

Cendekia: Jurnal Kependidikan dan Kemasyarakatan

Vol. 22 No. 1 (2024) : 59-78

Available online at <https://jurnal.iainponorogo.ac.id/index.php/cendekia>

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

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ARTICLE INFO

ABSTRACT

Article History:

Received: April 17, 2024

Revised: May 10, 2024

Accepted: May 17, 2024

Keywords:

professionalism; teacher competency; society 5.0

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:

Nurdiyanto, Muhammad Thoriqul Islam, Nawa Marjany, Maslani, and Hasbiyallah. "Issues of Professionalism and Competency of Islamic Religious Education Teachers in Facing the Society 5.0 Era." *Cendekia: Jurnal Kependidikan dan Kemasyarakatan* 22, No. 1 (2024): 59-78.

<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

¹ Asih Ria Ningsih, Rita Arianti, and Debby Indah, "Guru Sebagai Mentor Pada Pembelajaran Di Masa Pandemi Covid-19," *Jurnal Masyarakat Negeri Rokania* 2, no. 1 (2021): 18–22.

² Monica Febriana Suwandi and Carolina Lita Permatasari, "Strategi Peningkatan Kompetensi Guru Dalam Proses Belajar Mengajar," *Jurnal Ekonomi Dan Pendidikan* 18, no. 1 (2021): 76–94.

³ Afida Nurriszqi, "Karakteristik Pendidikan Agama Islam Di Madrasah Perspektif Kebijakan Pendidikan," *Bintang: Jurnal Pendidikan Dan Sains* 3, no. 1 (2021): 124–41.

⁴ Indah Fadilatul Kasmar et al., "The Concepts of Mudarris, Mu'allim, Murabbi, Mursyid, Muaddib in Islamic Education," *Khalifa: Journal of Islamic Education* 3, no. 2 (2019): 107–25.

⁵ Mahariah, "Problems and Efforts to Form Pedagogic Competence for Prospective Islamic Religious Education Educators in the PAI STAI Study Program Sumatra Medan," *Edukasi Islami: Jurnal Pendidikan Islam* 11, no. 3 (2022): 1–16.

⁶ Firman Mansir, "Manajemen Pondok Pesantren Di Indonesia Dalam Perspektif Pendidikan Islam Era Modern," *Qalamuna: Jurnal Pendidikan, Sosial, Dan Agama* 12, no. 2 (2020): 207–16.

⁷ Yeyen Afista, Ali Priyono R, and Atho Saihul Alaul Huda, "Analisis Kesiapan Guru PAI Dalam Menyongsong Kebijakan Merdeka Belajar (Studi Kasus Di MTsN 9 Madiun)," *JoEMS: Journal of Education and Management Studies* 3, no. 6 (2020): 53–60.

⁸ Andy Hargreaves, "The Four Ages of Professionalism and Professional Learning [Paper Presented to the Australian College of Education Conference on the Status of Teaching]," *Unicorn (Carlton, Vic)* 23, no. 2 (1997): 86–114; Andy Hargreaves, "Four Ages of Professionalism and Professional Learning," *Teachers and Teaching: History and Practice* 6, no. 2 (2000): 151–82.

5.0.⁹ 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.¹⁰ 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.¹¹ Then, the researcher reviewed the results of this previous research by systematically reviewing and identifying the selected research articles.¹² Triandini stated that when researchers wanted to use the LSR method, they should systematically identify and

