

The Dilemma of Service and Professionalism: A Case Study of Non-Linear Teacher Pedagogical Competence in a Traditional Islamic Boarding School-Based Elementary Madrasah

Syarif Maulidin^{1*}, Dzul Qornain²

^{1,2}Sekolah Tinggi Ilmu Tarbiyah Bustanul Ulum, Lampung Tengah, Indonesia

**Corresponding Author:* syarifmaulidi135@gmail.com

Abstract

Keywords:

*Service,
Professionalism,
Pedagogical
Competence, Non-
Linear Teachers,
Elementary
Madrasah,
Traditional Islamic
Boarding School.*

Article Info:

Received:

28/06/2026

Revised:

20/07/2026

Accepted:

20/08/2026

Published:

28/08/2026

This study is motivated by the disconnect between macro-regulations on teacher academic qualifications (Law No. 14 of 2005) and the micro-governance of teacher development in traditional Islamic boarding school-based Madrasah Ibtidaiyah (MI). Recruitment based on the culture of khidmah (devotion) without regarding educational linearity triggers pedagogical mismatch in the classroom. This study aims to: (1) describe the placement practices and pedagogical competencies of teachers at MI Pondok Pesantren Al-Anshar; (2) analyze the factors causing the lack of formal orientation/training; (3) formulate practical recommendations for training (e.g., parenting, child psychology, and MI teaching methods) without dissolving the spirit of khidmah; and (4) provide guidelines for competency-based teacher appointment. The research employed a qualitative approach with an intrinsic case study design. The findings reveal four main insights: (1) a structural methodological deficit exists among non-linear teachers who tend to apply text-bound, monotone, teacher-centered learning, in contrast to linear PGMI/PGSD teachers who employ student-centered models; (2) an erosion of professionalism leads to substitute teaching without evaluation behavior due to the lack of a professional identity; (3) a prevalent adoption of repressive and punitive disciplinary approaches (yelling, physical punishment, and threats) by non-linear teachers stems from a lack of understanding of concrete operational child psychology; and (4) normative commodification of the khidmah culture serves as an ideological justification to tolerate pedagogical weaknesses and resist national educational standardization. This study recommends providing child psychology and teaching methodology training for teachers in pesantren environments to balance khidmah values with national professional standards.



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0)

How to cite:



Introduction

Education is a key pillar in national development, aiming to create high-quality human resources with noble character and the ability to compete in the era of globalization. In Indonesia, the Islamic boarding school (pesantren) education system has become an integral part of the national education system, with distinctive characteristics that integrate religious aspects and formal education. One form of Islamic boarding school education that has developed significantly is the traditional Islamic boarding school-based Madrasah Ibtidaiyah (Islamic elementary school). However, teachers at these madrasahs face several challenges, particularly regarding their pedagogical competence.

According to Munadi, quoted (Hamidah, 2026), pedagogical competence is the teacher's ability to design and implement a learning process that can improve student competence and build harmonious and effective relationships in the classroom. Meanwhile, according to Slamet, quoted (Arifudin, 2025), pedagogical competence is the teacher's ability to manage the learning process effectively, including

planning, implementing, and evaluating learning, and being able to build good communication with students.

According to Hamalik, as quoted by (Arifudin, 2026), pedagogical competence is a teacher's ability to manage the teaching and learning process, understand student characteristics, design, and implement teaching strategies, and assess learning outcomes. Mulyasa, as quoted by (Kartika, 2023), explains that pedagogical competence includes a teacher's ability to understand student characteristics, manage learning, use various learning strategies, and assess learning outcomes objectively and constructively.

In general, pedagogical competence is the ability of teachers to effectively manage and develop the learning process. This competence encompasses understanding student characteristics, planning, implementing, and evaluating the teaching and learning process. Teachers with pedagogical competence can create a conducive and engaging learning environment, enhance student achievement, and support the optimal development of their potential.

Non-linear teachers, those who do not follow a linear formal educational path and often come from non-formal educational backgrounds, are an important part of the Islamic boarding school education system. They typically possess strong religious competencies, but sometimes face dilemmas in fulfilling their role as professional and innovative educators. This phenomenon raises questions about how non-linear teachers develop their pedagogical competencies and how they balance devotion to the Islamic boarding school with professionalism in teaching.

