



Analyzing the Professional competencies of qur'an and hadith teachers in the digital era and society 5.0: A library research

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ABSTRACT

This study aims to analyze the professional competencies of Qur'an and Hadith teachers and to identify the challenges and development strategies associated with these competencies within the context of contemporary Islamic education. The research employed a library research method using a descriptive qualitative approach. Data were collected from books, scholarly journal articles, policy documents, and previous studies relevant to teacher professional competence, Islamic education, and Qur'an and Hadith instruction. The data were analyzed using content analysis through the stages of data reduction, data presentation, and conclusion drawing. The findings reveal that the professional competence of Qur'an and Hadith teachers encompasses mastery of Qur'anic and Hadith knowledge, the ability to develop instructional materials, digital competence, and the capacity for continuous professional development. Furthermore, Qur'an and Hadith teachers face various challenges, including rapid technological advancements, changing student characteristics, and the increasing complexity of contemporary religious issues. Therefore, strengthening professional competence should be pursued through continuous education and training, the enhancement of digital literacy, the development of professional learning communities, and the promotion of research and reflective practices. Consequently, the professional competence of Qur'an and Hadith teachers serves as a strategic factor in improving the quality of learning and supporting the realization of adaptive, high-quality, and relevant Islamic education in response to contemporary societal developments.

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INTRODUCTION

Education is one of the primary instruments for developing human resources capable of responding to the dynamic social, cultural, and technological changes of contemporary society (A. G. Maharani et al., 2026). The success of education is determined not only by curricula,

infrastructure, and educational policies but also by the quality of teachers as the main actors in the learning process (Satriadi et al., 2026). Teachers occupy a strategic position as educators, mentors, facilitators, motivators, and agents of change who contribute to shaping students' knowledge, skills, attitudes, and character (Basyori, 2025). Therefore, efforts to improve educational quality cannot be separated from initiatives aimed at enhancing teacher competencies. In the context of the Indonesian educational system, Law Number 14 of 2005 concerning Teachers and Lecturers stipulates that teachers must possess four core competencies: pedagogical, personal, social, and professional competencies. These competencies are interrelated and serve as the foundation for teachers in carrying out their professional responsibilities (Munawir et al., 2026).

Among these competencies, professional competence holds a particularly significant role because it is directly associated with teachers' ability to master subject content, develop instructional materials, keep pace with advances in knowledge, and implement learning strategies that meet students' needs (Cholih et al., 2025). Professional competence serves as a key indicator of teacher quality because it determines the extent to which teachers can effectively and meaningfully transfer knowledge to learners (Jumrawati & Lina, 2025). Rahmana et al., (2025) argues that professional competence reflects a teacher's ability to master subject matter comprehensively and deeply, thereby enabling students to achieve the expected learning outcomes. Thus, professional competence encompasses not only mastery of knowledge but also the ability to apply such knowledge in educational practice.

The importance of teacher professional competence has become increasingly prominent in the era of digital transformation and knowledge-based societies. Advances in information technology have altered students' learning patterns, exposing them to diverse sources of information beyond the classroom. Students no longer regard teachers as their sole source of knowledge, as information can now be obtained through the internet, social media, digital learning platforms, and artificial intelligence technologies (Soleh, 2025). This situation presents new challenges for teachers, requiring them to continuously enhance their professional competence to remain relevant to the demands of twenty-first-century education. UNESCO (2021) emphasizes that future educators must possess adaptive professional skills, be capable of developing innovative learning practices, and serve as facilitators who foster students' critical thinking and literacy skills (Haq et al., 2026).

Within the context of Islamic education, professional competence carries a broader meaning because it involves not only mastery of subject content but also the ability to internalize Islamic values throughout the educational process (Ramadani et al., 2025). Islamic education teachers are expected to integrate academic, moral, spiritual, and social dimensions into their teaching so that students develop not only intellectually but also ethically and spiritually in accordance with Islamic teachings (Safiqo & Ghofur, 2025). Santoso et al., (2026) explains that Islamic education teachers must possess strong scholarly competence while simultaneously serving as role models in the implementation of Islamic values in everyday life. Consequently, the professional competence of Islamic education teachers possesses distinctive characteristics compared with teachers in other subject areas.

