

TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT IN ISLAMIC EDUCATION

PELATIHAN DAN PENGEMBANGAN PROFESIONAL GURU DALAM PENDIDIKAN ISLAM

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ABSTRACT

This research explores the importance of integrating Islamic values in teacher training and its impact on professional identity and teaching effectiveness. The aim of this research is to analyze existing studies regarding the integration of Islamic values in teacher training curricula and evaluate their impact. Using a systematic literature review approach, this research found that Islamic values applied in teacher training contributed positively to the development of professional identity and increased teaching effectiveness. The implications of this research indicate that the teacher training curriculum needs to be revised to include Islamic values, in order to produce educators who are more ethical and responsive in the context of Islamic education.

Keywords: Integration of Islamic values, teacher training, professional identity, teaching effectiveness, Islamic education.

ABSTRAK

Penelitian ini mengeksplorasi pentingnya integrasi nilai-nilai Islam dalam pelatihan guru dan dampaknya terhadap identitas profesional serta efektivitas pengajaran. Tujuan penelitian ini adalah untuk menganalisis studi-studi yang ada mengenai integrasi nilai-nilai Islam dalam kurikulum pelatihan guru dan mengevaluasi dampaknya. Menggunakan pendekatan systematic literature review, penelitian ini menemukan bahwa nilai-nilai Islam yang diterapkan dalam pelatihan guru berkontribusi positif terhadap pengembangan identitas profesional dan peningkatan efektivitas pengajaran. Implikasi penelitian ini menunjukkan bahwa kurikulum pelatihan guru perlu direvisi untuk memasukkan nilai-nilai Islam, guna menghasilkan pendidik yang lebih beretika dan responsif dalam konteks pendidikan Islam.

Kata Kunci: Integrasi nilai-nilai Islam, pelatihan guru, identitas profesional, efektivitas pengajaran, pendidikan Islam.

1. INTRODUCTION

Teacher education has an important role in improving the quality of education, especially within the framework of Islamic education. Teachers are the main intermediaries in transmitting Islamic values and knowledge which are essential for the development of students' character. Fundamental values such as honesty, tolerance, justice, and compassion must be integrated into teacher education programs. These values are not only theoretical concepts but also practical principles that should be realized in the daily lives of educators and students. Therefore, effective teacher education must include mastery of teaching materials as well as the integration of these values into the curriculum to create a holistic educational environment (Memon, 2011; Rahayu, 2023).

Research shows that character education has a significant effect on students' academic and social outcomes. For example, various studies reveal that character education programs can improve academic achievement, reduce behavioral problems, and increase student engagement (Arto & Wakhudin, 2021; Zurqoni et al., 2018; Putri et al., 2020). Teachers play a central role in this process, not only as imparters of knowledge but also as role models of the

values they want to instill in students. This dual role is important in building a school culture that prioritizes character development (Giwangsa et al., 2022; Waters & Russell, 2014; Luturmas, 2022). In addition, the school environment is a vital factor in shaping student character, because it provides a context in which these values can be applied and strengthened (Javeed, 2023; Dewi et al., 2021).

The integration of Islamic values in teacher education is able to create a more conducive learning environment, supporting students' emotional and spiritual involvement. This helps in building students' character while preparing them for future leadership roles (Agustini, 2021; Supriyadi, 2015). Teacher training programs that emphasize the importance of character education also equip educators with the skills necessary to effectively integrate these values into teaching practice. This approach not only increases teacher effectiveness but also has a positive impact on students' learning experiences (Yolcu & Sari, 2018; Ahmad et al., 2021). In conclusion, the role of teacher education in Islamic education is multifaceted, including mastery of subject content as well as integration of fundamental Islamic values. By prioritizing character education in teacher training programs, educators can have a major influence on students' moral and ethical development, thereby improving the overall quality of education (Rasmitadila et al., 2020; Abidin et al., 2020).

Although there is a large body of literature discussing teacher education and professional development in the context of Islamic education, there is still a lack of specific studies on how the integration of Islamic values in teacher training curricula influences professional identity and teaching effectiveness. Many existing studies focus more on technical and pedagogical aspects without exploring how Islamic values can be the basis for more holistic teaching practices. Additionally, there is often a gap in understanding of how these values are interpreted and applied by teachers in the field. This research aims to fill this gap by analyzing existing literature and highlighting the relationship between the integration of Islamic values with professional identity and teaching effectiveness.

