

Analysis of Teacher Competence in Islamic Perspective and Regulation of the Minister of National Education

Ulya Fajriah¹, Nor Rochmatul Wachidah², Ayu Reza Ningrum³, Evi Febriani⁴, Devid Saputra⁵

^{1,2,3,4,5} UIN Raden Intan Lampung

Received: 5 December 2024
Revised: 19 December 2024
Accepted: 13 January 2025

Abstract

This research discusses the analysis of teacher competency from an Islamic perspective and the Minister of National Education Regulation. Teachers have a central role in education. Teacher competency is very important to achieve national education goals. Teacher competency covers many aspects, including knowledge, skills and behavior that teachers must possess, internalize and master in carrying out their professional duties. This research highlights that the low level of teacher professionalism is due to a lack of teacher competence. The method used in this research is the library method, namely a research method whose data sources come from books, scientific articles, journals, or other research results related to the problem topic. Thus, this research aims to determine teacher competency which causes low teacher professionalism.

Keywords: Teacher Competency, Islamic Perspective, Permendiknas Perspective

(*) Corresponding Author: ulyafajriah15@gmail.com

How to Cite: Fajriah, U., Wachidah, N., Ningrum, A., Febriani, E., & Saputra, D. (2025). Analysis of Teacher Competence in Islamic Perspective and Regulation of the Minister of National Education. *International Journal of Education, Information Technology, and Others*, 8(1), 217-227. Retrieved from <https://jurnal.peneliti.net/index.php/IJEIT/article/view/11405>

INTRODUCTION

The phenomenon that occurs in the world of education today related to the ability and skills of teachers is increasingly concerning. Because teachers are a central role in efforts to realize national education goals. The role of teachers is very important in education, especially in the teaching system, because teachers are positioned as intermediaries of knowledge to be conveyed to students (Mu'minin et al., 2015). As an example for students, a teacher must have a complete attitude and personality that can be used as an example for all aspects of life. (Arifai, 2018)

Teachers are the key to the success of an educational institution. Teachers must be able to position themselves as ideal, innovative and competent teachers, namely teachers who are able to adapt to the demands of an increasingly advanced and competitive era, have high religious, intellectual, emotional, and social strength, and are creative in making continuous and consistent breakthroughs and reforms. (Zadina, 2022).

Teachers as environmental providers are an effort to prepare and create a fun learning environment so as to encourage students to foster a spirit of learning, by adjusting to the needs and circumstances of students. Teachers as models play a role in providing good examples, so that students can behave well in

accordance with the norms in society. Teachers as motivators always motivate students to be able to develop and realize their potential. And teachers as mediators of cognitive development mean that teachers play a role in disseminating knowledge to students to be able to apply in their experiences (Priceati, No.D.).

Teachers in general are the most dominant and important element in formal education, because they are often used as role models and even self-figures for students. Therefore, teachers should have the right behavior and competencies to develop students holistically. Teachers need to master various things as competencies in order to successfully carry out their professional duties (Mainuddin, 2017).

A teacher or lecturer must have qualified qualifications or competencies, as stated in Law Number 14 of 2005 article 8. In the Law, it is explained that competence is a set of knowledge, skills and behaviors that must be possessed, lived and mastered by teachers or lecturers in carrying out professional duties.

Competency terms according to Webster's Dictionary began to appear in 1596. This term is taken from the Latin word "compete" which means "to be suitable." Then this has substantially changed with the entry of various issues and discussions regarding the concept of competence from various literature (Pianda, 2018).

From the perspective of the term, competence covers various aspects, including physical, mental, and spiritual aspects. Competence, according to Mr. Load, is a rational behavior to achieve the required goals in accordance with the expected conditions. Teacher competence itself is the ability of a teacher to carry out obligations responsibly and properly in the eyes of stakeholders (Zadina, 2022).

The problem faced today is the quality of teachers. Quite a number of teachers have not met the competency standards as expected. Some teachers do not have the knowledge and skills to manage students. For example, there are many cases where teachers punish their students excessively, even to the point of committing violence. Teachers tarnish their own students, so it is difficult for teachers like this to be an example by students and the community (Muhtadin and Lakono, 2021). Teachers are not active when explaining so that teachers only sit still, passively, and also very minimal in teacher professional improvement exercises (Witarsa & Midani Rizki, 2022), and teachers' mastery of learning materials is still shallow. For example, teachers have difficulty in applying the material taught to their students' daily lives, besides that teachers only give assignments continuously, making students less interested and bored in the learning process in class.

