

PARADIGM OF ISLAMIC RELIGIOUS EDUCATION TEACHERS AS PROFESSIONAL EDUCATORS

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Abstract

The paradigm of Islamic education, Islamic Religious Education teachers have an important role in shaping the Islamic personality of students. They are also expected to be able to develop knowledge without reducing the values it contains, thus creating a strong education system both materially and spiritually. Thus, the paradigm of Islamic Religious Education teachers as professional educators have moral responsibility, professional abilities, pedagogical competence, and an important role in shaping the Islamic personality of students. Teacher professionalism is crucial because without it, teachers cannot improve the quality of learning. As professional educators, Islamic Religious Education teachers are required to have professional abilities because educating is the main task entrusted to them. They are responsible for shaping the Islamic personality of students. Islamic Religious Education teachers are one of the professional jobs, which starts with a calling, moral, social, and scientific responsibility. They can work not only as teachers but also as researchers guides and motivators who support the spiritual and academic development of students. This ensures that religious education emphasizes more than just theoretical concepts; it also practical applications in everyday life.

Keywords: Paradigm, Islamic Religious Education teachers, professional educators

INTRODUCTION

Whether it is now or in the future, globalization has already had an impact on the social and cultural advancement of Muslims in Indonesia, particularly in the area of Islamic education. Not surprisingly, this puts Muslim society under pressure to improve its standard of living and prosper in the increasingly competitive global market of the last two decades. The twenty-first century is a civilization that is primarily dominated by advances in science and technology. Quoting Saputra, I. A., & Ahmadi, A. (2022) without having to make science a pseudo-religion, the progress and decline of society in the present and future is very dependent on science. Thus, this is a challenge for Muslim society specifically to develop science and technology, especially related to the content

of Islamic Religious Education. According to Junaedi, M., & Wijaya, M. M. (2021) Islamic Religious Education in the era of globalization creates an opportunity to fill the moral and spiritual void of modern humans on the one hand as a challenge when their inability to answer various crises and innovations faced. The era of globalization with all its elements, has given birth to various new paradigms in Islamic Religious Education through various components of education, so that Islamic Religious Education can provide the right answers to various challenges according to its era. Therefore, Islamic Religious Education requires qualified and qualified human resources, through professional educators who have a high work ethic and commitment, strong system and infrastructure-based management, adequate resources, and superior standards. With serious efforts and developing various learning models and the use of technology, Islamic Religious Education will remain in its existence, and can turn challenges into opportunities.

Globalization has had, and will continue to have, an impact on the social and cultural advancement of Indonesian Muslims generally, and Islamic education specifically. Indirectly, this means that Muslim society must thrive in the face of global events that are becoming more competitive in the twenty-first century. The advancements in science and technology have substantially shaped the civilization of the twenty-first century are also required to quickly adapt to the dynamics of science and technology and culture that exist in the midst of society (Suparjo, S., & Hidayah, 2023). To become professional Islamic Religious Education instructors, Islamic Religious Education teachers must also advance in their career. The roles of an Islamic Religious Education teacher and a non-Islamic Religious Education teacher differ significantly from a normative or idealistic standpoint, which has ramifications for variations in the standards or qualifications for professional teaching. As a result, there are notable distinctions between the standards, obligations, and evaluations for professional Islamic Religious Education teachers and those for professional non-Islamic Religious Education teachers. Not all teachers or prospective Islamic Religious Education teachers know this difference in detail and with certainty. Judging from the scope and character of the material, Islamic Religious Education teachers have quite significant differences compared to non-Islamic Religious Education teachers. If these differences are not known and not implemented in the reality of education and learning, then the mission and targets of Islamic Religious Education teachers will not be achieved (Ilham, 2020).

A new paradigm for teachers is very necessary, because it can be said that teachers carry out teaching activities in conditions that have hardly changed over time. However, on the other hand, the demands of the field continue to change, rolling in accordance with the times. Therefore, there is no other choice for educators except to improve professionalism, good graduates must be supported by professional teachers. To become a teacher is easy. But to become a professional teacher, the accompanying requirements are required (Laili et al., 2022). Referring to Law No. 14 of 2015 concerning teachers and lecturers, the principle of teacher professionalism is stated where teachers are a special field of work that is carried out based on the principles of professionalism. Therefore, teachers are required to; have talent, interest, calling, as well as idealism; be dedicated to enhancing the standard the opportunity to continuously develop their professionalism through lifetime learning; the assurance of legal protection while carrying out professional duties; the possession of academic credentials and educational background pertinent to the field of duty; the possession of the necessary competencies pertinent to the field of duty; the ability to assume responsibility for or carry out professional duties; and the existence of a professional organization with the authority to regulate matters pertaining to the professional duties of teachers (Jackson, 2018).

