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## MODERNIZATION OF THE COMPETENCE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS AT BANTEN HIGH SCHOOL

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Keywords:	ABSTRACTS
Modernization Strategy, Teacher Competency, Islamic Religious Education	<p><b>Background:</b> The competence of Islamic education teachers must refer to the guidance of the Prophet Muhammad SAW as a teacher who is equipped with excellent personality traits, cares about social and religious issues, and has a passion for reading, analyzing, researching, and experimenting in various phenomena of life by mentioning the name of Allah, so that he is able to maintain and develop the qualities of faith, righteous deeds, struggle, and cooperation in upholding the truth.</p> <p><b>Purpose:</b> This study aims to analyze and examine strategies for modernizing the competencies of Islamic religious education teachers. <b>Method:</b> The method used in this study is qualitative with a phenomenological research type, and data collection uses observation, interviews, and documentation, while data analysis uses the Miles and Huberman model, namely data reduction, data presentation, and conclusion drawing, while research triangulation uses methodology in the method. <b>Result:</b> The results of this study show that the implementation strategy for modernizing the competency development of Islamic education teachers at Al-Qudwah High School includes: further studies, teacher group formation, discussion programs, seminars and training, weekly monitoring, the dhuha prayer program, literacy, comparative studies, rewards, Al-Qudwah Care, and others. <b>Conclusion:</b> These strategies for modernizing teacher competency have resulted in an improvement in the quality of Islamic education teachers' competencies in the areas of pedagogy, personality, social skills, and professionalism. Meanwhile, the improvement in the competency of Islamic education teachers has ultimately resulted in an improvement in the quality of teaching and learning activities and student achievement.</p>

## A. INTRODUCTION

Education is a process of influencing, protecting, providing assistance and experience as well as adjustments for students so that they can develop and grow towards maturity in carrying out their own life tasks without depending on others (Samudi et al, 2022). Meanwhile, national education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

To support the realization of the national education goals, one of the efforts that must be made by school education institutions is to improve the quality of the competence of Islamic religious education teachers in pedagogic, personality, social and professional aspects. This is because it is very possible that by having good quality competencies, Islamic religious education teachers will be able to produce students who have faith and piety, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

According to the teacher, a teacher is someone who has a responsibility in helping students achieve their maturity, by not only providing material but also directing the development of students, transmitting the appreciation of their morals and personality to students and becoming a center of role models, role models and consultants for students (Nawawi, 2000) in Samudi, 2023). Meanwhile, to develop their quality, a teacher must have teacher competencies which in Law Number 14 of 2005 are explained include: pedagogic competence, professional competence, personality competence and social competence. According to Mulyasa (2007) in Samudi (2023), teacher competence is a combination of personal, scientific, social and spiritual skills. Teacher competence is a set of knowledge, skills, and behaviors that must be possessed, appreciated, mastered, and realized by teachers in carrying out their professional duties, displayed through work demonstrations (Sagala, 2013).

Pedagogic competence is the ability of teachers to manage student learning, with indicators including; Understand the foundations of education, be able to plan, implement and evaluate the learning process, understand, and develop the potential of students. Personality competence is a competency related to personality development as a teacher, with indicators including; able to understand and practice Islamic teachings, able to respect and appreciate between religious people, able to behave in accordance with the norms, rules, and system of religious values and values that apply in society, are not reprehensible, have a commendable nature, are democratic and open (Ramayulis, 2015).

Furthermore (Ramayulis, 2015) explained that social competence is a competency related to the ability of teachers as members of society, with indicators including; being able to collaborate with others both with individuals and with community groups and being able to recognize and understand the functions of each community institution. Meanwhile, professional competence is a competence or ability related to the expertise possessed by a teacher, with indicators including; able to master the subject matter in accordance with the field of study taught in depth, able to master the sciences in generalism related to their expertise and able to develop the subject curriculum.

