

Research Article

Implementing Islamic Education Teachers' Competence in Learning Management at a Public Madrasah in Indonesia

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Abstract: This article investigates how Islamic Education teachers implement their professional competence in managing learning at a public Islamic senior secondary school in North Maluku, Indonesia. Teacher competence is understood as a multidimensional construct that includes pedagogical, professional, personal, social, and spiritual dimensions and is expressed through lesson planning, classroom instruction, and learning assessment. Using a qualitative naturalistic design, data were collected through participant observation, in depth interviews with teachers, school leaders, and students, and documentation of lesson plans and institutional records. The findings show that lesson planning is carried out consistently and aligned with the curriculum, but the depth and creativity of plans vary between teachers, with some documents remaining largely administrative. In classroom instruction, teachers demonstrate sincere efforts to create a conducive learning climate, connect Islamic teachings with students daily lives, and encourage participation, although limited use of educational technology, differences in student engagement, and classroom management challenges constrain the consistency of instructional quality. Assessment practices employ diverse techniques to evaluate cognitive, affective, and psychomotor domains, yet the systematic use of formative and authentic assessment is still uneven due to workload and time pressures. Supporting factors include institutional backing through workshops and subject teacher forums, supportive leadership, adequate facilities, and teacher experience, while inhibiting factors comprise internal limitations in instructional design, external constraints related to technology and student diversity, and structural administrative demands. Overall, the study offers an integrated and context specific picture of how competence in learning management contributes to students understanding, motivation, and religious character.

Keywords: teacher competence; Islamic Education; learning management; qualitative study; madrasah

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1. Introduction

Teacher competence is widely recognized as a central determinant of instructional quality and student learning outcomes, especially in subjects that integrate cognitive, affective, and moral dimensions such as Islamic Education. In the Indonesian context, Islamic Education teachers are expected not only to transmit religious knowledge but also to cultivate faith, noble character, and the ability to apply Islamic values in everyday life and social participation. Learning management in this subject therefore needs to be understood as an integrated process of planning, implementing, and assessing instruction in ways that are pedagogically sound and value oriented. When this process is implemented effectively, it can support both academic achievement and the holistic formation of students as Muslims and citizens.

The regulatory framework in Indonesia strongly emphasizes teacher professionalism. The Law of the Republic of Indonesia Number 14 of 2005 on Teachers and Lecturers defines pedagogical competence as the capacity to manage student learning, and at the same time

highlights professional, personal, and social competence as integral components of teacher quality (Republic of Indonesia, 2005). Building on this framework, Mulyasa (2013) conceptualizes pedagogical competence as encompassing understanding of educational foundations, knowledge of learners, curriculum and syllabus development, lesson planning, dialogic classroom interaction, the use of learning technology, learning evaluation, and the facilitation of student potential. These expectations are particularly salient for Islamic Education teachers, who carry the dual responsibility of guiding intellectual understanding and internalization of Islamic teachings while also nurturing ethical behavior within formal madrasah settings.

Recent scholarship has paid increasing attention to the measurement and development of teacher competence. Gunadi and Sumarni (2023) underline that pedagogical competence is fundamental for teachers to conduct effective and sustainable instruction. However, studies on teacher professionalism in Indonesia also show that systemic and contextual challenges often hinder the realization of these competences in daily classroom practice. Susanti (2016), for example, reports that the management of teacher professional development programs has not fully ensured that teachers update their knowledge and skills in line with professional standards, due in part to weak needs analysis, suboptimal training implementation, and limited attention to non technical factors. Syukur (2014) similarly finds that a considerable proportion of teachers rarely use information and communication technology in teaching, that many lack sufficient mastery of such technology, and that some schools still suffer from inadequate facilities.

Other empirical work corroborates the complex nature of teacher professionalism. Studies on the effects of educational qualification, innovative attitudes, and work ethos on teacher professionalism in social studies indicate that academic background alone is not enough to ensure high quality teaching, and that professional dispositions and work culture are equally important. Research on pedagogical and personality competence of Islamic Education teachers reveals that these domains significantly influence student achievement in religious subjects (Supriyanto, 2017). More recent work shows that targeted cooperative learning training can enhance teachers pedagogical competence (Tarigan, 2023), while leadership competence among Islamic Education teachers contributes to the moral development of students (Ulfah & Susandra, 2021; Wayanah, 2015). Taken together, these studies suggest that teacher competence is multidimensional and that its enactment is shaped by individual, institutional, and structural factors.

Within the specific domain of Islamic Education, several studies have examined curriculum implementation and learning approaches. Suryadi (2022) investigates constructivist based Islamic Education learning in a madrasah aliyah and points to the importance of learner centered strategies and contextual tasks for meaningful understanding. Syafi i (2023) discusses conceptual foundations of education in modern learning theory and highlights the shift toward active, participatory, and reflective learning models that demand sophisticated pedagogical competence from teachers. Studies on the cultivation of Islamic values at the elementary level illustrate how school culture and teacher practices shape character formation, stressing that Islamic Education should be experienced as a living set of values rather than as abstract doctrine (Syukri et al., 2023). At the same time, scholarship on Islamic Education media argues that teaching media should be regarded as an integral element of instructional strategy rather than merely as an auxiliary tool, particularly in the context of digital education (Zainiyati, 2013).

