

The Effect of Teacher Professionalism in Islamic Religious Education in the Era of Society 5.0 in Indonesia: A Meta-Analysis

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Abstrak

Penelitian ini bertujuan untuk mengetahui profesionalisme guru Pendidikan Agama Islam di era Society 5.0 di Indonesia. Penelitian ini merupakan jenis penelitian meta analisis. Sumber data berasal dari 17 jurnal nasional dan internasional yang diterbitkan dari tahun 2025-2023. Pencarian sumber data melalui google scholar, sciencedirect, Emerald, Springer, Taylor of Francis, ProQuest, Hindawi, Wiley dan Eric. Data yang digunakan sebagai sumber telah terindeks oleh SINTA, Scopus, WOS dan DOAJ. Teknik pengumpulan data adalah observasi langsung melalui database online. Kata kunci yang digunakan dalam pencarian sumber data adalah Profesional, Guru Profesional dan Guru Pendidikan Agama Islam. Analisis data yang digunakan adalah teknik analisis deskriptif kuantitatif dengan aplikasi OpenMEE. Hasil penelitian menyimpulkan bahwa guru Pendidikan Agama Islam yang profesional memiliki pengaruh positif dalam mendukung kemajuan Pendidikan Islam di Indonesia dengan nilai effect size sebesar 0,76 dengan kategori tinggi. Hal ini menunjukkan bahwa profesionalisme guru sangat dibutuhkan dalam mendorong kemajuan proses belajar mengajar Pendidikan Agama Islam di Indonesia.

Kata Kunci: *Profesionalisme guru, Pendidikan Agama Islam, Revolusi 5.0 Society*

Abstract

This study aims to determine the professionalism of Islamic Religious Education teachers in the era of Society 5.0 in Indonesia. The research is a type of meta-analysis research. Data sources come from 17 national and international journals published from 2025-2023. Searching for data sources through google scholar, sciencedirect, Emerald, Springer, Taylor of Francis, ProQuest, Hindawi, Wiley and Eric. The data used as a source has been indexed by SINTA, Scopus, WOS and DOAJ. The data collection technique is direct observation through online databases. The keywords used in the search for data sources are Professional, Professional Teacher and Islamic Religious Education Teacher. Data analysis is a quantitative descriptive analysis technique with the OpenMEE application. The results of the study concluded that professional Islamic Religious Education teachers have a positive influence in supporting the progress of Islamic Education in Indonesia with an effect size value of 0.76 in the high category. This shows that teacher professionalism is needed in encouraging the progress of the teaching and learning process of Islamic Religious Education in Indonesia

Keywords: Teacher Profesionalism, Islamic Religion Education, Society 5.0

INTRODUCTION

In the era of the 5.0 society revolution, the world of education is experiencing huge developments in various fields (Bahren, 2023). Education is a process to form a more mature and characterized person. (Goodwin, 2020; Suhaimiet al.,2022). Education has utilized technology to facilitate the performance of teachers in carrying out teaching and learning activities. (Yusuf et al., 2020; Noll & Saroglou, 2015). Technology helps teachers in presenting or delivering subject matter to students (Amory, 2012; Aaron, 2016; Thomas et al., 2019). Therefore, technology-based learning can create a more enjoyable learning

atmosphere (Zulkifli et al., 2022; Fradila et al., 2021). In addition, utilizing technology in learning, students and teachers can learn without time limits (Regan, 2018; Santosa et al., 2021).

Islamic Religious Education teachers are educators who have the main task of educating, fostering, teaching, and guiding students in learning from elementary to college levels that instill Islamic religious values in students (Oktriany & Iriani, 2018; Susilo et al., 2022). Guru Islamic Religious Education in carrying out the teaching and learning process must instill Islamic religious values in students (Assa'idi, 2021; Harisuddin, 2021). Islamic values instilled in students are able to filter negative influences from learning. However, Islamic Education teachers must have high professionalism in teaching.