⁹ Handono and Siti Nurochmah, "The Impact of Authentic Leadership, Teacher Competence, and Employee Competence on Student Satisfaction with Educational Services at the Madrasah Aliyah Negeri in the Semarang Residency," *Jurnal Pendidikan Islam* 12, no. 2 (2023): 139–51; Amangul Orakova et al., "The Relationships between Pedagogical and Technological Competence and Digital Literacy Level of Teachers," *Journal of Curriculum Studies Research* 6, no. 1 (2024): 1–21; Sri Astuti A. Samad et al., "Teacher's Spiritual Competence and Its Implication in Islamic Religious Education Learning in Pidie, Aceh," *Ulumuna* 27, no. 2 (2023): 624–48; Yedi Purwanto, Aep Saepudin, and Sofaussamawati, "The Development of Reflective Practices for Islamic Religious Education Teachers," *Jurnal Pendidikan Islam* 9, no. 1 (2023): 107–22; M. Edi Suharsongko, Munawiroh Munawiroh, and Suharwanto Suharwanto, "Competence of Islamic Religious Education Teachers from The Perspective of the Quran," *Journal of World Science* 2, no. 8 (2023): 1291–1302; Imran and Ainal Mardhiah, "Revitalizing Islamic Education: Professionalism Of State Islamic Religious College Lecturers In Welcoming The Industrial Era 4.0," *Jurnal Ilmiah Peuradeun* 11, no. 3 (2023): 811–30; Asep Ganjar Sukarelawan et al., "Supervisors Professionalism Implementation in Improving The Creativity of Islamic Religious Education Teachers: Study of Middle School Learning Management in Sumedang Regency," *Journal of Social Science* 3, no. 1 (2022): 15–27; Mehmet H. Tuna, "The Professionalisation of Islamic Religious Education Teachers," *British Journal of Religious Education* 44, no. 2 (2022): 188–99; Muhammad Erfan Riadi, Biyanto Biyanto, and Benny Prasetya, "The Effectiveness Of Teacher Professionalism In Improving The Quality Of Education," *Kne Social Sciences* 20, no. June (2022): 517–27; Attok Illah et al., "Principal Leadership in Developing the Competence of Islamic Religious Education Teachers," *Nidbomul Haq: Jurnal Manajemen Pendidikan Islam* 7, no. 3 (2022): 404–19; Neneng Muhibah, "Strengthening the Literature of Islamic Religious Education Teachers to Increase Pedagogic and Professional Competence at Teacher Working Group Islamic Religious Education Cianjur Regency," *INFLUENCE: International Journal of Science Review* 4, no. 1 (2022): 254–62; Nur Chanifah et al., "Designing a Spirituality-Based Islamic Education Framework for Young Muslim Generations: A Case Study From Two Indonesian Universities," *Higher Education Pedagogies* 6, no. 1 (2021): 195–211; Siti Robiyah et al., "Continuous Professional Development of Junior High Schools' Islamic Religious Education Teachers At Bandar Lampung City, Indonesia," *International Journal of Educational Management and Innovation* 2, no. 1 (2021): 44–54; Mariam Alhashmi and Jase Moussa-Inaty, "Professional Learning for Islamic Education Teachers in the UAE," *British Journal of Religious Education* 43, no. 3 (2021): 278–87; Farihin et al., "A Skill Application Model to Improve Teacher Competence and Professionalism," *International Journal of Educational Methodology* 8, no. 2 (2022): 331–46.

¹⁰ Kitchenham Barbara and Stuart Charters, *Guidelines for Performing Systematic Literature Reviews in Software Engineering* (Durham: Keele University and Durham University Joint Report., 2007), 3.

¹¹ Raymon Van Dinter, Bedir Tekinerdogan, and Cagatay Catal, "Automation of Systematic Literature Reviews: A Systematic Literature Review," *Information and Software Technology* 136, no. March (2021): 1–16.

¹² Kitchenham Barbara, *Guidelines for Performing Systematic Literature Reviews in Software Engineering Version 2.3* (Durham: Keele University and Durham University Joint Report, 2007), 2.

review several journals and appropriately follow the steps of the LSR method.¹³ In addition, it aimed to answer the research questions under certain conditions.¹⁴

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.¹⁵ 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:

Table 1. Description of 15 Articles

No.	Author	Years	Title	Publisher	Point of View
1.	Handono & Siti Nurochmah	2024	The Impact of Authentic Leadership, Teacher Competence, and Employee Competence on Student Satisfaction with Educational Services at the Madrasah Aliyah Negeri in the Semarang Residency	Jurnal Pendidikan Islam	The research results revealed that authentic leadership quality, teacher competence, and employee competence significantly affect satisfaction with educational services at MAN, Semarang Residency.
2.	Amangul Orakovaa, Farida Nametkulovaa, Gulnara Issayevaa, Saule Mukhambetzhonovab, Marzhan Galimzhanovac, & Galiyapanu Rezuonovad	2024	The Relationships between Pedagogical and Technological Competence and the Digital Literacy Level of Teachers	Journal of Curriculum Studies Research	Multiple regression analysis emphasizes a significant relationship between teachers' pedagogical and technological competencies and their digital literacy levels, with distinctions between male and female teachers.
3.	Sri Astuti A. Samad, Syabuddin Gade, Hasan Basri,	2023	Teacher's Spiritual Competence and Its Implication in	Ulumuna	Islamic religious education teachers' spiritual competence

¹³ Evi Triandini et al., "Systematic Literature Review Method for Identifying Platforms and Methods for Information System Development in Indonesia," *Indonesian Journal of Information Systems (IJIS)* 1, no. 2 (2019): 63–77.