Empirical data shows that in various traditional Islamic boarding schools (pesantren), including at the elementary madrasah (Islamic elementary school) level, many non-linear teachers still serve without adequate pedagogical training. For example, a 2022 study by the Indonesian Ministry of Religious Affairs showed that of the 150,000 madrasah teachers across Indonesia, approximately 60% had not received formal pedagogical training, and most came from purely religious backgrounds. This creates various obstacles in the learning process, such as a lack of innovation in teaching methods, a limited understanding of children's learning needs, and difficulties in effective classroom management.

The quality of teaching staff is a key determinant in transforming the quality of basic education globally (UNESCO, 2024). In Indonesia, the government has established regulatory frameworks through Law No. 14 of 2005 concerning Teachers and Lecturers and the National Education Standards, which mandate that teachers at the elementary education level must possess a linear bachelor's degree (S1) (PGSD/PGMI). This standardization aims to ensure the possession of four integrative competencies: pedagogical, personality, social, and professional. However, at the empirical level, there is a massive disconnect between these macro regulations and the micro governance of teacher development in religious-based educational institutions, particularly Madrasah Ibtidaiyah (MI) under the umbrella of traditional Islamic boarding schools (Hidayat & Suryana, 2022).

According to Uzer, quoted (Kartika, 2025), a professional teacher is well educated and trained, and has rich experience in their field. Meanwhile, according to Oemar Hamalik, quoted (Supriatna, 2026), every professional teacher must fulfill the requirements as a responsible person in the field of education, but on the other hand, he also bears several responsibilities to pass on values and norms to the younger generation so that a process of value conservation occurs, even though the educational process, efforts are made to create new values. In this context, education functions to create, modify, and construct values.

According to Darling-Hammond, quoted (Erfiyana, 2026), a professional teacher is a teacher who has in-depth knowledge and skills, can manage the learning process effectively in accordance with professional standards, and is committed to improving the quality of education. Meanwhile, Mulyasa, quoted (Hoerudin, 2025), explains that a professional teacher is a teacher who has complete competencies, can carry out tasks optimally, and is able to develop themselves continuously in accordance with developments in science and technology.

From the understanding or definition of "professionalism" and "teacher" above, it can be concluded that teacher professionalism has the meaning of a characteristic that must be present in a teacher in carrying out his work so that the teacher can carry out his work with full responsibility and is able to develop his skills without disrupting the teacher's main duties.

In traditional Islamic boarding schools (pesantren), teacher recruitment and placement are often based not on the meritocracy of formal academic qualifications, but rather on sociological-religious aspects known as the culture of "khidmah" (devotion to the kiai or the pesantren). This placement pattern, which

ignores linearity, triggers the phenomenon of pedagogical *mismatch* in the classroom. Previous studies have shown that mismatched educational backgrounds directly contribute to low learning quality (Nurhayati, 2021).

Teachers with non-linear (non-educational) backgrounds tend to be trapped in monotonous conventional learning methods, lacking strategic innovation, and struggling to conduct authentic assessments (Maulana, 2020). Furthermore, the lack of a foundation in developmental psychology among non-pedagogical teachers has implications for the adoption of repressive and punitive disciplinary approaches at the elementary level (Rahmawati, 2023).

Although the discourse on Islamic Elementary School teacher competency has been extensively researched, previous literature generally views competency in a partial-quantitative manner, focusing on the statistical correlation of linearity with student learning outcomes. There is a literature gap that in-depth explores how the subjective experiences of non-linear teachers are negotiated amidst the pull of the Islamic boarding school ethos of service and the demands of modern professionalism. This research aims to fill this gap. The novelty of this research lies in its critical reconstruction of the clash between local Islamic boarding school cultural values and the demands of the national education bureaucracy. The main questions answered in this research are how does a non-linear educational background shape the teaching quality of Islamic Elementary School teachers in the traditional Islamic boarding school ecosystem, and how institutions navigate the dilemma between devotion and professionalism.

Method

According to Rahardjo, as quoted by (Kartika, 2024), a research method is a way to obtain and seek tentative truth, not absolute truth. The result is scientific truth. Scientific truth is open to continuous testing, criticism, and even revision. Therefore, there is no best method for seeking truth, but rather the appropriate method for a specific purpose based on the existing phenomenon. Budiharto, as quoted by (Kartika, 2026), states that the choice of research method must be tailored to the research being conducted to achieve optimal results.