One of the most important subjects within Islamic education is Qur'an and Hadith Studies. This subject constitutes a core component of the madrasa curriculum and aims to develop students' understanding, appreciation, and application of Islamic teachings derived from the Qur'an and Hadith (Maharani et al., 2026). Instruction in Qur'an and Hadith Studies is not limited to the ability to read and memorize verses or traditions; it also emphasizes understanding their meanings, contents, and practical implications in daily life. Through this subject, students are expected to develop a sound, moderate, and contextual understanding of Islam, enabling them to face the challenges of modern life without losing their Islamic identity.

The success of Qur'an and Hadith instruction is highly dependent upon the professional competence of teachers responsible for teaching the subject. Qur'an and Hadith teachers are

expected to possess adequate mastery of various Islamic disciplines, including Ulum al-Qur'an, Ulum al-Hadith, Qur'anic exegesis (tafsir), tajwid, Hadith methodology, and contemporary Islamic studies (Kishi et al., 2026). In addition, they must be capable of presenting learning materials in engaging and contextualized ways that enable students to understand the relevance of Qur'anic and Prophetic teachings to their everyday lives. In Shulman's (1987) framework, this ability is referred to as Pedagogical Content Knowledge (PCK), namely the capacity to integrate subject matter expertise with effective instructional strategies. This concept is particularly relevant to Qur'an and Hadith instruction because many topics are abstract and require appropriate pedagogical approaches to facilitate student understanding (Maulida, 2026).

Digital technological advancement has also influenced the teaching and learning of Qur'an and Hadith Studies in madrasas. Today, students can access a wide range of religious information through social media, websites, video channels, and digital applications. On the one hand, this phenomenon creates opportunities to broaden students' religious knowledge. On the other hand, not all available information possesses credible scholarly authority or validity. The spread of unverified religious information, the emergence of extreme religious interpretations, and limited digital literacy represent significant challenges for Qur'an and Hadith teachers. Consequently, teachers are expected not only to master Qur'anic and Hadith content but also to possess adequate digital literacy skills to guide students in critically evaluating and understanding religious information (Munawarsyah & Suratin, 2026).

Research on the competencies of Islamic Religious Education teachers has continued to develop in recent years. Saleh & Bawa, (2025) explains that twenty-first-century Islamic Religious Education teachers face increasingly complex challenges because they are required to simultaneously master pedagogical, professional, and digital competencies. The study indicates that technological advancement requires teachers to continuously update their professional capabilities to meet the needs of students living in digital environments. This finding suggests that professional competence is no longer limited to mastery of instructional content but also includes the capacity to adapt to social and technological changes.

Similarly, Jannah et al., (2025) found that teacher professionalism in the Society 5.0 era requires a more comprehensive set of competencies, including mastery of Islamic sciences, critical thinking skills, digital literacy, and the ability to utilize technology in educational settings. Teachers who fail to keep pace with these developments risk experiencing competency gaps that may negatively affect the quality of learning. These findings demonstrate that professional competence is not static but must evolve continuously in response to changing societal conditions.

Maimunatun (2022) further identified digital competence as an essential component of professionalism among Islamic Religious Education teachers in the modern era. The study revealed that teachers who effectively utilize technology are more successful in creating engaging learning environments and enhancing student participation. This conclusion is reinforced by Safiqo & Ghofur, (2025) who argue that digital literacy contributes significantly to the effectiveness of technology-based learning and assists students in developing more critical and responsible approaches to religious information.

Jamri & Salehudin, (2025) emphasizes that the professional development of Islamic education teachers should be pursued continuously through training programs, professional learning communities, and digital literacy enhancement initiatives. Likewise, Purnama et al., (2025) argues that professional competence must be aligned with the demands of the Merdeka Curriculum, which emphasizes student-centered learning, character development, and technological integration. These findings indicate that teacher professional competence has become an unavoidable necessity within contemporary educational systems.

