

## **Implementation the Professionalism Value in Shaping the Personality of Islamic Education Teachers**

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<b>Keywords:</b>	<b>Abstract</b>
<i>Value of Professionalism, Teacher Personality, Islamic Education.</i>	<i>Teaching is essential in forming balanced individuals in line with the desires and needs of Malaysia's national education policy in producing qualified and qualified teachers. Practising the value of teaching professionalism is an effort to form teachers with superior personalities and global insight. This research aims to explain Islamic education teachers' understanding of professionalism values and explore the practical application of Islamic education teachers' professionalism values. This type of research is qualitative with a case study design, obtaining data through interviews and observation. The discussion results show that the need to practice professional values in teaching is an essential aspect of forming the teacher's personality to develop professionalism. Overall, the research findings show two main themes found in the practice of professional values in teaching: (a) value practices in the personal realm and (b) value practices in the professional realm. The research results found that Islamic religious education teachers understand the concept of practical values of teaching professionalism and can apply practices born from these concepts in their personal and professional lives. The practice of professionalism values needs to be implemented by teachers so that they can be role models in ensuring quality educators and producing quality people. The implications of the findings of this research can be used as guidance for all parties, especially policymakers, namely the Ministry of Education, in ensuring that the value aspect becomes the main focus in the recruitment and training process that will be carried out by the conditions and criteria that have been determined to ensure that the teacher appointment process is realized smoothly. Full of dedication and excellence, in line with the desire to produce world-class Human Resources (HR).</i>
Nilai Profesionalisme, Kepribadian Guru, Pendidikan Agama Islam.	Mengajar merupakan unsur penting dalam pembentukan individu yang seimbang sejalan dengan keinginan dan kebutuhan kebijakan pendidikan nasional Malaysia dalam menghasilkan guru yang berkualitas dan bermutu. Pengamalan nilai profesionalisme pengajaran merupakan upaya untuk membentuk guru yang berkepribadian unggul dan berwawasan global. Penelitian ini bertujuan menjelaskan pemahaman guru

Pendidikan Islam terhadap konsep nilai profesionalisme dan mendalami penerapan praktik nilai-nilai profesionalisme guru pendidikan Islam. Jenis penelitian ini adalah kualitatif dengan desain studi kasus, memperoleh data melalui wawancara dan observasi. Hasil pembahasan menunjukkan perlunya pengamalan nilai-nilai profesionalisme terhadap profesi guru merupakan aspek penting dalam pembentukan kepribadian guru demi pengembangan profesionalisme. Secara keseluruhan, temuan penelitian menunjukkan bahwa terdapat dua tema utama yang ditemukan dalam praktik nilai-nilai profesionalisme dalam mengajar, yaitu: (a) praktik nilai dalam ranah personal dan (b) praktik nilai dalam ranah profesi. Hasil penelitian menemukan bahwa guru pendidikan agama Islam memahami konsep praktik nilai-nilai profesionalisme mengajar dan mampu menerapkan praktik yang lahir dari konsep tersebut dalam kehidupan pribadi dan profesionalnya. Penerapan praktik nilai profesionalisme ini perlu diterapkan oleh guru agar dapat menjadi teladan dalam menjamin pendidik yang berkualitas dan menghasilkan manusia yang berkualitas. Implikasi dari temuan penelitian ini dapat dijadikan pedoman bagi semua pihak, khususnya para pengambil kebijakan yakni Kementerian Pendidikan dalam memastikan aspek nilai menjadi fokus utama dalam proses rekrutmen dan pelatihan yang akan dilaksanakan, sesuai dengan kondisi dan kriteria yang telah ditetapkan yang menjamin proses pengangkatan guru terwujud dengan penuh dedikasi dan keunggulan, sejalan dengan keinginan untuk menghasilkan Sumber Daya Manusia (SDM) yang berkelas dunia.