This study uses a qualitative approach with a single case study design which was conducted at the Islamic Elementary School (MI) of Al-Anshar Islamic Boarding School, Sleman, Yogyakarta, from September 2024 to December 2025. Ultavia et al quoted (Arifudin, 2024) explained that the case study design was chosen to obtain an in-depth, contextual, and holistic understanding of the dilemma of service and professionalism: a case study of non-linear teacher pedagogical competence at the Islamic Elementary School Based on Traditional Islamic Boarding Schools.

According to Nursalam in (Arifudin, 2023), a case study is a type of research that includes an assessment aimed at providing a detailed overview of the background, nature, and characteristics of a case. In other words, a case study focuses on a case intensively and in detail. This method of research is conducted in-depth on a situation or condition in a systematic manner, starting with observation, data collection, information analysis, and reporting of results.

The approach used in this research is a qualitative approach. According to Iskandar in (Mayasari, 2023), a qualitative approach is where qualitative research as a scientific method is often used and implemented by groups of researchers in the social sciences, including educational science. Iskandar in (Awaludin, 2023) explains the qualitative research approach as a process of research and understanding based on methods that investigate social phenomena and human problems.

This study employed qualitative research with field research methods. According to (Hoerudin, 2026), this approach aligns with the primary objective of the study, which is to describe and analyze the dilemma of service and professionalism: a case study of non-linear teacher pedagogical competence in a traditional Islamic boarding school-based elementary school. Therefore, this method will be able to explain the research problem (Ulfah, 2026).

The purpose of case study research according to Yin in (Sari, 2024) is that the purpose of using case study research is not only to explain what the object being studied is like but to explain how the situation and how the case could occur. Meanwhile, Waluya in (Daryaman, 2024) states that the purpose of case study is to develop in-depth knowledge about the object being studied, which means that this study is exploratory in nature.

Bogdan and Taylor in (Hoerudin, 2024) explain that qualitative research methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. In this study, researchers create a complex picture, examine words, detailed reports from respondents' views and conduct studies in natural situations, especially related to the dilemma of service and professionalism: a case study of non-linear teacher pedagogical competence in a Traditional Islamic Boarding School-Based Elementary Madrasah.

Nasution quoted (Indiati, 2023) explains that the selection of informants was carried out using a purposive sampling technique, namely selecting subjects who best understand the dilemma of service and professionalism: a case study of non-linear teacher pedagogical competence in a Traditional Islamic Boarding School-Based Elementary Madrasah directly involved in its management. The informants include the principal, teachers, and parents. This technique is commonly used to uncover the phenomenon of the dilemma of service and professionalism: a case study of non-linear teacher pedagogical competence in a Traditional Islamic Boarding School-Based Elementary Madrasah.

Technique can be seen to carry out technical work carefully using the mind to achieve goals. Although the study is an effort within the scope of science, it is carried out to collect data realistically and systematically to realize the truth. Research methodology is a means to find a cure for any problem. In this case, the author collected information about the dilemma of service and professionalism: a case study of non-linear teacher pedagogical competence in a Traditional Islamic Boarding School-Based Madrasah Ibtidaiyah, articles, journals, theses, ebooks, and others (Simbolon, 2023).

Because it requires library materials for its data sources, this research utilizes library research. Researchers require books, scientific articles, and other literature related to the topics and issues they are exploring, both printed and online (Aminulloh, 2023).

Finding information from data sources requires the use of data collection techniques. Amir Hamzah in (Hoerudin, 2023) claims that data collection is an effort to gather information related to the topic being studied. The author uses library research methods to collect data. Specifically, the author begins with the library to collect information from books, dictionaries, journals, encyclopedias, papers, periodicals, and other sources that share views on the dilemma of service and professionalism: a case study of non-linear teacher pedagogical competence in a Traditional Islamic Boarding School-Based Elementary Madrasah.

Furthermore, Amir Hamzah (Pikri, 2022) states that data collection is defined as various efforts to gather facts related to a topic of discussion being or will be explored. These details can be found in scientific literature, research, scientific writings, dissertations, theses, and other written sources. According to (Akhira, 2022), data collection can be conducted in various circumstances, using different sources, and employing different techniques.