To answer all the above problems, it is necessary to have a concept that explains teacher competence in general and the competence of teachers based on Islam, so that this concept already represents and becomes a link between the two. Based on these problems, the author formulates that the purpose of this study is to find out the competence of teachers that causes a lack of teacher professionalism and low work ethic (Sasmita & Arqam, 2022).

RESEARCH METHOD

This research uses the literature study method, which is a method that is carried out by collecting and analyzing sources related to the topic of discussion being studied. The collected literature can be in the form of books, articles, journals, or other documents that are in accordance with the topic being studied. The analysis carried out includes data selection and collection, reading and understanding of literature, organizing data, and making conclusions.

The advantages of this literature study research method are that it is more economical because it does not require large costs, is more efficient because it allows researchers to conduct research in a short time, and can provide a broader understanding of the topic being studied. Meanwhile, the shortcomings of this research method are the lack of control over the variables studied and the possibility of biased data collection.

RESULTS AND DISCUSSION

Teacher Competence

Competence is an overview of a person's qualifications and abilities with quantitative or qualitative characteristics. In the Law on Teachers and Lecturers, competence is a set of knowledge, skills, and behaviors that must be mastered, mastered, and lived by a teacher or lecturer in carrying out his professional duties. (Indonesia, 2005b).

According to Ramayulis (2013), teacher competence is defined as the ability of a teacher to carry out his or her duties and fulfill the obligations given appropriately and responsibly from the perspective of stakeholders (Zakiah & Ainayah, 2019). Teacher competence is the ability of teachers to carry out their obligations in the field of education properly and responsibly.

The importance of teacher competence for teachers has been confirmed by many researchers. As is the case, Verloop stated that there is an increase in demand to assess teacher competencies for quality assurance and recognition of the teaching profession. Similarly, Roelofs and Sander stated that teacher training institutions should focus on competency-based training to assess teachers' teaching competencies (Thao, 2020).

Teacher competence in the 21st century is increasingly demanding. Uncertain situations and conditions cause teachers to always be ready in various conditions, especially related to technology and information. This finding is in line with what Lestari, I., N. et al. (2021) explained, that the past pandemic situation required teachers to be skilled in using various information channels so that learning could take place in any situation without having to reduce the quality of the learning. These skills are of course obtained by teachers if they are really ready to carry out their profession (Witarsa & Midani Rizki, 2022).

The teacher's competence describes the teacher's ability to behave based on the science of behavior that can be beneficial to a teacher or student or beneficial to oneself or others (Hasnawati, 2020). This has been described in the Decree of the Minister of National Education of the Republic of Indonesia No. 045/U/2002 stating that the competency elements consist of:

- 1) Personality foundation,
- 2) Mastery of knowledge and skills,

- 3) Ability to work,
- 4) Attitude and behavior in work,
- 5) Understanding the rules of community life.

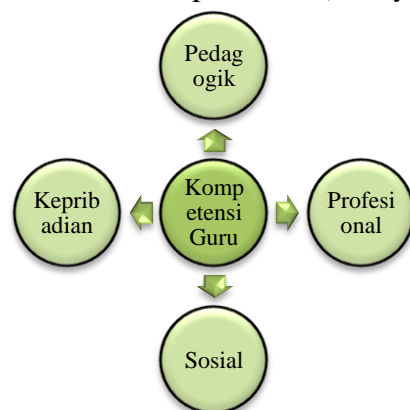
Regulation of the Minister of Religion (PMA) No. 16 of 2010 article 16 is a follow-up regulation of Government Regulation No. 55 of 2007 concerning Religious Education, because it is considered important to make PMA related to the Management of Religious Education in the School environment. Because in the previous article, precisely in Law No. 14 of 2005 article 8 it is explained that a teacher or lecturer must have qualified qualifications. Therefore, to realize the existing rules, PMA No. 16 of 2010 was triggered (Adib, 2014).

Teacher competence must be standardized nationally, so that there are criteria and measures of the minimum threshold of certain abilities that must be possessed and mastered by a teacher, which can then be objectively assessed for the assurance and quality control of teachers in particular and education in general (for example: with teacher certification in office).