These strands of literature collectively show that teacher competence, leadership, technology use, and institutional support are crucial for achieving the goals of Islamic Education. However, they also reveal substantial gaps between policy aspirations and classroom reality. Evidence from various regions indicates that many teachers still struggle to integrate technology meaningfully into instruction, and that differences in student ability demand more differentiated strategies than are commonly practiced (Syukur, 2014; Turhusna & Solatun, 2020). Research on curriculum development at the higher education level further underscores that quality learning processes depend on coherent curriculum design, reflective teaching, and supportive governance structures (Yusrie et al., 2021). Less attention, however, has been given to how Islamic Education teachers enact their full range of competences in managing learning across the interconnected stages of planning, implementation, and assessment in madrasah contexts, particularly in regions outside major educational hubs.

The present study responds to this gap by focusing on the implementation of Islamic Education teachers competence in learning management at a public Islamic senior secondary school in North Maluku Province. The school has a diverse teaching staff and student body

and relatively well developed facilities, including laboratories, a library, and a mosque, yet preliminary observations indicated variation in how Islamic Education teachers plan, conduct, and assess learning despite operating under the same institutional and curricular framework. Islamic Education learning at this site is expected to form students who are devout, morally upright, and capable of applying Islamic teachings in daily life and contributing positively to society. Understanding the quality of learning management in such a setting is therefore of strategic importance for both educational practice and policy.

Conceptually, this research views professional competence of Islamic Education teachers as a multidimensional construct that includes pedagogical, personal, social, spiritual, and leadership competences, all of which are expressed through the management of learning. Learning management is operationalized as the ability to design comprehensive lesson plans and syllabi, prepare appropriate media and assessment instruments, conduct interactive and constructive classroom activities inside and outside the classroom, and implement accurate and learning oriented evaluation followed by meaningful follow up. In line with qualitative educational research traditions, the study adopts a naturalistic approach that seeks to understand teacher competence implementation in its natural setting, drawing on theoretical and methodological guidance from authors such as Sudjana and Ibrahim (2012), Sugiyono (2016), Sudaryono (2017), and Sukmadinata (2011).

Against this backdrop, the study addresses three central questions. First, how is the competence of Islamic Education teachers implemented in planning, implementing, and assessing learning in the madrasah. Second, what factors support and hinder the implementation of this competence, including internal teacher factors, external conditions such as facilities and student diversity, and structural conditions such as workload and time allocation. Third, what impacts arise from the implementation of teacher competence for student learning outcomes, motivation, religious character, and the overall learning climate in the school. By answering these questions, the article seeks to contribute to the literature on teacher competence and Islamic Education in three ways. It provides a context rich description of how Islamic Education teachers in an eastern Indonesian madrasah enact their professional competences across the full cycle of learning management. It offers an empirically grounded classification of supporting and inhibiting factors that operate at institutional, structural, and individual levels, interpreted in light of organizational leadership perspectives such as those of Hoy and Miskel (2013). Finally, it discusses the observed impacts of competence implementation and proposes directions for policy and professional development that may help madrasahs move from merely adequate to more innovative, equitable, and impactful Islamic Education learning.

2. Literature Review

The literature that informs this study can be grouped into four main strands. The first concerns the concept of teacher competence in general and within Islamic Education in particular. The second elaborates theoretical perspectives on learning management that cover planning, implementation, and assessment. The third discusses supporting and inhibiting factors that shape the enactment of teacher competence. The fourth reviews empirical studies on teacher professionalism and Islamic Education learning that frame the contribution of the present study.

2.1 Teacher competence in Islamic Education

Teacher competence has long been recognized as a foundational element for effective teaching and learning. The Indonesian Law Number 14 of 2005 on Teachers and Lecturers defines teacher competence as an integrated set of pedagogical, professional, personal, and social capacities that enable teachers to manage learning in a responsible and accountable way (Republic of Indonesia, 2005). In this framework, pedagogical competence is interpreted as the ability to understand learners, design and implement learning, and evaluate learning outcomes in order to achieve educational objectives.

At the conceptual level, pedagogical competence is often described as a systematic understanding of how to direct student learning. Gunadi and Sumarni (2023) argue that pedagogical competence is expressed in the ability to apply learning theories, design instruction that is sensitive to learner needs, and conduct evaluation that supports continuous improvement. In a similar vein, Supriyanto (2017) shows that pedagogical and personality competences of Islamic Education teachers significantly influence student achievement,

indicating that competence is not only a formal requirement but a real determinant of learning outcomes.

