



Teacher Professional Development Management from an Islamic Perspective

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Abstract

Teacher professionalism is a major factor in educational success, as teachers serve not only as transmitters of knowledge but also as moral and spiritual role models for students. In the context of Islamic education, teacher professional development must be based on Islamic values that emphasize a balance between intellectual, moral, and spiritual competencies. This study uses a literature study method with a descriptive-analytical approach to analyze the concept and implementation of teacher professional development management from an Islamic perspective as well as Islamic managerial principles relevant to educational institutions. The results of the study indicate that teacher professional development management in Islam includes four main functions: planning (takhtīt), organizing (tanẓīm), directing (tawjīh), and supervising (raqabah), which are oriented towards moral development, competency improvement, and the refinement of intentions and work ethics. Teacher professionalism is not only measured from pedagogical and professional aspects, but also from sincerity, trustworthiness, and noble character in carrying out duties. By implementing Islamic management based on the values of monotheism, continuous development, and a work culture modeled after the Prophet Muhammad (peace be upon him), teachers can develop into competent individuals with noble character, and make their profession a form of devotion and worship to Allah Swt. These findings are expected to serve as a basis for Islamic educational institutions in designing comprehensive, sustainable, and spiritually oriented teacher development strategies.

Keywords: Management, Teacher Professionalism, Development, Islamic Education, Islamic Perspective

INTRODUCTION

Teacher professionalism has become a key factor in improving the quality of education at various levels. Professional teachers not only master content and learning methods but also carry out their duties with responsibility, a strong work ethic, and a focus on excellence. In the context of Islamic education, the teaching profession takes on additional significance: not only as academic educators, but also as character builders and moral-spiritual role models for students. For example, research by Ibnudin and Syatori asserts that "the professionalism of Islamic Religious Education teachers must be carried out optimally, honestly, with discipline, and diligently, based on the belief that work is a trust given to God."¹

However, various challenges in the field still hamper the development of teacher professionalism. Several studies have cited low pedagogical competence, inadequate character development, and weak integration of Islamic values into teaching practices.² Furthermore, in the era of globalization and Society 5.0, Islamic Religious Education



teachers face new, complex demands: changing student profiles, technological advances, and society's increasingly broad expectations of teachers' roles.³ Such conditions demand effective management in developing teacher professionalism that takes into account the Islamic context, namely management that is not merely administrative but also based on Islamic values such as trust, *tadbir*, *shura* and *ihsan*.

Teacher professional development management from an Islamic perspective encompasses various dimensions: competency development planning, organizing teacher career development, guidance and supervision oriented toward Islamic values, and ongoing evaluation focused on improving teachers' pedagogical, professional, personal, and social competencies. For example, research by Sholeh et al. shows that the application of Islamic-based management principles (justice, deliberation, trust, and excellence) significantly supports the improvement of teacher professionalism in Islamic schools.⁴ Thus, Islamic educational institutions need to formulate holistic and adaptive managerial strategies so that teacher professional development can proceed systematically and sustainably.

On the other hand, although there has been a lot of research related to teacher professionalism in the context of Islamic education, there are still gaps that are relevant to be studied: first, how the management of teacher professional development is designed and implemented in Islamic educational institutions by considering Islamic values; second, how effective is this management approach in improving teacher professionalism comprehensively (pedagogical, personality, social, and professional competencies) in the context of Islamic educational institutions. Therefore, this study aims to analyze the concept and implementation of teacher professional development management from an Islamic perspective, as well as to identify Islamic management principles that can be applied in Islamic educational institutions.

METHOD

This study uses a qualitative library research approach that focuses on reviewing the literature to explore the concepts and principles of teacher professional development management from an Islamic perspective. Data were obtained from primary sources in the form of classical and contemporary literature on Teacher Professional Development Management from an Islamic Perspective, as well as secondary sources in the form of books and scientific journals from the last five years that are relevant to the research theme. Data collection techniques were carried out through documentation studies by reading, recording, and classifying literature according to the research topic. Data analysis used content analysis by reviewing, interpreting, and synthesizing various scientific views to find patterns and conceptual meanings related to the application of Islamic management principles in teacher professional development.

