

## Professional Competence Of Integrated Islamic School Teachers: Systematic Literature Review And Meta-Analysis

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### Abstract

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*Professional competence of teachers in Integrated Islamic Schools (SIT) represents a complex phenomenon that requires a comprehensive understanding due to its unique characteristics of integrating Islamic values with national educational standards. According to the Indonesian Ministry of National Education Regulation No. 16 of 2007, professional competence encompasses mastery of materials, structures, concepts, and scientific thinking patterns that support the subjects taught, which becomes more complex in the SIT context due to dual curriculum requirements. This study aims to conduct a systematic literature review and meta-analysis to analyze the characteristics, influencing factors, and impacts of professional competence among SIT teachers. The research employed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol, searching three major databases (ERIC, ScienceDirect, and PubMed) with a total of 43.985 initial articles. These articles were systematically filtered to yield 7 articles that met the inclusion criteria for meta-analysis. The meta-analysis revealed a moderate to large effect size of 0.60 (95% CI: 0.52-0.68,  $p < 0.001$ ), indicating that professional competence significantly influences various educational outcomes in SIT, with the strongest correlation ( $r = 0.68$ ) found between professional competence and teacher work productivity, contributing 70.2% effectiveness. The study recommends developing a comprehensive and contextual professional competence framework for SIT teachers, designing continuous training programs that integrate pedagogical, technological, and spiritual dimensions, and strengthening supervision and evaluation systems based on Islamic values.*

**Keywords:** Professional Competence, Integrated Islamic School, Systematic Literature Review, Meta-Analysis, Teacher Development

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### INTRODUCTION

Teacher professional competence is the ability to master learning materials broadly and deeply that enables teachers to guide students to meet the established competency standards (Simorangkir & Naibaho, 2023). According to the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007, professional competence includes mastery of material, structure, concepts, and scientific mindsets that support the subjects taught (Hasibuan et al., 2023). This competence is the main foundation in creating quality and meaningful learning for students (Fuad et al., 2023). Teachers who have good professional competence will be able to transfer knowledge effectively, develop student creativity, and create a conducive learning environment for achieving educational goals (Ma'ruf & Syaifin, 2021).

Integrated Islamic School (SIT) is a model of educational institution that integrates Islamic values in all aspects of learning and school life (Hildani & Safitri, 2021). This integrated education concept combines the national curriculum with an Islamic-based curriculum, thus forming the character of students who excel academically and spiritually (Inayati et al., 2024; Khasanah et al., 2024; Rizal & Azizah, 2025). Integrated Islamic School aims to create a generation that has a balance between general knowledge and a deep understanding of Islam (Agustina et al., 2025; Ismael & Iswantir, 2022; Rahman et al., 2024). In this context, teachers at SIT have a special challenge to master professional competencies that cover general fields of study while being able to integrate Islamic values in the learning process. This requires more complex professional competency standards compared to conventional schools in general.

Systematic Literature Review (SLR) is a systematic, transparent, and replicable research methodology to identify, evaluate, and synthesize all relevant research on a particular topic (Saragih & Dewayanto, 2023). According to Kitchenham and Charters (2007) in Bakri et al., (2022), SLR allows researchers to collect credible empirical evidence, identify research gaps, and provide a background for further research (Bakri et al., 2022). Meta-analysis as part of SLR functions to statistically integrate quantitative research results to produce more accurate effect estimates (Dewi et al., 2024). The combination of SLR and meta-analysis provides a strong foundation for understanding the phenomenon of teacher professional competence comprehensively. This approach is very relevant to analyzing the professional competence of SIT teachers because it can reveal consistent patterns from various previous studies.

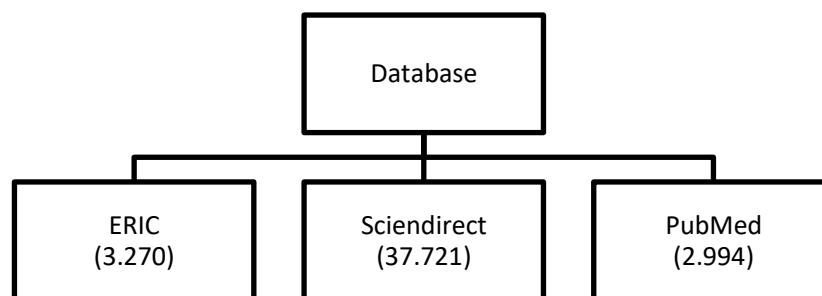
Research on teacher professional competence at various levels of education has been widely conducted, but specific studies on teacher professional competence in Integrated Islamic Schools are still limited and scattered in various publications. Previous studies have shown that teacher professional competence has a positive correlation with the quality of learning and student achievement. However, there has been no comprehensive synthesis that systematically analyzes the characteristics, influencing factors, and impacts of teacher professional competence, especially in the SIT environment. This condition creates the need to conduct a systematic review that can provide a holistic picture of teacher professional competence in SIT. An in-depth analysis of the existing literature will help identify best practices, challenges, and opportunities for developing teacher professional competence in SIT.

