Teacher Professional Education Program in Islamic Religious Education: Bibliometric Analysis and Review

Erpin Evendi

Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Mataram, Mataram, Indonesia.
Corresponding Author e-mail: erpin_evendi@uinmataram.ac.id

Abstract

The current study aims to explore studies related to teacher professional education programs in Islamic religious education. More specifically, it is conducting an analysis of study trends on the theme of teacher professional education programs in Islamic religious education, and reviewing several articles, especially those related to the competence of professional Islamic religious education teachers. The method used is bibliometric analysis. SCOPUS was used as the study database, descriptive and narrative analyzes were carried out based on data related to the theme of this study. Keyword filtering is carried out on the search document menu, this is intended to obtain adequate data and in accordance with the study theme. Each data displayed by SCOPUS is analyzed (analyze search results). This includes documents by year, documents by affiliation, documents by country, documents by type, and documents by subject area. The visualization of the result data is taken from the SCOPUS page and printed on the screen (to show the authenticity of the result data). Next, the author reviews two related articles that are most relevant to the teacher professional education program in Islamic religious education, and represents other articles within the scope of this study. The results of bibliometric analysis show that until now studies related to teacher professional education programs in Islamic religious education are still intensively carried out, this refers to the SCOPUS database related to the theme of the study. The main factor is Islamic religious education which is increasingly receiving international attention in line with the fundamental concepts that Islam teaches about lifelong learning, and is currently leading to professional teaching assignments. The results of the article review show that the importance of the sustainability of teacher professional development in Islamic religious education. If similar programs are not implemented in a sustainable manner, it is feared that the commitment of teachers in developing their professionalism will decrease. This study has important implications for the development of a number of literatures and studies, that the implementation of the program to increase the competence or professionalism of teachers in Islamic religious education needs to be explored further, especially the evaluation of its implementation or the competencies expected for the sustainability of Islamic religious education teacher professional education.

Keywords: teacher professional education, Islamic religious education, competencies, bibliometric analysis, review

INTRODUCTION

In the last few decades Islamic religious education has increasingly received international attention, this is in line with the fundamental concepts taught by Islam about lifelong learning, and is currently leading to its teaching duties professionally (Alhashmi & Moussa-Inaty, 2021). The characteristics of the concept of education in Islam and the values in it are expected to be widely instilled in the public and the role of the teacher is very vital in this aspect (Ter Avest & Rietveld-van Wingerden, 2017). Contemporary issues of Islamic religious education involving pedagogical practice, teacher competence, and academic conceptualization built into Islamic religious education are a challenge for the development of professional teachers of Islamic religious education today (Sahin, 2018), this is in line with

teacher competence in educational pedagogical practices. Inadequate Islamic religion and not supported by the development of professional Islamic religious education teachers (Abdalla et al., 2018).

The evaluation conducted by Tjabolo & Otaya (2019) showed that the ability of Islamic religious education teachers was still lacking in designing appropriate methods and strategies, selecting media and learning resources, and compiling components of assessment and evaluation of student learning outcomes. This is a very urgent factor in the development of teacher professionalism in teaching Islamic religious education. The existence of a well-structured curriculum does not appear to be sufficient, and substantial improvements are needed that lead to the professional development of Islamic religious education teachers. Several previous studies have recommended the importance of developing Islamic religious education teacher professional programs to produce teachers who are competent in many aspects of pedagogical and sustainable teacher professional development (for example, Alhashmi & Moussa-Inaty, 2021; Sahin, 2018), and this can be well realized if there is an optimization of the participation and role of policy makers in the field of Islamic religious education (Arbi, 2018).

In Indonesia, the challenges of developing Islamic religious education teachers, especially in private Islamic schools and Islamic boarding schools, are even greater, mastery of technology, financial constraints, and the lack of training programs also affect pedagogical practices and learning activities, and this has an impact on student success (Habibi et al., 2021). Teachers have a big responsibility in carrying out their role as educators in schools, and are considered a determining factor for student success, so that when there are problems related to the decline in student quality, the error is definitely addressed to the teachers who teach (Verawati et al., 2019).