¹⁴ Luluk Latifah and Iskandar Ritonga, "Systematic Literature Review (SLR): Kompetensi Sumber Daya Insani Bagi Perkembangan Perbankan Syariah Di Indonesia," *Al Maal: Journal of Islamic Economics and Banking* 2, no. 1 (2020): 63–80.

¹⁵ Barbara Kitchenham et al., "Systematic Literature Reviews in Software Engineering - A Systematic Literature Review," *Information and Software Technology* 51, no. 1 (2009): 7–15.

	Silahuudin, & Safrina Ariani		Islamic Religious Education Learning in Pidie, Aceh		enhances their teaching performance and influences students' morals and enthusiasm, boosting academic achievements.
4.	Yedi Purwanto, Aep Saepudin, & Sofaussamawati	2023	The Development of Reflective Practices for Islamic Religious Education Teachers	Jurnal Pendidikan Islam	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.
5.	M. Edi Suharsongko, Munawiroh, & Suharwanto	2023	Competence of Islamic Religious Education Teachers from the Perspective of the Qur'an	Journal-World of Science	Islamic religious education teachers in South Tangerang City indicate low personality competence, marked by a lack of innovation, student engagement, self-development, and discipline in completing assignments.
6.	Imran & Ainal Mardhiah	2023	Revitalizing Islamic Education: Professionalism of State Islamic Religious College Lecturers in Welcoming the Industrial Era 4.0	JIP-The Indonesian Journal of the Social Sciences	FTK lecturers develop their professional competence through doctoral education, technology courses, and scholarships.
7.	Asep Ganjar Sukarelawan, Heru Sujiarto, Andriana Gaffar, & Dinny Mardiana	2022	Supervisors Professionalism Implementation in Improving the Creativity of Islamic Religious Education Teachers: Study of Middle School Learning Management in Sumedang Regency	Journal of Social Science	Supervision planning for Islamic Religious Education teachers in Sumedang is applied based on the previous year's results and includes short-term, medium-term, and long-term coaching priorities.
8.	Mehmet H. Tuna	2022	The Professionalisation of Islamic Religious Education Teachers	British Journal of Religious Education	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

					IRE teachers about their profession and subject.
9.	Farihin, Suteja, Muslihudin, Aris, Arif Abdul Haqq, & Widodo Winarso	2022	A Skill Application Model to Improve Teacher Competence and Professionalism	International Journal of Educational Methodology	This research emphasized the need for comprehensive skill applications as part of an integrated, sustainable, and mentoring (TSP) approach to significantly develop teacher professionalism.
10.	Muhammad Erfan Riadi, Biyanto Biyanto, and Benny Prasetya	2022	The Effectiveness of Teacher Professionalism in Improving the Quality of Education	ICIGR Conference Proceedings, KnE Social Sciences	The results showed that teacher professionalism slightly had a strong dominance in improving the quality of education and significantly contributed to forming competent graduates by focusing on student motivation.
11.	Attok Illah, Rosichin Mansur, Muhammad Fahmi Hidayatullah, Sariman, Isamaae Seenaa	2022	Principal Leadership in Developing the Competence of Islamic Religious Education Teachers	Nidhomul Haq: Jurnal Manajemen Pendidikan Islam	The research emphasized planning through initial meetings, establishment of curriculum development teams, curriculum documents, and preparation of evaluation assessment programs. Tahfidz learning should be conducted every morning for all students on a set schedule. The memorization assessment positively impacts teachers by building a learning community and is integrated with all Islamic religious subjects.
12.	Neneng Muhibah	2022	Strengthening the Literature of Islamic Religious Education Teachers to Increase Pedagogic and Professional Competence at Teacher Working Group Islamic Religious Education Cianjur Regency	INFLUENCE: International Journal of Science Review	The research results highlight some points: <i>first</i> , some Islamic Religious Education teachers need to improve their academic and professional competencies; <i>second</i> , the literacy program employs training, mentoring, and product documentation assessment with a learning-by-doing approach to strengthen literacy and produce substantive products.
13.	Nur Chanifah, Yusuf Hanafi, Choirul	2021	Designing A Spirituality-Based Islamic Education	Higher Education Pedagogies	It prompted universities to prioritize the development of students'

