learning environment for students (Kusumawati, 2022).

Islamic Religious Education in Indonesia is not only aimed at teaching Islamic teachings, but also to shape students' character so that they have good morals in everyday life. Therefore, the quality of Islamic Religious Education teachers greatly influences how religious values can be accepted and applied by students. However, despite various efforts to improve the quality of education, such as the Merdeka Curriculum, the quality of Islamic Religious Education learning in schools still faces various challenges. Professional Islamic Religious Education teachers are expected to be able to overcome these challenges and improve the quality of learning through a more creative and relevant approach to current developments (Ridwan et al., 2023).

The phenomenon that occurs in many schools shows that although many Islamic Religious Education teachers already have a good religious education background, they still face difficulties in delivering material in an interesting way and in accordance with students' needs. Many students feel that religious lessons are less relevant to their lives, so they are less interested and do not understand the values taught. This reflects the need to improve the approach in teaching Islamic Religious Education so that it is easier to understand and can be applied in everyday life by students.

The professionalism of Islamic Religious Education teachers can be defined as the ability of teachers to carry out their duties competently, with full dedication, and in accordance with the standards set in the world of education. This professionalism not only includes an understanding of Islamic religious material, but also includes the ability to manage classes, choose the right learning methods, and create positive relationships with students. A professional Islamic Religious Education teacher must also be able to be a role model in everyday life, so that students can emulate good behavior based on Islamic teachings (Mono, 2023).

The purpose of this study is to analyze how the professionalism of Islamic Religious Education teachers can improve the quality of learning in schools, as well as to identify factors that influence teacher professionalism in improving student learning outcomes. This study also aims to provide recommendations for improving the professionalism of Islamic Religious Education teachers in schools, in order to create more effective learning that is in accordance with students' needs. In addition, this study will also evaluate the extent to which the professionalism of Islamic Religious Education teachers influences student motivation and achievement in Islamic religious studies.

In order to improve the quality of Islamic Religious Education learning, data is needed that reveals the extent to which teacher professionalism plays a role in the learning process. This data can be obtained through interviews with Islamic Religious Education teachers, students, and principals, as well as through direct observation in the classroom. In addition, collecting data through questionnaires is also important to

obtain students' and teachers' perceptions regarding the quality of learning and the level of professionalism of Islamic Religious Education teachers. With valid and accurate data, this study will be able to explore the factors that influence the quality of learning and provide solutions to improve teacher professionalism. (Suwinardi, 2017)

Especially in Islamic Religious Education learning, the biggest challenge faced by teachers is how to relate religious material to students' daily lives. Islamic Religious Education not only teaches about religious theory, but also about the application of religious values in social life. Therefore, professional Islamic Religious Education teachers must be able to choose learning methods that not only convey information, but also encourage students to think critically and apply religious knowledge in everyday actions. This will help students to better appreciate and understand the teachings of Islam, and practice them in their lives.

The importance of developing the professionalism of Islamic Religious Education teachers cannot be underestimated. Teachers who do not continue to develop will find it difficult to adapt to changing times and increasingly advanced learning methods. Therefore, training and professional development of Islamic Religious Education teachers is very important. Teachers must be given the opportunity to take part in training that can improve their skills, both in terms of religious knowledge and teaching skills. With the right training, Islamic Religious Education teachers can overcome the challenges they face and improve the quality of learning (Syakdia Apria Ningsih, 2024).

The implementation of the more flexible Merdeka Curriculum also presents its own challenges for Islamic Religious Education teachers. Although this curriculum gives teachers the freedom to develop learning methods, Islamic Religious Education teachers must be able to adapt the curriculum to the religious material they teach. The professionalism of Islamic Religious Education teachers in this context means that they not only master the teaching material, but are also able to adapt to changes in the existing curriculum, so that religious learning remains relevant and effective for students.

This study is expected to provide new insights into how the professionalism of Islamic Religious Education teachers plays a role in improving the quality of Islamic religious learning in schools. By analyzing the factors that influence the quality of learning, this study aims to provide solutions that can be applied in the field. Professional Islamic Religious Education teachers can create learning that is not only in-depth in terms of religious knowledge, but can also shape students' character and morals in accordance with the values taught in Islam.

Overall, the professionalism of Islamic Religious Education teachers greatly determines the success of Islamic Religious Education learning in schools. With the ability to manage classes, deliver materials in an interesting way, and be a good role model, Islamic Religious Education teachers can improve the quality of Islamic religious education. In addition, increasing teacher professionalism will also have a positive impact on student motivation and achievement in religious subjects, as well as the formation of good character in their lives. Therefore, it is very important for schools and the government to provide full support for the development of Islamic Religious Education teacher professionalism, so that Islamic religious education can achieve optimal goals.