Within the specific context of Islamic Education, teacher competence includes additional dimensions beyond the four domains specified in national policy. Islamic Education teachers are expected to master religious subject matter, model Islamic values, and guide students character development. Daradjat emphasizes that religious education is not limited to transfer of knowledge but also involves the cultivation of morality, attitudes, and personalities that help learners face real life challenges. This view implies that competence in Islamic Education is inherently holistic, connecting cognitive, affective, and behavioral aims. More recent work on the cultivation of Islamic values in elementary schools confirms that teacher practices and school culture are key determinants of character formation, and that Islamic Education needs to be experienced as a lived set of values rather than abstract doctrine (Syukri et al., 2023).

Studies on teacher competence in the context of curriculum reform and the Merdeka Curriculum also highlight the importance of pedagogical competence. Lestari et al. (2023) show that teachers need robust pedagogical skills to interpret curriculum changes, design learning that aligns with new standards, and implement student centered learning. Melany Sihombing and colleagues identify the role of pedagogical competence in strengthening character education efforts in primary schools, indicating that competence underpins not only cognitive outcomes but also the cultivation of character traits. These findings are particularly relevant for Islamic Education, where character formation is a core objective.

2.2 Learning management in planning, implementation, and assessment

Learning management is closely linked to conceptualizations of the teaching and learning process. Rohani (2004) explains that instructional activities are conscious efforts of teachers to help learners engage in meaningful learning experiences. In this view, the teacher functions as a facilitator who provides facilities and creates supportive situations so that learners can realize their learning potentials. Isjoni (2010) describes learning as a process of cooperative interaction between teachers and students in pursuit of learning objectives, where both parties are active participants rather than passive recipients.

From a management perspective, learning management can be understood as the organization of all activities included in core and supporting curricula. Fauzi (2014) outlines learning management as a set of steps that include planning, implementation, and evaluation, all oriented toward the achievement of learning objectives. Planning covers the specification of goals, strategies, and resources. Organization involves the distribution of tasks and coordination of the actors involved. Evaluation is carried out to determine the extent to which objectives have been achieved and to identify supporting and inhibiting factors.

In the domain of Islamic Education, learning management is conceptualized as a process of designing and implementing instructional activities that meaningfully introduce students to Islamic teachings and guide them in applying those teachings in everyday life. Planning in Islamic Education includes the preparation of lesson plans, syllabi, learning media, and assessment instruments that are aligned with curriculum standards and responsive to learner characteristics. Sa'ud and Makmun (2014) conceptualize planning as a process of making decisions in advance regarding what will be achieved, how it will be achieved, and what personnel and time are needed. Rusman (2012) highlights planning as a key stage where teachers identify competencies, select content, and decide on strategies and evaluation methods to be used in and outside the classroom.

Implementation in learning management refers to the enactment of planned activities through classroom interaction. In Islamic Education, implementation is expected to integrate cognitive, affective, and psychomotor aspects, using varied methods and relevant media. Isjoni (2010) stresses that effective learning involves stages of behavioral change in cognitive, affective, and psychomotor domains, moving students toward more advanced states of understanding, attitudes, and skills. Studies by Suryadi (2022) on constructivist based Islamic Education learning show that implementation is more effective when teachers adopt learner centered strategies and contextual tasks that connect subject matter with students life experiences.

Assessment is another crucial dimension of learning management. In the Indonesian context, national policy and professional standards encourage teachers to conduct fair, accurate, and learning oriented assessment. Supriyanto (2017) demonstrates that effective assessment practices are closely related to teachers pedagogical and personality competences. Assessment in Islamic Education is expected to encompass the evaluation of knowledge,

attitudes, and practices, and to be followed by feedback and follow up that help students improve. Work on classroom assessment indicates that varied assessment techniques, including oral quizzes, written tests, performance tasks, and observation of attitudes, contribute to a more comprehensive picture of student learning.

2.3 Supporting and inhibiting factors for competence implementation

The literature also sheds light on institutional and contextual factors that support or hinder the implementation of teacher competence. Susanti (2016) examines the effectiveness of teacher professional development management and finds that needs analysis often fails to include detailed school conditions, that prioritization of professional development needs is difficult, that training implementation is not optimal, and that non technical factors are rarely considered in evaluation. These weaknesses lead to gaps between the ideal of professional competence and the actual readiness of teachers to update their skills.

Syukur (2014) focuses on teacher professionalism in the implementation of information and communication technology and concludes that many teachers rarely use technology in instruction and lack sufficient mastery of it, partly due to inadequate facilities and training. Turhusna and Solatun (2020) emphasize individual differences in the learning process, indicating that student diversity in abilities, interests, and backgrounds requires adaptive instructional strategies. Without sufficient competence and institutional support, these individual differences can become inhibiting factors that reduce the effectiveness of teaching.

In the broader discourse on teacher professionalism, Ahmad Yusuf Sobri analyzes models of professional development for teachers and stresses that increased professionalism is positively associated with improved educational quality. Sobri argues that professional development needs to be systematic and sustained, and that institutional support plays an essential role in enabling teachers to implement the competences required by policy. Gunadi and Sumarni (2023) similarly state that teacher professionalism cannot be separated from the work environment and institutional systems that frame teachers practice.

