

## Professionalism Of Islamic Religious Education Teachers And Their Role In Improving Student Learning Achievement At Ma Darul Hikmah

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### Abstract

*This study aims to describe the professionalism of Islamic Religious Education (PAI) teachers, student achievement, the role of teacher professionalism in improving learning achievement, and the supporting and inhibiting factors at MA Darul Hikmah in Bima City. The study employed a descriptive qualitative approach, with data collection techniques including observation, in-depth interviews, and documentation. Data analysis was conducted through data reduction, data presentation, and conclusion drawing. Data validity was tested using triangulation and member checking. The results indicate that the professionalism of Islamic Religious Education (PAI) teachers, encompassing pedagogical, personality, social, professional, and leadership competencies, is in the good category. Student achievement also shows positive gains in cognitive, affective, and psychomotor aspects. The role of PAI teachers in improving learning achievement is realized through strengthening learning, exemplary attitudes, and fostering religious activities. Supporting factors include teaching experience, support from the principal, religious facilities, and opportunities for competency development. Inhibiting factors include limited access to training, funding, and technology-based learning media. The study concludes that the professionalism of Islamic Religious Education (PAI) teachers contributes significantly to improving student achievement, thus requiring support through competency development and the provision of adequate learning resources.*

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## 1. INTRODUCTION

Improving the quality of education is a strategic agenda in human resource development because it directly contributes to national competitiveness. In various international studies, teacher quality is still considered the most influential school factor affecting learning success and student learning outcomes (Kunter et al., 2013; OECD, 2023). Teacher professionalism is not only related to mastery of teaching materials but also encompasses pedagogical, social, personality, and professional competencies that enable teachers to create meaningful learning and impact student development (Wardoyo et al., 2020). In Indonesia, improving teacher professionalism continues to be a priority through certification programs, continuous professional development, and various policies to improve teacher quality. However, implementation challenges remain, particularly in the use of learning

technology, innovative teaching methods, and continuous competency development (Amzat et al., 2022).

In the context of Islamic Religious Education (PAI), teacher professionalism has more complex characteristics than in other subjects. Islamic Religious Education teachers are not only tasked with developing students' cognitive aspects but also with shaping their character, religious attitudes, and practical religious skills, reflected in the affective and psychomotor domains. Therefore, the quality of Islamic Religious Education teachers' professionalism is a crucial factor in determining the success of Islamic religious learning and the formation of student character.

Various previous studies have shown a positive relationship between teacher competence and student learning outcomes. According to Haris & Nurhasan (2026), teacher professionalism is a primary determinant of learning quality, and its improvement has a direct impact on student achievement. Similar results were found by Kunter et al. (2013), who found that teacher professional competence influences learning quality, which ultimately improves student achievement. Fauth et al. (2019) demonstrated that teacher competence influences learning outcomes through the mediation of teaching quality. Oktaviana (2024) reported that teacher competence contributes significantly to student academic achievement. Handini (2024) found that teacher pedagogical and professional competence influence the effectiveness of classroom management. Research by Amzat et al. (2022) confirmed that principals' instructional leadership plays a crucial role in teacher professional development. Meanwhile, Rahmah & Kadi (2022) demonstrated that teacher professional development is a key factor in improving educational quality. Other research also confirms that teacher professionalism correlates with learning motivation, learning quality, and student academic achievement (Cahyanti et al., 2024; Timpal, 2025; Aribowo, 2023; Nadeem et al., 2025).