In order to achieve quality learning objectives, the increase in teacher competence and professionalism must be improved. Teacher competencies need to be developed in a planned, programmed, and sustainable manner through various professional development systems carried out by the agency or party responsible for its implementation (Toom et al., 2021). Professional and competent teachers, as well as professional teacher education providers are expected to improve the quality of teaching and learning, meet students' needs for abilities and skills, promote positive educational trajectories, school development, and carry out pedagogical innovations (Korthagen, 2004; Pantić & Florian, 2015; Struyven & De Meyst, 2010).

The role of teachers as professional educators has been emphasized in UU No. 14/2005 concerning Teachers and Lecturers, where teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education. formal education, primary education, and secondary education. In more detail, the competence of teachers as referred to in Clause 8 includes pedagogic competence, personality competence, social competence, and professional competence obtained through professional education.

Efforts to develop and improve teacher professionalism in an educational program have been carried out starting in 2013 through the Pre-service Teacher Professional Education program, as regulated in Permendikbud No. 87 of 2013. In this regulation, Pre-service Teacher Professional Education is an educational program organized to prepare education graduates and non-educational educators who have talent and interest in becoming teachers in order to fully master teacher competencies in accordance with national education standards so that they can obtain professional educator certificates in early childhood education, basic education, and secondary education.

Studies on the importance of teacher professional competence that emphasize professional knowledge bases have been investigated and cannot be separated from the integrative construction between knowledge, skills, attitudes, including motivation (Blömeke & Delaney, 2012). Specific competencies that build teacher professionalism, such as

pedagogic, personality, social, and professional competencies affect teacher performance (Sudarwanto & Sulistyowati, 2019). Previous studies have also emphasized digital pedagogic competencies that support modern teacher professionalism (Yang et al., 2021). The fulfillment of professional teachers has been discussed in a lot of literature, linking it to many competencies, discussing and practicing it, or orienting it for development reports (Caena, 2014). The existence of an institution or agency that administers teacher professional education programs is recognized as the best place for inculcating competence and knowledge for prospective professional teachers (Heikonen et al., 2017). However, professional teacher training programs lack emphasis on what is needed to achieve these competencies (Toom et al., 2021), including the commitment of teachers to continue their professional development after participating in the training program (Toom et al., 2015).

In line with the above background, the current study aims to explore studies related to teacher professional education programs in Islamic religious education. More specifically, it is to conduct an analysis related to study trends on the theme of the teacher professional education program in Islamic religious education, and to review several articles, especially those related to the competencies expected in the practice of teacher professional education programs in Islamic religious education. This is done through bibliometric studies. The results of this study can be used as a reference in instilling the best competencies and knowledge for prospective professional teachers, including emphasizing the need to achieve professional competence.

METHOD

In accordance with the objectives of this study, the method used is bibliometric analysis. SCOPUS was used as the study database, descriptive and narrative analyzes were carried out based on data related to the theme of this study. Keyword filtering is carried out on the search document menu, this is intended to obtain adequate data and in accordance with the theme of this study.

Adequate keyword filtering is carried out. a) First, with the keyword 'Islamic Religious Teacher Professional Education Program,' the keywords in the searching menu on SCOPUS are: TITLE-ABS-KEY (islamic AND religious AND teacher AND professional AND education AND program). The result is that four articles were found in the range of 1998 to 2021 and sourced from journals. The results of the review on the four article titles were found to be less representative of the analyzed themes, so that further keyword filtering was carried out by eliminating the word 'education'. b) Second, with the keyword 'Islamic Religious Teacher Professional Program,' the keywords in the searching menu on the old SCOPUS are: TITLE-ABS-KEY (islamic AND religious AND teacher AND professional AND program). The result is that five articles were found in the range from 1998 to 2021 and sourced from journals. The lack of articles found forced the searching to be done by eliminating the keyword 'religious.' b) Thirdly with the keyword 'Islamic Teacher Professional Program,' the keywords in the searching menu in the old SCOPUS were: TITLE-ABS-KEY (islamic AND teacher AND professional AND program). The results found as many as seventeen articles in the period 1992 to 2021.