Meanwhile, Islamic religious education is a conscious and planned effort to prepare students to know, understand, live, and believe in the teachings of Islam, accompanied by guidance to respect adherents of other religions in relation to harmony between religious communities until the realization of national unity and unity (Majid and Dian,

2006). Meanwhile, Islamic religious education aims to realize *kaffah* people, the creation of *kaffah* people with religious, cultural and scientific dimensions, as well as the realization of the awareness of human functions as servants, caliphs of Allah, heirs of the Prophets and provide adequate provisions to carry out these functions (Tafsir, 2017).

There are several characteristics of teachers who are considered professionally competent, namely; able to develop responsibilities well, able to carry out their roles and functions appropriately, able to work to realize educational goals in schools, and able to carry out their roles and functions in classroom learning (Hamalik, 2010). Meanwhile, according to Gary and Margaret in Mulyasa (2008), effective and professionally competent teachers have characteristics, namely: having the ability to create a conducive learning climate, the ability to develop learning strategies and management, having the ability to provide feedback and reinforcement, and having the ability to improve themselves.

In order to realize Islamic religious education teachers who have good quality competencies according to Umar (2010) in Samudi (2023), they must be able to refer to the guidance and success of the Prophet PBUH as a teacher who is equipped with a superior quality personality, his concern for social and religious problems as well as enthusiasm and sharpness in reading, analyzing, researching and experimenting on various life phenomena that occur in society by mentioning the name of Allah, so that he is able to survive and develop the quality of faith, righteous deeds and struggle and cooperate to uphold the truth.

Based on observations made at al-Qudwah High School, several problems have been found related to the competence of Islamic religious education teachers, including; the ability to master teaching materials is not optimal, the motivation to strive to develop the quality of teachers, the low awareness and enthusiasm to share knowledge and experience with fellow teachers, the lack of understanding and application of innovative learning methods, and the lack of mastery technology and learning media, the limited availability of literacy in Islamic religious education subjects and PAI teachers are often faced with challenges in shaping the character of students in accordance with Islamic religious values, especially in the midst of the influence of modern culture and rapid technological development.

Meanwhile, of the problems identified such as: the problem of low motivation and lack of innovation in teaching methods, failing to create an interesting and relevant learning environment, consequently hindering the development of students' full potential, and ultimately closely related to the failure to achieve the broader national education goals, especially in preparing qualified, critical, and ready human resources global challenges.

Paying attention to the conditions mentioned above, there is no other way but to spur the teacher's enthusiasm for learning to continue to improve their competence, through further study, reading and writing a lot, discussing, organizing, developing cooperation networks with external parties, participating in education and training programs and other activities. Basically, the responsibility in developing the quality of teacher competence is a demand for the personal needs of the teacher himself (Usman, 2009).

Previous research that has relevance to this research includes; research conducted by Suartamizi and Syarnubi (2022) which explains that the supporting factors for the development of pedagogic competencies of Islamic religious education teachers include;

excellent programs, availability of facilities and infrastructure, cooperation from various parties, and enthusiasm in carrying out duties. The results of Habibah's research (2022) explain that the development of digital competencies of Islamic religious education teachers can be carried out through technical guidance on the management and use of information and communication technology as well as independent teacher learning. In Saidah's (2025) research, it was explained that the development of Islamic religious education teachers' competencies includes training, the development of project-based learning modules, and collaboration between teachers in the learning community. This approach has been proven to improve teacher professionalism. Meanwhile, the research of Khoiriyah and Eko (2025) explains that training tailored to the needs of Islamic religious education teachers can improve their competence.

Meanwhile, what is new about this research is that the focus of the discussion covers all aspects of teacher competence, including; pedagogic, personality, social, and professional as well as other aspects of development, namely correlating the results of research with the theory of structural functionalism from Emile Durkheim which is a theory in the field of sociology. The purpose of this research is to study, analyze and formulate the modernization of the competence of Islamic religious education teachers in upper schools.