RESULTS AND DISCUSSION

The concept of teacher professionalism in Islam

In an Islamic perspective, teacher professionalism has a very comprehensive meaning because it does not only include technical abilities in carrying out teaching tasks, but also reflects the spiritual, moral and social values inherent in an educator. Teachers in Islam are not just *mu'allim* (teachers), but also *murabbi* (morals and character builders) and *muaddib* (instillers of manners and moral values).⁵ The teacher's role is not only to impart knowledge, but also to guide students toward spiritual and moral maturity in

accordance with Islamic teachings. This aligns with Al-Ghazali's view that teachers are figures responsible for guiding people to draw closer to God through knowledge and good deeds.

Professionalism, in Islam, means carrying out a mandate with full responsibility and sincere intentions for the sake of Allah. A professional teacher is not only skilled in their field but also possesses spiritual integrity, honesty, and noble morals, serving as an example for students.⁶ Therefore, the professionalism of teachers in Islam cannot be separated from three main aspects: (1) scientific competence, namely mastery of the knowledge taught in depth and relevant to current developments; (2) moral-spiritual competence, namely purity of intention, sincerity, and orientation towards service; and (3) social competence, namely the ability to interact and provide an example in the educational environment and society.⁷

The Qur'an and Hadith also provide a normative basis regarding the importance of the role of teachers. Allah says in QS. Al-Mujjadi [58]: 11 that, "Allah will elevate those who believe among you and those who are given knowledge by several degrees." This verse emphasizes that the position of a teacher is very noble because he is a transmitter of knowledge that brings benefit to the people. The Messenger of Allah also said, "The best of you are those who study the Qur'an and teach it." (HR. Bukhari). These values place teachers as central figures in Islamic civilization who have missionary, moral and intellectual responsibilities.

In the context of modern education, Islamic teacher professionalism must adapt to the demands of the times without losing its spiritual spirit. Teachers are required to master technology, be innovative in their learning, and adapt to social change, while maintaining ethical principles and sincerity.⁸ Research by Nurdiyanto et al. confirms that Islamic religious education teachers in the Society 5.0 era must act as moral guides and promote digital literacy based on Islamic ethics.⁹ This means that teacher professionalism does not stop at the technical aspects of learning, but also includes the moral and spiritual dimensions that are characteristic of Islamic education.

Furthermore, teacher professionalism is closely linked to the Islamic concept of *ihsan*, which involves working to the best of one's ability, recognizing that God is always watching.⁷ In the context of education, the value of *ihsan* drives teachers to strive to provide the best for their students, not because of institutional demands or awards, but as a form of worship. Professional teachers, in Islam, are those who consistently balance the quality of their knowledge, purity of intention, and sincerity in their service.¹⁰

Thus, the concept of teacher professionalism in Islam emphasizes the integration of superior competence and noble morals. Teachers are not only agents of knowledge transfer, but also character builders and guardians of Islamic values. When teachers carry out their duties with professionalism based on faith, piety, and noble morals, Islamic education will produce a generation that is knowledgeable, civilized, and virtuous, as is the primary goal of education in Islam: to produce perfect human beings.

Professional development management strategy

Management of teacher professional development from an Islamic perspective is a strategic process that is not only oriented towards improving academic and pedagogical competence, but also fostering spirituality and noble morals.¹¹ In Islam, teachers are not merely instructors (*mu'allim*), but also educators (*murabbis*) who play a role in instilling Islamic values through role models, habituation, and moral guidance. Therefore, teacher

professional development must be directed toward developing knowledgeable, morally upright educators who are committed to the mandate of education.