Hamzah & Mudlofir, (2025) demonstrated that competency development models based on digital literacy significantly improve the professional quality of Islamic Religious Education teachers. Teachers with strong digital competencies tend to be more creative in designing

instructional media and more capable of adapting to students' learning needs. Furthermore, Uy et al., (2025) emphasizes that teacher competencies in the digital era should remain grounded in Islamic values so that technological utilization does not diminish the substance of religious education.

Although numerous studies have examined the professional competence of Islamic Religious Education teachers, most focus on Islamic education teachers in general, digital literacy development, or the implementation of professional competencies in classroom instruction. Research specifically addressing the professional competence of Qur'an and Hadith teachers remains relatively limited. This is particularly noteworthy because Qur'an and Hadith teachers possess distinctive competency requirements due to their direct engagement with the primary sources of Islamic teachings. Moreover, studies integrating mastery of Qur'anic and Hadith sciences, pedagogical competence, and digital competence within the context of contemporary education remain scarce.

In the Society 5.0 era, integrating digital competencies into the professional competencies of Qur'an and Hadith teachers has become an urgent necessity rather than an optional skill. Society 5.0 emphasizes a human-centered society in which digital technologies, artificial intelligence, and big data are utilized to solve social and educational problems while maintaining ethical and human values. Within this context, Qur'an and Hadith teachers are expected not only to master Islamic knowledge but also to critically utilize digital technologies to design innovative learning experiences, evaluate the credibility of online religious information, and guide students in developing responsible digital religious literacy. Without the integration of digital competencies into professional competence, teachers may experience difficulties in responding to the rapid transformation of digital learning environments, thereby reducing the effectiveness of Qur'an and Hadith instruction and limiting students' ability to address contemporary religious and societal challenges. Therefore, digital competence should be regarded as an integral dimension of the professional competence of Qur'an and Hadith teachers in preparing learners for the Society 5.0 era.

This condition indicates the existence of a significant research gap. Previous studies have highlighted the importance of professional competence among Islamic Religious Education teachers but have not provided a comprehensive understanding of the professional competence of Qur'an and Hadith teachers specifically. Limited research has examined how Qur'an and Hadith teachers develop their professional competencies to address the challenges of digital learning and Society 5.0. Yet, such understanding is essential for enhancing the quality of instruction in madrasahs.

The novelty of this study lies in its specific focus on analyzing the professional competence of Qur'an and Hadith teachers through the integration of three key dimensions: mastery of Qur'anic and Hadith sciences, pedagogical competence, and digital competence required in contemporary education. Unlike previous studies that have primarily discussed teacher professionalism within the broader context of Islamic Religious Education, this research seeks to provide a more in-depth analysis of the characteristics of professional competence among Qur'an and Hadith teachers and its relevance to improving educational quality in the digital era.

Based on the foregoing discussion, this study is important because it provides a more comprehensive understanding of the professional competence of Qur'an and Hadith teachers within the context of contemporary Islamic education. The findings are expected to contribute theoretically to the development of scholarship on teacher professionalism in Islamic education while also serving as a reference for educational institutions in formulating strategies to improve the quality of Qur'an and Hadith teachers. Accordingly, this study aims to analyze the professional competence of Qur'an and Hadith teachers and identify the factors that support its development in addressing educational challenges in the digital era and Society 5.0.

RESEARCH METHODOLOGY

This study adopted a qualitative research design employing a library research approach. The selection of this method was based on the objective of examining and critically analyzing theoretical perspectives, conceptual frameworks, and empirical findings related to the professional competence of Qur'an and Hadith teachers within the contemporary landscape of Islamic education. Library research enables researchers to synthesize knowledge from a wide range of scholarly sources to develop a comprehensive understanding of a particular phenomenon and its underlying dimensions (Purba et al., 2026). A descriptive qualitative approach was utilized to explore and interpret the existing body of literature systematically, thereby providing an in-depth analysis of the characteristics, challenges, and development of professional competence among Qur'an and Hadith teachers.

