



Research Article

Mapping Teacher Competency in Islamic Education: A Systematic Literature Review and Future Research Agenda

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Mapping Teacher Competency in Islamic Education: A Systematic Literature Review and Future Research Agenda

Abstract. This research aims to map the development of teacher competency studies in Islamic education, identify the main dimensions and competency models used, and formulate future research agendas. This study uses the Systematic Literature Review (SLR) method with the PRISMA flow. Data was obtained from the Scopus database through a selection of empirical articles in English, open access, subject area Arts and Humanities, and published in the 2023–2026 period. Of the initial 93 articles, 24 articles met the inclusion criteria and were analyzed descriptively and thematically. The results of the study show that the competency study of Islamic education teachers will develop significantly, especially in 2024–2025, with the dominance of the Indonesian locus and expansion to several Asian and European countries. Methodologically, studies are still dominated by qualitative approaches, although more complex quantitative methods, mixed-methods, R&D, and statistical analysis are emerging. Conceptually, the competence of Islamic education teachers shifts from pedagogic and professional competencies to multidimensional concepts that include digital, spiritual, ethical, social, leadership, curriculum innovation, and integration of Islamic values. This research concludes that future research needs to develop a more comprehensive, measurable, cross-contextual, and relevant model of Islamic education teachers to the transformation of education in the 21st century.

Keywords: Teacher, Competence, Islamic Education, Systematic Literature Review, Future Research

INTRODUCTION

Teacher competence is an urgent issue in today's global education discourse. The quality of teachers is directly related to the quality of learning, the success of students, and the readiness of the education system to face social-digital changes (Inayati et al., 2025) (Prayitno et al., 2025). UNESCO reports that the world needs around 44 million additional teachers at the primary and secondary education levels by 2030 (Unesco, 2026). The data shows that the problem of teachers is not only about the number, but also the quality, professionalism, and sustainability of teacher competency development. The global learning crisis is also getting stronger, the World Bank notes that around 70% of 10-year-old children in low- and middle-income countries are not able to read and understand simple texts, so improving the quality of teachers is one of the important prerequisites for improving the quality of learning (World Bank, 2022).

In the context of Islamic education, the urgency of teacher competence becomes more complex because teachers not only play the role of teachers, but also as moral guides, spiritual role models, character builders, and agents of transformation of Islamic values (Maksum et al., 2021) (Nirwana AN et al., 2025). The competence of teachers in Islamic education is not sufficiently understood only through pedagogic and professional competence. But it also needs to include personality, social, digital, spiritual, ethical, and the ability to integrate Islamic values into the learning process. The development of education digitalization further expands these demands. Islamic education teachers are currently required to be able to manage technology-based learning, digital assessment, digital literacy, while maintaining ethical and religious dimensions in the use of technology.

Research in the last five years shows that the study of teacher competence has moved from a conventional pedagogic approach to a multidimensional approach. Previous studies have shown that teachers' digital competence can be validly measured through the DigCompEdu framework and teachers' personal factors are important predictors in the development of digital competencies (Lucas et al., 2021). Previous studies have also confirmed that technology-based teacher professional development programs during the pandemic contributed to teacher learning and professional growth. However, its effectiveness is influenced by the training design, institutional support, and implementation context (Huang et al., 2024). Studies on Islamic teacher education show that Islamic teacher education needs to be built on a distinctive epistemological, pedagogical, and spiritual foundation in order to be able to form the professional identity of teachers in the context of Islamic schools (Memon et al., 2024) (Succarie, 2024). Previous research has also shown that the PAI teacher professional education program has an impact on improving teachers' pedagogical, personality, social, and professional competence. Although aspects of learning evaluation and the use of technology still need further strengthening (Zaqiah et al., 2024).

There are still important gaps in the literature today. First, the competency study of Islamic education teachers still tends to be spread across specific themes such as pedagogic competence, teacher professionalism, digital literacy, assessment, leadership, and curriculum development. But it has not been systematically mapped in one comprehensive conceptual framework. Second, previous studies have used more local and contextual empirical approaches, so they have not sufficiently explained the development of publications, geographical distribution, methodological tendencies, and thematic focus as a whole. Third, there have not been many studies that explicitly identify the main dimensions, theoretical frameworks, competency models, conceptual limitations, and future research agendas in the field of competence of Islamic education teachers. Thus, a Systematic Literature Review is needed to map the development of research, synthesize the dimensions of competence, and formulate future research directions.