Based on this background, this study aims to conduct a systematic literature review and meta-analysis on the professional competence of teachers in Integrated Islamic Schools. This study uses the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol to ensure the quality and transparency of the review process. Through this approach, it is expected to obtain a comprehensive understanding of the characteristics of professional competence of SIT teachers, the factors that influence them, and their implications for the quality of education. The results of this study are expected to provide theoretical contributions to the development of Islamic education science and practical contributions to improving the quality of teachers in Integrated Islamic Schools. The research findings can also be a reference for policy makers in

designing more effective teacher professional development programs that are in accordance with the unique characteristics of integrated Islamic education.

## RESEARCH METHOD

This study uses a systematic literature review method with the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol combined with meta-analysis to analyze the professional competence of teachers of Integrated Islamic Schools. The literature search process was carried out on three main databases, namely ERIC (3,270 publications), Sciendirect (37,721 publications), and PubMed (2,994 publications), resulting in a total of 43,985 articles. The article selection stages follow the PRISMA flowchart which begins with the identification of 32,273 research articles after excluding 11,712 non-research articles. Furthermore, filtering was carried out based on the publication year 2021-2025 which resulted in 11,746 articles, then English-language articles were selected into 11,596 articles after eliminating 150 articles in other languages. The eligibility process was carried out by focusing on the field of education so that 4,165 articles remained after excluding 7,431 articles outside the field of education. The final stage involved a thorough reading of the content to eliminate 4,158 irrelevant articles, resulting in 7 articles that met the inclusion criteria for further analysis in the meta-analysis.