The lack of qualified teachers is characterized by success in carrying out their duties as professional teachers, not a problem that can be solved by changing the new structure alone. The cause lies in the education and management of teachers and can only be overcome by improving the methods used in educating and managing them, regardless of the structure of the school. The movement for more comprehensive, competency-based teacher education is developing in reaction to inadequate educational programs. However, if education teachers need to be improved, the most important thing is to maintain and improve the quality of those who are directly responsible for the process (Zulfakar, 2020).

According to Mulyasa (2013), teacher competency standards are essentially useful for getting professional teachers. It also helps them to carry out the functions and objectives of the school as well as the overall educational goals that are relevant to the needs of society and the development of the times (Muhtadin and Lakono, 2021).

As explained in Government Regulation No. 19 of 2005 concerning National Education Standards (Indonesia, 2005a) There are four teacher competencies based on the perspective of the Government's National Policy, namely pedagogical competence, personality competence, social competence, and professional competence. These four competencies are holistic, meaning a whole unit that is interrelated (Hasnawati, 2020). As already mentioned, professional teachers must have four competencies (Indriyani, 2021).



Pedagogic Competence

Pedagogic competence is the ability of teachers to provide knowledge to students (Adrian & Augustine, 2019). According to Government Regulation of the Republic of Indonesia Number 19 of 2005 article 28 paragraph 3 concerning National Education Standards, pedagogic competence is the ability to manage learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials (Indonesia, 2005a). A teacher uses learning theories that are in accordance with the development of the times and technology in designing and implementing learning (Adrian & Augustine, 2019).

According to Janawi (2011), one of the competencies that teachers must have is pedagogical competence. That is an overview of the teacher's ability to manage learning, can determine the level of success of the learning process and outcomes, has characteristics that distinguish teachers from other professions, and is the pride of teachers in learning. Thus, the educational background of prospective teachers must be in accordance with their scientific field (Zadina, 2022).

In Law No. 14 of 2005 concerning Teachers and Lecturers, pedagogic competence is defined as the ability to manage learning (Indonesia, 2005b). Teachers with pedagogic competence are able to understand their students, understand learning materials theoretically and practically, are able to design and use learning media, evaluate the learning process, and provide motivation (Nellitawati, 2019). In carrying out their duties, a teacher must have extensive knowledge about educating children well, because teachers are not only delivering teaching materials, but are able to develop children's personalities and characters, as well as sharpen their conscience (Muhtadin and Lakono, 2021).

In the Regulation of the Minister of Religion Number 16 of 2010 paragraph (1), (Hasnawati, 2020) Pedagogic competencies include:

- 1) Understand the character of students in terms of physical, social, moral, cultural, intellectual, and emotional.
- 2) Mastering the principles and theories of learning religious education.
- 3) Developing a religious education curriculum.
- 4) Organizing and carrying out religious education development activities.
- 5) Utilizing science and technology for the implementation and development of religious education.
- 6) Developing students' potential in actualizing their potential.
- 7) Establish effective, polite, and empathetic communication with students.
- 8) Conducting an evaluation of learning processes and outcomes.
- 9) Utilizing the results of the evaluation for the benefit of learning.
- 10) Effective actions to improve the quality of learning.

Allah SWT says in QS Az-Zumar: 9 related to pedagogical competence.

أَمَّنْ هُوَ قَانِتٌ آنَاءَ اللَّيْلِ سَاجِدًا وَقَائِمًا يَحْذَرُ الْآخِرَةَ وَيَرْجُوا
رَحْمَةَ رَبِّهِ قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ إِنَّمَا يَتَذَكَّرُ
أُولُوا الْأَلْبَابِ ء

It means: "(Is it the more fortunate polytheist) or is it the one who worships at night in a state of prostration, standing, fearing the Hereafter, and expecting the mercy of his Lord? Say (Prophet Muhammad), "Are those who know (Allah's rights) the same as those who do not know (Allah's rights)?" Indeed, only the ululalbab (a sensible person) can receive lessons."

This verse explains the relationship between those who know (berimu ulama) and those who perform worship in aktu maam, fear the punishment of the hereafter, and hope for Allah's mercy. Such an attitude is a characteristic of ulu al-bab, namely a person who uses his intellect, mind and reason to develop knowledge, using the heart as the direction of knowledge to improve faith, moral height, and perseverance in worship (Muhtadin and Lakono, 2021).

Teachers who are able to manage learning well enable the teaching and learning process to take place effectively and achieve the desired goals. Therefore, an increase in pedagogic competence is needed (Muhtadin and Lakono, 2021).

