Madrasa teacher professionalism: Effects of gender and teaching experience in learning

Syahraini Tambak[1], Muhammad Yusuf Ahmad[1], Amril[2], Desi Sukenti[3], Hamzah[1], St. Marwiyah[4]

[1]Department of Islamic Religion Education, Faculty of Islamic Religion, Universitas Islam Riau, Pekanbaru, Indonesia
[2]Department of Islamic Religion Education, Universitas Islam Negeri Sultan Syarif Kasim Riau, Pekanbaru, Indonesia
[3]Department of Indonesian Language and Literature Education, Universitas Islam Riau, Pekanbaru, Indonesia
[4]Department of Islamic Religion Education, Institut Agama Islam Negeri Palopo, Palopo, Indonesia

Article Info

ABSTRACT

Developing professional madrasa teachers are increasingly popular in the classroom, but of these teachers, mixed results (without clear reasons) are reported. This article addresses the impact of gender and teaching experience (duration) on developing professional madrasa teachers, using the two factors as references. Research with a questionnaire was conducted in 75 public and private Aliyah Madrasas, with data collected from 325 teachers. Data analysis is differentiated based on madrasa teachers' type (public or private), gender, and teaching experience in the competencies assessed. Results showed that developing professional teachers' proficiency is low and related to gender, that males perceive themselves more highly developed professionally than females, and that even teaching experience does not necessarily ensure development of professional competence and implementation in the classroom. The development of professional madrasa teachers with more than 30 years' experience is less proficient than that of teachers with experience from 21–30, 10–20, and <10 years. However, the significant relationship between gender and professional development of madrasa teachers who have taught for more than 30 years is revealed: the development of male madrasa teachers who have taught for more than 30 years is less proficient than that of females. Reasons behind this difference must be examined and competencies differentiated to improve development of professional madrasa teachers' professionalism.

Corresponding Author:

Syahraini Tambak
Department of Islamic Religion Education, Faculty of Islamic Religion, Universitas Islam Riau
24246 Marpoyan, Kota Pekanbaru, Provinsi Riau, Indonesia
Email: syahraini_tambak@fis.uir.ac.id

1. INTRODUCTION

Professional teaching has shown an increasing tendency toward student-centered instruction and the madrasa learning process. In any teaching profession that incorporates principles of autonomy and self-regulation in its daily functions, teachers must recognize their professionalism and direct their learning throughout their careers. One teacher responsibility is helping students learn to behave like professionals; that is, to give and receive feedback and develop argumentation and dialogue skills as ways to improve their future professional competence [1], [2]. Teachers should demonstrate responsibility in students' learning development, which refers to teachers' commitment to developing instructional competency in teaching creative thinking, argumentation, acceptance of criticism, and development of social attitudes.

Individual madrasa teachers' competency presents a range of advantages [3]–[7]. Competency helps develop highly valued teaching skills, such as a critical attitude toward their work to increase their involvement in the profession as a whole and in teaching itself. This gives teachers time to spend on assignments for development of greater instructional and learning strategies. Specifically regarding development of oral presentation competencies, professional teaching leads to increased learning activities, learning with high academic content, confidence in making better presentations, and developing professional teaching skills [4], [8]. Thus, professionalism is maintained [9], [10] although proficiency is less than optimal.

However, practical application of instructional professionalism in the madrasa education system is limited [6], [10], [11], especially if used to develop students' critical abilities [12] because teachers tend to think the application is inadequate [13]–[15]. If instruction causes students to judge themselves incorrectly as good or bad in several fields of knowledge, basing their personal decisions on such inaccurate interpretations can cause problems to arise at both educational and personal levels [3]. Thus, if educational professionalism's excellence can be guaranteed by comparing it with learning competencies from other sources [3], [13], [15]. Teachers can contribute to quality learning and to students' critical attitudes toward their work and stimulate their continued learning in both academic and professional fields. Resources used to calibrate professional teaching include matching teaching competency with materials and the teaching competency's implementation in the classroom [5], [7], [11], [15].

Comparison of the teaching competency with teaching material and implementation of professional teaching in classroom learning has shown better results in proficiency than between professional teaching and other teacher competency [7], [15], [16], mostly when global, rather than multidimensional criteria are used [5]. However, matching the professional teacher and the teaching material is not without problems. One is that matching the chosen professional teaching's suitability to the material taught is more complicated than professional teaching's implementation in classroom learning [4], [12], [16]. Furthermore, professional teaching's match with the teaching material tends to be more difficult to analyze than implementation of professional teaching in class. Additionally, students' understanding of the material taught via the choice of professional teaching is less than optimal [13]. However, because students positively value teacher competency matching the teaching material and implementation of professional teaching in classroom learning [4], [7], both sources must be considered, in order to develop high quality implementation of professional teaching.

Given this context, however, the literature that examined professional teaching's proficiency did not offer strong results. Thus, in studies that support proficiency, the level of proficiency, generally determined using a correlation index, is usually positive, but without a Pearson's correlation value 0.6 [3]. For example, empirical results that show a high degree of proficiency [17], [18], while research by other researchers [6], [14], [15], [19], [20], among others, show a low level. The literature shows a series of methodological and psychological reasons for disagreement about proficiency in professional teaching [1], [7], [8], [21]. This is where this research's main problem lies, that is, where madrasa teachers' professionalism does not align with standards established in Indonesian laws and regulations [22]. Their performance deviates from the standard even though madrasa teachers possess professional certificates and have received certification allowances [23], [24]. However, facts show that the performance of professional madrasa teachers both in mastery and implementation is still not optimal and requires greater development [22], [23].