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## 1. Introduction

The development of an organisation requires the expertise of human resources in various fields. Humans are the primary source and support for building organisational brilliance (Makhbul, 2018; Yusof & Sari, 2017). As an organisation that gives birth to and forms human capital, the Ministry of Education Malaysia encourages education service employees to take part in postgraduate-level studies to develop competent educators who can meet the strategic needs of the country's education in line with *Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025* (Kemdik Malaysia, 2012).

The academic enhancement of post-secondary teachers coincides with the *Pelan Induk Pembangunan Profesionalisme Keguruan (PIPPK)*, which emphasises Individual Education Plans (IEP) as a professional career and the mastery of IEP competencies in the aspects of knowledge, skills and professionalism values. The opportunity to continue studies at the advanced diploma level is a form of conferral and recognition to IEP to improve competence (BPG, 2019; Kemdik Malaysia, 2012). The ease of retention, study leave, and the right to continue studies during the service period encourage teachers to increase their knowledge, expertise, and skills in a particular field of education (N. L. Ahmad et al., 2014).

Some countries, such as Finland and Australia, stipulate a Bachelor's Diploma as a requirement to become a teacher (Darling-Hammond & Ed, 2011). Finland and Singapore have also screened candidates who apply for the field of education in order to obtain the best candidates to serve as teachers. According to Stewart, countries such as the United States, Japan and Singapore have also set a minimum requirement of a bachelor's degree for teachers who teach critical fields such as preschool education, English, Mathematics and Science. Thus, the background basis of teachers' academic achievement is fundamental in determining the quality of teachers' and students' achievement.

In connection with that, the reviewer believes that a unique and detailed study related to the value of teacher professionalism among post-educational Islamic education teachers is reasonable (Ikhwan, 2018). The study results are also expected to provide positive input to related parties in the initiative to produce quality teachers and ensure that they remain quality throughout the service period to preserve the country's education system.

The need professional Islamic education teacher is in demand in Islam as well as the community, but independent studies from 2010 to 2020 show that the level of professionalism of Islamic Education Teachers is still less encouraging (Mokhtar et al., 2018; Yusof & Sari, 2017). A well-known problem is the need to practice values towards professionalism among teachers as outlined in the Teacher Standard.

These issues and problems do not only involve novice teachers but are also associated with advanced teachers. This includes teachers who already have a bachelor's degree, which is postgraduate as the focus of this study. The problem stems from negative attitudes and a lack of self-reflection by Islamic Education Teachers (Jaafar, 2014; Yusoff, 2018). The difference in educational qualification background is that teachers with a bachelor's degree are clearly not contributing to increasing student learning knowledge. This means that teachers who have a bachelor's degree cannot increase student learning knowledge. Teachers who have a bachelor's degree are still at a simple stage in applying the use of "*i-think*" mind maps in the Professional Development Program (PDP) process to increase student learning knowledge (Layang & Mahamod, 2019).

Some teachers feel that the multiple skills ministries are trying to implement, such as higher-level thinking skills, should be more for teachers to absorb (Jabayan & Osong, 2015). This contrasts teachers in Jordan, where those with a bachelor's degree are more proficient and creative in teaching. This study proves that teachers with a higher academic level, namely a bachelor's degree, have creative thinking and teaching skills compared to teachers with a baccalaureate degree (Al-assaf & Awamleh, 2013).

Higher academic qualifications, such as a bachelor's degree, measure a teacher's achievements and accomplishments. Student achievement is closely related to teacher attitude (Abu Hassan & Musa, 2019; Gunarasa & Abd Kadir, 2013). Therefore, changes in attitudes and mentality are necessary to ensure that the academic level of success contributes to one's grades and that quality is brilliant.

This is because the reviewer believes that exposure to the practice of the value of professionalism of Islamic Education Teacher postgraduate teachers is essential to create superior personalities towards brilliance and then become leaders who can be emulated by all who start from the basic level of schooling. For this purpose, the reviewer has chosen a qualitative approach using a case study design. The results of the study are expected to be a guideline to the Islamic Education Teacher in an effort to dignify the quality of the teacher profession in the aspect of value and ensure that it is always relevant according to current changes and needs.