Teacher professionalism is very important to improve the quality of Islamic Religious Education learning in the era of the industrial revolution 5.0 society. In the 5.0 society revolution, teachers are guided to have soft skills and hard skills in teaching (Roqib, 2021; Asmuni, 2021). Furthermore, Islamic Religious Education teachers must be able to develop student potential that leads to the competence of revolution 5.0 (Jamilah, 2021). In the era of industrial revolution 5.0, a teacher is able to develop critical thinking and problem solving, creative, collaborative and communicative skills. These abilities are needed by students to solve problems that occur in life (Elfira & Santosa, 2023). However, Islamic Religious Education teachers do not have high professionalism in supporting the progress of education in Indonesia (Wahyudin, 2023). (Jamin, 2018) stated that professional teachers have not been able to carry out the competencies that support the performance of their duties (Latuapo, 2023). Other problems faced by the quality of performance of Islamic Religious Education teachers who are still in the low category in encouraging the progress of education (Nasir, 2013). Revolusi 5.0 guru Pendidikan Agama Islam telah dihadapi dalam dunia teknologi *Internet of Thing*, *Big data* dan teknologi robot untuk menggantikan aktivitas guru (Milal et al., 2020). (Hamami, Hidayah, & Info, 2021) stated that professional Islamic Religious Education teachers are very necessary in facing the challenges of revolution 5.0 in filtering the negative influence of globalization that threatens the learning potential of Indonesian students.

Penelitian oleh (Munadi & Annur, 2022) Professional teachers will help students be more eager to learn and have noble morals. Learning not only develops cognitive potential but also affective and psychomotor potential. The professional quality of teachers is a solution in facing the challenges of industry 5.0 society. (Is, 2022) Professional teachers are able to educate, teach and foster students to have character. Research by (Batmang & Gunawan, 2020) Teacher professionalism is the main basis for carrying out learning activities and improving the quality of Islamic religious education in Indonesia. As (Rahmat & Yahya, 2021) stated that Islamic religious education becomes a lesson to form the character of teachers and students to get closer to God. Based on this, this study aims to analyze the influence of the professionalism of Islamic Religious Education teachers in the era of Society 5.0 in Indonesia.

METHODS

This research is a meta-analysis study. Meta-analysis research is a type of research that reviews literature that can be analyzed statistically (Suharyat et al., 2023; Oktarina et al., 2021). According to Cooper dan Hedges dalam (Shin & Kim, 2013) The steps of meta-analysis are formulating research problems, data collection, data coding, and data analysis and interpretation. Searching for data sources through the google scholar database, Scindierect, Wiley, Taylor of Francis, Eric Journal, Emerald and Sage Journal. In this study, data sources were searched in accordance with the keyword criteria, namely Professional Teachers, Professionalism of Islamic Religious Education teachers and Islamic Education teachers in the era of the Industrial Revolution 5.0. Inclusion criteria in this study 1) the research must have quantitative results that focus on Islamic Religious Education teachers that have been published from 2013-2023. In addition, the results of the study must include data that can be calculated effect size, 2) the type of research must be quasi-experimental, experimental, descriptive and mixed method research that can test the effect of teacher professionalism. 3) The subjects of this study came from elementary school teachers to universities in full 17 studies that meet the inclusion criteria can be seen in Figure 1. Furthermore, the data collection technique in this study is direct observation by searching the literature through the database. The data analysis technique

is quantitative data analysis with the Comprehensive Meta-Analysis (CMA) 2.0 application by calculating the effect size (ES) and standard deviation (SD) of each study.

