Al-Qur'an Teachers' Professionalism and Its Contribution to TPACK Development at Madrasah Tsanawiyah

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Article info	Abstract
	This study aims to explore the professionalism of Al-Qur'an teachers in improving Technological Pedagogical and Content Knowledge (TPACK) at the Madrasah Tsanawiyah level. A descriptive qualitative approach was employed to examine teachers' understanding of TPACK, professional practices, and challenges in integrating technology into Al-Qur'an instruction. Data were collected through non-participant classroom observations, semi-structured interviews with the principal, Al-Qur'an teachers, educational staff, and students, as well as an analysis of instructional documents. The findings indicate that teacher professionalism is reflected not only in pedagogical and technological competencies but also in spiritual, ethical, and emotional dimensions of teacher–student relationships. Although formal understanding of TPACK varies among teachers, they are able to integrate technology contextually through the use of digital media and tahfiẓ applications while maintaining Qur'anic values. The integration of professionalism and TPACK positively influences students' learning experiences, particularly in enhancing motivation, engagement, and understanding. However, limitations in technological competence, instructional time, and infrastructure remain significant challenges.

Keywords: Teacher Professionalism, TPACK, Qur'anic Learning

Abstrak

Penelitian ini bertujuan mengeksplorasi profesionalisme guru Al-Qur'an dalam meningkatkan Technological Pedagogical and Content Knowledge (TPACK) pada jenjang Madrasah Tsanawiyah. Penelitian menggunakan pendekatan kualitatif deskriptif untuk mengkaji pemahaman guru terhadap TPACK, praktik profesional, serta tantangan integrasi teknologi dalam pembelajaran Al-Qur'an. Data dikumpulkan melalui observasi kelas non-partisipatif, wawancara semi-terstruktur dengan kepala madrasah, guru Al-Qur'an, tenaga kependidikan, dan siswa, serta analisis dokumen pembelajaran. Hasil penelitian menunjukkan bahwa profesionalisme guru tidak hanya tercermin dari kompetensi pedagogik dan teknologi, tetapi juga dari dimensi spiritual, etika, dan relasi emosional dengan siswa. Meskipun pemahaman formal TPACK bervariasi, guru mampu mengintegrasikan teknologi secara kontekstual melalui media digital dan aplikasi tahfiẓ tanpa mengabaikan nilai-nilai Al-Qur'an. Integrasi profesionalisme dan TPACK berdampak positif terhadap motivasi, keterlibatan, dan pemahaman belajar siswa, meskipun masih dihadapkan pada keterbatasan kompetensi teknologi, waktu, dan sarana prasarana.

Kata Kunci: Profesionalisme Guru, TPACK, Pembelajaran Al-Qur'an

INTRODUCTION

The rapid advancement of digital technology has fundamentally transformed the global educational landscape, reshaping how teaching and learning are designed and implemented (Alfiyanto et al., 2024; Gunawan et al., 2022; Mahriza et al., 2023; Rafita & Puspa Juwita, 2025). In contemporary education, technology integration is no longer considered optional but has become a strategic necessity to enhance instructional effectiveness and align learning outcomes with 21st-century competencies (Ghanbaripour et al., 2024). This transformation demands that teachers develop not only subject-matter expertise but also the ability to integrate pedagogy and technology in meaningful and contextual ways. Consequently, frameworks that support holistic teacher competence in digital environments have gained increasing scholarly attention.

One of the most influential models addressing this need is the Technological Pedagogical and Content Knowledge (TPACK) framework. TPACK conceptualizes the interdependent relationship among content knowledge, pedagogical knowledge, and technological knowledge that teachers must master to facilitate effective technology-enhanced learning (Shamim et al., 2024; Warmansyah et al., 2022). Rather than viewing technology as an add-on, TPACK emphasizes its dynamic integration with pedagogy and subject content to support meaningful learning experiences. Empirical evidence suggests that effective TPACK integration significantly contributes to teachers' professional competence, including in religious education contexts that involve complex cognitive and affective dimensions (Li & Bingqing, 2024; Reski & Sari, 2020).

