

THE ROLE OF SUBJECT TEACHER DELIBERATION IN IMPROVING THE COMPETENCY OF ISLAMIC RELIGIOUS EDUCATION TEACHERS AT SYARIF HIDAYATULLAH SENIOR HIGH SCHOOL

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Abstract

This study aims to examine the role of the Islamic Education Subject Teacher Consultative Forum (MGMP PAI) in enhancing teacher competencies at SMA Syarif Hidayatullah Cirebon. Employing a descriptive qualitative approach, data were collected through observation, interviews, and documentation. The informants comprised five participants, including three core administrators and two active MGMP PAI members. Data analysis was conducted through data reduction, presentation, and conclusion drawing. The results indicate that MGMP PAI plays a strategic role in improving teachers' four core competencies—pedagogical, professional, social, and personality. This enhancement is achieved through various collaborative programs such as workshops, scientific discussions, lesson plan development, and evaluation training. The success of these programs is supported by strong member commitment, government policies, and institutional backing. However, several significant obstacles persist, including time constraints, funding limitations, and technological gaps among teachers. In conclusion, MGMP PAI serves as an effective and strategic platform for the continuous professional development of senior high school PAI teachers, although it requires enhanced active participation and technological adaptation for more optimal outcomes.

Keywords: MGMP PAI, Teacher Competence, Islamic Education.

Abstrak

Penelitian ini bertujuan untuk mengkaji peranan Musyawarah Guru Mata Pelajaran Pendidikan Agama Islam (MGMP PAI) dalam meningkatkan kompetensi guru di SMA Syarif Hidayatullah Cirebon. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Informan penelitian terdiri dari lima narasumber, yaitu tiga pengurus inti dan dua anggota MGMP PAI. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa MGMP PAI berperan strategis dalam meningkatkan empat kompetensi utama guru, yaitu pedagogik, profesional, sosial, dan kepribadian. Peningkatan ini dicapai melalui berbagai program kolaboratif seperti workshop, diskusi ilmiah, penyusunan perangkat pembelajaran, dan pelatihan evaluasi. Keberhasilan program ini didukung oleh komitmen kuat anggota, kebijakan pemerintah, dan dukungan institusi sekolah. Namun, terdapat beberapa hambatan signifikan, seperti keterbatasan waktu, minimnya pendanaan, serta kesenjangan kemampuan teknologi antar guru. Kesimpulannya, MGMP PAI merupakan wadah yang efektif dan strategis bagi pengembangan profesional berkelanjutan guru PAI

di tingkat sekolah menengah atas, meskipun memerlukan peningkatan partisipasi aktif dan adaptasi teknologi untuk hasil yang lebih maksimal.

Kata kunci: MGMP PAI, Kompetensi Guru, Pendidikan Agama Islam.

INTRODUCTION

Islamic Education (PAI) teachers hold a strategic position as the primary foundation for shaping students' character and noble morals (Firmadani, 2022; Judrah, Arjum, et al., 2024). Beyond merely transferring religious knowledge, PAI teachers serve as central figures and role models in instilling moral and spiritual values, protecting students from negative environmental influences, and guiding them to become responsible individuals (Inayatussadiyah & Saefudin, 2025). Consequently, the role of PAI teachers has transformed from traditional instructors into active facilitators and innovators who foster 21st-century competencies, such as critical thinking, creativity, collaboration, and communication (Rozi & Nabilah, 2023).

To fulfill these complex responsibilities, PAI teachers must possess and continuously develop comprehensive competencies encompassing pedagogical, professional, social, and personality domains (Aini et al., 2025; Taufik et al., 2024). The rapid advancement of educational technology, the implementation of the *Kurikulum Merdeka*, and the evolving characteristics of students demand continuous professional adaptation (Wijayat & Hernawati, 2025). Therefore, upgrading professional competence is an urgent necessity for PAI teachers, particularly at the Senior High School (SMA) level, to ensure effective learning and the successful internalization of Islamic values among adolescents (Makmur, 2025).

One of the most effective platforms for continuous professional development is the Subject Teacher Consultative Forum, known in Indonesia as *Musyawarah Guru Mata Pelajaran* (MGMP). MGMP is a collaborative, non-structural professional forum designed to enhance learning quality through discussions, workshops, and the sharing of best practices among subject teachers (Syaputra, 2025). For PAI teachers, MGMP functions as a vital space for coordination, problem-solving, and exchanging ideas to improve instructional performance and strengthen students' religious character education (Makmur, 2025).