These problems indicate the need for a series of preventative measures to increase professional teaching's success. [25], [26]. First, to overcome problems that have arisen, a valid and reliable standard is needed to measure professional teaching ability, namely by using more than one teacher and combining teaching durations according to teaching competencies' suitability for specific teaching materials and implementation of madrasa teachers' professionalism in the classroom. Various studies have shown that matching teaching competency with teaching material is more effective than implementation of professional methods in the classroom [27], [28]. Importantly, this research supports teachers' capacity to identify successful use of good or bad professional methods but shows that teachers cannot or are reluctant to apply the same standard to their own performances. Second, it is developing an easy-to-use, step-by-step model that is reliable and highly valid raises the standard used to measure and compare successful professional teaching. One possibility is analysis of the needed steps' accuracy when employing the competency, that is, a tool that allows measurement of the quality of madrasa teachers' contributions in various fields. The steps' accuracy during classroom implementation can also be used to measure the competency level in professional teaching. They describe, before conducting activities, variables to be assessed and the level of performance or completion for each [8], [28]–[30].

Implementation of accurate steps in professional teaching reduces weaknesses and, therefore, leads to higher levels of teacher success in practical implementation [12], [15], [31]. Third, giving teachers and students training and experience in professional teaching, in this case, in high-quality teaching competence, must also contribute to increasingly successful teaching by those who have long teaching experience [6],

[20], [32]. Finally, attention must be paid to differences between professional teachings. This, in turn, results in successful professional teaching offered by madrasa teachers with various durations of teaching experience and by both male and female teachers. These considerations demonstrate the need to: i) Analyze the proficiency of the developing professional teacher, compared with the experienced madrasa teacher (<10; 10–20; 21–30; and >30 years); ii) Discover whether the professional teacher's developing proficiency is related to gender; iii) Discover whether, when classifying madrasa teachers based on their ability to develop into a professional teacher (that is, distinguishing between madrasa teachers with high analytical ability of teaching suitability with teaching materials and implementation of professional teaching competence and those with low ability), differences exist in their proficiency.

2. RESEACRH METHOD

This research focused on 375 permanent teachers in 75 Aliyah Madrasas (public and private) in Riau, Indonesia, including instruction of *Akidah Akhlak*, al-Quran Hadith, Fiqh, and Islamic Cultural History. Selection of respondents was based on stratified random sampling and on Harrison, Reilly, and Creswell opinion [33], with a margin of error of 2%. Teaching experience means the number of years a teacher has used professional educational competencies or methods in classroom instruction. The study used a questionnaire with eight previously validated criteria [34] for teachers in public and private madrasas to rate each developing professional teacher. The questionnaire's reliability was tested for consistency between teachers using Cronbach's alpha (0.82) [35], [36]. Good internal consistency was found in both public and private madrasas for each teacher.

To assess the measurement accuracy of developing professional teachers (first specific goal), graphical analysis was conducted from the coincidence level in rankings provided by the four ranking madrasa teachers. A two-sample equality of means test was also conducted. To examine the possible relationship between developing professional teachers and gender (the second specific goal), data were analyzed based on teachers' gender, and basic descriptive statistics were analyzed for both public and private madrasas; equivalence test means were conducted. Finally, linear correlations between developing professional teachers were analyzed with simple linear correlation coefficients, and to determine other types of monotonic relationships, Pearson's rank correlation coefficients were also calculated.

Graphical analysis was conducted to detect differences in the accuracy of developing professional teachers' measurement from the subsample of teachers who could analyze matches between teaching competency and teaching materials, and who could implement a teaching competency in the classroom (third specific goal) at each madrasa. Teacher placement in one group or another was determined by establishing confidence intervals for individual groups of programs and relevant genders. Teachers outside the interval were constructed as an average score of plus/minus the standard deviation for their reference group, considering the competency of the best/worst developing professional teacher. Finally, the multiple linear regression model was studied for differences in teaching between madrasa teachers who had teaching experience of <10 years, 10–20 years, 21–30 years, and >30 years.

3. RESULTS AND DISCUSSION
3.1. Result

Descriptive statistics in Table 1 show that among madrasa teachers with 10–20 and 21–30 years' experience, responses in the middle position were more common in developing madrasa teachers. However, madrasa teachers with fewer than 10 years' experience had a wider range of responses because the difference between the minimum and maximum of madrasa teachers is greater in both madrasa types than the range of madrasa teachers' development if they had taught fewer than 10 years. In development of the professionalism of madrasa teachers who have taught more than 30 years, the level is always that of the minimum professionalism of madrasa teachers, according to the other teachers' longevity. The same is true for maximum responses, so that development of the professionalism of madrasa teachers who have taught over 30 years is systematically higher.

The analysis of variance (ANOVA) test and the Tukey test as shown in Table 2 revealed no significant mean differences in development of the madrasa teachers' professionalism between teachers who taught fewer than 10 years, 10–20 years, and 21–30 years. However, the difference between those three groups and the group who taught for more than 30 years was statistically significant, although it was more prominent in public than in private school teachers. According to their scores, in fact, the first three groups can be considered homogeneous.