Factors that support the implementation of teacher competence therefore include structured professional development programs, supportive school leadership, adequate learning facilities, and positive work culture. Hoy and Miskel (2013) argue that leadership and organizational climate are pivotal in shaping teacher behavior, motivation, and innovation, indicating that heads of schools and madrasahs play a strategic role in creating conditions where competence can be enacted fully. Conversely, inhibiting factors found in many studies comprise limited technological readiness, heavy administrative workload, time constraints in the timetable, and variability in student readiness. These factors combine to create multidimensional challenges that constrain how far teachers can implement their competences in classroom practice.

2.4 Previous studies on teacher competence and Islamic Education learning

Several previous studies have investigated teacher competence and professionalism using various methods and contexts. Susanti (2016) uses a qualitative case study approach to explore professional development management for teachers and concludes that the demands of professionalism are not always accompanied by readiness at the implementation stage. Many teachers are not able to update their abilities in accordance with professional standards, which strengthens the argument for improved design and evaluation of professional development programs.

Studies such as those by Gunadi and Sumarni (2023) and Melany Sihombing and colleagues focus on pedagogical competence and its relationship with student learning and character education. Their findings reveal that pedagogical competence is not merely a theoretical construct but has measurable effects on student behavior and performance. Other investigations, for instance by Tarigan (2023), show that specific training in cooperative learning can enhance teachers pedagogical competence, indicating that targeted interventions can produce meaningful change.

In the Islamic Education domain, Suryadi (2022) analyzes the implementation of constructivist learning in Islamic Education subjects at a madrasah aliyah and highlights the importance of engaging students actively in constructing knowledge. Syafi i (2023) presents a conceptual analysis of educational foundations in modern learning theory and underscores the shift toward active, participatory, and reflective learning, which requires teachers to develop new competences. Syukri et al. (2023) examine the cultivation of Islamic values in elementary schools and find that externalization of values through habitual practices and teacher modeling is essential for effective character education.

Comparative perspectives are provided by studies on professional development models and teacher professionalism more broadly. Ahmad Yusuf Sobri discusses conceptual models for teacher professional development and emphasizes that such models offer teachers choices for improving their professionalism, while the present study is more oriented toward practical implementation in the field. The similarity lies in the focus on teacher professionalism, but the difference concerns the emphasis on concrete classroom practice in Islamic Education learning.

In addition, there is a growing body of work that links teacher competence with student motivation and character outcomes. Kartiwan, Alkarimah, and Ulfah demonstrate that Islamic Education teachers play a strategic role in shaping the profile of Pancasila students through the internalization of religious values that align with national character development goals. Their findings echo the view that teacher competence should be assessed not only in terms of cognitive outcomes but also in relation to affective and behavioral changes in students.

Taken together, the existing literature shows that teacher competence is a complex, multidimensional construct that is crucial for the quality of Islamic Education learning. It also indicates that the enactment of competence is influenced by institutional support, leadership, professional development, technology, and student diversity. However, there remains a relative scarcity of studies that examine in depth how Islamic Education teachers implement their competences in managing learning across planning, implementation, and assessment stages within the specific context of madrasahs in eastern Indonesian regions. This gap provides the space for the present study, which offers an integrated analysis of competence implementation, supporting and inhibiting factors, and observed impacts in a public Islamic senior secondary school in North Maluku.

3. Materials and Method

This research employed a qualitative descriptive design with a naturalistic orientation in order to obtain an in depth understanding of how Islamic Education teachers implement their professional competence in managing learning. The scientific approach was pedagogical because the focus of the study lies on teaching and learning processes and teacher competence from the perspective of educational sciences.

The study was conducted at a public Islamic senior secondary school in North Maluku Province, Indonesia. The school was purposively selected because it is a state madrasah with a relatively long history, diverse Islamic Education teachers, a heterogeneous student body, and adequate facilities, so that variations in the management of Islamic Education learning can be observed in a natural setting.

Data were obtained from both primary and secondary sources. Primary data came from Islamic Education teachers and students who were directly involved in the learning process. Secondary data were provided by the principal, the vice principal for curriculum, other teachers who were familiar with the competence of Islamic Education teachers, as well as official documents and archives produced by the school administration.

Data collection used three main techniques following qualitative research guidelines (Satori & Komariah, 2011; Sugiyono, 2016). First, participant observation was conducted in classrooms and school activities to record in detail how teachers planned, implemented, and assessed learning. Second, in depth interviews were carried out with Islamic Education teachers, the principal, and the vice principal for curriculum using purposive sampling to select information rich informants. Third, documentation study was undertaken to collect written documents such as lesson plans, syllabi, assessment instruments, school profiles, and relevant policy documents.

