

Development Of Teacher Professionalism Through The Integration Of Islamic Values In Education : A Literature Review

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Abstract. The integration of Islamic values into teacher education is an innovative approach that aims to prepare prospective teachers with a holistic understanding in the educational context. This literature review investigates significant issues related to the integration of Islam in teacher education. The formal object of this study is the concept of Islamic integration, with the material object being scientific literature and related research. This study was conducted in the context of exploring the concepts of teacher professionalism based on the integration of Islam in teaching. The methodology used is through an analytical descriptive approach to analyze and present various approaches, challenges, benefits, and implications of the integration of Islam in teacher education. The results and findings of this study provide an in-depth understanding of the complexities of Islamic integration in the context of teacher education, as well as its contribution to the development of a more holistic and ethical education. Through this literature review, we will explore how the concepts of teacher professionalism can be enriched through the integration of Islamic values in teaching.

Keywords: *Islamic, Integration, Professionalism, Teaching,*



INTRODUCTION

Teacher professionalism is the cornerstone of elevating the standard of education. Professional teachers have more than just expertise in their field.(Cheng et al., 2021) They also have dedication, work ethics, and the capacity to modify their teaching methods to meet the needs of their students. Through professionalism, a teacher is able to create effective teaching methods, inspire students, and develop positive relationships with them. ('Teaching Students with Special Needs', 2019) As a result, the vital role of teacher professionalism in the field of education has attracted substantial attention in academic research, as evidenced in the works. (Ardiyani et al., 2020)

In the context of education, teacher professionalism plays a critical role in shaping the character and knowledge of students. ('Implementing Teacher Professionalism Training for Social Sciences Teachers', 2022)Nevertheless, there is a gap in the theoretical understanding regarding the ideal approach to developing the teaching profession, including a lack of clarity about the nature of professional knowledge and its role in the teaching process.('Towards a Research-Engaged Teaching Profession', 2022) This particularly comes to the fore in attempts to respond to the demands of modern education in the era of the Industrial Revolution 5.0.('Implementing Teacher Professionalism Training for Social Sciences Teachers', 2022) From a practical perspective, many teachers have not yet gained adequate access to professional training. The creation of systematic planning, along with factors such as in-service training programs, becomes essential to facilitate professional development in the context of teaching. Moreover, the challenges faced by teachers in professional development are commonplace, necessitating support from other individuals (collaboration) with knowledge and experience in the field of teaching and learning

Policies in the field of education often tend to prioritize student learning outcomes, sometimes overlooking the professional development of teachers. Concerns are arising about the quality of teachers as well as the education or training they receive. (*Teacher Education and Issues of Professional Development for Quality and Creativity of Teachers*, 2023)The emphasis on student learning outcomes can result in a lack of focus on the needs and professional growth of teachers (Rachel and Sweetman, 2019). This situation

potentially creates a gap between the intentions encapsulated in the policies and how these policies are implemented in educational practice, often referred to as an "implementation deficit" (Dewi, Kartika Ardiyani, Primardiana Hermilia Wijayati, and Edy Hidayat, 2020). Teachers in formal and non-formal educational institutions still have limitations in the realm of professionalism, particularly in mastering various fields of knowledge. This phenomenon becomes apparent when observing religious teachers who tend to focus on religious studies (Valentin, Cosmin, and Blândul, 2013).

On the other hand, in public schools, science teachers often have a limited understanding of general knowledge without integrating it with aspects of religious teachings. ('The Impact of Collaboration Between Science and Religious Education Teachers on Their Understanding and Views of Argumentation', 2022) Therefore, an innovative integrative approach based on empirical evidence and prioritizing the needs of teachers is required. This approach aims to achieve effective and sustainable teaching profession development through a more comprehensive and holistic integrative approach. An integrated curriculum approach makes it easier to connect Islamic values and science knowledge. This is done by "combining several fields of study in learning design to achieve better learning outcomes, with the goal of teaching students how to connect ideas from one subject to another." The transformation of the educational system is not limited to minor changes or refinements, as outlined by previous researchers. Instead, a thorough reconstruction, reconciliation, and reorientation are necessary, enabling education to make a substantial contribution to achieving a stage of significant change.