Within Islamic education, particularly in Qur'anic learning and *tahfīẓ* programs, the demand for teacher professionalism has intensified in response to digital transformation. Traditional pedagogical approaches, while valuable, are increasingly insufficient to address the learning styles and technological exposure of today's students. Previous studies indicate that although TPACK-based Qur'anic instruction has been explored, disparities in teacher professionalism and technology integration remain evident (Posangi et al., 2025). Weak instructional supervision, limited professional training, and minimal use of digital media continue to hinder effective Qur'anic instruction, despite evidence that teachers with stronger TPACK competencies can significantly enhance student engagement and learning outcomes (Siregar et al., 2025).

The digital era also presents distinctive challenges for Qur'anic education that extend beyond technical concerns. Easy access to unverified online content poses risks of misinterpretation and distortion of Qur'anic meanings, while excessive reliance on digital applications may reduce students' focus and spiritual immersion in learning the Qur'an (Akib, 2024; Mufti et al., 2024). At the same time, emerging technologies such as mobile learning applications, artificial intelligence, and augmented reality offer substantial opportunities to enrich Qur'anic learning when applied thoughtfully and ethically (Abrar et al., 2024; Andryan & Wibawa, 2022). These conditions highlight the importance of digital morality and value-based pedagogy grounded in Qur'anic principles to guide responsible technology use in Islamic education (Maharani & Nasrulloh, 2024).

Teacher professionalism plays a central role in navigating these challenges and opportunities. Professional Qur'anic teachers are expected to demonstrate mastery of instructional content, pedagogical competence, ethical integrity, and technological literacy (Fazalani et al., 2022; Fitriani, 2025; Rita Yulia Anggraini et al., 2022). Studies consistently report that sustained professional development in pedagogy and educational technology strengthens instructional quality and fosters innovation in religious education (Akbar & Fajri, 2022; Anisa & Murniyetti, 2022; Mintasih et al., 2024; Mumung, 2020; Posangi et al., 2025). Moreover, professionally competent teachers are better positioned to integrate digital tools without compromising the spiritual, moral, and character-building objectives of Qur'anic education.

Despite these theoretical and empirical insights, practical implementation remains uneven across Islamic educational institutions. MTs Al-Ittihadiyah Pekanbaru, which implements a *tahfīẓ* Al-Qur'an program as a flagship component of its curriculum, faces notable challenges in achieving optimal learning outcomes. Preliminary observations indicate that some teachers demonstrate limited TPACK mastery, resulting in predominantly conventional instructional practices, constrained use of technology, and inefficiencies related to time and infrastructure. These conditions suggest an urgent need to systematically explore how Qur'anic teacher professionalism intersects with TPACK development in real instructional contexts.

Based on these considerations, this study focuses on exploring the professionalism of Qur'anic teachers in enhancing TPACK at MTs Al-Ittihadiyah Pekanbaru. Employing a qualitative descriptive approach, the research seeks to examine teachers' understanding of the TPACK framework, their professional development strategies, and the challenges they encounter in daily instructional practice. The findings are expected to contribute empirical insights to the discourse on teacher professionalism in Islamic education and offer practical recommendations for policymakers and educational leaders to strengthen Qur'anic learning that is responsive to the demands of the digital era.

METHODS

This study employed a qualitative approach with a descriptive research design to explore the professionalism of Qur'anic teachers in enhancing Technological Pedagogical and Content Knowledge (TPACK) at MTs Al-Ittihadiyah Pekanbaru. The research aimed to obtain an in-depth understanding of teachers' efforts in developing TPACK as well as the challenges they encounter in integrating technology into Qur'anic instruction. The study was conducted at MTs Al-Ittihadiyah Pekanbaru from April to June 2025. Data were collected through non-participant classroom observations, semi-structured interviews, and document analysis related to Qur'anic teaching and learning practices. The participants included the school principal, Qur'anic teachers, administrative staff, and students, selected to provide comprehensive perspectives on policy, instructional practice, institutional support, and learning experiences.

Data analysis was carried out using thematic analysis to identify recurring patterns and key themes emerging from the collected data. Interview transcripts, observation notes, and institutional documents such as lesson plans, curricula, evaluation records, and teacher training reports were systematically coded and categorized. The analysis focused on three core dimensions of the TPACK framework: Content Knowledge (CK), Pedagogical Knowledge (PK), and Technological Knowledge (TK), as well as their intersections in instructional practice. Triangulation across data sources and participant groups was applied to enhance the credibility and trustworthiness of the findings, enabling a comprehensive depiction of both the strategies employed by Qur'anic teachers and the contextual factors influencing the implementation of TPACK in Qur'anic learning.