The key instrument in this qualitative study was the researcher. In line with Sukmadinata (2011) and Sugiyono (2016), the researcher functioned as planner, data collector, analyst, and reporter, supported by interview guides, observation guides, and audio recording devices as auxiliary instruments. Interview guides contained questions related to teacher competence in planning, implementing, and evaluating learning, while observation guides listed key behaviors and activities to be observed in the classroom (Sudaryono, 2017).

Data were analyzed using an interactive model of qualitative analysis consisting of four components, namely data collection, data reduction, data display, and conclusion drawing and verification (Miles & Huberman as cited in Mukhtar, 2013). These components operated cyclically, so that initial conclusions were continuously checked against field notes and refined until stable themes emerged. Trustworthiness of the findings was enhanced through

prolonged engagement at the research site, persistent observation, triangulation of techniques and sources, and repeated verification of conclusions with informants. Ethical procedures included obtaining informed consent from participants, explaining the purposes of the research, protecting confidentiality, and presenting data honestly and accurately.

4. Results and Discussion

This section presents the empirical findings of the study on how Islamic Education teachers implement their professional competence in managing learning. The results are organized into six subsections. The first three describe competence in lesson planning, classroom instruction, and assessment. The next two examine supporting and inhibiting factors. The final subsection outlines the observable impacts on students and the school environment.

4.1. Teacher competence in lesson planning

The findings show that Islamic Education teachers possess a clear understanding that lesson planning is a professional obligation and a prerequisite for effective learning. All participating teachers regularly prepare lesson plans and teaching modules that refer to the applicable curriculum and outline basic components such as learning objectives, materials, methods, and assessment strategies. The principal emphasized that teachers are serious about this responsibility and explained that they routinely attend workshops to strengthen their planning skills. As he stated, “guru sering melakukan workshop dan lain-lain serta setiap semester,” indicating that professional development activities related to planning are conducted every semester.

Document analysis confirmed that most lesson plans follow the standard format required by the education authorities. They identify core competencies, basic competencies, indicators, learning objectives, time allocation, teaching methods, learning steps, and assessment techniques. In several cases, lesson plans also describe media to be used and remedial and enrichment activities. This suggests that teachers are able to translate written curriculum demands into operational instructional plans.

However, the quality and depth of lesson planning are not fully uniform across teachers. Some plans are detailed and clearly student oriented. They articulate learning objectives using measurable verbs, align activities with objectives, and include varied strategies such as discussion, group work, and contextual tasks. Other plans are more administrative in nature. They reproduce the required format but provide only brief descriptions of activities and limited indication of adaptation to student characteristics or classroom realities.

Interviews with teachers revealed several reasons for this variation. First, teachers reported that time constraints affect their ability to design rich and contextualized plans. They must divide their time between teaching obligations, administrative tasks, and participation in school programs. As a result, some teachers rely on modifying existing lesson plans rather than creating new ones for each unit. Second, different levels of experience and pedagogical understanding influence how teachers interpret the planning template. More experienced teachers tend to enrich the template with additional details, while less experienced teachers focus on fulfilling minimum administrative standards.

Overall, the findings indicate that competence in lesson planning is present and functional. Teachers prepare lesson plans consistently and align them with curriculum guidelines. Nevertheless, there remains room for development in terms of deepening the analytical and creative dimensions of planning so that plans not only satisfy formal requirements but also support differentiated and contextual learning.

4.2 Competence in classroom instruction

In classroom implementation, teachers make serious efforts to realize their plans through meaningful learning experiences. Observations conducted over several meetings in different classes show that lessons usually begin with greetings and short motivational remarks, followed by a review of previous material and introduction of the new topic. Teachers connect Islamic teachings with students daily life, for example through examples related to prayer, honesty, discipline, and social responsibility.

Students generally described their teachers as approachable and supportive. Many expressed that they understand the material more easily when teachers explain it step by step and relate it to real situations. One student commented that lessons are easier to follow

because the teacher explains “lebih rinci dan pakai infokus sehingga kami cepat mengerti.” This statement illustrates the positive effect of combining clear explanation with visual media.

Teachers employ a range of instructional strategies, including lecture, question and answer, discussion, and group work. During observations, there were several instances where teachers used group activities to encourage peer learning and to foster cooperation. Teachers also invited students to share their experiences and opinions, especially when discussing issues related to morals, contemporary challenges, or local cultural practices. This approach reflects an attempt to position students as active participants rather than passive recipients.

Despite these strengths, several limitations were identified. The most prominent relates to the use of educational technology and other media. Although the school has basic infrastructure such as classrooms, laboratories, a library, and a mosque, not all teachers regularly integrate projectors or digital resources into their teaching. Some teachers stated that they are not yet confident in using certain technologies, while others mentioned that technical problems, such as malfunctioning equipment, discourage them from relying on media.

Another challenge concerns classroom management and student engagement. The principal noted that “hambatan terbesar muncul ketika peserta didik kurang fokus,” emphasizing that low concentration and distraction among students reduce the effectiveness of teaching. Observations confirmed that in some lessons a number of students appeared less attentive, talked to peers, or finished assignments slowly. In such situations, teachers had to repeat explanations or change strategies in order to regain attention.