Table 1. Descriptive statistics of total scores on presentations by Madrasa Aliyah teachers

	Teaching experience	Public Aliyah Madrasa	Private Aliyah Madrasa
Min.–Max.	<10 years	12–29	11–29
	10–20 years	17–27	18–26
	21–30 years	18–30	18–30
	>30 years	19–35	19–36
Mean	<10 years	25.80	25.98
	10–20 years	25.91	25.61
	21–30 years	26.71	25.35
	>30 years	28.25	27.70
Standard Deviation	<10 years	29.342	29.242
	10–20 years	34.860	33.850
	21–30 years	34.783	34.893
	>30 years	37.825	36.785

Mean difference by source of assessment statistically significant at 1%

From data on gender, the researchers analyzed whether professional madrasa teachers' development was consistent regardless of gender. On average, madrasa teachers who taught from 10–20 years scored higher teaching skills than those who taught fewer than 10 years, and those who taught from 21–30 years scored higher than those who taught from 10–20 years, regardless of gender. In addition, the self-perception of madrasa teachers with >30 years' experience, in general, was higher than that of developing madrasa teachers with 20–30 years' experience. Furthermore, the difference was more pronounced in men than in women and in private than in public madrasas, perhaps because of the greater proportion of men at the former level.

Table 2. Descriptive statistics of total scores awarded to developing professional madrasa teachers by years of experience, school type, and gender

	Teaching experience	Public Aliyah Madrasa		Private Aliyah Madrasa	
		Male	Female	Male	Female
Number of madrasa teachers		69	125	52	79
Min.–Max.	<10 years	14–29	12–28	14–25	11–29
	10–20 years	17–27	17–26	19–25	18–26
	21–30 years	19–35	19–35	19–36	19–35
	>31 years	20–39	20–39	20–39	20–39
Mean	<10 years	24.80	22.70	19.81	22.50
	10–20 years	24.91	23.80	22.92	23.21
	21–30 years	27.25	25.17	26.25	25.34
	>31 years	28.24	26.21	27.25	26.31
Standard Deviation	<10 years	24.636	19.632	24.631	20.671
	10–20 years	25.630	20.732	26.701	21.730
	21–30 years	27.176	22.187	28.821	23.765
	>30 years	28.137	23.217	29.701	24.815

Mean difference by gender of the teacher statistically significant at 1%

Analysis of whether gender differences are statistically significant showed that in private madrasas, teachers' rankings did not differ significantly by gender in the first three levels of experience (>10, 10–20, and 20–30 years). Even so, differentiation by gender is relevant because on average in both madrasas, clearly, those who had taught over 30 years were systematically higher than women, and this difference is statistically significant. Incoming data seems to agree somewhat among the first three levels of experience, but not between responses and teachers who have taught more than 30 years. Thus, correlation studies were conducted to examine this relationship further as shown in Table 3.

High linear correlation can be seen between rankings for the first three levels of experience (>10, 10–20, and 20–30 years) in private madrasas (0.83 for men and women) and in public madrasas (0.87 for men and 0.88 for women). However, the linear correlation between developing madrasa teachers who have taught more than 30 years and other sources is statistically significant only for women in both private and public madrasas. However, they are at lower significance levels: 0.43 for <10 years; 0.47 for 1–20 years; and 0.49 for 20–30 years.

Table 3. Linear correlation among sources of developing professional madrasa teacher by gender and Aliyah Madrasa education

	Teaching experience	Male				Female			
		<10 years	10–20 years	21–30 years	>30 years	<10 years	10–20 years	21–30 years	>30 years
Public Aliyah Madrasa	<10 years	1	-	-	-	1	-	-	-
	10–20	0.83	1	-	-	0.83	1	-	-
	21–30	0.97	0.98	1	-	0.96	0.93	1	-
	>30 years	0.23	0.24	0.25	1	−0.09	0.33	0.34	1
Private Aliyah Madrasa	<10 years	1	-	-	-	1	-	-	-
	10–20	0.72	1	-	-	0.78	1	-	-
	21–30	0.87	0.92	1	-	0.88	0.94	1	-
	>30 years	0.03	0.10	0.20	1	0.43	0.47	0.49	1

Correlation coefficient statistically significant at 1%

Since almost no linear correlation was detected among any of the experience groups' use of the discussion method, despite seeing questionnaire results and using analysis of the instructional implementation and developing professional madrasa teachers' proficiency with the same material, non-parametric actions were also considered. So, we calculated Spearman's rank correlations among the <10 years in both public and private Aliyah Madrasas, based on gender. Unlike the private sample, the public sample combines genders in each circumstance because no statistically significant difference was found for developing teacher professionalism based on gender as shown in Table 4.

Table 4. Rank correlation among of developing professional madrasa teachers by gender and Aliyah Madrasa

	Teaching experience	Male				Female			
		<10 years	10–20 years	21–30 years	>30 years	<10 years	10–20 years	21–30 years	>30 years
Public Aliyah Madrasa	<10 years	1	-	-	-	1	-	-	-
	10–20 years	0.76	1	-	-	0.80	1	-	-
	21–30 years	0.79	0.80	1	-	0.82	0.83	1	-
	>30 years	0.16	0.17	0.18	1	−0.12	0.24	0.25	1
Private Aliyah Madrasa	<10 years	1	-	-	-	1	-	-	-
	10–20 years	0.84	1	-	-	0.78	1	-	-
	21–30 years	0.85	0.86	1	-	0.79	0.84	1	-
	>30 years	−0.01	0.15	0.17	1	0.40	0.43	0.44	1

Correlation coefficient statistically significant at 1%

Behavior analysis was conducted on developing madrasa teachers who have taught more than 30 years. It is conducted through proficiency rating of targeted competencies and classroom implementation according to madrasa teachers who have taught less than 10 years based on degrees. Hence, for the public and private Aliyah Madrasas are based on gender.