Saepudin, quoted (Taufiq, 2022), explains that in qualitative research, the researcher acts as the main instrument (human instrument) whose function is to interpret data, capture field dynamics, and directly interpret the phenomenon of the dilemma of service and professionalism: a case study of non-linear teacher pedagogical competence in a Traditional Islamic Boarding School-Based Elementary Madrasah. To support this role, auxiliary instruments are used in the form of interview guidelines, observation sheets, and document analysis formats. Meanwhile, Abdussamad, quoted (Heryati, 2022), explains that the research procedure includes the pre-research stage, data collection, initial analysis during the research, and validation of findings through source triangulation.

Observation is part of the direct research process on the phenomena being studied (Khaerunnisa, 2022). With this method, researchers can directly see and experience the atmosphere and conditions of the research subjects. The things observed in this study are the dilemma of service and professionalism: a case study of non-linear teacher pedagogical competence in a Traditional Islamic Boarding School-Based Elementary Madrasah.

The interview technique in this study is a structured interview, namely an interview conducted using various established standard guidelines, questions are arranged according to information needs and each question is needed to reveal each empirical data (Azizah, 2022).

Documentation is a data collection technique through existing written documents or records (Yuliani, 2022). Documentation comes from the word document, which means written objects. In implementing the documentation method, researchers investigate written objects, such as books, magazines, meeting minutes, and diaries. According to Moleong in (Hoerudin, 2022) that the

documentation method is a way of collecting information or data through examining archives and documents. Furthermore, according to (Sudrajat, 2021) that the documentation strategy is also a data collection technique proposed to the research subject. The data collection method using the documentation method is carried out to obtain data on the state of the institution (research object), namely the dilemma of service and professionalism: a case study of non-linear teacher pedagogical competence in a Traditional Islamic Boarding School-Based Elementary Madrasah.

Moleong, quoted (Hoerudin, 2021), explains that the collected data was analyzed using an interactive analysis model consisting of data reduction, data presentation, and conclusion drawing. Syarifah et al. (Puspita, 2020) explain that data reduction is carried out by filtering relevant information, presenting data in a systematic narrative form, and drawing conclusions based on research findings. To ensure data validity, this study used source triangulation, namely comparing information from sources. According to Moleong (Afia, 2020), source triangulation helps increase the validity of research results by comparing various perspectives on the phenomenon being studied.

Muhadjir in (Hoerudin, 2020) stated that data analysis is an activity of conducting, searching and compiling records of findings systematically through observations and interviews so that the researcher focuses on the research he is studying. After that, making a finding material for others, editing, classifying, and presenting it. Data validity techniques using triangulation techniques include techniques and sources. Data analysis using the Miles and Huberman model in (Engkus, 2019) consists of data collection, data reduction, data presentation, and drawing conclusions.

Results and Discussion

Methodological Deficits and Barriers to Comprehensive Learning Design

Field findings indicate a sharp disparity in mastery of learning methodologies between linear and non-linear teachers. Teachers with a PGMI background have been shown to be capable of developing systematic Lesson Implementation Plans (RPPs) and implementing them flexibly in the classroom using student-centered learning models (such as Discovery Learning and Problem-Based Learning) (Hidayat & Setyowati, 2022).

In contrast, teachers with non-linear backgrounds experience a structural methodological deficit, where limited understanding of the educational curriculum encourages reliance on conventional teacher-centered methods (Suryani et al, 2023). Informants acknowledged: "I teach Tajweed based on what I know. Lesson plans are an administrative matter. The important thing is that I tell my students to write the material on the board and then work on the problems in their textbooks."

The teaching practices employed by the resource persons tended to be textual and monotonous, dominated by conventional lecture methods. This phenomenon validates the theory of pedagogical competence, which states that a deep understanding of teaching epistemology cannot develop organically without formal professional education. The inability of non-linear teachers to design varied learning scenarios directly impacts student retention and active engagement in the classroom (Hidayat & Suryana, 2022).

Erosion of Professionalism and Coping Mechanisms Based on Task Delegation

Aspects of teacher professionalism relate not only to teaching performance but also to ethical behavior and work discipline in carrying out educational duties (Darmawan & Kurnio, 2022). Based on observation data and attendance documentation, the level of urgency of non-linear teacher performance, especially among Islamic boarding school alumni, has experienced worrying fluctuations. A pattern of excessive independent assignments to students without intensive guidance from teachers in the classroom has been found (Murtadho & Syafi'i, 2023). This passive learning practice has the potential to trigger a decrease in learning efficacy and failure to achieve basic competencies at the elementary education level (Fitriani et al, 2024).