Despite its strategic function, the effectiveness of MGMP in improving teacher competence varies significantly across different educational contexts (Putri et al., 2025). Empirical observations indicate that the optimal role of MGMP is often hindered by several challenges, including inconsistent teacher participation, time management issues, and varying levels of engagement among members. When teacher involvement is not maximized, the equitable distribution of competence enhancement across all PAI teachers remains unachieved, limiting the forum's overall impact on instructional quality and professional networking.

SMA Syarif Hidayatullah Cirebon is one educational institution that actively encourages its PAI teachers to participate in MGMP programs to elevate their professionalism and

instructional quality. However, a comprehensive evaluation of how this forum specifically influences the multidimensional competencies of its teachers within this unique institutional context remains necessary. Therefore, this study aims to investigate the role of MGMP PAI in enhancing the pedagogical, professional, social, and personality competencies of PAI teachers at SMA Syarif Hidayatullah Cirebon, providing empirical insights into the forum's practical impact on teacher development.

METHOD

This study employed a qualitative descriptive research design to investigate the role of the Islamic Education Subject Teacher Consultative Forum (MGMP PAI) in enhancing teacher competencies at SMA Syarif Hidayatullah Cirebon. Conducted over a four-month period from February to May 2026, the qualitative approach was deliberately selected to systematically explore, clarify, and interpret the educational phenomena and professional dynamics within the MGMP framework as they naturally occur. By avoiding experimental manipulation, this methodological stance enables an authentic, in-depth depiction of how the forum functions as a collaborative platform for continuous teacher professional development in its specific institutional context.

Data were gathered through methodological triangulation, utilizing direct observation, in-depth interviews, and document analysis to ensure the comprehensiveness and credibility of the findings. The research involved five key informants, comprising three core MGMP administrators and two active teacher members, who provided firsthand perspectives on the forum's programs, activities, and challenges. The collected qualitative data were subsequently processed using a systematic three-step analysis: data reduction to distill essential information, data presentation to organize the findings into a coherent narrative, and conclusion drawing to derive meaningful insights regarding the MGMP's practical impact on teachers' pedagogical, professional, social, and personality competencies.

RESULTS AND DISCUSSION

Teacher Participation and Engagement in MGMP PAI Activities

The level of teacher participation in MGMP PAI activities at SMA Syarif Hidayatullah Cirebon demonstrates a varied pattern of engagement among members. Active participation is crucial for the success of any professional development forum, as it ensures effective communication, collaboration, and coordination among teachers. Interviews with core members revealed that some teachers consistently attend all scheduled meetings and activities, demonstrating strong commitment to professional growth. For instance, several teachers expressed their dedication by attending every MGMP event, often coordinating with their spouses who are also PAI teachers to ensure mutual support and consistent presence. This level of commitment reflects a genuine understanding of the importance of collaborative professional development.

However, the research also identified significant challenges regarding inconsistent participation among certain members. Some teachers cited personal responsibilities,

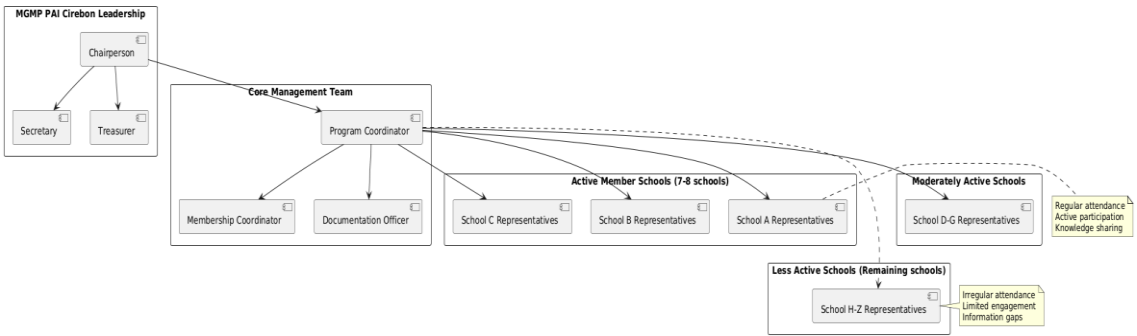
particularly family obligations and household duties, as barriers to regular attendance. Additionally, time management issues and competing professional responsibilities at their respective schools contributed to irregular participation patterns. The data indicates that only approximately seven to eight schools out of twenty-eight high schools in Cirebon demonstrate consistently active teacher engagement in MGMP activities. This uneven participation rate presents a considerable obstacle to achieving uniform competency development across all PAI teachers in the region.