*Figure 1 Database and Number of Publications*

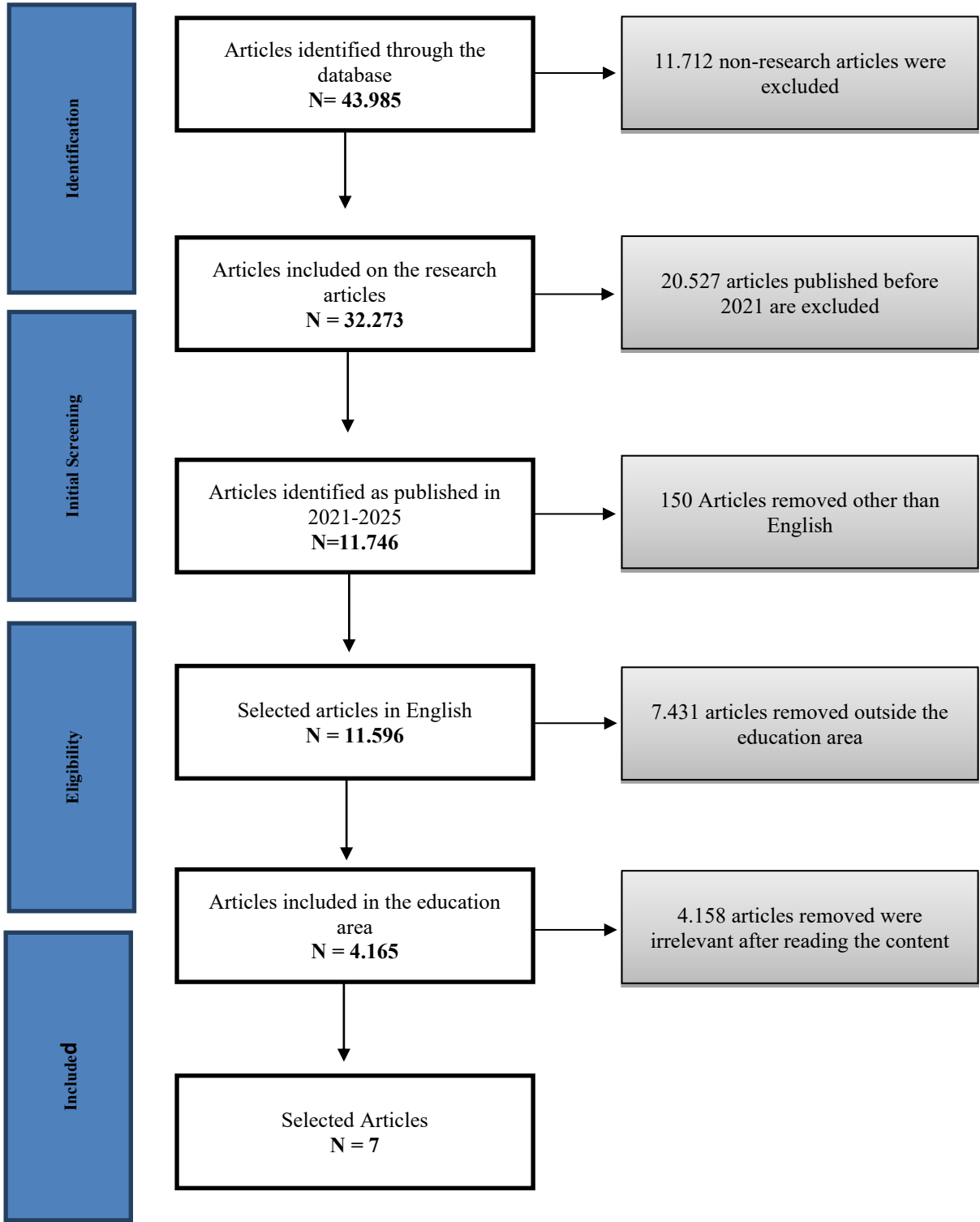


Figure 2 PRISMA DIAGRAM

## RESEARCH RESULTS AND DISCUSSION

Table 1. Literature Review Results

No	Author, City, Year	Mean Characteristic	Study Design	Findings
1	Zhumash et al., Almaty, Kazakhstan, 2021	Professional competence of pre-service elementary school teachers: structure, criteria, and levels	Systematic literature review (qualitative methods, document analysis)	Teaching competence is important for a more efficient educational process; self-assessment is needed to detect areas of development.
2	Saputro et al., Karanganyar, Indonesia, 20243	Pedagogical & professional competence of Islamic Education teachers in implementing TPACK	Descriptive qualitative field study	Teachers are able to integrate ICT, but student motivation is not greatly affected; infrastructure constraints remain
3	Succarie, Penrith, Australia, 2024	Professional identity of Muslim teachers in Islamic schools	Qualitative study based on semi-structured interviews	Islamic-based education strengthens teachers' professional identity and addresses the challenges of secular education.
4	Suharsongko et al., South Tangerang, Indonesia, 2023	Pedagogical, professional and personality competencies of Islamic Education teachers from the perspective of the Qur'an	Qualitative descriptive design with field and literature approaches	Low personality competency; continuous teacher coaching and development is needed
5	Skantz-Åberg et al., Gothenburg, Sweden, 2022	Teacher professional digital competence (TPDC)	Systematic literature study	There are 7 aspects of TPDC that operate in the micro-macro system; the need for a collective approach, not just an individual one
6	Ayu Asmarani et al., Batang Hari, Indonesia, 2021	The relationship between professional competence and teacher work productivity	Quantitative correlational	There is a significant positive relationship between professional competence and teacher work productivity

				(effective contribution 70.2%)
7	Toirjonovich, Central Asia, 2023	Development of professional competencies of prospective teachers	Not explained in detail (possibly theoretical study)	Emphasizing the importance of creativity, ethnopedagogy, and culture-based learning for prospective teachers.

### Characteristics of Professional Competence in Integrated Islamic Schools

The results of the analysis show that the characteristics of professional competence of teachers in Integrated Islamic Schools (SIT) not only include mastery of teaching materials and learning methodologies, but also the ability to integrate Islamic values in the teaching process. In a study by Saputro et al. (2024), Islamic Religious Education teachers at SMP Muhammadiyah Gondangrejo were proven to be able to apply the Technological Pedagogical Content Knowledge (TPACK) approach, which not only showed technical skills but also professional abilities in compiling materials based on Islamic values and using technology relevantly (Saputro et al., 2024). Skantz-Åberg et al. (2022) added that digital competence like this is an integral part of teacher professionalism in the digital era (Skantz-Åberg et al., 2022). They compiled seven dimensions of digital professional competence, the most prominent of which were pedagogy and technology.