The management strategy for teacher professional development is based on four Islamic management functions: planning (*takhtīṭ*), organizing (*tanzīm*), directing (*tawjīh*), and supervising (*raqabah*). Each of these functions is not merely administrative in nature but also contains a spiritual dimension that fosters awareness of teachers' responsibilities as caliphs in the world of education.¹²

Planning (*Takhtīṭ*)

From an Islamic perspective, *takhtīṭ* means planning that is carried out carefully, purposefully, and has religious value. Islamic educational institutions must develop teacher professional development plans based on the *maqāṣid al-syarī'ah* (the values of the Islamic principles of Islam), namely safeguarding religion, intellect, life, posterity, and wealth through education. This planning includes analyzing teacher competency needs, identifying performance gaps, and formulating training programs relevant to current challenges, such as digital literacy, creative pedagogy, and Islamic character education.¹³

For example, madrasas can design an Islamic professional development plan focused on improving teachers' abilities to integrate Quranic values into the learning process. Programs such as tahsin and tadabbur Quran training for teachers, workshops on innovative learning based on Islamic values, and spiritual leadership coaching are part of a comprehensive development strategy. Thus, planning is not only oriented towards technical skills but also fosters a spiritual awareness that the teaching profession is part of devotion to Allah SWT.

Organizing (*Tanzīm*)

The function of *tanzīm* includes establishing structures and work systems that enable collaboration between educational components to support teacher professional development. In the context of Islamic management, organization must be based on the principles of *syūrā* (deliberation), *ta'āwun* (cooperation), and *ukhuwwah* (brotherhood).¹⁴ Principals, supervisors, and senior teachers can act as spiritual mentors, assisting young teachers through peer mentoring and Islamic value-based lesson study.

An effective organizational model fosters a learning organization culture, transforming educational institutions into mutually supportive learning communities. Furthermore, establishing a teacher community under the coordination of the principal can serve as a platform for developing training programs, supervision, and ongoing evaluation. This type of organization is not only structural but also fosters spiritual cohesion among teachers, creating a work environment imbued with the spirit of Islamic brotherhood and mutual assistance in good deeds.

Direction (*Tawjīh*)

Guidance, or *tawjīh*, in Islamic management is not limited to providing instructions but also to inspiring and motivating by example. The principal acts as both a leader and a teacher, instilling the awareness that the teacher's duties are part of worship and scholarly jihad.¹⁵ In this direction, values such as sincerity, trust, and *mujahadah* are the main drivers for teachers to continue to innovate and develop their professional competence.

Guidance activities can be realized through spiritual development such as *tarbiyah* circles, Quranic contemplation, and Islamic professional studies that emphasize a Quranic

work ethic. Motivational approaches based on the Quran and Hadith have proven more effective in building professional commitment than approaches solely focused on material incentives.¹⁶

Supervision (*Raqabah*)

In Islamic management, *raqabah* means supervision that is not only external, but also fosters internal awareness (self-monitoring) based on the value of *murāqabah ilāhiyyah*, namely the awareness that every deed is supervised by Allah SWT.¹⁷ Therefore, supervision in the development of teacher professionalism must emphasize the aspects of coaching and continuous improvement.

Supervision is carried out through two approaches: (1) administrative supervision, to ensure that teachers carry out their duties according to competency standards; and (2) spiritual supervision, which is carried out through religious reflection, moral mentoring, and self-evaluation based on Qur'anic value.¹⁸ With this kind of supervision model, teachers are encouraged not only to comply with institutional regulations, but also to have high self-control because they feel they are being supervised by Allah.

Synergy between professional competence and Islamic morality

The effectiveness of teacher professional development strategies in Islamic educational institutions is determined by the extent to which these institutions are able to foster a learning organization based on religious values. Teachers within this ecosystem will become lifelong learners and moral role models for their students. Similarly, integrating spiritual values into educational management can strengthen teachers' work ethic, integrity, and professional responsibility in the modern era.

Therefore, a teacher professional development management strategy from an Islamic perspective must create synergy between strengthening professional competence and fostering Islamic morality. The goal is not simply to produce teachers who are competent in teaching, but also who possess a *muttaqin* (religiously committed) personality, are professional in their knowledge, excel in their skills, and exemplify Qur'anic morals in their behavior.

Implementation of Islamic values in teacher development

The implementation of Islamic values in teacher professional development is a strategic effort to develop educators who are not only intellectually superior but also possess noble character, integrity, and a high level of spiritual awareness. From an Islamic perspective, teacher professionalism cannot be separated from the values of faith and morality, because every teacher's actions are essentially a form of devotion to Allah SWT. Therefore, teacher development in Islamic education must combine spiritual, moral, and managerial aspects to produce teachers who are professionally competent and possess a *muttaqin* personality.¹⁹

Integrating Islamic values into the professional development system

Islamic values such as *ikhlas* (sincerity of intention), *amanah* (responsibility), *'adl* (justice), *syura* (deliberation), and *ihsan* (optimal action) form the foundation of every managerial process in teacher development. These values should not only be used as moral slogans but should also be internalized within the educational institution's work system.

