

A MODEL OF ISLAMIC EDUCATION MANAGEMENT FOR ENHANCING TEACHER PROFESSIONALISM AT MI AL-KAUTSAR DENDANG, EAST TANJUNG JABUNG

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Abstract

This study aims to examine the implementation of Islamic education management and formulate an integrated management model for strengthening teacher professionalism at MI Al-Kautsar Dendang, East Tanjung Jabung. The study employed a qualitative approach with a descriptive case study design. Data were collected through semi-structured interviews, observation, and documentation involving the madrasah principal and teachers as key sources of information. Data were analyzed through data reduction, data display, conclusion drawing, and verification, with source and technique triangulation used to ensure data credibility. The findings indicate that Islamic education management is implemented through interconnected functions of planning, organizing, implementation, supervision, evaluation, and teacher professional development. The management process is strengthened by Islamic values such as amanah, responsibility, discipline, sincerity, shura, and exemplary conduct. The study further identifies an integrated management model consisting of needs identification, competency-based planning, organizational implementation, collaborative professional development, academic supervision, performance evaluation, and continuous follow-up. The model positions Islamic values as the normative foundation and teacher professionalism as the primary outcome. The study concludes that an integrated Islamic education management model can provide a systematic, contextual, participatory, and sustainable framework for strengthening teacher professionalism and supporting educational quality improvement at the madrasah level.

Keywords: *islamic education management; teacher professionalism; management model; madrasah ibtidaiyah*

Pendahuluan

Islamic education occupies a strategic position in shaping a generation that possesses not only academic competence but also strong character, morality, and Islamic values. Madrasahs as Islamic educational institutions are expected to provide quality education that responds to the

changing needs of students and the dynamics of contemporary education. The quality of educational implementation is strongly influenced by the quality of human resources involved in the educational process, particularly teachers as the primary actors in classroom learning. Teachers are responsible for planning,

implementing, evaluating, and continuously improving learning activities. Teacher professionalism therefore represents an important determinant of educational quality because teachers' competencies are directly related to the quality of learning processes and outcomes. Research on teacher professionalism indicates that improving the quality of madrasah education is closely associated with teachers' ability to perform their professional responsibilities effectively (Susanto et al., 2021).

Teacher professionalism encompasses more than mastery of subject matter, as it also involves pedagogical, professional, social, and personal competencies. Professional teachers are expected to understand students' characteristics and select learning strategies that correspond to their developmental needs. Professional competence requires teachers to possess adequate mastery of their fields of expertise while continuously developing their knowledge and skills. Personal character and exemplary conduct represent essential dimensions of Islamic education because teachers function not merely as transmitters of knowledge but also as role models for students. Teacher professionalism from an Islamic perspective is closely associated with ethical conduct, responsibility, integrity, and moral commitment to the teaching profession.

The integration of ethics and professionalism is therefore essential because the quality of teachers cannot be separated from their attitudes and behavior in carrying out educational responsibilities (Bahri et al., 2021).

Strengthening teacher professionalism requires systematic and sustainable management through educational management. Educational management serves to direct educational resources toward the effective and efficient achievement of institutional goals. Teacher management encompasses planning, organizing, implementing, supervising, evaluating, and developing teacher competencies. Each management function contributes to improving teachers' capacity to perform their professional duties. Effective management enables educational institutions to identify teachers' developmental needs according to institutional conditions and educational demands. A systematic managerial approach is important because teacher competency development requires well-planned programs, clear objectives, appropriate implementation, and continuous evaluation (Fadlil et al., 2023).

Islamic education management possesses distinctive characteristics because educational management is not solely oriented toward organizational effectiveness but is also grounded in Islamic values. Values such as trustworthiness, justice, responsibility,

exemplary conduct, consultation, and sincerity can serve as fundamental principles in managing human resources within Islamic educational institutions. Teachers are regarded as professional educators who carry both academic and moral responsibilities in developing students' character. Teacher management should therefore maintain a balance between professional competency development and the internalization of Islamic values. Such an orientation gives Islamic education management academic, administrative, social, and spiritual dimensions. The strengthening of Islamic education teachers' professionalism through prophetic values demonstrates that the internalization of Islamic principles can support learning objectives while maintaining the moral foundation of education (Faizin & Bachtiyar, 2021).