Personality Competencies

Government Regulation of the Republic of Indonesia Number 19 of 2005 article 28 paragraph 3 concerning National Education Standards, personality competence is a personality that is settled, wise, mature, authoritative, stable, noble, and exemplary for students (Fahrudin, 2018). How a teacher behaves greatly determines how high or low his authority is towards the student's perspective. The personality of educators determines whether they become good teachers or can even damage the future of their students (Muhtadin and Lakono, 2021).

In carrying out their profession, teachers must pay attention to ethical values, maintain behavior, and have a superior personality. Teachers in Islamic education are required to have superior personality traits, character, and characterization so that they are able to make an impression in learning (Fahrudin, 2018). The role and function of personality competencies are very important in shaping children's personalities, preparing and developing human resources (HR), the progress of the state and nation in general, and the welfare of society (Zadina, 2022).

Paragraph 2 of the Law on Teachers and Lecturers states that personality competence includes several things, namely faith and piety, noble character, wisdom and wisdom, authority, honesty, steadiness, stability, sportsmanship, maturity, demolition, role models for students and the community, objectively evaluating one's own performance, and developing oneself independently and sustainably (Mu'minin et al., 2015).

In the Regulation of the Minister of Religion Number 16 of 2010 paragraph (1), (Hasnawati, 2020) Personality competencies include:

- 1) An action that is in accordance with Indonesia's religious, social, cultural, and legal norms.
- 2) A person with noble character, honesty, exemplary for students and society, authoritative, steady, stable, wise, and mature.
- 3) Have a high level of responsibility, work ethic, confidence, and pride in being a teacher.
- 4) Respect for the teacher's professional code of ethics.

Allah SWT says in QS. An-Najm: 6 related to personality competence.

ذُو مِرَّةٍ فَاسْتَوَىٰ

Meaning: "Who has intelligence. Then, he (Gabriel) appeared in his original form."

There are many cases of teachers who commit acts against the applicable norms, showing that teachers lack concern for their own abilities. Therefore, in order for teachers to provide quality education, they must really have competence (Priceati, No.D.). Teachers' personality competencies in the era of the 4.0 revolution are combined with technological developments. Through status updates on social media, teachers can image their personal lives by providing positive, memorable, and meaningful messages. Thus, it is hoped that social media can be a medium for conveying messages from teachers to their students (Adrian & Augustine, 2019).

Social Competence

In the National Education Standards in article 28 paragraph (3) point D, social competence is the ability of teachers as part of society to get along and communicate effectively with students, fellow teachers, education staff, parents or guardians of students, and the surrounding community (Zadina, 2022). Teachers must have the ability to adjust to the scope of work and the surrounding environment (Tonight, 2021).

An educator must have social skills, which include the ability to interact with others, especially in communicating (Hasnawati, 2020). In social life, teachers are also central figures who are a measure for society to take their example. This means that teachers must continue to learn in order to have good social skills, it will also be a guide for students (Muhtadin and Lakono, 2021).

In the Law on Teachers and Lecturers, social competence as referred to in paragraph 2 (Mu'minin et al., 2015) is the ability of teachers as part of society which at least includes competencies to:

- 1) Communicate orally, in writing, and/or gesture politely.
- 2) Use communication and information technology functionally.
- 3) Get along effectively with students, fellow educators, education staff, education unit leaders, parents or guardians of students.
- 4) Get along politely with the surrounding community by heeding the applicable norms and value system.
- 5) Applying the principle of true brotherhood and the spirit of togetherness.

Social competence (Hasnawati, 2020) as referred to in Permenag Number 16 of 2010 paragraph (1) includes:

- 1) Inclusive, objective, and non-discriminatory attitudes based on gender, religion, race, physical condition, family background, and socioeconomic status.
- 2) Adaptive attitude to the socio-cultural environment where they work.
- 3) Communicative attitude with the teacher community, school residents, and community members.

The words of Allah SWT in QS. An-Nahl: 90 explains about social competence which reads:

﴿ إِنَّ اللَّهَ يَأْمُرُ بِالْعَدْلِ وَالْإِحْسَانِ وَإِيتَاءِ ذِي الْقُرْبَىٰ وَيَنْهَىٰ عَنِ الْفَحْشَاءِ وَالْمُنْكَرِ وَالْبَغْيِ يَعِظُكُمْ لَعَلَّكُمْ تَذَكَّرُونَ ﴾

It means: "Indeed, Allah commands to be just, do good, and provide assistance to relatives. He (also) forbids vileness, iniquity, and hostility. He taught you a lesson that you may always remember."