From the theoretical explanation and the results of previous research relevant to this research mentioned above, it can be stated that the modernization of the competence of Islamic religious education teachers in high schools can be carried out with various programs that are tailored to the aspects of the teacher's competencies and needs, which can be described through the following research flow scheme:

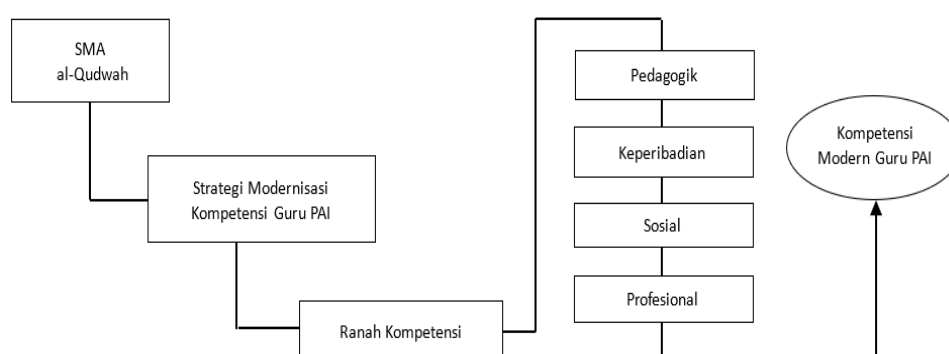


Figure 1. Research Flow Scheme for Modernizing PAI Teacher Competency  
Source: Processed by Researcher

Practically, this study provides valuable insights into the modernization of PAI teachers' competencies, which is expected to be a crucial input in the evaluation of PAI teachers' performance in high schools. Likewise, these findings can encourage initiatives and provide an empirical basis for the Ministry of Religion or the wider education community, to formulate scholastic policies that support the improvement of the professionalism of ongoing teachers, such as; integrated training programs and the provision of a user-friendly digital-based learning platform. The direct impact is to improve the quality of PAI teaching which is more relevant to the challenges of modern times.

## B. METHODS

This research was carried out at al-Qudwah Senior High School in Lebak Regency, Banten. To discuss the material in this study, a qualitative approach with the type of phenomenological research is used. Qualitative research is a research model for a specific focus whose procedures and methodologies are very specific and multimethodical, based on correspondence theory as a theory of scientific truth and highly value the diversity of field data without the tendency to generalize and interpret the meaning of naturalistic phenomena (Nurdin and Samudi, 2024).

Meanwhile, phenomenological research according to explanation is a description of something real and as it is and according to the actual or natural circumstances that occur in the lives of the people of Nurdin and Samudi (2023). Therefore, according to Rosyada (2020), in phenomenological research a researcher must be able to reveal the meaning of the experience in the perception of those who do it, then also their opinion about the experiences of the social community and finally the researcher must be able to reveal his philosophical foundation

Data collection in this study uses observation, interviews and documentation as well as *purposive sampling techniques*, namely researchers deliberately choose research subjects based on certain criteria or considerations that are relevant to the research objectives, so that the selected informants can provide the most relevant and in-depth information. Meanwhile, the criteria used to select informants in this study are; PAI teachers with active status, have experience teaching PAI, are actively involved in teacher competency modernization programs or initiatives; such as; Apply innovative teaching methods, and be willing to be informants and ready to provide in-depth data through interviews and observations. The number of PAI teachers as informants involved in this study is flexible and based on data saturation, that is, data collection will be stopped by the researcher, when new information obtained from additional informants no longer provides significant new insights or themes to the focus of the research. In addition, other key informants in this study, namely, principals and vice principals in the field of curriculum, the goal is to get a comprehensive perspective.

Meanwhile, to review and analyze the data using the data analysis of the Miles and Huberman (2023) model, namely; data reduction, data presentation and drawing conclusions. As for validating the theory of the research results, using methodological triangulation in the method, namely by conducting a *Focus Group Discussion*, which is a targeted discussion by involving a group of people who are informants to discuss the modernization of the competence of Islamic religious education teachers which is discussed in this study.

Specific steps taken during the implementation of the FGD are: 1) Preparation and Recruitment of Participants: In this stage, the researcher identifies and recruits informants who meet the research criteria, 2) Development of Discussion Guides: in this stage, the research conducts several questions from general to more specific and in-depth questions according to the research objectives. This guide is tested first to ensure that the questions are clear, easy to understand, and do not direct the informant's answers, 3) Implementation of FGD: At this stage, a discussion session was held related to the subject matter, namely the modernization of the competence of Islamic religious education teachers in Senior High Schools, which was guided by moderators and minutes, 4) Data Recording and Transcription: at this stage, the researcher records and

transcribes data from the results of the study for further analysis and 5) Data Analysis: in this final stage, the researcher analyzes the data on the results of the discussion that has been carried out in accordance with the research method used in this study. The implementation of this FGD activity is to ensure that the results of the research data collected are appropriate or the same from all selected research informants, so that the research findings become more comprehensive, credible and valid.