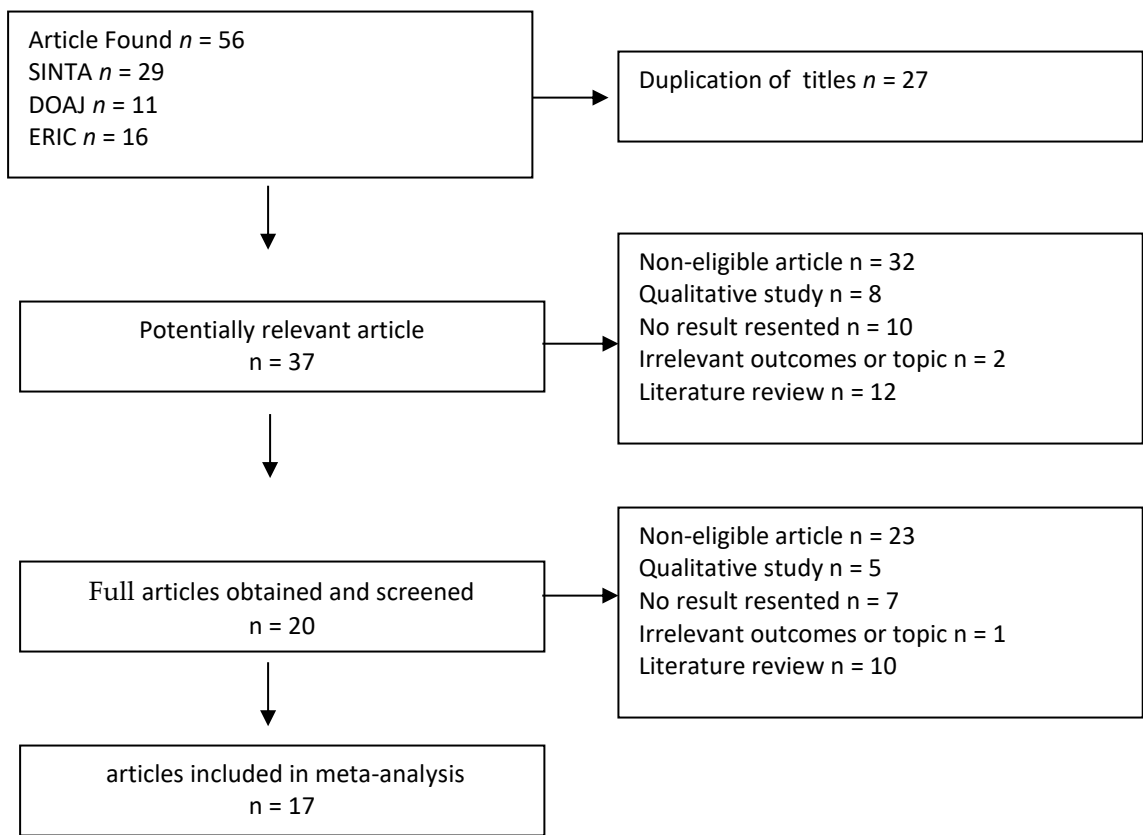


Figure1. Study flow through the Meta-analysis phase

RESULT AND DISCUSION

RESULT

From the analysis of 56 journals, only 10 national and international journals met the criteria for conducting meta-analysis. Journals that meet these criteria have a relationship with the effect of teacher professionalism in Islamic Religious Education in Indonesia in the era of society 5.0. The complete effect size of 10 journals used as data sources for meta-analysis can be seen in table.2

Table. 1 Data Source and Effect Size of Meta-analysis Research

	Author	State	Journal Type	Effect Size	Criteria
1	(Seftiani et al. , 2020)	Indonesia	National	0.41	Low
2	(Muhajir, Syafrizal, & Nadhirah, 2022)	Indonesia	International	0.35	Low
3	(Ahyani, 2020)	Indonesia	National	1.27	High
4	(Dewi & Khotimah, 2020)	Indonesia	National	0.50	Moderate
5	(Russamsi, Hadian, & Nurlaeli, 2020)	Indonesia	National	0.82	High
6	(Dahlan, 2022)	Indonesia	International	2.03	Very high
7	(Sukenti, Tambak, & Tanjung, 2020)	Indonesia	International	0.76	High
8	(Khatimah, Bin, & Ismail, 2022)	Indonesia	International	0.90	Very high
9	(Alamsyah, Ahmad, & Harris, 2020)	Indonesia	National	0.52	Moderate
1	(Hartanti & Yuniarsih, 2018)	Indonesia	National	0.61	Moderate
1	(Wahyuni, 2017)	Indonesia	National	0.88	High