	Mahfud, & Abu Samsudin		Framework for Young Muslim Generations: A Case Study from Two Indonesian Universities		spirituality 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.¹⁶ A professional teacher should be capable of educating, leading, and motivating students to be intelligent and ethical.¹⁷ They must possess broad insights and skills than non-professional teachers. Professional teachers continuously strive to improve their quality and update their skills.¹⁸ 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.¹⁹

¹⁶ Sedyanta Santosa and Rosnaeni, "Isu-Isu Kontemporer Dalam Pendidikan Islam Di Madrasah Ibtidaiyah Bellu Kabupaten Bone," *Jurnal Basicedu* 5, no. 6 (2021): 5188–94.

¹⁷ Nur Illahi, "Peranan Guru Profesional Dalam Peningkatan Prestasi Siswa Dan Mutu Pendidikan Di Era Milenial," *Jurnal Ayy-Syukriyyah* 21, no. 1 (2020): 1–20.

¹⁸ Yuni Asdhiani, Ari Saptono, and Komarudin, "Multifaceted Rasch Analysis for Clinical Supervision Instrument Assessment of Islamic Religious Education Teachers," *Psychology and Education Journal* 58, no. 1 (2021): 4590–4603.

¹⁹ Eka Amalia Ernanda et al., "Utilization of Electronic Learning Media to Support the Professionalism of Islamic Religious Education Teachers at SMP Negeri 1 Babat Ajer," *AJER: Advanced Journal of Education and Religion* 1, no. 1 (2024): 71–79.

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.²⁰ 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.²¹

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.²²

Indeed, students considered good teachers empathetic, motivational, humane, open, passionate about their subject, firm, caring, idealistic, respectful, patient, and engaging.²³ 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.²⁴ 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.²⁵

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,

²⁰ Vicki Vescio, Dorene Ross, and Alyson Adams, "A Review of Research on The Impact of Professional Learning Communities on Teaching Practice and Student Learning," *Teaching and Teacher Education* 24, no. 1 (2008): 80–91.

²¹ Muhammad Syaifudin Zuhri et al., "The Effect of the Implementation of Islamic Religious Education and Religious Character on Independence for Class XI Students of SMA Negeri 3 Boyolali for the 2021/2022 Academic Year," *Jurnal Syntax Transformation* 5, no. 3 (2024): 784–99.

²² Wandy Zulkarnaen, "Performance Quality of Employees When Work From Home: An Analysis of Employee Competency During the Covid-19 Pandemic," *Komitmen: Jurnal Ilmiah Manajemen* 2, no. 2 (2021): 1–9; Muhammad Thoriqul Islam, Nawa Marjany, and Khoula Azwary, "Analysis of The 2013 Curriculum Post COVID-19 Pandemic at MI Nurussalam , Ngawi," *Insyirah: Jurnal Ilmu Bahasa Arab Dan Studi Islam* 6, no. 2 (2023): 243–55.

²³ Adi Kasman, M Ikhwan, and Darlis Azis, "Islamic Education as a Strengthening of Aqidah and Akhlaq in the Society 5.0 Era," *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 20, no. 2 (2022): 213–21.

²⁴ Muhammad Thoriqul Islam, Imam Qodari, and Nawa Marjany, "Islamic Boarding School Education and Its Renewal According to K.H. Abdullah Syukri Zarkasyi," *Paedagogia: Jurnal Penelitian Pendidikan* 27, no. 1 (2024): 103–12.

²⁵ Fakhrol Rijal and Tasnim Idris, "Teachers' Pedagogic Competence in Utilizing Learning Media of Islamic Religious Education at State Junior High Schools in Lhoksuemawe," *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 18, no. 1 (2020): 101–16.

and learning planning that is diversified.²⁶

The learning environment must be supportive; thus, students can learn from this good perception.²⁷ 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.²⁸