### **C. RESULTS AND DISCUSSION**

The findings of this study based on information from research informants that have been determined by the researcher can be stated, namely:

#### **1. Modernizing the Pedagogic Competence of Islamic Religious Education**

##### **Teachers**

In order to produce the modernization of Islamic religious education teachers in the pedagogic realm, al-Qudwah Senior High School Rangkasbitung Lebak Banten has made various efforts and efforts, including:

- a. Study Program Advanced to Strata 1 or Strata 2. This form of program is carried out with the aim of developing and improving the competence of Islamic religious education teachers in the formal education pathway. In order for this program to be on target, the implementation of further studies given to teachers is in accordance with their fields of expertise.
- b. Forming a Teacher Group. This program was formed as a forum or media among Islamic religious education teachers of al-Qudwah High School to be able to stay in touch, exchange experiences, knowledge and insights and others related to the learning process activities at the school.
- c. Discussion Program. This program is carried out by forming a discussion group of teachers and education staff within the Qudwatul Ummah Islamic Foundation with resource persons from within the foundation. To develop and improve teacher competence, the topic of the material presented is around competencies related to the pedagogic realm in learning activities for students teaching at school.
- d. Seminar and Training Programs. This program is carried out by Islamic religious education teachers on an ongoing basis in accordance with the needs and programs carried out by external parties, for example; seminars or training to improve teacher competency held by the Ministry of Religion or the Central or Regional Ministry of National Education and other agencies. In addition, seminar or training activities are also carried out by the internal parties of the foundation by bringing in resource persons from external parties in accordance with the needs of Islamic religious education teachers.

Of the several programs that have been implemented by the al-Qudwah High School mentioned above, it aims to develop and improve the competence of Islamic religious education teachers in the pedagogical realm, so that teaching and learning activities for students at school can be carried out properly and optimally.

## **2. Modernization of the Personality Competencies of Islamic Religious Education Teachers**

In order to produce the modernization of Islamic religious education teachers in the realm of personality, the al-Qudwah Senior High School Rangkasbitung Lebak Banten has made various efforts and efforts, including:

- a. Weekly Mentoring Program. This program is carried out by providing guidance, advice, or assistance to teachers by senior employees or leadership elements within the Qudwatul Ummah Islamic Foundation, with the aim of helping them to be able to behave and have a personality of worship and good morals, such as; diligently praying in congregation, being able to respect and respect others, helping each other, obeying and obeying work according to the time that has been set and others.

In addition, in this program, evaluation and coaching actions are also carried out by the leadership elements of the human resource development section for teachers and other education staff employees on complaints or complaints from parents of students or the local environmental community. The goal is to provide encouragement and motivation to teachers to maintain and maintain patience in facing problems.

- b. ACC (*al-Qudwah Consul Centre*) programme. This program is held with the aim of being a medium or forum for consultation for teachers and other education personnel, to accommodate the problems they experience, both personally and around family problems.
- c. Dhuha Program. This program is implemented as a form of the foundation's concern for its employees in order to increase the implementation of sunnah worship, increase peace and welfare and increase gratitude for the blessings of Allah that have been given.
- d. Ruhayah and Mabit Services Program. This program is carried out periodically monthly in the form of activities in the form of recitation which is attended by all employees within the Qudwatul Ummah Islamic Foundation by bringing in resource persons from external parties of the foundation. To improve the quality of faith and devotion that follows the program, the topics or discussions presented are around Islamic study materials and Islamic religious education.

Some of the programs that have been implemented by the al-Qudwah Senior High School above, aim to develop and improve the competence of Islamic religious education teachers in the realm of personality, so that teaching and learning activities for students in schools can be carried out with the attitude and personality of teachers who have good morals.