The library research approach was considered the most appropriate method for achieving the objectives of this study because the research focuses on conceptual analysis rather than empirical measurement or field-based investigation. The primary objective is to analyze and synthesize existing scholarly knowledge regarding the professional competence of Qur'an and Hadith teachers, particularly the integration of pedagogical, disciplinary, and digital competencies within the context of Society 5.0. Such objectives require an in-depth examination of theories, previous empirical studies, policy documents, and academic discussions that have been developed across diverse scholarly sources. Therefore, rather than collecting primary data from participants, library research provides a comprehensive and systematic means of identifying conceptual patterns, research gaps, and emerging perspectives, enabling the development of a robust theoretical framework that directly addresses the research objectives.

The study relied on both primary and secondary sources of data. Primary sources consisted of peer-reviewed journal articles, scholarly books, and academic publications that specifically address teacher professional competence, Qur'an and Hadith education, Islamic Religious Education teacher professionalism, and instructional practices in Qur'an and Hadith studies. Secondary sources included conference proceedings, research reports, educational policy documents, government regulations, and other relevant academic publications that supported the analysis. Data collection was conducted through a systematic documentation process involving the identification, selection, classification, critical examination, and extraction of relevant information from the literature (Hafizah et al., 2025). The collected materials were subsequently organized into several analytical themes, including the conceptual foundations of teacher professional competence, the distinctive characteristics of professional competence among Qur'an and Hadith teachers, contemporary challenges in the digital era, and strategies for professional development.

The data were analyzed using content analysis, a method that facilitates the systematic interpretation of textual materials by identifying recurring patterns, themes, and conceptual relationships within the literature (Hafizah et al., 2025). The analytical process followed encompassing data condensation, data display, and conclusion drawing. During the data condensation stage, relevant information was selected, refined, and categorized according to the research objectives. The data display stage involved organizing the findings into coherent thematic structures to facilitate interpretation and analysis. Finally, conclusions were drawn through the synthesis of diverse scholarly perspectives, enabling the development of a comprehensive understanding of the professional competence required of Qur'an and Hadith teachers in contemporary educational settings.

To ensure the rigor and credibility of the findings, source triangulation was employed by comparing theoretical arguments, empirical evidence, and expert viewpoints derived from multiple scholarly sources. Furthermore, a cross-validation process was undertaken to assess the consistency, relevance, and reliability of the selected literature. These procedures were intended to strengthen the trustworthiness of the study and to provide a robust academic foundation for

understanding the professional competence of Qur'an and Hadith teachers within the broader context of Islamic education in the digital and Society 5.0 era.

RESULTS AND DISCUSSIONS

Professional Competence of Qur'an and Hadith Teachers from the Perspective of Islamic Education

The literature review indicates that professional competence constitutes one of the core competencies required for teachers to perform their educational responsibilities effectively. Professional competence encompasses teachers' ability to master subject content comprehensively, understand the disciplinary structures underlying the subjects they teach, develop instructional materials creatively, and remain responsive to advancements in science and technology. Within the context of Islamic education, professional competence extends beyond academic mastery to include the ability to integrate Islamic values into the learning process. Ubadi et al., (2025) argues that professional competence serves as a key indicator of teacher quality because it is directly associated with the capacity to manage learning activities and guide students toward achieving educational objectives.

In the context of Qur'an and Hadith Studies, professional competence possesses distinctive characteristics compared with other subject areas. Qur'an and Hadith teachers are expected to demonstrate comprehensive mastery of disciplines related to the Qur'an and Hadith, including *Ullum al-Qur'an*, *Ullum al-Hadith*, Qur'anic exegesis (*tafsir*), *tajwid*, and Hadith methodology. Such expertise enables teachers to present instructional content in a scholarly, systematic, and contextually relevant manner that aligns with contemporary Islamic thought. This finding is consistent with the study by Maharani et al., (2026) which revealed that the quality of Qur'an and Hadith instruction is strongly influenced by teachers' mastery of subject matter. Higher levels of content expertise are associated with greater effectiveness in facilitating student understanding.