In this context, the study of mapping teacher competency in Islamic education is very important and urgent. This is due to the fact that the literature on the competence of Islamic education teachers is currently developing rapidly but fragmented, spread across various focuses such as pedagogic, digital, professional, and spiritual competencies without comprehensive conceptual integration. This condition causes difficulties in understanding the pattern of research development, the direction of study dominance, and how the construction of the competence of Islamic education teachers is built epistemologically and methodologically in reputable scientific literature. In addition, the absence of systematic mapping based on systematic literature review that specifically examines the dimensions of teacher competence in Islamic education at the global level causes a gap in the development of theories and practices of Islamic teacher education based on scientific evidence. Therefore, this research is important to provide a scientific synthesis that is able to bring together various empirical findings into a more structured and holistic conceptual framework.

Based on this urgency, this study aims to systematically map the development of teacher competency studies in Islamic education which includes publication trends,

geographical distribution, methodological approaches, and thematic focus of research that has been conducted. In addition, this study also aims to identify and synthesize the main dimensions and theoretical frameworks used in conceptualizing teacher competence in Islamic education, so that a more integrative conceptual model can be formulated. Furthermore, this research aims to uncover research gaps, conceptual limitations, and formulate a future research agenda that can be the direction of the development of Islamic education teacher competency studies at the global level.

Practically and academically, this research is expected to make a significant contribution to the scientific development of Islamic Religious Education, especially in strengthening the theoretical foundation of teacher competence based on the synthesis of international literature. For researchers, the results of this study can be a scientific map (research mapping) that facilitates the identification of research gaps and the development of follow-up studies. For policymakers and educational institutions, the findings of this research can be the basis for formulating teacher competency development policies that are more comprehensive, directed, and responsive to the challenges of the digital era and educational globalization. Thus, this research is not only descriptive, but also strategic in building a new direction for a more systematic and evidence-based study of Islamic education teacher competency.

RESEARCH METHODS

This study uses the Systematic Literature Review (SLR) design with reference to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) flow (Vambudi et al., 2026)(Oulamane et al., 2025). PRISMA is used to ensure that the article selection process is carried out in a transparent, systematic, and replicable manner. This process starts from the identification, screening, eligibility, to included stages (Samala et al., 2023).

The database used is only the Scopus database, with the following Boolean search: (TITLE-ABS-KEY (teacher competency) AND TITLE-ABS-KEY (islamic education)) AND PUBYEAR > 2022 AND PUBYEAR < 2027 AND (LIMIT-TO (SUBJAREA , "ARTS")) AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (LANGUAGE , "English")) AND (LIMIT-TO (SRCTYPE , "j")) AND (LIMIT-TO (OA , "all")).

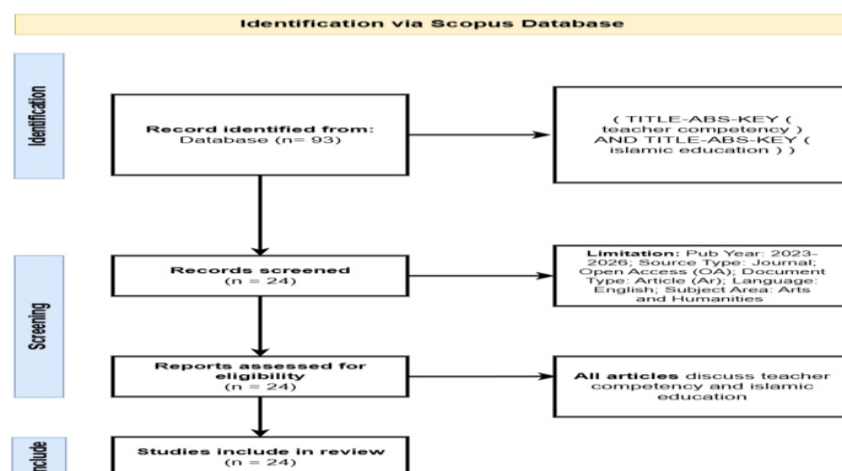


Figure 1. PRISMA Diagram

The inclusion criteria for this study include articles published in the 2023–2026 period, in English, in the form of journal articles, included in the subject area of Arts and Humanities, open access status, indexed by Scopus, and are empirical studies relevant to teacher competence in Islamic education.