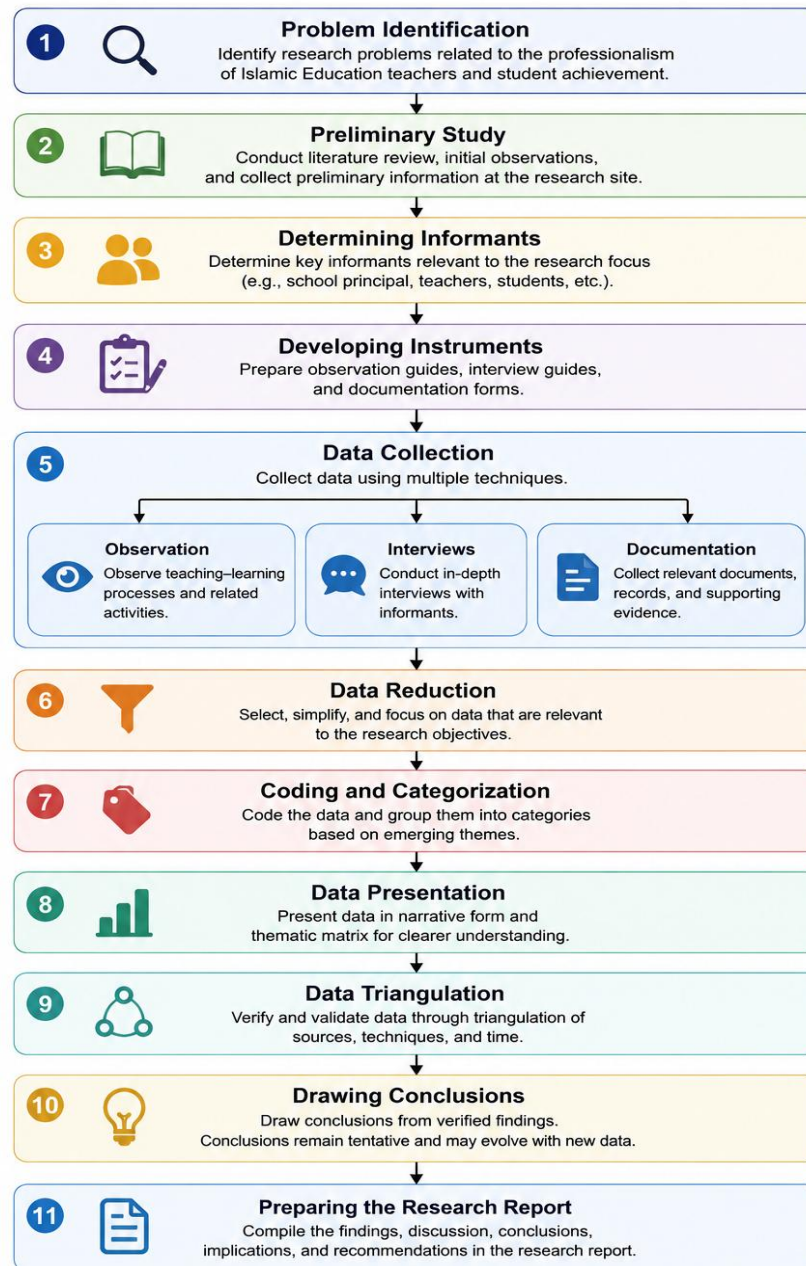
However, most previous research has focused on examining teacher professionalism in general or examining the influence of teacher competency on learning outcomes through a quantitative approach. Research specifically examining Islamic Religious Education (PAI) teacher professionalism comprehensively, encompassing pedagogical, professional, social, personality, and leadership competencies, and linking them to student achievement across cognitive, affective, and psychomotor domains, remains relatively limited, particularly in the context of Islamic senior high schools (madrasah aliyah) in West Nusa Tenggara. Furthermore, previous research generally focuses on statistical relationships between variables without delving deeply into how teacher professionalism is manifested in learning practices and the supporting and inhibiting factors.

Given these conditions, this study offers novelty in the form of an in-depth analysis of Islamic Religious Education (PAI) teacher professionalism and its role in holistically improving student achievement across three learning domains: cognitive, affective, and psychomotor, in the context of MA Darul Hikmah in Bima City. This research also identifies supporting and inhibiting factors, as well as strategies for addressing them that can be used to strengthen Islamic Religious Education (PAI) teacher professionalism in the madrasah environment. Based on the description, this study aims to: (1) describe the professionalism of Islamic Religious Education teachers at MA Darul Hikmah, Bima City; (2) describe student learning achievement in Islamic Religious Education subjects; (3) analyze the role of Islamic Religious Education teacher professionalism in improving student learning achievement; and (4) identify supporting factors, inhibiting factors, and solutions for strengthening

Islamic Religious Education teacher professionalism in efforts to improve student learning achievement.

**2. METHOD**

This study uses a qualitative approach with a descriptive design to gain an in-depth understanding of the professionalism of Islamic Religious Education (IRE) teachers and their role in improving student achievement at MA Darul Hikmah, Bima City. The study was conducted at MA Darul Hikmah, Bima City, West Nusa Tenggara, which was selected purposively because it has the characteristics of a pesantren-based madrasah with good academic and non-academic achievements. The research flow can be seen in Figure 1.