Literature Review

The Role of Professionalism in Islamic Religious Education (PAI)

Professionalism in Islamic Religious Education (PAI) is essential for shaping the character and morals of students in alignment with Islamic teachings. Teachers are not only responsible for delivering religious content but also for instilling values that guide students' behavior in daily life. According to Kusumawati (2022), professional PAI teachers must possess deep religious knowledge, pedagogical expertise, and the ability to adapt to the diverse needs of students. A professional approach ensures that learning is not only effective but also meaningful, fostering an environment where students can connect religious teachings to their personal lives.

The challenge lies in bridging the gap between theoretical religious knowledge and practical application. Students often perceive religious education as less relevant, highlighting the need for innovative teaching methods that make Islamic teachings relatable (Ridwan et al., 2023). Therefore, the professionalism of PAI teachers is a determinant of how well students comprehend and apply Islamic values in their daily actions.

Challenges and Opportunities in Enhancing Teacher Professionalism

Despite having a strong educational background in religious studies, many PAI teachers face difficulties in delivering engaging and relevant lessons. This gap often results in students losing interest or failing to grasp the values being taught (Mono, 2023). To address this, professional teachers must adopt creative teaching methods that cater to the current needs of students while aligning with Islamic principles.

The flexibility offered by the Merdeka Curriculum provides both opportunities and challenges. While it allows teachers to develop their teaching styles, it also demands a high level of adaptability to ensure that religious materials remain relevant (Syakdia Apria Ningsih, 2024). Teachers must balance curriculum demands with the goal of fostering critical thinking and moral development in students.

Professional development programs play a crucial role in enhancing teacher competence. Training sessions focused on both religious content and modern pedagogical methods are necessary for teachers to stay updated and overcome the challenges posed by changing educational landscapes. Suwinardi (2017) emphasizes the importance of regular evaluations and feedback from students and administrators to refine teaching practices.

Impact of Teacher Professionalism on Student Outcomes

The professionalism of PAI teachers directly impacts student motivation, achievement, and moral development. Teachers who act as role models and create engaging learning environments inspire students to not only excel academically but also embody the values taught. This dual impact—academic and character development—underpins the broader objectives of Islamic education in Indonesia (Ridwan et al., 2023).

By adopting a humanistic approach, professional teachers can foster a deeper appreciation for Islamic teachings among students, making lessons more applicable to

real-life situations. The ultimate goal is to cultivate individuals who uphold Islamic values and contribute positively to society. As such, schools and government institutions must prioritize support for teacher training and professional development, ensuring that Islamic religious education achieves its intended objectives.

METHOD

The research method used in this study is a descriptive qualitative method. This descriptive qualitative research aims to describe and understand the phenomenon of professionalism of Islamic Religious Education (PAI) teachers in improving the quality of learning in schools. This study does not focus on measurements or numbers, but rather on an in-depth understanding of the experiences, views, and perceptions of PAI teachers, students, and schools regarding the implementation and challenges faced in the learning process (Sugiyono, 2021) .

Data were collected through in-depth interviews with several PAI teachers, principals, and students involved in PAI learning. This interview aims to obtain more comprehensive information regarding the professionalism of PAI teachers in daily practice, the challenges they face, and the efforts that have been made to improve the quality of learning. In addition, direct observation was also conducted to see how teachers manage classes and interact with students in the context of PAI learning. This observation allows researchers to obtain more authentic data regarding conditions in the field.

This research also uses documentation techniques as one of the methods of research. data collection . The documentation taken is in the form of a learning plan prepared by the Islamic Religious Education teacher, student learning outcome reports, and other documents relevant to Islamic Religious Education learning. This documentation provides further insight into how teacher professionalism is reflected in the planning and implementation of learning, as well as how effective the learning is in improving the quality of Islamic religious learning for students (Rukminingsih, 2020) .

Data analysis was conducted by reducing data obtained from interviews, observations, and documentation. Relevant data were then analyzed to find patterns, themes, and relationships between factors that influence the quality of PAI learning. This analysis was conducted inductively, namely by building understanding gradually based on data collected in the field. The findings obtained will be presented in the form of a narrative that describes the real conditions in the field.