The competence of madrasa teachers who practiced professional teaching and who had the worst rankings of those who have taught fewer than 10 years presents the greatest difference between the four teaching durations in the two types of madrasas. In contrast, madrasa teachers with high mastery of professional competency with suitable material showed greater consensus in professional teaching. On the other hand, the behavior of madrasa teachers in all four duration groups did not show the same tendency. Teaching professionalism with implementation of competencies is low, madrasa teachers who have taught fewer than 10 years have more difficulty than those who have taught 10–20 years. Madrasa teachers with correctly developing professional teaching according to the high material madrasa teachers who have taught fewer than 10 years are less skilled than teachers who have taught 10–20, 20–30, and over 30 years.

The multiple regression model explored determinants of differences between teaching professionalism and teaching competencies. It revealed that male teachers from public madrasas with instructional competency suitable for the material and high implementation of instructional competencies averaged −1.88 points higher than teachers with fewer than 30 years' experience. It is as shown in Table 5.

No significant differences were detected between madrasa teachers' experience and developing madrasa teachers' experience. Conversely, the level of competency felt by teachers who have taught more than 30 years was influential. In fact, apart from gender and teachers in the public and private madrasas, teachers with low development levels presented a difference of −8.04 points more than teachers with high levels. This difference decreases to −3.24 points for those who have an intermediate competency level when compared to those who have a high level.

Table 5. Multiple linear regression

	Coefficient	
Constant	−1.88*	(−1.89)
Madrasa (Ref. Private Aliyah Madrasa)		
Public Aliyah Madrasa	1.07	(1.25)
Gender (Ref. Man)	2.78**	(5.09)
Woman		
The developing professional madrasa teacher according to material and implementation (Ref. High)		
Medium	−8.04**	(−8.15)
Low	−3.24**	(−4.21)

Response variable=Score given by madrasa teacher;
**Significant at 1%; *Significant at 10%; t-values between brackets

3.2. Discussion

This study focused on developing professional madrasa teachers and, more specifically, on madrasa teachers' realistic ranking of their own developing competencies, in this case, the proficiency of their professional teaching. The literature review revealed that research on the proficiency of the developing professional teacher offers less robust and inconclusive results [37], [38]. Some studies have obtained high proficiency in developing teachers [39], [40], while other researchers [7], [40] reported a tendency to overrate developing teachers. Therefore, given that teachers' academic and professional progress depends on using quality professional methods that are not biased, this study follows the literature's main recommendations to evaluate appropriately the proficiency of developing teachers' discourse competence. The result should be analyzed by considering possibly influential aspects, such as the criteria's homogeneity for professional teaching (analysis of material along with the instructional method and implementation) and the difference between developing teachers (i.e., gender and performance on competencies analyzed).

This study's results show that for the sample, development of the professional teacher is inaccurate, in line with previous studies [12], [41], [42]. Although teachers in all experience groups (<10, 10–20, 21–30, and >30 years) score similarly, teachers usually judge their own development, even if they all evaluate the same competence. Various arguments can explain this situation. First, development of professional teachers can be influenced by the teacher's final understanding, by results of overrating compared to the competence of other professional teaching, and by making analysis of the developing competence ineffective [24], [43], [44]. The lack of development of professional teaching habits and not identifying the developing professional teacher's skills are other possible explanations [41], [43]. Finally, this coincides with the conclusion of previous studies [7], [41] that the difference between development of professional teachers who have taught fewer than 10 years and more than 30 years may be due to longer, will be greater in analyzing the suitability of the material with the professional teaching competences and the accuracy of the developing of professional madrasa teacher in class. However, we should remember that madrasa teachers with 21–30 years' experience are more proficient in professional teacher development than those whose experience is more than 30 years.

Regarding differences between teachers, these results revealed that development of professional madrasa teachers is related to gender. Although the developing of madrasa teachers at all four durations are oriented in the same direction (in public Aliyah Madrasas, males showed greater competency in analytical skills, but in private Aliyah Madrasas females did). Competencies in developing teachers are not homogeneous (coinciding in public, but not in private Aliyah Madrasas). In general, and irrespective of major, males score higher as developing professional teachers than females. In addition, no significant relationship was detected among developing teachers in all four duration groups except for females in private Aliyah Madrasas. However, the level of agreement was lower than that found between teachers who have taught 21–30 years and developing professional teachers who have taught fewer than 10 years. Importantly, we should examine reasons for this behavior of male speakers, who systematically score higher than those in the other two collectives, despite being in public and private Aliyah Madrasas.

Bearing in mind that not all madrasa teachers behave similarly when implementing their developmental teaching, these findings indicate a different behavior pattern when dividing the sample according to teaching experience. Analysis of the developing professional madrasa teacher makes it possible to unite professional competencies, and the madrasa teacher's professionalism is also a good competency according to longevity. In analysis of developing teacher suitability with the material and the worst classroom implementation from the perspective of madrasa teachers who have taught more than 30 years, the development of their professional teaching is systematically higher than that of teachers who have taught for fewer than 30 years. Apart from analyzing the skill of developing professional teachers, madrasa teachers with the ability to implement instruction in the lower classes balance implementation of their professional development by rating themselves highly. In private Aliyah Madrasas, this difference is greater in males than

in females. When teachers with analytical skills and high professional development perceive implementation of their own professional teaching competences, results for teachers at private Aliyah Madrasas deserve special attention. Males perceive themselves as implementing higher development than teachers who have taught for more than 30 years than do teachers who have taught for <10, 10–20, and 21–30 years. At the same time, females tend to underestimate themselves.