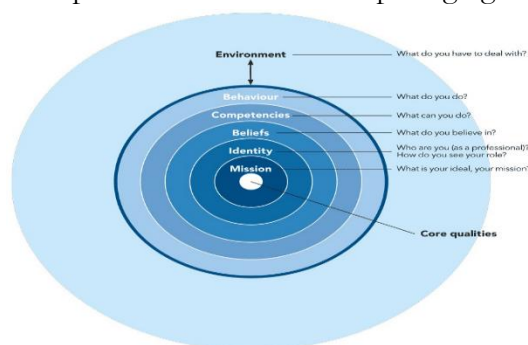


Figure 1. The Onion Model (Model of Levels in Reflection)²⁹

The Role of Professional Teachers

In education, teachers primarily act as a resource for human knowledge development.³⁰ 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.³¹ The teachers are crucial components in teaching and learning activities. Their presence is as the teacher, educator, trainer, director, consultant, evaluator, and reviewer.³²

According to the Big Indonesian Dictionary (KBBI), a role is a set of expected societal behaviors.³³ Teachers are expected to be a role model to be followed and imitated.

²⁶ Marieke Van Geel et al., "Capturing The Complexity of Differentiated Instruction," *School Effectiveness and School Improvement* 30, no. 1 (2019): 51–67.

²⁷ Muhammad Thoriqul Islam, Muhammad Miftah, and Nawa Marjany, "Dhuha Prayer as A Solution in Implementing Morals at MTs Lailatul Qadar Sukoharjo," *Jurnal Pendidikan: Riset & Konseptual* 8, no. 1 (2024): 64–69.

²⁸ Muhammad Thoriqul Islam et al., "Evaluating Post-Covid-19 Curriculum at Mi Nurussalam Ngawi : Enablers and Barriers," *Jurnal Syntax Admiration* 5, no. 3 (2024): 939–49.

²⁹ Fred A.J. Korthagen and Frits G. Evelein, "Relations between Student Teachers' Basic Needs Fulfillment and Their Teaching Behavior," *Teaching and Teacher Education* 60, no. August 2016 (2016): 234–44.

³⁰ Nurdiyanto, "Peran Kyai Dalam Mengatasi Kesulitan Pembelajaran Kitab Jurumiyah (Studi Kualitatif Pada Santri Pondok Pesantren Se-Kecamatan Cipocok Jaya Kota Serang Banten)," *Skripsi* (UIN Sultan Maulana Hasanuddin Banten, 2021), 15; Muhammad Thoriqul Islam and Achmad Husni Syaifudin, "The Influence of Teacher Character and Achievement Motivation on the Academic Procrastination of Al Muayyad Surakarta High School Students," *Journal of Islamic Education Research* 5, no. 01 (2024): 21–30.

³¹ Arfandi Arfandi and Mohamad Aso Samsudin, "Peran Guru Profesional Sebagai Fasilitator Dan Komunikator Dalam Kegiatan Belajar Mengajar," *Edupedia : Jurnal Studi Pendidikan Dan Pedagogi Islam* 5, no. 2 (2021): 124–32.

³² Arfandi, "Pemanfaatan Media Pembelajaran Dalam Meningkatkan Kualitas Pembelajaran PAI Di Sekolah," *Edupedia: Jurnal Studi Pendidikan Dan Pedagogi Islam* 9, no. 1 (2020): 65–77.

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.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.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.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.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.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.³⁹ Key components of teacher professionalism are becoming effective facilitators⁴⁰ and communicators.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.⁴² Competence refers to a person's ability to carry out their duties.⁴³

The second is personality competence. This skill is the personal ability of a teacher. If

Bandung),” *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 15, no. 1 (2017): 131–52.

³⁴ Mujtahid, *Reformulasi Pendidikan Islam: Meretas Mindset Baru, Meraib Peradaban Unggul* (Malang: Uin-Maliki Press, 2011), 25.

³⁵ Sri Minarti, *Ilmu Pendidikan Islam: Fakta Teoretis-Filosofis Dan Aplikatif-Normatif* (Jakarta: Amzah, 2022), 30.

³⁶ Ach Saifullah et al., “Dimensions of Transformational Leadership in Improving the Competitiveness of Islamic Education Institutions,” *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 21, no. 2 (2023): 163–79.

³⁷ Arfandi and Samsudin, “Peran Guru Profesional Sebagai Fasilitator Dan Komunikator Dalam Kegiatan Belajar Mengajar,” 66.

³⁸ Kunandar, *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) Dan Sukses Dalam Sertifikasi Guru*, 8th ed. (Jakarta: Raja Wali Pers, 2014), 45.