Based on the PRISMA pipeline that was executed, the identification stage generated 93 articles from the Scopus database. At the screening stage, articles were selected based on inclusion criteria, resulting in 24 articles. Furthermore, at the eligibility stage, the 24 articles were re-examined through reading the title, abstract, keywords, and research focus to ensure their suitability with the research title. At the included stage, a total of 24 articles were designated as the final corpus to be analyzed.

Data from each article were extracted by author, year of publication, journal name, country or research location, research method, and study focus. In the context of this Systematic Literature Review (SLR), the approach used also has an interpretive character that is in line with the qualitative paradigm, especially in the process of thematic synthesis of various research findings that are social and contextual. This approach is relevant because teacher competence in Islamic education is not only a technical phenomenon that can be measured quantitatively, but also a social construct influenced by values, culture, the context of educational institutions, as well as socio-digital developments. Therefore, the analysis in this study not only focuses on descriptive data mapping, but also on the interpretation of patterns, concepts, and relationships between findings in the literature studied, resulting in a deeper understanding of how the competence of Islamic education teachers is constructed in various research contexts.

In this qualitative approach based on literature synthesis, the researcher plays a role as the main instrument in the data interpretation process. The researcher is responsible for selecting articles, reading in depth each included study, identifying key themes, and synthesizing various findings into a coherent conceptual pattern. Then the research data was analyzed using descriptive analysis and thematic synthesis. Descriptive analysis was used to map publication trends, geographical distribution, and methodological trends, while thematic synthesis was used to identify the dimensions of teacher competence, conceptual framework, research gaps, conceptual limitations, and future research directions in the study of Islamic education teacher competence.

RESULTS AND DISCUSSION

Study Distribution Table

Table 1 details the profiles of the 24 articles analyzed.

Tabel 1. Artikel Inklusi

No	Author	Year	Journal	Country	Method	Research Focus
1	Naufalin et al.	2026	Munaddhomah	Indonesia	Quantitative (PLS-SEM)	Religiosity, digital ethics, and digital competence

2	Jannah et al.	2025	Jurnal Ilmiah Islam Futura	Indonesia & Malaysia	Research & Development (R&D)	Ethno-Qur'anic STEM Module for Prospective Teachers
3	Buto et al.	2025	Jurnal Ilmiah Islam Futura	Indonesia	Qualitative (Phenomenology)	Professional development in Integrated Islamic Schools
4	Supriyanto et al.	2025	Nazhruna	Indonesia	Case Studies	Transformation of Madrasah to international class
5	Munawir & Sahrir	2025	Nazhruna	Indonesia & Malaysia	Qualitative Case Studies	Social entrepreneurship in teacher professionalism
6	Hadisi et al.	2025	Nazhruna	Indonesia	Plural Case Studies	Spiritual leadership in Eco-Madrasah
7	Nawi & Abdullah	2025	GJAT	Malaysia	Literature Review	<i>Pedagogical Content Knowledge</i> Usul al-Fiqh
8	Muslihah et al.	2025	Munaddhomah	Indonesia	Quantitative (Correlated)	Prophetic leadership and teacher competence
9	Otaya et al.	2025	Jurnal Ilmiah Peuradeun	Indonesia & Malaysia	Quantitative (Analisis GRM)	Teachers' ability to develop HOTS questions
10	Anshari et al.	2025	Jurnal Ilmiah Peuradeun	Indonesia	Qualitative (Case Study)	Experiential learning innovations in Dayah
11	Zeng et al.	2025	Jurnal Pendidikan Islam	China, Thailand, Malaysia	Mixed-Methods	Islamic pedagogical competencies for hospitality
12	Oviyanti et al.	2025	Jurnal Pendidikan Islam	Indonesia	Quantitative (GIS & ANOVA)	Interpersonal competence and professional growth
13	Maujud & Syaharuddin	2025	Jurnal Pendidikan Islam	Indonesia	Qualitative (Management)	Quality assurance of the performance of Arabic