From the perspective of educational professionalism theory, this indiscipline is not simply a matter of individual morality, but rather a manifestation of a low sense of professional accountability resulting from the lack of socialization of modern educational values during their studies (Nurhayati, 2021).

Non-linear teachers do not have the same psychological-professional burden as teachers who are educated from the beginning to adhere to the national teacher code of ethics, thus blurring the line between the professional task of educating and simply "filling in the gaps" (Kurniawan & Rahmawati, 2023). This lack of professional identity triggers a low sense of responsibility for the success of student learning (Fathurrahman et al, 2024).

Repressive Disciplinary Approach as an Impact of Developmental Psychology Blindness

One of the most crucial findings in this study is the tendency for non-linear teachers to adopt repressive disciplinary measures when dealing with student misbehavior in the classroom. Actions ranging from loud shouting, physical punishment (standing in front of the class), and verbal stigmatization still occur sporadically. The researcher's observations noted that when a third-grade MI student caused a disturbance, the informant responded by hitting the table and issuing physical threats.

Theoretically, these punitive actions indicate a lack of mastery of personality competencies and an understanding of the developmental psychology of children at the concrete operational stage (Safitri & Rahmawati, 2023). These repressive disciplinary practices hinder the development of a child-friendly learning environment and have the potential to trigger long-term psychological trauma (Pratama et al, 2024). Teachers with non-pedagogical backgrounds lack conceptual tools for positive classroom management.

This aligns with (Rahmawati, 2023) research, which asserts that teachers who are blind to children's mental dynamics tend to replicate traditional, coercive disciplinary patterns, which in the long term have the potential to distort the emotional development and self-concept of elementary school students (Wahyudi & Hidayat, 2023). This inability to understand the psychological landscape of elementary school children triggers the formation of negative self-perceptions (low self-esteem) and academic anxiety in students (Ramadhan et al, 2024).

The Commodification of Khidmah Culture: The Tension Realm of Tradition vs. Modern Regulation

In-depth thematic analysis reveals that the root of the persistence of non-linear teacher placement at MI Al-Anshar is the normative commodification of the concept of khidmah. The culture of "Khidmah" (sincere devotion) to religious institutions and the figure of the kiai is placed at the highest hierarchical value, above state bureaucratic regulations. The head of the Islamic boarding school stated: "This Islamic boarding school lives from devotion. The senior teachers here are loyal alumni. Even though they don't have PGMI diplomas, the blessings of their knowledge and loyalty are far more important than a piece of paper with a bachelor's degree. Education in Yemen used to be relatively simple, as long as it worked."

This statement reflects a veiled cultural resistance to educational modernization and standardization. The culture of service is used as an ideological justification to excuse pedagogical weaknesses and ignore the state's requirement for linearity. This study expands on (Maulana, 2020) findings by emphasizing that this clash creates a dual identity among teachers: on the one hand, they are expected to be obedient "servants" of the Islamic boarding school (pesantren), while on the other, they are expected to be professional educational agents who are administratively accountable. This dialectical tension triggers the stagnation of madrasah quality because they reject human resource restructuring to maintain harmony with local traditions.

Conclusion

Based on the results of the study entitled The Dilemma of Service and Professionalism: A Case Study of Non-Linear Teacher Pedagogical Competence in Traditional Islamic Boarding School-Based Elementary Madrasahs, conclusions can be drawn. That non-linear teachers in traditional Islamic elementary schools (Madrasah Ibtidaiyah) face challenges in the form of a dilemma between carrying out khidmah (devotion) to the Islamic boarding school and educational institutions and improving their pedagogical competence professionally. Although they have a strong commitment to religious and traditional values, this often conflicts with the demands of modernization and professionalism in managing the learning process. The results of the study confirm that the pedagogical competence of non-linear teachers still needs to be developed through training and increasing relevant pedagogical insight, so that they can manage the teaching and learning process effectively while maintaining the religious and traditional identity of the Islamic boarding school. Therefore, synergy is needed between Islamic values, Islamic boarding school traditions, and the demands of teacher professionalism to improve the quality of learning in traditional Islamic boarding schools (Madrasah) based on traditional Islamic boarding schools.