³⁹ Fitri Ghina Lubis et al., “Guru Profesional Sebagai Komunikator Dan Fasilitator Pembelajaran Bagi Siswa,” *Cendekiawan : Jurnal Pendidikan Dan Studi Keislaman* 1, no. 1 (2022): 34–38.

⁴⁰ Munawir, Zuha Prisma Salsabila, and Nur Rohmatun Nisa, “Tugas, Fungsi Dan Peran Guru Profesional,” *Jurnal Ilmiah Profesi Pendidikan* 7, no. 1 (2022): 8–12.

⁴¹ Saski Anggreta Fauzi and Dea Mustika, “Peran Guru Sebagai Fasilitator Dalam Pembelajaran Di Kelas V Sekolah Dasar,” *Jurnal Pendidikan Dan Konseling* 4, no. 3 (2022): 2492–2500.

⁴² Rijal and Idris, “Teachers’ Pedagogic Competence in Utilizing Learning Media of Islamic Religious Education at State Junior High Schools in Lhoksuemawe.”

⁴³ Departemen Pendidikan Nasional, “Undang-Undang Nomor 14 Tahun 2005, Tentang Guru Dan Dosen” (2005).

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.⁴⁴

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.⁴⁵

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

⁴⁴ Hendri Rohman, "Pengaruh Kompetensi Guru Terhadap Kinerja Guru," *Jurnal Madinaska Manajemen Dan Keguruan* 1, no. 2 (2020): 92–102.

⁴⁵ Departemen Pendidikan Nasional, Undang-Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen.

⁴⁶ Departemen Pendidikan Nasional.

⁴⁷ Rohman, "Pengaruh Kompetensi Guru Terhadap Kinerja Guru," 93.

⁴⁸ Putu Yulia Angga Dewi and Kadek Hengki Primayana, "Effect of Learning Module with Setting Contextual Teaching and Learning to Increase the Understanding of Concepts," *International Journal of Education and Learning* 1, no. 1 (2019): 19–26.

⁴⁹ Pendis Kemenag RI, "Peraturan Undang-Undang Kementrian Agama No. 16 Tahun 2010 (Tentang Pendidik Dan Tenaga Pendidik) Pasal 16 Ayat 6" (2010).

⁵⁰ M Zulkifli, *Professional Competency and Islamic Education (PAI) Teachers Certification At State Senior High Schools in Southeast Sulawesi* (United Kingdom: Services for Science and Education Stockpot, Cheshire, SK4 2BT, 2021), 1–2.

Professionalism 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 2016.⁵¹ 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."⁵² 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.⁵³

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.⁵⁴

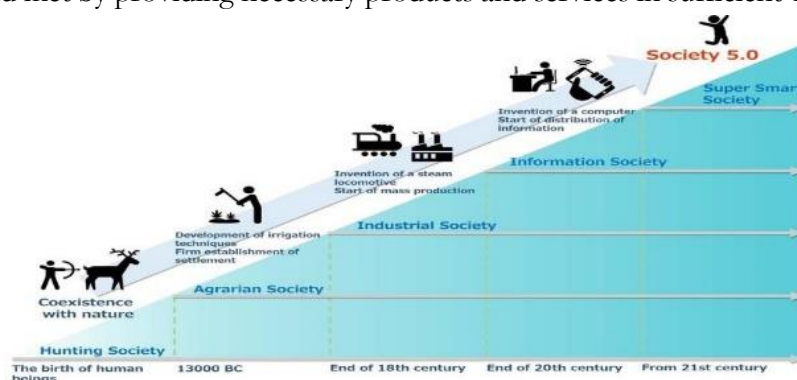


Figure 2. Society Stages

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.⁵⁵ Society 5.0 aims to enhance humanity through economic growth and social

⁵¹ Ni Nyoman Lisna Handayani and Ni Ketut Erna Muliastri, "Pembelajaran Era Disruptif Menuju Era Society 5.0 (Telaah Perspektif Pendidikan Dasar)," in *Prosiding Webinar Nasional IAHN-TP Palangka Raya 2020* (Palangkaraya-Kalimantan: IAHN-TP Palangkaraya, 2020), 1–14, <https://prosiding.iahntp.ac.id>.

⁵² Mayumi Fukuyama, "Society 5.0: Aiming for a New Human-Centered Society," *Japan SPOTLIGHT* no. Society 5.0 (2018): 47–50, <http://www8.cao.go.jp/cstp/>.