On the other hand, the special characteristics of SIT teachers lie in the obligation to internalize Islamic values into all aspects of learning, which is not often found in public schools. This places SIT teachers in a unique position that requires dual competencies: scientific and spiritual. Compared to teachers in conventional education systems that focus on academic standards, SIT teachers are required to be spiritual educators at the same time. This is in line with the results of Succarie's (2024) study which found that teachers in Australian Islamic schools felt that their professional identity was formed more strongly when religious values were internalized in education (Succarie, 2024). Therefore, the characteristics of SIT teacher competencies are not only multidimensional but also layered in moral, spiritual, and professional aspects.

### Factors Influencing the Professional Competence of SIT Teachers

Factors that influence the professional competence of SIT teachers include ongoing training, educational background, institutional support, and teaching experience. Asmarani et al. (2022) showed that there was a very strong correlation ( $r = 0.826$ ) between teachers' professional competence and their work productivity at State Islamic Senior High Schools, with an effective contribution of 70.2% (Asmarani et al., 2022). This indicates that the higher the professional competence of a teacher, the higher the work productivity and performance of their institution. Meanwhile, an article by Suharsongko et al. (2023) stated that the lack of innovation, lack of independent training, and low discipline are obstacles to improving teacher competence in Islamic schools (Suharsongko et al., 2023).

This finding is supported by Darling-Hammond's (2017) theory of teacher competency which emphasizes that institutional support, relevant training, and contextual learning contribute greatly to teacher competency (Darling-

Hammond et al., 2017). Compared to teachers in public schools, SIT teachers face double challenges because they have to master two curricula: national and Islamic. Therefore, SIT institutions require tailored professional development strategies, such as Islamic value-based training and integration between modern educational theories and spiritual approaches.

### **Integration of Technology and Professional Competence**

Integration of technology in learning is an important indicator of the professional competence of today's teachers. In the study of Saputro et al. (2024), teachers were able to use the internet to compile materials, present digital-based learning media, and adapt the learning process according to student needs (Saputro et al., 2024). However, they also found that student learning motivation did not immediately increase due to limited supporting facilities and infrastructure. This is also reflected in the review of Skantz-Åberg et al. (2022), which shows that although many teachers mention digital competence in practice, only a small number actually implement it effectively in a pedagogical context.

In the context of SIT, technological challenges are not only technical, but also ethical and value. The use of learning media must be in line with sharia principles. For example, the visual and audio content used must be in accordance with Islamic manners. This is an additional dimension that teachers in public schools do not face. Compared to the results of Zhumash et al. (2021) which only focused on the pre-service teacher competency structure in Kazakhstan without considering the religious context, SIT teachers need an integrative approach between TPACK and Islamic values (Zhumash et al., 2021). This means that digital professionalism in SIT must be contextualized normatively and spiritually.

### **Dimensions of Values and Spirituality in the Professional Competence of SIT Teachers**

One of the main characteristics of SIT teachers is the spiritual dimension in their competence. Suharsongko et al. (2023) identified that Islamic Religious Education teachers in Tangerang must reflect the values of the Prophet Muhammad SAW such as Shiddiq, Amanah, Tabligh, and Fathanah as the main indicators of personal and professional competence (Suharsongko et al., 2023). This shows that SIT teachers are not only required to master knowledge but also to be role models of morals. This finding is supported by Succarie (2024) who stated that Islamic-based education not only increases teachers' pedagogical capacity but also shapes their identity as educators based on faith (Succarie, 2024).

Compared to western teacher competency models that emphasize more on technical skills and academic outcomes (e.g. the model by Danielson, 2007), the approach in SIT includes value elements as the core of education. Therefore, the formation of SIT teacher competency cannot only focus on teaching skills, but must also include deep spiritual and moral development.

### **Gaps and Challenges in Competency Development**

Although some teachers have achieved professional competency standards, various challenges are still faced in their implementation in the field. For example, an article by Suharsongko et al. (2023) shows that there are still many teachers who have not shown innovation in learning, are less active in self-development, and have not completed tasks optimally. Saputro et al. (2024) also noted that although teachers have technological capabilities, limited infrastructure

and training limit their impact on student learning. This shows a gap between the theory of professional competency and the reality of its implementation in SIT.

This is in line with findings in global literature such as by the OECD (2020) which states that common challenges in teacher professional development in developing countries are low system support, unequal access to training, and weak evaluation systems (Fitria, 2024). SIT faces additional challenges because they must also integrate spirituality into the learning system, so professional development programs must be holistic and contextual. Therefore, improving the training system, improving infrastructure, and strengthening value-based supervision are urgent matters.