						language teachers
14	Raswan et al.	2025	Jurnal Ilmiah Peuradeun	Indonesia	Qualitative (Case Study)	Arabic language curriculum and Merdeka Belajar
15	Reksiana et al.	2024	Jurnal Pendidikan Agama Islam	Indonesia & Uzbekistan	Qualitative (Phenomenology)	Expansion of digital literacy of PAI teachers
16	Salim et al.	2024	Jurnal Pendidikan Agama Islam	Indonesia	Qualitative (Legal Analysis)	Transforming the Competence of Public Schools
17	Tobroni et al.	2024	Int. Journal Law & Society	Indonesia & Tunisia	Qualitative (Juridical-Empirical)	Legal framework for the implementation of PAI policies
18	Ismail et al.	2024	Intellectual Discourse	Malaysia	Quantitative (Survey)	Self-efficacy of prospective teachers during teaching practice
19	Pharos Journal	2024	Pharos J. of Theology	Kazakhstan	Quantitative (Survey)	Improvement of the post-transition Islamic education system
20	Alfurqan et al.	2024	Perspektivy Nauki i Obraz.	Indonesia	Mixed-Methods	Flipped learning and learning independence strategies
21	Legal Analysis Austria	2024	Religions	Austria	Qualitative Legal Analysis	Legal framework of inter-religious education
22	Sabarudin et al.	2023	Jurnal Pendidikan Agama Islam	Indonesia & S. Korea	Case Studies	<i>Cluster-Mentoring</i> for competency sustainability
23	Kistoro et al.	2023	Jurnal Pendidikan Islam	Indonesia & Malaysia	Qualitative (Phenomenology)	Experiential learning approach in PAI

24	Arifin et al.	2023	Nazhruna	Indonesia	Plural Case Studies	Multicultural values-based clinical supervision
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Table 1 shows that the study of teacher competency in Islamic education in the 2023–2026 period is dominated by publications in 2025. Indonesia as the country that has the most research locus, both individually and collaboratively with Malaysia, South Korea, Uzbekistan, Tunisia, Thailand, and China. In terms of methodology, qualitative research is the most dominant, especially through case studies, phenomenology, management analysis, and legal analysis, followed by quantitative approaches such as surveys, correlational, PLS-SEM, GRM, GIS-ANOVA, as well as several mixed-methods and R&D.

The focus of the study moves from classical pedagogic and professional competencies to more contemporary issues, such as digital competence, digital ethics, digital literacy, HOTS, flipped learning, Ethno-Qur'anic-based STEM, prophetic and spiritual leadership, multicultural clinical supervision, social entrepreneurship, madrasah internationalization, and Islamic education legal framework. In general, the literature shows the expansion of the concept of PAI teacher competence from just teaching skills to the integration of pedagogic, professional, digital, spiritual, social, legal, leadership, and learning innovation dimensions.

Publication Trend Table

Table 2 shows the growth of academic interest in the competence of Islamic education teachers.

Table 2. Publication Trends

Year	Number of Studies	Growth Rate (%)	Dominant Research Focus per Year
2023	3	-	Clinical supervision, PTK mentoring, and experiential learning.
2024	7	133%	The legal framework of policy, digital literacy, and self-efficacy of prospective teachers.
2025	13	85.7%	Curriculum innovation (Merdeka Belajar, STEM), spiritual leadership, and HOTS assessment.
2026	1	-	Mediation of digital ethics in the competence of future teachers.

Table 2 related to publication trends shows a significant increase in academic attention to the competence of Islamic education teachers during the 2023–2026 period. In 2023, studies are still limited with a primary focus on clinical supervision, teacher professional development mentoring, and experiential learning. The number of publications increased sharply in 2024 by 133%, which marks an expansion of research attention to the issues of the legal framework of Islamic education policy, digital literacy, and the self-efficacy of prospective teachers.

This trend will continue to grow in 2025 with the highest number of studies and growth of 85.7%, dominated by the theme of curriculum innovation such as Freedom of Learning and STEM, spiritual leadership, and the development of HOTS assessments in Islamic education. Meanwhile, the publication in 2026 will begin to

lead to the future issue of Islamic education, especially the mediation of digital ethics in the formation of teacher competencies. Overall, the trend shows a shift in research focus from conventional pedagogic competencies to multidimensional competencies that include digital aspects, leadership, curriculum innovation, and future educational challenges.

Tabel Distribusi Geografis

Tabel 3 berisi analisis sebaran lokasi penelitian menunjukkan dominasi Indonesia dengan perluasan ke Asia Tengah dan Eropa.

Tabel 3. Distribusi Geografis

Country	Number of Studies	Research Focus	Dominant Methodology
Indonesia	18	Madrasah transformation, Freedom of Learning, digital literacy, prophetic leadership, and STEM.	Qualitative (Case Study & Phenomenology)
Malaysia	4	<i>Pedagogical Content Knowledge</i> (PCK), self-efficacy of prospective teachers, and hospitality education.	Quantitative (Survey) & Literature Review
Kazakhstan	1	Improvement of the Islamic education system and learning motivation.	Quantitative (Survey)
Austria	1	Legal framework for inter-religious educational cooperation.	Qualitative (Legal Analysis)

Table 3 related to geographical distribution shows that the competency study of Islamic education teachers is still very dominated by Indonesia with 18 studies. The issues raised by the author from Indonesia regarding the transformation of madrasahs, Freedom of Learning, digital literacy, prophetic leadership, and STEM integration, with a dominant qualitative methodology through case studies and phenomenology. Malaysia occupies the next position with 4 studies focusing on Pedagogical Content Knowledge, self-efficacy of prospective teachers, and hospitality education, using quantitative surveys and literature reviews.