According to Berger, M. S. (2021) Professional Islamic Religious Educators are related to their professional duties which emphasize professional competence, namely the character values of mastery of the field of science that is their responsibility, therefore related to the professionalism of teachers or educators must know what educational model should be applied for learning, make written or unwritten plans and evaluate the success of education. A person's ability to learn is highly influenced by numerous circumstances. They can be broadly divided into two categories: internal variables and external forces. Factors that are external to the child include things like the home environment, community environment and school. While internal factors are factors that come from within the child himself. Physical health, intelligence, interests, talents, willingness, attitudes and motivations are among the internal conditions that will greatly affect children's learning. Teacher professionalism is important, without professionalism teachers will not be able to raise the standard of education. A professional teacher's mastery of curriculum and learning is essential to the realization of a knowledge-based school. Professional instructors are a determining factor in the quality education process, so a professional teacher in the field of Islamic Religious Education is a

teacher who can create a teaching and learning process for Islamic Religious Education materials to arouse students' interest in learning to achieve educational goals (Halik, 2016).

RESEARCH METHOD

In this study, data were collected through descriptive methods from various reliable sources, including literature studies and recent publications. The paradigm of Islamic Religious Education teachers as professional educators is described using a descriptive approach. Collecting literature related to the research topic is the first stage of this research method. Literature research was conducted using academic databases, scientific journals, and related publications that discuss the paradigm of Islamic Religious Education teachers as professional educators. The selected literature must be relevant to the research objectives and of high quality. After the literature was collected, relevant data and information about Islamic Religious Education, the role of Islamic Religious Education teachers, Islamic Religious Education teachers as professional educators related to the research topic.

RESULT AND DISCUSSION

Islamic education

According to Tolchah, M., and Mu'ammara, M. A. (2019), religious education plays a significant role in assisting the next generation in achieving happiness both here on Earth and in the afterlife. Religious education is considered important because through religious education, a student is not only taught about matters of worship, but also taught the values and morals of truth based on divinity. Religious education for children is a shared obligation for parents, teachers, and society wherever they are. The implementation of education in the household, school, and social environment is not only theoretical, but also in practical aspects that need serious attention. This is considered necessary because in general religious education in schools emphasizes theoretical aspects alone without being balanced with sufficient guidance and direction and applying it in everyday life. Reality shows that the hours of religious education lessons in schools are very few and learning is more emphasized on theoretical aspects. Meanwhile, children's morals and ethics must be fostered through religious education. Therefore, religious education teachers in schools must have good professional and pedagogical competence so that they can play a dual role, not only as a party that transfers religious knowledge to students, but are required to be more nurturing in preparing the

younger generation to become people with noble morals and obey religious teachings (Idris, S., Za, T., & Sulaiman, 2018).

From the existing reality, not all religious teachers have good professional competence which makes them unable to guide students well. Teachers assume that they are only tasked with conveying lesson materials theoretically, whereas every religious teacher is also responsible for guiding students in understanding religious values and morals. In other words, religious education teachers have the responsibility as teachers, guides, educators as well as preachers for the truth. One factor that determines authority in the practical domain of education is the teacher the availability of teachers is not only assessed from quantitative aspects, but teachers must also be qualified and have competence in accordance with the development of the times and technology (Lubis, 2015). For this, in an effort to improve the quality of educators, it is necessary to improve the competence of each educator. Because teachers who have sufficient competence are ideal teachers.

This is in line with the opinion expressed by Roestiyah, knowing how a good teacher can be seen from his/her ability in delivering the subjects he/she teaches. If the lesson can be accepted by the students with good results, then the teacher can teach well (Uyuni, B., & Adnan, 2020). Thus, to produce competent students, it is hoped that teachers will first improve their competence, especially professional competence. Because with this competence, teachers can really make students understand and comprehend the contents of the material presented. If this is possessed by the teacher, then not only the students can be effective but the quality of education will also be effective.