1	(Eliyanto, 2017)	Indonesia	National	1.31	Very High
1	(Habibah, 2018)	Indonesia	National	0.33	Low
1	(Kurniawan, 2017)	Indonesia	National	2.10	Very High
1	(Samrin, 2014)	Indonesia	National	0.45	Moderate
1	(Baharun et al., 2020)	Indonesia	National	0.21	Ignored
1	(Nurhayati, Soeherlan, & Kosmajadi, 2022)	Indonesia	National	0.78	High
Average Effect Size				0.83	High

Based on Table 1. Explaining the summary effect obtained with high criteria, namely 0.83 or p -value <0.001 and standard deviation error of 0.163 so that it can be concluded that teacher professionalism has a significant influence in Islamic Religious education in the era of the society 5.0 revolution in Indonesia. Effect size calculations show that teacher professionalism in Islamic Religious Education in Indonesia has a very large influence in improving the quality of education in Indonesia. In addition, the level of teacher professionalism has a different effect size according to the level of education. The complete effect size based on the level of education can be seen in Table.3.

Table 2. Effect Size by Education LevelT

No	Education Level	Effect Size	Criteria
1	SD	1.20	Very High
2	SMP	0.78	High
3	SMA	0.61	Moderate

Based on table 2. The effect size of each level of education obtained by elementary school is 1.20 very high criteria, junior high school is 0.78 high criteria, and junior high school is 0.61 medium criteria. From this data, it shows that teacher professionalism affects the level of education taken by students.

Discussion

This is in line with research (Munadi, 2020) stated that the professionalism of Islamic Religious Education teachers has a huge influence in developing student potential in the era of the industrial revolution 5.0 society. The professionalism of teachers in Islamic Religious Education will help students in forming Islamic characters in facing the challenges of the industrial revolution 5.0 in Indonesia.(Adi et al., 2021; Yusuf et al., 2021; Firman, 2022). Furthermore, the level of education is a reference for a teacher who is professional in teaching to increase student potential (Kadi, 2022). In facing revolution 5.0 a teacher needs to train better teaching skills (Almutairi et al., 2021; Sadyadi, 2020). In facing the industrial revolution 5.0 society Islamic education teachers in Indonesia must be equipped with hard skills and soft skills. According to (Agama et al., 2021) Teachers who have a high professional level in teaching will be able to increase student motivation in learning, thus creating a pleasant learning atmosphere (Demartoto, 2020; Ulfat, 2020).

Furthermore, to encourage the professionalism of teachers in Islamic Religious Education in Indonesia, teachers must continue their higher education level (Tambak & Sukenti, 2020). In improving the professionalism of teachers in Islamic religious education in the era of the industrial revolution 5.0 in Indonesia is an important challenge to build the quality of education in Indonesia. To train the professionalism of teachers in Islamic education can be through subject teacher working groups (Lubis, 2017). Not only that, increasing the professionalism of Islamic Religious Education teachers can be through seminars or workshops. (Mansour, 2019) menjelaskan profesional guru menjadi suatu hal yang amat penting dalam memperbaiki karkater siswa.

In Islamic Religious Education learning activities, a teacher must be able to instill Islamic values in students (Binzel & Carvalho, 2016). So, with the existence of professional teachers teaching about planting Islamic values in students, students have better characters. In facing the industrial revolution 5.0, instilling Islamic values is very important from an early age in students in learning Islamic Religious Education in Indonesia. The professionalism of teachers in teaching Islamic Religious Education requires good teaching

skills (Al-talhouni, 2021); Ferry et al., 2020). Not only that, professional teachers in Islamic Religious Education help students understand the subject matter (Budianti et al., 2022).

CONCLUSION

From this study, it can be concluded that professional Islamic Education teachers have a positive influence in supporting the progress of Islamic Education in Indonesia with an effect size value of 0.76 in the high category. This shows that teacher professionalism is needed in encouraging the progress of the teaching and learning process of Islamic Religious Education in Indonesia. Professional teachers are expected to be able to foster student character in Islamic Religious Education in Indonesia. In addition, high professional teachers shape students' morals more Islamic.

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