RESULTS AND DISCUSSIN
Results
Professionalism of Qur'anic Teachers in Enhancing TPACK

The findings indicate that the professionalism of Qur'anic teachers at MTs Al-Ittihadiyah Pekanbaru encompasses not only technical teaching competence but also strong spiritual and ethical dimensions. Professionalism in this context is closely linked to religious values, where teaching is perceived as an act of worship and moral responsibility. This perspective shapes teachers' attitudes toward discipline, commitment, and responsibility in the learning process. Consequently, professionalism is understood as a holistic integration of pedagogical skills, spiritual sincerity, and emotional engagement with students.

This view was strongly articulated by the head of the madrasah, Ustadz Syafri Maltos, S.Pd., M.Pd., who emphasized that professionalism in Islamic education transcends formal teaching performance. He highlighted sincerity (*ikhlās*), discipline, punctuality, and emotional connection as essential indicators of a professional Qur'anic teacher. According to him, a harmonious emotional relationship between teachers and students plays a crucial role in supporting effective learning and character formation. This perspective underscores the moral and relational dimensions of professionalism within Qur'anic education.

> *"Professionalism in an Islamic context is defined as working as an act of worship with sincere intentions. Professional teachers are required to be disciplined, punctual, and committed to students' achievements. Another essential aspect is the emotional relationship between teachers and students."* (Interview with the Head of Madrasah)

Figure 1. Documentation of Interviews with Qur'anic Teachers

The perspectives of Qur'anic teachers aligned with this leadership view. Teachers such as Ustadz Amir Husin and Ustadzah Nur Aini Yunus emphasized continuous learning and a strong sense of responsibility in fulfilling their teaching duties. They viewed professionalism as a lifelong process that involves improving pedagogical skills and adapting to changing educational demands. These findings resonate with social constructivist learning theory, which highlights the importance of social interaction and emotional support in fostering meaningful learning experiences.

Students' perceptions further reinforced the positive portrayal of teacher professionalism. Most students described their teachers as "creative and enjoyable," noting that Qur'anic lessons were engaging, understandable, and motivating. Emotional warmth, patience, and empathy were frequently mentioned as qualities that made learning more comfortable. However, some students expressed that learning could become more enjoyable if teachers displayed greater enthusiasm, suggesting that teacher motivation also influences student engagement.

"The teacher is gentle, understands us, and is liked by the students." (Student Interview)

Figure 2. Classroom Atmosphere During TPACK-Based Learning

Teachers' Understanding and Implementation of TPACK in Qur'anic Instruction

In the digital era, the integration of technology into teaching practices has become an unavoidable necessity. At MTs Al-Ittihadiyah Pekanbaru, Qur'anic teachers demonstrated contextual and creative approaches to implementing TPACK, even though their familiarity with the formal terminology varied. The use of digital tools such as PowerPoint presentations and the SIMTAF application illustrates practical efforts to integrate technology into Qur'anic instruction. These practices indicate that teachers are able to operationalize TPACK principles without necessarily labeling them explicitly.

Teachers also consciously embedded Qur'anic values within technology-based instruction. Lessons were commonly opened with *basmalah* and closed with *hamdalah*, and relevant Qur'anic verses were integrated into teaching activities. This approach reflects a deliberate effort to maintain spiritual depth while utilizing modern instructional tools. As a result, technology use did not replace religious values but rather complemented the spiritual goals of Qur'anic education.

Several teachers acknowledged that while they were not fully familiar with the theoretical construct of TPACK, they intuitively applied its components in practice. Ustadz Amir Husin and Ustadzah Nur Aini Yunus reported using PowerPoint and SIMTAF to improve lesson clarity and student engagement. Ustadz M. Fathoni Albar noted that technology was selected based on practicality and instructional needs rather than conceptual frameworks. This finding suggests that experiential knowledge plays a significant role in shaping teachers' technological integration.

The SIMTAF application, in particular, was identified as a valuable tool for managing memorization progress and student evaluation. Teachers reported that the application facilitated systematic monitoring of students' tahfīẓ development and improved instructional efficiency. This practice exemplifies how technological knowledge can be effectively combined with pedagogical strategies and Qur'anic content. Overall, the findings demonstrate that local and contextualized technology use can meaningfully support TPACK implementation despite limited formal training.

