Issues of Professionality and Competency of Islamic Religious Education Teachers in Facing the Society 5.0 Era

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ARTICLE INFO

Article History:
Received: April 17, 2024
Revised: May 10, 2024
Accepted: May 17, 2024

Abstract:
This research uncovers the Islamic religious education teachers’ professionalism and competence issues in the Society 5.0 era. The research employed the Systematic Literature Review method. Articles were obtained from national and international journals. Researchers chose 15 articles from hundreds of relevant articles in the last 5 years. Then, the researchers analyzed and tabulated the tabular data with the name of the researcher, year of publication, publisher, and research results. The research indicated that Islamic religious education teacher professionalism and competence were strongly supported by efforts to increase the education level, training, and teacher upgrading programs. In addition, teacher quality and professionalism needed to be improved through cluster activity centers, teacher working groups, and the Republic of Indonesia Teachers’ Association. It was also necessary to increase a work ethic based on service. The conclusion and implications of improving human resource competencies are developing students’ abilities. Ultimately, teachers will always be active and require self-regulation to overcome the industrial revolution toward a golden Indonesia in 2045.

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How to Cite:
https://doi.org/10.21154/cendekia.v22i1.8782
INTRODUCTION

Nowadays, a competent and skilled teacher/lecturer significantly contributes to the development of national education.¹ In Indonesia, educators will be challenged to deal with the Society 5.0 era when digital industry growth demands advanced educational skills. Thus, teachers are required to be capable of lesson planning, explanation, class management, and community engagement to foster a knowledge-based society.² Education focuses on developing life and career skills, learning skills, innovation skills, and mastery of information and ICT. Public and religious teachers play vital roles in imparting general knowledge and religious moderation and strengthening educational and anti-corruption values.³

Public and religious teachers are different, even though both have an essential role in the teaching and learning process to achieve the ideal goals of education.⁴ The difference lies in the load of competencies they must have. Public teachers have four general competencies, and PAI teachers have six competencies, i.e., the development of pedagogical, social, spiritual, and leadership competencies.⁵

In addition, PAI teachers must meet the requirements outlined in Government Regulation Number 11 of 2005 and Law Number 14 of 2005 to obtain an educator certificate.⁶ However, assessment practices need improvement to address higher-order thinking questions instead of solely focusing on lower-order thinking skills.⁷ Moreover, teachers are crucially involved in fostering student interest, talent, and personality development in the Society 5.0 era. They will face challenges and opportunities that may lead to success or even threats if not addressed correctly. A professional teacher in the 21st century excels in teaching and builds strong relationships between schools and the broader community. Hence, continuous reflection and self-improvement are key characteristics of an effective teacher in the modern era.⁸

Based on previous research related to the professionalism and competence of Islamic religious education teachers in the Society 5.0 era, there were four trends: contemporary issues, professional teachers’ roles, teachers’ competencies, and challenges in facing Society

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This research employed previous research as a reference and comparison to complement findings. The authors aim to explore more about the basic concept of competence in a professional context, effective teaching practices, and the factors influencing the teachers’ and lecturers’ professionalism in Islamic education.

This research aimed to uncover teachers’ professionalism and competence issues in the Society 5.0 era. The demands significantly depend on cognitive aspects and morals or students’ character development.

**RESEARCH METHOD**

This research employed the Systematic Literature Review method. Systematic Literature Review (LSR) is defined as a systematic and straightforward method for identifying, analyzing, evaluating, and interpreting all previous research results obtained by researchers. Then, the researcher reviewed the results of this previous research by systematically reviewing and identifying the selected research articles. Triandini stated that when researchers wanted to use the LSR method, they should systematically identify and...
review several journals and appropriately follow the steps of the LSR method. In addition, it aimed to answer the research questions under certain conditions.

When collecting data, researchers used articles related to the professionalism and competence of Islamic religious education teachers in facing the era of society 5.0. Articles were obtained from national and international journals. The researchers chose 15 articles from hundreds in the last 5 years. Then, the articles were analyzed and tabulated in tabular form with the name of the researcher, year of publication, journal, and research results. Hence, the article contents were discussions of several articles that had been reviewed and compared.