Taken together, the findings show that teachers implement their instructional competence with commitment and intention to integrate knowledge and character formation. The overall classroom climate is respectful and conducive. However, variability in the use of media, differences in student engagement, and contextual constraints mean that instructional quality is not entirely consistent across subjects and classes.

4.3 Competence in learning assessment

Assessment is the third main field in which teacher competence appears. The results reveal that Islamic Education teachers use a variety of assessment methods. These include written tests with multiple choice or essay items, short quizzes, oral questioning, observation of attitudes, practical assessment of religious practices, and homework assignments. Teachers emphasized that assessment in Islamic Education should capture knowledge, attitudes, and practices, in line with the holistic objectives of the subject.

Several teachers explained that they conduct assessment at different points during the semester. One teacher stated, “saya selalu melakukan evaluasi tiap pertemuan dengan metode berbeda,” indicating a practice of frequent formative assessment using diverse techniques. Another teacher highlighted the importance of how feedback is delivered, noting that “bahasa harus sederhana dan tidak memberatkan anak.” This comment suggests awareness that feedback should be constructive and suited to students developmental level.

Students confirmed that teachers often explain their mistakes and provide opportunities to improve through remedial activities or additional assignments. In some classes, teachers asked students to reflect on their learning by writing short notes about what they had understood and what remained unclear. These practices indicate that assessment is used not only for grading but also as a tool to monitor progress and support learning.

Nevertheless, the intensity and consistency of formative assessment differ among teachers. Document review and interviews revealed that some teachers conduct assessments almost every meeting, while others concentrate assessment activities around midterm and final examinations. Teachers acknowledged that heavy workloads and limited instructional time make it difficult to prepare and administer varied assessments regularly. Some also expressed uncertainty about how to design authentic assessment tasks that evaluate attitudes and behaviors in a systematic way.

Overall, the level of assessment competence can be described as good but uneven. Teachers are aware of the need to assess multiple domains of learning and use more than one method. At the same time, there is potential for enhancing the systematic application of formative and authentic assessment, especially through further training and reduced administrative pressure.

4.4 Supporting factors for competence implementation

The study identified several supporting factors that facilitate the implementation of teacher competence in learning management. These can be grouped into three categories:

institutional support, leadership and facilities, and teacher experience combined with student engagement.

Institutional support is expressed through regular professional development programs. The principal explained that the school budget allocates resources for workshops, in service training, and participation in subject teacher forums. These programs focus on pedagogical strategies, curriculum implementation, and assessment. Teachers reported that such activities help them update their knowledge and gain new ideas to apply in the classroom. The vice principal responsible for curriculum management confirmed that the school also invites external experts to conduct training sessions on specific topics such as lesson planning or assessment techniques.

Leadership and facilities form the second category. The principal described the available infrastructure by stating that the existing facilities and resources “sangat mendukung” the teaching and learning process. Classrooms, the school mosque, laboratories, and the library provide space and resources for various activities. Students acknowledged that the presence of projectors, sound systems, and other media improves the clarity and attractiveness of lessons, especially when teachers use visual aids to explain abstract concepts.

The third supporting factor relates to teacher experience and student engagement. Teachers who have been in service longer generally demonstrate greater flexibility in choosing methods and responding to unexpected situations in class. They are more confident in managing discussions, handling difficult questions, and adjusting the pace of instruction. On the student side, active participation by learners who ask questions, express opinions, and collaborate with peers contributes to a dynamic classroom atmosphere. This interaction encourages teachers to implement their competence more fully and motivates them to improve their practice.

4.5 Inhibiting factors for competence implementation

While several conditions support teacher competence, the study also revealed inhibiting factors that limit its optimal implementation. These factors can be grouped into internal, external, and structural dimensions.

Internal factors concern limitations on the teachers side. Some teachers have not yet fully developed their ability to design creative and contextual lesson plans. They tend to focus on completing administrative formats rather than exploring innovative learning scenarios. A few teachers admitted that they sometimes feel insecure about implementing new methods or using unfamiliar media, which leads them to rely on conventional approaches.

External factors involve conditions outside the individual teacher. The most frequently mentioned are limitations of technology and media and the diversity of student abilities. Although the school has basic facilities, not all classrooms are consistently equipped, and technical problems occasionally occur. Several teachers indicated that they require more training to use digital tools effectively. Student diversity also poses a challenge. In many classes, there are significant differences in prior knowledge, learning speed, and motivation. Teachers are aware of these differences but do not always have sufficient time or resources to differentiate instruction as fully as they would like.

Structural factors relate to workload and time allocation. Teachers have numerous administrative tasks, including preparing reports, completing forms, and participating in external programs. The principal acknowledged that time and administration are real obstacles that “menjadi hambatan nyata” for teachers. These demands reduce the energy and time available for planning, implementing, and evaluating learning in innovative ways. In addition, the length of lesson periods and the weekly timetable limit the possibility of deeper exploration of complex topics or extended project based activities.