This research was conducted as a response to developments in the field of education, shifts in educational paradigms and methodologies, and the increasing role of teachers in the 21st century. Islam is just one example of how the integration of values in education has long been at the core of the world of education. Additionally, the emergence of Industry 5.0 with the use of technology to reduce labor market volatility and demand for skills makes it important for us to understand how teachers can overcome the challenges of the Industry 5.0 Era by integrating Islamic principles into their profession. The focus of this paper is to identify existing literature regarding the integration of Islamic law and practice in teacher professionalism in the context of Industry 5.0. Additionally, this research has had a significant impact on educational policy, curriculum development, and conversations around law and practice in the context of advanced technology.

LITERATUR REVIEW

In the context of Islamic education, the term "teacher" is identified by various terms, such as Mudarris, Mu'allim, Murabbi, Mursyid, and Muaddib. ('The Importance of Self-Assessment for Islamic Education Teacher as Mudarris', 2023) In Indonesia, the terms kyai, buya, and sheikh are often used, especially within the scope of Islamic education. The presence of a teacher in Islamic education has a significant role, and each "term" reflects a special aspect of his role. For example, the word "Mudarris", derived from 'dars', identifies a teacher in an educational institution, while "Mu'allim", from the word 'ilm', refers to an individual who imparts knowledge. (transfer of knowledge) "Murabbi" focuses on the formation of morals and character, while "Mursyid" is a guide to spiritual matters. Meanwhile, "Muaddib" emphasizes education that is centered on developing character and morality.

Integrating Islamic values into increasing teacher professionalism involves several aspects ('Teacher Consultation Efforts of Islamic Religious Education in Improving Teacher Professionalism', 2022): first, increasing specific teacher competencies, such as knowledge and teaching skills; second, developing social personality characteristics. Second, providing compensation for professionalism benefits such as certification and other professional benefits. In addition, the Islamic-based concept of professionalism emphasizes the role of teachers in fostering the spiritual and moral development of students by focusing their attention on the concept of awakening the soul. Furthermore, the concept of the caliph is emphasized as an integral part of the design of Islamic teacher professionalism, which emphasizes the role of teachers as representatives of Allah SWT in teaching morals and managing the universe. (*Islamic Teacher Development*, 2021) By including these elements, Islamic values can be effectively integrated into teacher professional development.

The integration of values in education refers to the intentional incorporation of ethical, moral, and social values into the teaching and learning process. ('Integrating

Character Education and the Values Aspect of Environmental and Sustainability Education', 2023) This approach aims to develop students' character, foster a sense of responsibility, and promote ethical decision-making. The integration of values in education goes beyond academic knowledge and skills, emphasizing the importance of developing well-rounded individuals who can contribute positively to society. It often involves teaching and modeling values such as honesty, respect, empathy, tolerance, and civic responsibility, among others, alongside traditional academic subjects. This holistic approach to education seeks to prepare students not only for academic success but also for becoming responsible and ethical members of their communities and the broader world.

A framework for the development of teachers' professions with the integration of Islamic principles must consider various factors. Building an effective approach involves focusing on aspects such as evaluation, research scope, duration, completeness, dissemination, context, support, supervision, and collaboration. In this context, teachers play the role of khalifah, or representatives of Allah SWT on Earth, with the duty of educating individuals on managing the universe in accordance with Islamic teachings. (*Islamic Teacher Development*, 2021)

The development of an Islamic religious education curriculum should emphasize clear objectives and competencies while ensuring relevance, efficiency, effectiveness, and flexibility. Consistency, synchronization, and democracy should also be primary focuses. Furthermore, the Islamization of knowledge in Islamic educational institutions requires special attention to the design of professional curricula and the guidance of established principles. In order to enhance the professionalism of teachers, several key aspects must be integrated, including deep knowledge and understanding of the values to be conveyed as well as effective teaching and learning skills. This also encompasses personal development that reflects Islamic principles. Teachers in Islamic religious education must be equipped with appropriate competencies, adequate certification, and relevant professional incentives. ('Implementation Of The Islamization Curriculum In Islamic Religious Higher Education (PTKI) Development In Indonesia As An Effort To Integrate Science In The Perspective Of Maqasid Al-Shari'ah', 2023)

Another key concept is the idea of nurturing souls, highlighting the role of teachers in fostering the spiritual and moral development of students. ('Development of the

World View and Values Of Technical University Students in the Context of Spiritual and Moral Education’, 2023)The concept of khalifah must also be a central component in the development of the teaching profession, emphasizing the responsibility of teachers as representatives of Allah SWT in teaching morality and managing the world in a manner consistent with Islamic teachings.By integrating these elements, a solid and effective framework for the professional development of teachers with Islamic principles can be established, facilitating the incorporation of Islamic values into the education system in a harmonious and meaningful way.