The data verification process was also carried out to ensure the validity and credibility of the research findings. This verification was carried out through data triangulation, which involved cross-checking between data obtained from interviews, observations, and documentation. In this way, researchers can ensure that the data obtained is valid and describes the reality that occurs in the field. In addition, discussions with colleagues and experts in the field of Islamic religious education were also conducted to obtain input and validation related to the existing findings.

By using descriptive qualitative methods, this study is expected to provide a clear and in-depth picture of the professionalism of Islamic Religious Education teachers in improving the quality of learning for students. This study not only aims to describe the existing conditions, but also to provide recommendations for improving the professionalism of Islamic Religious Education teachers that can be applied in

schools. It is hoped that the results of this study can contribute to the development of higher quality Islamic religious education in Indonesia.

FINDINGS AND DISCUSSION

Based on the author's analysis, the professionalism of Islamic Religious Education (PAI) teachers has a very significant role in improving the quality of student learning. From the data obtained through interviews, observations, and documentation, it can be seen that teachers who have a deep understanding of the teaching material, good pedagogical skills, and commitment to their duties are able to create a conducive and meaningful learning atmosphere. The professionalism of teachers is not only reflected in how they deliver the material, but also in their ability to build positive relationships with students and provide real examples in applying Islamic values in everyday life.

The results of the analysis also show that despite various challenges, such as limited learning facilities and varying levels of student understanding, professional teachers are able to adapt and find solutions to ensure that learning continues to run effectively. They utilize various creative learning methods and media to attract student interest, while integrating religious values into every learning activity. This finding emphasizes the importance of continuously improving the capacity and competence of Islamic Religious Education teachers to ensure that the objectives of Islamic religious learning can be achieved optimally.

Islamic Religious Education Teachers' Understanding of Professionalism

Professionalism in the context of Islamic Religious Education (PAI) includes the ability of teachers to carry out their duties with high competence, both in terms of pedagogy, personality, social, and professional. Professional teachers are not only required to deliver teaching materials effectively, but also to be role models for students in internalizing Islamic values in everyday life. According to (Zuliana et al., 2022), teacher professionalism is the ability of teachers to understand and carry out tasks by referring to certain competency standards and moral responsibility for the formation of a quality generation. This understanding is relevant to the role of PAI teachers, who are not only educators but also guides in shaping students' morals and character.

Teachers' understanding of professionalism often varies. Some teachers understand professionalism as mastery of material and the ability to manage the classroom, while others emphasize the importance of being a moral role model for students. Professional Islamic Religious Education teachers are able to combine these two aspects, creating learning that is not only oriented towards academic results but also the formation of Islamic character. This is essential because Islamic Religious Education does not only aim to transfer knowledge but also to shape students into individuals who have noble morals and are able to practice religious teachings in community life.

However, there are still some teachers who only focus on administrative aspects, such as compiling learning documents, without paying full attention to the integration of religious values in the learning process. This phenomenon is a challenge that must be overcome because it will reduce the meaning of Islamic Religious Education learning as a means of value transformation. According to Tilaar (2009), a

teacher must have a professional commitment that includes dedication to improving the quality of learning and student success. Teachers who are only focused on administrative tasks tend to lose the essence of their role as inspiring educators.

The professionalism of Islamic Religious Education teachers is also greatly influenced by the work environment and support from educational institutions. Teachers who receive regular training, technical guidance, and opportunities to develop their competencies tend to be better able to carry out their duties well. This training not only improves teaching skills but also provides new understandings on how to creatively integrate religious values into learning. Therefore, schools and related agencies have an important role in supporting the development of Islamic Religious Education teachers' professionalism so that they can meet the demands of the times and the needs of students (Gea et al., 2022).

So it is concluded that, the professionalism of Islamic Religious Education teachers must be built on the foundation of commitment to their duties as educators who have moral and social responsibilities. An Islamic Religious Education teacher is not only a teacher, but also a spiritual guide who must be able to shape the younger generation into individuals who are not only intellectually intelligent but also emotionally and spiritually mature. In this context, teacher professionalism is the main capital in realizing the goals of holistic Islamic education. Support for the development of this professionalism must be sustainable so that teachers can continue to adapt to the dynamics of education and the needs of students that continue to develop.

Islamic Religious Education Teachers' Strategies in Improving the Quality of Learning

Islamic Religious Education teachers use various innovative strategies to improve the quality of learning, one of which is the integration of Islamic values into every aspect of the subject. This strategy not only focuses on the transfer of knowledge, but also on the formation of students' character in accordance with Islamic teachings. For example, in fiqh learning, teachers not only teach the procedures for worship or sharia laws, but also instill universal values such as tolerance, justice, and social responsibility. The integration of these values aims to ensure that students not only understand the material conceptually, but are also able to apply Islamic values in everyday life (Ummi & Aisaroh, 2023).