This third screening then becomes material for bibliometric analysis and reviews of articles that are closely related to the theme of professional development of Islamic religious teachers. The analysis step on the TITLE-ABS-KEY (islamic AND teacher AND professional AND program) keyword is pressing the 'analyze search results' menu button, and each data displayed is analyzed. This includes documents by year, documents by affiliation, documents by country, documents by type, and documents by subject area. The visualization of the result data is taken from the SCOPUS page and printed on the screen (to show the authenticity of the result data). Next, the author reviews the two related articles that are most relevant to the teacher professional education program in Islamic religious education, and represents other articles within the scope of this study.

RESULTS AND DISCUSSION

The results of searching 'documents by year' found as many as seventeen documents on themes that correspond to the keywords TITLE-ABS-KEY (islamic AND teacher AND professional AND program), this is in the period 1992 to 2021. Visualization of the results on the SCOPUS page with analysis ' documents by year' is shown in Figure 1.
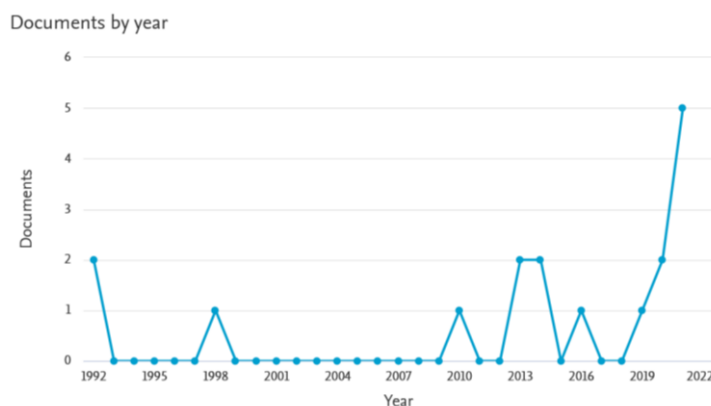

Figure 1. Analysis of 'documents by year' on themes that correspond to the TITLE-ABS-KEY keywords (islamic AND teacher AND professional AND program)

Although it has long been an issue in Islamic religious education, the first publication related to teacher professionalism programs was found in 1992, and these related issues have been published more intensively in the last ten years. In the span of 2012 to 2022, thirteen documents were found, this is in line with the concern of the government in each region and the concern of the international community to develop the professionalism of Islamic religion teachers. This is in accordance with what Alhashmi & Moussa-Inaty (2021) stated that Islamic religious education is increasingly receiving international attention in line with the fundamental concepts that Islam teaches about lifelong learning, and is currently leading to professional teaching assignments. The characteristics of the concept of education in Islam and the values in it are expected to be widely instilled in the public and the role of the teacher is very vital in this aspect (Ter Avest & Rietveld-van Wingerden, 2017). Indubitable this has an impact on studies related to the professional development of Islamic religious teachers, and also has an impact on publications. Keep in mind that not all studies or publications conducted by researchers are recorded by the SCOPUS database, because SCOPUS is only one journal indexer among many other indexers.

Furthermore, the analysis of 'documents by affiliation' and 'documents by country' is presented in Figure 2. This analysis reflects the affiliation of author(s) and territory of the articles filtered by keywords TITLE-ABS-KEY (islamic AND teacher AND professional AND program). The full results are presented in Figure 1.

(a)   (b)
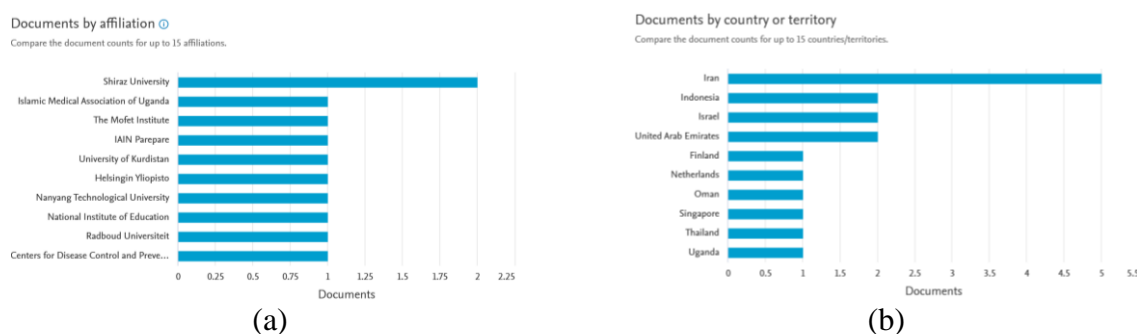
Figure 2. The Analysis based on: (a) 'documents by affiliation,' and (b) 'documents by country' on articles filtered by keywords TITLE-ABS-KEY (islamic AND teacher AND professional AND program).