From the perspective of Shulman's (1987) Pedagogical Content Knowledge (PCK) framework, professional competence is not solely determined by content mastery but also by the ability to transform knowledge into learning experiences that are accessible and meaningful to students (Fakhriyah et al., 2025). The findings suggest that Qur'an and Hadith teachers who successfully integrate content expertise with appropriate instructional strategies are more effective in enhancing student comprehension. This observation supports the findings of Arifudin dan Kartika (2026), who argues that professional competence must be complemented by pedagogical capability to achieve meaningful and effective learning outcomes.

Furthermore, professional competence is reflected in teachers' ability to contextualize Qur'anic and Prophetic teachings within students lived experiences. Effective teachers move beyond textual explanations and connect religious teachings to contemporary social, cultural, and technological issues. Such contextualization is essential because Qur'an and Hadith education aims not only to foster religious understanding but also to cultivate values and behaviors that are relevant to everyday life. This finding aligns with Yana et al., (2026) who emphasizes the importance of contextual learning approaches in helping students appreciate the relevance of Islamic teachings in modern society.

Dimensions of Professional Competence Among Qur'an and Hadith Teachers

The synthesis of the literature reveals several key dimensions of professional competence among Qur'an and Hadith teachers. The first dimension is mastery of subject-matter knowledge. Teachers are expected to understand the content, meanings, interpretations, and contexts of the Qur'anic verses and Hadiths they teach. Such mastery forms the basis of academic credibility and enables teachers to address students' questions through scholarly and evidence-based explanations.

Sihabudin & Sukandar, (2025) found that strong content knowledge contributes significantly to the quality of Islamic Religious Education and enhances students' understanding of religious concepts. The second dimension concerns the ability to develop instructional materials. Professional teachers do not rely solely on textbooks; instead, they design and adapt learning resources to meet students' needs and learning contexts. In Qur'an and Hadith instruction, this involves connecting scriptural teachings to social realities, scientific developments, and contemporary challenges. This finding is supported by Nursaya'bani et al., (2025) who argues that twenty-first-century teachers must demonstrate creativity in instructional design to address increasingly diverse student needs.

The third dimension involves the effective integration of information and communication technologies into teaching and learning. Digital transformation has significantly altered students' learning habits, requiring teachers to utilize various technology-based learning resources. The use of instructional videos, digital Qur'an applications, interactive media, and online learning platforms can enhance the effectiveness of Qur'an and Hadith instruction. This observation is consistent with Murniyati, (2025) who identifies digital competence as a crucial component of teacher professionalism in the digital era.

The fourth dimension pertains to reflective practice and continuous professional development. Professional teachers are expected to demonstrate a strong commitment to lifelong learning by actively engaging in training programs, seminars, research activities, and other forms of professional development. According to Munawir et al., (2026) continuous professional development plays a crucial role in enhancing the quality of Islamic education teachers, as rapid advancements in knowledge and technology require educators to continuously update and refine their competencies. Consequently, sustained professional learning is essential for ensuring that teachers remain responsive to educational innovations and evolving pedagogical demands.

Digital Competence as an Integral Component of Professional Competence

The rapid advancement of digital technology has fundamentally transformed the educational landscape. Consequently, Qur'an and Hadith teachers are required not only to possess expertise in religious studies but also to demonstrate competence in utilizing digital technologies for instructional purposes. Digital competence includes the ability to access, manage, evaluate, and utilize digital information effectively and responsibly. Within Islamic education, this competence has become increasingly important because students frequently obtain religious information from social media platforms and online sources.