Meanwhile, Kazakhstan and Austria only appeared in 1 study with a different focus. Kazakhstan on improving the Islamic education system and learning motivation through quantitative surveys. Meanwhile, Austria is in the legal framework of inter-religious education cooperation through qualitative legal analysis. In general, this distribution suggests that research is still concentrated in Southeast Asia, particularly Indonesia, but is starting to expand to Central Asia and Europe with a more contextual focus.

Methodological Distribution Table

Table 4 illustrates the evolution of research approaches from in-depth qualitative to scientific quantitative.

Table 4. Distribution Methodology

Method	Frequency	Percentage	Time Period Dominance
Qualitative (Case Study/Phenomenology)	13	54.2%	Dominant in the 2023-2025 period to explore profound

			transformations in Islamic institutions.
Quantitative (PLS-SEM/GRM/Survey)	7	29.2%	It will start to increase in 2024-2026 for standardization of assessment and modeling of variable relationships.
Mixed-Methods / R&D	3	12.5%	It is concentrated in 2024-2025 for the development of innovative products such as STEM e-modules.
Literature Review / Legal Analysis	1	4.1%	It appears as a specific theoretical synthesis.

Table 4 related to the distribution of methodology shows that the competency research of Islamic education teachers is still dominated by a qualitative approach. The types of research include case studies and phenomenology with 13 studies or 54.2%, especially in the period 2023–2025 to explore profound transformations in Islamic educational institutions. The quantitative approach occupies the second position with 7 studies or 29.2%, and will start to increase in 2024–2026 through PLS-SEM, GRM, and surveys to support the standardization of assessments and modeling of relationships between variables.

Meanwhile, mixed-methods and R&D amounted to 3 studies or 12.5%, mainly used in 2024–2025 for the development of innovative products such as STEM e-modules. The literature review or legal analysis is still very limited, namely 1 study or 4.1%, which shows that theoretical synthesis and normative studies are still space for future research development.

Development of Teacher Competency Study in Islamic Education

The discourse of teacher competence in Islamic education has undergone a fundamental transformation in the period from 2023 to 2026. Publication trends show a significant surge in 2024-2025, reflecting the rapid academic response to the demands of digitalization and Freedom of Learning policies (Naufalin et al., 2026)(Jannah et al., 2025)(Hadisi, 2025)(Raswan et al., 2025). Geographically, although Indonesia remains the epicenter of research with a wide coverage of areas ranging from Aceh, South Sumatra, Banten, Yogyakarta, to Gorontalo and West Nusa Tenggara, this study has expanded internationally (Jannah et al., 2025)(Anshari et al., 2025)(Oviyanti et al., 2025)(Nata et al., 2024)(Muslihah et al., 2025)(Salim et al., 2024)(Mubin et al., 2023)(Otaya et al., 2025)(Maujud, 2025). Significant contributions can be seen from Malaysia in the aspect of teacher self-efficacy and mastery of *Pedagogical Content Knowledge* (PCK), Kazakhstan in efforts to improve the Islamic education system post-transition era, and Austria which provides a legal-interreligious perspective in Europe (Ismail et al., 2024) (Nawi et al., 2025) (Beisenbayev & Almukhametov, 2024) (Kramer, 2025). In fact, there is cross-border collaboration such as between China, Thailand, and Malaysia in formulating Islamic pedagogical competencies for the sustainable hospitality sector (Zeng et al., 2025).