Regardless of research findings, madrasa teachers' gender and teaching duration affect development of professional teaching, but all, teachers in all four experience groups have positive possibilities [15], [45]–[48]. An important part of the literature considers the skill of professional teaching, which has long been very useful if only because of its positive influence on understanding of madrasa professional teaching materials. Development of professional madrasa teachers is an effective professional competency that allows madrasa teachers to incorporate various aspects of their teachings, reflect on their achievements, and examine implications for future training. Therefore, the most useful skill teachers develop lies in classroom application. This can enhance abilities [7], [49]–[52], including the capacity for lifelong teaching, beyond the strict academic sphere [22], [23], [53], [54]. Research findings showed that madrasa teachers with 21–30 years' experience are more proficient in developing as a professional madrasa teacher than teachers who have taught more than 30 years. Therefore, the experience of madrasa teachers who have taught 21–30 years can be introduced in finding "golden teaching," and stronger madrasa teacher involvement can be achieved. However, development of professional teachers can be manipulated to benefit or jeopardize certain madrasa teachers, regardless of their actual performance.

4.   CONCLUSION

The study revealed that the development of professional madrasa teachers with more than 30 years' experience is less accurate than the development of teachers with 21–30, 10–20 years, and <10 years' experience. Teachers tend to overestimate their development. However, the significant relationship that exists between gender and development of professional madrasa teachers with over 30 years' experience is less accurate than development of female teachers, regarding development of those with 21–30, 10–20, and <10 years' experience. Therefore, we need to investigate reasons for this difference and discover competencies to improve development of professional madrasa teachers. To develop madrasa professionalism in skilled, accurate, and realistic professional teachers, we propose: first, increase madrasa teachers' professional training; second, increase the amount of teaching experience with analysis of the material's suitability and teaching competency; third, to increase madrasa teachers' commitment to the system, involve them in designing instructional competency assessment.

REFERENCES

[1]   M. M. Kennedy, "How Does Professional Development Improve Teaching?" *Review of Educational Research*, vol. 86, no. 4, pp. 945–980, 2016, doi: 10.3102/0034654315626800.

[2]   S. Tambak *et al.*, "Discussion method accuracy in Islamic higher education: the influence of gender and teaching duration," *Jurnal Cakrawala Pendidikan*, vol. 41, no. 2, pp. 507–520, May 2022, doi: 10.21831/cp.v41i2.40644.

[3]   Z. Arifin, M. Nurtanto, W. Warju, R. Rabiman, and N. Kholifah, "The TAWOCK conceptual model at content knowledge for professional teaching in vocational education," *International Journal of Evaluation and Research in Education (IJERE)*, vol. 9, no. 3, pp. 697–703, 2020, doi: 10.11591/ijere.v9i3.20561.

[4]   R. J. Dunn and S. A. Doolittle, "Professional development for teaching personal and social responsibility: Past, present, and future," *Journal of Teaching in Physical Education*, vol. 39, no. 3, pp. 347–356, 2020, doi: 10.1123/JTPE.2019-0226.

[5]   L. Evans, "Leadership for professional development and learning: Enhancing our understanding of how teachers develop," *Cambridge Journal of Education*, vol. 44, no. 2, pp. 179–198, 2014, doi: 10.1080/0305764X.2013.860083.

[6]   F. Kimathi and L. Rusznyak, "Advancing professional teaching in South Africa: Lessons learnt from policy frameworks that have regulated teachers' work," *Education as Change*, vol. 22, no. 3, 2018, doi: 10.25159/1947-9417/4042.

[7]   J. Gore, A. Lloyd, M. Smith, J. Bowe, H. Ellis, and D. Lubans, "Effects of professional development on the quality of teaching: Results from a randomised controlled trial of Quality Teaching Rounds," *Teaching and Teacher Education*, vol. 68, pp. 99–113, 2017, doi: 10.1016/j.tate.2017.08.007.

[8]   J. Gore, M. Smith, J. Bowe, H. Ellis, A. Lloyd, and D. Lubans, "Quality Teaching Rounds as a professional development intervention for enhancing the quality of teaching: Rationale and study protocol for a cluster randomised controlled trial," *International Journal of Educational Research*, vol. 74, pp. 82–95, 2015, doi: 10.1016/j.ijer.2015.08.002.

[9]   J. Gore, R. J. Barron, K. Holmes, and M. Smith, "Who says we are not attracting the best and brightest? Teacher selection and the aspirations of Australian school students," *Australian Educational Researcher*, vol. 43, no. 5, pp. 527–549, 2016, doi: 10.1007/s13384-016-0221-8.

[10] T. Ullah and S. Ullah, "Impact of district teacher educators' mentoring support on professional development of primary school teachers," *The Journal of Educational Research*, vol. 17, no. 1, pp. 112–130, 2014.

[11] D. Goldhaber, "Exploring the Potential of Value-Added Performance Measures to Affect the Quality of the Teacher Workforce," *Educational Researcher*, vol. 44, no. 2, pp. 87–95, 2015, doi: 10.3102/0013189X15574905.