Viewed from the analysis of 'documents by affiliation' and 'documents by country,' Iran is the country that has the most intensive research related to the professionalism of Islamic religious teachers. Author(s) affiliation is Shiraz University, Fars-Iran (Affiliation ID: 60026914). This is not surprising because Iran is one of the largest Islamic countries in the world. What is unique based on data from SCOPUS is that studies on the professionalism of Islamic religious teachers are also investigated in countries where the majority of the population is non-Muslim such as Israel, Finland, Singapore, Thailand, and others. Furthermore, the analysis based on 'documents by type' and 'documents by subject area' is shown in Figure 3.

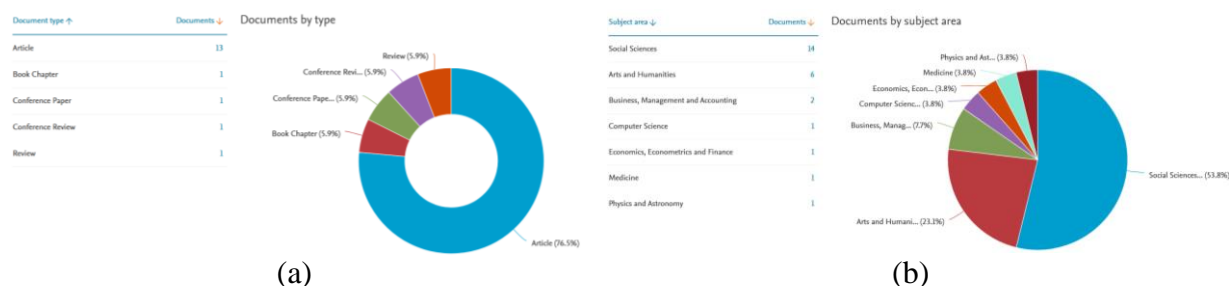(a)   (b)

Figure 3. The analysis based on: (a) 'documents by type,' and (b) 'documents by subject area' on articles filtered by keywords TITLE-ABS-KEY (islamic AND teacher AND professional AND program).

Document types based on the SCOPUS database are dominated by 'articles', as many as 13 documents (76.50%) and the rest are by document type: book chapters, conference papers & reviews, and document reviews (see Figure 3a). while documents based on subject areas are related to social science, this is reasonable considering that studies on professional teacher development are included in social science studies. Next, the author reviews the two related articles that are most relevant to the teacher professional education program in Islamic religious education, and represents other articles within the scope of this study.

The first review article, a study by Alhashmi & Moussa-Inaty (2021) with the title 'Professional learning for Islamic education teachers in the UAE.' The study highlights contemporary advances in education that have an impact on Islamic religious education. Professional teaching of teachers to Islamic religious teachers is needed by utilizing the Islamic concept of 'lifelong learning.' Professional teacher education in the field of Islamic religion opens the route for the effective development of Islamic religion teachers in the UAE (Alhashmi & Moussa-Inaty, 2021).