Methodologically, there is a marked shift from conventional descriptive

qualitative approaches to more complex, scientific, and integrative research designs. The use of *Structural Equation Modeling* (PLS-SEM) is becoming a trend to map the causal relationship between religiosity, digital ethics, and teacher competence (Naufalin et al., 2026). On the other hand, the use of *the Graded Response Model* (GRM) in analyzing teachers' ability to develop HOTS questions shows a more accurate standardization of assessment (Otaaya et al., 2025). Methodological innovations are also seen in the use of Geographic Information Systems (GIS) to map the spatial distribution of teachers' interpersonal competencies throughout Indonesia (Oviyanti et al., 2025). Qualitative research designs continue to be enriched with a multi-site approach to evaluate the impact of historical policies, phenomenological methods to explore the depth of teachers' digital literacy, as well as developmental research (R&D) using the Alessi and Trollip models to create Ethno-Qur'anic STEM modules (Salim et al., 2024) (Nata et al., 2024) (Jannah et al., 2025).

The thematic focus of the research shows that teacher competencies are now seen as a multidimensional entity that integrates spiritual values, technological prowess, and social responsibility. Technology integration is no longer just the use of media, but the mastery of digital literacy mediated by digital ethics and religiosity (Naufalin et al., 2026) (Nata et al., 2024). Pedagogical innovation is a central theme through the application of *flipped learning* to improve independent learning skills, *experiential learning* methods both in secondary schools and in environments that integrate vocational skills (Fakhrudin et al., 2024) (Kistoro et al., 2023) (Anshari et al., 2025). There is a strong emphasis on teacher competence in implementing competency-based curriculum and Freedom of Learning, especially in Arabic language teaching and the transformation of madrasas into international classrooms through the integration of the Cambridge curriculum (Raswan et al., 2025) (Hadisi, 2025).

The dimensions of leadership, supervision, and legal framework are also important pillars in strengthening teachers' professional performance. Spiritual and prophetic leadership has been empirically proven to improve teacher competence and facilitate the internalization of environmental values in Eco-Madrasah (Muslihah et al., 2025) (Hadisi et al., 2025). The clinical supervision model based on multicultural values in Islamic boarding schools shows more humanistic and collaborative competency development efforts (Arifin et al., 2023). The effectiveness of sustainable professional development through *the Cluster-Mentoring model* has been proven to help teachers overcome barriers to writing scientific papers (Mubin et al., 2023). This is reinforced by the need for post-certification quality management to ensure the consistency of teacher performance (Maujud, 2025). At the policy level, an analysis of national legal frameworks, such as the Decree of the 3 Ministers and pesantren regulations, shows the importance of harmonization between state standards and the identity of Islamic education (Salim et al., 2024) (Yunus Abu Bakar et al., 2024).

The new direction in teacher competency development also targets strengthening social entrepreneurship and the strategic role of teachers in society. The transformation of teacher professionalism through social entrepreneurship metrics in Malang illustrates that Islamic education teachers are now expected to be able to become a catalyst for the local economy through the integration of religious texts with socio-economic realities (Sahrir, 2025). This is in line with the findings in Kazakhstan

that the development of teachers' professional competencies must be aligned with the needs of the modern labor market (Beisenbayev & Almukhametov, 2024). Overall, this paper emphasizes that the future of teacher competency research in Islamic education will be increasingly integrated with global issues such as sustainable development (SDGs), strengthening integrated Islamic schools (IIS), and the need to improve the self-efficacy of teacher trainers since the pre-tenancy period (Zeng et al., 2025) (Siregar et al., 2025). Future research agendas should further explore the long-term impact of these teacher training models on the achievement of *human beings* in the era of society 5.0.

Conceptualization of Teacher Competence in Islamic Education

The conceptualization of teacher competence in Islamic education has transformed from a mere mastery of religious materials to a multidimensional model that integrates spiritual values with the global demands of the 21st century. The main dimensions of this competency include pedagogical, professional, personality, and social aspects which are now expanded with digital literacy, self-efficacy, and social entrepreneurship. Theoretically, this study relies on various frameworks, ranging from Bandura's social cognitive theory to explain the relationship between religiosity and digital ethics, to the *Tarbiyah* Al-Nahlawi learning framework which emphasizes the maintenance of students' *nature* (Naufalin et al., 2026) (Siregar et al., 2025). Schön's reflective theory is used to drive professional transformation through social habituation in entrepreneurship (Sahrir, 2025). Meanwhile, Coleman's theory of rational choice is applied to understand how social actors in *pesantren* change behavioral patterns through clinical supervision (Arifin et al., 2023).