[12] M. L. Louws, K. van Veen, J. A. Meirink, and J. H. van Driel, "Teachers' professional learning goals in relation to teaching experience," *European Journal of Teacher Education*, vol. 40, no. 4, pp. 487–504, 2017, doi: 10.1080/02619768.2017.1342241.

[13] H. Theelen, M. C. Willems, A. van den Beemt, R. Conijn, and P. den Brok, "Virtual internships in blended environments to prepare preservice teachers for the professional teaching context," *British Journal of Educational Technology*, vol. 51, no. 1, pp. 194–210, 2020, doi: 10.1111/bjet.12760.

[14] M. Baeten and M. Simons, "Student teachers' team teaching: Models, effects, and conditions for implementation," *Teaching and Teacher Education*, vol. 41, pp. 92–110, 2014, doi: 10.1016/j.tate.2014.03.010.

[15] S. Jurkowski and B. Müller, "Co-teaching in inclusive classes: The development of multi-professional cooperation in teaching dyads," *Teaching and Teacher Education*, vol. 75, pp. 224–231, 2018, doi: 10.1016/j.tate.2018.06.017.

[16] M. C. Pennington and J. C. Richards, "Teacher Identity in Language Teaching: Integrating Personal, Contextual, and Professional Factors," *RELC Journal*, vol. 47, no. 1, pp. 5–23, 2016, doi: 10.1177/0033688216631219.

[17] M. Akiba and G. Liang, "Effects of teacher professional learning activities on student achievement growth," *Journal of Educational Research*, vol. 109, no. 1, pp. 99–110, 2016, doi: 10.1080/00220671.2014.924470.

[18] S. Liu and P. Hallinger, "Principal Instructional Leadership, Teacher Self-Efficacy, and Teacher Professional Learning in China: Testing a Mediated-Effects Model," *Educational Administration Quarterly*, vol. 54, no. 4, pp. 501–528, 2018, doi: 10.1177/0013161X18769048.

[19] H. Aadland, M. Espeland, and T. E. Arnesen, "Towards a typology of improvisation as a professional teaching skill: Implications for pre-service teacher education programmes," *Cogent Education*, vol. 4, no. 1, p. 1295835, 2017, doi: 10.1080/2331186X.2017.1295835.

[20] L. C. Wu, L. ling Chao, P. Y. Cheng, H. L. Tuan, and C. J. Guo, "Elementary Teachers' Perceptions of Their Professional Teaching Competencies: Differences Between Teachers of Math/Science Majors and Non-math/Science Majors in Taiwan," *International Journal of Science and Mathematics Education*, vol. 16, no. 5, pp. 877–890, 2018, doi: 10.1007/s10763-017-9821-7.

[21] J. B. Howell and J. W. Saye, "Using lesson study to develop a shared professional teaching knowledge culture among 4th grade social studies teachers," *Journal of Social Studies Research*, vol. 40, no. 1, pp. 25–37, 2016, doi: 10.1016/j.jssr.2015.03.001.

[22] S. Tambak and D. Sukenti, "Strengthening Islamic behavior and Islamic psychosocial in developing professional Madrasah teachers," *Cakrawala Pendidikan*, vol. 39, no. 1, pp. 65–78, 2020, doi: 10.21831/cp.v39i1.26001.

[23] S. Tambak, M. Y. Ahmad, and D. Sukenti, "Strengthening Emotional Intelligence in Developing the Madrasah Teachers' Professionalism," *Akademika: Journal of Southeast Asia Social Sciences and Humanities*, vol. 90, no. 2, pp. 27–38, 2020, doi: 10.17576/akad-2020-9002-03.

[24] S. Tambak, M. Ahmad, D. Sukenti, and A. R. Abd. Ghani, "Madrasa Teacher Professionalism: Internalization of Islamic Values in Developing Students' Actual Morals," (In Indonesian), *Jurnal Pendidikan Agama Islam Al-Thariqah*, vol. 5, no. 2, pp. 79–96, 2020, doi: 10.25299/al-thariqah.2020.vol5(2).5885.

[25] K. Mæland and M. Espeland, "Teachers' Conceptions of Improvisation in Teaching: Inherent Human Quality or a Professional Teaching Skill?" *Education Inquiry*, vol. 8, no. 3, pp. 192–208, 2017, doi: 10.1080/20004508.2017.1293314.

[26] C. Fischer *et al.*, "Investigating relationships between school context, teacher professional development, teaching practices, and student achievement in response to a nationwide science reform," *Teaching and Teacher Education*, vol. 72, pp. 107–121, 2018, doi: 10.1016/j.tate.2018.02.011.

[27] E. Ramírez, M. Clemente, A. Recamán, J. Martín-Domínguez, and I. Rodríguez, "Planning and Doing in Professional Teaching Practice. A Study with Early Childhood Education Teachers Working with ICT (3–6 years)," *Early Childhood Education Journal*, vol. 45, no. 5, pp. 713–725, 2017, doi: 10.1007/s10643-016-0806-x.

[28] A. E. du Plessis, "Effective education: Conceptualising the meaning of out-of-field teaching practices for teachers, teacher quality and school leaders," *International Journal of Educational Research*, vol. 72, pp. 89–102, 2015, doi: 10.1016/j.ijer.2015.05.005.

[29] D. Blazar, "Grade Assignments and the Teacher Pipeline: A Low-Cost Lever to Improve Student Achievement?" *Educational Researcher*, vol. 44, no. 4, pp. 213–227, 2015, doi: 10.3102/0013189X15580944.