**Figure 1.** Research Flowchart: Analysis of Professionalism of Islamic Religious Education Teachers

The research data sources consisted of primary and secondary data. Primary data were obtained from the Madrasah Principal, the Deputy Principal for Curriculum, Islamic Religious Education (IRE) teachers (Qur'an, Hadith, Aqidah, Akhlak, Jurisprudence, and Islamic Cultural History), and students. Secondary data were obtained from school documents, academic archives, learning materials, activity reports, and relevant literature.

The primary research instrument was the researcher (human instrument), supported by interview guidelines, observation sheets, and documentation formats. Prior to data collection, the researcher conducted self-validation through mastery of qualitative research methodology, understanding the research context, and interviewing skills.

Data collection was conducted through participant observation, in-depth interviews, and documentation studies. Observations were used to observe Islamic Religious Education (IRE) learning activities and student behavior within the madrasah environment. Structured and semi-structured interviews were conducted to obtain information on teacher competencies, learning strategies, and factors supporting and inhibiting teacher professionalism. Documentation was used to supplement and verify the data from the observations and interviews.

Data analysis used the interactive model of Miles et al. (2014), which includes data reduction, data presentation, conclusion drawing, and verification. The analysis process was strengthened by Moleong's (2017) approach, which includes data abstraction, unitization, and categorization. Analysis was conducted iteratively from the beginning of data collection until the research was completed. The coding process involved open coding, axial coding, and selective coding to identify key themes related to Islamic Religious Education teacher professionalism and student achievement.

Data validity was ensured through source triangulation, technical triangulation, member checking, and peer debriefing. Source triangulation was conducted by comparing information from the principal, teachers, and students, while technical triangulation was conducted by comparing observations, interviews, and documentation. Member checking was conducted to ensure the researcher's interpretations aligned with the information provided by participants.

The final stage was drawing conclusions and reporting the research results. The conclusion-drawing stage was based on the analysis and interpretation of the data. In qualitative research, conclusions are tentative and can evolve as new data or evidence is discovered in the field. After the conclusions are declared valid and consistent, the research results are compiled systematically in the form of a research report containing the findings, discussion, implications and research recommendations.

### **3. RESULTS AND DISCUSSION**

#### **3.1 Research Results and Findings**

The findings of this study are presented in Table 1 and Table 2 below.

**Table 1.** Research Findings on Professionalism and Student Learning Achievement

No.	Research Focus	Research Findings	Indicators/Evidence of Findings
1	PAI Teacher Professionalism	PAI teachers demonstrate a high level of professionalism and fulfill pedagogical, personal, social, professional, and leadership competencies.	All IRE teachers hold a Bachelor's Degree in Islamic Education (S1), possess teaching certification, and have 11–28 years of teaching experience.
2	Pedagogical Competence	Teachers are able to systematically plan, implement, and evaluate the learning process.	Teachers prepare Learning Objective Flow, Annual Program, Semester Program, and Teaching Modules; apply varied teaching methods; and conduct both formative and summative assessments.
3	Utilization of Educational Technology	The use of educational technology has not yet been optimal.	Some teachers have limited mastery of instructional technology, and facilities such as LCD projectors are insufficient.
4	Personal Competence	Teachers serve as role models for students in their attitudes and daily behavior.	Teachers demonstrate discipline, politeness, responsibility, and authority within the madrasa environment.
5	Social Competence	Teachers are able to establish harmonious communication with students, colleagues, parents, and the community.	Positive interpersonal relationships are maintained, and teachers actively participate in social and community activities.
6	Professional Competence	Teachers understand students' characteristics and provide learning services according to their educational needs.	Enrichment programs are provided for high-achieving students, while remedial instruction is given to students who have not achieved the Minimum Mastery Criteria.
7	Leadership Competence	Teachers play an active role in fostering a religious culture within the madrasa.	Programs include Qur'anic recitation, congregational prayers, prayer recitation courses, Islamic boarding activities, and coaching for religious competitions.
8	Cognitive Learning Achievement	Students' academic achievement shows an increasing trend.	The average score of Grade XI students increased from 80.00 to 85.43, and most classes experienced higher average scores in the even semester.
9	Affective Learning Achievement	Students demonstrate strong religious and social character.	Students consistently practice greeting others, showing respect to teachers, tolerance, cooperation, and social responsibility.
10	Psychomotor Learning Achievement	Students possess good practical religious skills.	Students are able to perform ablution, prayer, Qur'an recitation, adhan, and iqamah according to established guidelines.