The competency model used in this literature consistently refers to the integration of traditional Islamic values with modern quality standards. One of the main models is prophetic competence rooted in the traits of *Siddiq*, *Amanah*, *Tabligh*, and *Fathanah* which has been empirically proven to improve teacher performance in both public schools and *madrassas* (Muslihah et al., 2025) (Kistoro et al., 2023). Another prominent model is the integration of the principles of *Tarbiyah* (holistic nurturing), *Ta'dib* (ethical formation), and *Ta'lim* (transmission of knowledge) associated with sustainable development goals (SDGs) and environmental preservation through spiritual leadership (Zeng et al., 2025) (Hadisi et al., 2025). In the context of the curriculum, the *Pedagogical Content Knowledge* (PCK) model was developed specifically for subjects such as *Usul al-Fiqh*, which combines curriculum knowledge (CK) and subject matter (SMCK) with innovative instructional strategies (Nawi et al., 2025).

Teacher competency development is also conceptualized through an active and experiential learning approach. Kolb and Dewey's learning cycle model was adapted within the *Dayah* environment to build an "experiential ecology" that integrates religious rituals with vocational skills such as banking and IT (Anshari et al., 2025). At the secondary school level, teachers are encouraged to adopt *flipped learning* strategies to improve *students'* Self-Regulated Learning skills (Fakhruddin et al., 2024). The development of *Ethno-Qur'anic STEM-based* digital modules using the Alessi and Trollip models is a new direction to create science learning that remains based on

Qur'anic values and local wisdom (Jannah et al., 2025). Efforts to standardize competencies are also seen in the use of *Bloom's Revised Taxonomy* combined with the *Graded Response Model* (GRM) to measure teachers' ability to develop HOTS-based assessments (Otaya et al., 2025). (Otaya et al., 2025)

The dimension of teacher professionalism is also strengthened through a systematic supervision and continuous development (PKB) model. *The Cluster-Mentoring model* has been proven to be effective in helping teachers overcome barriers to writing scientific papers through ongoing peer mentoring (Mubin et al., 2023). On the other hand, the clinical supervision model based on multicultural values in Islamic boarding schools offers a "bottom-up" approach that prioritizes collegiality and emotional dialogue between supervisors (musyrif) and teachers (Arifin et al., 2023). To ensure the sustainability of post-certification quality, a PDCA (*Plan-Do-Check-Act*) cycle-based training management model and total quality management (TQM) are proposed to objectively and measurably strengthen teachers' professional performance (Maujud, 2025). This is supported by the findings that teacher self-efficacy, especially in the use of technology and collaboration, is a key predictor of the success of teaching practices (Ismail et al., 2024).

The focus on the social and interpersonal dimensions shows that Islamic education teachers are now expected to be catalysts for change in society. The concept of teacher professionalism in Malang is transformed through social entrepreneurship metrics that measure teachers' ability to manage local potential into productive economic assets (Sahrir, 2025). The use of Geographic Information Systems (GIS) reveals that there is a disparity in interpersonal competencies between teachers in urban and rural areas that demands a gender- and regionally sensitive professional development policy (Oviyanti et al., 2025). At the international level, teacher competence is conceptualized in the framework of madrasah internationalization, where the adaptation of the Cambridge curriculum is integrated with national values and Islamic identity to face the challenges of globalization (Hadisi, 2025). This is in line with efforts to improve the Islamic education system in Kazakhstan which emphasizes mastery of modern methods and interreligious dialogue (Beisenbayev & Almkhametov, 2024).

The legal framework and state policies are crucial pillars in legitimizing the transformation of teacher competence. Analysis of legal frameworks such as the Islamic Boarding School Law No. 18 of 2019 and the Decree of the 3rd Minister shows that there is a harmonization process between national education standards and the peculiarities of Islamic institutions (Yunus Abu Bakar et al., 2024) (Salim et al., 2024). Teachers are required to have dual competencies such as formal academic credentials from the ministry and traditional religious qualifications (*sanad*) to maintain the originality of Islamic teachings (Yunus Abu Bakar et al., 2024). This integration requires Islamic education teachers to have extensive digital literacy but still be controlled by religious digital ethics (Nata et al., 2024). This paper emphasizes that the competency model of future teachers must be integrative, adaptive to technology, and oriented towards social welfare without losing its spirituality roots.

Future Research Directions on Teacher Competence in Islamic Education

The most prominent methodological gap is the dominance of qualitative research with a single case study design that limits the generalization of findings. Many studies such as the transformation of the international class in Kendari, clinical supervision in Ponorogo, and professionalism in integrated Islamic schools in Aceh rely heavily on small samples in specific geographical locations (Hadisi, 2025) (Arifin et al., 2023) (Siregar et al., 2025). There is a high dependence on self-reported *data* through surveys or interviews such as in the study of interpersonal competencies and Arabic competency-based curricula (Oviyanti et al., 2025) (Raswan et al., 2025). This risks causing subjectivity bias and often does not capture the influence of real teaching experience or other qualitative dimensions.