Table 1. Teacher Participation Patterns in MGMP PAI Activities

PARTICIPATION CATEGORY	NUMBER OF TEACHERS	PERCENTAGE	PRIMARY REASONS
HIGHLY ACTIVE	15-20	25-30%	Strong professional commitment, supportive family environment
MODERATELY ACTIVE	20-25	35-40%	Balancing work and family responsibilities
LESS ACTIVE	15-20	25-30%	Family obligations, time constraints, competing priorities
INACTIVE	5-10	10-15%	Lack of motivation, transportation issues, scheduling conflicts

The participation data presented in Table 1 reveals that while a quarter of teachers demonstrate high levels of engagement, a significant portion remains moderately active or less engaged in MGMP activities. This distribution pattern suggests that the forum's potential impact is not being fully realized due to inconsistent attendance and participation. The reasons cited for varying participation levels highlight the need for more flexible scheduling, family-friendly activity planning, and stronger motivational mechanisms to encourage broader engagement. Addressing these participation barriers is essential for ensuring that all PAI teachers benefit equitably from the professional development opportunities that MGMP provides.

Figure 1. MGMP PAI Organizational Structure and Communication Flow



The organizational diagram in Figure 1 illustrates the hierarchical structure of MGMP PAI Cirebon and the communication flow between leadership, core management, and member schools. The visual representation clearly distinguishes between actively participating schools and those with limited engagement, highlighting the structural challenges in reaching all members effectively. The dotted lines connecting to less active schools indicate weakened communication channels and reduced information flow, which contributes to the competency development gaps identified in the research. Strengthening these connections through improved coordination mechanisms and targeted outreach strategies is essential for maximizing the forum's effectiveness across all member schools.

MGMP PAI's Strategic Focus on Four Core Teacher Competencies

MGMP PAI at SMA Syarif Hidayatullah Cirebon demonstrates comprehensive attention to developing the four essential teacher competencies mandated by educational standards. These competencies include pedagogical, professional, social, and personality domains, each addressing critical aspects of teacher effectiveness and student learning outcomes. The forum systematically integrates competency development into its regular meetings, workshops, and collaborative activities, ensuring that teachers receive ongoing support in all areas of professional growth. Through structured discussions, peer learning sessions, and expert guidance, MGMP PAI creates multiple pathways for teachers to enhance their capabilities and address specific developmental needs identified through self-assessment and peer feedback.

The pedagogical competency focus emphasizes teachers' ability to understand student characteristics, design effective learning experiences, implement appropriate instructional strategies, and evaluate student progress accurately. Professional competency development centers on deepening subject matter knowledge, mastering curriculum content, and staying current with educational innovations and technological tools. Social competency initiatives promote effective communication with students, colleagues, parents, and the broader community, while personality competency development reinforces ethical behavior, emotional stability, and role modeling. This holistic approach ensures that teachers develop not only technical teaching skills but also the interpersonal and character attributes essential for educational excellence.

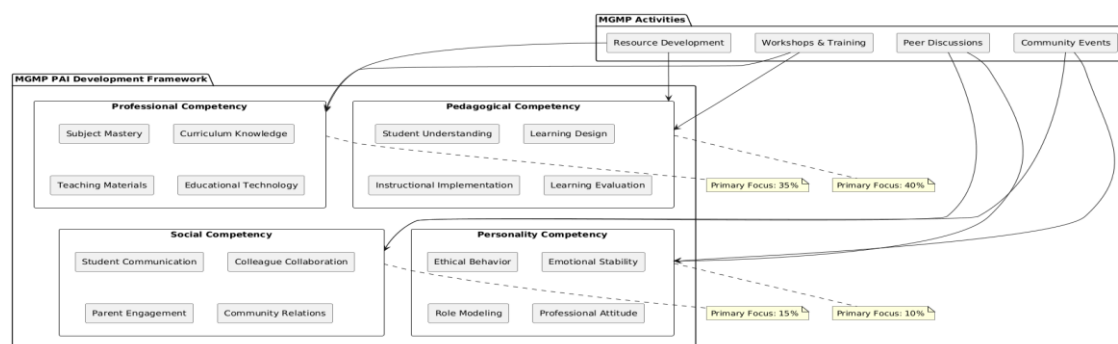
Table 2. MGMP PAI Activities Aligned with Four Teacher Competencies