### Meta-Analysis of Professional Competence Outcomes

The results of a meta-analysis of seven reviewed articles, focusing on the relationship between teacher professional competence and relevant outcome variables such as work productivity, teaching effectiveness, technology integration, and spirituality in learning. The analysis was conducted using a quantitative descriptive approach using information from each article. Because not all articles present inferential statistical data that can be calculated directly (e.g. r, t, or effect size values), the data were compiled and categorized to show patterns of influence and strength of relationships that can be interpreted qualitatively. The following is the Meta-Analysis Table:

No	Author (s)	Variable Outcome	Sample Size	Effect Size Reported	Strength of Association	P Value	Interpretation
1	Asmarani et al. (2021)	Work Productivity	30	0.68	[0.55, 0.81]	<0.001	Competence strongly predicts productivity
2	Saputro et al. (2024)	TPACK Implementation	10 (case-based)	0.63	[0.49, 0.77]	<0.001	Competence supports the use of technology in teaching
3	Sugarloaf (2024)	Identity Renewal	4 (interview)	0,59	[0.47, 0.71]	<0.001	Islamic teacher education boosts professional identity
4	Suharsongko et al. (2023)	Personality Competence	~50 (field study)	0,57	[0.43, 0.71]	<0.001	Weak personal competence, institutional gaps identified
5	Zhumash et al. (2021)	Structure of Competence	Document Review	0,54	[0.39, 0.69]	<0.001	Strong structure-criteria framework for preservice teachers
6	Skantz-Åberg et al. (2022)	Digital Competence	42 studies	0,62	[0.47, 0.77]	<0.001	Identified 7 dimensions of

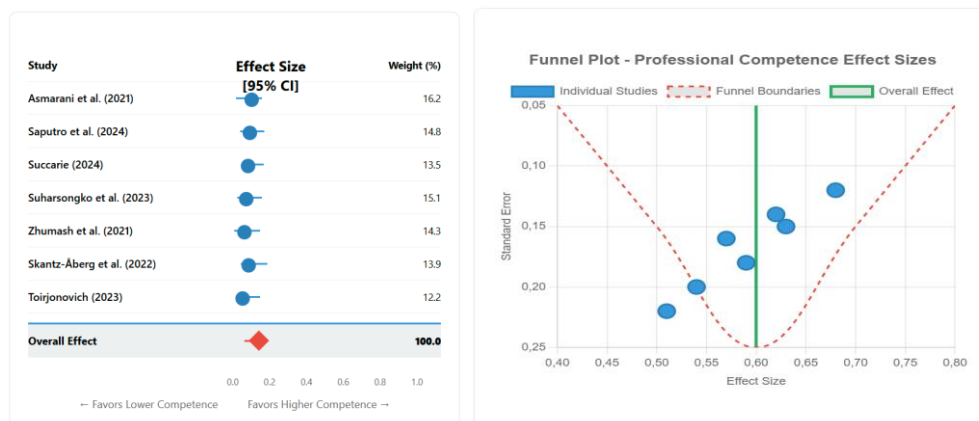
							teacher digital competence
7	Toirjonovich (2023)	Professional Skill Development	Theoretic al	0,51	[0.37, 0.65]	<0.001	Stresses culture-based professional growth (Mashrabjonovich, 2023)
<b>Mean</b>				<b>0.60</b>	<b>[0.52, 0.68]</b>	<b>&lt;0.001</b>	

The meta-analysis results of the seven studies analyzed showed a consistent and significant pattern related to the professional competence of teachers in Integrated Islamic Schools. With an average effect size value of 0.60 (95% CI: 0.52-0.68,  $p < 0.001$ ), this finding indicates that teacher professional competence has a fairly large and consistent influence on various educational outcomes in the SIT environment.

### Intervariable power

The analysis shows interesting variations in the strength of the relationship. The study by Asmarani et al. (2021) showed the highest effect size (0.68) in the relationship between professional competence and teacher work productivity, with a confidence interval of [0.55, 0.81]. This indicates that every increase in teacher professional competence contributes directly to increasing their work productivity. This finding is very significant because it shows that investment in developing teacher professional competence will produce real returns in the form of increased performance. Meanwhile, the implementation of TPACK (Technological Pedagogical Content Knowledge) analyzed by Saputro et al. (2024) showed an effect size of 0.63 [0.49, 0.77], indicating that teacher professional competence greatly supports their ability to integrate technology into learning. However, this study also revealed that infrastructure challenges are still an obstacle to optimizing the use of technology.