Social media allows teachers to develop social skills and socialize with peers, parents of students, and even with students. Thus, social media serves as a bridge that connects teachers with the virtual community and becomes an online platform for students and teachers to participate, share, and build social networks in the virtual world (Adrian & Augustine, 2019).

Professional Competencies

Professional competence is one of the basic abilities that a teacher must have. In Government Regulation No. 19 of 2005 article 28 paragraph 3, professional competence is the ability to master learning materials broadly and deeply that allows teachers to guide students to meet the competency standards set out in the National Education Standards (Mu'minin et al., 2015).

According to Anwar (2018), professional competence is a broad and in-depth mastery of learning materials that includes mastery of the subject curriculum material in schools and the scientific substance that overshadows the material, as well as mastery of the scientific structure and methodology.

This professional competence prioritizes the ability of teachers to present teaching materials. For example, a science teacher whose knowledge is always evolving. To avoid misinterpretation when applied to society, teachers must provide relevant subject matter. In addition, teachers with professional competence must understand the discipline they teach and have the ability to account for it. This is related to the situation of teachers who teach not in accordance with their academic qualifications, so that there is often a wrong understanding in students (Priceati, No.D.).

Government Regulation Number 74 of 2008 article 3 paragraph (7) explains that professional competence is the ability of teachers to master knowledge in their fields in the fields of science, technology, arts and culture which includes:

- 1) Subject matter is broadly and in-depth relevant to the content standards of the educational unit program, subjects, and subject groups taught.
- 2) Methods and concepts of disciplines, arts, or technology that are conceptually appropriate to overshadow or coexist with the program of the educational unit, subject, and subject group taught.

Professional teachers carrying out the goals and functions of the school must have competencies that require teachers to be able to carry out their duties well. Without ignoring the possibility of differences in professional competency demands due to differences in the socio-cultural environment of each school institution as an indicator (Zadina, 2022).

In the Regulation of the Minister of Religion Number 16 of 2010 paragraph (1), (Hasnawati, 2020) Professional competencies include:

- 1) Mastery of materials, concepts, structures, and scientific mindsets that support religious education subjects.
- 2) Mastery of basic competencies and competency standards for religious education subjects.
- 3) Creative development of religious education subjects and learning materials.
- 4) Carry out reflective actions for continuous professional development.
- 5) Develop themselves and communicate by utilizing information and communication technology.

The words of Allah SWT in QS. Al-'Alaq: 5 explains about professional competence which reads:

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning: "He taught man what he does not know."

Basically, the professionalism of teachers grows through academic coaching and sharpening, through this coaching it will definitely grow their professionalism that is relevant to the field of knowledge pursued. That way, it is not said to be professional if teachers experience patience in academic development. Experienced teachers must not only master the material formally, but must be able to understand other materials that are in accordance with the subject (Muhtadin and Lakono, 2021).

Doing creative and innovative things can improve teachers' professional abilities. Those who are creative may be looking for a new approach to education and offer students an interesting and non-boring learning system (Apriani, 2021).

CONCLUSION

Based on the description above, the author can conclude that SISDIKNAS argues that teachers must have four competencies, namely pedagogical competence, personality competence, professional competence, and social competence. With these four competencies, teachers can improve their abilities and adhere to Islamic normative standards in pre-service education.

Competence is defined as the knowledge, skills, and abilities that a person must have to do something well. Therefore, competence is the ability that a person has to do something that cannot be done by others who do not have that ability. The importance of teacher competence in education is very significant because teachers play a major role in the learning process. Teachers must have broad and diverse competencies to teach, manage and evaluate the effective learning process. In addition, improving teachers' abilities is also needed to keep up with technological developments and improve the quality of teaching.

BIBLIOGRAPHY

Adib, A. H. (2014). Analisis Kompetensi Guru Menurut Imam Al-Ghazali Dan PMA No. 16 Tahun 2010 Pasal 16. Skripsi, 746–759.