The results of the literature studies were used as a basis for analyzing the problems of professionalism and competence of Islamic religious education teachers in the era of society 5.0. Ultimately, the researcher could conclude the data related to Islamic religious education teachers’ professionalism and competency system in the era of Society 5.0, as described below:

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<td>enhances their teaching performance and influences students’ morals and enthusiasm, boosting academic achievements.</td>
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<td>Reflective practice essentially enhances the pedagogical competence of Islamic Religious Education teachers and assists them in developing new strategies, overcoming teaching challenges, growing professionally, and building cultural references.</td>
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<td>Mehmet H. Tuna</td>
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<td>British Journal of Religious Education</td>
<td>The research showed that professionalization and recognition depended on teachers’ training and education, work schedules, state accreditation, and employment contracts. It also highlighted different beliefs and views among...</td>
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Mahfud, & Abu Samsudin  Framework for Young Muslim Generations: A Case Study from Two Indonesian Universities spirituity and roles. Based on interviews with Islamic education lecturers and observations of core and supporting learning activities, the framework was developed accordingly.

| 14. | Robiyah, Siti; Koderi; Anwar, Syaiful; Muin, Juhri Abdul; Hijriyah, Umi | 2021 | Continuous Professional Development of Junior High Schools' Islamic Religious Education Teachers at Bandar Lampung City, Indonesia. International Journal of Educational Management & Innovation | This research revealed that teachers must engage in MGMP activities, training, workshops, and seminars for self-development. They should also produce national and international scientific publications and innovate in preparing learning standards, such as guidelines and lesson plans. |
| 15. | Mariam Alhashmi, & Jase Moussa-Inaty | 2021 | Professional Learning for Islamic Education Teachers in the UAE | British Journal of Religious Education The research highlighted how IE teachers’ professional learning, based on the Islamic concept of lifelong learning, offers a promising path for meeting the high demand for skilled IE teachers in the UAE. |

**RESULTS AND DISCUSSION**

**Contemporary Issues in Teacher Professionalism**

Teacher professionalism is commonly indicated by effectively conducting indoor and outdoor learning activities, managing school and learning administration, compiling materials, guiding students, and creating assessments. A professional teacher should be capable of educating, leading, and motivating students to be intelligent and ethical. They must possess broad insights and skills than non-professional teachers. Professional teachers continuously strive to improve their quality and update their skills. A teacher’s performance is good if they can master and develop learning materials, teach creatively, prioritize discipline, cooperate with school members, and serve as student role models.

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Gilbert Hunt conveyed that professional teachers should passionately support student progress, possess strong subject knowledge, stay updated on scientific developments, engage in comprehensive discussions, boost students' and parents' interest, and enhance academic enthusiasm. Teacher professional development is crucial for improving teaching capacity; thus, many teachers need to discuss, receive feedback, and adapt their methods to focus on student-centered learning. Collaboration among teachers is also essential. They must master professional competency standards. Moreover, in case of moral issues among students, it requires continuous evaluation with PAI teachers, schools, parents, and the community.

**Basic Concepts of Competency in a Professional Context**

A teacher must have several important points to achieve professionalism, including self-regulation, special knowledge, moral ethics, and learning. Teacher competence is being competent, the ability to do work, being skilled, having power, authority, capacity, and rational performance that satisfactorily meets the desired condition objectives.

Indeed, students considered good teachers empathetic, motivational, humane, open, passionate about their subject, firm, caring, idealistic, respectful, patient, and engaging. Additionally, a knowledgeable teacher should be capable of mastering content, adapting to class needs, transferring knowledge, encouraging group dynamics, responding to questions, planning lessons, behaving professionally, providing systematic instruction, and explicitly improving knowledge. The teacher-student relationship should also balance authority and care, maintain emotional distance, foster mutual respect and trust, treat students as adults, and be responsive and friendly.

**Good Teaching Concept**

Teachers' and students' beliefs about good teaching require actions by the teachers, for example, differentiation, balance between curriculum requirements and students' interests, base teaching on daily issues, transfer of knowledge, balance of grades when needed, equipping students against the topic, focusing on overall development, incidental curriculum,
and learning planning that is diversified.  

The learning environment must be supportive; thus, students can learn from this good perception. For instance, different teaching methods must trigger interest. Adequate furniture must support new media, an independent work environment must be rich in variety, a discussion space, a supportive environment must be intimate, support oneself with determination, real life, and a place of education and upbringing.  

Figure 1. The Onion Model (Model of Levels in Reflection)  

The Role of Professional Teachers  

In education, teachers primarily act as a resource for human knowledge development. This profession supports and communicates to educate, teach, and train students. Due to the duties of professional teachers, it is necessary to prepare an article to assist teachers in absorbing knowledge, insight, and scientific concepts about teachers professionally as a guide, conveying both theory and practice. The teachers are crucial components in teaching and learning activities. Their presence is as the teacher, educator, trainer, director, consultant, evaluator, and reviewer.  

According to the Big Indonesian Dictionary (KBBI), a role is a set of expected societal behaviors. Teachers are expected to be a role model to be followed and imitated.  