Review of the second article, entitled 'Teacher education from an Islamic perspective' (Khasawneh & Altakhaineh, 2020). This study describes professional teacher education from an Islamic religious perspective. The results of the study show that teacher education programs from an Islamic religious perspective play a role in supporting teachers' pedagogical skills, and content. In addition, this program effectively cultivates professional moral values in teachers, personality, as well as socially. This is exactly like the competency needs that are emphasized and must be fulfilled as professional teachers in Indonesia, namely pedagogic, personality, social, and professional competencies. The results of another study show that these four competencies have an effect on teacher performance (Sudarwanto & Sulistyowati, 2019). In a specific context, the pedagogic competencies of teachers have helped them manage their diverse learning needs (Mumpuarti et al., 2020). The teacher's personality competence has been studied as a student character model, meaning that the teacher's mastery of personality competence shows that the teacher has a very important role in developing student character (Eliyanti et al., 2021). In addition to pedagogic and personality competencies, social competence is one of the most important competencies

needed for the successful performance of the teaching profession (Dubovicki & Nemet, 2015).

Finally, the two reviewed articles (Alhashmi & Moussa-Inaty, 2021; Khasawneh & Altakhaineh, 2020) also present the importance of sustainable teacher professional development. If similar programs are not implemented in a sustainable manner, it is feared that the commitment of teachers in developing their professionalism will decrease (Toom et al., 2015). This study has important implications for the development of a number of literatures and studies, that the implementation of the program to increase the competence or professionalism of teachers in Islamic religious education needs to be explored further, especially the evaluation of its implementation or the competencies expected for the sustainability of the professional education of Islamic religious education teachers.

CONCLUSION

The results of bibliometric analysis show that until now studies related to teacher professional education programs in Islamic religious education are still intensively carried out, this refers to the SCOPUS database related to the theme of the study. The main factor is Islamic religious education which is increasingly receiving international attention in line with the fundamental concepts that Islam teaches about lifelong learning, and is currently leading to professional teaching assignments. The results of the article review show that the importance of the sustainability of teacher professional development in Islamic religious education. If similar programs are not implemented in a sustainable manner, it is feared that the commitment of teachers in developing their professionalism will decrease.

RECOMMENDATION

This study has important implications for the development of a number of literatures and studies, that the implementation of the program to increase the competence or professionalism of teachers in Islamic religious education needs to be explored further, especially the evaluation of its implementation or the competencies expected for the sustainability of Islamic religious education teacher professional education.

REFERENCES

Abdalla, M., Chown, D., & Abdullah, M. (2018). Introduction. In M. Abdalla, D. Chown, & M. Abdullah (Eds.), *Islamic Schooling in the West* (pp. 1–9). Springer International Publishing. https://doi.org/10.1007/978-3-319-73612-9_1

Alhashmi, M., & Moussa-Inaty, J. (2021). Professional learning for Islamic education teachers in the UAE. *British Journal of Religious Education*, *43*(3), 278–287. https://doi.org/10.1080/01416200.2020.1853046

Arbi, A. (2018). Improving Quality of Islamic Education Through Community Based Education: Principal Engagement. *Jurnal Pendidikan Islam*, *4*(1), 39–50. https://doi.org/10.15575/jpi.v4i1.2095

Blömeke, S., & Delaney, S. (2012). Assessment of teacher knowledge across countries: A review of the state of research. *ZDM*, *44*(3), 223–247. https://doi.org/10.1007/s11858-012-0429-7

Caena, F. (2014). Teacher Competence Frameworks in Europe: Policy-as-discourse and policy-as-practice. *European Journal of Education*, *49*(3), 311–331. https://doi.org/10.1111/ejed.12088

Dubovicki, S., & Nemet, M. B. (2015). Self-Assessment of the Social Competence of Teacher Education Students. *The New Educational Review*, *42*(4), 227–239.

Eliyanti, M., Adi, Y. K., Angraeni, S., & Pratiwi, D. P. (2021). TEACHER PERSONALITY COMPETENCIES AS CHARACTER MODEL OF ELEMENTARY SCHOOL STUDENTS. *Indonesian Journal of Elementary Teachers Education*, *2*(1), Article 1. https://doi.org/10.25134/ijete.v2i1.4140

Habibi, A., Mukminin, A., Yaqin, L. N., Parhanuddin, L., Razak, R. A., Nazry, N. N. M., Taridi, M., Karomi, K., & Fathurrijal, F. (2021). Mapping Instructional Barriers during COVID-19 Outbreak: Islamic Education Context. *Religions*, *12*(1), 50. https://doi.org/10.3390/rel12010050