The role of the madrasah principal is crucial in developing Islamic education management that supports teacher professionalism. The principal functions as a leader, manager, educator, motivator, and supervisor in developing the capacity of teaching personnel. Managerial functions can be implemented through teacher development programs, appropriate task distribution, professional guidance, motivation, and performance evaluation. Academic supervision provides an important mechanism for identifying teachers' strengths and weaknesses in

implementing learning activities. Effective leadership support creates conditions that enable teachers to improve their professional competencies and performance. Research in madrasah ibtidaiyah demonstrates that principals perform managerial, educational, motivational, and supervisory functions in strengthening teacher professionalism (Mariani et al., 2022).

Teacher professional development also requires continuous development strategies that correspond to individual and institutional needs. Education and training programs can provide opportunities for teachers to improve their knowledge, skills, and professional attitudes. The implementation of such programs should begin with a needs assessment to ensure that professional development activities address teachers' actual challenges. Program planning, objective formulation, material preparation, implementation, and evaluation constitute important components of professional development. Such an approach allows madrasahs to move beyond incidental training activities toward a systematic teacher development system. Strategies for developing teacher professionalism through education and training emphasize the importance of needs analysis, clear objectives, structured programs, and systematic evaluation (Ulandari & Santaria, 2020).

Academic supervision represents another important management mechanism for strengthening teacher professionalism. Supervision provides principals with opportunities to observe classroom practices and provide constructive feedback regarding teachers' performance. Supervisory activities may address lesson planning, instructional implementation, teaching methods, classroom management, and assessment practices. A collaborative supervisory approach can establish a constructive relationship between principals and teachers. Such relationships enable teachers to receive professional assistance in addressing instructional difficulties while simultaneously improving their competencies. Research in madrasah ibtidaiyah indicates that academic supervision can be implemented through direct and indirect approaches to support teacher professionalism (Tasnim et al., 2021).

The context of madrasah ibtidaiyah presents particular challenges in developing teacher professionalism because students are at the elementary education stage. Teachers at this level are responsible not only for delivering academic content but also for developing students' foundational character, attitudes, habits, and religious values. Teacher competence becomes particularly important because elementary learning requires an

understanding of students' cognitive, social, emotional, and spiritual development. Teacher management at the madrasah ibtidaiyah level should therefore consider these characteristics when designing professional development programs. Principal strategies need to connect teachers' professional needs with student characteristics and the educational objectives of the madrasah. Research at MI Bahrul Ulum Bumiaji demonstrates that principal strategies contribute significantly to teacher professionalism, particularly in strengthening pedagogical and professional competencies (Febrianti et al., 2021).

Teacher professionalism is closely related to the quality of learning and the overall quality of madrasah education. Professionally competent teachers are capable of managing learning activities in a planned, adaptive, and responsible manner. Such competence includes mastery of subject matter, lesson planning, instructional strategy selection, classroom management, and learning assessment. Islamic education adds important dimensions of exemplary conduct, empathy, moral responsibility, and concern for students' holistic development. Professional teachers should therefore not be evaluated solely through their ability to complete administrative requirements but also through the quality of their interactions and commitment to students. The professionalism of Islamic education

teachers in learning management is reflected in their responsibility, dedication, concern, and ability to manage learning activities systematically (Mansir & Musadad, 2023).

The need for a management model that integrates various dimensions of teacher professional development has become increasingly important for Islamic educational institutions. A management model provides a systematic framework for planning, developing, directing, supervising, and evaluating teachers within an educational institution. Such a framework needs to consider the actual conditions of the madrasah, teacher characteristics, student needs, and Islamic values underlying educational practices. Management approaches that emphasize administrative functions alone may not adequately address the comprehensive needs of teacher professional development. An integrated model that combines management functions, competency development, professional supervision, and Islamic values may provide a stronger foundation for sustainable teacher professionalism. Teacher professional development in madrasahs requires systematic management to ensure that competency improvement is implemented in a structured and sustainable manner (Jannah et al., 2023).

The development of teacher professionalism cannot be placed solely on individual teachers. Madrasahs have institutional responsibility to create an environment that supports professional learning, supervision, collaboration, training, and performance evaluation. Teacher resource management should be directed toward capacity building that corresponds to the vision, mission, and institutional characteristics of the madrasah. Supervisors and principals play important roles in helping teachers identify instructional challenges and develop appropriate professional solutions. An integrated development system allows teacher professional development to become part of the organizational culture rather than an incidental institutional activity. The roles of supervisors as coordinators, consultants, motivators, evaluators, and educational leaders demonstrate the importance of structured professional development systems in strengthening teacher professionalism (Rahimah et al., 2021).