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33 Muhammad Munadi, “Pendidikan Guru Agama Islam Di Perguruan Tinggi Umum Negeri (Studi Komparatif Antara Universitas Negeri Jakarta (UNJ) Dengan Universitas Pendidikan Indonesia (UPI)
Meanwhile, Mujtahid in Development of the Teacher Profession research defines a teacher as someone whose profession is teaching.\textsuperscript{34} Sri Minarti explains that the word "teacher" originates from Sanskrit. It means significant and honorable. In English, the terms of the professor, educator, and tutor are intended for the different types of teachers.\textsuperscript{35} In addition, Supardi also reveals in his "Teacher Performance" research that Indonesian Law No. 14 of 2005 mentions teachers to educate, instruct, direct, train, review, and evaluate students in early childhood, primary, and secondary education through formal education.\textsuperscript{36}

Professionalism, derived from the "profession" word (Latin: "professus"), refers to work or livelihood. According to Indonesian Law No. 14 of 2005, professionalism involves activities that provide income and require skills, abilities, and specific competency standards.\textsuperscript{37} Kunandar conveys that professional teachers should possess the necessary knowledge, attitudes, and skills to perform educational tasks effectively, thus encompassing personal, social, and academic competencies.\textsuperscript{38}

Hence, a professional teacher should be skilled and competent in their field, capable of addressing theoretical and practical issues. They must possess expertise, responsibility, public awareness, and skills to execute the tasks effectively. To maintain their professionalism, teachers should continuously develop their skills.\textsuperscript{39} Key components of teacher professionalism are becoming effective facilitators\textsuperscript{40} and communicators.\textsuperscript{41}

Islamic Religious Education Teacher Competencies

Based on current education policy, aspects of teacher capacity, which include teaching capacity, personal capacity, social capacity, and professional capacity, are briefly explained as follows.

The first is pedagogical competence. Law Number 14 of 2005 concerning Teachers and Lecturers states that pedagogical competence manages student learning.\textsuperscript{42} Competence refers to a person’s ability to carry out their duties.\textsuperscript{43}

The second is personality competence. This skill is the personal ability of a teacher. If
the teacher’s personality is closely related to social interaction, it has something related to affection. The teachers consider attitude can affect the teacher’s academic success because a good personality will create good attitudes and behaviors in the learning process. Hence, attitude is integral to social life because human life interacts with others.49

The third is social competence. An effective teacher is someone you can bring along with your students to achieve educational goals successfully. Teaching in front of the class is an expression of interaction in the communication process between teachers and students. Law Number 14 of 2005 concerning Teachers and Lecturers explains that social competence is the teacher’s ability to communicate and interact effectively and efficiently with students, fellow teachers, parents or guardians of students, and the surrounding community.35

The fourth is professional competence. Law Number 14 of 2005, explanation of Article 28, paragraph 3 point (c) concerning Teachers and Lecturers, states that professional competence is the ability to master subject matter broadly and in-depth.46 Professional competence refers to areas of expertise and task performance. Therefore, professional teachers have this characteristic of mastery of documents. Deep and meaningful learning is related to the teacher’s ability to conduct research, write science articles, and publish them.47

The next is spiritual competence. To realize and achieve these educational goals, school teachers are vital in training students to have religious and spiritual strength. Moreover, a teacher with spiritual abilities must convey spiritual wisdom to students to create learning outcomes that align with educational goals. Spiritual skills based on the description of the four skills imply that they cannot achieve educational goals according to Law Number 20 of 2003.48

Last is leadership competence. To achieve Islamic education goals, teachers must have five primary skills, including leadership. According to Article 16, paragraph (1) of the Regulation of the Minister of Religion No. 16 of 2010, religious education teachers must possess educational, personal, social, professional, and leadership abilities. Leadership aims to influence people and achieve common goals.49 Therefore, the Ministry of Religion emphasizes that PAI teachers require leadership skills due to their greater responsibilities than other teachers.50

46 Departemen Pendidikan Nasional.
49 Pendis Kemnag RI, “Peraturan Undang-Undang Kementrian Agama No. 16 Tahun 2010 (Tentang Pendidik Dan Tenaga Pendidik) Pasal 16 Ayat 6” (2010).
50 Zulkifil, Professional Competency and Islamic Education (PAI) Teachers Certification At State Senior High Schools in Southeast Sulawesi (United Kingdom: Services for Science and Education Stockport, Cheshire, SK4 2BT, 2021), 1–2.
Professionality and Competency of Islamic Religious Education Teachers in Facing the Society 5.0 Era

The Industrial Revolution 4.0, known as the breakthrough era, has brought significant benefits and challenges, impacting human values. To address these issues, scientists led by Japanese researchers introduced the concept of Society 5.0 in January 2016. Society 5.0 aims to optimize digital transformation, create new values, and support industrial policies globally. This concept is a core of Japan’s growth strategies, including the “Future Investment Strategy 2017.” The rapid innovation of the fourth industrial revolution disrupts existing markets and technologies. In education, known as Education 4.0, educators face challenges to advance and develop superior human resources. Due to Society 5.0, education focuses on balancing technological advancements with human values and prioritizes artificial intelligence and the human factor to enhance student skills for future competitiveness.