Through guidance, direction, or training activities, Islamic Religious Education aims to provide pupils with the knowledge, skills, and values necessary to accept and practice Islam. In order to achieve national unity, it achieves this by paying attention to the demands of respecting other religions in the harmonious relationships between religious communities in society. According to Salim, D. P., & Salim, D. P. (2015), Islamic Religious Education instructors in today's modern classrooms need to hold the position of learning directors in addition to teachers. This indicates that Every Islamic Religious Education teacher is supposed to be adept at guiding their students' learning activities in order for them to achieve learning success (academic performance), as specified by the objectives of teaching and learning activities. Their obligations and responsibilities consequently grow increasingly intricate. The growth of these obligations and liabilities results in the creation of

specialized roles that are essential to teachers' professional proficiency. Therefore, the position and role of professional Teachers of Islamic Religious Education play a critical role in raising educational standards. It is expected of professional Islamic Religious Education teachers at educational institutions to raise the standard of instruction in a way that will impact students' learning outcomes. It is envisaged that the objectives of national education will be effectively attained by raising learning attainment and enhancing the quality of education. Therefore, the presence of Islamic religious education instructors influences not only the process of teaching and learning, but also is also expected to be able to provide good quality education so that they can produce high-achieving students (Bakar et al., 2023). To realize this, it is necessary to prepare as early as possible through teacher education institutions or systems that are also professional and have advanced educational quality and perspectives. Likewise, the profession of an Islamic religious education teacher is a very noble job and is an infinite good deed because it educates and transfers knowledge in order to build human civilization (Sudan, 2017).

Therefore, it can be concluded that the existence of an Islamic religious education teacher who has high enthusiasm. Being professional and having professional dedication is very important to improve the quality of education and shape the personality of a true Muslim generation with broad insight. Professionalism Islamic religious education teachers must have expertise, responsibility, and a sense of togetherness supported by strong professional ethics. For that reason, Islamic religious education teachers must have social, spiritual, personal, moral and professional intellectuals, in order to develop towards mastering professional competencies as a basis for work. So the definition of an Islamic religious education teacher is someone who has specialized in carrying out activities to convey Islamic teachings to others.

Islamic Religious Education Teacher

According to Saraya et al., (2023) in an educational institution, a teacher does indeed provide knowledge to his students, but in determining the good or bad attitude of students towards what they are given, it depends on the attitude or procedures of a teacher in carrying out his duties or roles, the role of an Islamic religious education teacher includes:

1. Teacher as a Person

As an A teacher, like any other person working in education, needs to have a disposition that is appropriate for teaching. There are times when it seems like there are more psychological demands on educators than on people in

other professions. The stimuli that elicits an educator's emotions is a powerful personality test. Maintaining emotional stability is crucial but not everyone is able to control their emotions against stimuli that offend feelings, and it is indeed recognized that everyone has feelings, and it is recognized that everyone has a different temperament from others. For this purpose, efforts in the form of mental training will be very useful. Learning from this experience, in learning the conditions are also not much different, students have curiosity, and have the potential to fulfill their curiosity. Therefore, the most important task of a teacher is how to arouse students' curiosity so that their interest and motivation to learn grow. In the book of the department of religion, it is also explained that as an individual, Every teacher needs to possess qualities that the community, parents, and students find appealing. These qualities are essential for them to be able to educate in an effective manner. Therefore, teachers must try to cultivate their own personal characteristics and develop personal characteristics that are liked by outsiders. It is clear that every teacher needs to have personal characteristics, both for the sake of their position and for the sake of themselves as citizens of society.

2. Teachers as Scientists

Teachers are thought to be the most knowledgeable individuals. In addition to imparting their expertise to pupils, they have an ongoing responsibility to further enhance the knowledge they currently possess. In this century, where knowledge and technology are developing rapidly, teachers must follow and adapt to these developments. There are many ways that can be done, for example: studying independently, conducting research, taking courses, writing books, and writing scientific papers so that their role as scientists is carried out well.