MI Al-Kautsar Dendang, East Tanjung Jabung, provides a relevant institutional context for examining Islamic education management and teacher professionalism. Every madrasah possesses distinctive characteristics related to human resources, organizational culture, leadership, educational environment, and teacher development needs. Such differences mean that a management

model implemented successfully in one madrasah cannot necessarily be applied directly to another institution without contextual adaptation. Examining MI Al-Kautsar Dendang can provide an empirical understanding of how Islamic education management functions are implemented to strengthen teacher professionalism at the madrasah ibtidaiyah level. The study can also identify supporting and inhibiting factors influencing teacher management within the institutional environment. Islamic education management research needs to consider institutional context and human resource management practices so that the resulting model remains relevant to the actual needs of madrasahs (Nurulloh et al., 2020).

The preceding discussion demonstrates the need for a comprehensive examination of Islamic education management as a mechanism for strengthening teacher professionalism at MI Al-Kautsar Dendang, East Tanjung Jabung. The study is not limited to describing teacher management activities but also examines the relationship among planning, organizing, implementation, supervision, evaluation, and professional development. Islamic values need to function as the foundation guiding management processes so that teacher development extends beyond technical competency improvement. The resulting model is expected to illustrate a systematic

approach to teacher management that corresponds to the characteristics of the madrasah and the broader objectives of Islamic education. The study also has academic significance because it contributes to the development of Islamic education management scholarship at the elementary madrasah level. The research therefore focuses on “Islamic Education Management Model for Enhancing Teacher Professionalism at MI Al-Kautsar Dendang, East Tanjung Jabung.”

Method

This study employed a qualitative approach with a descriptive case study design to examine the Islamic education management model implemented to enhance teacher professionalism at MI Al-Kautsar Dendang, East Tanjung Jabung. The qualitative approach was selected because the study sought to obtain an in-depth understanding of management practices, leadership processes, teacher development, supervision, and professional values within the natural setting of the madrasah. The research was conducted at MI Al-Kautsar Dendang, East Tanjung Jabung, with the principal and teachers serving as the primary sources of information. Data were collected through semi-structured interviews, participant observation, and document analysis. Interviews focused on educational planning, teacher management, professional

development, supervision, evaluation, and the integration of Islamic values into management practices. Observations were conducted to examine the implementation of management practices and teacher professional activities, while documentation was used to complement the empirical data obtained from interviews and observations.

Data analysis was conducted interactively through data reduction, data display, and conclusion drawing and verification. The data obtained from interviews, observations, and documents were organized and categorized according to the main research dimensions, including planning, organizing, implementation, supervision, evaluation, teacher competency development, and Islamic values in teacher management. Data triangulation was employed by comparing information obtained from different sources and data collection techniques to establish the credibility of the findings. The analysis process was conducted continuously throughout the research to identify patterns, relationships, and characteristics of the Islamic education management practices implemented at the madrasah. The findings were subsequently interpreted to formulate an empirical description of the management model used to enhance teacher professionalism. The resulting model reflects the relationship between

managerial functions, teacher development strategies, supervision, evaluation, and the application of Islamic values within the institutional context of MI Al-Kautsar Dendang.

Result and Discussion

Implementation of Islamic Education Management in Enhancing Teacher Professionalism

The implementation of Islamic education management at MI Al-Kautsar Dendang demonstrates that teacher professionalism is closely connected with the way educational resources are planned and managed within the madrasah. Management activities are directed toward ensuring that teachers understand their responsibilities, instructional duties, and professional expectations. The management process includes planning, organizing, implementation, supervision, and evaluation as interconnected functions. Each function provides a foundation for creating an organized working environment that supports teachers in performing their professional roles. Teacher management is not limited to administrative arrangements but also involves efforts to develop competence, responsibility, discipline, and commitment. Effective Islamic education management therefore positions teachers as strategic human resources whose professional development contributes directly to the

achievement of educational objectives (Machali & Hidayat, 2016).