The development of Teacher Professionalism is an exercise that can have an impact on teachers as a basis and guide to the development of Islamic Education Teacher professionalism, as well as being applicable for the design of teacher training by teacher education institutions and universities that offer education programmes and colleges, especially after continuing postgraduate studies to increase professionalism. This study is very significant to be carried out to allow this problem to be known thoroughly so that the decision-making process is more accurate and appropriate. The findings of this study will also propose a framework for the practice of the values of professionalism of Islamic Education Teacher postgraduate teachers as a reference and guide in the development of teacher professionalism (Ikhwan, 2020).

This study also uses a combined theoretical framework based on the thinking of al-Ghazali educators. According to al-Ghazali's theory of thought, brilliant educators need to be based on three main components: knowledge, skills and personality (Hamka et al., 2022). Therefore, professional educators need to master the three main components stated. Al-Ghazali also stated that science can raise human dignity and build the soul's strength for society's development. Having knowledge means having skills and being able to build personality and personality (Al-Ghazali, 2009).

The model incorporated is the Theory of Philip Van Hooser, which found that there are three essential elements in determining success. These three elements are closely related to each other, and they are called the "Triangle of Success" (which includes knowledge, skills, and attitude) (Van Hooser, 1998). Attitude is the key to everything. Attitude can be equated with will. It is the attitude that forms the personality, characterisation, and so on that gives professionalism its value, a good and positive attitude is an element of the value of professionalism. Anyone can have specific knowledge and skills to carry out great and marvellous things, but if it is not accompanied by a will that drives and drives behaviour and actions, then the result is potential that cannot be realised (Aula et al., 2020). Some individuals lack the knowledge and skills, but they have the attitude, will and drive that is strong enough to overcome any obstacles they face successfully.

## **2. Methods**

The study was conducted using a qualitative approach. Data collection was obtained from interviews with three experienced Islamic Education teachers. The interview method is a very efficient for obtaining data in large quantities and immediately. In addition, data were also obtained through observation. Observations carried out using mediums such as visual and audio recording

devices can provide fair observations, and data can also be analysed iteratively, in detail and diligently (Creswell, 2019; Hardani et al., 2020).

### **3. Result and Discussion**

#### *3.1. Personalities of Islamic Education Teachers*

The teacher's personality plays a significant role in generating first-class human capital. This is because it has a significant impact on influencing the teaching and learning environment of students. According to Wikipedia, personality refers to a quality or condition that exists or is available in an individual for that individual to stage himself as a person. Personality is defined as the arrangement of thought and physical systems that develop and change from time to time according to the circumstances within a person. Personality is also the arrangement of patterns of human behaviour that follow their lives.

Islamic Education Teachers naturally need excellent personalities that can be incarnated in their profession. An excellent Islamic Education Teacher's personality can mould a brilliant student personality. Hence, the Ministry has required every Islamic Education Teacher to have an excellent personality and personality before serving in schools (Jasmi et al., 2009). This view aligns with (S. S. Ahmad & Kasim, 2017), who state that the Islamic Education Teacher needs to ensure that it becomes a student's partner in moral development. Therefore, it is natural for the Malaysia Education Ministry to set the requirements for the selection of teacher candidates among individuals who have good personalities as one of the basic requirements in the selection of candidates starting the advertising process so that the interview and bidding process is carried out (Huda et al., 2020).

Through research, Kamarul Azmi Jasmi also adds that a good teacher seeks to form and build a professional character. The acceptance of this argument is in line with the study of (Habibah et al., 2016), who states that a teacher needs to have various skills in teaching to develop knowledge and strive to form practices, attitudes, and self-discipline towards being professional. This is because the superior personalities of these teachers can give birth to their ability, strength, and prowess in fostering the excellence of student morals (Ikhwan et al., 2020).