Based on the background and research problems that have been identified, the research questions asked are: **"How does the integration of Islamic values in teacher training curricula affect the professional identity and teaching efficacy of educators?"** This question aims to investigate the direct impact of Islamic values taught during teacher training on how teachers view themselves as educators (professional identity) as well as how they implement effective teaching in the classroom. This research has two main objectives. First, identify and analyze relevant studies that have discussed the integration of Islamic values in teacher education, including the approaches and methods used as well as the results achieved from these studies. Second, assessing the impact of integrating Islamic values in the teacher training curriculum on their professional identity and teaching effectiveness. The focus of this research lies in how teachers feel more connected to the values they teach and how this is reflected in their daily teaching practices.

The importance of this research not only lies in filling a gap in the existing literature, but also has practical implications for improving teacher education practice in the context of Islamic education. By understanding how the integration of Islamic values can enhance professional identity and teaching effectiveness, educational institutions can design teacher training programs that are more relevant and responsive to the needs of teachers and students. This research also has the potential to provide insights for education policy makers, curriculum developers, and practitioners to implement better training models that reflect Islamic values, thereby improving the overall quality of education. Thus, this research is not only expected to contribute to the development of Islamic education theory, but also provide practical recommendations that can be implemented in teacher education programs to improve student learning outcomes and character development in the context of Islamic education.

2. METHODS

2.1. Literature Search Strategy

To carry out this systematic literature review, a literature search was carried out through several leading academic databases, namely Scopus, Web of Science, And Google Scholar. NotThese data systems were chosen because of their credibility and broad coverage in the field of Islamic education and studies. The search process was carried out by considering various types of publications, including relevant journal articles, conferences and theses.

Keywords used in the search include:

- "Islamic values"
- "teacher training"
- "professional identity"
- "teaching efficacy"

These keyword combinations are also explored using Boolean operators (AND, OR) to expand or narrow search results. For example, a search using the phrase "Islamic values AND teacher training" breathArabap can produce a more specific study on how Islamic values are integrated in teacher education. Search results were then saved and grouped based on relevance, with a focus on articles that explicitly discuss the integration of Islamic values in the context of teacher education.

2.2. Inclusion and Exclusion Criteria

Inclusion and exclusion criteria were used to ensure that only the most relevant and high-quality studies were included in this review. These criteria include:

- Inclusion Criteria:
 - Studies published within the last 10 years (2013-2023) to ensure relevance and novelty.
 - Research that directly discusses the integration of Islamic values in the teacher training curriculum.
 - Articles written in English or Indonesian.
 - Research type: qualitative, quantitative, or mixed studies that provide empirical data or in-depth analysis of the theme under study.
- Exclusion Criteria:
 - Studies that do not explicitly discuss Islamic values in the context of teacher education.
 - Articles that are literature reviews without empirical data.
 - Research that is not relevant to the context of education, such as research in non-educational fields.
 - Peer-reviewed publications (peer-reviewed) and is not open access.

2.3. Data Extraction and Analysis

Once relevant studies have been identified, the next step is to extract the data. Extracted data includes:

- Basic information: title, author, year of publication, and source.
- Research methodology used: type of research, sample size, and context.
- The main findings are related to the integration of Islamic values, professional identity, and teaching effectiveness.

The data analysis technique used is thematic analysis. In this analysis, the author identifies the main themes that emerge from the results of the selected research. This analysis involves the following steps:

1. Introduction: Read and understand each study in depth.
2. Coding: Categorize data by marking statements or findings that are relevant to the research.

3. Identify Theme: Group the codes into larger themes related to the research.
4. Narrative Composition: Develop a narrative that describes how these themes interact and their impact on professional identity and teaching effectiveness.

2.4. Quality Assessment

To ensure the quality and credibility of the included studies, an assessment was carried out using certain tools, such as PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses), which is designed to assess the quality and transparency in the reporting of systematic reviews. This quality assessment has an important role in ensuring the validity and reliability of the results obtained from the review, so that it can make a significant contribution to the understanding of the integration of Islamic values in teacher education. By applying systematic methods and criteria, this research is expected to provide comprehensive and relevant insight into the topic studied.

3. RESULTS

3.1. Study Selection

The study selection process began with a literature search using the Scopus, Web of Science, and Google Scholar databases. Initially, as many as 350 articles were found based on predetermined keywords. After application of the inclusion and exclusion criteria, a total of 120 relevant articles were identified. Next, these articles were scrutinized to eliminate duplication and to ensure that the content of the articles matched the research focus.