Planning represents an important initial stage in the implementation of Islamic education management at MI Al-Kautsar Dendang. Teacher planning involves identifying institutional needs, distributing teaching responsibilities, determining professional development priorities, and preparing instructional programs. The planning process needs to consider teachers' educational backgrounds, teaching experience, competencies, and areas requiring further development. Appropriate planning allows the madrasah to align teacher capabilities with instructional responsibilities and institutional objectives. Teacher development programs can also be incorporated into annual madrasah planning so that professional improvement becomes a continuous institutional agenda. Strategic planning in Islamic educational institutions should connect organizational objectives with the development of human resources because teacher quality constitutes an important component of educational quality (Usman, 2020).

The organizing function is reflected in the distribution of responsibilities and authority among teachers and educational personnel. MI Al-Kautsar Dendang organizes teachers according to their teaching assignments, administrative responsibilities, and participation in

various madrasah activities. Clear division of tasks helps minimize overlapping responsibilities and provides teachers with a clearer understanding of their professional roles. Organizational arrangements also create opportunities for teachers to collaborate in preparing learning programs and addressing instructional problems. Teacher collaboration becomes particularly important in madrasah environments because professional learning can occur through interaction among colleagues. Organizational management that emphasizes collaboration and shared responsibility can strengthen teachers' professional commitment and contribute to a more productive educational environment (Sagala, 2018).

The implementation of Islamic education management is also reflected in efforts to create a conducive working environment for teachers. A supportive environment encourages teachers to carry out their instructional responsibilities with greater confidence and commitment. The principal plays an important role in establishing communication, providing direction, facilitating professional activities, and responding to teachers' needs. Open communication between school leaders and teachers can strengthen mutual trust and reduce barriers to professional development. Teacher motivation can also increase when professional contributions are

recognized and when teachers receive opportunities to participate in institutional decision-making. Leadership that combines managerial competence with interpersonal relationships is important in creating organizational conditions that support teacher professionalism (Mulyasa, 2018).

Teacher development constitutes an important component of Islamic education management at MI Al-Kautsar Dendang. Professional development can take the form of training, workshops, teacher working groups, peer discussions, and other learning activities relevant to teachers' instructional needs. Such activities provide opportunities for teachers to update their knowledge and improve their teaching skills. Professional development should be designed according to the actual challenges experienced by teachers rather than implemented solely as routine institutional activities. Continuous development also encourages teachers to reflect on their instructional practices and identify areas requiring improvement. Teacher professional development is more effective when it is integrated into the broader management system of the educational institution and supported by appropriate leadership (Suyanto & Jihad, 2013).

Academic supervision constitutes another important mechanism in implementing Islamic

education management for teacher professionalism. Supervision at MI Al-Kautsar Dendang can be directed toward lesson preparation, classroom implementation, assessment, classroom management, and teachers' instructional competencies. The supervisory process provides opportunities for the principal to identify problems encountered by teachers and provide constructive guidance. Supervision should be positioned as a developmental process rather than merely an evaluation of teacher performance. A constructive supervisory relationship can encourage teachers to discuss instructional difficulties openly and develop solutions collaboratively. Academic supervision has been recognized as an important mechanism for improving teacher quality because it provides guidance and professional assistance in the teaching process (Sergiovanni & Starratt, 2007).

The effectiveness of supervision depends considerably on the approach adopted by the madrasah leadership. A rigid supervisory approach may encourage teachers to perceive supervision as an administrative obligation rather than a professional development process. A participatory approach can create a more comfortable atmosphere in which teachers are encouraged to reflect on their instructional practices. MI Al-Kautsar Dendang can strengthen this process by combining classroom

observation, individual discussions, feedback, and follow-up activities. Feedback should focus on specific instructional practices and provide practical recommendations for improvement. The principal's role as an educational supervisor is therefore not merely to assess teachers but also to guide, motivate, and assist them in strengthening their professional competencies (Amelia et al., 2022).

The implementation of management also requires continuous evaluation of teacher performance and professional development programs. Evaluation provides information regarding the extent to which planned programs have achieved their intended objectives. Teacher evaluation can consider lesson preparation, classroom performance, assessment practices, discipline, professional responsibilities, and participation in institutional activities. The results of evaluation can become a basis for determining subsequent professional development programs. Evaluation should be conducted transparently and accompanied by constructive feedback so that teachers understand their strengths and areas for improvement. Systematic evaluation enables the madrasah to transform teacher management from an administrative routine into a continuous improvement process (Yunus et al., 2022).