[30] S. Tambak, Madrasah Teacher Professionalism Development Model. Yogyakarta: Graha Ilmu (In Indonesian), 2020.

[31] P. Cordingley, "The contribution of research to teachers' professional learning and development," *Oxford Review of Education*, vol. 41, no. 2, pp. 234–252, 2015, doi: 10.1080/03054985.2015.1020105.

[32] D. J. McMillan, B. McConnell, and H. O'Sullivan, "Continuing professional development – why bother? Perceptions and motivations of teachers in Ireland," *Professional Development in Education*, vol. 42, no. 1, pp. 150–167, 2016, doi: 10.1080/19415257.2014.952044.

[33] R. L. Harrison, T. M. Reilly, and J. W. Creswell, "Methodological Rigor in Mixed Methods: An Application in Management Studies," *Journal of Mixed Methods Research*, vol. 14, no. 4, pp. 473–495, Oct. 2020, doi: 10.1177/1558689819900585.

[34] D. Verano-Tacoronte, S. M. González-Betancor, A. Bolívar-Cruz, M. Fernández-Monroy, and I. Galván-Sánchez, "Valoración de la competencia de comunicación oral de estudiantes universitarios a través de una rúbrica fiable y válida," *Revista Brasileira de Educacao*, vol. 21, no. 64, pp. 39–60, 2016, doi: 10.1590/S1413-24782016216403.

[35] R. García-Ros, "Análisis y validación de una rúbrica para evaluar habilidades de presentación oral en contextos universitarios," *Electronic Journal of Research in Educational Psychology*, vol. 9, no. 3, pp. 1043–1062, 2011, doi: 10.25115/ejrep.v9i25.1468.

[36] J. M. Cortina, "What is coefficient alpha-An examination of theory and applications," *Journal of Applied Psychology*, vol. 78, no. 1, pp. 98–104, 1993, doi: 10.1037/0021-9010.78.1.98.

[37] C. Kulgemeyer and J. Riese, "From professional knowledge to professional performance: The impact of CK and PCK on teaching quality in explaining situations," *Journal of Research in Science Teaching*, vol. 55, no. 10, pp. 1393–1418, 2018, doi: 10.1002/tea.21457.

[38] J. Mena, P. Hennissen, and J. Loughran, "Developing pre-service teachers' professional knowledge of teaching: The influence of mentoring," *Teaching and Teacher Education*, vol. 66, pp. 47–59, 2017, doi: 10.1016/j.tate.2017.03.024.

[39] L. Fox *et al.*, "Teaching interprofessional teamwork skills to health professional students: A scoping review," *Journal of Interprofessional Care*, vol. 32, no. 2, pp. 127–135, 2018, doi: 10.1080/13561820.2017.1399868.

[40] T. Schipper, S. L. Goei, S. de Vries, and K. van Veen, "Professional growth in adaptive teaching competence as a result of Lesson Study," *Teaching and Teacher Education*, vol. 68, pp. 289–303, 2017, doi: 10.1016/j.tate.2017.09.015.

[41] J. Loughran, "Pedagogical reasoning: the foundation of the professional knowledge of teaching," *Teachers and Teaching: Theory and Practice*, vol. 25, no. 5, pp. 523–535, 2019, doi: 10.1080/13540602.2019.1633294.

[42] D. Herro and C. Quigley, "Exploring teachers' perceptions of STEAM teaching through professional development: implications for teacher educators," *Professional Development in Education*, vol. 43, no. 3, pp. 416–438, 2017, doi: 10.1080/19415257.2016.1205507.

[43] A. Toom, M. Tiilikainen, L. Heikonen, Ä. Leijen, J. Mena, and J. Husu, "Teacher candidate learning of action-oriented knowledge from triggering incidents in teaching practice," *Teachers and Teaching: Theory and Practice*, vol. 25, no. 5, pp. 536–552, 2019, doi: 10.1080/13540602.2019.1652162.

[44] D. Sukenti, S. Tambak, and Charlina, "Developing Indonesian language learning assessments: Strengthening the personal competence and Islamic psychosocial of teachers," *International Journal of Evaluation and Research in Education (IJERE)*, vol. 9, no. 4, pp. 1079–1087, 2020, doi: 10.11591/ijere.v9i4.20677.

[45] L. B. Limeri, M. M. Chen Musgrove, M. A. Henry, and E. E. Schussler, "Leveraging psychosocial interventions to motivate instructor participation in teaching professional development," *CBE Life Sciences Education*, vol. 19, no. 3, pp. 1–12, 2020, doi: 10.1187/cbe.19-11-0236.

[46] E. Grise-Owens, J. J. Miller, L. Escobar-Ratliff, and N. George, "Teaching Note—Teaching Self-Care and Wellness as a Professional Practice Skill: A Curricular Case Example," *Journal of Social Work Education*, vol. 54, no. 1, pp. 180–186, 2018, doi: 10.1080/10437797.2017.1308778.

[47] D. Alt, "Science teachers' conceptions of teaching and learning, ICT efficacy, ICT professional development and ICT practices enacted in their classrooms," *Teaching and Teacher Education*, vol. 73, pp. 141–150, 2018, doi: 10.1016/j.tate.2018.03.020.

[48] S. Lewis and J. Holloway, "Datafying the teaching 'profession': remaking the professional teacher in the image of data," *Cambridge Journal of Education*, vol. 49, no. 1, pp. 35–51, 2019, doi: 10.1080/0305764X.2018.1441373.