For example, the principle of ikhlas can be implemented in every teacher training program by emphasizing the importance of pure intentions and a spirit of good deeds for the sake of Allah, rather than solely for material gain. The value of *amanah* (trustworthiness) is implemented through professional responsibility for teaching, administration, and student development. Meanwhile, the value of *'adl* (goodness of character) is realized through providing equal opportunities for all teachers to participate in development programs without discrimination.²⁰ The principle of *shūrā* is realized through teacher deliberation forums to design participatory training and professional reflection activities. Ihsan, on the other hand, motivates teachers to continuously improve the quality of their teaching with dedication and sincerity.

Strengthening the spiritual aspect in developing teacher professionalism

The implementation of Islamic values must also address the spiritual dimension of teachers. This spiritual strengthening can be achieved through routine activities such as tarbiyah circles, *tazkiyatun nafs* (purification of the soul), and reflection on worship, which aim to renew the intention and spirit of devotion.²¹ Strengthening teachers' spirituality has a direct impact on their professional commitment, work discipline, and ability to build positive relationships with students.

Furthermore, every professional development program, such as a workshop, seminar, or academic supervision, can begin with a reflection on Islamic values. For example, the opening session of the training could be filled with reflections on the virtues of knowledge in the Qur'an and Hadith, the importance of *adab al-'alim wa al-muta'allim*, and the awareness that the teaching profession is a great mandate in producing a generation of faithful and knowledgeable people. In this way, teacher professional development is not only technocratic but also spiritually transformative.

Professional ethics and noble character in teacher development

The teaching profession's ethics in Islam emphasize a balance between competence and personality. Teachers are not only required to master knowledge but also to display noble morals as a manifestation of internalized Islamic values. The implementation of Islamic values in professional ethics includes honesty in assessment, discipline in time management, patience in guidance, and fairness in treating students.²²

Furthermore, the role modeling approach is an effective method for internalizing Islamic values. Principals and senior teachers must set concrete examples of professional behavior, such as working sincerely, maintaining trust, and maintaining polite communication. Through these examples, Islamic values are not only taught theoretically but are truly lived out in the school's work culture.

Sustainable development based on Islamic values

Teachers are expected to continuously improve their capacity through training, research, and learning innovations that align with Sharia principles. Islamic Religious Education teachers must act as moral agents and ethical users of technology, ensuring that digital transformation remains Islamically valued and oriented toward the common good.

Educational institutions can implement a model of professional competency development through spiritual development. For example, after participating in learning technology training, teachers are asked to reflect on how the technology can be used to instill the values of honesty, responsibility, and compassion. This development model

helps teachers understand that true professionalism is inseparable from the dimensions of faith and morality.

CONCLUSION

Teacher professionalism from an Islamic perspective is a combination of scientific, moral, and spiritual competencies grounded in Qur'anic values. Teachers serve not only as instructors (*mu'allim*), but also as moral educators (*murabbi*) and instillers of good manners (*muaddib*), tasked with shaping students' character toward the perfection of faith and morals. True professionalism requires teachers to work with sincerity, trustworthiness, and full responsibility as a form of worship to Allah SWT. Therefore, a professional teacher in Islam is someone who possesses expertise in their field, possesses noble morals, and serves as a role model in social and spiritual life.

The development of teacher professional management must apply Islamic management principles, encompassing planning (*takhtit*), organizing (*tanzim*), directing (*tawjih*), and supervising (*raqabah*). Each of these functions is oriented not only toward improving technical competence but also toward fostering values of faith and morals. The implementation of Islamic values such as sincerity, justice, trustworthiness, and *ihsan* (goodness of character) is the foundation of every teacher development process, whether through training, supervision, or spiritual reflection. With the synergy between professional competence and Islamic morals, teachers are expected to become intellectually superior educators with high integrity and a commitment to upholding Islamic values amidst the challenges of modern education.

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