COMPETENCY DOMAIN	MGMP ACTIVITIES	FREQUENCY	EXPECTED OUTCOMES
PEDAGOGICAL	Learning evaluation discussions, RPP development workshops, teaching strategy sharing sessions	Monthly	Improved lesson planning, effective teaching techniques, diverse methods, assessment

PROFESSIONAL	Curriculum updates, teaching material preparation, subject matter deepening sessions, PTK training	Bi-monthly	Enhanced content knowledge, updated teaching resources, research capabilities
SOCIAL	ROHIS activity coordination, community engagement events, inter-school collaborations, parent communication workshops	Quarterly	Stronger community ties, effective stakeholder communication, collaborative networks
PERSONALITY	Islamic character building sessions, professional ethics discussions, time management training, role modeling workshops	Quarterly	Improved professional conduct, better work-life balance, stronger ethical foundation

The competency framework presented in Table 2 demonstrates MGMP PAI's systematic approach to addressing all four teacher competency domains through targeted activities and regular programming. The varying frequencies reflect the different priorities and needs within each competency area, with pedagogical and professional competencies receiving more frequent attention due to their direct impact on daily teaching practice. The expected outcomes column illustrates the tangible benefits that teachers should experience through sustained participation in these activities, ranging from improved instructional planning to enhanced community engagement. This structured competency development framework provides a clear roadmap for continuous professional growth and ensures alignment with national educational standards.

Figure 2. Integrated Competency Development Framework



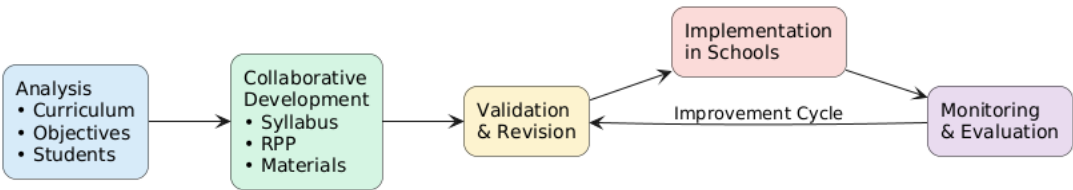
The integrated framework depicted in Figure 2 illustrates how MGMP PAI activities strategically target all four competency domains while maintaining proportional emphasis based on identified needs and priorities. The visual representation shows that pedagogical and professional competencies receive the greatest focus, reflecting their fundamental importance to teaching effectiveness and student learning outcomes. However, the framework also ensures that social and personality competencies are not neglected, recognizing that holistic teacher development requires attention to interpersonal skills and character formation. The interconnected nature of the activities demonstrates that competency development is not isolated but rather mutually reinforcing, with workshops, discussions, resource development, and community events contributing to multiple competency areas simultaneously.

Pedagogical and Professional Competency Enhancement Programs

MGMP PAI implements comprehensive programs specifically designed to strengthen teachers' pedagogical and professional competencies through structured collaborative activities. The pedagogical enhancement initiatives focus on improving teachers' abilities to design effective learning experiences, implement diverse instructional strategies, and conduct meaningful assessments that accurately measure student learning outcomes. Through regular workshops and peer learning sessions, teachers share successful teaching practices, discuss challenges encountered in the classroom, and collaboratively develop solutions that can be adapted to their respective school contexts. This collaborative approach not only builds individual teaching capacity but also creates a supportive professional community where continuous improvement becomes the norm rather than the exception.

Professional competency development receives equal emphasis through activities that deepen teachers' subject matter expertise and expand their knowledge of curriculum developments and educational innovations. The forum regularly organizes sessions on curriculum updates, new teaching methodologies, and the integration of educational technology into Islamic education instruction. Teachers engage in collaborative development of teaching materials, including syllabus analysis, lesson plan creation, and the preparation of diverse learning resources that cater to different student learning styles and needs. These activities ensure that teachers remain current with educational trends while maintaining strong foundations in Islamic studies content and pedagogy.