References

- Afia, S. U. M. (2020). Evaluasi Sistem Manajemen Informasi Objek Pajak dalam Pemungutan PBB-P2 di Badan Pendapatan Daerah Kota Bekasi. *Jurnal Birokrasi & Pemerintahan Daerah*, 2(2), 99–109.
- Akhira, A. (2022). Fungsi legislatif dalam kebijakan refocusing anggaran di Kabupaten Bandung Tahun 2020-2021. *Jurnal Ilmiah Hospitality*, 11(1), 367–380.

- Aminulloh, M. R. (2023). Analisis Bibliometrik Penerapan Educational Policy Implementation terhadap Merdeka Belajar–Kampus Merdeka. *Ministrate: Jurnal Birokrasi dan Pemerintahan Daerah*, 5(2), 126–145.
- Arifudin, O. (2023). Strategi Pelatihan Berbasis Syariah Untuk Meningkatkan Kompetensi Dan Produktivitas Karyawan Pada Penerapan Nilai-Nilai Syariah Dalam Perusahaan. *Jurnal Perbankan Syariah Indonesia (JPSI)*, 2(1), 62–79.
- Arifudin, O. (2024). Implementasi Nilai-Nilai Syariah Dalam Kepemimpinan Sebagai Strategi Penguatan Budaya Mutu Lembaga Pendidikan. *Jurnal Ekonomi Syariah Indonesia (JESI)*, 3(1), 112–127.
- Arifudin, O. (2025). Dampak Kompetensi Profesional Terhadap Kinerja Guru Pendidikan Agama Islam Di Madrasah Aliyah. *Antologi Kajian Multidisiplin Ilmu (Al-Kamil)*, 3(1), 224–239.
- Arifudin, O. (2026). Implementasi Model Pembelajaran Inquiry Untuk Meningkatkan Kompetensi Guru Pendidikan Agama Islam Di Era Digital. *Antologi Kajian Multidisiplin Ilmu (Al-Kamil)*, 4(1), 160–175.
- Awaludin, A. (2023). Strategi Guru Dalam Menanamkan Pendidikan Karakter Pada Anak Usia Dini Di PAUD Cendekia Muslim. *Plamboyan Edu*, 1(3), 257–269.
- Azizah, N. (2022). Efektivitas pelayanan publik berbasis teknologi informasi di Dinas Kependudukan dan Pencatatan Sipil Kabupaten Karawang. *Distingsi: Journal of Digital Society*, 1(1), 1–11.
- Darmawan & Kurnio. (2022). Pengaruh Etika Profesi dan Kedisiplinan Kerja terhadap Kinerja dan Profesionalisme Guru Sekolah Dasar. *Jurnal Pendidikan Dasar Indonesia (JPDI)*, 7(2), 88–97.
- Daryaman, D. (2024). Implementation of Character Education in Madrasah Students. *International Journal of Education and Digital Learning (IJEDL)*, 2(4), 35–46.
- Engkus. (2019). Supervision and Control of The Government Internal Supervisory Apparatus in The Implementation of Regional Autonomy. *International Journal of Science and Society (IJSOC)*, 1(1), 56–69.
- Erfiyana, E. (2026). Transformational Leadership of School Principals in Developing Islamic Education in Elementary Madrasahs. *International Journal Of Science Education and Technology Management (IJSETM)*, 4(1), 32–44.
- Fathurrahman et al. (2024). Deprofesionalisasi Tugas Mengajar: Analisis Perilaku Instruksional Guru Non-Linier di Madrasah. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 8(1), 105–119.
- Fitriani et al. (2024). Implikasi Praktik Unsupervised Learning terhadap Motivasi dan Hasil Belajar Siswa Sekolah Dasar. *Jurnal Elementaria Edukasia*, 7(1), 89–101.
- Hamidah, H. (2026). Visionary Leadership of School Principals in Improving the Quality of Elementary Madrasah Educational Institutions. *International Journal of Economics, Management and Accounting (IJEM4)*, 3(9), 612–623.
- Heryati, Y. (2022). The Implementation of Character Education on Bahasa Indonesia through Active Learning in Elementary Schools. *Proceedings of the 1st Bandung English Language Teaching International Conference (BELTIC 2018) - Developing ELT in the 21st Century*.
- Hidayat & Setyowati. (2022). Pengaruh Kualifikasi Akademik dan Linieritas Pendidikan Guru terhadap Kemampuan Menyusun RPP Berbasis Problem-Based Learning di Madrasah Ibtidaiyah. *Jurnal Tarbiyah dan Keguruan (JTK)*, 9(2), 145–158.
- Hidayat & Suryana. (2022). Evaluasi kualifikasi akademik dan kompetensi pedagogik guru Madrasah Ibtidaiyah. *Jurnal Pendidikan Islam*, 11(2), 145–160.
- Hoerudin, C. W. (2020). Education and Motivation: How to Make Pupils Interested? *International Journal of Psychosocial Rehabilitation*, 24(1), 1329–1339.
- Hoerudin, C. W. (2021). Dinamika Sistem Kebijakan Pendidikan Bahasa Indonesia Dan Implementasinya Dalam Pembelajaran Di Kelas. *PAPATUNG: Jurnal Ilmu Administrasi Publik, Pemerintahan Dan Politik*, 4(3), 20–29.
- Hoerudin, C. W. (2022). Learning Indonesian Language in the time of the Covid-19 Pandemic. *AKSELERASI: Jurnal Ilmiah Nasional*, 4(1), 16–24.
- Hoerudin, C. W. (2023). Implementasi dan Faktor-Faktor yang Mempengaruhi Kesantunan Berbahasa Indonesia dalam Pendidikan Agama Islam. *An-nida: Jurnal Pendidikan Islam*, 11(3), 221–232.
- Hoerudin, C. W. (2024). Language and Culture as Social Capital in Local Leadership. *International Journal of Religion*, 5(11), 5798–5807.
- Hoerudin, C. W. (2025). Learning Process Through Interaction Educative in Islamic Education. *Edukasi Islami: Jurnal Pendidikan Islam*, 14(1), 87–96.