Islamic values provide an important foundation for the implementation of teacher

management at MI Al-Kautsar Dendang. Professional responsibilities are understood not only as institutional obligations but also as forms of moral and religious responsibility. Values such as amanah, discipline, sincerity, justice, responsibility, and exemplary conduct can shape teachers' attitudes toward their profession. These values influence how teachers interact with students, colleagues, and school leaders. Professionalism in Islamic education consequently contains both technical and ethical dimensions. The integration of Islamic values into teacher management can strengthen professional commitment because teachers perceive their educational responsibilities as part of a broader moral purpose (Nata, 2019).

Teacher motivation represents another factor influencing the effectiveness of Islamic education management. Teachers require both material and non-material support to maintain their commitment to professional responsibilities. Recognition, constructive feedback, opportunities for professional development, collegial relationships, and participation in decision-making can contribute to teacher motivation. The principal can strengthen motivation by creating a culture that appreciates teachers' contributions and encourages continuous learning. Motivated teachers are more likely to demonstrate initiative in improving instructional practices and

participating in institutional development. Research on teacher professionalism indicates that organizational support and leadership are important factors in sustaining teachers' professional commitment and improving educational quality (Barnawi & Arifin, 2017).

The implementation of Islamic education management also requires collaboration among teachers because professional development does not occur exclusively through formal training. Teacher collaboration can take place through discussions about lesson planning, sharing instructional experiences, peer observation, and joint problem-solving. Such activities create opportunities for teachers to learn from one another and develop collective responsibility for educational quality. Collaborative professional learning can also reduce dependence on external training programs because teachers become active sources of knowledge within the madrasah. A collaborative culture supports the development of reflective practitioners who are willing to evaluate and improve their own teaching practices. Professional learning communities have been identified as an effective approach for strengthening teacher learning through sustained collaboration and shared responsibility for student learning (DuFour & Eaker, 1998).

The implementation of Islamic education management at MI Al-Kautsar Dendang can therefore be

understood as an integrated process involving managerial planning, task organization, teacher development, supervision, motivation, and evaluation. These components do not operate independently because weaknesses in one component may influence the effectiveness of other management functions. Effective planning requires accurate information about teacher competencies, while professional development requires appropriate supervision and evaluation. The role of the principal becomes important in connecting these functions into a coherent management process. Research on Islamic education management emphasizes that managerial practices should integrate organizational functions with the development of human resources to achieve sustainable educational improvement (Baharun & Zamroni, 2017).

The findings indicate that the implementation of Islamic education management at MI Al-Kautsar Dendang should be directed toward a continuous cycle of professional development. The cycle begins with identifying teacher needs, followed by planning, implementation, supervision, evaluation, and follow-up development. Islamic values function as the normative foundation throughout the management process. Teacher professionalism is consequently understood as a dynamic condition that requires continuous strengthening

rather than a fixed achievement. The integration of managerial functions and professional development creates a framework through which teachers can improve their pedagogical competence, professional knowledge, social interaction, and personal character. Such an integrated approach is consistent with the view that effective madrasah management requires systematic coordination between leadership, teacher development, supervision, and institutional quality improvement (Muhaimin et al., 2015).

An Integrated Islamic Education Management Model for Strengthening Teacher Professionalism

The findings indicate that strengthening teacher professionalism at MI Al-Kautsar Dendang requires an integrated management model rather than isolated managerial activities. The model integrates planning, organizing, implementation, supervision, evaluation, and professional development within a continuous management cycle. Each component is connected to the others and contributes to the development of teachers' pedagogical, professional, social, and personal competencies. The integration of these components enables the madrasah to manage teachers as strategic educational resources rather than merely as personnel responsible for classroom instruction. Islamic values provide the normative

foundation that gives direction to each stage of the management process. Such an integrated perspective is consistent with the concept of Islamic education management, which emphasizes the systematic management of educational resources to achieve institutional objectives while maintaining Islamic principles (Puspitasari et al., 2020).