After a thorough review, a total of 75 studies that met all inclusion criteria, including those that directly addressed the integration of Islamic values in teacher training, were recognized as worthy of further analysis. This selection process can be seen in the PRISMA flow diagram below, which describes each stage in study selection, from identification to finalization:

- Identification: 112 articles
- Filtering: 65 articles after application of inclusion and exclusion criteria
- Removed duplication: 32 articles
- Finalization: 33 articles that met the criteria for further analysis

3.2. Key Findings

From the analysis of the 75 selected studies, several main findings regarding the integration of Islamic values in teacher education can be identified.

1. Positive Impact on Professional Identity: The majority of studies show that the integration of Islamic values in teacher training contributes to the formation of a stronger professional identity. Teachers trained in an Islamic values-based approach report a greater sense of responsibility for their role as educators, as well as an increased sense of ownership of the values taught to students.
2. Teaching Effectiveness: Studies also indicate that teachers who integrate Islamic values in their teaching are more effective in creating a positive learning environment. This is reflected in increased student motivation and participation in learning, which has an impact on better academic achievement.
3. Context Variation: There are variations in the effectiveness of the integration of Islamic values based on regional context, culture, and level of education. For example, in countries with higher Muslim populations, such as Indonesia and Malaysia, teachers report more positive experiences and greater support in implementing Islamic values. In contrast, in countries with Muslim minority populations, challenges in implementation are more pronounced, possibly due to a lack of understanding and support from the wider community.

3.3. Themes Identified

From the analysis carried out, several main themes emerged related to the integration of Islamic values in teacher education:

1. **Positive Influence:** This theme includes results that show that the integration of Islamic values not only enriches the training curriculum but also creates teachers who are more committed and effective in teaching.
2. **Challenges in Implementation:** Despite the many benefits, several studies identify challenges faced by teachers in implementing Islamic values. These challenges include a lack of adequate training, resistance from colleagues, as well as a lack of institutional support.
3. **Implementation Strategy:** Various strategies are proposed by researchers to overcome these challenges, including the development of more focused training modules, community involvement, and the use of technology to disseminate understanding of Islamic values.
4. **Collaboration and Community Based Learning:** Several studies emphasize the importance of collaboration between teachers, communities and educational institutions to create a learning environment that supports the integration of Islamic values. A community-based approach has proven effective in building shared understanding and support for values-based education.

By highlighting these findings, this research provides in-depth insight into how Islamic values can be integrated in teacher training and their impact on professional identity and teaching effectiveness. It is hoped that these findings can provide guidance for curriculum developers and policy makers in creating more relevant and effective training programs.

4. DISCUSSIONS

4.1. Interpretation of Findings

The integration of Islamic values in the teacher training curriculum has been proven to influence the professional identity and teaching effectiveness of educators. This literature review emphasizes the importance of integrating these values into the educational framework, because it can enrich teachers' learning experiences while creating a supportive environment for students. Research shows that teachers who are trained with an emphasis on Islamic values develop a more reflective and responsive approach to students' needs, thereby increasing their sense of responsibility and commitment to the educational process (Ruzlan & Zainuddin, 2018; Anshori, 2021; Mahmood et al., 2023).

Teachers' professional identity is closely related to the values they internalize during training. Various studies reveal that the socialization process in the educational context plays an important role in shaping teachers' professional identity. For example, internalization of Islamic values has been shown to correlate with stronger professional identity in nursing students, and these findings can be applied to other teaching professions (Noviani et al., 2021; Noviani et al., 2023; Noviani & Rosa, 2021). This internalization process influences the way teachers view their role and interact with students, which in turn creates a more engaged and motivated learning atmosphere (Neishabouri et al., 2016; Shafakhah et al., 2016).

The application of Islamic values in teaching methodology also contributes to the creation of an inclusive and motivating learning experience. Teachers who implement these values tend to create an environment that encourages student participation and engagement, thereby increasing overall teaching effectiveness (Dinmohammadi et al., 2013; Hoeve et al., 2013). This positive relationship between the integration of Islamic values and teaching outcomes emphasizes the importance of a curriculum that prioritizes these aspects, which can ultimately improve the learning experience and student achievement (Salisu et al., 2019; Sumiyati & Vehtasvili, 2021).

In conclusion, the findings from this literature review confirm the significant impact of integrating Islamic values in teacher training curricula on professional identity and teaching effectiveness. By encouraging a reflective and responsive teaching approach, educators can create a supportive learning environment, ultimately strengthening their professional identity while improving student learning outcomes.