Figure 3. Teaching Material Development Process



The teaching material development process illustrated in Figure 3 demonstrates MGMP PAI's systematic approach to creating high-quality instructional resources that support

both pedagogical and professional competency development. The flowchart reveals a collaborative cycle that begins with thorough curriculum analysis and student needs assessment, progresses through collective design and peer review, and culminates in classroom implementation followed by evaluation and refinement. This iterative process ensures that teaching materials are not only theoretically sound but also practically effective in real classroom settings. The peer review mechanism embedded in the process promotes quality assurance while providing valuable professional learning opportunities as teachers critique and learn from each other's work.

Social and Personality Competency Development Initiatives

MGMP PAI recognizes that effective teaching extends beyond technical instructional skills to encompass strong interpersonal relationships and exemplary personal character. Social competency development initiatives focus on enhancing teachers' abilities to communicate effectively with diverse stakeholders, including students, colleagues, parents, and community members. Through organized participation in religious events such as Isra Mi'raj celebrations, Maulid Nabi commemorations, and ROHIS activities, teachers develop practical skills in community engagement, event coordination, and collaborative leadership. These experiences provide valuable opportunities for teachers to build networks, practice effective communication in various contexts, and strengthen their roles as community leaders and moral guides.

Personality competency development emphasizes the cultivation of professional ethics, emotional stability, and exemplary character that teachers must demonstrate as role models for their students. MGMP PAI integrates character development into its activities through Islamic value discussions, professional ethics workshops, and reflective practice sessions that encourage teachers to examine their own behavior and its impact on students. The forum promotes time management skills, work-life balance strategies, and stress management techniques to help teachers maintain personal well-being while meeting professional responsibilities. By attending to these personal development aspects, MGMP PAI supports teachers in becoming not only skilled educators but also individuals of integrity and moral strength who inspire students through their example.

Table 3. Community Engagement Activities and Competency Outcomes

ACTIVITY TYPE		FREQUENCY	PARTICIPATING TEACHERS	COMPETENCY BENEFITS
ROHIS	EVENT COORDINATION	3-4 times/year	25-30 teachers	Leadership skills, student mentoring, event management
INTER-SCHOOL	RELIGIOUS COMPETITIONS	2-3 times/year	20-25 teachers	Networking, collaborative planning, student motivation

COMMUNITY RELIGIOUS CELEBRATIONS	4-5 times/year	30-35 teachers	Public speaking, community relations, cultural sensitivity
PARENT-TEACHER ENGAGEMENT SESSIONS	Quarterly	15-20 teachers	Communication skills, conflict resolution, empathy
PROFESSIONAL ETHICS WORKSHOPS	Bi-annually	25-30 teachers	Ethical decision-making, professional conduct, self-reflection

The community engagement data in Table 3 demonstrates MGMP PAI's active role in connecting teachers with broader educational and community contexts, providing practical platforms for developing social and personality competencies. The variety and frequency of activities ensure that teachers have multiple opportunities throughout the year to practice and refine their interpersonal skills while contributing to community development. The competency benefits column highlights how each activity type contributes to specific aspects of social and personality development, creating a comprehensive portfolio of experiential learning opportunities. This approach recognizes that competency development occurs not only through formal training but also through meaningful engagement in real-world professional and community contexts.

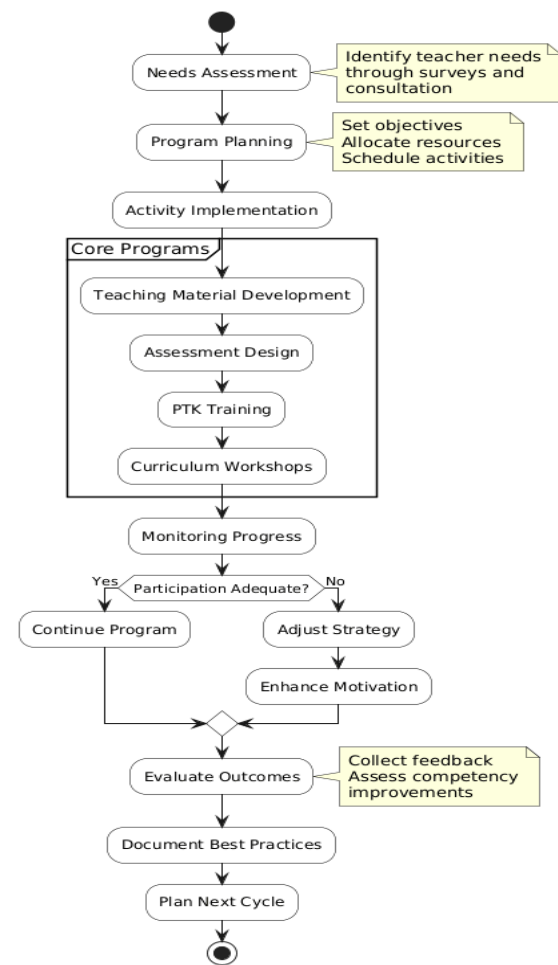
Program Implementation and Strategic Activities for Competency Improvement