Because of that, to achieve a superior personality, Islamic Education Teacher needs to inject positive traits into themselves as follows: dedicated to duty, virtue and pious (Jasmi et al., 2009) in line with the study by Khadijah which states that brilliant teachers also have brilliant personality criteria, always practising positive values in tasks that can be an example to colleagues and students (Khadijah et al., 2012). This polemic reveals that the personalities of excellent teachers always have attitudes that can reflect a brilliant personality so as to give birth to the value of professionalism, which becomes one practice in themselves and their profession.

#### *3.2. Cultivating the Practice of the Value of Teacher Professionalism*

*Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025* was enacted to realise the country's education goal of achieving a top one-third position among countries with the best education system in the world. Indicators of education

system success in global competition are determined by five system aspirations and six student aspirations. Education Service Officers and the practice of professional values are vital factors in ensuring the 2013-2025 PPPM is achieved (Kemdik Malaysia, 2012). In this practice, the value of teacher professionalism has been outlined in the Malaysian Teacher standard as the primary reference for measuring teacher professionalism and quality in Malaysia.

Harun & Nabila (2014) provides a definition of attitude, namely personal values and treatment that need to be lived and practised by individuals. When viewed in the context of work as well, value is something that becomes the principle that is a guide to one's will. This is because an individual will form an attitude towards his work based on how he assesses it. The value of teacher professionalism is not only assessed through the teaching and learning process. A professional teacher is a teacher who can practice various professional skills learned while in the education programme. This is because quality teachers are the central element in education to educate students in schools.

The practice of teachers' professional values manifested through attitudes and personalities will influence students' feelings, aspirations and attitudes in addition to helping increase student motivation. In addition, students are more receptive to knowledge from teachers with noble personalities, emphasising compassion and teaching with wisdom (Jasmi et al., 2009). There is a need to explore the practice of teacher professional values among educators to improve the quality of educators required by the country's education system. Therefore, the content of the Malaysian Teacher Standard needs to be guided and understood so that it genuinely marks the competency level of all teachers in Malaysia.

The findings of the study of Kamarul Azmi Jasmi stated the five main personality traits of an Excellent Teacher of Islamic Education to Allah Swt: trust sincerity, piety and knowledge; and charitable; solemn and humble (Jasmi et al., 2009). Education does not just emphasize the elements of teaching and learning but also plays a role in building positive values for society towards a developed and modern country. In the study, Zaidin also explained that education is not only aimed at producing human capital that can continue life, but the goal of education also involves the production of human capital that is balanced between physical, emotional, spiritual, and intellectual. In addition, education also needs to apply positive values towards balanced human development in terms of academics and morals.

Learning that focuses on applying pure values in the teaching and learning process will produce students with noble *sahsiah* (personality). Othman's study explains that teachers must emphasize the teaching and learning process by applying pure values because it is the basis of development for forming moral and ethical student values. Applying pure values in teaching and learning is a step toward overcoming social problems that occur in the country (Abdullah & Rahman, 2020; Othman, 2010).

Therefore, pure values must be instilled in students from the beginning. As the saying goes, "Let the reed bend from the bamboo shoot". The standards set out in the Malaysian Teacher Standards clearly show the balance in education that

needs to take weight on applying pure values to produce students with noble morals. Teacher professionalism in Islamic education is essential in forming competent Islamic Education Teachers.

### 3.3. Post-service Islamic Education Teachers' Understanding of the Value of Teacher Professionalism Concept

The results of the interview data analysis found that three themes emerged regarding teachers' understanding of the concept of professionalism values, namely practising integrity values, improving teacher quality and expressing personal qualities, as shown in Figure 1 below:

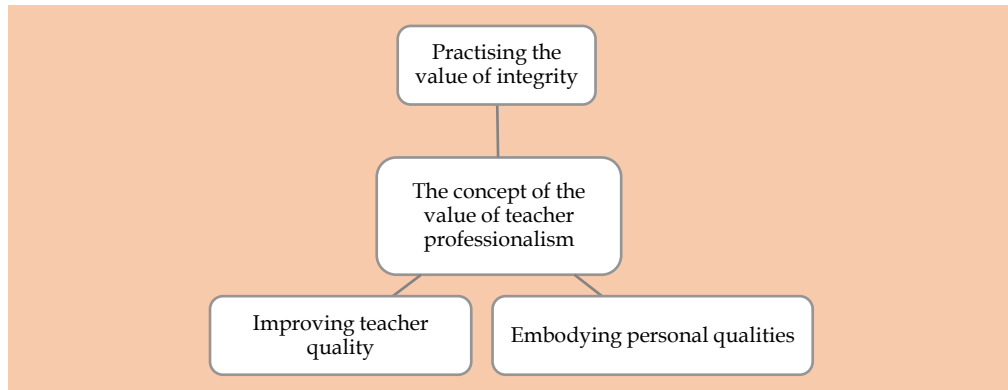


Figure 1. Postgraduate Islamic education teachers' understanding of the concept of the value of teaching professionalism

#### 3.3.1. Practicing the value of integrity

The theme successfully extracted by the reviewer of the results of the interview data analysis related to the teacher's understanding of the concept of the value of professionalism is practising the value of integrity. Practising the value of integrity means practising a pure value or superior quality that must exist in every individual or organisation. A person with integrity symbolises that the individual is an honest and trustworthy person in his work. Practising attitudes and personalities that have already existed and are well understood by Teaching Professionalism, namely fairness, sincerity and nobleness of heart, respect for time, and upholding trustworthiness.

##### a. Sincerity and sublimity of heart

This refers to the professionalism of the teacher in the aspect of educating and teaching with complete sincerity:

*"What is important is sincerity. Sincerity is difficult for us to unravel. Only God knows sincerity, only me with these children, I prefer these boys because we know what we do to them is sincere. We are angry with him because he did something wrong, we are sincere, not because we are hurt".*

##### b. Appreciate the time

The researcher found that Teacher Professionalism values time very much and does not like to delay work and assignments that have been given to them. They respect time very much and make it an objective to ensure the smoothness of daily tasks. Along with being busy with a workload, Teacher Professionalism constantly carries out the work without delay. He values time very much and

does not use workload as an excuse for completing assignments. For example, Teacher Professionalism states:

*"We people always try to get back at 5 am, but it does not matter. I am waiting for the Kelas Al-Quran dan Fardu Ain (KAFA) class so we can finish work".*

c. Upholding trust

Having integrity in assignments, being committed to carrying out trust, and being responsible are traits and attitudes also found in all teaching professions. All Teacher Professionalism can carry out tasks at the school level, namely during teaching and facilitation hours, during activities outside the classroom and when with students. In short, the trust that is given is permanently embedded in their person, heart and soul to support the trust that has been given in educating students. Here is the interview data that refers to the following:

*"About trust as well, sometimes, due to the heavy workload, who is a teacher will know all kinds of things when he enters the class half, the other half wants to prepare the wishes of the Malaysian Ministry of Education, the other half wants responsibility and trust in the boy, so, interaction with students is not easy".*

Apart from the interview data, the researcher has also made non-participatory observations. The researcher also looked, observed, and researched and found that the nature of trust and high responsibility indeed exists in the study participants. Based on the researcher's observations through Professional Development Program (PDP) activities guided by Teaching Professionalism as a class teacher. Teacher professionalism is rigorous in giving instructions and guidance to students. As a result of the observation data, the researcher found that teacher professionalism is very responsible and committed to carrying out the tasks entrusted to teachers.

3.3.2. *Improving the Quality of Teaching*

The second theme that was successfully unearthed by the researcher from the analysis of interview data related to teachers' knowledge about the concept of the value of professionalism is to improve the quality of teaching. Improving the quality of teaching has the specific meaning of improving the teaching element in oneself to become a quality teacher. Therefore, developing continuous professionalism, learning, and facilitation is essential to improving the quality of teaching.

a. Continuous Professionalism Development

Continuous Professionalism Development is a concerted effort to ensure that Education Service Officers equip themselves or are equipped with professional knowledge, professional skills and professional values and practices of teaching through a planned In-Service Training program based on competency development, continuous learning and career paths. The exposure of professionalism to teachers through programs run by the Malaysian Ministry of Education is essential in improving the competence of teachers so that they are more competent in the field. Accordingly, teachers will be more confident in facing the current globalization in this era.