- Hoerudin, C. W. (2026). Peran Metode Iqro Dalam Meningkatkan Kemampuan Membaca Al Quran Anak. *Al-Zayn: Jurnal Ilmu Sosial & Hukum*, 4(3), 3273–3277.
- Indiati, I. (2023). Optimization of E-Government through information technology management. *Ministrate: Jurnal Birokrasi dan Pemerintahan Daerah*, 5(3), 374–383.
- Kartika, I. (2023). Evaluasi Mutu Pembelajaran Guru Pendidikan Agama Islam Berdasarkan Kompetensi Pedagogik Dan Profesional. *Antologi Kajian Multidisiplin Ilmu (Al-Kamil)*, 1(1), 19–33.
- Kartika, I. (2024). Strategi Pembelajaran Berbasis Nilai-Nilai Islam Untuk Mengatasi Kesulitan Belajar Pada Siswa Sekolah Menengah Pertama. *Antologi Kajian Multidisiplin Ilmu (Al-Kamil)*, 2(3), 800–815.
- Kartika, I. (2025). Peningkatan Profesionalisme Guru Dalam Pengelolaan Lembaga Pendidikan Islam Menuju Sekolah Berbasis Nilai. *Jurnal Karya Inovasi Pengabdian Masyarakat (JKIPM)*, 3(2), 77–91.
- Kartika, I. (2026). Peran Rekrutmen Dengan Integrasi Nilai-Nilai Syariah Dalam Meningkatkan Integritas Dan Kualitas Sumber Daya Manusia. *Jurnal Perbankan Syariah Indonesia (JPSI)*, 5(1), 191–207.
- Khaerunnisa, F. (2022). Pengelolaan kendaraan dinas dalam mewujudkan tertib administrasi pada Badan Pengelolaan Keuangan dan Aset Daerah Kabupaten Bogor. *Ministrate: Jurnal Birokrasi dan Pemerintahan Daerah*, 4(2), 2714–8130.
- Maulana. (2020). Dilema profesionalisme guru di lembaga pendidikan berbasis pesantren. *Jurnal Akuntabilitas Manajemen Pendidikan*, 8(1), 32–45.
- Mayasari, A. (2023). Implementasi Model Inkuiri Dalam Meningkatkan Hasil Belajar Siswa Kelas IV SD. *Jurnal Primary Edu*, 1(3), 382–397.
- Murtadho & Syafi'i. (2023). Analisis Pola Mengajar Guru Non-Kependidikan dan Dampaknya terhadap Efektivitas Pembelajaran di Madrasah Berbasis Pesantren. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 7(2), 512–526.
- Nurhayati. (2021). Dampak ketidaksesuaian latar belakang pendidikan terhadap kinerja mengajar guru sekolah dasar. *Jurnal Prima Edukasia*, 9(3), 211–225.
- Pikri, F. (2022). Policy Implementation in Preventing Plagiarism in Students in the Digital Age. *Iapa Proceedings Conference*, 234–242.
- Pratama et al. (2024). Fenomena Pendisiplinan Punitif di Sekolah Dasar: Tinjauan Psikologi Perkembangan dan Pendidikan Ramah Anak. *Jurnal Elemen Edukasi*, 8(1), 112–126.
- Puspita, R. D. (2020). Integrating Thematic Instruction Using Webbed Curricula Model to Improve Students' Reading Comprehension on Informational Text. *Anatolian Journal of Education*, 5(2), 1–18.