11	Non-Academic Achievement	Students have achieved various accomplishments in religious competitions at district and city levels.	Achievements include championships in Tahfidz Al-Qur'an, MTQ, Islamic Calligraphy, Classical Islamic Text Reading, and the Madrasa Science Olympiad.
12	Teachers' Role in Improving Cognitive Achievement	Teachers provide academic support and remedial assistance for students experiencing learning difficulties.	Additional instruction is conducted outside regular class hours, and reassessments are provided for students who have not yet achieved mastery.
13	Teachers' Role in Improving Affective Achievement	Teachers act as models in shaping students' character.	Exemplary behavior is demonstrated through attitudes, speech, discipline, and daily social interactions.
14	Teachers' Role in Improving Psychomotor Achievement	Teachers guide students through regular religious practice and religious activities.	Activities include coaching for congregational prayers, Qur'anic recitation, Islamic boarding programs, and religious competitions.
15	Main Research Finding	PAI teacher professionalism contributes to the improvement of students' cognitive, affective, and psychomotor learning achievement.	There is a clear relationship between the quality of teacher competencies and students' academic performance, religious character development, and religious practical skills.

**Table 2.** Supporting and Inhibiting Factors of Islamic Education Teacher Professionalism

Supporting Factors	Inhibiting Factors
Extensive teaching experience (11–28 years)	Limited utilization of educational technology
All teachers hold professional teaching certification	Insufficient technological proficiency among some teachers
Strong support from the madrasa principal	Limited availability of multimedia learning facilities
Active participation in the Islamic Education Teachers' Working Group (MGMP PAI) of Bima City	Unequal access to professional development and training opportunities
The mosque serves as a laboratory for religious practice	Limited funding for teacher competency development
A strong religious culture within the madrasa	Suboptimal development of innovative instructional media

The results of the study in Tables 1 and 2 indicate that Islamic Religious Education (PAI) subject teachers at MA Darul Hikmah, Bima City, have met the indicators of teacher professionalism, which include pedagogical, personality, social, professional, and leadership competencies. This finding is evident from the academic qualifications of all PAI teachers who have met the minimum standard of a Bachelor's degree (S1) and have held teacher certificates, and are supported by relatively long teaching experience, namely between 11 and 28 years. These

conditions indicate that PAI teachers have adequate academic capital and professional experience to carry out learning tasks effectively.

### 3.2 Professionalism of Islamic Religious Education Teachers

Research findings indicate that teachers' pedagogical competence is considered good. Teachers are able to develop learning materials in the form of Annual Programs, Semester Programs, Learning Objective Flows (ATP), and Teaching Modules, all based on the results of the Bima City Islamic Education Subject Teacher Conference (MGMP). Furthermore, teachers are able to apply various learning methods according to the characteristics of the material and the conditions of the students. These findings indicate that teachers function not only as conveyors of information but also as designers of learning experiences that enable students to construct knowledge meaningfully. According to Kunter et al. (2013), strong pedagogical competence directly contributes to the quality of learning and students' academic development. These research findings also align with the findings of Fauth et al. (2019), who stated that teaching quality is the primary mediator between teacher competence and student learning outcomes.

However, the study found that the use of learning technology is still suboptimal. Some teachers reported experiencing difficulties operating learning technology devices, while limited resources such as LCD projectors and technology access in madrasas also act as inhibiting factors. These findings indicate a gap between the competency demands of 21st-century teachers and the real-world conditions. In fact, the use of technology in learning has been proven to increase student motivation, engagement, and understanding of learning materials (OECD, 2023). Therefore, improving teachers' digital competence is an urgent need in the professional development of Islamic Religious Education (PAI) teachers.