In line with the statement, it is expressed by Teacher Professionalism. Here are the relevant interview excerpts:

*"If you do not master the areas you do not master well, you will not be able to convey it to the students. The examples that exist now are the ones made by the Teacher Professionalism Division, advanced programs, call teachers who continue to study all to give exposure latest, the best exposure yet for the previous teachers".*

b. Learning and Facilitation

The researcher found that Teacher Professionalism acknowledges the need for skills in dealing with the potential and passion of students as well as being proficient in Information and Communication Technology (ICT) and the latest technology. It also considers the importance of mastery in learning and facilitation and having a high level of knowledge and understanding in the field. The data was obtained in the analysis of interviews that refer to the statement above.

Professionalism Teaching is a teacher who is efficient in handling ICT-assisted equipment, often aware of the latest policies of the Ministry and efficient in implementing the task of stating the importance of teachers having the value of professionalism. All teachers must have the values of professionalism in knowledge, understanding, and teaching and learning skills, and they must have a high mastery. Furthermore, Teaching Professionalism also thinks that the height of academic knowledge, skills in the subject area taught and in the field of pedagogy, expertise in the subject area taught.

In education, skill mastery among educators, one of the skills of the 21st century is the use of ICT, which is in line with the development of education today. Most 21st-century skills are based on exposure to ICT. Teacher Professionalism also agreed on the need to have skills in technology, especially mastery of technology.

3.3.3. *Revealing Personality Qualities*

The third theme that the researcher successfully unearthed as a result of the interview data related to teachers' understanding of the value of teaching professionalism is revealing the personality qualities of Islamic education teachers. This quality of personality refers to the study participants who establish a relationship with the creator and human relationships. Teaching Professionalism can reveal excellent personality qualities based on relationships with creators and fellow human beings.

a. Relationship with God (*Hablum min Allah*)

The researcher found that Teacher Professionalism in the interview data strongly believes in the relationship with the Creator, Allah SWT, which plays a significant role. Dependence, hope and confidence in God allow them to exhibit sound and excellent personality qualities. The creator's relationship with humans is a relationship that cannot be separated at all. Humans need to know how to build a relationship with Allah SWT. For that, Teacher Professionalism views and strongly agrees with the matter through its statement: *"So who do we want to ask? Just ask God, I teach the children, so there is much dependence on Allah Swt"*.

b. Human relations (*Hablum minanas*)

The researcher found that teacher professionalism in the interview analysis data emphasizes human relationships. Professionalism The teachers are very concerned about manners in conversation and are cautious about manners in conversation as well as daily routines, which always prioritize ethics. In addition, they continually strengthen human relations, always greet each other and prioritize friendship and love. This makes them able to exhibit sound and excellent personality qualities. The following are excerpts from the interview that refer to this statement.

Teacher Professionalism also shared views on teachers who should be an example:

*"How to talk to students, manners to talk to students, how we talk to students politely, with full civility, by using organized language, beautiful language, beautiful language, not harsh language, that also shows professionalism as a teacher".*

In short, practising the value of integrity, improving the quality of teaching, and manifesting good personality qualities are the concepts of professionalism understood by the study participants. This shows that they have much knowledge about the value of professionalism. Overall, the study participants were found to know and be able to provide a particular understanding of the concept of the value of professionalism. This shows they have a broad understanding of the value of teaching professionalism.