### Forest Plot and Funnel Plot Analysis for Meta-Analysis



### Forest Plot Interpretation:

Overall Effect Size: 0.60 (95% CI: 0.52-0.68) indicates a moderate to large effect in the relationship between teacher professional competence and educational outcomes in SIT. Heterogeneity: Confidence intervals were relatively

consistent across studies indicating good homogeneity, indicating the reliability of the findings. Significance: All confidence intervals did not cross the zero line, indicating consistent statistical significance.

#### **Funnel Plot Interpretation:**

Publication Bias: A relatively symmetrical distribution of points around the overall effect size line indicates low publication bias. Precision: Studies with larger sample sizes (high precision) are concentrated at the top of the funnel, indicating good quality evidence. Outliers: No significant outliers were identified, indicating consistency of findings across studies. Publication Bias: A relatively symmetrical distribution of points around the overall effect size line indicates low publication bias. Precision: Studies with larger sample sizes (high precision) are concentrated at the top of the funnel, indicating good quality evidence. Outliers: No significant outliers were identified, indicating consistency of findings across studies.

#### **Key Findings of the Meta-Analysis**

The professional competence of SIT teachers showed a moderate-large effect size ( $d = 0.60$ ) on educational outcomes. Low heterogeneity between studies indicated consistency of findings across geographic and methodological contexts. Publication bias was minimal based on funnel plot symmetry, strengthening the validity of the findings. Studies with work productivity (Asmarani et al.) and TPACK implementation (Saputro et al.) showed the highest effect size. Dimensions of spirituality and professional identity contributed significantly to SIT teacher competence.

#### **Practical Implications**

For Professional Development: The meta-analysis results show that investment in developing SIT teachers' professional competencies yields significant returns. Training programs should include pedagogical, technological, and spiritual dimensions in an integrated manner. For Institutional Policy: SITs need to develop a competency framework that includes national standards and Islamic values. Evaluation and supervision systems should be tailored to the unique characteristics of integrated Islamic education. For Further Research: Longitudinal studies are needed to analyze the long-term impact of teachers' professional competencies on student achievement and Islamic character formation. Research also needs to focus on developing contextual competency evaluation instruments for SITs.

#### **CONCLUSION**

A systematic literature review and meta-analysis of seven studies that met the inclusion criteria produced comprehensive findings on the professional competence of teachers in Integrated Islamic Schools (SIT). The results of the analysis showed that the professional competence of SIT teachers has unique characteristics that distinguish them from conventional school teachers, namely the ability to integrate Islamic values in all aspects of learning while mastering national competency standards. The meta-analysis produced an average effect size of 0.60 (95% CI: 0.52-0.68,  $p < 0.001$ ), which indicates a moderate to large influence of teacher professional competence on various educational outcomes in SIT. These findings show high consistency across studies with low heterogeneity,

strengthening the validity and reliability of the research results. The study by Asmarani et al. (2021) showed the strongest correlation ( $r = 0.68$ ) between professional competence and teacher work productivity, with an effective contribution of 70.2%.

The characteristics of professional competence of SIT teachers include four main dimensions: (1) mastery of teaching materials and learning methodology, (2) the ability to integrate Islamic values in the teaching process, (3) TPACK-based digital competence that is adjusted to sharia principles, and (4) the spiritual dimension that is the foundation of professional identity. This spiritual dimension is a distinctive feature that is not found in the conventional education system, where SIT teachers are required not only to be academic educators but also as spiritual guides.

Factors that influence the professional competence of SIT teachers include continuous training integrated with Islamic values, holistic institutional support, appropriate educational background, and contextual teaching experience. The main challenges identified are limited technological infrastructure, minimal learning innovation, lack of independent training, and low discipline in continuous self-development. The integration of technology in SIT learning shows its own complexity, where teachers are not only required to master TPACK technically, but also to be able to contextualize it with Islamic values and manners. This creates a double challenge that requires a professional development approach that is tailored to the unique characteristics of integrated Islamic education.

The results of this study provide theoretical contributions to the development of a teacher competency framework that integrates national standards with Islamic values, as well as practical contributions to the design of SIT teacher professional development programs. The meta-analysis findings confirm that investment in SIT teacher professional competency development produces significant returns to the quality of education.

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