Regarding personality competence, research results indicate that Islamic Religious Education (PAI) teachers possess character that can be role models for students. The attitudes of discipline, responsibility, politeness, and authority demonstrated by teachers serve as behavioral models that indirectly shape students' character. These findings reinforce the view that in Islamic education, exemplary behavior (*uswatul hasanah*) is the most effective educational method for instilling moral and religious values. These findings align with research by Rahmah & Kadi (2022), which asserts that teacher personality qualities are a crucial factor in shaping student character. Teachers' social competence is also considered good. Teachers are able to build harmonious communication with students, fellow teachers, parents, and the community. Positive interpersonal relationships create a conducive learning environment, making students feel comfortable participating in learning. These findings support the research of Wardoyo et al. (2020) stated that teachers' communication and social interaction skills influence the effectiveness of learning and the school's academic climate.

In terms of professional competence, teachers demonstrate the ability to understand student characteristics, select materials appropriate to their learning needs, and utilize various learning resources. Teachers also implement a simple differentiation approach by providing enrichment programs for high-achieving students and remedial programs for students who have not yet achieved learning mastery. These findings indicate that teachers have implemented the principles of student-centered learning, although they still need reinforcement in the use of technology and learning innovation.

In addition to the above competencies, the study found that Islamic Religious Education (IRE) teachers also demonstrate strong leadership competencies. This is evident in their involvement in designing various religious habituation programs such as Qur’anic recitation, congregational prayer, prayer recitation courses, short-term Islamic boarding schools, and student coaching in religious competitions. These findings demonstrate that Islamic Religious Education (IRE) teachers serve not only as instructors but also as agents of change in religious culture within the madrasah environment.

### 3.3 Student Learning Achievement in Islamic Religious Education Subjects

Research findings indicate that student achievement in Islamic Religious Education (IRE) is relatively good and has developed positively in the cognitive, affective, and psychomotor aspects. In the cognitive aspect, the average student score shows a tendency to increase from the odd to the even semester, as shown in Figure 2.