3. Teachers as Leaders

Schools and classes are organizations, where students are the leaders. Teachers are required to supervise and conduct student learning activities, create learning plans for their classes, conduct class management, and regulate class discipline democratically. With these management activities, teachers want to create a harmonious, enjoyable learning environment that stimulates the learning motivation of class members. Naturally, being a leader comes with a set of skills, one of which is being able to exercise leadership, which includes organizing, planning, managing, and evaluating how well a plan has been carried out. In addition, teachers must have good leadership skills, such as: social relations, communication skills, calmness,

fortitude, humor, firmness, and wisdom, generally democratic leadership is better than other forms of leadership.

4. Teachers as Educators

Educators, teachers serve as symbols, mentors, and figures for both pupils and their surroundings. Teachers must therefore possess a set of conventional human attributes, such as accountability, authority, independence, and discipline. Teachers have a responsibility to be aware of and comprehend moral and social conventions as well as values. They should also make an effort to act and behave in a way that aligns with these norms and values. Teachers need to take accountability for what they do when teaching in the classroom and in the community. In terms of authority, educators need to be better at understanding science, technology, and the arts in relation to the disciplines that are developing, as well as better at achieving intellectual, social, moral, spiritual, and emotional values in their own lives.

5. Teachers as Teachers

Teachers have taught students from the beginning of time, and this is, in fact, their primary duty and responsibility. Teachers assist developing pupils in gaining new knowledge, developing their competencies, and comprehending the standard curriculum. A number of variables, including motivation, maturity, the students' relationships with their teachers, verbal ability, degree sense of security, independence, and the instructors' communication abilities, affect the learning activities that the students participate in. Students can learn effectively through education if the aforementioned conditions are met.

6. Teachers as Class Managers

Teachers should be able to oversee the classroom as both a learning environment and a part of the school environment that requires organization in their capacity as class managers. To ensure that learning activities are focused on achieving educational objectives, this setting is controlled and monitored. The degree of environmental quality is also determined by the supervision of the learning environment. A good learning environment is one that gives students a sense of comfort, challenges them, and makes them feel good about accomplishing their goals.

7. Teachers as Mentors

Teachers may be saddled with the role of guides, accountable for the seamless operation of the journey due to their expertise and experience. In this context, "journey" refers to deeper and more complicated mental,

emotional, creative, moral, and spiritual travels in addition to the physical ones. Teachers should utilize the following guidelines as a guide: clearly define objectives, schedule travel times, choose the best routes, follow directions, and evaluate how well the instructions work given the requirements and skills of the students. Good student cooperation is the foundation for all of this, but teachers are the primary force behind everything. Teachers have a variety of rights and obligations in every planned and executed trip as guides.

8. Teachers as Advisors

Although they lack specialized training as advisors and in certain situations are incapable of providing advice, teachers serve as counselors to both parents and children. Many teachers dislike doing counseling because they believe it talks too much about the clients, as if it's trying to manage people's lives. In actuality, good teachers also serve as advisors and confidantes, roles that are filled with learning activities. Students must make decisions all the time, and they will always turn to their professors for assistance.

9. Teachers as Models and Exemplars

Teachers are models or role models for students and all those who consider them as teachers. against the great tendency to assume that this role is not easy to oppose, let alone reject. As an example, of course the teacher's personality and what he does will be in the spotlight of students and people around him who consider or acknowledge him as a teacher.

Islamic Religious Education Teachers as Professional Educators

According to Marjuah et al., (2023) the profession of educator or teacher is a task that begins in Islamic teachings, transferring knowledge to others is worship. The prophet's hadith, which describes even the privilege of teaching, states that when someone dies, all of their deeds are erased except for three categories: giving alms (which he performed while he was alive), praying for one's parents as pious children, and useful knowledge (which he imparted to others). Many teachers feel happy to be able to teach, and it is a calling, they feel happy with their work. But not a few feel mediocre or even feel very forced. Teaching for him is because there is no place that can accept him as an employee, becoming a teacher is the last choice, as a result, becoming a teacher is just carrying out duties, rather than having no work. It can be guessed what results are expected from a careless educator. What can be expected from a teacher who does not have a mission and vision in education, especially Islamic

religious education. In fact, to answer the challenges of the globalization era, a teacher is required to work professionally. Current conditions, behind some teachers who are dignified, have noble personalities according to the guidance of Islam, become role models for others, especially their students, are loved, respected. Not a few of the personalities and authority of a teacher who used to be very noble and respected, now seem to be declining. We can see this in our daily lives, especially in educational institutions. There is a teacher whose personality is disgraceful, his authority is lost, his students harass him, he is hated, and even abandoned by his students. All of that is a picture of the consequences of an educator's work. Teachers as shapers of morals, morals that can be emulated by their students. This problem needs to be solved in order to make teachers into individuals who need to be emulated, teachers who are role models as well as professional teachers (Evendi, 2022).