## **3. Modernization of Social Competence of Islamic Religious Education Teachers**

In order to produce the modernization of Islamic religious education teachers in the social realm, al-Qudwah Senior High School Rangkasbitung Lebak Banten has made various efforts and efforts, including:

- a. Qudwah Care Program. This program is known as *the al-Qudwah* humanitarian institution, where its implementation accommodates or absorbs various information related to events or problems that befall the community in the school environment. For example: Floods, earthquakes, landslides, economically deprived communities and others. This program seeks to participate in these problems by giving alms of money or useful goods or labor needed by the community. The purpose of this program is to increase the sense of social concern for others who experience disasters or economic

shortages and increase teachers' participation in problems experienced by the surrounding community.

- b. *Open House Program*. This program is intended for all school residents in the Qudwatul Ummah Islamic Foundation by opening a food bazaar with various menus at low prices. The main goal of this program is to get to know each other, share and help fellow school residents.
- c. *PHBI (Islamic Holiday Commemoration) Activities*. This program is filled with various religious and social activities, including; carry out mass circumcision, commemoration of Isra and Miraj and others. The purpose of this program is to increase faith and devotion to Allah and increase teachers' sense of social concern for the surrounding community.
- d. *Ta'akhi*. This program is in the form of assistance from schools or foundations, with the aim of strengthening the bond of brotherhood between teachers and education staff within the Qudwatul Ummah Islamic Foundation in general and in particular Islamic religious education teachers at al-Qudwah High School. This program technique is carried out by shuffling the names of employees or teachers who will receive assistance from the school or foundation.

Some of the programs that have been implemented by al-Qudwah High School above, aim to develop and improve the competence of Islamic religious education teachers in the social realm, so that teaching and learning activities for students at school and in contact with the surrounding community can be carried out with good sensitivity and social concern of teachers.

#### **4. Modernization of the Professional Competence of Islamic Religious Education Teachers**

In order to produce the modernization of Islamic religious education teachers in the professional realm, al-Qudwah High School Rangkasbitung Lebak Banten has made various efforts and efforts, including:

- a. *Study Program Advanced to Strata 1 or Strata 2*. In order for this program to be on target, the implementation of further studies given to teachers is in accordance with their field of expertise, so that this program is able to develop and improve the competence of Islamic religious education teachers in the formal education pathway.
- b. *PPG (Teacher Professional Education) Program*. The program aims to produce qualified, cultured, competitive and innovative professional teachers globally. Likewise, this program aims to develop teachers who are able to adapt science, plan, evaluate and develop education innovatively.
- c. *IGPAI (Islamic Religious Education Teachers' Association) Program*. This program aims to improve the quality, professionalism, competitiveness protection, and welfare of teachers, as well as strengthen the values of honesty, responsibility, discipline, and anti-corruption. In addition, the goal is to strengthen teachers' competencies in the fields of pedagogy, professional, social and personality and become an example for students and the environment.
- d. *Islamic Religious Scientific Seminar and Training Program*. This program is carried out by Islamic religious education teachers on an ongoing basis in accordance with the needs and programs carried out by external parties, for example; seminars or training to improve teacher competency held by the Ministry of Religion or the Central or Regional Ministry of National Education and other agencies. In addition,



seminar or training activities are also carried out by the internal parties of the foundation by bringing in resource persons from external parties in accordance with the needs of Islamic religious education teachers. The purpose of this program is to improve teachers' competence in mastering the teaching materials that will be delivered to students at school and to increase teachers' insight and innovation in developing and improving learning strategies and methods in accordance with the needs of students and the community.