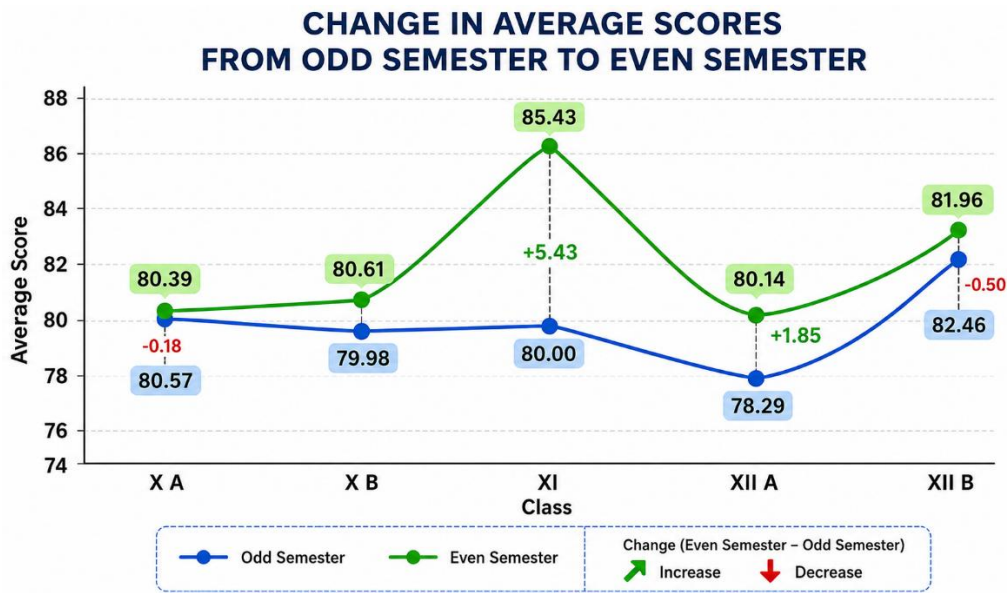


Figure 2. Change in Average Grades from Odd Semester to Even Semester

Based on Figure 2, there was a general increase in students' average grades from the odd semester to the even semester. Of the five classes analyzed, three classes experienced an increase in grades, while two classes experienced a slight decrease. This indicates that the learning process that takes place in the even semester tends to have a positive impact on students' academic achievement. The largest increase occurred in class XI, namely from 80.00 to 85.43, an increase of 5.43 points. In addition, class XII A experienced an increase from 78.29 to 80.14 (an increase of 1.85 points), while class X B increased from 79.98 to 80.61 (an increase of 0.63 points). Conversely, class X A experienced a slight decrease from 80.57 to 80.39 (a decrease of 0.18 points), and class XII B decreased from 82.46 to 81.96 (a decrease of 0.50 points). Nevertheless, the average grade of class XII B remains relatively high compared to most other classes. In the even semester, class XI achieved the highest average score of 85.43, followed by class XII B at 81.96. Meanwhile, the lowest average scores were found in class XII A at 80.14 and class X A at 80.39. However, all classes still showed average scores above 80, indicating that student learning outcomes were generally in the good category. However, two classes experienced a slight

decrease in average scores, namely class X A and class XII B. This decrease was relatively small and did not indicate a significant decline in learning quality. According to Slameto (2015), learning outcomes are influenced by various internal and external factors, such as physical and psychological conditions, motivation, family environment, and school environment. Therefore, the fluctuations in scores in these two classes can be considered normal variations in the learning process.

Regarding the affective aspect, students demonstrated good religious and social attitudes. This was demonstrated through the habit of greeting, respecting teachers, maintaining polite communication, and showing a high level of social concern for fellow students. These findings indicate that Islamic Religious Education (IRE) learning not only successfully transfers knowledge but also shapes the character and moral values of students. This aligns with Lickona's (2013) opinion, which states that effective character education can shape individuals who not only understand moral values (moral knowing) but also feel the importance of those values (moral feeling) and are able to put them into action (moral action). In general, students displayed positive attitudes and character traits, reflected in their daily interactions with the principal, teachers, and fellow students. These attitudes were evident in their habits of speaking politely, greeting teachers, respecting differences, working together, helping each other, and exhibiting a strong social awareness. These findings demonstrate that the educational process at the madrasah is not only oriented toward developing academic abilities but also successfully shapes the students' character.

Similarly, in terms of psychomotor skills, students were able to effectively practice various religious skills such as ablution, prayer, reading the Qur'an, reciting the adhan (call to prayer), and iqamah (pronouncing the call to prayer). In addition, students have achieved various achievements in religious competitions at the sub-district and city levels, such as Qur'an memorization, calligraphy, MTQ (Islamic Recitation), and yellow book reading. This success in the psychomotor domain is inseparable from the habituation program consistently implemented by the madrasah, such as tilawah activities before learning, dhuha prayers during breaks, and daily congregational dzuhur prayers. According to Simpson (1972), the psychomotor domain includes the ability to perform a skill through repeated practice until it reaches a certain level of accuracy, coordination, and automation. Therefore, continuous habituation will help students develop optimal religious practice skills. This finding indicates that the Islamic Religious Education learning process has successfully integrated aspects of knowledge, attitudes, and skills in a balanced manner.

### **3.4 The Role of Islamic Education Teacher Professionalism in Improving Student Learning Achievement**

This section discusses the role of Islamic Religious Education (IRE) teacher professionalism in improving student achievement. This role is evident in the three main learning domains outlined previously: cognitive, affective, and psychomotor. In the cognitive domain, teachers play a role through the systematic development of learning materials, the use of varied methods, and the provision of remedial and enrichment programs. Teachers actively review material for students who have not yet met the Minimum Completion Criteria. This strategy has been proven to help students improve their understanding of the material being studied. This finding aligns with research by Fauth et al. (2019), which demonstrated that teaching quality

significantly influences student learning outcomes. These findings reinforce the constructivist view that learning that provides opportunities for students to actively construct knowledge, interact, and receive appropriate feedback will result in better competency achievement (Piaget, 1972; Vygotsky, 1978; Hattie, 2008).

In the affective domain, teachers serve as role models in their attitudes, behaviors, and daily communication. Students learn not only from the material taught but also from the teacher's behavior, which they observe daily. From the perspective of Bandura's social learning theory, the modeling process is one of the most effective mechanisms in shaping individual behavior (Lesilolo, 2021; Tullah, 2020). This is because the affective domain relates to attitudes, values, interests, appreciation, and internalization of values that influence a person's behavior (Krathwohl et al., 1964). This aligns with Lickona's (2013) opinion, which states that effective character education can shape individuals who not only understand moral values (moral knowing) but also feel the importance of these values (moral feeling) and are able to put them into action (moral action). Therefore, teacher role models are a crucial factor in shaping students' character.