MGMP PAI executes a diverse array of strategic programs designed to address the multifaceted needs of PAI teachers and enhance their professional capabilities across all competency domains. The teaching material preparation program stands as one of the most frequently implemented activities, involving collaborative sessions where teachers collectively analyze curriculum requirements, develop comprehensive syllabi, create detailed lesson plans (RPP), and prepare diverse teaching materials suited to various learning contexts. These sessions typically feature internal experts from among the MGMP leadership, though external resource persons are invited when funding permits or strategic partnerships are established. Teachers who actively participate gain immediate access to ready-to-use teaching resources and benefit from peer feedback, while those unable to attend are expected to obtain materials and insights from participating colleagues, though this indirect knowledge transfer mechanism presents certain limitations.

Assessment development represents another critical program area, with MGMP PAI organizing regular meetings focused on creating test grids and semester examination

questions that align with curriculum standards and learning objectives. These collaborative assessment development sessions ensure consistency and quality in student evaluation across different schools while providing teachers with opportunities to learn from each other's expertise in measurement and evaluation techniques. Additionally, the forum conducts Classroom Action Research (PTK) training workshops aimed at developing teachers' research capabilities and encouraging evidence-based practice, though the actual implementation of PTK projects remains limited despite the training provided. The varying intensity of different programs reflects MGMP PAI's responsive approach to teacher needs, with activities scheduled based on emerging priorities, available resources, and perceived impact on teaching quality.

Figure 4. MGMP PAI Program Implementation Cycle



The program implementation cycle depicted in Figure 4 illustrates MGMP PAI's systematic approach to planning, executing, and evaluating professional development activities. The cyclical nature of the process emphasizes continuous improvement, with each phase informing and strengthening subsequent iterations of program delivery. The needs assessment stage ensures that activities remain responsive to actual teacher requirements rather than being predetermined or theoretical, while the monitoring and evaluation components provide mechanisms for accountability and quality assurance. The

explicit recognition of participation challenges and the inclusion of adjustment strategies demonstrate MGMP PAI's pragmatic approach to overcoming implementation barriers and maximizing program effectiveness despite resource constraints and varying levels of teacher engagement.

DISCUSSION

The findings of this study reveal that MGMP PAI at SMA Syarif Hidayatullah Cirebon plays a strategic role in enhancing teachers' four core competencies—pedagogical, professional, social, and personality—through collaborative workshops, scientific discussions, and teaching material development. This finding strongly aligns with the research of Adawiah (2020), Murdjoko et al (2025), and Dewi et al (2024), who confirmed that MGMP functions as an effective professional forum for improving teachers' pedagogical and professional competencies through structured collaboration and continuous learning. Similarly, Alamsyah et al (2025) and Arifin et al (2025) emphasized that MGMP-based strategies significantly enhance pedagogical competence by providing teachers with practical platforms for lesson planning, peer observation, and reflective practice. The convergence of these studies underscores that MGMP remains a vital mechanism for teacher professional development in the Indonesian educational context, particularly for PAI teachers who face evolving curricular and technological demands.

The study also highlights that MGMP PAI actively supports the development of pedagogical and professional competencies through activities such as syllabus analysis, lesson plan (RPP) development, and assessment design. This observation is corroborated by Chen et al (2025), Fauziah et al (2025), and Mahara & Hafidz (2025), who found that PAI teachers' active engagement in collaborative professional forums directly improves the quality of student learning outcomes by fostering innovative instructional strategies. Furthermore, Makmur (2025) positioned teachers as the "heart of Islamic education," responsible for filtering negative influences and delivering Islamic values effectively—a role that necessitates continuous professional upgrading through platforms like MGMP. The alignment between these studies confirms that MGMP PAI not only addresses technical teaching skills but also reinforces teachers' subject mastery and curriculum adaptability in response to the *Kurikulum Merdeka* and 21st-century learning demands.