The first component of the model is strategic planning based on the identification of teacher needs. Planning should begin with an assessment of teachers' competencies, qualifications, teaching responsibilities, professional experiences, and areas requiring improvement. The results of the assessment can be used to determine appropriate professional development priorities for individual teachers and the institution as a whole. This process allows the madrasah to avoid implementing professional development programs that are disconnected from teachers' actual needs. Needs-based planning also facilitates the alignment between teacher development programs and the vision, mission, and educational objectives of the madrasah. Teacher professional development through education and training becomes more effective when it begins with needs analysis and continues through goal formulation, program development, and evaluation (Ulandari & Santaria, 2020).

The second component concerns the organization of teacher

development through appropriate division of responsibilities and collaborative structures. Teacher professionalism develops more effectively when teachers are provided with opportunities to participate in collective planning, peer learning, discussion, and problem-solving. The madrasah can organize professional activities through teacher working groups, internal training, mentoring, peer observation, and collaborative lesson planning. These activities create a professional environment in which teachers can exchange experiences and learn from one another. Organizational arrangements should also ensure that teacher assignments correspond with qualifications and areas of competence whenever possible. Research on madrasah-based management demonstrates that collaborative approaches to teacher competency development can support innovation, technology integration, and continuous professional improvement (Khotimah et al., 2023).

Leadership constitutes the third component of the integrated model because the principal serves as the connecting element among different management functions. The principal is responsible for translating institutional objectives into concrete programs for teacher development and professional improvement. Leadership functions include providing direction, allocating responsibilities, facilitating professional learning, monitoring

performance, and creating opportunities for innovation. The principal also needs to establish communication mechanisms that allow teachers to express professional needs and participate in institutional decision-making. Effective leadership can transform teacher development from an individual responsibility into a shared institutional commitment. Research on Islamic educational institutions shows that principal leadership contributes to human resource quality through planning, organizing, directing, and supervising educational personnel (Rahmayanti & Permana, 2022).

The fourth component is continuous professional development that connects formal training with everyday professional learning. Teacher development should not depend exclusively on workshops or externally organized training because professional competence is developed through continuous practice and reflection. MI Al-Kautsar Dendang can strengthen this component through mentoring, peer discussion, classroom reflection, lesson study, and sharing of good instructional practices. Formal training remains important when teachers require specific knowledge or skills that cannot be adequately developed through internal activities. Professional development programs should be followed by opportunities for teachers to apply newly acquired knowledge in their classrooms.

Professional learning for Islamic education teachers has been shown to require sustained opportunities that connect professional knowledge with classroom practice and teacher learning communities (Alhashmi & Moussa-Inaty, 2021).

Supervision represents the fifth component of the model and functions as a mechanism for ensuring that professional development is translated into actual improvements in teaching practice. Academic supervision should involve classroom observation, dialogue, feedback, and follow-up activities. The supervisory process can identify differences between planned instructional practices and actual classroom implementation. Feedback obtained from supervision should be specific, constructive, and oriented toward professional growth rather than administrative compliance. The principal can use supervisory findings to determine subsequent training, mentoring, or individual development priorities. The role of the madrasah principal as a manager and leader is closely connected with the responsibility to develop teacher professionalism through individual and team-based professional development (Sudarmanto et al., 2022).

The sixth component involves performance evaluation as a mechanism for measuring the effectiveness of teacher development. Evaluation should examine not only administrative compliance but also

instructional competence, classroom performance, professional responsibility, discipline, collaboration, and commitment to student development. The results of evaluation should provide meaningful information for determining subsequent professional development interventions. Teachers with specific competency gaps may receive individual mentoring, while common competency gaps can become the basis for collective training programs. Evaluation therefore functions as a diagnostic instrument rather than merely a mechanism for assigning performance judgments. The integration of performance evaluation with teacher development enables educational institutions to establish a more systematic approach to professional improvement (Nurulloh et al., 2020).

Islamic values constitute the distinctive foundation of the proposed management model. The principles of amanah, 'adl, shura, ihsan, discipline, sincerity, and responsibility can be integrated into planning, leadership, supervision, and evaluation. Amanah encourages teachers to understand professional responsibilities as a trust that must be fulfilled responsibly. Shura encourages participatory decision-making and constructive communication between leaders and teachers. Ihsan encourages teachers to pursue excellence in their professional performance beyond minimum

institutional requirements. The integration of these values gives the management model a distinctive Islamic orientation because professional development is directed toward both competence and moral responsibility.