The findings indicate that teachers' digital literacy significantly contributes to both the quality of instruction and students' ability to critically evaluate and understand religious information. Bahiyah & Acetylena, (2025) argue that Islamic Religious Education teachers who possess strong digital literacy skills are generally more effective in integrating technology into the learning process while simultaneously reinforcing religious values. This finding suggests that digital competence has become an integral component of teacher professionalism in contemporary educational settings. Moreover, teachers who can utilize technology effectively are more likely to foster interactive, collaborative, and student-centered learning environments. Therefore, digital competence may be regarded as one of the key indicators of professional competence among Qur'an and Hadith teachers in the digital era. Teachers who effectively utilize technology are better positioned to create active and participatory learning environments. Consequently, digital competence may be regarded as a key indicator of professionalism among Qur'an and Hadith teachers in the digital age.

Beyond its pedagogical functions, digital competence also plays an important role in fostering students' religious literacy. Qur'an and Hadith teachers bear the responsibility of guiding students in evaluating the credibility and validity of religious information encountered online. Given the widespread circulation of unverified religious content in digital environments, teachers must cultivate students' critical awareness and digital discernment. Therefore, digital competence

should be understood not merely as technical proficiency but also as the ability to promote responsible and critical engagement with digital media.

Challenges to Professional Competence in the Society 5.0 Era

The emergence of Society 5.0 presents new challenges for Qur'an and Hadith teachers. One of the most significant challenges relates to the changing characteristics of students, who are increasingly immersed in digital technologies. Students now have extensive access to diverse information sources, resulting in a shift in the teacher's traditional role as the primary source of knowledge. Consequently, teachers must adapt by strengthening both their professional and digital competencies.

Hamzah & Mudlofir, (2025) argues that professionalism among Islamic Religious Education teachers in the Society 5.0 era is determined not only by subject-matter expertise but also by the ability to respond effectively to technological and social transformations. Teachers who fail to adapt to these developments risk experiencing competency gaps that may negatively affect instructional quality. This finding underscores the importance of continuous professional development to ensure that teachers remain relevant in contemporary educational contexts.

Another challenge concerns the growing complexity of religious issues encountered by students. Qur'an and Hadith teachers are expected to provide moderate, inclusive, and context-sensitive perspectives on contemporary religious matters. Meeting this expectation requires both strong disciplinary knowledge and critical thinking skills that enable teachers to interpret evolving social and religious phenomena effectively. Furthermore, administrative responsibilities constitute an additional obstacle to professional development. Excessive administrative workloads often limit teachers' opportunities to participate in training programs, conduct research, and engage in professional learning activities. This finding is consistent with Anggraini et al., (2025) who identifies limited time and professional development opportunities as major barriers to improving the quality of Islamic education teachers.

Strategies for Strengthening Professional Competence

The literature suggests several integrated strategies for enhancing the professional competence of Qur'an and Hadith teachers. The first strategy involves strengthening academic competence through advanced education, professional training, seminars, and workshops focused on Qur'anic and Hadith studies. Continuous enhancement of disciplinary expertise is essential for enabling teachers to keep pace with developments in contemporary Islamic scholarship.

The second strategy focuses on strengthening digital competence through technology-based training and digital literacy programs. Uy et al., (2025) emphasizes that technological proficiency has become an essential requirement for Islamic education teachers seeking to create innovative and engaging learning environments. Educational institutions should therefore provide adequate technological infrastructure and professional development opportunities to support this goal. The third strategy is the establishment of professional learning communities (PLCs). Through collaborative networks, teachers can exchange experiences, discuss instructional challenges, and develop innovative teaching practices collectively. Munawir et al., (2026) highlights professional collaboration as a key factor in sustaining teacher professionalism and promoting continuous improvement. The fourth strategy involves fostering a culture of research and reflective practice. Qur'an and Hadith teachers should be encouraged to evaluate and improve their instructional practices through classroom action research, scholarly publication, and systematic reflection. Such activities contribute not only to improved learning quality but also to the ongoing development of professional competence.