Heikonen, L., Pietarinen, J., Pyhältö, K., Toom, A., & Soini, T. (2017). Early career teachers' sense of professional agency in the classroom: Associations with turnover intentions and perceived inadequacy in teacher–student interaction. *Asia-Pacific Journal of Teacher Education*, *45*(3), 250–266. https://doi.org/10.1080/1359866X.2016.1169505

Khasawneh, O. M., & Altakhaineh, A. R. M. (2020). Teacher education from an Islamic perspective. *International Journal of Religion and Spirituality in Society*, *10*(3), 1–16. Scopus. https://doi.org/10.18848/2154-8633/CGP/V10I03/1-16

Korthagen, F. A. J. (2004). In search of the essence of a good teacher: Towards a more holistic approach in teacher education. *Teaching and Teacher Education*, *20*(1), 77–97. https://doi.org/10.1016/j.tate.2003.10.002

Mumpuniarti, M., Handoyo, R. R., Phytanza, D. T., & Barotuttaqiyah, D. (2020). TEACHER'S PEDAGOGY COMPETENCE AND CHALLENGES IN IMPLEMENTING INCLUSIVE LEARNING IN SLOW LEARNER. *Cakrawala Pendidikan*, *39*(1), 217–229. https://doi.org/10.21831/cp.v39i1.28807

Pantić, N., & Florian, L. (2015). Developing teachers as agents of inclusion and social justice. *Education Inquiry*, *6*(3), 27311. https://doi.org/10.3402/edui.v6.27311

Sahin, A. (2018). Critical Issues in Islamic Education Studies: Rethinking Islamic and Western Liberal Secular Values of Education. *Religions*, *9*(11), 335. https://doi.org/10.3390/rel9110335

Struyven, K., & De Meyst, M. (2010). Competence-based teacher education: Illusion or reality? An assessment of the implementation status in Flanders from teachers' and students' points of view. *Teaching and Teacher Education*, *26*(8), 1495–1510. https://doi.org/10.1016/j.tate.2010.05.006

Sudarwanto, T., & Sulistyowati, R. (2019). The Effect of Pedagogic Competence, Professional Competence, Social Competence, and Teachers' Personal Competence on Teachers' Performance in Marketing Program. *KnE Social Sciences*, 982–987. https://doi.org/10.18502/kss.v3i11.4065

Ter Avest, K. H. (Ina), & Rietveld-van Wingerden, M. (Marjoke). (2017). Half a century of Islamic education in Dutch schools. *British Journal of Religious Education*, *39*(3), 293–302. https://doi.org/10.1080/01416200.2015.1128391

Tjabolo, S. A., & Otaya, L. G. (2019). The Evaluation of Islamic Education Teachers' Performance. *Jurnal Pendidikan Islam*, *5*(1), 25–38. https://doi.org/10.15575/jpi.v5i1.3627

Toom, A., Pyhältö, K., Pietarinen, J., & Soini, T. (2021). Professional Agency for Learning as a Key for Developing Teachers' Competencies? *Education Sciences*, *11*(7), 324. https://doi.org/10.3390/educsci11070324

Toom, A., Pyhältö, K., & Rust, F. O. (2015). Teachers' professional agency in contradictory times. *Teachers and Teaching*, *21*(6), 615–623. https://doi.org/10.1080/13540602.2015.1044334

Verawati, N. N. S. P., Prayogi, S., Gummah, S., Muliadi, A., & Yusup, M. Y. (2019). The Effect of Conflict-Cognitive Strategy in Inquiry Learning towards Pre-Service Teachersâ€™ᵀᴹ Critical Thinking Ability. *Jurnal Pendidikan IPA Indonesia*, *8*(4), 529–537. https://doi.org/10.15294/jpii.v8i4.21002

Yang, J., Tlili, A., Huang, R., Zhuang, R., & Bhagat, K. K. (2021). Development and Validation of a Digital Learning Competence Scale: A Comprehensive Review. *Sustainability*, *13*(10), 5593. https://doi.org/10.3390/su13105593