Teacher professionalism within the proposed model consequently encompasses more than technical competence. Professionalism involves the integration of pedagogical expertise, subject-matter knowledge, social competence, personal character, and spiritual responsibility. Teachers are expected to demonstrate competence in designing learning, implementing instruction, assessing student achievement, communicating effectively, and serving as role models. The model positions professional competence and Islamic character as complementary dimensions rather than separate objectives. Such integration is particularly relevant for madrasahs because teachers are responsible for transmitting knowledge while simultaneously shaping students' character and religious values. A multidimensional understanding of teacher competence is consistent with research emphasizing pedagogical, professional, personal, social, and spiritual dimensions in Islamic education teaching practice.

The proposed model also emphasizes the importance of feedback and follow-up as connecting mechanisms between evaluation and

subsequent planning. Evaluation without follow-up may produce information without generating meaningful improvement in teacher performance. The madrasah needs to transform evaluation results into specific development plans for individual teachers and professional groups. Teachers who demonstrate strong performance can be encouraged to become mentors or facilitators for colleagues who require additional support. This approach creates an internal professional learning system that utilizes existing human resources within the madrasah. The policy and managerial role of the head of madrasah becomes particularly important because institutional policies can provide the structure through which professional development is implemented consistently (Nurulloh et al., 2020).

The integrated model can also be understood as a cyclical process consisting of needs identification, planning, organization, implementation, supervision, evaluation, and follow-up. Needs identification provides the initial information for designing relevant teacher development programs. Planning establishes objectives and strategies, while organization determines responsibilities and resources. Implementation translates the plan into professional development activities and instructional practices. Supervision monitors the

implementation process and provides feedback, while evaluation determines the extent to which professional objectives have been achieved. Follow-up activities then provide new information for the next cycle of planning, creating a continuous improvement mechanism within the madrasah. The systematic management of professional development through needs analysis, program implementation, and evaluation supports the establishment of sustainable teacher professionalism (Ulandari & Santaria, 2020).

The model further emphasizes the importance of balancing institutional and individual dimensions of teacher professionalism. Institutional management provides policies, resources, supervision, professional development opportunities, and organizational support. Individual teachers contribute through self-reflection, continuous learning, professional responsibility, and commitment to improving instructional practices. The interaction between institutional support and individual commitment creates a stronger foundation for sustainable professional development. Teacher professionalism cannot be strengthened effectively when responsibility is placed exclusively on the principal or exclusively on individual teachers. The development of professional teachers requires organizational systems that provide

opportunities for teachers to develop individually and collectively (Siregar et al., 2022).

The integrated Islamic education management model developed from the findings can therefore be conceptualized as a value-based continuous improvement model. The model places Islamic values at the foundation, managerial functions at the structural level, teacher professional development at the operational level, and improved teacher professionalism as the intended outcome. The interaction among these components creates a management system in which planning informs development, development is supported by leadership and supervision, evaluation provides feedback, and follow-up initiates a new cycle of improvement. The model is particularly relevant to MI Al-Kautsar Dendang because it accommodates the institutional characteristics of a madrasah while emphasizing the professional and moral dimensions of teaching. The model also demonstrates that teacher professionalism is not produced through a single program but through the continuous interaction of leadership, management, professional learning, supervision, evaluation, and Islamic values. The resulting framework provides a conceptual basis for strengthening teacher professionalism through an integrated management system that is systematic,

contextual, participatory, and value-oriented.

Conclusion

This study concludes that the implementation of Islamic education management at MI Al-Kautsar Dendang, East Tanjung Jabung, can be strengthened through an integrated management model that connects planning, organizing, implementation, supervision, evaluation, and continuous teacher professional development. The model places Islamic values such as *amanah*, responsibility, sincerity, discipline, *shura*, and exemplary conduct as the foundation of teacher management. Teacher professionalism is developed through systematic needs identification, competency-based planning, collaborative professional development, academic supervision, performance evaluation, and structured follow-up. The integration of these components creates a continuous improvement cycle in which evaluation results become the basis for subsequent professional development planning. The model emphasizes that teacher professionalism involves not only pedagogical and professional competencies but also social, personal, and spiritual dimensions. The integrated approach is expected to provide MI Al-Kautsar Dendang with a contextual, systematic, and sustainable framework for strengthening teacher professionalism and supporting the improvement of educational quality.

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