The performance of an educator or teacher within the discipline of religious studies of Islam is a behavior or response that produces results and refers to what they do when facing a task. The performance of a religious teacher concerns all activities or behaviors carried out by an Islamic religious educator in achieving a goal or learning outcome of Islamic Religious Education (Alhashmi, M., & Moussa-Inaty, 2021). Regarding the performance of an Islamic religious education teacher, it is basically more directed at the behavior of an educator in his work and the effectiveness of the educator in explaining performance that can have an influence on students who are more Islamic. This can be seen from the behavior of educators in the learning process and the interaction between educators and others. A professional Islamic religious educator or teacher is an educator who has special skills and knowledge in the area of religious education, in order to fulfill his obligations, tasks, and responsibilities as an educator to the best of his ability.

Religious teachers must be sensitive and responsive to changes, renewal, and science and technology that must develop along with the demands of society and the times. Professional religious teachers must be able to anticipate these things so that what is conveyed to students is always pleasing to the students. An effective learning process in schools must be carried out through the professionalization of educators. It must be admitted that school conditions still have a number of problems in placing educators professionally according to their scientific disciplines (Syatori, 2023). The success of teaching carried out by Islamic religious education teachers depends on their mastery of these competencies. If teachers can manage the class well, students will learn well, noble morals, and will increase students' learning

motivation. Thus, the capacity to grasp the abilities of Islamic religious education teachers is necessary for the teaching process of Islamic religious education to be successful and vice versa (Hussin et al., 2014). In carrying out their professional authority, teachers are also required to have a variety of psychological skills. According to several scholars, there are several abilities and behaviors that teachers need to have which are also the profile of Islamic religious studies teachers who are expected to be able to carry out educational tasks optimally. This profile is essentially related to the personal and professional aspects of the teacher. The personal aspect concerns the teacher's personality itself, which is always placed on the main side. This personal aspect is expected to radiate in its social dimension, in the relationship between teachers and their students, colleagues and the community because the task of teaching and educating is a humanitarian task. And the professional aspect concerns the professional role of the teacher, in the sense that he has professional qualifications as a teacher of Islamic religious studies (Suharsongko et al., 2023).

Amma et al., (2021) stated that professional teachers are required to master all aspects in order to create quality and useful students. Then professional teachers are also required to have a personality that is in accordance with Islamic values, and this is a very important thing in fostering the morals of students. A teacher, especially a teacher in the field of Islamic religious studies, is required to have good character and morals and have noble morals, so that in their behavior they always become role models for students. With teachers having such personalities, it is hoped that a new generation will be born who are more prepared to carry out special teaching tasks in broader educational guidelines. Realizing that in any situation, and at any time, the main task of teachers is always in relation to the aspirations of educating the nation. So humans who are all teachers as teachers of the nation, are obliged to carry out their respective special tasks in a much broader and much more fundamental context.

CONCLUSION

As professional educators, Islamic Religious Education teachers are required to have professional abilities because educating is the main task entrusted to them. They are responsible for forming the Islamic personality of students, and are responsible to Allah SWT. Islamic Religious Education teachers are one of the professional jobs, which starts from the existence of a

calling of the soul, moral responsibility, social responsibility, and scientific responsibility.

Islamic Religious Education Pedagogical, professional, personality, social, spiritual, and leadership abilities are also necessary for teachers to possess. In addition, they must possess social skills, including the capacity to collaborate with the school committee or education council as well as communicate and engage effectively with students, parents, the community, and other educators. Within the framework of Islamic education, instructors of Islamic Religious Education play a significant role in molding students' Islamic personalities. It is also anticipated of them to be able to develop knowledge without reducing the values it contains, thus creating a strong education system both materially and spiritually. Thus, the paradigm of Islamic Religious Education teachers as professional educators involves moral responsibility, professional skills, pedagogical competence, and an important role in shaping the Islamic personality of students.

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