Impact of Teacher Professionalism and TPACK on Students' Learning Experiences

The integration of teacher professionalism and TPACK at MTs Al-Ittihadiyah Pekanbaru has generated significant positive impacts on students' learning experiences. Most students reported that Qur'anic learning activities were enjoyable, engaging, and easy to understand. They appreciated teachers' creativity in blending traditional memorization techniques with digital media. This combination helped students remain focused while also enhancing their motivation to learn.

Students also highlighted that technology-based learning encouraged greater independence and active participation. Digital tools enabled them to explore learning materials beyond classroom instruction and reinforced their memorization practices. Moreover, the integration of Qur'anic values throughout the learning process contributed to students' character development and spiritual awareness. Thus, learning

outcomes extended beyond cognitive achievement to include moral and affective dimensions.

Despite the predominantly positive responses, some students suggested that learning experiences could be further improved through increased enthusiasm and motivational strategies. These perspectives indicate that while technological and pedagogical integration is effective, intrinsic motivation remains a critical factor. Teachers' emotional expressiveness and energy were perceived as influential in shaping classroom dynamics. This finding highlights the ongoing need to balance technological innovation with motivational and affective teaching practices.

Figure 3. Classroom Implementation of TPACK in Qur'anic Learning

Challenges and Adaptive Strategies in Implementing TPACK

The implementation of TPACK at MTs Al-Ittihadiyah Pekanbaru was not without challenges. Teachers identified uneven technological competence among staff, limited time for designing TPACK-based lessons, and insufficient access to digital devices at students' homes as major obstacles. These constraints affected the consistency and depth of technology integration in Qur'anic instruction. Nevertheless, teachers demonstrated adaptive strategies to address these limitations.

One prominent strategy involved utilizing accessible and low-cost technological resources, such as free applications and personal smartphones. Teachers also emphasized sincere intentions and continuous learning as motivational foundations for overcoming limitations. Collaboration among teachers emerged as another critical strategy, enabling knowledge sharing and collective problem-solving. Through informal peer support, teachers strengthened their professional competence and optimized the application of TPACK in daily practice.

Students' perceptions further reflected the effectiveness of these adaptive strategies. Although learning conditions varied, students generally viewed their teachers as professional, supportive, and competent. The combination of pedagogical care, technological adaptation, and spiritual guidance contributed to a positive learning environment. These findings underscore the importance of institutional support and collaborative culture in sustaining TPACK-based Qur'anic education.

Table 1. Students' Perceptions of Teacher Professionalism and Learning Experiences

Name	Memorization Level	Supervising Teacher	Learning Comfort	Teaching Methods	Teacher Professionalism
RHR (Grade 9B)	2 Juz	Ustadz Fathoni, Hakim, Syarif	Very enjoyable	Prayer, memorization preparation, evaluation	Professional (creative and enjoyable)
FAY (Grade 9B)	6 Juz	Ustadz Syarif	Enjoyable	Muroja'ah and ziyādah scheduling, recitation evaluation	Meets professional standards
MFR (Grade 9B)	4 Juz	Ustadz Syarif	Very enjoyable	Memorization and tajwīd correction	Meets professional standards
MFA (Grade 9B)	4 Juz	Ustadz Fathoni, Hakim, Syarif	Enjoyable when motivated	Direct recitation and correction	Adequate but less engaging
MAB (Grade 9B)	4 Juz	Ustadz Syarif	Very enjoyable	Old memorization (2 pages), new memorization (5 lines)	Meets professional standards
AGM (Grade 8A)	2 Juz	Ustadzah Aini	Enjoyable and engaging	Brief tahsīn before recitation	Meets professional standards
DAP (Grade 8A)	1 Juz	Ustadzah Hanna	Enjoyable	Muroja'ah, preparation, recitation	Meets professional standards
SS (Grade 8A)	4 Juz	Ustadzah Aini	Very enjoyable	Tahsīn, muroja'ah, recitation	Meets professional standards
AAZ (Grade 8A)	2 Juz	Ustadzah Nur Aini Yunus	Enjoyable and engaging	Tahsīn, tahfīẓ, recitation correction	Professional, gentle, and well-liked