Society 5.0 is where various needs are differentiated and met by providing necessary products and services in sufficient quantities. Society 5.0 is where various needs are differentiated and met by providing necessary products and services in sufficient quantities.

Figure 2. Society Stages

Figure 2. above describes that Society 1.0 comprised hunters and gatherers living in harmony with nature. Society 2.0 formed agricultural groups to improve organization and national development. Meanwhile, Society 3.0 emerged with industrialization and enabled mass production. Society 4.0 became an information society, enhancing value through information networks. Lastly, Society 5.0 is intended to be prosperous by leveraging these advancements.

Society 5.0 aims to enhance humanity through economic growth and social

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development, ensuring a high quality of life for all. It requires innovation policy, entrepreneurship, and entrepreneurial skills. Designed to be human-centered, Society 5.0 seeks to solve societal challenges while promoting active, comfortable, and sustainable living.

**Inhibiting Factors for Teachers/Lecturers in Developing Teacher Professionalism and Competence**

The research findings revealed that technological and industrial changes hindered teachers’ professionalism and competence; for instance, difficulties in planning, implementing, and evaluating learning; monotonous teaching activities; and low teaching capacity. Saudagar and Idrus stated that a location is considered professional if it meets five conditions: 1) agreed theoretical knowledge; 2) commitment to applying knowledge and skills; 3) a professional code of ethics; 4) professional organizations for support and protection; and 5) a certification system for qualified practitioners.

**Supporting Factors for Teachers/Lecturers in Developing Teacher Professionalism and Competence**

Training is necessary to improve teachers’ professionalism and competency. According to Law No. 14 of 2005, Article 2 states that teachers are professional primary, secondary, and early childhood education staff. An educator certificate verifies the professional status. Article 8: Teachers must have educational qualifications, skills, academic certificates, good physical and mental health, and the ability to achieve national education goals. Article 11: Teaching certificates are awarded to teachers who meet specific requirements and are issued by universities with government-approved lecturer recruitment programs.

In addition, Article 16 regulates that teachers with an academic diploma are entitled to receive professional compensation equal to the basic salary of teachers appointed by educational units organized by the Government or Regional Government. The mandate of

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59 Lubis et al., “Guru Profesional Sebagai Komunikator Dan Fasilitator Pembelajaran Bagi Siswa,” 35.
Law Number 14 of 2005 reveals that formal proof of the legality of teachers who have been considered and meet specific criteria, as referred to in the mentioned article, will receive a form of reward from the Government, namely in the form of a certification salary which is equivalent to their respective basic salaries, respectively. To improve the performance and professionalism of teachers/lecturers, there has been a one-year program, Professional Teacher Education.

The UNESCO International Commission on Education entered and treated countries in the 21st century differently from the previous period. In the 21st century, teachers have acted in identical strategic roles. It helps build the character and intelligence of the younger generation or, in other words, to shape the character and thoughts of the youth."65

Professionalism is crucial for teachers to perform their duties effectively, influenced by internal factors such as interest, and talent and external factors such as environment, infrastructure, and training.66 In addition, some key factors that support teacher professionalism are: first, advancing education levels (undergraduate, postgraduate, doctoral, and equalization programs); second, participating in training and upgrading programs; third, enhancing teacher quality through Teacher Activity Center, Teacher Working Group, and Teachers Association of the Republic of Indonesia; fourth, building strong professional relationships; fifth, maintaining a high work ethic with consistent quality service; sixth, applying the Imitate Modification Action approach, where teachers refine their skills through practice and analysis, achieving higher professionalism and competence.67

CONCLUSION

In short, the issue of teacher professionalism and competence leads to how people can improve and consistently implement education; hence, the result can be a solution to overcome various inaccuracies. In this case, the author obtained the research results that indicated current contemporary issues that cannot be denied. People should face specific issues, like or dislike, namely changes and advanced times. Therefore, the teachers/lecturers not only transfer knowledge but also build character building. Furthermore, the role of a professional teacher is vital due to his distinctive role. Before executing their duties, teachers should have competency to the extent of their ability to process, organize, and educate their students. They also should be qualified in these competency requirements: pedagogical, personality, social, and professional competence. Not only that, educators (teachers/lecturers) must be able to improvise the changes, commonly known as the society 5.0 era. Moreover, teachers must be able to prevent and classify supporters and obstacles, then categorize them as inhibiting and supporting factors in developing teacher professionalism and competence.

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