Overall, the findings demonstrate that the professional competence of Qur'an and Hadith teachers plays a pivotal role in enhancing instructional quality and supporting the broader goals of Islamic education. This competence encompasses mastery of Qur'anic and Hadith sciences, pedagogical expertise, digital literacy, and continuous professional development. Previous studies

consistently confirm that teachers with strong professional competence are more successful in creating effective, contextualized, and relevant learning experiences for students in the digital and Society 5.0 era. Therefore, strengthening the professional competence of Qur'an and Hadith teachers should be regarded as a strategic priority for advancing the quality of Islamic education in the future.

The synthesis of the literature further indicates that integrating Islamic values with digital technology has important implications for the effectiveness of learning in Qur'an and Hadith education. The effective use of digital technology enables teachers to design interactive, flexible, and student-centered learning environments while maintaining the ethical and spiritual principles embedded in Islamic education. Rather than positioning technology as a substitute for religious values, the integration allows digital media to function as a pedagogical tool for strengthening students' understanding, appreciation, and application of Qur'anic and Hadith teachings. Moreover, teachers with strong digital competence are better equipped to guide students in evaluating the credibility of online religious information, fostering critical digital literacy, and preventing misconceptions arising from unverified digital content. Consequently, the integration of Islamic values and digital technology contributes not only to improved learning effectiveness but also to the development of students' intellectual, moral, and spiritual competencies in accordance with the objectives of Islamic education.

Furthermore, the findings of this literature synthesis contribute to the development of a teacher competency model in the digital age by proposing that the professional competence of Qur'an and Hadith teachers should be understood as an integrated framework consisting of four interconnected dimensions: disciplinary competence, pedagogical competence, digital competence, and value-based Islamic competence. These dimensions should not be viewed as separate competencies but as complementary components that collectively support effective teaching and learning in the Society 5.0 era. The proposed framework highlights that mastery of Qur'anic and Hadith sciences must be accompanied by pedagogical innovation, responsible digital literacy, and the internalization of Islamic values to enable teachers to respond effectively to contemporary educational challenges. Therefore, this study extends previous discussions on teacher professionalism by providing a conceptual foundation for the development of a comprehensive competency model that is responsive to the demands of digital transformation while preserving the distinctive characteristics of Islamic education.

CONCLUSION

The findings of this library research underscore the pivotal role of professional competence in determining the effectiveness of Qur'an and Hadith instruction and, more broadly, the quality of Islamic education. Such competence extends beyond mastery of Qur'anic and Hadith sciences to encompass pedagogical expertise, instructional material development, digital literacy, and a commitment to lifelong professional learning. In the context of digital transformation and Society 5.0, Qur'an and Hadith teachers are required to integrate disciplinary knowledge with technological proficiency to address emerging educational challenges and foster students' critical, contextual, and balanced understanding of Islamic teachings.

Despite the challenges posed by rapid technological change, evolving learner characteristics, and increasingly complex religious issues, the enhancement of professional competence remains achievable through sustained professional development initiatives, digital literacy training, participation in professional learning communities, and engagement in reflective and research-informed practice. Therefore, strengthening the professional competence of Qur'an and Hadith teachers should be regarded as a strategic priority for advancing instructional quality, promoting meaningful religious learning, and fostering an adaptive, innovative, and future-oriented model of Islamic education.

Future research is recommended to empirically validate the professional competency model proposed in this study through quantitative, qualitative, or mixed-methods approaches involving Qur'an and Hadith teachers across different educational contexts. Empirical studies may examine the relationships among disciplinary competence, pedagogical competence, digital competence, and value-based Islamic competence, as well as their influence on instructional effectiveness, student learning outcomes, and teachers' professional performance. In addition, future research could develop and validate measurement instruments for assessing these competency dimensions and investigate the effectiveness of competency development programs implemented in madrasas and other Islamic educational institutions. Such empirical investigations would provide stronger evidence for refining the proposed competency model and support its practical application in teacher education, professional development, and educational policy within the context of digital transformation and Society 5.0.

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