- Adrian, Y., & Agustina, R. L. (2019). Kompetensi Guru Di Era Revolusi Industri 4.0. *Jurnal Ilmiah Kependidikan* Vol., 14(2), 175–181.
- Apriani, E. N. (2021). Pentingnya Kompetensi Guru Guna Mencapai Keberhasilan dalam Pembelajaran. *Jurnal Seri Publikasi Pembelajaran*, 1(2), 1–5.
- Arifai, A. (2018). Kompetensi kepribadian guru dalam perspektif pendidikan Islam. *RAUDHAH Proud To Be Professionals Jurnal Tarbiyah Islamiyah*, 3(1), 27–38. <https://doi.org/10.56146/edusifa.v6i1.4>
- Fahrudin, I. (2018). Kompetensi kepribadian pendidik perspektif pendidikan islam. *Jurnal Pemikiran Dan Pendidikan Islam*, 7(2), 130–144. <https://doi.org/10.22219/progresiva.v7i2.13977>
- Hasnawati. (2020). Kompetensi guru dalam perspektif Perundang-Undangan. *Inspiratif Pendidikan*, 9(1), 68–78. <https://doi.org/10.24252/ip.v9i1.14125>
- Indonesia. (2005a). Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan.
- Indonesia. (2005b). Undang-Undang Republik Indonesia Nomor 14 Tahun 2005, Pasal 1 Ayat 10 Tentang Guru dan Dosen.
- Indriyani. (2021). Kompetensi Guru Pendidikan Agama Islam Dalam Perspektif Abuddin Nata. Skripsi, 6.
- Mainuddin. (2017). Kompetensi guru dalam perspektif pendidikan Islam. *AL-MUNAWWARAH : Jurnal Pendidikan Islam*, 9(2), 1–25.
- Mu'minin, N. A., Muchtar, A., & Zakiyaturrobi'ah, L. (2015). Kompetensi pendidik dalam pendidikan agama Islam. *Intelegensia Jurnal Pendidikan Islam*, 03(01), 75–88.
- Muhtadin, M. A., & Lakono, T. A. (2021). Analisis kompetensi guru dalam perspektif Islam dan Peraturan Menteri Pendidikan Nasional. *TA'LIM: Jurnal Studi Pendidikan Islam*, 6(1), 17–37. <https://doi.org/10.18415/ijmmu.v7i8.1960>
- Mulyati. (n.d.). Pengembangan Kompetensi Guru Beserta Dampaknya. 2018.
- Nellitawati, N. (2019). Teacher ' s pedagogical competencies on the vocational high school of Padang City. *Jurnal Konseling Dan Pendidikan*, 7(2), 58–61. <https://doi.org/https://doi.org/10.29210/133300> Contents
- Pianda, D. (2018). Kinerja Guru: Kompetensi Guru, Motivasi Kerja dan Kepemimpinan Kepala Sekolah. CV Jejak.
- Sasmita, R., & Arqam, M. L. (2022). Kompetensi Kepribadian Guru Dalam Perpektif Muhammadiyah. *TA'DIBUNA: Jurnal Pendidikan Agama Islam*, 5(1), 21–31. <https://doi.org/10.30659/jpai.5.1.21-31>
- Thao, T. Q. (2020). Student Teachers' Perception of Their Teaching Competency Assessed By a Framework for Assessing Student Teachers' English Teaching Competency (Fastetc). *VNU Journal of Foreign Studies*, 36(3), 164–177. <https://doi.org/10.25073/2525-2445/vnuufs.4563>
- Witarsa, R., & Midani Rizki, L. (2022). Analisis Pengembangan Kompetensi Profesional Guru di Sekolah Dasar. *Jurnal Pendidikan Tambusai*, 6(1), 4114–4121. <https://doi.org/10.31004/jptam.v6i1.3514>
- Zadina, D. (2022). Kompetensi Guru Dalam Perspektif Al-Qur'an Surat Al-Qalam Ayat 1-4 Dan Kaitannya Dengan Kompetensi Guru Dalam Permendiknas Nomor 16 Tahun 2007. Skripsi.

- Zakiah, S., & Ainiyah, Q. (2019). Kompetensi Kepribadian Guru dalam Kitab Adab Al-‘Alim Wa Al Muta’alim dalam Perspektif Permendiknas No. 16 Tahun 2007. *Al-Idaroh: Jurnal Studi Manajemen Pendidikan Islam*, 3(1), 42–49. <https://doi.org/10.54437/alidaroh.v3i1.42>
- Zulfakar. (2020). Competence of Teachers as Professional Educators. *International Journal of Multicultural and Multireligious Understanding*, 7(8), 508–516.