In addition to integrating values, Islamic Religious Education teachers also adopt interactive learning methods to increase student activity and participation. Several methods such as group discussions, role-playing, and real-life case simulations are applied to provide a more in-depth learning experience. These methods not only encourage students to understand the material better but also develop critical thinking and teamwork skills. For example, discussions on contemporary issues relevant to Islamic values can help students relate religious concepts to real situations, making learning more contextual and meaningful.

The use of technology is also a strategic step in improving the quality of Islamic Religious Education learning. Professional teachers utilize various digital media to attract students' interest and facilitate the delivery of materials. For example, Islamic animation videos are used to explain abstract concepts in an interesting and easy-to-understand way for students. In addition, digital Al- Qur'an applications provide students with quick and easy access to read, understand, and memorize verses of the

Al- Qur'an . Online learning platforms such as Google Classroom or video conferencing applications are also used to support distance learning, allowing for more flexible interactions between teachers and students, especially in situations that require online learning.

In developing learning strategies, Islamic Religious Education teachers also pay attention to the needs and characteristics of students. With a personal approach, teachers are able to adjust teaching methods according to students' abilities, interests, and learning styles. For example, for students who are more visual, teachers can use infographics or interactive presentations, while for students who are kinesthetic , practical activities such as prayer simulations are more effective. This adjustment helps students feel more involved in the learning process, so that they not only understand the material but also feel motivated to apply Islamic values in their daily lives.

Through this combination of strategies, Islamic Religious Education teachers not only improve the quality of academic learning but also support the formation of students' character based on Islamic values. Professional Islamic Religious Education teachers understand that effective learning must be holistic, encompassing students' intellectual, emotional, and spiritual development. Thus, teachers play a role not only as teachers but also as mentors who inspire students to become individuals with Islamic character and are ready to contribute to society.

Challenges in Improving the Professionalism of Islamic Religious Education Teachers

Although various efforts have been made by Islamic Religious Education (PAI) teachers to improve the quality of learning, significant challenges are still often encountered in daily practice. One of the main challenges is the limited learning support facilities. Many schools are not yet equipped with adequate technological facilities such as computers, projectors, or stable internet access, which should be used to support the teaching and learning process. This condition limits PAI teachers in implementing technology-based learning methods that are more interactive and interesting for students. As a result, teachers often have to rely on conventional methods that are less relevant to the needs of students in the digital era.

In addition to limited facilities, differences in student abilities and backgrounds are also a major challenge for Islamic Religious Education teachers. Students who have different levels of understanding require a variety of teaching approaches so that the material can be absorbed well by all parties. However, in practice, not all teachers are able or have the time to develop learning strategies that suit the individual needs of students. This often makes some students feel less cared for, while others may feel the material is too difficult or too easy. This challenge shows the need for innovation in learning methods, such as a differentiation approach or the use of learning media that can reach various types of learners.

Another challenge is the lack of relevant and sustainable professional training for Islamic Religious Education teachers. In many cases, the training provided is often not specific to the needs of Islamic Religious Education teachers or does not pay enough attention to contemporary issues relevant to Islamic education. In addition, inflexible training schedules are often an obstacle, especially for teachers who have to balance teaching duties and self-development. As a result, many teachers have to find

independent solutions, such as taking online training or learning independently, to improve their competence. This situation shows the importance of greater attention from related parties to provide relevant, flexible, and sustainable training.

Lack of support from schools and less supportive policies are also obstacles in efforts to improve the quality of learning. For example, the lack of incentives or awards for teachers who successfully implement innovations in learning can reduce their motivation to continue to develop. In addition, the allocation of time for training and development is often not in accordance with the workload of teachers, so that many of them find it difficult to balance between improving competence and teaching responsibilities. In this case, closer cooperation is needed between teachers, schools, and the government to create policies that support the development of teacher professionalism more effectively and comprehensively.

Therefore, addressing these challenges requires a comprehensive and collaborative approach. All parties, from teachers, principals, to policy makers, need to play an active role in creating integrated solutions. Providing adequate facilities, relevant and ongoing training, and policies that support teacher professionalism are important steps to improve the quality of Islamic Religious Education learning. Thus, Islamic Religious Education teachers are not only able to deliver teaching materials effectively but also play a role in shaping students into individuals with noble character and competitiveness in the global era.