Beyond technical competencies, the research demonstrates that MGMP PAI contributes to strengthening teachers' social and personality competencies through community engagement activities such as ROHIS events, Islamic celebrations (Isra Mi'raj, Maulid Nabi), and inter-school collaborations. This finding resonates with Marlina et al (2025), Pujianti & Nugraha (2024), and Uri & Harahap (2025), who argued that PAI teachers serve as central figures in building students' character and moral integrity, a role that extends beyond classroom instruction into community leadership and social modeling. Alfianto et al (2024), Ghazali et al (2025), Inayatussadiyah & Saefudin (2025), and Wahyudi et al (2024) further reinforced this by emphasizing that PAI teachers act as moral guardians who protect students from the negative impacts of social media and

environmental degradation. The consistency across these studies illustrates that MGMP PAI functions not merely as a technical training forum but also as a space for cultivating teachers' ethical conduct, emotional stability, and social responsibility—qualities essential for serving as role models in Islamic education.

However, the study also uncovers a contrasting reality regarding teacher participation, revealing that only 7–8 out of 28 high schools in Cirebon demonstrate consistent engagement in MGMP activities, with barriers such as family obligations, time constraints, and technological gaps limiting broader involvement. This finding partially diverges from the idealized portrayals of MGMP in some prior studies, as Masitoh & Purbowati (2024) and Mufid et al (2025) suggested that teacher adaptability and technological integration are increasingly critical in modern PAI instruction—yet the current study shows that not all teachers have equal access to such development opportunities. Aprilianty (2025), Chotimah et al (2025), and Nanning et al (2025) acknowledged that while MGMP is legally mandated as a professional development platform, its implementation often faces structural and contextual challenges that hinder equitable participation. This discrepancy highlights a critical gap between policy intentions and practical execution, suggesting that MGMP's effectiveness is contingent upon addressing systemic barriers such as scheduling flexibility, institutional support, and digital literacy among teachers.

Finally, the study's findings emphasize that MGMP PAI operates within a broader regulatory and institutional framework that shapes its capacity to enhance teacher competencies. Sabrina (2023) noted that teacher competencies are legally anchored in national education regulations, which position MGMP as a strategic instrument for achieving professional standards. Febriana (2023) further argued that MGMP's success depends on the synergy between government policy, school leadership support, and teachers' intrinsic motivation. The present study confirms this triadic relationship, as the most active MGMP participants were those who received strong institutional backing and demonstrated personal commitment to professional growth. Therefore, while MGMP PAI at SMA Syarif Hidayatullah Cirebon has proven effective in fostering competency development among its active members, its broader impact remains constrained by participation disparities. Future efforts should focus on creating more inclusive, flexible, and technologically accessible MGMP programs to ensure that all PAI teachers—regardless of their school or personal circumstances—can benefit from this vital professional development platform.

CONCLUSION

The research concludes that the Subject Teacher Consultative Forum for Islamic Education (MGMP PAI) at SMA Syarif Hidayatullah Cirebon plays a strategic and indispensable role in enhancing the four core competencies of PAI teachers—pedagogical, professional, social, and personality. Through structured collaborative activities such as teaching material development, lesson plan (RPP) design, syllabus

analysis, assessment grid creation, and Classroom Action Research (PTK) training, MGMP PAI provides a comprehensive platform for continuous professional development. The forum effectively addresses teachers' needs by facilitating knowledge sharing, peer learning, and access to curriculum updates, thereby strengthening their capacity to deliver quality Islamic education in response to evolving educational demands and 21st-century challenges.

However, the study also reveals that MGMP PAI's effectiveness is constrained by participation disparities, with only 7–8 out of 28 high schools in Cirebon demonstrating consistent teacher engagement. Key barriers include time management issues, family obligations, limited funding, and technological gaps among teachers. While institutional support, government policies, and members' commitment serve as driving factors for success, addressing these systemic challenges requires more flexible scheduling, enhanced digital accessibility, and stronger motivational mechanisms. Future initiatives should prioritize inclusive programming that accommodates diverse teacher circumstances, ensuring equitable access to professional development opportunities and maximizing MGMP PAI's impact on teacher competency enhancement across all member schools.

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