In the psychomotor domain, teachers play a role by fostering the practice of religious observance and fostering religious activities outside of class hours. Tadarus programs, congregational prayer, prayer reading courses, short-term Islamic boarding schools, and fostering religious competitions are all means of strengthening students' religious skills. According to Simpson (1972), the psychomotor domain encompasses the ability to perform a skill through repeated practice until a certain level of accuracy, coordination, and automation is achieved. The results of this study align with those of Maulana et al. (2025), who found that a program promoting religious practices in madrasas positively impacted students' religious practice skills. Regular congregational prayer and Qur'an recitation improved religious practices while strengthening students' religious character (Fauzi et al., 2023; Mas'ah et al., 2025). Students' success in achieving various religious achievements demonstrates that Islamic Religious Education (PAI) learning is not limited to theoretical aspects but can also produce concrete skills that can be applied in everyday life.

Improvements in these three aspects of student learning outcomes demonstrate that the learning process impacts students' conceptual understanding. According to Mahajan (2023), improvements in academic achievement are strongly influenced by the quality of learning interactions, teacher feedback, and active student involvement in the learning process. Hattie (2008) stated that learning success is greatly influenced by active student involvement, feedback, and clarity of learning objectives provided by the teacher. Furthermore, Hattie and Timperley (2007) explained that effective feedback can help students understand their weaknesses and improve their performance, thus impacting learning outcomes. In addition to learning factors, improved learning outcomes can also be influenced by student motivation and the learning environment. According to Sardiman (2018), learning motivation is a crucial factor that drives students to achieve better academic performance. Research by Destomo et al., (2021) also shows that learning motivation, discipline, peer environment, and learning facilities have a positive influence on student achievement.

Overall, the research results indicate that the higher the professionalism of Islamic Religious Education teachers, the greater the opportunity for effective learning and an impact on

improving student achievement. This finding is supported by the research results of Kunter et al. (2013), Fauth et al. (2019), and Wardoyo et al. (2020), which concluded that teacher competence is a key factor in determining learning success. Furthermore, teacher pedagogical and professional competence have a positive and significant influence on student learning outcomes (Azhar, 2018; Romli & Darmawan, 2025). Therefore, teacher professionalism contributes significantly to learning achievement, although principal leadership and the learning environment also play a role (Putri et al., 2022; Hepa et al., 2024; Nurjanah et al., 2025).

### 3.5 Research Implications

This research provides theoretical and practical implications. Theoretically, the research findings reinforce the view that teacher professionalism is a strategic factor that influences student learning achievement holistically, not only in cognitive aspects but also in affective and psychomotor aspects. Practically, the research results can serve as a basis for madrasas, foundations, and educational policymakers to design more targeted Islamic Religious Education (PAI) teacher professional development programs, particularly in improving digital competency, developing innovative learning media, and strengthening religious habituation programs. Thus, the quality of Islamic Religious Education (PAI) learning can be continuously improved, resulting in students who excel academically, have character, and possess strong religious skills.

## 4. CONCLUSION

This study concludes that the professionalism of Islamic Religious Education (IRE) teachers at MA Darul Hikmah in Bima City has developed well through mastery of pedagogical, personality, social, professional, and leadership competencies that significantly contribute to improving student learning achievement in cognitive, affective, and psychomotor aspects. This professionalism is reflected in the teachers' ability to plan, implement, and evaluate learning, be role models in attitudes and behavior, build effective communication with students and the school environment, understand student characteristics, and develop various religious habituation programs that support the formation of a religious culture in the madrasah. The impact of teacher professionalism is seen in the increase in student academic achievement, the development of positive religious and social attitudes, good religious practice skills, and the success of students in achieving various achievements in religious competitions. This study also found that teaching experience, teacher certification, support from the madrasah principal, MGMP activities, and the madrasah's religious culture are factors that strengthen teacher professionalism, while the limited use of learning technology, supporting facilities, and the development of digital competencies remain challenges that require attention. Therefore, strengthening teachers' digital competencies and providing adequate learning facilities are strategic steps to improve the quality of Islamic Education learning and student learning achievement in a sustainable manner..

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