- e. JSIT (Integrated Islamic School Network). This program aims to create cooperation between Integrated Islamic Schools (SIT), improve the quality of education, strengthen the competence of educators, develop the curriculum and establish strategic partnerships with various parties for the benefit of the quality of the teaching and learning process in schools.
- f. Literacy Program. This program is the main goal of literacy to improve a teacher's individual ability to access, understand and use information. In other words, literacy aims to make a teacher able to think critically, absorb information and use it effectively both in carrying out the process of teaching and learning activities at school and in their daily life.
- g. Comparative Study of Education. This program is carried out by the school to improve the quality of education, expand insights and share experiences between educational institutions and a teacher. Comparative studies help educational institutions and a teacher identify best practices, adopt innovations and improve their systems that have been implemented before.
- h. Rewards Program. This program is implemented by the school for teachers with the aim of improving work motivation, professionalism and quality of education. Awards can encourage teachers to excel better and improve the quality of learning, so that it will ultimately improve the quality of education in the school and national education.
- i. Establishment of the Media Division. The program established by this school intends to improve the quality and effectiveness of the learning process by providing a variety of relevant and interesting learning media. This division also plays a role in developing media skills and understanding among teachers and students, so that the implementation of the teaching and learning process in schools can be carried out optimally.
- j. GA (Angel Teacher) Program. This program is implemented in schools with the hope of improving and building an education system in schools that focuses on developing students' potential as a whole, not just based on institutional standards or tastes. Likewise, this program aims to support students to develop their imagination, creativity and innovation.

Of the several programs carried out by al-Quwah High School mentioned above, it can be briefly explained in the table below:

No.	Competencies	Programs	Program Impact
1	Pedagogy	Further Study	Able to develop and improve the competence of Islamic religious education teachers on the formal education path.
		Teacher Group	As a forum or media among Islamic religious education teachers of al-Qudwah High School to be able to stay in touch, exchange experiences, knowledge and insights and others related to learning process activities at the school.
		Discussion Program	Develop and improve teachers' competence in managing the process of teaching and learning activities in schools.
		Seminars and Training	Improving teachers' competence in mastering the management of the learning process in the classroom.  Increasing teachers' insight and innovation in developing and improving learning strategies and methods for students in the classroom
2	Personality	Mentoring Week	To help teachers to be able to behave and have a personality of worship and good morals. Provide encouragement and motivation to teachers to maintain and maintain patience in facing problems.
		<i>Al-Qudwah Consul Centre</i>	As a medium or forum for consultation for teachers and other education personnel, to accommodate the problems they experience, both personally and around family problems.
		Dhuha Prayer	Increase Islamic religious education teachers in carrying out sunnah worship.  To increase peace and prosperity and to increase gratitude for the blessings that have been given.
		Ruhiyah & Mabit Services	Improving the quality of a teacher's faith and devotion in carrying out his daily life.
3	Social	<i>Qudwah Care</i>	Increase the sense of social concern for others who experience disaster or economic deprivation.  Increase teacher participation in problems experienced by the surrounding community.
		<i>Open House</i>	Increase familiarity and get to know each other, share and help fellow school residents.
		PHBI	Increase the teacher's faith and devotion to Allah.  Increase teachers' sense of social concern for the surrounding community
		<i>Ta'akhi</i>	Strengthening the bond of brotherhood between teachers and education staff within the <i>Qudwatul Ummah Islamic Foundation</i> in general and in particular Islamic religious education teachers at al-Qudwah High School.
4	Professional	Further Study	Able to develop and improve the competence of Islamic religious education teachers on the formal education path.

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Teacher Professional Education	Producing professional, cultural, competitive and innovative teachers globally.  Develop teachers who are able to adapt science, plan, evaluate and develop education innovatively.
Ekta Guru Pai	Improving quality, professionalism, competitiveness, and teacher welfare, as well as strengthening the values of honesty, responsibility, discipline, and anti-corruption.  Strengthening teachers' competencies in the fields of pedagogy, professional, social and personality as well as being an example for students and the environment
Seminars and Training	Improve teachers' competence in mastering teaching materials that will be delivered to students at school. Increasing teachers' insight and innovation in developing and improving learning strategies and methods in accordance with the needs of students and society.
Integrated Islamic School Network	Creating cooperation between Integrated Islamic schools.  Improving the quality of education, strengthening the competence of educators, developing the curriculum and establishing strategic partnerships with various parties for the benefit of the quality of the teaching and learning process in schools
Literacy	Improve the individual ability of a teacher to access, understand and use information.  Making a teacher able to think critically, absorb information and use it effectively both in carrying out the process of teaching and learning activities at school and in their daily lives.
Comparative Study	Improving the quality of education, expanding horizons and sharing experiences between educational institutions and a teacher.  Helping educational institutions and a teacher identify best practices, adopt innovations and improve their systems that have been implemented before.
<i>Reward</i>	Improve work motivation, teacher professionalism and quality of education.  Perform better and improve the quality of learning.
Media Division	Improve the quality and effectiveness of the learning process by providing a variety of relevant and interesting learning media.  Develop media skills and understanding among teachers and students.
Guru Angel	Improve and build an education system in schools that focuses on developing students' potential as a whole, not just based on institutional standards or tastes.