⁵³ Muhammad Kholil, Fathor Rozi, and Ahmad Fadholi, "Peningkatan Daya Saing Madrasah Di Era Society 5.0 Dengan Strategi Manajemen Branding Image Di Madrasah," *Tafâqûh: Jurnal Penelitian Dan Kajian Keislaman* 10, no. 2 (2022): 317–35.

⁵⁴ Slameto, "Reformasi Pendidikan Era Masyarakat 5.0," *Trisala: Jurnal Ilmiah Pendidikan* 03, no. 15 (2019): 412–19.

⁵⁵ Marianus Subandowo, "Teknologi Pendidikan Di Era Society 5.0," *Sagacious Jurnal Ilmiah Pendidikan Dan Sosial* 9, no. 1 (2022): 24–35.

development, ensuring a high quality of life for all.⁵⁶ It requires innovation policy, entrepreneurship, and entrepreneurial skills.⁵⁷ Designed to be human-centered, Society 5.0 seeks to solve societal challenges while promoting active, comfortable, and sustainable living.⁵⁸

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.⁵⁹ 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.⁶⁰

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.⁶¹ Article 8: Teachers must have educational qualifications, skills, academic certificates, good physical and mental health, and the ability to achieve national education goals.⁶² Article 11: Teaching certificates are awarded to teachers who meet specific requirements and are issued by universities with government-approved lecturer recruitment programs.⁶³

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.⁶⁴ The mandate of

⁵⁶ Fukuyama, "Society 5.0: Aiming for a New Human-Centered Society," 48.

⁵⁷ Felixian Teknowijoyo, "Relevansi Industri 4.0 Dan Society 5.0 Terhadap Pendidikan Di Indonesia," *Educatio: Jurnal Ilmu Kependidikan* 16, no. 2 (2021): 173–84.

⁵⁸ Rayhand Putra Ardinata et al., "Kepemimpinan Transformasional Sebagai Solusi Pengembangan Konsep Smart City Menuju Era Society 5.0: Sebuah Kajian Literatur [Transformational Leadership As a Solution for the Development of the Smart City Concept in the Society Era: A Literature Review]," *Al-Ibtiram: Multidisciplinary Journal of Counseling and Social Research* 1, no. 1 (2022): 33–44.

⁵⁹ Lubis et al., "Guru Profesional Sebagai Komunikator Dan Fasilitator Pembelajaran Bagi Siswa," 35.

⁶⁰ B Sohim, M Syah, and Hanafiah, "Kompetensi Manajemen Kepala Sekolah Dalam Meningkatkan Profesionalisme Guru PAI Di SMP Nurul Ihsan Banjaran Kabupaten Subang Jawa Barat," *Jurnal Manajemen Pendidikan Al-Hadi* 01, no. 02 (2021): 1–20.

⁶¹ Fitriani Lestari and Rusi Rusmiati Aliyyah, *Profesi Guru Dan Peningkatan Kompetensi* (Bogor: Universitas Djuanda Bogor, 2022), 20–24.

⁶² Fidhia Aruni and Faisal Faisal, "Efektivitas Kebijakan Sertifikasi Dalam Meningkatkan Profesionalisme Guru," *Edumaspol: Jurnal Pendidikan* 5, no. 2 (2021): 42–48.

⁶³ Ganda Sukmara et al., "The Important Role of Principal in Academic Supervision to Improve Teacher Competency in Society 5.0 Era," *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 21, no. 2 (2023): 268–84.

⁶⁴ Yuyun Yunalis and Maman Herman, "Implementasi Kebijakan Program Sertifikasi Guru Dalam Meningkatkan Kompetensi Guru," *IJEMAR: Indonesian Journal of Education Management & Administration Review* 2, no. 1 (2018): 205–12.

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.

⁶⁵ Zoltán Boldizsár Simon, *History in Times of Unprecedented Change: A Theory for the 21st Century* (London, New Delhi: Bloomsbury Academic Publishing, 2019), 20.

⁶⁶ Peter Barrett et al., *The Impact of School Infrastructure on Learning: A Synthesis of the Evidence* (America, Washington DC: International Bank for Reconstruction and Development / The World Bank, 2019), 14.

⁶⁷ Meng Tian et al., “The Role of Digital Transformation Practices in the Operations Improvement in Manufacturing Firms: A Practice-Based View,” *International Journal of Production Economics* 262 (2023): 108–929.

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