3.4. *Application of the practice of professionalism values*

Based on the data and information gathered from interviews and observations of the application of professional practice among postgraduate Islamic Education teachers can be categorized into two as shown below:

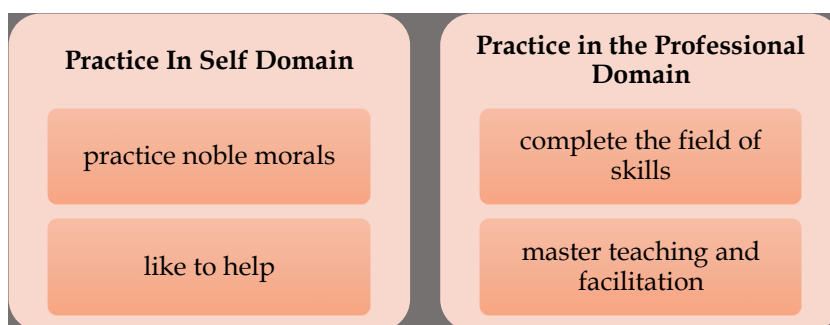


Figure 2. Application of the practice of professionalism values among postgraduate islamic education teachers

3.4.1. *Practice in the Self-Domain*

The theme successfully unearthed by the researcher as a result of the interview data related to applying the values of teaching professionalism is the practice in the self-domain. It states that the practice related to the individuality of the Teacher's Professionalism is a practice towards forming and applying the values that become the basis of the Teacher's Professionalism. Therefore, practising good morals and helping is a complete package as a Muslim to the Professionalism of Teaching.

a. Practicing noble morals

Practising the morals that are starting to be highly demanded in Islam. By the role of Teacher Professionalism as an educator, it should be highly demanded in practising morals starting in life. Teaching professionalism is seen as an informant who practices noble morals when applying pure values, caring, and practising good behaviour. The results of the data analysis show that many Teachers' Professionalism practice the application of good morals in life. Such as interview results:

*"The collaborative nature of working together when coming to school, being on time, coming to work on time, if there is a problem quickly let the administrator know. Then, respect colleagues and be responsible for the tasks assigned, which are entrusted. Teacher Professionalism also adds that the noble character that is meant also includes time management, such as managing time. Teachers enter the class according to the set time and leave according to the set time".*

b. Like to help

Being helpful is a commendable trait that can strengthen friendships. Helping is an act of worship and the Sunnah of the Prophet SAW. Teaching Professionalism is seen as a person who likes to help others and colleagues when the results of data analysis show that Teaching Professionalism helps individuals a lot in the environment. The data was obtained in the interview analysis as follows:

*"So like my students, if it is difficult, I will call him, if there is no money, tell the teacher to help; that is the time for me. I want to teach my students, and I do not want to say that the teacher has much money. I talk to the students. I, the teacher, do not have much money, but the teacher shares what the teacher gets. What you do not have, I share".*

3.4.2. *Practice in the Professional Field*

The following theme that the researcher successfully unearthed as a result of the interview data related to the practice of applying the values of teaching professionalism is the practice in the domain of the profession. In addition, mastering the field of teaching and facilitation is also very important in this profession. The two things cannot be separated at all. Therefore, mastering the field of skills and mastering learning and facilitation is a complete package for a teacher mastering the field of skills.

Being skilled is essential to becoming a competent teacher in line with the Ministry's wishes. The results of the study found that mastering skills, which includes being adept at managing students, knowing how to attract their interest, and being adept at technology and ICT, helps a teacher master this field better. Therefore, those skills must be sought and added through training or professionalism improvement courses. Here is an interview excerpt that refers to that statement.

The researcher found that value practices are also applied in Learning and Facilitation. Teachers need to master Learning and Facilitation and master understanding related to knowledge. In short, teachers need to be competent in the field. This is certified by Teaching Professionalism. Here is an interview

excerpt that refers to that statement. Teaching Professionalism explains the application of professionalism in Learning and Facilitation: "*All teachers must have the values of professionalism in terms of knowledge, understanding and teaching and learning skills. There must be a high mastery*".

In discussing the value of teaching professionalism as practising integrity, the study participants explained that it refers to several personality traits such as fairness and equity, sincerity and nobility of heart, valuing time and upholding trust. The results of this study show that the participants demonstrate their knowledge of the value of teaching professionalism. This coincides with the personality quality of Islamic Education Teachers, which refers to the practice of integrity values.