[49] K. Brundiers and A. Wiek, "Beyond interpersonal competence: Teaching and learning professional skills in sustainability," *Education Sciences*, vol. 7, no. 1, 2017, doi: 10.3390/educsci7010039.

[50] S. Qadhi, M. Hendawi, E. Ghazi, I. Ghazi, N. Al-Dosari, and X. Du, "The Impact of a Teacher Preparation Programs on Professional Teaching Competencies – Female Novice Teachers' Perspectives," *International Journal of Learning, Teaching and Educational Research*, vol. 19, no. 1, pp. 118–135, Jan. 2020, doi: 10.26803/ijlter.19.1.7.

[51] A. Reznitskaya and M. Gregory, "Student thought and classroom language: Examining the mechanisms of change in dialogic teaching," *Educational Psychologist*, vol. 48, no. 2, pp. 114–133, 2013, doi: 10.1080/00461520.2013.775898.

[52] Z. Keshavarzi, H. Akbari, S. Forouzanian, and E. Sharifian, "Comparison the students satisfaction of traditional and integrated teaching method in physiology course," *Education Strategies in Medical Sciences*, vol. 8, no. 6, pp. 21–27, 2016.

[53] J. B. Lopes and A. E. Cunha, "Self-directed professional development to improve effective teaching: Key points for a model," *Teaching and Teacher Education*, vol. 68, pp. 262–274, 2017, doi: 10.1016/j.tate.2017.09.009.

[54] J. Kenny, L. Hobbs, and R. Whannell, "Designing professional development for teachers teaching out-of-field," *Professional Development in Education*, vol. 46, no. 3, pp. 500–515, 2020, doi: 10.1080/19415257.2019.1613257.

BIOGRAPHIES OF AUTHORS

Syahraini Tambak is an associate professor from the department of Islamic religion education, Faculty of Islamic Religion, Universitas Islam Riau, Indonesia. He is the head of the curriculum department at the Association of Indonesian Islamic Education Study Programs in Indonesia. He is also currently the deputy dean for academic and institutional affairs at the Faculty of Islamic Religion, Universitas Islam Riau, Indonesia. Obtained his Ph.D. in Islamic Religious Education in 2017 from Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia. His research interests are Islamic learning methods, madrasa teacher professionalism, Islamic education, and learning Islamic behavior. Currently, he is concentrating on researching the professional development of Indonesian madrasah teachers. He can be contacted at e-mail: syahraini_tambak@fis.uir.ac.id.

Muhammad Yusuf Ahmad is an assistant professor from the Department of Islamic Religion Education, Faculty of Islamic Religion, Universitas Islam Riau, Indonesia. He is the member of curriculum in the Association of Indonesian Islamic Education Study Association Associations in Indonesia. He obtained his Ph.D. in Islamic Education in Universitas Islam Negeri Sultan Syarif Kasim Riau Indonesia. His research interests are quality assurance of Islamic education, teacher professionalism, morality, and Malay culture education. He can be contacted at e-mail: m.yusuf_ahmad@fis.uir.ac.id.

Amril is professor in Islamic education from the Islamic Education Study Program, Faculty of Islamic Studies, Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia. He has held various important positions at Universitas Islam Negeri Sultan Syarif Kasim Riau. The last time he served as director of the university's quality assurance agency. He is very concerned in developing the quality of Islamic higher education, Indonesia. His research concentration is; Islamic ethics, Islamic education philosophy, Islamic personality, and teacher professionalism development in Indonesia. He can be contacted at e-mail: amrilm@uin-suska.ac.id.

Desi Sukenti iD 🔾 SC P is an assistant professor of the Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Universias Islam Riau, Indonesia. He is an Indonesian language instructor for foreign speakers in Indonesia. Currently as secretary of the Indonesian language and literature education study program. Currently he is the head of the Department of Indonesian language and literature education, Faculty of Teacher Training and Education, Unviersitas Islam Riau, Indonesia. Currently, he is also participating in a doctoral program (Ph.D) in the field of Indonesian language and literature education at Unviersitas Negeri Padang, Indonesia. His research concerns are; evaluation of Indonesian language and literature education, media and learning technology; and professional development of Indonesian language teachers. She can be contacted at e-mail: desisukenti@edu.uir.ac.id.

Hamzah iD 🔾 SC P is an associate professor from the department of Islamic religion education, Faculty of Islamic Religion, Universitas Islam Riau, Indonesia. Currently he is the deputy dean of administration and finance at the Faculty of Islamic Religion, Riau Islamic University. He is very active in the community in scientific development and contributes to the intellectual life of the community. Concentration in research in the field of Sufism education and also entrepreneurship education. He can be contacted at e-mail: hamzah@fis.uir.ac.id.

St. Marwiyah iD 🔾 SC P is a lecturer at the Islamic religious education study program, Palopo State Islamic Institute, Indonesia. He is very concerned in researching the field of Islamic religious education as part of the achievement of the Tridharma of higher education in Indonesia. For him, teaching is the highest calling of the soul as a form of devotion to Allah SWT. The progress of a nation, in his view, must begin with quality education. So, he is very concerned about the development of Islamic education in Indonesia, and it must be done with continuous research. For him, research is the spirit of the development of Islamic education in Indonesia. She can be contacted at e-mail: dr_hj_st_marwiyah@iainpalopo.ac.id.