Discussion

The findings of this study demonstrate that the professionalism of Qur'anic teachers at MTs Al-Ittihadiyah Pekanbaru is constructed not only through pedagogical and technical competence but also through strong spiritual and ethical orientations. Teaching is perceived as an act of worship grounded in sincerity, discipline, and emotional responsibility toward students. This result supports previous studies asserting that professionalism in Islamic education cannot be separated from moral integrity and spiritual commitment (Afrianto, 2020; Yumawan & Anwar, 2022). However, unlike studies that emphasize formal certification and institutional indicators of professionalism, this research highlights relational and affective dimensions such as emotional bonding as central markers of professional practice.

In terms of TPACK implementation, the findings reveal that Qur'anic teachers were able to integrate technology meaningfully despite limited formal understanding of the TPACK framework. Teachers utilized tools such as PowerPoint and the SIMTAF application to support memorization, evaluation, and instructional clarity. This finding aligns with research by Padriyanti et al (2024) and Frananda et al (2024), which reported that digital tools enhance Qur'anic learning effectiveness when applied contextually. Nevertheless, it contrasts with studies suggesting that successful TPACK integration requires explicit conceptual mastery and structured training programs (Rizki, 2023; Wasman, 2023). The present study suggests that experiential and practice-based knowledge may compensate for limited theoretical familiarity.

The integration of spiritual values alongside technology-based instruction represents a distinctive contribution of this study. Teachers consciously embedded Qur'anic rituals, values, and moral reflections within digitally supported lessons, ensuring that technological adoption did not diminish the sacredness of Qur'anic learning. This finding reinforces studies emphasizing the importance of digital morality and value-based pedagogy in Islamic education (Akib, 2024; Maharani & Nasrulloh, 2024). At the same time, it challenges concerns raised by Mufti et al (2024) regarding the risk of value erosion in digitally mediated religious education, suggesting that teacher professionalism plays a critical mediating role.

The positive impact of teacher professionalism and TPACK on students' learning experiences further corroborates prior research linking technology-integrated pedagogy with increased student engagement and motivation (Syahfira et al., 2023). Students in this study reported enhanced enjoyment, understanding, and independence in learning Qur'anic material, consistent with constructivist perspectives emphasizing active and student-centered learning (Williamson, 2024). However, the findings also indicate that technology alone does not guarantee optimal engagement, as some students emphasized the importance of teacher enthusiasm and emotional energy. This nuance supports (Mintasih et al., 2024), who argue that teacher affective competence remains a decisive factor even in technologically enriched classrooms.

Finally, the challenges identified such as uneven technological competence, limited preparation time, and restricted access to digital resources reflect persistent

structural issues reported in earlier studies (Zhang & Zhang, 2024). The adaptive strategies employed by teachers, including peer collaboration, use of personal devices, and reliance on free applications, align with findings by Indiarto (2023) and Neliwati et al (2024) regarding grassroots innovation in resource-constrained contexts. However, reliance on individual initiative also reveals systemic gaps in institutional support and professional development. Therefore, this study underscores the need for structured, sustained training and policy-level support to strengthen Qur'anic teachers' TPACK while preserving the spiritual essence of Islamic education.

CONCLUSION

his study concludes that the professionalism of Qur'anic teachers plays a crucial role in enhancing the implementation of Technological Pedagogical and Content Knowledge (TPACK) in Qur'anic learning at the Madrasah Tsanawiyah level. Teacher professionalism is reflected not only in pedagogical and technological competence but also in spiritual sincerity, ethical responsibility, discipline, and emotional engagement with students. Despite variations in formal familiarity with the TPACK framework, teachers are able to integrate technology meaningfully through contextual and practice-based approaches aligned with Qur'anic values, demonstrating that experiential knowledge and value-driven pedagogy can effectively support technology integration in Islamic education. The integration of professionalism and TPACK positively contributes to students' learning experiences by increasing engagement, motivation, and understanding, while simultaneously strengthening character formation and spiritual development. Nevertheless, challenges such as uneven technological competence, limited instructional time, and restricted access to digital resources remain significant constraints, highlighting the need for sustained institutional support, structured professional development, and collaborative teacher cultures to strengthen TPACK implementation in response to the demands of the digital era.

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