Source: Processed by Researcher

## DISCUSSION

In the theory of structuralism, functionalism initiated by Emile Durkheim in Ritzer (2010) explains that society is a social system consisting of elements that are interrelated and integrated in balance. So that the occurrence of a change that occurs in one part will gradually bring changes to the other part while maintaining its balance.

Thus, if the results of this research are associated with the theory mentioned above, then it can be interpreted that the changes made by the community as a functional institution, in this case the al-Qudwah High School educational institution in Banten, which modernizes the competence of Islamic religious education teachers, will support government policies in improving the qualifications and competencies of teachers and realizing national education, namely developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

In addition, it can be stated that the modernization of the competence of Islamic religious education teachers at al-Qudwah High School is based on the awareness and desire of the school and community support in order to improve the quality of the competence of Islamic religious education teachers in accordance with the needs of the community and the demands of the times.

Meanwhile, the forms of modernization of Islamic religious education teachers' competencies that have been applied to al-Qudwah High School include: advanced study programs, the formation of teacher groups, discussion programs, seminars and trainings, weekly monitoring, dhuha prayer programs, literacy, comparative studies, rewarding, al-Qudwah Care, angel teachers, and others. The results of previous research that correlated with this research include; Saidah (2025) research which shows that the development of the competence of Islamic religious education teachers can be carried out through training, the development of project-based learning modules, and collaboration between teachers in the learning community. Meanwhile, the research of Khoiriyah and Eko (2025) explains that training tailored to the needs of Islamic religious education teachers can improve the competence of these teachers.

From the explanation mentioned above, the scheme of the modernization of the competency of Islamic religious education teachers at al-Qudwah High School in this study can be described as follows:

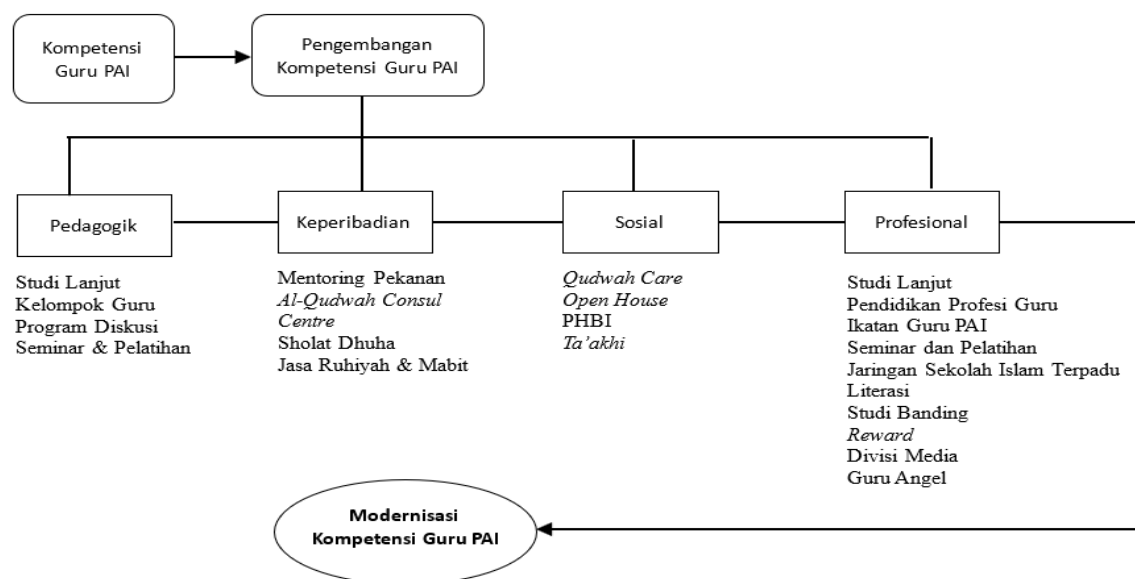


Figure 2. PAI Teacher Competency Modernization Flow Scheme

Source: Processed by Researcher

The results of this study show that the modernization of PAI teachers' competencies, for example; the problem of innovation in digital-based teaching and learning methods is positively correlated with efforts to achieve national education goals, namely to develop the potential of students to become human beings who believe and fear God Almighty, and have noble character. The use of integrated information and communication technology in PAI learning helps teachers in developing *soft skills* and instilling Islamic principles amid the influence of globalization, ensuring that the formation of Islamic character remains relevant and effective in the digital era.

Overall, the results of this researcher explain that efforts to modernize the competence of PAI teachers in high schools are an important part of the planning strategy for the development of Islamic education in Indonesia. PAI teachers who are competent in managing adaptive learning to the changing times play a strategic role in accelerating the process of achieving national education goals to educate the nation's life, with the main focus on forming a generation that is not only smart but also has Islamic morals in the midst of the challenges of modern times.

Meanwhile, there are several potential challenges in the implementation of the PAI teacher competency modernization strategy in other schools, including; Other schools may have limited access to technology, there may be resistance from some PAI teachers in new schools in using teaching methods through innovative approaches, the level of digital literacy and motivation to develop among PAI teachers varies between schools, the PAI curriculum in some schools may still be conservative and not fully integrated with technological developments, limited support from school management, parents or local governments in terms of continuous training and budget allocation, differences in social backgrounds, customs and cultural views between students in different schools. From some of these challenges, it can be argued that the successful implementation of the competency modernization strategy of Islamic religious education teachers in one school may face significant challenges when replicated in other schools.

## D. CONCLUSION

From the explanation of the results of the research and discussion, the conclusion of this study is that the implementation of modernization of the competence of Islamic religious education teachers at al-Qudwah High School has resulted in an improvement in the quality of the competence of Islamic religious education teachers in pedagogic, personality, social and professional aspects. Meanwhile, the increase in the competence of Islamic religious education teachers has ultimately resulted in an improvement in the quality of teaching and learning activities and learning achievements of students at al-Qudwah High School. The competency development of Islamic religious education teachers that has been carried out include: further studies, the formation of teacher groups, discussion programs, seminars and trainings, weekly monitoring, dhuha prayer programs, literacy, comparative studies, rewarding, *al-Qudwah Care* and others.

From the results of these findings, the next steps for other schools or policy makers are to follow up on the results of the research by formulating a structured concrete action program, with recommendations including: implementing a continuous training program for PAI teachers focusing on mastering information and communication technology as well as innovative learning methods, developing an adaptive PAI curriculum that emphasizes soft *skills*, the availability of modern learning media, collaboration between schools, parents, and the community and conducting periodic data-based evaluations to measure the effectiveness of the PAI teacher competency improvement program that has been implemented and make the necessary improvements. The strategies that have proven effective in this study are very likely to be applied in other schools, with several considerations including; The positive impact of these findings can be replicated in other schools to improve the quality of PAI education, the implementation must be adjusted to the characteristics of each school and the principal must play an active role in motivating PAI teachers, providing adequate facilities, facilities and attitudes and creating a harmonious and conducive school culture.

The implications of the results of this study for teacher training programs or education policymakers include: the need for teacher training programs that focus on the integration of technology in PAI learning, innovative learning methods, policies that encourage the involvement of parents and the community in Islamic religious education, collaboration between various institutions to support the sustainable development of PAI teacher professionalism and increased academic supervision to help PAI teachers in the development of subject matter and the use of available learning resources. Finally, it is hoped that the results of these findings can be a valuable guide and reference for other schools and policymakers to develop effective strategies in improving the modernization of PAI teachers' competencies and the overall quality of Islamic religious education.

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