The interaction of internal, external, and structural factors creates a multidimensional constraint that can weaken the impact of professional development efforts and institutional support. Even when teachers have positive attitudes and basic competence, these constraints may prevent them from enacting their full potential in the classroom.

4.6 Impacts of competence implementation

Despite the challenges, the implementation of teacher competence in learning management has produced positive impacts on students and the school environment. The findings highlight three main areas of impact: learning outcomes, motivation, and character formation within a conducive learning climate.

First, there is evidence of improvement in students understanding of Islamic teachings and in their academic performance. The vice principal for curriculum noted that the

implementation of teacher competence contributes to better knowledge, skills, and attitudes among students. Several teachers observed that students are more capable of answering questions, completing assignments, and connecting lesson content with their daily lives. Some teachers reported that students increasingly seek additional references in the library or on the internet, which reflects growing independence in learning.

Second, teacher competence has a positive effect on student motivation. Many students stated that when teachers explain clearly, provide real life examples, and show patience, they feel more interested in the subject. They appreciate learning environments where they are allowed to ask questions without fear and where their efforts are recognized. This sense of support encourages them to participate more actively and to invest more effort in their studies.

Third, the implementation of competence supports the development of religious character and the creation of a positive learning climate. Observations showed that Islamic Education lessons often reinforce values such as honesty, discipline, mutual respect, and responsibility. Teachers not only explain these values but also attempt to model them in their interactions with students. Some teachers noted that over time they observed changes in students behavior, such as improved manners toward peers, increased willingness to help others, and greater seriousness in performing religious practices.

However, the positive impacts are not distributed evenly across all students and classes. Variation in family background, personal motivation, and readiness to learn influences how students respond to teacher efforts. Likewise, differences in the extent to which teachers can apply their competence under existing constraints affect the strength of the impact. Even so, the overall trend of the findings indicates that professional competence in planning, instruction, and assessment, when supported by institutional and leadership factors, contributes meaningfully to the improvement of learning processes and outcomes in Islamic Education at the madrasah.

5. Comparison

A comparison with previous studies is essential to clarify how this research is positioned within the existing literature on teacher competence and Islamic Education, and to make its contribution more measurable. Overall, the findings from this study both confirm and extend the current state of the art in several important ways.

First, the results are consistent with research that identifies teacher competence as a central determinant of instructional quality and student achievement. Studies on pedagogical and personality competence of Islamic Education teachers have shown that these domains significantly influence students' religious learning outcomes. The present study supports that conclusion by showing that when teachers are more competent in planning, implementing, and assessing Islamic Education learning, students display better understanding of material, greater participation in class, and observable changes in behaviour and religious practice. In this sense, the research reinforces the view that professional competence is not merely a formal requirement in policy documents, but a practical condition for effective classroom practice.

The study also aligns with conceptual frameworks that describe teacher competence as multidimensional, encompassing pedagogical, professional, personal, and social aspects. Previous literature stresses that these domains are interconnected and must be developed together rather than in isolation. The present research confirms this perspective by documenting how teachers' pedagogical skills in preparing lesson plans, their professional commitment to attending workshops, their personal attitudes in modelling Islamic values, and their social interaction with students all jointly shape the quality of learning management. This integrated view resonates with national regulations and well known educational theorists who position competence as an integrated and holistic construct.

In relation to teacher professionalism and professional development, the findings partly confirm studies that highlight weaknesses in the management of in service training. Earlier research has shown that ineffective needs analysis, one off workshops, and limited follow up can reduce the impact of professional development on classroom practice. In the case of the madrasah studied, there is relatively strong institutional support through regular workshops and participation in subject teacher forums. This suggests a more positive picture compared with some other contexts. Nevertheless, the present research indicates that even with regular training, there are still areas where competence enactment is incomplete, such as in the

systematic use of formative assessment and the integration of information and communication technology. Thus, the study both illustrates the benefits of structured professional development and shows its limitations when structural constraints and contextual challenges are not simultaneously addressed.

The comparison with studies on the use of technology in teaching reveals a particularly important area of partial convergence and divergence. Previous research has often found that teachers rarely use information and communication technology and that many lack confidence and skills to operate it. The current study confirms that this problem persists. Although the madrasah has basic facilities, integration of digital media in Islamic Education learning remains uneven. Some teachers use projectors or visual media to support explanation, while others prefer conventional methods and express concern about technical issues or their own level of digital literacy. However, in contrast to studies that attribute low technology use mainly to individual teacher deficits, this research shows that institutional factors such as reliability of equipment and maintenance routines also play a significant role. This suggests that future policies and programs need to adopt a more systemic approach that improves both teacher skills and the technological environment in which they work.