Efforts to Improve the Professionalism of Islamic Religious Education Teachers in Learning

To improve the professionalism of Islamic Religious Education (PAI) teachers, comprehensive strategic steps need to be taken. One of the main steps is to provide ongoing training and workshops specifically designed to develop teachers' pedagogical and technological competencies. This training should not only focus on how to deliver material effectively, but also include mastery of modern technology that is relevant to digital-based learning. That way, PAI teachers will be better prepared to face the challenges of learning in the technology era while increasing students' interest in learning through more interactive and interesting media.

In addition to formal training, the formation of a learning community for Islamic Religious Education teachers can be an effective means to share experiences, learning strategies, and solutions to various problems. In this community, teachers can discuss and get inspiration from best practices that have been carried out by colleagues. In addition, this community can also be a place to develop professional networks that are useful for developing individual and group competencies. With this kind of forum, Islamic Religious Education teachers will be more motivated to continue learning and innovating in their teaching methods.

Support from the school is also very important to create a conducive work environment. Providing adequate facilities, such as comfortable classrooms, internet access, and modern learning aids, are important factors that support the professionalism of Islamic Religious Education teachers. In addition, schools must also build a work culture that supports collaboration between teachers and school management, so that teachers feel appreciated and supported in efforts to improve the quality of learning. This support not only motivates teachers to develop, but also helps create a more meaningful learning process for students.

Islamic Religious Education teachers themselves also need to take an active role in improving their professionalism. Reflection on daily learning practices is an important first step. By analyzing what has gone well and what needs to be improved, teachers can continue to improve their approach. In addition, innovation in learning must also be a primary focus, such as trying new approaches that are more relevant to students' needs. For example, integrating Islamic values into project-based learning or using digital technology to explain religious concepts more contextually.

Through consistent efforts from various parties, the professionalism of Islamic Religious Education teachers can be significantly improved. Professional teachers are not only able to deliver learning materials well, but also act as role models for students in practicing Islamic values. Thus, the goal of Islamic Religious Education learning to form a young generation that is not only intellectually intelligent, but also has an Islamic character, can be achieved.

The professionalism of Islamic Religious Education (PAI) teachers has an important role in improving the quality of learning and character building of students. PAI teachers are not only tasked as conveyors of material, but also as role models who integrate Islamic values in every aspect of learning. Competencies that include pedagogical, social, personality, and professional aspects are the basis for creating an effective and meaningful learning process. However, success in carrying out this role cannot be separated from various challenges, such as limited facilities, lack of professional training, and differences in student ability levels. Therefore, efforts to improve professionalism must be carried out comprehensively and continuously.

To achieve these goals, continuous training that focuses on developing pedagogical and technological competencies is needed. In addition, support from the school, such as providing adequate facilities and creating a conducive work environment, is a crucial supporting element. Islamic Religious Education teachers also need to be active in reflecting and innovating, including utilizing technology in learning and developing methods that are relevant to students' needs. Collaboration between teachers, schools, and the government is key to overcoming challenges and supporting teacher professionalism optimally.

With high professionalism, Islamic Religious Education teachers are not only able to improve the quality of learning, but also make a significant contribution in forming a young generation with Islamic character. This generation is expected to be able to integrate religious values in everyday life, so that they become individuals who are not only intellectually intelligent, but also moral and have noble character. Through consistent efforts and good cooperation from various parties, Islamic Religious Education learning can be a strategic means to realize holistic education and oriented towards the formation of national character.

CONCLUSION

The professionalism of Islamic Religious Education (PAI) teachers is the key to creating learning that is not only quality but also meaningful for students. Professional teachers are able to integrate Islamic values in every learning process, so that students not only understand the material intellectually but are also able to internalize religious values in everyday life. In achieving this, pedagogical, social, personality, and professional competencies are the main pillars that must continue to be developed. However, this success is not without challenges such as limited facilities, lack of

training, and diverse student abilities, which require serious attention from various parties.

Through ongoing efforts, such as professional training, facility support, and innovation in learning methods, Islamic Religious Education teachers can be more optimal in carrying out their roles. Collaboration between teachers, schools, and the government is the foundation for creating a supportive educational environment. With high professionalism, Islamic Religious Education teachers are not only able to improve the quality of learning, but also contribute to forming a young generation with Islamic character, ready to face the challenges of the times, and able to play their role as citizens with morals and integrity. The continuity between religious values, mastery of technology, and innovative learning strategies is a great hope for creating relevant and impactful Islamic education.

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