An Islamic Education Teacher who has professional values always has integrity in doing any task, moreover, teaching is a noble profession and produces human capital (Rohmad et al., 2020). Practising the value of integrity is very important in the soul of educators to ensure that these values are adhered to by educators. This finding is in line with Siti Rahayah's study, which is always to carry out tasks systematically, build an excellent work culture, and form a student's personality with integrity. Teachers must also have integrity in carrying out their duties by being positive in all actions (Kemdik Malaysia, 2012).

This statement aligns with the study of (Arifin & Ahmad, 2017) emphasized the importance of integrity in an organization apart from economic factors and competitiveness. Furthermore, to improve the service delivery system, it must be accompanied by strengthening the integrity of 'Delivery with Integrity' (Chairman, 2013). Thus, the practice of Integrity is seen as an element capable of forming an excellent and best work culture in an organization.

Accordingly, if teachers try to improve their competence, the skills and knowledge required in the field can be improved simultaneously. Because of that, in facing the modernity of the 21st century, teachers need to have information technology skills that are the basis for producing high-level skills, for ease in teaching and as a tool to increase teacher creativity (Awang, 2020; Zaid & Rahman, 2017). The findings of this study coincide with those of Sumaiyah Mohd Zaid and Mohd Jasmy Abd Rahman, who have shown a strong relationship between teachers' ICT literacy and 21st-century elementary math critical skills.

In addition, the results of this study also found that the participants' interpretation was directed towards the concept of revealing the quality of personality. Study participants explained that it refers to the relationship with the creator and human relationships. In reality, maintaining a relationship with God is fundamental to maintaining good morals and personality. As well as relationships between people, maintaining friendships is highly encouraged in Islam. This statement is in line with the research done by (Siraj et al., 2016), which is that the individual's relationship with God is emphasized in forming good behaviour and personality and ensuring success in this world and the hereafter.

Study participants stated that applying the values of teaching professionalism occurs through practice in the profession domain. Thus, mastering the skill area and teaching and facilitation is a complete package for a teacher. The attitude of a teacher who does not give up and always seeks knowledge to improve his

competence in the development of professionalism can strengthen the teacher's professionalism skills. This finding is also supported by Nor Lela Ahmad's findings, showing a significant relationship between the implementation of professional development and the professional development of teachers. This is because developing effective professionalism can provide teachers with various knowledge and skills that will cause changes in the world of education.

In general, all of the study participants were found to be able to interpret and understand the concept of the value of teaching professionalism, the elements of the value of teaching professionalism and were able to explain well the practice of applying the teaching professionalism of Islamic Education Teachers and then the values of professionalism become a practice in the lives of Islamic Education Teachers. A superior teacher can be born by adhering to the three axes above. All thoughts and views of a teacher's life should be based on trust in God, society and the state. Based on the three axes, three domains are the focus of building accurate Teacher Professionalism Value Practices, namely the personal domain, the professional domain, and the social domain. Appreciation and practice of the three domains in teacher training is a prerequisite for producing superior teachers.

#### **4. Conclusion**

The personal excellence of an Islamic Education Teacher is the primary model for educating the next generation. A generation with good personalities and morals can give birth to a civilized society and has an excellent personality. The overall results of the study have shown that the aspect of knowledge about the concept of the value of professionalism and the elements of the value of professionalism, as well as the practice of applying the values of professionalism in Islamic Education Teachers, are essential things that teachers need to pay attention to in order to ensure that their application can have an impact to become a quality teacher and continue to be a quality teacher. The study's results also show the elements that must be present for an Islamic Education Teacher. Implementing the practices will give positive results and implications and inject good values and civilization into the students. This study also presents some recommendations for further research that should be continued. This study will be a starting point for studies that will be carried out in the future and further improve the quality of the practice of applying the values of professionalism among Islamic education teachers as a whole.

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