When compared with literature on learner centred and constructivist approaches in Islamic Education, the study again shows both consonance and extension. Existing research emphasises the need for active, reflective, and contextual learning processes in which students construct understanding through participation and dialogue. The present findings show that elements of such approaches are already present in the madrasah. Teachers use discussion, question and answer, and group work, and they attempt to connect lesson content with students' everyday experiences. However, these practices are not yet consistent across all classes and topics. Time constraints, large class sizes, and diverse student readiness make it difficult for teachers to fully implement learner centred approaches in every lesson. In this way, the study provides a more nuanced picture of the transition toward constructivist Islamic Education, showing it as a gradual and uneven process rather than a completed shift.

In relation to professional development models, many previous works have concentrated on designing conceptual frameworks for improving teacher professionalism and describing ideal features of in service training. The present study contributes by shifting the focus from design to enactment. It shows how professional development translates into concrete behaviours in planning, instruction, and assessment. Workshops and training clearly support basic competences such as preparing lesson plans and conducting summative assessments. Yet the findings also reveal gaps between training content and actual practice, especially where complex competences like authentic assessment or the creative use of media are concerned. This indicates that professional development needs to be more closely aligned with teachers' daily challenges and accompanied by mentoring and on the job support.

The most distinctive contribution of this study to the state of the art is its integrated and context specific analysis. Rather than examining planning, teaching strategies, or assessment in isolation, it investigates all three as interconnected components of learning management within a single empirical setting. It also situates these practices within a matrix of supporting and inhibiting factors at institutional, structural, and individual levels, and then links them to observable impacts on student understanding, motivation, and character. Furthermore, it does so in a regional madrasah context that is relatively underrepresented in the literature. This integrated perspective provides a more comprehensive and measurable illustration of how teacher competence in Islamic Education is actually enacted, constrained, and made productive in everyday school life, thereby adding nuance and depth to the existing body of research.

6. Conclusion

This study set out to examine how Islamic Education teachers implement their professional competence in managing learning at a public Islamic senior secondary school in North Maluku. Competence was understood as a multidimensional construct that includes pedagogical, professional, personal, social, and spiritual dimensions, and that is expressed through lesson planning, classroom instruction, and learning assessment. Using a qualitative naturalistic approach with observations, interviews, and document analysis, the study provides a context rich picture of competence enactment and its consequences for students and the school environment.

The findings show that competence in lesson planning is present and functional. Teachers consistently prepare lesson plans and teaching modules that are aligned with curriculum requirements and contain the essential components of learning objectives, content, methods, and assessment strategies. However, the depth and creativity of these plans vary. Some documents reflect thoughtful analysis of student needs and contextual adaptation, while others remain largely administrative. Planning practice can therefore be characterised as adequate and compliant, yet still needing reinforcement in terms of reflective design and differentiation.

In classroom instruction, teachers demonstrate sincere efforts to create a conducive learning climate, integrate Islamic values, and encourage student participation. They use explanations, questioning, discussion, and group work, and they attempt to relate religious concepts to students' daily lives. At the same time, constraints such as limited use of technology, variation in student engagement, and challenges of classroom management mean that instructional quality is not fully consistent across classes. Assessment practices show a similar pattern. Teachers employ a range of methods to evaluate cognitive, affective, and psychomotor domains, and some make regular use of formative assessment and constructive feedback. Yet the application of assessment that is fully learning oriented remains uneven, partially due to workload and time limitations.

The study also reveals that institutional support, leadership, facilities, teacher experience, and active student participation act as important supporting factors for competence implementation. Regular workshops, subject teacher forums, and a supportive principal strengthen teachers' capacity to plan, teach, and assess. In contrast, internal limitations in developing innovative instructional designs, external challenges related to technology and student diversity, and structural pressures from administrative tasks and time allocation operate as inhibiting factors. These constraints do not eliminate competence, but they do restrict its full enactment in daily practice.

Despite these challenges, the implementation of teacher competence has tangible positive impacts. Students show improved understanding of Islamic teachings, higher motivation to learn, and gradual changes in behaviour and character that align with the values promoted in Islamic Education. The school environment benefits from a more respectful, disciplined, and religiously conscious climate. These outcomes demonstrate that competence in learning management contributes meaningfully to the educational mission of the madrasahs.

There are, however, limitations that should be acknowledged. The study focuses on a single institution and uses a qualitative design, so its findings are not intended for statistical generalisation. Instead, they offer analytic generalisation and insights that may be transferable to similar contexts. Future research could incorporate multiple madrasahs, combine qualitative and quantitative approaches, and examine specific aspects such as technology integration or authentic assessment in more detail. Longitudinal studies would also help to capture how competence and its impacts evolve over time.

In conclusion, this study enriches the literature on Islamic Education by showing how teacher competence in planning, instruction, and assessment is actually enacted, supported, constrained, and made productive in an underrepresented regional context. It suggests that strengthening competence in learning management requires not only improving individual teacher skills but also addressing institutional, structural, and contextual conditions so that Islamic Education can fulfil its dual mission of advancing knowledge and forming character.

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