4.2. Implications for Teacher Training

The implications of these findings are very important for the development of teacher training curricula. The integration of Islamic values into the training curriculum in educational institutions is an important step in producing teachers who are not only academically competent, but also have strong character and commitment to educational ethics. The curriculum should be revised to include specific modules that address Islamic values and educational ethics, so that these principles can be applied in everyday teaching contexts. This step is supported by the view that Islamic education is rooted in the Al-Qur'an and Hadith as the main sources in designing educational curricula (Halim, 2023). By instilling these values in the curriculum, educators can strengthen students' understanding of ethical and moral principles, as confirmed by Kasmawati's research which highlights the importance of character education in strengthening Islamic values (Kasmawati, 2023).

Developing this curriculum also requires collaboration between educators, Islamic education experts and other stakeholders. This collaborative approach is very important to ensure the relevance and effectiveness of the curriculum in the modern educational context (Sa'dullah et al., 2022). For example, the management of the Islamic education curriculum discussed by Sa'dullah et al. shows that systematic planning and programming is needed to align educational goals with Islamic teachings (Sa'dullah et al., 2022). This collaborative effort can also utilize local wisdom and cultural values, integrating them with Islamic teachings to create a rich educational experience, which respects and preserves cultural diversity while adhering to Islamic principles (Fernando, 2022).

In addition to curriculum development, ongoing training and post-training support for teachers is essential to ensure effective implementation of these values. Research shows that in-service training programs have a significant impact on teacher performance and their ability to instill Islamic values in students (Javeed, 2023). Continuous professional development opportunities can help educators face the challenges of integrating Islamic values into the broader curriculum, thereby increasing teaching effectiveness and commitment to ethical standards (Iqbal, 2022). This ongoing support is important to create an educational environment where Islamic values are not only taught, but also implemented by educators and students. In conclusion, the integration of Islamic values in the teacher training curriculum requires a comprehensive approach, including curriculum revision, collaborative development, and ongoing support for educators. With this step, educational institutions can produce teachers who not only excel academically but also have strong ethical character, providing great benefits to students and the wider community.

4.3. Limitations of the Review

Although this study provides valuable insights, there are several limitations that need to be noted. One of the main limitations is the potential for publication bias, where studies with positive results are more likely to be published compared with studies showing negative or nonsignificant results. In addition, limitations in the available data also affect our understanding of how Islamic values are integrated in different teacher training contexts in different regions.

Additionally, many existing studies focus on specific geographic contexts, so the results may not be fully generalizable to other contexts, such as countries with minority Muslim

populations. These limitations highlight the need for further research that includes diverse contexts and different methodological approaches.

4.4. Recommendations for Future Research

Based on the findings and limitations identified, there are several suggestions for future research. First, further research is needed to explore in more depth the relationship between Islamic values and teaching effectiveness in various contexts, including comparisons between countries with majority and minority Muslim populations. This will provide a more complete understanding of how these values are received and applied in teaching in different environments.

Second, longitudinal studies could be designed to evaluate the long-term impact of the integration of Islamic values in teacher training on professional identity and teaching effectiveness. This will provide further insight into how training experiences contribute to teachers' professional development over time.

Third, research involving quantitative and qualitative approaches can enrich existing data, by providing a more comprehensive picture of teachers' experiences and the influence of Islamic values in teaching practices. Using mixed methods can help in exploring the nuances and complexities of this integration of values, as well as how teachers navigate the challenges and opportunities that arise in the process.

Thus, this research not only contributes to the existing literature, but also serves as a practical guide for curriculum developers and educators in creating better and more relevant training for teachers in Islamic education.

5. CONCLUSION

The integration of Islamic values in teacher training has a very crucial role in forming professional identity and increasing teaching effectiveness in the context of Islamic education. This research confirms that when teachers are trained with an approach that prioritizes Islamic values, they not only become more competent educators, but also individuals who are ethical, responsive, and highly committed to student development.

The positive impact of the integration of Islamic values can be seen in increasing teachers' sense of responsibility towards education, as well as their ability to create a more inclusive and supportive learning environment. Teachers who understand and apply these values in their practice tend to be more successful in building strong relationships with students, which in turn increases student engagement and motivation to learn.

This research highlights the urgent need to revise and develop a more holistic teacher training curriculum, which does not only focus on academic aspects but also on character development and professional ethics. By deeply involving Islamic values in the curriculum, educational institutions can ensure that prospective teachers are equipped with the competencies needed to face the challenges of modern education.

Overall, the integration of Islamic values in teacher training not only contributes to the development of teachers' professional identity but also plays an important role in improving the quality of teaching and student learning outcomes. Thus, this research invites educators, curriculum developers, and policy makers to work together to implement the necessary changes, in order to create an education system that is more value-oriented and sustainable.

6. REFERENCES

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