- Rahmawati. (2023). Kompetensi kepribadian guru dan implikasinya terhadap manajemen disiplin siswa di madrasah. *Jurnal Psikologi Pendidikan & Konseling*, 9(1), 58–72.
- Ramadhan et al. (2024). Replikasi Praktik Pendisiplinan Tradisional dan Pengaruhnya terhadap Kesejahteraan Mental (Mental Well-Being) Siswa Madrasah Ibtidaiyah. *MODELING: Jurnal Program Studi PGMI*, 11(1), 77–91.
- Safitri & Rahmawati. (2023). Analisis Kompetensi Kepribadian Guru dan Implikasinya terhadap Praktik Pendisiplinan Siswa di Madrasah Ibtidaiyah. *MODELING: Jurnal Program Studi PGMI*, 10(2), 245–259.
- Sari, A. L. (2024). Information Access and Social Inequality: Economic Impacts of Digital Resource Availability in Public Libraries. *Library Progress International*, 44(3), 2539–12547.
- Simbolon, B. R. (2023). E-Learning: Succeeding amid the pandemic period, forgotten in the Post-Pandemic Era. *AL-ISHLAH: Jurnal Pendidikan*, 15(1), 903–910.
- Sudrajat, R. T. (2021). Pengembangan model perkuliahan daring dalam meningkatkan berpikir Hots melalui pemahaman isi bacaan Mahasiswa Prodi Bahasa Indonesia IKIP Siliwangi Tahun 2020. *Semantik*, 10(2), 155–162.
- Supriatna, U. (2026). Peran Kepala Madrasah Dalam Peningkatan Kinerja Guru Di Madrasah Tsanawiyah. *Jurnal Tabsinia*, 7(1), 1–14.
- Suryani et al. (2023). Analisis Defisit Kompetensi Pedagogik pada Guru Madrasah Ibtidaiyah Berlatar Belakang Non-Kependidikan. *Jurnal Pendidikan Islam Indonesia*, 8(1), 89–102.
- Taufiq, M. I. (2022). Pemanfaatan teknologi informasi dalam kegiatan administrasi perkantoran pada Kantor Desa Cikalong Kecamatan Cikalongwetan Kabupaten Bandung Barat. *Ministrate: Jurnal Birokrasi & Pemerintahan Daerah*, 4(3), 103–117.

- UNESCO. (2024). *Global education monitoring report: Teacher professionalization and educational quality*. UNESCO Publishing.
- Ulfah, U. (2026). Peran Manajemen Konflik Dalam Perspektif Syariah Dalam Meningkatkan Kesejahteraan Mental Dan Kepuasan Kerja Karyawan. *Jurnal Ekonomi Syariah Indonesia (JESI)*, 5(1), 32–49.
- Wahyudi & Hidayat. (2023). Implikasi Pendisiplinan Koersif Guru terhadap Pembentukan Konsep Diri dan Perkembangan Emosional Siswa Sekolah Dasar. *Jurnal Psikologi Pendidikan dan Pembelajaran*, 10(2), 154–168.
- Yuliani, Y. (2022). Pedagogical Social Interaction Communication Model in Developing Islamic National Education. *ITALIENISCH*, 12(1), 526–532.