METHOD

This research utilizes a literature review approach to examine and summarize integration across various database platforms through three stages. The first stage involves an extensive search across multiple databases such as Google Scholar, ERIC, and Sinta, using keywords like integration, professionalism, professional development, learning models, comprehensive, teacher, and education to identify relevant articles for the research objectives. Next, the author conducts an initial screening of potential articles based on their titles and abstracts. This helps in identifying and applying criteria, namely, integrative and comprehensive (Islamic) teacher professional development. These criteria filter out studies that are not specific to the development of teacher professional integration through an integrative approach, thereby reducing the number of studies for further focused analysis. The subsequent stage involves the selection of articles for further investigation. Two primary criteria, integrative and Islamic, are employed with the use of a checklist. Out of the 40 screened studies, each is thoroughly examined to ensure that (a) the articles provide information on integrative teacher professional development programs and (b) the teacher professionalism development model is based on the integration of Islam and science in the curriculum. The final stage is the synthesis phase, where the author develops codes and subcodes to summarize and present the findings from the selected articles.

RESULTS and DISCUSSION

Islam can be integrated into the professional development of teachers by incorporating Islamic pedagogy into teacher training programs. (‘Data-Informed Teacher Training in Islamic Schools to Impact Effective Professional Development’, 2022)This involves providing teachers with an understanding of how to teach through an Islamic lens

and incorporating Islamic values and principles into their teaching practices. Teachers can be trained to teach in an Islamic manner by focusing on reflective practices, such as using e-portfolios and digital videos, and adopting a research-inquiry attitude. Furthermore, teachers can be encouraged to develop practical and applicable mindsets and understand their role as educators oriented toward the rapidly changing needs of society by equipping them with the knowledge and skills to teach in an Islamic manner. They can effectively impart Islamic values and teachings to their students, helping to shape a generation with good character and devotion to Allah SWT.

The model of teacher professionalism development based on the integration of the Islamic curriculum has a positive impact on student learning outcomes. (*Islamic Religious Education Project-Based Learning Model to Improve Student Creativity*, 2022) The integration of Islam in the curriculum helps students learn effectively and enhances their understanding of the subject matter. Several studies report that the integration of the Islamic curriculum through the development of technology, as developed and tested in the hydrosphere material, has been effective in improving student learning outcomes. The integration of Islam and science in the MLA provides flexible and innovative digital learning media that support student learning. Other research indicates that the development of technology-based learning models that integrate the Islamic curriculum and science can contribute to improving student learning outcomes. ('Development of Mobile Learning App Based on Islamic and Science Integration to Improve Student Learning Outcomes', 2022)

CONCLUSION

To develop teacher professionalism through the integration of Islamic values in education, several approaches can be taken. First, teachers can embody the concept of being a khalifah, representing Allah SWT on Earth, to teach and instill morals in students. Second, teachers can enhance their pedagogical abilities to independently increase their knowledge and instill correct attitudes in students. Additionally, teachers can follow the four working principles outlined in the Hadith of Prophet Muhammad, which include working in a lawful manner, avoiding becoming a burden to others, fulfilling the needs of their families, and assisting in lightening the burdens of others. Furthermore, the integration of Islamic values and science can be achieved through integrated curricula, which unify various disciplines to enhance learning outcomes. Lastly, in the context of

teaching, prospective Muslim educators can integrate Islamic values, such as greeting with Islamic salutations and prayers taught by the Prophet and his messengers, into their teaching practices.

To address this, there is a need to focus on teacher-educator professionalism, professional teacher development, and current and future teacher practices. By prioritizing the professional development of teachers and providing support for their ongoing growth, education policies can better meet the needs of students and teachers, leading to improved educational outcomes.

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