Conceptually, the current literature still faces challenges in formulating an operational integration model between traditional values and modern demands. Despite efforts to integrate Ethno-Qur'anic STEM and social entrepreneurship, there is still a gap between the learning curriculum and the adjustment to the demands of the dynamic times (Jannah et al., 2025) (Sahrir, 2025). Limitations can also be seen in the mastery of digital literacy of Islamic education teachers, the majority of whom are still at the level of simple media users and have not been able to create digital teaching materials independently (Nata et al., 2024). There is an urgent need to develop a *more specific Pedagogical Content Knowledge* (PCK) model for certain Islamic disciplines such as Usul al-Fiqh. The current arena of study still tends to be general and lacks depth in analyzing the integration of content with innovative instructional strategies (Nawi et al., 2025).

Future research directions should shift towards a more holistic, scientific, and longitudinal approach to measuring the long-term impact of various competency innovations. Further research needs to involve a larger and more diverse sample, and cover various levels of education and wider geographical locations throughout Indonesia as well as cross-border collaboration (Muslihah et al., 2025) (Hadisi, 2025) (Anshari et al., 2025). The use of *mixed-methods* and longitudinal research methods is highly recommended to track the sustainability of the environmental sustainability transition in Eco-Madrasah, the self-efficacy of prospective teachers during field practice, and the long-term impact of *the flipped learning* model on student learning independence (Hadisi et al., 2025) (Ismail et al., 2024) (Fakhruddin et al., 2024). Future research agendas need to explore more deeply moderation variables such as organizational culture, teacher demographics, leadership training experiences, and the influence of gender in digital competency development.

The integration of advanced technologies and standardization of evaluation are also a priority in the future research agenda. The literature suggests the need to develop technology-based supporting facilities such as *smart classrooms* and digital libraries in Islamic boarding school environments, as well as the use of broader Geographic Information Systems (GIS) to map competency disparities spatially (Yunus Abu Bakar et al., 2024) (Oviyanti et al., 2025). On the other hand, the standardization of post-certification competency assessment through the total quality management model (TQM) and the PDCA (*Plan-Do-Check-Act*) cycle must be strengthened to ensure the consistency of teacher performance (Maujud, 2025). Future research should also start

touching on more complex aspects such as HOTS-based question item analysis using *the Graded Response Model* (GRM) on a broader scale.

Future research should strengthen the role of teachers as agents of social change who are able to connect religious texts with global economic realities. The transformation of professionalism through social entrepreneurship metrics in Malang and experiential ecological models can provide a foundation for Islamic education teachers to play a role in sustainable development (SDGs) (Sahrir, 2025) (Anshari et al., 2025) (Zeng et al., 2025). The readiness of Islamic education systems in transitional regions such as Kazakhstan also confirms the importance of aligning teacher competencies with the needs of modern labor markets and interreligious dialogue (Beisenbayev & Almukhametov, 2024). Collectively, the 24 articles analyzed affirm that the future of Islamic education teachers' competency research lies not only in pedagogical strengthening, but also in their ability to nurture the *character* of students through prophetic spiritual leadership in the midst of the challenges of globalization (Siregar et al., 2025) (Muslihah et al., 2025). The combination of a humanist clinical supervision model and *cluster-mentoring-based* continuous training is expected to create a more accountable and adaptive Islamic education ecosystem.

CONCLUSION

The study of teacher competency in Islamic education for the period 2023–2026 will develop significantly, especially in 2024–2025, with the dominance of the Indonesian locus and expansion to several Asian and European countries. Methodologically, studies are still dominated by qualitative approaches, although more complex quantitative methods, mixed-methods, R&D, and statistical analysis are emerging.

Conceptually, the competence of Islamic education teachers has shifted from pedagogic and professional competencies to multidimensional concepts that include digital, spiritual, ethical, social, leadership, curriculum innovation, and integration of Islamic values. However, the literature still leaves gaps in the form of dominance of local studies, the lack of longitudinal and comparative research, the limitations of conceptual models, and the lack of strong integration between Islamic competence, digitalization, and the demands of global education. Therefore, future research needs to develop a more comprehensive, measurable, cross-contextual model of Islamic education teacher competencies that is relevant to the transformation of 21st century education.

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